

## Examining Motivational Dynamics and L2 Learning Transitions of Air Cadets Between Year One and Year Two: A Retrodictive Qualitative Modelling Approach

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**Abstract :** Air cadets who aspire to become military pilots upon graduation undergo rigorous training at military academies. As first-year cadets are akin to civilian freshmen, they encounter numerous challenges within the seniority-based military academy system. Imposed routines, such as mandatory morning runs and restrictions on mobile phone usage for two semesters, have the potential to impact their learning process and motivation to study, including second language (L2) acquisition. This study aims to investigate the motivational dynamics and L2 learning transitions experienced by air cadets. To achieve this, a Retrodictive Qualitative Modelling approach will be employed, coupled with the adaptation of the three-barrier structure encompassing institutional factors, situational factors, and dispositional factors. Semi-structured interviews will be conducted to gather rich qualitative data. By analyzing and interpreting the collected data, this research seeks to shed light on the motivational factors that influence air cadets' L2 learning journey. The three-barrier structure will provide a comprehensive framework to identify and understand the institutional, situational, and dispositional factors that may impede or facilitate their motivation and language learning progress. Moreover, the study will explore how these factors interact and shape cadets' motivation and learning experiences. The outcomes of this research will yield fundamental data that can inform strategies and interventions to enhance the motivation and language learning outcomes of air cadets. By better understanding their motivational dynamics and transitions, educators and institutions can create targeted initiatives, tailored pedagogical approaches, and supportive environments that effectively inspire and engage air cadets as L2 learners.

**Keywords :** second language, education, motivational dynamics, learning transitions

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