

CHAPTER II

LITERATURE REVIEW

This chapter present brief discussion about related literature which is used in the study. All relevant issue of this study will be discussed based on those theories.

2.1 Motivation in Language Learning

Etymologically, the word motivation comes from the Latin *movere* which means *to move*. Elliot (2023) (in contemporary motivation theory) defines motivation as the process of energization and direction of a behavior, which not only explains the reasons behind a person's actions, but also how the direction of the action is formed. Lens & Vansteenkiste (2020) add that motivation is a psychological process that plays a role in explaining conscious and directed human action. This process includes the reasons a person takes action, the intensity of effort, the length of time the action is maintained, and the satisfaction obtained. Meanwhile, Wright (1991) emphasizes the internal aspect, namely the drive that determines the individual's willingness to act and maintain effort in achieving goals. Thus, it can be concluded that motivation is a driving force that directs behavior towards certain goals.

In terms of language learning, motivation is one of the most influential important aspects and has been widely recognized as a complex and multifaceted phenomenon (Hasnat et al., 2025; Orynbayeva et al., 2024; Rosa et al., 2024). Mahammed and Rawian state that motivation reflects the extent to which a person shows effort to learn a language, which is based on intrinsic desire and satisfaction gained during the learning process (in Julian & Dauba, 2024). Lăpădat & Lăpădat (2023) sees motivation as an internal force that not only drives but also sustains an individual's engagement in language learning activities to achieve specific goals, such as the improvement of social, economic, or professional status. On the other hand, Nguyen (2019) underlines that motivation includes internal (self-gratification) and external (academic demands, social pressure) drives that determine the extent to which a person is willing to put time, effort, and thought

into learning a foreign language. These three perspectives show that motivation in language learning is goal-oriented and closely related to personal aspirations.

Therefore, it can be said that motivation is not just a momentary urge, but an important foundation that continues to encourage a person to survive, strive, and develop in the process of learning a foreign language. Motivation comes from within and from the environment, and each individual has it in different forms and levels. Therefore, managing and increasing motivation is crucial so that the expected learning outcomes can be achieved optimally.

2.2 The Development of Motivation Theory in Language Learning

In this section, the theory of language development from the beginning to the formation of Directed Motivational Currents (DMC) is presented.

2.2.1 Socio-Educational (S-E) Model Theory

The development of motivation theory in language learning has undergone significant changes over the past few decades. The socio-educational model was first proposed by Gardner and Smythe (1975) to explain how several individual difference variables, such as intelligence, language aptitude, anxiety, and motivation affect second language achievement. This model is a development of previous theories proposed by Lambert (1963, 1967, 1974), as well as adopting some aspects of the model proposed by Carroll (1962). The model includes four main components, namely the social environment in which language learning takes place, individual differences, the context of language acquisition, and both linguistic and non-linguistic learning outcomes (Gardner, 1988).

The model underwent various conceptual updates in 1979, 1983, 1985, 2000, 2006, 2007, and 2010. Gardner emphasizes that second language acquisition has unique characteristics compared to other academic subjects, as it involves the internalization of cultural values and identification with the community of speakers of the target language (Atay & Kurt, 2010). A second language is not merely viewed as a linguistic system but as a social and cultural representation inherent to the community of its users. Therefore, success in learning a second language is greatly influenced by the dynamic interaction between socio-cultural factors, individual differences (such as cognitive and affective abilities), the acquisition context (both

formal in the classroom and informal through real-life interactions), and learning outcomes that encompass both linguistic and non-linguistic aspects.

In this model, motivation is the central component that determines the success of learning. Gardner et al. (1985) defines motivation as a multidimensional construct consisting of desire to learn a language, sustained effort in the learning process, and a positive attitude towards the language, the teacher and the learning experience as a whole. These three aspects form an interrelated and inseparable motivational structure, which together contribute to learning achievement. Gardner (2006) asserts that motivation plays a more significant role than learning orientation in determining successful language acquisition.

The concept of integrativeness is one of the main theoretical contributions of the S-E Model. It refers to an individual's tendency to develop a positive attitude and openness towards the target language-speaking community, as well as a desire to identify with it (Gardner, 2005). Integrativeness together with attitudes toward the learning situation form the integrative motive, which is a strong affective drive to learn a language due to an interest in the socio-cultural dimensions of the language. Research shows that individuals with high integrative motive tend to show greater learning engagement, active participation in extracurricular activities, as well as higher linguistic achievement (Gardner, 2006; Gardner et al., 1985).

Additionally, Gardner distinguishes between two types of learning orientations, namely integrative orientation and instrumental orientation. Integrative orientation refers to the motivation to establish interpersonal relationships with native speakers of the target language, while instrumental orientation focuses on achieving pragmatic goals such as career advancement, academic success, or economic gain. However, Gardner emphasizes that orientations only represent learners' reasons for learning a language, while actual motivation which includes desire, effort and attitude is the main determinant of learning success (Taie & Afshari, 2015).

S-E Model also integrates other relevant affective constructs, such as language anxiety, which can hinder learning performance, and instrumentality, which relates to practical reasons that reinforce an instrumental orientation. To support the empirical validity of his model, Gardner developed the

Attitude/Motivation Test Battery (AMTB), a standardized instrument that measures five main constructs: integrativeness, attitudes toward the learning situation, motivation, language anxiety, and instrumentality (Gardner in Atay & Kurt, 2010). The AMTB has been widely used in cross-cultural studies and proven to have high reliability and validity.

A number of studies across contexts, both in bilingual countries such as Canada and in EFL contexts such as Turkey, show a significant positive correlation between integrative motivation and attitudes towards the learning situation and language achievement (Masgoret & Gardner, 2003). Gardner and his colleagues also put forward the causality hypothesis, which assumes that the relationship between motivation and achievement is bidirectional: motivation drives achievement, and conversely, learning success reinforces motivation (Gardner et al., 1983).

Even though it has great contributions, the S-E Model is not free from criticism. Dörnyei (in Taie & Afshari, 2015), for example, argues that the model overemphasizes the concept of integrativeness, whereas there are learners who are able to achieve second language success without necessarily having a deep interest in the target language culture. Another criticism is that integrativeness is less relevant in the era of globalization and multiculturalism, where learners often do not have direct access to native-speaking communities (Hummel, 2012). In addition, Gu (2007) considers that the S-E Model focuses too much on individual aspects and does not consider macro social factors such as ideology, power inequality, and cultural dominance.

Although, the S-E Model remains one of the most robust theoretical frameworks in the study of motivation for second language learning. It not only provides a comprehensive understanding of how social, cultural, attitudinal and motivational factors interact in influencing language learning success, but also provides valid empirical instruments to measure these constructs. The relevance of the S-E Model is not only limited to English as a Second Language (ESL) contexts such as in Canada, but can also be applied to EFL contexts. In EFL learning situations, factors such as attitude towards the teacher, perception of the target language culture, and learning orientation have been shown to influence learner

motivation (Lovato & Junior, 2011). Therefore, a deep understanding of the S-E Model can help educators and researchers design learning strategies that foster long-term motivation and positive attitudes towards the target language and culture.

2.2.2 Self Determination Theory (SDT)

Self-Determination Theory (SDT) is one of the motivation theories developed by Edward L. Deci and Richard M. Ryan since the late 1970s. This theory views motivation not only in terms of quantity or how much intensity a person acts, but also in terms of quality or type of motivation. SDT emphasizes that individuals naturally have the tendency to develop, learn, and function optimally, but the achievement of this potential is greatly influenced by the conditions of the social environment and the extent to which their basic psychological needs are met (Deci et al., 2017; Ryan & Deci, 1985)

Basically, SDT distinguishes motivation into three main types, namely amotivation, controlled motivation, and autonomous motivation. Amotivation refers to a state where an individual has no intention or purpose in performing an action, usually because they feel incapable, uninterested, or do not see a connection between effort and results. In this state, the individual experiences helplessness and confusion and is unlikely to engage in meaningful activity.

Meanwhile, controlled motivation includes motivation that is driven by external pressure or internal demands. An example of this type of motivation is when someone studies because they want to get high grades, avoid punishment, or feel guilty if they don't study. This motivation is forced and does not fully reflect an individual's inner desire. In contrast, autonomous motivation refers to actions that are done voluntarily, because the individual truly enjoys or appreciates the value of the activity. Autonomous motivation takes two forms: intrinsic motivation, where actions are performed because the activity itself is enjoyable or satisfying, and internalized extrinsic motivation, where an individual adopts external values as part of itself (Gagné & Deci, 2005).

SDT explains that extrinsic motivation is not always bad, as it can undergo a deep internalization process through Organismic Integration Theory (OIT). Through this process, extrinsic motivation develops from a completely externally

controlled regulation to a more autonomous form of regulation. This process takes place gradually in four levels of motivational regulation:

- a. External regulation: the individual acts to obtain a reward or avoid a punishment.
- b. Introjected regulation: actions are taken to avoid guilt or increase self-esteem.
- c. Identified regulation: individuals begin to recognize the importance of an activity and see it as valuable.
- d. Integrated regulation: the value and meaning of the activity is fully incorporated into the individual's self-identity.

The higher the level of internalization, the greater the level of perceived autonomy, and the more positive the impact on individual perseverance, performance, and well-being (Ryan & Deci, 2000). SDT also emphasizes the importance of fulfilling three basic psychological needs that are universal in order for autonomous motivation to grow and develop. These three needs are:

- a. Autonomy needs refer to the desire to feel freedom and control over personal choices and actions. When individuals feel their actions come from themselves, they are more likely to show long-term commitment.
- b. Competence needs are the drive to feel capable and effective in performing an activity. Feeling successful and getting positive feedback from the environment will strengthen one's motivation.
- c. Social connectedness needs reflect the need to establish relationships that are warm, accepted and valued by others. Supportive interpersonal relationships will improve psychological well-being and commitment to the activity.

An environment that supports the fulfillment of these three basic needs will facilitate the emergence of autonomous motivation. Conversely, an environment that inhibits or ignores these three needs will result in controlled motivation or even amotivation. In the context of education, for example, teachers who provide freedom in choosing tasks, show confidence in students' abilities, and build positive relationships will tend to encourage the emergence of autonomous motivation in students. This in turn will lead to increased learning engagement, academic achievement, and learning satisfaction (Howard et al., 2021; Ryan & Deci, 2020).

In addition to motivation types and basic needs, SDT also introduces the concept of causality orientations, which is the tendency of individuals to respond to the motivational environment (Teixeira et al., 2012). There are three types of orientations, namely:

- a. Autonomy orientation: individuals see events as the result of personal choices and act consciously towards their values.
- b. Controlled orientation: responds to external pressures, such as demands or rewards.
- c. Impersonal orientation: individuals feel they have no control or influence over the outcomes they achieve.

Research shows that individuals with an autonomy orientation have better mental health and higher performance, compared to those with a controlled or impersonal orientation (Deci & Ryan, 2008a). SDT has also been widely applied in various life contexts, ranging from education, work, sports, health, to interpersonal relationships. In education, learning environments that support autonomy needs have been shown to increase students' interest in learning and perseverance. In the world of work, autonomous motivation contributes to employee engagement and productivity. In sports and health, participation driven by intrinsic motivation tends to be sustained. Thus, SDT provides a comprehensive framework for understanding how and why people are motivated in various aspects of life, including in the context of foreign language learning. In EFL reading motivation research, SDT is particularly useful in explaining how students can be intrinsically or extrinsically motivated to engage in reading activities, as well as how autonomy, competence and social connectedness needs can influence the intensity and sustainability of such motivation.

2.2.3 Dynamic Systems Theory (DST)

Dynamic Systems Theory (DST) is a theoretical approach originally developed in natural science disciplines such as physics, biology, and mathematics, to explain how complex systems change nonlinearly over time. As it evolved, DST was adapted to various fields of social and cognitive sciences, including developmental psychology and second language acquisition (SLA). The application of DST in language studies has gained prominence since the seminal article by

Diane Larsen-Freeman in 1997, which explained that language learning is not a linear process that can be predicted in simple terms, but rather a highly complex, adaptive, and always dynamic system (Freeman, 1997). This perspective marks a paradigm shift from the static approach that previously dominated the SLA domain towards a more flexible and contextual framework, emphasizing the importance of interactions between components in a system that is always changing over time (Lowie, 2012; Rosmawati, 2014).

In line with this paradigm shift, the understanding of language within the DST framework has been redefined. In the DST framework, language is seen as a complex system consisting of various subsystems that are interconnected and influence each other, such as phonology, syntax, semantics, and pragmatics. These subsystems do not work in isolation as assumed in modular approaches (e.g. by Fodor or Paradis), but instead are open, flexible and interdependent. Spivey (2006) emphasizes that cognitive activity in the language system is continuous and probabilistic, meaning that changes to one component - either from within the individual or from outside - can cause a reorganization of the system as a whole. When the system is destabilized by new inputs or learning challenges, it can move from one attractor state to another through a process of reorganization or phase shift (Kelso, 1995). This process reflects the nature of learning: a form of change that is emergent and not always predictable in a linear fashion.

To strengthen this conceptual foundation, various researchers have developed language learning models that take into account the dynamics of interactions between factors. One important contribution comes from Tian (2017) who designed a second language acquisition model based on DST, which consists of three main elements: environmental factors, learner factors, and language factors. Environmental factors include socio-cultural context, language policy, and formal and informal learning conditions. Learner factors include cognitive abilities, affective differences, motivation, and individual learning strategies. Meanwhile, language factors include the structure and characteristics of the target language as well as the transfer influence of the first language (L1). They are not mutually exclusive, but rather interconnected and influence each other. In fact, a small change in one factor can lead to significant systemic changes, as explained through

the concept of butterfly effect in DST. The model shows that there is no single pathway to successful language learning, as each individual follows a unique developmental trajectory, shaped by the complex interplay of internal and external factors.

Furthermore, the application of DST in the context of multilingual learning also reveals motivational dynamics that have previously gone unnoticed in conventional approaches. Bui & Teng (2021), through their study of Hong Kong learners, highlighted how motivation in second (L2) and third (L3) language learning is not stable, but changes over time and is strongly influenced by prior linguistic experiences and the socio-cultural context at hand. They introduced the concept of dual-motivation system to describe how L2 and L3 motivation systems can interact dynamically with each other. DST provides a suitable framework to illustrate that motivation is not just a fixed internal drive, but a system that is influenced by self-perception (ideal self and ought-to self), social interaction, and unique language learning history. Thus, DST not only helps explain the variability of motivation between learners, but also enables a deeper understanding of the process of how motivation can shift or even reinforce each other as learners move from one language to another.

This view is also reinforced by Rosmawati (2014) who explains that DST offers a theoretical lens that is very suitable for understanding the process of second language acquisition because of its compatibility with the basic characteristics of language development. The main characteristics of DST that are emphasized are nestedness, where each subsystem is within a larger system and contains smaller subsystems, and nonlinearity, where changes in the system are not always proportional to the input received. For example, small changes in motivation or input can cause large spikes or setbacks in language development. In addition, the system also goes through chaotic and stabilizing phases, where after experiencing instability (e.g. a change in the learning environment), the system will try to find a new stability. This suggests that variability in learner performance is not a nuisance, but an indicator of growth, and this is one of the paradigm shifts that DST offers in SLA research.

Overall, it can be concluded that the Dynamic Systems Theory approach has revolutionized the way of understanding second language acquisition by offering a flexible, integrative and contextual framework. DST not only makes it possible to understand learning as a process full of variability and uncertainty, but also provides space to recognize the complexity, uniqueness, and potential changes that occur within each language learner.

2.2.4 L2 Motivational Self System (LMSS)

The L2 Motivational Self System (L2MSS) theory is one of the most influential contemporary approaches in the study of second language learning motivation. The theory was first introduced by Zoltán Dörnyei in 2005 and further developed in his work entitled *The Psychology of the Language Learner* (2005) as well as subsequent works, such as *Motivational Strategies in the Language Classroom* (2001) and *Motivation, Language Identity and the L2 Self* (2009, with Ushioda). L2MSS was born as a response to the limitations of previous approaches, particularly the Socio-Educational Model developed by Gardner, which was considered too focused on external factors such as social integration and attitudes towards the target language's native-speaking community. Dörnyei, n.d. tries to shift the focus from social factors to internal psychological dimensions, particularly learners' self-representation, by referring to the self-based psychology approach.

Conceptually, L2MSS consists of three main components, namely Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. The Ideal L2 Self refers to the learner's idealized self-picture, i.e. a future figure who is fluent in a second language and becomes a strong source of internal motivation as individuals are motivated to reduce the discrepancy between the “present self” and the “dreamed self”. This component is inspired by the psychological theory of *Possible Selves* (Markus & Nurius, 1986), which states that the image of the future self plays an important role in directing behavior. Meanwhile, *the Ought-to L2 Self* describes the attributes or abilities that one feels one should have based on the expectations of others, such as family, teachers, or society. This component is often more associated with external social pressure and extrinsic motivation. *The L2 Learning Experience* includes motivational aspects that are situational and related to actual learning experiences, such as teachers, learning environment, teaching materials, and academic success

experienced during the learning process. These three components interact dynamically and can have different influences depending on the sociocultural context and background of the individual. *Ideal L2 Self* is usually the strongest predictor of learning intensity and perseverance, whereas Ought-to L2 Self has a weak correlation to learners' active engagement, although it remains relevant in collectivistic cultures such as in Asia.

L2MSS has the advantage of successfully integrating cognitive, affective, and social approaches into one cohesive and flexible framework. It also allows for the integration of concepts from various psychological theories, such as *Self-Discrepancy Theory* (Higgins, 1987), which explains that motivation arises from discrepancies between the real self and self-guides (ideal and ought self), and *Future Self-Guides* theory, which emphasizes that representations of the future self can serve as guides and drivers of behavior. By combining these motivational and representational aspects, L2MSS provides a strong framework for understanding learners' internal dynamics in a second language context.

However, this theory is not without its critics. One of the main criticisms is that the L2MSS tends to be overly individualistic and not fully able to account for collective or structural contexts that influence motivation, such as social inequality, educational policies or economic pressures. In addition, the concept of Ideal L2 Self tends to be difficult to operationalize consistently in empirical research, as it is highly subjective and relies on an individual's reflective ability to envision his or her future self. There are also criticisms that the L2MSS overemphasizes long-term aspects and does not capture the dynamics of motivation that are spontaneous, situational, and fluctuating over time (Fan, 2024).

To address these limitations, some researchers have developed other, more dynamic theories of motivation, such as Directed Motivational Currents (DMCs), introduced by Dörnyei and his colleagues (Henry et al., 2015). DMCs focus on intense and purposeful motivational flows that occur within a certain period, characterized by strong drive, sustainability, as well as high emotional involvement in the pursuit of specific goals. In this context, the Ideal L2 Self can serve as a trigger for DMCs when positive future self-images are strongly internalized and connected to concrete learning goals. Therefore, the relationship between L2MSS

and DMC is complementary: L2MSS provides a stable and long-term conceptual framework, while DMC explains intense and temporal motivational phenomena.

Overall, the L2 Motivational Self System is an influential theory because it successfully brings the dimensions of identity and future vision into the second language motivation discourse, which previously focused too much on external or social factors alone. Through this approach, the understanding of language learning motivation becomes more in-depth and personalized, while opening up space for further research that explores the interplay between self-image, linguistic identity and complex learning experiences.

2.3 Directed Motivational Currents (DMC)

2.3.1 The Concept of Directed Motivational Currents (DMC)

The concept of Directed Motivational Currents (DMC) was first introduced by Dörnyei and colleagues in 2013 as a motivational phenomenon characterized by strong, intense and sustained motivational flows. DMC is triggered by a clear vision or goal, which drives individuals to engage in learning activities in a consistent and purposeful manner (Abbas et al., 2022b). Individuals who experience DMC tend to exhibit much higher than normal levels of motivation and passion (Dörnyei in Khan et al., 2024; Koné, 2021). DMC can be experienced by most language learners regardless of their gender, race or social background (Muir in Koné, 2021).

Studies by Muir & Dörnyei (in Dörnyei et al., 2014) mention that when experiencing DMC, a person can work or study very focused and productive, and can even do things that previously seemed difficult or impossible. This motivation makes a person move quickly towards the goal, like being carried away by a strong and constantly flowing ocean current. To illustrate the difference between DMC drive and more general motivation, MacIntyre (2012) uses the metaphor of ocean waves and currents: waves indicate fluctuations in motivation that only briefly appear and then disappear, such as momentary enthusiasm that comes and goes, while currents describe a strong, stable and persistent drive.

DMC cannot be confused with general motivation or personality traits. DMC arises due to a combination of factors, such as clear goals, environmental support, and positive emotions. That's why it is called “directed”, because this motivation

has a clear direction and purpose. The concept of DMC has similarities with the feeling of flow proposed by Csikszentmihalyi, which is a state where a person really enjoys or is completely immersed in an activity. However, the difference lies in the focus and duration. Flow usually only occurs when doing one enjoyable activity, while DMC involves many activities over a long period of time in order to achieve an end goal that is very important to the individual.

Although it doesn't happen all the time, almost everyone has experienced DMC, for example when studying hard for an important exam, completing a thesis, or pursuing a particular dream. In education, DMC can be seen when students are preparing for a competition, rehearsing for a school play, or running a social project. In these situations, their motivation is very strong and they are willing to sacrifice time and effort to achieve their goals. To make it easier to understand, Dörnyei (in Dörnyei et al., 2014) provide a more detailed concept of DMC through the following illustration:

“Imagine an overweight university professor. He begins to realize that his habit of sitting for long periods of time in front of a computer and his frequent attendance of delicious business lunches and lavish conference dinners have made his waistline larger. Until one day, something changed: his family and friends were surprised that he started going to the gym regularly, replaced his dessert with a cup of yoghurt, and at the conference lunch buffet, he didn't take a second bite of food-even his first plate contained vegetables that he wasn't used to taking before. As a result, he lost more than 20 pounds in three months. Another example is someone who starts learning a foreign language (L2) because they want to prepare for a long trip abroad. This person becomes so immersed in the learning process that almost all her free time is spent learning the language. She buys dictionaries and computer software to support the learning process, avidly reads guidebooks, and surfs foreign language websites to understand the culture and environment of the destination country. In extreme cases, this person may bore her friends and family by constantly talking about the trip and the language she is learning. She may even go as far as dreaming of the trip at night and unconsciously practicing the language while lying in bed.”

The above quote illustrates a common phenomenon, which is when someone is suddenly highly motivated to achieve a goal, and then devotes a lot of time, energy, and attention to making it happen. As a result, they usually achieve something extraordinary. In essence, when someone has a very strong vision or goal, their passion and focus can be so great that the activity becomes an important part of their life. This is what is called the concept of Directed Motivational Currents (DMC) – a very intense and sustained motivational drive.

2.3.2 Main Features or Characteristics of Directed Motivational Currents

DMC is characterized by a number of characteristics that play a role in driving and sustaining one's behavior. These characteristics not only act as indicators of the existence of DMC, but also help distinguish DMC from other forms of motivation that are more general or temporary. Dörnyei et al. (in Henry et al., 2015) suggest that there are three core components that are the main indicators as well as determinants of the presence of Directed Motivational Currents (DMC) in a person, which are explained as follows:

a. Goal/Vision-Orientedness

A key feature of DMC is the presence of a clear and well-defined end goal or long-term vision, which becomes the center of motivational energy and directs individual behavior to focus on activities that bring the goal closer to achievement. In the context of language learning, this goal could be a strong desire to become a fluent speaker of the target language (TL). The goal is not just a learning target, but also becomes part of the learner's self-identity. This vision is reinforced by an imaginative picture of a real and desirable future for the individual, thus becoming a very strong source of motivational drive. This can be seen in students' reading activities, for example when a student has a vision to become a professional translator so that he is encouraged to read English articles consistently even when facing difficult texts. This strongly envisioned goal makes students see reading as an important step towards their dream.

b. Salient Facilitative Structure

DMC has a clear and orderly structure or pattern of behavior, like a map that helps one stay on track to achieve goals. This structure consists of three important parts: (a) repetitive behavioral routines that are performed automatically without coercion, (b) a progress monitoring system through sub-goals as affirmative feedback, and (c) clear starting and ending points so that the process is measurable. This structure makes DMC self-propelling, i.e. able to push oneself continuously. The motivation that arises in DMC not only comes from within the individual, but is also closely linked to behavioral pathways that are contextually designed to support the achievement of big goals. In the context of reading, this structure can be seen in the habit of setting up a daily reading schedule (reading at least one scientific article for 45 minutes every morning), setting measurable weekly sub-goals, such as understanding 10 new academic terms every week, and monitoring progress through summary notes of each article read and comparing it with monthly targets (for example: completing 20 articles). This clear structure can keep students on track to achieve their goals without having to push themselves all the time.

c. Positive Emotionality

The final component of DMC is the presence of strong positive emotions during the process of achieving goals. Individuals who experience DMC will feel happy, satisfied, and excited about the process. These feelings are referred to as *eudaimonic well-being*, which is happiness that arises from activities that are meaningful and in accordance with individual values and goals. In fact, tasks that are usually boring can feel enjoyable because they are considered an important part of the journey to achieving dreams. As an illustration, students feel satisfied every time they succeed in understanding a reading that was previously considered difficult. They even feel excited to find new reading material because they believe that their understanding is growing. This happiness makes reading a part of their daily routine that they look forward to, not a burden. Even when reading long texts, they still feel excited because they know it is part of the experience that brings them closer to achieving their academic identity.

2.3.3 The Launch of Directed Motivational Currents (DMC)

The occurrence of Directed Motivational Currents (DMC) in a person does not take place suddenly, but is triggered by a series of conditions that allow the activation of the motivational flow. Dörnyei et al. (in Muir, 2016) divides the launch of DMC into three points, including:

a. Triggering Stimuli

Triggers are the initial events or stimuli that activate the Directed Motivational Currents (DMC). The form of this trigger is very diverse, but two common types that often appear are: (a) an opportunity for action, such as the chance to join an overseas program or foreign language activity, (b) a negative experience, such as shame, failure, disappointment, or humiliation that threatens self-image, thus encouraging individuals to improve or prove themselves. What makes these triggers effective is not only their uniqueness, but because they “connect” the current experience or situation to a vision of the future that one already has in mind. When the trigger aligns with personal aspirations, an immediate motivational flow can begin. For example, a student who meets an inspirational mentor may suddenly feel compelled to pursue his goals with incredible vigor. For case in point, a second-semester student gets an assignment from his lecturer to present a particular chapter from a thick textbook. When he first read it, he was confused because many terms were difficult to understand. During the presentation, the lecturer asked her about the material and she couldn't answer well. She felt embarrassed in front of her friends and worried that she would get a bad grade. This experience became a trigger that made him determined to read the book more seriously so as not to repeat the same mistakes.

b. Initial Conditions

DMC will not be successfully initiated if there are no favorable initial conditions. These conditions include psychological readiness, prior experience, and clarity of purpose or vision of the future. This means that even if there is a trigger, DMC will not activate if the learner does not have a basic cognitive or motivational structure to fall back on. Individuals who already have an idealized image of their future self or have personally important long-term

goals will more easily experience the launch of DMC when triggered. To illustrate this, a new student who has been accustomed to reading since high school, both through textbooks and supporting reading materials such as novels and popular articles, shows a positive initial readiness in facing the demands of academic literacy in college. Pre-established reading habits provide a higher sense of confidence when it comes to more complex college textbooks. When the lecturer provided a list of additional readings to deepen understanding of the material, the student did not show a negative response or feel pressured. On the contrary, she was able to effectively manage her time for regular reading, thanks to her pre-established habits. In addition, this student had clear academic goals, such as the desire to improve understanding of the material in order to actively participate in class discussions. This goal acts as an internal motivating factor that strengthens commitment to reading activities, not only limited to textbooks and lecture notes, but also extends to searching for additional references from the library and the internet. Under these conditions, the presence of external triggers, such as sudden assignments or unpleasant experiences in learning, tends not to inhibit, but rather strengthen students' drive to improve the quality of their reading activities.

c. Continual Re-Triggering to Maintain Flow

DMC is not a momentary motivation; it takes place over a long period of time. Therefore, in addition to the initial trigger, a process of repeated triggering is needed to keep the motivational flow going. These recurrent triggers can come from small visible progress, recognition from others, or social and emotional support. In this context, individuals often create systems or environments that can reignite their passion, for example by creating a regular schedule, watching motivational videos, or interacting with peers. Positive feedback from the learning environment is critical to maintaining this momentum. For example, students can create a system that maintains enthusiasm by scheduling daily reading, giving themselves small rewards for completing weekly reading targets, or discussing with friends who are also avid readers. Positive feedback from lecturers who praise their ability to analyze conference papers or friends who rely on their reading summaries can also be a recurring trigger that

maintains motivation. That way, students will continue to be encouraged to read consistently until they reach their goals.

2.4 Reading Motivation in the Perspective of English as a Foreign Language

Reading is one of the English language skills that demands attention, concentration, and high cognitive effort. In the context of EFL learning, reading is not only understood as decoding words or recognizing syntactic structures, but also as an active process of constructing meaning, drawing inferences, and integrating information from various sources. One of the key factors that greatly influences success in the reading process is reading motivation. Reading motivation is understood as a multidimensional construct that includes affective, cognitive, and social aspects that encourage a person to engage in reading activities, maintain interest in reading materials, and achieve desired comprehension goals (Kheang et al., 2024; Wigfield, 1997). Reading motivation is a complex concept and cannot be reduced to just one or two dimensions.

From a theoretical perspective, reading motivation acts as a bridge between cognitive potential and actual performance in reading. Highly motivated students tend to read more frequently, apply more complex reading strategies, and show greater perseverance in completing challenging texts. This is reinforced by a number of empirical studies showing that students with high levels of reading motivation have better achievement in reading comprehension compared to less motivated students (Fauzi et al., 2022; Maghsoudi et al., 2021). The findings also indicate a reciprocal relationship between proficiency level and motivation, where the higher the level of students' reading proficiency, the higher their reading motivation, and vice versa, strong motivation is also a driver to achieve higher proficiency.

2.5 The Relationship between DMC and Reading Skill

In the aspect of learning English as a foreign language (EFL), DMC is very relevant to explain how students can be encouraged to engage deeply in reading activities. Reading skills require not only linguistic ability, but also high motivational engagement to enable students to critically understand texts, construct meaning, and develop effective reading strategies. When a student experiences

DMC in reading activities, the urge to read is not solely based on academic obligations or instructor instructions, but there is a strong internal drive to achieve a goal, such as obtaining high academic achievement, understanding English lecture materials more deeply, or accessing global scientific literature. In this motivational flow, reading becomes a purposeful and meaningful activity, students read more frequently, more focused, and more deeply, and have a tendency to seek additional reading materials independently. DMC facilitates high emotional engagement, a clear sense of progress, and a strong connection between reading activities and students' future identity or goals. This results in better achievement of reading skills. Therefore, the link between DMC and reading skills is not only theoretically important, but also has practical implications in creating a learning environment that is able to trigger and sustain students' long-term motivation in learning English.

2.6 Previous Study

Based on the search results, there are several literatures with similar topics that are related to each other with this research. Although no studies were found that exactly match the title of this research, some relevant studies have been selected to provide a comparative foundation and support the development of the research focus.

In Indonesia, research on Directed Motivational Currents (DMC) in the context of language learning is still relatively limited. Rasman (2018), through his study titled *Overseas Teaching Experience and Motivational Currents: The Case of EFL Pre-service Teachers in Indonesia*, explored whether overseas teaching experience can create DMC in pre-service students and how such experience shapes their vision as prospective language teachers. Using a Retrodictive Qualitative Modelling (RQM) approach based on Complex Dynamic Systems (CDS), data was collected through semi-structured interviews and daily journals from six pre-service students. The results showed that only three participants experienced intense DMC, while the rest did not. The study also found a dynamic relationship between the self-system and motivational currents, where the impact of DMC experiences on the vision of becoming a language teacher varied among individuals. The limitations of this study include the small number of participants and the qualitative

nature of the research, making it difficult to generalize the results to a broader population.

Another study was conducted by Wenlong et al. (2024) entitled *Directed Motivational Currents: A Case Study from the Perspective of Mandarin Teachers in an Indonesian Islamic School*. This study explored the intense and sustained motivational experiences of a Mandarin teacher teaching at an Islamic secondary school. Data were collected through retrospective interviews, motivational trajectory graphs, and interpretive phenomenological analysis. The results of the study indicate that the teacher's DMC is characterized by a long-term vision and goal orientation (preparing students for the national Mandarin competition), a clear facilitative structure (teaching routines, sub-goals, and monitoring student progress), and positive emotional energy (satisfaction, pride, and dedication despite facing challenges). The DMC experienced by the teacher was found to directly contribute to the high achievement of her students in the national competition. However, the limitations of this study lie in its focus on a single participant and the potential for narrative bias due to the retrospective nature of the data.

Unlike the Indonesian context, overseas research on DMC is more diverse and covers a wide range of language skills. Liangyan (2023), in her study entitled *A Study of Directed Motivational Currents in Oral English Learning*, examined the development of motivation to learn spoken English among non-language majors. Using a case study design involving three students over three semesters, this research highlights three main dimensions of DMC: goal orientation, facilitative structure, and positive emotions. The findings indicate that clear goal orientation, consistent learning routines, and positive feedback from teachers can strengthen motivational currents and enhance students' confidence in speaking English. All three participants demonstrated active engagement in speaking activities, both inside and outside the classroom, and experienced significant improvements in their performance. However, the main limitation of this study is the use of a case study design with a very small sample size, consisting of only three non-language major students. The small sample size and the limited learning context confined to specific situations restrict the generalizability of the findings to a broader population.

To broaden the perspective on DMC dynamics in the context of EFL learning, Oh & Kim (2024) in their study titled *A Qualitative Approach to Korean EFL Students' L2 Motivation and Directed Motivational Currents* explore how learning experiences and cultural contexts shape long-term motivation in second language (L2) learning. This study employs a qualitative approach using a case study method involving in-depth interviews with five Korean students learning English at a university. Data were collected through semi-structured interviews and written reflections, then analyzed thematically based on the DMC framework developed by Dörnyei et al. (2014). The results indicate that participants' DMC is triggered by a combination of personal future vision, academic pressure, and social and academic support. Clear learning structures, regular feedback, and a sense of progressive achievement are crucial in sustaining these motivational currents. However, factors such as academic stress, workload, and mismatches between expectations and learning realities can hinder or disrupt DMC. The limitations of this study lie in the small number of participants and the highly specific context of university students in South Korea, so the results cannot yet be generalized broadly..

A different approach was demonstrated by Shen et al. (2025) through a quantitative study titled *Chinese English-as-a-Foreign-Language Learners' Directed Motivational Currents for High-Stakes English Exam Preparation* to investigate DMC in the context of preparation for the National Postgraduate Entrance Examination (NPPE), a high-stakes exam in China. The study aimed to measure the general level of DMC and its five dimensions, analyze differences in DMC based on gender, major (humanities/social and STEM), English proficiency level, and evaluate the contribution of DMC to English exam performance. This study involved 323 non-English major students using a modified DMC scale instrument consisting of 20 five-point Likert scale items. Data analysis was conducted using reliability tests, confirmatory factor analysis (CFA), t-tests, ANOVA, and multiple linear regression.

The results of the analysis showed that participants had high levels of DMC, with the highest dimension being clear perception of progress, while the lowest dimension was positive emotional loading. Significant differences were found between males and females, where female participants showed higher DMC on the

dimensions of goal-orientedness, salient facilitative structure, and clear perception of progress. However, there was no significant difference between humanities/social science majors and STEM majors. In addition, English proficiency level also had an effect on DMC, particularly on the dimensions of participant ownership and perceived behavioral control, where participants with high proficiency levels showed stronger DMC. Linear regression showed that four of the five DMC dimensions predicted exam performance with a collective contribution of 61.5% to score variance. Meanwhile, the positive emotional loading dimension did not contribute significantly to performance. Limitations of the study include the convenience sampling method, a sample limited to non-English majors, a single quantitative approach, and a cross-time design that has not captured long-term motivational dynamics in depth.

Meanwhile, Khan et al. (2024) in a study titled *The Impact of Social Class and Culture on Directed Motivational Currents in the Acquisition of English as a Second Language in Erstwhile FATA, Pakistan*, explored how social and cultural factors influence the triggers, pathways and sustainability of college students' DMC in learning English as a foreign language (EFL). Using a qualitative approach, the researcher interviewed 25 EFL students from various social and cultural backgrounds who had identified themselves as experiencing intense motivational spikes (DMCs). Data were collected through in-depth semi-structured interviews and analyzed using Braun and Clarke's thematic analysis approach.

The results show that DMCs are formed differently depending on social class; students from lower economic backgrounds tend to have motivational visions focused on social mobility and employment, while students from middle and upper economic classes have visions that are more complex and integrated with global identities and aspirations. Cultural backgrounds, especially tribal values and family expectations, also strongly influence motivational pathways, including significant differences between men and women in the expression of DMCs. In addition, cultural identity was a source of motivational conflict for some participants, especially when foreign language learning was perceived to conflict with traditional values. Strategies such as reframing language learning goals as a form of cultural preservation are key in maintaining motivation. This study confirms that DMC is

not just an individual psychological phenomenon, but is also strongly influenced by social, cultural and economic conditions. Limitations to this study include the limited number of participants, especially the very specific region of FATA, as well as the focus on qualitative perspectives that do not allow for broad generalizations.

Although the topics in the previous studies are different from the focus of this research, the studies are still relevant because they use the same theoretical framework, namely Directed Motivational Currents (DMC). The difference in focus in the previous studies shows the flexibility and relevance of DMC theory in explaining the dynamics of motivation to learn English in various linguistic skills. Although both of them use DMC theory as a research foundation, this study has differences compared to previous studies. These differences lie in the research focus, research location, problem formulation, objectives, and conceptual approach used.

2.7 Summary of Literature Review

Motivation in language learning is a central aspect that drives and directs individual behavior in the process of language acquisition, whether from internal drives such as personal satisfaction, or external such as academic or social demands. Over time, the study of motivation has undergone significant theoretical development. One of the most influential early theories was the Socio-Educational Model developed by Gardner, which emphasized the importance of integrative orientation, i.e. an individual's tendency to identify with the target language-speaking community, as well as attitudes towards learning situations. This model positions motivation as a multidimensional construct that includes the desire to learn a language, sustained effort, and a positive attitude towards the language and its teachers. Furthermore, Self-Determination Theory (SDT) proposed by Deci and Ryan highlights that the quality of motivation is largely determined by the extent to which basic psychological needs, such as autonomy, competence and social connectedness are met in the learning context. SDT introduces a framework of motivational regulation from the external to the most internalized, and emphasizes the importance of a learning environment that supports these needs to facilitate autonomous motivation.

Furthermore, Dynamic Systems Theory (DST) provides an alternative perspective by viewing motivation as a complex, open and adaptive nonlinear system, in which internal (such as personal goals and emotions) and external (such as social environment and learning experiences) components interact dynamically over time. In this framework, motivation is understood as fluid, unstable and context-dependent. The next development gave birth to the L2 Motivational Self System (L2MSS) introduced by Dörnyei, which emphasizes the learner's self-representation as the main driver of motivation in language learning. The theory consists of three main components: Ideal L2 Self, which is the image of the ideal self who is fluent in a second language; Ought-to L2 Self, which is the self expected by the social environment; and L2 Learning Experience, which is the actual learning experience that influences perceptions and attitudes towards learning. This theory provides a more personalized and long-term approach to motivation.

As a further development, the concept of Directed Motivational Currents (DMC) describes the phenomenon of strong, directed and sustained motivational currents driven by a clear vision, systematic behavioral structure and intense emotional engagement. In the context of reading in EFL learning, DMC explains how high motivational engagement is not only triggered by academic obligations, but also by the connection between reading activities and students' future self-vision. Previous studies have shown that the presence of DMC is influenced by psychological initial conditions, specific motivational triggers, as well as re-triggering processes that maintain motivational flow. Thus, DMC is seen as a theoretical framework that is flexible, contextual and relevant in understanding and facilitating successful English language learning, especially in the development of reading skills.