

DIRECTED MOTIVATIONAL CURRENT (DMC) : A FUTURE RESEARCH AGENDA FOR INDONESIAN EFL TERTIARY STUDENTS

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ABSTRACT

There is a growing interest in researching A Directed Motivational Current or DMC this current period. The interest arose considering that DMC is the newest, unique and phenomenal motivational piece that embodies and elicits very positive and powerful motivational experiences which is constructed individuals or groups to achieve worthy goals with incredible speed, included learning English as the second language (L2). A DMC qualitatively is different from the ongoing motivation of a good students, cause of is relatively short-term, highly intense burst of motivational energy and along with a specific way of a clearly defined destination. DMC research was popularized less than a decade ago (Dörnyei, Ibrahim & Muir, 2015; Dörnyei, Muir & Ibrahim, 2014; Henry, Davydenko & Dörnyei, 2015; Muir & Dörnyei, 2013) that has been popular in every research conducted in several countries, including in Indonesia EFL tertiary students, although the number found is still small. We started by providing an overview of the structure of the DMC itself, the nature of DMC introducing by Dörnyei, who stated that having the nature of DMC, experiences it, can trigger students in receiving their goal. The core dimensions, a foundation, as distinguishing from other motivation term are goal/vision orientedness, salient and facilitative structure and positive emotionality. In addition, the paths for future research in pedagogical reserach direction as an illustration to research on DMC theory also was described, where they might begin and the scope of the future research in the context of EFL students in Indonesian tertiary level. The last is to make DMC a future research agenda. This is to answer the challenges of researchers who summon experts to conduct further research related to DMC in L2, due to the lack of this research in the realm of foreign language learning.

Keywords: *directed motivational current/DMC, language learner motivation, Future agenda of DMC.*

INTRODUCTION

Recently, research on motivation to master a foreign language is in a phase of change centered on complex relationships and the direction of a goal with a number of emerging parameters, especially aspects of motivation which have been developing rapidly and dynamically. Although, it cannot be denied, the debate about motivation has been going on for a long time. No wonder to say, if students have a motivation, they will spend their more time, energy, and efforts to reach their wants Atkinson & Raynor, (1974); Elliot (2008). Research on L2 learning

motivation is part of the changes and shifts that generate high enthusiasm to continue to make observations related to instilling motivation in students in tertiary institutions. This changing perspective regarding motivation from its dynamic aspect has convinced many analysts to find strategies to create lasting inspiration in the classroom, how do we motivate students, knowing their learning targets and goals, including students in Indonesia. To solve this problem, the concept of 'Directed Motivational Currents' (DMC) is presented (Dörnyei, 2020). In this miracle, the eternal nature of vision makes for a path of intense motivation that is generally doable. By having a unique picture of himself in the future, students will be able to focus all their vitality on achieving their goals. Also, in this period various variables that will decrease inspiration are overridden by the current. Parallel to these advances, a group of devotionals distributed by Dörnyei and his group (Muir & Dörnyei, 2013; Dörnyei, Muir, & Ibrahim, 2014; Dörnyei, Ibrahim, & Muir, 2015) have introduced a newest term of motivation, a DMC which is explaining why some people sometimes find themselves in interesting states of concentration and efficiency while locked into projects that fuel them for weeks or even months. It is said that understanding highly motivated and goal-oriented spikes, particularly DMCs, has great academic value.

However, the main challenge currently faced by researchers wishing to conduct more in-depth research on DMC is the lack of attention and encouragement they receive from researchers who are still lacking. The reason behind this demand for attention is probably largely due to the fact that investigations into DMC are still new, even at the campus level in Indonesian EF students, a very few have researched this. Very little research to the best of our knowledge has been published so far on DMC, Sak Mehemet (2019). In addition, another problem lies in the limited number of members to include in questions about reflection due to the rare nature of DMC magic. It is because of this situation that there is still a lot of space and gaps to move forward in order to elaborate and capture the essence of DMC as the development of new motivations, examining the knowledge gaps left by previous writers. Regardless of the alleged importance of academics researching DMC, having and knowing the direction of research will help researchers, especially academics in Indonesia, in digging deeper into this DMC phenomenon. With this idea, it is hoped that in the future researchers, teachers and lecturers will be motivated to conduct research related to DMC which deals with foreign languages on campuses in Indonesia specifically. This idea does not clearly lead the reader to have an in-depth understanding of DMC, but will only present points that are part of DMC research. Some preliminary research results regarding DMC are also presented to serve as support and insight for future researchers. However, we will present the future paths for DMC reserach that developing by Muir's (2020) which presents six paths for further theory development showing the scope of future research using the application of theoretical and applied conceptsthe paths, and are also the three core dimensions of DMC, as a foundation to do DMC reserach in acheiveing the target in learning goals.

DIRECTED MOTIVATIONAL CURRENT (DMC)

The latest development of L2 motivation research field particularly in social terms is Directed motivational Current (DMC) Dörnyei et al (2014, 2016). The term DMC illustrates that L2 motivation has clear goals/visions, makes behavior the path and is based on routine learning behavior, as well as the realization of the goals of ongoing learning. These features can enable the learner to generate a strong drive that directs and can maintain long-term student learning behavior Dörnyei et al., (2015). This concept that prioritizes effort and hard work consists of goal/vision orientation, salient and facilitative structures, participant ownership, and positive emotions (Henry et al., 2015). This theory requires multi-dimensional integration, from individual, chronological and environmental aspects in exploring L2 motivation. A DMC represents a kind of motivational pushed that creates a structured road map to set up towards a vision, this way, a detailed vision of possible future self acts as the fuel for this drive. By offering some examples of DMC, could immediately be recognisable. Within the field of education, a readily recognisable examples of DMC is someone working through a deadline writing task, ether the context work of study.

Let us imagine a tertiary students finishing their final dissertation, in the weeks leading up to this final deadline they might decline offers of evenings out and work with far greater spirit due to end succesfully producing a piece of work which represents the best of their capacity, thus ensuring that down the line they may be offered their ambitions job, the vision fuelling the DMC. For the period to the deadline, their behaviour is focusing highly and disciplined, geared at achieving the success. We can also find DMC in everyday conditions, like as when someone could ser themselves a target to lose weight and generally can live healthier than before. We can find here that DMC is different when someone who is intrinsically motivated in a particular place and someone who swept up in a DMC. As the above illustrations, a DMC is brightly and specifically vision oriented. Thus, simply Rasman (2020) illustrated that the typical example of DMC, especially in EFL Indonesian students, is preparing a learner for trip to foreign country, due to the his vision of being a good speaker, focuses on attention of foreigner language requirements, like memorizing cocabularies, getting language course, etc.

Further, scientists have called for more research on DMC theory from a dynamic perspective and the mechanisms of change in L2 motivation. This was endorsed by his Dörnyei, founder of the DMC (2014; Dörnyei et al., 2015; Henry et al., 2015). There are some relevant empirical examples. Henry et al. (2015) conducted the first systematic empirical study on DMC with immigrant students in Sweden. Alternatively, from the work of Zarrinabadi & Tavakoli (2017) compared to the work of Dörnyei et al. Also from (2015). Safdari & Maftoon (2017) identified a unique experience of Iranian learner DMCs with Italian. This reflects the rapid rise and fall of L2 motivation. Ghanizadeh & Jahedizadeh (2017) validating the Persian version of her DMC scale among her EFL higher education students in Iran. These early empirical studies describe and demonstrate the validity and efficacy of DMC for L2 motivational research.

THE CORE DIMENSIONS OF DMC; A RESEARCHER FOUNDATIONS

Motivation could be a complex concept, and DMC can be one good idea within it, an ideal match between its source and an auto-pilot-like procedure of action to support inspiration. DMC triggers the power of motivation and empowers individuals to sustain it through long-term productive learning. DMC has a set of characteristics that energize and sustain behavior of someone. There are 3 (three) main core of DMC, which are markers and determinants that a person experiences DMC within himself. Of course, these 3 cores will also be an important concern for researchers, a guide for future researcher, if you want to research DMC, make sure these 3 parts are present in your research activities. Some expert also name this different, like Dörnyei and his colleagues (2015), Dörnyei, Henry, & Muir (2016) call as the main characteristic of DMC, namely goal/vision orientedness, a salient facilitative structure and positive emotionality.

Goal/Vision Orientedness

DMC is always directional and an individual will move forward towards a certain goal that has been in mind. In other words, action is not random but directed. DMC Presents such a powerful motivation; it doesn't appear without a good purpose that provides cohesion for the two. Be self-driven and allow people to focus their energies on clear goals. This criterion also differentiates DMC from some other relatively high motivational practices. For example, interests and hobbies, these are not related to any particular end goal but are practiced solely for the enjoyment of that goal. Instead, the DMC has clear objectives, such as a nutritionist's target weight, a student-prepared performance or presentation, highlighting extracurricular projects and self-grown vegetable. Thus, vision becomes an important factor in DMC. Basically, goal and vision represent similar direction to attain goal, but there is a fundamental difference, a vision includes a strong sensory element, involves tangible images related to achieving a goal, Dörnyei and Kubanyiova (2014). Sheldin & Elliot, (1999), illustrates that ideas related to goals, should be the same as/relevant to identity. In accordance with the definition of Dörnyei et al., (2015: 103), the initial concept of DMCs is likened to the trajectory of a rocket, where the path can be predicted and taking into account the area around its launch as a basis for consideration. Research to date has taken initial steps in investigating the emergence of DMC (for example, in relation to specific goals and triggers, Ibrahim, 2017; Muir, 2020; Selçuk & Erten, 2017; Zarrinabadi et al., 2019; and there have also been early investigations of the application of DMC theory to language pedagogy through group projects (eg, Dörnyei et al., 2016; Muir, 2020; Muir et Al., (2020)

Salient and Facilitative Structure

The second core dimensions of the DMC theory relates to their structure. All DMCs have a clearly identifiable starting point, and it is the moment from which the motivation emerges that is continuously retriggered until the experience point ends, thus supporting a continuous flow of motivation. When experiencing DMC, the individual's idealized L2 self (Dörnyei, 2009) becomes a part of who they are at the gift: it is not only activated more frequently, it tends to be activated to a greater extent, even in situations where the ultimate goal may not be immediately apparent in front (Dörnei et al., 2016; see Lenton et al., 2013).

Further, DMC has a salient, recognisable structure which does not merely frame the process, but also plays a role position in facilitating the unfolding action. In addition, the process of undertaking the steps become a routine that is directly linked to initial set up. This could be compared to domino pieces that, when properly lined up, will all fall one after another from a single push because they are all part of the structure.

Therefore, the key of DMC is the existence and always a prominent structure, which not only provides an accommodating framework for the process, but which also takes an active role in keeping the current flowing. This can be seen, for example, in the descriptions of Bina, Athena and Oksana who each experienced DMC learning Swedish, and who carved out a certain period of time each day dedicated to learning (Henry et al., 2015). A further important structural element is the existence of proximal subgoals (Bandura & Schunk, 1981; a short-term goal chain consisting of a long-term goal path). In the DMC context, these serve not only as targets for goals and markers by which personal progress can be assessed, but they also play a key role with regard to the accessibility of affirmative input (positive progress input), which is integral to the process of supporting continued goal striving, for example Henry et al., 2015; Sak, 2019; Zarrinabadi & Tavakoli, (2017). Individuals experiencing DMC seem to be highly attuned to and receptive to feedback opportunities, interpreting like even non-verbal cues from that around them Dörnyei et al., (2016).

Positive Emotionality

DMCs also had to have and experience a positive emotionality or positive feelings to finish the task. People make attempts to reach the objective/vision in DMCs, and everything that reduces and enhances goal achievement becomes favorable and pleasurable Zarrinabadi, (2019). It is the third foundation that is so prominent in all DMCs' experiences. We can draw conclusions from examples like what happened to Tina in her Italian class (Safdari & Maftoon, 2017), Tina seemed to lose motivation because she gave up on coming to travel for an hour several nights a week. This experience is also close to the explanation from Csikszentmihalyi's notion of flow (1975/2000), and of course individuals may even experience discrete instances of flow within a longer DMC pathway. Furthermore, Dörnyei et al. (2016) feel that participating in DMCs is accompanied with positive feelings and emotions since individuals are engaged in activities that are both valuable and important, and will undoubtedly help them. A fundamental condition for DMC is that students need to believe in the necessity and significance of the projects and be confident totally of the possibility of achieving their last destinations. Conceptually, Flow and DMCs appear to be different, for example in the source of the positive emotions that characterize both (in flow, this is related to intrinsic happiness to completing the task itself, whereas in DMC, it is rooted in the usefulness of the task in contributing to long-term goal achievement),

Hiver & Papi, (2019), explained that motivation literature, both from the mainstream and the context of Literature Linguistic, has changed its meaning in recognizing motivation as a dynamic construction in recent years. For example, about the situational context that develops from time to time. This then becomes a

response to the ever-changing foreground motivational perspective. As said by Henry (2019), that "The DMC construct is a product of this shift in theorizing of motivation." This is due to the nature of DMCs which are independent and integrate two things, namely the concept of cause and effect, which means that the initial motive for doing something is the main source of energy within oneself in carrying out that goal Dörnyei et al., (2016). This is why DMCs have their own place in research on motivation. When DMCs are ongoing, they are able to regulate fluctuations in individual experiences of striving for long-term goals Gümüş, (2019) and Selçuk & Erten, (2017), and align various factors against our backdrop of a chaotic world. DMC has thus been argued to open "a window for systematic research into motivational dynamics" Dörnyei et Al., (2015).

RESEARCH PATH; AN AGENDA FOR FUTURE DMC

Talking about research related to DMCs, many people have done research empirically even though it is still in its early stages. There are several studies containing confirmatory studies, interrogating the underpinnings of DMC theory (e.g. Henry et al., 2015; Safdari & Maftoon, 2017; Zarrinabadi & Tavakoli, 2017), qualitative research investigating specific aspects of the DMC experience (e.g. positive emotionality, Ibrahim, 2016; and characteristics of DMC emergence, Ibrahim, 2017; Muir, 2020), and research investigating the relationships between DMCs and related areas of interest (such as autonomy and self-efficacy, e.g. Pietluch, 2018, 2019; Zarrinabadi et al., 2019). Apart from that, there is also a quantitative approach taken by Muir, (2020); Ghanizadeh & Jahedizadeh, (2017), which further assessed the relevance and broad generalization of the DMC framework. There are also those who provide interrogations related to pedagogical aspects as carried out by Dörnyei et al.'s, (2016), and also seven proposed frameworks for focused and empirical interventions (eg Muir, 2020; Muir et Al., 2020; Samson, 2016).

For the purpose of development, the author tries to find more specific gaps and highlights through other fields of investigation. So the reasons for conducting further studies related to DMCs can be fulfilled more scientifically.

Future path 1. Triggering and re-triggering the current: The launch and continuation of DMCs.

Here are two factors that are key in achieving success in running DMCs. The first is the alignment of the conditions of need and availability of a specific triggering stimulus (Dörnyei et al. 2016: 59). Therefore its emergence depends on its relationship with various contextual, personal, and time factors that intersect with it. The key to each initial condition is how to control the mind in setting goals, then about reasoning in controlling ownership and there is a balance related to challenges and skills possessed. In the context of group DMCs, this last condition is replaced by an equivalent group level; "the maturity of the group to work independently" (Dörnyei et al., 2016: 151). In addition, from Ibrahim (2017), the two most important conditions that emerge are clear goals to be achieved. Gümüş (2019) emphasizes the importance of an initial situation or parameter as a trigger that will be the initial benchmark and Sak (2019) also underscores the link between DMC and recent learning experiences.

Negative experiences are also used as one of the triggers for DMCs. In a deeper study, Muir (2020) found triggers obtained according to what he reported from 1,452 of his research participants and then he divided them into four different groupings, namely, triggers linked to positive external influences (e.g. a final piece of the puzzle falling into place), triggers linked to negative external influences (e.g. a form of reaction/need to save face), outcome-led triggers (e.g. a single, explicit goal/vision) and triggers linked to more interpersonal reasons (e.g. finding a new passion and immediately becoming hooked).

Ibrahim (2017) provides an affirmation of five triggers that trigger the experiences of his research participants, they are: a negative emotion, meet and share with people who share the same passion, the emergence of opportunities, new information, and moment of awareness/awakening). Qualitatively these five things have a reciprocal relationship between these triggers and the context of the actions they take. In exploring each of these questions, such as questions related to conversely, barriers to DMC emergencies and continuance, Muir (2021) deals with the potential to find more effective toolkits in his pedagogical review.

Research path 1a: the initial condition of a situation is related to the next function, the dynamic relationship between DMC triggers motivation and the surrounding environment. Furthermore, a descriptive approach has been taken to emphasize this area. The types of motivational triggers are also emphasized through several methods such as Retrodictive Qualitative Modeling (RQM) by Dörnyei, (2014) where this has the potential to explain these interactions.

Research path 1b: This research describes the relationship between triggers associated with DMCs. DMCs are supported through ongoing triggers of the current after distractions (Dörnyei et al., 2016). There is still little knowledge about the characteristics of the specific functioning of these triggers. For example, it is still unclear about the shape or model of these triggers, whether these types of triggers are identified from a data set that has a relationship with the point of emergence of DMCs that can be mapped in the same way. Our focus can be on the re- triggers' of DMCs who have different goals and how these contribute or influence DMCs' emotionality. The question is whether it is important to know that these re-triggers fail to maintain DMC current. Investigating this can be done by paying attention to the dynamics that occur which result in DMC failure, for example through the way a teacher manages more specific aspects in the classroom during practice or when designing teaching materials which are of course related to the emergence of DMCs.

Future path 2. DMC and individual difference

Research related to the context of flow theory and psychology which tends to be related to experience is believed to attend to autotelic personality which emphasizes the differentiating factors of each individual in their flow experience. This becomes the hypothesis that similar personality can be identified in the DMCs relationship (Dörnyei et al., 2016). Subsequent research explained that certain personality competencies tend to experience DMCs for some people on several different occasions (Gümüş, 2019, Muir, 2020; Selcuk & Erten 2017; Ghanizadeh & Jahedizadeh, 2017).

Research on the notion of autotelic personality has also been the focus of a relatively small stream of research (Swann, Keegan, Piggott & Crust, 2012), and it is possible that future research in each context can make a productive contribution. This research path is very important from an application pedagogical perspective, while remaining rooted in DMC theory in a more specific context. The right direction to start exploring factors and personality in the context of DMCs is about the flow of literature which is closely related to autotelic personalities. Many studies link it to what is termed the Big Five or Five Factor Model (FFM). This FFM consists of, openness, conscientiousness, neuroticism, agreeableness and extraversion with the Inventory model from Costa and McCrae (1992). Other support to reinforce this step comes from Ross & Keizer, (2014), they provide conclusions that there is a substantial degree of overlap between flow-propensity in general life and FFM personality traits, which indicates that autotelic personality can be captured by most FFM nomologies. The characteristic that emerges is that a person tends to experience a higher flow related to conscientiousness than a lower neuroticism.

Research has focused not only on these 'big five', but also the aspects they each consist of (for example, the positive correlation of higher conscientiousness with a tendency to experience flow has been shown to be most strongly associated with aspects of self-discipline and achievement efforts; Ross & Keizer, 2014), and Ross and Keizer (2014) have further investigated the relationship between FFM and discrete aspects of the flow experience. Other studies that show novelty about strong flow come from Teng, (2011), and Keller and Bless (2008) and Keller and Blomann (2008). They have found a systematic relationship between individual differences in various self-regulatory competencies and flow experiences. Relevant personality traits are discussed further by Baumann (2012) as a representation of differences in individual needs for achievement and key competencies related to self-regulation. So that future research that also investigates this factor is considered to be very useful in the context of DMCs.

Furthermore, related to research that investigates the relationship between a person with DMCs traits and other psychological variables. To strengthen the statement, an investigation is made about the relationship between a person's ability to communicate/individual's willingness to communicate (WTC), autonomy, self-confidence and also self-concept (Zarrinabadi et al., 2019), and self-efficacy (Pietluch 2018, 2019). In the future, there may be research that also explores the relationships. Such developments will be invaluable for research related to the development potential of DMCs theory. Although it is presumed that future research is more likely to focus on the experiences of DMCs than others. However Dörnyei et al. (2016) have the opinion that all of this will depend on the environment and opportunities, it is possible that each individual has characteristics of motivation depending on the situation and environment.

Future path 2a: High awareness and low neuroticism have a strong correlation with a person's tendency towards flow experience. This shows that the initial practice starts from research that has a close relationship with DMCs. Large-scale quantitative questionnaires can investigate any existing correlations that may have been validated and have a scale according to existing previous work.

Future path 2b: According to Başöz and Erten (2018, 2019), the future avenue will be examined further through the line between the experience of a person of DMCs and Individual willingness to communicate. In this regard, the ability of DMCs for a person can increase by looking at the ability of students to comply with the rules of manners. Observation in class can be used as a productive way to collect data on the relationship between DMCs and WTC. Besides that, the additional benefit is that video observation can be used as support to give effect to strengthening students' language skills as well. So that the classroom observation model has multiple benefits.

Future path 3. Pedagogical implications 1: Group-DMCs and projects

The extent of the implementation of educational projects in pedagogic settings, even though it is not a new methodological approach, historically the theoretical approach has not been very strong. (Stoller: 2006). The theoretical basis that is generally used tends to look for literature that claims positive results, such as about student motivation, autonomy and self-confidence. The DMC theory is positioned as an advanced theoretical basis that has a comprehensive framework for development purposes, especially in Lling, because according to Muir, (2020: 202) this is still lacking. In the context of general education, there are several project-based research that are constantly evolving and emerging in the Lling context (Beckett & Chamness- Miller, 2006; Beckett & Slater, 2020; Gras-Velázquez, 2020). Talking about project design, what can be shown the most is task based language teaching (TBLT). Although there is a lot of literature discussing this, our focus is only on the cognitive aspect rather than the task design motivation (see Dörnyei, 2019).

Investigative research is like dancing the effects of task design related to student involvement, both students with their assignments or students with other students. (e.g. Erten & Altay, 2009), so this is especially relevant since the project is a series of interrelated tasks. According to the book Dörnei et. al. (2016) there are seven frameworks for focused intervention which are the beginning for the application of DMC theory, especially in language pedagogy. Variants of this project design provide a different theoretical foundational position for DMCs. the 'That's me!' project, while the DMC structure is the core of the 'Step by Step' and 'Story Continuation' variants. Conceptualization in the form of project design certainly adapts to different goals, such as different class contexts, different student groupings and different pedagogic goals. Muir (2020), emphasizes the fact that any project design can be considered to have the potential to generate motivation but is not necessarily guaranteed.

This project framework is centered on a comprehensive end goal (All eyes on The Final Product). In facilitating the DMCs group, an EFL Business English class has been appointed at one of the Australian private schools. (Muir 2020). In this research, there is evidence that there is a strong emergence of DMCs between groups in fundraising and charity activities, but this research is still a first step and has not yet explored the practical application of DMCs theory.

Research path 3a: The potential for DMCs appears in the research project "all Eyes on the Final Product". Therefore, follow-up is needed to make the project design more perfect. The efficacy of this project design was determined by

trying different project designs, with different groups of students, taught by different teachers and directed to different ends. There is a practical template directed from Muir (2020) and muir et al. (2020) which allows us to collect data collected through interviews, observations and also participant journals.

Research avenue 3b: The large number of empirical studies that rely on outcome variables without linking findings specifically to the development of Second Language, Ushioda, (2016) has led to broader criticism, especially of motivational research. Research that is centered on DMCs and has an inherent goal orientation and is self-sustaining can ideally address this challenge. As reported by Muir (2020) that the development of language skills has increased, especially in vocabulary skills and also speaking/listening fluency. This focus on language acquisition will provide a productive start for further studies.

Future avenue 4. Pedagogical implications: Instructed classroom environments and individual-DMCs

The role of the teacher in the classroom in general is to manage group dynamics along with developing students' roles in positive terms, following norms and how students can blend in each component in class. However, Individual-DMCs have relevant goals and are sourced from the identity and learning environment in order to support students in learning. The influence of contextual factors on the DMCs process was reported by Sak (2019), there were two students who experienced Individual-DMCs and highlighted the starting point of their motivation. These two people get triggers when taking courses and setting aside more time to study. However, the DMCs of these two students have no relationship with how the students apply them to their daily lives. Sak highlighted how the course could impact their DMCs' experiences. An area that comment on is the importance of the classroom environment in relation to receiving affirmative feedback. This positive progress feedback had additional significance for the two students' DMCs, and according to Özge's findings that the student's anxiety level increased especially at the time of taking exams because he was afraid of getting negative feedback. What is interesting to note is the perception that both students believe they will get high marks if their teacher teaches well in the class.

Sak (2019: 168) gives the characteristic that the class that gets the highest score is the class that has teaching that provides autonomy space for individuals so that they are free to express themselves. Gümüş (2019) also provides a similar conclusion. In his research, the process for exploring motivational and affective states in the classroom, and patterns of fluctuations in EFL learner effort, and the specific factors influencing these ebbs and flows. The teacher's ability to carry out learning practices provides an important role in supporting students to experience Individual DMCs. In addition to the availability of teaching materials, the teacher's ability to control the classroom atmosphere, the emotional state and the activeness of students in the classroom also play an additional role that influences student DMCs.

Various factors in the context of learning in a language class can influence students' experiences of DMCs. This can only increase and can also damage student DMCs. This also applies to Individual -DMCs. for individual DMCs, a useful area of inquiry could center around the ways in which DMC experiences

are promoted and inhibited as they depend on context-specific and situation-specific parameters associated with the language class being instructed, and the resulting effects on student experience.

Research avenue 4a: In order to develop an empirical basis to find a form that can meet pedagogic needs that also supports their DMCs experience, further research is expected to provide information about the way Individual DMCs are promoted and find inhibiting factors for their implications in the classroom. If a study focuses on feedback then this is considered a useful starting point. For example, exploring whether or in what way students can experience Individual DMCs. Then are there any variations in how to do it when giving feedback. In addition, the interview process can also be carried out after the Group-DMCs end, then analyzed with the collected data so that they can find better data so that it is possible to carry out implication practices in a comprehensive manner.

Future avenue 5. DMCs and longer-term positive effects

An interesting question in this discussion is whether there are positive long-term effects of experiencing DMCs? Actually there are no studies that focus on discussing this. However, in the context of Lling, research from Muir (2020) has shown relevance, especially regarding the effects of short-term studies abroad. It is widely recognized, both in anecdotal and empirical records, that periods of study abroad do not lead to uniform student experiences of success, even for students in apparently identical environments (Churchill & DuFon, 2006; Kinginger, 2011). Some students showed progress and were able to experience lasting effects, especially on aspects of effort and self-efficacy (Fryer & Roger, 2018; Ueki & Takeuchi, 2016). The opinion that emerged was that the positive effect did not only come from the student's own experience, but the critical factor was the DMC experience itself. It will take a great deal of time and effort if it is to facilitate the experience of student DMCs through the introduction of projects. However, it can be proven about how students' experiences/habits can survive even after the DMCs project ends.

Research path 5a: To document the long-term effects of DMCs Lling can be done at 2 or 6 to 9 months after the DMCs end. This process can be investigated through the context of STSA or other contexts. The enduring positive results documented in the STSA literature related to student motivation, L2 self-ideal, effort, and self-efficacy (Fryer & Roger, 2018; Ueki & Takeuchi, 2016), suggest a potential practical starting point for research.

Research path 5b: Cases of sustained positive effects after DMCs experience are gleaned from in-depth, qualitative case studies (duff, 2020). In collecting data, it will be found that why some individuals do not experience the effects as expected and also why there are individuals who experience effects as expected. Investigation can include an exploratory process of what factors are hindering it and also how to find preventive measures for these obstacles.

Future path 6. DMC and long-term motivation

DMC is unique from various other success experience theories, for example striving for long-term goals individually for those experiencing DMC do not need to rely on persistence, fortitude, or highly self-regulating forms of

behavior to maintain the flow of motivation, thus DMC has been positioned as a representative the 'perfect' approach to motivation (Dörnyei et al., 2016). The distinction between approximation and dispelling motivation has long been recognized in the history of psychology, but across the field of L2, research on regulatory focus has received little attention (Csizer, 2019; Papi et al., 2019). Nowadays, however, long-term motivation has also been positioned as part of future research (Dörnyei, 2020), and Henry and Davydenko's use of DMC theory as a template for studies demonstrates its usefulness beyond that rooted solely in understanding the DMC experience of outside and from within itself.

Another emerging area in the context of L2 for future research on DMC and long-term motivation is language learner engagement, Mercer & Dörnyei, 2020; Hiver, Al-Hoorie & Mercer, (2020). It is undeniable that the definitional differences between 'motivation' and 'engagement' continue and are still the subject of discussion, but the "core idea" at this center is real action (Mercer, 2019: 3): From this it can be understood that sometimes it is students who are motivated High level only wants to be involved in real activities in the form of behavior. Research on learner engagement in language is relatively young, but well established in mainstream education, where it is described as the "holy grail of learning" by Sinatra et al., (2015). Furthermore, Mercer (2019) argues that DMC theory can provide a major avenue for the development of further understanding related to language learner engagement.

Research path 6a: From the findings of Selçuk & Erten (2017) and Gümüş (2019) where individuals who experience DMC can show a more stable longitudinal trajectory than motivated individuals who do not experience DMC. The DMC is able to penetrate the complexity of the surrounding environment, and serves to harmonize multiple factors towards a single outcome (Dörnyei et al., 2015). It may therefore be reasonable to conclude that the DMC experience may also positively influence other elements related to the longitudinal stability of motivated action, and the opportunities for this longitudinal research are wide open. Future research may be productively directed to investigate the longitudinal stability of variables such as ideal L2 self, effort, self-efficacy and WTC, then compared with highly motivated individuals who do not experience DMC.

Research path 6b: Early on in this line, we've brought this up. In the DMC research plan, exploring student involvement consisting of cognitive, affective, and behavioral aspects can be considered, this is what Fredricks et al., (2004) said. With a view to supporting the ability of teachers or lecturers to construct project designs capable of supporting certain aspects of student engagement. Issues of interest to raise include the extent to which certain aspects of student engagement vary with different project designs, or between similar project designs geared toward different ends, and the extent to which student engagement (and various aspects) vary among individuals or group members, across and/or after DMC groups (and factors that might explain this variation). This seems interesting too.

CONCLUSION

In this paper, we have outlined six items to the future path for DMC research and the three core of DMC, which can not only be used in a global context, but more specifically, to become a reference for EFL researchers in

Indonesian tertiary level. This future path was developed by Muir (2020) recently. We realize that this presentation is not complete, so it can be used as research material for those who want to write down other ideas for a future research account. But this notion has clearly indicated a more specific area to study, a practical methodology that might be adopted. This is the main capital because with a broad scope with clear research directions, the diversity of methodologies and innovations as well as research targets, makes research on DMC more interesting. It is important to note that research into the area of motivation has undergone a revolution in recent years Muir & Gumus (2020) and the field of applied linguistics more broadly has also seized this moment to take part, and consciously consider and develop theoretical principles underlying field-specific methods (McKinley, 2020). Simultaneously embracing the various approach is gaining acceptance, and methodological innovations are emerging partly as a direct result of it (Hiver & Al-Hoorie, 2020), showing high promise for future research efforts and findings that await at a later date. We feel confident that the potential reward of researchers in connection with future DMC research will be well worth the effort they put into it.

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