EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling

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Abstract
Motivation to read, the driving force to achieve one's reading goals, plays a significant role in language learning as it relates to reading engagement and achievement. Its presence is prominently necessary for a longer learning period. This article explores the features of nine pre-service students' motivational currents and how their motivation changes throughout the task performance in Extensive Reading Programs (henceforth ERPs). Data were collected from diaries, and a retrodictive qualitative model was applied to recount the experiences of the student participants' motivational currents following Dörnyei's Directed Motivational Currents (DMC). Themes of diaries and interviews were generated following the Interpretative Phenomenological Analysis. The findings show that the features of DMC are salient and functioning throughout the student's learning experiences and facilitate the construction of their future identity as readers. Four patterns of motivational currents during the students' learning were a steady wave, slight wave, moderate wave, and great wave patterns. The variability and stability of task performance motivation indicate that students' motivational trajectories are unique, conditional, and context-bound. Identifications of the sources of motivators and demotivators provide hints for designing more engaging classroom activities, enriching the task

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features, and sustaining students' motivation. This study concludes with possible directions for future motivation research.

Keywords: Directed motivational currents, extensive reading, interpretative phenomenological analysis, retrodictive qualitative modelling.

1.   INTRODUCTION

The tradition of research on reading motivation has been quantifying reading motivation based on the reading motivation scales (Dhanapala & Hirakawa, 2016; Hardy, 2016; Maghsoudi et al., 2021). However, such studies view reading motivation as having only dimensions limited by the scales. Scholars in motivation have indicated that motivation is multifaceted and changes over time (Dörnyei & Ottó, 1998; Gardner & MacIntyre, 1991; Guthrie & Wigfield, 2000). Therefore, such quantitative investigations tend to lack insights into a person's dynamic processes of motivational changes (Dörnyei et al., 2014; Dörnyei & Ushioda, 2011; Ushioda, 1996). More importantly, constructs of L2 motivation deserve to obtain more advanced investigation and particularly "individual learner-focused data" to understand better and discern students' learning experiences (Kruk & Zawodniak, 2018, p. 189). Hence, qualitative inquiry, such as case studies, has become an alternative to set the ground for a more thorough comprehension of individual learning experiences with their unique dynamic systems. To date, little exploration is conducted into students' motivation in extensive reading programs in higher education contexts.

Why some studies on reading motivation have shifted to qualitative inquiries lies in the proposition that motivation in language development is changing, evolving, fluctuating, complex, and dynamic (Dörnyei & Ottó, 1998; Dörnyei & Ushioda, 2011; Gardner & MacIntyre, 1991; Guthrie & Wigfield, 2000). The complex and predictable dynamic systems (Haggis, 2008) necessitate a research approach such as Retrodictive Qualitative Modelling (RQM) that could cater to the capacity of the dynamic system, portray the existence of system fluidity, and reveal an established pattern and behavioural outcomes (Dörnyei, 2014). Applying the RQM framework as such, students' foreign language anxiety and language enjoyment trajectories are mapped and causes of emotional fluctuations can dynamically be disclosed. RQM has been used to examine the motivators and demotivators of Japanese freshmen (Kikuchi, 2017), students' motivation in overseas teaching programs (Rasman, 2018), students' enjoyment and anxiety influenced by varied factors such as personal goals, teachers, and discontent experiences in the past (Shirvan & Talebzadeh, 2020) and the importance of robust attractors states, the system state that changes generating patterns (Hiver, 2014) that construct signature dynamics of motivation development (Chan et al., 2014). Although RQM has been applied to illuminate dynamic states of language learning motivation with various variables and bring about fruitful endeavours, little is known as to how the RQM works from the perspective of dynamic system theories in L2 reading contexts. By applying RQM, this study seeks to understand:
1. What salient motivational system components exist in the students' reading experience?

2. How do the students' motivational systems change throughout the task performance in the Extensive Reading Programs (ERP)?

2.   LITERATURE REVIEW

2.1   Dynamic System Theory (DST) in Language Acquisition

DST was formerly developed from various fields of science (Herdina & Jessner, 2002) and was once known as the complex linear systems which have the characteristics of being dynamic, complex, chaotic, nonlinear, unpredictable, sensitive, open, self-organizing, feedback-sensitive, and adaptive. It is also believed that those characteristics are present in language acquisition (Larsen-Freeman, 1997). DST posits that changes involve interacting components that are rich and therefore complex. The dynamic systems approach allows deeper exploration and a more comprehensive investigation of language growth and change and how such a mechanism of change applies to an individual learner (van Geert, 2008).

From the point of view of DST, language is seen as a constellation of dynamic systems, and language acquisition is considered a dynamic process (de Bot, 2008). The exact dynamic nature is also true for motivation, which is viewed as spontaneously changing over time, space, and other conditions (Larsen-Freeman, 2015). The fluctuation of motivation can be detected and measured using think-aloud protocols (Yanguas, 2011), per-second timescale (MacIntyre & Serroul, 2001), or varied interacting timescales such as days, weeks, months, years, a semester, or even one session of a class meeting (de Bot, 2014). Investigations on motivational fluctuations were also conducted in varied contexts with specific variables such as interests and self-regulated learning (Mynard & McLoughlin, 2020), communicative tasks of economics and management students (Guo et al., 2020), and the dynamics of reading development of chemistry students (Gui et al., 2021). As referred to motivational currents, such fluctuations of motivation could be investigated using RQM, which Dörnyei outlines as scientific research strategies to trace back why a dynamic system pattern results in a particular outcome (Dörnyei, 2014).

Under a dynamic systems framework, properties that initiate motivational currents are crucial to be explored. Moreover, this area of research has not been sufficiently elaborated (Muir & Dörnyei, 2013). A study on the dynamic trajectories and correlation of a Chinese EFL listening strategies and listening performance revealed that nonlinear developmental patterns were salient and new phases of learning were characterized by variability and fluctuations (Dong, 2016). Another study using the idiodynamic method (the process of rating and explaining fluctuations of affective reactions) in search of motivation during L2 task performance found that motivation is closely related to tasks (MacIntyre & Serroul, 2001). Similar studies of language motivation dynamics were carried out and the findings highlight that second language learners experience motivational changes, variability, stability, and fluctuations over time due to compulsory courses (Irie & Ryan, 2014), differences at the beginning of class (Nitta, 2013), teachers' and peer's motivational needs (Kikuchi, 2019), and repeated use of tasks related to students' interests (Yamaoka, 2019). A more recent study reveals that negative emotions, interests, and a sense of achievement are to mention a few factors affecting students' DMC (Başöz & Gümüş, 2022). Such research

scrutinizing a topic under the dynamic systems theory, particularly in L2 contexts, is still developing, and no methodological template is yet available. To fill the void, a retrodictive qualitative modelling strategy is proposed (Dörnyei, 2014), and therefore more studies are needed to add more empirical evidence.

2.2 Dörnyei's Motivational Currents and L2 Motivational Self-System (L2MSS)

DMC can be defined as an intense motivational drive which is capable of both stimulating and supporting long-term behaviour, such as learning a foreign/second language (L2) (Dörnyei, 1998). It is referred to as a series of task engagements that leads individuals to become more valued or significant. DMC includes three characteristics – vision-orientedness, a salient facilitative structure, and positive emotionality (Gregersen & MacIntyre, 2015). Vision means other imagined realities to the recent experiences in which learners may want to become multilingual, encouraging them to have positive attitudes toward multilingualism. They may also envision themselves as getting involved in social interactions with the target language speakers. The structure of DMC includes recurring behaviour that is aimed at achieving a goal, regular progress checking, and noticeable start and end. Positive emotionality is the feeling of pleasure, satisfaction, and fulfilment that can generate energy to boost one to become closer to the goals he/she sets (Henry et al., 2015). Gearing on both language and psychology theories, the novel concept of DMC views each learner to have a self-constructing structure after being engaged in spaces with many fluxes (Ölmez, 2016).

Principally developed from Gardner's integrative motivation, L2MSS contains three elements: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience (Dörnyei, 2005). Ideal L2 Self refers to a powerful propeller to learn an L2 to reduce the discrepancy between what is actual and ideal. The Ought-to-L2 Self is the quality or characteristics learners need to achieve learning goals and to minimize adverse outcomes (Dörnyei, 2009). The last component, learning experiences, relates to learners' external motives such as curriculum, teachers, and peer groups. In brief, motivation in language learning is not an instant state; it is a process involving varied factors such as environment and time, and a positive learning environment influences motivated behaviours in a positive way (Dörnyei & Ushioda, 2011).

3. METHOD

3.1 Research Design

The current study's design followed that of Yin (2003), in which each case was selected based on criteria to provide similar grounds and to allow a deeper understanding of the individual signature dynamics of motivation and detailed, unique case description. Following Dörnyei (2007), such as having positive attitudes toward reading, being willing to write task-to-task based diaries, and demonstrating noticeable motivation in the classes, nine students participated in this study. We discussed with the lecturers and asked for their recommendations for students who met the

requirements. Nine students eventually agreed to become the research participants. Next, agreements were made, and consent forms were obtained.

3.2   Participants and Demographics

Nine bachelor students majoring in English language education and taking ERP voluntarily participated in this study. They experienced varied reading activities, but the main reading sources were similar (Graded Readers collection). They were required to read outside the class hours, based on their most convenient time and selected books. They were recruited based on several criteria: having averagely high motivation during classroom activities and being willing to write regular-basis diaries. With the classroom teacher, the researcher observed the students for two weeks and made a list of students who met the criteria. Those who were willing to become participants with the criteria and agreed with the consent forms were then selected. Their profiles are illustrated in Table 1.

Table 1. Participants' information.

Participants	Age (years old)	Gender (female/ male)	Approximate length of studying English (years)
ML	18	F	7
NH	19	M	13
EL	18	F	13
TH	18	F	7
AN	17	F	11
BL	18	F	11
TR	18	F	11
DS	18	F	14
CL	18	M	16

The participants' ages ranged from 17 to 19 years with two male and seven female students. Their average length of learning English varied between 7 years and 16 years. Those with 7 years of experience learning English mostly learned from their formal education (junior and senior high schools plus 1 year at university), while those learning English for more than 7 years attended English courses since they were in their elementary education or even younger from the age of 4 years old.

3.3   Data Collection Techniques

A set of data, including preliminary data (interviews with the lecturers), diary writing, and interviews with the students, were collected sequentially. The interviews were conducted following the RQM by asking why a component of the motivation system results in positive or negative outcomes. After each extensive reading class, the students were required to write diaries containing information on time, descriptions of tasks, activities, and motivation rates. The table-formatted diary was used to facilitate students to capture their reflections on the tasks that they did. While Hiver (2014) asked their participants to draw graphs that reflect their motivational trajectories, this study asked them to write a diary and rate their motivation from 1-10 on a scale (1 represents the lowest motivational state, 10 represents the highest motivational state). Following the timescale of de Bot (2014), one semester (6 months) was set to suit the university learning period.

3.4   Data Analysis Techniques

This study applied the Interpretative Phenomenological Analysis (IPA) proposed by Smith and Osborn (2008). The process includes initial case familiarization and initial comments, preliminary theme identification, theme interconnections, a systematic table of themes, and further case analysis. The diaries were annotated, and the interviews were transcribed verbatim. We tried to familiarize ourselves with the issues being addressed, which later enabled us to generate themes for foregrounding. We paid attention to specific terms or groups of lexis related to reading, reading activities, emotions, and motivations. Next, we did theoretical coding by connecting the emerging themes. These data-driven themes were written in the right column next to the transcription. After the theme generation, the categorization of themes was conducted by grouping similar theoretical grounded themes into one more prominent theme. Themes and sub-themes were arranged based on their prominence. The last step was translating the themes into a narrative account. Grounded on the IPA analysis, the personal accounts of each participant on their motivation in reading classes were explored. Narrative arguments were built, and evidence from the transcribed data was included. A series of interpretative activities was employed in a way that the participants' sense-making of motivation in reading classes and my making sense of their motivation were framed within the previous theoretical accounts and empirical evidence. The results of this study were shared and confirmed with the participants (member checking). The sample of annotated diaries is illustrated in Figure 1.
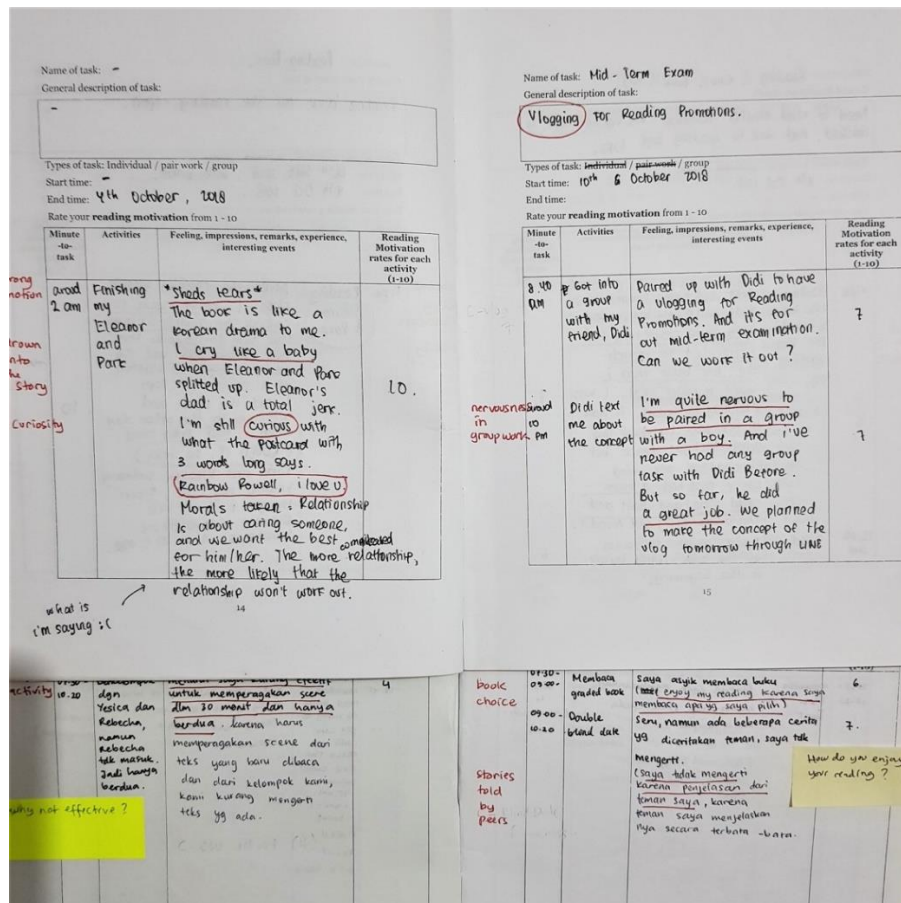

Figure 1. Samples of annotated diaries.

Figure 1 is a sample of a participant's diary annotation. The diary was read many times and annotated by assigning keywords or important points that the participant wrote. The points were written in red ink, highlighted, and circled. Then, sticky notes were also attached to initiate questions to be asked to the participants to get richer and deeper explanations. New and important information was added by the participants by writing them in the same diaries. The important points or issues became parts of codes that establish the themes of the research findings.

Meanwhile, the coding of interview transcripts and diary annotation are summarized in Table 2. The initial interview themes include reading goals, motivation changes, reading interest, reading habits, reading role models, reading identity, and imagined future identity. The initial diary themes cover motivating and demotivating reading tasks, reading goals, emotions/affects, reading autonomy, reading distraction-demotivator, reading interest-motivator, problems with group work, curiosity, and sustaining motivation to read.

Table 2. Initial interview and diary themes.

Initial interview themes	Initial diary themes
Reading goals	Motivating & demotivating reading tasks
Motivation changes	Reading goals
Reading interest	Emotions/affects
Reading habit	Reading autonomy
Reading role model	Reading distraction-demotivator
Reading identity	Reading interest-motivator
Imagined future identity	Problems with group work
Reading motivation sustainability	Curiosity
	Sustaining motivation to read

4. RESULTS

4.1 The Existence of Salient Motivational System Components in the Students' Reading Experience

Based on the participants' diary accounts and interview data, the participants' directed motivational features are summarized in Table 3.

Table 3. Participants' DMC features.

Students	Future goals	Facilitative structure	Positive emotionality
ML	a keen reader	Develop reading habit Speed up her reading	Dissatisfied but willing to improve
NH	an English student and educator	Autonomy Reading target	Happy
EL	an influencer and public figure	Regular reading	Enjoy reading
TH	a role model teacher and an English course owner	Regular, voluntary reading	Happy
AN	An influencer for reading	Regular, speed reading Self-motivated	Enjoy reading

Table 3 continued…

BL	A reading model and influencer	Reading and writing passion	Happy to have reading pals
TR	more open-minded person	Escapism	Satisfied
DS	a reading role model	Love to influence and share her reading with others	addicted reader insecure when not reading
CL	Read more	regular reading from application	curious entertained

The table scrutinizes the significant current reading goals, future goals, facilitative structures, and positive emotionality. Although all participants share similar main features of motivation, they reflect different varied facilitative structures, reveal several unique meanings of reading, and indicate their future identities. The facilitative structure indicated by the participants is beliefs of reading (ML, NH), constructed reading habits (ML, EL, TH, AN, BL), and self-regulation (all participants). Nine participants indicated positive emotionality when reading with varied ranges and intensities, such as joy, happiness, satisfaction, and addiction.

Meanwhile, reading has been perceived differently by some participants. TR revealed that reading is her escape from any trouble that she finds, and BL affirmed that reading and writing are her passions as she realized that reading is needed for writing. Reading expands one's perspectives (NH), helps people understand the world (BL), and makes someone grow (TR). All nine students affirmed that being a keen reader, an educator, an influencer, and a role model teacher could be obtained in varied ways, one of which is through reading.

4.2 The Change of Students' Motivational Systems throughout the Task Performance in Extensive Reading Program

Referring to the students' diary accounts, nine motivation trajectories were identified. Each student experiences motivational currents with various attractor states, signified as cognitive, affective, and behavioural factors. In this study, the number of books that the students read was different from what students read based on their phases, choice of books, needs, and levels. Each student had different reading time, engagement, affective fluctuations, and varied environments, as seen in Figure 2.
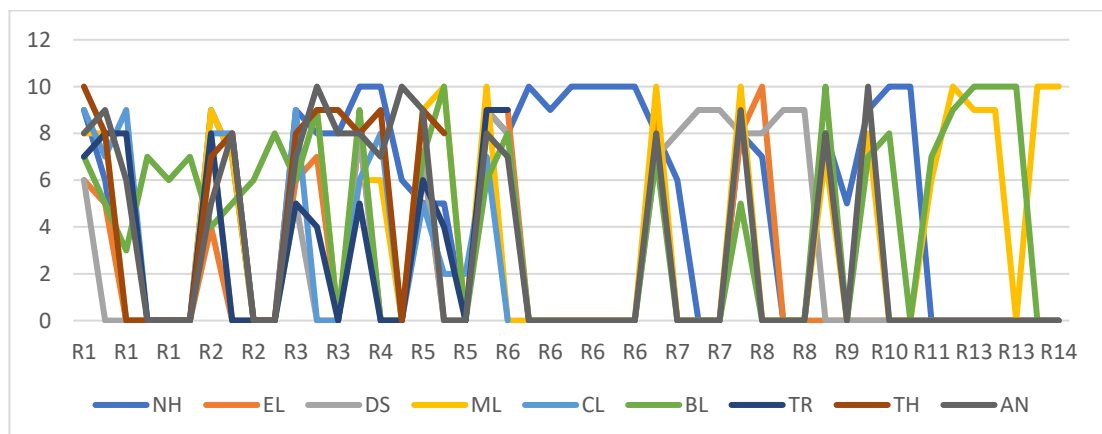

Figure 2. Nine students' motivation trajectories.

The horizontal axes represent the reading activities, while the vertical axes are the motivation rates the students assign to each activity using a scale of 1-10. In the motivational trajectory charts, reading activities include book readings or follow-up reading activities such as book reviews, retelling stories, and book promotion. R1, for instance, represents the first reading activity and so forth. The four participants' motivation trajectory is illustrated in Figure 2, while the summary of the participants' initial highest and lowest motivation is illustrated in Table 4. Briefly, there is no similar trajectory pattern except that motivational currents occur within unique patterns for each student. Many factors, such as the reading activities, the follow-up reading activities, the stories, or the reading environment, influence high and low motivation.

The nine student participants experienced different features of motivational system stability for their reading activities in the reading classes. TH, AN, BL, and ML's highest motivational currents were signified through their satisfaction with the 'uncommon' form of the reading course's final exam, such as poster and story making. Those tasks began with book reading, discussion with classmates, consultation with the lecturers, revising and editing, and publishing the tasks. Throughout this process, TH, AN, and ML rated their motivation 10/10. This array of initial attractor states has supported their motivational system behaviour to capture satisfaction. Their satisfaction may not directly relate to the reading activity per se. However, the published tasks have become their manifestation of intensive reading engagement, a state of emotional appraisal, and a proud self as readers.

EL found her domain of interest highly activated when she had a friendship visit to another university aimed to share the joy of reading together with numerous engaging reading activities in groups and to listen to a reading enthusiast's experience. She rated these activities 9/10. She expressed her feeling in her diary account:

(1) It was motivating and I was encouraged to keep on reading after listening to a guest speaker and her reading experiences. Together with new friends, reading and playing games... It was super fun! (EL)

In comparison, NH found their reading pleasure in the genre (poetic books and horror stories, respectively) and rated his motivation high when deeply engaged in reading. His motivation to read tended to be steady as he loved to continue reading until the last page. As such, their stability has brought him to the attractor basin as he stayed within for a while with the sustained motivational system. This is his diary account:

(2) I choose this book... it's a story about spies and I love it. I really dig into this story... I'm still curious about the stuff (stories) that I might miss... I read the exact same book from the last meeting because I haven't finished it. There's something different about the vibe... the phase of reading something "poetic". It's really enjoyable and makes me down in it. (NH)

When deep engagement and domain of interest met, an intensely emotional force emerged. ML's highest satisfaction was the number of words in books she had read (approximately 50,000 words) and the poster about the book she and her group read. This reading experience, rated 10/10, had become ML's second attractor state which turned out to be the attractor basin. Her motivational system was significantly supported by her fascination with the Wattpad application, where she could also read good books in Indonesian. She wrote in her diary:

(3)   I found a good book on Wattpad, but it is in Indonesian. In one week, I finished reading 4 books. I've been reading Indonesian books on Wattpad because they're free, and I got bored with English books on Wattpad because the stories tend to be cliché. (ML)

In addition, TR has two signature dynamics of reading (when she found the Wattpad application and when she has to read outdoors), the two things she enjoys much and repeatedly does. These activities are indicated as her plausible attractor states. In brief, varied reading activities serve as the attractor basins of students' motivation—activities rich with social and cultural interaction, personal interest in book genre, reading application, environment, and unique, tangible outcome-based tasks. Those factors have maintained them in their attractor basins for some time as they are in a steady circumstance to read and enjoy their reading.

Motivational currents in reading experiences are sometimes indicated by negative attitudes that may lead to demotivation of reading activity. In this study, negative occurrences directly or indirectly affected students to stop reading. The primary cause was the mood and the book features, such as too much new information (NH, AN) and books chosen by other people (TH, NH, ML). Other factors were unfavourable reading environments, such as noisy surroundings and disruptive situations (NH), mood-related factors (EL), and follow-up activities, such as questions, tests, or games after reading (CL, TR). When significantly ignored, these demotivators may lead to negative behaviours in learning and, in the long term, could affect students' academic performance. Therefore, in implementing extensive reading classes, reading choice, topics, inconvenient reading environment, monotonous reading activities in the classroom, and types of follow-ups reading activities should be well considered because they can potentially demotivate students to continue reading. In this case, understanding the sources of demotivation could help explain why students experience motivation currents and raise teachers' awareness when giving assignments or conducting activities in extensive reading classrooms.

5.   DISCUSSION

Built on the goal-setting theory viewing that the result of any activities leading towards goal achievement, DMC serves as "a source of affirmative feedback". The flow of experiences that can range from short-term or single tasks, for instance, can train learners to have engagement, high interests, and goal-oriented actions during learning (Dörnyei, 1998). Goal-orientedness is built on a series of goal-related components (goal, target, and outcome) which generate motivational energy channelling learners' behaviours and eventually result in activities supporting the goal achievement. Learners in the DMC state includes their ideal L2 self as part of their identity and would envision themselves as being engaged in the target language interaction (Henry et al., 2015). In reading contexts, learners are engaged in reading L2 with the expectation that they can read and understand the messages as to how the authors expect the readers to be. As learners set up their goals and the motivational energy is started up, their activities and behaviours reflect whether they are going towards goal achievement or defying them.

The salient facilitative structure features are indicated by the recurring behaviours when students regularly read independently, not because of the tasks. They even experience the intensity and depth of engagement in their reading activities. In

addition, this study also indicates that reading beliefs, habits, and regulations also play roles in facilitating students to maintain their motivation. According to Henry et al. (2015), the facilitative structure, which functions as the route map that directs learners towards goal accomplishment, could be identified through three elements—recurring behaviour, regular progress checks, and discernible start/end (Henry et al., 2015). Recurring reading behaviours can be referred to as reading habits, while motivation is the self-concept of readers (McGeown et al., 2015). In addition, beliefs link up the desired state of affairs with actions in the agent's repertoire (Friedrich, 2014). With the evidence of students having self-regulation, recurring behaviours, intensity, and depth of engagement in their reading, they have the facilitative structure constructed in their motivational systems.

The existence of emotion (affect) in learning can lead students toward goal achievement. Such positive emotionality refers to the enjoyment felt by learners when they do relevant activities leading to goal accomplishment (Kipp et al., 2011). There is the feeling of satisfaction, pleasure, fulfilment, rightness, centeredness, and self-propelling (Henry et al., 2015). This feeling or emotion in language learning is generally known as the affective domain that includes individuals' interests, attitudes, moral and ethical values, and social skills (Crompton & Sellar, 1981). Therefore, these emotions are crucial to building a good learning environment. They also serve as the result of effective pedagogical implementation that is useful for students to become more aware of the environment of education (Reis & Roth, 2009). In addition, varied emotional experiences (positive and negative) could lead to a diverse learning outcome. They commonly fall into the category of either outcome or predictors. However, learners are typically experiencing both emotions during a period of learning. Therefore, it is essential to know the fluctuation of those emotions in relation to the span of time and regard it not as static (Sansone & Thoman, 2005). Although positive and negative emotions interplay during learning, they indicate how the students will complete the whole learning session. Students' positive emotions are likely to facilitate students' learning and ultimately expand their perspectives (MacIntyre & Gregersen, 2012). This proposition is in line with Henry et al. (2015) in that positive emotions can be a source of enormous energy that students can use to achieve their goals. The emotional experiences during their learning have thus far strengthened their facilitative structure and help stay focused on achieving their goals. The three DMC features, reflected in their motivational currents, have helped students construct their L2 selves (Ölmez, 2016). As Shirvan and Talebzadeh (2020) propose that students' enjoyment and anxiety could be influenced by personal goals, teachers, and unpleasant learning experiences, this study similarly reveals that some of the student participants' sources of inconvenient learning experiences (negative emotions) are information-condensed books, books chosen by peers, noisy surroundings, and mood factors. Bearing this in mind, emotional currents during one's learning environment play roles in the goal achievement process and when not well-stimulated and managed could bring unexpected learning results in the long term.

Concerning motivation, students' enjoyment of their task performance can be categorized as positive intrinsic motivation and likely to share positive vibes with other tasks, whereas outcome-related emotions are indicated to affect extrinsic task motivation. Hope and anticipatory joy can positively affect total motivation (Pekrun, 1992). Positive emotions, more importantly, are indicated to strongly relate to motivation-related variables in Second Language Acquisition, such as Gardner's

integrative orientations and Dörnyei's L2MSS (Macintyre & Vincze, 2017). More interestingly, Zarrinabadi and Khodarahmi (2021) recently disclosed that others' goals, emotions, and even environmental changes could influence one's emotions and perceptions of self. In short, students' emotionality seems volatile as external factors may influence it. Therefore, positive emotionality, as indicated in the DMC, supplies positive energy to learners to pursue their goals. With the positive emotions existing in one task, it is highly possible that other tasks are positively influenced.

The findings of this study indicate the connectedness of reading, identities, and imagined future L2 self. As Henry (2019) affirms that DMC is the extension of Dörnyei's L2MSS and theory of vision (Dörnyei & Kubanyiova, 2013), and it relates to the development of identity-based conceptualization of L2 motivation and provides a template for understanding motivation that endures over time. Gee (2008) links reading and identities through the sociocultural perspective in that discourse in reading involves a social role such as identity and practices. It is through the process of adoption or resistance of texts that the social identity of a reader is constructed. When put into practice, identities are demonstrated through negotiation and identification, which enable readers to interact, understand, and share with others (Wenger, 2010). The participants' imagined Ideal L2 self of being a keen reader, an influencer, and a role model teacher strongly indicate the social roles of identity practices in which they share stories, interact, and even influence other people. Hence, these students' future imagined selves are inspired by a desired future and self-regulation (Ryan, 2009; Taguchi et al., 2018). In addition, the Ideal L2 self is the result of their passion, dreams, and values (Boyatzis & Akrivou, 2006). L2 learners who have a future vision through persistence and perseverance in acquiring language may develop a high commitment to the learning processes (Henry, 2019). As the motivation theories have affirmed, the imagined L2 self and future goals can become the reasons why people do something, how long they can sustain their choices, and how they make efforts to achieve the goals. The salient Ought-to-L2 Self is indicated by significant others, for instance, DS and ML, who feel that without reading, they will be left behind, and BL and NH, who need to understand the world and expand their perspectives, indicate the social expectation element.

In this study, the motivational currents of the students were identified to follow cyclic patterns (Larsen-Freeman & Cameron, 2008) in that several attractor states are present, and the system can move from one state to the other depending on the tasks. Motivation fluctuates like waves – which analogically is easily visible, has surface variability, and changes from one time to time (MacIntyre, 2012) and how much it swings depends on the tasks, the mood, and the occurrences before and after the tasks (Henry, 2014). Further, Ushioda (1996) affirms that learning behaviour could markedly swing over a shorter timescale, such as a lesson. Such a dramatic fluctuation also occurs in this study as experienced by BL. Her first book-reading motivation fluctuated from rate 7, 5, 3, 7, 6, 7. This was due to the task-related reading that was drawing (students were required to draw pictures that represented an interesting part of a book they were reading). In line with this, Gregersen and MacIntyre (2015) affirm that the variability of attractor states causing motivation and demotivation are interconnected and are continuously changing. The motivation dynamics, therefore, are constructed by variables that have two potentials for being positive and negative. The result tends to be positive when the state before and after a reading activity is supportive. However, this state is unstable as it keeps changing along with the

previous, current, and following states. These states make the students' motivational trajectories unique, context-bound, and keep changing.

6.   CONCLUSION

This study has confirmed the features of Dörnyei's DMC of students' L2 motivation in ERP. Although those nine participants had different reading experiences, they shared similar motivational systems which are unique and context-bound. The revelation of future imagined L2 identity as readers driven by their motivational currents needs to be continually envisioned during learning. Teachers' support, provide feedback, and design challenging and motivating reading activities (Khajavy et al., 2016). Reading materials, that cater to a target community's diverse interests and cultural issues (Peng, 2015), may be a good alternative. Alternatively, students can bring their favourite books and share them with their peers. Teachers can motivate students to develop their intrinsic motivation (Schiefele et al., 2012). These future-imagined identities relate to the concept of future L2 Self Image in Dörnyei's L2MSS. This future imagined L2 identity, in essence, could be enacted by orchestrating reading experiences that involve students in developing future lively images.

Identifying the sources of motivation and demotivation in reading is also helpful in projecting and designing engaging, motivating reading activities to help students maintain their motivation throughout their learning processes. Motivation trajectories in this EFL reading context tend to be cyclical because of the nature of reading properties – book choices, contents, reading environments, and tasks. Under dynamic systems, those natures play pivotal roles and make the changes even more fluctuated yet somewhat predictable. In the case where students have similar preconditioned reading properties, they are likely to maintain their motivation throughout the reading process.

Further studies may include the details of reading activities that can help learners sustain motivation to read and construct their future identities as sustaining readers. The use of RQM to investigate motivation under the dynamic system theory remains wide open as empirical studies are still rare. While this study has opted for homogeneous samples of students with high motivation, future studies can involve more varied student backgrounds, different reading experiences, measurements for motivational currents, and experiments in classrooms or reading communities to address generalizability issues.

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