Fostering Directed Motivational Currents through Group Projects: An investigation into Vietnamese EFL high school students

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British Council's Master's Dissertation Awards 2024
Special Commendation

Nottingham Trent University
MA in English Language Teaching

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by

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Dissertation submitted to Nottingham Trent University School of Arts and Humanities, in partial fulfilment of the requirements of the degree of
Master of Arts (English Language Teaching)

Date of Submission
(09/ 2023)

Word count
14,927

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LIST OF ABBREVIATIONS

- DMCs: Directed Motivational Currents
- EFL: English as a Foreign Language
- L1: First Language
- L2: Second Language
- NTU: Nottingham Trent University
- PBL: Project-based learning
- SLA: Second Language Acquisition
- RQ1: Research question 1
- RQ2: Research question 2
- References to data excerpts are formatted as follows: e.g. Trang DWW1: Trang is student's pseudonym; D is diary; W is Wednesday, W1 is week 1. Vy IFW3: Vy is student's pseudonym; I is interview; F is Friday, W1 is week 3.

  D: Diary
  I: Interview
  M: Monday
  Tu: Tuesday
  W: Wednesday
  Th: Thursday
  F: Friday

  W1: Week 1
  W2: Week 2
  W3: Week 3

ACKNOWLEDGMENT

My profound gratitude goes to my supervisor, Dr. Sam Barclay who inspired me to do research into Directed Motivational Currents. Without his productive guidance, constructive criticism and wholehearted encouragement, this dissertation would have not been accomplished. I am also greatly appreciative of all lecturers and teaching staff who have enlightened me about knowledge of English Language Teaching throughout my MA journey. I would like to express my appreciation to the teacher and high school students whose cooperation is of crucial importance to my research project.

I am also thankful for the chance to study with my ELT course mates and for the valuable memories we shared. My special thanks go to my dear friends, Xuan, Nha, Truc, Huong and Huyen for their warm-hearted care and encouragement.

Last but of no less importance, I wish to express my deepest gratitude to my parents who have made sacrifices for me to have a good education and to thrive in this academic journey. Mom and Dad, I am so proud to be your daughter! Also, sincere thanks to my younger brother, Hieu for his enthusiastic help. Without unconditional love and mental support from my family, I would not have completed my dissertation.

ABSTRACT

Directed Motivational Currents (DMCs) are the most recent L2 motivational framework which outlines a period of intense motivational surges in pursuit of highly valued personal goals or visions. Although there has been a wider range of research with an attempt to validate this novel framework and broaden our knowledge of this unique motivational drive, still scarce studies have investigated the application of DMCs in L2 pedagogical contexts. Dörnyei, Henry and Muir (2016) proposed the implementation of group projects to facilitate DMCs in educational settings, particularly in L2 classrooms, and suggested a future line of research on this proposal. Project-based learning (PBL) has been integrated into many language instructional contexts and considered as a useful approach. In the Vietnamese context, projects have been incorporated in the National Foreign Language Curriculum with the aim at enhancing students' use of language to perform realistic tasks and fostering their engagement in classroom learning. Despite a growing body of research on the benefits of PBL to learning attitudes, skill development and academic performance in the Vietnamese context, the relationship between PBL and long-term motivation has remained underexplored. Therefore, this dissertation aims to examine the possibility of implementing group projects to elicit DMCs in the Vietnamese EFL setting by partially replicating Muir, Florent and Leach's (2020) study. The present research also expands the original study by exploring the factors that sustain and impair DMCs. While the original study sampled adult learners in an Australia-based business English class, this research project examined DMCs in a Vietnamese EFL high school classroom. Participants including 20 high school students and their teacher participated in a group project that was designed following Dörnyei, Henry

and Muir's (2016) framework with DMC potential, **All Eyes on the Final Product** for three weeks. Participants completed diaries every Wednesday and Friday while interviews were also carried out daily and weekly with students and teachers, respectively. The data were collected and analysed using thematic analysis with the assistance of Nvivo 12. The analysis showed that it is possible to foster DMCs through a group project with DMC potential. The fundamental components of the DMCs framework could be elicited from the data namely goal-orientedness, a salient facilitative structure and positive emotionality loading. Therefore, the current research supports the implementation of projects to facilitate DMCs in L2 classrooms. Moreover, the analysis also identified important themes related to the factors that sustained DMCs including motivating class groups, the teacher and novel language activities and materials and factors that impaired DMCs including group conflicts and lack of self-confidence in abilities.

CHAPTER 1: INTRODUCTION

1. Rationale

In the field of second language acquisition (SLA), motivation has been an important research area due to its significant contribution to the success of second language (L2) learning (Dörnyei and Ushioda 2021). L2 motivation is frequently perceived as the drive that energises and directs learning behaviours (Dörnyei 1998). Abundant research has demonstrated the positive impacts of L2 motivation on learning outcomes, for example, L2 persistence (Dörnyei 2010; Feng and Papi 2020), L2 achievement (Khan 2015; Moskovsky et al. 2016; Kim and Kim 2018) and course satisfaction (AI-Hoorie 2018).

SLA research has recently shifted focus towards complicated relationships among factors that affect L2 learning, leading to a prevailing trend for investigations into the complex and dynamic nature of motivational processes (Dörnyei 2019). Following this trend, Dörnyei and his colleagues (Muir and Dörnyei 2013; Dörnyei, Muir and Ibrahim 2014; Dörnyei, Ibrahim and Muir 2015) introduced Directed Motivational Currents (DMCs) which are intense and enduring periods of motivation in a quest for personally valued and clearly defined goals. This novel framework studies why L2 learners experience a unique state of motivation when pursing their highly desired goals and how motivation can be sustained over time. Although DMCs are believed to have many pedagogical values (Muir and Dörnyei 2013), there have been scant research that shed light on the operation of DMCs in L2 classrooms (Gümüş and Başöz 2021). Dörnyei, Henry and Muir (2016) argued that DMCs in pedagogical discourses

can emerge through group projects, which called for further empirical validation (Muir and Gümüş 2020). Considering the Vietnamese context, DMCs have been rarely examined, which challenges the validity of the framework in this context. Most DMCs scholars examined adult learners while young learners, especially high school students have been underexamined. Therefore, future research on the Vietnamese EFL high school context may make a valuable contribution to the growing body of literature on DMCs. Moreover, given the dynamic nature of motivation and its connection with social, contextual and individual variables (Dörnyei and Ushioda 2011), it is necessary that teachers understand factors that sustain and impair DMCs to design a motivating instructional process.

2. Motivation for this study

From my teaching and learning experience, I believe that it is essential to facilitate long-term motivation by creating an environment where students understand their learning outcomes and make own decisions to achieve desired goals. Understanding DMCs could help me foster motivating environments which enable students to have agency in classrooms and self-explore own potential with enjoyment. In Vietnam, under the National Foreign Language 2020 project[1], project-based learning (PBL) has been incorporated into the new ten-year English textbooks to encourage the practical use of language skills and knowledge (An 2023). Project work in textbooks can be appropriately adapted to students' interests and classroom conditions. However, from my experience in implementing classroom projects, I found a

[1] Vietnam National Foreign Language 2020 project has been implemented with the aim of improving the quality of foreign language education over the 2008-2020 period. This aims to enhance Vietnamese students' confident use of foreign languages for study, communication and work purposes (Nguyen 2017).

major challenge in designing projects that effectively enhance students' language skills and learning interest, which was also asserted by Nguyen and Nguyen (2019). Addressing this issue is of potential value to practice; thus, I considered Dörnyei, Henry and Muir's (2016) proposal that DMCs can be facilitated in classrooms through group projects with DMC potential.

From the rationale and motivation above, I decided to conduct a study on *'Fostering Directed Motivational Currents through Group Projects: An investigation into Vietnamese EFL High school students.'*

3. Research aims

This research intends to examine the possibility of facilitating DMCs through group projects in the Vietnamese EFL high school context. In line with the dominant trend to study the complex dynamic nature of L2 motivation, this paper aims to identify factors that sustain and impair DMCs. Among few studies on the pedagogical application of DMCs, Muir, Florent and Leach (2020) is significant due to its effective research methodology and convincing evidence for the emergence of DMCs from group projects. Therefore, to achieve the research aims, I replicated their qualitative study in which diaries and interviews were collected to investigate students' motivational experiences during their participation in the project.

4. Organisation of the study

This paper consists of five chapters.

CHAPTER 1. INTRODUCTION

This chapter presents rationale, motivation for this research project, research aims and organisation of the paper.

CHAPTER 2. LITERATURE REVIEW

This chapter discusses the literature on DMCs including the theoretical construct, research on DMCs and the facilitation of DMCs in L2 educational contexts through group projects.

CHAPTER 3. METHODOLOGY

This chapter outlines the research methodology including research context, participants, project design, approach, instruments, data collection and analysis.

CHAPTER 4. FINDINGS AND DISCUSSION

This chapter presents and discusses the identified themes to answer research questions.

CHAPTER 5. CONCLUSION

This chapter summarises the findings, acknowledges limitations and highlights practical implications and future research recommendations.

CHAPTER 2. LITERATURE REVIEW

1. The emergence and significance of Directed Motivational Currents (DMCs)

The six-decade history of L2 motivation theories has witnessed the attempt of researchers to expand knowledge of L2 motivation from the pioneering construct of Integrativeness to the cutting-edge framework of Directed Motivational Currents. Four periods of L2 motivation theories were recorded: (1) the socio-psychological, (2) the cognitive-situated, (3) the process-oriented and (4) the socio-dynamic (Dörnyei and Ushioda 2021).

The socio-psychological period introduced two motivational constructs: Integrativeness and Instrumentalism. Integrativeness considered L2 motivation as longing to communicate with L1 speakers and understand their culture while Instrumentalism concerned willingness to learn L2 for certain advantages and values (Gardner and Lambert 1959, 1972). These concepts lost momentum in the 1990s because they explained motivation in a simplistic way and neglected factors influencing L2 learning (Crookes and Schmidt 1991; Dörnyei 1994). The Cognitive-situated period made improvements by explaining L2 motivation from cognitive perspectives and conducting examinations into specific learners and settings. The highlights of this period included Goal-setting theory (Locke and Latham 1990) and Self-determination theory (Deci and Ryan 1991) and Self-efficacy (Bandura 1986, 1995, 1997). From investigations into particular learners and contexts, researchers identified motivation as a complex and ever-changing phenomenon and thus suggested more insights about the dynamic nature and temporal variation of L2 motivation (Dörnyei 2009). The process-oriented period attempted to satisfy the curiosity about the ongoing process and temporal

dimension of L2 motivation (William and Burden 1997; Dörnyei and Otto 1998; Ushioda 2001). The dominant construct was the process model which described the fluctuation of motivation from the pre-actional stage of choosing goals to the stage of goal achievement (Dörnyei and Otto 1998). However, this model explained that the learning process is enacted by itself while ignoring its relation to other subjects; hence, failed to consider the complex dynamic nature of L2 learning (Dörnyei 2005). Most recently, following the dynamic turn of SLA research, the socio-dynamic period aimed to explore the complex nature of L2 motivation process and its relationship with personal, social and contextual variables (Ushioda 2009). An important theory of this period was L2 Motivational Self System (Dörnyei 2005, 2009) explaining the dynamic complexity of L2 motivation regarding three components: (1) ideal L2 self that learners ideally want to become, (2) ought-to L2 self that learners feel they should become and (3) L2 learning experiences (e.g. curriculum, teachers, peers) that influences these two selves.

In the socio-dynamic period, Dörnyei (2019) continued to argue that the ultimate question for researchers is not only the source of L2 motivation but also how this motivation can be sustained throughout the slightly slow process of SLA to develop L2 competency. Thus, for the understanding of long-term motivation and sustained motivated behaviours, Dörnyei and his colleagues (Muir and Dörnyei 2013; Dörnyei, Muir and Ibrahim 2014, 2015) proposed Directed Motivational Currents (DMCs) theory. DMCs are defined as the intense and enduring periods of motivation in a quest for personally valued and clearly defined goals (Dörnyei, Ibrahim and Muir 2015).

To explain why DMCs were underexplored in past periods, Dörnyei, Henry and Macintyre (2014) indicated the restricted temporal focus of existing L2 motivation frameworks. Motivation research traditionally adopted a cross-sectional approach which only examined single constructs and motivation regarding generalisable variables (e.g. expectations of achievements, perceptions of the sense of achievements) (Henry, Davydenko and Dörnyei 2015). Therefore, despite abundant findings about the influence of goal-related dispositions on learners' behaviours, theories have not examined the link between these dispositions and specific behavioural processes over time (Dörnyei, Henry and Muir 2016). DMCs can address this gap by providing a motivational framework 'which handles goals and goal-related behaviors together in an experiential form within a concrete learning context' (Dörnyei, Henry and Muir 2016, p.33).

From complex dynamic perspectives, researchers examined the relationship between motivation and multiple factors. The complicated interplay between these factors posed significant challenges to the interpretation and evaluation of specific events, leading to a downside in researchability (Dörnyei, Muir and Ibrahim 2015). DMCs provide a framework which directs motivational drive towards the final goal even amid competing influences; therefore, behaviours in DMCs are more predictable. This predictability may offer opportunities to conduct systematic research and thus help address research challenges posed by the complexity of Complex Dynamic System perspectives (Muir 2020).

2. The theoretical framework of DMCs

When caught up in DMCs, individuals perform goal-oriented tasks that may affect their normal life routines, yet consider such intense work effortless and gain enjoyment in completing tasks (Henry et al. 2015). To describe DMCs, Dörnyei, Muir and Ibrahim (2014) summarised three fundamental components: **goal/ vision - orientedness, salient facilitative structure** and **positive emotionality.** Although DMCs are novel, their components have direct relevance to previous theories including Goal-setting theory (Locke and Latham 1991), Flow theory (Csikszentmihalyi 1990), Self-determination theory (Deci and Ryan 1985) and L2 Motivational Self System (Dörnyei 2005). The following discusses the DMCs framework and its relation to preceding theories.

2.1. Goal/ Vision orientedness

The most important feature of DMCs is a well-defined goal or vision that concentrates individuals' energies on accomplishing the goal, helping maintain long-term commitment and avoid unnecessary tasks (Dörnyei, Muir and Ibrahim 2014). Although similarly representing a purpose to achieve future states, a vision differs from a goal in containing concrete images of goal achievement (Dörnyei and Kubanyiova 2014). The visualised components can boost the intensity of goals in DMCs (Dörnyei, Henry and Maclnytre 2016). DMCs emphasised the importance of self-concordant goals which reflect one's interests, values and beliefs (Sheldon and Elliot 1999). Self-concordant goals directly relate to one's current and future identity; thus, can trigger long-term motivational currents (Henry, Davydenko and Dörnyei 2015).

The goal-oriented nature of DMCs originated from Goal-setting theory (Locke and Latham 1991) and L2 Motivational Self System Model (Dörnyei 2005, 2009). Goal-setting theory explains the process through which goals impact performance, for example, concentration, effort, determination and strategy development (Locke and Latham 1991). Goals in DMCs also concentrates effort on goal-directed tasks and maintain motivation over time (Ibrahim 2017). DMCs involve a critical extension to goal-setting theory by attaching visionary aspects to the goals. The vision in DMCs is inspired by the concept of L2 possible selves in Dörnyei's (2005, 2009) L2 Motivational Self System. Possible selves are visions about oneself including ideal L2 self that visualises a future state learners want to become and ought-to L2 self that portraits a future state learners feel they should become (Dörnyei 2005, 2009). Such imagination is believed to promote more focused and longer-term commitment to goals in DMCs (Dörnyei and Kubanyiova 2014). Also, a goal or vision in DMCs is associated with the ideal L2 self because both are highly personalised and crucial to initiating, regulating and sustaining long-term motivation (Henry, Davydenko and Dörnyei 2015).

2.2. Salient Facilitative Structure

The second distinct component of DMCs is a salient facilitative structure which sustains a flow of energy and defines the right path of action (Dörnyei, Muir and Ibrahim 2014). Key elements of a DMCs structure are (1) automised behavioural routines, (2) progress checks and subgoals and (3) affirmative feedback.

2.2.1. Automised behavioural routines

Individuals automatically develop new behavourial routines when experiencing DMCs, meaning that they carry out goal-directed activities without being aware of the need to exert effort (Muir and Dörnyei 2013). Dörnyei, Henry and Muir (2016) supported Custers and Aarts's (2007) explanation that structures of motivated behaviours are subconsciously activated anytime an achievable goal is cued. In other words, accessible goals generate motivational autopilot where learners need no motivational processing to perform learning activities and learning routines are involved in the automatic process of goal achievement (Arts and Custers 2012). Moreover, to experience DMCs, learners should have complete ownership of goal-directed process and the achievement of this process should be felt (Dörnyei, Muir and Ibrahim 2015). In this regard, DMCs are consistent with Self-determination theory (Deci and Ryan 1985) which highlights learners' self-determined or autonomous engagement with tasks. According to Ryan and Deci (2000), to induce self-regulation for learning, task performance and well-being, some conditions should be achieved including autonomy, learners' experiences of themselves as the agent of behaviours; and competence, learners' sense of accomplishment.

2.2.2. Regular progress checks and subgoals

A clear and constant notion of progress helps create a sense of approaching final goals; thus, generates contentment and fuel actions (Dörnyei, Muir and Ibrahim 2014). For one to experience this sense of progress, there should be proximal subgoals and tangible feedback throughout the process (Muir and Dörnyei 2013). Subgoals play an important role in sustaining and driving DMCs onward (Dörnyei, Henry and Ibrahim 2015). Subgoals divide the long-term process into manageable segments; therefore, completing smaller tasks makes

learners feel closer to the outcome (Henry 2019). Miller and Brickman (2004) also suggested that the degree of dedication to the final goal increases if a system of subgoals is clearly defined and accomplished. Moreover, regular checks of subgoals help learners strengthen the awareness of their progress and offer them timely feedback that is beneficial for the future performance of goal-directed tasks (Murphy 2011).

2.2.3. Affirmative feedback

To stimulate positive perceptions of progress, affirmative feedback or progress feedback becomes an essential element of self-renewing energy structure by emphasising achievement of subgoals (Henry 2019) and minimising the distance between one's current and desired performance (Voerma et al. 2012). Affirmative feedback can take different forms such as teacher confirmation of progress from teachers, peer comments (Henry, Davydenko and Dörnyei 2015) and even specific nonverbal cues from others, for example, eye contacts (Dörnyei, Henry and Muir 2016).

2.3. Positive emotional loading

The third feature of DMCs is positive feelings experienced during the process of goal achievement. Waterman's (1993) eudaimonic identity theory is essential to understanding positive emotional loading in DMCs (Dörnyei, Henry and Muir 2016). Eudaimonic well-being is achieved when individuals obtain personal pleasure from performing activities that are meaningful and useful for pursuing goals and from realising their potential to achieve goals (Huta and Ryan 2010, Ryan and Deci 2001). Eudaimonic well-being entails feelings of great engagement in an activity, understanding of the relevance between the individual and

the activity and sense of satisfaction; therefore, enhances goal-persistence and the performance of goal-directed behaviours (Huta and Waterman, 2014). In addition to eudaimonic well-being, positive emotions emerge when individuals experience the state of authenticity (Vannini 2006). Authenticity is reached when learners recognise the congruence between their self-concordant goals, values, beliefs and activities (Martin 2021), which consequently leads to feelings of satisfaction and increased motivation (Lenton et al. 2013). Therefore, to generate positive emotionality in DMCs, goal-directed activities should be designed to have a high degree of authenticity and relevance to personal goals.

People in DMCs are highly interested in the process of pursuing goals, leading to their abandonment of other attractions outside (Henry 2019). This can be compared with Csikszentmihalyi's (1990) concept of flow which refers to the highly focused motivational state, describing people completely engrossed in tasks while neglecting external influences. However, flow phenomenon lasts much shorter than DMCs. Learners in DMCs experience enjoyment of pursuing a goal by taking successive steps while learners experiencing flow only obtain pleasure from fulfilling a single activity (Dörnyei, Muir and Ibrahim 2014).

3. Research on DMCs

Although DMCs literature is still in its early development, there is a growing body of studies that aim to broaden the knowledge of DMCs (Gümüş and Başöz 2021). The first line of research intended to validate the DMCs framework by finding evidence from adults in diverse contexts. Pioneers in this research inquiry were Henry, Davydenko and Dörnyei

(2015) with qualitative research on DMCs among three migrant L2 learners of Swedish. Motivational behaviours identified in their study align with DMCs components including a salient facilitative structure, positive emotions and highly self-concordant goals. Later, Zarrinabadi and Tavakoli (2017) provided convincing evidence of all DMC components in highly motivated Iranian pre-service teachers when they attended an EFL teacher training program. Also in the Iranian setting, Safdari and Maftoon's (2017) case study concluded that the Persian-speaking lady had DMCs-like experiences when pursuing her desired goals. Apart from validating DMCs as a construct, a line of qualitative research investigated single components of DMCs. For instance, Ibrahim (2016) explained factors that generate positive emotionality in DMCs such as feelings of performing at a higher level of productivity and passion for self-improvement. Ibrahim (2016) also confirmed the significance of visions in orienting behaviours and effort towards final goals.

Despite providing validation of DMCs, the aforementioned studies only conducted micro-level examination in some specific individuals and contexts. It was not until Muir's (2016) quantitative research that the validity of DMCs were widely investigated. The online DMC Disposition Scale was completed by learners from diverse continents and educational backgrounds. The results indicated that DMCs emerge and vary across different educational contexts and linguistic levels while there was less discrepancy in DMCs among learners of different genders, nationalities and ages (Muir 2016). Applying Muir's (2016) Disposition Scale in the Iranian context, Ghanizadeh and Jahedizadeh (2017) confirmed the validity of this scale and found the connection between DMCs and education levels. They concluded that BA and MA students experienced a higher degree of DMCs in comparison with

participants having lower-level educational backgrounds. This finding has not been clearly justified and needs further examinations. Although early studies made significant contributions to validation of DMCs, they hardly considered the complex and dynamic nature of motivation.

The second line of research on DMCs included examinations from complex dynamic perspectives (Dörnyei, Henry and Muir 2016). Scholars have offered insights into the relationship between DMCs and motivational variables including self-efficacy, self-concept, autonomy and confidence (Pietluch 2018, 2019; Zarrinabadi, Ketabi and Tavakoli 2019; Yazawa 2020).There have been some investigations into the dynamic nature of DMCs, particularly, triggers and barriers to DMCs over time. For example, contextual factors were found to impair DMCs including exam pressure, task design, teachers, peers and family (Sak 2019; He, Zhou and Wu 2023). By contrast, those maintaining DMCs ranged from external influences (e.g. teacher positive feedback, desire to communicate with foreigners, family encouragement) to unique personalities (e.g. conscientiousness, extraversion) (Zarrinabadi et al. 2019, Zarrinabadi and Khodarahmi 2021; Sak 2021). These studies aligned with 'the dynamic turn in SLA' (Dörnyei, Henry and Muir 2016, p.1) and provided understanding of DMCs in L2 learning contexts. However, this line of research has not shed light on how to take advantage of the pedagogical value of DMCs.

The third line of research has initiated discussions about the pedagogical application of DMCs but there has been scarce research on this regard. Watkins (2016) made the first effort to facilitate DMCs by designing a curriculum centered on the features of DMCs but could

not reach a concrete conclusion about the possibility of generating DMCs through this tailor-made language curriculum. This necessitated more knowledge about the manifestation of DMCs in L2 education and feasible ways to promote DMCs in pedagogy.

4. DMCs in L2 Education: Group DMCs through Group Projects

4.1. Group DMCs

It is most necessary to consider group DMCs when discussing DMCs in education because language pedagogical activities mainly take place within groups of learners (Muir 2020). Dörnyei, Henry and Muir (2016) proposed that group DMCs can emerge from intensive group projects in which learners collaborate to achieve collective goals that are meaningful and important to individuals. Although sharing core components, group DMCs differ from individual DMCs in certain respects.

(1) The launch of DMCs: In individual DMCs, the goal and the trigger for DMCs are separate while in group DMCs, the goal in group projects becomes the initial trigger for DMCs (Muir 2016). This means that engagement in projects is prompted by the goal itself.

(2) The structure of DMCs: In individual DMCs, subgoals are changeable depending on individual and contextual needs while in group DMCs, subgoals and progress checks should be compromised before projects for members to form productive routines (Dörnyei, Henry and Muir 2016). According to these authors, regarding the pace of action at the initial stage of DMCs, individual DMCs prefer an immediate and intense manner while group DMCs take time to gather momentum and form excitement.

(3) The source of positive emotional loading: In individual DMCs, one obtains positive feelings from achieving subgoals and realising their progress. In group DMCs, members experience interpersonal well-being when involved in collaborative activities (Ibrahim 2016) and positive emotions are contagious (Muir 2020).

4.2. Group projects and their DMCs potential

4.2.1. The importance of projects in L2 Classrooms

Project-Based Learning (PBL) is a distinct instructional approach that induces learning through multidisciplinary, learner-centered and collaborative tasks in real-world settings (Laverick 2018). This aligns with the perception of projects as an efficient method to facilitate the application of classroom knowledge to realistic situations (Stoller 1997) and develop L2 communicative competence through authentic tasks (Hedge 1993). Furthermore, Becker and Slater (2005) advocated the usefulness of PBL in developing students' creativity, critical thinking, decision-making and cooperative learning skills. PBL has proved useful in enhancing language skills and academic performance in various contexts such as Greece (Fragoulis 2009), Palestine (Nassir 2014), Thailand (Simpson 2011; Wahyudin 2016) and Vietnam (An 2023; Vinh and Dan 2023). Empirical studies also examined the positive effects of PBL on learning attitudes and motivation. Specifically, students have greater enthusiasm for English classes using PBL and greater excitement about project work than textbook exercises (Baş and Beyhan 2010; Shin 2018).

4.2.2. The DMCs potential of projects

Projects are recognised to be process-oriented, to provide tangible products and to entail collaborative learning (Park and Hiver 2017). According to Muir (2016), there is substantial evidence demonstrating the relationship between projects and DMCs.

First, PBL distinguishes itself from traditional approaches by highlighting learning process (Larmer, Mergendoller and Boss 2015). The learning process in projects includes smaller tasks that encourage L2 use and direct learners towards final products, from which learners are more aware of their progress and achievements (Laverick 2018; Park and Hiver 2017). In this regard, projects help establish regular progress checks and subgoals in the DMCs structure. Learners are considered as the agent managing these processes, which enhances a sense of agency and autonomy including greater awareness of their responsibility for achieving final outcomes (Fried-Booth 2002; Katz, Chard and Kogan 2014). As a prerequisite for DMCs is one's complete ownership of the goal-oriented process (Dörnyei, Henry and Muir 2016), projects can facilitate DMCs by increasing their sense of autonomy and agency.

Second, PBL should be both process-oriented and product-oriented, in which students use effort and skills to complete final products (Stoller 2006). Project products can take unlimited forms, namely presentations, video clips, posters and other artefacts (Park and Hiver 2017). The progress towards tangible outcomes corresponds to the process of unifying and directing energy to pursue a goal (Larmer, Mergendoller and Boss 2015), which is associated with the directional nature of DMCs. Additionally, the investment of effort in completing products reinforces the sense of self-fulfillment and achievement that stands out from the experience

of obtaining traditional academic results in conventional classes (Schmidt et al. 2007). This can be because learners easily recognise the success of learning process when products are observable and acknowledged by a real audience (Park and Hiver 2017). Such a sense of achievement can facilitate positive emotionality that constitutes an important dimension of DMCs.

Third, projects encourage cooperative learning whereby learners mutually construct knowledge, improve skills and produce artefacts by exchanging insights, experiences and using creative talent to support each other (Bell 2010; Becket and Slater 2005). With these benefits, researchers concluded that cooperative learning increases joint efficacy, determination to pursue goals, passion for success and enjoyment of learning (Dörnyei 2001; Johnson and Johnson 2003; Jacobs and Goh 2007; Kagan and Kagan 2009). Moreover, cooperation in projects can produce an influential motivational system (Dörnyei and Ushioda 2021) within which students transmit positive emotionality to one another (Muir 2020). These features of projects are consistent with the goal-orientedness and positive emotionality components of DMCs.

It is argued that effective group projects energise and empower learners in a manner that is rarely feasible in traditional classrooms (Dörnyei, Henry and Muir 2016). These scholars further maintained that in both adult and young learner education, group DMCs can emerge through group projects which engage learners in a collaborative process to attain collective goals that are relevant and important to individuals.

4.2.3. Facilitating DMCs through group projects

Not all projects offer potential for the emergence of group DMCs (Muir 2020) and even numerous problems of project work may result from the poorly planned project (Muir 2019). For the purposeful generation of group DMCs, Dörnyei, Henry and Muir (2016) proposed seven project frameworks influenced by DMCs: **(1) All Eyes on the Final Product, (2) Step by Step, (3) The BIG Issue, (4) That's Me!, (5) Detective Work, (6) Story Sequels,** and **(7) Study Abroad** (see Figure 1 for seven project frameworks with DMC potential).

Figure 1. Seven frameworks for focused interventions (extracted from Dörnyei, Henry and Muir 2016, p. 177)

Framework	Signature component
All Eyes on the Final Product	An end-goal and accompanying vision which energises the entire project
Step by Step	The energising power of a contingent path
The BIG Issue	A driving question which provokes reactions and energises behaviour
That's Me!	A strong sense of 'connectedness' both between students themselves and between the learner group and the project
Detective Work	An intriguing problem, the solution of which sustains extended periods of concentration and motivated action
Story Sequels	An engaging temporal axis fixed around an unfolding longitudinal structure
Study Abroad	A distal goal which generates initial motivational momentum, subsequently supported by a systematic structure of subgoals

Although similarly constructed on DMCs, each project framework emphasises a signature element that plays a vital role in generating and maintaining motivation (Dörnyei, Henry and Muir 2016). A project framework in its idealised form would involve following components: (1) an explicitly defined goal that is relevant to learners and reflects real-world tasks; (2) a

solid structure including regular subgoals that track the progress and offer regular feedback and (3) a strong group dynamic demonstrated by a cohesive learner group (Muir 2020). These seven frameworks were called projects with DMC potential and **All eyes on the Final Product** appears to be most popularly implemented in education (Muir 2020). For instance, this framework enables students to make media products (e.g. videos, blogs, vlogs) with the intention of educating, informing or entertaining others (Muir 2020). Muir (2020) further emphasised the importance of real audience, whom the final products are presented for, in motivating students to make good products.

Dörnyei, Henry and Muir (2016) highlighted a direction for future research examining the possible impacts of these project frameworks on DMCs and L2 motivation. Other researchers also expect more examinations that validate the potential of these frameworks to generate DMCs (Safdari and Maftoon 2017, Muir and Gümüş 2020), but very few studies have done so (Koné 2022). Muir, Florent and Leach (2020) made the first attempt to investigate the implementation of **All Eyes on the Final Product** framework in a business English class including 16 upper-intermediate students having different L1. Their study demonstrated the possibility for facilitating DMCs through group projects and thoroughly analysed the manifestation of DMCs in classrooms such as constant goals, investment of effort and desire for future project experiences. In the Malian EFL setting, Koné (2022) designed a group project framed within **the BIG Issue** to inspire DMCs among non-English major university students. The study concluded that the framework triggered group-DMCs and recommended significant conditions for the project design including 'authenticity, congruence, positive emotionality, and challenge-skill balance' (Koné 2022, p.33). Most recently, Bui (2023)

carried out qualitative research on the application of **Step by Step** project in an English course for Vietnamese university students and confirmed the emergence of DMCs. This study also discovered the impacts of cultural variables on DMCs including exam pressure, family pressure and peer competition.

5. This study

The literature review above indicated that much remains to be known about the application of DMCs in L2 education (Muir and Gümüs 2020). There should be more examinations into the possibility for facilitating DMCs through group projects in L2 classrooms. Research to date has initiated discussions on the relationship between DMCs and different social and personal variables; therefore, studies on the factors that sustain and impair DMCs over a time period may be valuable. DMCs research only focused on adults while high school students have been under-investigated. Moreover, most of existing studies have collected retrospective data that is insufficient to capture the fluctuation of motivation over time (Jahedizadeh and Al-Hoorie 2021); thus, panel research would be useful in gaining thorough insights about DMCs (Sak 2019). Regarding the Vietnamese EFL context, many scholars have studied attitudes toward PBL (An 2023), the benefits and challenges of implementing PBL in classrooms (Nguyen and Nguyen 2019) but very few have discussed how this approach influences motivation. Therefore, the current study will address these research gaps by examining the generation of DMCs through a group project and factors that affect DMCs in the Vietnamese EFL high school context.

Among few studies investigating the facilitation of DMCs through group projects, Muir, Florent and Leach's (2020) study is significant due to the effective research methodology of identifying and analysing DMCs. Muir, Florent and Leach (2020) only investigated an Australian-based ESP course and questioned the validity of their findings in different contexts and shorter projects. No researcher to date has replicated their study; therefore, my study was a replication of their research with an attempt to validate the findings and further examine factors influencing DMCs. Replication research, although considered to lack innovation and originality (McMacnus 2012), helps confirm the accuracy and wide applicability of existing results (Santos 1989). To adapt the original study for the Vietnamese high school context, I made modifications in sample size, group project design and data collection. My study aims to answer the following research questions:

1. To what extent can a group project facilitate Vietnamese high school students' DMCs? How do the components of DMCs manifest in this context?
2. What are the factors that sustain or impair students' DMCs?

CHAPTER 3. METHODOLOGY

1. Research context

This study was carried out in a grade-10 class at Ly Tu Trong High School[2] in July 2023. The school was chosen due to my good working relationship with teachers there. More importantly, the school incorporates PBL in English teaching; therefore, it was feasible to implement my project there and the research on fostering student motivation through group projects could be of pedagogical value to this school. Under the National Foreign Languages 2020 project, this school uses English textbooks that integrate project work in every unit, promoting practical use of English, creativity, collaboration, critical thinking and problem-solving skills (Nguyen and Nguyen 2019) (see Figure 2).

Figure 2. An example of group projects in English textbooks (Extracted from Hoang et al. 2012, p. 25)

[2] Ly Tu Trong High school is situated in Nam Truc district, Nam Dinh province, Vietnam.

Based on the given ideas, teachers design project work that should satisfy students' interests and classroom conditions. The school also advocates extracurricular projects that encourage English practice and nourish learning interests. Since not every project succeeds in inspiring motivation (Muir 2020), an innovative framework with DMCs potential was designed for this context with the aim of facilitating DMCs.

2. Participants

My study involved 20 high school students and their English teacher. Homogeneous sampling was adopted in which participants were selected based on their similarities in certain respects (e.g. age, educational background) and in having experiences that are relevant to the research (Dörnyei 2007). In my study, students aged 16 coming from the same class and their PBL experiences related to the research focus on facilitating DMCs through group projects. Despite varied purposes for learning English such as studying abroad, passing the university entrance exam and having a good grasp of English, students were appreciative and pleased to engage in such an innovative project.

3. Group project design

I cooperated with the teacher, Ms. Hoang Trang[3] to develop a group project following Dörnyei, Henry and Muir's (2016) **All Eyes on the Final Product** framework. This emphasises **a salient end goal** that energises students to complete the project and **a tangible outcome** that is displayed to **real audience**. The project can be implemented in various forms

[3] The name has been changed for anonymity.

including making videos, blogs, plays and presentations (Muir 2020, Koné 2022). I chose this framework because it is considered the most widely implemented in education and the existence of real audience could encourage students to present high-quality products and sustain motivation (Muir 2020). Since Muir, Florent and Leach (2020) questioned whether their findings about the five-week project were applicable to shorter projects, I conducted a three-week project that fit the school's summer schedule. There were one-hour sessions from Monday to Friday, which included teacher instructions on project tasks and group work. Students were divided into five groups of four, each group was given a topic from the textbook and completed project products.

Dörnyei, Henry and Muir (2016, p.177) demonstrated key elements of the successful implementation of projects: '(1) a well-defined, widely recognisable and highly salient goal, (2) real and authentic content, (3) tangible outcome presented to real audience, (4) highly developed project roles and norms, (5) frequent subgoals, (6) explicit connections to elements of L2 competence'. Considering these features, the teacher and I created the outline of the **TEDx Talk** project (see Appendix 1). First, the goal of this project was to make posters, 20-minute presentations and 10-minute Questions-and-Answers (Q&A) sessions, which served the long-term purpose of English development. Second, the project integrated topics from the textbook (e.g. New ways to Learn, Gender Equality, Cultural Diversity, Preserving the Environment, Ecotourism), realistic tasks (e.g. poster making, group discussions, presentations) and authentic materials (e.g. newspapers, TED videos, sample presentations). Third, products including posters, presentations and Q&A sessions were presented to real audience, the teacher and classmates. Fourth, rules and norms governing group work were

compromised in the beginning. For example, tasks should be equally divided and members should be collaborative. Fifth, the project involved manageable phases and subgoals which marked the progress and assisted students in achieving final goals. There were three smaller phases: (1) week 1 focused on developing ideas and making posters and the subgoal was to complete posters; (2) week 2 highlighted presentation skills and the subgoal was to prepare Powerpoints, presentation oultines and Q&A sessions; (3) week 3 concentrated on practicing, rehearsing and delivering presentations. Sixth, regarding English development, students practiced reading and listening through different materials, writing outlines, posters and speaking in group discussions and presentations.

4. Research approach

Although no method is the best for researching motivation, qualitative research has increased in popularity due to its profound analysis of the connection between motivation and influential factors (Dörnyei and Ushioda 2021). A growing number of studies have also provided qualitative analysis on the manifestation of DMCs in personal cases and in pedagogical settings (Muir 2020). In accordance with Muir, Florent and Leach (2020) and recent studies on the application of DMCs in L2 classrooms (Koné 2022; Bui 2023), I adopted a qualitative approach for data collection, analysis and written report of the research topic.

5. Instruments

Since motivation is an 'abstract and not directly observable' concept, it can be investigated from self-report measures (Dörnyei and Ushioda 2011, p.197). This study collected data from diaries and interviews while eliminating questionnaire which often offers a 'thin description of target phenomenon' (Dörnyei 2007, p. 115). Moreover, triangulation proves essential for obtaining an in-depth comprehension of the examined phenomena (Carter et al. 2004). Thus, data were gathered and cross-compared among different instruments including student diaries and interviews and teacher diaries and interviews.

5.1. Diary

In SLA research, diaries is an effective method to acquire unique information from L2 improvement to feelings (McDonough and Mc Donough 1997). In line with previous DMCs studies (Muir 2020; Koné 2022; Bui 2023), this study gathered data from student and teacher diaries. The event-contingent method was adopted to collect diaries because it enables reflection soon after the events, mitigating the likelihood that participants reminisce and forget past experiences (Wheeler and Reis 2006). Following the diary schedule in Muir, Florent and Leach (2020), participants in this study completed diaries on Wednesday and Friday via Google form. The use of online Google form made it more convenient to collect and restore data. For diaries to elicit high-quality data, Dörnyei (2007) suggested providing key questions or prompts that guide self-reflection. Therefore, diaries incorporated questions and prompts that were adapted and extended from Muir, Florent and Leach (2020) (see Appendix 2).

For students, diaries comprised three primary sections. First, general information was asked including session date, name and group. Second, students made a general evaluation of their effort, English development and happiness during the project by choosing the most appropriate option. Third, questions aimed to elicit in-depth documentation of their project experiences regarding skill instructions and practices, feelings about the project, goals of engaging in the project, pleasant and unpleasant experiences, effort put into the project (time spent on completing project tasks and contributions to group work), project progress (accomplished tasks and plans for future sessions), effectiveness of teamwork and usefulness of teacher feedback. The wording in diaries was chosen with carefulness, including the use of short and simple questions whilst avoiding vague terms (Dörnyei 2007). Participants should clearly understand diary protocols to provide valuable data (Dörnyei 2007); therefore, students received diary-writing instructions in the first session. It is noted that student diaries were not revealed to the teacher to prevent their influence on her perspectives on students' motivation.

For the teacher, there were prompts in the diary template which included General information, Evaluation of students' language development, teamwork and project progress, Detailed Description of skills practice, accomplished project tasks and students' motivational and demotivational behaviors that she could observe. Diaries not only provided data for the research but also helped evaluate the project process and thus enhanced classroom activities. For example, within her reflection, the teacher reported that student enjoyed the exchange of posters among groups and gained benefits from this activity. Therefore, intergroup discussions were incorporated more often and received positive responses from students.

5.2. Interview

Interview method is widely used in L2 motivation studies (Ushioda 2020) and compared to diaries, it provides a more descriptive way to record immediate feelings and project experiences (Muir, Florent and Leach 2020). Semi-structured interviews were selected because they both provide direction for research questions to be addressed and allow flexibility for in-depth exploration of unexpected aspects (Paltridge and Starfield 2016). For example, the semi-structured approach provoked more detailed discussions on students' enjoyable experiences that were not revealed in diaries. A list of interview questions was extended from Muir, Florent and Leach (2020) to further examine pleasant and unpleasant experiences, group work, L2 development, learning routines, difficulties facing students and subgoals (see Appendix 3).

For students, online interviews via Zoom were conducted after every session, from Friday of Week 1 to Friday of Week 3. Interviews were voluntary and students were encouraged to attend at least once. Using a foreign language may create an unfamiliar sociocultural experience and have an impact on interviewees (Cohen, Manion and Morrison 2017); therefore, interviews were conducted in either English or Vietnamese according to students' preferences. For the teacher, Zoom interviews were carried out on Fridays. Teacher interviews utilised a similar semi-structured format and questions as in student interviews, enabling profound insights into the most crucial aspects and future comparison between two datasets.

5.3. Pilot

A pilot study helps enhance the possibility of a successful study since it pre-tests certain instruments (van Teijlingen E and Hundley V 2002) and allows for resolutions to emerging problems and adaptations (Sampson 2004). The diary and interview instruments were piloted at Ly Tu Trong High School with three students and a teacher. The pilot study proved helpful in refining guiding questions and prompts in diaries, making them more comprehensible to participants. The pilot also enabled me, a novice researcher, to practice the process of conducting interviews in preparation for the main study.

6. Procedure

6.1. Ethics

As the study involved under-18 participants, I strictly complied with the ethical procedure of Nottingham Trent University (NTU) to ensure that data was ethically gathered. I informed the head teacher of Ly Tu Trong High School about the purpose and the execution of my research project and gained his permission (see Appendix 4). The teachers were guaranteed that students would not be in danger and their identity would be treated confidentially. I continued with the ethics application process and received a favourable opinion granted by the School Research Ethics Committee on 10 July 2023.

I arranged an online meeting with student to introduce the **TEDx Talk** project, the purpose of my research, data collection and ethical considerations including recorded interviews, consent form and freedom to participate and withdraw (Rallis and Rossman 2009). 20

students and the teacher volunteered to participate in my study. In accordance with NTU Ethics Policy, it is acceptable that participants aged 16 give informed consent for themselves. Thus, I distributed consent form (Appendix 5) to participants and requested them to return the signed form at their earliest convenience.

6.2. Data collection

A Zalo group chat was created for me and participants to update information about the project, follow diaries and interview schedules and discuss other project-related concerns. After Wednesday and Friday sessions, Google form links for diaries were sent to participants via Zalo. There were two to four interviews via Zoom with students per day from Friday of Week 1 to the end of the project and each lasted 4-6 minutes. 13 students had one interview and 7 students attended twice. The teacher attended 3 interviews due to her busy schedule. In total, students made 105 diary entries, most of them completed from 3 to 6 entries while the teacher completed 6 entries. There were 27 student interviews, 15 of which were in English and the other 12 were in Vietnamese, and 3 English interviews with the teacher (see Appendix 6 for the summary of number of diaries and interviews).

7. Data analysis

Diaries were transferred from Google Form to Microsoft Excel, enabling note-taking and annotation during the analysis. A full corpus of student and teacher diaries comprised around 17,134 words (15,673 from student diaries and 1,461 from teacher diaries). With the assistance of Otter.ai software, online interviews were transcribed using verbatim

transcription which captured all spoken words and sounds (Clarke and Braun 2013). Following Laserna et al.'s (2014) suggestion, distracting fillers (e.g. um, er, you know), repeated words and pauses were removed, providing more readable transcripts while maintaining participants' intended meaning (see Appendix 7 for a sample interview transcription). I translated 12 Vietnamese interviews into English myself and the translation was checked by my Vietnamese colleague who has a high English proficiency level (see Appendix 8 for a sample translation of interview). The corpus created from interviews comprised around 8,207 words (6,972 for student interviews and 1,235 for teacher interviews). All data were then divided into two datasets: (1) student diaries and interviews and (2) teacher diaries and interviews, which were first analysed independently and cross-compared later.

Data were thematically analysed, in which I found existing themes from data and organise them using Nvivo 12 software. I chose thematic analysis because it is a flexible but thorough method for recognising, analysing and communicating themes within data with regard to research questions (Braun and Clarke 2006). The thematic analysis was conducted following an adaptation of Braun and Clarke's (2006) six-step procedure:

1- Transcribe, read, familiarise with data
2- Generate initial codes
3- Assign codes to themes that represent common ideas
4- Review themes and subthemes
5- Define and name themes. Create a thematic map
6- Report themes

Both deductive and inductive thematic analysis were employed for in-depth analysis and valuable findings (Braun and Clarke 2006). Deductive analysis examined whether data align with a certain theoretic framework while inductive analysis explored newly emerging themes across datasets (Clarke and Braun 2013). To answer RQ1, I used deductive approach to analyse the manifestation of DMCs; therefore, themes and subthemes were developed from the DMCs framework: (1) goal-orientedness, (2) salient facilitative structure including behavioural routines, subgoals, progress check and affirmative feedback and (3) positive emotionality. The coding involved assigning data (e.g. phrases, sentences) to equivalent themes. For example, reflections on enjoyable learning experiences were coded to the positive emotionality theme. For RQ2, inductive analysis helped identify unique themes about the factors that affected motivation. Examples of codes for RQ2 included sentences describing pleasant and unpleasant experiences, teamwork and encountered difficulties, which were then grouped into themes. Themes were reviewed to ensure that they did not overlap and comprised all relevant data (see Appendix 9 for the Coding of qualitative data).

CHAPTER 4. FINDINGS AND DISCUSSION

1. RQ1: Manifestation of DMCs in the research context

The results of self-evaluation in student diaries showed that students invested much effort in achieving final goals and took pleasure in accomplishing project tasks. This study supports the possibility of facilitating DMCs through group projects and the following subsections evaluate evidence of DMCs components in greater depth.

1.1. Goal-orientedness

(1) Self-concordant goals

Establishing a well-defined goal is a requisite condition for DMCs, focusing one's energy on goal-directed activities and maintaining long-term commitment (Muir and Dörnyei 2013). This component in my study was mainly related to L2 development since most students participated in the project with the aim of developing English:

> '*I aim to develop vital English skills like presentation skills, speaking and listening skills.'* Trang DWW1[4]
>
> *'My goal when doing the project is to develop four skills: listening, speaking, reading and writing.'* Vy DWW1

These goals of improving language and presentation skills aligned with the main purpose of the **TEDxTalk** project. Some students emphasised specific skills, aspects of English and

[4] References to data excerpts are formatted as follows: e.g. Trang DWW1: Trang is student's pseudonym; D is diary; W is Wednesday, W1 is week 1. Vy IFW3: Vy is student's pseudonym; I is interview; F is Friday, W3 is week 3.

learning strategies such as to '*increase listening ability and gain more vocabulary'* (Ly DWW1), *'improve English speaking skills'* (Loan DWW1), '*find more effective and interesting ways to learn English'* (Hieu DFW1). It can be seen that students clearly defined goals for the project. Although these goals similarly concerned L2 development and indicated good attitudes towards L2 learning, they had some sense of self-concordance that directly connected to individuals' authentic interests (Sheldon and Elliot 1999). Students seemed to have personal interests in different aspects of English including specific skills (e.g. listening, speaking, presentation), vocabulary gains and effective learning strategies, which focused their goals on the development of these facets. Such self-concordant goals are important to DMCs by encouraging individuals to put consistent effort into and derive contentment from goal-directed activities (Dörnyei, Muir and Ibrahim 2014; Dörnyei, Ibrahim and Muir 2015).

Apart from L2 development, different extrinsic goals were found, particularly, benefits for future job opportunities and academic profiles:

> *'My goal is to become more confident in English communication. It will help me gain better job opportunities in the future.'* Hang DWW1
>
> *'My goals are to improve English and to write my project experience as one of the extracurricular activities in my academic CV.'* Ly DWW2

Hang and Ly aimed at English improvement which is essential for pursuing personal future plans and careers. These desires for individual benefits had a high level of self-concordance because they reflected personal belief that a mastery of English will enhance career prospects in the future. This supports Ibrahim's (2016) finding that self-concordant goals triggering DMCs may not be exclusively attributed to L2 learning but to other domains in which L2

acquisition plays an important role. Ibrahim (2016) also identified that L2 motivation of participants was directed by their aspiration for job opportunities with greater developmental prospects or higher proficiency levels required for a visa.

In general, students showed consistency in their goals by repeating the expectation of L2 improvement through diary entries. This closely relates to Muir, Florent and Leach's (2020) finding that learners have a constant goal of making successful presentations and repeatedly think about it. Therefore, it is reasonable to state that a further DMC indicator can be goals that constantly exist in individuals' minds and their attention is continually redirected back to it (Muir 2020). The findings above provided evidence for distinct characteristics of DMC goals as self-concordant, clearly defined and maintained over a time period (Dörnyei, Henry and Muir 2016).

(2) Lack of visions

DMCs underline the importance of L2 visions that are imagination of real-world situations that one might experience, including people and places they would interact with (Dörnyei, Muir and Ibrahim 2014). As Dörnyei, Henry and Muir (2016) suggested, goals accompanied by images are the signature component of the **All Eyes on the Final Product** framework. However, in this study, most students mentioned the goal of English development without visualisation of themselves having a good grasp of English. It was not until after project experiences that some students attached visions to their goals. For instance, My stated her expectations at the final stage of the project:

> *'I expect more projects like this in the next school year. They can help me become a professional English speaker like famous speakers in TED.'* My IThW3

The exposure to TED videos helped form My's vision of becoming a professional speaker which could augment her future goal of developing English. Similarly, project experience evoked Duong's imagination of herself mastering English:

> *'I will continue to improve my English skills. I am more aware of the need to learn English. I am excited to see myself travel and explore the world with good English communication.'* Vy IFW3

Vy imagined herself obtaining the benefits of good L2 communication skills, helping strengthen her determination to improve English. These findings support Park and Hiver's (2017) conclusion that an essential gain from projects is the enhancement of learners' ideal L2 selves.

There could be two reasons for the lack of visions in this project. First, students received no training or explicit encouragement to visualise target goals. Therefore, the addition of vision to goals was noticeable in some students while absent in others due to individual differences regarding personal skills and preferences (Dörnyei and Kubanyiova 2014; Keogh and Pearson 2018). Second, following the L2 Motivational Self System construct (Dörnyei 2005, 2009), L2 learning experience influences L2 motivation and the ideal L2 self of learners becomes naturally associated with real-life experience (Ushioda 2011). Also, a necessary condition for young learners to create ideal L2 selves is that they live through 'positive L2 experiences' which should be based in external settings (e.g. outside of classrooms) and

generate enjoyment (Nagakome 2013, p.8). Applying these explanations to my study, students may have lacked real-life L2 experiences because they were mainly engaged in English classroom activities and textbook materials with little exposure to English use in external contexts. Further discussions about learning activities and materials will be presented in the discussion of RQ2. From the reasons above, visualisations of L2 ideal self were not clearly presented in students' goals of English development.

1.2. A salient facilitative structure

The facilitative structure of DMCs outlines the process of achieving goals and sustains energy necessary for fuelling action (Dörnyei, Muir and Ibrahim 2014). Distinctive elements of the DMCs structure emerged from the data including recurring behavioural routines, subgoals and regular progress checks through affirmative feedback.

1.2.1. Recurring behavioural routine

(1) Considerable investment of time and effort

People caught up in DMCs perform goal-directed behaviours with greater consistency and dedication (Henry, Davydenko and Dörnyei 2015), which manifested through students' considerable investment of time and effort in this project. Most students reported they spent 1-4 hours working on the project daily. New learning routines were automatically established, showing that students invested a higher level of time and effort in goal-directed activities:

> *'I was lazy in summer but when engaging in the project, I am more dedicated to learning English. No one pushes me to learn but I am spending time reading*

and listening to find ideas for poster, PowerPoint and oral speech.' Chinh IMW2

'I spent 3 hours practicing presentation today. It was surprising that I woke up at 5 this morning to practice although I was never an early bird.' Thao DWW3

Chinh and Thao saw themselves subconsciously expend effort to complete products and practice presentation in the early morning, respectively. Such goal-directed behaviours were automatically triggered and became a part of routines, which supports previous findings that behavourial routines in DMCs are conducted without the exercise of volitional control (Henry, Davydenko and Dörnyei 2015; Dörnyei, Henry and Muir 2016). Considering this automatic nature of behaviours, Henry (2019) and Arts and Custers (2012) explained that self-concordant goals and visions of goal attainment produce motivational autopilot for people to perform goal-directed behaviours without awareness of the need to exert effort.

The high level of dedication to the project was similarly reported by Loan and Hieu:

'A new thing I always do before going to bed these days is checking group work and reminding members to complete tasks. I spent lots of time looking for ideas, taking notes and listening to TED. I feel more responsible and autonomous in the project than in normal learning exercises.' Loan IMW2

'I think the project makes us more studious. I remember last week, our group worked so late to finish the poster and sent it to teacher at midnight.' Hieu IMW2

Their engagement in the project was more significant than in traditional learning situations, specifically, they became active learners and dedicated group members. In fact, projects demand more time and effort than is required in conventional classes (Laverick 2018). Students considered their dedication to the project as a positive transformation that stimulated their responsibility, autonomy and diligence. This positive attitude towards automatic changes in behaviour routines can be a further indicator of DMCs (Muir 2020). The heightened level of students' effort was also acknowledged by the teacher.

> *'I set the deadline of posters Friday evening but groups all sent me before Friday. One group sent at midnight. Even during the school year with homework, they didn't send me that late. About the outlines, when receiving my feedback, some groups made changes and sent outlines back for second reviewing.'* Teacher DFW1

The teacher recognised positive changes in students' behaviours such as meeting the deadline, staying up late to complete tasks and refining work after feedback, which implied that the project provoked a higher level of dedication in students. These findings support preceding studies which interpreted considerable investment of effort and exceptional productivity as evidence of the DMCs structure (Muir, Florent and Leach 2020; Koné 2022; Bui 2023).

(2) Group routines

Another important finding about DMCs structure relates to group routines. Group work was incorporated into recurring routine, for example, Oanh's group created a schedule outside of classrooms:

'*Our group met online every evening to discuss ideas and check the progress. I have never been in such intense group work before.'* Oanh IFW1

While Oanh considered group learning schedule remarkably intense, Chau conveyed enjoyment about the newly-established group routine which seemed to change her attitude towards cooperative learning:

'I rarely work with friends to complete learning product in the past but now I meet them every evening to work on the project. It's more fun than I thought.' Chau IThW2

Also, group routines were observed by the teacher:

'When group work time was over, students seemed to have lots of things to discuss. I heard that some groups would meet each other after class to work on English posters.' Teacher DWW1

Engagement in group routines might be inspired by members' desire for pursuing and even surpassing collective goals (Koné 2022). The present study aligns with Bui (2023) in finding that new group behavioural routines were formed in group DMCs for students to cooperatively perform goal-directed tasks in pursuit of collective goals. The value of group routines was acknowledged by students, for example, Oanh demonstrated:

'We had an online meeting again and practiced the presentation happily. We practiced many times to make sure that everyone remembers the turn of speaking and speaks fluently. It was better to recognise pronunciation mistakes and correct them together.' Oanh IMW3

Her group learning schedule involved collective contribution to presentation rehearsal and pronunciation correction; thus, helped members complete project tasks more effectively. This

is broadly consistent with Ibrahim and Al-Hoorie's (2019) finding that shared routines distinguish individual DMCs from group DMCs because they facilitate the cohesiveness of members' effort for the accomplishment of final outcomes.

1.2.2. Subgoals

Subgoals play a motivationally important role in DMCs by promoting awareness of progress and guiding behaviours towards the final goal (Henry 2019). As Dörnyei, Henry and Muir (2016) suggested, subgoals should be defined prior to projects to form productive group routines. The current project established subgoals: (1) week 1: developing ideas and making posters; (2) week 2: preparing the outline of presentations and PowerPoints; (3) week 3: rehearsing and delivering presentations, from which a system of individual and group subgoals was created.

On the one hand, to complete project tasks, students defined personal subgoals of improving *'soft skills including teamwork, time management and technology skills'* (Bao DFW1), '*confidence in speaking English to have better discussions with friends'* (Hoan DFW1) and '*knowledge about Gender Equality'* (Loan IMW2). This improvement in soft skills, group discussions and knowledge served for the completion of project products. Students realised personal needs to enhance skills and knowledge that were useful for their task performance and group work, which demonstrated their increased engagement in the project. Defining such meaningful and personally relevant subgoals assisted students in fulfilling future goal-directed tasks (Bui 2023).

On the other hand, group subgoals were evident, for example, Trang stated her group subgoals for week 2 including completing PowerPoints and the content of presentations:

> *'Next week will be a busy phase of our project with PowerPoints and content of oral presentations. We will create a to-do list for all members and divide tasks effectively.'* Trang ITuW2

Her use of the first plural pronoun 'We' can be an indicator for her group cohesion in which members set clear weekly plans for group work and aimed to cooperatively achieve them. Similarly, previous literature identified a network of mutual subgoals when students engaged in collaborative learning (Zarrinabadi and Khajeh 2021, Koné 2022, Bui 2023).

1.2.3. Regular progress checks and affirmative feedback

Regular progress checks are crucial to measuring subgoals and offering students timely feedback and incentives to the end goals (Dörnyei, Muir and Ibrahim 2014). Progress checks can be conducted in varied ways (Muir 2020) but in this study, they took the form of teacher affirmative feedback. For instance, progress checks manifested themselves in teacher compliments and recommendations:

> *'I enjoyed teacher feedback the most. She complimented the strengths of our poster and provided recommendations for improvement. Her feedback helped us believe in our potential.'* Thy DWW2
>
> *'Teacher has given us detailed and helpful feedback on our outline, pointing out strengths and weaknesses, thereby helping us overcome difficulties and complete the products better.'* Trang DFW2

Thy and Trang shared appreciation for the teacher's praise that boosted their self-confidence in achieving goals and her recommendations for improvement that minimised the distance between their current status and desired achievement. This is consistent with previous research which highlighted the importance of feedback in increasing goal commitment (Finkelstein and Fishbach 2012; Zarrinabdi and Soleimani 2022). Zarrinabdi and Soleimani (2022) explained that feedback provide assistance and help students feel that they have sufficient abilities to attain goals; thus, motivates them to persistently invest energy into pursuing goals. Moreover, teacher feedback confirmed students' fulfillment of subgoals including posters and presentation outlines, strengthening their awareness of accomplishment and provoking positive feelings. This contributes evidence to Dörnyei, Muir and Ibrahim's (2014) finding that affirmative feedback in DMCs emphasises subgoals achievement and stimulates positive perceptions of progress.

Constructive comments were also derived from peers:

> *'I am happy when other groups see and compliment our posters. They also gave comments for us to improve.'* Trang DFW1
>
> *'I enjoy the teacher and friends' comments. When they listen to my presentation practice, they provided suggestions on my pronunciation and encouraged me.'* Hung ITuW3

From these self-reports, peer feedback seemed helpful in improving products and generating positive feelings although it did not play a dominant role in measuring subgoal accomplishment and checking progress. This is in line with Zarrinabdi and Soleimani (2022),

Koné (2022) and Bui (2023) who concluded that peer feedback helps sustain DMCs by generating positive emotions.

1.3. Positive Emotional Loading

According to Dörnyei, Muir and Ibrahim (2014), positive emotionality in DMCs can be described as eudaimonic well-being emerging when ones do meaningful tasks for pursuing goals or realise capabilities to achieve goals (Huta and Ryan 2010; Ryan and Deci 2001). In this study, students derived eudaimonic well-being from engagement in the project process, fulfillment of subgoals and interactions with the teacher and peers.

Students expressed enthusiasm for the process of making English posters that enabled a creative way of learning:

> *'I like the process of making a poster the most. It was new and difficult but thanks to the teacher's instruction, our group could complete the poster. I am satisfied with our poster, we also gained the teacher's compliment.*' My DFW1
>
> *'I enjoyed the new process of making an English poster. It was time-consuming and difficult to make poster attractive, but I could practice English writing and discussion in a more creative way. I made progress and I'm so proud of our group poster.'* Van DFW1

These extracts showed different types of positive emotions including enjoyment, satisfaction and pride that were also identified in previous studies (Ibrahim 2016; Koné 2022; Bui 2023). My and Van obtained enjoyment in the novel poster-making process, which supports

Dörnyei, Muir and Ibrahim's (2014) finding that exploring novel opportunities and experiences generates positive emotions in each stage of motivational journeys. Students also saw themselves overcome difficulties and make progress, which produced personal sense of correctness of completed tasks and improvement in capabilities and thus provoked positive emotions (Murphy 2011). Similarly in He, Wu and Zhou (2022), IELTS learners obtained positive emotions from the sense of development in academic strengths and confidence. Moreover, My and Van had the satisfaction of actualising their potential to fulfill a difficult process and create high-quality posters. This can be evidence of eudaimonic well-being which is attributed to the actualisation of individual potential (Ryan and Deci 2001).

Another source of positive emotions is the accomplishment of ultimate goals:

> *'The thing I enjoyed most is that I have completed all the products of the project. I think it was not a long learning journey but the first time we worked in groups that long. When looking back to the steps we have done with the project, the experiences are so rewarding.'* Loan DFW3

This finding is consistent with existing literature which posited that positive emotionality originates from the pleasantness of attaining goals rather than the intrinsic enjoyment of activity involvement (Dörnyei, Muir and Ibrahim 2014; Ibrahim 2017; Muir 2020; Koné 2022; He, Wu and Zhou 2022; Bui 2023).

The data provided evidence for positive emotional loading at group level. A great number of students attributed satisfaction to group collaboration, for example:

'I love teamwork the most. When I work with my friends, I feel very confident and comfortable. I learned a lot from them.' Oanh DWW1

Cooperative learning boosted students' confidence by providing more open communication and freedom; thus, reinforced positive learning attitudes and motivation (Meng 2010). Data also revealed that emotional loading was contagious among members:

'I am very happy that today we made one of the most productive group work. Every member was active in contributing ideas to the structure of presentation.' Loan IMW2

Loan's enjoyment originated from teammates' active engagement and productive group work while discussions with other groups brought great excitement to Hoan:

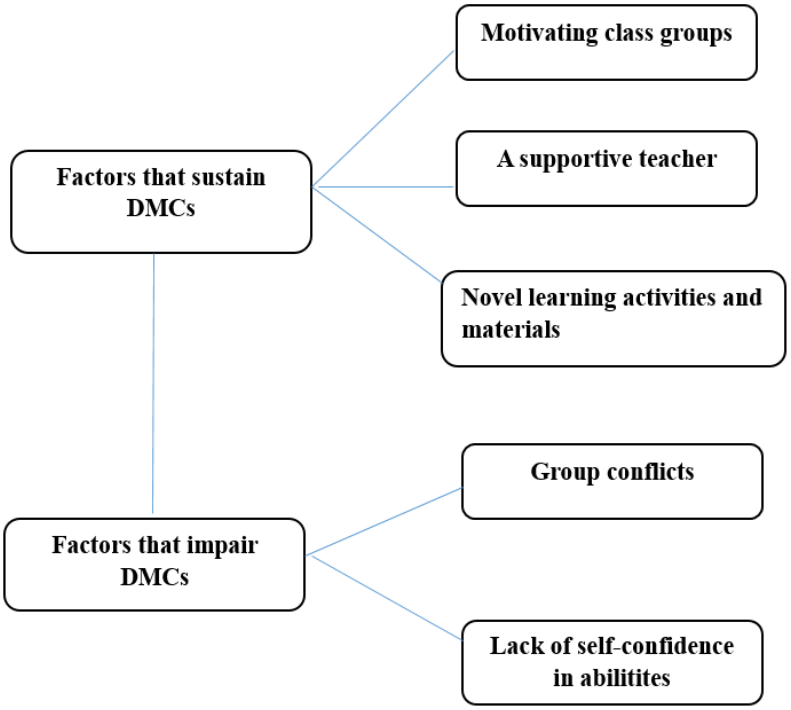
'I was excited about discussing with other groups and seeing their posters. They inspired me to improve our poster and work harder. By exchanging ideas and feedback, I can learn many tips and good vocabulary.' Hoan DFW1

Hoan described that seeing other groups' products and gaining their feedback generated excitement and motivation to improve her work. This mirrors Muir, Florent and Leach's (2020) and Bui's (2023) findings that positive emotions were transmitted among group members through collaborative activities. The transmission of positive moods among group members is conceptualised as positive emotional contagion (Barsade, Coutifaris and Pillemer 2018), which subsequently influences attitude and level of collective motivation (Sampson 2016). Therefore, it is reasonable to perceive emotional contagion as a feature of positive emotionality loading in group DMCs (Muir 2020).

2. RQ2: Factors that sustain and impair DMCs

Dörnyei and Ushioda (2011) argued that regardless of strong and explicit goals, there is a natural inclination to feel tired of the tasks and be subject to appealing distractions. Also, it is inevitable that DMCs are integrated with individual and contextual factors (Sak 2019, 2021). Although DMCs have capabilities to direct all energies over time towards the final goals (Dörnyei, Muir and Ibrahim 2014), this study identified different factors that affected DMCs (see Figure 3).

Figure 3. Thematic map of factors that sustain and impair DMCs



The thematic map presents five factors that sustained and impaired DMCs, which are discussed in detail in the following.

2.1. Motivating class groups

The results of this study yielded cooperative learning experiences as a dominant trigger for DMCs. When doing collaborative work, students were filled with positive feelings such as interests, excitement and gratitude, evidenced in self-reports from group 4:

> *'I'm interested in working in groups and trying new things like looking for ideas through videos and newspaper, creating posters and writing outlines with friends. Those are new and exciting. It helps me learn new skills from my friends.'* Hue DFW1

Hue appreciated the opportunity to experience new learning activities with peers while Loan admired group members for their abilities and collective responsibilities:

> *'I am lucky to join group 4 because my groupmates are responsible and excellent. We divided tasks equally and helped each other with difficult tasks. I learned from my groupmates in vocabulary and writing.'* Loan DFW3

These extracts demonstrated that group work generated positive feelings and induced language development, which aligns with existing findings that cooperative learning promotes learners' motivation by increasing their sense of responsibility for own learning and happiness about joining group effort (Dörnyei 2001; Jacobs and Goh 2007). Dörnyei, Henry and Muir (2016) also found that effective group cooperation contributes some kind of social well-being to the operation of DMCs. To explain, group members with active contributions form a positive emotional relationship in which they respect and care about each other's well-being and success (Johnson, Johnson and Smith 1998).

In addition to emotional contagion in group DMCs, data revealed that energies to work towards the goal were contagious, as Oanh shared:

> *'I am more studious because I work with my hardworking friends. I spend 3 hours every day working in groups and completing individual tasks. We often meet online and my friends try very hard for the presentation.'* Oanh DWW3

Oanh acknowledged the influence of teammates' efforts on her increased diligence. Zarrinabadi and Khajeh (2021) and Basöz and Gümüs (2022) also found that an exchange of motivation was created when learners felt more energised to achieve goals because of observing peers' effort. Henry (2020, p.167) explained that energy emerging in a group endeavour can diffuse among members and infect them with 'enthusiasm and positive emotional loading associated with the engaged-in activity'.

Dörnyei, Henry and Muir (2016) suggested a significant condition for DMCs is learners' belief that they have sufficient abilities to attain desired goals. Data showed that group work encouraged efficacy, as Hung and Thanh from group 5 indicated:

> *'I like working in group the most. There were some problems that I couldn't solve myself. Within a group, members proposed good solutions together. Having excellent group members, I have a strong belief in our final products.'* Hung DFW1
>
> *'It is great luck to have autonomous members in my group... Every member completed the divided tasks and sent help to each other. We have high expectations for our final presentation.'* Thanh IMW2

These reflections presented a high degree of collective efficacy which is confidence in joint abilities to perform goal-directed actions and achieve shared goals (Bandura 1997). This study, in line with Zarrinabadi and Khajeh (2021), identified that learners in cohesive groups have strong beliefs in collective potential to attain goals. The sense of collective efficacy promotes engagement in collaborative tasks and maintains efforts to accomplish final outcomes (Bandura and Walters 1977; Stajkovic and Luthans 1998).

Moreover, students in the extracts above appreciated benefits from collaboration regarding learning new knowledge and skills (Hue DFW1), peer assistance (Loan DFW3, Thanh IMW2) and mutual problem-solving (Hung DFW1). This indicates the establishment of unity and coherence among members. The teacher also expressed her contentment about the cohesiveness of some groups:

> *'Some groups have worked in harmony and effectively. As I could see, they get on well with each other and establish stronger relationships during the project. I am glad to see that strong students help weaker peers with project work.'* Teacher IFW2

The teacher provided evidence for the unity of groups including effective group work, close relationship and mutual support. Muir (2020) suggested that a key component of an idealised project template is a cohesive class group and the goals of group DMCs are only achieved through collective dedication and commitment (Zarrinabadi and Khajeh 2021); therefore, group unity and coherence play a crucial role in sustaining DMCs.

2.2. The teacher

A significant determinant of L2 learners' motivation is their teacher (Dörnyei 1994; Tanaka 2005). Dörnyei and Csizer (1998) suggested three components of teacher-related motivational factors including personality, teaching method and interactions with students. This study showed that the teacher plays a motivationally important role due to her personality, creative teaching method and motivating feedback.

Students expressed an appreciation for the teacher's easy-going personality and personal sharings:

> *'I appreciate the teacher because she is very friendly and easygoing. She shares stories about her English studying journey and provides useful tips for teamwork and learning strategies… These will help us a lot in the future.'* Loan DWW2

Bao also acknowledged the contribution of the teacher's personality to the positive classroom atmosphere:

> '*Teacher is supportive and happy that makes me comfortable when I participate in the project.'* Bao DFW1

Teacher personality assists teaching and communication between teachers and learners (Dörnyei 2005), particularly in this study, the teacher with her supportiveness and cheerfulness helped create a comfortable classroom environment which effectively involved students in the learning process (Al Kaboody 2013).

Students also conveyed their interest in the creative teaching method:

> *'I'm really into teaching method. Her instruction is very creative and easy to understand. It helps me deal with difficult tasks and move forward.'* Hung DWW1

Hung demonstrated the values of creative and understandable instructions in helping him pursue ongoing process. These creative and understandable elements may have been created by the teacher's use of *'warm-up games, eye-catching visual aids and many examples of project products'* in classrooms (Teacher DFW3). This relates to previous findings that teachers who present knowledge properly and provide engaging materials can help sustain DMCs throughout the course (Sak 2019; He, Zhou and Wu 2023).

The teacher enhanced students' motivation by offering motivating feedback, for instance, Hieu reflected:

> *'She gave us compliments and encouragements, which motivated us to believe in ourselves and accomplish the products. We are so proud of our work!'* Hieu DFW1

In this case, teacher feedback entailed praise and encouragement that can be categorised into positive persuasive elements (Dörnyei and Ushioda 2011, p. 127). As learners cannot progress towards the end goals with insufficient confidence in their capacities (Dörnyei and Ushioda 2011), positive persuasive feedback proved helpful in sustaining students' motivation by enhancing self-confidence about abilities to attain desired outcomes. Moreover, to motivate students, the teacher focused on their effort instead of ability:

'I adore the teacher encouragement most. She paid attention to shy students like me and provided compliments for my progress. I need to make more effort not to let her down.' Nam DFW2

'I know I didn't have the best performance today but she still provided positive comments on my progress during the project'. Kim DFW3

These extracts indicated that the teacher motivated shy students by confirming their progress and providing encouragement, fueling their energy to fulfill the project. Such recognition of effort is essential for maintain motivation because it helped students positively evaluate achievements and strengthened self- beliefs that their missing skills and knowledge can be mastered (Dörnyei and Ushioda 2011).

2.3. Novel language activities and materials

As a key condition for successful projects is 'real and authentic content' (Dörnyei, Henry and Muir 2016, p.177), this project integrated realistic tasks (e.g. poster making, group discussions, presentations) and authentic materials (e.g. TED videos, newspapers). Lesson content and materials are categorised into course-specific motivational components (Dörnyei 1994). Data revealed students' interest in new language activities:

'I am interested in learning how to make an impressive opening for our presentation...It's new and interesting. Today I learned new ways to start the presentation. We can tell stories, show images and ask questions' Van ITuW3

'I enjoyed the process of making English poster. It was time-consuming and difficult to make poster attractive but I could practice English more creatively.' Hoan DFW1

This novelty of applying English skills to making posters and impressive presentations proved appealing to students, indicating that the new and interesting elements of language activities attract attention and sustain learning interest (Fryer 2019). Students pleasantly engaged in making posters and presentations probably because these activities provided more creative approaches to practice L2 skills which helped them achieve the goal of L2 development. This supports Sak's (2017) conclusion that L2 goals need nourishing through goal-specific activities while individuals only have enthusiasm for and derive satisfaction from goal-oriented practices.

Students also expressed excitement about new materials, especially TED videos:

> *'I enjoyed watching TEDx Youth video the most. The speaker is my favourite MC, Khanh Vy who is a famous influencer. The video inspired me to improve myself and have such confidence like her.*' Thanh IMW2

TED videos encouraged Thanh's visualisation of ideal L2 self as a confident English speaker, inspiring her current improvement. This finding implied that authentic materials boost L2 motivation by providing vivid illustrations of how language is utilised for realistic purposes by real people (Nutall 1996; Guariento and Morley 2001).

Notably, students acknowledged that new activities and materials offered more engaging English learning experiences than language-focused exercises did:

> *'This project makes me recognise that English learning is not only from textbooks. Also based on the topics we learned in the school year, we*

experience new activities such as listening to TED videos and reading…This is less boring than handouts.' Hue IFW2.

Similar findings were reported by Muir, Florent and Leach (2020) and Koné (2022) that students found greater enjoyment in presentation projects with authentic content and real-world tasks than in conventional classrooms. The reason might be that students were not merely practicing but practically using knowledge and skills gained from authentic materials to create tangible outcomes in real contexts (Warschauer 2004). Therefore, it is important to ensure the authenticity of projects with DMCs potential because completing real and authentic tasks can produce a feeling of satisfaction and engagement (Henry 2019).

2.4. Group Conflicts

The present study suggested that insufficient participation in collaborative work could negatively influence DMCs. For instance, data from group 2 expressed the extent to which group conflicts prevented students from enjoying themselves:

'We had a conflict in organising ideas in Hang's part. We could not reach an agreement on how to organise the main arguments and supporting ideas in a good order. Kim and I proposed that Hang should change the order of ideas but she didn't want to change.' Trang ITuW2

As the attitude of group members is an L2 demotivating factor (Dörnyei 1998) and an important condition for the emergence of group DMCs is a cohesive class group (Dörnyei, Henry and Muir 2016), group dispute places constraints on the consistency of DMCs. A classroom is a distinct sociocultural setting that gathers students having various backgrounds

and interests; therefore, it is natural for conflicts to emerge during collective work (Koosha and Yakhabi 2013). In response to her group conflict, Hang explained her opposing opinions:

> *'The others didn't agree on my organisation of ideas. I spent 2 hours working on it. I was satisfied with my work and didn't want to change'*. Hang ITuW2

The analysis of group 2's data showed that their negative emotions mainly resulted from ineffective teamwork because they found it difficult to accept peer criticism and opposite perspectives.

Group conflicts also stemmed from the silence and passiveness of group members, particularly in group 3:

> *'I am not satisfied with my group work. We often argued because of 2 members. They delayed completing tasks and stayed silent in contributing ideas.*' Ngoc DFW3

There could be two reasons for the silence of these members:

> '*I am introverted and not always willing to communicate with others.*' Ly DWW1
>
> *'I am very embarrassed about my bad English communication ability.*' Vy DFW1

These students struggled to convey opinions in groups, thus being perceived as irresponsible members and a source of conflicts. This is consistent with recent research that have initiated discussions on the inevitable appearance of group conflicts in L2 classrooms and its negative effects on the consistency of DMCs (Bui 2023; He, Zhou and Wu 2023). Current findings about group disagreements provide convincing evidence for the recognition of important

others (e.g. families, teachers, peers) as social factors for the fluctuation of DMCs (Ibrahim 2016; Muir 2016).

2.5. Lack of self-confidence in abilities

A unique theme identified from the data is lack of self-confidence as a factor that impairs DMCs. Silent and less responsive members were evaluated as irresponsible by others, leading to group conflicts accompanied by dissatisfaction and ineffective work. However, students attached their hesitation to communicate to the lack of self-confidence:

> *'I am not good at communicating in English. I feel shy and hesitant to speak English in my group because my friends are more fluent than me.'* Bao IMW2
>
> *'I was disappointed about my speaking skills. I was worried that my weakness may affect our group performance.'* Hang DWW2

Bao and Hang's lack of self-confidence manifested itself in their anxiety about English communication, self-evaluation of their low proficiency and peer pressure, which hindered positive emotions and task performance. Self-confidence - including having less language use anxiety, evaluating own language capabilities more highly, gaining better experiences with L2 use and considering goal-achieving tasks less challenging - is a central element in the learner-level dimension of L2 motivation (Dörnyei 1994). Dörnyei (1997, 2001) also claimed that lack of self-confidence hampers L2 learners' motivation. This relates to the suggestion that DMCs only emerge if individuals have confidence in their ability to fulfill learning tasks and achieve final goals (Dörnyei, Muir and Ibrahim 2014). Although reduced self-confidence has been demonstrated as a barrier to L2 learning by L2 motivation researchers (Dörnyei 2001; Falout and Maruyama 2004; Ali and Pathan 2017), it seems

underexplored in existing DMCs studies. A growing number of investigations have been conducted on contextual factors (e.g. classroom climates, important others) explaining the fluctuation of DMCs (Sak 2019; Basöz and Gümüs 2022; Koné 2022; He, Zhou and Wu 2022) but personal factors have received less attention from scholars. Therefore, it is necessary that future researchers examine the relationship between DMCs and individual differences at greater depth (Muir and Gümüs 2020).

Unexpectedly, while lack of self-confidence can hinder motivation, Nam reported that it helped him realise the need for improvement:

> *'I lack confidence in making a fluent presentation. I need to practice more in the project and in the future.'* Nam IFW2

This unique finding aligns with previous explorations that negative emotions, for instance, embarrassment, disappointment and doubt can trigger DMCs (Ibrahim 2017; Basöz and Gümüs 2022).

3. DMCs and benefits to L2 Development

The results of this study identified positive impacts of the project on L2 development which was the long-term goal of most students. The most noticeable aspect of L2 development was verbal communication skills, as students reflected:

> *'My listening and speaking skills have improved because of discussions with friends every session.*' My IFW1

> '*My presentation skills benefit the most from the project. I learned many useful strategies to make successful presentation regarding language, structure and cohesion.'* Thanh IMW2

My and Thanh realised their improvement in speaking, listening and presentation skills due to collaborative group work and instructions on presentations. My further emphasised significant gains in verbal communication skills:

> *'I am more willing to speak English. I speak English with peers with less fear of making mistakes… I can overcome my anxiety when presenting in front of the teacher and classmates.*' My IThW3

The project helped enhance her willingness to communicate and confidence in delivering presentations. This pattern of development mirrors Muir, Florent and Leach's (2020) finding about positive changes in learners' willingness to communicate and L2 self-efficacy. Apart from improvement in skills, Hoa acquired more vocabulary knowledge:

> '*My vocabulary knowledge has been widened since I was exposed to lots of reading and listening materials.*' Van ITuW3

Similarly, the teacher confirmed students' application of varied vocabulary:

> '*Students have used a wider range of vocabulary related to their topics thanks to their listening to videos and reading newspapers.*' Teacher DWW2

Since each group acquired vocabulary on one topic from various materials and repeated words in multiple activities - group discussions, making posters, writing outlines and making presentations, there was sufficient repetition to enhance significant vocabulary growth (Webb 2007).

Despite the aforementioned benefits, some students self-evaluated their L2 development as not significant. For instance, Hang could not discern her L2 development:

> *'I can't see much improvement in my English skills. I still made lots of pronunciation mistakes and didn't speak fluently today.'* Hang DFW3

Hang's improvement in pronunciation and speaking was not clearly identifiable, possibly because the three-week project was not long enough for students to perceive L2 improvement. Similarly, Muir, Florent and Leach (2020) found that some learners only recognised subtle differences after the five-week project and instead appreciated L2 gains in traditional classes. Although project tasks and instructions were designed to help students improve L2 skills, it is not always easy to determine the connection between project work and L2 development (Becket and Slater 2005). To answer this issue, Muir (2020) suggested that projects should be implemented simultaneously with direct teaching in classrooms and there should be a balance of project work and classwork. Overall, the **TEDxTalk** project had positive effects on L2 development, in consistent with Muir's (2020) finding that group projects do not need be perfect for facilitating DMCs that are helpful for L2 gains. Although the benefits of DMCs for L2 improvement could be less clearly noticed during the project, students can maintain some habits that emerged during DMCs and potentially support future learning (Muir 2020), for instance, listening to TED videos, reading newspapers and group learning.

CHAPTER 5. CONCLUSION

1. Summary

This study answered two questions: (1) the possibility of using a group project to generate group-DMCs and (2) factors that sustain and impair DMCs. The findings mainly align with Muir, Florent and Leach (2020) despite the difference in learner groups, educational contexts and project design.

First, the results demonstrated the possibility for facilitating group DMCs through a group project with DMC potential in the Vietnamese EFL high school classroom. Three signature components of DMCs were evident in this study. Regarding goal-orientedness, the study identified different self-concordant goals related to development of L2 skills and career opportunities. Unexpectedly, goals in this study were not clearly visualised and only some students formed visions at the final stage of the project, whilst scholars believe that vivid imagination of goal achievement are powerful in directing motivational surges (Muir and Dörnyei 2013; Dörnyei, Henry and Muir 2016; Muir 2020). Two possible reasons for this phenomenon included individual differences (e.g. different skills, personal preferences) and the lack of real-life L2 experiences. Considering the salient facilitative structure, the study identified new behavioural routines in which students invested more time and effort in project tasks and group routines. There was a network of individual and group subgoals, from which regular progress checks were conducted through affirmative feedback. Concerning positive emotionality loading, students attributed enjoyment to involvement in the project process,

goal achievement and interactions with teacher and peers. Notably, there was the transmission of positive emotions among group members.

Second, factors were found to sustain DMCs namely motivating class groups, the teacher and novel language activities and materials while those impairing DMCs included group conflicts and lack of self-confidence. The results indicated the importance of motivating class group and the teacher in promoting students' self-confidence, self-efficacy, collective efficacy and learning enjoyment. New language activities and materials having a high level of authenticity provoked learning satisfaction and engagement among students. An interesting finding was that the exposure to authentic materials promoted students' visualisation of ideal L2 selves. By contrast, group conflicts arose due to the dynamic nature of classrooms and negatively impacted DMCs. Lack of self-confidence in language abilities was found as a barrier to DMCs and this calls for further examinations.

2. Limitations of the study

Some shortcomings have been recognised for my research project. First, due to the small sample size, the results of this study could not generalise the applicability of DMCs in the Vietnamese EFL high school setting. Second, self-report methods including diaries and interviews could be susceptible to social-desirability bias (Dörnyei 2007). Students could under-report demotivational experiences whilst over-reporting motivational evidence they feel were expected of them. These limitations could be somewhat mitigated because of the triangulation of teacher and student data that helped reach robust conclusions (Mackey and

Gass 2015). Further studies can conduct classroom observations to gather nonverbal insights for a more thorough understanding of DMCs in pedagogical contexts.

3. Pedagogical implications

Several pedagogical implications can be drawn from this study. This study aligns with Muir, Florent and Leach (2020), Koné (2022) and Bui (2023) that DMCs can be purposefully facilitated in L2 classrooms through group projects with DMC potential.

For Vietnamese EFL high school students to experience DMCs and achieve meaningful gains in L2 development, a motivating learning environment should be created. First, this study highlighted that cooperative learning helps students maintain DMCs and improve necessary skills including L2 communication, collaboration and problem-solving. These benefits are only achieved in case of equal participation in groups, teacher constructive feedback and appealing activities and materials that direct learners towards final goals. Second, the study suggested the importance of teachers in sustaining DMCs. Although PBL requires much responsibility and autonomy from students, it is essential that teachers implement motivational strategies (Laverick 2018) such as monitoring students' progress and offering timely support, recognising their effort and achievements, providing motivating feedback and establishing good rapport with them (Dörnyei 2001). Third, the findings implied a need for authentic L2 materials such as videos, oral presentations and newspapers, providing accurate insights of practical language usage and novel learning experiences (Gilmore 2007). Fourth, given the importance of visions in nurturing motivation (Dörnyei and Chan 2013)

and the fact that not everyone is able to visualise ideal L2 selves, there should be classroom tasks that enhance imagination. For example, students are given visualised materials which vividly capture proficient L2 users in specific contexts and conduct imagination activities (e.g. draw future timelines, describe detailed future plans) (Magid and Chan 2012; Safdari 2021).

Some constraints should be addressed for the effective implementation of projects in educational contexts. Considering the dynamic nature of classrooms, group activities should be designed to accommodate a variety of students (Davis 1997). To prevent conflicts, teachers should closely monitor group work and provide assistance when realising a large difference in members' participation (Bui 2023). More attention and support should be given to students who lack confidence or have difficulties in collaborative activities, helping them enhance task performance and self-efficacy (Zhou 2012).

4. Future research and development

Further research could be conducted on this subject area. First, it would be useful to expand investigations into the relationship between DMCs and individual differences (e.g. self-confidence, willingness to communicate). Researchers have initiated discussions on the positive impacts of DMCs on psychological variables (e.g. self-efficacy, autonomy, self-confidence) (Pietluch 2018, 2019; Zarrinabadi et al. 2019) but rarely considered the influence of these factors on DMCs. These studies also reached conclusions based on self-report data; therefore, future research may be fruitful if conducting additional classroom observations

which consider changes in self-confidence and willingness to communication before and throughout group DMCs. Moreover, there have been very few examinations into individual factors that promote or prohibit DMCs, necessitating more studies on this area.

Second, it would be interesting to investigate the long-term positive effects of DMCs. My study identified the benefits of DMCs for (1) L2 motivation (e.g. learning interests, self-efficacy) and (2) L2 learning (e.g. new productive learning habits, skill improvement). However, there remains a compelling question on the existence of these benefits after DMCs. An interesting future avenue can be empirically investigating any long-term impacts of DMCs, for example, 2/6/9 months following the end of DMCs (Muir and Gümüs 2020). Further studies may consider specific variables that affect the operation of the ongoing impacts of DMCs.

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APPENDICES

APPENDIX 1. OUTLINE OF THE PROJECT

20 students are divided into 5 groups. There are 4 students each group. Each group chooses one of the topics (New ways to learn, Gender Equality, Cultural Diversity, Preserving the Environment, Ecotourism). Students work in groups to complete final products: a poster, a PowerPoint, a 20-minute oral presentation and a 10-minute Q&A session.

There are one-hour sessions daily from Monday to Friday over three weeks. There are teacher instrucion time when the teacher guides students to complete project tasks. Students spend most of time working in groups. Following is the lesson plan of the project.

WEEK 1

Subgoals: Developing ideas and Making posters

Monday	**1.**	**Introduction: TEDx Talks project** **Instructions** • Topics: Gender Equality, Cultural Diversity, New ways to learn, Preserving the Environment, Ecotourism. • Final products: poster, PowerPoint, presentation, Q&A session • Project goals: - Apply learned language knowledge and skills to real-world tasks - Improve communication skills, presentation skills. • Goals of each week: - Week 1: Developing ideas and Making posters

- Week 2: Preparing the outlines of presentations, PowerPoint, Q&A sessions
- Week 3: Making the Final Presentations

- Group roles and norms: students discuss roles and norms for group work
- Suggestions: tasks should be divided equally; members should complete tasks before deadlines; members should be attentive and supportive.
- Teacher progress check and feedback
- Example: Teacher sets deadlines when students send products for feedback
- Guidance on diary entries and registering for interviews
- Example: teacher provides some instructions on diary writing (e.g. template, schedule)

2. Group work:

- Students gather in assigned groups
- Groups discuss the topic and divide tasks for the first product: posters.

Tuesday

1. Reading focus/ Developing ideas (30 minutes)

Instructions

- Warm-up game: play Kahoot in groups.

- Content of the game: questions about the knowledge learned in the topics (Gender Equality, Cultural Diversity, New ways to learn, Preserving the Environment, Ecotourism)
- Objective of the game: revise taught vocabulary about the topics

- Each Group has a reading worksheet related to its own topic
- Example: Group 1 reads about Gender Equality; Group 2 reads about Cultural Diversity. Groups gain ideas for the content of the poster.

- Introduce learning websites: Read to Lead, TED, VOA
- Teacher introduces the new website and guides students how to select appropriate reading and listening materials.

- Introduce website for designing poster: Canva, Slide go

Language focus

- Revise taught vocabulary and gain new vocabulary about group topics
- Revise taught grammar structures
- Reading skills

2. Group work (30 minutes)

- Read sample posters, analyse the structure and language in posters.
- Look for more ideas and discuss the organisation of the poster

- Groups divide tasks equally among members to complete the poster

3. Homework

- Work on the content of the poster and the organisation of ideas
- Recommended sources: Read to Lead website (News by topic: Envi Culture, Education, Gender)

Wednesday

1. Listening focus/ Developing ideas (30 minutes)

- Teacher sends 2 TEDEd videos (each lasts 4-5 minutes) to each group (videos are related to each group's topic).
- Groups gain ideas for the posters and future presentation.
- Groups take note of new words and expressions from videos.
- Note: Teacher reminds students to look up for meaning and pronunciation of new words in dictionary.
- Teacher monitors group work and offers guidance if needed.

Language focus

- Revise and gain vocabulary and expressions about groups' topics
- Listening skills

2. Group work (30 minutes)

- Look for more TEDEd about the group topic to gain more ideas.
- Organise and develop ideas, work on the posters

3. Homework

- Decide a template and discuss on how to present ideas on posters

	• Complete project diary
Thursday	**1. Writing focus/ Create posters (1 hour)** **Group work** • Warm-up game: Quizziz. - Content of the game: questions and answer about the group topics. - Objectives of the game: revise vocabulary, language expression and knowledge related to the topics. • Create the draft of the poster: design and organisation of ideas and sub ideas. • Teacher checks the group project progress, provide feedback and guidance for the next step. 2. **Homework**: • Continue making posters
Friday	**1. Speaking/ Project focus: Create posters (1 hour)** **Group work** • Warm-up game: Two truths and one lie - Content of the game: students make 3 statements (2 truths 1 lie) and other peers guess what truths are and what the lie is. - Objective of the game: students practice speaking in public; students understand each other better.

- Groups exchange their posters with each other. Other groups provide comments and constructive feedback for improvement.
- Teacher attends group discussions for further feedback.

2. **Homework**:

- Complete the group posters. Send teacher the final poster before 9 p.m. Friday.
- Complete project diary

WEEK 2

Goals of the week: Prepare for presentations (Outline of presentation, PowerPoint, Q&A session)

Monday

1. **Presentation focus: Overview of an effective presentation (30 minutes)**

   Instructions

- Watch a sample student presentation, from which teacher and students elicit useful lessons.
- Careful preparations for presentations
- Teacher shows students necessary steps to prepare for presentations (e.g. organise ideas, make outlines, make PowerPoint, practice oral speech, rehearse)
- Structure of presentations (e.g. opening, main body, closing)
- Effective use of PowerPoint (e.g. templates, clear and simple language, illustrations)

2. **Group work (30 minutes)**

- In groups, students divide tasks equally in preparation for PowerPoints and presentations.
- Discuss ideas for the outline of presentations

3. **Homework**

- Work on the outlines of presentations

Tuesday

1. **Presentation focus**: **An impressive opening (30 minutes)**

Instructions

- Warm-up game: Quizziz game

- Content of the game: answer questions about preparation for effective presentations (e.g. structure of presentations, use of PowerPoint)

- Objective of the game: revise lessons about presentation skills.

- Watch the openings of some TED Talk videos and learn new ways to start oral speeches: a story, an event, a question, etc.

- Learn useful language expressions and tones from videos.

Language focus

- Presentation language
- Tones and language expressions in the opening of presentations

2. **Group work (30 minutes)**

- Discuss and prepare an impressive opening.

3. **Homework**

	• Come up with an impressive opening.
Wednesday	**1. Presentation focus**: **How to elaborate ideas? (30 minutes)** **Instructions** • Read a paragraph to find out strategies. - Teacher provides a short reading paragraph that presents a good organisation of ideas. Students read and discuss the organisation of ideas and sub ideas. - Suggested strategies to elaborate ideas: examples, reasons, etc. - Linking words: For example, Specifically, Moreover, etc. **Language focus**: presentation language, topic-related language, linking words **2. Group work (30 minutes)** • Work on PowerPoint and the outline of presentation. **3. Homework** • Continue with PowerPoint and the outline of presentation. • Complete project diary
Thursday	**1. Presentation focus: Cohesion of group presentation (30 minutes)** **Instructions** • Watch two videos of group presentations and find out strategies.

- Students watch videos and find out the connection between different parts of presentations (e.g. between advantages and disadvantages of online learning).
- Suggested strategies: linking words, turn-taking among group members

Language focus: presentation language, topic-related language, linking words, pronunciation.

2. **Group work (30 minutes)**

- Progress check: Each group reports to teacher about its progress: completed tasks, remaining tasks, next subgoals and plans
- Continue working on PowerPoint and presentation.

3. **Homework**

- Work on PowerPoint and the outline of presentation.
- Prepare oral speech

Friday	1. **Presentation focus**: **Q&A session (30 minutes)** • Warm-up game: play Bamboozle in group - Content of the game: Each member chooses a number to answer questions about Presentation skills. - Objectives of the game: Revise knowledge about presentation skills, strengthen the sense of membership in groups. • Creative ideas for Q&A session (e.g. games, Padlet discussions)

- Avoid irrelevant questions (e.g. personal information, off-topic questions)
- Provide audience direct answers.

Language focus: presentation language, topic-related language

2. **Group work (30 minutes)**

- Continue working on PowerPoint and presentation.

3. **Homework**:

- Complete PowerPoint and outline of oral presentations. Groups send the draft of PowerPoints and the outlines of presentations to the teacher before 10 a.m. Saturday.
- Complete project diary

WEEK 3

Goals of the week: Practice, rehearse and deliver final presentations

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Monday

1. **Group work (1 hour)**

- Edit PowerPoint and content of presentations based on teacher feedback
- Practice oral presentations with PowerPoint
- Teacher checks group work and provides further comments

Language focus: presentation language, topic-related language, pronunciation

2. **Homework**

- Practice group presentation

	• Complete PowerPoint
Tuesday	**1. Group work (1 hour)** • Rehearse presentations in groups • Different groups gather and rehearse presentations together • Complete PowerPoints and posters **Language focus**: presentation language, topic-related language, pronunciation 2. **Homework:** • Practice group presentations
Wednesday	Project Day: Group 1, 2
Thursday	Project Day: Group 3,4
Friday	Project Day: Group 5 Conclusion of the Project

APPENDIX 2. DIARY (Adapted and extended from Muir, Florent and Leach (2020))

2.1. STUDENT DIARY

Google form link: https://forms.gle/WA8XYLWV4R5Nzs6B6

Section 1: GENERAL

1. Session date:
2. What is your name?
3. Which group are you in?

Section 2: EVALUATION

Please choose one option for each question:

1. How much effort have you put into the project?

Not at all	Hardly any	Neutral	Much	Very much

2. How much have you developed in language?

Not at all	Hardly any	Neutral	Much	Very much

3. How happy are you when doing the project?

Very unhappy	Unhappy	Neutral	Happy	Very happy

Section 3: DESCRIPTION

Please answer the following questions in detail:

1. What are your goals when participating in the project?
2. How do you feel about the project?

3. What language and/or skills did you practice today?
4. What have you enjoyed MOST today?
5. What have you enjoyed LEAST today?
6. What did you do for your group today?
7. How much time have you spent working on the project today?
8. What tasks have your group completed today?
9. How did your group work together? How did your group mates help you?
10. How did the teacher's feedback help your project work?
11. What do you plan to do next?
12. Do you find any difficulties working on the project? If yes, what are they?
13. Do you want to change anything about the project?

2.2. TEACHER DIARY

Google form link: https://forms.gle/DpNYRPeoAFA1P7nUA

Section 1: GENERAL

1. Session date
2. How do you feel about the session today?

Section 2: EVALUATION

Please evaluate the project in terms of the following criteria:

1. Students' language and skills development
2. Students' teamwork
3. Project progress

Section 3: DESCRIPTION

Please describe the session today in terms of the following criteria:

1. Language and/or skills covered
2. Specific project tasks completed
3. Observed evidence of students' motivation
4. Observed evidence of students' demotivation
5. OTHER COMMENTS

APPENDIX 3. INTERVIEW QUESTIONS (Adapted and extended from Muir, Florent and Leach (2020))

3.1. English version:

1. What have you enjoyed MOST about the session today?

2. What have you enjoyed LEAST about the session today?

3. How did your team work together today?

4. How do you feel about your English development?

5. Did this project impact learning habit? If yes, how did it impact your learning habit?

6. Do you find any difficulties when participating in the project? If yes, what are they?

7. What are your goals for the next sessions?

3.2. Vietnamese version:

1. Em thích nhất điều gì trong buổi học hôm nay?

2. Em không thích nhất điều gì trong buổi học hôm nay?

3. Hôm nay nhóm của em làm việc như thế nào?

4. Em cảm thấy sự tiến bộ tiếng Anh của em như thế nào?

5. Việc tham gia vào dự án này có ảnh hưởng đến thói quen học tập của em không? Nếu có, nó ảnh hưởng như thế nào?

6. Em có gặp khó khăn khi tham gia dự án không? Nếu có, đó là khó khăn gì?

7. Mục tiêu của em cho các buổi học sắp tới là gì?

APPENDIX 4. LETTER OF CONSENT (HEAD TEACHER)

Phuong Anh Vu
MA in English Language Teaching
Nottingham Trent University

Dear the Head teacher of Ly Tu Trong High school,

I am conducting a research study as part of my MA degree in English Language Teaching at Nottingham Trent University under the supervision of Dr. Sam Barclay. I would be grateful if you could give your permission for me to contact the English teacher and students of class 10A5 in order to collect data for my research (details below).

My title of my study is Fostering Directed Motivational Currents through group projects: An investigation into Vietnamese EFL High school students.

The aim of my research is to investigate student's motivation when they engage in a group project in their English classroom.

The research methods I am using are collecting qualitative data from diaries and interviews.

My data will only be used for academic research purposes. The identity of participants will be protected and their names will not appear in the study.

Would you please indicate that you give permission by signing the letter of consent below and returning it to me by email? Could you also please advise as to whether I should request permission from the parents of the students involved, and if so, how I should go about doing this.

If you have any questions regarding this study, or would like additional information, please do not hesitate to contact me or my supervisor.

Thank you.

Anh

Phuong Anh Vu

N1094887@my.ntu.ac.uk

Supervisor: Dr. Sam Barclay

sam.barclay@ntu.ac.uk

+44 115 84 84405

Letter of Consent

I understand the purpose of your research study, and give you my permission to collect data in my school. I understand that any information provided by staff and/or students may be used in the study, but that their names will not appear and that every effort will be made to protect their identity.

The name of my school is: Ly Tu Trong High school

I am happy for the name of the school to appear in the dissertation.

Name:

Signature:

Date:

APPENDIX 5. LETTER OF CONSENT

Phuong Anh Vu
MA in English Language Teaching
Nottingham Trent University

Dear Participant

I would like to invite you to participate in a study I am conducting as part of my MA degree in English Language Teaching at Nottingham Trent University under the supervision of Dr. Sam Barclay

My title of my study is Fostering Directed Motivational Currents: An investigation into Vietnamese EFL High school students

The aim of my research is to investigate students' motivation when they engage in a group project in their English classroom.

The research methods I am using are self-report methods including diaries and interviews

My data will only be used for academic research purposes. Your identity will be protected and your name will not appear in the study.

Would you please indicate your agreement to participate by signing the letter of consent below and returning it to me by email? If you have any questions regarding this study or would like additional information to assist you in reaching a decision about participation, please do not hesitate to contact me.

Thank you.

Anh

Phuong Anh Vu

N1094887@my.ntu.ac.uk

Letter of Consent

I agree to take part in the research study described above. I understand that the research will be presented as part of an MA dissertation.

I understand that any information I provide may be used in the study, but that my name will not appear and that every effort will be made to protect my identity.

I understand that my participation is voluntary, and that I can choose not to participate or to withdraw at any time. If I decide to withdraw, I agree to inform the researcher personally.

Name of Participant:

Signature of Participant:

Date:

APPENDIX 6. SUMMARY OF NUMBER OF DIARY ENTRIES AND INTERVIEWS COMPLETED BY PARTICIPANTS

Participant	Number of diary entries	Number of interviews	
		English	Vietnamese
Teacher	6	3	
My	6	2	
Oanh	6	2	
Vy	6		2
Thanh	6	2	
Bao	5		1
Ninh	4	1	
Kim	6	1	1
Trang	5	1	
Ly	6		2
Hoan	4		1
Chau	5	1	
Hue	5	1	
Nam	5		1
Hieu	6	1	
Hung	5		1
Thy	5		2

Ngoc	5		1
Van	6	1	
Loan	6	1	
Hang	3		1

APPENDIX 7. INTERVIEW TRANSCRIPTION

Following is the transcription of the interview with Van on Tuesday, Week 3 (Van ITuW3).

R: Researcher

P: Participant

R: Hello girl. How are you?

P: I am fine.

R: Thank you for attending the interview today. I have some questions for you. I show the questions on the screen. If you cannot hear me well, you can read them. Are you ready?

P: Yes.

R: First, let's think about the session today. What have you enjoyed the MOST?

P: I am interested in learning how to make an impressive opening for our presentation. I like it. It is new and interesting.

R: You think it's new and interesting, right? Could you please tell me how interesting it is?

P: Let me think. Our group today really enjoyed thinking about the opening. In the past, I only made simple introductions such as *'Hello, today we are going to talk about…'* Today I learned new ways to start the presentation. For example, we can tell a story, show images and ask questions. Our group will show a video and tell a story to start.

R: What have you enjoyed the LEAST?

P: We haven't finished the PowerPoint yet. I think we can finish today but No. Making PowerPoint takes more time than I think.

R: Do you find any difficulty in making PowerPoints? Do you need any help?

P: No difficulty. We just want to make it more beautiful, so it takes more time. We can finish it tonight.

R: How did your team work together?

P: Our group work has improved today. Some silent members became more active in sharing their opinions. I think we worked well.

R: Did you help each other?

P: Of course. We helped each other in every task.

R: How do you feel about your English development?

P: I think my vocabulary knowledge has been widened because I was exposed to lots of reading and listening materials.

R: Did this project impact your learning habits?

P: Normally, I am only studious when exams are approaching but during the project, I work on it every day. Every day I look for ideas, listen to TED videos and complete all tasks. It's good to see myself more responsible and studious.

R: Do you find any difficulties?

P: I am very nervous about the presentation tomorrow. I don't think my English is bad, but I am very shy in front of class. When I think about presentation and many people look at me, my heart beats fast.

R: Your heart beats fast?

P: Yes, my heart beats fast but I will try my best.

R: What are your goals for the next sessions?

P: I will practice as much as possible to speak fluently and confidently in the presentation.

R: Do you have any other comments?

P: No.

R: Thank you.

APPENDIX 8. TRANSLATION OF VIETNAMESE INTERVIEW

7.1. The interview transcription in Vietnamese

Following is an interview in Vietnamese with Hung on Tuesday, Week 3 (Hung ITuW3)

R: Researcher

P: Participant

R: Hello em.

P: Em chào chị.

R: Em đã sẵn sàng cho buổi phỏng vấn của chúng ta hôm nay chưa?

P: Em rất sẵn sàng.

R: Bây giờ chị có một số câu hỏi như sau. Đầu tiên, em hãy nghĩ lại về buổi học project hôm nay và cho chị biết: Em thích nhất điều gì trong buổi học hôm nay?

P: Em rất thích sự động viên của cô giáo và bạn bè. Khi họ nghe em thực hành thuyết trình, họ đã động viên em và thể hiện niềm tin vào em. Em biết tiếng Anh của mình không tốt lắm nhưng em sẽ cố gắng hết sức để không làm họ thất vọng.

R: Rồi, thế điều gì em cảm thấy không thích nhất?

P: Cũng khá là ít nhưng điều em không thích nhất là có một số từ cụ thể mà em luôn mắc lỗi phát âm mặc dù thầy cô và các bạn đã sửa giúp em. Em đã rất thất vọng.

R: Nhóm của bạn đã làm việc cùng nhau như thế nào?

P: Nhóm của chúng em làm việc rất hiệu quả ở giai đoạn cuối của dự án. Chúng em từng ngại ngùng vì từ đầu không thân nhau và không sẵn sàng giao tiếp nhưng giờ đây chúng em đã cởi mở hơn với nhau.

R: Nghĩa là ban đầu nhóm em không hòa đồng làm việc nhưng bây giờ nhóm em đã làm việc tốt hơn, đúng không?

P: Vâng.

R: Nói về sự tiến bộ tiếng Anh, em cảm thấy thế nào về sự phát triển tiếng Anh của mình?

P: Em nghĩ là em đã học được từ vựng mới từ tài liệu và qua bài nói chuyện với của bạn bè. Mọi người khác đã giúp em sửa cách phát âm khi em cố gắng nói tiếng Anh.

R: Chúng ta có rất nhiều hoạt động trong dự án náy. Vậy dự án này có ảnh hưởng đến thói quen học tập của em không?

P: Em cảm thấy khi tham gia dự án, em chăm chỉ hơn. Em dành khoảng 2 giờ để thực hiện dự án. Bình thường em rất lười học tiếng Anh.

R: Nghĩa là khi tham gia dự án, em chăm hơn còn bình thường em chưa chăm học tiếng Anh, đúng không?

P: Vâng.

R: Em có thấy khó khăn gì khi tham gia dự án không?

P: Tất nhiên. Khả năng nói tiếng Anh của em rất tệ. Đôi khi tôi cảm thấy xấu hổ khi phát biểu thảo luận nhóm và so sánh mình với các bạn cùng nhóm. Em không có nhiều vốn từ vựng tiếng Anh nên không biết diễn đạt sao cho đúng.

R: Không sao đâu. Chúng ta sẽ tiến bộ dần dần.

R: Mục tiêu của em cho những buổi học tiếp theo là gì?

P: Em sẽ luyện tập nhiều nhất có thể để nói trôi chảy trong bài thuyết trình.

R: Em muốn bổ sung thêm điều gì không?

P: Không ạ.

R: Chị cảm ơn em.

7.2. Translation of the Vietnamese interview

R: Hello.

P: Hello.

R: Are you ready for the interview?

P: Yes, I am.

R: I have some questions for you today. First, let's think about the project session today. What have you enjoyed MOST?

P: I enjoyed the teacher and friends' encouragement. When they listen to my presentation practice, they provided suggestions on my pronunciation and encouraged me. I know my English is not good but I will try my best not to let them down.

R: What have you enjoyed LEAST?

P: It's not a big deal but I always made pronunciation mistakes in some specific words although the teacher and friends have corrected them for me. I was very disappointed about myself.

R: How did your team work together?

P: Our group work worked very effectively at the final stage of the project. We used to be shy and not willing to communicate because we were not close friends in the beginning. Now we are more open to each other.

R: It means that your group are working more effectively than you did in the beginning, right?

P: Yes, we are.

R: How do you feel about your English development?

P: I think I gained new vocabulary from the materials and from discussions with my friends. My friends and the teacher helped me correct my pronunciation whenever I tried to speak English.

R: Did this project impact learning habits?

P: I think that I have been more studious since I participated in the project. I spend around 2 hours working on the project each day. Normally, I am very lazy to learn English.

R: It means that you have been more studious when participating in the project?

P: Yes.

R: Do you find any difficulties when participating in the project?

P: Of course. My English speaking is very bad. Sometimes I feel embarrassed when speaking in group discussion and comparing myself to my group mates. I don't have good vocabulary knowledge so I often find it difficult to express my ideas.

R: It doesn't matter. You will make a good progress.

R: What are your goals for the next sessions?

P: I will practice as much as possible to speak fluently in the presentation.

R: Do you want to add anything?

P: No, thanks.

R: OK. Thank you.

APPENDIX 9. CODING OF QUALITATIVE DATA

Theme	Example data extract	References[5]	Number of Participants
Goal/ Vision-orientedness	My goal when doing the project is to develop four skills: listening, speaking, reading and writing	105	20
A salient facilitative structure:			
• Recurring Behavioural Routines	I was lazy in summer but when engaging in the project, I am more dedicated to learning English. No one pushes me to learn but I am spending time reading and listening to find ideas for poster, PowerPoint and oral speech.	132	21
• Subgoals	Next week will be a very busy phase of our project with PowerPoints and the content of oral presentations. We will create a to-do list for all members and divide tasks effectively.	88	20
• Progress check through affirmative feedback	Teacher has given us detailed and complete feedback on our products, pointing out our strengths and weaknesses, thereby helping us to overcome difficulties and develop ourselves.	127	20
Positive Emotional Loading	The thing I enjoyed most is that I have completed all the products of	102	20

[5] Reference refers to the pieces of diary and interview data that fell into specific themes

	the project. I think it was not a long learning journey but the first time we worked in groups that long. When looking back to the steps we have done with the project, the experiences are so rewarding.		
Motivating class groups	I am lucky to join group 4 because my groupmates are responsible and excellent. We divided tasks equally and helped each other with difficult tasks. I learned from my groupmates in vocabulary and writing.	82	13
The teacher	I adore the teacher encouragement most. She paid attention to shy students like me and provided compliments for my progress. I need to make more effort not to let her down.	127	20
Novel learning activities and materials	I am interested in learning how to make an impressive opening for our presentation...It's new and interesting. Today I learned new ways to start the presentation. We can tell stories, show images and ask questions.	32	13
Group Conflicts	We had a conflict in organising ideas in Hang's part. We could not reach an agreement on how to organise the main arguments and supporting ideas in a good order. Kim and I proposed that Hang should change the order of ideas but she didn't want to change.	43	9
Lack of confidence in abilities	I am not good at communicating in English. I feel shy and hesitant to speak English in my group because	35	6

	my friends are more fluent than me.'		
L2 development	I am more willing to speak English. I speak English with peers with less fear of making mistakes… I can overcome my anxiety when presenting in front of the teacher and classmates.	57	12