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# INVESTIGATING AND FACILITATING DIRECTED MOTIVATIONAL CURRENTS OF A LANGUAGE TEACHER THROUGH ENHANCEMENT MENTORING: A CASE STUDY

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**Ph.D. THESIS**

**MERSİN/ JUNE 2025**

# APPROVAL

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## DEDICATION

To my precious son, whose arrival filled my life with new meaning and joy during this journey; to my dearest husband, whose love, strength, and unwavering belief in me never failed;

And to both our families, whose constant support, patience, and heartfelt prayers surrounded us with strength—I dedicate this work to them with all my heart.

## ETHICS DECLARATION

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I hereby declare that;

I prepared this Ph.D. thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

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The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of contrary circumstance. (In case of any circumstance contradicting with my declaration)

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Ecem EKER UKA

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# ABSTRACT

## INVESTIGATING AND FACILITATING DIRECTED MOTIVATIONAL CURRENTS OF A LANGUAGE TEACHER THROUGH ENHANCEMENT MENTORING: A CASE STUDY

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**June 2025, 139 pages**

In the context of the changing educational landscape in Turkey, this single-case study examines the process by which Directed Motivational Currents (DMCs) are initiated, maintained, and facilitated in the professional life of an in-service English language teacher. This study concentrates on the role of Enhancement Mentoring as a structure that supports long-term motivational engagement, as it is situated within the Complex Dynamic Systems Theory (CDST) framework. Through weekly logbooks and motivational graphs, mentoring session notes, and in-depth interviews, the participant, a dedicated English teacher, was observed for an eleven-week period. During this time, extensive qualitative data were gathered. Using an a priori and emergent coding strategy and hybrid thematic analysis through MaxQDA, the study identifies both micro-level (daily) and macro-level (weekly) motivational fluctuations. The findings reveal that the teacher experienced a vivid and sustained DMCs trajectory, characterized by vision-driven behavior, dynamic emotional engagement, and increased instructional innovation. The study also demonstrates that Enhancement Mentoring functioned as a salient facilitative structure and a dynamic scaffold, reinforcing the participant's pedagogical vision, promoting reflective practice, and assisting in the regulation of motivational dips. Specifically, mentoring fostered greater clarity, motivational regulation, and resilience during challenges, reinforcing the momentum of the DMC. This study contributes to the growing body of research on teacher motivation by presenting a detailed, context-specific model that integrates theoretical insights from DMCs and CDST with empirical evidence from authentic classroom practice. The research offers pedagogical implications for teacher education and professional development, particularly in designing mentoring systems that support long-term motivational sustainability. It underscores the necessity of equipping language teachers

with personalized mentoring tools to sustain high-quality engagement and vision-oriented growth in complex teaching environments.

*Keywords*: Directed motivational currents (DMCs), language teacher motivation, enhancement mentoring, complex dynamic systems theory (CDST), qualitative case study, teacher development

# ÖZET

## BİR DİL ÖĞRETMENİNİN HEDEF ODAKLI MOTİVASYON AKIMLARININ GELİŞTİRİCİ MENTORLUK YOLUYLA İNCELENMESİ VE KOLAYLAŞTIRILMASI: BİR VAKA ÇALIŞMASI

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Türkiye'nin değişen eğitim ortamı bağlamında yürütülen bu nitel durum çalışması, bir İngilizce öğretmeninin mesleki yaşamında hedef odaklı motivasyon akımlarının nasıl başlatıldığını, sürdürüldüğünü ve geliştirici mentorluk yoluyla nasıl kolaylaştırıldığını incelemektedir. Karmaşık Dinamik Sistemler Kuramı çerçevesinde yapılandırılan çalışmada, motivasyonel sürekliliği destekleyen belirgin bir yapı olarak Geliştirici Mentorluk uygulamasına odaklanılmıştır. Çalışmaya katılan öğretmen, on bir hafta boyunca haftalık motivasyonel günlükler, motivasyon grafik çizimleri, mentorluk oturum notları ve derinlemesine görüşmeler aracılığıyla izlenmiş ve bu süreçte kapsamlı nitel veriler toplanmıştır. Veriler, ön belirlenmiş ve tümevarımsal kodlama stratejisi kullanılarak analiz edilmiş; MaxQDA yazılımı ile yürütülen karma tematik analiz sonucunda hem mikro düzeyde (günlük) hem de makro düzeyde (haftalık) motivasyonel dalgalanmalar belirlenmiştir. Bulgular, öğretmenin vizyon odaklı davranışlar, yüksek duygusal bağlılık ve artan öğretimsel yaratıcılıkla karakterize edilen canlı ve sürdürülebilir bir hedef odaklı motivasyon akımı yaşadığını ortaya koymuştur. Ayrıca geliştirici mentorluk uygulamasının, katılımcının pedagojik vizyonunu pekiştiren, yansıtıcı düşünmeyi teşvik eden ve motivasyonel iniş-çıkışları düzenlemeye yardımcı olan dinamik bir yapı iskelesi olarak işlev gördüğü bulunmuştur. Mentorluk süreci, öğretmenin zorluklar karşısında daha fazla netlik, motivasyonel denge ve dayanıklılık geliştirmesini sağlamış; böylece motivasyonel akımın ivmesini desteklemiştir. Bu çalışma, öğretmen motivasyonu literatürüne katkıda bulunarak, hedef odaklı motivasyon akımları ile karmaşık sistem dinamiklerini bağlamsal olarak bütünleştiren özgün bir model önermektedir. Araştırma, öğretmen eğitimi ve mesleki gelişim uygulamalarına yönelik olarak, uzun süreli motivasyonel sürdürülebilirliği destekleyecek mentorluk sistemlerinin tasarımı konusunda önemli pedagojik çıkarımlar

sunmaktadır. Karmaşık ve dinamik öğretim ortamlarında, dil öğretmenlerinin vizyon odaklı gelişimlerini sürdürebilmeleri için kişiselleştirilmiş mentorluk uygulamalarıyla desteklenmeleri gerektiği vurgulanmaktadır.

*Anahtar Kelimeler:* Hedef odaklı motivasyon akımları, dil öğretmeni motivasyonu, geliştirici mentorlük, karmaşık dinamik sistemler kuramı, nitel durum çalışması, öğretmen gelişimi

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## ABBREVIATIONS

| | |
|---|---|
| **DMCs** | : Directed Motivational Currents |
| **CDST** | : Complex Dynamic Systems Theory |
| **DEMS Model** | : Dynamic Engagement-Motivation System Model |
| **AI** | : Artificial Intelligence |
| **L2** | : Second Language |

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# CHAPTER I

## 1. INTRODUCTION

### 1.1. Introduction

This thesis examines the topic of motivational intensity and sustainability for a language teacher. Furthermore, it aims to examine the impact of an Enhancement Mentoring approach on enhancing and sustaining the motivational surges of a language teacher. It aims to look into a recently conceptualized phenomenon that Dörnyei and colleagues (Dörnyei, Ibrahim, & Muir, 2015) have proposed. This term, "Directed Motivational Currents (DMCs)" was coined by Dörnyei, Muir, and Ibrahim in 2014.

The phenomenon is defined by a high level of involvement, long-lasting effort, and positive emotions, in which individuals demonstrate strong motivation and achieve outcomes that surpass initial expectations (Ibrahim, 2016). DMCs are considered to be the most effective kind of long-term involvement. The objective of this thesis was to examine the DMCs in terms of their theoretical validity and verification for language teachers. Utilizing qualitative data, this case study aims to examine the DMCs of a language teacher and the impact of an Enhancement Mentoring approach on sustaining and enhancing these DMCs. Subsequently, this chapter displays the background of the study, problem statement, purpose, research questions, assumptions and limitations, literature review, and key definitions of the terms that were used in the study.

### 1.2. Background of the Study

"*Research on motivation has a long and distinguished history*," according to Elliot and Dweck (2005, p. 1). Throughout the earliest motivational studies, motivation factors—especially affective and attitudinal factors—have attracted a great deal of attention (Gardner & Lambert, 1959). The distinct standing of motivation within the field of language learning and teaching psychology has been validated by both its remarkable upward trend in publication trajectory and its current position as the most advanced area (Gümüş, 2019). In their comprehensive book review of individual differences, Dörnyei and Ryan (2015) emphasized the importance of motivation in mainstream L2 motivation research, stating that among all the constructs and elements in their work, motivation is the one with the most thorough theoretical overhaul over the previous ten years. Several motivational theories have also been used to study motivation. These include Dörnyei and Otto's (1998) process model, Gardner's (2001)

integrative motivation, Dörnyei's (2009a) L2 Motivational Self System, and Dörnyei, Muir, and Ibrahim's (2014) proposal of Directed Motivational Currents (DMC) as a new framework for understanding motivation from a complexity point of view. The high and intense modes of motivation have entered the field of language learning and teaching psychology very recently, and the term Directed Motivational Currents (DMCs) was investigated by scholars less than a decade ago (Ayaz & Erten, 2021). This term also includes dynamic systems theory, the self and identity, flow theory (Csikszentmihalyi, 1990), and the dynamic environment of teaching the English language in a world that is constantly changing. It is highly predictable that individuals have experienced this high and intense motivation at least once during their learning or teaching process.

DMCs can be identified as a goal-directed process for people to achieve their targets and perform remarkably with a stream of motivational energy that takes them sometimes to unexpected and unimaginable places (Muir, 2020). In line with this description, DMCs are also known as a novel phenomenon that can be defined as long-lasting and durable motivational periods to reach a highly valued goal or vision (Dörnyei, Ibrahim, & Muir, 2015). As a novel second language research trend, researchers have started to investigate the complex and situated nature of motivation recently with Directed Motivational Currents (Safdari & Maftoo, 2017). The best way to understand what DMCs are can be done with examples that follow a similar pattern: *"A clearly visualised goal combined with a concrete pathway of motivated action brings a new lease of life and burst of passion to an otherwise dormant situation"* (Muir & Ibrahim, 2014, p. 10). It is possible to imagine situations that match this definition in educational contexts; however, it is required to know that all motivated behaviours cannot be described as DMCs. DMCs need to be beyond the steady motivation, over or on top of the standard motivation (Muir & Ibrahim, 2014), and some features that can be counted as the main dimensions of DMCs are required at that particular moment (Dörnyei et al., 2015). Dörnyei et al. (2016) mentioned these main features of DMCs, which are goal/vision-orientedness, a salient facilitative structure, triggering stimuli, and positive emotionality. It is crucial to observe and be aware of all these dimensions that are present and are correctly balanced to witness DMCs.

The issue of DMCs has also been introduced for a better understanding of the complexity and dynamism of language learning and teaching. It is vital to recognize motivation as a dynamic and complex concept that has its own unique process (Gümüş,

2019). It is undeniable that the Complex Dynamic Systems Theory (CDST) has an impact on the field of language learning and teaching, and the concept of motivation in this perspective has been known as a process that consists of different levels, stages, and affecting factors in any L2 classroom setting (Dörnyei, 2009b). In order to further understand DMCs, a recognition of CDST principles has started to be accepted, and inevitably, the CDST has become a crucial part of empirical research (Muir, 2016).

According to Muir (2016), the starting point of her research was the idea of "learners and the possibility of DMC's presence in learners.". From my experiences as an EFL instructor at a public university for about five years, I also witnessed that, as well as learners, the presence of DMCs also matters for instructors. Teacher motivation has to be sustained and supported for long-term achievement and development. I have noticed that some English language instructors have highly intense and directed motivation to maintain and sustain long-term engagement throughout their careers. I have also come across teachers in the field of English language teaching who set themselves specific goals, such as getting an administrative role, studying for a Master of Arts or Doctor of Philosophy, publishing academic articles or books, going abroad with projects, and so on. Even such instructors have become almost obsessed with engagement in language teaching and teacher development activities and training. These teachers are more enthusiastic and engaged in their work, and their colleagues and students are always appreciative of them. Furthermore, it is not difficult to see that the majority of teachers have, at some point in their lives, either recognized or experienced an ongoing goal-directed motivational surge. While it is easy to identify these individuals, the majority of research published in the mainstream on motivation has focused on the impact of various goal-related dispositions on people's behaviors (Parks & Guay, 2009). No popular theories of motivation have looked into how, when, and why certain combinations of personal, environmental, and structural elements of the behavioral pathway can make a person more motivated overall, linking personality traits to specific behavioral processes (Dörnyei et al., 2016). Nonetheless, these issues have recently gained prominence in the effort by researchers for a deeper understanding of motivation in the field of English language learning and teaching, given changing and evolving methodological concerns in the social sciences and the recent attempts made to explore L2 learning and teaching motivation with more dynamically focused views, particularly with a special focus on temporality and intra-case variation (e.g., Dörnyei et al., 2016). With this point in mind, the starting point of this research was also the

possibilities that DMCs might hold for language teachers. For the first time in DMC research, this study was carried out with a language teacher. Also, this study aimed to demonstrate for the first time that it is possible to facilitate and sustain an individual's DMCs experience as a language teacher. With the help of this study, the sustainability of DMCs research agenda was provided, and the idea of developing an Enhancement Mentoring program for teacher education and in-service training was displayed.

Motivation is one of the critical elements for successful language learning and teaching; thus, teacher motivation is as crucial as learner motivation in order to sustain achievements. The most critical element in deciding the standard of education that learners receive is the teachers they have. According to Atkinson (2000), teacher motivation significantly impacts students' levels of fulfillment and happiness. As Dörnyei and Ushioda (2011) pointed out, there has been an increasing focus on comprehending the critical role that teacher motivation plays in the context of EFL. The last decade or so has seen an upward trend in studies on teacher motivation, which has been shown to be a critical component closely tied to many other factors in education, including student motivation, educational reform, teaching methodology, and the psychological satisfaction and well-being of teachers. Studies have demonstrated that motivated teachers display more dedication to their careers, exhibit better work satisfaction, and are more inclined to participate in ongoing professional development (Richardson & Watt-Helen, 2006). There has been a recent research trend about supporting teachers' motivation and facilitating their modes of motivation (Dörnyei & Ushioda, 2011; Yağmur, 2023; Korthagen, 2017). As Korthagen (2017) highlights,

> *The key questions for researchers and teacher trainers is not 'what do my participants need to know?' but 'what do the teachers think, feel, and, want, what are their ideals, what inspires them, what kind of teachers do they want to be? (p. 399).*

Williams and Burden (1997) distinguished two components of motivation: sustaining motivation, which refers to the effort required to maintain or persist in doing something and initiating motivation, which concerns the reasons for doing something and the decision to act on something. As a way to support and sustain teachers' motivation and build on their existing achievements, Enhancement Mentoring approach can be utilized by teacher-researchers and experts (mentors) (Smith et al., 2021). The main aim of this approach can be explained as focusing on success and positive experiences rather than a problem and a puzzlement. In this way, the motivation of the individual teachers (mentees) can be empowered and facilitated, and teachers' well-

being can be sustained (Smith et. al., 2021). The Enhancement Mentoring approach is also characterized as a positive approach because rather than drawing more attention to the issues teachers were facing—which carries the risk of raising perceptions of difficulty—it seeks to investigate how teachers could be assisted to acknowledge and explore the pedagogical successes they had already creatively accomplished as a basis for illustrating future directions (Smith et al., 2021). For the benefit of teachers' motivation and well-being, this dissertation presented an Enhancement Mentoring approach to better comprehend success and explore further.

### 1.3. Problem Statement

What are the primary reasons underlying individuals' motivation to study or teach foreign or second languages (L2)? What motivates humans to acquire or teach a specific L2 in learning and teaching foreign languages? What factors contribute to an L2 teacher's ability to spark and maintain interest? What drives them to work hard, attend class, and engage themselves in language learning and teaching? What drives them to succeed in the second language teaching process? Researchers have been interested in these kinds of concerns for the past fifty years. Eversince Gardner and Lambert's (1959) groundbreaking study, researchers have made attempts to delve into the nature of motivation, its significance in second language acquisition and teaching, and, more recently, yet with little attention, whether or not people go through an ongoing goal-oriented motivational surge and what happens before or after such an event. This ongoing motivational behavior is situated in complexity (Gümüş, 2019) and several articles have been recently introduced Directed Motivational Currents as a unique motivational phenomenon (Dörnyei et al., 2016, 2015, 2014; Muir & Dörnyei, 2013).

Although a bunch of theoretical articles have been published about DMCs (Dörnyei et al., 2014; Muir & Dörnyei, 2013), research on directed motivational currents is still in its infancy, with both theoretical and empirical studies having only been initiated in 2013 (Muir, 2016). There is a lack of empirical data to *"substantiate the validity of the premises of the DMC construct"* (Zarrinabadi & Tavakoli, 2017, p.158) and still many questions remain unanswered. Since it is obvious that there is still additional investigation that needs to be done in order to figure out the components that contribute to the emergence of DMCs and their impact on their intensity, duration, and main features, that is why there is a long way to go. The novelty of this framework is the

reason why empirical research is still lacking in the area of English language learning and teaching. There are several studies on L2 learners (Muir, 2016; Ibrahim, 2016; Henry et al., 2015; Sak, 2021) and very few about L2 teachers or L2 pre-service teachers (Zarrinabadi & Tavakoli, 2017; Peng & Phakiti, 2022).

According to Sak and Gürbüz (2022), directed motivational currents (DMCs) are characterized as intense and long-lasting moments of motivation that are centered on a personal goal that individuals deeply desire. Individuals who experience DMCs more often and effectively are more likely to achieve positive outcomes at the end of their process. DMCs are continuous, and they have the capacity to control variations in individual experiences of long-term goal-striving (Gümüş, 2019) and to coordinate many elements against the chaotic environment that teachers work in. Individuals captured by this motivational current *"find themselves in an exceptional period of productivity, which in turn enables them to achieve more than reasonably expected"* (Sak, 2020, p. 6). In less complicated terms, when someone spends considerable time and is continuously focused on a distant goal, they develop a feeling of ownership over that goal. As a result, they are able to handle all the necessary steps to reach the goal with relative ease.

To the best of researcher's knowledge, DMCs have not been investigated in relation to language teachers in Turkiye, and it has only been studied in limited time periods separately (Demir Ayaz & Erten, 2021). In Turkiye, where the context of this study is, there have been only five postgraduate studies about DMCs, according to the database of the Higher Education Council National Thesis Center (Yükseköğretim Kurulu - Ulusal Tez Merkezi) (September, 2024). When these studies are investigated, it is observed that the focus of these studies is on learners and students who learn English as a foreign or second language. The significance of this study and its focus become increasingly apparent as the theoretical underpinnings of this novel motivational phenomenon for English language teachers are attempted to be understood. Since the teachers are the heart of their classes, their motivational fluctuations need to be recognised. Furthermore, considering the dynamism of motivation, the evolving, developing, and changing motivational currents of language teachers should be investigated across multiple timescales and interrelated contexts to enhance the sustainability of DMCs in order to provide more fruitful language learning and teaching processes. As Henry and his colleagues (2015) mentioned, further research is needed *"to examine the different types of DMCs that might exist in different settings, among*

*different individuals, and in different group constellations"* (p.15). Researching the changing nature of DMC experiences of language teachers longitudinally is important since it is necessary to maintain motivation over an extended length of time during the process of L2 teaching (Dörnyei et al., 2014). It is necessary to examine the dynamic elements of the DMCs construct over time in order to comprehend the reasons that create DMCs and the factors that cause fluctuations in motivation among language teachers. This will enable us to determine how to sustain this motivated behavior.

Without doing a thorough examination of the characteristics of DMCs and their connection to the whole journey of individuals, a complete understanding of the DMC construct is unachievable. It is important to acknowledge that a number of previous motivation theories touch upon the concept of DMC to some extent. Therefore, in order to comprehensively grasp the differences between DMC and other motivational experiences, a thorough examination of individuals who have had diverse motivational experiences is necessary for motivation research. Moreover, it is worth noting that the majority of previous studies on DMC have primarily focused on post-graduate students or L2 learners who have encountered a DMC (e.g., Henry et al., 2015, Ibrahim, 2016). Therefore, there is a necessity to place greater emphasis on language teachers during their experiences with DMC. Over time, the DMC structure combines a strategy that can assist an individual in achieving objectives with an ultimate goal or vision that drives action: this "perfect match" boosts energy rather than absorbing it (Dörnyei et al., 2016, p. 12), and in the context of Turkiye, this is what the language teachers are in need of.

Meanwhile, L2 motivational research emerged independently from psychology, with the fundamental idea that diverse social, psychological, behavioral, and cultural factors influence the process of language learning and teaching (Ushioda, 2011). This complexity and chaos of language learning and teaching grabbed the attention of "dynamic turn" in the field (Dörnyei & Ushioda, 2011). With this paradigm shift, individuals are put at the center of attention, and the investigation of developmental processes is employed among unidirectional relationships between dependent and independent variables (Dörnyei, MacIntyre, & Henry, 2015). In line with this dynamic turn, case studies have become essential in understanding various levels of complexity and interaction related to motivation. while the standard research paradigm has experienced a steady decline in its value over time (Dörnyei et al., 2015). The integration of Complex Dynamic Systems Theory (CDST) in the field of English

language learning and teaching marks a significant advancement in comprehending complex processes. Researching directed motivational currents from a dynamic systems perspective could potentially provide useful insights into their influence on the effectiveness of L2 teaching and learning.

In view of a previous lack of motivational durability, it is acceptable to think of most of the prior research on L2 motivation as primarily limited to a narrow scope, with a predominant focus on investigating motivation as a temporary occurrence. Numerous studies indicate that there is a widespread tendency to excessively focus on the linear connection between motivation and motivated behaviors (Dörnyei et al., 2015). Nevertheless, this limited interpretation fails to recognize the subsequent processes in which an event that starts a response can either stay in one's life or go through a transformative phase, resulting in a deviation from its original intended path and leading to a different course of action (Dörnyei et al., 2016). DMCs, when considered as the most effective kind of long-term motivated behaviors, have the potential to provide valuable insights about sustaining motivation in L2. Considering the possible advantages, it is worthwhile to conduct additional research on this innovative motivational phenomenon (Dörnyei et al., 2016).

Thus, it is important to investigate the rise and fall of the motivational currents of a language teacher and understand the reasons for high and intense motivation experiences during the teaching process. Regarding the preference to examine the fluctuating characteristics of L2 teacher motivation, it is essential to investigate DMCs from a dynamic systems viewpoint. Such an investigation can offer more accurate evidence, thus strengthening our comprehension of the true essence of DMCs. Significantly, findings from this research can provide a useful understanding of how to improve the management of motivational sustainability in language teaching. According to Dörnyei, Ibrahim, and Muir (2015), there still remains a significant amount of research to be done in order to gain a comprehensive understanding of the underlying processes of DMC-type motivational behaviors. They also stated that future studies should prioritize investigating the factors that influence DMC levels and sustainability. Focusing on this issue and providing the sustainability of DMCs with the help of Enhancement Mentoring sessions will establish a precedent for the field of English language teaching. Although many researchers and other stakeholders have enhanced and implemented mentoring as a strategy in education, there has not been a focus that examines Enhancement Mentoring for English language teachers. Therefore,

this study provides a comprehensive explanation of the 'Enhancement Mentoring Approach for English Language Teachers' as well.

In addition to this, the results will enrich the literature related to this topic, and this investigation will demonstrate for the first time (to the best of my knowledge) that it is possible to purposefully facilitate and sustain an individual’s DMCs experiences with the help of Enhancement Mentoring sessions. All in all, the study will shed light on the evidence of DMCs among language teachers, which can be a guide for teacher trainers, prospective teachers’ educators, universities, administrators, and governmental organizations.

### 1.4. Purpose of the Study

The primary goal of this study is to examine the dynamics of a language instructor's Directed Motivational Currents (DMCs) in the Turkish setting, with a specific emphasis on the key elements that both enhance or impair these currents. Furthermore, this dissertation aims to examine the key characteristics of a language teacher’s DMCs in an educational environment during periods of intense and high-motivation experiences. Specifically, it aims to determine the main factors influencing a language teacher's motivation, such as visions and sub-goals critical in developing and maintaining DMCs. Furthermore, the study investigates the influence of Enhancement Mentoring sessions on promoting and sustaining these motivational currents, providing a valuable understanding of their potential as an opportunity for professional development. Enhancement Mentoring sessions were systematically organized and conducted throughout the language teacher's teaching process. By deliberately adopting and adapting the Enhancement Mentoring approach, the sustainability of DMCs for a language teacher was specifically aimed at. By examining these dynamics, the research expands our understanding of the motivational factors in language teaching and offers practical implications for teacher training and support. Thus, this study contributes to the existing literature and fills a significant research need by examining the validity of DMC theory through a joint investigation of DMCs and Enhancement Mentoring approach for language teachers.

### 1.5. Research Questions

This research aims to address the lack of a comprehensive investigation in the field about the connection between DMCs and the Enhancement Mentoring approach for

language teachers. It considers the complexity perspective and aims to provide valuable insights into the current scholarly knowledge. Accordingly, the following research questions were generated:

*1. What are the dynamics of directed motivational currents of a language teacher?*

*a. What are the identified factors that enhance and impair directed motivational currents of a language teacher?*

*b. What are the identified visions and sub-goals of a language teacher that affect directed motivational currents?*

*2. What are the effects of Enhancement Mentoring sessions for a language teacher in terms of facilitating and sustaining directed motivational currents?*

### 1.6. Assumptions

The current study makes the following assumptions:

1. The data collection sources utilized in this study (namely self-plotted motivation graphics, weekly teacher logbooks, Enhancement Mentoring sessions, and individual interviews) have been previously employed in previously conducted research studies, which returned favorable evaluations of their convenience. Considering that a DMC is an intensely personal experience, employing self-constructed motivational visuals may be beneficial in uncovering individual variances in DMCs. Likewise, personal interviews and Enhancement Mentoring sessions facilitate the participant's articulation of his own motivational experiences. It is reasonable to believe that the data collection tools provided reliable data.

2. The study participant was considered aware of the study's goal and comprehended the questions posed during the interviews. Before participating in the study, the participant was comprehensively informed about the investigation's scope and the duration of the data-gathering process.

3. The data were gathered during an 11-week timeframe. Although this time frame may appear short, it is believed that 11 weeks is likely sufficient to acquire insights into the parameters influencing changes in DMCs. This scope of investigation may provide valuable insights into the construct's dynamics.

4. Before the study began, the participant signed the voluntary participation permission form, indicating that he had engaged in the study honestly and willingly. Furthermore, the voluntary participation agreement form guarantees the participant that his comments will remain secure and confidential, ensuring his identity's anonymity

and preserving his confidentiality. Consequently, it is presumed that there is a significantly higher likelihood of honest response and participation. The participant is also considered to have accurately conveyed his sincere motivation, emotional states, and effort on the motigraph.

5. Qualitative data collection instruments have undergone revision based on expert feedback, followed by an inter-coder reliability assessment of the results, concluding that authentic data have been acquired. The study's findings addressed whether an Enhancement Mentoring strategy might sustain and maintain long-term motivation (DMCs) in language teachers.

6. Lastly, it is presumed that the sample's inclusion process is suitable, hence ensuring that the participant accurately represented English language instructors within the Turkish setting.

### 1.7. Limitations

As in many studies, there were some limitations to be considered. First, in order to conduct the study, only one participant was chosen as a representative of the target population. One of the limitations of this dissertation was that the collected data throughout the study was limited only to one participant's view. Considering this issue, the participant was chosen by using the purposive sampling method, in which he was selected on purpose, and it is ideal when the researcher intends to choose a sample that is representative of the traits or characteristics they are interested in investigating (Dovetail Editorial Team, 2023). Another issue was that this study focused on a process; thus, with the help of this study, a process-oriented issue was investigated in an in-depth way. In order to look under the hood, working with only one participant was considered suitable.

Since the collected data and findings were limited only to the participant's view, in a particular context, on a particular timeline, and with particular data collection tools, the data collection tools and the research design were selected according to the particular context and the participant. Therefore, the results might not display and reflect the full understanding of DMCs and all underlying patterns of fluctuations of DMCs; however, they still have important insights to consider in the issue. In this sense, different data collection tools and research designs may lead to diverse findings.

As stated before, the term DMCs is a recent phenomenon in the field of language learning and teaching. Since there were a limited number of studies that focused on

English language teachers and their DMCs, related literature and results about the study may remain limited. Furthermore, many facets of DMCs still remain unclear and speculative; thus, it is vital to investigate the effects of DMCs and various factors that influence DMCs in order to better understand this issue. On the other hand, researching within the Complex Dynamic Systems Theory perspective poses a great challenge (Dörnyei, et al., 2015) and therefore, researchers avoid studying with complexity lenses since there is no widely-accepted research design or methodology to focus and address issues and their interrelations in the light of dynamic systems perspective (Sak, 2020). Similarly, Ushioda (2015) emphasized the difficulty of this point by arguing that it is strongly recommended to draw the lines and predetermine which interrelated system components are considered in a specific research study. With these points in mind, it is essential to note that the current study focused on the particular parameters of the participant's DMCs and fluctuations, which were highly unpredictable, nonlinear, and complex.

## 1.8. Literature Review

### 1.8.1. Motivation for Learning and Teaching a Second Language

The term motivation is concerned with a mental 'push' in general that is beneficial to the agent moving ahead to their aims (Dörnyei & Ushioda, 2012), and sometimes it is the driving force behind activities that can need more than a 'push'; in other words, motivation needs to have purpose, direction, and effort (Kwon, 2021). From its beginnings in the 1950s and till the date, motivation has been searched, investigated, and attempted to be understood by scholars and researchers in the field of second language learning and teaching. Although the term motivation has been widely searched in the field of SLA, the common definition remains lacking (Sak, 2020), since the main problem is a lack of measurement to define the components and features of motivation (Crookes & Schmidt, 1991; Dörnyei, 1994a).

Motivation is considered a critical factor in affecting language learning and teaching relevant to education (Papi & Hiver, 2020). The issue of motivation has evolved over the last 60 years and, during this time, has integrated a range of diverse, sometimes overlapping perspectives (Dörnyei, 2009a). Understanding L2 motivation is crucial for educators, as it plays a significant role in individuals' engagement and success. Motivational management strategies can help language teachers increase their

motivation by triggering emotions and passions (Dörnyei & Ushioda, 2021). Therefore, in establishing both theoretical integrative approaches to motivation in an L2 and reporting empirical studies, researchers need to be explicit and demonstrate coherence within their theoretical and methodological guiding principles. (Bui & Teng, 2021)

In order to enhance the understanding of L2 teacher motivation, this dissertation presented an overview of the related literature where the key aspects of the construct have been investigated and reported in sub-sections. It is important to have this thorough consideration of the dimensions of teacher motivation for current prevailing trends in L2 motivation. (Dörnyei & Ushioda, 2021) Understanding these dimensions not only enhances understanding of L2 motivation but also informs educators about effective strategies for fostering a supportive educational environment. This understanding is crucial for developing instructional strategies that cater to diverse teacher needs and aspirations. (Woodcock & Jones, 2020) This can lead to more personalized learning and teaching scenes, ultimately improving educational outcomes, as understanding that motivation allows for the development of strategies tailored to individuals' needs (Bakhtiar & Hadwin, 2022).

Furthermore, exploring the various dimensions of L2 motivation can inform instructional design and curriculum development, ensuring that they resonate with both teachers' and students' intrinsic and extrinsic motivational drivers, needs, and preferences. (Mahmoodi & Yousefi, 2022) This understanding is crucial for educators aiming to create engaging and effective language learning and teaching environments that foster sustained motivation and encourage individuals' success. This dissertation examined various theoretical frameworks and empirical studies that highlight the significance of motivation in language teaching, aiming to provide a comprehensive overview of the factors that contribute to effective language teaching.

### 1.8.2. The Social-Psychological Period of Motivation

The starting point of research on L2 motivation has been mainly attributed to the work of Canadian psychologists Gardner and Lambert (1959), who demonstrated that L2 language acquisition is influenced not only by linguistic aptitude but also by motivational factors that affect the level of L2 successful learning. This primary work launched a research agenda that would evolve into a broad and significantly rising field of study in the years that followed. The introduction of motivation as a crucial factor in determining L2 learning success has led scholars to move away from the longstanding

yet insufficient perspective that primarily links L2 performance to language aptitude. They began to advocate for a more comprehensive approach, taking into account the social-psychological aspects of L2 studies, particularly motivational factors. In subsequent years, many studies have been conducted to develop a complete motivational model that clarifies the origins of motivation to study a second language (for an overview, see Al-Hoorie & Dörnyei, 2017).

In 1950s, the article *Motivational Variables in Second Language Acquisition* (Gardner & Lambert, 1959) was published, and this study is regarded as the beginning of motivational research in language learning and teaching. This study was important because motivation research proposed a new perspective on teaching and emphasized the need for a clear separation between teaching a second language and teaching other subjects (Muir, 2016). Gardner and Lambert (1959) also demonstrated that attitudes, in relation to motivation, play a role in second language learning and teaching. Later on, Spolsky (1969) also highlighted that an individual's attitudes toward the language and its users shape the motivational process for language learning. The study by Gardner and Lambert (1959) included the importance of motivation, attitudinal factors on motivation, and the introduction of integrative and instrumental motivation (Gardner & Lambert, 1972). These motivational terms—integrated and instrumental—are crucial to identifying individuals' reasons for learning a language.

According to Gardner (1985), a person needs to show an effort and desire to achieve the target, which is language learning, and additionally needs to have positive attitudes towards language learning to be counted as a motivated person. As it is seen in the literature, the first series of motivational studies and discussions were driven mainly by Robert Gardner and his colleagues (Sak, 2020). *Integrative* and *Instrumental Motivation* can be counted as the first attempts in the L2 motivational research field. Gardner and MacIntyre (1991) also found an association between this dichotomy, which is *integrative/instrumental motivation* and they claimed that both are needed for effective learning.

Apart from Gardner and his associates, Zoltan Dörnyei and his colleagues took motivation and motivational components to understand and conceptualize them better. According to their view, Gardner's motivational research was well-established however, it had some drawbacks. For instance, Dörnyei and Ryan (2015) argued the concept of integrativeness and suggested a transfer from "untouchable" to "hardly touched" and "most talked about" to "talk about at all" (p.78). Since the learners and

teachers change over the years, L2 motivation field needs to keep up to date with this changing world and it is crucial to consider diversity, ethnicity, identity, complexity and hybridity of the issue in order to bring success and become a global citizen (Ushioda & Dörnyei, 2009). Also, Dörnyei (1994b) stated that *Motivational Psychology* and *Social Psychology* are the two main constituents of human behavior and motivation takes its roots in *Social Psychology* (Dörnyei, 1998).

Language learning and teaching is a social act and they are interrelated with cultural and social lives of individuals. According to the first historical part of L2 motivation research (between 1950s and 1990s), Gardner's view of motivation and his studies focused on mostly *integrativeness/instrumentalism* and Dörnyei's view of motivation and his studies focused on *Motivational Psychology* and *Social Psychology*. This time was labelled as "*the social-psychological period*" (Dörnyei & Ushioda, 2011) and after this decade a new motivational research direction emerged. Not surprisingly, Gardners' perspective was criticised by linguists since his background was in psychology, and scholars from the language learning and teaching field argued a set of different perspectives and skillset in motivational research (Muir, 2016). This situation resulted as a new and significant period which is also described as a *motivational renaissance* (Dörnyei & Ushioda, 2011).

### 1.8.3. The Cognitive-Focused Period of Motivation

The aforementioned perspectives had been widely studied and discussed for a long time until a number of scholars attempted for a new perspective to L2 motivation (Dörnyei, 1994b). According to Skehan (1989), Gardner's *integrativeness* view was quite dominant and it was challenging to come up with novel ideas and novel theoretical notions for L2 motivation without considering it. Many scholars called *"Gardnerian Theory"* to address the issue and pointed out that this theory was very far away from the educational contexts and classroom practices (Sak, 2020). Scholars had mainly emphasized three key issues as a critique of the *Gardnerian Theory*, which are the context and participants, globalization issue and terminology issue (Muir, 2016). However, this period was also criticized by many scholars since it was difficult to apply and generalize to other situations (Skehan, 1989; Clement, 1980; Kruidenier & Clement, 1986). In terms of being context-sensitive, Kruidenier and Clement (1986) proposed three different motivational terms which are *knowledge-oriented motivation, friendship-oriented motivation* and *travel-oriented motivation*. Such motivational

constructs can be accepted as a guide for learners to learn not only English, but also about the world and their social environments.

As it is obvious from these three accounts given above, the novel interest in L2 motivation mainly focused on classroom-specific and context-sensitive situations which was very in line with the nature of motivation that is particular and changeable from context to context and person to person. In 1991 Crookes and Schmidt's research emphasized the importance of real-life situations in classrooms and recent treatments of L2 motivation in that time. They also supported the idea of teachers' perspectives in L2 motivation since the language teachers could simply understand the motivated learners both in and outside of the classroom.

The role of the English language has changed a lot with the effect of globalization, and there is no standard English (the UK or the US) anymore. Individuals prefer an international language (Crystal, 2003), and English is now accepted as the language of the world (Csizer & Lukacs, 2010). This occasion has brought new terms such as *international posture* (Yashima, 2002), which refers to the idea of attitudes towards the international community. Additionally, Norton (2001) claimed that learners develop new identities to achieve in second language learning, and those *bicultural identities* are very in line with the term globalization as well. These coined concepts play important roles in affecting, increasing and shaping the motivation of language learners and educators. So, they need to be careful while boosting and empowering motivation and considering these issues are required for a successful language learning and teaching journey.

The terms integrativeness and *instrumentalism* have been widely studied by many scholars for years and most of the time they form a clear categorization (Muir, 2016) however; as it is identified previously, in real contexts and with real individuals they have been mostly recognized as interrelated and inseparable with each other (Lamb, 2004).

### 1.8.4. Educational Shift in Motivational Studies

Starting from the last decade of the 20$^{th}$ century, a general research trend has been accepted among many scholars, which can be described as "looking under the hood," and they set a common agreement with an educational focus on L2 motivational studies (Skehan, 1989; Ushioda, 1994; Williams, 1994). Since there was a raised concern about previous studies in terms of educational shortcomings, this movement

was recognized in the field of English Language Teaching and learning, as the references above claim. With this paradigm shift, a comprehensible conceptualization of L2 motivation would not be shown as a reference to a single or particular school of thought, yet it was possible to refer to similar situations from the world during the same period of time (Dörnyei, 1998).

Additionally, according to the teachers, the concept of motivation and understanding of this notion was more relatable with the novel and current developments happening in the field of education and educational psychology (Muir, 2016). In order to reflect the importance of motivation in educational contexts, Crookes and Schmidt (1991) proposed a well-established categorization of motivation and motivated learning stages: a) micro level, b) classroom level, c) syllabus level and d) extracurricular level. These levels focused on a bunch of various parameters and components to provide novel perspectives for motivational research. These categories, which are offered by Crookes and Schmidt embraced important dimensions related to motivation: outcomes, expectancy, relevance and interest. As a conclusion of their study, it is essential to take into consideration these elements since they are highly interrelated with each other and the language learning and teaching process itself. These outcomes pointed out an important focus which was not the motivational psychology alone, but the "motivation in specific learning contexts" (Dörnyei & Ushioda, 2011, p.46). In this respect, many previous theories of motivation were discussed and highlighted the importance of several mini theories such as Expectancy-Value Theories (Atkinson, 1957), Attribution Theory (Weiner, 1985), Flow Theory (Csikszentmihalyi, 1990), Goal-Setting Theory (Locke, 1996), Intrinsic Motivation (Deci & Ryan, 1985), and Self-Efficacy Theory (Bandura, 1994) and so on. It is important to admit that these theories and this educational-focused motivational studies period did not start to stand on the opposite side of previous work; the previous motivational studies and researchers participated in these discussions and contributed to the field to keep forward (e.g. Gardner, 2001). The educational shift in motivation studies did not reject the outcomes of earlier studies, but they attempted to develop and move forward the previous studies and their results.

Another important work in an educational shift of motivation was inspired by Crookes and Schmidt's study, and the main purpose was not only to contribute the field but also to understand the education-focused movement within the frame of L2 motivation research (Dörnyei, 1994a). He offered another model similar to Crookes and Schmidt's and it has three main levels of motivation, which are: a) language level, b)

learner level and c) learning situation level. In a similar vein, Oxford and Shearin (1994) discussed that psychology, motivation and education are in a high level of relation and, considering this relation may provide a deeper understanding to elaborate L2 motivation during the teaching and learning process. In the light of several branches of psychology, they emphasized the importance of these components:

- Instrumentality
- Need Theories of Motivation
- Equity Theories of Motivation
- Reinforcement Theories of Motivation
- Social –Cognitive Theories of Motivation
- Achievement-Goal Theory
- Cognitive Development Theory (from Piaget)
- Sociocultural Theory (from Vygotsky)

All in all, the educational shift in motivational studies aimed to push forward previous studies in the field of language learning and teaching, and they did not ignore or dismiss them. The three works above are also called as *reform papers* in educational-focused L2 motivation studies (Sak, 2020) and they attempted to shed light on specific concepts on the psychology related to the L2 research field. The researchers of these *reform papers* focused on the issue from a more educational perspective in order to apply them in the classroom context, particularly. Thus, studying L2 motivation in the reality of the classroom and in a context-specific situation would be better when the motivation and its changing nature are considered.

### 1.8.5. Motivation as a Complex and Dynamic Concept

At this stage, one might pose the question, *"In light of its contribution to a paradigm shift in SLA, what does Dynamic Systems Theory provide?"* Dörnyei et al. (2015) offer a comprehensive review of the advantages of Dynamic Systems Theory, dedicating a significant section to an analysis of its benefits and drawbacks. The potential principles of the method have been identified under five primary categories as follows:

- Dynamic Systems Theory is especially effective at representing the multiple aspects of SLA.
- Dynamic Systems Theory manifests as a triangle synthesis that integrates personal qualities, external circumstances, and context-specific elements.

- Dynamic Systems Theory signifies the starting point of a new study agenda that shifts focus from collective studies to an emphasis on individual-based understanding.
- Dynamic Systems Theory takes a position that facilitates the integration of both qualitative and quantitative approaches in a hybrid approach, rather than just utilizing one over the other.
- Dynamic Systems Theory clarifies the developmental and dynamic components of SLA in its entirety.

In this modern, dynamic and changing world, the interest in Complexity Theory is undeniably growing (Larsen-Freeman, 2017). It is time to consider the language learning and teaching process with its dynamism, complexity, interconnectivity, unintentional patterns and their consequences. There has always been a systematic interplay between a variety of components, including motivation, aptitude, L1 and L2 and so on, in second language learning and teaching. Schumann (in Dörnyei, MacIntyre and Henry's book, 2015) claimed that Complex Dynamic Systems Theory (CDST) leads and guides researchers to study L2 motivation and motivational trajectories individually and it is important to recognize case studies at an appropriate level for understanding L2 motivation. He also supported that CDST rejects the idea of linear and single causality while concerning the individuals as entities.

Motivation includes a set of signs in which a variety of components are in a relationship with each other in a complex way (Schumann, 2017). When researchers study the construct of motivation, it is essential to move out of the physical world and consider concepts, categories and ideas since it is almost impossible to observe motivation physically. This term is generally accepted as an affective factor for an individual and changes person to person considering their own choices, aptitudes, attitudes, interests and so on. Higher and intense modes of motivation and aptitudes together with the individual's efforts and strategic behaviors result in increased achievement (Dörnyei, 2017.)

In a language learning and teaching context, unavoidably motivational fluctuations take place and individuals experience *"continuous fluctuation as it is adapted to the ever-changing parameters of the context"* (Dörnyei & Ryan, 2015, p. 84). It is crucial to consider motivational studies in multiple timescales, initial conditions and dynamic stability regarding emerging and novel research findings (MacIntyre et. al., 2017). It is

accurate to claim that CDST might help to investigate and understand the motivational changes and stability in the L2 teaching and learning process.

### 1.8.6. Motivational Regulation in English Language Learning and Teaching

The literature on motivational regulation in English language learning and teaching reveals a complex interplay between various internal and external factors that influence individuals' motivation and their subsequent engagement in both teaching and learning contexts. Understanding the importance of motivation in language learning and teaching is critical for educational success (Bower, 2019). The assertion is that many individuals in the learning and teaching context lack knowledge about which strategies to employ, as well as when and how to use them, in order to increase, facilitate, and boost their motivation. Within the scope of motivational regulation, Zimmerman's (2013) self-regulation theory serves as a conceptual basis, suggesting that individuals' capacity to regulate their cognition, motivation, and behavior is pivotal in educational settings.

This argument calls for educators and other responsible parties in the field to not only impart knowledge but also to equip students and teachers with the skills necessary for self-regulation for their motivation in their learning processes (García-Pérez et al. 2021). A foundational perspective is offered by Naidoo (2004), who emphasizes that motivation plays a critical role in learning processes. The study highlights the necessity for learners to be equipped with effective learning strategies, emphasizing that one must view motivation as dynamic and situational. This phenomenon can significantly affect students' academic success. Pawlak (2012) builds on this foundation by investigating the dynamic nature of motivation within language learning and teaching contexts, advocating for a methodological triangulation approach to capture the complexities of motivational changes. This perspective is crucial for educators and teacher trainers seeking to tailor motivational strategies to specific learner and teacher needs, thereby enhancing the effectiveness of language instruction and teaching quality.

Similarly, Khasbani (2018) emphasizes the role of teachers in fostering motivation through the implementation of motivational strategies, indicating that teacher perceptions of motivation can significantly influence student engagement. This argument is supported by Bouras (2019), who asserts that understanding students' motivational drivers is essential for effective language teaching, particularly in an increasingly interconnected world where social interaction in English is paramount.

Following these studies, teacher identity and motivation have been studied, and Zhu (2022) proposed that both internal and external motivations are essential for effective language teaching. This aligns with the findings of Mili (2020), who points out the vital importance of understanding and enhancing motivation, suggesting that motivation is a critical determinant of academic outcomes in the language learning and teaching process. Together, these studies illustrate the intricate and broad spectrum of motivation in English language learning and teaching, which emphasizes the need for educators to adopt a sophisticated grasp of motivational dynamics to foster effective language acquisition.

Motivation is influenced by the active regulation of one's thoughts, feelings and behaviors (Marcus & Pekmezi, 2024). This perspective is crucial, as it suggests that fostering a motivating environment requires an understanding of the individuals' context and the dynamic nature of their motivation. By recognizing that motivation can fluctuate based on educators, administrators, teachers, researchers, and trainers can tailor their approaches based on situational factors to better support the development of self-regulatory skills. Bouras (2019) presents a comprehensive examination of the motivational factors influencing English language learning. In an era where social interaction and the practical application of language skills are essential, it is significant to understand the factors that motivate students to engage in language learning.

The literature on motivational regulation in English language learning and teaching illustrates the intricate and multifaceted nature of motivation. It emphasizes the critical role that motivation plays in individuals' engagement and success, highlighting various factors that contribute to the motivational dynamics within educational contexts. Naidoo (2004) provides a foundational perspective, asserting that effective learning strategies are essential to regulate their motivation and engagement effectively. In conclusion, the literature reveals that a comprehensive understanding of motivational regulation in English language learning and teaching is essential for educators aiming to enhance engagement and success. Recognizing the diverse motivational influences and adopting tailored strategies can significantly impact motivation and, consequently, their achievements. The literature demonstrates that motivational regulation is both an individual capacity and an environmentally scaffolded process. Educators, administrators, researchers, and trainers should consider the situational nature of motivation and adopt targeted strategies to enhance motivational self-regulation.

Through a deeper appreciation for these dynamics, motivation can be strengthened, leading to more successful and sustained outcomes in language learning and teaching.

### 1.8.7. Directed Motivational Currents

#### 1.8.7.1. Dynamic Perspective in L2 Motivation and DMCs

In the literature, the development of the L2 motivational field, from its beginning till the date, has described and stated a variety of important theories and frameworks in different periods. As a recent emergence, Directed Motivational Currents (DMCs), have been positioned in a "crucial and highly promising" place within the L2 motivational research field (Gümüş, 2019, p.36). The origins of this term have been based on the *dynamic turn*, which is under the title of Complex Dynamic Systems Theory (CDST) (Larsen-Freeman & Cameron, 2008) and several other titles, including chaos theory (Larsen-Freeman, 1997) and emergentism (Ellis & Larsen-Freeman, 2006). In 2015 and 2014, Dörnyei and his associates proposed Directed Motivational Currents (DMCs) for the first time as a relatively new concept that offers a completely different approach to the field of second language learning and teaching (Gümüş, 2019).

Directed Motivational Currents are very in line with not only applied linguistics but also the motivational branch of psychology, thus, it is possible to place this construct in the socio-dynamic era of motivational research studies. DMCs are interrelated with a bunch of complex components and factors and they focus on boosting high periods of motivational experiences to achieve a particular, highly esteemed objective or vision and manage emotions. As a novel motivational framework, DMCs take their roots from the flow theory (Csikszentmihalyi, 1990) and these two are closely related, however DMCs cover a wider context of motivational research. While Flow Theory covers a single or short period of activity, DMCs can be experienced in longer periods and may cover several activities during weeks, months and even years (Muir, 2016).

As a new motivational concept, Directed Motivational Currents (DMCs) describe times when a person is extremely motivated to work toward a specific, personally meaningful end goal (see, for example, Dörnyei, Henry & Muir, 2016). These surges of motivation occur in a variety of settings and are aimed at a range of goals, but they are explicitly distinguished by the exceptionally positive emotional state that people display during them, which frequently exceeds one's most optimistic expectations. According to Dörnyei, Ibrahim, and Muir (2015, p. 97), there are "certain periods" in a

life time and these are defined as heightened motivational periods which signal a heightened state of productivity. These periods are not random however, they are unique since they are the results of several commitments and combination of a variety of factors to pursue goals. According to MacIntyre (2012), DMCs are long-lasting and have broad pathways in which individuals engage and experience the activities for longer periods of time. DMCs can be witnessed when the contextual, individual and time-related components and factors gather together in a unique way in a highly productive manner. Additionally, they include key elements which are goal-orientedness (vision-orientedness), triggering factors to launch, salient facilitative structure and positive emotionality (Muir, 2016). The presence of these key components makes DMCs inimitable when they are compared to other types of motivational behaviors (Sak, 2020).

#### 1.8.7.2. Key Elements of Directed Motivational Currents

Individuals perform highly motivated goal-governed behaviour and achieve outcomes that surpass initial expectations and DMCs are characterized by the intensity of involvement, sustainability of effort, and pleasant effect (Ibrahim, 2016). DMCs are thought to be the best option for continuous commitment. To obtain a full grasp of DMCs, the main components of this construct need to be present, and they are required to be identified by the individuals who experience it. It is important to note that individual's goals, contextual factors and future selves are different from each other and these factors shape and influence their DMCs experiences (Gümüş, 2019). Therefore, DMCs are unique from person to person and context to context and it is not easy to identify these experiences (Muir & Dörnyei, 2013). As a consequence, the undermentioned features are significant since they are common characteristics of every DMC (Dörnyei et al., 2015) and these features can guide and help to identify DMC experiences since not all the motivated behaviors can be accepted as DMCs.

##### 1.8.7.2.1. Goal / Vision – Orientedness

As it is understood from its name, *Directed Motivational Currents*, a directional and motivational heightened energy can be observed in each case of DMCs (Muir, 2016). Towards a specific goal or vision, an individual takes actions to achieve or succeed (Dörnyei et al., 2016). The roots of this component are based on the goal-setting theory (Locke & Latham, 1990), which explains individuals' focused actions for their goals.

Locke and Latham also emphasized that for a motivated action, a goal is highly important and that goal should be specific enough to focus on. The person should also believe that the goal is realistic and achievable for them; with that, the actions and commitment to the goal could be higher (Sak, 2020). Within the light of goal-setting theory, DMCs include vision, self-concordant goals and proximal sub-goals under the title of goal / vision orientedness (Henry, et al., 2015).

Vision, which can be counted as a key construct of the L2 Motivational Self-System (Dörnyei, 2009a), was used for the first time in Markus & Nurius's (1986) study about possible-selves theory. These papers displayed the term vision which helps individuals energize and motivate for a specific target. Dörnyei et al. (2016) identified the term vision as:

> *the concept of vision is formed as an extension of an abstract, cognitive goal, on which strong sensory elements – that is, tangible images related to actually achieving the goal – are super imposed. This works not only in connection with the final goal, but is also interconnected with each individual sub-goal along a DMC pathway (p. 47).*

Kennon Sheldon and his associates (1998,1999) introduced self-concordant goals to the research studies as deep-stated and highly customized values and self-beliefs of individuals in order to achieve their specific targets and objectives. They are interrelated with DMCs since they are also unique to the individuals and specific; in addition to this, the self-concordant goals are very in line with the individuals' identities, which affects their motivational energy as well as keeping the sustainability of their motivational behaviors (Muir, 2016).

Besides vision and self-concordant goals, generating and focusing on regular proximal sub-goals are significant for DMCs. Taking small steps and establishing regular proximal objectives increases the possibility of success compared to setting distant aims (Demir Ayaz, 2023). Setting proximal sub-goals may also guide individuals to change and modify their end-goal from unrealistic or imaginary forms.

#### 1.8.7.2.2. Triggering Factors to Launch

DMCs need to have a clear point to start, which is a kind of sparkle as a triggering factor, and take action (Muir, 2016). DMCs are observable only when a set of cognitive and contextual factors interrelate and link together harmoniously to utilize a successful launch (Sak, 2020). Henry et al. (2015) emphasized this starting point of the process with a triggering factor, and after this phase, DMCs are activated as a follow-up, and

individuals start to engage in experiences. Besides triggering stimuli, initial conditions that are related to circumstances, individuals, context and time are also crucial and this situation is very in line with the Complex Dynamic Systems Theory (Larsen-Freeman, 2015). Without triggering stimuli to launch, the initial conditions cannot serve the purpose (Demir Ayaz, 2023). The stimulus can be anything around the individual, or any behavior can trigger their process (Dörnyei et al., 2016). They could be text messages (Dastgahian & Ghonsooly, 2018), positive feedback and encouragement (Zarrinabadi et. al., 2019), communication with foreigners or challenges while understanding the target language (Demir Ayaz, 2023) and so on. Triggering factors need to be in the process of *re-triggering* as a continuum to sustain the currents, and this unique mechanism is also one of the key features of DMCs that differentiate them from other motivational behaviors and flow (Muir, 2016).

#### 1.8.7.2.3. Salient Facilitative Structıre

In order to experience and engage in DMCs, another key component is needed, which can also be called as the salient facilitative structure, and this key aspect is also unique for DMCs and it separates other motivational behaviors and flow experiences from DMCs (Gümüş, 2019). This structure establishes the DMCs path to success, so it is acceptable to say that a salient facilitative structure guides as a "perceptual route map" (Henry et al., 2015, p. 331). This structure can also be counted as an important supporting framework (Dörnyei et al., 2016) since it has a facilitative and maintaining role during the process. The salient facilitative structure includes three main elements that are needed for a successful DMCs; a) behavioral routines; b) sub-goals and progress checks; and c) affirmative feedback (Dörnyei et al., 2015).

Behavioral routines are so internalized by the individuals that they can be accepted as "automized behaviors," and without any conscious control, these routines can be observed (Demir Ayaz, 2023). Individuals need to follow these routines to achieve the goal since they remove misdirection and distractions during the process. As another sub-element, sub-goals and progress checks serve as checkpoints to guide the current toward the destination. They also guide individuals to evaluate and observe their own development. Thus, they can influence individuals' heightened levels of motivation when they are accomplished (Dörnyei et al., 2016) and the feeling of success surrounds individuals from all quarters. Feedback, as a last constituent of this structure, is identified as the evaluation of a person's performance or comprehension provided by an

agent, such as a specialist, instructor, friend, or relative (Hattie & Timperley, 2007). In the field of education, feedback is commonly used and it is vitally important for every educational context. DMCs are also interrelated and associated with feedback from time to time in order to see the development and achievements; in this way individuals may believe that they can succeed in reaching the final goal (Dörnyei et al., 2016). Affirmative feedback also boosts the level of motivation and empowers the energy for the next steps of currents, so it is crucial to support DMC experiences.

#### 1.8.7.2.4. Positive Emotionality

As previously stated, the accomplishment of a series of proximal tasks is necessary to reach a distant visionary aim. These kinds of vision-driven proximal subgoals have one thing in common: they are never pursued for their own intrinsic value. Rather, the completion of all tasks—no matter how exhausting or difficult—always brings one closer to a highly valued end goal, which makes the tasks themselves satisfying (Dörnyei et. al., 2016). As a result of this situation, a continuous positive attitude that fosters a sense of direction and accomplishment naturally develops in every stage of DMCs. From a dynamic systems perspective, the positive emotional quality of motivating currents is also essential. According to De bot, Verspoor, and Lowie (2005), natural systems require energy resources primarily to grow, and without more energy, the systems may come to a standstill. This helps us understand why DMCs provide a salient and predictable pathway since the DMC mechanism generates renewable energy on its own without requiring any input from outside sources.

In the concept of positive emotionality, the element of *eudaimonia* is needed to be considered. Widely used in the field of positive-psychology, eudaimonia refers to an intense and frequently long-lasting sense of personal fulfillment associated with realizing one's potential and experiencing personal fulfilment (Muir, 2016). This situation is highly similar to the experiences of DMCs since they also come from the inner joy, and positive emotionality is observed in both. Because they are seen as performance-supporting behaviours that enhance focus to accomplish more complex goals, even the most challenging situations in a DMC process can contribute to eudaimonic satisfaction (Dörnyei et. al., 2015). As a result, they are perceived as being consistent with an individual's core values (Sak, 2020).

### 1.8.7.3. Flow Versus DMCs

The exploration of motivational dynamics in language learning has garnered significant academic interest, particularly through the lenses of Flow Theory and Directed Motivational Currents (DMCs). The concept of DMCs, as articulated by (Ibrahim, 2017), elucidates how specific motivational surges can catalyze individuals' engagement education. Profound personal realizations or interactions that resonate with individuals' aspirations frequently lead to the emergence of DMCs, ultimately fostering a higher state of productivity and engagement. This underscores the necessity for educators to design learning and teaching environments that not only highlight the importance of L2 learning and teaching but also connect these goals to individuals' broader personal development narratives.

Building on this foundation, Flow Theory (Csikszentmihalyi, 1990), describes an 'optimal experience' characterized by deep concentration and satisfaction, which is contingent upon achieving a balance between skill and challenge levels. Zhao & Khan (2022), identify that critical conditions such as clear goals and immediate feedback can enhance individuals' motivation and engagement. Zhao and Khan's research reinforces the notion that flow not only improves individuals' attitudes and performance but also serves as a crucial psychological state that can drive sustained engagement in educational activities.

The examination of motivational dynamics in language learning through the frameworks of Flow Theory and Directed Motivational Currents (DMCs) reveals both convergence and divergence in their conceptual underpinnings. DMCs represent periods of heightened motivation that propel individuals toward their goals. This is akin to the flow experience identified by Csikszentmihalyi (1990), which emphasizes optimal engagement resulting from a balance between challenge and skill. Both theories underscore the importance of intrinsic motivation, with (Proulx et al., 2018) highlighting that self-determined motivation significantly correlates with the likelihood of experiencing flow, suggesting that fostering intrinsic motivation is essential for enhancing engagement in educational environments. The conditions that promote flow, such as clear goals and immediate feedback, are also pivotal in the context of DMCs (Ibrahim, 2017). Zhao & Khan, (2022) articulate that achieving flow is contingent upon these factors, thereby reinforcing the idea that both frameworks share a common foundation in emphasizing clarity and feedback as critical elements for sustaining learner motivation. Furthermore, the emotional responses that precede DMCs, as noted

by (Ibrahim, 2017), align with the psychological states necessary for flow, suggesting that educators must be attuned to the personal and contextual factors influencing learners' motivational experiences. In conclusion, the interplay between Flow Theory and DMCs in education demonstrates a rich tapestry of motivational dynamics, emphasizing the necessity for educators to cultivate environments that foster intrinsic motivation, clarity of goals, and feedback.

Directed Motivational Currents emphasize the role of specific, compelling goals that can energize students, contrasting with the more intrinsic, moment-to-moment engagement described in Flow Theory (Dörnyei & Henry, 2022). While their study effectively synthesizes current research on flow, it notably contrasts with the concept of Directed Motivational Currents, which emphasizes the motivational aspects driving sustained engagement and effort toward specific goals. While flow is primarily concerned with the experiential state during task execution, Directed Motivational Currents focus on the motivational dynamics that propel individuals toward achieving long-term objectives. Integrating these two frameworks could provide a more holistic understanding of how individuals can achieve both immediate engagement in tasks (flow) and sustained motivation over time (Directed Motivational Currents). While flow is primarily concerned with the immediate experience of engagement and satisfaction in tasks, Directed Motivational Currents emphasize the role of sustained motivation over time, particularly in the context of education. This distinction suggests that while flow can enhance the quality of learning and teaching experiences, Directed Motivational Currents may provide a broader framework for understanding how motivation can be harnessed to achieve long-term educational goals (Muir, 2020).

Directed Motivational Currents focus on the motivational processes that sustain engagement toward specific goals. DMCs emphasize the role of compelling goals that energize learners, contrasting with the moment-to-moment engagement described in Flow Theory. The interplay between these two concepts suggests that while flow enhances the quality of immediate learning experiences, DMCs may provide a broader framework for understanding sustained motivation over time. In conclusion, the literature reviewed offers valuable insights into Flow Theory and its implications for educational practices.

Overall, the concept of flow experience, which gained significant recognition in the late 1980s through the work of Mihaly Csikszentmihalyi (1990), shares specific qualities with the DMC construct. DMCs characterize flow as a state of profound task

absorption, cognitive efficiency, and intrinsic enjoyment that fosters a sense of unity with the engaged activity (Moneta, 2004). In this regard, both concepts exhibit a significant level of engagement. Despite their apparent similarities, it is crucial to recognize the significant differences between these two constructs. Specifically, flow is when individuals are entirely focused on a single task that has a lot of value in and of itself, while DMCs are when individuals keep doing a similar set of activities that make them feel positive because *"they transport the individual towards a highly valued end"* (Dörnyei, Ibrahim, & Muir, 2015, p. 98). The flow experience and DMCs consequently diverge in their durations and sources of enjoyment.

### 1.8.8. Teacher Motivation

Motivation has always been considered a significant component for language learning and teaching. It is undeniable that learner motivation and encouraging students are highly associated with the motivation of teachers, and teacher motivation is required for a fruitful teaching and learning process (Atkinson, 2000). Thus, teacher motivation is a crucial component for a compelling teaching context since it uncovers the critical questions such as *"why teachers engage in their work, the level of effort and enthusiasm they bring to their roles and the satisfaction they derive from their work"* (Yağmur, 2023, p.20). In 2011, Dörnyei and Ushioda (2021, pp. 151-173) identified a variety of factors and reasons that can influence teacher motivation and they listed some of them as follows:

- Teacher Autonomy
- Teacher Competence
- Teacher Relatedness
- Task Significance
- Job Skills
- Positive Relations with Others
- The Value and Impact of the Work

In a similar vein, while Tschannen-Moran and Hoy (2007) believed that teacher motivation is highly influenced by the factors coming from the outer world, Deci and Ryan (2000) emphasized the importance of intrinsic factors as well. Research has shown that teacher motivation can be influenced by teacher autonomy (Skaalvik & Skaalvik, 2014), teacher competence (Hakanen, Bakker & Schaufeli, 2006), feeling of

capability and accomplishment (Deci & Ryan, 2000), and teacher control and power (Yağmur, 2023). Furthermore, when teachers feel and recognize these abovementioned issues, they are more likely to work and achieve individual goals, values and visions (Dörnyei & Ushioda, 2011). Additionally, as Freeman and Freeman (1994) claimed, language teachers' motivation can be affected by exposure to new ideas, access to the materials, colleagues' and administrators' perspectives, and students' types.

The aforementioned viewpoints emphasize how challenging it is to comprehend teacher motivation properly since the issue is highly complex and dynamic due to its nature. Similarly, Crookes (1997) identified that there are several areas and fields that are crucial to teachers' motivation. Thus, there is a need for further investigation to pinpoint every aspect that influences the motivation of teachers. What is observable in those circumstances is that teacher motivation is vital for a successful and effective teaching and learning process. Motivated teachers not only provide the students with high-quality education but also they are more likely to develop personally and professionally by engaging in the process (Yağmur, 2023). Motivated educators are more likely to be involved, devoted, and successful in their work; not only the learning objectives but also their personal goals and visions can benefit from this motivation.

### 1.8.9. Related Concepts and Theories with Teacher Motivation

Teacher motivation is an important key element in education, considered a cornerstone of instructional output. It plays an essential role in student motivation, attention, achievement, well-being, and ultimate success. Teachers have greater motivation to strive diligently, to offer assistance and respect to pupils, to discipline, and to keep a level of control as moments of high achievement are experienced in their lessons. In instructional settings, teacher motivation is almost impossible to overrate. Overall, motivational research has concentrated on the features that have defined both the motivational degrees and the arousal, manifestation, direction, and length of motivational processes of individuals, the differences in educational performance and behavior, and the nature of educational experience, the effects of the social climate of the educational environment and the origins and influences of both (Usher, 2021).

Good motivational educators operate more happily with students and go beyond general expectations. Nonetheless, evaluations have demonstrated in a variety of ways that many educators are under their fullest commitment: they feel they have lower amounts of professional performance and are lacking in experience, energy, and

enthusiasm (Day et al., 2005). In recent decades, teacher motivation has become a complicated concept in educational practice. Common ideas like inspiration to learn, commitment, and eagerness were substituted by less-included aspects of motivation to transcend, including responsibility, principles, state, self-confidence, initiative, the social advantage of interaction dynamics, and the resource to possess or decide what performance is required (Davis, 2022). As a consequence, academics seem to be showing that they are still unclear of the ways in which teacher motivation should be described, determined, and controlled (Skinner et al., 2021).

### 1.8.10. Importance of Teacher Motivation

Understanding teacher motivation cannot be built on empirical evidence alone. There must also be a strong theoretical foundation in areas such as education, psychology, and motivation, which investigate teacher motivation. Teacher motivation is a critical issue in educational settings as students' learning outcomes depend on both external factors, like teachers' expertise, and the psychological processes that teachers experience, which are considered one of the internal motives (Meşe & Sevilen, 2021).

Teachers are expected to be enthusiastic and lively members of the educational process. Motivational factors are essential for teachers to encourage students to participate in learning experiences, and it is a demanding task in behavioral terms. As a profession that is entirely free from pressurization and service definition, the teaching profession requires some special qualities and creativity. Enhancing teacher motivation contributes to both students and educational institutions. Motivated teachers are of great importance for the achievement of educational institutions, and they have an important influence on the institution. When a teacher wants to continue their job and succeed in it, it is necessary for them to maintain their passion and satisfaction. As a result of teacher passion and satisfaction, education becomes influential. The nature of teaching is to guide students who do not want to be educated. The teacher's job is to lead and help students who do not understand the educational process. Teachers are characterized by having limited time and intense schedules of contact with students. The more professional teachers show the performance they want to achieve, the more likely students are to succeed (Bektaş et al., 2022).

### 1.8.11. Enhancement Mentoring

Over the last decade, there have been significant changes in the field of teaching and learning and it is reflected in the context with novel focuses such as teacher and student involvement, cooperation, collaboration and commitment with a mentoring program (Sundli, 2007). That is the reason why mentoring has been accepted as a significant part of teacher education and career. However, as Colley (2002) stated, despite its importance and popularity, studies about conceptualising mentoring and practising mentoring have remained with a limited number. According to Sundli (2007), mentoring develops individuals professionally, personally and also it guides them through the way of reflective practice. Smith et al. (2021) believed that for successful teacher-research, the term Enhancement Mentoring is required, in which individuals, researchers and teachers can fill the gaps in mentee teachers' achievements, successes, strengths and powers by creating a positive environment, providing well-being and increasing the level of motivation. The process of Enhancement Mentoring focuses on strengths and positive experiences instead of a puzzlement or a problem (Smith et al., 2021) and this keeps the participants highly motivated and involved. As it is stated in their study, the aim of Enhancement Mentoring involves sharing positive experiences and emotions, comparing similarities and differences, understanding achievements and successes and enhancing improvements with a high level of motivation for future teaching practices. A coaching/mentoring process can be seen as a new trend when it is conducted within a non-threatening relationship (Rose & Reynolds, 2007) and it increases peer support and collaboration (Lessing & de Witt, 2007). A fruitful Enhancement Mentoring process can be utilized with the enthusiasm of mentors and mentees together, and, according to Callahan (2016), interpersonal and intrapersonal skills, experiences and competence of the mentors should be similar to those of mentees in order to feel empathy and understand the issue in a comprehensive way. Additionally, mentees must possess the abilities necessary for the mentoring program to function well, including active listening, honest reflection, willingness to shoulder responsibility, asking the right questions, deep commitment, maintaining trust, initiative and follow-through on commitments, ability to make connections between ideas, and openness to learning (Rohmah, 2018).

Obviously, it is right to accept that the Enhancement Mentoring Approach focuses on successes, positive emotions and empathy rather than a problem, a challenge, or a puzzlement. The field of positive psychology and the issues about the well-being of

teachers that have recently gained more attention can be linked to the enhancement of the mentoring strategy (MacIntyre, Gregersen & Mercer, 2020). All in all, Enhancement Mentoring can be seen as an emotional support, a positive reframing, active coping and planning (Smith et al., 2021), which are fruitful for effective and motivated learning and teaching contexts.

There is no commonly accepted definition of the concept of professional development. The essence of the term is represented through William Pollard's point of view as: Learning is the changing of behavior (Pollard, 2020). The English language mentors hold a key position in the education system. Their challenge is to carry out strong and permanent professional development programs that are powerful and affordable to raise educators' and future educators' quality and then to meet the expectations of the education system. New notions and principles are recognized as essential for capturing a sophisticated strategy that effectively understands the theoretical framework of mentor education (Aspfors & Fransson, 2015).

### 1.8.12. Enhancement Mentoring in Education

Mentoring, regardless of the field of application, is recognized as an essential activity with numerous studies exploring the mentoring process across diverse settings, such as in healthcare, management, and others (Gong et al., 2022). In the education sector, mentoring has had a significant impact on the professional development of many teachers desiring to improve their teaching and learning practices (Arnsby et al., 2023).

Additionally, it is widely acknowledged that quality Enhancement Mentoring programs offer new teachers a better chance of survival in the beginning stages of their careers (Nabi, et al., 2024). Once they have gone through initial induction, the varied expertise, new ideas, and continuing useful support from skilled colleagues will help them continue to develop and grow professionally. Many studies emphasized the positive elements of the mentoring process, including the potential of the mentor, questioning and uncovering paradigms, and the ability of the mentor to foster professional enthusiasm in their mentee (Kram, 1983; Ragins & Scandura, 1993; Allen et al., 2004). Overall, it can be argued that it is not just any type of mentoring involvement that makes it powerful, but the state of mind, abilities, and values that the mentor brings to the process (García-Carrión et al. 2020).

Enhancement Mentoring is used to improve the ability of English teachers, review teacher ability in the learning process, and reveal that the mentor not only becomes an

honest friend but also someone who is able to provide the necessary support (Yıldız & Şahin, 2021). This information can be achieved through regular guidance and gathering with the mentees. Not only does it provide guidance and support, but mentors also need to monitor, review, and provide respect for student achievement (Hill et al., 2022).

Mentoring processes have been structured to enhance mentee abilities, moving beyond traditional methods, with annual assessments fostering mentor commitment and the development of tailored professional development activities (Hairon et al., 2020; Grocutt et al., 2022; Handrianto et al., 2022). According to studies in the mentoring literature, several principles align closely with the conceptual framework of Enhancement Mentoring, even though the term itself is not always explicitly used. These principles reflect a shift from traditional, observation-based mentoring toward a more structured, reflective, and purpose-driven approach to professional development (Hairon et al., 2020; Grocutt et al., 2022; Handrianto et al., 2022).

1. Developmental over Directive: Rather than adhering to the conventional "practice sign-off" model, this approach emphasizes building the mentee's professional capabilities through active engagement and critical reflection.

2. Mentor Commitment and Strategic Involvement: Effective mentoring practices require the mentor to take an active role, not only as an advisor but also as a collaborator in the mentee's growth. This involves strategic planning, structured feedback sessions, one-on-one or group discussions, and personalized coaching mechanisms.

3. Contextualized Professional Development: A key principle is the identification of context-specific professional development needs and the design of activities to meet those needs. This includes addressing institutional constraints and leveraging mentors' experiential insights to support mentees' long-term professional fulfillment and meaningful outcomes.

Although the above practices stem from different mentoring contexts, they share the foundational attributes of what is referred to in the present study as Enhancement Mentoring—a goal-oriented and reflective mentoring paradigm designed to foster sustained development and autonomy in professional practice.

### 1.8.13. Benefits of Enhancement Mentoring in Education

In relation to the field of education, Enhancement Mentoring is a structure that can be used to assist new and experienced practitioners in their efforts to improve their

craft. There are many mentoring structures that can be put in place to train and support individuals in diverse fields. In education, and more precisely related to language education, studies show that mentoring/teacher induction schemes are predominantly rated as beneficial for the inductee (Moir, 2003). With respect to overseeing opportunities in the initial tutoring period for English language teachers, it is clear that the procedures are typically maintained by instructors who, in turn, experience augmentation and expansion of their educational expertise as a result of their interest in educational training (Harold, 2020). These programs not only support mentees but also enhance the mentors' educational expertise through active engagement in educational training. Such collaborative professional development fosters growth for both mentors and mentees, leading to improved teaching practices and outcomes.

For instance, mentoring approaches have been shown to increase knowledge, skills, and professionalism among English language teachers. These programs provide broad career guidance and support, ranging from novice teachers' induction to the expansion of experienced teachers' pedagogical practices (Mullen, 2012). Overall, mentoring and professional development initiatives play a crucial role in the advancement of English language educators, benefiting both mentors and mentees through shared learning experiences. A carefully implemented advancement mentoring procedure can yield numerous beneficial effects within a school setting (Dikilitaş & Wyatt, 2022).

# CHAPTER II

# 2. METHODOLOGY

## 2.1. Introduction

This chapter thoroughly explains the methodological details of the study. First, the research design and the participant are displayed. Then, the use of data-collecting tools, data collection process, and data analysis are covered extensively. Furthermore, this section includes an explanation of the reasons behind the decision about the tools for collecting data and the participant, as well as the process used for data analysis.

## 2.2. Research Design

This study was designed as a longitudinal qualitative single-case study aiming to find out a language teacher's directed motivational currents (DMCs) experiences and characteristics and features of DMCs. Additionally, this study aimed at sustaining and facilitating DMCs purposefully for a language teacher with the help of Enhancement Mentoring sessions. The use of qualitative methods is considered more advantageous for gaining a deeper comprehension of the complex nature of a particular case (Mack, Woodsong, MacQueen, Guest, & Namey, 2005). Qualitative methods enable an in-depth investigation of context-related factors that influence people's behaviors, interaction patterns, and interpretation of their lived experiences (Yilmaz, 2013). With the help of this dissertation, it would be better to understand the dynamics of DMCs lived by the participant. Additionally, rises and falls of directed motivational currents were investigated, considering the factors and reasons that enhance and impair DMCs of the language teacher. The effects of Enhancement Mentoring sessions, which were provided by the researcher, were investigated in terms of sustaining and facilitating DMCs. A language teacher's motivational level was also investigated in a complex educational environment. Considering the aforementioned issues, the current thesis adopted a qualitative single-case study design in order to seek answers to the following research questions:

1. What are the dynamics of Directed Motivational Currents of a language teacher?

a. What are the identified factors that enhance and impair directed motivational currents of a language teacher?

b. What are the identified visions and sub-goals of a language teacher that affect directed motivational currents?

2. What are the effects of Enhancement Mentoring sessions for a language teacher in terms of facilitating and sustaining directed motivational currents?

### 2.3. Setting and the Participant

This study was carried out in the spring semester of the 2023-2024 academic year and the fall semester of the 2024-2025 academic year in the School of Foreign Languages of a state university. The participant is a lecturer who has been teaching English in preparatory classes. The teaching hours of lecturers range from 18 to 26 at this institution. Additionally, since it is a newly established university, lecturers have many different duties and responsibilities, such as administrative roles, testing and assessment duties, and institutional committees and commissions. The participant of this study has some administrative duties and committee tasks.

Before conducting the research, ethical approval was obtained from the Çağ University Ethics Commission, and all the steps of the study were approved. As a first step in choosing the ideal participants for this study, convenience sampling was utilized, which is a method without probability that involves collecting data from a readily accessible and available set of individuals (Simkus, 2023). The eight instructors working at Tarsus University English preparatory school at the time of the data collection were contacted through e-mail and provided with a short explanation of what DMCs are. The explanation included such details as the characteristic features of DMCs (goal-orientedness, triggering stimuli, facilitative structure, and positive emotionality) and the salient features of those who experience this unique type of motivation. Upon giving theoretical details, the instructors were asked about their personal goals as an English language teacher and their desire to achieve one day as teachers. That e-mail was also an invitation for those eight instructors to take part voluntarily in this study. At the end of the invitation e-mail, there was information about the study, the data collection tools, and the data collection process. It should be noted that all instructors were informed that their participation in the study was voluntary, and they had the right not to reply to the email. Even in the event of a reply, they had the chance to withdraw from the study at any time. Additionally, the consent form was sent to the instructors via the same e-mail and they were assured that the collected data was only to be used for academic purposes. Furthermore, permission was also obtained from the candidate teachers' school's administration.

Following this process, only four instructors replied to the e-mail and mentioned their personal goals. Participant 1, for instance, would like to develop personally and professionally to teach better at the tertiary level. She claimed that her personal goal is to develop herself and her knowledge in the field of English Language Teaching and to pursue a PhD as soon as possible. She added that she would like to illuminate individuals with knowledge and make them more aware of being human. Similarly, Participant 2 also would like to raise individuals who are better equipped for future generations. She desires to leave a positive impression on her students and change their world perception in a good way. Participant 3 claimed that she would like to attend seminars, conferences and workshops to develop herself personally and professionally and she aims to start a Ph.D. soon. As a last respondent, Participant 4, indicated that he would like to practice his profession in line with the current changes and developments he believes until he retires. He plans to publish a book that includes his own experiences, novel teaching methods and techniques since there is a constant change in life and students' profiles. He believes that the idea of publishing a book helps him to start each academic year with a very alive motivation.

After convenience sampling which was the initial phase, to choose the ideal and suitable participant for the study, purposive sampling was utilized since there is a need for a participant who has a clear goal or vision. At that point, as a researcher, I applied purposive sampling, and I contacted these four instructors one by one and asked for their voluntary participation in this dissertation. Among these four candidate participants, only one showed willingness to take part in the study. Instructors or lecturers with personal goals and a willingness to participate in academic research are not easily found. Additionally, the other three participants claimed that they could not be able to take part in this dissertation because of several issues, including working-hours, extra work, pursuing their own academic education, and their administrative duties. In conclusion, the selection of participants for this study was provided on a voluntary basis.

This research study differs from previous ones since it utilizes a longitudinal qualitative single-case study with a language teacher. Single-case research is justified by the need to understand complex dynamic systems as cases, the fact that most cases studied in social science research are complex dynamic systems (Henry, 2016), and individual cases make an appropriate research object for CDST research (Byrne & Callaghan, 2014). Focusing on a single case of DMC made it possible to identify the

specific factors that influence the upward or downward fluctuations in motivational trajectories caused by DMC. A single case study aims to examine a phenomenon in the context of real life, which makes it the most applicable approach for this topic. (Tomaszewski et al., 2020) As previously mentioned, the participant was an English language instructor who was willing to participate in the study. He responded to the first email and the following one-to-one contact voluntarily. In brief, the prior issue was the process of selecting participants; therefore, the researcher followed the aforementioned stages for the selection.

The data were collected through semi-structured longitudinal qualitative interviews on multiple timescales, teacher logbooks, and motivational graphs (the graph on which the participant drew the level of their motivation at different times and experiences). Also, Enhancement Mentoring sessions were provided to the participant during the process as an important part of this study. The researcher attended Enhancement Mentoring training and mentee/mentor simulations before and during the study. The main aim of Enhancement Mentoring was to focus on achievements and successes to boost motivation and sustain it rather than focusing on a problem or puzzlement (Smith, et al., 2021). During the Enhancement Mentoring training, information about Enhancement Mentoring, its stages, and key issues was provided to the researcher and five other colleagues from Turkiye and Argentina. These instructors developed a mentee/mentor relationship with their Argentinian partners, and they practiced Enhancement Mentoring sessions together in light of prompting questions that were used in this dissertation as well. With the help of this training, the implementation of Enhancement Mentoring Approach was tried to be completed in a proper and effective way.

In conclusion, this study offers useful insights into the diversity of the DMCs construct at the individual level. It also provides in-service and pre-service implications for language teachers and teacher educators to retain intense motivation over extended periods of time, resulting in maximum benefits.

### 2.4. Data Collection Tools and Procedures

The current study sought to close the knowledge gap by examining a particular DMCs case with a language teacher. Three different data collection instruments were used to gather the data. Since the participant is an English language lecturer, all instruments were applied in English. Apart from data collection tools, Enhancement

Mentoring sessions were organized and provided regularly to launch and facilitate the participant's directed motivational currents. For the purpose of answering the research questions that were developed, qualitative data for the current study were collected. The ethical standards of the current study were fulfilled prior to data collection, following the recommendations provided by Tarsus University and Çağ University. The participant was invited via email to participate in a series of semi-structured interviews and Enhancement Mentoring sessions, and the data collection process was started in early October 2024 after obtaining his consent. In the meantime, he was apprised once more of the objectives of the research and the length of time that the data would be collected. After getting the email, the participant approved the protocols, and the first stage was finished in order to proceed to the subsequent stages. The main instruments were used to gather data for the study: participant's weekly logbooks, participant's self-plotted weekly motivation graphs, and semi-structured individual interviews combined with Enhancement Mentoring sessions. All in all, in order to get relevant data and enrich the reliability of the study, the triangulation of multiple data sources was decided in light of Complex Dynamic Systems Theory. As seen in Table 1, the data were gathered over the course of 11 weeks, and the interviews were held on a regular basis.

**Table 1**

*Weekly Research Calendar*

| **Week** | **Practice** |
|---|---|
| Week One | Motigraphs<br>Weekly Teacher Logbook<br>DMC Meetings |
| Week Two | Motigraphs<br>Weekly Teacher Logbook |
| Week Three | Motigraphs<br>Weekly Teacher Logbook<br>DMC Meetings<br>Enhancement Mentoring Sessions |
| Week Four | Motigraphs<br>Weekly Teacher Logbook<br>DMC Meetings |
| Week Five | Motigraphs<br>Weekly Teacher Logbook<br>Enhancement Mentoring Sessions |
| Week Six | DMC Meetings |
| Week Seven | Enhancement Mentoring Sessions |
| Week Eight | Motigraphs<br>Weekly Teacher Logbook |
| Week Nine | Motigraphs<br>Weekly Teacher Logbook |

| | |
|---|---|
| | DMC Meetings |
| Week Ten | Motigraphs<br>Weekly Teacher Logbook<br>Feedback for Enhancement Mentoring Sessions |
| Week Eleven | Motigraphs<br>Weekly Teacher Logbook<br>DMC Meetings |

The research process was conducted over a period of 11 weeks. In the study, which was carried out with a single participant, the weekly implemented plan, the interviews, and discussions conducted throughout the research process are presented in the table above.

### 2.5. Longitudinal Semi-Structured Interviews

Exploratory qualitative in-depth interviews were utilized with the participant who had a clear vision or aim. Individual online interviews included Enhancement Mentoring sessions in an organized manner, and each one of them lasted approximately 100-120 minutes. All of the interviews and sessions were conducted in English since the participant is an English language instructor. The interviews were video-recorded, and they were transcribed verbatim in order to recall conversations accurately. Interviews were carried out as a phenomenological approach to data processing. The longitudinal qualitative semi-structured interviews were employed regularly to obtain detailed and rich additional information. At the end of every week, the participant was interviewed by the researcher to see his DMCs experiences, the rises and falls of DMCs, and factors affecting those experiences. During the semi-structured interviews, prompting questions were generated and addressed several issues, such as the DMCs launch, developing a DMC structure, maintaining DMCs, DMCs closure, the emotionality and DMCs, the experience of positive emotionality and DMCs, and the experiences during and after DMCs (see Appendix D). Additionally, a mentee/mentor relationship was established during the interviews, and Enhancement Mentoring interventions were provided to the participant during the interviewing stage.

### 2.6. Enhancement Mentoring Sessions

For the Enhancement Mentoring sessions, Smith et al.'s (2021, pp. 47-49) practical "prompt questions" about Enhancement Mentoring were taken as a guide for the process of Enhancement Mentoring intervention, and they were adapted and adopted

according to the context of this study (see Appendix A). In their study, Smith et al. (2021, p. 56) claim that "now that the Enhancement Mentoring procedures we developed have proved useful and replicable in practice, we hope they will be adopted and adapted by others and further theorised." According to their study, there are three sets of questions, including recent challenges and successes, pinpointing and highlighting the recent successes and exploring and building on the achievements. The questions were asked to the participant during the interviewing stage (between the 3rd and 10th weeks). The first set of questions was provided in the third week, and a follow-up meeting was arranged after the first set of questions. The same routine was followed for the second set of questions and the third set of questions (see Table 2). As the last stage of Enhancement Mentoring sessions, the overall experiences about the Enhancement Mentoring process were asked to the participant, and the final self-reflection was provided by him. The sessions were organized as online meetings, and the sessions were recorded. In this way, the self-reflections and answers to Enhancement Mentoring questions were collected through video recordings.

**Table 2**

*Enhancement Mentoring Sessions Procedure*

| ENHANCEMENT MENTORING SESSIONS DURING THE INTERVIEWS (WEEKS) | ENHANCEMENT MENTORING PROCESS AND THE CONTENT |
|---|---|
| **1st Week** | The first set of interview questions (about The DMCs Launch) |
| **2nd Week** | Giving information about the process and the term "Enhancement Mentoring" |
| **3rd Week** | The first set of questions (focusing on challenges and successes) |
| **4th Week** | A follow-up meeting to hear out self-reflections about Enhancement Mentoring Session 1 |
| **5th Week** | The second set of questions (focusing on recent successes and signs of successes) |
| **6th Week** | A follow-up meeting to hear out self-reflections about Enhancement Mentoring Session 2 |
| **7th Week** | The third set of questions (focusing on exploring and building on successes) |
| **8th Week** | A follow-up meeting to hear out self-reflections about Enhancement Mentoring Session 3 |
| **9th Week** | Final meeting about Enhancement Mentoring Sessions 1-3 overall and final self-reflection |

After the Enhancement Mentoring sessions, the participant was interviewed a few weeks more until the point of saturation, which refers to *"the point in coding when you find that no new codes occur in the data"* (Urquhart, 2013, p. 194). Apart from Enhancement Mentoring sessions, the follow-up interviews were utilized with audio recording and face-to-face. To get the participant's opinions about his level of motivation and the sources of it, as well as the effects of Enhancement Mentoring sessions, interviews were accepted as key sources. Additionally, sub-goals and self-checks of the participant were better understood with the help of interviews.

### 2.7. Weekly Teacher Logbooks

The participant was asked to take notes about his own experiences, unusual things, achievements, and specific occasions to add in terms of affecting factors on his DMCs week by week. The prompting questions included phrases about the factors increasing and decreasing the participant's motivation during the teaching practice. Additionally, the questions triggered thinking capacity by asking what might happen in that week to have a better mood or motivation. These questions also investigated the positive and negative emotions of the participant. These questions provided personal reflections to the participant as well as guided the researcher to gain an in-depth understanding of the affecting factors in DMCs. Furthermore, keeping track of his motivational factors and experiences enabled the triangulation and provided more detailed data. Van Meerkerk (2017) states that logbooks are useful tools for documenting instructors' individual experiences when supplying information. The participant submitted the logbooks to the researcher at the end of every week. The instrument, which was created as a logbook document entry, was designed to help the participant set and monitor his motivation, affective states, and effort throughout the course, as well as to reflect on and evaluate the impact of Enhancement Mentoring sessions. The guiding frame for the logbook was adopted and adapted from Gümüş's study (2019). In her study, she applied bi-weekly reflective journals, and the template that she used was determined to be suitable for this dissertation (see Appendix B). This allowed the participant to schedule personal reflections on his progress throughout the study timeline, focusing on how his motivation, affective states, and effort were dynamic and how they appeared in the motigraph data. This allowed the participant to gain a thorough understanding of the factors influencing the patterns of his ups and downs in motivation, as well as the

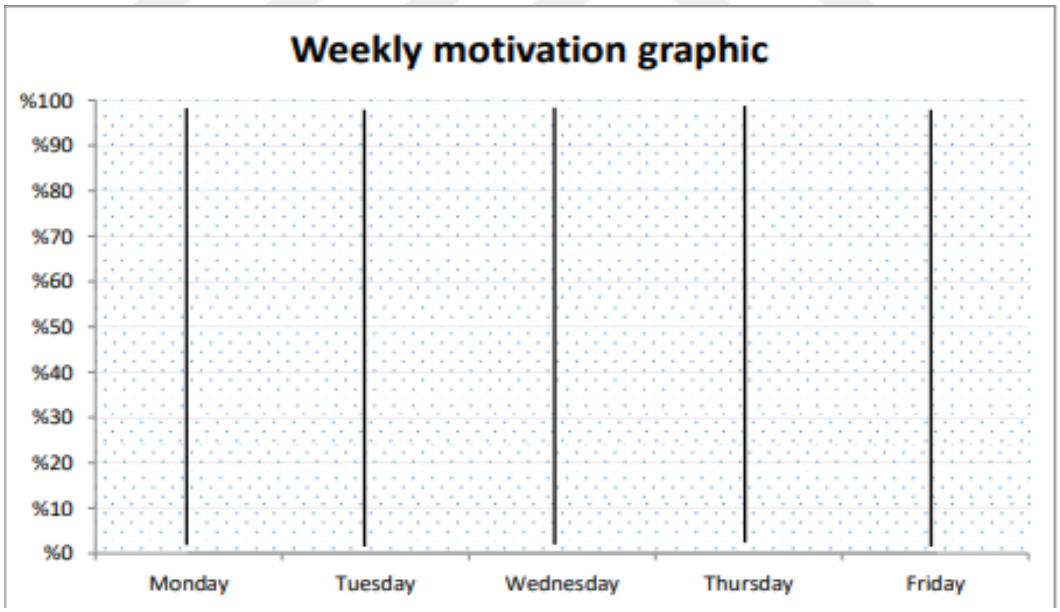
fluctuations in affective states and effort. The participant was required to complete the open-ended questions in the teacher logbook template. Short, open-ended questions about the relevant variables made up the instructor's logbook. A brief tool was utilized to prevent the unintended effects of exhaustion, which might have resulted in a withdrawal during the study.

### 2.8. Motivational Graph

The participant's self-plotted motivation graph was used in this study. The participant was asked to complete the motigraph daily and hand it in at the end of every week to the researcher. The participant was informed about the motigraph in the first week of the study and for the other weeks, 11 motigraphs were handed over to the participant. The motigraph (see Appendix C) was adopted from Sak's study (2020), and the illustration is given below:

**Figure 1**

*Illustration of Motigraph*




As mentioned above, the motigraph consists of two main sections. Weekdays are shown at the bottom of the motigraph, and percentages ranging from 0 to 100 represent the perceived amount of motivation. The purpose of the motigraph was to evaluate the participant's level of motivation on certain specific days of the week. In order to do this, the participant was asked to record his perceived degree of motivation on a weekly

basis. The participant brought the completed motigraphs to the weekly interviews, which were held at the end of every week. By doing so, a visual demonstration of the participant's motivational level was displayed to capture the whole picture. In case of fluctuations in the motigraph, further questions were generated to uncover the reasons for them.

### 2.9. Data Analysis

The qualitative data were collected using the previously mentioned data collection tools. A lecturer of English teaching preparatory classes participated in this single-case design. The study analyzed data gathered over two different timescales, focusing on motivational behaviors that occur on (a) longer timescales (11 weeks) and (b) shorter timescales (each week separately). It is clear that these timescales are interconnected, and according to CDST, they are necessary to observe the granularity of the process (Henry, 2016). On a longer timescale (macro-level, in other words), the aim was to examine the directed motivational currents (DMCs) and the dynamics of the DMCs of the participant as a complete picture. Additionally, the effects of Enhancement Mentoring sessions were understood through the longer timescale. Conversely, shorter timescales (micro-level, in other words) revealed the participant's self-checks, sub-goals, and factors impacting his motivation, which were investigated and understood. The macro and micro levels of analysis were integrated and presented as a complete picture. This study employed a single-case design and the CDST approach to investigate and theoretically explain the Directed Motivational Currents of a language teacher at the "day-to-day, real-time level" (Lightwarck-Aschoff et al., 2008, p. 396) as well as the effects of Enhancement Mentoring sessions that occurred during the study. Data recording processes at the macro and micro levels, along with a means to connect them, are essential for a CDST design (Lichtwarck-Aschoff et al., 2008). Furthermore, in a single-case approach, the duration of measurements or observations needs to not only reflect real-time behaviors but also capture longer-term changes (van Geert & van Dijk, 2015).

In this study, data were systematically processed using hybrid thematic analysis (Braun & Clarke, 2019; Swain, 2018), which is one of the qualitative data analysis methods, and themes, categories, and subcategories were identified with it. Initially, a set of a priori codes was developed based on the core components of the Directed Motivational Currents (DMC) framework (Dörnyei et al., 2016), including *goal/vision-*

*orientedness*, *salient facilitative structure*, *triggering stimuli*, and *positive emotionality*. Additionally, constructs from Complex Dynamic Systems Theory (CDST), such as *timescale interdependence*, *stability*, *non-linearity*, and *emergence* (Henry, 2016; Larsen-Freeman & Cameron, 2008), guided the formulation of further pre-set codes. This deductive analysis ensures that data evaluation occurs within a specific theoretical framework or predefined concepts, allowing the findings to be compared with established scientific knowledge (Elo & Kyngäs, 2008). By using a priori coding in deductive analysis, researchers can ascertain whether specific terms, themes, or ideas are present in a particular set of qualitative data (Elo et al., 2014).

As the data from teacher logbooks, motivational graphs (motigraphs), and semi-structured interviews were analyzed, new codes emerged inductively to capture themes that were not initially anticipated. The dataset was then analyzed using an inductive qualitative coding technique to investigate the participant's motivations. These emergent codes were generated through close reading, line-by-line coding, and reflexive memoing, and they reflected salient contextual nuances such as *"emotional overload," "peer validation," and "mentoring as a motivational mirror."* Through this process, the researcher identified and categorized reported characteristics that either enhance or hinder the Directed Motivational Currents of a language teacher. An exploratory and inductive approach was adopted, leading to the discovery and incorporation of previously unidentified codes into the coding process (emergent coding). This method offered flexibility in the research, allowing for the inclusion of participant's unique experiences and unexpected themes (Charmaz, 2014). Inductive analysis is particularly beneficial in qualitative research as it aids in identifying meaningful patterns through a data-driven approach (Thomas, 2006).

The researcher transcribed the recorded semi-structured interviews and Enhancement Mentoring sessions verbatim. The original interview recordings were checked for accuracy to ensure reliable and trustworthy data transcripts. To gain a complete and thorough understanding of the data, the researcher carefully reviewed the logbooks, motigraphs, and transcribed texts multiple times. This allowed the researcher to become familiar with and fully engage with the content and circumstances of the transcripts under investigation. During the initial readings, notes were taken to identify fundamental patterns and determine overall significance. A priori and emergent coding were utilized during the process. Codes were provided by identifying specific units or segments with similar theoretical or thematic concepts.

The data set was transferred to MaxQDA Analytics PRO 2024 software, and the analysis process was performed using the coding, visualization, and frequency analysis tools provided by the software. Utilizing computer-assisted qualitative data analysis software in qualitative research offers a more systematic and replicable analysis process while allowing for more efficient organization of large volumes of data (Silver & Lewins, 2014). Code groups were created to visually map the interconnections between deductive categories (e.g., vision, facilitative structure) and emergent sub-themes, enabling a layered interpretation of the participant's motivational trajectories over time. The table below summarizes how each data collection tool was analyzed in terms of its analytical orientation. A hybrid approach was employed, combining deductive strategies based on theoretical frameworks (Dörnyei et al., 2016; Henry, 2016) with inductive sensitivity to emergent patterns in the data. This dual coding approach ensured both theoretical alignment and empirical openness. This integrated analytic strategy supported a nuanced and theory-informed yet data-grounded interpretation of the participant's motivational trajectory, in line with the principles of Complex Dynamic Systems Theory (CDST) and Swain's (2018) hybrid thematic analysis model.

**Table 3**

*Data Collection Process*

| Data Collection Tool | Description | Analysis Method | Coding Orientation | Analytical Purpose |
|---|---|---|---|---|
| **Semi-Structured Interviews** | Conducted at key stages to explore Directed Motivational Currents | **Inductive & Deductive** | **Emergent & A priori** | To identify DMC components and allow context-specific themes to emerge. |
| **Teacher Logbooks (Weekly)** | Daily records of classroom events, feelings, and motivation levels | **Inductive & Deductive** | **Emergent & A priori** | To monitor micro-level motivational fluctuations and identify recurring patterns. |
| **Motivational Graphs (Weekly Motigraphs)** | Weekly hand-drawn visualizations of motivational intensity across 5 days | **Inductive & Deductive** | **Emergent & A priori** | To visually support theorized patterns such as timescale interdependence and understand the peak points. |
| **Enhancement Mentoring Sessions** | Weekly sessions recorded by the researcher (mentor/mentee relationship) | **Inductive & Deductive** | **Emergent & A priori** | To analyze how mentoring sessions supported emotional regulation and goal reinforcement. |

This hybrid strategy not only maintained theoretical rigor but also honored the dynamic and emergent nature of motivation in context, a core principle of CDST (Ushioda, 2015). By using both predetermined and inductively derived codes, the analysis captured how DMCs were both structured and shaped by the unpredictable flow of lived teaching experience, further validating the flexible, systemic view of teacher motivation.

As the analysis and interpretation of the transcripts progressed, codes relevant to the study's research questions and objectives were categorized into sub-themes and sub-categories. This facilitated the identification of meaningful relationships and connections. The relevant codes were then organized into topics or groups based on their relationship to the study's objectives and theoretical framework.

Alongside MaxQDA, artificial intelligence was utilized to analyze the data (Yükseköğretim Kurulu [YÖK], 2024), and codes and categories were developed immediately after obtaining the qualitative data. Codes, networks, and memos were integrated to examine the qualitative data. The results were classified into two categories, highlighting longer and shorter timescales (micro and macro levels). Data collection spanned eleven weeks, and interviews were conducted weekly. Enhancement Mentoring sessions and interviews between the 2nd and 9th weeks took place online, while the remaining sessions were held face-to-face. All interviews were conducted in English and recorded. The researcher facilitated communication during the interviews by posing follow-up and retrospective questions, acknowledging that Diego, immersed in a motivational current, may struggle to articulate the phenomenon and might not even realize it was occurring in his life.

Undoubtedly, every database contains hidden information that needs to be thoroughly analyzed. Therefore, it is reasonable to utilize hybrid thematic analysis, particularly because it enables the investigation of implicit and explicit data (Namey et al., 2008). Data analysis can be conducted using deductive or inductive approaches (Hayes, 1997). The hybrid thematic analysis approach integrates both deductive (a priori) and inductive (emergent) coding methods (Swain, 2018). This dual strategy allowed for the systematic application of theoretical constructs while remaining sensitive to context-specific, participant-driven insights that emerged during the longitudinal data collection process. Because of these factors and the fact that no previous research had looked into the elements that might lead to differences in DMC-

induced motivational paths, this study used hybrid thematic analysis to draw conclusions from the data.

To ensure methodological rigor and the trustworthiness of this qualitative case study, the framework proposed by Lincoln and Guba (1985) was adopted. This framework includes four key criteria: credibility, transferability, dependability, and confirmability. Each criterion was addressed systematically throughout the research process. In this study, credibility was ensured through several strategies. First, data triangulation was employed by using multiple sources of data, including weekly teacher logbooks, self-plotted motigraphs, transcripts from Enhancement Mentoring sessions, and semi-structured interviews. These diverse data sources allowed for a more comprehensive and layered understanding of the participant's motivational trajectory. To ensure the credibility of the data interpretation, a member-checking process was employed throughout the analysis phase. A follow-up interview was conducted with the participant, in which the researcher shared key themes and interpretations to confirm their accuracy. The participant was invited to review selected excerpts, preliminary codes, and thematic interpretations to ensure that the researcher's understanding accurately reflected their experiences and perspectives (Lincoln & Guba, 1985). The participant confirmed that the interpretations resonated with their lived experiences, which helped validate the authenticity of the findings. Finally, prolonged engagement with the participant over an eleven-week period further enhanced the credibility of the study.

To support transferability, *thick description* about the study (Geertz, 1973) was provided regarding the research context, participant background, institutional setting, and the details of the mentoring sessions. Dependability refers to the consistency and stability of the research process over time. In this study, an audit trail was maintained through systematic documentation of the research steps, including data collection procedures, coding cycles, theme development, and analytic memos. Additionally, inter-coder reliability was guaranteed by asking a professional researcher and AI (artificial intelligence) to find codes in the dataset and then compare them to the ones that had previously been found, following the methodology of Miles and Huberman (1984). After the initial coding and thematic synthesis were completed, the participant was invited to review a summary of the key findings and interpretations derived from his own reflections, logbook entries, and interview responses. The participant confirmed that the emerging themes accurately represented his experiences and

provided minor clarifications, which were incorporated into the final analysis. This process helped to enhance the confirmability and authenticity of the study (Lincoln & Guba, 1985), contributing to the overall trustworthiness of the qualitative data. To ensure confirmability, all interpretations were grounded in raw data, and verbatim quotations were used throughout the findings chapter to demonstrate the connection between data and analysis. A reflexive stance was adopted by the researcher, who kept reflective notes during the data collection and analysis phases to identify potential biases and preconceptions. Additionally, the use of multiple data sources and intercoder agreement served to minimize researcher subjectivity and reinforce the trustworthiness of the analysis. The goal was to examine whether the analysis was performed accurately and methodically at this stage.

According to the schedule, the data collection process was planned for 11 weeks, during which the researcher conducted the interviews and employed Enhancement Mentoring sessions. Besides the interviews, as mentioned earlier, the participant was asked to keep track of his teaching experiences and motivational ups and downs in his weekly teacher logbooks. Weekly teacher logbooks were handed in to the researcher at the end of every week. The motivational graph was completed by the participant weekly, and it was delivered together with the logbooks. The analysis of teacher logbooks and motigraphs was conducted together with the interviews to provide consistency and coherence. In order to see a clearer picture, this process continued until the stage of saturation.

During the research analysis process, the participant's weekly or daily motivational state and the factors influencing this state were examined as micro findings. The initial micro findings include data obtained from the participant's statements summarizing his motivation levels for each day on a weekly basis. Various expressions indicating changes in the participant’s motivation as an educator were identified, and factors affecting motivation were coded daily to derive findings. Additionally, the participant recorded events affecting his weekly motivation and mood using a “Weekly Teacher Logbook.” Through these logbooks, the participant documented his overall motivation level during the week, the factors that increased or decreased his motivation, and events that could have further enhanced his motivation.

Macro findings include data obtained from DMCs interviews, which allowed for an examination of the participant’s DMCs state. These findings consist of statements related to the participant’s primary and sub-goals, his goal-oriented approach, the

factors triggering his motivation, the elements that could reduce motivation or make goal achievement more difficult (along with preemptive measures), and expressions regarding his motivational state towards his goals. Throughout the research process, the participant underwent Enhancement Mentoring Sessions, which consisted of three sessions followed by a feedback interview.

### 2.10. Ethical Considerations

The study was conducted with careful consideration of ethical considerations and the use of several measures. Prior to proceeding, the Çağ University Ethics Commission has granted consent. Subsequently, the school administration and ethics commission of the participant teacher's school were notified about the study, along with the ethical approval obtained from Çağ University. The participant was required to provide written acceptance by completing a permission form at every stage of the study. The form provided details on the study's methods and instruments, notified the participant of his rights, such as the ability to withdraw at any time, and guaranteed the confidentiality of his responses. Furthermore, the audio recordings of the interviews were obtained by reconfirming his verbal consent in addition to the consent form. The individual received confirmation that the data would solely be utilized for research objectives and would not be disclosed to any unrelated third parties in relation to the ongoing study. Thus, the goal was to create a research setting that is both warm and comfortable.

The matter of confidentiality was taken seriously and given maximum attention. As precautions were made to avoid discussing sensitive personal issues, the participant was explicitly guaranteed that his identity and any information potentially exposing his identity would never be disclosed or discussed with anybody. The participant was informed that he had the freedom to respond as he wished and that he was not required to answer any specific question or continue until the end. The nickname “Diego” was utilized during both the analysis phase and the reporting of the findings.

# CHAPTER III

## 3. FINDINGS

### 3.1. Introduction

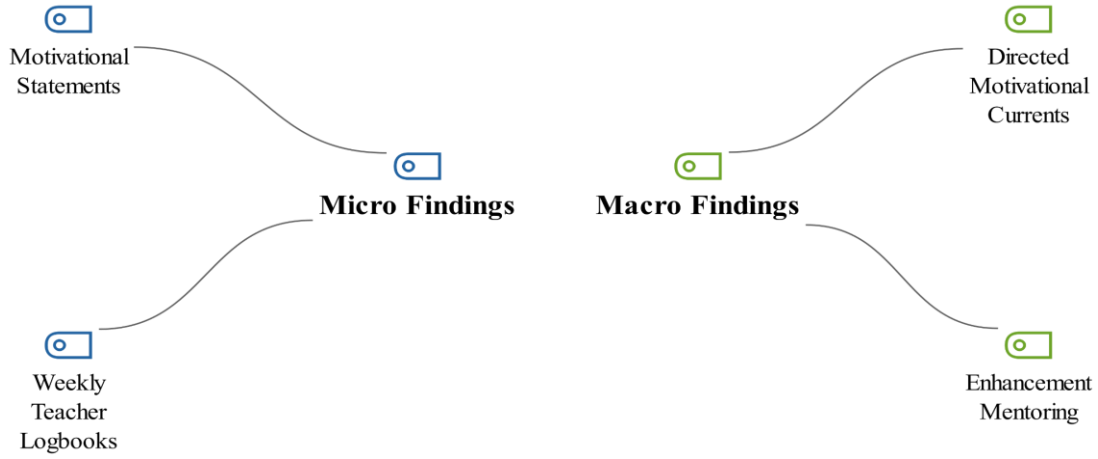
This chapter demonstrates the findings from the analysis of semi-structured interviews together with Enhancement Mentoring sessions, weekly teaching logbooks, and self-plotted motigraphs. In accordance with the research questions, the presentation of the findings follows this sequencing: dynamics of directed motivational currents (DMCs) with macro and micro levels, Dynamic Engagement-Motivation System (DEMS) model introduction, structural components of DMCs, factors enhancing and impairing DMCs, effects of Enhancement Mentoring sessions in sustaining and facilitating DMCs, summary of key findings, and conclusion. In this chapter, a detailed analysis of the DMCs experienced by an English language lecturer is presented. Data from the qualitative tools have been systematically examined as described in the methodology section. The findings are structured around the core DMCs components and the participant's motivational patterns using the Complex Dynamic Systems Theory (CDST) framework.

### 3.2. Dynamics of Directed Motivational Currents (DMCs) with Macro and Micro Levels

The data analysis process followed a systematic approach by investigating both macro- and micro-levels of directed motivational currents in Diego. Below is a diagram that summarizes and illustrates the themes (Figure 2). Weekly teacher logbooks and weekly motigraph data provided micro findings, while interviews about Directed Motivational Currents and Enhancement Mentoring were utilized to gather macro findings of the study.

**Figure 2**

*Diagram of Themes and Sub-Themes*




The table below presents the themes, sub-themes, categories and sub-categories in a detailed version. The themes, sub-themes, categories and sub-categories were created in accordance with the main aim of the study and with the usage of hybrid thematic coding which includes both inductive and deductive ways of coding.

**Table 4**

*Table for Themes, Sub-Themes, Categories and Sub-Categories*

| Themes | Sub-Themes | Categories | Sub-Categories |
|---|---|---|---|
| Micro Findings | Motivational Statements (Motigraph) | Week 1 | Monday<br>Tuesday<br>Wednesday<br>Thursday<br>Friday |
| | | Week 2 | Monday<br>Tuesday<br>Wednesday<br>Thursday<br>Friday |
| | | Week 3 | Monday<br>Tuesday<br>Wednesday<br>Thursday<br>Friday |
| | | Week 4 | Monday<br>Tuesday<br>Wednesday<br>Thursday<br>Friday |
| | | Week 5 | Wednesday<br>Thursday |
| | | Week 6 | Midterm Exam Week |
| | | Week 7 | Midterm Exam Week |

| | | | | |
|---|---|---|---|---|
| | | | Week 8 | Monday<br>Tuesday<br>Wednesday<br>Thursday<br>Friday |
| | | | Week 9 | Monday<br>Tuesday<br>Wednesday<br>Thursday<br>Friday |
| | | | Week 10 | Monday<br>Tuesday<br>Wednesday<br>Thursday<br>Friday |
| | | | Week 11 | Final Exam Week |
| | Weekly Logbooks | Teacher | Week 1 | Factors That Increased Motivation<br>Factors That Decreased Motivation<br>Events That Can Increased Motivation<br>Factors That Enhanced Mood<br>Factors That Diminished Mood<br>Additional Statements |
| | | | Week 2 | Factors That Increased Motivation<br>Factors That Decreased Motivation<br>Events That Can Increased Motivation<br>Factors That Enhanced Mood<br>Factors That Diminished Mood |
| | | | Week 3 | Factors That Increased Motivation<br>Factors That Decreased Motivation<br>Events That Can Increased Motivation<br>Factors That Enhanced Mood<br>Factors That Diminished Mood |
| | | | Week 4 | Factors That Increased Motivation<br>Events That Can Increased Motivation<br>Factors That Enhanced or Diminished Mood |
| | | | Week 5 | Factors That Increased Motivation<br>Events That Can Increased Motivation<br>Factors That Enhanced Mood<br>Factors That Diminished Mood |
| | | | Week 6 | Midterm Exam Week |
| | | | Week 7 | Midterm Exam Week |
| | | | Week 8 | Factors That Decreased Motivation<br>Events That Can Increased Motivation<br>Additional Statements |
| | | | Week 9 | Factors That Increased Motivation<br>Events That Can Increased Motivation<br>Factors That Enhanced Mood |
| | | | Week 10 | Factors That Increased Motivation<br>Factors That Decreased Motivation<br>Events That Can Increased |

| | | | |
|---|---|---|---|
| | | | Motivation<br>Factors That Enhanced Mood |
| | | Week 11 | Factors That Increased Motivation<br>Factors That Decreased Motivation<br>Events That Can Increased Motivation<br>Factors That Diminished Mood |
| Macro Findings | Directed Motivational Currents Interview Questions | Goal/Vision Orientedness | The DMC Launch<br>Developing a DMC Structure |
| | | Triggering Stimuli | |
| | | Salient Facilitative Structure | DMC Structure and Maintaining Motivation |
| | | Positive Emotionality | DMC Closure<br><br>The Experience of Emotionality in the DMCs<br><br>The Experience of Positive Emotionality in Relation to Motivated Behaviour |
| | Enhancement Mentoring | Session 1 (on Week 3) | Context<br>Faced Difficulties and Coping Strategies<br>Crisis Moment Achievements<br>Year by Year Achievements as a Teacher<br>Gratitude Factors as a Teacher<br>Positive Feelings while Teaching<br>Developed Skills as a Teacher |
| | | Session 2 (on Week 5) | Recent Successes<br>Particular Professional Success<br>Feelings and Couses About Success<br>Signs of Success<br>Skills That Develop After the Experience<br>Learned as a Teacher<br>External Feedback<br>Academic and Emotional Outcomes for Students<br>Reasons for Success<br>Building on Positive Experiences |
| | | Session 3 (on Week 7) | Explore to Extend Success<br>Possible Factors May Extend Success<br>Basis for Future Successes<br>Factors May Extend Further Successes<br>Integrate the Main Goal<br>Outcomes of the Mentoring Process<br>Factor for Continue<br>Overcome Strategies<br>Backup Plans |
| | | Mentoring Sessions Feedback | Qualities of Mentoring Practice<br><br>Differences with Other Mentoring Methods |

The codes and categories were created by using both emergent and a priori coding. Table 4 presents a detailed account of the thematic coding structure derived from the qualitative data analysis. It aligns with both macro- and micro-level motivational components, highlighting how various themes and sub-themes emerged across data sources including interviews, logbooks, mentoring sessions, and motigraphs. Furthermore, each code is classified as either inductively or deductively derived, providing transparency regarding the analytical process. This integrated table allows for a comprehensive understanding of how the core components of DMCs were grounded in the participant's lived experiences, as well as how Enhancement Mentoring interacted with other motivational patterns. The selected quotations demonstrate authentic and contextualized expressions of the participant's motivational fluctuations and strategic reflections throughout the data collection period.

**Table 5**

*Summary of Motivational Themes and Codes*

| Theme | Coding Type | Sub-Theme | Category | Sub-Category | Quotation |
|---|---|---|---|---|---|
| Dynamics of DMCs | Deductive | Macro-Level Motivation | Goal/Vision-Orientedness | Teaching Methodology Book as Anchor Goal | Working on my teaching methodology book gives me a sense of direction. Every successful lesson feels like a step closer to completing it. (Mentoring Session, Week 7) |
| Dynamics of DMCs | Inductive | Micro-Level Motivation | Motivational Fluctuations | Classroom-Based Feedback Loop | The students were highly engaged, asking questions and participating actively. It made me feel more effective and energized. (Weekly Logbook, Week 3) |
| Structural Components of DMCs | Deductive | Salient Facilitative Structure | Mentoring Support | Strategic Guidance and Emotional Support | The mentoring session reminded me of my long-term goal… I felt more motivated again. (Mentoring Session, Week 10 |
| Structural Components of DMCs | Inductive | Salient Facilitative Structure | Logbook Routine | Self-monitoring and Reflection | Writing in the logbook every Friday has become a habit. It helps me reflect on what I did well and |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | what I need to improve. (Weekly Logbook, Week 7) |
| Structural Components of DMCs | Inductive | Triggering Stimuli | Student Engagement | Immediate Feedback Effects | Positive feedback from my students this week boosted my energy and reminded me why I teach. (Weekly Logbook, Week 2) |
| Structural Components of DMCs | Inductive | Positive Emotionality | Emotional Rewards | Sense of Fulfillment in Teaching | Seeing my students smile and grasp new concepts is the most rewarding part of my job. (Weekly Logbook, Week 9) |
| Enhancing and Impairing Factors | Inductive | Enhancing Factors | Student Participation | High Classroom Engagement | Achieving my weekly teaching goals and seeing the students' progress is always rewarding. (Weekly Logbook, Week 11) |
| Enhancing and Impairing Factors | Deductive | Impairing Factors | External Life Stressors | Family-related Demotivation | This week, family issues affected my mood slightly, but I tried to keep it away from the classroom. (Weekly Logbook, Week 1) |
| Effects of Enhancement Mentoring | Deductive | Mentoring Outcomes | Reflective Awareness | Increased Understanding of Motivation | The mentoring discussions made me more aware of the positive moments in my teaching and how to maximize them. (Mentoring Transcript, Week 5) |
| Effects of Enhancement Mentoring | Inductive | Mentoring Outcomes | Strategic Adaptability | Adjusting Teaching Strategies | After discussing my challenges, I adapted new strategies, and they worked well in my following lessons. (Mentoring Transcript, Week 8) |
| Effects of Enhancement Mentoring | Deductive | Mentoring Outcomes | Motivational Regulation | Staying Motivated Despite Stress | These sessions helped me stay motivated even during difficult weeks. Reflecting on my practice really makes a difference. (Mentoring Transcript, Week 10) |

### 3.3. Dynamics of Directed Motivational Currents (DMCs) with Macro Level of Motivation

The participant, Diego, is an English language instructor at a state university in Turkiye. Also, he is pursuing his PhD education during the data collection process. He has more than 10 years of experience in teaching English, and despite these years, he claims that he always has "*alive*" motivation to teach and experience new things during teaching practice. His main goal is to write a book that includes all the teaching methods, approaches, and strategies in the field of English language learning and teaching. For his book, he collects evidence and data from his teaching experiences every year and believes that he will finish the book when he retires. The reason behind this belief is that everything changes: students, materials, stakeholders, circumstances, etc., and in this changing and evolving world, he constantly modifies, adapts, and adopts the things he notes and puts in his theoretical book. He checks his book regularly. His motivation to teach and excitement during teaching deep down come from the idea of adding new things or modifying the things in his book draft. What he claims in the interviews is as follows:

> *As I continue to teach, my book will continue to get in a form; I sometimes find myself smiling when I read between the lines, and when new things emerge, I directly remember their place in my book and add something to the correct chapter or modify the thing I wrote down before. This journey will end when my teaching career ends because I keep writing new strategies, methods, approaches, and ideas for my theoretical book (Interviews, week 5).*

The participant's aspiration to write a teaching methodology book was found to significantly sustain his Directed Motivational Currents (DMCs). This shows that his long-term professional goal served as a central motivational anchor, providing a clear sense of purpose and direction throughout the study. The process of working towards this goal not only fueled his intrinsic motivation but also created a continuous cycle of reflective practice, where each teaching experience contributed to his progress. The vision of completing the book reinforced his engagement, particularly during mentoring sessions, where goal-setting strategies were aligned with this broader objective. *"My long-term goal keeps me engaged every single day"* (Weekly Logbook, week 3).

During the interviews, the participant frequently emphasized the motivating influence of his long-term goal—writing a teaching methodology book—on his overall professional engagement. This goal functioned as a macro-level motivational anchor, aligning his daily efforts with a broader vision. He articulated that even routine classroom activities felt purposeful, as they were directly linked to this meaningful

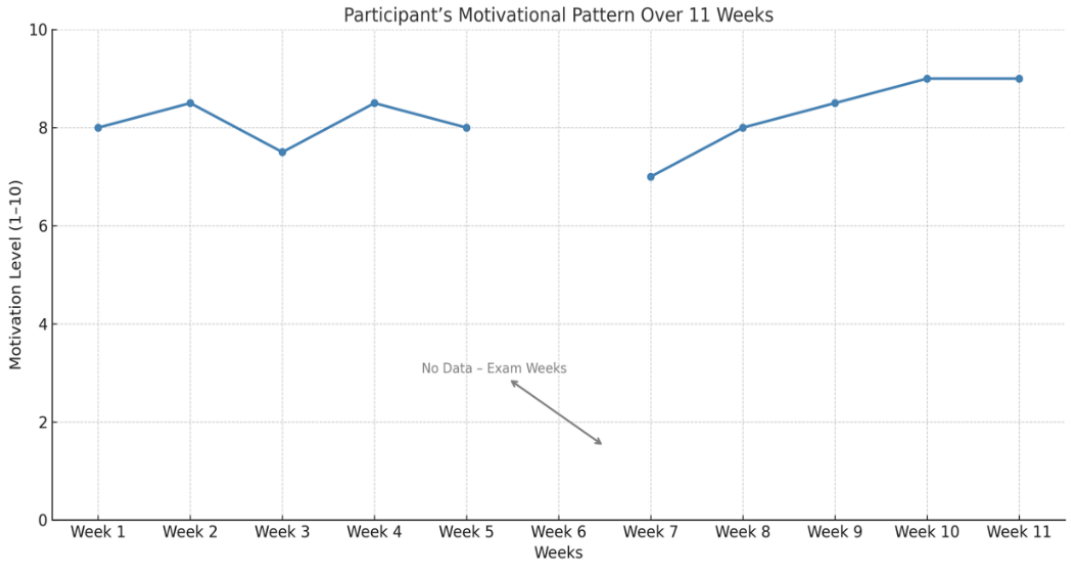
objective. As he stated: *"Working on my teaching methodology book gives me a sense of direction. Every successful lesson I deliver feels like a step closer to completing it, which keeps me motivated"* (Mentoring Session, week 7).

The motivational patterns in the participant's teaching practice showed significant fluctuations across both macro and micro levels of analysis. At the macro level, the participant's long-term goal of writing a teaching methodology book provided stability, yet external factors such as workload and institutional constraints introduced variations in motivation (Participant Logbook, Weeks 1 & 11). The participant maintained a generally high motivation level, particularly on days when direct student interaction was observed, as reported in the weekly logbooks. *"Newcomers (learners) are very willing to learn, with positive energy. When I see positive energy from them, it boosts my motivation"* (Weekly Logbook, Week 2).

In general, Diego's motivation was found to be at a high level, eager to teach and develop both personally and professionally. According to the multiple data sources, the macro-level data revealed that his long-term goal of writing a teaching methodology book provided a stable motivational anchor, whereas micro-level data (e.g., weekly motigraphs and self-reported reflections) demonstrated sustained high motivation, with occasional fluctuations driven by immediate classroom experiences and external factors (Motigraphs, Week 3, 5, 10). The participant's motivational stability was evident despite minor weekly variations. While the participant occasionally experienced fluctuations in motivation due to external factors such as student absences and scheduling disruptions, his overall engagement levels remained high (see Figure 4 below). The participant described this consistency during the mentoring sessions: *"I keep focusing on my long-term goal of writing this book. Each positive experience in the classroom reminds me why I'm committed to this project"* (Enhancement Mentoring Sessions).

**Figure 3**

*Macro-Level Motivation Trends Over 11 Weeks*




This graph illustrates the participant's motivational patterns over the course of 11 weeks. While motivation remained consistently high (8-9 on a 10-point scale), fluctuations occurred due to external factors. For instance, in Week 3, student absences led to a temporary dip, whereas institutional workload in Week 5 caused another slight decrease. Weeks 6 and 7 are marked as "No Data – Exam Weeks," indicating that no motivational entries were recorded due to midterm examinations. Motivation stabilized in the later weeks, supported by positive feedback and Enhancement Mentoring sessions. The participant's motivational currents were shaped by both long-term goals and the support received from Enhancement Mentoring, illustrating how motivational patterns stabilize over extended periods in complex systems. Despite these momentary fluctuations, the participant's motivation rebounded and stabilized in the final weeks (Weeks 10 and 11), supported by positive classroom feedback and mentoring sessions. This sustained engagement supports the theoretical premise of Directed Motivational Currents (DMCs), whereby long-term goals (e.g., writing a teaching methodology book) and structured support mechanisms (e.g., enhancement mentoring) serve as stabilizing attractor states within a Complex Dynamic Systems framework (Dörnyei et al., 2016; Henry, 2016; Larsen-Freeman & Cameron, 2008).

### 3.4. Dynamics of Directed Motivational Currents (DMCs) with Micro-Level Motivation of the Participant

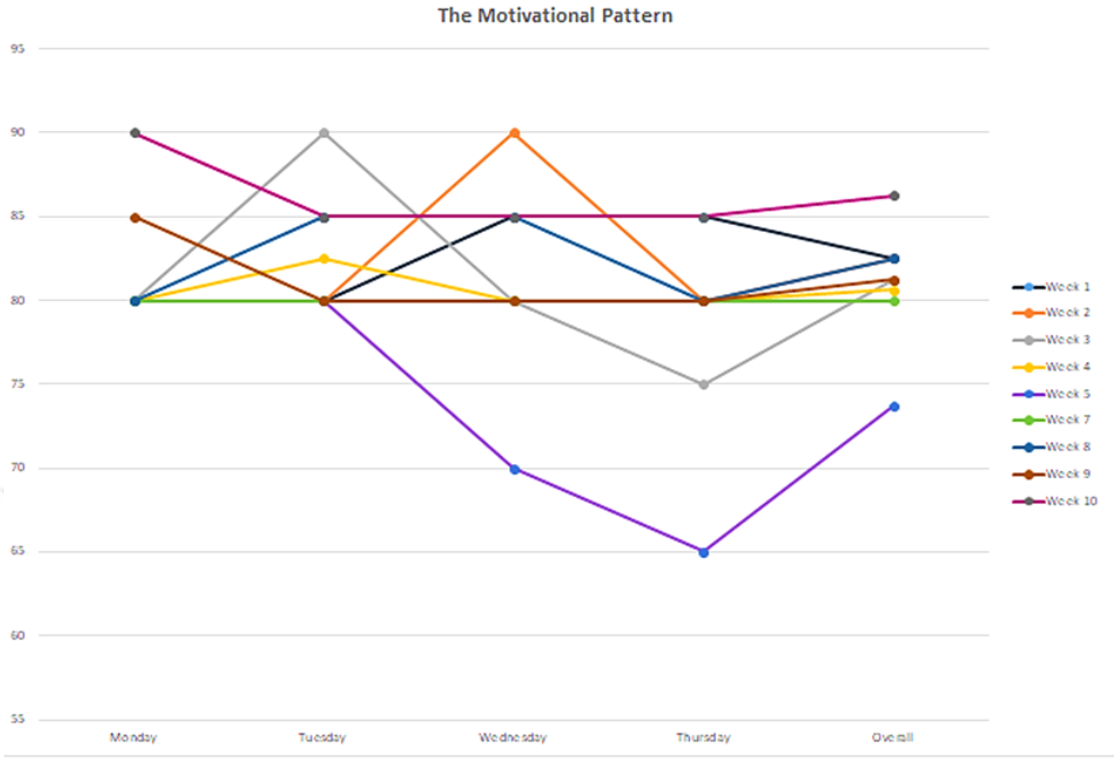
At the micro level, the participants' motivational currents fluctuated day to day and week to week, influenced by immediate teaching experiences, classroom interactions, and external factors. While the macro-level motivation remained stable over the 11 weeks, short-term variations were observed in the weekly teacher logbooks and motivation graphs. These micro-level shifts highlight the dynamic, nonlinear nature of motivation, aligning with the Complex Dynamic Systems Theory (CDST) (Dörnyei et al., 2016). The participant reported experiencing varying levels of motivation based on classroom engagement and student feedback. For instance, after a particularly successful lesson where students actively participated, the participant noted: *"This week, the energy in the classroom was contagious. The students were highly engaged, and it made me feel more enthusiastic about my teaching"* (Weekly Logbook, Week 2).

Conversely, during periods when external stressors became more prominent, the participant experienced noticeable dips in motivation. In Week 3, he reflected on how decreased student attendance led to a perceived ineffectiveness in his teaching, which subsequently weakened his sense of progress. He noted that, *"Due to several student absences this week, I felt like my efforts weren't fully effective. This caused a slight drop in my motivation"* (Weekly Logbook, Week 3).

Data from the weekly logbooks and motigraphs further support the observation of micro-level fluctuations (see Figure 5). The motigraphs visually represented peaks and dips in motivation, often correlating with classroom experiences and personal reflections.

**Figure 4**

*Weekly Motivational Fluctuations (Micro Level)*




The Figure titled *"The Motivational Pattern"* illustrates daily motivational shifts (Monday to Friday) reported by the participant across Weeks 1 to 10. The data demonstrate that while overall motivation (macro-level motivation) remained within a relatively high range, micro-level variations emerged based on moment-to-moment classroom interactions, institutional demands, and mentoring support. These daily shifts provide insight into the fluid and dynamic nature of motivation, as theorized within the Complex Dynamic Systems Theory (CDST) framework.

In Week 3, a noticeable increase in motivation—particularly on Tuesday—was sparked by positive student feedback and the effective implementation of a new teaching technique. The participant reflected as follows: *"This week, the students were highly engaged, asking questions and participating actively. It made me feel more effective and energized as a teacher"* (Weekly Logbook, Week 3).

In contrast, Week 5 displayed the sharpest decline in motivational levels, particularly on Wednesday and Thursday, coinciding with increased external workload, student absences, and syllabus delays due to exam-related disruptions. The participant commented as follows: *"Many students were absent this week due to the exam week,*

*which disrupted the lesson flow"* (Weekly Logbook, Week 5). *"The delay of the syllabus because of students' absence affected my motivation"* (Weekly Logbook, Week 5).

By Week 10, the participant's motivation showed a marked resurgence, particularly after a productive mentoring session on Friday. He expressed that the session helped realign his focus with his long-term professional vision, reinforcing his sense of purpose. As can be read in the following quotation: *"The mentoring session this week reminded me of my long-term goal of completing my teaching methodology book. It helped me refocus and feel more motivated again"* (Enhancement Mentoring Session - 3).

The observed micro-level shifts across Weeks 3, 5, and 10 reflect the participant's motivational system in motion, oscillating in response to classroom realities, workload pressures, and emotional triggers. The quotes from the *weekly logbooks* are demonstrated below.

Week 3: A spike in motivation coincided with positive student feedback and the successful implementation of a new teaching technique. "This week, the students were highly engaged, asking questions and participating actively. It made me feel more effective and energized as a teacher".

Week 5: A noticeable decline was observed during increased workload and external stress.

> *"Many students were absent this week due to the exam week, which disrupted the lesson flow. I felt like my teaching was less effective". "The delay of the syllabus because of students' absence due to the exam week affected my motivation. Some students did not complete tasks as expected".*

Week 10: Motivation peaked again following a particularly productive mentoring session where new strategies were discussed and successfully applied. *"The mentoring session this week reminded me of my long-term goal of completing my teaching methodology book. It helped me refocus and feel more motivated again".*

The motivational fluctuations observed in Weeks 3, 5, and 10 were influenced by both internal (student feedback, mentoring) and external (student absences) factors.

Furthermore, the Enhancement Mentoring sessions were crucial in stabilizing micro-level fluctuations. By providing reflection opportunities, these sessions helped the participant process both positive and challenging experiences. The participant reflected on this process during a mentoring session: *"Talking through the week's challenges*

*helped me reframe setbacks as learning moments. It gave me clarity on what worked and what needs improvement"* (Enhancement Mentoring Sessions).

From a Complex Dynamic Systems Theory (CDST) perspective, the participant's micro-level motivational patterns reflect the self-organizing nature of motivation. Short-term experiences acted as feedback loops influencing overall motivation, with mentoring sessions providing a stabilizing structure.

### 3.5. The DEMS Model: A Dynamic View of Teacher Motivation

Building on the macro-level trajectories and micro-level fluctuations of the participant's motivational experience, a more holistic understanding of how these patterns are interconnected was required. To this end, a conceptual model titled the Dynamic Engagement-Motivation System (DEMS) was developed, grounded in the frameworks of Complex Dynamic Systems Theory (CDST) and Directed Motivational Currents (DMC). To synthesize the participant's motivational experience over the eleven-week period, a systems-based representation of his motivational ecology was developed, titled the Dynamic Engagement-Motivation System (DEMS) Model. This model offers an integrated perspective, capturing how the teacher's long-term professional vision, day-to-day classroom practices, motivational outcomes, and mentoring sessions dynamically interact over time. The DEMS model reflects the non-linear and recursive nature of motivation, revealing how moments of engagements, disagreements, or re-alignments are co-constructed and sustained through continuous interplay among contextual, affective, and reflective components. The following section elaborates on the structure and theoretical underpinnings of the model, positioning it as a tool for understanding teacher motivation as a dynamic, context-sensitive system.

Directed Motivational Currents (DMCs), as proposed by Dörnyei et al. (2016), also underscore the importance of a clear goal structure, vision alignment, positive emotionality, and facilitative support mechanisms. Within the DEMS model, these theoretical elements are visually and conceptually embedded through the inclusion of the *Long-Term Goal / Vision* and *Enhancement Mentoring Sessions*, both of which help maintain motivational momentum and realign it in the face of temporary setbacks or institutional pressures.

As illustrated in Figure 5, the DEMS Model (Dynamic Engagement-Motivation System) is initiated by the teacher's *Long-Term Goal or Vision*, which functions as a

stable motivational anchor or attractor state. This long-term objective continuously informs and guides the teacher's professional behavior, shaping their engagement and decision-making processes over time. As the teacher navigates *Daily Classroom Practices*—ranging from student participation and lesson outcomes to unexpected classroom dynamics—motivational fluctuations arise. These experiences may result in either a motivated or demotivated states.

Motivated states are typically sparked by positive classroom experiences such as high student engagement, instructional success, or observable progress in learners. Conversely, demotivated states are often triggered by factors such as absenteeism, lack of student effort, institutional overload, or emotional exhaustion. Regardless of whether the motivational outcome is positive or negative, these states are carried forward into the *Enhancement Mentoring process*. Enhancement Mentoring serves as both a corrective and sustaining mechanism within the system.

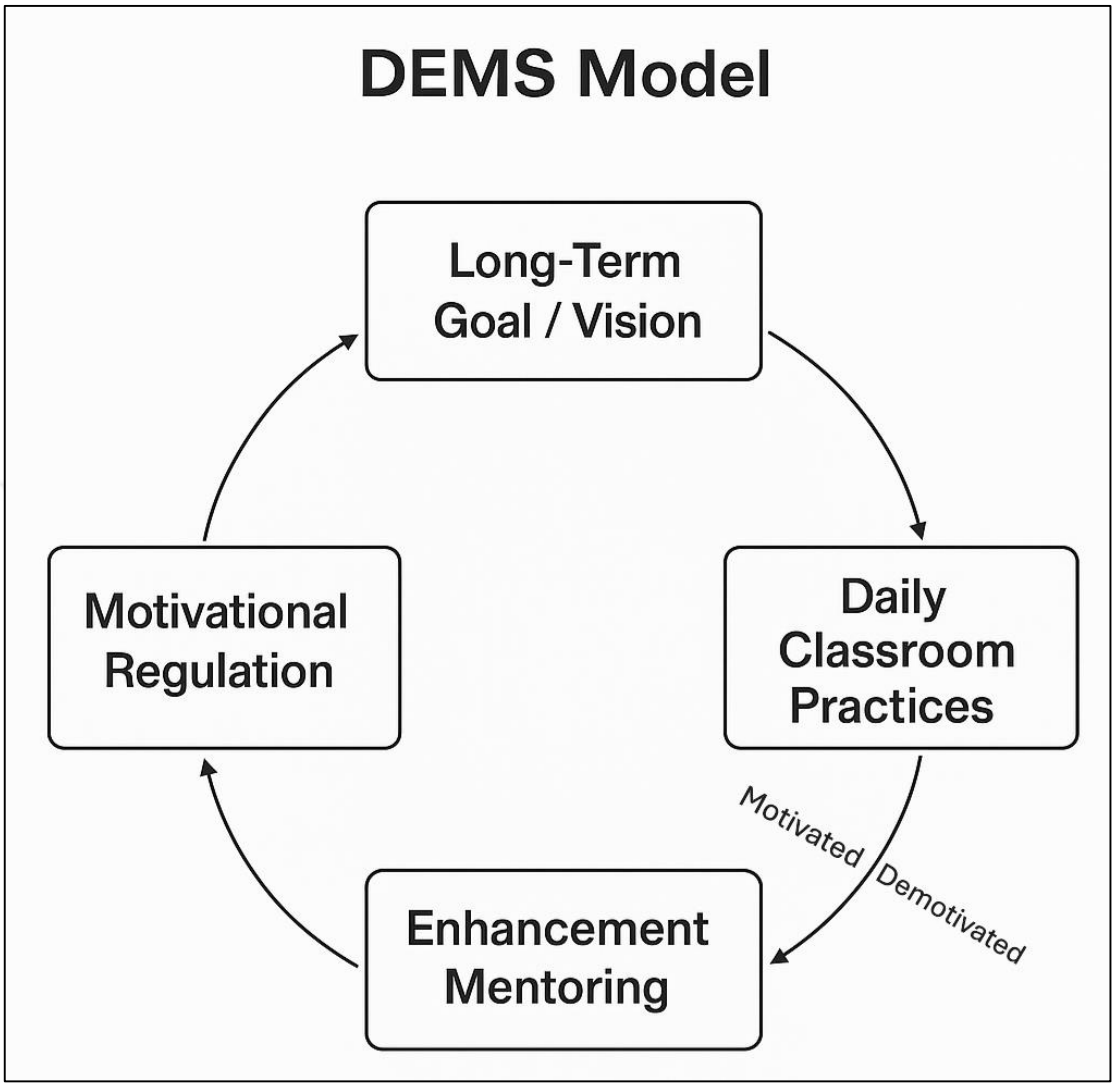
- When the teacher is demotivated, mentoring realigns them with their goal through emotional validation and strategic support.
- When the teacher is highly motivated, mentoring reinforces and sustains that energy through affirmation, vision maintenance, and reflective space.

In moments of demotivation, it provides emotional support and goal re-alignment; during highly motivated periods, it offers affirmation, reflective validation, and strategic direction to sustain momentum. This process ultimately leads into *Motivational Regulation*, wherein the teacher internalizes these insights and experiences, recalibrates their orientation, and reconnects with their *Long-Term Goal*—thus completing the recursive motivational cycle.

Mentoring, in this way, becomes the regulatory node that links micro-level fluctuations to macro-level sustainability, completing the cycle by feeding back into both the teacher's emotional state and classroom practices.

**Figure 5**

*The Dynamic Engagement Motivation System (DEMS) Model*




This model illustrates how a teacher's long-term goal interacts with daily classroom practices, motivational states, and Enhancement Mentoring sessions in a cyclical and non-linear process of motivational sustainment. This model draws on the theoretical frameworks of Complex Dynamic Systems Theory (CDST) and Directed Motivational Currents (DMC), offering a conceptual map of how macro-level goals interact with micro-level experiences, motivational reactions, and mentoring support mechanisms in the sustainability of teacher motivation. The model comprises four interrelated components: *Long-Term Goal / Vision* (e.g., Writing a Methodology Book), *Daily Classroom Practices*, *Enhancement Mentoring Sessions,* and *Motivational Regulation.* These components are arranged in a cyclical, non-linear structure, indicating continuous interaction and feedback, rather than a one-directional process. The long-

term goal functions as a motivational attractor state (Dörnyei et al., 2016), anchoring the participant's efforts and providing long-range motivational coherence.

Each day, the daily classroom practices—such as student participation, lesson effectiveness, or institutional challenges—produced a variety of motivational outcomes. These outcomes fluctuated dynamically, as evidenced by self-reported reflections and motigraphs. For instance, in Week 3, motivation spiked due to positive student engagement: "*This week, the students were highly engaged... It made me feel more effective and energized.*" In Week 5, motivation declined amid absenteeism and syllabus disruption: "*The delay of the syllabus because of students' absence affected my motivation.*"

The mentoring sessions enabled the participant to reflect on both motivational challenges and successes, serving as a bridge between momentary motivational states and long-term professional vision. Rather than functioning solely as a reactive tool during demotivated periods, Enhancement Mentoring also operated proactively during high-motivation phases by offering cognitive stimulation, affirmation, and strategic scaffolding. This dual role of mentoring—both restorative and reinforcing—ensured continuity in the participant's motivational trajectory and effectively closed the cyclical loop of the DEMS model.

Within the DEMS Model, the regulation of motivational states plays a central role in sustaining and managing Directed Motivational Currents (DMCs). Since DMCs are dynamic and emotionally intense trajectories toward a long-term goal, they require consistent alignment between the teacher's internal drive and contextual teaching experiences. *Motivational Regulation*, as situated in the final phase of the DEMS cycle, ensures that fluctuations caused by daily classroom practices—whether motivating or demotivating—are processed, stabilized, and reintegrated into the broader professional vision. Without this reflective and regulatory mechanism, the continuity and sustainability of DMCs would be compromised. Thus, the DEMS model not only visualizes the trajectory of motivation but also emphasizes *Motivational Regulation* as an indispensable process for maintaining the coherence and intensity of a teacher's DMC.

To sum up, the DEMS model not only provides a visual representation of teacher motivation in flux but also highlights the importance of ongoing motivational processing and regular enhancement mentoring support. It bridges the gap between theory and practice by showing how motivational engagement is shaped not only by

individual internal willpower but also by contextual, emotional, and goal-related variables. Its cyclical structure reinforces CDST's view that system equilibrium is not a given but something that must be continually negotiated and sustained (Henry, 2016).

### 3.6. Structural Components of Directed Motivational Currents

The structural components of Directed Motivational Currents (DMCs) identified in the dataset closely align with the theoretical frameworks presented by Dörnyei, Henry, and Muir (2016). These components include goal/vision-orientedness, salient facilitative structure, triggering stimuli, and positive emotionality, each playing a crucial role in sustaining and facilitating the participant's motivation throughout the study.

#### 3.6.1. Goal/Vision Orientedness

Goal/vision-orientedness, a core component of Directed Motivational Currents (DMCs), refers to the presence of a clearly defined and personally significant long-term objective that sustains persistent engagement over time (Dörnyei et al., 2016). In this study, the participant's motivational trajectory was consistently guided by his professional ambition of writing a teaching methodology book. This goal anchored his actions and provided coherence across daily instructional experiences. As he explains, as follows: *"I aim to compile all the effective strategies I have discovered into a book that will guide new teachers"* (Interviews Transcripts, Week 2). *"I keep reflecting on my lessons weekly, as each reflection gets me closer to my ultimate goal of writing my book"* (Interviews Transcripts, Week 8).

#### 3.6.2. Salient Facilitative Structure

The *salient facilitative structure* refers to a supportive and goal-oriented framework that aids in the maintenance of a Directed Motivational Current (DMC) by reducing cognitive load and ensuring systematic progress towards one's goals (Dörnyei et al., 2016). In the present study, data collected through interviews, weekly logbooks, motigraphs and mentoring sessions revealed the presence of two key facilitative structures that played a critical role in sustaining the participant's motivational current.

The first and most prominent structure was the Enhancement Mentoring Sessions, which provided regular external guidance and accountability. These sessions served as a scaffold for the participant to set, review, and revise weekly goals while remaining

aligned with their long-term professional vision, as can be read as follows: *"The mentoring sessions help me structure my weekly tasks and stay on track with my professional goals"* (Interview Excerpt, Week 4). *"Weekly mentoring sessions keep me on track with my teaching goals and help me stay organized"* (Mentoring Session Notes, Week 6).

Another salient facilitative structure that emerged from the data was the self-regulatory use of weekly logbooks, which functioned as an internal system for self-monitoring and reflection. The logbooks not only encouraged consistent documentation of progress but also helped the participant to externalize thoughts, identify obstacles, and reinforce the vision-action alignment. This routine created a sense of continuity and self-awareness essential for sustaining high levels of motivational engagement: *"Writing in the logbook every Friday has become a habit. It helps me reflect on what I did well and what I need to improve for next week"* (Weekly Logbook, Week 7).

As this quotation highlights, these facilitative structures—both externally provided (mentoring) and internally developed (logbook routine)—acted synergistically to create a structured, goal-congruent environment. In line with Dörnyei's model, they reduced ambiguity, offered systematic guidance, and enabled the participant to remain in a prolonged state of motivational flow.

Additionally, the participant engaged in vision planning and goal mapping activities, in which long-term goals were broken down into actionable steps. These self-directed acts not only clarified the participant's trajectory but also reduced cognitive overload, enhancing motivational clarity: *"I have this big goal of writing a book, but each week I try to focus on just one part—like writing a short section or brainstorming an outline"* (Mentoring Session, Week 8).

Lastly, the presence of a supportive social environment (e.g., empathetic colleagues, positive student feedback) and the participant's well-structured daily work routines (e.g., scheduling time for material design and lesson planning) also functioned as implicit facilitative structures that stabilized motivation across time.

### 3.6.3. Triggering Stimuli

The concept of triggering stimuli refers to salient moments or events that initiate a surge in motivation by amplifying emotional involvement and personal investment in an activity (Dörnyei et al., 2016). These stimuli often act as catalysts that activate or re-energize an individual's connection to their long-term goals. In the present study, the

participant's weekly teacher logbooks revealed that positive student feedback and successful lesson outcomes frequently operated as such triggers. As he noted: ***"****Positive feedback from my students this week boosted my energy and reminded me why I teach"* (Weekly Teacher Logbook, Week 3). ***"****Receiving praise from my students this week motivated me to continue improving my methods. The lesson was completely perfect, full of energy"* (Weekly Teacher Logbook, Week 6).

These emotionally charged experiences did not merely elevate short-term satisfaction but appeared to reinforce deeper motivational structures, echoing findings by Mercer and Gregersen (2020), who emphasize the affective grounding of teacher motivation in responsive classroom interactions.

### 3.6.4. Positive Emotionality

Positive emotionality describes the emotional satisfaction and fulfillment derived from engaging experiences, contributing to sustained motivation (Dörnyei et al., 2016). The participant frequently linked emotional satisfaction with his motivation to continue teaching. From the weekly logbooks, the participant consistently claimed; *"Seeing my students smile and grasp new concepts is the most rewarding part of my job"* (Weekly Teacher Logbook, Week 4). *"When my students understand a difficult concept, it brings me joy and motivates me to keep teaching"* (Weekly Teacher Logbook, Week 10).

The participant's motivational experiences align closely with CDST principles, particularly attractor states and self-organization. The structural components identified (goal/vision-orientedness, salient facilitative structure, triggering stimuli, and positive emotionality) contributed both to the initiation and sustainability of the participant's motivational currents, emphasizing the dynamic, interconnected nature of motivational processes.

### 3.6.5. Identified Visions

The participant's long-term goal of writing a comprehensive teaching methodology book consistently emerged as a motivational anchor, reinforcing sustained engagement throughout the study. His reflections during the data collection process (on the interviews and enhancement mentoring sessions) demonstrated how this vision shaped daily teaching practices and broader professional growth. This vision provided not only a sense of direction but also a personal framework through which he interpreted his

day-to-day teaching experiences. His weekly reflections, as captured in logbooks and mentoring sessions, revealed how goal-oriented thinking translated into actionable practices. For instance, *"On Fridays, I reflect on my teaching strategies and take notes for my book. It helps me stay motivated for the next week"* (Weekly Teacher Logbook, Week 2).

Such routine-based vision alignment reflects the dynamic integration of long-term objectives and micro-level pedagogical decisions, a process that aligns with the timescale interdependence posited in Complex Dynamic Systems Theory (Larsen-Freeman & Cameron, 2008; Henry, 2016).

### 3.6.6. Identified Sub-goals

Sub-goals play a critical role in maintaining motivational currents by providing manageable steps toward long-term objectives, preventing goal fatigue, and reinforcing sustained engagement (Muir & Dörnyei, 2013).

The participant frequently explored new instructional methods to integrate successful strategies into his envisioned teaching book. The participant documented that situation in his weekly reflections, teaching experiments, and progress toward his long-term goal (writing a methodology book). *"I tried a new method this week and noted how students reacted. It will definitely be included in my book"* (Weekly Teacher Logbook, Week 2).

Semi-structured interviews and mentoring sessions explored the participant's motivation, strategies, and goal-setting process in depth. Mentoring sessions provided a space for reflective thinking, where the participant critically evaluated his teaching practices and progress toward his professional goal. *"The mentoring sessions have helped me think deeply about what works and what doesn't in my teaching practice"* (Enhancement Mentoring Sessions, Week 5).

These sub-goals demonstrate how smaller motivational components (e.g., weekly reflections and instructional trials) interact to influence a broader professional vision. The visions and sub-goals, as well as regular reflection, emerged from multiple data sources, including weekly logbooks, semi-structured interviews, and mentoring discussions. The participant's logbook entries frequently referenced classroom experiments and reflections, reinforcing the role of these sub-goals in sustaining motivation. Additionally, weekly motigraphs revealed motivation spikes during periods

of active experimentation and self-reflection, supporting the significance of these elements in Directed Motivational Currents (DMCs).

### 3.6.7. Factors Enhancing and Impairing DMCs

The analysis of the participant's motivational currents revealed both enhancing and impairing factors that influenced the sustainability of Directed Motivational Currents (DMCs). These patterns closely align with the Complex Dynamic Systems Theory (CDST), particularly the principles of attractor states and fluctuating motivational dynamics. The data were gathered from the weekly teacher logbooks and motigraphs for this section.

#### 3.6.7.1. Enhancing Factors

Among the most salient enhancing factors observed in the data were active student participation and meaningful classroom interactions, which consistently contributed to the participant's motivational uplift. He repeatedly emphasized that student curiosity, engagement, and responsiveness created a dynamic classroom atmosphere that sustained his focus and energy. The participant frequently described how active student participation and positive classroom interactions boosted motivation, as noted *"The students' active participation and their curiosity to ask questions during the lessons kept me motivated and focused"* (Weekly Teacher Logbook, Week 1).

Completing smaller instructional milestones and tracking progress toward larger professional goals were crucial in sustaining motivation. In addition to interpersonal dynamics, achieving short-term instructional practices also played a vital role in maintaining long-term motivation. He reflected as; *"Achieving my weekly teaching goals and seeing the students' progress is always rewarding"* (Weekly Teacher Logbook, Week 8).

Subgoals serve as proximal motivational drivers, offering immediate feedback and reinforcing long-term commitment, consistent with Csikszentmihalyi's (1990) theory of flow, where incremental successes maintain engagement and focus.

The Enhancement Mentoring sessions were found to contribute significantly to the participant's sustained motivation by offering structured opportunities for reflection, goal clarification, and professional development. These sessions created a safe space for the participant to critically evaluate his instructional choices, connect them to broader goals, and develop a clearer sense of pedagogical direction. As he articulated,

*"The mentoring sessions have helped me think deeply about what works and what doesn't in my teaching practice"* (Enhancement Mentoring Sessions, Week 7).

Moreover, the mentoring process exemplifies a regulatory mechanism within the motivational system, offering feedback loops that help the individual recalibrate and sustain momentum—consistent with principles of self-organization in CDST (Larsen-Freeman & Cameron, 2008).

### 3.6.8. Impairing Factors

While the participant generally demonstrated a stable motivational trajectory, certain classroom-related disruptions emerged as impairing factors. Recurrent issues such as student tardiness and incomplete assignments occasionally interfered with his sense of instructional flow and reduced his perception of progress. As he noted, *"Some students' consistent tardiness and incomplete tasks sometimes caused slight drops in my motivation"* (Weekly Teacher Logbook, Week 11).

Although these issues did not derail the broader motivational current, they illustrate how minor contextual challenges can momentarily weaken engagement and necessitate regulatory strategies to restore alignment.

### 3.6.9. External Life Stressors

In addition to classroom-related dynamics, the participant's motivation was occasionally influenced by external personal factors. Particularly in Week 4, he reported that family-related challenges had a subtle but noticeable impact on his mood and energy levels. He explained that personal challenges occasionally affected the participant's emotional well-being and motivation. While the participant attempted to compartmentalize these experiences, their presence underscores the role of emotional and psychological context in shaping teacher motivation. *"This week, family issues affected my mood slightly, but I tried to keep it away from the classroom"* (Weekly Teacher Logbook, Week 4).

The participant's motivational patterns reflect CDST's attractor state dynamics, where motivational peaks and dips result from complex, interconnected influences in the teaching environment (Dörnyei et al., 2016; Henry, 2016). Enhancing factors, such as student engagement and mentoring, acted as positive attractor states in sustaining motivation, while impairing factors, like classroom disruptions and external stressors, can be introduced as negative attractor states that momentarily disrupt motivation.

The findings suggest that enhancing and impairing factors in motivational currents are deeply interconnected and dynamic. Positive classroom interactions, mentoring support, and goal achievement significantly contributed to sustained motivation, while personal and professional challenges introduced temporary fluctuations. However, the data analysis revealed that the participant's long-term goal and Enhancement Mentoring sessions consistently helped restore motivational balance by resourcing the motivational regulation he needed.

### 3.7. Effects of Enhancement Mentoring Sessions in Sustaining and Facilitating DMCs

Enhancement Mentoring sessions emerged as a pivotal element in sustaining and facilitating the participant's Directed Motivational Currents (DMCs). Findings of data analysis showed that these sessions provided a structured and supportive environment for reflective practice, goal alignment, and the identification of actionable strategies. These sessions were also found to provide structured support to regulate motivation over time, address emotional fluctuations, and enhance instructional effectiveness. Accordingly, by engaging in these mentoring discussions, the participant experienced increased awareness, sustained motivation, and practical adjustments to teaching strategies. These findings highlight the transformative potential of Enhancement Mentoring, not only for individual motivation but also as a broader tool for pre-service and in-service teacher education programs.

The participant frequently reported gaining deeper insights into his own motivational patterns and teaching practices as a direct result of Enhancement Mentoring Sessions. Reflecting on weekly classroom events helped him identify triggers of positive engagement, enabling proactive planning and intentional reinforcement of those moments. *"The mentoring discussions made me more aware of the positive moments in my teaching and how to maximize them"* (Enhancement Mentoring Session, Week 5).

The findings of the analysis evidenced that regular mentoring sessions helped the participant maintain motivation, even during challenging periods. It was found that reflective practices provided a mechanism for managing external stressors and reconnecting with long-term goals. They served as an emotional and professional anchor, especially during weeks of increased workload, emotional fatigue, or institutional challenges. Consequently, they offered a space to recontextualize difficulties, reflect on progress, and reconnect with the long-term professional goal of

writing a teaching methodology book, as the following quote reveals: *"These sessions helped me stay motivated even during difficult weeks. Reflecting on my practice really makes a difference"* (Enhancement Mentoring Session, Week 7).

The mentoring sessions provided actionable feedback that allowed the participant to adapt his teaching strategies effectively. By discussing challenges and exploring solutions, the participant refined his methods and observed immediate improvements. Mentoring not only sustained emotional and motivational engagement but also enabled the participant to make concrete adjustments to his teaching strategies. By engaging in problem-solving dialogue and co-constructing strategies with the mentor, he implemented refinements that led to immediate improvements in classroom dynamics and learner responsiveness. "*After discussing my challenges, I adapted some strategies, and they worked well in my following lessons"* (Enhancement Mentoring Sessions, Week 7).

From a CDST perspective, mentoring sessions facilitated self-organization by helping the participant adapt to fluctuating motivational states and external challenges. These sessions facilitated self-organization by offering motivational regulation and practical scaffolding in response to fluctuating motivational states. The feedback loops inherent in reflective practice allowed the participant to perceive motivational drops not as failures, but as reorganizing opportunities as attractor states, pulling the participant toward positive emotionality, goal alignment, and professional growth. The interplay between long-term vision, daily classroom fluctuations, motivational processing, and strategic support was not linear but recursive and adaptive.

Within the Dynamic Engagement-Motivation System (DEMS) model, Enhancement Mentoring occupies a central regulatory position. As illustrated in *Figure 5* (above), mentoring serves as a dynamic moderator that both receives input from the teacher's classroom practices, which affect the motivational states (either motivated or demotivated) and feeds back into these loops by providing emotional stabilization, reflective insight, and actionable strategy. This bidirectional function enables mentoring to operate flexibly, supporting the teacher both when motivation is high (to sustain momentum) and when motivation is disrupted (to recover and reorganize).

The model positions mentoring not at the periphery of the motivational process but as a core feedback mechanism that connects the teacher's micro-level affective fluctuations with their macro-level professional aspirations.

Beyond its systems role in DEMS, Enhancement Mentoring also directly corresponds to *the Salient Facilitative Structure* component of Directed Motivational Currents (DMC) theory. According to Dörnyei et al. (2016), DMCs are not sustained by vision alone; they require an environmental scaffolding—*a structure that reinforces motivational intensity and provides consistent direction*. Mentoring in this study clearly fulfilled that role. For example: *"The mentoring session reminded me of my long-term goal… I felt more motivated again"* (Mentoring Transcript, Week 10).

This quote demonstrates how mentoring re-established a vision-goal connection, a defining feature of DMCs. In another instance, he reflected as follows: *"These sessions helped me stay motivated even during difficult weeks. Reflecting on my practice really makes a difference"* (Weekly Logbook, Week 7).

Here, mentoring acted as a resilience-building scaffold, exactly as described in DMC theory. Rather than merely offering advice, mentoring helped the participant reorient emotionally and strategically, thus maintaining the DMC pathway even amid disruptions.

By functioning as both a facilitative environment (structuring reflection and solution generation) and an emotional attractor (restoring motivational balance), mentoring served as the *organizational glue* that held together the various subsystems of motivation. In this way, it both exemplifies and extends the notion of a *Salient Facilitative Structure*, grounding it within the broader ecology of CDST and visualizing its interaction in the DEMS model.

Overall, Enhancement Mentoring sessions focused on positive issues such as strengths, successes and achievements. With the help of these sessions, the participant, Diego, felt more focused and motivated. The analysis of data collected from the Enhancement Mentoring sessions reveals that their impact extended beyond momentary support. Rather, mentoring served as an integral part of the participant's motivational system, fulfilling reflective, emotional, and strategic functions within both the DMC trajectory and the DEMS model. The triangulation of interview data, weekly logbooks, and mentoring transcripts revealed the following key outcomes:

1. Increased Awareness: The participant developed a deeper understanding of motivational patterns and the factors influencing them. Reflective dialogue helped crystallize moments of success and revealed patterns in his teaching practice. *"The mentoring discussions made me more aware of the positive moments in my teaching and how to maximize them"* (Mentoring Transcript, Week 5).

2. Sustained Motivation: Regular Enhancement Mentoring helped in managing external stressors and maintaining a focus on long-term goals. This kind of mentoring provided motivational continuity in the face of fatigue, institutional workload, or external pressures. By reconnecting daily classroom struggles with long-term professional goals, mentoring acted as a stabilizing structure. *"These sessions helped me stay motivated even during difficult weeks. Reflecting on my practice really makes a difference"* (Weekly Logbook, Week 7).

3. Practical Adjustments: The participant adapted teaching strategies based on reflective discussions, leading to improved classroom outcomes. Mentoring enabled iterative refinement of teaching practices. Through feedback, reflection, and joint strategizing, the participant implemented new techniques and observed meaningful improvements in classroom interaction and learner engagement. *"After discussing my challenges, I adapted some strategies, and they worked well in my following lessons"* (Mentoring Transcript, Week 8).

Together, these outcomes reveal how Enhancement Mentoring functioned as more than a peripheral support—it became a central dynamic mechanism in sustaining and facilitating the participant's DMC. As visually depicted in the DEMS model, mentoring helped stabilize the motivational system, regulate emotional fluctuations, and continually realign moment-to-moment teaching experiences with long-term professional aspirations.

### 3.8. Summary of Key Findings

This study revealed critical insights into the dynamics and multi-layered nature of Directed Motivational Currents (DMCs) as experienced by a language teacher. By adopting a longitudinal, single-case design and analyzing motivational patterns through the lens of Complex Dynamic Systems Theory (CDST), the research illuminated how the participant's motivation was not static but evolved through continuous feedback loops, goal alignment, and adaptive regulation. Central to this process was the role of Enhancement Mentoring, which emerged as a transformative structure facilitating both the sustainability and reactivation of motivational energy. The findings demonstrated how goal-oriented behavior, positive emotionality, Enhancement Mentoring, and reflective practices interacted to sustain and facilitate the participant's motivation. The following key themes summarize the core findings.

The four core components of DMCs—goal/vision-orientedness, salient facilitative structure, triggering stimuli, and positive emotionality—were clearly evident throughout the findings of the study:

- Goal/Vision Orientedness: The participant's long-term goal of writing a teaching methodology book provided a stable motivational anchor, providing continuity across fluctuating emotional states and institutional demands.
- Salient Facilitative Structure: Enhancement Mentoring served as the primary facilitative structure, offering a structured space for reflection, regulation, and strategic redirection. These sessions not only stabilized motivation but also actively shaped its trajectory. The participant's weekly logbook routine, goal-mapping and vision-planning behaviors, daily time management routines, and supportive social environment functioned as a self-imposed system of reflection and planning in terms of salient facilitative structure.
- Triggering Stimuli: Positive classroom experiences, such as student engagement and feedback, acted as immediate motivators. Daily classroom experiences—particularly moments of student engagement, feedback, and instructional success—acted as motivational catalysts, prompting emotional and cognitive investment in teaching.
- Positive Emotionality: Emotional rewards, such as witnessing learner growth or overcoming pedagogical challenges, reinforced the participant's sense of competence and professional fulfillment, sustaining motivational flow.

The Enhancement Mentoring sessions emerged as a transformative element in sustaining the participant's motivational currents. These sessions provided:

- Reflective Awareness: Mentoring discussions facilitated metacognitive insight, helping the participant identify motivational patterns and teaching strengths (Mentoring Transcript, Week 5).
- Strategic Adaptability: Feedback-rich dialogue enabled the participant to adjust teaching approaches, leading to observable improvements in classroom dynamics (Mentoring Transcript, Week 8).
- Emotional Regulation: During moments of demotivation or institutional stress, mentoring provided emotional support and reconnection to long-term goals (Weekly Logbook, Week 7).

These interactions were conceptually represented through the Dynamic Engagement-Motivation System (DEMS) Model, which mapped how goal-orientedness, daily classroom experiences, motivational states, and mentoring input interacted within a non-linear, recursive system. In this model, Enhancement Mentoring functions not only as a salient facilitative structure within the DMC framework but also as a regulatory hub that channels both motivated and demotivated mood states into motivational regulation.

This research makes substantial contributions to both Complex Dynamic Systems Theory (CDST) and DMC theory:

- CDST Contribution: The findings underscore the principles of timescale interdependence, attractor states, and self-organization, illustrating how motivational patterns emerge dynamically across micro and macro levels. The findings align closely with CDST principles, emphasizing the dynamic interplay of individual and systemic factors in sustaining motivation. By examining DMCs through this lens, the study highlights how self-organization, adaptive feedback loops, and interconnected timescales contribute to long-term professional growth and resilience.
- DMC Theory Contribution: This study provides an evidence for sustaining DMCs in the teaching profession, marking the first instance of examining a teacher's motivation through this lens. It offers a framework for understanding how long-term goals and regular support systems interact to shape motivational currents.

These contributions not only expand theoretical knowledge but also provide practical implications for enhancing teacher motivation in diverse educational contexts.

### 3.9. Conclusion

The findings of this study provide critical and in-depth insights into the Directed Motivational Currents (DMCs) experienced by a language teacher and the factors that sustain and facilitate these motivational processes. By analyzing motivational trajectories over time through the lens of Complex Dynamic Systems Theory (CDST) and DMC theory, this study identified the complex interplay between vision alignment, motivational regulation, contextual triggers, and structured mentoring in the co-construction of teacher motivation. Also, this dissertation investigated the effects of Enhancement Mentoring sessions for a language teacher to sustain and facilitate his DMCs purposefully.

# CHAPTER IV

# 4. DISCUSSION, CONCLUSION AND IMPLICATIONS

## 4.1. Introduction

This chapter discusses the findings of the study in relation to the theoretical frameworks of Directed Motivational Currents (DMCs) and Complex Dynamic Systems Theory (CDST). This study advances the integration of Directed Motivational Currents (DMCs) (Dörnyei et al., 2016) and Complex Dynamic Systems Theory (CDST) (Larsen-Freeman & Cameron, 2008) for a language teacher, offering three key theoretical contributions. First, the participant's long-term goal of writing a book about teaching methodology served as a motivational attractor state (Hiver & Al-Hoorie, 2020), which is a CDST concept that describes how macro-level goals stabilize micro-level fluctuations. This supports Dörnyei's (2020) claim that visionary goals generate "motivational gravity," resulting in self-sustaining energy pathways. Second, by showing how Enhancement Mentoring sessions work as important support systems (Dörnyei et al., 2015), the Dynamic Engagement-Motivation System (DEMS) model (see Figure 5) puts the ideas of CDST into practice and provides ongoing feedback to help manage strategies and motivation. This builds on the framework developed by Smith et al. (2021) by showing how mentoring combines goal-directed behavior with affective scaffolding (MacIntyre et al., 2020). By demonstrating how weekly motivational dips (such as Week 5) were nested within sustained macro-level engagement, the study validates timescale interdependence (de Bot et al., 2013). This phenomenon has been theorized but rarely empirically documented in teacher motivation research (Henry, 2016). The purpose of the study was to explore how DMCs are initiated, sustained, and facilitated in the professional life of a language teacher, with a particular emphasis on the role of Enhancement Mentoring. The research aimed to investigate the motivational dynamics of a language teacher across a longitudinal trajectory, with specific attention to the emergence, sustainment, and facilitation of DMCs. In line with this aim, the following research questions were explored:

1. What are the dynamics of directed motivational currents of a language teacher?

    a) What are the identified factors that enhance and impair directed motivational currents of a language teacher?

    b) What are the identified visions and sub-goals of a language teacher that affect directed motivational currents?

2. What are the effects of Enhancement Mentoring sessions for a language teacher in terms of facilitating and sustaining directed motivational currents?

Through an in-depth longitudinal case study using data from interviews, logbooks, motigraphs, and mentoring session transcripts, this chapter presents a discussion grounded in the original findings. These findings are interpreted through the DMC and CDST lenses while also being synthesized with relevant empirical insights from the literature. The chapter concludes with theoretical and practical implications, study limitations, and suggestions for future research.

### 4.2. Summary of the Study

This longitudinal qualitative study explored the emergence, sustainment, and regulation of Directed Motivational Currents (DMCs) in the professional life of a language teacher, Diego, over an eleven-week period. Grounded in the frameworks of Directed Motivational Currents (Dörnyei et al., 2016) and Complex Dynamic Systems Theory (CDST) (Larsen-Freeman & Cameron, 2008; Henry, 2016) and the Enhancement Mentoring Approach (Smith, et. al., 2021), the research aimed to understand how motivational surges are maintained over time, particularly through regular mentoring and reflective practices. The data revealed that his motivation was sustained not merely by internal disposition but through a dynamic interaction between his long-term goal, day-to-day classroom experiences, motivational fluctuations, and the structured and regular reflection provided by Enhancement Mentoring sessions. Findings indicate that the participant's motivation was not a fixed trait, but rather a dynamic, adaptive system influenced by continuous interaction among these multiple components. This aligns with CDST's principle of timescale interdependence, where micro-level fluctuations and macro-level goal pursuit are intricately connected (Henry, 2016; Mercer, 2013).

The study demonstrated that motivational engagement is best understood as a fluid, adaptive, and context-sensitive process in which perturbations are expected and can be strategically managed. These findings confirmed that DMCs are not solely driven by vision-orientedness but also require salient facilitative structures to remain active and sustainable over time (Dörnyei et al., 2016). Importantly, the study reveals that motivational engagement is not sustained by goal orientation alone. While Diego's long-term vision functioned as a motivational anchor (Dörnyei et al., 2016), the presence of a *salient facilitative structure*—namely, the Enhancement Mentoring—was

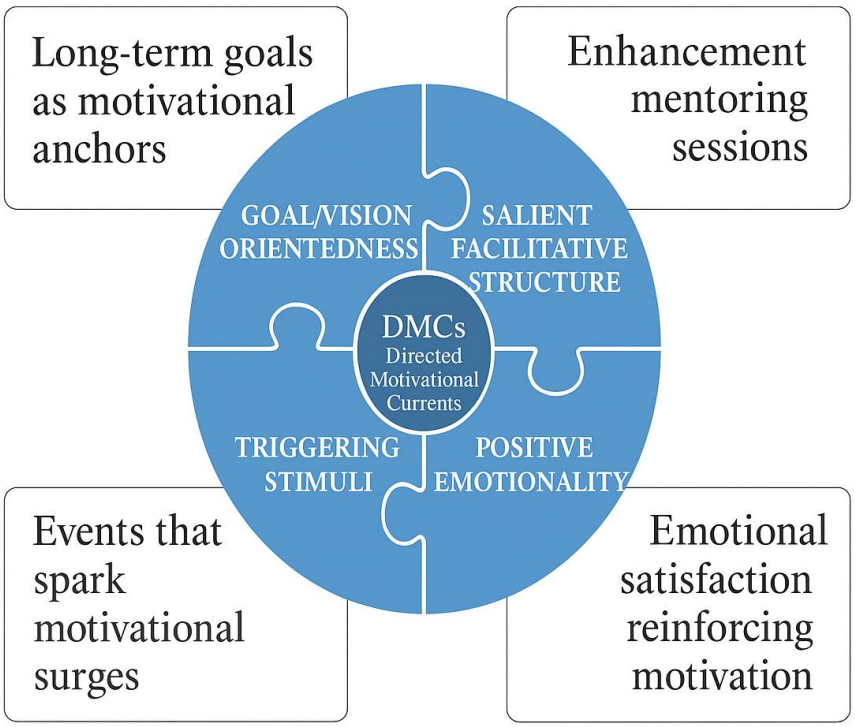
pivotal in sustaining and recalibrating his motivational trajectory. These sessions served as motivational-regulatory checkpoints that enabled strategic reflection, goal clarification, and emotional stabilization, especially during motivational downturns (e.g., Week 5). Enhancement Mentoring thus operationalized the "scaffolding" concept in DMC theory, providing structured external support that transforms potential breakdowns into growth points (Dörnyei et al., 2016; Chan, 2021).

Micro-level motivational fluctuations were evident throughout the data, particularly in the participant's motigraphs, which showed peaks in Weeks 3 and 10 and noticeable declines in Week 5. These variations were shaped by immediate teaching experiences, such as student engagement, classroom management challenges, and institutional workload —demonstrating how motivation is "situated, interactional, and emergent" (Ushioda, 2015). However, the participant's recurring reflections and his strong connection to his long-term professional goal consistently stabilized his motivation, illustrating CDST's concept of timescale interdependence (Henry, 2016). Diego's ability to consistently realign with his long-term goal during the mentoring sessions illustrates how enhancement mentoring acts as a stabilizing attractor in the motivational system (Hiver & Al-Hoorie, 2020). Moreover, Enhancement Mentoring sessions acted as emotional and strategic checkpoints that enabled him to recalibrate and sustain his DMC.

As visualized in the thematic network map (see Figure 6), the four core components of DMCs—*Goal/Vision Orientedness, Salient Facilitative Structure, Triggering Stimuli,* and *Positive Emotionality*—play a central role in driving and maintaining motivation.

**Figure 6**

*Core Components of DMCs of Diego*




The participant's long-term goal of writing a teaching methodology book consistently provided a stable motivational foundation. This aligns with Dörnyei et al.'s (2016) emphasis on the significance of clear, long-term goals in sustaining DMCs. Such vision-oriented goals act as attractor states, pulling motivational resources toward a purposeful direction. Enhancement Mentoring sessions emerged as a key facilitator of DMCs. These sessions provided the participant with opportunities for reflective practice, feedback, and adaptive strategy development. The mentoring framework supports Hobson and Malderez's (2013) argument that guided reflection fosters professional growth and resilience. Positive student interactions and feedback were identified as immediate triggers for motivational surges. These findings support Mercer and Gregersen's (2020) research, which highlights the role of student engagement in reinforcing teacher motivation. The participant's emotional satisfaction, derived from witnessing student progress, reinforced motivation. This aligns with Csikszentmihalyi's (1990) theory of flow, where emotional fulfillment strengthens long-term engagement.

Importantly, this study extends the field by proposing the Dynamic Engagement-Motivation System (DEMS) model as a conceptual framework to map and understand

how motivation is dynamically regulated. This model integrates the participant's long-term goal, daily classroom experiences, motivational states, and mentoring input within a non-linear, cyclical structure that mirrors the adaptive processes described in CDST. The model positions Enhancement Mentoring not only as an external support but as a central self-regulatory mechanism that sustains or reactivates motivational flow. Within the DMC framework, mentoring clearly operated as a salient facilitative structure, enabling the participant to remain aligned with his vision, respond to external perturbations, and engage in adaptive instructional change.

This study contributes to the existing body of literature on Complex Dynamic Systems Theory (CDST) and DMCs in several ways. It provides evidence of DMC components operating in an educational context, emphasizing the dynamic interplay between micro- and macro-level motivational processes. The findings illustrate how self-organization, as emphasized in CDST, sustains motivation over time (Henry, 2016). The research extends DMC theory by demonstrating how mentoring can enhance motivational currents, suggesting practical applications for professional development.

The findings of this study underscore the ecological, dynamic and interconnected nature of motivational currents in the teaching profession. By integrating the core components of DMCs, as illustrated in the figures, teachers can sustain and enhance their motivation in challenging educational contexts. These results not only advance theoretical understanding but also provide practical strategies for fostering teacher motivation and professional growth. The integration of Enhancement Mentoring programs in teacher education holds the potential to revolutionize professional development practices, ensuring that educators are equipped to thrive in complex and ever-changing environments.

Overall, this study contributes to a more nuanced understanding of teacher motivation by proposing that DMCs are not solely driven by internal vision but are *co-constructed and sustained through facilitative interpersonal mechanisms*. The findings underscore the importance of providing language teachers with institutionalized mentoring frameworks that support strategic goal alignment, emotional processing, and adaptive motivation regulation over time. In this regard, the study advocates for a pedagogically embedded model of Enhancement Mentoring, not just as an intervention tool but as a *sustainable professional development practice*.

### 4.3. Discussion of Findings

This section presents a structured interpretation of the study's findings in relation to each research question, integrating relevant theoretical and empirical insights from the literature. The discussion is organized into five interrelated subsections that reflect the thematic focus of the research.

#### 4.3.1. DMCs: Internal and External Forces

The findings revealed that the pa2.rticipant's motivation was co-constructed through the interplay of internal factors (e.g., long-term vision, motivational regulation, positive emotionality) and external conditions (e.g., institutional expectations, student engagement, mentoring support). This supports Larsen-Freeman and Cameron's (2008) assertion that teacher motivation functions as a dynamic system sensitive to both internal and contextual perturbations. As Gümüş (2019) also noted in her CDST-based study on tertiary learners, the emergence of motivational energy often depends on a limited but powerful set of attractor states.

The participant's motivational trajectory aligned with the central characteristics of a Directed Motivational Current (DMCs) which are goal-directed behaviour, Enhancement Mentoring as a salient facilitative structure, positive emotionality and triggering stimuli (Dörnyei, Henry & Muir, 2016). His motivation was self-generated and anchored in a personal long-term goal, reflecting patterns observed in previous DMC research (Muir, 2016; Ibrahim, 2016). His internal commitment to writing a methodology book served as a motivational attractor (Hiver & Al-Hoorie, 2020), continuously re-aligning his daily teaching with his vision. Therefore, the study suggests that the success of such programs depends on their ability to address both individual and contextual factors, fostering a supportive environment that enables teachers to navigate challenges effectively and sustain their professional growth over time.

Similar to the vision-driven surges reported in Muir's (2016) thesis, the participant experienced recurring motivational ups and downs and adaptive behaviors that marked the presence of an active DMC. These findings reinforce the idea that motivation in teaching is not a fixed trait but a self-organizing system characterized by recursive feedback loops (Henry, 2016). This dynamic nature of motivation highlights the importance of creating environments that support teachers' adaptive behaviors and long-term goals. By addressing both individual and contextual factors, different

programs can foster sustained professional growth and resilience in the face of challenges.

To answer the 1st research question of the study, the data analysis showed that the participant's DMC trajectory was characterized by motivational intensity, long-term vision alignment, and periodic fluctuations—central features of DMCs theory (Dörnyei, Henry & Muir, 2016). The findings of the present study confirm that DMCs are not static or rare phenomena but can be emergent motivational states, initiated and sustained under specific conditions, even in experienced teachers. The participant, Diego, demonstrated a clear motivational trajectory that reflected the core components of a DMC: a vivid vision of a personally significant goal, sustained behavioral engagement, a structured action pathway, and a high level of positive emotional involvement (Dörnyei et al., 2016). His motivation to write a methodology book was not triggered by external enforcement but was rather self-propelled and internally anchored, which is consistent with the findings of Muir (2016) and Ibrahim (2016), who observed comparable patterns in L2 learners and teachers.

Micro-level motigraph analysis revealed fluctuating but generally elevated motivational states, with observable peaks (Weeks 3 and 10) and a temporary dip (Week 5). This fluctuation is congruent with the CDST notion of variability within attractor states (Larsen-Freeman & Cameron, 2008). The DMC was not a constant state of maximum motivation but a dynamic system in motion, exhibiting perturbations, adaptivity, and re-stabilization. Individuals undergo fluctuations in their cognitive and emotional states within DMCs, as verified by Gümüş (2019); nevertheless, the system's self-organizing capability preserves the overarching current. These findings suggest that educators and program designers should account for the natural variability in motivation when developing curricula and support systems. By recognizing that motivational states are dynamic, interventions can be tailored to provide support during low-motivation periods and capitalize on peaks to maximize learning outcomes. Furthermore, understanding this fluctuation can help in designing strategies that foster resilience and adaptability, enabling individuals to maintain progress toward their goals even when their motivation dips.

### 4.3.2. Vision and Sub-goals as Stabilizing Structures

The findings to the sub-question of research question 1 revealed that the core finding was the participant's use of intermediate sub-goals to sustain momentum toward his long-term vision. These included trying new teaching strategies, documenting reflections, and initiating peer discussions. Such structuring satisfies Dörnyei et al.'s (2016) requirement for "proximal subgoals" that offer tangible feedback and sustain forward momentum.

A defining feature of the participant's DMC was the alignment of vision with sub-goals. The long-term goal (writing a book) was supported by intermediate objectives (e.g., trying new teaching methods, reflecting in logbooks), satisfying the DMCs requirement for hierarchical goal structuring (Dörnyei et al., 2016; Muir, 2016). As Bandura and Schunk (1981) argue, breaking down complex tasks into manageable segments enhances both self-efficacy and persistence. This hierarchical goal structure—long-term vision coupled with achievable sub-tasks—allowed the participant to track progress and mitigate potential motivational drop-offs. Sak (2020) similarly observed that sustained teacher motivation emerges when vision is operationalized through daily, meaningful action. Based on this finding, it can be claimed that the dynamic process allowed Diego to maintain a high level of engagement over time. His internal motivation provided a solid foundation for persistence, enabling him to navigate through temporary dips in motivation by focusing on his long-term vision. This internal drive ensured that despite fluctuations, his overall commitment to the project remained strong, highlighting the importance of personal significance in sustaining engagement.

These sub-goals offered tangible progress markers and fueled motivational momentum (Ibrahim, 2016; Sak, 2020). A central finding of the present study was the salience of a long-term vision that functioned as a motivational attractor (Henry, 2016; Dörnyei et al., 2016). Diego's professional goal—to write a methodology book—anchored his motivational behavior. His pursuit was characterized by a clear alignment between the macro-level vision and micro-level daily teaching practices. This approach echoes the findings of Sak (2020), who argued that when vision and action routines are harmonized through conscious planning, motivational energy is less likely to dissipate. The study findings indicate that intermediate sub-goals provide a sense of accomplishment, which can help individuals stay motivated. They also allow for

adjustments in strategy as needed, ensuring continued progress toward the overarching vision despite challenges or setbacks.

Moreover, Diego's identification and operationalization of sub-goals, such as experimenting with new classroom strategies and engaging in peer discussion groups, exemplify the hierarchical goal structure proposed in DMCs theory (Muir, 2016). The sub-goals maintained directional focus and offered continuous feedback on progress—satisfying the condition of "perceived advancement" that sustains momentum (Ibrahim, 2016).

Positive emotionality was a recurring element in Diego's motivational trajectory. He frequently reported satisfaction, fulfillment, and joy—particularly when implementing new strategies or observing student engagement. These emotional states acted as internal reinforcements, contributing to what Dörnyei et al. (2016) termed "motivational flow." In line with Muir (2016), the combination of positive affect and tangible progress forms a self-sustaining feedback loop in which emotional rewards strengthen effort, and this effort, in turn, fuels further rewards. It can be inferred that this loop creates a virtuous cycle where emotional positivity and goal progress reinforce each other, fostering sustained motivation. Such dynamics also highlight the interplay between cognitive and affective factors in achieving long-term objectives, underscoring the importance of emotional well-being in goal-driven activities.

Even during the motivational dip observed in Week 5, the mentoring data revealed that a shift in motivational state did not terminate the DMC. Instead, the structured support provided by Enhancement Mentoring realigned motivation with the original vision. As emphasized by Yaghoubinejad et al. (2017), emotional perturbations within a DMC are not failures but essential features of a dynamic system that recalibrates itself through feedback.

The other highlighted the importance of the participant's long-term professional vision—the aspiration to write a teaching methodology book—as a motivational attractor that guided his daily decisions. The presence of intermediate sub-goals, such as testing new teaching strategies or improving student participation, further aligned short-term classroom activity with the overarching vision, confirming DMC theory's emphasis on hierarchical goal structuring (Dörnyei et al., 2016). By breaking down the larger goal into manageable steps, it can be claimed that structured planning and execution can sustain long-term motivation. This approach highlights the importance of

aligning daily actions with overarching objectives to achieve professional growth and success.

### 4.3.3. Enhancing and Impairing Factors of Directed Motivational Currents

Another sub-question of research question 1 revealed that student engagement, classroom success, and personal reflections were key enhancers of motivation, whereas exam stress, institutional demands, and low student attendance emerged as demotivators. The data showed that student feedback, instructional success, and reflective practices acted as motivational enhancers, while exam periods, workload stress, and absenteeism impaired the participant's DMC trajectory. However, none of the perturbations led to motivational breakdowns, indicating the system's resilience and self-reorganizing capability—a hallmark of CDST (Larsen-Freeman & Cameron, 2008).

Additionally, the findings from the analysis revealed that none of these disruptors fully derailed motivation, illustrating the system's resilience and its capacity for self-organization, similar to the findings by Henry's study (2016). Rather, their effects were absorbed and recalibrated within the broader motivational system, demonstrating the self-organizing capacity of motivation as per the CDST conceptualization (Henry, 2016; Larsen-Freeman & Cameron, 2008). In other words, perturbations were temporary and often followed by a return to motivational stability, especially when supported by reflection and mentoring. This aligns with the findings obtained from Gümüş (2019), who found that fluctuations in motivation were not only expected but also functional within the broader system. Enhancement Mentoring, in particular, enabled emotional recalibration and helped Diego process adverse conditions constructively. This mechanism supports MacIntyre et al.'s (2020) view that teacher emotions are regulatory forces, not just outcomes, within motivational systems. Based on the study findings supported by the literature, this dual role highlights the importance of affect-sensitive mentoring in maintaining a balance between emotional support and motivational enhancement, ultimately fostering resilience and sustained growth in teachers' professional development.

The analysis of the participant's motivational system revealed that both enhancing and impairing factors played critical roles in shaping the continuity and fluctuation of his Directed Motivational Current (DMC). The factors emerged from daily classroom

practices and external contextual demands and were processed through the teacher's reflective and regulatory mechanisms.

### 4.3.4. Enhancement Mentoring as a Regulatory Structure

Finally, Research Question 2 addressed the role of Enhancement Mentoring sessions. These were found to be instrumental in both stabilizing and amplifying the participant's motivational flow. Smith et al. (2021) introduced Enhancement Mentoring as a "positive crisis response," emphasizing reflective affirmation, agentic dialogue, and goal reframing. In this study, mentoring served as an anchor point that brought the teacher back into alignment with his motivational current.

During periods of high motivation, mentoring served to sustain energy and set new challenges; during periods of low motivation, it helped to restore direction and emotional clarity. This dual functionality expands the theoretical role of mentoring within both DMC and CDST frameworks and supports literature that emphasizes the importance of reflective, affect-sensitive mentoring environments (Hobson & Malderez, 2013; Day & Gu, 2010). Perhaps the most compelling contribution of this study is the empirical demonstration of Enhancement Mentoring as a dual-purpose facilitative structure. Mentoring served both as a stabilizing force during downturns and a catalyst during upward motivational phases. In high-motivation periods, mentoring functioned to reinforce clarity and introduce new challenges. In low-motivation periods, it acted as an emotional anchor, offering reframing and validation—consistent with Smith et al.'s (2021) notion of mentoring as a "positive crisis response." Therefore, it can be concluded that DEMS model highlights the adaptability of mentoring in dynamic contexts, emphasizing its role in both sustaining and revitalizing motivation. Such findings underscore the necessity of fostering reflective and emotionally attuned mentoring relationships to maximize developmental outcomes.

Unlike traditional supervisory feedback, Enhancement Mentoring in this study emphasized reflective questioning, affirmation of achievement, and agentic goal-setting. These features enhanced the participant's resilience and restored motivational alignment, echoing the findings of Gümüş (2019), who identified structured reflection and interpersonal dialogue as key elements in the sustainment of DMCs. Thus, mentoring in this context operated as both a cognitive and emotional regulator within the motivational ecology—firmly situating it within the DMC component of salient facilitative structures.

The findings of this research illuminate the process by which a language teacher can enter and sustain a DMC over a significant period through the interaction of vision, affect, structure, and mentoring. The study confirms that DMCs are not abstract constructs but tangible, observable motivational phenomena that can be documented and facilitated through intentional pedagogical design. It also validates the integration of CDST into motivational research by demonstrating how motivational currents fluctuate, adapt, and stabilize across time in response to contextual stimuli. It can be claimed that Enhancement Mentoring plays a vital role in facilitating DMCs by providing the necessary support and guidance that helps individuals navigate their motivational journeys. Through personalized feedback and reflective dialogue, mentors help mentees articulate their visions and align their efforts with their goals. This dynamic interaction not only fosters a deeper understanding of personal motivations but also cultivates the resilience needed to maintain motivation over time.

Critically, the role of Enhancement Mentoring emerged as a novel contribution, offering a dual-function intervention that enhances both the emotional and strategic layers of motivation. The Dynamic Engagement-Motivation System (DEMS) model proposed in this dissertation effectively maps this interaction, bridging the gap between theory and practice.

### 4.3.5. Motivational Regulation as a Dynamic and Strategic Process

Motivational regulation has emerged as a critical concept in understanding how language teachers sustain engagement, manage fluctuations, and align daily practices with long-term goals. Rooted in self-regulation theory (Zimmerman, 1990), motivational regulation refers to an individual's capacity to initiate, monitor, and maintain goal-directed behavior through volitional and strategic processes.

Within the Directed Motivational Currents (DMC) framework, early theorists such as Dörnyei et al. (2016) suggested that motivational regulation might be less visible during the peak of a DMC, as behaviors become automated through entrenched routines. This state, referred to as "motivational autopilot," implies a smooth, uninterrupted flow of engagement. However, more recent findings indicate that motivational regulation is essential both at the launch and maintenance phases of DMCs, particularly in professional contexts where emotional and cognitive demands fluctuate significantly (Başöz & Gümüş, 2022).

The data from this study supported this shift in understanding. The participant actively used self-regulatory strategies to maintain alignment with his vision—especially during motivational dips. For example, the Week 5 downturn triggered deliberate re-evaluation and emotional reframing during mentoring sessions. These observations are consistent with CDST's notion of self-organization, where the system adapts to perturbations through recursive feedback loops (Henry, 2016). This suggests that while routines can streamline engagement, motivational regulation remains crucial for navigating complex challenges and maintaining long-term alignment with professional goals.

Strategic regulation was also evident in the participant's use of sub-goals and reflection. These elements functioned as internal mechanisms that sustained motivational direction, reinforcing Sak's (2020) assertion that teachers transform long-term visions into daily practices through structured regulation. Enhancement Mentoring, in this context, served not only as a reflective scaffold but also as a structured environment where motivational regulation was explicitly supported and reinforced (Smith et al., 2021).

Thus, motivational regulation in this study appeared both proactive and reactive: proactive in establishing consistent behavioral patterns and reactive in recalibrating when the system faced emotional or contextual disruption. These insights suggest that even within sustained DMC experiences, strategic regulation remains a vital driver of continuity—particularly in teaching, where daily variability is inherent.

### 4.4. Theoretical Interpretation through the DEMS Model

The findings of this study indicated that teacher motivation is best understood as a dynamic, non-linear, and context-sensitive process. The Dynamic Engagement-Motivation System (DEMS) model was developed as a visual and conceptual framework to synthesize the observed data. Grounded in the principles of CDST and DMC theory, the DEMS model maps out how long-term vision, daily teaching experiences, enhancement mentoring and motivational regulation mechanisms interact to co-construct and sustain motivation. The model portrays motivation not as a singular trajectory but as a recursive system of adaptation, where shifts in classroom dynamics generate either reinforcing or destabilizing emotional responses.

At the core of the model is the teacher's long-term vision, which functioned as a motivational attractor—a concept well-articulated in CDST literature (Larsen-Freeman

& Cameron, 2008; Henry, 2016). Surrounding this anchor are the daily fluctuations shaped by student participation, satisfaction, and institutional constraints. These factors trigger motivational states that either align with or challenge the ongoing motivational current. When negative emotionality threatens the coherence of the system, Enhancement Mentoring provides a structured intervention, helping the teacher realign their daily experiences with their long-term goals. When positive emotionality is present, Enhancement Mentoring reinforces this state by offering affirmation, reflective validation, and strategic focus, further energizing the teacher's engagement with their long-term goals.

What sets the DEMS model apart is its depiction of Enhancement Mentoring as a dual-function regulatory node. Rather than serving as a reactive tool used only when motivation wanes, mentoring was shown to proactively reinforce positive emotional states to provide motivational regulation while also offering recovery pathways during motivational dips. This interpretation expands on the concept of salient facilitative structures in DMC theory (Dörnyei et al., 2016) by demonstrating how mentoring operates as a feedback-rich scaffold. Mentoring engaged both the cognitive and emotional subsystems of the teacher's motivational ecology, sustaining momentum through strategic goal-setting and emotional resonance.

Furthermore, the DEMS model mirrors CDST's notion of perturbations and attractor states. Motivational fluctuations—whether positive or negative—are integral to the system's functioning, not deviations from it. Perturbations such as student absenteeism or examination stress create temporary dissonance, which is then mediated through structured support, most notably mentoring sessions. The model's recursive flow captures the re-entry points into motivational alignment, showing how systems reorganize in response to internal and external demands (Henry, 2016; Mercer, 2020).

Ultimately, the DEMS model contributes a robust framework for understanding how motivation in teaching is continuously recalibrated. It integrates both micro-level affective shifts and macro-level professional vision, thereby offering a holistic view of teacher motivation that is both theoretically grounded and practically applicable.

### 4.5. Theoretical and Practical Implications

The findings of this study offer several significant theoretical and practical implications for the field of language teacher motivation. Theoretically, this research contributes to the evolving understanding of Directed Motivational Currents (DMCs)

by providing longitudinal, qualitative evidence from a single-case study that supports the central assumptions of DMC theory. The study demonstrates that motivation is not a static trait but a dynamically shifting, vision-driven system that depends heavily on contextual and emotional input. The integration of the Complex Dynamic Systems Theory (CDST) perspective deepens this understanding by framing teacher motivation as a multi-layered, adaptive process influenced by multiple timescales and interacting variables. It contributes to the growing body of literature that integrates DMC and CDST, reinforcing the notion that motivational processes are non-linear, emergent, and contextually situated (Larsen-Freeman, 2015; Mercer, 2020).

Practically, the findings underscore the necessity of integrating regular mentoring programs within teacher education and professional development. Enhancement Mentoring, as demonstrated here, is not only effective in crisis response but also in sustaining goal-directed motivation over time. Institutions may consider embedding mentoring sessions into the academic calendar, particularly during intensive periods or transitions. Enhancement Mentoring, as presented in this study, is shown to be a powerful tool for sustaining teacher motivation across both emotionally intense and challenging periods. The sessions served not only as emotional outlets but also as platforms for goal clarification, cognitive reframing, and strategic planning. Such mentoring practices could be systematically integrated into teacher education programs, in-service training modules, or institutional support systems. Unlike traditional supervisory feedback, Enhancement Mentoring prioritizes affective sensitivity, teacher agency, and vision-oriented dialogue—components that are essential for fostering long-term engagement and preventing burnout (Day & Qing, 2009).

Additionally, teacher education programs should encourage participants to articulate long-term visions and break them down into actionable sub-goals. This form of scaffolding can foster autonomous goal pursuit while mitigating motivational volatility—factors essential for sustainable professional growth.

Moreover, the study highlights the necessity of designing professional development environments that are attuned to the non-linear and emergent nature of motivation. Institutions that acknowledge the emotional labor of teaching and provide space for structured reflection are more likely to retain motivated, resilient educators. As such, the mentoring approach adopted in this study could be adapted into broader institutional mentoring schemes aimed at sustaining engagement, especially among early-career teachers navigating complex classroom and institutional landscapes.

The inclusion and operationalization of the DEMS (Dynamic Engagement-Motivation System) model adds a new dimension to the theoretical discourse. By positioning mentoring as an embedded, dual-function support mechanism within the motivational system, the DEMS model offers a refined lens for interpreting how salient facilitative structures operate in real time. This not only extends DMC theory but also aligns with recent calls in the literature for more nuanced and process-oriented models of teacher motivation (Mercer & Kostoulas, 2018; Hiver & Al-Hoorie, 2020). Furthermore, the model has the potential to guide future empirical studies by offering a framework that is both theoretically grounded and visually traceable.

In summary, this research bridges theoretical insights with real-world applications by presenting a dynamic and context-sensitive understanding of teacher motivation. It provides a compelling case for embedding emotional and strategic mentoring into teacher development frameworks and contributes to the broader conversation on how to design motivationally sustainable educational systems. Given these significant outcomes, the study strongly advocates for incorporating mentoring programs into pre-service and in-service teacher training. By institutionalizing Enhancement Mentoring, schools and administrators can provide educators with the tools to sustain their motivation and professional growth.

### 4.6. Limitations and Suggestions for Future Research

Despite offering valuable insights into the motivational dynamics of a language teacher, this study is not without limitations. First and foremost, its single-case design restricts the generalizability of the findings. Although the rich, longitudinal data collected from various sources—such as interviews, logbooks, mentoring transcripts, and motigraphs—allowed for an in-depth exploration of one teacher's motivational trajectory, the results cannot be automatically extended to all language educators. Motivation is a deeply personal and context-bound phenomenon, and other individuals in different institutional, cultural, or pedagogical settings may experience motivational currents in fundamentally different ways. As a single-case longitudinal study, the findings are context-bound and cannot be generalized without caution. The close researcher-participant relationship may have influenced the data despite efforts to maintain reflexivity. Future studies could adopt comparative designs across multiple participants or institutions and explore Enhancement Mentoring's applicability in different cultural and institutional settings. Although steps were taken to maintain

reflexivity and transparency; future studies might consider involving third-party mentors to ensure greater objectivity in mentoring data.

Secondly, the duration of the study—spanning eleven weeks—provided a meaningful window into short- to mid-term motivational processes but did not capture the full spectrum of long-term DMC sustainability. It remains unclear how motivational dynamics might evolve beyond the observed period or how Enhancement Mentoring might continue to support motivation in the face of evolving career challenges, institutional transitions, or personal milestones.

Furthermore, while the study employed a robust qualitative methodology rooted in hybrid thematic analysis and supported by visual tools like motigraphs, it did not incorporate quantitative measures that could further validate the findings or track motivational intensity on a broader scale. Combining qualitative depth with quantitative breadth in future research could provide a more comprehensive picture of teacher motivation dynamics.

In light of these limitations, several directions for future research are suggested. First, replication studies involving multiple teachers across different contexts—such as novice vs. experienced teachers, rural vs. urban schools, or different national education systems—would allow for comparative insights and strengthen the empirical base of DMC theory. Second, researchers are encouraged to explore the long-term impacts of Enhancement Mentoring, particularly its influence on career trajectories, professional identity development, and resilience in the face of burnout.

Third, further theoretical work could focus on testing and refining the DEMS model in varied contexts. Mixed-methods research that combines motigraph analysis with surveys, classroom observations, and longitudinal interviews would be especially useful in verifying the recursive flow of motivational systems across diverse teaching realities. While the current study offers in-depth insights into the dynamics of sustained motivation through the lens of a highly self-regulated and positively inclined participant, future research would benefit from testing the DEMS model and enhancement mentoring approach with participants who demonstrate lower initial motivation levels or limited self-regulatory capacity. This would allow for a more comprehensive understanding of how motivational currents emerge, fluctuate, and can be externally facilitated across different individual profiles. In particular, it could reveal whether and how enhancement mentoring can serve not only as a sustaining force for already motivated individuals but also as a triggering or reparative force for those

struggling with motivational inertia or burnout. Additionally, a comparative case study design could enrich our understanding of the model's adaptability, offering stronger implications for teacher education programs aiming to support diverse practitioner needs.

Finally, there is a need to explore how institutional policies and cultures interact with teacher motivation. While this study focused on an individual teacher's internal and relational experiences, future research could investigate how external systems—such as administrative support, curriculum constraints, or professional development structures—either facilitate or hinder sustained motivational engagement.

In sum, while this study offers meaningful contributions, it also opens up new avenues of inquiry for understanding and supporting teacher motivation through both theoretical and applied lenses.

### 4.7. Concluding Remarks

This study set out to explore the motivational currents of a language teacher by tracing the dynamic, vision-driven, and emotionally responsive pathways that shaped his engagement across an eleven-week period. By integrating Directed Motivational Currents (DMC) theory with the lens of Complex Dynamic Systems Theory (CDST), the research provided a multidimensional understanding of how teacher motivation emerges, fluctuates, and stabilizes in context-sensitive ways.

Central to this process was the role of Enhancement Mentoring, which functioned not merely as an external support mechanism but as an integral part of the teacher's motivational ecology. The mentoring sessions acted as both proactive catalysts and restorative checkpoints, contributing to the continuity of motivational alignment over time. In this way, the study expanded current conceptualizations of salient facilitative structures and provided empirical evidence for the value of emotionally attuned, vision-oriented professional mentoring. By integrating DMC theory with a Complex Dynamic Systems perspective, the research illuminated how teacher motivation is not a static or linear trait but a dynamic system shaped by goal alignment, internal regulation, external support, and contextual interaction.

The development of the DEMS model suggests marking an important theoretical contribution, offering a structured, recursive, and systems-informed perspective on teacher motivation. By emphasizing the interplay between long-term vision, motivational states, daily classroom experiences, and Enhancement Mentoring, the

model provides a practical and adaptable tool for researchers and practitioners alike. The model demonstrates that motivation is maintained not solely by vision but by the interaction of reflective practice, micro-level feedback, and facilitative structures such as mentoring. Enhancement Mentoring was found to serve as both a stabilizer in downturns and a catalyst in high-motivation periods.

Ultimately, the findings underscore the necessity of approaching teacher motivation as a dynamic system—responsive to perturbations, resilient through feedback, and sustained by meaningful goals. As teacher well-being and professional identity continue to be pressing concerns in global education, this study contributes to a growing body of research advocating for longitudinal, reflective, and emotionally grounded support systems that empower teachers to thrive both personally and professionally. By reimagining teacher motivation as a system in motion—subject to fluctuations, yet resilient through feedback and reflection—this research opens new pathways for designing support mechanisms that empower educators to navigate complex educational realities and sustain professional engagement over time.

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# APPENDICES

## Appendix A. Enhancement Mentoring Questions

### Handouts for Sessions 1, 2 and 3

### Handout for Session 1 – Your difficulties and achievements (1 hour)

Aims:

- establish a good relationship
- get difficulties/problems out in the open and 'out of the way', to move on to positives
- establish some areas of overall achievement

1. What is your context? (5 minutes total)

2. What main problems/difficulties have you been facing professionally, and how have you overcome them? (15 mins. total)

3. What have you gained professionally overall in recent (crisis) times?

Example prompt questions (choose from these):

● What do you feel you've gained as a teacher year by year?

● What are you grateful for as a teacher?

● What positive feelings arose for you while teaching?

● What skills did you develop as a teacher?

### Handout for Session 2 – Pinpointing recent success (1 hour)

Aims:

- become conscious of recent positive experiences
- think about / identify the main signs of success
- consider reasons for ('ingredients of') success
- identify areas of uncertainty as a possible basis for exploratory research

4. What particular successful experiences have you had recently? (10 mins.)

Example prompt questions (choose from these):

● What were some of the particular professional successes you have had during your teaching process?

Talk about a particular experience or experience.

● What did you do? How did you do it? Why did you do it? What did you feel about it?

● What actions did you take / what efforts did you make to achieve it?

● How do you feel now after this experience?

● Can you think of other times in the past when you had a similar experience?

Not: Bu doktora çalışmasının etik izni, Çağ Üniversitesi Bilimsel Araştırma ve Yayın Etik Kurulu'nun 23.05.2024 tarih ve E-81570533-044-2400004191 sayılı kararıyla alınmıştır.

5. What were the signs of your success? (10 mins.)

Example prompt questions (choose from these):

● What made it a success for you? / What signs did you get that the experience was successful?

● What feedback did you get inside yourself? How did you feel during/as a result of the experience?

● In what ways (if any) do you feel stronger / more confident / more empowered / more creative / more innovative as a result of the experience?

● What did you learn as a teacher?

● What feedback did you get from outside yourself? Was there any feedback from students, parents, manager, colleagues etc.?

● What were the academic and emotional outcomes for students?

6. What were the reasons for your success? (10 mins.)

Example prompt questions (choose from these):

● What do you think were the main factors contributing to this being a successful experience? What exactly 'made it work'?

● What made the experience like this, compared to other classes?

● In what ways were you building on previous positive experiences in what you did?

● What things that you did / what things about you as a teacher might have had a positive influence? How do you know?

● How did students contribute to your success? Why do you think they did so?

● Why did the students enjoy the experience? What makes you think that way?

● Were others (colleagues, parents, etc.) part of your success? In what ways?

On the basis of 4., 5. and 6., are there any things you're unsure about?

Is there anything you might like to explore further?

**Handout for Session 3 – Exploring and building on success (1 hour)**

Aims:

- to identify a positive pathway forward

- to formulate a realistic exploration/action plan

7. What do you want to explore further, to extend your success? (10 mins.)

Example prompt questions (choose from these):

● What areas of uncertainty/questions arise for you from the successful experience(s) you focused on last time?

● What research questions (if any) do you have – i.e. What would you like to find out more about in order to understand the success(es) better?

● What would you like to explore further?

8. What could you do to extend your success? (10 mins.)

Example prompt questions (choose from these):

● How might your success(es) be the basis for generating further future successes?

● When you picture your success(es) in your mind, what would you add to the picture to make it even ‘better’?

● If you could do it again, what could you do more of or less of in order to improve the successful experience even more? / What aspects would you slightly change ('tweak')? / What would you do differently?

● How would your experience be if it were any better?

● What/who could help you increase your potential for further success?

● What/who could be a source of inspiration/motivation to help you increase your potential for further success?

● Is it possible to transfer the ideas to other courses ?

● Can you see a way to build on this for 'more difficult' groups ?

● So how might the successes you have had be the basis for generating further future successes?

9. So, what do you take from / what have you gained from this mentoring process overall, and what will you do from now, when and how? (10 mins.)

Lead your partner to consider what to do next (e.g. exploratory research / action research / simply action / further mentoring meetings) for the coming e.g. month.

Example prompt questions (choose from these):

● What have you gained overall from these three sessions?

● How can you continue to highlight positives to yourself / build on successes in your teaching?

● How/When/Where/With whom will you explore what you want to explore?

● How/When/Where/With whom will you put into practice what you want to do?

● Would there be any distractors or possible challenges that might come your way, and, if so, how could you overcome them?

● What would your Plan A, Plan B and Plan C be? (e.g. consider further online teaching, or teaching in class, or other scenarios)

**4) About Sessions 1–3 overall:**

● Did the idea of ‘enhancement mentoring for teacher-research’ work for you overall as a mentor and as a mentee? If so, how? If not, why not?

● How different is this / might this be from a problem-focused/difficulty-focused mentoring approach? Strengths? Weaknesses?

● In what context(s) do you think you might be able to implement 'enhancement mentoring for teacher-research’?

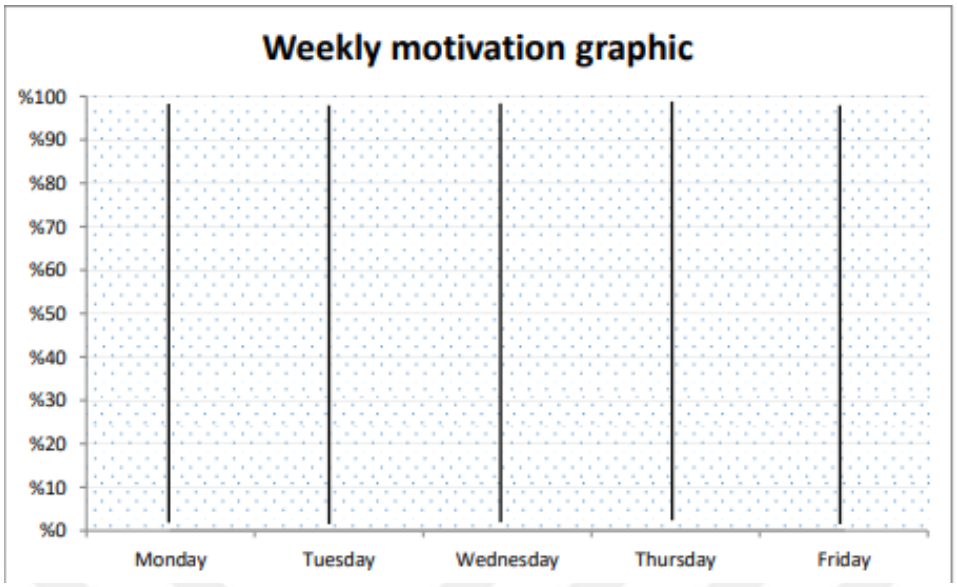
● Any further suggestions for the overall project?

**Appendix B. Weekly Teacher Logbooks**

Could you please write and submit your thoughts on the events and situations that occurred in last week's and this week's classes?

1. Were there any factors in this week's classes that increased your motivation? If so, can you explain the reasons?
2. Were there any factors in this week's classes that decreased your motivation? If so, can you explain the reasons?
3. What could have happened in this week's classes that would have increased your motivation even more?
4. How did you feel in this week's classes? Were there any factors that enhanced your mood? If so, can you explain the reasons?
5. How did you feel in this week's classes? Were there any factors that diminished your mood? If so, can you explain the reasons?
6. Is there anything else you would like to add?

**Appendix C. Weekly Motivation Graphic**



## Appendix D. Semi-Structured Interview Questions

### The DMC Launch

**You mentioned that you have a specific goal. Can you explain it with details?**

1. Can you provide detailed information about when and how your intense motivation for your goal began?
2. What do you think influenced the start of this experience? Can you elaborate on this? What do you see as the reason for not having such an experience before? Do you think taking an English course at university influenced the formation of your goal? If so, how and to what extent do you think it affected you?
3. What kind of motivation do you think you have to achieve your goal? Can you talk a bit about it? After this experience began, did any changes occur in your motivation? If so, what kind of changes do you think occurred? Can you talk about what influenced these changes?
4. After this experience began, were there any people around you who said they noticed any changes in you? If so, what kind of things did they mention?

### Developing a DMC Structure

1. What methods, strategies, and practices are you using to achieve your goal? Have there been any changes in these?
2. Are you utilizing new teaching resources/methods and strategies? Can you discuss how you came across the methods, strategies, and practices you are using and how you decided to use them?
3. How do you respond to/adapt to advice/suggestions from others regarding your goal?
4. Are you or have you taken advantage of any courses or classes to achieve your goal?

### DMC Structure and Maintaining Motivation

1. Are there things you do regularly to achieve your goal? If so, can you describe what they are? How do you feel while doing them? Do you think these have become habits? When and how did they become habits?
2. How much effort and time do you spend to achieve your goal? How much time do you spend on each activity? Do you think you need to spend more effort and time?

3. Have you set small and short-term goals for yourself to achieve your main goal? If so, can you talk about them? How do these affect your motivation and emotions regarding your goal?
4. Do you receive feedback on whether you are making progress towards your goal? If so, how do you receive this feedback? Does this feedback affect your motivation, emotional state, and effort? If so, how?

**DMC Closure**

1. Have you stopped striving for this goal, or do you believe you will continue to strive until it is achieved? If you haven't stopped striving, how do you think your level of motivation will be until you reach your main goal? How do you anticipate continuing at what intensity?
2. Do you have any methods, strategies, or practices that you would say, "I will definitely continue even if this motivation ends"? If so, what are they? What are the reasons behind them?

**The Experience of Emotionality in the DMC**

1. How would you describe your emotions after this experience began? Can you discuss the reasons for feeling this way? Do you feel this way about your entire experience, or do you feel this way only in certain practices? If so, which practices?
2. Did any changes occur in your emotions during this experience? If so, what were the reasons for these changes?
3. Are there any in-class activities or practices that you believe have had a positive impact on your goal? What were these? How did you feel during these moments? Did they affect your goal and motivation? How did they affect it?
4. Are there any in-class activities or practices that you believe have had a negative impact on your goal? What were these? How did you feel during these moments? Are these negative emotions still ongoing? Did they affect your goal and motivation? How did they affect it?
5. Does this experience satisfy you in terms of reaching your goal? To what extent and in what ways does it satisfy you?
6. Did anything surprise you, or did you experience anything unexpected during this experience? How did you feel in those moments?

**The Experience of Positive Emotionality in Relation to Motivated Behaviour**

1. How do you feel psychologically when you are unable to work towards your goal? Can you describe the emotions you experience during these times?
2. Has your opinion on teaching English changed as a result of this experience? How has it changed?
3. What do you plan to do to progress and reach your goal from now on?
4. How challenging or satisfying has this semester been for you? How do you think it has affected your goal and motivation? What suggestions do you have to make the classes more motivating and suitable for your goal?
5. Have you encountered any difficulties during this experience? If so, can you discuss the challenges you faced? Have you done anything to overcome these challenges? If yes, what were they? Did they help?