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**DIRECTED MOTIVATIONAL CURRENTS AND
MINDSETS: AN EXPLORATION OF THE TURKISH EFL
CONTEXT**

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EXPLORATION OF THE TURKISH EFL CONTEXT**

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ETİK BEYANNAMESİ

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ETHICAL STATEMENT

In this thesis, which I have prepared in accordance with the writing guidelines of Pamukkale University Institute of Educational Sciences, I declare that I have obtained all the information and documents within the thesis in compliance with academic rules; that I have presented all visual, auditory, and written information and results in accordance with the principles of scientific ethics; that I have cited all the relevant works in accordance with scientific norms when utilising others' works; that I have listed all the cited works as references; that I have not tempered with any of the data used; and that I have not submitted any part of this thesis as another thesis at this university or any other university.

Şevval KAPISIZ

To all small-town girls with **BIGGER DREAMS**



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between pages and for her friendship which I was fortunate enough to cherish while I was writing my thesis.



ÖZET

Yönlendirilmiş Motivasyonel Akımlar ve Zihniyetler: Türk Öğrencilere İngilizce Öğretimi Bağlamında Bir Araştırma

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Bu araştırma, Türkiye bağlamında öğrencilerin dil öğrenim süreçlerinde yönlendirilmiş motivasyonel akımlar ile ilişkilerini ve dil öğrenimlerinde zihniyetlerini incelemektedir. Araştırma, Denizli Pamukkale Üniversitesinde İngilizce Öğretmenliği programında eğitim gören 63 yetişkin öğrenci ile gerçekleştirilmiştir. Bu araştırma için nitel tanımlayıcı araştırma deseni benimsenmiştir. Veri toplama süreci öğrencilerle birebir yüz yüze görüşme kullanılarak toplanmıştır. Veri toplama amaçlı yarı yapılandırılmış röportaj soruları hazırlanmıştır. Veri yönetimi ve analizi için MAXQDA Analytics Pro 2022 kullanılmıştır. Veri analizi sonucu toplam 14 farklı yönlendirilmiş motivasyonel akım ve üç adet zihniyet koduna ulaşıldı. Sonuçlar çalışmaya katılan öğrencilerin yönlendirilmiş motivasyonel akım deneyimlerken keyif aldıklarını fakat buna rağmen stresli ve kaygılı hissettiklerini gözler önüne serdi. Diğer taraftan, katılımcılar yönlendirilmiş motivasyonel akım deneyimleri boyunca daha üretken olduklarını bildirmiştir. Ayrıca, katılımcıların büyük bir çoğunluğu böyle bir deneyimi tekrar yaşamaya istekli olduklarını belirtmiştir. Katılımcıların yönlendirilmiş motivasyonel akım deneyimini, dil öğrenimi yolculuklarında çoğunlukla lisede ve üniversite giriş sınavına hazırlandıkları yılda yaşadıkları vurgulanmıştır. Katılımcıların neredeyse yarısı dil öğrenme kapasitemizin değişebileceğine inandığı fakat diğer yarısının inanmadığı sonucuna varılmıştır. Dil kapasitemizin değişebileceğine inananların, becerilerimizin gelişebileceğine inananlardan daha fazla olduğu tespit edilmiştir. Yönlendirilmiş motivasyonel akımlar ile zihniyet arasında dil öğrenimi bağlamında herhangi bir ilişki bulunamamıştır. Araştırma bulgularından hareketle dil öğreniminde yönlendirilmiş motivasyonel akım ve zihniyet üzerine gelecekteki araştırmalar için çeşitli öneriler ve çıkarımlar sunulmuştur.

Anahtar Kelimeler: Yabancı dil öğrenimi, motivasyon, yönlendirilmiş motivasyonel akımlar, dil zihniyetleri

ABSTRACT

Directed Motivational Currents and Mindsets: An Exploration of the Turkish EFL Context

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This research investigates the relationships between directed motivational currents and the mindsets of students in language learning processes in the context of Türkiye. The research was conducted with 63 adult students studying in the English Language Teaching program at Pamukkale University in Denizli. A qualitative descriptive research design was adopted for this study. The data collection process was carried out using one-on-one face-to-face interviews with students. Semi-structured interview questions were prepared for data collection. MAXQDA Analytics Pro 2022 was used for data management and analysis. As a result of the data analysis, a total of 14 different directed motivational current and three mindset codes were reached. The results revealed that the students who participated in the study enjoyed experiencing the directed motivational currents but still felt stressed and anxious. On the other hand, participants reported being more productive during their directed motivational currents experience. Furthermore, a large majority of participants indicated that they would be willing to re-experience such an experience. It was emphasized that the participants experienced the directed motivational currents during their language learning journey, mostly in high school and in the year, they were preparing for the university entrance exam. It was concluded that almost half of the participants believed that our language learning intelligence could change, but the other half did not. It has been found that there are more people who believe that our language capacity can change than that our skills can improve. No relationship has been found between directed motivational currents and mindset in the context of language learning. Based on the research findings, various suggestions and implications for future research on directed motivational currents and mindsets in language learning are presented.

Keywords: Foreign language learning, motivation, directed motivational currents, language mindsets

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LIST OF ABBREVIATIONS

DMCs	Directed Motivational Currents
EFL	English as Foreign Language
ESL	English as Second Language
ELT	English Language Teaching
SDT	Self-Determination Theory



CHAPTER I: INTRODUCTION

Everyone has different motivational dynamics and belief systems that give their lives meaning. What makes the motivational difference based on learners' personal experiences? Does it apply to learning a new language as well? Are goals based on learners' life experiences the only factor that creates oceans between individuals' performances? Does how they set their mind to take initiative and move one step forward relate to their motivational fluctuation? Such questions have aroused in the field of L2 learning and led scholars to investigate for over the last five decades. Since Gardner and Lambert's (1959) groundbreaking step into the world of motivation and its discovery within the L2 learning, researchers from all over the world have been trying to dig deep into what it really is within the human mind, what causes it to trigger and what it triggers in return, whether or not it can be distracted by an outsider hand or it all goes under process within the internal urge to be goal oriented.

The body of research on L2 motivation is strong and still expanding; it may be divided into four major stages, each of which takes a different position on how to conceptualize L2 motivation. This classification scheme makes it easier to monitor the phases of development that L2 motivation research has gone through over the years. The following is a summary of the research's milestones provided by Dörnyei and Ushioda (2011):

- The Social-psychological Period
- The Cognitive-situated Period
- The Process-oriented Period
- Educational Shift in 1990s

The literature review section provides a thorough summary of these stages.

Despite decades of intense interest in L2 motivation research and the development of numerous conceptual frameworks, the issue of how to maintain motivation over time has largely gone unsolved. The term "Directed Motivational Currents (DMCs)," created by Dörnyei and his colleagues, refers to times of high motivational loading driven by and in pursuit of an ambitious future objective. A DMC is a special kind of temporary motivation booster that can be used at any stage of life. Dörnyei and his team have emphasized the importance of DMC research by arguing that since the same operational principles of DMCs apply to all long-term motivational experiences, understanding how DMCs work can help us learn more about how to maintain motivation over time.

Engaging with a distant destination for an extended period fosters a sense of ownership over the target. In fact, a clear visionary purpose or end-goal enhances the strength of the prevailing sense of optimal operational performance that is maintained throughout a DMC pathway (Muir & Dörnyei, 2013). By maintaining the initial progress, a series of remote subgoals that emerge after a DMC launch also contribute to the achievement of this target. It not only creates a cohesive whole but also offers a focused focus to which one's effort and motivational energy are directed with the aim of reaching a goal. When people do smaller tasks, they get closer to the finish line and feel like they're making progress, which boosts their initial motivating drive.

In order to explain extremely strong and fruitful motivational surges in pursuit of a highly desired objective of personal significance, the concept known as DMCs has gained popularity recently. Stressing the importance of DMC research, Dörnyei and his colleagues have maintained that since the same operational principles of DMCs apply to all long-term motivational experiences, we can learn more about how to maintain motivation over time if we can comprehend how DMCs operate. In his study, Ibrahim (2016) emphasized the significant value of DMC research in the following words:

Once in a DMC, an individual or group performs beyond the everyday motivational levels and achieves a remarkable outcome within a shorter period of time than otherwise. Therefore, whereas it may not substitute the motivational strategies L2 teachers are already familiar with and have successfully utilized, a DMC can be seen as an occasional treatment used to move inert students who are suffering from demotivation or to enthuse already-motivated students to increase performance and productivity (p. 7)

Researching DMCs from a dynamic systems approach becomes relevant given the trend toward looking at the components of L2 motivation. Because the majority of DMC studies are cross-sectional in nature, the majority of them lack significant insight. Driven by these issues and mindful of the gaps in the research, this study has two main goals: First, to provide more empirical evidence supporting the validity of DMC in the Turkish EFL context; second, to clarify the dynamic nature of the construct and investigate the parameters that lead to motivational fluctuations in DMCs .

Since DMCs are a relatively new model, not much research has been done on the topic up to this point. Researching DMCs from a psychological aspects approach becomes relevant given the propensity to look at the dynamic components of L2 motivation. The results of this research can provide important information about motivational sustainability in language learning.

Through a belief system, people view themselves, their successes, and their failures and Dweck (1999) identifies this system of meaning regarding their aptitudes. Dweck asserts that there are two types of mindsets: fixed mindsets and development mindsets. The amount of effort exerted by learners with different perspectives varies (Lou & Noels, 2019a). While people with a fixed mindset see effort as a sign of incompetence, those with a growth mindset see it as the first step toward advancement. The perception of competence varies among learners with various attitudes. The goals of learners with diverse mindsets differ as well. Learners that have a growth mindset set higher goals for their education, meaning they value learning, desire to get better, and see all of their mistakes as opportunities to get better all around. Learners who have a growth mindset see mistakes and failures as opportunities to grow and better their skills, and they see setbacks as improving experiences. However, the ones who have a fixed mindset see failure as crippling and believe that errors and failures hinder their ability to learn and perform, thus they should avoid making mistakes and being in circumstances where they fail.

The growth mindset in particular is the subject of various debates. In their examination of these debates, Yeager and Dweck (2020) looked at the successes and failures of the partnerships aimed at promoting growth mindsets. They examine the research and highlight the diversity of mindset impacts in people and situations in order to respond to the criticisms of mindsets. They explain how this heterogeneity has benefited the discipline and emphasize the need for standardized assessments and interventions, the need for research to identify the areas in which the interventions are ineffective, and the need for a conceptual framework for moderating effects. The mindset theory is well-grounded with trustworthy fundamentals, replicable effects, and assuring effect sizes. (Yeager & Dweck, 2020).

As can be seen, these belief systems might impact our emotions extensively. Exploring language mindsets as potential sources of emotions will broaden our perspectives towards language mindsets in the field of SLA. This way, it becomes possible to counter negative emotions affecting language learning and L2 performance, while it becomes possible to promote positive emotions enhancing language learning and L2 performance. In a similar vein, students holding learning or mastery goals are found to enjoy learning more than those with performance goals who have a tendency to avoid failure or aiming to get good grades (Dweck & Leggett, 1988). In their study, Blackwell et al. (2007) taught a growth mindset to the students in a middle school (N=48) and these students were found to develop learning goals and ability to math, and they performed better on math test compared to the control group. Similarly, Froiland (2011) conducted a seven-week quasi-experimental study

to enhance intrinsic motivation in children. For this purpose, parents of elementary school students (N=15) were trained to help their children how to obtain learning goals for their assignments. Students explicitly taught learning goals to their assignments were more motivated to learn intrinsically and they were ready for learning with positive emotions. Froiland and Worrell (2016) examined the relationships among intrinsic motivation, learning goals, behavioural engagement and academic performance. They employed 1,575 high school students with diverse backgrounds. The results of the structural equation models showed that intrinsic motivation affected academic performance indirectly and positively through classroom engagement. Therefore, dispositional factors such as learners' personality or belief and motive systems might trigger and generate emotions such as anxiety and enjoyment.

According to Dweck (1999), individuals foster beliefs about themselves, and these beliefs generate their psychological world, ideas, emotions, and attitudes. From this perspective, attitudes towards intelligence can be categorized into two types: A growth mindset and a fixed mindset. The individuals who hold a fixed mindset assume that their intelligence is a natural gift, and it is fixed, so there is no way to improve or change it. On the other hand, the ones who hold a growth viewpoint believe in the malleability of their intelligence, so they consider improving and developing as something that happens through practice and effort.

1.1. Statement of the Problem

This study aims to cast light upon the DMC experiences of EFL learners while investigating its relation to the mindset type that they have been experiencing according to. With the introduction of DMCs into the field by Dörnyei and his colleagues (e.g. Dörnyei et al., 2015; Muir & Dörnyei, 2013), a dramatic rise in the number of studies aiming to refresh our knowledge of this recent eye-catching motivational dimension has been witnessed. This unique phenomenon is nothing like any theory or dimension that came before and tried to signify the long-term intense motivation factor. Although it roots back not only in the L2 learning research but in the literature of psychology, only limited number of studies have scratched the surface since its debut in 2013. In Turkish EFL context, only a limited number of studies have looked for the evidence regarding the dynamic motivational concept. Thus, still little is known about validity and the reality of the DMCs. To properly and completely comprehend the real mechanisms behind DMC-type motivated behaviours, considerable work needs to be done, and much research must be done.

On the other and, through understanding the L2 motivation, language mindsets were shed light on in the field of second language acquisition. Since the rising popularity of the individual differences in the field of language learning, mindsets opened a new phenomenal door to the characteristics and attribution in language learning room. Since the beginning researchers have always considered the mechanical details concerning the language learning and the processes that go into the learner's brain. Looking for the correct methodologies and technics that must be used in classrooms and learning environments had been one of the main focuses of researchers, until the Covid-19 pandemic hit our lives, as well as our classrooms. Throughout the pandemic, especially language learners, leaned on to their digital screens to acquire a new language rather than attending a physical classroom. Therefore, their learning venture became more self-dependent, and less teacher centred. This situation caused by inevitable circumstances draw focus from the mechanical issues to psychological conditions of the learners. Learners' learning process became based on their own effort and courage which caused researchers to investigate into internal processes and mental stability of the learners in time. Learners' mindset has been found to play a crucial part in learner's ability to aim and reach for further goals in his achievement set-up.

Language mindsets, or belief systems regarding language proficiency, have been more and more prominent in the field of SLA over the past several years, which has aided in our understanding of L2 motivation. The psychological idea of mentality, which is the foundation of this theory, has a significant impact on motivation studies and the creation of educational platforms. (Dweck, 1999; Dweck & Yeager, 2019).

Lou and Noels (2019a) carried out three studies in Canada to investigate the impact of language mindsets on ESL (English as a Second Language) learners. They discovered that a fixed language mindset was related to avoiding contact with native speakers and having negative perceptions of rejection from them. Furthermore, it was discovered that individuals who adopted a development language mentality were more motivated for future contacts with a fluent English speaker and felt less rejected by language.

Burnette et al. (2020) explored if growth mindset and psychological distress were correlated, and whether growth mindset and active coping and treatment to value were positively correlated. The findings showed that while growth mindsets were positively correlated with treatment value and active coping, they were also related to psychological suffering. Few studies have examined mindsets as possible causes of emotions, even though they have been thoroughly examined in educational and social psychology.

More research needs to be done to examine the relationship between attitudes and emotions, even though the studies mentioned above made a significant addition to the field. People's beliefs, thoughts, and feelings can be greatly influenced by their mindsets, which are personalities or belief and motive systems that society creates. Language mindsets, according to Lou and Noels (2019b), are a cornerstone for meaning-making that helps people to make sense of their L2 experiences and they are also important in how learners interpret their language experiences and help them develop different affective and behavioural coping strategies. Language proficiency is seen as a process that can be improved in learning environments by students who have a growth mindset. In their learning environments, this leads to a decrease in negative emotions like anxiety and adaptive behaviours like asking for feedback when faced with difficult circumstances. As demonstrated, belief systems may have a significant effect on our emotions. Our understanding of language mindsets in the context of SLA will be expanded by investigating them as possible emotional sources.

1.2. Significance of the Study

When learning a new language, the idea of "motivation" is crucial. It encourages and pushes us to move forward or reach a goal, and it supports and directs us during this process. Motivating others is a lengthy process. There are psychological steps involved in this process. Since DMCs are a relatively new type, there is still plenty to explore. Only a small number of DMC studies have been published to far, and they have mostly focused on qualitative descriptions of people's DMC experiences. The results of this study might help clarify the dynamic character of DMCs. Depending on the effect of various motivational factors, the results may reveal how the learners involved in a DMC. The current study's findings could help clarify the dynamic and intricate character of DMCs. The results could show how various motivational variables affect the learners involved in a DMC and how their motivating patterns evolve. Furthermore, the analysis' findings can provide methodological information for DMC research.

The results of this study may help to clarify the dynamic character of DMCs in light of the previous goals. The results could show how the learners' motivating patterns were entangled in. The analysis' findings can provide methodological information for DMC research.

For many years, the study of motivation has been influenced by the crucial idea of mindsets, particularly in the fields of educational and social psychology (e.g., Blackwell et al., 2007; Dweck & Yeager, 2019). In terms of research implications, this is the first

explanatory study in the field of SLA conducted to dig into both DMCs and mindsets. This is the first time their photo taken together in the same frame.

Lastly, the present study can contribute to literature in language learning motivation, directed motivational currents and language mindsets, and broaden the horizons of other scholars interested in these aspects of language learning. The results of the current study might assist improve learning outcomes in the study of a second language by providing a better understanding of learner motivation.

1.3. Research Questions

Motivated by such considerations, the present study adopted a mixed method case study design in order to address the following research questions:

1. What are the self-perceptions of Turkish EFL learners on motivation related to DMC's experience?
2. What are the self-perceptions of Turkish EFL learners on their mindsets related to language learning?

1.4. Limitations

Directed Motivational Currents (DMCs) are a relatively new idea in the field of L2 motivation studies. Only in the past seven years has this innovative strategy been examined. Thus, many features of the DMCs are still unknown and hypothetical, and study on the topic is still in its early phases. Given these considerations, it is difficult to conclude that the current study will fully capture every single component that influenced participants' motivational currents, regardless of how thoroughly the data were analysed. Since motivational dynamics cannot be limited to a narrow range of domains, it would seem reasonable to suggest that the potential shifts in DMCs may not be related to a single component.

Mindset theory is also relatively recent concept in the field of psychological field. There are not enough related studies to grasp an idea and compare to the current findings. Especially in the field of L2 learning, research related to the mindset of students is still in its infancy.

A further limitation was that the data was obtained by the interview to investigate the perceptions of a relatively small number of participants: 63 students who were drawn from a single department setting within the Pamukkale University.

Participants' demographic data were purposefully left blank to focus on their opinions on motivation and mindset. The study's findings were not compared to demographic characteristics.

1.5. Definitions

Directed Motivational Currents is a newly defined phenomenon that aims to characterize "a prolonged process of engagement in a series of tasks which are rewarding primarily because they transport the individual towards a highly valued end" as part of the L2 Motivation research agenda. (Dörnyei, Ibrahim, & Muir, 2015, p. 98). It functions as a regulatory force because it has "the capacity to align the diverse factors that are simultaneously at work in a complex system." (Dörnyei, Henry, & Muir, 2016, p. 96). After a comprehensive summary of literature to make it clear how L2 motivation research evolved over time, now it is time to introduce the main subject of the current thesis.

Directed motivational currents (DMCs) have the capacity to align the diverse factors that are simultaneously at work in a complex system, thereby acting as a regulatory force. This regulatory potential has considerable practical value because – as we shall see later in detail – it allows people to achieve goals that they may previously have seen as too distant or unmanageable (Dörnyei, Ibrahim, & Muir, 2015). A DMC is a unique phenomenon; individuals experiencing a DMC are often aware that they are functioning at a heightened state of productivity and are able to perform with increased intensity, over and above what they may have believed possible (p. 97)

It is conceived as a unique period of heightened motivation that is set into motion by the combination of a number of factors in the pursuit of a specific goal or vision. It is the reason for applying the modifier 'directed' to this motivational current. DMC entails a drawn-out process of performing a number of rewarding tasks, mainly because they lead the person to a highly desired outcome. Despite the fact that DMCs are not very common, most people can probably recall instances of them from their own past.

A DMC occurs when a combination of contextual, personal and time factors come together in a unique and highly productive manner, resulting in the launch of the process (Dörnyei, Ibrahim, & Muir, 2015, p. 99). From a pedagogical perspective, practical significance of a DMC lies in the fact that the motivational surge can also be intentionally generated through the provision of a framework and a set of conditions that can function as a facilitative blueprint. In educational settings, organisational frameworks of this type can

include well-designed language learning tasks, longer-term projects or even study-abroad experiences (p. 99)

Motivational Dynamics is a term that elucidate the peaks and valleys and fluctuations of motivation rather than examining motivation through cause-and-effect linkages or linear advancement. A complex dynamic systems approach has had significant influence on the understanding of L2 motivation (Waning, Dörnyei, & de Bot, 2014). A dynamic system with two or more interlinked elements, which change over time, might result in a highly complex system, which is applicable to motivational currents in L2 and L3 learning (Dörnyei 2009; Larsen-Freeman 2015). Motivational dynamics places a strong emphasis on how each component of the system affects the others and how these interactions result in new modifications to the system overall.

In three ways, dynamic system theory enhances the L2 motivational self system. First, the idea of idea and ought-to selves is experientially construed and context-constituted, which means that it changes depending on the learners' experiences and the contexts they encounter. Secondly, Dörnyei's model's three components interact to produce new, more complex motivating forces. Third, potential selves include cognitive, emotional, and motivational components. They may also produce previously unconsidered motivating forces (Dörnyei 2009).

Dörnyei (2000) also mentions that the term "motivational dynamics" describes how motivation develops over time and is impacted by a mix of social interactions, contextual elements, and individual goals. It abandons the idea that motivation is a fixed quality and instead views it as a dynamic, context-sensitive process that can change even within a single task or activity. His colleague Ushioda (2015) talked about it from a systematic perspective and stated that the emergent characteristics of intricate systems of interrelated variables, including identity, goals, affect, and learning context, that come together and change over time to affect learner engagement are known as motivational dynamics. These dynamics are frequently non-linear and sensitive to slight variations in context or emotion rather than linear or predictable.

From a psychological point of view, Reeve (2015)'s description of motivational dynamics goes as the term "motivational dynamics" refers to the ways in which changing internal needs, emotions, cognitive evaluations, and environmental events can cause, maintain, or modify motivational states over time. This covers both short-term variations brought on by pursuing goals and long-term adjustments brought on by contextual or developmental factors.

Kaplan and Mehr (2007) reflects on it as the changing interactions among people's personal objectives, the significance they give to tasks, and their perceptions of their own worth and ability are all part of motivational dynamics. They add that the classroom environment, peer pressure, and feedback all continuously shape this socially situated process.

Mindset refers to a person's or a group's established attitudes toward culture, values, philosophy, frame of reference, outlook, or disposition. A person's self-perceptions or beliefs about themselves make up their mindset. These influence mental attitude, outlook, and behaviour. Dweck (1999) proposed that individuals perceive their abilities- whether these are changeable or not- from a meaning system they create through interactions and they view themselves from this system. This belief system may shape their perception toward their abilities, experiences, achievement and failures. Dweck (1999) calls this belief system mindsets.

From this perspective, attitudes to intelligence can be categorized into two: growth and fixed mindset. A growth mindset pertains to the belief that intelligence can be altered, and it is possible to cultivate through practice and effort. On the other hand, a fixed mindset signifies the belief that intelligence is fixed, and it is impossible to change it despite effort and practice.

Embracing a growth or a fixed mindset might be the source of embracing performance or learning goals (Dweck & Leggett, 1988). In particular, “conceiving of one’s intelligence as a fixed entity was associated with adopting the performance goal of documenting that entity, whereas conceiving of intelligence as a malleable quality was associated with the learning goal of developing that quality” (Dweck & Leggett, 1988, p. 256). For instance, the ones who have a growth mindset perspective concentrate on mastering a task or a skill and gives importance to process; on the other hand, those who hold a fixed mindset perspective give more importance to outcome, compare their performance with others and they always want to get positive feedback and social recognition. In other words, growth mindset can be associated with intrinsic motivation, whereas entity theory view can be related with extrinsic motivation.

Growth Mindset is the conviction that one's skills are not innate but can be enhanced via work, education, and perseverance. Originator of the concept, Carol Dweck (2006) states that those who have a growth mindset think that their brains and talents are only the beginning and that their most fundamental skills can be enhanced with commitment and hard work. People who have a growth mindset think that intelligence can be developed via

practice and education rather than being fixed. The main components of a growth mindset are how someone responds to obstacles, how they deal with setbacks, and how they change and grow as a result. Growth mindset people are who believe that their success depends on time and effort.

Fixed Mindset refers to people who think their personalities, skills, and intelligence are unchangeable. People who have a fixed mindset think that their fundamental characteristics, such as their talent or intelligence, are unchangeable. Instead of honing their skills or intelligence, they spend their time recording them (Dweck, 2006). A fixed mindset is a belief system that makes people fear failure and shy away from challenging tasks because they believe their intelligence and skills are unchangeable and stable (Blackwell, Trzesniewski, & Dweck 2007). The idea that your intelligence, skills, and other attributes are unchangeable is known as a fixed mindset. It is believing that you are born with a certain set of abilities and that they cannot be altered. In the workplace, a fixed mindset stifles creativity and individual development. People shy away from taking chances, are afraid of criticism, and prioritize appearance over education.

1.6. Organization of the Study

In the second chapter of this study, the literature review and related past studies will be provided. The third chapter includes the followed methodology and the data collection procedure for this study. The fourth chapter covers the findings of the study based on the analysis of the results obtained through the instruments. The fifth chapter concerns the conclusions and a general evaluation of the study. It also presents implications and suggestions for further studies.

CHAPTER II: LITERATURE REVIEW

2.1. Definition of Motivation

According to American Psychology of Education, the Latin word *movere*, which means "to move," is the root of the English term motivation. Motivation is the internal or external drive that influences an individual's behaviour and directs their actions toward achieving specific goals. In other words, it can be defined as the driving force behind all human actions. While human behaviour is often seen as complex, motivation theory is one of the most frequently studied areas in psychology. In 1943, Psychologist Abraham Maslow proposed that human motivation is driven by the pursuit of fulfilment and personal growth. Maslow (1987) based his theory of motivation and personality on his world-famous hierarchy of needs. Motivational psychologists in the late 19th and early 20th centuries examined what triggers people to act, the factors influencing their behaviour, and the reasons behind their actions. (Pintrich, 2003, Weiner, 1992). In 1983, Keller offered a psychological perspective on motivation, defining it as 'the choices people make regarding what experiences or goals to approach or avoid, and the level of effort they exert' in (Crookes & Schmidt, 1991).

2.1.1. Motivation Types

2.1.1.1. External motivation. Extrinsic (external) motivation, which refers to doing something because it leads to a separable outcome (Deci & Ryan, 2000). When an individual's motivation is influenced by outside influences, it is referred to as extrinsic motivation (Woolfolk, Winne & Perry, 2011). Examples of this include actions taken to obtain a reward, avoid punishment, or please the teacher. Extrinsic motivation (or external motivation) is stated as "a construct that pertains whenever an activity is done in order to attain some separable outcome." (Ryan & Deci, 2000, p.60). It is explained that external motivation comes from outside sources whenever a student finishes an assignment out of concern for parental punishment. However, the student will have an instrumental motivation that values personal feelings if they complete the task simply because it will be useful in the future. A type of external motivation described by Ryan and Deci (2000) is external regulation which is set to realize external requests. Introjected regulation is another kind, which is what people do to avoid feeling guilty. Identification-based regulation and integrated regulation are two more forms of motivation. The former addresses actions that have significant effects on oneself, whereas the latter focuses on customizing and modifying

rules. The weight of instrumental advantages means that a behaviour can be externally motivated even when it is internalized.

The term “amotivation” is defined as a condition in which there is no link between individuals’ activities and their results, and when they do not have power over the results (Noels et al., 2000). Dörnyei and Ushioda (2011) also explains the term amotivation as “lack of motivation whether intrinsic or extrinsic” (p.23).

2.1.1.2 Internal motivation. While extrinsic (external) motivation deals with external factors like rewards or punishments, intrinsic (internal) motivation is how you become happy by achieving goals through deliberate actions (Dörnyei & Ushioda, 2011). While extrinsic motivation often comes from external rewards, intrinsic motivation is driven by personal satisfaction and interest. Interestingly, some behaviours may be influenced by both forms of motivation, creating a complex dynamic. Intrinsic (internal) motivation refers to doing something because it is inherently interesting or enjoyable” (Deci & Ryan, 2000). When someone is genuinely motivated, they behave out of self-satisfaction rather than anticipating a reward or punishment. Raffini (1996), states that intrinsic motivation is what drives people to act when they otherwise do nothing, and the activity itself is fulfilling.

Practices that one enjoys are thought to be the source of intrinsic motivation (Noels et al., 2000). Intrinsic motivation enhances learning and creative abilities, according to Ryan and Deci (2000). From an affective standpoint, Wen (1997) concentrates on the learners' initial confusion, which may result from their lack of readiness for language learning, as intrinsic motivation becomes a crucial component of students' language acquisition. According to Wen (1997), students who are just beginning their language studies are more intrinsically motivated to succeed than those who are at an intermediate level. The study discovered that intermediate-level students were more driven to succeed using their anticipated learning strategies.

It is underlined that expectations and learning styles influence students' motivation when they continue to attend a language course over time. Their motivation, which may have been intrinsic when they enrolled in the course, may change to an instrumental one as they anticipate the outcomes they may achieve. According to Ryan and Deci (2000), a person's intrinsic motivation arises from a deep interest, an innate desire to learn and grow, and the subsequent development of intrinsic motivation as the person becomes preoccupied with their task. Since students opt for to begin learning a language, invest and maintain energy, and determine their own learning pace, intrinsic motivation improves language learning

outcomes and positive psychological states for them, according to Noels et al.'s (1999) study with students enrolled in French immersion courses.

2.1.1.3. Integrative and instrumental motivation. Integrative and instrumental motivation are additional types of motivation in addition to extrinsic and intrinsic motivation. The source of integrative motivation is internal. According to Dörnyei (2001), it explains why people are willing to engage with and communicate with the target language groups and consider themselves to be an active member of those groups. Integrativeness is defined by Gardner (2001) as genuine use of the target language to establish a close relationship with the target language community. Gardner (2001) states that "integrativeness would be reflected in an openness to other groups in general, a positive attitude toward the language community, and an integrative orientation toward learning the second language." (p. 8). Integrativeness is a sociocultural aspect of language use where learning a language is driven primarily by one's language identity. "Truly motivated individuals display effort, desire, and affect," according to Gardner (2001, p. 8). These people have positive ideas about learning a language.

According to Noels et al. (2000), factors like knowledge, friendship, travel, and instrumental orientations are crucial for students. According to their study, instrumental orientation has a strong correlation with external regulation, whereas intrinsic motivation and self-determination factors are linked to knowledge, friendship, and travel. Students are reported to feel more at ease when the intrinsic factors are increased (Noels et al., 2000).

External factors such as learning a second language for the sake of a better career can be linked to instrumental motivation (Dörnyei, 2001). Since integrativeness and instrumentality were positively correlated in their study, Csizer and Dörnyei (2005) examine instrumental motivation from an idea of self through an integrative perspective. According to Csizer and Dörnyei (2005), instrumentality is linked to both the ought self and the ideal self. The first one focuses on the individual integrativeness factors of the learners, whereas the second one addresses more external factors, like assignments or penalties, that the learners are unable to identify with.

2.2. The Motivation Constellation in Education Universe

The field of education science can be likened to a universe, where motivation is a central constellation composed of various interconnected factors. It is safe to say that in our education universe, motivation is one of those constellations as it is composed of many

motivational factors. Although it is not as old as the constellations in outer space, the concept of motivation theory dates back far behind in the history. Ancient Greek philosophers, Socrates, Plato and Aristotle, tried to examine human motivation twenty-five hundred years ago. Being the pupil of Socrates, Plato walked in the path of Socrates' wisdom and furthered his ideas. Plato's theory of what motivates human action is the theory of three psychological determinants of choice and voluntary (Cooper, 1984). According to Plato's theory, which is called The Tripartite Theory of the Soul, there are three parts of the soul. These three parts are *the rational, spirited and appetitive* parts. Plato's Tripartite Theory of the Soul posits that human behaviour is motivated by three distinct forces: reason, spirit, and appetite. These forces align with different aspects of motivation, from rational decision-making to emotional and physical drives. On Plato's theory, all three of the parts, reason, appetite and spirit, are independent sources of motivation (Cooper, 1984).

As well as it holds a large place in the field of psychology, educational psychology also had its share of concept of motivation. People are centrally concerned with *motivation* — how to move themselves or others to act. Many theories and ideas on how motivational factors influence the way one learns have been proposed for many years. The general opinion is that motivation concept is one of the fundamentals of achieving the goals. Therefore, researchers emphasized its importance at every opportunity and tried to conceptualize it with their own words. Williams and Burden (1997) stated a far-reaching definition of motivation. They suggested that motivation is “a state of cognitive and emotional stimulation which leads to a conscious decision to act, which in turn gives rise to a period of sustained intellectual and/or physical effort in order to achieve a previously set goal (or goals)”.

Recently, Dörnyei and Ushioda (2011) stated that motivation is responsible for *why* people decide to do something, *how long* they are willing to sustain the activity *how hard* they are going to pursue it.

2.3. Conceptualizing of L2 Motivation

2.3.1. The Concept of Motivation Between 1940-1960

Motivational research has always been significant in educational sciences and the studies of educational psychology. Motivation in learning was related with success and failure, knowledge of results and reward and punishment in early studies between 1940's-1960's. Between the 1940s and 1960s, early motivational research in educational psychology was heavily influenced by behaviourism, focusing on external factors such as

rewards, punishments, and knowledge of results in learning contexts. Considering the Latin root of the word *motive* (as mentioned before), the studies that search for the motors of human behaviour, instinct, drive and emotion were naturally sought after. Motivational psychologists were primarily concerned with understanding the factors that drive an organism to initiate action, focusing on the role of need, activity initiation, and behaviour choice hence, the presence of the need, initiation of activity and the choice of behaviour were examined (Weiner, 1990). Weiner also notes that the concept of a deprived organism gives motivation a functionalist, Darwinian perspective, as it links motivation to survival instincts and the need for adaptation.

Motivational psychologists back at the time argued that motivation research is separable from the study of the education for it examines the use of knowledge, not the development. (Weiner, 1990). The prime subject regarded by the educational psychologists was how to move humans to engage in new learning rather than to guide them to use what they already know. Due to this problem of detachment, a need for a compounding between motivation and learning emerged towards the end of the 1960's.

2.3.2. The Social-Psychological Period (1959-1990)

In the late 1950s and 1960s, the focus of L2 motivation research shifted from behaviourist approaches to understanding the social and psychological factors that influence second language learning. Early theories and studies were focused on unconscious drives and instincts which were highly influenced in particular by the studies of psychologist Freud (1966). As stated above, in early 1960's new arguments related to the functional role of motivation orientations in second language learning came into view of many. Two famous social psychologists, Wallace Lambert and Robert Gardner became the pioneers of motivational research in the field of second language learning. Working in the bilingual context of Canada, they considered second languages as a conveying factor between different communities. They examined individuals' attitudes towards second language and another community. In such a bilingual context, where there are more than one language directing the communication traffic, the motivation to learn the language of another community was naturally the primary drive.

In 1959, Gardner and Lambert studied with Montreal high school grade 11 students who already completed an average of 7 years of training in French. 43 male and 32 female English-speaking students were given a battery of tests including measures of linguistic aptitude, verbal intelligence and motivational characteristics. The results indicated that a

“linguistic aptitude” and a “motivational” factor are related to second language achievement. Findings showed that students who adopt positive attitudes to the speakers of French was to be more successful than others. It was also indicated that there are more to attain L2 besides linguistic aptitudes. Their study, which shed a light on factors such as the social context of learning, attitudes and relations between different linguistic communities of second language motivation, was shaped by a pioneering *social psychological perspective* from the beginning as Dörnyei and Ushioda (2011) stated. Gardner and Lambert found that in addition to linguistic aptitude, motivation played a critical role in second language achievement. Students with positive attitudes toward the French-speaking community were more successful in learning the language. Dating far back to 1959, Gardner and Lambert published a series of studies that highlighted affective factors and focused on the motivation in L2 learning. To put it briefly, *the social psychological period* determined by the groundbreaking work of Robert Gardner and Wallace Lambert in Canada.

Since the introduction of motivational variables to the field, the impact of the integrative motivation on a wide range of issues has been investigated. Gardner and Smythe (1975) indicated that integrative motive not only assist learners to improve their proficiency in French but also affects how persistent the learners are to continue studying French. In addition, Gardner (1983) summarized the findings discussed so far and stated that integrative motivation exerts a positive influence on diverse aspects of language learning: It determines success, the active participation of students in class, and integratively oriented students tend to show a greater interest in visiting target communities if given the chance to do so. A decade later, Gardner and Maclyntre (1991) discovered a relation between Integrativeness dichotomy and vocabulary learning in French in French. Findings revealed that students who have integrative motive tend to be more cautious comparing to those who do not. Motivated ones took their time to decide on their answers was another fact that was stated.

The groundbreaking study of Gardner and Lambert (1959) holds a great deal of importance in L2 motivational research in the way that in opposite to mechanic old-fashioned determinant linguist aptitude, a new perspective within motivational orientations was put in the spotlight. It shifted attention away from instrumentalist approach and directed it to the “integrative motive orientation” which is the term put forward by Gardner (1985) as the desire to learn a second language out of a sense of positive connection towards the language's speaking group. Although this new breath of fresh air was welcomed in the field, it also draw criticism as if magnets. The study was focused on learning another language of a specific group, community or people from different ethnical background to sustain

personal relations. The problem is that in Gardner's view of motivational integration is within the culture of the L2 community which leads to the fact that integration proceeds unintendedly and without spontaneously. Considering English as the second language, it is safe to say that in ESL countries it is undeniably vital to learn and speak English for the purpose of maintaining daily survival in the society. In such settings, integration is expected to take place naturally that is parallel to Gardner's argument. Although this can apply to multilingual and multicultural countries (e.g. Canada, Nigeria, USA), on the other hand, learners in EFL settings who acquire English only within the four walls of the classroom, do not have the motive (or even the chance) to use English in their regular daily routine. In ESL settings, where learners are immersed in the language and culture, integration may naturally occur as part of everyday life. However, in EFL settings, learners often lack the opportunity to engage with the language outside the classroom, making it harder to develop an integrative motive. This comparison functioned as a heads up to the blank space regarding the cultural integration in question.

Another dissatisfaction argued by the scholars was the insufficiency of Gardner's integrative orientation in terms of clarity to promote motivation. His theory was capable of providing the reason and the cause, but a follow up development was missing. The lack of such detail draw attention on other essential reasons or motives to learn a second language. As referenced by Dörnyei (1994), Gardnerian Theory explains L2 motivational orientations in a straightforward, simplistic manner and therefore it does not adequately and cover all relevant motivating factors to study a language. Gardner's motivation construct does not include any of the cognitive aspects to motivation to learn L2. Dörnyei (1994) made reference to another drawback of the classical motivation construct and argued that Gardnerian theory totally overlooks the cognitive factors that directly influence the motivational tendencies of the learners.

The foundation of Gardner and Lambert's (1972) outstanding study, which argued that the integrative motive is a crucial component of SLA, gave rise to a fresh theoretical concept known as *Socio-Educational Model*.

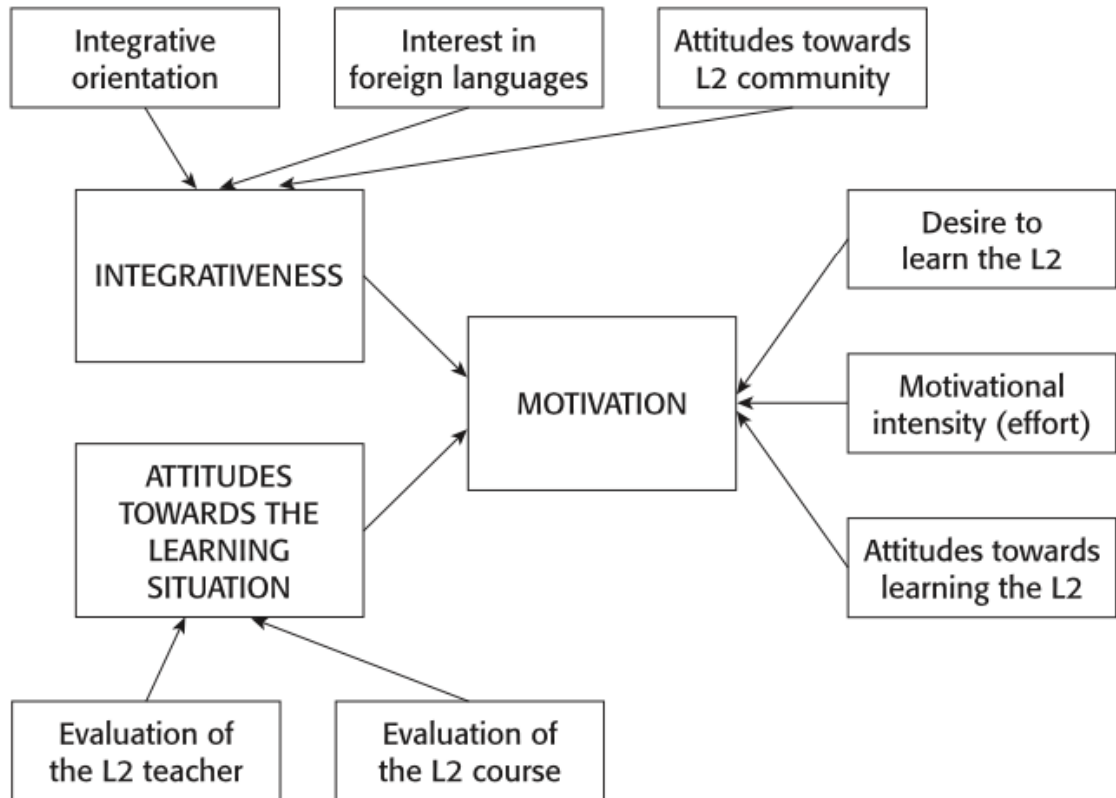


Figure 1.1. Socio-educational model (Gardner & MacIntyre, 1993a, p. 8).

The Socio-Educational Model, as shown in Figure 1, highlights the interplay between motivation, integrativeness, and attitudes toward the learning situation, which are central to understanding L2 motivation from a social-psychological perspective. Motivation, Integrativeness and Attitudes towards the learning situation take place as the three central themes of the model. The first concept, Motivation, covers desire to learn the L2, motivational intensity (effort) and attitudes towards learning the L2. The point is, that motivation needs an affective basis to be maintained (Gardner & MacIntyre, 1993a, p. 9). *Integrativeness*, which reflects the ‘individual’s willingness and interest in social interaction with members of other groups’ (Gardner and MacIntyre, 1993b, p. 159), is representation of three components: Integrative orientation, Interest in foreign languages and attitudes toward L2 community. The final one, Attitudes towards the learning situation comprises attitudes towards the L2 teacher and the L2 course. This pattern of classification provides a clear insight to Gardner’s integrative motive, which is perhaps the most researched aspect of Gardner’s motivation theory. Based on the model, it is believed that these three components combine to form the integrative pattern. A learner is seen to have an integrative motive if they are highly motivated.

Up to this point, I tried to provide a short overview regarding the historical travel of L2 motivation research between the late 1950s and early 1990s. Even though Gardner's monumental perspective of social psychological variables of language motivation and its consequential impact on the field gained momentum gradually and draw attention of other scholars, as stated before in this chapter, due to the criticism it drew upon considering the lack of cognitive factors and the rising voice of other researchers, the light of that period was fading towards the early 90's. As stated by Dörnyei and Ushioda (2011, p.46) there was a sense that the social psychological line of enquiry had perhaps run its course, and that new and alternative research perspectives were needed to revitalise and refocus the L2 motivation field. Based on ground that was set by the Gardnerian Theory for almost thirty years, a smooth transition into a new era, which is called *Cognitive-situated Period*, had arrived in force. While the social-psychological period set the stage for understanding the role of community and attitudes in language learning, the cognitive-situated period marked a shift toward more individualized and context-specific motivational factors.

2.3.3. The Cognitive-Situated Period (1990-)

In the 1990s, as cognitive psychology gained prominence in the broader field of psychology, motivation research in L2 learning also shifted towards exploring cognitive factors such as self-regulation, beliefs about efficacy, and the role of goals. In the following second half of the 20th century, there was more general shift in focus away from mechanism and toward cognitive processes, especially in psychology. In 1969, what remain are the varieties of cognitive approaches to motivation; the main theories today are based on the cognitions of efficacy and control beliefs and thoughts about the goals which one is striving. There is some loss with fading of larger theories such as the differentiation of intrinsic and extrinsic motivation which was of central importance in the history of cognitive emergence. The main new cognitive direction is the inclusion of the self. (Weiner). Cognitive theories, such as self-determination theory (Deci & Ryan, 1985) and self-efficacy theory (Bandura, 1997), began to influence L2 motivation research, emphasizing the learner's autonomy, confidence, and intrinsic drive to succeed.

As it has been seen, Gardner's Social-Psychological perspective maintained a very high level of popularity and activity through the 1970s and 1980s. "Almost all other writing on motivation therefore seem to be a commentary, in one way or another, on the agenda established by Gardner" Skehan (1989, p. 61) commented on in his review of this period. Arguably, Gardner's work has been immensely important and widely influential which may

lead to the conclusion that the overwhelming dominance of Gardner's notion of integrativeness did not allow for making new theoretical contributions to existing L2 motivation framework Skehan (1989). This view was accepted and voiced around the globe by a number of scholars at the edge of the dawn of a new decade. In 1991, with the publication of their article, Crookes and Schmidt criticized the social psychological tradition and called for the motivation research agenda to be reopened. call for a more practitioner-validated concept of motivation shaped by insights from motivation research in education. As a response to this call, Clement and Kruidenier (1983) came up with a system of four types of orientations: instrumental, knowledge, travel, friendship.

All in all, cognitive-situated period represented a shift in focus rather than a rejection of the important social psychological dimension. The weakness pointed in Gardnerian Theory lies in its lack of educational roots. could not escape from failing to offer valuable, beneficial and practical implications for both learners and teachers, which undermines the validity and usefulness of the theory in the course of time. In this sense, the end of 1980s and the early 1990s marked the rise of a new set of ideas centred on cognitive and situation-specific characteristics. In this regard, a multi paradigmatic shift took place towards a more "education friendly" understanding of L2 motivation.

This period was characterised by two trends:

1. *The need to bring language motivation research in line with the cognitive revolution in mainstream motivational psychology.*
2. *The desire to move from the broad perspective of ethnolinguistic communities and learners' general disposition and attitudes to language learning and sharpen the focus on a more situated analysis of motivation in specific learning contexts. (Dörnyei & Ushioda, 2011, p.46)*

2.3.4. Educational Shift in 1990s

The field of L2 motivation has advanced quickly in the last decade and a great deal of creative scientific research has been conducted because of the global popularity of Gardner's Theory's shortcomings. Many scholars from over the globe set out to voice their concern about the social-psychological angle of inquiry's limitations in education. As the shortcomings of social-psychological theories became apparent, scholars began emphasizing the role of educational contexts in shaping L2 motivation. Researchers like Dörnyei (2005) argued that classroom environments and teacher-student interactions have a profound impact on learners' motivation. The fundamental justification for taking an education-centered

approach to L2 motivation appears to stem from the belief that classroom environments have a greater impact on L2 motivation development than previously thought. During this period, researchers began to shift their focus from the old sociopsychological approach to new theoretical perspectives, originating from mainstream motivational psychology. As stated by Dörnyei (2005), the traditional view of L2 motivation offered some valuable insights into a wide range of subject-matters ranging from motivational behaviours of social groups on a collective basis to globalization of language, interculturality and multicultural aspects of language learning. This shift also responded to a growing need for research that could offer practical insights for L2 teachers, helping them design motivational strategies that align with learners' specific goals and contexts.

2.3.5. The Process-oriented Period

In the process-oriented period, researchers began to see motivation as a dynamic force that changes over time. Learners' motivation may shift in response to changing goals, experiences in the classroom, and their evolving perceptions of their own language learning abilities. In the last decade of the 20th century, following a process-oriented viewpoint that aims to explain how motivation is maintained and subject to change over time, L2 motivation research acquired a new motion. Certain tasks, like learning a second language, take a long time to complete, thus, learners' motivation may constantly change to accommodate shifting circumstances. As a result, new motivational currents have reached to shores.

2.4. Self-Determination Theory

Self-determination theory (SDT) emerged from the seminal work of Edward L. Deci and Richard M. Ryan on motivation in the 1970s and 1980s. It argues that inner characteristics and needs are in the core of different goals (Deci & Ryan, 2000). SDT is a framework that describes people's innate psychological needs and internal motivation factors. SDT identifies three needs; these are competence, relatedness and autonomy (Deci & Ryan, 2000). According to Deci and Ryan (1985) *extrinsic motivation* is a drive to behave in certain ways based on external sources and it results in external rewards. Therefore, they take the internal motivation in hand. Focusing on internal drives, personal characteristics and intrinsic processes, SDT looks for the reasons and patterns in people's choice of act in the absence of external influences.

SDT has its roots in humanistic psychology. Influenced by Abraham Maslow's humanistic movement, Carl Rogers further developed Humanistic psychology. Thus, his

arena of investigation is the people's developmental processes, consciousness and self-motivation. He argues the essentials for ongoing psychological growth, well-being, self-actualization, nature, being, becoming individual and healthier, creative personality functioning. Under the heavy influence of these themes that went through investigation, SDT emerged, and it proposed that self-determined people are driven by internal motives.

It is important to note that this study navigates between the concepts of external and internal motivations, particularly regarding goals and mindsets. Deci and Ryan (2000) suggest that when the goals are internalized, there will not be troubles in possessing a certain act or self-driven actions. SDT emphasizes the importance of the interaction between intrinsic and extrinsic motivations in achieving a goal. Ryan and Deci (2000) in another study pointed that internalization and integration are the processes through which extrinsically motivated behaviours become more self-determined.

Numerous studies have been carried out from the standpoint of SDT. In his research, Pae (2008) discovered a strong connection between the self-confidence and intrinsic motivation of second language learners at a Korean university. According to Pae (2008), in order to promote intrinsic orientations in learning, instruction needs to be more interactive and student-centred. Noels et al. (2000), who based their study on the SDT, argue that intrinsic motivation is important because language learning must be adapted through internal values; otherwise, students may perceive language learning as merely a necessary skill.

2.5. Directed Motivational Currents (DMCs)

For years, various perspectives on L2 motivation have emerged, yet the inspiration behind self-motivation and the forces guiding it remained unclear. Muir and Dörnyei (2013) brought their vision of currents to explain those motivational patterns that was floating on the surface of L2 learning motivation research with their conceptual study, *Directed Motivational Currents: Using vision to create effective motivational pathways*. Directed Motivational Currents (DMCs), a new construct that has been developed as theoretical concept offers a completely different perspective on second language acquisition research. Muir (2016) identifies DMC as a recent development that represent the complete harmony between vision and a coexisting appropriate action plan. She stated that the harmony in question generates additional energy that is required during the entire process of approaching the end state. Namely, achieving something that is more than expected or successfully working towards a personalized goal that would not otherwise be possible is the simplest way to put DMC into words.

In their collaboration, Dörnyei et al. (2014, p.9) further explained DMC as an intense motivational drive which is capable of both stimulating and supporting long-term behaviour, such as learning a foreign/second language (L2). Remarkably, the notion of the identification of this fresh phenomenon is based on the wilderness of nature. The North Atlantic Current, which flows from Florida along the eastern U.S. coast toward Northwest Europe, served as the inspiration for this concept. According to them, the main connection between the Gulf Stream, the strongest of the ocean currents, and DMCs is their ability to maintain energy over long distances without needing external replenishment—an effect similarly observed in DMCs (Dörnyei et al. 2014, p.11). Directed refers to the first and most important component of the construct, implying that the motivational energy is always directed toward a clear goal or vision along a set of pathways motivational points the motivational intensity of the experience and finally, current implies that a strong current is created when the person becomes entangled in a DMC (Ibrahim, 2016).

A DMC is described as a unique phase in the motivational process where an individual pursues a goal-oriented endeavour. The ways people experience DMCs may vary considering the numerous personal variables. Dörnyei et al. (2015) put the unique nature of DMC into words and indicated that individuals experiencing a DMC are often aware that they are functioning at a heightened state of productivity and are able to perform with increased intensity, over and above what they may have believed possible. In order to emphasize this uniqueness and the dynamic motivational relation between the L2 learning journey and a daytime journey in life, they provide an example illustrating how a vision becomes a significant part of one's life in both pursuits:

When someone decides to start learning a foreign language in preparation for an extended foreign trip, and becomes embroiled in the process to such an extent that she spends virtually all her free time studying the language... In an extreme case she might bore family and friend's rigid by talking of the trip and the language incessantly, may dream of the journey at night and cannot help but rehearse the language even while lying in bed. It is as if a new world had opened up for her and, up until the journey, her pursuit of this newly found vision becomes one of the most significant parts of her life (Dörnyei et al., 2015, p. 95).

In line with the way how process-oriented model discussed L2 motivation and how it was criticized, there became a lead that was into the transformation which set the theme for the emerge of socio-dynamic perspectives. As mentioned in various ways this study before, the concept of DMCs fundamentally aims to explain why people occasionally experience intense motivation and attention that they lose track of time and finds themselves in a focused mental state. Accordingly, it showcases the L2 motivation and its complex

interaction with additional situation-specific and individual-unique factors which strongly relate it to mainstream dynamic thinking. This seemingly complex dynamic system (which is called DMCs), including many ready to change any minute individual variables is needed be differentiated from what it doesn't concern and doesn't relate to prevent misconceptualising that can occur at the very first moments of birth of every little star.

2.6. Hallmark Features of DMC

Muir (2016) states that key characteristics must be accompanied by harmony in order to be considered a Directed Motivational Current. DMCs differ from flow experiences in that every action is done with the intention of achieving a specific end goal. A set of characteristics is expected to be present for all DMC experiences, regardless of individual variations in the intensity of these achieving experiences. The existence of a well-defined and visionary goal helps a DMC develop its motivating forward-looking identity. The goal-oriented component of DMCs is a central principle that ensures the system operates cohesively toward a specific target.

2.7. Empirical Research on DMCs

The DMC concept was first introduced into educational psychology in a conceptual article by Muir and Dörnyei (2013). In their study, they examined current perspectives on vision, DMC in L2 classrooms, and the primary characteristics of the DMC. They then examined how DMCs can be used and integrated to create effective motivational pathways in language learning contexts. By succinctly summarizing several contemporary theoretical threads, they have also demonstrated the important connections between various psychological theories of motivation and specific elements of the DMC composition.

Muir's (2016) study was the first to focus on quantitatively describing participants' DMC experiences. Her PhD dissertation included two separate investigations, one of which used a quantitative technique to investigate the recognizability of DMCs across many countries and circumstances. A recently created online survey served as the data collection tool. It asked standard questions about the number of people who had either experienced or recognized periods of DMC, what motivated them, how long they had experienced DMC, and their demographic characteristics, including gender, age, and nationality. In the second intervention study, Muir aimed to investigate the usefulness of supporting DMCs in the context of teaching languages in the classroom by utilizing the close parallels between the principles of project-based learning and the structures that emerge in DMCs.

Research on the DMC is still in its early stages since, as far as we know, it is a novel L2 motivation model. In early studies, in order to verify the validity of the DMC Disposition Scale, which Muir (2016) utilized, Ghanizadeh and Jahedizadeh (2017) studied Iranian EFL students. The study also aimed to investigate the relationships between participants' DMC experiences and demographic characteristics, with a particular emphasis on educational attainment and linguistic competency. Regarding the assessment of their motivating currents, the results showed a significant difference between pupils with intermediate and elementary language proficiency. The study also showed that, in comparison to students with weaker educational backgrounds, BA and MA students are more likely to experience times of strong motivation.

A new study trend investigating the connection between DMC experiences and individual difference factors specifically, autonomy, willingness to communicate (WTC), self-confidence, and self-concept was started by Zarrinabadi et al. (2019). The learners' autonomy, WTC, self-confidence, and self-concept were all positively impacted by feeling the current, according to an analysis of their qualitative data.

DMC's emotional characteristics were examined (Ibrahim, 2016, 2020), and additionally in Türkiye context the motivational and affective variations in DMC were closely examined by examining instances in the Turkish setting with various motivational profiles. (Sak, 2020; Selçuk & Erten, 2017). Selçuk and Erten (2017) used a qualitative case-study approach to capture the L2 motivational ebbs and flows of two EFL learners, one of whom is experiencing an identifiable DMC and the other of whom is highly motivated but whose motivational experience does not capture the essential characteristics of a DMC. They drew on Retrodictive Qualitative Modelling to identify learner archetypes. The results demonstrated that the learner going through a DMC process had a more consistent motivational trajectory than the other learner who is highly motivated but does not have a clear goal for the future. This suggests that having a strong L2 vision has a beneficial effect on the learners' overall motivational performance.

2.8. Mindset Theory

Carol Dweck, who is widely regarded as one of the world's pioneering researchers in the field of psychology, built the concept of *Mindsets* upon the ideas she expressed in her first book, *Self-Theories: Their Role in Motivation, Personality, and Development*, in 1999. Her book drew widely attention and was praised in the *Journal of Social and Clinical Psychology*. Her book and what she was trying to explore in it by going through the

dimensions of human psychology set forth the concepts which she was going to extend her views on her next book *Mindset* (2006). In her book, she concludes that the most important factor in determining the human success is not talent or intelligence, but *mindsets*, as she calls them.

According to Dweck (1999), people all have a belief system that give structure to our world, meaning to our experiences and we would be lost without them. We view ourselves from this belief system based on how we perceive our abilities and organize our world through our experiences. Each individual creates a different system and their perspective of their abilities, experiences, future achievement and failures may be determined by their beliefs about themselves which is their self-theories. She expanded the framework for intelligence and made a distinction between two contrasting theories: “entity view” and the “incremental view”. While the second views intelligence as malleable, the first views it as unchangeable. Her second book, *Mindset* (2006), examines the fixed and growth mindsets, which are based on these ideas.

Psychologist Dweck (1999) named this infamous belief system *mindsets*. In her book *Mindset* (2006), she aims to illustrate that by changing our perceptions, it is possible to improve the way we experience work, friendships, relationships, and achievements. She argues that there are two opposing types of mindsets: fixed and growth mindset. A fixed mindset signifies that our ability to achieve is unchangeable and since the intelligence is fixed, despite practice and effort, it cannot be altered. On the contrary, a growth mindset dictates that it is possible to improve our abilities through effort and challenging work. While those with fixed mindsets view mistakes or failures as self-criticism, those with growth mindsets view them as opportunities to develop. They lose motivation and either stop trying altogether or work less hard in the future. The fixed mindset renders our failures personal whereas the growth mindset holds that persistence and openness to criticism are precisely what enables us to improve. Embracing a growth or a fixed mindset might be the source of embracing performance or learning goals (Dweck & Leggett, 1988).

2.8.1 Fixed Mindset

According to Dweck (2006), one with the fixed mindset believes that his personality and talents are predetermined and cannot be changed. The perspectives of individuals with fixed and growth mindsets differ on risk-taking and the value of effort. As a result, the fixed mindset fears risk due to its potential for failure. Effort is similarly questionable as the necessity of hard work implies a lack of inherent proficiency. The fixed mindset asserts that

individuals cannot attain sufficient competence therefore, people to give up at the first indication of hardship.

2.8.2. Growth Mindset

On the other hand, Dweck (2006) suggests that people with a growth mindset, for example, focus on learning a skill or task and value the process; people with a fixed mindset, on the other hand, place greater value on results, evaluate their performance against others, and constantly strive for social recognition and positive feedback. The fixed mentality holds that his abilities and personality are predetermined and cannot be altered. Conversely, the growth mindset asserts that intelligence, abilities, and talents can be altered and enhanced. By emphasizing process over outcomes, the growth mindset teaches us to value our work ethic over our innate skills.

2.9. Empirical Research on Mindset

In both educational and social psychology, mindsets have been examined in a variety of fields. In 2007, Blackwell et al. investigated the effect that mindsets have in 7th grade students' math achievement. To investigate this, they designed two separate studies, recruiting 91 participants for Study 2 and 373 for Study 1. They investigated a mediational hypothesis in Study 1 and the findings demonstrated that, throughout the course of their two years of high school, students with a growth mentality saw an increase in their grades, but those with a fixed mindset saw a flat pattern. An intervention was used in second study. It was seen that the experience of growth mindset to 7th graders improved their motivation in the classroom. Participants in the experimental group (growth mindset) showed a significant improvement in their grades compared to those in the control group (fixed mindset).

As well as other fields, SLA also caught the attention of mindsets. In consideration of language mindsets, Noels and Lou (2015) dealt with the mindsets and goal orientations of language learners. They discovered that although students with a fixed mindset accepted performance goals, those with a development mindset embraced learning goals. While those with a fixed mentality were more worried even if they thought they had high language abilities, those with a development mindset shown better mastery and less helplessness regardless their competence level when presented with a failure circumstance. In another study of theirs, Lou and Noels (2016) investigated how linguistic mindsets might modify language learners' objectives and how this influences their reactions to failure scenarios and their motivation to keep learning the language in the Canadian setting. The participants were

divided into two groups at random and given either a fixed language mindset condition or a growth mindset condition. The findings showed that people with a growth mindset condition set learning objectives regardless of their perceived language proficiency, reacted more adaptively to setbacks, and had a strong desire to keep learning the target language. However, despite their reported high language skills, those allocated to the fixed mentality condition responded more helplessly, embraced performance-approach goals, and were terrified of failing.

Another study was created by Lou and Noels (2017) to assess language mindsets and investigate the connection between goal orientations, language mindsets, and behavioural reactions in failure scenarios. The Language Mindsets Inventory (LMI) was also presented in this study, which looked at the connection between language mindsets, goal orientation, and learners' responses to difficult circumstances. Canadian university students taking introductory psychology courses were the participants for this study. The results yielded that whereas those with a fixed mentality adopted performance approach goals to demonstrate their ability once they were assigned, those with a growth mindset adopted learning goals, which predicted greater mastery and less helpless responses in difficult situations.

In Türkiye context, Gümüş and Başöz (2023) explored the role of ideal L2 self and mindset in EFL learners' DMCs. The study included 176 preparatory class students from several state universities in Türkiye who were enrolled in the English Language and Literature or English Language Teaching departments. The participants were given a composite survey consisting of the DMC Disposition Questionnaire, the Mindset Instrument, and the Ideal L2 Self Scale. The most effective predictor of DMC attitudes in EFL learners was found to be growth mindset. The findings indicated that EFL learners may be more likely to experience DMCs than others and obtain more motivational gains when they are involved in DMCs if they are encouraged to perform behaviours that match their development mindsets and ideal L2 selves.

CHAPTER III: METHODOLOGY

3.1. Design of the Study

This study adopts a qualitative descriptive research design. Qualitative methods are deemed more convenient in achieving a better understanding of the complex reality of a given situation (Mack, Woodsong, MacQueen, Guest, & Namey, 2005, p. 2). In this design, semi-structured interview questions were directed to the participants. Qualitative research aims to understand specific issues by examining people's opinions, behaviors, and the context of their actions (Kaplan & Maxwell, 2005). In qualitative research there is iteration since we move back and forth between data collection and data analysis, so saturation happens when there is enough data covered (Dörnyei, 2007). The best thing about this research design, in contrast to quantitative research, is that participant opinions are taken into consideration. Because qualitative research demands that everything be examined with the premise that nothing is unimportant and that everything may contain a clue that will lead to more extensive research on the topic under investigation (Bogdan & Biklen, 1997). Qualitative researchers mostly ground their study on beliefs of participant (Creswell, 2002).

Table 3.1. *Summary of the Research Design, Participants and Procedures*

Research Design	- Qualitative Design
Choosing Sample	- Purposive Sampling
Participants	- ELT Students at Pamukkale University
Data Collection Tools	- Semi-structured Interview
Data Analysis Tools	- MAXQDA Analytics Pro

3.2. Background to the Study

The broadest and most widely used definition of qualitative research was provided by Corbin and Strauss (1998, p. 10), who defined it as "any type of research that produces findings not arrived at by statistical procedures or other means of quantification," with the exception that basic and implicit numbering and calculation are typically involved (Strauss, 1987). On the other hand, Creswell (2013) notes that qualitative research is employed when it is essential to look into a problem or topic and fully understand it.

Conversely, qualitative research examines phenomena in their natural environment to comprehend and interpret phenomena like behaviors, choices, beliefs, and values in relation to the meanings people ascribe to them (Ritchie & Lewis, 2003). As Flemming

(2014) states, a salient strength of qualitative research is its focus on the contexts and meaning of human lives and experiences for the purpose of inductive or theory development driven research. It is a systematic and rigorous form of inquiry that uses methods of data collection such as in-depth interviews, ethnographic observation, and review of documents.

There is no fixed framework for conducting qualitative research and the books on the subject offer varying suggestions regarding the framework (Creswell, 2013). This is why this thesis study used a qualitative descriptive research design, which is entirely data-driven and seeks to create codes from the data as it is being collected. Another key advantage of qualitative methods is that it allows for a comprehensive inquiry of context-related parameters that have bearings on the behaviours of individuals or their interaction patterns and the ways they make meaning of their lived experiences (Yilmaz, 2013).

As Maxwell (2008, p. 233) put it, "there is no 'cookbook' for doing qualitative research." According to Lambert and Lambert (2012), this design guarantees the logical presentation of a clear and succinct descriptive summary of the data's informative components. Therefore, this study used a qualitative descriptive research design, which is entirely data-driven and seeks to create codes from the data as it is being collected. Consequently, considering the goal of the study, it was determined that the qualitative descriptive research design was the most appropriate approach to use for this investigation because it is the most practical approach for conducting research on a topic that has not yet been discovered (Hill, Thompson, & Williams, 1997).

3.3. Qualitative Research

A methodological technique for investigating and comprehending the significance that people or groups assign to a social or human issue is qualitative research. It places more emphasis on depth than breadth, concentrating on how individuals perceive, understand, and interpret their surroundings. In order to obtain understanding of the underlying causes, motives, and circumstances, this method usually entails gathering non-numerical data, such as words, pictures, or observations. The goal of qualitative research is to investigate complicated phenomena rather than validate a theory. It is interpretive in character and seeks to comprehend how individuals create meaning in their daily lives (Creswell & Poth, 2018, p.4). This method frequently examines phenomena in their natural environments, giving the researcher a firsthand grasp of society. Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2011, p.3).

Typically, inductive reasoning is used in qualitative research to develop patterns and theories from the ground up using participant data. Interviews, focus groups, observations, document analysis, and case studies are examples of common techniques. These enable a thorough comprehension of the research question. Reflexivity, or being conscious of one's impact on the research, is essential, and the researcher is regarded as an active participant in the process. In qualitative research, the researcher serves as the main tool for both data collection and analysis, inherently shaping the study with their personal values, perspectives, and experiences (Merriam & Tisdell, 2016).

Understanding human behaviour, experiences, social processes, and meanings is the goal of qualitative research. In contrast to quantitative research, which is primarily concerned with numerical data and statistical analysis, qualitative research delves deeply into phenomena and frequently makes use of textual analysis, focus groups, interviews, and observations. Its importance cuts across a number of fields, including business, psychology, sociology, health, and education. Qualitative research offers deep, in-depth understanding of complex issues that are often difficult to quantify. It facilitates exploration of the “*why*” and “*how*” behind behaviours, decisions, and social relationships (Creswell & Poth, 2018). In qualitative research, participants’ perspectives are highly valued, as is the interpretation they make of their own experiences, recognizing that meaning is socially constructed (Denzin & Lincoln, 2011).

When examining phenomena in their natural environments, qualitative methods work best. The social, cultural, and environmental factors can be taken into account by researchers. Qualitative methods are especially valuable when research questions demand a detailed understanding of contextual factors and complex social dynamics (Patton, 2015). As new information becomes available, researchers can modify their questions and approaches using qualitative methods, which gives them flexibility that quantitative designs frequently lack. Qualitative research designs are typically emergent rather than strictly predetermined, allowing researchers to adapt and respond to the data as they collect and analyze it (Marshall & Rossman, 2016).

3.3.1. Significance of Qualitative Research

Social, cultural, and institutional context all have a significant impact on education. Understanding how these elements impact teaching and learning procedures in Qualitative research in education enables the exploration of how individuals interpret their educational experiences, revealing the hidden meanings behind classroom interactions (Merriam &

Tisdell, 2016). Qualitative research reveals how socioeconomic circumstances, school culture, and community values impact teaching and learning by analysing educational practices within their particular contexts. Using qualitative techniques, such as grounded theory or narrative inquiry, educational researchers construct and improve theories about pedagogy, learner development, and institutional practices. One popular qualitative technique that enables theory to arise from the data is Grounded Theory, which focuses on the development of theory through systematic data collection and analysis (Charmaz, 2014). Qualitative insights are used in mixed-method approaches to analyse quantitative trends, such as why children from comparable backgrounds perform differently or how teachers apply policies differently in different schools. Statistical tendencies uncovered by quantitative research can be further explained and deepened through qualitative data, which provide context and insight into underlying processes and meanings (Creswell & Clark, 2017).

By capturing feelings, viewpoints, and social interactions that quantitative data frequently misses, qualitative research sheds light on people's lived experiences. This approach is ideal for investigating events in their natural settings and aiding researchers in comprehending how people interact with their surroundings. Through inductive reasoning, qualitative research frequently results in the formation of new ideas rather than the testing of pre-established assumptions. Because qualitative methods are flexible, researchers can change their questions and strategies as new information becomes available. Also, participant viewpoints are highlighted in qualitative research, which frequently gives voice to underrepresented or underprivileged groups.

3.3.2. Qualitative Research Types

A variety of methodologies are used in qualitative research, each with unique objectives, designs, and analytical techniques. These kinds enable scholars to investigate human meanings, experiences, and social dynamics in diverse settings. These are the kinds of qualitative research that are most frequently employed.

Phenomenological Research: The goal of phenomenology is to comprehend the nature or significance of our daily experiences on a deeper level (Moustakas, 1994). The aim of phenomenology is to investigate and characterize how people encounter a particular phenomenon in their daily lives. The essence of these experiences and the interpretations people make of them are the main points of interest. Phenomenological research aims to identify and characterize a phenomenon's fundamental characteristics. The method suspends

the researchers' prior assumptions about the phenomenon in order to examine people's everyday experiences. Its key features include emphasizing lived experience; it uses in-depth, semi-structured interviews. Data analysis also involves identifying themes and essences.

Grounded Theory: This research method concerned with the generation of theory was developed by Glaser & Strauss (1967). Developing a theory based on data that has been methodically collected and examined is known as grounded theory. It is particularly helpful in fields with little to no theory. In this method data collection and analysis occur simultaneously. It uses open, axial and selective coding and employs constant comparative methods. In order to create theories that are based on reality, grounded theory offers a methodical approach to data collection and analysis (Charmaz, 2014).

Ethnography: A popular qualitative data collection technique in the social and behavioural sciences is ethnography. In order to make inferences about how societies and individuals operate, data are gathered through observations and interviews. By placing the researcher in the environment being studied, ethnography aims to comprehend cultural phenomena from an insider's point of view. This method originates from anthropology since it takes a long-term fieldwork to observe participants. It records customs, values, language, rituals, and everyday activities. Also, it creates "thick description," or detailed, descriptive accounts. According to Hammersley and Atkinson (2007), ethnography is the study of people in their natural environments, or "fields," employing data collection techniques that capture their everyday activities and the social meanings they assign to them.

Case Study: An in-depth, comprehensive analysis of a specific case (or cases) in a real-world setting is called a case study. In a case study, one or more cases within a limited system—such as a program, event, activity, or institution—are thoroughly examined. Within a case study, a researcher uses multiple data sources such as interview, documents, observations. Depending on the study, it can be single-case or multiple case-design. It is suitable for real life, contemporary contexts. The case study approach can be exploratory, explanatory, or descriptive. It enables researchers to preserve the comprehensive and meaningful characteristics of real-life events and contexts (Yin, 2018).

Narrative Inquiry: The study of human experience via story interpretation is known as narrative inquiry. It entails using narrative analysis and storytelling to make sense of acquired knowledge and experience. People's stories about their lives are the main focus of narrative inquiry. It looks at how people use storytelling to make sense of their experiences. Clandinin & Connelly (2000) explains it as an approach to comprehending experience is

through narrative inquiry. It involves participants and the researcher working together over an extended period of time in one or more locations. This method is rooted in literary, psychological and educational theory. It mainly focuses on personal identity, memory and context. These stories are often co-constructed between researcher and participant. Analysis goes by a chronological or thematic way.

Action Research: The goal of action research is to address an issue or contribute to personal and collective knowledge in a way that influences instruction, learning, and other associated procedures. It produces actionable input rather than primarily theoretical contributions. Practitioners use action research to create local knowledge, enhance practice, and address particular issues. It is action-oriented, contemplative, and cooperative. Action research is a democratic and participatory process that seeks to advance practical knowledge in the service of ethical and humanistic goals (Reason & Bradbury, 2008). This approach follows a cyclical process plan which goes like plan, act observe and reflect. It is often used by teachers in service considering the educational setting. It encourages practitioner involvement and empowerment. It not only aims to produce action but also produce knowledge.

3.3.3. Validity in Qualitative Research

Validity in qualitative research refers to how reliable, genuine, and credible the interpretations and conclusions derived from the data are. Qualitative validity is concerned with how well the results reflect the realities, meanings, and contexts of the participants, as opposed to quantitative research, where validity is frequently defined in terms of statistical accuracy. Qualitative validity refers to the use of specific procedures by the researcher to ensure that the study's findings accurately represent the participants' experiences and meanings (Creswell & Poth, 2018). It guarantees that the study: accurately captures the opinions of the participants and honours the context in which the information was gathered reduces the bias of researchers. Lincoln and Guba (1985) proposed four fundamental criteria for evaluating the trustworthiness of qualitative research: credibility (analogous to internal validity), transferability (analogous to external validity or generalizability), dependability (analogous to reliability), and confirmability (analogous to objectivity).

3.3.3.1. Credibility. It is the assurance that the results are accurate and that the study accurately depicts the experiences of the participants. When a qualitative study describes or interprets human experience so accurately that those who share that experience would

immediately recognize it, the study is considered credible (Merriam & Tisdell, 2016). Some Techniques to guarantee credibility:

Extended involvement: Devoting enough time to the field to comprehend the background.

Constant observation: Paying attention to the traits and components that are most pertinent.

Returning information and interpretations to participants for confirmation is known as "*member checking*."

Triangulation is the process of verifying results by using several data sources, researchers, or hypotheses.

Peer debriefing: Talking about the study with unbiased coworkers to test theories and identify prejudice.

3.3.3.2. Transferability. It is the extent to which the results are transferable or applicable to different populations, settings, or contexts. Qualitative researchers offer rich, detailed explanations rather than claiming generalizability, enabling readers to determine the applicability of findings to other contexts (Patton, 2015). Techniques to guarantee transferability:

Giving thorough, contextualized explanations of the research environment, participants, and procedures is known as *thick description*.

Choosing participants who can contribute the most to the study is known as *purposeful sampling*.

3.3.3.3. Dependability. It is the consistency and stability of results across researchers and over time. Guba & Lincoln (1989) stated that in order to be reliable, a researcher must take into consideration the dynamic environment in which their work is conducted. Techniques to guarantee reliability:

Audit trail: Recording all choices, actions, and modifications made during research.

Code-recode strategy: Data is coded twice to ensure consistency.

Peer review is the process of having colleagues evaluate the results and methodology of the study.

3.3.3.4. Confirmability. It is the degree to which participant prejudice and assumptions, rather than those of the researcher, have influenced the findings.

Confirmability is achieved when conclusions are logical, supported by evidence, and can be traced back to their original data sources (Shenton, 2004). Strategies to guarantee confirmability:

Reflexivity: The researcher admits their own positionality and prejudices.

Audit trail: Providing access to all unprocessed data, field notes, and coding choices for examination.

Triangulation is the process of confirming results using several sources or techniques.

Also, some additional concepts related to validity are reflexivity and triangulation. Critical self-awareness of the researcher's impact on the study process and results is a necessary component of reflexivity. Researchers need to be open and honest about their responsibilities, values, and presumptions. The process of critically examining oneself as a researcher and acknowledging the researcher as the "human instrument" in qualitative inquiry is known as reflexivity (Lincoln & Guba, 2000). Berger (2015) adds that while self-awareness is one aspect of reflexivity, another critical component involves systematically considering how the researcher influences each stage of the research process. Triangulation is cross-checking data using a variety of techniques, data sources, researchers, or hypotheses. It increases confirmability and trustworthiness. Some triangulation types are method triangulation (interviews + observations), data triangulation (different participant groups) and investigator triangulation (more than one researcher).

3.3.4. Reliability in Qualitative Research

Qualitative reliability is concerned with whether the study's methodology is consistent, traceable, and well-documented so that another researcher could comprehend how and why particular interpretations were formed, as opposed to quantitative studies, where dependability is about the replicability of results. In qualitative research, reliability refers to the consistency of the researcher's methodology across different researchers and projects (Gibbs, 2007). In qualitative research, the idea of dependability—first proposed by Lincoln & Guba in 1985—is frequently substituted for conventional reliability. It highlights consistency over time, process stability for data collection and analysis and the capability of using an audit trail to monitor research decisions. Reliability entails demonstrating that research results are repeatable and consistent across different contexts and times (Lincoln & Guba, 1985).

3.3.4.1. Strategies to ensure reliability. *Audit Trail:* This technique means recording every step of the research process in detail, including the research questions, data collection methods, coding schemes, memos, and decision-making processes. It allows for the evaluation of the study's logic and transparency by outside reviewers or auditors.

Code-Recode Method: With this method, the same data set is coded twice at different times by the researcher, who then verifies consistency. It helps guarantee the analysis's internal coherence.

Peer Review and Peer Examination: It allows colleagues or peers to review specific data, coding, or findings. It also aids in exposing possible bias or inconsistencies.

Inter-Coder Reliability: It is used to guarantee consistency in interpretation when multiple researchers are involved, compare and align coding approaches.

Reflexivity: The researcher considers their own role, presumptions, and possible impact on the study. It enhances the reliability of interpretations.

Table 3.2. *Differences Between Reliability in Quantitative vs. Qualitative Research*

Aspect	Quantitative	Qualitative
Definition	Consistency of measurement	Consistency of process and interpretation
Focus	Instrument reliability	Researcher consistency
Tool	Statistical tests	Audit trails, code-recode, triangulation
Aim	Replicability	Transparency and trustworthiness

3.3.5. Thematic Evaluation

In qualitative research, thematic evaluation, also known as thematic analysis, is a popular technique that entails finding, examining, and interpreting patterns or themes in qualitative data. It focuses on shared concepts, meanings, or experiences to assist researchers make sense of vast amounts of textual data, such as field notes, interview transcripts, or open-ended survey replies. The method of thematic evaluation involves examining qualitative information, finding recurring themes or patterns sorting through and analysing these concepts and connecting them to the goals or research questions. Thematic analysis is the process of identifying, analysing, and reporting patterns (themes) within qualitative data (Braun & Clarke, 2006).

The purpose of thematic analysis is to reveal hidden meanings, viewpoints, and experiences, to meaningfully and systematically arrange data and to analyse behavioural, cultural, or social phenomena. It also aims linking participant perspectives to study goals.

Software tools that support thematic evaluation includes NVivo, ATLAS.ti, MAXQDA and Dedoose.

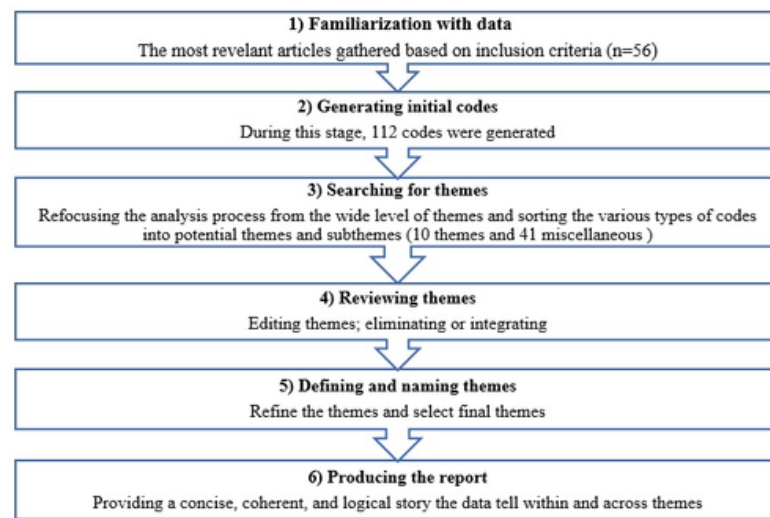


Figure 3.1. Steps in thematic evaluation (Braun & Clarke, 2006)

Advantages of thematic evaluation includes being adaptable and available to scholars from several fields, drawing attention to meanings and patterns in complex data, and the fact that both inductive and deductive (data-driven or theory-driven) applications are possible. Additionally, it is relevant to different kinds of qualitative data.

Limitations may be the subjective view if not used strictly, the fact that meticulous documentation is necessary to guarantee credibility, it takes a long time with big data sets and unfortunately either too much or too little code might mask discoveries.

3.3.6. Coding Process

One of the first steps in analysing qualitative data is coding. By labelling important information, it entails organizing and interpreting textual data. Transcripts of interviews, focus groups, field notes, and open-ended survey responses are examples of raw data that is transformed into useful categories through this process, which aids researchers in finding trends, themes, and insights. Sorting and organizing your data is called coding. Data can be labeled, compiled, and organized through the process of coding, which assigns meaningful tags to segments of qualitative data (Saldaña, 2016). Each code is a single word or brief phrase that, when applied to a subset of the data (such as a sentence or paragraph), symbolically assigns a summative attribute. The identification of themes or conceptual patterns follows from these codes.

The coding process follows as first prepare the data, perform focus group or interview transcriptions and remove any unnecessary information from the text. Second, for initial reading and familiarization examine every piece of information to obtain a broad understanding and make some preliminary notes. Third, emphasizing and labelling data segments that are noteworthy or intriguing. It is either done by hand or with software (such as NVivo, ATLAS.ti, or Dedoose), this step is to generate initial codes. Fourth, combining codes that are related or similar and checking for frequency or repetition. Fifth, to develop themes, it is needed to move codes to more complex themes that represent ideas or patterns. Refining themes to make sure they are accurate and clear is essential. Lastly, reporting findings. Linking themes to literature and research questions as well as utilizing anecdotes and quotations to highlight finding is are last steps of the process.

3.3.6.1. Types of coding.

Table 3.3. *Types of Coding*

Type of Coding	Description
Descriptive Coding	Summarizes the primary topic of the excerpt
In Vivo Coding	Use the participants' own words as codes
Process Coding	Captures action or movement (often uses – ing verbs)
Emotion Coding	Labels the feelings or emotions expressed by participants
Value Coding	Reflects participants' values, beliefs, or attitudes
Pattern Coding	Groups similar codes into broader patterns or themes
Axial Coding	Identifies relationships among codes and categories
Thematic Coding	Organizes codes under larger thematic umbrellas

3.3.7. Analysis of Qualitative Research

The methodical process of looking for patterns, themes, concepts, or meanings in non-numerical data—such as focus groups, interviews, open-ended surveys, field notes, or visual materials—is known as qualitative research analysis. Researchers can gain a deeper understanding of people's experiences, behaviours, cultures, or social phenomena by using this analysis. The purpose of qualitative data analysis is more than only one. First, it is to analyse intricate human experiences. Second, it is to produce knowledge based on actual situations. Third, it is to develop theory or elucidate relationships, meanings, and processes. Fourth, it is necessary to provide participants' viewpoints a voice.

Main approaches to qualitative analysis vary from thematic analysis to phenomenological analysis. The other ones are content analysis, grounded theory, narrative

analysis and discourse analysis as mentioned before in this chapter. Also, tools to assist in qualitative analysis includes software tools like NVivo MAXQDA, ATLAS.ti and Taguette as well as manual methods like notes, highlighters and thematic maps.

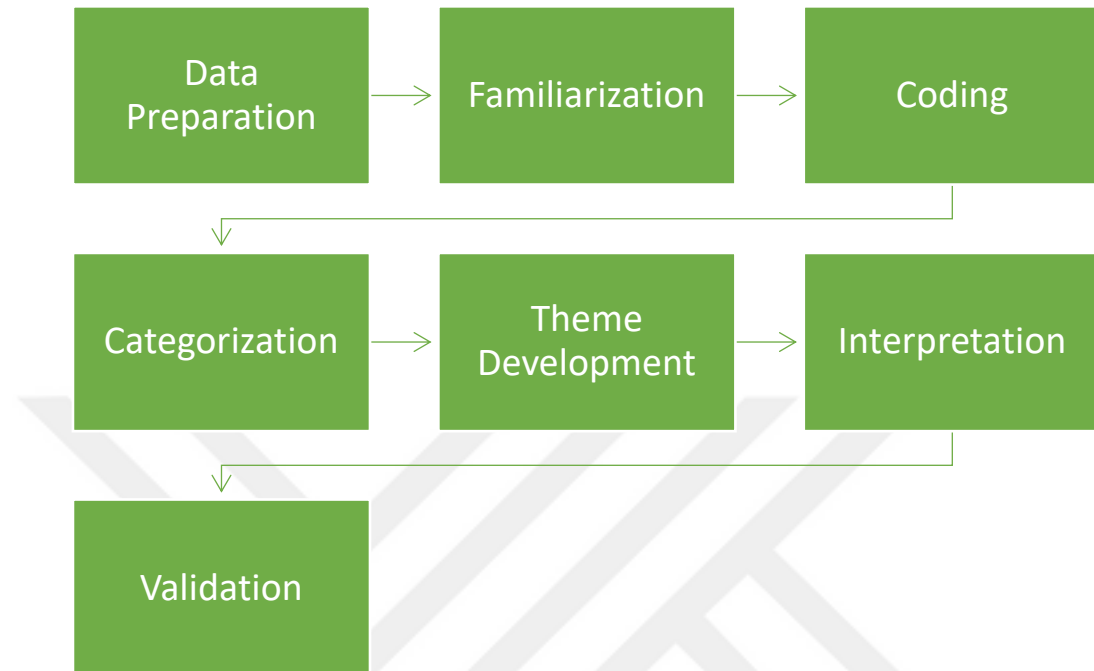


Figure 3.2. Steps of qualitative analysis

Data Preparation: Transcribing notes or interviews. Verifying the accuracy and completeness of the transcripts.

Familiarization: Reading the data several times to fully become immersed. Recording your first observations.

Coding: Determining which data points are important. Giving each segment a code or label.

Categorization: Sorting codes into groups or categories.

Theme Development: Coding categories reveal broader themes.

Interpretation: Examining the relationship between themes and research questions. Comparing results with theories or literature already in existence.

Validation: Verifying the reliability, confirmability, and credibility. Employing techniques such as peer review, member checking, and triangulation.

Table 3.4. *Techniques to Improve Quality of Analysis*

Technique	Purpose
Triangulation	Use multiple data sources or methods to confirm findings
Member Checking	Ask participants to verify accuracy of interpretations
Poor Debriefing	Discuss findings with peers to reduce researcher bias
Reflexivity	Reflect on how your own perspectives influences interpretation
Audit Trail	Keep detailed notes of decisions, coding processed, and data handling

3.4. Setting and Participants

This study was carried out at Pamukkale University, Education Faculty with English Language Teaching (ELT) students during the 2024-2025 academic year. The population of this study included students who are enrolled in English Language Teaching Program at Pamukkale University. The study used purposive sampling which is one of the non-probability sampling methods. The initial sample consisted of 63 ELT students. Table 3.2. display the demographic information that the interview questions provided. As can be seen from Table 3.2. female students (N=54) outnumber male students (N=9) with the percentage of %85. As shown in Table 3.3., %57.1 of the participants are senior students in ELT department at Pamukkale University, which is followed by the junior students (%23.8) and sophomore students (%19.1).

Table 3.5. *Distribution of Participants Regarding Gender*

Gender	F	P
Female	54	85.7
Male	9	14.3
Total	63	100.0

Table 3.6. *Distribution of Participants Regarding School Year*

School Year	F	P
Senior	36	57.1
Junior	15	23.8
Sophomore	12	19.1
Total	63	100.0

3.5. Data Collection Instruments

To elicit data Turkish ELT students' perceptions about DMCs and mindsets in language learning, an interview was used. The purpose of a qualitative research study is the most important factor in selecting the appropriate instrumentation type. For exploratory studies aimed at developing theories and concepts, an open-ended approach is recommended by (Devers & Frankel, 2000). In line with the purpose of this study, the researcher created and used a semi-structured face-to-face interview with eighteen open-ended questions. Interviews allow participants to express their own opinions and discuss topics that are meaningful to them, rather than just responding to the researcher's themes. The interview that was used in this study (See Appendix 1 for the interview), consisted of four main parts as A, B, C and D. Before proceeding to the sections, the researcher introduced herself, explained the research's purpose, addressed the confidentiality of the interviewee and data, discussed the handling of research findings, and obtained the interviewee's consent. Before starting the main parts, demographic information such as gender and school year were asked to ELT students. In part A seven open-ended questions on intense motivation were asked. In part B, three open-ended questions and in part C five-open ended questions on intense motivational project were asked. In the final part D, three open-ended questions on mindsets were asked to gather insight. The interview design (Figure 3.1) followed the methods outlined in the related literature (Benson & Clark, 1982; Creswell, 2002; Kvale, 1996). First, the researcher identified the study's aim, instrument, and potential participants through thematic analysis. Second, the related literature was scanned, and an archive was created by reviewing all assessment and evaluation instruments used in English language learning. To understand EFL students' perceptions on motivation and language mindsets, a semi-structured interview with eighteen open-ended questions was designed with the supervisor. Open-ended questions can provide more "richness" than fully quantitative data due to greater freedom of speech and the ability to generate graphic examples, illustrative statements, and uncover previously unknown difficulties (Dörnyei & Taguchi, 2009). The questions were prepared in Turkish to allow students to express themselves more easily and without stress. The questions were first edited by the supervisor and necessary corrections were made. The interview questions were formatted and worded to improve readability and avoid misconceptions, based on expert feedback. After making necessary corrections, the main instrument was developed.

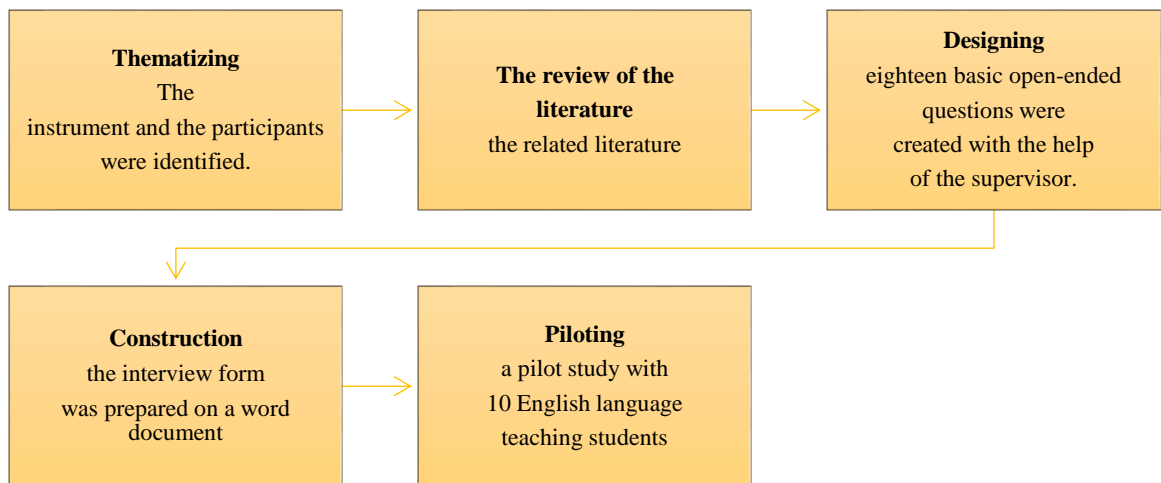


Figure 3.3. Data collection instrument development stages.

3.6. Data Collection Procedure

3.6.1. Piloting

Pilot studies enable researchers to make changes and updates to the main study (Kim, 2011). Therefore, a pilot study with 10 ELT students was conducted. Participants were asked to share their thoughts on the instrument, any issues they encountered, and any questions they had. Based on their feedback, adjustments were made to improve the clarity and ambiguity of questions, as well as the instrument's format and length.

3.6.2. Main Study

In order not to overlook the contexts in which human behaviour is shaped, the researcher has assumed the role of an observer rather than a passive audience. The data related to the research were collected by interviewing the identified students. During the interview, information about the investigation was given. The recorder was used to prevent data loss during interview. It is stated that the recorder will be used in interviews with participants. Thus, attempts have been made to avoid any inconvenience that the recording device may have on participants. In the survey, participants were given careful attention to ensure an environment in which they could feel comfortable and peaceful and to express their views sincerely, and an appropriate interaction environment was created. Consequently, interview was completed with 21 English language teaching students.

3.7. Data Analysis

First, the data were converted from Word document into an Excel file, and then they were translated into English with the help of a translator program and checked by a PhD candidate English teacher. In the analysis of the data of the study, MAXQDA Analytics Pro 2022 was used. This software supports qualitative data analysis and falls under the category of computer-assisted qualitative data analysis. Qualitative studies began using computer programs in the late 1980s, including MAXQDA, ATLAS.ti and NVivo (Creswell, 2013). Although coding can be done manually, software packages cannot replace the researcher's role in generating codes, linking them to data, and categorizing them (Oliveira et al., 2016). There are some advantages to using software. It can quickly retrieve and compare text chunks, as well as assign and track codes.

According to Clarke et al. (2021), software simplifies data clustering and analysis, enabling researchers to identify trends and develop theories. MAXQDA was chosen for data analysis due to its ease of use, user-friendly interface, and capability to analyse both qualitative and mixed data. MAXQDA software offers a wide range of training tools, including video tutorials, webinars, guides, books and articles by MAXQDA practitioners.

For this study, thematic content analysis was used. Then, first the interview questions were placed in the code window as a category and the codes extracted from the data were assigned under these question categories.

Coding is divided into two cycles: the first cycle and the second cycle. The first cycle used open coding, a data-driven method that examines available data without specifying categories (Kuckartz & Rädiker, 2019). Similar events and actions are then grouped analytically and inductively (Corbin & Strauss, 1990). This approach utilized both open coding and in vivo coding, where participants' terms were assigned code names (Strauss, 1987). The first cycle of open coding resulted in 24 unique codes.

In the second cycle, the supervisor and researcher used the axial coding approach. According to Strauss and Corbin (1988), axial coding categorizes fractured codes from open coding. After identifying the most and least important codes, the data set was reorganized by removing synonyms and unnecessary codes. Finally, the best representative codes were selected with the supervisor (Boeije, 2010). According to Bernard, Wutich, and Ryan (2017, p.137), "coding is supposed to be data reduction, not data proliferation". The classification system was designed to be broad based on the volume and categorization of the data. Sub-coding, a second-order labelling technique, was used after the first cycle. The coded data

was organized into categories for greater clarity. 24 open codes were reduced to 17 across three themes.

3.8. Reliability of the Study

Critics may question the reliability of qualitative research, yet it has been proven trustworthy through thorough study design and adherence to specific standards (Shenton, 2004). Four criteria were established based on the answers to these questions, initially under the scientific paradigm and later under the naturalistic paradigm. The study ensures the trustworthiness of qualitative analysis through credibility, transferability, dependability, and authenticity. To ensure credibility, the researcher got participants' agreement and informed them that they might withdraw from the study at any time. The collected data will only be utilized for the study. Additionally, in order to provide inter-rater reliability, data was analysed via peer scrutiny.

<i>Scientific Paradigm (rigor)</i>	<i>Constructivist/Naturalistic Paradigm (trustworthiness)</i>	
Methodological criteria	Parallel Methodologic Criteria	Authenticity /ethical Criteria
Internal validity (Coherence)	(Extrinsic) Credibility (Plausibility)	(Intrinsic) Fairness
External validity (Isomorphism)	Transferability (Context- embeddedness)	Educative authenticity
Reliability (Reliability)	Dependability (Stability)	Catalytic authenticity
Objectivity (Value-freedom)	Confirmability (Value explication)	Tactical authenticity
(Reliance on method)	(Reliance on data)	(Reliance on internal ethical system)

Figure 3.4. Criteria for assessing rigor or trustworthiness in research (Lincoln, 1995, p. 277).

According to Hill et al. (1997), qualitative researchers often gather and code their own data, which might lead to bias and repetition of results among decision makers. Using many researchers provides diverse perspectives, mitigates biases, and improves

understanding of difficult data. Individual researchers' prejudices and expectations can lead them to overlook important features of the data. To prevent rater bias and assure inter-rater reliability, a second coder (a PhD student researcher) was contacted in addition to the researcher. This study takes a data-driven method, therefore both coders independently divided and analysed data. After one month of meetings and discussions, the data analysis reached a consensus and became finalized. To validate the qualitative data, actual quotations from participant-reported statements were presented. The researcher provided detailed explanations on the study participants and setting. To ensure consistency, the researcher provided detailed explanations of the study's research strategy and data collection procedure, as well as transparent reporting on data analysis and interpretation.



CHAPTER IV: FINDINGS

This chapter provides a descriptive presentation of the study's findings. To aid the reader in understanding the findings, tables and figures are included with the results, which are presented in accordance with the study questions. Since it could be misleading to use percentages rather than absolute frequencies, the developing categories and codes are shown in frequencies. Following the frequency of categories and codes, some quotes are also provided. For quotations, P symbolizes ELT student in Pamukkale University and the number represents the order of the participant in this study.

4.1. The Motivation of Participants in Language Learning

(What are the self-perceptions of Turkish EFL learners on motivation related to DMC's experience?)

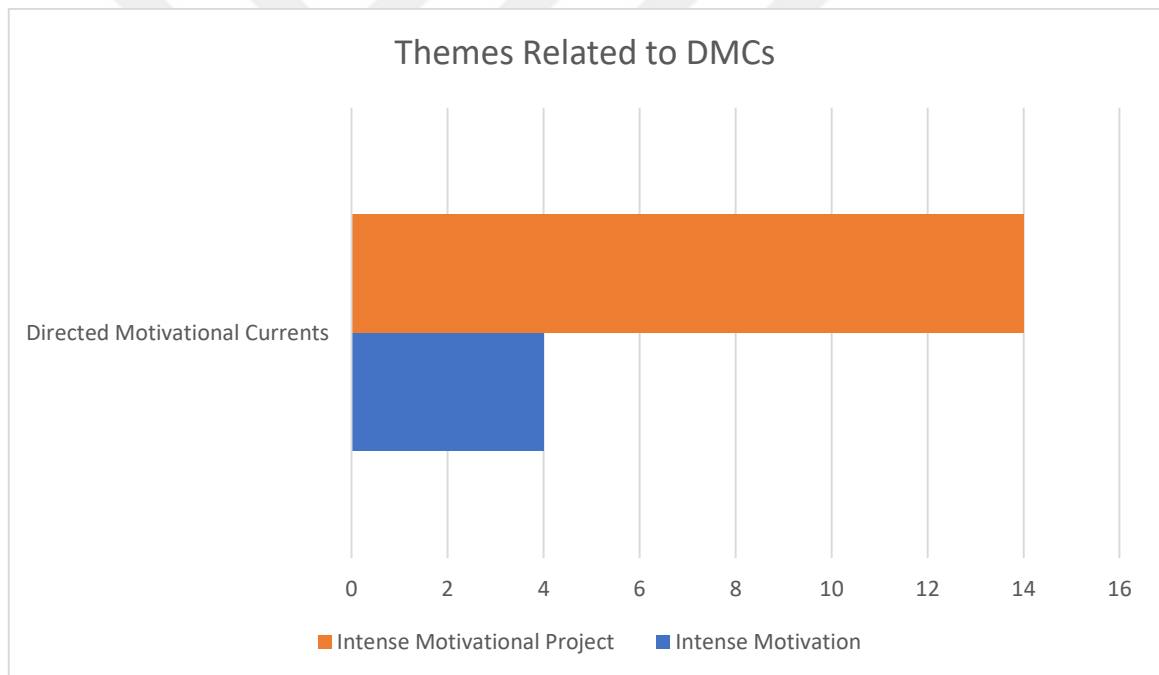


Figure 4.1. Frequency graph showing the number of themes related to DMCs.

In this study, the first aim was to unleash the dimensions behind the motivational patterns in L2 learning. When the answers given to the interview were analysed, a total of 17 codes emerged. Fourteen of them are under two main themes, *Intense Motivation and Intense Motivational Project*.

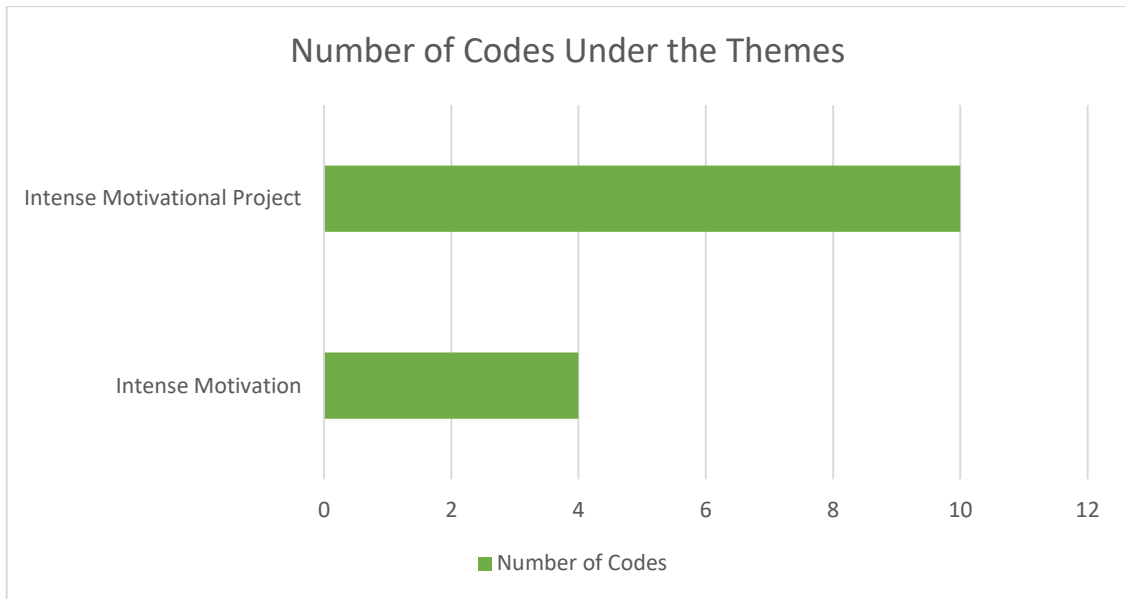


Figure 4.2. Frequency graph showing the number of codes related to themes.

4.1.1. Intense Motivation

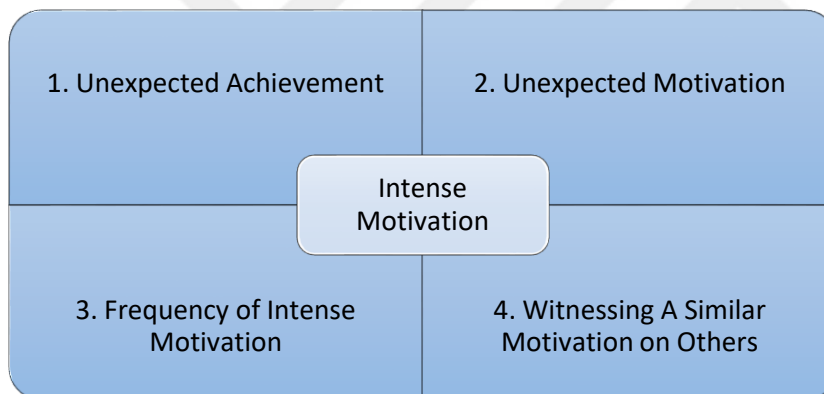


Figure 4.3. Graph showing the codes under the intense motivation theme.

4.1.1.1. Unexpected achievement.

Table 4.1. *Unexpected Achievement*

Unexpected Achievement	f
Yes	54
No	9
Total	63

I achieved high ranking in university entrance exam more than expected. (P4, P15, P25, P31, P44, P45, P50, P61)

I never thought I could swim well but I am very good at it now. (P10)

I knew nothing about using IT tools but I though myself how to master it by tutorial videos on YouTube, I'm proud. (P6)

When the students were asked if they have ever accomplished something that they don't never expect they could, many of them stated that they have. It is apparent from the participants' answers that their unexpected achievements are related to academic success, especially university entrance exam. Also, some stated some accomplishments related to social skills such as attending social responsibility projects, mastering sculpting skills and attending performing arts projects. The actual words of students on this topic are shown above.

4.1.1.2. Unexpected motivation.

Table 4.2. *Unexpected Motivation*

Unexpected Motivation	f
Yes	51
No	12
Total	63

I was so motivated during the time I was preparing for the university entrance exam, YDT.

I used to wake up at 5 a.m. every morning and I am very fond of sleep. (P2)

I was quite motivated during the time I was preparing for the university entrance exam (P,1, P9, P13, P24, P,26, P47, P50, P51)

When participants were asked if they have ever felt so motivated towards something that they surprised themselves, or experienced an intense motivational phase, most common answer was yes. Most of them stated that, at one point of their life, they focused on a project or a goal and on an unexpected level. Most of the "yes answers" are related to preparation process for the university entrance exam. Some of the participants who answered "no" stated that they don't feel surprised when they are motivated and some stated that they don't feel unexpectedly motivated on a regular basis.

4.1.1.3. Frequency of intense motivation.

Table 4.3. *Frequency of Intense Motivation*

Frequency of Intense Motivation	f
2 times in a month	3
Once in a month	3

Continued on next page

Table 4.3. *Frequency of Intense Motivation (Continued)*

Frequency of Intense Motivation	f
Once in two years	3
2 times in a year	3
Once in a year	3
Once in four years	12
Rarely	36
Total	63

Not so often, I go through such intense motivational phases when I realize I'm bored of my routines. (P35)

Once in four years, when ÖSYM welcomes us again. (P57)

When students were asked how often they experience such intense motivational phases, as it can be seen in Table 4.3., most of them reported that they rarely find themselves in such motivation. Participants who answered as once in four years added that, it is highly related to ÖSYM exams since they had to face such exams once in every four years in their educational life. They all mostly related their intense motivation. The number of participants who stated that they experience intense motivation once in a year, 2 times in a year, once in two years, once in a month and 2 times in a month is the same. Although those participants didn't have solid reasonings for their answers, they tried to remember the times they got into intense motivation and count them. The actual words of students on this topic are shown above.

4.1.1.4. Witnessing a similar motivation on others.

Table 4.4. *Witnessing A Similar Motivation on Others*

Unexpected Motivation	f
Friends with academical goals	24
Siblings with academical goals	15
Friends with social goals	9
Parents with career goals	9
No	6
Total	63

My friends are same as me anxiety-wise, so I witnessed them in such motivation for coming up exams. (P33)

My brother was preparing for the university entrance exam 5 years ago, he was extremely stressed and focused. He had no social life. (P27)

My mother is a lawyer and there are a lot of days that she skips the dinner with us to deal with the paperwork. (P48)

In this code, students were asked if they observed any kind of intense motivational phase in the lives of people around them. As it can be seen in Table 4.4., they witnessed such phases mostly related to academical goals and concerns. Participants added that they see this kind of intense motivation specially on their peers. Some stated that they shared those concerns and experienced that kind of motivation at the same time. The number of participants who stated witnessing friends with social goals and parents with career goals is the same. The ones who witnessed their siblings or parents experiencing such motivation also stated that they felt sympathy for them. Some of the extracts stated by the participants are addressed above.

4.1.2. Intense Motivational Project



Figure 4.4. Graph showing the codes under the Intense motivational project theme.

4.1.2.1. Any intense project before.

Table 4.5. Any Intense Project Before

Any Intense Project Before	f
Career goals	27
Social goals	15
No	12
Academical goals	9
Total	63

I want to be assigned to a public-school next year. (P1, P28, P32)

There was a time I wanted to become a hostess and worked hard for it. (P42)

I want to learn sign-language and I am currently practising it. (P62)

Students were asked if they have ever experienced a project where they were intensely motivated. In this code, project means some sort of goal of an achievement that they dream of. Almost half of them gave answers related to their future goals about their careers ahead of them. Those participants shared that they mostly got motivated for getting assigned to a public school as soon as possible and start their own life. The answers of participants who stated social goals ranged from learning sign language to getting better at swimming. The ones who stated having academical goals mentioned having tried to get a higher score from a course's final exam which he/she had a low midterm score. Also, some again mentioned the national exams they had to took before. The actual words of students on this topic are shown above.

4.1.2.2 Intense motivation in L2 learning experience.

Table 4.6. *Intense Motivation in L2 Learning Experience*

Intense Motivation in L2 Learning Experience	f
High school	18
In preparation of university entrance exam	18
Sophomore year	9
Senior year	6
In secondary school	6
In primary school	3
No	3
Total	63

The year I took for the university entrance exam, it was challenging for me. (P16)

During high-school, I got motivated as I saw my peers studying very hard. (P10)

In 8th grade, my peers were more successful than me, so I felt the pressure to work harder. (P6)

In this code, the aim was to dive into the intense motivation experience in language learning journey of the participants. They were asked if they had such a phase and when they experienced it. The answers show that in high school years or in the exam year, which are also related to each other, they mostly felt more intense motivation. These answers of the participants align with the previous codes, as it can be seen, the year they take a national

exam is really a highlight for them. Participants who experienced such motivation towards L2 in sophomore year mentioned more focusing on the courses they took. The ones who said senior year also mentioned focusing and getting motivated for the career path they are about to take on. The ones who gave the answer in secondary school and in primary school shared similar memories as they mostly talked about getting acquainted with English language and being eager to learn it in school environment. Participants with no answer expressed their situation with always having a motivation towards learning L2 and not recalling any specific intense motivation moment. Some of the extracts stated by the participants are addressed above.

4.1.2.3. Influence of others.

Table 4.7. *Influence of Others*

Influence of Others	f
Self-influenced	33
Teacher-influenced	12
Parents-influenced	9
Peers influenced	6
Romantic partner influenced	3
Total	63

My mother was very supportive, she helped me maintain my motivation until the exam. (P19)

I was very fond of my English language teacher in high-school, and I was very supported and influenced by her. (P34)

I noticed my weaknesses, and I always tried to improve my skills. (P55)

In this code, students expressed if any other people had any influence on the intense motivational project duration in their life. More than half of the participants stated they were led by their own instinct motivation as it can be seen in Table 4.7. They stated that they naturally bonded with English and kept motivated. 12 participants mentioned having a teacher influence on their second language adventure. They mentioned that they were highly supported and motivated by their language teachers. Some added idolizing their language teachers as well. Nine mentioned having very supportive parents towards learning a new language. The ones who were influenced by their peers stated having supportive friends in their classes and having competitive friends who challenged them to be better. Participants who were influenced by their romantic partners mentioned the significance of the mental

support that they were provided, and they were very thankful for it. Some of the extracts stated by the participants are addressed above.

4.1.2.4. Emotions.

Table 4.8. *Emotion*

Emotions	f
Stressed	21
Motivated	15
Anxious	15
Excited	6
Steady	3
Content	3
Total	63

Unfortunately, I was extremely stressed. (P21)

I was excited because it was very satisfying for me. (P44)

I was happy therefore I was motivated, or maybe vice versa. (P58)

In this code, students expressed their observations on their emotional status during the time they experienced intense motivation within a project. Almost half of the students expressed feeling stressed most of the time. They mentioned not being content with this feeling and due to stress, they wanted this phase to be over once and for all. Fifteen of them expressed feeling motivated and not dealing with any other emotion, they were focused on the project and basically that was all they felt. Another group of 15 participants expressed feeling anxious during the project. Different from the feeling stressed, they stated that they felt anxious because of the fear of unforeseen result of the project, or how it would end up in the future. Six participants shared that they felt excited because they wanted to achieve their goal as soon as possible. Three of 63 expressed their emotional state as steady adding that they mostly felt the same and there were no ups and downs. Another group of three participants mentioned feeling content with the satisfaction of making effort to achieve their goal. Although they used different wordings for their feelings, the answers they provided pointed a similar feeling at the core.

4.1.2.5. Productivity.

Table 4.9. *Productivity*

Productivity	f
Yes	51
No	12
Total	63

Yes, I was more productive than usual, I felt that I was truly learning. (P38)

Yes, even my basic days were more productive. (P17)

Yes, I was more productive than usual, and it was quite satisfying. (P63)

I was only focused on the exam itself, so I think I was not. (P24)

This code covers the productivity perception of the students. Participants considered their daily life productivity and their level of productivity during the phase of intense motivation. More than half of the students stated that during the intense motivation project, they felt more productive than usual, and they also enjoyed it. They added that this intense motivational phase gave another perspective to their daily routines, alongside with the productivity it brought. Twelve participants who didn't feel productive more than usual stated that since they had to focus on only one thing (the project), they couldn't feel productive in other areas of their lives. They expressed that they felt detached from the other events going on in their lives. The actual words of students on this topic are shown above.

4.1.2.6. Willingness to re-experience.

Table 4.10. *Willingness to Re-Experience*

Willingness to Re-Experience	f
Yes	57
No	6
Total	63

As I mentioned before, I felt very productive, so I want to experience it again in the near future. (P18)

I felt more alive so I would love to but maybe not so often. (P43)

I was very full focus, and I loved monitoring my own progress, it made me feel more confident so I would love to. (P16)

When the students were asked about their opinions on experiencing a kind of intense motivation again in the future, 57 of them stated that they would like to. They expressed

such reasons like making life more meaningful, to explore new things, to go further in life, to improve self and to have a purpose in life. Those participants expressed considering that kind of intense motivational experience as an opportunity to achieve their goals and they appreciate it. Their answers also align with what was provided with the previous code since some also expressed they would like to re-experience it because of feeling more productive. Six participants who are not willing to re-experience blamed the extreme stress they felt. They were not willing to go through the same level of stress within intense motivational phase; therefore, they were willing to give up on experience instead. Some of the extracts stated by the participants are addressed above.

4.1.2.7. Enjoyment.

Table 4.11. *Enjoyment*

Enjoyment	f
Yes	39
No	24
Total	63

Even though the outcomes were very satisfying, the process was not enjoyable due to stress. (P30)

I pushed my limits therefore I enjoyed it. (P44)

Students were asked if they enjoyed the intense motivational phase in this code and as it can be seen in Table 4.11., 24 participants stated that they did not. About two-thirds of participants stated that they enjoyed the project. Most of them related it to the satisfaction that comes with the outcomes. Some talked about it as an opportunity to discover themselves and discover their boundaries. Some of the extracts stated by the participants are addressed above.

4.1.2.8. Others' notice.

Table 4.12. *Others' Notice*

Others' Notice	f
Yes	57
No	6
Total	63

Yes, my parents noticed it from day one. (P20)

My friends from the neighbour noticed it. (P7)

This time around in this code, students were asked if people around them noticed that they were moving in an intense motivational phase. While 57 participants stated that many people noticed it because of their behaviour and stress, only six participants stated that they did not. Some of the ones who said yes mentioned that especially the people that they share the same house noticed it because it was most observable in their natural environment. Some of the participants who said yes stated that when they are in an intense motivational project, it is all they talk about to people around them thus, it is quite noticeable. The ones who answered as no mentioned not showing stress or being relaxed most of the time, therefore others couldn't notice. The actual words of students on this topic are shown above.

4.1.2.9. Daily life.

Table 4.13. *Daily Life*

Daily Life	f
Centre of life	42
Rearranging Life Accordingly	12
Not Spending Too Much Time	6
Leisure Activity	3
Total	63

I shaped my life accordingly, my motivation led my days. (P2).

I did not give up on my routines, I adapted the project into my daily life. (P5)

I made it my leisure activity. (P49)

When asked about where they put the intense motivational project in their daily life, 42 of them stated that they made it the centre of their life. They added that it was quite important for them due the outcomes and the goal they were trying to achieve therefore they went in full focus. They spent most of their time for it. Twelve participants stated that they arranged their life according to the amount of time they want to spare for the project. They mentioned making it a part of their life. Six participants stated that they didn't spend too much time on it, so it didn't become a big part of their daily life. Only three participants mentioned turning the project into a leisure activity. The sentences above are the examples reflecting the students' opinions.

4.1.2.10. Picturing self accomplished.

Table 4.14. *Picturing Self Accomplished*

Picturing Self Accomplished	f
Yes	63
Total	63

Not only one goal, I picture myself accomplishing many of my goals all the time. (P18)

Yes, I always imagine myself as a teacher in-service. (P14)

As the last code under the Intense Motivational Project theme, students were asked if they ever pictured themselves accomplished their goal or dream. As it can be seen in the Table 4.14., not even one student answered no. All the participants mentioned the times they pictured themselves achieving their goals somewhere in the future. Most of those dreams were current and they included getting assigned to a publish school as a teacher in-service as soon as possible, some of them were related to going abroad and starting a new life alongside a new career there. Some also mentioned their previous dreams such as getting enrolled in their dream university or department, some also mentioned spending summer holiday fulfilled and more productive than imagined. This code stands out as it is the only one with all participants giving the same answer. Some of the extracts stated by the participants are addressed above.

4.2. The Mindsets of Participants in Language Learning

(What are the self-perceptions of Turkish EFL learners on their mindsets related to language learning?)

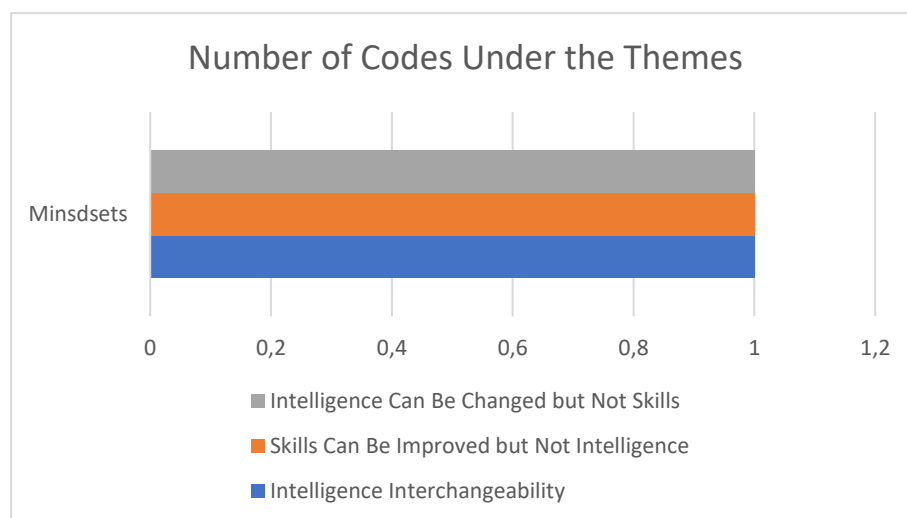


Figure 4.5. Frequency graph showing the number of codes related to theme.

The second aim was to unleash the dimensions behind the mindset formations in L2 learning. When the answers given to the interview were analysed, a total of three codes emerged. All of them are under only one main theme, *Mindsets*.

4.2.1. Mindsets

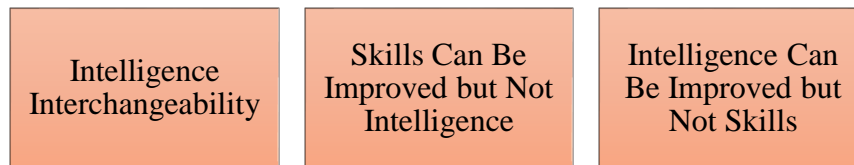


Figure 4.6. Graph showing the codes under the mindsets theme

4.2.1.1. Intelligence interchangeability.

Table 4.15. *Intelligence Interchangeability*

Intelligence Interchangeability	f
Believing it	33
Not believing it	30
Total	63

I think it is something we can change, I think everyone has that capacity, the development of capacity depends on the effort put in and for this I think everyone needs to develop their own methods. (P17)

I think we have a certain ability, and we can't exceed it. I have acquaintances who lived abroad in Germany for years and still can't speak German properly, I think if you can't speak German after all those years, you have a certain perception capacity. (P9)

It cannot be changed but I think we can internalize what is, I think not everyone strives for things they are not interested in, that is why we cannot see it but if they also strive for English, I think they can be successful. For example, a friend of mine in high school was very good in all his classes, all of them were 90-100, he could not do English, that was his worst class, and I think this was due to his attitude. When our teachers said that we need a language in the future, around the age of 11 in high school, he sat down and started to study, saying that he needed to do this, for example, he improved his language. (P14)

In the first code of mindset theme, students were asked if they believe that language intelligence can be changed or not. As it can be seen in Table 4.15., the answers are almost fifty-fifty. Both believers and not believers expressed their reasons behind it. The ones who believe that language intelligence can be changed explained it with believing that everyone

has a language intelligence to a certain capacity and to expand this capacity depends on our efforts. They stated that they believe this capacity has limits to a point, but it is also flexible. Consequently, they related not having a higher language intelligence to not working hard enough for it and not trying to push that capacity to the limits. Some of the participants who don't believe mentioned otherwise opinions. They talked about witnessing their friends or people around trying hard and trying new strategies to learn a new language but doesn't matter what they do, they always ended up failing. These experiences they are aware of naturally led them to thinking our language intelligence cannot be changed and perhaps it comes with a limit from the birth. Some also mentioned experiencing with their own students. Participants who are currently experiencing teaching via their internship, expressed that in their classes they see such cases where some students get behind their classmates even though they study as much as the others, or perhaps more. These examples were the reasonings behind the participants who answered as I don't believe. Some of the views coded in line with the opinions of the students are shown above.

4.2.1.2. Skills can be developed but not intelligence.

Table 4.16. *Skills Can Be Improved but Not Intelligence*

Skills Can Be Improved but Not Intelligence	f
Believing it	36
Not believing it	27
Total	63

No, I think as our skills develop, our capacity increases in direct proportion. (P4)

No, I don't believe it, I think these are dependent things, as skills develop, our capacity also changes. (P20)

Yes, I think so, because I observed it myself, I was not good at writing, but I improved it, for example, we reach the skills that can be the best in a certain capacity. (P9)

In the second code of this theme, students were asked if they believe that language skills can be improved whereas the language intelligence cannot be. The answers are similar to the previous code, frequency-wise. Participants who stated that they believe this possibility is positive, talked about the improvement of skills being different from the improvement or the change in language intelligence. They suggested that skills are widely based on effort and with that effort it is inevitable to get positive outcomes, however, it is not the same case for the intelligence. Thus, they see skills and language intelligence as

separate concepts. The ones who don't believe it had different opinions. They suggested that those concepts actually depend on each other it is not possible to think of them as separate things. They stated that with the improvement of skills, the language intelligence consequently changes and improves. Some of the views coded in line with the opinions of the students are provided above.

4.2.1.3. Intelligence can be developed but not skills.

Table 4.17. *Intelligence Can Be Changed but Not Skills*

Intelligence Can Be Changed but Not Skills	f
Not believing it	48
Believing it	15
Total	63

This is also possible, languages learned affect each other etc. so yes. (P1)

Yes, I think this is possible too, speaking skills develop differently, listening does not. This can happen; intelligence can develop while other skills develop. (P13)

Yes, this is possible because capacity develops more easily, but if we do not care, skills do not develop because it requires some effort. I think skills are more difficult. (P16)

No, I don't believe in that, skills can improve because it depends on memorization, but I think grammar and vocab knowledge depends on capacity and there is a limit to their development. (P18)

In the last code of this theme, students were asked the reverse version of the latest code's question. As it can be seen in the Table 4.17., students mostly do not believe that our language intelligence can be changed whereas our language skills cannot be. Majority of the participants who stated that they don't believe in such a possibility added that they don't think it would be possible to see skills not developing where there is a positive change in language intelligence. Some of the views coded in line with the opinions of the students are provided above.

CHAPTER IV: DISCUSSION AND CONCLUSION

5.1. Discussion

This study aimed to examine the perceptions of Turkish ELT students in language learning. According to Ryan (2009), university students learn English voluntarily and at their own discretion. In reviewing the literature, no data were found searching particularly the perceptions of ELT students on long-term motivation and mindsets in language learning. This study produced results which corroborate the findings of some of the previous work in this field.

This study has produced both rewarding and distressing results. When students were asked about intense motivational projects, they generally showed a positive attitude. In other words, it can be concluded that students were aware of the period they were going through and they experienced the positive outcomes of it. Similar to this finding, in Zarrinabadi et al. (2019) that tried to investigate the connection between DMC experiences and individual difference factors specifically, autonomy, willingness to communicate (WTC), self-confidence, and self-concept, it was found that they were all positively impacted by feeling the current.

When students were asked about the beliefs and mindsets they had about the language learning, students mostly commented on the believing that skills can be improved but intelligence may depend. The results derived from the last three open-ended questions asking which one they would believe and why. Then they conveyed their reasons out of experience or witnessing.

5.1.1. Directed Motivational Currents

In their recent study, Zarrinabadi and Khodarahmi (2023) aimed to investigate the possible effects on the people who experience this specific form of motivation of DMCs' failure or success in reaching the target goal. 14 participants were asked to draw a motivational graph prior to the interviews. After asking the participants about the beginning and end of their motivational experience, the researcher wanted them to share their thoughts and feelings. Results showed that learners' self-efficacy, mindset, mood, and learning style are all significantly impacted by goal success or failure. It showed that goal outcomes have different consequences. This can be interpreted as similar to the findings of this study since this study showed that participants are capable of going through an intense motivation phase when they have already a goal in their mind. On the other side, regarding their emotional experiences, every participant reported feeling a variety of pleasant emotions. All

participants reported that their most common emotions during the DMC experience were joy and happiness. Additionally, ten participants described the DMC experience as one of the most enjoyable life experiences they had ever had, and the majority of participants (twelve) stated that they were eager to try for their goal. These results are opposite to the results of this study, as shown in the findings most of the participants felt stressed and discomfort during the time they experienced DMC.

In another study Henry, Davydenko and Dörnyei (2015) aimed to examine whether participants' descriptions of sustained motivated behaviour can reveal key characteristics of DMCs, thereby evaluating the validity of the DMC construct. This study focused on the enduring motivation experienced by migrant learners of Swedish as a second language. The findings show that characteristics include the generation of positive emotionality, the presence of a salient facilitative structure, and the direction of motivated behaviour toward long-term identity investment goals. This suggests that a distinct type of motivation that merits further research is captured by the DMC construct. Although the results of this study align with the previous mentioned one, it doesn't align with what this study found. Unlike Swedish learner, Turkish learners expressed their negative feelings like anxious and stressed as well as feeling motivated. Even though a long-term identity investment goal was involved in DMC, Turkish students mostly felt stressed even though they enjoyed it.

García-Pinar (2022) conducted a qualitative case study that examines the presence of core DMC characteristics among four engineering undergraduates as they prepare their group in-class presentation for a Technical English course in Spain. She carried this study by using the results of interviews and post-intervention open-ended questionnaires. A multimodal intervention's methodology started DMC-like experiences, which improved and developed learners' perceptions of their own linguistic self-confidence and helped them construct their visions of themselves as proficient L2 speakers. The findings demonstrated that DMCs can operate at the group level, involving students completely in assignments that have personal, academic, and professional significance for them. It can be said that these results are parallel to what this study revealed as the participants of this study are randomly enrolled in the same classes but with their answers, they evaluated their DMCs in personal, academic and professional aspects. This study also shows that DMCs can operate both in groups and individually.

With the aim of investigating the motivational dynamics of Chinese EFL learners studying English at the tertiary level and to pinpoint the potential factors influencing the DMC-typed motivational states of Chinese EFL learners; He, Zhou and Wu collected data

ten focal Chinese tertiary-level EFL learners using semi-structured interviews, trajectory equivalent modeling, and reflective journals over a two-semester-long IELTS training course. The results showed that Chinese tertiary-level EFL learners encountered distinct DMC-typed motivational surges throughout their English learning journey. The study also revealed a variety of contextual factors influenced the DMC states of Chinese tertiary-level EFL learners, which could be analysed under three main themes: exam pressure, instructional components, and important others. These results are parallel to the findings of this study as students in Turkish context also revealed a variety of contextual factors influenced the DMC states and they expressed their negative feelings due to upcoming exam pressure or stress while experiencing DMCs. It can be said that Chinese students' and Turkish student's DMC states in English language journey share similarities.

5.1.1.1. Intense Motivation. In response to the question of their perception of intense motivation, most answers showed that students are aware of the intense motivation period when they experience such. They can differentiate it from any kind of regular motivational phase. Additionally, first four questions were asked to give them a push to notice this difference. They specified their own unexpected achievements and motivational periods. From this, it can be concluded that students are well aware of the unusual outcomes in their life and they are quite observant of themselves. Intense motivation, in spite of the its name, may not be regarded as a motivation term due to the stress and the anxiety it may cause. When one finds himself struggling and panicking for the goal he set for himself, it may be difficult to realize internally, it is coming from the internal motivation. However, students were all able to state the frequency of their experience of such intense motivation periods which again shows us they are able to differentiate it from a daily life short term motivation.

5.1.1.2. Intense Motivational Project. The results showed that although they had different reasons behind experiencing an intense motivational project, ELT students mostly go through such periods because of the national exams. This may not come as a surprise regarding the national context; however these results are unexpected among language students. The results showed that participants only experienced such periods in their lives in the ages of 18-19, which is the time period they get prepared for the university entrance exam. They rarely stated that they experienced a similar thing while attending university.

This provides us the information that they need an external stressed factor to put themselves in an intense motivation balloon.

Although as stated before, according to the analysis, they are impacted by the external factor, they also stated that they mostly were self-influenced and self-motivated during that time. This adds the fact even though they were pulled by an external factor, their action to get into it was by their own choice and autonomy. This shows us the balance of contrasts within the experience of currents.

Students expressed their feelings in currents' period as stressed and anxious but mixed with motivated mostly. But also, provided as the next question's answer, they stated that they felt more productive and lived through the feeling of satisfaction of it. As mentioned above, this shows us the balance of contrasts and how they can exist at the same time. Another issue to be discussed, their willingness to re-experience an intense motivation period to achieve a goal or a dream shows us that even though they had to deal with some sort of intense stress as well, they are eager to take this risk to meet the satisfying outcomes. The findings also concludes that they enjoyed this time period.

The results gave an insight about the fact that participants noticed them noticing the motivational phase they are in. This shows us how it is so obvious when one is experiencing such intense motivational currents. This also happened when not all participants made this time the centre of their life. Although most of them stated that they gave it most of their time, even the ones who belittle it got feedback about it from the people around them.

Lastly, all participants' answer as yes to imagining self-accomplishing a goal a dream also states itself very much. The importance of setting a goal in terms of maintenance no matter the other factors, internal or external, can be seen. As the literature suggest, setting a goal is key to achieve a goal and within this study, even though the participants' current situation with the goal is not regarded in this study, it is proven hat to keep us in the currents of intense motivation ballon we need to have goal already set in the back of our minds.

Descriptive analysis revealed that DMC is not a unique experience for a small group of people. However, the frequency was moderate and higher than projected. Muir (2020) found that DMC is a prevalent motivational phenomenon (p. 189), confirming previous findings. In her study, 36.5 percent of individuals reported experiencing the powerful current once or twice. Muir's (2020) study did not specifically focus on language acquisition in institutions, but the level of familiarity with the topic is promising. Gümüş and Başöz's (2021) study found that 20.8% of subjects reported experiencing severe currents on multiple occasions. In a study of tertiary-level EFL students in Turkey, 24% reported suffering DMC

while learning English at university. The study found a moderate amount of familiarity with DMC events, which is positive given the challenging nature of language learning in prep schools. DMC experiences can help learners achieve the necessary level of commitment.

This study found that stressful emotions are a key indicator of intense motivation. It had a substantial impact on the sustainability of other components. Research suggests that DMC can cause tiredness or boredom because to its lengthy and time-consuming nature (İbrahim, 2020; Pietluch, 2022; Sak & Gurbüz, 2022). According to Ibrahim (2020), individuals that are highly motivated are mentally and emotionally involved in learning, which can be draining. The affective side of DMC often determines whether to sustain a current or maintain some features with less intensity and devotion. Gümüş and Başöz (2021) propose that contextual factors like exam anxiety and classroom mood can negatively impact the effectiveness of DMC in instructional situations. Sak (2019) discovered that exam pressure and classroom atmosphere had a significant impact on DMC motivation.

5.1.2. Mindsets

The analysis of the last part of the interview showed that the participants are not sure about if our capacity to learn a language can be changed. Half of them believes it and the other do not. The fact that ELT students observe not only their own process in language learning but also their potential students seem to be one of the main results behind this finding. They are confused because of the cases they witnessed around them because each individual has a unique experience with learning a new language. This provides us the fact that we don't perceive language learning not only from our experiences but also other's experiences shape the way we consider it. Although in this case, the role of the participants' as teachers plays a role in this.

The findings revealed that most ELT students believe that language skills and our language intelligence can be improved at the same time. Again, these results emerged from the own experience of students and the people around them. It is found that they see these concepts as a whole, inseparable units. They believe that one improvement in one of them must influence the another. This can be regarded as a sign that they show the hint of coming out as having a growth mindset towards these issues.

Although as stated before, it was revealed that it is believed that skills and language intelligence go hand by hand in the improvement, the answers to the last question showed that improvement of skills must affect language intelligence but the improvement in language intelligence does not have to influence the other. The paradox or contrast shows

the attitude of the participants towards the limits and capacity of the language intelligence. This is the point that they come off as students with fixed mindsets.

Bai et al. (2019) discovered that a growth mindset predicted primary school ESL teachers' understanding of information and communication technologies, which had a favorable impact on their intention to continue teaching. In another study, Lou and Noels (2019a) discovered those learners endorsing a development language mentality were more flexible, less apprehensive, and less concerned about being rejected in an international situation.

In reference to Gümüő and Baőöz's (2023) study, which investigated the influence of ideal L2 self and mentality in EFL learners' DMCs. The participants were given a composite survey that included the DMC Disposition Questionnaire, the Mindset Instrument, and the Ideal L2 Self Scale. The most effective predictor of DMC attitudes in EFL learners was determined to be growth mindset. The findings suggested that EFL learners may be more inclined to participate in DMCs and receive more motivation if they are encouraged to execute actions that align with their development mindsets and ideal L2 selves.

Hu, Sidhu and Lu carried out a study that attempted to investigate the mediation functions of grit and enjoyment of a foreign language in the relationship between English language proficiency and growth mindset. A correlational research design was used in the study, which involved 388 EFL students from a single Chinese university. An English language proficiency exam and a questionnaire were used to gather the data. Grit and love of the foreign language were revealed to be somewhat mediating the relationship between growth mindset and English language proficiency using structural equation modelling. These findings suggest that students who have a growth mentality are more likely to be gritted and enjoy learning English, both of which can help them become more successful language learners. In spite of these findings, in this study participants cannot be labelled as growth minded or fixed minded strictly, which leads to no conclusion on positive or negative effects on foreign language learning. This study didn't find a connection between mindsets and enjoying learning English or being more successful. Also, no connection is found between growth mindset and English language proficiency.

In a recent study, Teimouri, Tahmouresi and Tabandeh (2024) examined how growth mindset, L2 aptitude, L2 grit, and L2 achievement are related to one another, as well as how gender influences these relationships. A questionnaire and a language aptitude test were completed by a sample of 236 English major students as part of the study. Path analysis results showed that L2 achievement was similarly and favourably predicted by both aptitude

and L2 grit. While the growth mindset's indirect benefits on L2 achievement were statistically significant, its direct effects were non-existent. It was discovered that L2 aptitude has nothing to do with growth mindset or L2 grit. Despite the fact that growth mindset, L2 aptitude, L2 grit, and L2 achievement scores did not differ significantly between male and female students. Unlike their study, this study didn't consider gender as a dimension. As mentioned before, this study couldn't find any connection or link between growth mindset and L2 achievement or L2 aptitude. This study only revealed the mindset variety within the students who are all enrolled in ELT department.

5.2. Conclusion

The study found that the DMC experience was subjective and influenced by individual characteristics among learners. To clarify, students' perception on long-term motivation and beliefs in language learning mindsets vary depending on their individual experiences, backgrounds and the experiences of people around them. ELT students with the advantage of their age and linguistic background, have the ability to monitor their own ups and downs, their struggles or their achievements. As a key component of the DMC framework, its significant impact was envisaged.

This study has proven that language learning process is dynamic period and not a static one that one goes through and stays the same all along. It can be said that this dynamism is what keeps the motivational currents within.

It is seen that emotions are a key factor in intense motivational projects of individuals regarding the language learning. Although the outcomes came of surprising, the balanced that has been shown also requires characteristic toughness to not drown in those currents of intense motivation. In this study, emotions' relation to DMCs is explored as not a burden but a fellow that accompanies the one who's leading the journey.

Language learning mindset varies due to not only individual characteristics but the effect of the experiences in our lives. It is indicated in this study that, even though we have a neutral or positive attitudes or opinions on learning a new language and how our cognitive system works within, we intend to ignore it and put another one's experience at the centre. This goes in two ways; one it can strengthen our positive view about it, or it can lead us to a different direction. In this study it is shown that, having a growth or fixed mindset depends on the perspective of not only the individual, but also the perspective of the issue. In this study participants cannot be labelled as growth minded or fixed minded strictly, because

their mindsets changed with different questions. Therefore, this study indicates the flow between having a growth mindset or fixed mindset in language learning.



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APPENDICES

APPENDIX 1. Interview Questions

A) THIS KIND OF INTENSE MOTIVATION

1) Have you ever achieved something in your life that you thought you could never do better?

.....

2) Have you ever experienced an event where you thought, "I guess those around me have never seen me this motivated before?"

.....

3) Is there a project that you have constantly thought about?

.....

4) Have you ever surprised yourself at how much focus you put into a project?

.....

5) How often or how many times do you experience this kind of motivational intensity?

.....

6) Have you ever experienced such a motivational moment while learning a foreign language? When did you experience it?

.....

7) Were there individual or other (teacher, family, peer) influences during this motivation period?

.....

B) INTENSE MOTIVATIONAL PROJECT

1) When you think about this period, what did you feel/how did you feel (good, bad, motivated, stressed, anxious, excited)?

.....

2) Do you think you were more productive than usual during this period?

.....

3) Would you like to experience this/that type of experience again? Why?

.....

C) A LITTLE MORE ABOUT INTENSE PROJECT EXPERIENCE

1) Was it a process/experience that you enjoyed?

.....

2) Have people around you noticed this busy period of yours?

.....

3) Where do you fit this busy period into your daily life?

.....

4) Have you ever imagined yourself achieving your goal?

.....

5) Have you seen this kind of motivation in people around you? What were they, how was it?

.....

D) MINDSETS

1) Do you believe our capacity to learn a language is something we cannot change? Why do you think so?

.....

2) Do you believe that we can improve our language skills but still cannot change our language learning capacity?

.....

3) Do you believe that we can change our language learning capacity but not our language skills?

APPENDIX 2. Research Ethics Approval

Evrak Tarih ve Sayısı: 11.12.2023-E.460070



T.C.
PAMUKKALE ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etiği Kurulu



Sayı : E-93803232-622.02-460070
Konu : Şevval KAPISIZ

REKTÖRLÜĞE
(Eğitim Bilimleri Enstitüsü)

10.133.1.34

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11.12.2023

İlgide kayıtlı başvurunuz 7/12/2023 tarih ve 23 -12 toplantı/karar nolu etik kurul toplantısında görüşülmüş olup, alınan karar ekte sunulmuştur.

Gereği için bilgilerinize arz ederim.

Prof. Dr. Oğuz KARADENİZ
Kurul Başkanı

Ek: Karar (1 sayfa)

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SAYI: 68282350/2023/23

Toplantı Tarihi: 7.12.2023

Toplantı Sayısı: 23

Toplantı Saati: 17:15

10.133.1.34

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12.12.2023

KARAR 12- Üniversitemiz Eğitim Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 212151031 numaralı öğrencisi Şevval KAPISIZ'ın danışmanlığını Dr. Öğr. Üyesi Devrim HÖL'ün yürüttüğü "Hedefli Motivasyonel Akımlar ve Bireysel Farkındalıklar" konulu tez çalışmasına yönelik başvuru formu ile usul ve etik açıdan verdiği beyan ve ekler tetkik edilmiş olup; proje sahibinin, başvurusunda yer alan bilgi, belge ve taahhütnamelere uygun bilimsel davranışlar sergileyeceği kanaati oluşmuştur. İş bu karar oy birliği ile alınmıştır.