



T.C.

AKDENİZ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

**MASTER'S
THESIS**

**UNDERSTANDING ADULT FOREIGN
LANGUAGE MOTIVATION THROUGH
COMPLEX DYNAMIC SYSTEMS THEORY: AN
INSTRUMENTAL CASE STUDY**

Osman Barış KOCABIYIK

**ENGLISH LANGUAGE TEACHING
MASTER'S PROGRAM**

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Supervisor:

Asst. Prof. Dr. Simla COURSE

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AKDENİZ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI
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KARMAŞIK DİNAMİK SİSTEMLER TEORİSİ ARACILIĞIYLA YETİŞKİN
YABANCI DİL MOTİVASYONUNU ANLAMAK: ARAÇSAL BİR VAKA
ÇALIŞMASI

YÜKSEK LİSANS TEZİ

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ANTALYA, 2025

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Osman Barış KOCABIYIK'ın bu çalışması **23/07/2025** tarihinde jürimiz tarafından **Yabancı Diller Eğitimi** Ana Bilim Dalı **İngiliz Dili Eğitimi** Tezli Yüksek Lisans Programında **Yüksek Lisans Tezi** olarak **oy birliği/oy çokluğu** ile kabul edilmiştir.

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YÜKSEK LİSANS TEZİNİN ADI: Understanding Adult Foreign Language Motivation Through Complex Dynamic Systems Theory: An Instrumental Case Study

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli ve sayılı kararıyla kabul edilmiştir.

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The present thesis study has set out to investigate adult foreign language motivation by employing Complex Dynamic Systems Theory framework. The present study was an instrumental case study which aimed to examine the changes in foreign language learning motivation of an adult language learner who studied English at a private foreign language school over a six-month period in an endeavor to unravel the underlying mechanisms behind his language learning motivation. Against this background, the study views motivation, a crucial element in the language learning process, as a complex and multifaceted phenomenon rather than a fixed and singular one. In this way, the study aims to shed light on the dynamic changes in motivation of adult language learners who, in addition to their busy work lives and the responsibilities of adulthood, need to dedicate time to language learning.

Similar to my thesis study, I also experienced constant ebbs and flows in my motivational trajectory. There have been many times when I felt like writing a thesis was over my head and that I should quit. Although I was working with only one participant, the overwhelming amount of data I collected overwhelmed me. I frequently referred to the methodology books I occasionally read and re-read to design the Findings section as forming themes felt like an impossible task. I had doubts. For this reason, I would like to thank my supervisor Asst. Prof. Simla Course for her unwavering support and dedication in me and my work. I also want to emphasize and express my appreciation that, apart from being my supervisor, she is a role model for pre-service and in-service teachers alike. I really believe that she truly cares about her students. I would also like to thank Prof. Dr. Glden TM and Prof. Dr. Binnur Gen İLTER for their kind remarks and valuable recommendations that helped me fine-tune my thesis.

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I would like to dedicate this work to my grandfather, who unfortunately passed away before I could complete the study.

Osman Barıř KOCABIYIK

ABSTRACT

UNDERSTANDING ADULT FOREIGN LANGUAGE MOTIVATION THROUGH COMPLEX DYNAMIC SYSTEMS THEORY: AN INSTRUMENTAL CASE STUDY

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Motivation is an indispensable facet and a widely researched topic in the field of foreign/second language learning. In this vein, the present thesis study aims to investigate how motivational trajectories of a motivated adult language learner attending a private foreign language course change in the Turkish EFL context by employing Complex Dynamic Systems Theory (CDST) framework. To develop an in-depth understanding of the phenomenon under study, the researcher used an instrumental case study design. By doing so, the researcher attempted to capture the multifaceted and complex relationships that arise in adult learners' target language learning motivation. The research participant was selected through purposive sampling since the nature of the study required dense data to be collected. In light of this, the research participant had high self-awareness and self-reflection skills. Besides, he was consistent with the provision of data. In total, 6 interviews were carried out with the participant, 24 journal entries and 33 lesson evaluation sheets were collected. Data was thematically analyzed. As a result, a rich and nuanced understanding of the phenomenon was developed. The findings of the present study revealed a fluid and complex development of L2 selves across different domains shaped by social, affective, and cognitive factors. Besides the unfolding attractor and repeller states that occurred as a result of system interactions, by tracing motivational trajectories over time, it can be observed that shifts and fluctuations occurred in the learner's self-system, indicating the non-linearity of motivation.

Keywords: *Complex Dynamic Systems Theory (CDST), attractor/repeller states, motivation*

ÖZET

KARMAŞIK DİNAMİK SİSTEMLER TEORİSİ ARACILIĞIYLA YETİŞKİN YABANCI DİL MOTİVASYONUNU ANLAMAK: ARAÇSAL BİR VAKA ÇALIŞMASI

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Bu tez çalışması, dil öğrenimi alanında vazgeçilmez bir unsur olan ve yaygın olarak araştırılan bir konu olan motivasyonu irdelemektedir. Bu doğrultuda, mevcut tez çalışması, Yabancı Dil Olarak İngilizce (EFL) bağlamında özel bir dil kursuna katılan motive bir yetişkin dil öğrencisinin motivasyonel yörüngelerinin nasıl değiştiğini Karmaşık Dinamik Sistemler Teorisi (CDST) çerçevesini kullanarak incelemeyi amaçlamaktadır. Araştırılan olguyu derinlemesine anlamak için araştırmacı, araçsal bir vaka çalışması tasarımı kullanmıştır. Böylece araştırmacı, yetişkin dil öğrenme motivasyonunda ortaya çıkan çok boyutlu ve karmaşık ilişkileri yakalamaya çalışmıştır. Araştırmacının katılımcısı, çalışmanın doğası yoğun veri toplamayı gerektirdiğinden amaçlı örnekleme yoluyla seçilmiştir. Bu doğrultuda, katılımcının yüksek düzeyde öz farkındalık ve öz değerlendirme becerilerine sahip olmasının yanı sıra veri sağlama hususunda da tutarlı bir devamlılık sergilemiştir. Katılımcıyla toplam 6 görüşme gerçekleştirilmiş, 24 günlük ve 33 ders değerlendirme formu toplanmıştır. Veriler tematik olarak analiz edilmiştir. Sonuç olarak, incelen olgu hakkında zengin ve ayrıntılı bir anlayış geliştirilmiştir. Mevcut çalışmanın bulguları, sosyal, duygusal ve bilişsel faktörlerin şekillendirdiği farklı alanlarda L2 benliklerinin akıcı ve karmaşık bir gelişimini ortaya koymuştur. Sistem etkileşimleri sonucunda ortaya çıkan çeken ve iten durumların yanı sıra, zaman içinde motivasyonel yörüngeler izlenerek, öğrencinin benlik sistemindeki kaymalar ve dalgalanmalar gözlemlenmiştir. Bu durum, motivasyonun doğrusal olmadığını göstermektedir.

Anahtar Kelimeler: *Karmaşık Dinamik Sistemler Teorisi, çeken/kovan durumlar, motivasyon*

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LIST OF ABBREVIATIONS

AMTB: Attitude/Motivation Test Battery

CDST: Complex Dynamic Systems Theory

CEFR: Common European Framework of Reference

EFL: English as a Foreign Language

L2: Second/Foreign Language

L2MSS: L2 Motivational Self System

LES: Lesson Evaluation Sheet

P: Participant

R: Researcher

SEM: Structural Equation Model

CHAPTER I

INTRODUCTION

This chapter consists of six sections. First, the background of the study is examined along with the statement of the problem. Next, the purpose of the study is explained, and the research questions are presented. In addition, the significance and limitations of the study are shared. Lastly, the definitions of the key terms are provided.

1.1 Background of Study

Motivation is one of the influential factors that shape the trajectory of the foreign language learning process. According to Dörnyei (1998), “motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process” (p. 117). In line with the significance of motivation in foreign language learning, several frameworks have been established in order to shed light on the motivational orientations of foreign language learners. The frameworks can be categorized into three periods: social-psychological, cognitive-situated, and process-oriented (Dörnyei & Ryan, 2015).

The work of Gardner is the epitome of the social-psychological period. Gardner and Lambert (1959; 1972) classified motivation according to the learners’ orientation towards L2 in two constructs: integrative and instrumental motivation. Integrative motivation entails identification with the target community, while instrumental motivation involves the utility of and the benefits gained from learning the target language. As the studies show, integrative motivation was deemed to be correlated with more successful language learning outcomes (Masgoret & Gardner, 2003). The cognitive situated period, on the other hand, was marked by the work of Ryan and Deci (2000a) with the introduction of intrinsic and extrinsic motivation. The former is about the inherent satisfaction that an individual draws and motivation comes from within the individual; whereas the latter comes from outside the individual and is driven by external stimuli.

The recent period can be categorized under two major concepts: the L2 motivational self system theory and complex dynamic systems theory. The first framework was developed

as a result of the work of Dörnyei (2009b), in which motivated behavior was captured as comprising of ideal L2 self and ought-to L2 self. Ideal L2 self was better at explaining EFL learners' inner motivation as it was a more accurate reflection of learners' future identities, goals, and aspirations compared to integrative motivation (Dörnyei & Ryan, 2015). In stark contrast, the ought-to L2 self was tied to external duties and obligations and was a weaker predictor of motivated behavior (Csizér & Kormos, 2009). In addition to these two constituent variables, Dörnyei (2009b) also identified a third construct, the L2 learning experience, which involves factors related to the immediate classroom environment. However, it has received only scant attention from the L2 field (Csizér & Kálman, 2019; Dörnyei, 2019).

In light of contemporary notions of identity and the self, foreign language motivation has undergone crucial reconceptualization and re-theorization (Dörnyei & Ryan, 2015), which engendered complex dynamic systems theory (Dörnyei et al., 2015). Complex dynamic systems theory (CDST) is a meta-theory that entails “a comprehensive approach to study the complicated systems and sub-systems of a phenomenon. It aims to unpack the underlying processes and factors which dynamically interact to cause an event, change, or development” (Yang, 2021, p. 2). As a meta-theory, the new paradigm provides a collection of new ideas and instruments that can inform a wide range of theories and offers an ontological position for understanding the social realm in complex and dynamic ways (Hiver & Al-Hoorie, 2019).

Many scholars are now more concerned with the inner workings of the system as a whole and — rather than analyzing individual variables separately and trying to come up with cause-and-effect relationships between them — they have focused on examining the dynamic and often nonlinear interactions between the components (de Bot et al., 2007b; Dörnyei & Ryan, 2015). In this endeavor, complexity theories strive to bring together external contextual factors and internal personal traits into a single complete model that demonstrates their mutually developing relationships as central parts of a single complex dynamic system (Hiver & Al-Hoorie, 2019).

Foreign language learning is transformed by similar web of intra-personal factors and inter-personal relationships. People can learn foreign languages for many different reasons, and their motivation is ever-changing (Güleçoğlu & Öztürk, 2021). In time, learners' priorities shift, new priorities are created, and new — and even conflicting self-concepts — can surface at any point (Henry, 2015a). However, there can also be periods of stability and a degree of predictability of what kind of trajectories an individual's motivation is likely to follow (Chan et al., 2015). The persistence with which an individual learner displays these tendencies forms

their signature dynamics, which are the recurring behavior and consistent traits an individual exhibits (Mischel, 2004). Meanwhile, the periods of stability that the individual tends to approach toward to are referred to as attractor states (Hiver, 2015a). Some studies attempted to explore common attractor states in educational settings to comprehend stable states around which the learners' self-systems revolve (Henry, 2015b; Kikuchi, 2017; Lasagabaster, 2015; Liu, 2022; Mercer, 2015; Pack et al., 2022; Waninge, 2015). Identification of these patterns can be fruitful in that they serve as clues regarding how motivation is being shaped and, accordingly, provide guidance for teachers to foster positive learning experiences and maintain motivation in their students (Dörnyei, 2014; Liu, 2022).

There are some common attractor states identified in the research on foreign language motivation, which are anxiety, boredom, and interest (Waninge, 2015). In the classroom setting, all these states are inextricably related to language learning tasks (Ainley, 2007; Kasza-Tóth, 2022; Li et al., 2021; MacIntyre & McGillivray, 2023; Nakamura et al., 2021; Zawodniak & Kruk, 2019), and they are a combination of cognitive, motivational, and affective factors (Waninge, 2015). Moreover, attention is recognized as a crucial factor in second/foreign language learning (Dörnyei, 2009a; Schmidt, 2001) with the studies pointing at a neutral state of attention in which the learner passively pays attention to the lesson without actively participating in it (Ainley, 2007; Baker et al., 2010). Recently, it was captured as a dynamic attractor state (Waninge, 2015) with room for further exploration. Unlike other attractor states, attention is a solely cognitive factor (Baker et al., 2010), yet it can interact with motivational and affective states (Ainley, 2007; Malkovsky et al., 2012). In addition to attractor states, recognizing repeller states — which are temporary states that deter the individual away from second/foreign language learning — is also useful since they show the factors learners try to avoid (Yang, 2021). Unlike attractor states, however, it is highly unlikely that the system will dwell in a repeller state for very long (Henry, 2015b).

Besides attractor and repeller states, an exemplary study which utilizes the CDST paradigm should identify the initial conditions and timescales. The initial condition demonstrates the moment the researcher initiates the study (Verspoor, 2015) and the distinct initial circumstances that cause the systems to follow certain paths, resulting in various outcomes (Larsen-Freeman, 2015). Meanwhile, timescales show how time interacts on different levels and consequently brings about change (de Bot, 2015; van Geert, 2008; Yang, 2021). Thus, the attractor/repeller states and changes that occur in the system must be clarified by

elucidating on which timeline such change appears and show the points of departure an individual has set out from (Hiver & Al-Hoorie, 2019).

Overall, L2 motivation is recently captured as a dynamic, context-sensitive, and learner-centered approach, which emphasizes non-linearity and change (de Bot et al., 2007b; Chan et al., 2015; Dörnyei & Ryan, 2015; Henry, 2015b; Kim, 2016; MacIntyre & Serroul, 2015; Mercer, 2015; Piniel & Csizér, 2015).

1.2 Statement of the Problem

There are a number of lacunae related to foreign language learning and motivation in informal settings with adults, and more specifically, the level of EFL education in Türkiye, which led the researcher of the current study to carry out this investigation. To begin with, most of the studies on foreign language learning and motivation have focused on obtaining quantitative data from large samples of students to explain the cause-and-effect relationship between motivation and language acquisition by means of carrying out one-time questionnaires both globally (Ushioda, 1994) and in the Turkish EFL setting (Güleçoğlu & Öztürk, 2021). In this view, motivation was viewed as a rather stable phenomenon (Dörnyei, 2000). In reality, however, motivation oscillates via a wide range of cognitive processes and motivational configurations that co-operate to determine why students behaved in certain ways (Dörnyei & Ottó, 1998; Ushioda, 1994), which may not be distinguishable via quantitative designs and would be better revealed by carrying out longitudinal qualitative studies (Boo et al., 2015; Güleçoğlu & Öztürk, 2021). Moreover, motivation has mostly been inspected from a macro sense with an emphasis on general patterns without providing much account for individual variance (Dörnyei, 2000). However, it is a known fact that learners from a variety of backgrounds enter foreign/second language classrooms with varying needs and goals, which constantly shift and evolve throughout the learning process (Ushioda, 1996).

As a reaction to one-size-fits-all models which viewed motivation from a macro perspective and as a fixed concept, a dynamic understanding of motivation began to flourish (Dörnyei et al., 2015). Accordingly, compared to the research interest at the beginning of the 21st century, the dominance of quantitative approaches started to decrease, giving way instead to a dynamic turn of discipline, which does not espouse linearity by drawing cause-and-effect relationships (Boo et al., 2015). It is only by assuming such a view can the research address the micro-context of the classroom, individual variances, and fluctuations in motivation (Dörnyei & Ushioda, 2009; Dörnyei & Ryan, 2015).

Internationally, longitudinal studies employing CDST have captured nonlinear changes in motivation among foreign language learners in a wide array of contexts (Chan et al., 2015; Henry, 2015b; MacIntyre & Serroul, 2015; Mercer, 2015; Piniel & Csizér, 2015). Similarly, recent studies in the Turkish setting have shown that EFL learners' motivation fluctuate depending on the contextual factors and that motivation overall displays dynamism aligned well with CDST concepts of change and fluidity (Dincer et al., 2019; Güleçoğlu & Öztürk, 2021). Yet, the field of foreign motivation has not been investigated extensively from the CDST lens (Dincer et al., 2019; Güleçoğlu & Öztürk, 2021) — on the contrary, the field is still in its infancy, ripe for further investigation, especially in terms of qualitative studies that adopt a longitudinal approach (Güleçoğlu & Öztürk, 2021).

Another gap is the research sample, that is the age cohort, L2 motivational research has been carried out with. To date, as meta-analyses in the field show, L2 motivation research samples were monopolized by tertiary students (Boo et al., 2015; Güleçoğlu & Öztürk, 2021), and the studies on adult foreign language learners, especially those within informal education settings, have remained sparse (Dincer et al., 2019; Güleçoğlu & Öztürk, 2021; Kasza-Tóth, 2022).

Adult learners bring about different traits and show variation compared to young and adolescent learners. This variation lies in their diverse needs, peculiar strategies employed, previous experience, motivation, and application of what is learned (Russell, 2006); thus, ultimately, they require different strategies to sustain their motivation (Kormos & Csizér, 2008).

When it comes to foreign language learning, adult learners in EFL contexts have limited opportunities for meaningful interaction in English beyond the classroom (Coskun, 2016; Dincer et al., 2019; Doğançay-Aktuna & Kiziltepe, 2005). Consequently, language used in everyday life differs from that of the classroom, thus, for the most part, the target language serves little function in the immediate social environment (Jones et al., 2009).

Similarly, in Türkiye, the English language does not have an official status, as it belongs to the expanding circle in Kachru's (1988) three concentric circles model. Therefore, along with limited opportunities for interaction, when students complete compulsory education, more often than not, they are left with an inadequate English proficiency level (Doğançay-Aktuna & Kiziltepe, 2005; Eken, 2021; Işık, 2008), unable to use the target language fluently (Coskun, 2016). Ultimately, they only develop a rudimentary level of English proficiency (Özen et al., 2014). Having graduated with unsatisfactory foreign language skills, adults rarely pursue language learning later in life (Lasagabaster, 2008, 2011). Those who decide to pursue foreign

language learning, on the other hand, attend a foreign language course, which is a widespread practice especially in Türkiye (Doğançay-Aktuna & Kiziltepe, 2005). Regardless of their profession, adults persist in their efforts since language learning grants them access to social, cultural, and economic resources (Doğançay-Aktuna & Kiziltepe, 2005; Işık, 2008; Lamb, 2004); it also enables them to expand their perspective, take on new challenges, and avoid intellectual provincialism (Dörnyei, 1990). However, by then, English only occupies a small portion of their hectic daily lives filled with challenges and issues related to both professional and personal domains, which in turn deprioritize foreign language learning (Kasza-Tóth, 2022).

Given that the time these adult learners can devote to foreign language study is constrained by duties and responsibilities that are infringed upon them, effective classroom learning and instruction become even more critical. Therefore, teachers must make the most of the limited time that the student manages to allocate for foreign language learning. Especially, foreign language teachers in EFL settings have a crucial role as they are the primary source whereby students can be exposed to meaningful and comprehensible language input, though this input is assumed to be artificial in nature (Oxford & Shearin, 1994). Still, exposure to the language improves competence and the teacher is responsible for exposing the learner to input (Lasagabaster, 2011). To learn a foreign language, then, teachers should design classroom activities prepared in a way that allows exposure to rich input (Işık, 2008), which is achieved through creating engaging language tasks (Dincer et al., 2019). Likewise, managing the classroom, offering a positive learning environment, and in due course motivating the students by and large befall on the teacher (Dörnyei, 2000; Dörnyei & Csizér, 2002).

Following these responsibilities, teachers should design tasks and present goals that are incrementally more complex and challenging in keeping with the students' developing skills (Csikszentmihalyi, 1990). In addition to the challenge, tasks should insert a degree of novelty and interest which, in exchange, create enticement and increase intrinsic motivation (Printer, 2019). The literature is replete with studies that underscore the presumption that tasks increase motivation under the circumstance that the aforementioned criteria are met (Ainley, 2007; Bower, 2017; Davis, 2022; Dewaele & MacIntyre, 2014; Gnambs & Hanfstingl, 2015; Patrick et al., 2016; Printer, 2019; Ruan et al., 2015), which attests for the potency of tasks. That is why, the impact of tasks on foreign language learning and adult learner motivation should be investigated.

Overall, as a corollary of conducting a comprehensive review of the literature, the researcher of the present study, by adopting the CDST lens, aims to explore how a motivated

adult learner navigates complex motivational trajectories and understand which factors (cognitive, affective, and motivational) cause him to sustain attendance in a foreign language course.

To address this, the researcher investigated several measures related to CDST and designed the current study based on careful consideration of these measures. First, in order to account for the "daily ebb and flow" of motivation (Dörnyei & Ushioda, 2009), an appropriate illustration of student motivation must include a temporal dimension that can take advantage of systematic patterns of shifts and evolution over time (Dörnyei, 2000). Incorporating attractor states in a dynamic systems theory yields exactly that since it allows the researcher to detect periods of stability as well as how the systems fluctuate as the system transitions between attractor states (Hiver, 2015a). However, even though CDST research takes attractor states into account (Henry, 2015b; Waninge, 2015), only a few include timescales (Gregersen, 2020; Mercer, 2015) and even fewer account for initial conditions (Lasagabaster, 2015). Furthermore, repeller states are not given enough consideration (Al-Hoorie, 2015). Thus, in order for dynamic systems research to be robust, both attractor and repeller states should be taken into consideration; on which timescales these changes occur should be specified, and the initial conditions involved must be explained.

Against this background, the researcher of the current investigation has set out to explore how a motivated language learner, who attends a foreign language course in the Turkish EFL setting, traverses motivational currents by conducting a case study to explain change in depth and give a detailed account of the underlying factors that evolve over time.

1.3 Purpose of the Study and Research Questions

The purpose of this study is to understand the motivational trajectories of a motivated adult learner attending a private foreign language course in the Turkish EFL context. To achieve this, the present study attempts to recognize the interaction of a myriad of motivational, affective, and cognitive factors by identifying the attractor and repeller states of a Turkish learner of English language with a focus on the initial conditions while simultaneously tracking the fluctuations in his motivated behavior across different timescales over the span of an academic term. In line with this aim, the following research questions were formed:

1. What developmental patterns emerge over time in the trajectories of a motivated adult learner attending a private foreign language course in the Turkish EFL context?

2. What attractor states emerge in a motivated adult learner's trajectories over time in the Turkish EFL context?
3. What repeller states emerge in a motivated adult learner's trajectories over time in the Turkish EFL context?

1.4 Significance of the Study

The present study sets out to investigate the moment-to-moment fluctuations of a Turkish EFL learner's motivation. In this effort, by using a multitude of sources of data, the researcher of the present study tries to yield in-depth data to develop a better understanding of the intricate components that shape the learner's system and the motivational trajectories. As a result of the findings obtained, it is hoped that the current study will be a resource for English teachers who are trying to better understand the complex components that shape motivation in the EFL setting and who want to help students in this age group more effectively in the classroom. In this vein, the teachers in various settings can refer to the present study to increase their awareness and better capture the dynamics governing the individual students' motivation in their classrooms.

As emphasized earlier, even though foreign language learners possess different qualities and experience different outcomes according to their needs, dreams, and hopes, there is still a degree of predictability and a somewhat consistent pattern in terms of the behavior they display. Drawing on this, teachers can identify signature dynamics, account for the attractor and repeller states that play a role in the learner's self-system and use this information to better guide their learners. Also, they can foster and sustain learner motivation by undertaking necessary adjustments and measures in the classroom and resolve any issues that are associated with the foreign language learning environment.

This study is also beneficial in that it reveals foreign language learning motivation varies from time to time, that there are multiple factors that affect foreign language learning motivation, and that these factors collectively lead to changes in student motivation at different levels.

1.5 Limitations of the Study

This study was conducted in a cosmopolitan city in Türkiye. The data collection process covered an academic period. The data collected was based on the participant's meaning-making

of his experiences, which were yielded through interviews, reflective journals, and self-assessments. As a qualitative case study, the present study included the process of collecting in-depth data from the research participant. This necessitated the participant to be selected based on some certain criteria which include consistent attendance in the foreign language course, good self-reflection skills, and high awareness; thus, the purposive sampling method was used. In this respect, the single participant might be perceived as being insufficient. Therefore, it may be difficult to generalize the findings of the study. Regardless, it is noteworthy to mention that case studies are beneficial in CDST research as they provide a broad and in-depth picture of the individual under investigation (Chan et al., 2015; Dörnyei 2014; Henry, 2015b; Hiver & Al-Hoorie, 2019; van Geert, 2011; Zawodniak & Kruk, 2019). Another limitation is related to the setting of the current investigation. The participant in the present study was attending a private foreign language course, hence the findings may not be representative of those learners who are learning English as a second language or at formal educational contexts such as public schools. Finally, general English was taught at the foreign language course which may not be representative of foreign/second language course settings where English is taught for academic, vocational, business, or technical purposes.

1.6 Definitions of The Terms

The superabundance of terminology in CDST adds complication to its integration into research. CDST has borrowed many terms from positivistic sciences to establish the current framework. It is essential to first comprehend the key terms related to the area of study before setting out to carry out research from the CDST perspective. Yang (2021) explains some of the terms related to the framework, and the researcher will try to provide the terms that are at the heart of the present study in this section.

Complex Dynamic Systems Theory includes the term *system* in its name in the plural form. A system is a set of interdependent components which undergoes change as a result of the relationships among the components (Larsen-Freeman, 2015; Vallacher et al., 2015). All the other terms entail describing the relations in a particular system, which is the learner. Having defined what a system is, another essential term that should be considered is complexity. The term "complex" refers to a whole that has many interrelated components that aid comprehension of a phenomenon that is part of a semantic whole, which is richer than the total of its constituent parts (Alhadeff-Jones, 2008; Hiver & Al-Hoorie, 2019); ergo, complexity should not be confused or used interchangeably with the term 'complicated' since the latter pertains to a

mechanical design, the components of which can be analytically tractable; an outcome which is not identifiable within complexity terms (Hiver & Al-Hoorie, 2019).

A fundamental concept in motivation studies in CDST is the *initial conditions*. Initial conditions are defined as the point at which one starts measuring (Verspoor, 2015). Initial conditions should be carefully elicited by the researcher in that “the systems with different initial conditions follow different trajectories, leading to divergent outcomes” (Larsen-Freeman, 2015, p.15), which cause idiosyncrasies to emerge among students in terms of motivation.

Timescales reflect how time affects a process or property (Yang, 2021). van Geert (2008) provides an analogy to exemplify the interaction between shorter and longer timescales. That is, if a person were to walk from Point A to Point B, all one would see be the action of walking; however, if you were to look at the same interaction in slow motion, interrelated interactions in the body would appear such as the raising of one foot and putting it in front of the other while simultaneously adjusting the balance. Here, the act of walking from point A to B happens on a *long-term timescale*, whereas the latter takes place on a *short-term timescale*. The motion of the body, together with all of the components on the short-term timescale, may affect what happens on the long-term timescale and vice versa. One caveat regarding timescales is that it is the researcher who is responsible for determining the relevant timescales that are going to be attended to, depending on what is to be measured (de Bot, 2015).

Attractor states are the states the learner tends to gravitate to over time and display a period of stability (Hiver, 2015a; Mackenzie, 2005). However, attractors do not necessarily attract, meaning that they should not be considered pleasant states, instead, it is more suitable to refer to attractors as attractor states that the system gravitates towards to in time (Hiver, 2015a). Conversely, *repeller states* are the ones that the learners are deterred from (Yang, 2021). To objectify these concepts, one might compare them to the poles of a battery — unlike poles attract, like poles repel. However, in the case of attractors and repellers as states, the mechanism does not have to be about likeness or unlikeness. Instead, it is more appropriate to refer to attractor states as magnets that pull and lead the system toward a particular trajectory, and repeller states as forces that the system avoids or pushes away from, which is the opposite of what a magnet does.

Another term related to the attractor states is the attractor basin. The *attractor basin* is what causes the attractors to emerge and determines their width and depth (Hiver & Al-Hoorie, 2019; Larsen-Freeman & Cameron, 2008).

A *perturbation* is a force that might cause a learner's system to shift from one attractor state to another (Hiver, 2015b), drawing away from the previously occupied position, which is called a *phase shift* (Larsen-Freeman & Cameron, 2008). A small perturbation can cause a large phase shift and vice versa (Hiver & Al-Hoorie, 2019). It is also possible that a perturbation leads to no change at all and instead maintains and/or solidifies the existing attractor state (Dörnyei, 2009a). During each shift, the system tends to co-adapt to self-sustaining and novel patterns or structures. That is, a change in one system may lead to changes in another related system, as a result of which *co-adaptation* occurs (Larsen-Freeman & Cameron, 2008). The changes occur as a result of the iterative interaction of the components, which is known as *self-organization* (van Geert & Steenbeek, 2014; Hiver & Al-Hoorie, 2019). Although it might appear to be random, there are some distinct rules that the system and its underlying components are governed by and must stick to, which are referred to as control parameters (Hiver, 2015a). Finally, as a result of the organization, a new state might emerge, which is more than the sum of its parts (Hiver & Al-Hoorie, 2019; Verspoor, 2015). Emergence, as defined by van Geert (2008), is “the spontaneous occurrence of something new as a result of the dynamics of the system” (p. 182) and consequently generates new phenomena (van Geert & Steenbeek, 2014).

To draw an analogy to exemplify the terms, imagine two people driving from point A to point B. To start with, if these two people set out to reach point B from different starting points, then it can be said that they have different initial conditions. The path of one of the drivers might include an obstacle, say a fallen tree. Probably, the driver in question would accordingly be inclined to change the course to follow a different path. In this case, the fallen tree serves as a perturbation. In the new path, the driver might encounter a muddy road and, in order to prevent getting stuck in the mud, follow a different path. Here, the muddy path the driver avoids is the repeller state, which pushes the driver away. However, there might be other roads that pull the driver. For instance, one of the roads might seem more desirable to traverse. This road the driver chooses to drive on is the attractor state. In the course of getting to point B, the driver might yet again encounter a path that seems more convenient to drive on and decide to take the other. This process would be the phase shift, and during each phase shift the driver along with the road would be adjusted to the change, or, namely, self-organize.

However, although it is convenient to lay out the terms by drawing an analogy for simplification and to accelerate comprehension, the operationalization of the terms presents a different reality. For instance, it was said above that the fallen tree caused the driver to change the path, instead, it is also possible that the perturbation solidifies the attractor state or has no

effect at all. In addition, the road in question — the attractor state — would not strike the driver as being more desirable to drive on. As stated earlier, attractor states pull the system in a certain direction and do not necessarily have to be convenient, desirable, or attractive. Nevertheless, analogies are still useful for reifying complex terminology, especially considering that there are numerous examples of them in CDST literature (Al-Hoorie, 2015; de Bot et al., 2007a; Henry, 2015b; Hiver, 2015a; Irie & Ryan, 2015; van Geert, 2008; Verspoor, 2015).



CHAPTER II

LITERATURE REVIEW

In this chapter, a literature review relevant to the major themes in the study will be provided. The chapter consists of three sections. First, motivation and how it affects foreign language learning will be explained. Next, other key constructs related to the L2 motivation field will be defined. Finally, complex dynamic systems theory and the major attractor states will be highlighted.

2.1 Motivation

The foreign language learning process is fraught with uncertainties and hardships, and the students may find themselves at an impasse during the process, but still manage to endure the difficulties, navigate the obstacles, and persevere in their studies. According to Dörnyei (2000), “motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it” (p. 520). In terms of foreign language learning, motivation is a prerequisite for all other SLA components as it serves as the primary catalysts for initiating L2 learning and, later, provides the drive for sticking to the extended and mostly arduous learning process (Dörnyei & Ryan, 2015). So far, there have been many views expressed, and frameworks developed to investigate motivation.

According to Dörnyei and Ryan (2015), the development of L2 motivation theory can be divided into three phases: (1) The social psychological period, ranging from 1959 to 1990; (2) the cognitive-situated period, situated in the 1990s; (3) the process-oriented period, which is equivalent to a period from the 21st century to current timeline. The first stage, the social-psychological period, is marked by the work of Gardner. The cognitive-situated period, on the other hand, can be expressed as the field’s attempt to realign itself with the contemporary cognitive and educational psychology (Boo et al., 2015). Characterized by a micro-perspective, the cognitive standpoint suggests that a vital aspect of motivation incorporates how one thinks about their skills, potentials, limitations, and past performance, as well as different facets of the tasks or goals an individual needs to accomplish (Dörnyei & Ryan, 2015). The L2 Motivational Self System (L2MSS) and CDST are the paragon of the current period, the process-oriented period, which is marked by the dynamic features of learner motivation (Boo et al., 2015) and puts an emphasis on the relations between the individual and the broader context the individual

is a part of (Dörnyei & Ryan, 2015; Ushioda, 2015). Additionally, in a process-oriented line of research, time is a pivotal factor for explaining the daily fluctuations in foreign language learning on the grounds that L2 motivation differs even within a single language class, and that motivation will go through numerous stages in months, years, or a lifetime of learning an L2 (Dörnyei & Ryan, 2015; MacIntyre & Serroul, 2015). Thus, the time factor has helped bring overt attention to developmental processes rather than products (Hiver & Al-Hoorie, 2019).

Having outlined the periods, it is worth mentioning that these periods in fact overlap, and theories are not just replaced in sequential stages; rather, they are built upon and expanded, creating subtle interactions (Boo et al., 2015). Therefore, one should keep in mind that categorization is done only for the sake of disclosing how L2 motivation research evolved and how the transitions have taken place. In light of this, in the following subsections, relevant motivation theories along with their development process have been delved into, and the studies associated with each view have been presented.

2.1.1 Integrative / Instrumental Motivation

Gardner and Lambert (1959) identified motivated behavior in their “Orientation Index” as occurring in one of two ways: integrative and instrumental. The integrative orientation is more concerned with the attitudes toward the target language and the culture, whereas the latter carries with it utilitarian motives for learning the target language. Later, Gardner and Lambert (1972) conducted a 12-year research program to point out the influence of attitudes on second language learning in the English and French-speaking communities. Gardner posited that language was not socioculturally neutral phenomenon, conversely, it was shaped by attitudes to language, cultural preconceptions, and even geopolitical issues (Dörnyei & Ryan, 2015). These revelations consequently led Gardner to develop a socio-educational model which was comprised of desire to learn the L2, attitudes toward the L2 and L2 community, and learning strategies (Gardner, 1985).

Even though Gardner (1985) propounded a comprehensive model, scholars in the L2 field were merely interested in integrative and instrumental motivation, prematurely assuming that Gardner’s model only consisted of two components (Dörnyei & Ryan, 2015). Nonetheless, the following studies utilized the Attitude/Motivation Test Battery (AMTB), a widespread tool that stemmed from Gardner’s (1985) model, in order to assess learner motivation and figure out the extent to which the students exerted themselves and showed enthusiasm to learn the second language and whether integrative or instrumental motivation best explains second language

learning motivation. Consequently, it was revealed that the students with an integrative orientation were better at learning the target language since they possessed more positive attitudes toward the members of the target language compared to instrumentally oriented ones, confirming the dominance of integrative motivation in promoting successful second language learning (Masgoret & Gardner, 2003). However, the measuring tool employed by Gardner and his colleagues received criticism for being restrictive and putting too much emphasis on self-report questionnaires (Crookes & Schmidt, 1991); the eligibility of the questionnaires in determining the working instrumental and integrative motivational orientations was also questioned (Spolsky, 2000). To comprehend the reasons for criticism, it is important to understand how the tool works. As Ushioda (1994) clarifies, the tool requires subjects to choose one of four reasons for learning the L2 on the multiple-choice orientation to measure their motivation level. Two integrative reasons receive two points each, whereas two instrumental explanations receive just one point each. As a result, qualitative differences are reduced to mathematical numerations with the assumption that integrative motivation is better at explaining second language learning compared to instrumental orientation, when, instead, it should have been the quality of these constructs at the center of investigation (Ushioda, 1994). Besides, the model put too much emphasis on the macro context of the dynamism between the social groups and contextual factors, with little consideration given to the individual learner or the micro-context of the classroom (Dörnyei & Ryan, 2015). During the learning process, it is natural for personal objectives to emerge, become reinforced, or alter for different learners at different stages (Ushioda, 1996). Therefore, attempts to categorize students as simply instrumentally or integratively oriented based on responses to a set of quantitative measures may ignore subtle differences in how individual students prioritize their motives and goals for learning (Oxford & Shearin, 1994; Ushioda, 1994).

To mitigate this, Lamb (2004) carried out an investigation with 219 students by means of a questionnaire survey coupled with semi-structured interviews. The author attempted to ascertain whether integrativeness was the main cause of motivated behavior in an EFL setting. The findings revealed that connection to the target language culture or its speakers was not the primary reason that motivated the learners, especially highly motivated students, continue their language learning journey. Instead, the reasons for language learning varied, which included reasons such as enjoying the language learning process or learning the language to challenge oneself. Other studies also confirmed the inferiority of integrative motivation in explaining motivated behavior in EFL settings (Crookes & Schmidt, 1991; Dörnyei et al., 2006; Jones et al., 2009; MacIntyre et al., 2009a; Matsumoto & Obana, 2001; Oxford & Shearin, 1994;

Spolsky, 2000) and thus integrativeness was discarded as being untenable (Coetzee-Van Rooy, 2006). This was largely because English is no longer tied to Anglophone countries only (Dörnyei et al., 2006; Lamb, 2004), and even if there is a connection, EFL learners still do not have many opportunities for interacting with the L2 community to form ideas about them (Dörnyei, 1990). Therefore, learners' disposition towards English-speaking cultures may not be central to the discussion of motivation, especially considering learners' inclination towards adopting global identities (Arnett, 2002). Still, integrativeness might exist in terms of intellectual values gained via the target language (Dörnyei, 1990).

To sum up, Gardner's model was noteworthy in establishing a distinction between the utilitarian value (instrumental orientation) and attitudes towards the target community (integrative orientation) as two bases of motivation. As opposed to the initial assumption that integrativeness explained second language learning motivation better than instrumentality, some authors argued that instrumental motivation was a good predictor of motivated behavior, if not better, especially in EFL settings, which required a broader conceptualization of integrative motivation (Oxford & Shearin, 1994) and re-evaluation of instrumental motivation (Dörnyei, 1990).

2.1.2 The L2 Motivational Self System

In the Hungarian setting with a great number of participants, Dörnyei et al. (2006) investigated attitudes to English, German, French, Italian and Russian for a long period of time. The investigation was carried out with longitudinal surveys which incorporated several measures such as integrativeness, instrumentality, cultural interest, linguistic self-confidence, among others. In this way, Dörnyei et al. (2006) attempted to discover a new way of representing motivated behavior. The attempt was successful in defining the essential components of the motivational framework as comprised of two separate variables, one with a utilitarian perspective and the other with a focus on dispositions toward the L2 community. Drawing on the empirical results, in a seminal work, Dörnyei (2009b) reconceptualized L2 motivation as belonging to an integral part of a learner's self-system.

The theoretical underpinnings of Dörnyei's (2009b) reconceptualization essentially hinge on self-discrepancy theory (Higgins, 1987), and possible selves (Markus & Nurius, 1986). To explicate, Higgins (1987) conceptualized motivation in terms of the degree to which people manage to reduce the discrepancies between their actual and future selves, whether that be ideal — that is, one's aspirations, hopes, and dreams — or ought-to selves — characterized

by external obligations and social expectations. In this sense, motivation is seen as being influenced by the extent people manage to reduce the distance between their actual and imagined future selves. Markus and Nurius (1986), on the other hand, posited that how people imagine their future selves — what they aspire to be, what they fear becoming, and what they might become — directly motivate their behavior. In addition to the contributions made by these scholars, Dörnyei (2009b) included imagery as a central factor of the possible selves theory. Additionally, he identified some conditions for the self-guides so that they are capable of motivating action. That is, the self-guides can trigger motivated behavior on the condition that they are vivid, plausible, in harmony with other self-guides and counterbalanced by the feared self; they also need to be activated in the working system and possess actionable strategies to follow up the initial desire to learn the target language (Dörnyei, 2009b).

On the basis of extensive research, Dörnyei (2009b) created L2 motivational self-system (L2MSS) theory, which is comprised of the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The ideal L2 self is concerned with learners' desired future goals as an L2 user and was proposed in lieu of integrative motivation. It was found that the ideal L2 self was consistently a more accurate measure compared to integrativeness in that the former had a deeper connection to and was a better predictor of motivated learning behavior (Dörnyei & Ryan, 2015; Ryan, 2009). The second constituent variable, the ought-to L2 self, represents the duties and obligations a learner is expected to meet, which are required by external influences. As opposed to the ideal L2 self, there is only a feeble link between the ought-to L2 self and motivated learning behavior (Csizér & Kormos, 2009). The last construct, the L2 learning experience, reflects the practices relevant to the lesson, learning strategies, and the materials used. Of the three components, the L2 learning experience has been deemed as the factor most closely associated with motivated learning behavior for L2 learners in the instructed settings (Papi & Teimouri, 2014). Nonetheless, the L2 learning experience is the most neglected component of the L2MSS (Csizér & Kálman, 2019; Dörnyei, 2019). To mitigate its underutilization, Dörnyei (2019) proposed a reconceptualized model of the L2 learning experience, which involved elements such as the effects of the school community, learning tasks, syllabus, peer effect, and student-teacher rapport. By taking stock of the fact that L2 motivation correlates to tasks (Dewaele & MacIntyre, 2014; Henry, 2015b; Patrick et al., 2016; Skehan, 1991), teacher affinity (Csikszentmihalyi & McCormack, 1986; Yan & Horwitz, 2008), peer relations (Shin & Johnson, 2021), syllabus (Yurtseven et al., 2015), classroom practices (Kasza-Tóth, 2022; Mahmoodzadeh & Gkonou, 2015), and school policies

(Anderman et al., 1999; Parrish & Lanvers, 2019; Patrick et al., 2016), this reconfiguration seems promising.

2.1.2.1 Studies Related to L2 Motivational Self System

The new framework prompted many researchers to assess the applicability of the components and seek out their validity (Busse & Williams, 2010; Huang et al., 2015; MacIntyre et al., 2009b; Ryan, 2009; Ueki & Takeuchi, 2013). Taguchi et al. (2009), for instance, carried out a large-scale study with a focus on identifying cross-cultural differences among Japanese, Chinese and Iranian Learners of English in terms of motivated behavior. Although there were some cultural differences — such as the L2 learning experience being less influential for Chinese students — the findings showed that a more salient ideal L2 self was a better predictor of higher levels of persistence and motivated behavior. In a recent study, Hughes et al. (2020) replicated the investigation of Taguchi et al. (2009) with a relatively high number of participants. The findings consolidated the earlier implications in that the desire to learn the L2 and exert more effort were more strongly correlated with the ideal L2 self. In another recent study, Loan (2023) conducted an investigation in order to unravel the relationship between the level of competency and the L2MSS framework in the Vietnamese EFL context. The results indicated that the components of the L2MSS were reliable in explaining intended learning efforts, though this success did not necessarily transform into L2 achievement, which led the author to question the reliability and efficiency of using self-reported measures in explaining actual behavior. Similarly, Csizér and Kormos (2009) aimed to investigate the impact of the components of L2MSS on the Hungarian learners of English. While the ideal L2 self, along with the L2 learning experience, were substantial components that significantly determined motivated learning behavior, the ought-to L2 self contributed to foreign language learning investment only to a lesser extent. What is more, the correlations among the components of the L2MSS framework were weak or not related at all, an ambiguity which was addressed in previous studies (Kormos & Csizér, 2008). This was due to the fact that only the own standpoint was realized in the items in the ideal L2 self while the items in the ought-to L2 self were subject to both the own and other standpoints (Papi et al., 2019; Teimouri, 2017). That is to say, the items in the ought-to L2 self were promotion-focused and prevention-focused as opposed to the items in the ideal L2 self which were only promotion-focused (Teimouri, 2017). According to the Regulatory Focus Theory (Higgins, 1997), which is a refinement of the Self-Discrepancy Theory (Higgins, 1987), promotion-focused regulation is driven by the ideal self, while prevention-focused regulation is ought-to-driven. Consequently, one might think that the ideal

L2 self has outweighed other self-guides in describing motivated learning behavior because of the inconsistency in the operationalization of these constructs. In an attempt to address the confusion, Papi et al. (2019) put forward a bifurcated form of the future self-guides. These were, namely, ideal L2 self/own and ideal L2 self/other with a promotion focus; ought L2 self/own and ought L2 self/other with a prevention focus. As opposed to the line of inquiry which suggests the superiority of the ideal L2 self in explaining motivated behavior, the results of the study showed that the ought L2 self/own was the best indicator of student motivated behavior. Moreover, according to Papi et al. (2019), similar inconsistencies were also present in Gardner's attitude/motivation test battery (1985) as the items that described integrativeness and instrumentality had neglected prevention-focused variables. Therefore, research findings that relied on Gardner's theory of motivation also require reinterpretation (Papi et al., 2019).

In addition to the vagueness of the L2MSS variables, the practice of employing questionnaires to unravel the mechanisms behind motivated behavior was also questionable. Criticism was raised against studying motivation simply consisting of individual differences as it decentralized learners, who intrinsically shape and are shaped by the context (Ushioda, 1996, 2009). Accordingly, a more introspective methodology was needed to explore qualitative changes in motivational changes and to account for contextual factors (Ushioda, 1996). To address the need to put the learner at the center of attention, Ushioda (2009) came up with a new approach, a person-in-context relational view, the tenets of which are described as follows:

... a focus on real persons, rather than on learners as theoretical abstractions; a focus on the agency of the individual person as a thinking, feeling human being, with an identity, a personality, a unique history and background, a person with goals, motives and intentions; a focus on the interaction between this self-reflective intentional agent, and the fluid and complex system of social relations, activities, experiences and multiple micro- and macro-contexts in which the person is embedded, moves, and is inherently part of. My argument is that we need to take a relational (rather than linear) view of these multiple contextual elements, and view motivation as an organic process that emerges through the complex system of interrelations. (Ushioda, 2009, p. 220)

Against this backdrop, several studies were carried out in order to depict the dynamic, complex, and non-linear relationship that exists between individuals and the contexts in which they interact (Kim, 2009; Lamb, 2009; Lyons, 2009; Ushioda, 2009). In this regard, Lyons (2009) examined the issue of identity and the L2 self in the French Legion. The study highlighted the interplay between institutional expectations and individual desires. The semi-

structured interviews conducted with the three high-ranking officers showed that their motivation was mainly driven by the ought-to L2 self, since the main disposition of all three officers was to avoid failure. Lamb (2009), on the other hand, investigated the disparate motivational orientations of two Indonesian learners, Munandar and Dewi. The investigation revealed that while Dewi was regulated by her desires and expectations, Munandar's interactions were influenced by external obligations and duties. To put it differently, whereas Dewi developed a high ideal L2 self as the central self-guide governing her motivated behavior, the ought-to L2 self was the dominant self-guide for Munandar and was a better predictor of his motivational path. This was due to the fact that even though they were in the same classroom, Munandar was deprived of meaningful identification and focused solely on obtaining a high grade and passing exams, meanwhile the exact opposite was true for Dewi and her motivational inclinations. However, these findings should not suggest that the seemingly instrumental goals such as getting a job, passing an exam, or getting a high mark always index a high ought-to L2 self. Indeed, Kim (2009) captures this dichotomy by analyzing the motivational trajectories of two Korean students, especially the interplay between the ought-to and ideal L2 selves. The results of the study indicated that both students had incorporated varying degrees and kinds of self-guides. However, while one of the participants (Joon) displayed a high level of ought-to L2 self as a future guide to a great extent, the other participant (Woo) possessed both a high degree of ideal L2 self and an internalized instrumentality. To elaborate, both of the students displayed a willingness to get a job in English. This willingness was more internalized for Woo and thus a part of his ideal L2 self; but in the case of Joon, the desire to get a job essentially remained within the realm of the ought-to L2 self.

To conclude, individuals may have varying objectives for taking up and later pursuing foreign language learning, which may alter at different stages of the learning process. Individual-based research enables researchers to be careful of such development and change without averaging out the nuances (Hiver & Al-Hoorie, 2019). To illustrate, a learner might pursue long-term goals such as career opportunities meanwhile other learners might be motivated by short-term objectives, to pass an exam, for example. What is more, the same goals can be attained differently according to the learner, reflected in varying dimensions and to different extents. In the instance of passing an exam, one learner might be motivated to obtain a high grade for the sake of passing the class, whereas for another learner, the motivation to pass an exam might represent personal aspirations. Therefore, drawing on empirical studies, it can be inferred that variations in people's desire to learn a second/foreign language are better understood in light of a context-dependent, complex, and dynamic view (Dewaele & MacIntyre,

2014; Lyons, 2009; MacIntyre & McGillivray, 2023). Still, it should be noted that no theoretical framework should be favored over the other as the literature benefits greatly from leveraging several theoretical perspectives in a cohesive but not indiscriminate manner (Ushioda, 2009). According to MacIntyre et al. (2009a), one should not be so caught up in the subtleties and specifics of any conceptualizations that one loses sight of the bigger picture of foreign language learning. Considering the initial deficits in the conceptualization of the L2MSS (Papi et al., 2019), it becomes even more critical not to lose sight of the forest for the trees.

2.1.3 Other Constructs Related to L2 Motivation Research

In this section, other constructs that are inherently related to L2 motivation research will be explored. These include competence, global competence, international posture, instrumentality promotion/prevention, knowledge orientation, and self-efficacy. The existence of these varying constructs displays the multidimensionality of the L2 field in terms of motivation studies. Thus, comprehension of these constructs serves to complement the singularities of motivation.

2.1.3.1 Competence

Every human has a need to feel assured that they have necessary skills and adequate confidence while interacting with the environment. According to Deci and Ryan (1985), the need for relatedness, autonomy, and competence are basic psychological needs that need to be satisfied. Of these, competence is concerned with the effective interaction with the environment and the need to have mastery over tasks (Deci & Ryan, 1985). Deci and Ryan (1985) provide an explanation for the tenets of this basic need by stating that motivated behavior is the innate sense of competence that comes from performing well, with each skill acquired, there is room for exercising that skill, but boredom arises when the same skill is repeatedly exercised. Therefore, one needs to stretch out his capabilities so that the individual feels efficacious and seeks to master their capacities (Deci et al., 1991). Motivation will further flourish, and competence will be developed as the individual acquires new skills and overcomes challenges (Ryan & Deci, 2000b, 2020). However, it should be noted that motivation is enhanced, and competence is reinforced only when the individual is faced with optimal challenges and activities that are inherently interesting and offer novelty and value (Ryan & Deci, 2000b). Csikszentmihalyi (1990) describes what optimal challenge entails as follows:

... This intense involvement is only possible when a person feels that the opportunities for action in the given activity (or challenges) are more or less in balance with the person's ability to respond to the opportunities (or skills). When the challenges are relatively greater than the skills, there is a sense of frustration that eventually results in worry and then anxiety; in the opposite case, when one's skills are greater than what is possible to do, one feels progressively more bored. (pp. 127-128)

Indeed, several studies demonstrated that students' need for competence can be supported and developed through optimally challenging activities (Bower, 2017; Davis, 2022; Gnambs & Hanfstingl, 2015; Patrick et al., 2016; Printer, 2019). On the contrary, deadlines, marks, standardized tests, negative school policies, imposed goals, and external evaluations were negatively correlated with competence (Parrish & Lanvers, 2019; Patrick et al., 2016; Ryan & Deci, 2000b, 2020). Moreover, it was found that students who perceived themselves as more competent were affected less by anxiety (Sultan, 2012). Other investigations suggested that oral fluency might be better aligned with an increased feeling of competence (Davis, 2022; Printer, 2019). In addition, Davis (2022) argued that concentrating on communication over grammar might facilitate foreign language learning outside the class, where learners can engage with native speakers, which result in more positive learning outcomes, especially for older foreign language learners. Competence was also found to be supported by peers who satisfy each other's basic psychological needs (Shin & Johnson, 2021), however adverse effect of peer impact on feelings of competence was also reported when challenge is too excessive or oppositely lacking (Patrick et al., 2016).

In this body of research, it can be said that competence is positively correlated with novelty, optimal challenge, and feedback. Teachers, tasks, peers, and the overall learning environment and experience are crucial in fostering a sense of competence and motivation.

2.1.3.2 Global Competence

Global competence is unrelated to the concept of competence and entails a much more encompassing interest in global affairs, realizing the significance of other cultures, and applying knowledge in real-world settings. Having been captured under different terms such as intercultural sensitivity (Bennet, 1993), intercultural competence (Deardorff, 2006, 2011), and global mindset/citizenship (Li, 2013; OECD, 2018), the concept of global competence has rather been an elusive one (Li, 2013). Besides, there have been many definitions and conceptualizations of global competence, as well as which characteristics it contains. For

example, Reimers (2009) captured global competence as the knowledge and skills that empower people to fathom the world in which they live, the expertise with which people use to understand global affairs, and the capability to interact with others from a variety of backgrounds. In a similar fashion, Li (2013) described global competence as “one’s ability to transcend domain or discipline and properly comprehend cultural norms and global events so that one can interact, communicate, and work effectively outside one’s environment” (p. 127). According to the OECD (2018), “globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being” (p. 4).

One of the first models that explained the tenets of global competence was developed by Bennet (1993). The model of intercultural sensitivity involves six steps towards achieving ethnorelativism, proceeding from ethnocentrism, which transpired from the initial denial stage of the cultural differences to the succession of integrating such differences as part of one’s identity (Bennet, 1993). To achieve this, one first needs to have empathy and a positive attitude towards cultural differences (Reimers, 2009). Secondly, s/he needs to have a command of languages other than one’s own (Reimers, 2009) and must be versed in the values, beliefs, customs, and behaviors of the cultures in which the target language is spoken (Semaan & Yamazaki, 2015). Thirdly, to become globally competent, one must develop a good understanding of globalization and international history, as this is where it becomes crucial to recognize how society and the factors that shape society are intertwined (Hunter et al., 2006).

Having identified some of its crucial aspects, it should be noted that there has not been much empirical research on the interaction between global competence and motivation in foreign language learning settings except for a few studies (Semaan & Yamazaki, 2015). First, Li (2013) carried out an experimental study to see whether global competence could be taught. In the study that involved Chinese and American college students, first the students’ global competence level was measured. Later, the pupils from both countries were paired up and given a joint assignment. After the experiment, pupils’ global competence level was measured again, and the results showed an increase in their global competence level. That is, having accessed one another remotely from two universities, the students managed to grow tolerance for cultural differences over time by dispelling myths about their cultures and thereby facilitating the development of understanding of each other’s cultures. Semaan and Yamazaki (2015) extended this communicative aspect of global competence with an attempt to link global competence

with motivation. Accordingly, a Likert scale survey was administered to a total of 142 students from two universities. The students' self-assessed global competence levels signaled a correlation between global competence and integrativeness, suggesting that the more motivated a student was to learn a second/foreign language, the more likely it was that the student perceived themselves to be more globally competent, and vice versa. Sakamoto and Roger (2023) further structured the connection between foreign language learning and global competence by putting communication at the fore in the EFL setting, which helped solidify the understanding of and the relationship between linguistic competence and cross-cultural understanding.

2.1.3.3 International Posture

Gardner and Lambert (1959, 1972) introduced integrative and instrumental motivation in the second language learning context and suggested that motivated was persistent to the degree that an individual managed to integrate into the English-speaking community. However, in the EFL context, interest in English-speaking cultures mainly originate through media and education (Yashima, 2002) rather than having direct contact or a need for identification with the target culture (Yashima, 2009); hence, it is unrealistic to address integrativeness as the main driving force behind English learning without taking its utilitarian value into account (Yashima, 2009). Additionally, ownership of English cannot be allocated to a single nation or a group anymore, as English is exchanged and enriched by speakers with different backgrounds worldwide, and therefore it is more accurate to regard English as a lingua franca (Kormos & Csizér, 2008; Lamb 2004, 2009; Yashima 2000, 2002, 2009). As such, Yashima (2000) scrutinized the reasons why Japanese learners take up English learning since they do not have direct access to the target community. The study revealed a factor called “intercultural friendship orientation.” This factor, accompanied by instrumental motivation, explained Japanese learners' motives to study English and attain a higher proficiency in the target language, underlying the role of English as a lingua franca in the EFL context. Later, Yashima (2002) investigated the connections between L2 communication and learning characteristics in the Japanese EFL context with 389 tertiary-level students. The findings illuminated that the more the students were willing to interact in English, the more internationally oriented they were. This orientation was referred to as ‘international posture,’ which can be thought of as an combination of integrative and instrumental motivation (Yashima, 2002). International posture encompasses curiosity in foreign or international affairs, desire to travel or work abroad, sensitivity to or a non-ethnocentric attitude toward other cultures (Yashima, 2002). It can be

expressed by students as wanting to experience different cultures, interact with international friends, and get in touch with people from around the world. In this regard, international posture seeks to identify a trait more pertinent to EFL contexts: the tendency to connect with the international community rather than any particular L2 group (Arnett, 2002; Dörnyei & Csizér, 2002; Dörnyei et al., 2006; Kormos & Csizér, 2008; Matsumoto & Obana, 2001; Yashima, 2009).

The vitality of international posture was confirmed by several studies in the instructed second and foreign language learning environments (Campbell & Storch, 2011; Csizér & Kormos, 2009; Kormos et al., 2011; Pawlak, 2012; Yashima, 2009). For instance, Kormos et al. (2011) discovered that Chilean university students appeared to have a strong desire to learn English in order to become a part of the international English-speaking community and possessed an ideal L2 self, which was strongly linked to international orientation. Moreover, Csizér and Kormos (2009) asserted students' ought-to L2 self to be unrelated to international posture, and that it was solely their idealized self-images that regulated international posture. On the other hand, Kormos and Csizér (2014) developed a new questionnaire and decided to administer it to different cohorts of learners (secondary school students, pupils, and adults) in the Hungarian context. The SEM (structural equation model) results revealed a strong connection between instrumental motivation and international posture for all groups, yet a direct influence between the ideal L2 self and international posture was found only for secondary school students. As for adult learners and university students, the connection was more convoluted; international posture originally influenced these students' instrumental motives, which, in turn, shaped their ideal L2 self; an assertion that was reached in earlier studies as well (Campbell & Storch, 2011; Kormos & Csizér, 2008).

To conclude, international posture concerns students' views of the role of English as a global language. The merit of international posture lies in its ability to foster English-using possible selves, which in turn promotes communication behaviors (Yashima, 2009).

2.1.3.4 Instrumentality Promotion/Prevention

In his work, Higgins (1997, 1998) identified two main systems that govern human behavior: promotion systems and prevention systems. In the prior, the main driving force is development and improvement; in the latter, the focus is on maintenance and safety (Higgins (1997, 1998). Essentially, these systems denote how we regulate pain and pleasure (Higgins, 1998). An individual might be motivated by academic achievement, future job prospects, and

career advancement, and therefore possess mainly a promotion system; another learner might be offset by fear of missing out, be more inclined to avoid failure, and thus be more prevention-driven. Therefore, it can be said that promotion systems involve achieving goals and fulfilling hopes and dreams, while prevention systems are controlled by obligations and duties (Higgins, 1997). Even though promotion and prevention systems are dissimilar, this does not imply that an individual cannot incorporate both of these systems in distinct combinations. In fact, an individual may be high in promotion focus, low in prevention focus, or high/low in both (Higgins, 1997). In addition, the two systems correspond to two general strategies: the promotion focus state is regulated by eager strategies, that is eagerness to advance and grow; the prevention focus state, on the other hand, is directed by vigilant strategies, meaning that people who possess prevention system are likely to prioritize security and assure the absence of losses (Higgins, 1997, 1998).

Instrumentality, which is one of the constituent variables of Gardner and Lambert's (1959, 1972) model, entails learning for practical purposes. Expanding on the model, Dörnyei (2009b) posited that instrumental motive could be further divided into two categories in terms of the emphasis the instrumentality conveyed: instrumentality-promotion and instrumentality-prevention. Similar to the assertion made by Higgins (1997), Dörnyei (2009b) claimed instrumentality-promotion to be more relevant to the ideal L2 self and included examples such as learning English for the sake of career advancement and better life opportunities. On the contrary, instrumentality-prevention was deemed as being more pertinent to the ought-to L2 self and was driven by motives such as learning the target language to not disappoint one's significant others or fail the class.

In this regard, empirical studies confirmed the relationship between instrumentality-promotion and ideal L2 self and likewise instrumentality-prevention and ought-to L2 self (Papi & Teimouri, 2014; Pawlak, 2012; Taguchi et al., 2009). Papi and Teimouri (2014), for instance, administered a questionnaire survey to 1,278 Iranian secondary school students in order to find out learner motivational types. The resulting cluster analysis revealed five different groups with varying degrees of motivation based on their motivational configurations. It was found that students with a fundamentally promotional orientation may show qualitatively better emotional, linguistic, and behavioral traits, which are appropriate for long-term foreign language learning. Moreover, whereas promotion-focused motives aligned closely with both the ideal and ought-to L2 self, prevention-oriented motives were only related to the ought-to L2 self, showing the dominance of promotion-focused orientations over prevention ones (Papi & Teimouri, 2014).

In addition to Iranian EFL learners, in a cross-sectional study, Taguchi et al. (2009) investigated the motivational orientations of Japanese, Chinese, and Iranian learners. Taguchi et al. (2009) found that instrumentality-promotion was correlated greatly with the ideal L2 self in all three groups, while instrumentality-prevention was only connected to the ought-to L2 self. Furthermore, the effect of attitudes toward L2 culture and community on the ideal L2 self was nearly twice as great in the Japanese model as instrumentality-promotion, whereas the two factors are roughly equivalent in the Chinese and Iranian data. This was because in Iran, the parents play a big role in deciding on the future jobs and dreams of their children; in the Chinese context, parents put considerably more pressure on their children than the Iranian parents, as they are more achievement oriented. In this regard, it can be concluded that even the same phenomenon or event can be interpreted differently and that cross-cultural differences exist (Taguchi et al., 2009).

To sum up, learning English for the sake of academic success, professional development, and advancements in career entail instrumentality-promotion with a focus on both instrumentality and the idealized self, whereas the reverse is true for instrumentality-prevention. Both of these constructs widen the perspective regarding why people initiate the target language learning process and afterwards continue to do so.

2.1.3.5 Knowledge Orientation

Knowledge orientation is concerned with acquiring knowledge about the world and hence reflects an instrumental orientation to motivation. The target language is viewed as a practical means and involves learning English partly to gain access to resources such as textbooks, scientific articles, global news, documentaries, etc. More broadly, knowledge orientation is captured as “the drive to learn the language in order to be a better-educated person who knows more about the world and who can gain information with the help of English” (Kormos et al., 2011, p. 21). Despite the inherent instrumentality aspect, knowledge orientation has been found to be related to integrativeness and the ideal L2 self (Kormos & Csizér, 2008). First emerged in the work of Clément and Kruidenier (1983), knowledge orientation was introduced to the literature as a curiosity in the way of living and cultural products of the target language community and as an extension of making friends and travelling. In the study conducted with 871 learners at differing levels of education, Clément and Kruidenier (1983) found that knowledge orientation was a significant contributing factor for all groups of participants. As opposed to viewing knowledge orientation in conjunction with the aspects of making friends and travelling, Kormos et al. (2011) hypothesized knowledge orientation as

drawing on and strongly related to parental encouragement. Similar to Clément and Kruidenier (1983), Kormos et al. (2011) included three cohorts of learners (respectively, secondary school students, tertiary-level students, and young adults) in the Chilean context and found support for the relation between knowledge orientation and parental encouragement, especially in the secondary school and tertiary-level student population. Moreover, knowledge orientation stood out as an instrumental variable which possessed long-term and distant goals in foreign language learning. In another study, Csizér and Kormos (2009) captured knowledge orientation as an instrument learners use to receive information about the world, without any relation to parental influence. The study conducted in the Hungarian context revealed that students did not perceive access to resources as an external factor, instead global significance of English seemed to resonate with and closely connected to the students' L2 self-concept. Therefore, for Hungarian learners, English was found to be an invaluable tool for learning about the world through the information channels offered by globalized mass media like the Internet as evidenced by the finding that knowledge orientation positively impacted beliefs regarding international English (Csizér & Kormos, 2009). To conclude, knowledge orientation reflects learners' propensity to access information and bolster intellectual growth.

2.1.3.6 Self-Efficacy

Self-efficacy beliefs determine people's willingness to endure and persist in the face of hardships and adverse circumstances (Bandura, 1977). People with a high feeling of efficacy picture successful outcomes that serve as positive performance guidelines; on the other hand, contemplating how things will go wrong, those who believe they are inefficacious are more likely to imagine failure scenarios that undermine their performance (Bandura, 1989). In this sense, it is safe to assume that self-efficacy does not operate on its own but rather dictates a degree of personal agency (Bandura, 1989).

Bandura (1977) identified four sources of self-efficacy. The first source, personal accomplishments, is based on mastery experiences; success enhances mastery experiences, whereas failures reduce them. Mastery experiences are considered to be the most significant source of knowledge that students utilize to form and strengthen their beliefs in their own abilities (Usher & Pajares, 2008). On the condition that efficacy expectations are established through consistent success, the detrimental effects of occasional failures are likely to be diminished (Bandura, 1977). The second source of self-efficacy is vicarious experience. Vicarious experience is based on the assumption that if others can excel in something, then one can as well. The third source of self-efficacy, verbal persuasion, is utterances that encourage

the learner and boost their confidence. At this point, it is important to note that verbal persuasions as well as vicarious experiences are less reliable sources compared to personal accomplishments, which serve as a direct proof of one's capabilities (Bandura, 1977). The last source of efficacy expectations is emotional/physiological arousal, which concerns undertaking taxing situations. People assess their level of anxiety and stress management in part by inspecting their physiological arousal (Bandura, 1977). In the case of high arousal, performance is impaired, and the opposite is true for low arousal levels.

Self-efficacy displays a correlation with achievement measures (Hsieh & Kang, 2010) along with effort and persistence (Kormos et al., 2011). In a recent study, Faust and Rosendale (2023), for instance, conducted a survey with 184 students, revealing relationships between academic performance and self-efficacy beliefs. Students with higher self-efficacy beliefs were more resilient and overall, more motivated, leading to increased academic performance. The results, therefore, highlighted how significant it is to develop self-efficacy to enhance motivation and ensure success, proving that people are satisfied through attaining worthwhile goals (Bandura, 1989; Hsieh & Kang, 2010).

Furthermore, efficacy expectations shape how well the students will perform on a task (Kirsch, 1986). Perceptions regarding the tasks' degree of difficulty will impact how performance accomplishments influence perceived self-efficacy; while mastery of relatively difficult and challenging tasks enhances self-efficacy beliefs (Ruan et al., 2015), success at easy tasks, on the other hand, offers no new information to change one's beliefs (Bandura, 1977). People with high self-efficacy view difficult tasks as challenges to be overcome rather than as dangers to be avoided (Bandura, 1993). What is more, experience with a familiar task stabilizes self-efficacy (Kirsch, 1986). However, the perceived qualities of tasks are realized on the condition that learners themselves recognize the task(s) as valuable. Primarily, mastery experiences are fostered through success on a task which the individual deems as valuable and challenging, provided that they attribute success as originating from their own efforts and actions (Graham, 2022; Hsieh & Kang, 2010). Numerous factors, such as classroom instruction, teaching strategies, engagement, and student experiences, are influential in determining how well students believe they can perform in the classroom, which is a powerful predictor of how well they will perform on all language-related tasks (Graham, 2022; Gunawan et al., 2024).

A longitudinal research study by Leeming (2017) helped illuminate the relationship between language-related tasks and overall self-efficacy. The author aimed to track the course of English-speaking self-efficacy of Japanese university students. The students in the study had

low self-efficacy beliefs at the start of the study. This was due to the English instruction they had received, which prioritized passing the university entrance exam with an extreme focus on reading and grammar over speaking skills. Based on the assumption that students are more likely to pursue mastery objectives when their teachers provide them with a set of tasks that are challenging and personally (Wentzel, 1999), Leeming (2017) designed oral tasks that underlined fluency rather than accuracy, with each task becoming incrementally more challenging in order to boost the efficacy expectations of these students. Indeed, the positive experiences elicited from success in these speaking tasks encouraged students and bolstered their motivation. Therefore, the study provided support for the idea that it is essentially the teacher's duty to create environments conducive to learning (Bandura, 1993). In other words, if teachers can cultivate positive feelings of self-efficacy, then the students will put forth more effort, show perseverance, and ultimately achieve higher levels of competence (Bandura, 1993). Furthermore, Leeming (2017) detected that in addition to factors within the classroom, the variables outside the classroom could also impact students' beliefs regarding their self-efficacy levels. Specifically, students are more inclined to pursue their goals if they believe their classes are in socially supportive settings (Wentzel, 1999). Owing to the fact that interactions between the sources of self-efficacy and other environmental factors are multitude and often complicated, there is not one single source that is the most accurate indicator of self-efficacy in a given context or with a particular group (Usher & Pajares, 2008), denoting a more dynamic understanding of self-efficacy (Pinell & Csizér, 2015).

2.1.4 Complex Dynamic Systems Theory

During the foreign language learning process, it is not an uncommon phenomenon to experience frequent changes in motivation. Especially in the context of institutionalized learning, motivational oscillation rather than stability is the norm (Ushioda, 1996). In this sense, even though previous studies have provided invaluable insights into motivation research, a new method to document motivation was imminent, and the need for developing a more fluid concept of motivation was emphasized (Ushioda, 1996). Initially, to account for dynamic change in motivation, Dörnyei and Ottó (1998) proposed a model that captured motivation in three phases of motivational evolution, each one of which could be linked to a distinct motive. The phases were comprised of the pre-actional stage, actional stage, and post-actional stage. The first stage is about choice motivation, which entails establishing an initial goal to accomplish. The second stage involves executive motivation, which involves the motives needed to preserve the initial motivation. The last stage is a type of assessment phase, in which

the learner is asked to look back on the overall learning process through introspection. Dörnyei (2000) elaborated on this process-oriented model by proposing educational practices with an emphasis on how motivation can be maintained during the learning process. Events in the classroom are diverse and intricate, and it is undeniable that a variety of unconscious/irrational factors control student behavior (Dörnyei & Ottó, 1998). Thus, Dörnyei's (2000) primary goal was to prioritize these factors, which comprise self-regulation, effort, perseverance, and engagement, over the goal-setting process in real classroom settings. More importantly, Dörnyei (2000) explained why the time dimension is pertinent to motivation in two essential ways. Firstly, motivation to do something typically builds up slowly through various mental processes that include initial planning and goal setting, task generation, and finally implementation and control. Secondly, motivation oscillates in long-term activities and can be distinguished by various internal and external forces that the individual is exposed to, leading to a somewhat unpredictable pattern of dedication and effort. Considering that a time component is an essential element to be incorporated in a sufficient motivation construct (Dörnyei, 1990), the contribution made by Dörnyei (2000) was indispensable in clarifying the time component.

Drawing on this, it can be stated that there were attempts to capture motivation as a dynamic and complex phenomenon even before the inception of CDST. The previous predecessors of CDST (Dörnyei et al., 2015), which formed the foundational basis of the recent process-oriented approach, can be sorted in the following order: chaos theory (Larsen-Freeman, 1997), language emergence (Ellis & Larsen-Freeman, 2006), dynamic systems theory (de Bot et al., 2007a; Dörnyei, 2009a), and complexity theory (Larsen-Freeman & Cameron, 2008). All these contributions helped to advance motivation research by shifting the scope of investigation from a reductionist perspective to establishing a deeper understanding of how the underlying mechanisms of a system function (de Bot et al., 2007b; Dörnyei, 2009a; Larsen-Freeman, 2015; van Geert & Steenbeek, 2014).

2.1.4.1 Characteristics of Complex Dynamic Systems Theory

Some characteristics are integral parts of a complex system which are imperative to take into account. First of all, a system needs to be complex; if there were any final states the system could settle into forever, then the system would not be a complex dynamic system (Pack et al., 2022). Indeed, the only element that remains stable in the system is change itself, a state which is an inherent and perpetual trait of the system (Larsen-Freeman, 2012, 2015). Similarly, a system needs to remain open, suggesting that it has no final form and continuously evolves by

interacting with various components in the environment (Larsen-Freeman, 2015) and also through internal self-organization (Larsen-Freeman, 2011). A complex system is sensitive to feedback from the environment, which is also susceptible to change; when the change takes place, it can either become amplified or dampened (Larsen-Freeman, 2015). In this sense, neither the system (which is the learner) nor the environment is treated as an independent construct (Larsen-Freeman, 2015); the environment is not considered as background to learner development, unlike earlier motivation research, which viewed the two as separate constructs (Dörnyei, 2014). Finally, complex systems have non-Gaussian distributions (Larsen-Freeman, 2015), meaning that complex systems do not follow an ordinary distribution pattern with fewer instances of extreme events. On the contrary, complex dynamic systems do not dismiss variability or ignore it as a disturbance or mistake (Dörnyei, 2009a; Larsen-Freeman, 2013). Instead, dynamic systems underline unordinary events and developmental paths whose trajectories can never be guessed precisely or determined a priori and thus mapped out beforehand (Hiver & Al-Hoorie, 2019; Howe & Lewis, 2005). Therefore, adopting a CDST perspective might seem to be futile and impractical as there are endless possibilities, which might arouse a notion that developing a complete understanding of the system is impossible. However, the patterns a system undergoes are not insurmountable. Typically, a limited range of patterns can be located within a system as there is, to some extent, a degree of predictability (Chan et al., 2015), and the number of novel outcomes is also finite (de Wolf & Holvoet, 2005).

Moreover, humans seem to have a corresponding need for their sense of self to feel cohesive rather than fragmented (Hiver & Al-Hoorie, 2019). Individuals display consistent, yet unique patterns of variation in their behaviors and ideas in a variety of situations (Mischel, 2004) and through a web of relationships (Hiver & Al-Hoorie, 2019). By pointing out these salient and somewhat stable patterns, researchers can understand how the system and its underlying components interact and accordingly narrow down the number of possibilities and reduce much of the unpredictability (Vallacher et al., 2015). The identified patterns, or archetypes (Chan et al., 2015), then allow the researcher to capture the signature dynamics of the working system (Mischel, 2004). In addition to identifying the dynamics of the system, in this manner, the researcher can also identify the sequences through which the system has progressed (Howe & Lewis, 2005; Mackenzie, 2005) and work out how novel behaviors are brought about (Henry, 2015b). To bring this to fruition, the researcher must be wary of the operational, contextual, and macro/micro-system decisions to be made (Hiver & Al-Hoorie, 2019). Respectively, the system under investigation must be clearly defined, its main

components must be identified, other systems that are operating alongside must be noted, and any connections between them and the main system must be structured (Henry, 2015a).

Specifically, the timescales in which the system operates must be confined according to what is to be measured (de Bot, 2015). Since the starting point of the system influences outcomes that emerge, the initial conditions of the system must be taken into consideration as well (Larsen-Freeman, 2015). Moreover, what is referred to as context may differ according to the research objectives and scope. In this sense, contextual factors may be too broad and include social and environmental factors, but they might also be too narrow and only relate to cognitive and/or affective aspects within the target language learner (Larsen-Freeman & Cameron, 2008; Ushioda, 2015). The underlying challenge is that the researcher must delineate the interactions between internal contextual processes and those occurring in the external environment without defining them either too broadly to avoid vagueness or too narrowly so as not to obscure a general understanding of the system's dynamics (Ushioda, 2015).

2.1.4.2 Studies Related to Complex Dynamic Systems Theory

CDST has been criticized for devoting much time to explaining its components and how to conduct research instead of designing studies that would inform the literature (Hiver & Al-Hoorie, 2019). To resolve the criticism, several studies have been carried out from the CDST perspective investigating topics such as language acquisition (de Bot et al., 2007a; Larsen-Freeman, 2011), listening development (Chang & Zhang, 2021), willingness to communicate (MacIntyre & Legatto, 2011), L2 writing (Fogal, 2022), identity (Kaplan et al., 2019), agency (Mercer, 2011), teacher immunity (Hiver, 2015b), and motivation (Henry, 2015b; MacIntyre & Serroul, 2015; Piniel & Csizér, 2015; Waninge, 2015). The studies show that CDST has contributed to the literature by portraying how internal/external variables constantly interact with a multitude of subsystems and parameters, causing systems to experience fluctuations accompanied by idiosyncratic and non-linear changes over time (Chan et al., 2015; Henry, 2015b; MacIntyre & Serroul, 2015; Mercer, 2015; Piniel & Csizér, 2015).

However, even though dynamic systems theory is a well-established practice in positivistic sciences, the same cannot be said for linguistics, as there are many methodological constraints (Hiver & Al-Hoorie, 2019). New approaches have therefore been devised to fill this gap. The new approaches include Retrodictive Qualitative Modelling (RQM), Q methodology, and Idiodynamic method, among others (Hiver & Al-Hoorie, 2019). Nevertheless, interviews and journals are among the most commonly employed research instruments (Henry, 2015b;

Kikuchi, 2017; Lasagabaster, 2015; Liu, 2022; Mercer, 2015; Pack et al., 2022; Waninge, 2015), which the present study has also utilized.

Heretofore, motivational research fell short in accounting for changes in the lesson; in keeping with the tenets of CDST, however, it is significant to attach importance to fluctuations, whether this be in a month or following a lesson. To address this gap, Campbell and Storch (2011) conducted a study with eight tertiary-level students undertaking a Chinese course to identify the motivating and demotivating factors that guided their foreign language learning process. As a result of a 12-week-long study that employed only semi-structured interviews, the authors discovered that international posture was the most distinguishing factor explaining motivated behavior for these participants. Besides, the immediate L2 environment had a demotivating effect along with the affective factors, which extended beyond the L2 environment. The authors did not explain, however, to what extent or degree and in which ways the affective factors were influential; in addition, the reasons for the demotivating effect of the environment were not explicit. To exacerbate, the findings were not supported with other data collection methods. Furthermore, Pawlak (2012) designed a four-week study that included 28 Polish high school learners as participants by using methods rich in quantity as well as quality. Namely, a motivational grid, an evaluation sheet, interviews, and questionnaires were collected by the class teacher to assess the lessons in different time intervals. The results indicated that international posture along with instrumentality promotion were the most prominent reasons for pursuing foreign language learning compared to the ideal L2 self. Therefore, it can be inferred that internal motives are more effective than external ones; also, the ideal L2 self does not entirely explain motivated behavior as propounded by the studies that are purely centered on the L2MSS framework. Pawlak (2012) also shed light on classroom practices with a focus on tasks. Even though communicative tasks were the most preferred by the students, the preference largely relied on how the tasks were structured; that is, even the seemingly boring, highly controlled grammar-related tasks were welcomed by the students if they posed challenges and offered novelty. However, the duration of the study did a disservice to the findings as it was not adequate to capture any meaningful change in only four weeks. These studies showcased that motivation is a diverse and complex phenomenon that undergoes many fluctuations. One limitation was that the studies were negligent of attractor and repeller states.

2.1.4.3 Studies that Involve Attractor States, Repeller States, Signature Dynamics

Attractor states are in constant flux in each system. Notwithstanding, attractor states show periods of stability (Hiver, 2015a; Mackenzie, 2005), and there are a finite number of

attractor states in the classroom environment (de Wolf & Holvoet, 2005). By identifying attractor states, teachers can analyze and guide learners to stay around positive states (Liu, 2022), which is why it is crucial to incorporate attractor states in a dynamic systems study. In this pursuit, Kikuchi (2017) carried out a study with twenty Japanese university students over two semesters to unravel the motivating and demotivating factors that regulate the students' motivations by making use of monthly interviews, a questionnaire, and journal entries. The findings suggested that there were idiosyncrasies among students in response to the context. Learners seemed to be motivated by their personal objectives, passions, and social interactions. In this respect, some of the students emphasized the positive effect of interaction with senior students in both academic and social environments. On the other hand, curriculum, substituting teachers, and social life were some of the sources of demotivation. Even though Kikuchi (2017) substantiated the assertions with multiple sources of evidence and managed to identify the attractor states in Japanese learners' systems, there was no mention of initial conditions. However, as emphasized in the introduction chapter, it is crucial for initial conditions to be solicited by the researcher(s) because different starting conditions may lead to different paths, which, in turn, cause distinct outcomes to occur (Larsen-Freeman, 2015; Verspoor, 2015).

Lasagabaster's study (2015) fills this gap in that the initial conditions of all five participants with whom the study was conducted are accounted for. Owing to the number of participants, it was more convenient for the author to investigate the initial conditions and identify the attractor states in relation to the initial conditions. As a result of a two-month long investigation, the people factor was identified as an attractor state, which involved the perceptions of peers, teachers, significant others, and foreigners on shaping the foreign language learning process. Parents played a major role in directing learners' motivated behavior because participants in the study wanted to make their parents happy by passing their exams and getting better grades. Encounters with foreigners also triggered motivational change since some of the learners wanted to see themselves as fluent speakers of the target language. Out-of-school experiences also enabled students to feel motivated as they had the chance to use English in real communicative settings. Thus, it can be inferred that ought-to L2 self-driven motivation (to meet the demands set by the significant others) can coincide with ideal L2 self-driven motivation (to aspire to become fluent target language speakers) and that goalposts themselves are susceptible to ebbs and flows (You & Chan, 2015). On a similar note, the L2 learning experience and the ideal L2 self also tend to co-adapt in the EFL settings (Nitta & Baba, 2015).

Pack et al. (2022) attempted to emphasize the non-dichotomous relationship between the factors of motivators and demotivators. To do so, the authors collected journal entries and held focus group discussions with 60 pupils over 10 weeks. The findings showcased the polarity of motivational factors, meaning that a factor that had initially worked as a motivator could eventually transform into a demotivator. The factors also showed differences in varying degrees of strength depending on the learner. Additionally, the authors put forward that preparing a pre-set list of factors defeats the purpose of the dynamic system, making it fixed. They, instead, posited that although the system could settle into an attractor, this situatedness was only temporary, and even so, several factors would have to be taken into account to determine what initially led to the change, confirming the assumption that the system changes as a result of a combination of several interconnected factors (Vallacher et al., 2015; de Bot et al, 2007b). Thus far, research studies have been concerned with identifying which factors were linked with approach versus avoidance motivation (MacIntyre & Serroul, 2015); even though Pack et al. (2022) confounded such dichotomy, attractor states were reduced to and explored within the framework of approach and avoidance, rather than explored across different timescales as they surface. Considering that motivation and target language learning transpire on different timescales, any inferences that are going to be made about the changes in this process should be attached to the timescales in which they occur (de Bot, 2015; Gkonou, 2017; Gregersen, 2020). In this effort, Mercer (2015) studied learner motivation on four different timescales (seconds, minutes, weeks, and months), focusing on the different selves of two advanced-level EFL learners. One of the participants, Anita (pseudonym), was observed to sustain her motivation on the condition that she was familiar with the context, and this tendency was shown from the shortest timescale (seconds) to the longest (months). As a result of the identified patterns, Mercer formalized Anita's signature dynamics by using Mischel's (2004) 'IF . . . THEN' statements and concluded that:

IF Anita is familiar with a context (whatever level), feels she has metacognitive strategies to cope with the setting and its demands, and if she senses a degree of progress and success, THEN she is able to feel more confident in her sense of self (at that level). (Mercer, 2015, p. 159)

In this way, Mercer (2015) accomplished tracking motivation on various timescales and managed to identify the distinguishing characteristics of the individual learner. Similarly, Waninge (2015) carried out a study which involved qualitative focus group interviews in two phases. In the first phase, which included 56 students, attractor states salient to the learners were

identified, which were interest, boredom, anxiety, and attention; in the second phase, on the other hand, the attractor basin related to one of the most prominent attractor states, interest, was delved into with 46 students. The attractor basins identified were motivational, affective, and contextual factors. Although Waninge (2015) managed to capture the attractor states present in the classroom context, the aforementioned attractor states have already been well established (Dörnyei, 2009a; Dörnyei & Ryan, 2015), though not from the CDST framework. In the present study, interest, boredom, attention, and anxiety (which will be explored in more detail below) have been treated as being readily established and utilized in that regard. Moreover, the number of participants in Waninge's study (2015) was very high. Adversely, a low number of students would yield more proliferate and in-depth findings as suggested by Henry (2015b). Thus, the present study involved a single research participant selected through purposive sampling.

In addition to identifying attractor states, it is essential to acknowledge repeller states—factors that drive learners away within the system. After all, repeller states have received limited attention in the field of complexity research (Al-Hoorie, 2015). Henry (2015b) put forward an exemplary study that investigated both attractor and repeller states, thereby filling the gap in the literature in CDST research. The study was conducted with six secondary EFL students by means of observation and interviews. The study revealed that both the attractor and the repeller states were in constant motion. However, Henry's (2015b) study examined the L3 motivation of Swedish students, whereas the present study aims to investigate L2 motivation and the attractor/repeller states within the Turkish EFL context.

2.1.5 Attractor States in Educational Contexts

As emphasized in the earlier sections, although attractor states may vary and show diversity, there are not endless possibilities. As a matter of fact, recurrent patterns might be identified depending on how stable that state is. Otherwise, the system is fluid and in a state of continuous transition. The same rule applies to classroom settings as well, as it is possible to discover several states that appear more often than others depending on how consistent and coherent they are (de Wolf & Holvoet, 2005; Waninge, 2015). According to the literature, there is an array of possible states: anxiety, boredom, and interest, all of which show cognitive, affective, and motivational traits (Waninge, 2015). In addition, attention stands out as a distinguishing factor (Dörnyei, 2009a; Schmidt, 2001). Although attention was not previously recognized as a common attractor state, a recent work by Waninge (2015) identified it as an intermediate state between boredom and interest.

2.1.5.1 Anxiety

Research on anxiety focused on whether it is a fixed characteristic of the learner or only dependent on the situation. Gardner (1985) described anxiety as the apprehension or inhibition the individual feels associated with learning and/or using the target language. Horwitz et al. (1986) further described anxiety as an amalgam of self-perceptions, beliefs, attitudes, and behaviors related to classroom language learning. Another major debate involving anxiety was whether apprehension could enhance performance as a result of mild stress and thus be regarded as beneficial (facilitating anxiety), or whether it only existed as a factor that impairs performance (debilitating anxiety). It was argued that even though facilitating effects of anxiety exist (MacIntyre & McGillivray, 2023), it is usually the case that anxiety has debilitating effects, which diminish motivation and hamper foreign language learning (Yan & Horwitz, 2008). However, the nature of foreign language anxiety is not just a matter of either/or; rather, a combination of trait/stable and situation-specific/dynamic factors of language anxiety is expected to impact the foreign language learning process as experienced in language classrooms (Gkonou, 2017; Gregersen, 2020). Seen in this way, a myriad of factors can influence anxiety levels, such as teacher characteristics and affinity, classroom management techniques, availability of L2 role models, peer feedback, presence of encouraging conversation partners, positive learning experiences, and tasks (Horwitz et al., 1986; Kasza-Tóth, 2022; Papi, 2010; Yan & Horwitz, 2008). In addition to the ongoing classroom practices, factors outside the classroom that increase or decrease students' anxiety levels should also be taken into account (Papi, 2010).

Concerning the interaction between anxiety and task performance, numerous investigations were conducted. For relatively simple tasks, anxiety appears to have minimal detrimental effects, and it may even enhance performance by encouraging greater effort. On the other hand, when the demands increase, additional effort might not be sufficient to counterbalance cognitive overload, and as a result, anxiety begins to negatively impact performance (MacIntyre, 1995). This suggests that a cyclical relationship between anxiety and task performance exists (MacIntyre, 1995). Regarding task types, students predominantly expressed apprehension about listening and speaking tasks (Spolsky, 1989; Yan & Horwitz, 2008), with speaking tasks representing the primary source of anxiety that threatens an individual's self-concept (Horwitz et al., 1986; Horwitz, 2017; Spolsky, 1989). This is largely due to the fact that individuals often find themselves in situations where they are obliged to converse despite the limited speaking skills they possess (Spolsky, 1989), signifying that

developing communicative competence presents significant challenges, particularly for anxious students (Horwitz et al., 1986). In line with the importance of communication, Kasza-Tóth (2022) reported that students thrived on tasks that enhanced their speaking skills, especially when the material resembled the type of tasks that were relevant in authentic contexts, enabling them to practice the kind of vocabulary needed for everyday communication.

Previously, anxiety was measured quantitatively by scales such as Foreign Language Classroom Anxiety (Horwitz et al., 1986) in an attempt to capture anxiety numerically, with no consideration given to the prior experience of how anxiety builds up (Gkonou, 2017). Although quantitative assessments broadened the scope of the field by capturing how anxiety is perceived, reducing emotion-related phenomena to a single numerical value was faced with a two-fold criticism: (1) being unable to pinpoint how people experience anxiety in qualitatively different ways, and (2) being unable to interpret the way anxiety is realized in micro and macro dimensions, ranging from specifics of tasks to general sociocultural patterns (MacIntyre & McGillivray, 2023). To ameliorate, researchers have recently started using qualitative instruments which gave place to individual accounts of learners and helped shed a light on how they experience fluctuations. Viewing anxiety in this manner is useful as it shows that situations that cause anxiety can even undermine students with low anxiety levels; oppositely, highly anxious students can, at times, experience uplifting moments despite challenges (Gregersen, 2020). Therefore, unless the individual experiences of learners are looked into, it is difficult to determine which of the many causes, effects, and correlates of foreign language anxiety actually apply to a real learner — or how these factors play out in the day-to-day fluctuations of the foreign language learning process (Gkonou, 2017; Kasza-Tóth, 2022; MacIntyre & McGillivray, 2023).

2.1.5.2 Boredom

Boredom is experienced when people lack impetus and are devoid of a purpose. In its most fundamental form, boredom is the absence of direction or flow, that is when the person's actions seem to have lost their spark and life is at a standstill (Brissett & Snow, 1993). Vogel-Walcutt (2012) further defines boredom as a psychological state of discontent that coexists with a physiological state of low arousal. As a matter of fact, low arousal and unpleasant emotional experiences coalesce and give rise to boredom; hence, both the physiological reaction to a certain stimulus and the subjective interpretation of that reaction are key elements that cause boredom (Vogel-Walcutt, 2012). In exchange, boredom evokes feelings of uneasiness and

dissatisfaction that prevent people from achieving a deep state of relaxation by making them feel under-aroused (Li et al., 2021; Ohlmeier et al., 2020; Vogel-Walcutt, 2012).

Several factors contribute to the feeling of boredom. Diminished mental and physical capabilities such as tiredness, lack of sleep and energy, and inability to concentrate may cause boredom (Nakamura et al., 2021; Zawodniak & Kruk, 2019). Apart from that, external reasons such as class schedule, dissatisfaction with the class, lack of comprehension, along with irrelevant, and/or monotonous tasks affect the propensity of boredom experienced (Li et al., 2021; Nakamura et al., 2021; Ohlmeier et al., 2020; Vogel-Walcutt, 2012).

In the classroom setting, the relationship between the type of task and boredom becomes more apparent. Research suggests that depending on the task content, the level of boredom changes (Larson & Richards, 1991). In passive activities, students feel more bored compared to more engaging and interactive activities (Larson & Richards, 1991). As an example, Zawodniak and Kruk (2019) reported that grammar exercises, especially those which involved highly controlled gap-filling exercises, led to boredom. Similarly, Kruk et al. (2021) discovered that activities that involved speaking, or vocabulary were perceived as more engaging than the ones mainly focused on reading or grammar, which led to more boredom. However, on a closer inspection, Kruk et al. (2021) realized that not the task type (e.g., speaking tasks) but rather the degree of novelty and challenge a task posed promoted learning. Research studies show that when the challenge is perceived to be too high, or oppositely too low, boredom emerges (Li et al., 2021; Nakamura et al., 2021). Moreover, the absence of a practical purpose can also cause students to feel bored while performing a task (Kruk & Zawodniak, 2018). To add to the complexity, the level of boredom varies over time and within single classes (Kruk & Zawodniak, 2018; Kruk et al., 2021). Thus, it can be asserted that boredom is a temporally located dynamic variable which is inextricably linked to the learning context (Kruk & Zawodniak, 2018).

Thus, it can be said that there is no panacea to capturing boredom effectively, as the reality is much more complex. Owing to the dearth of research (Kruk et al., 2021; Zawodniak & Kruk, 2019), much more evidence is needed that examines the relation among factors such as task difficulty, practical purpose, and learners' perception of the task, and how they interact to shape boredom.

2.1.5.3 Interest

Interest has only recently been viewed as an emotion (Silvia, 2005), specifically as a first-order emotion which functions quite well throughout the lifespan of a human when experienced in their natural environment (Izard, 2011). Like other emotions, interest is followed by a combination of motivational, behavioral, and cognitive factors (Ainley, 2007). However, interest exhibits different characteristics compared to other motivational variables. First of all, interest is not ubiquitous like other motivational variables (Hidi et al., 2004). Secondly, interest is not merely found in either the person or the content of interest; rather, it is conceptualized in a specific relationship between a person and content (Hidi et al., 2004), or both (Ainley, 2007). Third, while a triggered situational interest would simply possess minimal cognitive appraisal and positive emotion, a well-developed individual interest is related to a particular content and incorporates both stored knowledge and stored value, as well as positive emotion (Hidi et al., 2004).

Both positive and negative feelings can be evoked by various tasks and achievement contexts (Ainley, 2007), giving insights into how students manage and fulfill a learning task, and revealing the quantity and quality of learning outcomes gained (Hidi et al., 2004). Therefore, unlike other motivational variables, interest mainly involves an instant response to a novel learning task (Ainley, 2006, 2007), which is influenced by creativity, complexity, and the challenge the task offers (Fredrickson, 1998; Silvia, 2005). Furthermore, considering that these variations in tasks can cultivate differing levels of interest (Ainley, 2007), it can be claimed that interest is not a fixed state (Tsai et al., 2008).

In the classroom setting, in addition to task type, learning conditions and the curriculum have an impact on interest development, motivation level, and consequently increased learning opportunities (Hidi et al., 2004; Tsai et al., 2008). Intraindividual variation can further shape how interest is experienced in the classroom setting (Tsai et al., 2008). An individual with an emerging individual interest may tend to require external support, whereas another individual with high personal interest would not require such support (Hidi et al., 2004; Tsai et al., 2008).

All things considered, interest is closely associated with task engagement, thus understanding task features and monitoring how learners approach them during the learning process can provide invaluable insights into key motivational practices.

2.1.5.4 Attention

Attention is the cognitive process by which a learner directs mental focus on a task (Baker et al., 2010). The literature indicates that attention is essential in understanding a variety

of facets of foreign language learning, including how interlanguages and L2 fluency develop over time (Baker et al., 2010; Schmidt, 2001); the factors that create interindividual differences, such as learning strategies and motivation (Baker et al., 2010; Schmidt, 2001); the aspects related to instruction and interaction, and how they affect foreign language learning (Schmidt, 2001). To illustrate, learning can happen implicitly without devoting much attention to the process, an example of this would be someone who has advanced grammar knowledge in an L1 without deliberately focusing on the structure. Conversely, people can learn explicitly by paying close attention to language structure, for example, they can hypothesize and later modify assumptions about a specific grammar point. Literature also distinguishes deliberate top-down attention from bottom-up, stimulus-driven attention. Bottom-up attention is instinctive and demands no deliberate effort; on the other hand, top-down attention is task-focused and requires time and concentration on input (Koch & Tsuchiya, 2007). Even though the brain changes in these circumstances of intense focus and engagement, neurons might not respond to stimuli as effectively as before due to the transformations in the brain's adaptability as one gets older (Knudsen, 2004). Therefore, it can be said that age-related factors impact attention, diminishing as the individual ages.

During a task, a learner may exhibit varying levels of concentration and switch between attentiveness and inattentiveness based on their level of engagement. These shifts in engagement often correspond with the shifts in emotional responses; the kind and intensity of emotions evolve as the relationship between the student and the task develops (Ainley, 2007). For example, a student may lack enthusiasm for solving a mathematical equation but feel more energized and concentrated in doing a science experiment, where interest and focused attention are combined, encouraging further investigation and sustained effort (Ainley, 2007). Besides, novel input can stimulate engaged concentration and lead to a rise in arousal (Baker et al., 2010). In the case of immense engagement with the task, a learner may experience hyperfocus, an occasion which Csikszentmihalyi (1990) refers to as flow. Flow occurs when an individual is absorbed in a task to the point that they ignore even their basic physiological needs like hydration and hunger. Apart from interest, boredom can also influence attention. Boredom may be detrimental to sustained attention, causing learners to feel disengaged, which can cause attention to waver; the contrary also holds true as dissatisfied learners may actively interact with their environment to seek stimulation, resulting in more vigilance and attentiveness (Malkovsky et al., 2012). Thus, it can be deduced that emotions can intensify or lower attention.

Moreover, attention can appear as an intermediate state. To elaborate, in a study investigating attractor states and the depth of their basins, that is, how deeply rooted the attractor states are, Waninge (2015) identified an attractor state — neural attention — in addition to common attractor states described previously. Drawing on the remarks of the students in the study, Waninge (2015) postulated that attention is somewhere between the state of boredom and interest, as a type of state when a learner is paying attention to the lesson without active participation. Although the significance of attention was emphasized in previous works (Dörnyei, 2009a; Schmidt, 2001), the concept of neutral attention is relatively new (Ainley, 2007; Baker et al., 2010), and identifying attention as a dynamic concept, an intermediate state, is even more novel (Waninge, 2015).

In the present study, attention is included as a component in the data collection instruments to further investigate its impact on tasks and determine its relationship with interest and boredom.

CHAPTER III

METHODOLOGY

This chapter is comprised of the research design, the context of the study, the selection of the participant and the sampling method, the data collection instruments, and the data analysis procedure. The concept of trustworthiness and how it was achieved is also mentioned, along with ethical considerations.

3.1 Research Design

The present study aims to get a deep understanding of the trajectory and fluctuations of foreign language learning motivation of an adult learner over time by employing CDST framework. For this purpose, a qualitative design was preferred over a quantitative design since in a quantitative design, peculiarities are not recognized, whereas a qualitative design is richly descriptive, appreciating subtle details and individual stories and hence eschewing reductionism (Dörnyei, 2007; Merriam & Tisdell, 2016; Patton, 2014). Moreover, qualitative research is holistic, interpretive, noninterventionist, and noncomparative (Stake, 1995; Quintão et al., 2020).

There are different approaches to qualitative inquiry; according to Creswell and Poth (2016), the most common qualitative approaches are narrative research, phenomenological research, grounded theory, ethnographic research, and case study research. Among the five approaches, the case study research is chosen for the current investigation since it aligns with the aim of developing an in-depth understanding of a problem in a real-world context. A case study provides deep insights into the meaning-making process by undertaking a complex issue in a way that no other approach can provide, which enables researchers to look at how a complex set of events interact to shape the social environment and how individuals interpret that interaction in terms of what they experience (Dörnyei, 2007; Merriam & Tisdell, 2016).

A case study allows the researcher to adopt a comprehensive standpoint (Creswell & Poth, 2016; Dörnyei, 2007; Yin, 2009). The standpoint a case study can assume is either a realist or a relativist one. The first one acknowledges a single reality, whereas the latter argues for the existence of multiple realities and meanings that are dependent on the observer (Yin, 2009). Acknowledging the intricate set of implicit and explicit circumstances that impinge upon the

adult learner during the foreign language learning process, a relativist perspective was adopted in the present study.

The initial steps in carrying out a case study involve determining the specific case to be examined and bounding the case. There can be a multitude of specific cases regarding the chosen topic and the entity under investigation. The entity may be at a more concrete level, such as an individual, a small group, or an organization (Grandy, 2010; Stake, 1995); it can also be more intangible and involve studying communities, decisions, and programs (Creswell & Poth, 2016; Yin, 2009). After deciding on the specific case, the researcher should also consider the scope of the study, that is, how bounded the case is. To Yin (2009), case studies can be categorized as holistic single-case designs, embedded single-case designs, holistic multiple-case designs, and embedded multiple-case designs. The designs differ in terms of the depth of analysis as well as the number of cases investigated. Specifically, holistic cases focus on the case(s) as a whole, whereas embedded cases investigate subunits as well; single cases involve studying only one case, while multiple cases require the investigation of more than one case. Given the study's aim to gain a comprehensive understanding of an adult English foreign language learner's motivational trajectories, a holistic single-case design was chosen as it enables an in-depth analysis of learner experiences and development in a real-world setting (Henry, 2015b; Stake, 1995).

There are some drawbacks to conducting a case study. As with other qualitative designs, the main concern while conducting a case study is generalizability (Creswell & Poth, 2016; Dörnyei, 2007; Hiver & Al-Hoorie, 2019; Stake, 1995; Yin, 2009). Essentially, particularization and not generalization is what case studies intend to accomplish, the goal is to learn about a specific case, and what it entails, rather than how it is different from others; a qualitative researcher perceives human experience as a matter of chronologies rather than causes and effects (Grandy, 2010; Stake, 1995). Besides, unlike other empirical research designs, case studies are not feasible for achieving statistical generalizations since the case is inadequate in number to be representative of a larger sample (Merriam & Tisdell, 2016; Yin, 2009). A case study, therefore, does not seek to represent a sample; nonetheless, researchers can make "analytic generalizations," which concern elaborating on and generalizing theories (Yin, 2009). To achieve generalization, the researcher needs to ensure transparency by providing the readers with raw data, a thorough description of the methodology, details about the sources of data, and information regarding the position of the researcher, all of which empower the reader to interpret the findings on their own instead of solely depending on

replication for validity (Stake, 1995). In this way, analytic generalizations contribute to the literature in two ways: 1) by developing, confirming, or rejecting theoretical concepts that are presented in the study or 2) by introducing new concepts that were hitherto unmentioned (Yin, 2009). Single case designs, which the current study employs, present even more challenges for generalizability since they are susceptible to idiosyncratic unpredictability (Dörnyei, 2007), meaning that the assertions reached are at risk of being superficial and situation-specific. Another drawback is audience criticality (Dörnyei, 2007), that is, the study might be criticized as being too subjective. To combat this issue, the case study must be combined with other methods. Put another way, data must be triangulated (Denzin, 1978). Triangulation enables the researcher to support their claims by drawing on information from several sources. The triangulation of data is a fundamental proof of the trustworthiness of a case study, since it is virtually impossible to replicate the study in the exact circumstances it occurred (Quintão et al., 2020). A key point is that the findings are triangulated only when each source is examined concomitantly — that is, when the convergence of evidence is achieved (Yin, 2009). Conversely, if the researcher analyzed each piece of evidence independently, it would defeat the purpose of triangulation, and it would be as if the findings from separate studies were being compared (Yin, 2009).

When it comes to CDST-based single case studies, generalizations can be made in different ways. The researcher utilizing this meta-theory may generalize to homogenous systems and cases; generalize within a system across time or across contexts; or capitalize on the inherent idiosyncrasy of complex systems and make generalized inferences regarding the dynamics of the system (Hiver & Al-Hoorie, 2019). The last form of generalization entails recognizing patterns, archetypes, and attractor states that appear as an outcome of system dynamics (Dörnyei, 2014). CDST-based case studies allow the researcher to predict such individual developmental trajectories and produce theory-based descriptions of them (Hiver & Al-Hoorie, 2019). If conducted properly in this manner, CDST-based single case studies can have a direct bearing on theory (Dörnyei et al., 2015; Henry, 2015b; Mercer, 2015; van Geert, 2011). In line with this aim, it is important to emphasize that dense, longitudinal, and individual data needs to be collected (Mercer, 2015; van Dijk et al., 2011). This is also what the researcher designed with the same aim to accomplish and lay the groundwork for future research.

Moreover, there can be several rationales for conducting a case study (Yin, 2009), which ultimately affect the intention of the researcher. The case may be chosen because it is critical so as to substantiate a theory; the case might be selected because it is unique; conversely, the

case can be common and relate to day-to-day occurrences; another rationale is when a case is revelatory, that is researching a phenomenon that has been inaccessible or rarely studied before; lastly, the case study can be conducted because it is longitudinal, which shows how specific circumstances and the processes that underlie them change over time. In the present study, the rationale of the researcher was to give a longitudinal account of the phenomenon. At this stage, it is important to differentiate between the two types of longitudinal data from the CDST perspective: outcome-oriented and process-oriented (Hiver & Al-Hoorie, 2019). Outcome-oriented data focuses on the patterns that are reached at different intervals, whereas process-oriented data is concerned with the explanation of underlying mechanisms that led to that outcome. In this light, the present study is process-oriented research.

Another crucial step the researcher needs to take into account is the intent of conducting a case study (Creswell & Poth, 2016), which might be to discover a unique phenomenon. To clarify, the case can be undertaken not because it illustrates a specific attribute or issue or because it represents other cases but because it is peculiar and inherently interesting (Stake, 2008). This type of case is called an intrinsic case (Stake, 1995). When the case itself is subordinate to the issue under examination, and the main goal of studying the case is to facilitate the general understanding of the phenomenon, it is referred to as an instrumental case (Stake, 1995). That is, the case is investigated in depth only because there is an external interest, not because it is interesting in and of itself (Stake, 2008). Moreover, an instrumental case study is likely to be predetermined and designed around widely accepted theories and methods (Grandy, 2010). The third and last intent of the researcher might be to compare multiple cases to enhance the understanding of the phenomenon, which is named a collective case (Stake, 1995). In terms of the current study, an instrumental case was chosen in order to understand a specific issue superior to the case under study.

3.2 Setting

This study was carried out at a foreign language school in a cosmopolitan city in the Mediterranean region of Türkiye. In the foreign language school, the students are placed at different levels based on the results of the oral examination. The levels follow the categorization developed by the Common European Framework of Reference (CEFR), ranging from A1 up to the C2 level. As with any other placement style, the students assigned to the same class might possess diverse competence and proficiency levels. It is contingent upon the teacher to provide instruction suitable for the average proficiency level of the class. Moreover, the teachers are not

required to follow a strict curriculum or textbook and are given the freedom to design lessons as long as consideration is given to CEFR to-do statements for each scale and level.

Although a wide range of age groups receive instruction in the language school, the present study focused on adult learners who attended the foreign language school twice a week for a total of eight hours of instruction. Due to long working hours, lessons took place in the evening at about 7 pm, and the students, aged 20 and older, had instrumental motives for attending the foreign language course such as finding a higher-paying job or getting a promotion in their current job, which are common motives for taking up foreign language learning in the EFL settings, especially for this age cohort (Doğançay-Aktuna & Kiziltepe, 2005; Dörnyei, 2009b; Yashima, 2009). However, the researcher who was also a teacher at the foreign language school, observed typically in his classes — as well as reported by his other colleagues — that most of the adult learners would lose interest and stop coming after having attended the course for a while as a consequence of facing challenges during the prolonged and often tedious language-learning process (Dörnyei, 1998). In other words, it is possible that the initial decision to enroll in the foreign language course may not translate into a sustained effort to actively engage in the learning process (Oxford & Shearin, 1994; Ushioda, 1996). The demanding procedure, combined with the duties and obligations that adulthood brings, eventually leads many adults to abandon the course altogether (Kasza-Tóth, 2022). Even high achievers cannot deliver on their long-term objectives without adequate motivation, and neither proper curricula nor effective instruction per se are sufficient to guarantee success (Dörnyei & Ryan, 2015). Motivation, therefore, serves as the cornerstone for ensuring progress and success in the foreign language learning process, especially if the concern is to achieve fluency in the L2 (Güleçoğlu & Öztürk, 2021; Segalowitz et al., 2009).

At this juncture, it is crucial to keep in mind that even though the present study was conducted in a city that attracts a lot of tourists, which helps facilitate communication in the target language, Türkiye remains in the expanding circle according to Kachru's (1988) three concentric circles of English. The countries affiliated with the expanding sphere treat English as an international/foreign language but do not attribute an official status to it. Therefore, students who are studying in an FL environment are mainly surrounded by their own native language rather than the L2 (Oxford & Shearin, 1994), and the target language learned in the classroom is not the one spoken by the culture's inhabitants (Dincer et al., 2019; Doğançay-Aktuna & Kiziltepe, 2005; Jones et al., 2009). That is to say, the adults attending private foreign language courses, such as the one in which this study was conducted, are deprived of further

engagement in the target language outside the class, and exposure to L2 is mainly limited to instruction in the class. Thus, efficient use of instruction time is an invaluable aspect of adult foreign language learning, which attaches immense importance to language learning tasks and the dynamics of the classroom.

However, it is still required for foreign language learners to go out of their way to find input and stimulation in the target language beyond the boundaries of the class (Oxford & Shearin, 1994) and sustain language learning in both social and solitary venues (Zimmerman, 2002). Thus, ongoing engagement outside the class is also crucial for achieving a higher proficiency in the language. Interacting with foreign speakers, reading magazines, and watching series are beneficial for establishing engagement in the target language and facilitating authentic use of the L2 outside the class (Dewaele & MacIntyre, 2014).

In the setting of the current investigation, except for attending the foreign language course, the research participant also found opportunities for spontaneous L2 use outside the class. Therefore, in keeping with the literature, factors influencing L2 motivation both inside and outside the classroom — such as access to resources, interpersonal relationships, opportunities for engagement in the L2 — were considered (Papi, 2010; Ushioda, 2009).

3.3 Sampling and Selection of the Participant

For the present study, a non-probability sampling method, purposive sampling, was adopted. In purposive sampling, participants need to carry certain traits in line with the scope of the investigation, which make them eligible for the research (Dörnyei, 2007). The primary criterion in a case design should focus on developing an in-depth understanding of the specific case (Stake, 1995), and to this end, it is essential to select the participant in relation to the extent of information they can provide (Dörnyei, 2007). Considering the fact that CDST research involves devoting excessive amounts of time coupled with the tremendous work the participant needs to take up to submit data, the selection of the participant is of paramount importance (van Dijk et al., 2011).

When it comes to the participant of the current investigation, Jeremy (his own pseudonym preference), a 25-year-old dentist, demonstrated interest in the study from the outset and, accordingly, volunteered to invest his time in the research process. Jeremy is a Turkish student who experienced mobility across different cities in Türkiye due to his father's job as a civil servant, which involved constant appointments to various districts. He was born in Samsun

and lived there until he finished secondary school. Later, he moved to Amasya and studied at a science high school in his freshman and sophomore years. Then, in his junior and senior years, he moved to Çorum. At university, he studied at Samsun, where he learned medical English for his profession for two years. He moved to Antalya three months after his graduation and still lives there. Having formed a social and professional circle of people after relocation to Antalya, he was surrounded by foreign patients and significant others competent in English. This is also where the need for English became urgent. He was eager to learn the target language for communicative purposes, which in turn shaped his foreign language learning process, as will be discussed in the “Findings” chapter. Finally, it should be noted that Jeremy attended A1, A2, B1 levels. Because he failed to pass the B1 level course due to the excessive challenge he was faced with, he had to take it again. When the study was initiated, he had already completed the A1 level.

The participant was observed to be a very conscious and resilient student with high self-assessment skills and awareness compared to other adult students in his class. He also showed persistence in that he did not stop coming to the lessons and was consistent with the provision of data. In total, he participated in 6 interviews, wrote 24 journal entries, and handed in 33 lesson evaluation sheets (the merits and purpose of each data collection tool will be discussed in more detail below). Besides, all of Jeremy’s contributions were voluntary as he was not given any incentive and was informed that he could withdraw from the study at any time. It was also hoped that he could benefit from the research at the end of the study and during the process, which is a critical aspect of conducting a study from the CDST paradigm as proposed by Mercer (2015). The benefit involves the learner developing awareness regarding his own foreign language learning motivation with an anticipated increase in his ability to self-criticize, self-reflect and evaluate.

3.4 Piloting

Piloting is essential for testing out the main study. Because the case study researcher aims to capture nuanced and rich data, it is significant to hone the research questions and improve on the data collection strategies as much as possible. Thus, it is vital to try out the data collection tools and procedures before launching the study, just like rehearsing before a theatre performance (Dörnyei, 2007). To this end, piloting helps reveal potential issues in the study and aids the researcher in noticing the parts of a study where adjustments and/or modifications are needed. For instance, the research participant may find the questions in the interview

personal or have difficulty comprehending them. By taking stock of feedback, the researcher can ameliorate by rewording the questions. If done carefully, the pilot study may even turn out to be a useful model for the final case study protocol, or at the very least, it can help refine the main study (Yin, 2009). This, in turn, increases the likelihood of yielding more robust and reliable data.

After the research instruments were developed, the researcher consulted another expert in the field, who inspected the questions on each instrument and provided assistance in correcting erroneous sentences and clarifying ambiguous or incomplete questions. Following the suggestions, the researcher made the necessary changes.

The piloting process was carried out with two learners aged 34 and 27 for a month in August. The participants were willing to contribute to the study. They were also nearly the same age as the participant in the main study and thus considered adult learners. Besides, all three students were from the same foreign language school and at similar proficiency levels. Therefore, the students, like the research participant, were selected through convenience sampling based on their willingness to participate. The data was collected in Turkish in order to stimulate the circumstances congruent with the main research conditions. A major difference between the pilot study participants and the main research participant was that pilot study participants were chosen through convenience sampling to fine-tune the research instruments rather than to contribute to the core analysis; the main participant, on the other hand, was chosen purposively for his potential to provide deep and rich insights into the phenomenon that is studied. Moreover, the main research participant was introduced to the research instruments only after the research was initiated to ensure no bias would occur as a by-product of prior exposure to research instruments.

After the pilot study, taking heed of the feedback received from the pilot study participants, some of the instruments were further fine-tuned. To elaborate, one of the students complained that she did not know what to write in the further comment section in the lesson evaluation sheets, and she could not understand how to explain her decisions on the ordinal scale responses (see Appendix A). Therefore, she had a hard time completing her reflections and asked the researcher whether she could complete it later. Otherwise, her reflections would be incomplete or provide insufficient data for the researcher. However, this particular tool necessitated immediate completion because it involved aspects specific to each lesson such as the tasks carried out; thus, completion at a later date could cause valuable data to be lost to retrospection or false memory. To mitigate this, the researcher decided to add some questions

to guide the students in their reflections (see Appendix B), enabling the learners to provide clear and concise reflections and reduce the possible cognitive load which might have impaired their reflections before. The guiding questions in the semi-structured interviews were subject to similar reorganization, which included re-wording and editing of some of the leading questions (see Appendix D and E).

3.5 Data Collection Tools and Procedure

In this section, data collection tools are introduced, and the procedure is outlined; more details are provided in the following subheadings concerning the merits of each tool and the reasoning behind their selection.

The data collection process began after obtaining permission from the university's research committee, and the objective of the study was explained to the research participant. The research participant was informed about the requirements of the study and the workload the study called for. In addition, the participant received information on the potential benefits he could draw from the study. Following this, data was collected. The overall data collection procedure is presented below in Figure 3.1.

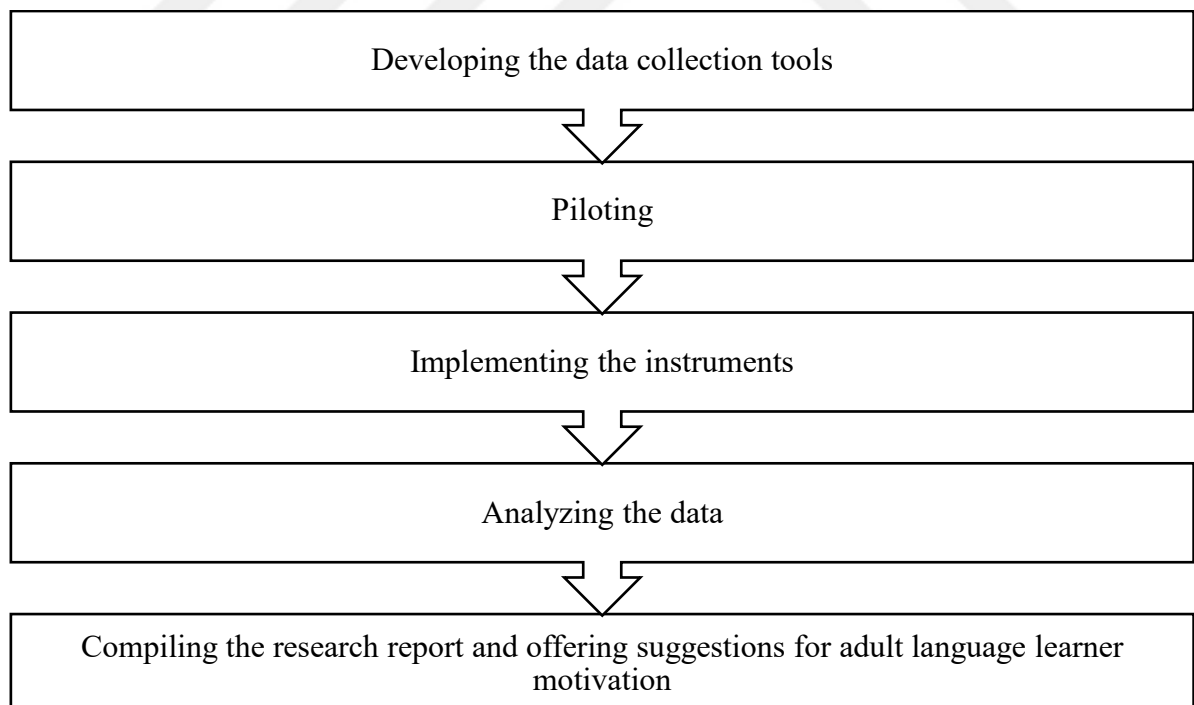


Figure 3.1

Data Collection Procedure

A wide range of data collection tools is significant when implementing a qualitative case study design to ensure the validity and rigor of the findings presented, especially when performing a single case study (Dörnyei, 2007). To this effect, a thorough and careful analysis of the literature was done to develop the research instruments. Accordingly, the researcher decided on the data collection instruments to use and gathered data in a way that captured the timescales at three consecutive levels. The merits of accounting for time were twofold. First, doing so allowed the researcher to corroborate the claims with multiple sources of evidence. Second, it allowed the researcher to identify changes in shorter timescales and associate these with longer-term motivational trends and vice versa. In line with CDST, capturing timescales in this manner allowed the researcher to capture L2 motivation as it unfolds over various, interrelated timescales.

In light of this, the data collection tools chosen were lesson evaluation sheets, journals, and semi-structured interviews. The level of data attained by using each instrument and the corresponding timescales are represented in different time periods as shown in the following figure (Figure 3.2). In total, 6 interviews were carried out with the participant, 24 journal entries and 33 lesson evaluation sheets were collected.

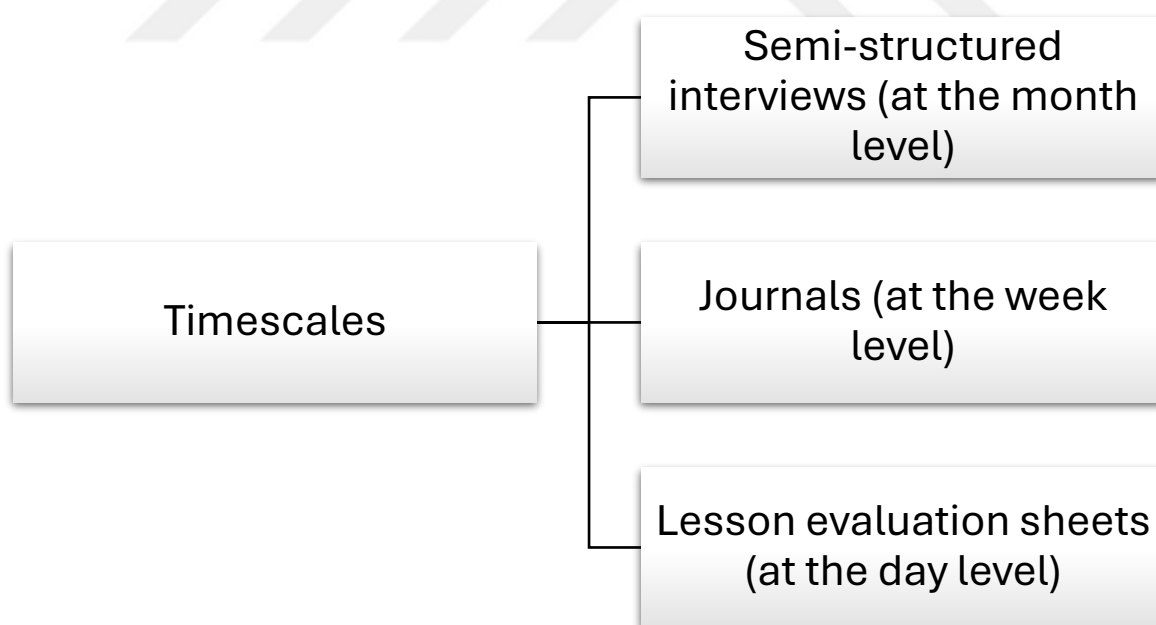


Figure 3.2

Timescales and Data Collection Tools

The shortest timescale involved collecting data after each lesson to monitor how the student's motivation fluctuates, if at all, from one lesson to another. The second timescale was

at the week level. For this timescale, the student was asked to keep a journal, which he later handed in as an online document or in a physical format. In the journal, he was asked to answer three questions (which are described in more detail below) and provide additional comments if he wanted to. The last time scale was on the monthly level. The semi-structured interviews were employed to gather data on this timescale, all of which were carried out face to face. Ultimately, the data gathered at shorter timescales was compared with the data at longer timescales to shine a light on the relations between the two.

The current methods were chosen to be implemented to gain an in-depth understanding of the complex and dynamic nature of motivation, which could not be obtained via quantitative methods, as explained earlier.

3.5.1 Lesson Evaluation Sheets

Lesson evaluation sheets formed the basis of the shortest timescale. The data collection tool required the participant to reflect on the lesson instantly after it was finished. The researcher designed the questions in the lesson evaluation sheets (see Appendix A), and the questions aimed at discovering student anxiety, boredom, motivation, interest, and attention level. These parameters have been chosen since their rigor has been well established in early inquiries in the L2 field (Brissett & Snow, 1993; Dörnyei, 2009a; Dörnyei & Ryan, 2015; Gardner, 1985; Hidi et al., 2004; Horwitz et al., 1986; Larson & Richards, 1991; MacIntyre, 1995; MacIntyre et al., 2009a; Schmidt, 2001; Silvia, 2005; Tsai et al., 2008; Yan & Horwitz, 2008) and recently captured from the dynamic systems perspective as well (Gkonou, 2017; Gregersen, 2020; Kasza-Tóth, 2022; Kruk & Zawodniak, 2018; Kruk et al., 2021; Li et al., 2021; MacIntyre & McGillivray, 2023; Nakamura et al., 2021; Ohlmeier et al., 2020; Waninge, 2015).

The participant completed a self-report by marking the parameters on a scale ranging from very low to high. The purpose of providing a scale was not to conduct a statistical analysis; rather, it was to prepare the student for further reflection. The inclusion of specific questions required the participant in the current study to be more explicit about his choice of ordinal scale responses (see Appendix B). The first version of the instrument was designed so that the research participant could make broad reflections on his choice. However, during the piloting stage, it became evident that the students were not elaborating on their ordinal scale responses or substantiating their claims. This is why specific questions were added and subsequently improved with the help of another researcher. For instance, regarding anxiety, the student was required to answer the following question: “If your anxiety is high, explain in a few words why

it was high. If your anxiety was low, why do you think it was low?" A small space was provided after each question for the student to explain his choice.

At the outset of the study, the researcher explained how the sheet should be filled out and gave information regarding the goal of this tool. Additionally, a brief instruction was included on the sheet to eliminate any potential confusion. In the implementation stage, all the sheets were handed out immediately at the end of each lesson so that the participant could assess the lesson while it was still fresh in his mind. Otherwise, valuable information might have been lost if the lesson had been assessed in retrospect. In fact, during the piloting stage, the instrument required evaluation of the lesson one day later, believing that immediate reflection after the lesson could overwhelm the research participant. However, this led participants to either provide insufficient explanations or forget to fill out the sheet altogether, even after a couple of days had passed. The nature of the tool, therefore, necessitated completion right after the lesson, which was one of the caveats of this instrument, as it created a sense of urgency for the learner. However, this strictness was essential to ensure the validity of the instrument. This was also the reason why the sheets were collected as written handouts, and not as online documents. Furthermore, the questions were designed to elicit student responses in only a few words, which encouraged brief and clear reflections.

Finally, the participant was informed that he could complete the forms in whichever language he chose, i.e. English or Turkish. In return, all the forms were completed in Turkish. When asked why, the student stated that it was easier and faster for him to write his thoughts in Turkish and express himself more clearly. In total, 33 lesson evaluation sheets were completed by the participant.

3.5.2 Journals

In qualitative designs, journals allow data to be collected on several occasions over long periods and are fit for investigating shifts in dynamic processes (Dörnyei, 2007). Respectively, they allow the researcher to view the classroom from the perspective of the target language learner and as part of a dynamic and complex process (Bailey, 1983). Furthermore, journals give participants a voice and permit them to express themselves in their own way and do so in an organized and methodical fashion (Dörnyei, 2007). In the present study, journals enabled the researcher to collect data on a higher timescale, in a weekly duration.

Similar to the lesson evaluation sheets, brief instructions were provided in the journal, and the participant was given an explanation of the reason for keeping the journal and how it

was going to be kept. The questions in the journal were formed and refined in line with the aims of the study. Three questions were designed in this regard, intended to ascertain the implicit and explicit factors that affect foreign language learning motivation, whether inside or outside the class (see Appendix C). The responses to these three questions, in turn, gave the researcher an idea regarding how deeply the attractor state was rooted. Moreover, a small space was granted so that additional details, if any, could be yielded.

Even though limiting student response to only three questions might have a toll on the degree of self-reflection (Mercer, 2015), the limitation was necessary to prevent the participant from wandering off the topic under discussion and to avoid cursory reflections. It also enabled the researcher to obtain the desired information without overburdening the participant. Furthermore, the journal entries were collected either online or as a written handout to alleviate the potential workload. In total, 24 journal entries were collected.

It should be noted that keeping a journal is not an easy task and, indeed, comes with challenges both on the part of the researcher and the participant. To begin with, the participant should feel at ease with the idea of keeping a journal (Dörnyei, 2007). To yield trustworthy findings, keeping a journal must be sustainable; the participant should be adamant about writing journal entries regularly, and the researcher must be committed to tracking the journals throughout the process (Bolger et al., 2003; Dörnyei, 2007). Unless a journal is kept regularly, subtle details that could otherwise be useful might be lost or rely merely on retrospection, defeating the purpose of keeping a journal (Bolger et al., 2003; Dörnyei, 2007). In this sense, the researcher and the participant were persistent in pursuing the journals consistently. Moreover, follow-up interviews were implemented to fill any gaps in the entries as suggested in the literature (Dörnyei, 2007).

3.5.3 Semi-structured interviews

Interviews can be applied in several situations for a variety of topics to obtain in-depth data (Dörnyei, 2007). During the interview, the researcher and the participant convey meaning in real-time. In a case study, interviews are regarded as one of the most important and commonly used means of data collection (Yin, 2009). Interview varies in kind according to how flexible versus planned the line of questioning is. When conducting a structured interview, the questions as well as the order in which the questions will be addressed are determined beforehand, whereas the unstructured interview offers versatility as the most unrestricted interview format. Semi-structured interviews, on the other hand, grant a middle ground between

the two formats. Semi-structured interviews are the most applied interview type in applied linguistics (Dörnyei, 2007). In case study research, three commonly conducted interviews are prolonged case study interviews, shorter case study interviews, and survey interviews (Yin, 2009). Prolonged interviews are comprised of several sittings and may span over an extended period in which the researcher probes the interviewees to reveal their insights for further investigation. Shorter case study interviews are the opposite of prolonged interviews and do not extend over longer periods or multiple sittings. Survey interviews are structured types of interviews and are used to yield quantitative data to support the case study. In keeping with the study's aims, prolonged and semi-structured interviews were opted for. Accordingly, the interviews were conducted assiduously to uncover the mechanism behind adult foreign language learning motivation, making it possible to collect data at the longest timescale. The interviews were scheduled for each month during the six-month data collection period.

Initially, a semi-structured interview was employed to explore the participant's initial conditions. Before the interview, the participant was given a blank chart and was asked to illustrate his motivation level and its fluctuations over the years by drawing a line in the chart (see Appendix F). Subsequently, he was asked to reflect on the line he had drawn and explain why he represented it in that particular manner. The blank chart included motivation levels alongside previous English learning experiences over time, starting from the first instance the student encountered English instruction up to the present timeline. In simpler terms, the initial inquiry focused on the education the student had received in school (primary, secondary, high school, and university), as well as the English education he was receiving at the private foreign language school as an adult learner. The time periods were arranged vertically in chronological order, while the motivation level (which is simply stated as low, moderate, or high) is presented horizontally (see Appendix F).

Yet, semi-structured interviews were used for other purposes as well. Apart from investigating the participant's initial conditions, other questions were asked to prompt him to reveal his future tendencies to learn English. Moreover, the researcher inquired about the mechanisms related to the learning environment, the language tasks, and the learning experience, and tried to discover any underlying meaning (example questions can be viewed in Appendix D).

There are some aspects the researcher should consider before, during, and after the interview is conducted. Before the interview, the researcher should decide on the questions that are going to be addressed in keeping with the study's objectives. Merriam and Tisdell (2016)

identify four types of questions that interviewers can make use of: hypothetical questions, devil's advocate questions, ideal position questions, and interpretive questions. Following the objectives of the present study, interpretive questions were highly utilized, which requires the researcher to solicit a response from the participant after offering speculative interpretations or explanations of the participant's remarks (Merriam & Tisdell, 2016). Depending on how well the questions are formulated and how the interview is executed will influence striking a balance between keeping the interview open-ended and focusing on key points (Charmaz, 2014). The interview will also go more smoothly if neutrality is achieved in advance. Building rapport can be helpful in this sense (Charmaz, 2014; Dörnyei, 2007). In the present study, the researcher recorded the interviews with the participant's consent and kept the recordings on a computer secured with a password.

The interview questions were prepared following the basic principles of interviewing. In this vein, the researcher should refrain from asking leading questions (Yin, 2009), posing multiple questions at once (Merriam & Tisdell, 2016), using yes/no questions (Merriam & Tisdell, 2016), and using ambiguous wording (Dörnyei, 2007; Merriam & Tisdell, 2016). After the interview, the researcher transcribed the transcripts carefully with the help of artificial intelligence (AI), namely a speech-to-text model called Whisper AI. The model was chosen by the researcher for its ability to convert recordings into text with high precision (Spiller et al., 2023). Nevertheless, the researcher listened to the recordings and checked the transcripts lest there were any flaws. He also compared the audio with the transcripts generated by the AI, assuring complete accuracy.

3.6 Data Analysis

The current study employs thematic analysis of data. Thematic analysis is a versatile and practical research approach that generates a complex yet rich and explicit description of the data (Braun & Clarke, 2006). The analysis process begins with a thorough reading and re-reading of the data. The researcher then makes notes and highlights important margins of the data. This initial phase of highlighting the data exclusively is called open coding (Patton, 2014); it can also be referred to as first-cycle coding (Saldaña, 2021). In qualitative analysis, a code typically comprises of a word or brief phrase that symbolizes and captures the essence of a fragment of language-based or visual data (Saldaña, 2021). At this stage, Dörnyei (2007) proposes that the researcher concentrate on any intriguing passage, even if it has little to do with the topic under investigation. The researcher usually develops primary codes or

descriptions of the activities, events, or processes reflected in the data (Peterson, 2017). Substantially, the initial cycle codes are rearranged and restructured to ultimately produce a more condensed and salient list of more general categories, themes, concepts, assertions, and/or propositions (Saldaña, 2021). Building upon the initial codes, the researcher identifies patterns. According to Saldaña (2021), any activity or data that occurs more than twice and is repeated, regular, or consistent is called a pattern. This next phase is referred to as axial coding (Creswell & Poth, 2016) or secondary-cycle coding (Saldaña, 2021). In this phase, the researcher searches for patterns, connects pieces of information, and occasionally makes theoretical connections (Peterson, 2017). The sections coded in second-cycle coding procedures may consist of larger text passages, the same units, analytic memos regarding the data, or even a reorganization of the codes that have already been created (Saldaña, 2021). The primary purpose of all phases is to achieve a higher level of abstraction, known as selective coding (Dörnyei, 2007). Eventually, the patterns are categorized into themes, the highest form of abstraction.

Notably, the transition from the first-cycle codes to second-cycle codes is not as straightforward as their names suggest. It might even be misleading for the reader because the terms first and second evoke linearity, when, in fact, coding is a cyclical process (Saldaña, 2021). The cyclical process implies that the data collection procedure is iterative and recursive, which means that the researcher constantly moves back and forth and builds on the previous step as well as loops within itself for better analysis and deeper understanding (Dörnyei, 2007; Peterson, 2017). However, the process cannot last forever, as there must be a point when the researcher ceases to collect data. The point when the researcher decides to stop collecting data is referred to as saturation (Glaser & Strauss, 1967). Although there are no rigid guidelines, saturation occurs when no new concepts seem to emerge, and additional data do not provide new evidence to develop the established concepts further (Dörnyei, 2007; Merriam & Tisdell, 2016). In a similar vein, the researcher of the present study stopped collecting data when the participant's account appeared to reiterate earlier accounts and previously established notions.

In qualitative analysis, there is no direct answer to what constitutes a theme. It is not always the case that a theme is less significant only because it is less prevalent in the data set, or vice versa (Braun & Clarke, 2006). Hence, a code's quality as well as its quantity should be taken into account (Saldaña, 2021). Similarly, the established themes are selected not for their quantity but rather for eligibility in addressing the research questions within the scope of the study (Braun & Clarke, 2006).

At this point, it is important to address some of the terminological disparities. First and foremost, the terms code and category are used interchangeably by some scholars. According to Saldaña (2021), they are, in fact, two distinct components of data analysis. Codes are key elements of the research narrative that, when grouped, can undergird the creation of categories and thus facilitate the examination of the connections between them (Saldaña 2021). The current study acknowledges the same distinction as well. Secondly, some scholars consider codes and themes as uniform procedures. Regardless, it is more widespread to view codes as more micro-level concepts and themes as more sophisticated insights that are discovered (Peterson, 2017). The researcher of the present study refers to codes and themes in a similar light.

Many scholars fall into the fallacy of regarding the themes as emerging (Saldaña, 2021; Yin, 2009) in statements such as “as a result of the coding process, themes started to emerge,” when, in fact, themes do not simply emerge but are rather co-constructed. That is, the researcher attributes meaning to the themes based on previous experience. Accordingly, thematic analysis can vary in type depending on how reality is constructed (Braun & Clarke, 2006). The method can be essentialist, meaning that the examinations can be based on reflecting the reality of the participant. On the contrary, a constructionist method can be selected in which the surface of reality is uncovered, and the meaning is interpreted in terms of the broader society the individual is a part of. In this regard, drawing on the fact that an individual brings their own characteristics as well as is influenced by the broader social factors (Ushioda, 1996, 2009), the contextualist method, which is situated between the essentialist and constructionist methods, is embraced in the present study.

Themes can be analyzed in two ways, theoretically or inductively (Saldaña, 2021). Existing theory and predetermined concepts form the foundation of theoretical analysis; on the contrary, inductive analysis is data-driven, and the analysis does not rely on preconceived ideas; rather, the themes are identified implicitly (Braun & Clarke, 2006). Regarding the dichotomy of these inductive versus deductive processing of information, Merriam and Tisdell (2016) argue that the initial approach to data analysis is inductive; as more data is gathered and analyzed, the categories are formed, and ultimately the research draws to a close, it is then possible for the researcher to adopt a deductive data analysis strategy. In a similar vein, in the present study, the researcher allowed new insights to surface by employing an inductive strategy at the beginning of the research and only later adopted a deductive stance, relying on existing

theory. Thus, the researcher aimed to combine the best of both worlds and to provide a more comprehensive analysis.

While analyzing, the researcher also needs to decide the extent of data to be covered. The themes can be identified at a semantic or latent level. Semantic themes are rudimentary and only capture what the participant says. Latent themes, on the other hand, are intricate and require an investigation of the underlying meanings or experiences of the participant (Braun & Clarke, 2006). The researcher formed the themes latently as they were more suitable for the aims of the current study. Moreover, in keeping with Yin's (2009) data collection technique, the researcher provided a convergent line of evidence, that is, data were analyzed in unison

Next, a six-phase analysis was followed as introduced by Braun and Clarke (2006). In the initial stage, data were transcribed and constantly read and re-read. Secondly, the researcher assembled data and systematically related them to each code. In a similar fashion, the researcher identified themes by merging codes that are related to each theme. The themes were then mapped out and checked against the entire data set to figure out if they fit in. After each relevant theme was fine-tuned, they were described, named, and elaborated on. The researcher offered detailed descriptions for each theme. Then, the coding procedure was checked by another researcher, and a consensus was reached. Next, extracts were related to the research questions and compiled to give a clear insight into the case at hand. Lastly, a scholarly report was generated. The overall result of the investigation is presented in the next chapter.

3.7 Trustworthiness

The objective of a qualitative design is to be able to make analytic generalizations (Yin, 2009). To achieve this, researchers need to be transparent with the method, elaborate on the sources of data, and substantiate their claims based on the analysis (Stake, 1995). Otherwise, the study runs the risk of being individual-specific and unstable (Dörnyei, 2007). This is especially true for single case studies. Therefore, in order to reduce the risk of subjective interpretations and present a well-designed, rigorous case study, there are some established standards that need to be conformed to. That is, a case study should demonstrate trustworthiness.

Trustworthiness is concerned with how valid and reliable a study is (Quintão et al., 2020). There are some common principles to ensure the validity and quality of a study. The principles defined by Lincoln and Guba (1985) consist of credibility, transferability,

dependability, and confirmability. The researcher employed some strategies to meet these criteria and hence enhance the trustworthiness of the present study.

First and foremost, credibility shows the extent to which the study is valid, that is how trustworthy the findings are and entails whether the conclusions drawn from the study accurately depict the essence of the study or not (Nassaji, 2020). It is achieved through triangulation and member checking (Merriam & Tisdell, 2016). Accordingly, the researcher achieved triangulation by using multiple sources of evidence, including journals, interviews, and lesson evaluation sheets. Member checking was conducted through regular sessions where the findings were shared and discussed with the research participant, which helped the researcher understand the accuracy of his assertions and determine whether they were aligned with the participant's own interpretations.

Transferability indicates how applicable the findings and inferences drawn from the study are in other situations and contexts. Even though generalization in its traditional sense might not be possible to impose in a qualitative study, transferability can be established by describing the research activities and providing a thick description of the study's assumptions (Nassaji, 2020). Given that, in the settings section, the researcher provided a thorough description of the case under investigation, along with the background of the participant and research context. Besides, the role of the researcher (that is, his assumptions, dispositions, and bias) is described in section 3.8.

Dependability reflects the reliability of research. In the current investigation, dependability was achieved by methodically documenting data and recording the research process carefully. Besides, employing multiple researchers to analyze the data independently and then comparing their findings can help establish the consistency and reliability of the results (Dörnyei, 2007). In line with this, data was also coded and analyzed by another researcher to see if the analyses were similar, thereby increasing inter-rater reliability (Saldaña, 2021). At first, the level of agreement between the researcher of the present study and the second researcher was high with 90% of the codes matching. However, there were some discrepancies. The researchers resolved the discrepancies through collaboratively reflecting on the decisions made in the coding process and by discussing the differences in their interpretations and criteria regarding the phenomenon under investigation. As a result, a consensus was reached. Having made minor revisions and slight adjustments in the coding scheme as a result of this revision, data analysis was conducted again in light of the new coding framework to ensure consistency.

Following this, some of the categories and themes were refined, enhancing the trustworthiness of the study (Saldaña, 2021).

Confirmability suggests that the conclusions and interpretations reached from the study are impartial and objective (Dörnyei, 2007; Nassaji, 2020). Although in a qualitative study, the researcher cannot be divorced from the study in its entirety, neutrality can be guaranteed by means of an audit trail (Dörnyei, 2007), which will help illuminate the analytical steps followed and allow the reader to trace the data. In other words, the audit trail makes the claim(s) of the researcher confirmable by others. To this end, the researcher discussed the data collection instruments and how they were used; displayed the data collection procedure; explained in detail how analysis was carried out. Besides, he documented raw data, memos, and decisions made during the coding process.

All in all, the researcher conducted an instrumental qualitative case study by incorporating valid ways of displaying that the study was not merely subjective or specific to a single individual.

3.8 Reflexivity

The nature of qualitative inquiry requires a clear identification of the role of the researcher, which might be one of the sources of bias. Given that the findings of a qualitative study are a jointly constructed product of both the participant's and researcher's perspectives; reflexivity, or discussing the author's prejudices, assumptions, and dispositions in the text, is a key component of the qualitative genre (Dörnyei, 2007; Merriam & Tisdell, 2016; Quintão et al., 2020). In the same vein, a case study researcher is not an outsider to the study; on the contrary, he is an integral part of the research process. Inevitably, researchers' identities will have an impact on their observations since human beings intend to extrapolate meaning from previous experience (Saldaña, 2021). To this end, the researcher's position must be acknowledged, the competence of the researcher should be delineated, and the hardships that occurred during the research process should be disclosed.

Bias might arise methodologically, due to the nature of the research instruments. Prolonged interviews, for instance, may lead the researcher to establish a sincere relationship with the interviewee and create an undesired level of mutuality, which unintentionally impacts the course of the investigation (Yin, 2009). To this extent, the researcher managed to avoid directing leading questions and embraced a neutral stance. During and following the interview,

the researcher solicited clarification from the participant when and if any inconsistencies occurred. After each interview, recordings were transcribed carefully. Even though the researcher sought assistance from AI to transcribe the text, each transcription was checked against the original recordings to ensure the program accurately rendered each audio and provided a verbatim transcript. After processing data, the extracts related to the research questions were presented explicitly in the findings section. Moreover, member checking was done during each phase of analysis to achieve validity, and any involuntary inference based on the researcher's intuition was abstained from. Similar procedures were followed for other data collection tools.

When it comes to competence, the researcher performed an exhaustive analysis of the literature to gain a better understanding of the topic under study. Having worked at the foreign language school with adult learners for a long period, the researcher developed a personal interest in the study of motivation, especially that of adult learners, since motivation seemed to be an essential component that prevented the learners from neglecting foreign language learning and ensured their continuous participation in the foreign language school. Following the research design, the researcher exercised great care in selecting the data collection tools and analyzed the data meticulously.

The researcher encountered some challenges before, during, and after the study was conducted. Developing and refining the data collection instruments, selecting appropriate materials for the research topic, and creating the research questions were some of the reasons for experiencing difficulty before the study was conducted. The long duration of the study made data collection tiresome for both the researcher and the research participant in the implementation stage. Having to manage a tremendous amount of data, the researcher also faced some hardships in the analysis stage. To tackle the challenges, the researcher consulted another experienced researcher at each stage and incorporated her suggestions, especially during the analysis phase.

3.9 Ethical Issues

The researchers must address ethical issues in their studies. A competent case study researcher will aim for the highest ethical standards, just like other social scientists (Creswell & Poth, 2016; Yin, 2009). The standards include taking ownership of and remaining true to one's work, avoiding plagiarism and falsification of information (Creswell & Poth, 2016; Yin, 2009). Furthermore, the researcher must display competence in his work by keeping up with

the relevant studies, offering validity, ensuring accuracy, and acknowledging the limitations of his work (Creswell & Poth, 2016; Yin, 2009). Above all, the data collection procedure must be set off after obtaining permission from the ethics research committee. After obtaining the approval, the research participant was informed about the purpose of the study, the instrument to be utilized, and the benefits as well as the potential hazards of the research study. Accordingly, the consent form was assigned to the research participant who later signed and handed out the form (Appendix G), officially launching the study. Throughout the study, the research participant was informed that he could discontinue the study at any point without any repercussions. With the participant's permission, each interview was audio-recorded, and the recordings were kept confidential. The name of the participant was replaced with a pseudonym of his own choice to establish anonymity.

The researcher of the present study composed a complete case design. Yin (2009) defines three criteria to accomplish completeness. First, the researcher must respect the boundaries of the case and context. Second, the phenomenon under investigation should be clearly identified. The next aspect concerns the gathering of the data. It should be convincing that the researcher worked diligently to gather all the evidence pertinent to the study. The last aspect involves the lack of artifactual conditions. That is, the research should not be considered complete just because the resources are exhausted and/or time has run out. For the case study to be exemplary, it should be wary of these criteria (Yin, 2009). For the sake of adhering to the criteria, the researcher remained true to his work by presenting the findings honestly without making any alterations to the data in an attempt to satisfy the interests and expectations of the researcher or any other groups. While compiling the study, the literature was presented without committing any plagiarism and without any falsification of the resources provided, not to mention that all the cited resources were given accurately in the reference section. Besides, the researcher sought to use as much evidence as possible and strove to make interpretations by taking all the evidence into account as suggested by Yin (2009). A compelling and engaging report was then presented, enabling the reader to judge both the merits of the investigation and the assertions drawn from it.

To conclude, the researcher had recourse to data collection methods and techniques to gather data and used thematic analysis to scrutinize them. The systematic approach allowed the researcher to investigate the phenomenon thoroughly and equipped him with the tools necessary to put forward a comprehensive data set.

CHAPTER IV

FINDINGS

In this chapter, the findings of the current study are presented. The goal of this chapter is to examine the qualitative results which were obtained through data gathering tools, including semi-structured interviews, reflective journals, and post-lesson reflection sheets. The following sections and subsections are arranged in accordance with the findings of respective research questions of the study that were developed to examine the intricate, multifaceted, and interrelated network of relationships among numerous factors, and how these underlying factors interact to shape adult L2 motivation.

This qualitative case study aimed to explore the motivational trajectories an adult EFL learner traverses across various timescales, and identify attractor as well as repeller states in the learner's emerging self-system over time. To this end, the research questions investigated in the present study are listed below:

1. What developmental patterns emerge over time in the trajectories of a motivated adult learner attending a private foreign language course in the Turkish EFL context?
2. What attractor states emerge in a motivated adult learner's trajectories over time in the Turkish EFL context?
3. What repeller states emerge in a motivated adult learner's trajectories over time in the Turkish EFL context?

4.1 Research Question 1: What developmental patterns emerge over time in the trajectories of a motivated adult learner attending a private foreign language course in the Turkish EFL context?

Following the repeated reading and iterative analysis of the data, some patterns started to become more salient. Then, by examining the patterns, the researcher generated categories and then defined overarching themes relevant to the study's objectives as a result of the recursive process of searching for and reviewing themes. The themes that were generated can be viewed in Figure 4.1. Jeremy's data shows that his motivated behavior followed certain trajectories as his goals for learning English have undergone some transformations. From the moment he first encountered English to the end of the education he received in the foreign language school over the course of six months, his motivation was subject to constant

fluctuations and his L2 self was dynamically reconstructed as a corollary of these shifts and rises and falls. Accordingly, the first theme was defined as “Sustainability of Instructional Affordances.” The first theme integrates the factors that constitute the instructional atmosphere, which are teachers, peers, and tasks. Jeremy’s motivational trajectories were transformed and shaped in line with the quality of the instructional practices afforded. The second theme was formed based on how Jeremy’s motivational orientations were formed and restructured. A sense of need for communication and perceived relevance of English occurred after moving to a metropolis, a perturbation which led to the development of his current L2 self as an EFL learner. However, he was not always aware of the significance and benefit of foreign language learning, and his former learning experience was mainly shaped by instrumental motives with a shallower attractor basin, suggesting that the system was susceptible to perturbations. That is why the second theme was named, “Reconfiguration of Motivational Orientations: The Salience of Perceived Relevance and Perturbations.” These shifts and oscillations were not isolated from the environmental influences and the surrounding context, however. As a matter of fact, it was observed that Jeremy dynamically co-adapted to the social and environmental contexts, as a result of which self-organization processes occurred. As an outcome of self-organization Jeremy’s motivational reconfigurations were consolidated, and a more autonomous and self-regulatory sense of self emerged, hence forming the basis of the third theme, “Social and Environmental Affordances: Catalysts of Co-adaptation and Self-Organization.” At this phase, it should be emphasized that although given separately, all the factors that constitute these themes are interconnected and consequently shape Jeremy’s motivation as an adult learner in a complex and dynamic manner.

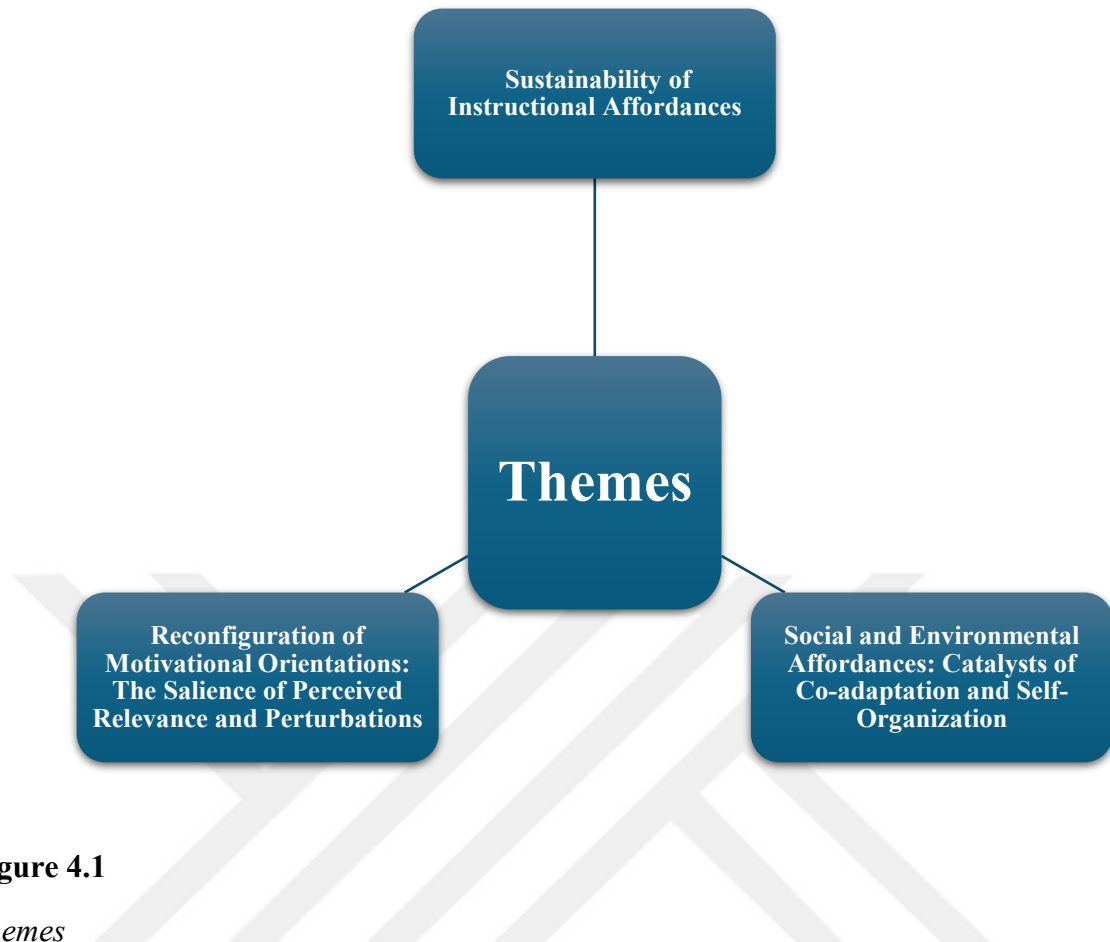


Figure 4.1

Themes

4.1.1 Sustainability of Instructional Affordances

Jeremy describes his early experience with the target language as lacking sustainability. He uses “lack of sustainability” to express limited progress and the absence of long-term retention of knowledge. Instructional practices led to the persistent pattern of learning and re-learning with no visible progress, which put the system at a standstill.

When we talk about sustainability, this is how it works: we learn something, then somehow, we forget it, we can't recall it later in life, and then we learn it again. After some time passes, the feeling of needing to relearn comes back. But if I had learned it properly the first time in a sustainable way, built on top of it, added new knowledge without seeing what I had as sufficient, and kept progressing step by step—if I had passed through six or seven stages like that—I wouldn't go back to the beginning at the seventh stage, because by that point, I would already know it, and I would have built on it. I wouldn't feel the need to look at it again or feel the need to relearn it. That's why sustainability is important in this sense. And that's exactly why it wasn't there. (Interview#2)

If I had learned the fundamentals, built on them and encountered them for the second time and built on top of that, at some point, I wouldn't have returned to textbook-style learning because I would have already learned them. Then, I would say, go beyond the textbook and strive to build on it. I do that now when I'm 25, but maybe I would have started doing this when I was 18. (Interview#2)

As a result of his previous unsuccessful learning experience, Jeremy retrospectively formed a belief regarding what incorporates sustainable instructional practices. Accordingly, this section is divided into four subsections that include the effect of repetition and how grammar instruction should be delivered, the significance of communication to long-lasting learning, challenge and effort, and enjoyment as a counterbalancing factor to challenge.

4.1.1.1 Redundancy and Progress

In line with the utmost importance attached to progress, redundancy is frowned upon and learning contents or teaching styles that incorporate needless repetition is a source of demotivation for Jeremy.

We should let go of what we already know because constantly revising the same things don't have an added benefit (Interview#3)

It feels like I'm coming across things I already knew and revisiting them now as part of my current learning.... It feels a bit like I'm at a standstill. (Interview#3)

When there's something that hasn't been understood. And this isn't just about English — in any subject, it lowers my interest. The ongoing presence of an unresolved problem always reduces my engagement (Interview#4)

This Monday's class felt rather ordinary to me, as we were still focused on the same topic, which slightly decreased my interest. Because of this, there were moments when I lost attention at times during the lesson. (Journal#8)

Spending too much time on topics I already knew reduced my motivation. (LES#1)

Spending several weeks on the same topic lowered my interest a bit. (LES#11)

The major factor that adds to redundancy — and what Jeremy refers to as “topic” — is grammar-based instruction which hinders sustainability. During his formal education years, revising the same grammar topics made foreign language learning feel exhaustive, which discouraged him to expend any effort to learn English on his own.

It was plain... There was nothing extra going on for me... I did not put any extra effort to improve my English outside the school... In the end, what we learned was all grammar, something written. (Interview#1)

... (for grammar) of course we need to learn these. But learning them all the time reduces my interest. Because then human psychology comes into play. You think that you can't learn. In terms of English, I think it is like that. When a person gets tired (of that), they can stop right there and end that process. Maybe that couldn't be sustainable. In other words, I might have ended that process by saying it wasn't working and started over again. (Interview#2)

Similarly, in the foreign language school, especially at B1 level, Jeremy had a teacher who would constantly drill target language forms. During this level, while completing the lesson evaluation sheets, he would usually leave out “enjoyable tasks” section. When asked why, he said that he did not consider grammar activities worth writing. Therefore, it can be said that the traditional teaching style of the teacher and instruction that was focused too much on repetitive structure practice did not stimulate any interest or affective involvement in the language content.

Revisiting familiar grammar points repeatedly reduced my motivation and interest. (LES#13)

... seeing the same (grammar) topics over and over again can really have an effect on a person. I'm speaking in general — not just about momentary motivation, but about overall motivation. For example, when I see the same structure for the second time, I might still think, 'I'm seeing it again to reinforce it.' But if I were to see it five or six times, I wouldn't be able to say the same thing anymore. (Interview#4)

We were focused on grammar and activities. By activity I mean activities in the (course) books and such — the exercises. It wasn't fun-oriented at all — it was a proper lesson. For example, there was a section where everyone would take turns in the activity. There was a gap in the sentence. Each student had to fill in the gap there. If someone gave a wrong answer, he would explain as to why it was wrong and provide the correct form. If the students had a blank expression, the teacher would immediately return to the earlier point and explain it from the beginning — it was an exhaustive process. (Interview#6)

As a matter of fact, the only memorable experience he had from the B1 level was during warm-up phase, when the teacher would carry out casual conversations with the students in English. The conversational atmosphere was more valuable for Jeremy than the grammar exercises they would do.

What I remember from his classes, when we came to class, first he was chatting with everyone. In other words, he was making them speak in English. He'd ask, "What did you do today, how was your weekend," etc. At least he was talking to everyone for a minute or two. He was trying to make them speak at least. I think this was a good thing. I mean after all, we are learning English... having a casual, conversational atmosphere and making us feel like that was, in my opinion, a nice thing. (Interview#6)

In this sense, English instruction should incorporate practically useful language and move learning further. Grammar, then, should only be referred to if there is a gap in the learner's interlanguage system and unless it is practically useful, there is no need to learn it.

Maybe I could still make progress by doing speaking activities related to that grammar point, of course. But just seeing the theoretical structure of the grammar doesn't move me forward. (Interview#3)

Our teacher showed us a visual with animals and everyone wrote their own tales on it in English and then we read our stories and corrected our grammar mistakes. (Journal#17)

... take something like the simple present tense as an example, which is something we have encountered a lot. Or, let's say, in these recent levels, we have seen things like relative clauses, if-clauses, or passive voices, etc. a lot. But unless we practice these, we don't know what our mistakes are. Sure, we are able to form a sentence, but can we reflect something that we are thinking at that moment verbally while talking? From that angle, it is good in terms of developing this... We make simple sentences like this, but as we progress a little more in terms of sentence difficulty, we notice our mistakes there as well. (Interview#5)

... if I can express myself without going into that complicated tense and I know that the other person will understand, then there is no need anymore. (Interview#5)

... our current teacher says that we cannot use most of the passive voice tenses in everyday life. She says that she had never used these until now. You know, leaving out

three or four of them. She said she didn't think we needed to know the rest... (Interview#6)

Thus, grammar instruction should offer incremental buildup of language in a way that could be practically useful. Besides, even revising the same or a familiar topic can be interesting as long as the content includes new examples or introduces new structures in a way that enhances comprehension and prompts further learning.

We reviewed some of the topics last week using another textbook, I can say that it made some things clearer for me. The feeling that I actually understood something also boosted my motivation and self-confidence compared to how it was prior. (Journal#5)

...the fact that we covered a new topic during the lesson, one I was somewhat familiar with, the difficulty of the new sentences I encountered, along with discussing these topics with my classmates to learn more, kept my motivation and interest high. I can say that the course was productive for me. (Journal#10)

We learned a new topic in the class on Monday this week and the fact that I already had some basic knowledge of it positively affected my motivation. Furthermore, although it was difficult, the exercises and sample sentences we did on this topic both on Monday and Wednesday actually helped us understand the topic better, which was a good thing for me. (Journal#11)

More instructive vocabulary and grammar structures improve my attention, especially simple sentences with new words I can easily understand. (LES#1)

Successfully doing practice activities on previously learned topics boosted my motivation. (LES#15)

We repeated an activity we had done in the previous lesson, then gave examples about the relevant grammar structure. This increased my interest. (LES#28)

Even the same grammar point can contain many compelling sentence structures, which are more productive. (Interview#3)

In addition, Jeremy believes that not only the task type but also the class size could interfere with progress; he does not enjoy classes that are too crowded as he thinks that an effectively functioning class is one which neither dampens collaborative participation nor impedes the pacing and efficiency of the lesson.

If I had to set a threshold, I'd say around 8–9 or 10 people. Beyond that, it can start to feel a bit exhausting, depending on the situation. Sometimes people can get bored too. And there's also this: when there are 16 people, the likelihood that at least one person won't understand something is much higher. Then, after explaining things one by one to everyone who doesn't get it... it could actually hinder the overall progress in developing English skills (Interview #4)

Another factor that impedes the pacing of the lesson is incomprehension. At A1 and A2 levels, Jeremy explains that his classmates would constantly get confused about even the most basic tasks and repeatedly ask similar questions. The incompetence of his peers would in turn frustrate him and discourage him from attending the lessons due to the insufficient progress they were making.

The different proficiency levels of my classmates reduced my desire to learn. (LES#4)

... they (the classmates) are repeatedly asking the same thing, or dwelling on the same topic... For example, when the problem isn't solved... They say things like, 'Teacher, how were we supposed to do this? Were we supposed to do it like this?' They kept not understanding and kept making the same mistakes. (Interview#3)

...They pretend to understand or do not have sufficient capacity to understand. And honestly, that's the irritating part. For example, when they do not understand something... a simple confusion turns into something frustrating... they ask the same thing again and again. Then, in the next lesson, they ask the same thing again as if it never had been done before ... It doesn't work; there's no real progress. It's like they're not doing anything on their own to actually learn. And constantly repeating the same thing and making others feel that they haven't moved forward — at least from my perspective — that's something I found irritating. (Interview#4)

However, tolerance shown against peer misunderstanding changes at the intermediate level. Whereas peer misunderstanding was a source of frustration and demotivation at earlier levels, it was a source of further learning at level B1. Since no one, including himself, could understand the lesson content, the resulting incomprehension felt more authentic and instructive, driving learning forward.

... some topics were really incomprehensible... to give an example, we really didn't understand some of the tenses in Passive Voice. And nobody really understood them. Even though I understood some of them, there were some of them that I didn't

understand either. When someone asked something, I really felt that he didn't understand. And he was asking to learn it, to really learn it... And, you know, for real ... When the same person said, "I still didn't understand, teacher," I could feel that he actually did not understand. He really listened to the teacher and made an effort to understand. He listened to what the teacher said, thought about it ... but in the end, he didn't understand it, something was still missing, and he asked for that missing thing again. It was a more realistic misunderstanding. In other words, it was not irritating, rather it was more instructive. (Interview#5)

4.1.1.2 Communication and Long-Term Retention of Knowledge

In light of what Jeremy perceives as memorable and instructive — i.e., sustainable learning practices — he considers English language education to be misaligned with the nature of foreign language learning. Although he believes practically useful grammar teaching could be useful for foreign language learning — instead of repeatedly revising and memorizing the same language forms — he believes that effective language instruction should be mainly based on communication, which ensures long-lasting learning.

I had some teachers who taught in a fun and engaging way, while others just taught without really trying to make it interesting.... I had basic grammar knowledge, but I knew a lot of words. I knew this word had this meaning... but since there was no speaking, it did not last long... I mean, which of these do I still remember? The pieces, they all fell apart... At that time, being taught in a way that is relevant to your life, in a fun way, especially if it was sustainable, would make learning to be much more permanent or rather provide those conditions (for learning). (Interview#1)

In Türkiye, for example, we can't learn. Maybe that's why. It's subject-based, from books... I mean, we learn it like the other subjects. For example, we see it as mathematics, physics. But it's not like that. You know, there are different things all the time. For example, a conversation, speaking activity can be better, more interesting. (Interview#1)

In this sense, Jeremy valued teachers who contributed to his development. In secondary school, for instance, he had a teacher who offered extra tutoring sessions for the students to prepare them for the exams, while teaching them new words and providing extra speaking practice. The same applies to the high school period, when one of his teachers incorporated engaging activities, particularly communicative tasks in his lessons.

She (secondary school English teacher) was doing extra things for me in English. Outside of school and regular lessons, for example, she gave me pages of vocabulary and sentences to work on. On weekends, she would organize speaking practice in small groups — one-on-one, in pairs, or groups of three or four. During that time, thanks to both her efforts and my own interest, there was something extra going on. She paid more attention — focusing on vocabulary and other things. For example, there were certain English exams coming up, and she would prepare special sessions just for those, teaching specific words and expressions. Sometimes, she would even ask about those topics during class. (Interview#1)

In the senior year of science high school, one of our teachers was a little better. What was he good at you might ask... Well, not just grammar, but at least half of the lesson, the teacher made us talk, I mean that was a little better. At least English dialogues, etc. ... we were learning by making mistakes because, it's not just about learning written grammar, you also learn about the pronunciation and communication. That is, it's more memorable. (Interview#1)

Therefore, Jeremy values speaking tasks as communication affords him opportunities for meaningful practice that allow him to build on what he has learned, which makes learning more memorable and supports long-term retention of what is learned.

... the fact that we were constantly speaking English during the lesson created a nice feeling. The last part of the lesson, we chose a topic, divided into two groups, and then had a debate on that topic with the groups — it was a great activity. (Journal#13)

Discussing a topic with friends helped me stay focused. (LES#13)

Speaking more in English during this lesson increased my motivation. (LES#15)

The more I speak English, the more my confidence and attention increase. (LES#17)

We were split into groups and debated the pros and cons of a topic in English — this increased my interest. (LES#18)

Constantly trying to speak and have conversations in English during class improved my attention. (LES#19)

Having a conversation in English on an engaging topic during the lesson somewhat increased my interest. (LES#20)

We selected a discussion topic in English and had a debate about it — this boosted my interest. (LES#23)

At the end of the lesson, having a conversation in English on an interesting topic increased my interest. (LES#25)

Discussing a topic in English increased my motivation. (LES#27)

Talking about an interesting topic improved my attention. (LES#33)

I can say that my interest increased when we discussed an engaging topic in English during a conversation activity... the fact that we had English education centered around speaking with sincere and engaging topics and activities helped me increase my attention and interest. (Journal#16)

... speaking only English and being in an environment where that's the norm is a nice feeling as it helps build listening familiarity... (Journal#19)

... we talked about veganism, about love versus affection, about life after death — whether it exists or not, what you believe in. We also discussed topics like animal cruelty, gender inequality, those kinds of things. For instance, if I were sitting with close friends outside, we could easily talk about such topics for hours. But in the classroom, speaking English and trying to express what we think inevitably draws you into the situation — it really makes you engage. (Interview#5)

...discussion topics like let's say I'm going to order at a restaurant. I've gone there with my father — he has no teeth; he has certain allergies — and I need to place the order accordingly. Or, for instance, at an airport, your flight gets canceled or delayed, and you have to speak with the airline representative. Or asking for directions — various different situations where you need to communicate. (Interview#5)

Communicative tasks increase his interest and attention while enabling a safe and highly engaging environment where Jeremy, along with his peers, has the opportunity to authentically express himself and practice the target language at the same time. However, a caveat is that not all communicative tasks but only the ones that are inherently relevant or interesting are motivating for Jeremy.

...The topic was, 'in the past, which era would we have wanted to live in? For example, someone might say, "I would have liked to live during the early years of the Republic — in Ankara, for instance." Or "I would have wanted to live during when such-and-

such historical event took place.” I said something like, you know, I’d have liked to live in the country and time period from Peaky Blinders... It’s something that is completely interesting. (Interview#5)

Is there life after death? Whether there is or isn’t, you can discuss both sides. You can even discuss the different aspects within ‘there is’ or within ‘there isn’t.’ There can be different kinds of ‘yes’ and different kinds of ‘no.’ But for example, veganism — I mean, I don’t care about veganism, teacher. If someone wants to eat, let them eat; if they don’t, that’s fine too — it doesn’t concern me. It just doesn’t interest me. (Interview#6)

Conversations that didn’t interest me slightly decreased my attention. (LES#32)

You know when there are things like Eid al-Adha and the morality of killing animals, and a topic comes up — in that moment, almost unconsciously, you want to jump into the conversation. You want to express your thoughts, to explain something. That’s actually what I mean by ‘interesting’ — it’s when, without even realizing it, you find yourself talking or trying to explain something. Or when the person across from you thinks differently, but you still listen, wondering what they’re trying to say. But in some cases, no matter what the other person thinks, I don’t even feel like speaking. So, this is a fuller explanation of what I mean by ‘interesting’ — it’s when I feel the desire to either hear a different perspective or to share my own experiences or beliefs with others. (Interview#6)

4.1.1.3 Challenge and Effort

Besides communication, another factor that makes learning sustainable is challenge. In school, Jeremy learned English mainly to get a high mark on an exam, and the idea of learning for the test caused him to lack motivation to learn further, as this was not beneficial for his foreign language development. However, lack of motivation did not entirely stem from the exams but rather from how they were constructed. The multiple-choice questions in English exams were neither challenging nor instructive for him to engage in further learning. As a result, he did not invest or put in any more effort than was necessary into language study as these exams were beneficial only for his test-taking skills and not his foreign language development.

In a test question, a paragraph, there are five options by eliminating options like, this can’t be correct, that can’t be correct, I was not even reading some of them ... you know, when it became a habit, I would say, even if there was a word I didn’t know, I would say

yeah this is probably it, you would do it in one way or another. And I would mostly answer it correctly. So, we kind of learned English this way. (Interview#2)

Now, for example, in multiple choice tests... For example, let's say there is a question with the verb left blank. When I see the question with five options, I simply pick one and mark it. This is a very simple thing for me. For my level at that time. And I don't think it was instructive. Why? Because when I read it and see it there, it's enough to find the answer. How permanent or efficient would this be in my mind? I'd definitely say it is not (at all) ... (Interview#2)

In stark contrast, his junior high school teacher administered exams with open ended questions. For Jeremy, these questions were more challenging and instructive and, for this reason, stimulated him to exert more effort.

For example, matching, fill-in-the-blanks. In fact, we would even have something back then ... How can I say it? Our teacher would open something. Listening. You'd write that. Every section. Maybe it was something simple and short. We had Reading. We had Writing. Well, apart from that, we also had things like classic written exams. Fill in the blanks, matching. Those exams were good. They made you think... You know, if I normally studied for an hour or the day before the exam ... I was taking that exam seriously by studying for hours every day, maybe a week in advance. (Interview#2)

Say, there is a blank for a verb, and it's an open-ended question, then I have to fill it in myself. First, I think, which verb will fit there? First, my brain thinks about that... I have to think about the verb that will fit there. Okay. Then, will its conjugation be in accordance with the grammatical structure or not? I have to think about that. Third, I ask myself, how should I write this? Because spelling is not like Turkish. There may be differences. Also, I have to spell it correctly. My brain was like that back then and still is... it becomes something more permanent and more instructive. In other words, it is more productive and creates the feeling of a real exam. After all, it pushes me, challenges me. (Interview#5)

As can be seen from the excerpts, the cognitive demand that the open-ended questions required encouraged him to expend more effort, which was a more sustainable approach as he allocated more time to learn. Thus, tasks and lessons in general should involve an element of challenge and novelty.

The activity at the end of the lesson was the passport activity. Compared to our previous paper-based activities, I would say they were more standard for me — like one or two questions here and there. But this one was much more challenging for me. There were a lot of sentences, and it involved matching and sequencing different parts. For me, the fact that it was challenging made it more instructive. (Interview#3)

... if I were to see the same things over and over again, for example, it would affect me negatively a little bit. At that time, I might have started thinking like, “I already know these things,” and after a while my focus would go away. But now, as I talk or try to form slightly more complex sentences, that is, with a slightly higher level of difficulty, I end up pushing myself. (Interview#4)

...Maya teacher really had high energy during the lesson. She always made us talk a lot. She always made us play games. By games, I mean activities that felt like games. And it's always like that, okay, some things were ordinary. But other than that, things varied a lot. For example, games. If we played something this week, we'd be doing something completely different the next week. At least, she would try to do so. (Interview#6)

The presence of new and difficult vocabulary challenged me, and it also helped keep my desire to learn fresh. (Journal#8)

This week, we did extra exercises related to the new topics we learned recently on both days. For me, both lessons were productive. (Journal#12)

The desire to learn unfamiliar and challenging vocabulary increased my interest in the lesson. (LES#7)

Difficult new words increased my attention. (LES#6)

The use of more complex sentence structures today kept my interest and motivation high. (LES#13)

Working on complex sentences in a new topic made me somewhat interested. (LES#14)

Besides tasks, peers and teachers can be beneficial in that they push Jeremy to invest more in learning. Instead of being a deterrent, the struggles and challenges Jeremy experienced led him to sustain motivation and pursue further learning.

I liked the fact that everyone in the class had higher proficiency levels than in my previous class. At one point, I even thought I might struggle, which I saw as a good thing. (Journal#4)

Let's say the two of us are learning English in the same class. Your level is very good, and mine isn't sufficient. But that would motivate me. At times, I could ask you something. It would push me to study more... (Interview#3)

Our teacher would randomly assign us these kinds of real-life scenarios. And like I said, we were having fun while doing it. The teacher challenged us, pushed us a little, and that was really good. (Interview#5)

Furthermore, in the absence of challenge, Jeremy is not motivated to exert himself. The most notable instance of this can be observed during the A1 and A2 levels, where Jeremy accumulated absences as a result of a lack of challenge and novelty of the learning content. He believed he could make up for the classes he had missed by studying on his own and thus would make sacrifices from the course.

If I feel that the level I'm currently taking won't really add much to me, or if I think that what I might miss can be easily made up later, then I sometimes give up on the feeling of needing to attend that day. But let's say it's a higher-level course, or I feel like I'd be missing out on something I really haven't learned yet, and that it would take a lot of effort to catch up later or would be hard to access again—then, of course, I would definitely attend. (Interview#3)

Oppositely, too much challenge can also be a deterrent. In B1 level, he was cognitively overwhelmed by the teacher who “might have explained things in too much detail.” Although the learner enjoys challenges, excessive difficulty disrupts progress.

If we think about level B1... It was a bit difficult for me at times too because some topics really challenged us. I mean, I don't know, maybe Mr. Celal explained it in too much detail. Maybe he explained it in a confusing way. Maybe we weren't at that level yet. I mean, we were not yet at a proficiency level that would allow us to make that transition. I don't know, but some topics were indeed very challenging. (Interview#6)

And the real confusing point is, for example past, present simple ... We may have understood each tense on its own. But after covering five or six tenses consecutively,

when we got to the seventh and did an activity involving all seven tenses retrospectively, we couldn't recall all of them. (Interview#6)

Therefore, lessons should be scaffolded carefully and present an optimal challenge. Otherwise, as a result of incomprehension, disengagement occurs. Although succeeding at a difficult task is motivating, it still should not exceed beyond the learner's current capabilities since too much challenge can be discouraging.

So, for example, let's think of a topic with three difficulty levels. First difficulty level, second difficulty level, third difficulty level, each represented by sample sentences. Now let's say, I don't know anything about the topic, and I'll learn it for the first time. Then, I should start with the first difficulty level. But if I am presented directly with level two or three examples, this might feel like unnecessarily difficult and make me think I can never learn it ... A pessimistic feeling or a lack of motivation may be formed, and I may give up because of this difficulty. But if I start from the first difficulty level, then I would make an effort to learn it. Because I'd feel like I can actually understand it. (Interview#2)

I'm always learning something; I always encounter some difficulty. However, sometimes my attention decreases, and sometimes the topic captures my interest. Like I mentioned before, it's like going through the first level, second level, third level. Sometimes we learn something — it feels difficult at first, but we manage to learn it. Being able to do that sparks interest. But in some situations, when we're trying to learn difficult words, difficult sentences, or complicated structures during class, we practice, but it doesn't work. We ask again, the teacher explains, and so on. In the end, my attention and motivation drop. It's partly related to the difficulty of what I'm trying to learn and partly to my current capacity to grasp it at that moment. Of course, being able to manage a difficult learning process can spark interest — it keeps you engaged in the moment, and even after class, you might work on it further to improve. But if you can't manage to learn or do something difficult in the moment, inevitably, it brings you down. So, to me, it's closely related to how difficult the thing I'm trying to learn actually is. (Interview#4)

... if the activity is too difficult ... I mean, of course it should be challenging — it should push you — but not to the point where it becomes overwhelming or discouraging. (Interview#5)

...some of the activities in our course book were really loaded. For example, there were sentences, long passive structures, I mean we didn't know half of the words. For example, say there is a text about economy ... I mean, we didn't know half of the words used. (Interview#6)

Struggling while learning new words reduced my interest. (LES#8)

Not being able to understand some difficult sentences made me feel bored at times. (LES#10)

We did a B2-level listening activity — not understanding parts of it lowered my motivation. (LES#24)

Difficulty in understanding some things can reduce my attention. (LES#12)

Misinterpreting some sentences reduced my attention at times. (LES#14)

... I can say that not being able to understand some of the listening videos caused me to feel a bit down. (Journal#15)

This week on Monday our teacher played some B2 level listening videos. We managed to do them in general but my inadequacy in some parts decreased my motivation a little. (Journal#17)

4.1.1.4 Enjoyment

In addition to challenging tasks, classroom instruction should incorporate entertaining activities like songs and games. In this vein, Jeremy values learning while having fun, which helps elevate his mood and makes learning more memorable. Also, the element of challenge adds further benefit to these types of activities.

I must say that listening to a song by my favorite rock band at the end of the lesson instantly motivated me... It was very nice and instructive. Perhaps it was also nice and fun to listen to the lyrics and meanings of the songs I listen to every week. (Journal#3)

Listening to a song at the end of the lesson increased my motivation. (LES#9)

In the last hour, playing hangman slightly increased my interest. (LES#22)

We picked scenarios written by our teacher from a bowl and acted them out as a parody — that was interesting. (LES#27)

When we played a game, my interest increased automatically, even if it was just a little. (LES#32)

Playing Taboo and learning new B2-level vocabulary increased my interest. (LES#33)

In the last lesson, playing hangman increased my interest... (Journal#15)

In my lessons this week, we learned new words and revisited some grammar points. We played various games, they were hangman-style games aimed at supporting English learning. (Journal#20)

We picked scenarios written by our teacher from a bowl and acted them out as a parody — that was interesting. (LES#27)

Basically, it's about listening to songs. For example, it was the band 'Muse' — a group I've always listened to and really liked — but listening to one of their songs while actually understanding its meaning created a completely different feeling. In another case, we also learned something, but through a different singer and song. In the end, we learned either way. And that was motivating. Integrating English learning with activities like this, and actually learning something as a result, really boosted motivation. Whether it was a band I had listened to before or a new singer or a new song, learning while having fun was motivating. (Interview#3)

Learning while having fun...It's because it's not something superficial or forced. I'm not just learning something in a mechanical way. It becomes lasting learning for me. And as I said, I also feel more of a sense of belonging. (Interview#4)

...say my interest dropped, and my attention is wavering. Then I might think, let's do something fun — let's play a game in English, listen to music, something like that. I'd do it on my own. And what happens? Suddenly, my focus and interest increase. It's like trying to shift into a different mental state — like a kind of release. (Interview#5)

It's about learning while having fun. The teacher gives us a word — words we are not familiar with. We try to explain them, and it turns into a kind of challenge. In the end, We end up retaining the word, even though it was unfamiliar to us at first. That process — figuring out the meaning ourselves — makes the learning much more memorable. (Interview#5)

Thus, entertaining activities counterbalances challenge. For him, foreign language learning should be both enjoyable and serious. Otherwise, too much challenge without enjoyment can be overwhelming, which would impede sustainability.

... Now, if there is something challenging all the time, it wouldn't be appropriate. Because it's always difficult, difficult, difficult. I'd get tired of that ... both of these should be together. So, yeah, we need to push ourselves, but we should have fun when it comes to that. (Interview#5)

It may not be possible to constantly play games, do activities, etc. Sometimes, it's also necessary to learn things in a more structured, traditional way - at least for these levels. Maybe B2-C1 may be different, education based on speaking completely may be more logical. I don't know, I am not sure because I haven't experienced it or talked to someone about that. Regardless of age, if there is a language education process, at least here, then just as much as social or fun-based learning is present there should be a serious component. There should be something, I mean, grammar, etc. I mean, the two are independent of each other but they are not inseparable. The two should be together. At least for me, I can say that it is my perception of learning. (Interview#6)

As Jeremy explains, delivering highly engaging and fun-oriented lessons befalls on the teacher. Otherwise, inattentiveness might give way to a lack of progress.

Imagine a teacher... He delivers the lesson and explains everything to the point, but when there are no jokes, activities, or fun moments, inevitably, people's interest may not stay as high — at least that's how it is for me. After all, when there are those elements, it doesn't feel foreign or distant anymore. (Interview#3)

Therefore, Jeremy values those teachers who seamlessly integrate language instruction in their approach and put extra effort to inspire learning beyond the mundane teaching methods. He also finds personal qualities and relational style of the teacher — particularly the use of humor and making learning content relevant — effective in that they foster a positive classroom atmosphere.

I think it is more instructive and interesting to give a normal example, something that the person in front of you has experienced or something that you find perceptually funny, at least that was the case during Hüseyin teacher's time, because we could talk about these outside, I mean, inside and outside the classroom, it felt like it was the same, there was no difference... It is both easy to understand and you can understand it while having

fun, I mean, maybe a funny event is more striking, in terms of teaching, in terms of learning, you know, he explains by giving an example related to a person's character, everyone laughs, for example, something fun, for example, being able to include this in the content of the lesson was interesting, it kept my motivation at a certain level, it was good... That's what he did differently, and he was a more sincere teacher. (Interview#1)

While conversing Maya teacher would say things like, "Did you mean this or that?" Then we would understand and respond with yes or no and try to explain it again. It felt like a real conversation, and it was nice. It was actually quite fun. I remember that I really participated a lot in the lessons. (Interview#6)

On the other hand, teachers who taught without trying to make learning fun and interesting diminished his motivation.

I mean, he was not very sincere, I mean, he felt like a normal teacher, did he decrease my interest, he did, it became ordinary, we could not go beyond the usual, I mean, maybe my interest decreased, not always, maybe it increased or decreased from time to time, I don't know, but in general we could not go beyond the usual. (Interview#1)

He would just come and teach from the book. He wouldn't do anything else... just a regular lesson... maybe he didn't know any better... He came in, applied his own system, his own teaching approach — but our interest diminished eventually. (Interview#2)

We were focused on grammar and activities. By activity I mean activities in the (course) books and such — the exercises. It wasn't fun-oriented at all — it was a proper lesson. (Interview#6)

To summarize, sustainability does not affect foreign language learning as a discrete factor; rather it shows the degree to which learning becomes effective on the condition that the factors specified above are present in the learning environment. According to Jeremy for foreign language learning process to be sustainable, it first needs to be predominantly based on speaking, and the target language needs to be practiced — even if it involves making occasional mistakes — as Jeremy believes that communication in the L2 assures long-lasting learning. Similarly, grammar instruction is only useful to the extent that it equips the learner with new expressions and target language structures that could be used while speaking. Foreign language learning should also include an element of challenge. Peers, teachers, and the task design collectively contribute to a challenging learning experience that enables Jeremy to sustain motivation. However, unless there is an optimal level of challenge, learning

is disrupted. Finally, enjoyment counterbalances challenge, and classroom instruction should involve fun-oriented learning activities so that L2 motivation is maintained. Apart from that, any factor — whether it is classroom dynamics or constant repetition — that impedes progress repels Jeremy from foreign language learning. A caveat here is that the willingness to dedicate enough time and effort to foreign language can be realized only after becoming aware of its value. In other words, awareness is a precondition for sustainability.

Sustainability follows mindful awareness — I mean, if I had internalized that awareness back then, things might have been different... without awareness, the sustainability might have not lasted long... no matter how much I wanted it to be sustainable, how effective would it really be? (Interview#2)

Thus, instructional affordances alone are not enough to bring about lasting transformation and sustained learning. They should first be triggered by an awareness-raising process that outlines the need and relevance of L2 learning.

4.1.2 Reconfiguration of Motivational Orientations: The Salience of Perceived Relevance and Perturbations

Awareness and perceived relevance function as a control parameter that can settle the system in a state capable of sustaining long-term motivation once it becomes salient enough. That is, when the need to learn English becomes apparent for the learner, the system reconfigures into stable patterns. Otherwise, the system is characterized by ephemeral changes, and even the positive experiences perceived as beneficial will not produce stable patterns. Initially, for Jeremy, there was no need to learn English.

...In the end I didn't or couldn't learn English... but I wasn't aware of this (significance of learning English) at the time. I definitely didn't need it, to learn or speak English. (Interview#1)

Having outlined the lack of need, it should be emphasized that these reflections are a result of retrospection. In his current perspective, he believes that the fact that he did not feel such a need was tied to lack of awareness-raising. That is, the value of foreign language learning was not effectively transferred in the first instance he encountered English, when they were kids. More precisely, his early encounter with L2 lacked relevance and a sense of ownership.

It would have been important if our teachers had created awareness of this during the education process ... For example, talking to families about what they (students) might

need in the future, etc. Or, I mean, people who graduated from the school and are comfortable with this (English proficiency level) in their current workplace could come and talk to children about something like this... All in all, there could have been an awareness that, whatever path I take in life, English would always be beneficial. (Interview#1)

I don't think there was anything productive going on, or memorable... I mean we were kids back then; we weren't doing anything (to learn English) at that time. Maybe we didn't think it would be beneficial for us. (Interview#1)

As a result, the system was characterized by temporary surges in motivation, which dissipated once the context changed.

... if I were to re-evaluate my development in English in those years... with the support of my teachers, my English (proficiency/level) improved, but after my teachers changed, it started to decline again... (Interview#2)

The only recurring pattern was the persistence of instrumental motives, which gave rise to an attractor state centered around an ought-to self. However, there was no deliberate need or internal desire to learn the target language during this period, and Jeremy was merely delivering on what was required of him.

Overall, I studied just to pass the exam, but that didn't really do much to improve my actual (English proficiency) level. On the positive side, I passed the exams. On the negative side, it had no contribution to learning real English. (Interview#1)

The instrumental motives extended to the university period when Jeremy was admitted into the dentistry program. Most of Jeremy's course content and sources used in the faculty of dentistry were in English. Hence, he felt the need to be occupied with English for the sake of accessing these resources his teachers provided as a by-product of delivering on course requirements. Other than that, he was not inclined to improve himself, and the improvement remained within the confinements of his profession.

During that process, learning my profession was of course my priority. We needed this (English) to learn it (the profession), and we were trying to learn it for this reason. In addition, have I ever studied English as an investment in myself outside of my profession? Well, very little. (Interview#1)

...our teachers would recommend us a resource (to read), and it was in English with no Turkish translation (most of the time) ... maybe sometimes they would provide the Turkish translation (as well), but they (the main sources) were in English. For example, let's say there will be an exam, it would be in English... That's why, I found myself going to the library and looking things up... I was making an effort to read (those resources) ... Besides that, in some professors' presentations — not entirely, but in certain sections — they would use English. The terminology, the articles, their publications and research — they were all in English. So, like it or not, we were immersed in it (studying/learning English). (Interview#1)

In a similar sense, at university, Jeremy needed to pass the centralized English as a foreign language exam called YDS to only meet the external performance measures, which entailed scoring just enough to pass the exam. However, he reports that there was an incidental improvement that brought about a gradual shift in his perception of English, in that tackling complex structures prompted much deeper processing and understanding of English. Nevertheless, this realization was not enough to dislodge the system from its current state as it remained secondary to the instrumental value of passing the exam.

But how can I say it, as I said, it was 'exam English,' I mean, it's the English I know from my medical school. I mean, it wasn't something I worked extra hard to pass that exam, in fact I can even say that I didn't study at all ... After all, 50 points were enough, so even if I studied, it would be to score 50 points, enough for passing the exam. That was like one week. (Interview#1)

... At the time, I didn't really understand the basic grammatical structure behind them. I was just trying to make sense of the sentences as they were, doing my best to follow along. But later, while studying for the language exam, I started learning different conjunctions, new vocabulary, and more advanced grammatical structures. This helped me a lot in understanding English... In terms of learning, my, how should I say, perspective has widened. (Interview#1)

However, due to the lack of an intrinsic need to learn English, and hence a shallow attractor basin during his formal education years, the system was susceptible to perturbations, which caused Jeremy to abandon even the minimal effort he had made to learn English.

(in senior year of high school) I was completely focused on the university entrance exam, studying all the time. But I mean, in that period, English wasn't even in the

background—I can't even say there was the slightest trace of it. It simply didn't exist at all. (Interview#1)

In the last two years (of university), we didn't have any theoretical classes; we completely focused on working, seeing patients. In my case, I also started studying for the specialization exam in medicine in the last 2-2.5 years. You can think of it as something similar to studying for the university entrance exam... Inevitably, there was a decline in that process. (Interview#1)

The need for an intrinsically valuable goal to learn English, especially for communication, emerged for Jeremy in adulthood, causing a phase shift. It seems that this transition had already occurred before the study started as he states that has felt the need to learn English for two years. The following excerpt shows the patterns in his trajectory that have led to this change:

It's because I started my profession, you know, I had just come out of a school process and entered the workforce, and I think I started out in a really good place, maybe I think if I had started this job in the place where I originally came from maybe I wouldn't have felt such a need. But now I definitely feel a need because of the city I started in. And it is not just because of the job. The profession also has an effect, but... Let me put it this way, it's not just the profession, it's the situation. I have (developed) a certain level of medical English, but of course it was not enough - not enough for the level I would personally want, and definitely not enough outside of the workplace, in everyday life. That's why at least here I put in effort to gain long-lasting learning (of English) that would contribute to my personal growth. Why do I say, 'at least here' because back then, during school, since it was always taught to us together with other subjects, to be honest, I wasn't really very aware of its actual importance. (Interview#2)

Evidently, the need to learn English became more salient as he moved to a cosmopolitan city with international patients, which granted him opportunities for interaction and exposure to L2. Even though his proficiency level was sufficient for transferring medical information then, it was not enough “outside of the workplace,” namely for interpersonal communication. In other words, Jeremy became aware of the fact that competence in medical English did not readily translate into communicative competence in the target language.

... in the end, it (medical English) doesn't have much of an advantage over my personal speaking. I don't talk about medical matters with an English person, I have a casual

conversation, and that (medical English) doesn't work either, so there's no advantage to that. (Interview#1)

If what I learned was purely professional, it wouldn't really show or have much impact in my everyday life...when you think about it, it is not very logical either (having developed competence in medical English without being able to speak the language) ... I mean in terms of feeling truly satisfied... (if) you can speak and treat patients in the clinic, but you can't hold a simple conversation outside — this is not a properly learned English, in my opinion. (Interview#2)

In the excerpts he highlights his lack of competence in communicative fluency, which led to low self-efficacy levels in speaking. As a matter of fact, Jeremy has always felt hesitant to speak English and had low self-efficacy levels in the L2 due to fear of negative judgment, believing that he would make mistakes while conversing. In turn, this inhibition resulted in conversations that felt forced and disconnected.

...if I think about that period, maybe we were hesitant to talk. We were embarrassed. Maybe we were forcing ourselves to speak. Maybe we were speaking without really feeling present or engaged in the conversation. Maybe there wasn't much productivity because we were afraid to speak — more precisely, because we were afraid of making mistakes. Like, you know, saying something wrong... or not being able to say it correctly, and so on. (Interview#2)

However, after relocating to Antalya, when he started working at the clinic, he had a two-hour long chat with one of his foreign patients, an experience that served as a breaking point for Jeremy in overcoming his inhibition.

...when our foreign patient came for a check-up, we chatted in the garden for about 2.5 hours. Even though I made some grammar mistakes, the goodwill and the sincerity of the patient increased my eagerness to converse. I continuously focused on understanding the other person, and I felt really confident in forming sentences. This was because I had a lack of self-confidence in terms of having such a long chat with a foreigner. But I haven't felt anything negative while chatting with Danny. Moreover, I felt I was improving as I spoke. It was a very nice memory for me and a valuable experience in terms of my language development. (Journal#1)

Even though relocation to a metropolis marked a new phase in Jeremy's motivational trajectories, the real turning point occurred after the successful interaction in the L2, as a result

of which a more confident English-speaking self emerged. He also managed to dissolve his “prejudice” against the L2 as he transitioned from being a low self-efficacious learner who avoided interaction in the target language in fear of failure and judgement to a resilient EFL speaker who can take risks even if it leads to misunderstandings. The interaction was fruitful to the extent that he mentions it extensively in the interviews, suggesting that his current disposition to develop a lasting communicative competence was consolidated as an extension of this successful interaction.

After the long conversation I had with my patient last week, I started making a constant effort to say the words and sentences that came to my mind during lessons by thinking in English. It's because I enjoy it much more now due to the experience I had last week. Understanding someone in a different language and asking questions, in short establishing a successful communication, now brings a different and pleasant feeling to me. I was much more willing and motivated during the class compared to times I had attended the class feeling tired... It was a different kind of awareness. (Journal#2)

...I didn't see myself as competent enough, I didn't think I would be able to communicate comfortably with a foreigner. It's not just that I didn't think so — I was prejudiced and, from time to time, I felt hesitant because of it. But seeing that our friend was friendly and that we could actually communicate comfortably.... Now, even if I'm misunderstood, at least I try. I try to speak. Before, generally speaking, I would have preferred not to speak at all for fear of making mistakes. (Interview#3)

I always used to see my English as insufficient. As if I couldn't really learn it. But actually, it turns out I had learned some things. Maybe not fully enough, but up to that point, I had picked up quite a bit. I realized that I could actually use what I had learned. Maybe if I hadn't had that long conversation with that patient back then, even if I had reached, say, C1 level by now, it might not have meant as much or had any real impact. (Interview#4)

... if I had not experienced such an environment with that foreign patient, I would probably not have confidence in myself. (Interview#5)

In light of his need for communication, Jeremy applies what he learns at the foreign language school in real-life contexts, especially at the workplace, which affords him the most opportunities for interaction in L2. In this way, he uses the target language structures in personally meaningful, socially relevant, and practically useful ways.

The phrase, 'I have never...' I remember saying, 'I could use this in the clinic.' For example, I think patients would like it too because I speak in a very basic way. But this would feel more sincere — both from the patient's perspective and mine. It breaks away from the ordinary. You're still saying the same thing, but in a different way. It is about the sentence structure. (Interview#4)

...whenever a nice phrase or a useful word comes up, I can't help but think, 'I could use this with patients or in the clinic as well.' (Interview#5)

Overall, it can be said that his job, mobilized his learning of English, the social aspects (learning English for personal growth and interpersonal communication) developed with it, and they have become interrelated after this, which Jeremy describes as being like 'a double-sided arrow,' as both of these goals reinforce each other in that they are driven by the need for communication (R: Researcher; P: Participant):

R: *Is speaking your main focus right now?*

P: *Yes.*

R: *Why?*

P: *Because I need it.*

R: *Why do you need it?*

P: *Why do I need it...? First, apart from my profession, I genuinely feel that I need it in my daily life... To raise my standard of living. Because it broadens your horizons. You can read and access different sources, explore more, meet different people. I mean, even completely outside my profession, I feel it has a positive impact on my life quality... For example, let's say I want to read a sports news article—not from Turkish media, but maybe directly from the official Liverpool or Arsenal websites. Or when I'm curious about a TV series or a movie—when it's coming out, what it's about, who's in the cast—I want to read those things in English. That's the first reason. Secondly, of course, it will have an enormous impact on improving my professional practice.*

R: *Speaking?*

P: *Speaking.*

R: *In what way?*

P: *In what way...? Right now, even though my English isn't very good, I already see foreign patients. Being able to understand them better and offer more treatment options—well, it increases the possibilities for them, too. Maybe the patient will feel*

uncomfortable about something small, and maybe I won't even realize it — I might misunderstand or interpret it differently. After all, we're providing treatment, and from the patient's side, it's important to have a doctor they can easily understand, someone whose pronunciation and communication make them feel comfortable. As a result, patients feel more secure and at ease — and we feel that too. In other words, I can easily get along with the person in front of me. For example, I can easily explain the process of the treatments in detail, I can tell what will happen as a result, I can completely gain self-confidence as a result. You know, getting along through communication. I can also have some business meetings in English. Or I can have business meetings plus business partnership meetings with foreigners. (Interview#1)

As can be seen from the excerpt, although they support each other, learning English for self-development seems to outweigh professional growth. Besides, the benefits of having a good command of the target language can apply to every context, regardless of the profession one practices.

The type of English that I want to learn right now is not for work, I am not learning English to use it (only) in my profession, I am learning it to improve myself, I am learning it because I want to reach a level that can be used everywhere I go in my daily life... The way I've developed myself allows me to apply what I've learned in any field. Even if I stop doing my current profession and switch to another one, after gaining some experience there. I can still use the same (English) skills. Otherwise, it wouldn't have much impact on my daily life. (Interview#2)

...then you can be anything, not just a doctor, a dentist, an engineer, etc. Of course, English is the first language that comes to mind, so having command of (any) foreign language (is beneficial). (Interview#3)

In this respect, English is seen as not being restricted to any particular professional domain, it is rather recognized as a lingua franca, which facilitates cross-cultural affiliation in a multilingual world as Jeremy now has a disposition towards enhancing “his standard of living” and “life quality” by using English, believing that it will lead to long-lasting learning.

I mean, cultural exchange, different perspectives, it is a good thing. Because I grew up in Samsun, I grew up in a district of Samsun. Someone else grew up in a different district. So, when facing a problem maybe each other's views and interpretations might differ, but fundamentally they may be the same. But when it's another person from another

country, someone who grew up in a different environment and developed a different perspective in that environment — as expressed in a different language — can feel appealing to a person. (Interview#2)

Moreover, the system's change can be observed in its reaction to external measurements as Jeremy mentions that he is preparing for the centralized language exam, YDS, one more time to score 65 and obtain a health tourism certificate. In light of the concern for developing communicative competence in the L2; compared to university period when he first took the exam, in addition to setting a new goal to reach a higher score, he also takes his self-growth into account with a higher sense of awareness. He will study for the exam not just for the sake of passing it, but rather to focus on integrating what he learns into speaking.

... right now, I feel that I'm learning English with a lot more awareness. I can put it this way, teacher: when I study, I'm not just doing it to learn English. I'm also studying because I believe it will contribute something to me personally... it has real value in a practical sense. By practical, I mean in terms of communication. It's something I feel I could actually use—like, I could communicate with a patient this way from time to time... when I was studying English while preparing for my specialization exam at university, yes, it was English, but in the end, I was studying it for the exam. Now too, I am studying—or I will be studying—for an exam. But not every sentence I read will be just for the exam. Some of it will be for me. (Interview#4)

Overall, the salience of the new goal — the need for communication — had enough magnitude to dislodge the system from its prior state and help it settle into a new and resilient one with a deeply rooted attractor basin. This is evident from the fact that perturbations, unlike before, are insufficient to jostle the system out of its current state. To elaborate, while he was attending the foreign language course, a set of perturbations occurred with the onset of military service, which is a mandatory duty for males of age to fulfill unless they continue their studies in formal education. At this point, the course was also drawing near and hence his foreign language learning process was stalled. It was also during this period that he expressed a desire to switch from a classroom-based learning environment to one-on-one tutoring sessions, but the principal at the foreign language school did not allow this change due to its policies.

I took a break from the English course because I will be serving my duty in the military. My request to continue my last course as private lessons was not approved by the institution and I can say that this decreased my motivation in this regard. I will be reflecting more on this issue after I return from military service. (Journal#23)

When he was asked why he would like to switch to private lessons instead of continuing his group lessons, he highlighted the lack of progress he experienced at B1 level. He wanted to receive the health tourism certificate for his job, and, for that, he needed to be at B2 level. That is why he wanted to take private lessons.

It might have been also a bit to do with the people who came together at that particular time and the teacher. Maybe I would have been at B2 level. Maybe I would have obtained the health tourism certificate by now if it weren't for them. That's why (I want to take) private lessons. (Interview#6)

After he completed his military service, he insisted on private tutoring lessons. Yet, his request was denied again. That is why, shortly after, he stopped attending the foreign language school altogether and took complete control of his learning. He explains his disappointment and discontent with the institute in his journal entry as follows:

I would like to state that the reason I've decided not to continue the course is not because I have a prejudice against English or due to a lack of motivation. I do not want to go there anymore solely because I do not see it as a place where I can be productive, a demotivation which stems from my disappointment with the institution as I feel like they were not constructive towards me or supportive enough. (Journal#24)

Nevertheless, Jeremy did not lose his determination to learn English. Instead, he reiterated his desire to persist in improving his speaking ability further, signifying the resilience of the current state. Therefore, perturbations solidified the current state instead of causing a phase-shift. Having experienced a sense of fulfillment, he even expressed a desire to learn an additional language.

My goal is not to forget what I've learned and at the very least to maintain it — to reinforce it, never forget it, and continuously build on it through speaking....by speaking, even if we're not exactly learning English in the traditional sense, we're still improving in some way. And I think experiencing the joy of that progress has probably also made me think this way. Because now I always find myself thinking about things related to speaking — about what I can do to improve. From now on, for me, it's really about speaking... I don't know — that's just how I see it. (Interview#6)

English has now entered our lives, and I've experienced the pleasure of it. I'll never let it go. No matter how old I am, I'll keep learning. In fact, if I can reach the level I want in English—fluent, not necessarily like a native speaker, but at least close to it—if I can

get there or somewhere near, I've even started thinking about learning a second language. It's possible. I've truly experienced the joy of language learning, teacher. It really makes you feel different — to be able to say something, to communicate with others, to connect with different people and cultures. Like I said, maybe a second or even a third language... when I find the time. At least, I'm thinking about it now. (Interview#6)

When he went to serve, he also took his textbooks with him to study in order not to fall behind and prepare for the foreign language exam. No further data could be obtained at this point because the final interview was already completed. Still, the researcher gave Jeremy a call to learn about his current state and also to thank him for participating in the study. He said that he had travelled to his hometown, had a family reunion, and that he had been enjoying a short vacation with them. Unfortunately, he could not study at all during his service due to workload. Even so, he reassured the researcher that he would continue seeking out opportunities for communication and interaction, whether that be through dating apps, private tutoring sessions, or going to language learning cafes to meet foreigners. Thus, it seems that the recent state has persisted.

4.1.3 Social and Environmental Affordances: Catalysts of Co-adaptation and Self-Organization

Jeremy's data also displays persistent patterns of co-adaptation, where the system readjusted itself in accordance with other adjacent systems. Examples can be seen in early system interactions during his formal education period. The school he studied at was a science high school where the primary focus was on securing a high score on the university entrance exam, which includes the subjects such as Turkish, Math, Geometry, Science (Physics, Biology, Chemistry), and Social Studies. Having the pressure to study multiple subjects simultaneously deprioritized English learning.

...It (English) was not our priority. For example, in the Science High School, there are English classes, but you know, (getting) a good degree and a good profession... to be more specific, passing the university exam and qualifying for the faculty of medicine (are prioritized). And because there is no (section devoted to) English in the exam ... yeah, in terms of the exam... (Interview#1)

To exacerbate, in the Turkish context, especially during Jeremy's time at school, English was seen insignificant compared to other subjects, especially subjects such as math and science,

whose validity and value are repeatedly consolidated both by the society and educational policies.

...this is already instilled in your subconscious — both by parents and by the teachers or school administration. At the time, you might not have been fully aware of it, but for example, when you went home and said you were going to study, if the English teacher hadn't given homework that day, you would automatically open your books and study subjects like math, Turkish, or review physics or practice math. So, in a way, this was something deliberately placed into your subconscious. (Interview#1)

...in my other classes (subjects other than English), everyone's focus was there, that never changed... Not only in English, but even in a physical education class, there wasn't much going on. It was as if it wasn't taken seriously and had no value compared to the others (subjects). (Interview#2)

There is the family factor as well. Of course, in school the teachers and school policy pressure us. Outside the school, when I come home, my family put the same pressure on me also. (Interview#2)

As a result, external pressures and expectations did not pave the way for the system to be self-organized into a resilient L2 motivational configuration. In the foreign language school, on the other hand, the system co-adapted to a new environment, where Jeremy and his peers reciprocally shaped each other's learning process through a collaborative meaning-making process. He expresses the significance of building sincerity and interpersonal relationships with peers as a factor that buffers cognitive and affective engagement, noting that being in an environment where he feels a sense of belonging helps him feel connected and motivates him to participate in an iterative manner.

A sincere atmosphere and everyone's dedicated participation increased my attention. (LES#2)

Everyone participating and asking questions increased my motivation. (LES#7)

Exchanging ideas with classmates to better understand one another increased my interest. (LES#15)

Having a sincere, collaborative lesson with classmates increased my interest. (LES#16)

A new student joined, and we introduced ourselves in English — that raised my interest. (LES#17)

A friendly environment, a desire to learn, and feeling refreshed helped improve my attention. (LES#31)

...Everybody seemed very eager to learn and offered realistic solutions for improvement. The fact that everyone was very interested in the course sparked my motivation. (Journal#4)

...when I feel a sense of belonging — or rather, when I don't feel like a stranger in the environment — then I truly feel like I'm part of it. Maybe 'belonging' isn't exactly the right word, but when I don't feel that sense of strangeness, I feel more connected to the environment (Interview #4)

In the end, thanks to their (classmates') friendliness or by them asking questions, I can get involved in the process even when it's something I don't know very well. Like this, teacher: let's say we're discussing a topic — should it be this, or should it be that? I say it should be this, they say it should be that. I explain, saying it should be this because of this and that reason, and they explain their reasoning too. So, it turns into a sort of brainstorming session about which one is correct. (Interview #4)

It should be highlighted that co-adaptation is not a linear process. For instance, at A1 and A2 levels, at first the presence of cordial peers facilitated participation in the lessons and even helped sustain attendance, as can be seen in the following excerpt:

I went to the class feeling very tired. Due to my heavy workload during the day, I was unwilling to pay attention to the lesson. Absence in the class may have also had an effect on this. It may have been because my friends who I got along very well with in previous courses did not come today. (Journal#3)

There have definitely been times when I went contemplating, whether I should attend the lesson or not. At times, when I didn't want to go, there were instances that I still attended the course thinking I could get to see Sabri or Gökhan. At least we can chat ... and then maybe not at first, but maybe, say, I happen to find myself engaged in the lesson after 40 minutes, an hour or so. So, I think this is also effective ... If I were, say, absent 10 times, maybe I would have missed it 15 times (if that was not the case). (Interview#6)

Therefore, it can be said that Jeremy put more emphasis on social bonds in beginner and elementary levels in that the connection helped create opportunities for causal interactions, a type of relationship which extended even beyond the classroom. However, as a result of the

appraisal of peer competence as an instructional affordance, Jeremy expressed a desire to advance to a higher proficiency class, believing that a more challenging environment would prompt him to study more.

Maybe having people I'm not close with won't necessarily push me to try harder with my English, but it will still have an effect — because I'll be in a class at a higher level. However, having people I'm not close to probably won't spark any extra interest or motivation in me (Interview#3)

Let's say the two of us are learning English in the same class. Your level is very good, and mine isn't sufficient. But that would motivate me. At times, I could ask you something. It would push me to study more... (Interview#3)

After a while, Jeremy's journey in B1 began, where he shared a classroom with competent peers, some of whom even had higher proficiency than him. The comparison was not a source of demotivation or deterrent; instead, being surrounded by capable peers helped him sustain motivation. Thus, the co-adaptation process dynamically occurred as a result of learner aspirations to transition from a socially relevant environment to a highly proficient one.

I liked the fact that everyone in the class had higher proficiency levels than in my previous class. At one point, I even thought I might struggle, which I saw as a good thing. I immediately made up my mind that I need to work harder especially. I remained a bit passive and analyzed the other people in the class since it was my first day in my new class. (Journal#4)

...The fact that my classmates are eager to learn and that some of them are at my level or even higher than mine helps to keep my will and motivation high (Journal#5)

...the generally high level of knowledge in the class motivates me and positively affects my attention level. I can also say that my level of interest was high. (Journal#6)

I was motivated because I expected the class to be at a high level. (LES#6)

As a by-product of contextual affordances and self-organization in this new environment, there is a shift towards more autonomous engagement and self-regulation to sustain motivation. The same can be said for the time when he had to repeat B1.

... last Wednesday, I think I arrived like 45 or 50 minutes late—around 8 o'clock. But still, I came. In the past, during my previous course, I wouldn't have come. But this time I did—thinking even if I'm late, it's still worth it if I can learn something. I wouldn't

have thought this way before. Back then, I didn't think there would be anything to learn, or I believed I could easily catch up later. (Interview#4)

... if something needed to be done for a patient, I made sure to inform them in advance and arranged things accordingly. How should I put it? If it was going to coincide with the course day, of course there are some things I can't control, but if there was anything I could change, I changed it. For example, I told them to schedule appointments accordingly, or I planned the treatment based on that. (Interview#4)

... I have a couple of basic books. I took them out and started reviewing them. And if we go into what I do apart from that, for example, I used to watch foreign series with Turkish subtitles. But now, I prefer simpler series and movies, I only watch them with English subtitles. I can say that I've been doing this for about a month and a half. Apart from that, I used to listen to foreign music, but I diversified it a little bit. You know, a little bit outside the genres I know... For example, if I used to listen to rock, now it's a little bit more pop, foreign stuff like that. (Interview#5)

If I hadn't taken a course like this at this level, would I have done it (watch series/movies with subtitles, listen to foreign music)? I would have done it, but maybe I would have done it 6 months later. So, this experience triggered things a bit earlier. Because I got into such an environment. I think it elevated this. If I had been in a clinical setting for instance or somewhere else and had encountered a similar environment, I would have realized, 'Oh, I can actually understand this'. but maybe it (realization) would have come only when I experienced it. Maybe that would have happened 6 months or 8 months later. (Interview#5)

Apart from engaging in self-regulatory processes, he was further motivated by the fact that he attended the lessons even when he was tired and even took pride in displaying agency and willpower. It can be said that his motivation is recursive in that attending the lessons despite being tired is motivating for him which caused him to sustain attendance.

Even in moments when I might have lost attention due to fatigue, I still managed to stay present in the lesson. (Journal#4)

I can say that I showed a strong-willed and determined character by attending the class on Monday after a tiring day. (Journal#14)

On Monday this week, I still wanted to go to class despite my tiredness during the day and so I did. Although I was sad not being able to attend, I still believe being determined to attend the class until the last moment is a good thing. (Journal#15)

I came back from a trip out of town on Monday this week and despite being sleep-deprived throughout the day, I still attended the evening lesson even though I was half an hour late. Because now, when I attend, I truly care about having something to learn when I go. (Journal#19)

...the fact that I wanted to attend the classes regardless of my tiredness during the day shows that I'm in a better place compared to my desire in previous courses. (Journal#20)

Despite being tired, my desire to keep up with the class level boosted my attention. (LES#7)

Coming to class very tired actually had a positive effect on my motivation. (LES#29)

Tiredness was negative, but my willingness to learn helped me stay focused. (LES#29)

In the past, even if I was tired, I wouldn't care. Things like going to class, commuting... it wouldn't have mattered to me. But now, going even when I'm tired feels motivating in and of itself. (Interview#6)

In stark contrast to previous levels, missing lessons demotivated him.

Missing the previous class caused a decrease in motivation. (LES#12)

Missing the last two lessons lowered my motivation slightly, but our conversation in class helped raise it again. (LES#23)

Although he was negatively impacted by some of his classmates' disruptive behavior, he persisted in his effort to attend the lessons. In this sense, data obtained during the intermediate levels show that competent classmates — despite the negative attributes they may possess — encouraged more learning than sincere and cordial peers, as the latter do not necessarily challenge him enough to study or exert more effort compared to the prior.

Now when we switched teachers, I can say that B1 was a little difficult for me at first. Why was it difficult? It was a little bit ... you know the people who come there had already completed the prior level (A2) and moved up... for example, say, there were three students who came from teacher X or another group of three people who came

from teacher Y... In fact, I think it was difficult for the students who had come from different teachers with different teaching styles to come together on a common ground again at a higher level. What I mean by difficult is the integration of that class or the sincerity of the teacher-student relationship... I can say this specifically, two or three students... they were people with difficult characteristics. They would say, "I can't learn like this," etc. and talk a little harshly. (Interview#6)

...the two younger classmates made things a little unnecessarily tiresome at times during the lesson. Their irrational behavior and occasional irrelevant comments and talking nonsense created a strange environment, but overall, it was a good lesson. (Journal#13)

...I would also like to mention two rather annoying classmates, as they might have had an effect on my occasional loss of attention. (Journal#14)

The childish behavior of one or two students slightly decreased my interest. (LES#19)

Therefore, it can be said that the system co-adapts to the demands and affordances of the context dynamically. Since building competence, especially communicative competence, in the target language was a more dominant need, even the disruptive and "childish behavior" of some of the classmates were not sufficient to dampen learning or revert Jeremy back to an environment where he felt more safe. Nevertheless, Jeremy expressed a desire to shift to a new environment, one where he would take private lessons. However, the desired shift has not brought about a novel outcome; instead, it reconsolidated the current state as he wanted to take private lessons for the sole purpose of progressing at a faster rate.

It might have been also a bit to do with the people who came together at that particular time and the teacher. Maybe I would have been at B2 level. Maybe I would have obtained the health tourism certificate by now if it weren't for them. That's why (I want to take) private lessons. (Interview#6)

Moreover, the co-adaptation process is not only restricted to the micro context of the classroom environment but also applies on a broader, macro scale. For instance, Jeremy believed that if he had resided in his hometown or the countryside and never moved to Antalya, he would have inevitably turned into what he refers to as "an ordinary Anatolian person." In that case, another co-adaptation process would cause him to adjust to a different state, and he would reallocate his efforts elsewhere for different purposes instead of foreign language learning.

... if I lived in Çorum, I wouldn't be going to an English course right now, for example ... I mean, if you develop yourself in this way there, there would be no advantage. In every sense ... personal life, life quality, professional experience, professional interaction, income... I mean, there is no equivalent to this in any sense. In terms of human psychology, I mean, let me put it clearly, I would think, why should I waste my time on something like that? I would do something else instead. This time, not the language, how... I would find something else to improve myself and entertain myself. (Interview#1)

It would go down like this, for example, if I had stayed in Samsun, I would have become like an ordinary Anatolian person. Things would have been different, of course, and I wouldn't be thinking like I am now...I would have a different lifestyle. (Interview#5)

...instead of going to Samsun, I don't know, instead of having a chat with my father's friends at a coffeehouse, I'd rather go to Italy, England or somewhere like Antalya. I think sitting down and having a chat with tourists or in the clinic and having a casual conversation like this is much better... After all, it is a different culture, a different language. You know, it inevitably influences one's way of thinking... as though you've become a different person. It is ... not elitism ... it is a different thing... You become a different person, a different person, both personally and culturally, you improve yourself. (Interview#5)

In terms of foreign language learning, this means that Jeremy has the capability to dynamically adapt and meet the target language demands of any environment on the condition that he is surrounded by and associated with people who are socially relevant to him. They can be significant others, teachers, peers, or anyone he perceives as role models.

...if I had started working in Germany, I would have felt the need to learn German. Or even without moving there — if I had had a German-speaking social circle, I might have been drawn to it and developed an interest in the language. The same goes for Russian. If I had gone to Russia — or even without moving there, if I had a social or professional environment in Russian, I think I would've gravitated toward it too. Even just two or three people around me, people I value, would've been enough to steer me in that direction. (Interview#2)

Furthermore, he argues that other L2 learners would undergo the same processes on the condition that they are surrounded by socially and professionally relevant environments, where they are exposed to the target language.

If they (other people) are going to be in such a position, environment, or professional situation, they will inevitably feel the same way. Because this (learning English) is not really a necessity — it's something that should naturally be there. I no longer think it's something that needs to be done just because it's required. It's more like using a phone — something that has become essential. So, if they find themselves in a similar environment where they can think like I do, and if they self-reflect, any brainstorming will definitely lead to this (realization). (Interview#3)

As highlighted in 4.1.2, Jeremy's professional and social environments have been surrounded by English as an extension of relocation to a metropolis city, where he formed an English-speaking circle. Therefore, his awareness to develop communicative competence was consolidated through social affordances, where the system and the environment reinforced each other around communication-rich contexts.

... when I go to a cafe or bar with a friend and when I meet local people there, I mean, the probability of that person knowing English is 60%, 70%. In other words, it is a high probability. After all, because I have formed a circle by meeting people in this way. And these new people I meet, whether it is business, I mean, let me call it a business relationship or a circle of friends. (Interview#3)

There are many people around me who speak English. Both my professional and social environments have been shaped by English. For example, before I moved here, there was an older guy I knew whom I met here through some business... His English is very good. When it was required, occasionally, we would speak in English with some people, like that. For example, he has a wife, she is retired. She speaks English fluently, like a native. It is very impressive. He has a son, for example, his English is something, I don't know if there is such a thing, but C2 or something, if not higher. He has just started university. It has been two months since he started. He says this, he is already transitioning into a new language, French, or something ... He told me he wants to switch his focus to something more specialized, like professional or technical English. That's why he says he is working hard. My environment is formed like this, my social environment... We go somewhere, we travel, you know, with people with families. For example, inevitably, when a foreigner joins in, an English conversation takes place there. And it's a good thing that everyone can do this... It's a good thing to be around such people, in their presence. (Interview#5)

There are people I talk to who are 20 years old, and there are also people I talk to who are 40... Especially in terms of English... It just happens — you meet people, spend time outside, and naturally, these kinds of situations come up. Different environments form around here with different foreign people — people whose English is really good, whether it's their pronunciation or in other ways. (Interview#6)

Moreover, he also mentions a unique trait — hyperactivity — which he describes as a feeling that enables authentic interaction and helps him build interpersonal relationships. According to him, being hyperactive makes him feel comfortable during communicative episodes, which cause him to be expressive and outgoing while interacting with other L2 speakers. This trait leads more interactions to occur.

I can confidently say that right now, it's an advantage (being hyperactive). For example, in the clinic, I can spontaneously approach a patient and say things like, "Let's do something," or "Let's take a break and grab a drink — we'll come back afterward." It helps create a more relaxed and intimate atmosphere, which also impacts the way I speak. When there's a safe environment — when I feel comfortable with the person in front of me — I speak more freely. Even if I make a mistake, I still say what I want to say. If the other person doesn't understand, I try to correct myself. But if they understand me as I speak, then there's no issue at all. (Interview#2)

It's the same outside, teacher ... I feel like I can draw people a little bit, especially foreign people. In terms of English. For example, last week, I met a black man at a restaurant. The man was an Arsenal fan I tried to convince him my sport club was bigger than Arsenal. It was a momentary thing, but if it weren't for my hyperactivity, maybe such an environment wouldn't have formed. (Interview#2)

Through feedback, he reinforces his competence in using the target language for communication in social interaction by seizing every opportunity for interaction; the more interaction opportunities he is afforded, the more positive feedback he receives as he practices the L2, thereby the mutual processes of co-adaptation and self-organization consolidate a communicatively competent L2 self that is aligned with his foreign language learning goals.

This week, I finished working with my foreign patients and seeing them happy made me happy in terms of communication. Even though I did not understand their behavior at times, they were understanding towards me and feeling that I could communicate with them made me feel good. (Journal#9)

...seeing more foreign patients in the clinic was beneficial in giving me more practice in English. (Journal#12)

I had new foreign patients this week. Now, depending on the number of foreign patients I see increases day by day, I can say that I now speak English almost every day, which I can say is a good thing. (Journal#2)

After each interaction, Jeremy increases his self-efficacy levels, which makes him feel at even more ease while conversing.

Now, when a patient comes in, I don't stop to think, 'Will they understand me or not?' I just go right into it, teacher — I don't even hesitate. I get my point across. I'd say I'm able to carry out the treatment very comfortably. There's no uncertainty from start to finish, and I do it in a way that gives the patient confidence, too. It's not robotic either — I really believe they feel what I'm saying, and they (the patients) respond positively. Sometimes we even joke around and have fun. (Interview#6)

4.2 Research Question 2: What attractor states emerge in an adult Turkish EFL learner's system over time in their state space?

Based on cross-referencing of data, it can be seen that certain attractor states emerged in Jeremy's self-system over time. In total, there are four attractor states identified, which are named as follows: authentic language use, interpersonal relationships, engaging and supportive classroom practices, and perceived difficulty. All of the attractor states are explained in detail, and respective quotes that undergird each one are given in the related excerpts.

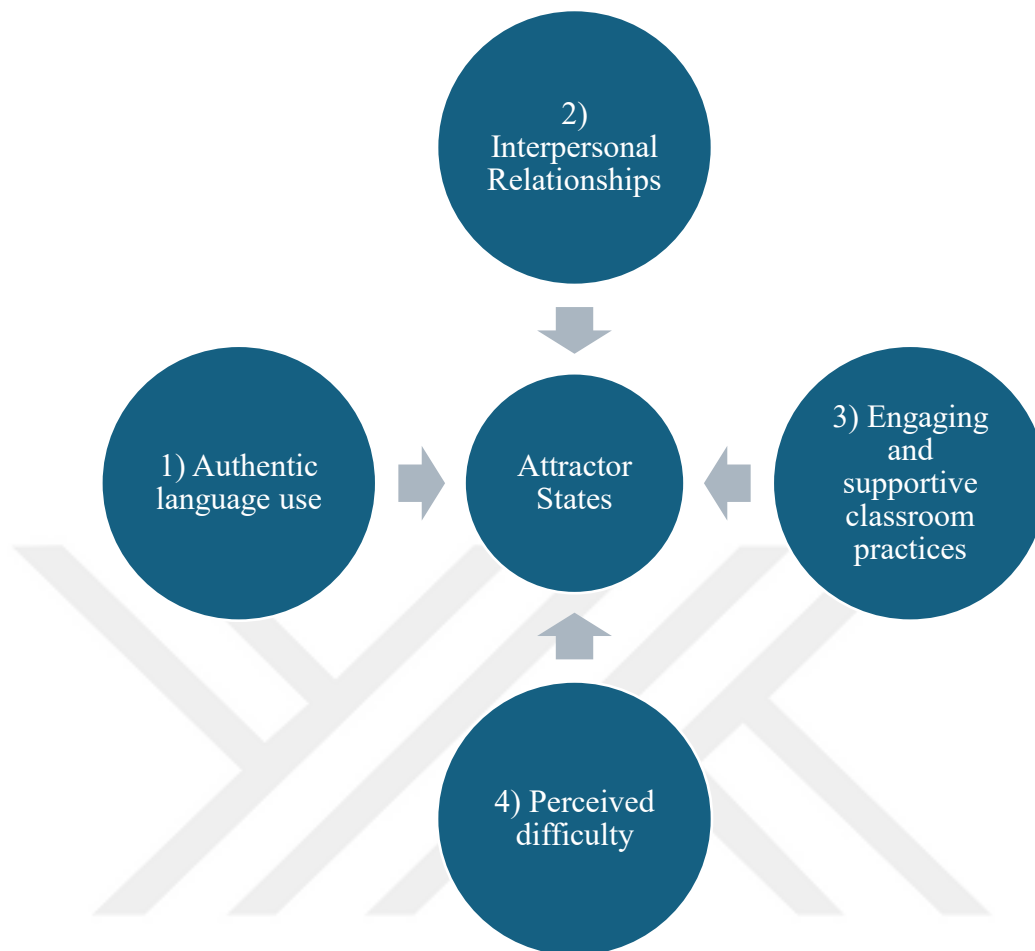


Figure 4.2

Attractor States

First, authentic language use is an attractor state as Jeremy actively tries to find opportunities for interaction in the target language. He enjoys real-world communicative tasks in the class, converses with his foreign patients and conducts informal exchanges in the clinic, talks to tourists and has chats with friends outside, and contacts foreigners through foreign language learning apps. Furthermore, hyperactivity gives him a boost in social interactions and serves as a gateway for establishing interpersonal relationships, as being hyperactive makes him more outgoing and comfortable while conversing. He occasionally resorts to Translate in case of incomprehension or misunderstanding to keep the communication channels open. Even grammar instruction that the participant does not find particularly engaging serves a practical utility if it aids communication by introducing new structures. As he gets more practice, he reports feeling more confident in his abilities and incrementally becomes more motivated after each exchange. Also, seeing that he can successfully communicate in English reinforces his competence in the target language and solidifies his self-efficacy in speaking, which leads him

to seek out even more opportunities to converse in the target language, thus creating a loop. As a result, he invests more effort to learn the target language.

The more I speak English, the more my confidence and attention increase. (LES#17)

We were split into groups and debated the pros and cons of a topic in English — this increased my interest. (LES#18)

Constantly trying to speak and have conversations in English during class improved my attention. (LES#19)

Having a conversation in English on an engaging topic during the lesson somewhat increased my interest. (LES#20)

We selected a discussion topic in English and had a debate about it — this boosted my interest. (LES#23)

At the end of the lesson, having a conversation in English on an interesting topic increased my interest. (LES#25)

We picked scenarios written by our teacher from a bowl and acted them out as a parody — that was interesting. (LES#27)

We talked about a regular topic (tennis lessons) not related to English. This increased my interest. (LES#30)

An activity about giving directions, which includes moving from one place to another, improved my attention. (LES#28)

I can say that my interest increased when we discussed an engaging topic in English during a conversation activity... the fact that we had English education centred around speaking with sincere and engaging topics and activities helped me increase my attention and interest. (Journal#16)

We also discussed topics like animal cruelty, gender inequality, those kinds of things. For instance, if I were sitting with close friends outside, we could easily talk about such topics for hours. But in the classroom, speaking English and trying to express what we think inevitably draws you into the situation — it really makes you engage. (Interview#5)

...let's say I'm going to order at a restaurant. I've gone there with my father — he has no teeth; he has certain allergies — and I need to place the order accordingly. Or, for instance, at an airport, your flight gets cancelled or delayed, and you have to speak with the airline representative. Or asking for directions — various situations where you need to communicate. Our teacher would randomly assign us these kinds of real-life scenarios... (Interview#5)

The chunk, 'I have never...' I remember saying, 'I could use this in the clinic.' For example, I think patients would like it too. Because I speak in a very basic way. But this would feel more sincere — both from the patient's perspective and mine. It breaks away from the ordinary... (Interview#4)

There are people I talk to who are 20 years old, and there are also people I talk to who are 40... Especially in terms of English... It just happens — you meet people, spend time outside, and naturally, these kinds of situations come up... (Interview#6)

I can say with confidence that right now, it's a plus, for example, in the clinic, I can suddenly go to the patient and say, let's do something. Let's have a drink, we'll come back, etc. Let's take a break and hang out... It creates a more intimate environment and, you know, it also affects my speech. I feel more confident... (Interview#2)

In terms of English. For example, last week, I met a black man at a restaurant. The man was an Arsenal fan, I tried to convince him my sports club was bigger than Arsenal. It was a momentary thing... but if it weren't for my hyperactivity, maybe such an environment wouldn't have formed. (Interview#2)

When our foreign patient came for a check-up, we chatted in the garden for about 2.5 hours. Even though I made some grammar mistakes, the goodwill and the sincerity of the patient increased my eagerness to converse. I continuously focused on understanding the other person, and I felt really confident in forming sentences... (Journal#1)

I had new foreign patients this week. Now, depending on the number of foreign patients I see increases day by day, I can say that I now speak English almost every day, which I can say is a good thing (Journal#23)

For example, when we're talking about something, they say something — and I kind of get it, but then I'm like, 'Wait, did I really understand that correctly?' So, I check it on

Translate. Sometimes it turns out I understood it right. Other times I got it wrong, but at least I ended up learning the correct meaning, you know what I mean? (Interview#6)

Secondly, interpersonal relationships serve both as a socio-affective and socio-cognitive attractor state. First, the participant reports attending lessons because of cordial peers who create a warm and friendly environment to learn, especially at the A1 and A2 levels. In this environment, Jeremy feels a sense of belonging, which helps him participate more and sustain attendance. Next, when he realizes that his peers' competence does not match his level, he is not motivated to push himself. For this reason, in B1 and retaking B1 level, he is motivated by competent peers who are at or above his level. The fact that they are eager to learn, knowledgeable, and willing to exert effort to improve makes the participant feel engaged and work harder to match their level. In the lessons, he debates and exchanges opinions with peers in meaningful interactions, which increase his interest and make him feel more attentive.

A sincere atmosphere and everyone's dedicated participation increased my attention. (LES#2)

Everyone participating and asking questions increased my motivation. (LES#7)

A friendly environment, a desire to learn, and feeling refreshed helped improve my attention. (LES#31)

...Everybody seemed very eager to learn and offered realistic solutions for improvement. The fact that everyone was very interested in the course sparked my motivation. (Journal#4)

I liked the fact that everyone in the class had higher proficiency levels than in my previous class. At one point, I even thought I might struggle, which I saw as a good thing. I immediately made up my mind that I need to work harder... (Journal#4)

...The fact that my classmates are eager to learn and that some of them are at my level or even higher than mine helps to keep my will and motivation high (Journal#5)

...the generally high level of knowledge in the class motivates me and positively affects my attention level. I can also say that my level of interest was high. (Journal#6)

Right now, for example, I might think, 'Let me go and have a chat or two,' and that could motivate me to attend. But if it were a situation where the class was at a higher level but made up of people, I'm not close with, maybe I wouldn't feel the same way. Even if it's a higher-level class, if I'm surrounded by people that I'm not close to, I

might think differently. I might still come, telling myself, 'Just be patient for an hour or two and you'll still learn something. (Interview#3)

Let's say the two of us are learning English in the same class. Your level is very good, and mine isn't sufficient. But that would motivate me. At times, I could ask you something. It would push me to study more... (Interview#3)

...I feel a sense of belonging — or rather, when I don't feel like a stranger in the environment — then I truly feel like I'm part of it... But when I don't feel that sense of strangeness, I feel more connected to the environment (Interview #4)

In the end, thanks to their (classmates') friendliness or by them asking questions, I can get involved in the process even when it's something I don't know very well... let's say we're discussing a topic — should it be this, or should it be that? I say it should be this, they say it should be that. I explain, saying it should be this because of this and that reason, and they explain their reasoning too. So, it turns into a sort of brainstorming session about which one is correct. (Interview #4)

There have definitely been times when I have contemplated whether I should attend the lesson or not. At times, when I didn't want to go, there were instances that I still attended the course, thinking I could get to see Sabri or Gökhan. At least we can chat ... and then maybe not at first, but maybe, say, I happen to find myself engaged in the lesson after 40 minutes, an hour or so... (Interview#6)

Interpersonal relationships are not solely established with classmates since teacher characteristics are also significant in terms of creating bonds and a sense of relatedness. Jeremy distinguishes entertaining teachers who have a distinct style from “normal” teachers who just “teach and dash.” In this vein, teachers who are more compassionate and willing to make an effort to teach are valued. Likewise, the sincerity and eagerness of a teacher help establish rapport. On the other hand, teachers who adopt traditional textbook-style teaching and cannot go beyond the ordinary are valued less, since Jeremy is against conventional English instruction that follows the same format as other academic subjects. The teacher also creates safe learning environments conducive to learning where learners can freely express themselves without fear of judgment, hence sparking interest and fostering motivation.

...during that period, I had something extra, and my teacher also made an effort, and I had an interest in something, and she would focus on it even more, that's what it's all about. (Interview#1)

I think it is more instructive and interesting to give a normal example, something that the person in front of you has experienced or something that you find perceptually funny, at least that was the case during Hüseyin teacher's time... he explains by giving an example related to a person's character, everyone laughs, for example, something fun, for example, being able to include this in the content of the lesson was interesting, it kept my motivation at a certain level, it was good... That's what he did differently, and he was a more sincere teacher. (Interview#1)

I can say that our teacher's sincerity and understanding increased my motivation to pay attention. (Journal#3)

I can always say that sincere communication (with a teacher) is a good thing, it's at the beginning of everything. After all, it is something that encourages learning English. (Interview#3)

For example, while conversing, or discussing a subject or playing a game, when we do something like this let's say, for example, I constructed the sentence incorrectly, I've made a grammatical mistake, then the teacher immediately points it out, saying like "there is a mistake here, what do you think the mistake is?" Then, if we give the wrong answer, she asks us to explain that grammar point directly. (Interview#5)

...when the teacher's approach is like that (supportive), hesitation starts to break down a little. (Interview#2)

... he was not very sincere, I mean, he felt like a normal teacher, did he decrease my interest, he did, it became ordinary, we could not go beyond the usual, I mean, maybe my interest decreased, not always, maybe it increased or decreased from time to time, I don't know, but in general we could not go beyond the usual. (Interview#1)

This is something that stems from the school and the teacher's own character... I had some teachers who taught more entertainingly, but some taught more for the sake of teaching. (Interview#1)

When the student and the teacher enter into the first lesson, I think they are neutral, now how sincere and eager is the teacher, or breaking mold and teaching something... or I mean, let me teach and dash, these are two different things... (Interview#2)

Maybe the fact that our first B1 class was with Celal Hoca might have made it feel harder, too. If it were Maya Hoca, maybe I wouldn't have felt like this. (Interview#6)

Third, engaging and supportive classroom practices are an attractor state. First, learning new topics is engaging for Jeremy as it offers novelty. Novelty is also achieved by revisiting earlier topics on the condition that there is a gap in knowledge or room for improvement. It entails reflection and building on what was previously learned by working on mistakes to grasp what is missing in his interlanguage system, instead of merely revising previously learned topics. When it comes to challenge, successfully completing tasks that are just beyond his current level, that is optimal cognitive challenge, is more instructive and productive for the student. These challenges deepen understanding and ensure linguistic growth. Moreover, songs, games, role-play activities, storytelling, and even debates offer fun learning experiences, which help increase his attention and interest. The sort of tasks that are fun-oriented create a warm atmosphere and provide opportunities for social bonding, which helps elevate his mood and current mental state.

The presence of new and difficult vocabulary challenged me, and it also helped keep my desire to learn fresh. (Journal#8)

...the fact that we covered a new topic during the lesson, one I was somewhat familiar with, the difficulty of the new sentences I encountered, along with discussing these topics with my classmates to learn more, kept my motivation and interest high. I can say that the course was productive for me. (Journal#10)

We learned a new topic in the class on Monday this week, and the fact that I already had some basic knowledge of it positively affected my motivation. Furthermore, although it was difficult, the exercises and sample sentences we did on this topic, both on Monday and Wednesday, actually helped us understand the topic better, which was a good thing for me. (Journal#11)

I can say this week went well for me. Our teacher introduced B2-level vocabulary, and I'd say we reinforced the meanings slightly by using example sentences, exploring different ideas, and playing games. (Journal#21)

Starting a new topic was more motivating than repeating an old one. (LES#1)

More instructive vocabulary and grammar structures improve my attention, especially simple sentences with new words I can easily understand. (LES#1)

Difficult new words increased my attention. (LES#6)

The desire to learn unfamiliar and challenging vocabulary increased my interest in the lesson. (LES#7)

Struggling while learning new words reduced my interest. (LES#8)

The use of more complex sentence structures today kept my interest and motivation high. (LES#13)

Working on complex sentences in a new topic made me somewhat interested. (LES#14)

Starting a new topic increased my motivation. (LES#14)

Successfully doing practice activities on previously learned topics boosted my motivation. (LES#15)

Learning a new and different topic increased my motivation. (LES#16)

In the last hour, playing hangman slightly increased my interest. (LES#22)

We repeated an activity we had done in the previous lesson, then gave random examples about the relevant grammar structure. This increased my interest. (LES#28)

When we played a game, my interest increased automatically, even if it was just a little. (LES#32)

Playing Taboo and learning new B2-level vocabulary increased my interest. (LES#33)

Even the same grammar point can contain many compelling sentence structures, which are more productive. (Interview#3)

The activity at the end of the lesson was the passport activity. Compared to our previous paper-based activities, I would say they were more standard for me — like one or two questions here and there. But this one was much more challenging for me. There were a lot of sentences, and it involved matching and sequencing different parts. For me, the fact that it was challenging made it more instructive. (Interview#3)

I think going over those mistakes is much more instructive, at least for me right now. If I were to see the same things over and over again, for example, it would affect me negatively a little bit. At that time, I might have started thinking like, “I already know these things,” and after a while, my focus would go away. But now, as I talk or try to form slightly more complex sentences, that is, with a slightly higher level of difficulty, I end up pushing myself. (Interview#4)

... take something like the simple present tense as an example, which is something we have encountered a lot. Or, let's say, in these recent levels, we have seen things like relative clauses, if-clauses, or passive voices, etc., a lot. But unless we practice these, we don't know what our mistakes are. Sure, we are able to form a sentence, but can we reflect something that we are thinking at that moment verbally while talking? From that angle, it is good in terms of developing this... We make simple sentences like this, but as we progress a little more in terms of sentence difficulty, we notice our mistakes there as well. (Interview#5)

... Now, if there is something challenging all the time, it wouldn't be appropriate. Because it's always difficult, difficult, difficult. I'd get tired of that ... You know, you need to learn while having fun. You know, you need to push. You know, both of these should be together. But there should be basic English at the core of all of them. You know, you shouldn't go beyond English. So, we need to push ourselves, yes, but we should have fun when the time comes to that. (Interview#5)

I'm watching it (series) again from a different perspective. So, it elevates my mental state at that moment... Because after all, it's a movie... It takes you to a different place at that moment. Plus, it also contributes to my English. How can I say, it allows me to test and challenge my English skills through a different mode of perception. (Interview#6)

Basically, it's about listening to songs. For example, it was the band 'Muse' — a group I've always listened to and really liked — but listening to one of their songs while actually understanding its meaning created a completely different feeling... Integrating English learning with activities like this, and actually learning something as a result, really boosted motivation. Whether it was a band I had listened to before or a new singer or a new song, learning while having fun was motivating. (Interview#3)

I must say that listening to a song by my favorite rock band at the end of the lesson instantly motivated me... It was very nice and instructive. Perhaps it was also nice and fun to listen to the lyrics and meanings of the songs I listen to every week. (Journal#3)

...say my interest dropped, and my attention is wavering. Then I might think, let's do something fun — let's play a game in English, listen to music, something like that. I'd do it on my own. And what happens? Suddenly, my focus and interest increased. It's like trying to shift into a different mental state — like a kind of release. (Interview#5)

It's about learning while having fun... The teacher gives us a word, but now it's at the point where the words are ones we don't know. And we try to explain them. It becomes like a challenge. But in the end, we're trying to explain them, and because it's a word we didn't know before, we end up learning it. Knowing the meaning and working through it makes it much more memorable. (Interview#5)

It may not be possible to constantly play games, do activities, etc. Sometimes, it's also necessary to learn things in a more structured, traditional way... then just as much as social or fun-based learning is present, there should be a serious component. There should be something, I mean, grammar, etc. I mean, the two are independent of each other, but they are not inseparable. The two should be together. (Interview#6)

Fourth attractor state is perceived difficulty. Due to tiredness during the day learner is in a state where he feels mentally overwhelmed; it causes boredom, inattention, and demotivation. However, especially in the intermediate level, Jeremy displays perseverance by attending the lessons despite fatigue. The fact that he shows determination and a strong will to attend helps reverse the detrimental effects caused by being tired. The willpower behind his tendency to sustain attendance arose from the fact that B1 level was perceived as being difficult compared to earlier levels, A1 and A2, where perceived difficulty was low. Since he could not compensate for the missed lessons as he did in elementary and beginner levels, he displayed increased self-regulatory skills to sustain attendance. After a while, a periodical relationship has emerged in that attending the lessons despite fatigue made him more motivated, which in turn stimulated him to show persistence to attend the lessons more.

Fatigue during the day sometimes makes it hard to concentrate. (LES#4)

Being tired made it difficult for me to stay focused. (LES#8)

Being tired and arriving late negatively affected my motivation. (LES#8)

Mental and physical fatigue negatively impacted my attention. (LES#10)

Being tired caused a decrease in my interest. (LES#10)

Feeling tired and not having slept well recently negatively affected my motivation. (LES#10)

Generally, being tired affects my attention negatively. (LES#11)

Brief moments of inattention due to tiredness made me feel a bit bored. (LES#25)

Of course, fatigue has an effect. Not just in the moment during the lesson, but... I don't think it affects my overall mindset, but it definitely affects the learning process. After all, whether we want it to or not, we end up postponing certain things. (Interview#6)

Even in moments when I might have lost attention due to fatigue, I still managed to stay present in the lesson. (Journal#4)

I can say that I showed a strong-willed and determined character by attending the class on Monday after a tiring day. (Journal#14)

On Monday this week, I still wanted to go to class despite my tiredness during the day, and so I did. Although I was sad not being able to attend, I still believe being determined to attend the class until the last moment is a good thing. (Journal#15)

I came back from a trip out of town on Monday this week and despite being sleep-deprived throughout the day, I still attended the evening lesson even though I was half an hour late. Because now, when I attend, I truly care about having something to learn when I go. (Journal#19)

...the fact that I wanted to attend the classes regardless of my tiredness during the day shows that I'm in a better place compared to my desire in previous courses. (Journal#20)

Despite being tired, my desire to keep up with the class level boosted my attention. (LES#7)

Coming to class very tired actually had a positive effect on my motivation. (LES#29)

Tiredness was negative, but my willingness to learn helped me stay focused. (LES#29)

In the past, even if I was tired, I wouldn't care. Things like going to class, commuting... it wouldn't have mattered to me. But now, going even when I'm tired feels motivating in and of itself. (Interview#6)

... last Wednesday, I think I arrived like 45 or 50 minutes late—around 8 o'clock. But still, I came. In the past, during my previous course, I wouldn't have come. But this time I did—thinking even if I'm late, it's still worth it if I can learn something. I wouldn't have thought this way before. Back then, I didn't think there would be anything to learn, or I believed I could easily catch up later. (Interview#4)

... if something needed to be done for a patient, I made sure to inform them in advance and arranged things accordingly. How should I put it? If it was going to coincide with the course day, of course there are some things I can't control, but if there was anything I could change, I changed it. For example, I told them to schedule appointments accordingly, or I planned the treatment based on that. (Interview#4)

... I have a couple of basic books. I took them out and started reviewing them. And if we go into what I do apart from that, for example, I used to watch foreign series with Turkish subtitles. But now, I prefer simpler series and movies, I only watch them with English subtitles. I can say that I've been doing this for about a month and a half. Apart from that, I used to listen to foreign music, but I diversified it a little bit. You know, a little bit outside the genres I know... For example, if I used to listen to rock, now it's a little bit more pop, foreign stuff like that. (Interview#5)

If I hadn't taken a course like this at this level, would I have done it (watch series/movies with subtitles, listen to foreign music)? I would have done it, but maybe I would have done it 6 months later. So, this experience triggered things a bit earlier. Because I got into such an environment. I think it elevated this. If I had been in a clinical setting for instance or somewhere else and had encountered a similar environment, I would have realized, 'Oh, I can actually understand this'. but maybe it (realization) would have come only when I experienced it. Maybe that would have happened 6 months or 8 months later. (Interview#5)

4.2.1 Common Attractor States in Educational Contexts

In terms of the common attractor states identified in educational contexts, only interest and attention seem to be relevant in the learner's self-system. Generally, challenge, novelty, and communication lead to a spike in both interest and attention.

The desire to learn unfamiliar and challenging vocabulary increased my interest in the lesson. (LES#7)

The use of more complex sentence structures today kept my interest and motivation high. (LES#13)

Working on complex sentences in a new topic made me somewhat interested. (LES#14)

Constantly trying to speak and have conversations in English during class improved my attention. (LES#19)

We selected a discussion topic in English and had a debate about it — this boosted my interest. (LES#23)

At the end of the lesson, having a conversation in English on an interesting topic increased my interest. (LES#25)

The more I speak English, the more my confidence and attention increase. (LES#17)

Speaking English and learning new words increases my attention. (LES#24)

Interesting activities and tasks generally improved my attention. (LES#25)

Speaking English in a fun and friendly way increased my attention. (LES#27)

Struggling while learning new words reduced my interest. (LES#8)

I can say that my interest increased when we discussed an engaging topic in English during a conversation activity... the fact that we had English education centered around speaking with sincere and engaging topics and activities helped me increase my attention and interest. (Journal#16)

On the other hand, anxiety and boredom affect Jeremy's system feebly, as evident by the fact that he refers to these two states relatively small in his reflections. In terms of anxiety, Jeremy states that he is 'free of worry' in the fifth interview. He usually experiences anxiety at the end of a course and when he starts a new class, which he thinks is not unusual. The fact that he steps into a new environment with unfamiliar people causes a little worry at first, a feeling which dissipates later when he gets used to the environment.

We started with a new class and a new teacher on Monday. The class was generally good. I was a little anxious about being with new people, but I knew I would get used to it over time. (Journal#13)

There was a work-related phone call. I asked for permission during class and had to leave halfway, which caused anxiety. (LES#2)

I felt anxious because it was the first lesson in the new class. (LES#6)

I was anxious because my mind was preoccupied with something that happened earlier in the day. (LES#9)

I felt slightly anxious due to having new classmates. (LES#18)

I can also say that entering the last week of our course worries me a little. I am still not sure if at first, my motivation was a little low, which is generally true for each level. For example, when I moved on to each level, before I started that class, I felt the same things. Like, who will be the people, who will be our teacher or what will we cover... But as I meet people, as that intimacy builds up a little bit, I completely return to my own self. I mean, this has a lot to do with my character—it's just the way I am. (Interview#6)

Similarly, boredom is experienced only temporarily as it does not seem to occupy any significant space in his self-system.

I felt bored because I wanted to watch a football match. (LES#3)

A drop in motivation and attention occasionally caused boredom. (LES#9)

Having unrelated thoughts during class made me feel bored. (LES#12)

Aside from two people's unnecessary behavior, I didn't feel bored. (LES#20)

I occasionally got bored and looked at my phone — I don't know why. (LES#23)

No boredom. It was an ordinary, routine lesson for me. (LES#31)

In fact, he mentions boredom in only two instances, which are related to incomprehension.

Not being able to understand some difficult sentences made me feel bored at times. (LES#10)

Not understanding some parts of the listening track caused slight boredom. (LES#22)

4.3 Research Question 3: What repeller states can be identified in the state space of an adult Turkish learner of English?

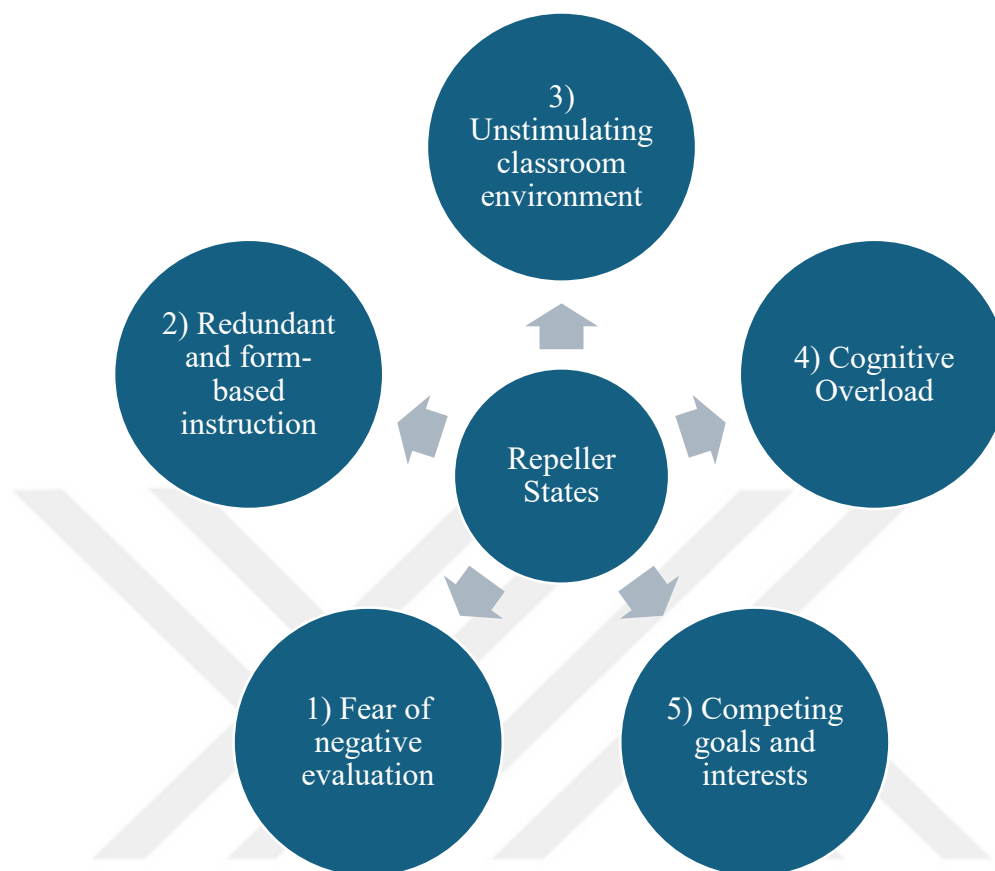


Figure 4.3

Repeller States

According to data, several repeller states can be seen emerging in Jeremy's self-system in time. In total, there are five repeller states identified, which are named as follows: fear of negative evaluation, redundant and form-based instruction, unstimulating classroom environment, cognitive overload, and competing goals and interests. All of the repeller states are described and elaborated on with representative quotes supporting each one.

Initially, Jeremy had a fear of negative evaluation, or rather what he refers to as prejudice, a repeller state which appeared while speaking in the target language. The apprehension deterred him from interacting in the target language, and hence diminished L2 learning motivation. He overcame the fear of being judged after he started interacting with foreign patients which increased his confidence. Especially, the first patient he reports having successfully interacted with in his first journal entry for 2.5 hours eradicated his prior self-doubt.

...if I think about that period, for example, maybe we were hesitant to talk. We were embarrassed. Maybe we were forcing our speech. Maybe we were talking without feeling like ourselves very much in that conversation. Maybe there wasn't much productivity because we were afraid to speak — more precisely, because we were afraid of making mistakes. Like, you know, saying something wrong... or not being able to say it correctly, and so on. (Interview#2)

I didn't see myself as competent enough, I didn't think I would be able to communicate comfortably with a foreigner. It's not just that I didn't think so — I was prejudiced and, from time to time, I felt hesitant because of it. But seeing that our friend was friendly and that we could actually communicate comfortably.... Now, even if I'm misunderstood, at least I try. I try to speak. Before, generally speaking, I would have preferred not to speak at all for fear of making mistakes. (Interview#3)

Secondly, redundant and form-based instruction serves as a repeller state. Jeremy expresses discontent with repetitive tasks. Constantly revising the same topics creates a sense of stagnation, as if no further learning is occurring, which lowers interest and reduces motivation.

... (for grammar), of course, we need to learn these. But learning them all the time reduces my interest. Because then human psychology comes into play. You think that you can't learn. In terms of English, I think it is like that. When a person gets tired (of that), they can stop right there and end that process. (Interview#2)

We should let go of what we already know because constantly revising the same things doesn't have an added benefit (Interview#3)

It's like seeing things I already knew before, and seeing them again in my current learning process. Because I already know them... It feels a bit like I'm standing still. Maybe I could still make progress by doing speaking activities related to that grammar point, of course. But just seeing the theoretical structure of the grammar doesn't move me forward. (Interview#3)

Seeing the same topics over and over again can really have an effect on a person. I'm speaking in general — not just about momentary motivation, but about overall motivation. For example, when I see the same structure for the second time, I might still think, 'I'm seeing it again to reinforce it.' But if I were to see it five or six times, I wouldn't be able to say the same thing anymore. (Interview#4)

This Monday's class felt rather ordinary to me, as we were still focused on the same topic, which slightly decreased my interest. Because of this, there were moments when I lost attention at times during the lesson. (Journal#8)

Spending too much time on topics I already knew reduced my motivation. (LES#1)

Spending several weeks on the same topic lowered my interest a bit. (LES#11)

Revisiting familiar grammar points repeatedly reduced my motivation and interest. (LES#13)

Furthermore, the type of instruction that adopts a traditional structure-based approach is uninformative for Jeremy. He values entertaining and communicative tasks and thus finds grammar-based teaching mundane, unless it serves a practical purpose.

We were focused on grammar and activities. By activity, I mean activities in the (course) books and such – the exercises. It wasn't fun-oriented at all — it was a proper lesson. For example, there was a section where everyone would take turns in the activity. There was a gap in the sentence. Each student had to fill in the gap there. If someone gave a wrong answer, he would explain as to why it was wrong and provide the correct form. If the students had a blank expression, the teacher would immediately return to the earlier point and explain it from the beginning. (Interview#6)

It was plain... There was nothing extra going on for me... I did not put any extra effort to improve my English outside the school... In the end, what we learned was all grammar, something written. (Interview#1)

Third, an unstimulating classroom environment is another repeller state. Low-competence peers do not stimulate Jeremy to force himself to study more or exert more effort. On the contrary, peers who have lower proficiency cause disengagement by constantly asking basic and similar questions. For Jeremy, they are not willing to understand and put in the necessary effort to learn. In such an environment, he does not find attending the lessons particularly necessary as he believes that he can compensate for what he has missed via self-study. Besides, the low competence of his peers does not allow collaborative learning; their proficiency level is inadequate for engaging in meaningful exchanges and knowledge transfer.

... repeatedly asking the same thing, or dwelling on the same topic... For example, when the problem isn't solved... Like, 'Teacher, how were we supposed to do this? Were we

supposed to do it like this?' They kept not understanding. But even then, they kept making the same mistakes. (Interview#3)

...specifically, two or three students... they were people with difficult characteristics. They would say, "I can't learn like this," etc. and talk a little harshly. For example, the teacher explained something once—I understood it. Then 6 or 7 students didn't, so the teacher explained it again. Then only 3 students didn't get it, so he explained it again. Hearing the same example 3–4 times in a row during the same lesson causes my motivation to drop. The same thing over and over again, I am listening to something I understood over and over again. And maybe seeing that some students are not always willing to understand. You know, that they are not pushing themselves impacts me as well. (Interview#6)

The different proficiency levels of my classmates reduced my desire to learn. (LES#4)

If I feel that the level I'm currently taking won't really add much to me, or if I think that what I might miss can be easily made up later, then I sometimes give up on the feeling of needing to attend that day. But let's say it's a higher-level course, or I feel like I'd be missing out on something I really haven't learned yet, and that it would take a lot of effort to catch up later or would be hard to access again—then, of course, I would definitely attend. (Interview#3)

Let's say the two of us are learning English in the same class. Your level is very good, and mine isn't sufficient. But that would motivate me. At times, I could ask you something. It would push me to study more, but right now, there's nothing around me that stimulates that kind of need. (Interview#3)

The fourth repeller state is cognitive overload. Even though Jeremy enjoys challenging tasks and activities, when the level of difficulty exceeds his current capabilities, demotivation occurs. In such instances, he feels frustrated and disconnected.

... if the activity is too difficult... I mean, of course, it should be challenging — it should push you — but not to the point where it becomes overwhelming or discouraging. (Interview#5)

...some of the activities in our course book were really loaded. For example, there were sentences, long passive structures, I mean, we didn't know half of the words. For

example, say there is a text about the economy ... I mean, we didn't know half of the words used. (Interview#6)

... our current teacher says that we cannot use at least most of the passive voice tenses in everyday life. She says that she had never used these until now. You know, leaving out three or four of them. She said she didn't think we needed to know the rest... I think it was unnecessarily difficult. (Interview#6)

...when we're trying to learn difficult words, difficult sentences, or complicated structures during class, we practice, but it doesn't work. We ask again, the teacher explains, and so on. In the end, my attention and motivation drop. It's partly related to the difficulty of what I'm trying to learn and partly to my current capacity to grasp it at that moment... if you can't manage to learn or do something difficult in the moment, inevitably, it brings you down. So, to me, it's closely related to how difficult the thing I'm trying to learn actually is. (Interview#4)

Difficulty in understanding some things can reduce my attention. (LES#12)

Struggling while learning new words reduced my interest. (LES#8)

Not being able to understand some difficult sentences made me feel bored at times. (LES#10)

If we think about level B1, it was a bit difficult for me too... It was a bit difficult for me at times, too, because some topics really challenged us. I mean, I don't know, maybe Celal teacher explained it in too much detail. Maybe he explained it confusingly. Maybe we weren't at that level yet. I mean, we were not yet at a proficiency level that would allow us to make that transition. I don't know, but some topics were indeed very challenging. (Interview#6)

The final repeller state concerns competing goals and interests. Exams serve as perturbations that give rise to this peculiar repeller state, which is nested in the educational policies and sociocultural beliefs. In high school, passing the university exam was a more urgent and important goal than foreign language learning, and fear of academic failure resulted in diminished effort for L2 learning. Due to the pressure of simultaneously studying a range of different subjects (in which English is not included), the participant, to be able to score high at the exam, prioritizes academic success over learning English. That is why, other academic

subjects, especially math and science, are valued more by the school, and its significance is further reinforced by the family.

In my case, I started studying for the specialization exam in medicine in the last 2-2.5 years. You can think of it as something similar to studying for the university entrance exam... Inevitably, there was a decline in that process. (Interview#1)

I used resources from a private teaching institution... my goal there was, of course, to develop my medical side. And to get enough points from that exam for specialization. (Interview#2)

Overall, I studied just to pass the exam, but that didn't really do much to improve my actual level. On the positive side, I passed the exams. On the negative side, it had no contribution to learning real English. (Interview#1)

There is the family factor as well. Of course, in school, the teachers and school policy pressure us. Outside the school, when I come home, my family puts the same pressure on me also. (Interview#2)

...It was not our priority. For example, in the Science High School, there are English classes, but you know, getting a good degree and a good profession... to be more specific, passing the university exam and qualifying for the medicine department (are prioritized). And because there is no English in the exam ... yeah, in terms of the exam... (Interview#1)

... if I were to re-evaluate my development in English in those years, after all, I inevitably had success in classes other than English, but from time to time, with the support of my teachers, my English proficiency increased, I made an extra effort, my teachers changed, it decreased again ... but in my other classes, everyone's focus was there, that never decreased ... Not only in English, but even in a physical education class, there wasn't much going on. It was as if it wasn't taken seriously and had no value compared to the others. (Interview#2)

Another competing interest is implemented by another institution, which is the foreign language school. During a period when Jeremy was highly motivated and demonstrating increased self-regulation, his request to switch to private lessons was denied. Although he was consistent in that he resorted to other methods to sustain his motivation, denial caused a temporary friction in his self-system.

...My request to continue my last course as private lessons was not approved by the institution, and I can say that this decreased my motivation in this regard. (Journal#23)

Finally, Jeremy is constrained by the work environment. As an adult, he has a busy working schedule and at times experiences hardships in regulating work-life balance. He occasionally arrives late to class and is mentally exhausted. Therefore, the necessity to work competes with the interest of developing competence in the L2. He may also find himself thinking about work or his patients during the lesson, which disrupts his attention and dissipates motivation. Moreover, his absenteeism is mostly work-related.

Thinking about work during class occasionally reduced my interest. (LES#12)

Despite the heavy workload during the day, an interesting lesson helped me stay more motivated than usual. (LES#28)

I couldn't attend the classes this week. I was busy due to work. (Journal#1)

I went to class very tired. I was reluctant to pay attention to the lesson due to my workload during the day. (Journal#3)

Our lesson on Wednesday was not very productive for me because my mind was occupied by some things due to work-related matters throughout the day. I can say it caused my attention to be disrupted from time to time and caused my motivation to decrease. (Journal#6)

My motivation dropped slightly due to work-related thoughts... (LES#3)

Being preoccupied with work significantly reduced my motivation. (LES#9)

This week, I couldn't attend the first class due to my workload. That's why I haven't done anything related to learning English this week. I'm, of course, not happy about this situation. But I can say that I will work harder to make up for it... (Journal#7)

I could not go to the course on Wednesday because I could not finish the work I started during the day. That was disappointing, but there was nothing I could do about it. (Journal#8)

On Wednesday, I couldn't go to class because my patient's treatment was finished late. I would have attended the lesson even if only an hour remained until the class ended, but unfortunately, I couldn't because it finished too late. (Journal#15)

I couldn't attend on Monday because my patient's treatment was finished late. I can say that missing two consecutive lessons lowered my motivation a bit, so I came to Wednesday's class feeling somewhat less motivated. (Journal#16)



CHAPTER V

DISCUSSION, CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

In this chapter, each research question has been organized and discussed in keeping with the study's findings. The conclusion section serves as a final summary of the main ideas and final thoughts about the study. Then, the implications of the present study are highlighted to provide guidance to researchers, teachers, and practitioners. Finally, suggestions and recommendations for further studies in the field of L2 motivation are given.

5.1 Discussion

The study aims to investigate the fluctuations and motivational trajectories of a motivated adult learner attending a private foreign language course in the Turkish EFL context by tracking the ebbs and flows in his motivated behavior across three timescales over the span of six months, and the purpose of this section is to discuss the findings obtained within this process in light of the relevant literature. The following research questions will be discussed in the same order as presented in the study's findings chapter and addressed as follows:

1. What developmental patterns emerge over time in the trajectories of a motivated adult learner attending a private foreign language course in the Turkish EFL context?
2. What attractor states emerge in a motivated adult learner's trajectories over time in the Turkish EFL context?
3. What repeller states emerge in a motivated adult learner's trajectories over time in the Turkish EFL context?

5.2 RQ1: What developmental patterns emerge over time in the trajectories of a motivated adult learner attending a private foreign language course in the Turkish EFL context?

The first research question will be discussed in relation to the three themes described in the study, namely sustainability of instructional affordances; reconfiguration of motivational orientations: the salience of perceived relevance and perturbations; and social and environmental affordances: catalysts of co-adaptation and self-organization.

5.2.1 Sustainability of Instructional Affordances

As highlighted in the Findings section, the participant used the term “sustainability” to refer to progress and long-lasting knowledge in the target language. To this end, an element of novelty, fun, and optimal challenge afforded the participant with meaningful learning experiences; if the activities were based on communication and relevant speaking topics, rather than grounded in grammar, then motivation was sustained. The relation between motivation and tasks are also reflected in the relevant literature (Ainley, 2007; Bower, 2017; Davis, 2022; Dewaele & MacIntyre, 2014; Gnambs & Hanfstingl, 2015; Graham, 2022; Henry, 2015b; Leeming, 2017; Patrick et al., 2016; Printer, 2019; Skehan, 1991) as optimally challenging tasks support development and satisfy the need for competence (Bower, 2017; Csikszentmihalyi, 1990; Davis, 2022; Gnambs & Hanfstingl, 2015; Patrick et al., 2016; Printer, 2019; Ryan & Deci, 2000b; Silvia, 2005) and mastery of relatively challenging and personally relevant tasks bolster self-efficacy beliefs (Graham, 2022; Leeming, 2017; Ruan et al., 2015; Wentzel, 1999). Novelty is also highlighted as an important component of classroom tasks in that it cultivates interest and motivation (Ainley, 2006, 2007; Printer, 2019; Ryan & Deci, 2000b). Besides, findings also resemble the investigations which suggest that oral fluency may be more closely linked with a greater sense of competence (Kasza-Tóth, 2022; Printer, 2019) and that especially adults benefit from communicative tasks over form-focused instruction (Davis, 2022). However, it should be noted that not every target language instruction that incorporated a focus on form was detrimental. As a matter of fact, grammar instruction was useful to the extent that there was an opportunity for the participant to practically apply what was learned in real-world settings and expand upon his previous knowledge in a way that filled the gaps in comprehension. Therefore, how grammar is presented matters more than the grammar instruction itself, underscoring the role of task design in shaping the learning outcomes (Kruk et al., 2021; Larson & Richards, 1991). For example, Pawlak (2012) concludes in his study that even highly controlled form-focused tasks, which were considered undesirable by the learners, managed to foster learning outcomes when they contained an aspect of novelty and challenge. On the other hand, when tasks were designed in a way that solely relied on controlled exercises with a focus on grammatical accuracy, the participant felt passive and bored, as also highlighted in the literature (Larson & Richards, 1991; Zawodniak and Kruk, 2019). The same dynamics apply to activities that are overchallenging as well as underchallenging (Li et al., 2021; Nakamura et al., 2021), irrelevant (Kruk & Zawodniak, 2018), or repetitive (Deci & Ryan, 1985).

In addition to tasks, peers and teachers also played a role in shaping the magnitude of instructional affordances. Peers played both a facilitative and debilitating role in shaping learning experience; to the extent that they afforded the participant with increased learning opportunities such as collaborative meaning-making and establishing a safe learning environment, they were considered beneficial. On the other hand, when they impeded progress by displaying extreme incompetence in a task or disruptive behavior, they were considered in a negative light. It is reflected in the literature that peers have the ability to satisfy each other's basic psychological needs, such as competence (Horwitz et al., 1986; Shin & Johnson, 2021; Yan & Horwitz, 2008) and provide mutual encouragement (Kikuchi, 2017). Furthermore, Yan and Horwitz (2008) report that students felt the need to work harder as a result of comparing themselves with their peers, which was also corroborated in the present study. However, as emphasized earlier, peers did not always have a positive impact on learning, as the debilitating effect of peers was also reported by Patrick et al. (2016), in which peer discouragement — especially in communicative episodes — influenced effective and long-term engagement with the target language negatively.

When it comes to teachers, similar dynamism can be observed in that teachers could both enhance and obstruct the learning process. Teachers who went beyond what the usual, that is, incorporated methods other than textbook-style learning with a rather fixed manner, managed to attract the participant's attention, increased his interest in the content, and fostered motivation. On the contrary, teachers who presented English instruction as a means to an end, teaching just enough lesson content sufficient for passing the exam without any added purpose or practical function, were considered to be ordinary. These findings also resonate in the literature as the pedagogical practices of teachers are considered influential factors in shaping the learning process (Csikszentmihalyi & McCormack, 1986; Dörnyei, 2019; Kasza-Tóth, 2022; Kikuchi, 2017; Mahmoodzadeh & Gkonou, 2015; Yan & Horwitz, 2008). Similar to the findings in the current study, oral expression was encouraged by teachers who were more vibrant and dynamic (Yan & Horwitz, 2008), indicating that teachers' efforts and personality are valued by the learners (Piniel & Csizér, 2015). On the contrary, teachers who taught without trying to make learning interesting or relevant and hence failed to live up to the learners' expectations were considered in a negative light (Campbell & Storch, 2011). Besides, it was discovered that teachers can enhance learners' motivation and interest by offering increased learning opportunities (Hidi et al., 2004; Kikuchi, 2017; Tsai et al., 2008), designing tasks that match their skill level (Csikszentmihalyi & McCormack, 1986; Leeming, 2017), and establishing learning-friendly environments (Bandura, 1993; Csikszentmihalyi, 1990; Wentzel,

1999). In line with the current findings, relevant literature also signifies that teachers are responsible for motivating students (Dörnyei, 2000; Dörnyei & Csizér, 2002).

5.2.2 Reconfiguration of Motivational Orientations: The Salience of Perceived Relevance and Perturbations

Although variance in the system may appear to be random, there are some distinct rules that the system and its underlying components have to abide by, which are called the control parameters (Hiver, 2015a). In this sense, the governing factor in shaping Jeremy's trajectories were awareness and perceived relevance, which was yielded in retrospect. Motivation was sustained to the degree that the participant was aware of the value of foreign language learning. Marked by a lack of need, the period equating to his formal education years was marked by passivity and indifference. His initial foreign language learning experience lacked a clear goal and direction. As a result, at first, his trajectory was characterized by instrumental motives without any links to the ideal L2 self. This was largely because of external duties and obligations subjected to the learner — such as exams — being weaker predictors of effortful learning behavior (Csizér & Kormos, 2009). In other words, the learner was less motivated in this period due to high ought-to L2 self (Csizér & Kormos, 2009), as he was only required to learn English to pass exams. To be more specific, this period was marked by ought L2 self/other standpoint (Papi et al., 2019; Teimouri, 2017). With a shallower attractor basin, the system was open to effects of the perturbations, as suggested in the literature (Hiver & Al-Hoorie, 2019).

At university, the system entered into a similar motivational trajectory, this time initiated by the need to access English resources related to his professional field, dentistry. Due to the fact that lecturers mainly used publications and articles as well as presentations related to dentistry, the participant found himself constantly reading and researching English resources. English was utilized to gain information and access resources, thereby demonstrating a strong orientation towards knowledge (Kormos & Csizér, 2008; Kormos et al., 2011). In this case, knowledge orientation was not tied to parental encouragement but still manifested itself as an instrumental variable, as in Kormos et al. (2011). However, developing competence only in medical English at university was not sufficient or effective for successfully communicating in the target language, triggering a shift to more internally regulated and self-concordant goals.

A need to use English for authentic interaction marked a clear shift as an emergent property, evident by the fact that the participant consistently reported feeling a sense of personal enrichment while conversing in the L2. Communication was significant because it allowed access to various cultures with people from different backgrounds, which contributed to the

expansion of his horizon and broadening of his perspective. In this sense, the participant expressed a desire to interact in English, acquire international friends, and interact with people all over the world, signifying a globally competent and internationally oriented self (Dörnyei & Csizér, 2002; Dörnyei et al., 2006; Kormos & Csizér, 2008; Matsumoto & Obana, 2001; Yashima, 2009). In this vein, the research participant showed an inclination to be a part of the international English-speaking community; unlike the assertions made in Pawlak (2012), this inclination was tied to a robust ideal L2 self (Campbell & Storch, 2011; Csizér & Kormos, 2009; Kormos et al., 2011; Yashima, 2009). Moreover, it seemed that as the learner had become more linguistically competent, he developed a more fine-tuned cross-cultural understanding in that the more he communicated with foreigners, the more he wanted to continue interacting, an assertion that was reached in other studies as well (Li, 2013; Sakamoto & Roger, 2023; Semaan & Yamazaki, 2015). All of these aspirations contributed to a more sophisticated L2 self, which is a better predictor of effortful foreign language learning behavior (Hughes et al., 2020; Taguchi et al., 2009), as evidenced by the fact that the current state is more resilient to perturbations with a deeply rooted attractor basin as in Waninge's study (2015). Specifically, he developed an ideal L2 self/own concept where he imagined himself as a competent and confident English speaker, which was — compared to previous periods — a more vivid self-guide. Finally, this assertion contradicts Papi et al. (2019), who claimed that the externally regulated self-guide, ought L2 self/own, was a better indicator of motivated behavior.

5.2.3 Social and Environmental Affordances: Catalysts of Co-adaptation and Self-Organization

The sociocultural setting and workplace environment afforded the participant interpersonal interactions in the target language, and they were deterministic in individuals' trajectories. First, moving to a cosmopolitan city with greater exposure to foreigners facilitated development and demanded intact linguistic competence in the target language. In this regard, the participant stated that he would not register for a foreign language course and would pursue other interests if he were to live in a rural region with limited opportunities for L2 exposure and international visitors. Another factor that made English learning more necessary and salient was the participant's profession. Moving to a cosmopolitan city also increased the likelihood of encountering foreign patients with whom he tested his speaking skills. Thus, as a result of the recursive patterns of co-adaptation to the environment, a dynamic self-organization process occurred (van Geert & Steenbeek, 2014; Hiver & Al-Hoorie, 2019), which helped reinforce the system stay around positive outcomes oriented towards communication.

The perceived competence and sincerity of peers shaped engagement and also had an impact on sustaining motivation. The research participant formed close bonds with his classmates over time, especially at the elementary levels. The connection was beneficial in creating a sincere and warm learning atmosphere where students had means of social bonding, affective engagement, and active participation. Having established familiarity and feeling a sense of belonging, the participant even occasionally reconsidered his decisions to skip classes depending on the presence of sincere peers. Hence, he co-adapted to the warm environment. However, despite the friendliness, the perceived incompetence of peers began to take a toll on his foreign language learning progress. He did not feel the need to challenge himself because the environment did not provide the optimal conditions for him to excel, leading him to skip lessons and accumulate absences. Therefore, he expressed a preference for a new classroom environment that matches his proficiency level, suggesting that co-adaptation is not a static process. The higher proficiency peers motivated him to sustain attendance as the new environment afforded him opportunities to engage in immersive debates, exchange ideas, and ask questions. The supportive atmosphere reinvigorated his interest and thus encouraged him to devote more time and show more effort to advance in the target language. It was also becoming difficult for him to compensate for the missed lessons and keep up with the competence of his peers, which was another reason to avoid skipping class. As a by-product of this current state, self-regulation and autonomous learning have become more nuanced.

Over time, this renewed interest expanded beyond the classroom as he was more willing to allocate time for self-study and actively search for means of engagement to foster self-growth, which included strategies such as talking to foreigners on foreign language learning apps, studying from textbooks, and carrying out face-to-face conversations with foreigners in cafes. As a result, he regained confidence and altered his belief regarding his abilities, which was solidified consecutively after each successful interaction. The success he had with these interactions further reinforced his confidence and helped build linguistic competence, which in turn strengthened his belief in his own ability to succeed (Usher & Pajares, 2008). Literature also suggests that foreign language learning may be facilitated outside the class through interactions with other L2 speakers (Davis, 2022), which impacts learners' beliefs about their perceived self-efficacy levels (Leeming, 2017; Papi, 2010). Furthermore, the participant became more resilient and persistent (Kormos et al., 2011) as evident by his efforts to keep the communication channels open at all costs, even resorting to Translate.

This transformation is consistent with the view that individuals are inherently wired to seek out and master their capacities by acquiring new skills and overcoming challenges (Deci & Ryan, 1985; Deci et al., 1991). Indeed, a recent investigation by Faust and Rosendale (2023) demonstrates the magnitude of self-efficacy to bolster motivation and attain success, suggesting that people derive satisfaction from attaining personally relevant goals (Bandura, 1989; Hsieh & Kang, 2010). In the case of Jeremy, developing speaking skills was one such goal; the fact that he grew a sense of accomplishment contributed greatly to him as he incrementally built a more self-regulated and autonomous sense of self.

5.3 RQ2: What attractor states emerge in a motivated adult learner's trajectories over time in the Turkish EFL context?

Attractor states identified in this study were authentic language use, interpersonal relationships, engaging and supportive classroom practices, and perceived difficulty. First of all, the research participant appreciated using English in casual exchanges authentically. The fact that he could use English in daily use promoted his confidence and enabled sustained motivation. His need for competence was satisfied and enhanced after each successful interaction. He also reinforced his sense of self-efficacy through meaningful interactions in speaking tasks. Thus, authentic language use as a means of communication might a better predictor of sustained motivation for adult learners (Davis, 2022).

Secondly, positive relationships with peers helped establish a friendly atmosphere. The environment fostered such a positive environment that it even encouraged the learner to attend the lesson at times when he considered not going. Besides, the learner benefited greatly from highly proficient peers who were perceived as eager to learn and competent, which facilitated learning in that they created opportunities for mutual learning and exchange of ideas during collaborative tasks, suggesting that positive peer relationships foster learning. The effect of peers is also reflected in Lasagabaster (2015), in which peers, teachers, significant others, and foreigners are identified as an attractor state influencing the foreign language learning process. Moreover, interacting and collaborating with peers in social environments were also found to be an attractor state (Kikuchi, 2017) as learners tend to settle into a pattern of supportive group learning behavior (Hiver, 2015a).

Thirdly, positive classroom practices were considered engaging and regarded as beneficial. The learner preferred instruction based on communication with an element of novelty and challenge. Moreover, emphasis is placed on learning while having fun; songs,

games, and role-plays create a fun and engaging classroom atmosphere where learning is enhanced, and motivation is bolstered.

The final attractor state, perceived difficulty, is a trade-off between effort and compensation. To elaborate, when participant did not feel challenged enough, he decided to skip classes. However, when he believed that perceived difficulty was high, he tried to sustain attendance. Thus, student absenteeism should not be discarded as laziness. As can be seen here, the underlying system mechanisms reveal a much more intricate relation (de Bot et al., 2007b; Chan et al., 2015; Dörnyei & Ryan, 2015).

Overall, the qualities and types of attractor states identified in this study bear similarity with the ones identified in the relevant literature. However, it should be noted that attractor states are not everlasting (Hiver, 2015a; Mackenzie, 2005) and, depending on the conditions, can even turn into repeller states (Kim, 2016). For instance, in Kim's study (2016), parental involvement was identified as a powerful attractor state at grades 3 and 4 but not when participants transitioned into adolescence. Furthermore, once parental involvement was no longer efficacious due to parents' suggestions lacking rigour, parental involvement transformed into a repeller state. While not explored within the framework of attractor and repeller states, Pack et al. (2022) yielded a similar dynamic regarding motivators and demotivators. That is, what was once considered a motivator can, given the circumstances, transition into a demotivator, which emphasizes the polarity of motivational factors. Two of the attractor states identified in the study were subject to the same transition, classroom practices and interpersonal relationships. For example, in A1 and A2 levels, even though the learner was encouraged by motivated and cordial peers, their lack of competence in the L2 caused the attractor state to transform into a repeller state; the same can be said for insincere and unchallenging classroom practices. Therefore, based on the attractor states revealed in the present study, it can be affirmed that the system changes as a consequence of a combination of various factors (Vallacher et al., 2015; de Bot et al, 2007b).

5.3.1 Common Attractor States in Educational Contexts

Of the common attractor states, which are anxiety, boredom, interest, and attention, interest and attention were the most relevant. The learner mentioned interest and attention as related to classroom tasks. Interest flourished under the learning conditions provided by the teacher and increased learning opportunities (Hidi et al., 2004; Tsai et al., 2008). Interest and attention seemed to co-adapt to each other; when the learner reported heightened interest,

attention levels increased simultaneously, and vice versa. The literature reflects similar findings, that is, when the task is inherently interesting, it stimulates engaged concentration and arousal (Baker et al., 2010; Dörnyei, 2009a; Schmidt, 2000); otherwise, the learner is inattentive (Ainley, 2007). Especially, the communicative tasks were so captivating for the learner to the extent that they created a flow state (Csikszentmihalyi, 1990); he was hyper-focused on speaking tasks like debates that incorporated intriguing topics and involved exchanging information. This contradicts Waninge's study (2015), in which attention was identified as a neural state, which entails listening to the lesson without active engagement.

When it comes to anxiety, it can be inferred that it was not influential in shaping the learning process, drawing on the fact that they were reported meagerly by the learner or lost their valence in the early stages of learning. For instance, the participant reports having developed anxiety against speaking, which is a common debilitating factor that disrupts an individual's self-concept (Horwitz et al., 1986; Horwitz, 2017; Spolsky, 1989; Yan & Horwitz, 2008). However, his anxiety faded as he had a successful interaction with one of his patients, amplifying his self-confidence with each successful interaction. As a matter of fact, he does not use the word "anxiety" but refers to it as "prejudice" instead. He further stated that being anxious was not part of his personality trait. On a similar note, Sultan (2012) found that students who saw themselves as being more competent experienced lower levels of anxiety. Hence, the participant's reduced anxiety can be tied to his positive self-concept.

Similar to anxiety, boredom was not reported extensively by the learner, therefore, it was not too significant. Yet, when boredom was mentioned, it was generally tied to discontent with the classroom environment, incomprehension, and irrelevant and/or redundant tasks, all of which were reported in literature as factors contributing to the likelihood of experiencing boredom (Li et al., 2021; Nakamura et al., 2021; Ohlmeier et al., 2020; Vogel-Walcutt, 2012). Moreover, boredom was not entirely associated with mental and physical apprehension, such as the feeling of tiredness, unlike what the recent literature suggests (Nakamura et al., 2021; Zawodniak & Kruk, 2019). Although the participant accumulated absences, they were tied to the perceived difficulty as explained in 4.3. Otherwise, when perceived difficulty was high, the participant exhibited perseverance in attending the lessons despite experiencing fatigue, which boosted his motivation.

5.4 RQ3: What repeller states emerge in a motivated adult learner's trajectories over time in the Turkish EFL context?

As a result of careful inspection of data, certain repeller states have become salient. The identified repeller states were fear of negative evaluation, redundant and form-based instruction, unstimulating classroom environment, cognitive overload, and competing goals and interests. Some of the repeller states identified in this study are also established in the relevant literature as sources of demotivation.

The first repeller state, the fear of negative evaluation, occurred in communicative episodes and was related to the “prejudice” the learner had towards speaking. Avoiding opportunities for interpersonal communication due to perceived low levels of competence was also found to be a demotivating factor in literature (MacIntyre & Serroul, 2015). In the present study, the participant managed to overcome his inhibition by speaking to a foreign patient. Other learners should also be afforded some ways of augmenting their self-efficacy levels in real-world settings like the research participant.

The second repeller state was caused by repetitive and overly rule-based grammar instruction, which diminished progress. In a similar manner, Kikuchi (2017) also discovered curricular decisions to be a repeller state. Pedagogical practices, then, should be centered around novel learning opportunities that give way to progress.

The third repeller state is caused by tasks and activities which surpass the participant's current capabilities. Challenge is motivating if presented at the right level; if the challenge exceeds far beyond the learner's current limits, it leads to incomprehension, which is another repeller state identified in the literature (Lasagabaster, 2015).

The fourth repeller state was tied generally to incompetent peers; that is, being in an environment where there is no opportunity for knowledge transfer and meaningful exchange hampered development. This finding is significant in that absenteeism does not always suggest apathy in the lesson content; rather, the classroom dynamics might appear as a more relevant cause of demotivation. The same can be said for the teachers who were unhumorous and rigid in their traditional teaching methods which dampened motivation. In literature, teacher mood was reported as a hindrance as well (Kikuchi, 2017; Lasagabaster, 2015). Thus, teachers should take note of the fact that it is not only the tasks that create a stimulating and dynamic classroom atmosphere but also the traits and relational style of themselves.

The final repeller state is concerned with extra-individual factors, which involve competing goals and interests. That is, external demands might take a toll on the learning process with activities switching from becoming more or less preferred over time. In this vein, duties and expectations set by parents (Kim, 2016), test results (Henry, 2015b), social life (Kikuchi, 2017; Pack et al., 2022), and school policies (Anderman et al., 1999) can be detrimental to the degree that they deprioritize foreign language learning. Considering that adult foreign language learners are burdened with busy work lives (Kasza-Tóth, 2022), they might struggle striking a balance between their responsibilities/duties and foreign language learning. That is why language teachers should try to make the most of the limited time the adults manage to advocate for learning of the target language.

However, it should be noted that repeller states were identified in accordance with the control parameters of the present study's participant, and it is likely that it will show variance among other individual learners since different learners are influenced by different parameters (Kim, 2016). For instance, in Kim (2016), parental influence and social pressures were considered a repeller state only when they were vague and hence failed to exert a motivational pull. Similar non-dichotomous relationships between motivators and demotivators were also expressed by Pack et al. (2022). Therefore, repeller states peculiar to each system should be accounted for.

Owing to the dearth of investigation of repeller states in the current literature (Al-Hoorie, 2015), the present study was useful in that it extended the discussion of repeller states by showing their temporariness and dynamism.

5.5 Conclusion

Motivation is a fluid and dynamic phenomenon. Earlier investigations into L2 motivation failed to capture this dynamism by relying mainly on isolated variables and adopting a linear perspective, treating subtle variations as noise or error (Hiver & Al-Hoorie, 2019; Oxford & Shearin, 1994; Ushioda, 2009). On the other hand, CDST does not ignore differences, rather it embraces them as a window into the system's structure and treats motivation not as a fixed trait but as a dynamic phenomenon (Dörnyei, 2009a; Hiver & Al-Hoorie, 2019; Kim, 2009; Lamb, 2009; Larsen-Freeman, 2013). Against this backdrop, the present study examined the complex interplay of affective, cognitive, and contextual factors influencing an adult EFL learner's motivation to learn English for six months in a foreign language institute setting. To achieve this, the study adopted an instrumental and longitudinal single-case design and utilized

semi-structured interviews, journals, and self-reflections as data collection instruments. Central to this process were socio-affective aspects such as the effective pedagogical practices and attunement of the foreign language instructors, meaningful peer interactions, and exposure to English through social surroundings. Drawing on the findings, it can be stated that motivation is better captured under the lens of dynamic perspective in that it acknowledges idiosyncrasies, puts an emphasis on L2 learning experiences, and underscores ongoing identification (Dewaele & Henry, 2015b; Lamb, 2009; MacIntyre, 2014; MacIntyre & McGillivray, 2023; Mercer, 2015; Piniel & Csizér, 2015; Waninge, 2015).

At first, the researcher probed into the initial conditions of the learner, owing to its significance in shaping individual learners' trajectories (Larsen-Freeman, 2015). It was revealed that the research participant's initial encounter with the target language was unsustainable because instruction was mainly concerned with getting a high score on exams, with almost no inclusion of communication, which was unconstructive for the learner. The lesson content was also repetitive, and the teachers, except for a few of them, were perceived as unwilling to make much effort to design engaging lessons and promote learning. Furthermore, school policies centered on academic achievement had an adverse influence on motivation. Specifically, success in the university entrance exam made subjects related to exam content more pronounced, diminishing the significance of English instruction. To exacerbate, awareness was not raised regarding the importance and benefits that could be drawn through foreign language learning.

Socio-professional affordances such as the workplace environment and the surrounding social context called for a solid command of the target language, leading the learner to enroll for a foreign language course. In this sense, English served as a tool for personal and professional empowerment, with an emphasis on the former as the participant aspired to learn English mainly for self-growth. Foreign patients, tourists, and English-speaking significant others were helpful in terms of providing opportunities for interaction and exposure to the target language, which helped reinforce the recent need the participant has developed for communication.

The foreign language school satisfied the research participant's need for competence with sustainable learning practices and increased mastery over tasks in time. In terms of learning experiences, novel, enjoyable, and optimally challenging tasks have been discovered to foster interest, sustain attention, and boost motivation. In this sense, instruction should aid communication or at least be practically useful. Otherwise, grammar-based instruction with no

consideration given to developing speaking skills provides minimal opportunities for effective learning. Furthermore, excessive focus on explicit and impractical grammar teaching has been shown to cause cognitive overload.

When it comes to the impact of teachers and peers on motivation, there is no straightforward answer. Teachers who managed to establish rapport, show sincerity, and strove to make the lessons more engaging were beneficial for growth. Teachers were also responsible for creating opportunities that support learning and provide safe environments where learners can take risks without being judged. Similarly, high proficiency peers with whom the participant can interact and work collaboratively to tackle language-related tasks were perceived as being motivating. Sincerity and rapport were also essential in creating a warm atmosphere, especially in lower proficiency levels. In higher proficiency levels, however, the competence of peers was more substantial since peer inconsistency undermines learning and creates an unstimulating classroom environment.

As a result of the inspection of the system dynamics, several attractor and repeller states have been discovered to guide learners toward or away from sustained learning. Attractor states were related to learning experiences, comprising authentic language use, interpersonal relationships, and engaging and supportive classroom practices. The system tends to gravitate towards these states, which suggests that positive learning experiences propel the learner towards engagement. Perceived difficulty has also been discovered to be an attractor state. Unlike other attractor states, though, perceived difficulty does not possess a positive connotation, which reinforces the idea that attractors do not always attract. Although work-related responsibilities exhaust the participant profusely and impact performance, he displays perseverance by participating in the lessons, which is something that he takes pride in. On the other hand, repeller states that have been discovered were fear of negative evaluation, redundant and form-based instruction, unstimulating classroom environment, cognitive overload, and competing goals and interests. These conditions often resulted in cognitive disengagement and low emotional investment, which temporarily deterred the learner from sustained engagement.

Ultimately, the study affirms that L2 motivation in adulthood is a highly contextualised, complex, socially embedded, and cognitively mediated experience. It was also shown that goalposts themselves were subject to constant oscillations (You & Chan, 2015) and that the learning experience and ideal L2 self co-evolved in the EFL setting (Nitta & Baba, 2015). Thus, by adopting a CDST framework, the present study managed to provide a deeper insight regarding the inner workings of a system's fundamental mechanisms (de Bot et al., 2007b;

Dörnyei, 2009a; Larsen-Freeman, 2015; van Geert & Steenbeek, 2014), which have surfaced as a result of complex and multiple interactions among components (Chan et al., 2015; Henry, 2015b; MacIntyre & Serroul, 2015; Mercer, 2015; Piniel & Csizér, 2015). In this vein, it is hoped that the current investigation inspires further research into CDST-based inquiries pertinent to the dynamism of motivation.

5.5.1 Signature Dynamics

Motivation is in constant motion. As a matter of fact, change is the only stable factor in the CDST framework (Larsen-Freeman, 2012, 2015). Yet, the system tends to exhibit periods of stability and order (Hiver & Al-Hoorie, 2019) as there are a finite number of possibilities that can occur (Vallacher et al., 2015), which are called patterns or archetypes (Chan et al., 2015). The patterns of behavior and traits that a person consistently displays can be summarized using Mischel's (2004) "IF . . . THEN" statements; by doing so, how the system has advanced and how the changes have transpired can be revealed (Henry, 2015b; Howe & Lewis, 2005; Mackenzie, 2005).

In a similar fashion, in the present study, distinguishable patterns have emerged based on the findings, enabling the researcher to identify signature dynamics of the research participant, which can be summarized as follows: "IF Jeremy is aware of the perceived relevance and value of foreign language learning, is presented with sustainable learning practices that match his need, is surrounded with social and environmental affordances eligible enough to consolidate his motivational reconfigurations, THEN he can maintain necessary motivation to sustain foreign language learning."

5.6 Implications

The present study suggests several pedagogical implications for augmenting adult L2 motivation.

The first implication of this study is related to teaching practices. Teachers need to find a balance between incorporating engaging, challenging, and enjoyable tasks anchored in communication while also providing grammar instruction that is practically useful. Teachers also play a central role in creating a risk-free learning environment, where learners, especially hesitant ones, can experiment with the target language without facing repercussions.

Furthermore, teachers can identify motivational trajectories as they are revealed through self-reflections and tailor instruction according to learner deficiencies, needs, and interests.

The second implication is to create avenues for constructive peer relationships through strategies such as establishing pair work, conducting debates, and providing opportunities for open group discussions, which are beneficial for increasing active participation in the lesson compared to passive reception.

The third implication is that tasks that are novel, emotionally engaging, cognitively stimulating, and optimally challenging can induce moderate psychological arousal and trigger a surge in motivation, which in turn creates appropriate conditions conducive for learning.

The fourth implication concerns the perceived relevance and value of foreign language learning. The students should be taught that learning a foreign language is beneficial early in the foreign language learning process, which can help stabilize positive attractors. In this vein, teachers, parents, and significant others can serve as role models for students who can be introduced to this perspective through their lived experiences.

The final implication is related to broader environments that shape foreign language learning processes. Practitioners, administrators, and curriculum designers should recognize the impact of the social and environmental affordances — such as cosmopolitan cities that offer opportunities for interaction or professional environments that require, if not demand, communication in the target language — and take initiatives to address and satisfy learners' authentic needs in these real-world communicative settings.

5.7 Suggestions for Further Studies

Firstly, this study can be conducted with other age cohorts and demonstrate how age causes different motivational trajectories to emerge.

Secondly, motivational trajectories can be tracked over longer periods to reveal deeper insights, as in Mercer's study (2011). However, unlike Mercer (2011), data collection instruments used in the present study can be taken advantage of alongside semi-structured interviews, enabling better comprehension of how social and environmental influences and self-adjustments co-develop. The attractor and repeller states that consecutively emerge are worth further exploration as they offer profound information regarding dynamic shifts within the system and showcase periods of stability. Besides, more data tools can be devised for other

timescales that were not explored in the present study. An example would be to use the idiodynamic tool, which can index a shorter timescale compared to the shortest timescale utilized in the present study.

Thirdly, comparing adult learners with different initial conditions in the same or different classrooms can shed light on how different motivational trajectories occur for different learners in response to the instructional affordances. Moreover, broader social and environmental affordances can be captured by incorporating participants from different workplaces and cities to explore if variations in these macro-context influences shape motivational pathways and if so, substantiate how.

Next, incorporating classroom observations and video recordings can help promote a deeper insight into the dynamics of the classroom atmosphere, involving teacher-student rapport, peer interactions, and task engagement as they unfold in real-time.

Lastly, besides small-scale case studies, further research can be conducted by involving larger samples of students. Different methodologies, such as a mixed method study, can be employed, complementing assertions made via qualitative data. Furthermore, CDST-based quantitative data gathering tools can supplement qualitative data. To this end, Hiver and Al-Hoorie (2019) describe recent quantitative methods that are developed from the CDST perspective, which can help underpin complexity theories and dynamic systems research. In this way, future studies can explore dynamism and complexity while simultaneously ensuring empirical rigor.

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APPENDICES

APPENDIX A. LESSON EVALUATION SHEET (TURKISH/ENGLISH)

Aşağıdaki faktörleri göz önünde bulundurarak, dünkü dersti aşağıdaki kutucuklardan sizin için uygun olanını işaretleyerek değerdendirmenizi istiyorum. İşaretledikten sonra en alttaki kutucuğa yaptığınız işaretlemelerle ilgili yorumda bulunmanızı (örn. Kaygı düzeyi için “çok düşük” seçeneğini seçmişseniz neden bu seçeneği seçtiğinizi açıklamanızı) ve buna ek olarak genel anlamda dersle ilgili duygu ve düşüncelerinizi, yorumlarınızı aktarmanızı istiyorum.

	çok düşük	düşük	orta	yüksek	çok yüksek
Kaygı düzeyi	☐	☐	☐	☐	☐
Öğrenme motivasyonu	☐	☐	☐	☐	☐
Derse yönelik ilgi	☐	☐	☐	☐	☐
Dikkat düzeyiniz	☐	☐	☐	☐	☐
Derste sıkılma seviyesi	☐	☐	☐	☐	☐

Considering the following factors, I would like you to evaluate yesterday's lesson by ticking the appropriate box below. After marking, I would like you to comment on the markings you have made in the box at the bottom (e.g., if you have selected the "very low" option for the level of anxiety, explain why you chose this option) and in addition to this, I would like you to convey your feelings, thoughts and comments about the lesson in general.

	very low	low	moderate	high	very high
Anxiety level	☐	☐	☐	☐	☐

Learning motivation	☐	☐	☐	☐	☐
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Interest in the lesson	☐	☐	☐	☐	☐
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Your attention level	☐	☐	☐	☐	☐
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The level of boredom	☐	☐	☐	☐	☐
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APPENDIX B. (REVISED) LESSON EVALUATION SHEET (TURKISH/ENGLISH)

Aşağıdaki faktörleri göz önünde bulundurarak, dersi aşağıdaki kutucuklardan sizin için uygun olanını işaretleyerek değerlendirmenizi istiyorum. İşaretledikten sonra en alttaki kutucuğa yaptığınız işaretlemelerle ilgili yorumda bulunmanızı (örn. Kaygı düzeyi için “çok düşük” seçeneğini seçmişseniz neden bu seçeneği seçtiğinizi açıklamanızı) ve buna ek olarak genel anlamda dersle ilgili duygu ve düşüncelerinizi, yorumlarınızı aktarmanızı istiyorum.

	çok düşük	düşük	orta	yüksek	çok yüksek
Kaygı düzeyi	☐	☐	☐	☐	☐
Öğrenme motivasyonu	☐	☐	☐	☐	☐
Derse yönelik ilgi	☐	☐	☐	☐	☐
Dikkat düzeyiniz	☐	☐	☐	☐	☐
Derste sıkılma seviyesi	☐	☐	☐	☐	☐

Derste kaygınızı yükselten bir durum oldu mu? Olduysa bunu birkaç kelimeyle açıklayınız.

Derste motivasyonunuzu arttıran veya düşüren bir şey oldu mu? Olduysa neydi?

Derste ilginizi arttıran veya azaltan etkinlikler oldu mu? Olduysa hangi etkinlikler?

Dikkatinizi neyin olumlu ya da olumsuz etkilediğini birkaç kelimeyle açıklayın.

Ders sırasında sıkılmanıza neden olan bir durum var mıydı? Olduysa neydi?

Considering the following factors, I would like you to evaluate the lesson by ticking the appropriate box below. After marking, I would like you to comment on the markings you have made in the box at the bottom (e.g., if you have selected the "very low" option for the level of anxiety, explain why you chose this option) and in addition to this, I would like you to convey your feelings, thoughts and comments about the lesson in general.

	very low	low	moderate	high	very high
Anxiety level	☐	☐	☐	☐	☐
Learning motivation	☐	☐	☐	☐	☐
Interest in the lesson	☐	☐	☐	☐	☐
Your attention level	☐	☐	☐	☐	☐
The level of boredom	☐	☐	☐	☐	☐

If your anxiety is high, explain in a few words why it was high. If your anxiety was low, why do you think it was low?

Explain in a few words why your learning motivation was high or low.

Explain in a few words what sparked or reduced your interest in the lesson.

Explain in a few words what affected your attention negatively or positively.

What made you bored during the lesson. If you weren't bored, explain why in a few words.

APPENDIX C. WEEKLY JOURNALS (TURKISH/ENGLISH)

Lütfen aşağıdaki soruları cevaplandırın (bunlara ek olarak bir yorumda bulunmak isterseniz alttaki kutucuğu kullanabilirsiniz).

Bu hafta İngilizce öğrenme motivasyonuna yönelik olarak derste (sınıf içindeki ortam, arkadaşlarla veya öğretmenle olan ilişki gibi) veya ders dışı ortamlarda (iş, aile, sınıf dışındaki arkadaş ortamı gibi) seni cesaretlendiren veya moralini bozan bir durum söz konusu oldu mu?

-

Bu hafta seni İngilizce öğrenmeye teşvik eden veya İngilizce öğrenmekten uzaklaştıran herhangi bir durum söz konusu oldu mu? Olduysa buna sebep olan faktörler nelerdi?

-

Sınıfta gerçekleştirilen etkinlikleri (yapılan etkinliğin zor/kolay olması veya eğlenceli/sıkıcı olması) kendi duygu ve düşüncelerinizi göz önünde bulundurarak nasıl değerlendirirsin?

-

Please answer the following questions (in addition to these, if you want to make any comments, you can use the box below).

Has there been a situation that encourages or demoralizes you in the classroom (such as the environment in the classroom, the relationship with friends or the teacher) or in the extracurricular environment (such as work, family, friends outside the classroom) regarding the motivation to learn English this week?

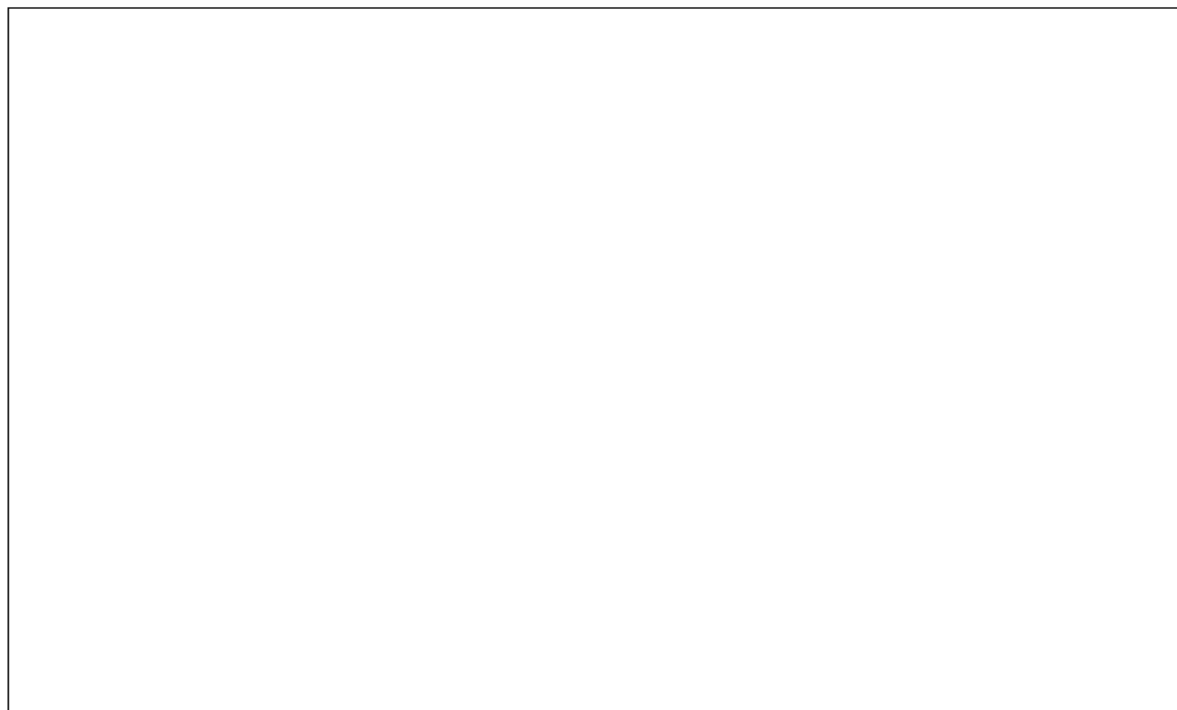
-

Was there any situation that encouraged or distracted you from learning English this week? If so, what were the factors that caused it?

-

How would you evaluate the activities carried out in the classroom (were they difficult/easy or fun/boring), taking into account your own feelings and thoughts?

-



APPENDIX D. EXAMPLE INTERVIEW QUESTIONS (TURKISH/ENGLISH)

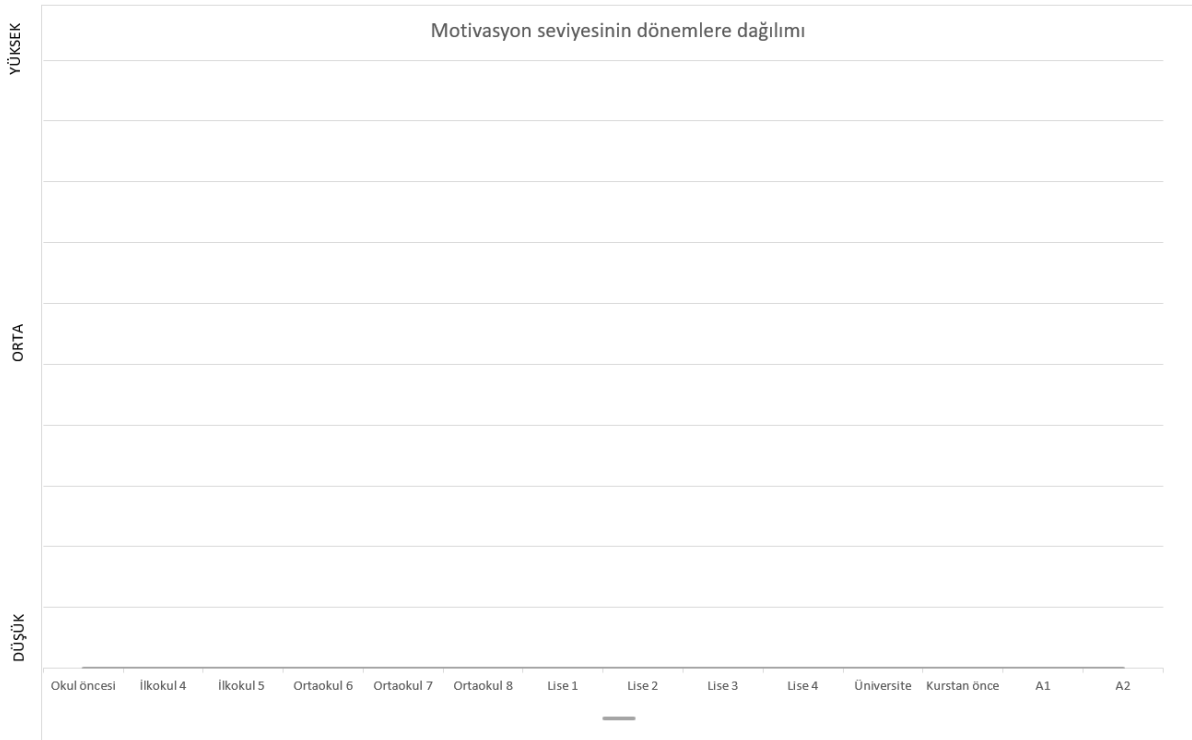
Kendinizi bir dil öğrencisi olarak nasıl tanımlarsınız?
İngilizcenin hayatınızdaki önemi nedir?
Bu kursa kaydolduğunuzda ne gibi beklentileriniz vardı? Kayıt olmaya nasıl karar verdiniz? Kurs şu ana kadar beklentilerinizi karşıladı mı?
Ne zaman İngilizce öğrenmeye başladınız? İngilizce öğrenmeye başlamanıza ne sebep oldu? Sizi teşvik eden neydi? Amacınız neydi? İngilizce öğrenmeye daha önce başlamış olmayı diler miydiniz? Evet ise, neden?
İngilizce öğrenme sürecinizi göz önünde bulundurarak, kendiniz için hangi hedefleri belirlediniz? Bu hedefleri gerçekleştirmeye yaklaştığınızı düşünüyor musunuz?
Mevcut İngilizce seviyenizden memnun musunuz? Değilse, tatmin olduğunuz bir seviyeye ulaşmak için ne gibi girişimlerde bulunmayı düşünüyorsunuz?
Motivasyonunuzu nasıl koruyorsunuz? İngilizce öğrenmeye devam edecek misin? Neden/Neden olmasın?
İngilizce öğrenirken motivasyonunuzu olumlu ve olumsuz etkileyen faktörlerden bahsedebilir misiniz? Bunları önem sırasına göre sıralayabilir misiniz?
İngilizce pratik yapmak için yeterli fırsatınız var mı? Yeterince fırsatınız yoksa, böyle bir fırsatınız olması İngilizcenizi nasıl etkiler?
Başkalarının görüşleri sizi (aile, arkadaşlar) etkiliyor mu? Sizi ne ölçüde etkiliyorlar? Öğrenme sürecinizde destekleyiciler mi?
Kendinizi gelecekte yetkin bir İngilizce konuşmacısı olarak hayal ediyor musunuz? Neden/Neden değil?
Kendinizi hangi durumlarda İngilizce konuştuğunuzu hayal ediyorsunuz (kariyeriniz için, yurt dışında yaşamak, seyahat etmek)?
Hangi amaçlarla İngilizce öğrenmek istiyorsunuz (mevcut işiniz için, patronunuz tarafından talep edildiği için, iş aramak, saygı görmek, daha iyi nitelikler, yurtdışına gitmek, gelecek hedefleri için)?
İngilizce öğrenmeye başlama/devam etme kararınızı etkileyen herhangi bir olayı, kişiyi, durumu tanımlayabilir misiniz?
Dil yeterliliği açısından kendinizi nerede görmek istersiniz? Neden?

How would you define yourself as a language learner?
What significance does English have in your life?
What expectations have you had when you enrolled for this course? How did you decide to enroll? Has the course met your expectations so far?
When did you start learning English? What made you start learning English? What were your purposes? Do you wish you had started learning English before? If yes, why?
Considering your English language learning process, what goals have you set for yourself? Do you think you have come close to realizing those goals?
Are you satisfied with your current English level? If not, what initiatives do you think about taking to attain a level you are satisfied with?
How do you maintain your motivation? Will you keep learning English? Why/Why not?
What factors affect your English language learning motivation, both negatively and positively? What factors inhibit and encourage you? Can you rank them in order of importance? In what occasions do you find learning English rewarding and enjoyable? In what occasions do you find learning English unpleasant and discouraging?
How do you practice your English? (family, friends)? Do you have enough opportunities to practice English? If you don't have enough opportunities, how would it affect your English if you had such opportunity?
Do others' opinions affect you (family, friends)? To what extent do they affect you? Are they supportive in your learning process?
Do you imagine yourself as a proficient English speaker in the future? Why/Why not?
Under which circumstances do you envision yourself speaking English (for your career, living abroad, travelling)?
For what purposes do you wish to learn English (for your current job, requirement by your boss, for job hunting, to be revered, better qualifications, to go abroad, future goals)?
Can you define any event, person, situation which influence your decision to start/continue learning English?
Where would you like to see yourself in terms of language proficiency? Why?

APPENDIX E. EXAMPLE INTERVIEW QUESTIONS (MINOR REVISIONS/EDITS)

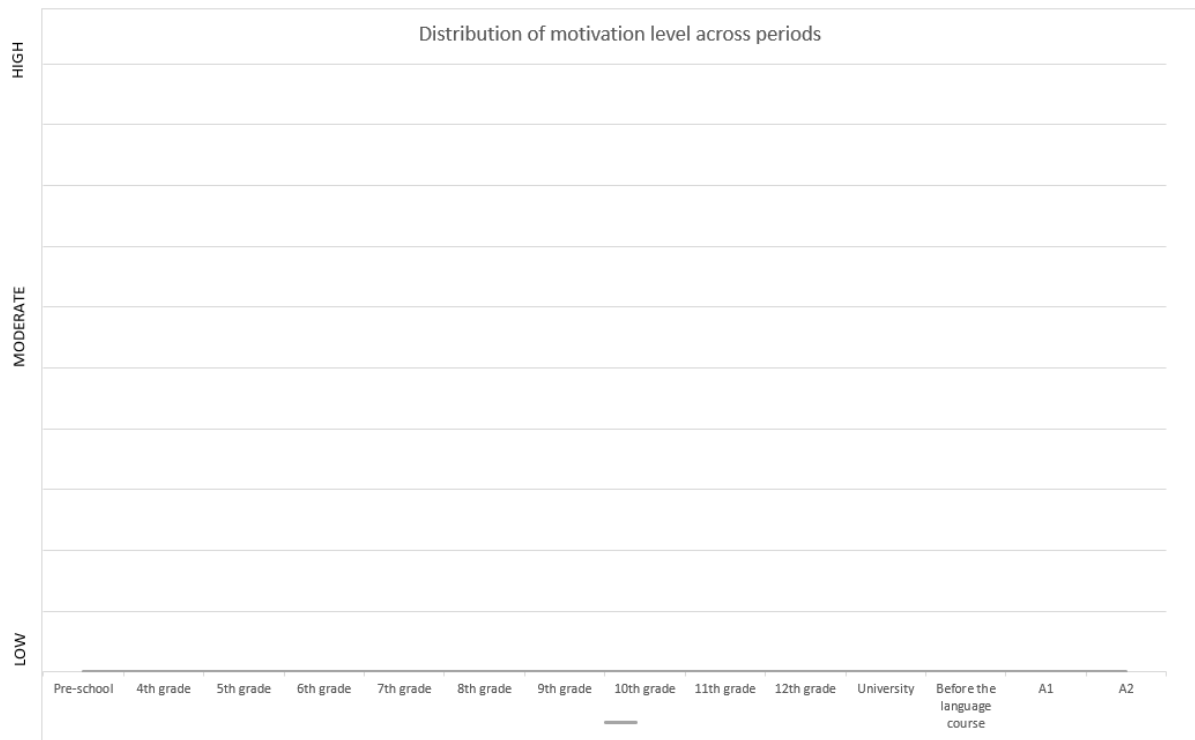
How would you define yourself as a language learner?
What significance does English have in your life?
What expectations ~~have you had~~ <u>did you have</u> when you enrolled for this course? How did you decide to enrol? Has the course met your expectations so far?
When did you start learning English? What made you start learning English? What were your purposes? Do you wish you had started learning English ~~before~~ <u>earlier</u> ? If yes, why?
Considering your English language learning process, what goals have you set for yourself? Do you think you have come close to realizing those goals?
Are you satisfied with your current English level? If not, what initiatives do you think about taking to attain a level you are satisfied with?
How do you maintain your motivation? Will you keep learning English? Why/Why not?
What factors affect your English language learning motivation, both negatively and positively? What factors inhibits and encourages you? Can you rank them in order of importance? In what occasions do you find learning English rewarding and enjoyable? In what occasions do you find learning English unpleasant and discouraging? <u>İngilizce öğrenirken motivasyonunuzu olumlu ve olumsuz etkileyen faktörlerden bahsedebilir misiniz?</u>
How do you practice your English? (family, friends)? Do you have enough opportunities to practice English? If you don't have enough opportunities, how would it affect your English if you had such opportunity?
Do others' opinion affect you (family, friends)? To what extent do they affect you? Are they supportive in your learning process?
Do you imagine yourself as a proficient English speaker in the future? Why/Why not?
Under which circumstances do you envision yourself speaking English (for your career, living abroad, travelling)?
For what purposes do you wish to learn English (for your current job, requirement by your boss, for job hunting, to be revered, better qualifications, to go abroad, future goals)?
Can you define any event, person, situation which influence your decision to start/continue learning English?
Where would you like to see yourself in terms of language proficiency? Why?

APPENDIX F. THE BLANK CHART (TURKISH/ENGLISH)



Katılımcı, yukarıdaki grafiği dikkate alarak öz-yansıma yapacaktır. Çizilen grafiğe göre araştırmacı, katılımcıya birtakım sorular soracaktır. Görüşme sırasında araştırmacıya rehber olacak örnek sorular şu şekildedir:

- Çizdiğin grafikte Okul öncesi ve ilkokul 5 arası motivasyon seviyesinin düşük/yüksek seviyede olmasının sebebi nedir?
- Çizdiğin grafikte Ortaokul 6 ve ortaokul 8 arası motivasyon seviyesinin düşük/yüksek seviyede olmasının (veya artışın/azalışın) sebebi nedir?
- Çizdiğin grafikte Lise 1 seviyesinden lise 4 arası motivasyon seviyesinin düşük/yüksek seviyede olmasının (veya artışın/azalışın) sebebi nedir?
- Çizdiğin grafikte Üniversite ve kurstan öncesi dönem arası motivasyon seviyesinin düşük/yüksek seviyede olmasının (veya artışın/azalışın) sebebi nedir?
- Çizdiğin grafikte A1 ve A2 kurları arası motivasyon seviyesinin düşük/yüksek seviyede olmasının (veya artışın/azalışın) sebebi nedir?



The participant will self-reflect by considering the chart above. The researcher will ask the participant some questions according to the line drawn. Sample questions that will guide the researcher during the interview are as follows:

- What is the reason for the low/high level of motivation between Preschool and Primary School 5 in the chart you drew?
- What is the reason for the low/high level (or increase/decrease) of motivation between Middle School 6 and Middle School 8 in the chart you drew?
- What is the reason for the low/high level (or increase/decrease) of motivation between High School 1 and High School 4 in the chart you drew?
- What is the reason for the low/high level (or increase/decrease) of motivation between University and Pre-course period in the chart you drew?
- What is the reason for the low/high level (or increase/decrease) of motivation between A1 and A2 levels in the chart you drew?

APPENDIX G. THE ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 29.11.2023-791289



T.C
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 28.11.2023

TOPLANTI SAYISI : 21

KARAR SAYISI : 517

Üniversitemiz Eğitim Fakültesi Yabancı Dil Eğitimi Bölümü **Dr. Öğr. Üyesi Simla COURSE**'nin danışmanlığını, **Osman Barış KOCABIYIK**'ın araştırmacılığını üstlendiği, *"İngilizce Öğrenme Motivasyonu ve Karmaşık Dinamik Sistemler Kuramı"* konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurusu ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

Başkan
Prof. Dr.
Hilmi DEMİRKAYA

Başkan Yrd.
Prof. Dr.
Sibel PAŞAOĞLU YÖNDEM

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Taner KORKUT

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Prof. Dr.
Gökhan AKYÜZ

Üye
Prof.
Ceren HEPYÜCEL

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Osman Barış KOCABIYIK

Eğitim Durumu

Lisans Öğrenimi : İngilizce Öğretmenliği

Yüksek Lisans Öğrenimi : İngiliz Dili Eğitimi

Bildiği Yabancı Diller : İngilizce, Almanca

Bilimsel Faaliyetleri : Yok

İş Deneyimi

Stajlar : Mustafa Asım Cula, Fatih Ortaokulu

Projeler : Kids On the Road of English

Çalıştığı Kurumlar : Bahçeşehir Okulları

Tarih : 14.07.2025

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BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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23.07.2025

Osman Barış KOCABIYIK