

**DIRECTED MOTIVATIONAL CURRENTS**  
**THROUGH GROUP PROJECTS:**  
**A STUDY OF VIETNAMESE UNIVERSITY STUDENTS**

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## IMPACT OF COVID-19 STATEMENT

1. Details on how disruption caused by COVID-19 has impacted the research: In 2020 the pandemic led to an inability to conduct face to face research, an inability to collect and analyse data as a result of travel constraints and restricted access to labs and working spaces and adverse effect on mental health:

Part of my initial plan was to recruit university students from both Vietnam and the UK in order to further analyse the environment impact on students' motivational currents. Due to the pandemic, I did not meet the expected number for participants to have enough samples for both groups. This led to a major change in my research questions' structure.

From March 2020 to September 2021, I struggled to access the lab to conduct my data analysis and communication with my Supervisory board was also affected as everything moved online.

The COVID-19 Pandemic also took a toll on my mental health as in March 2020 my dad was diagnosed with laryngeal cancer. The lockdown prevented me from going back to Vietnam to visit him and affect my mental health tremendously.

2. A summary of any decisions / actions taken to mitigate for any work or data collection/analyses that were prevented by COVID-19: With the guidance from my supervisor and the Supervisory board, I adjusted my data collection procedures and managed to conduct and monitor both Study online. In June 2020 I was lucky to be able to conduct a pilot study face-to-face. Other adjustments were made throughout the 3 years to adapt to the new situation.

## **ABSTRACT**

“Directed Motivational Currents” is a unique motivational construct that describes periods of highly driven behaviour while working towards a well-defined and personally meaningful end goal (Dörnyei, Henry, & Muir, 2016). Such periods of motivation occur in a variety of circumstances and are aimed toward a variety of ends, but they are uniquely identifiable by the extremely positive emotionality demonstrated by individuals. Although research on DMCs in various contexts is on the rise, there have not been many well-established studies on DMCs in the Vietnamese setting.

Study One takes a quantitative approach to research by addressing questions about the recognisability of DMCs among Vietnamese students, and by examining fundamental questions such as the number of people who report having experienced DMC-like motivation, what inspired them, and how long it lasted. In addition, it examines the respondents' demographic characteristics to determine whether there are any correlations between DMCs and their gender. There are a total of 855 Vietnamese students involved in the study, which use an adapted version of an online questionnaire created by Muir (2016). The results support the hypothesis that DMCs are a commonly recognised and experienced motivating phenomenon in society and demonstrate that there are no significant connections between DMCs and any demographic variables. In terms of language acquisition, the data support the claim that DMCs are present across a broad variety of language levels. Qualitative data from the survey also offers interesting insights to DMCs triggers and barriers, which is influence by Vietnamese culture and history.

The second study examines the practical application of DMC theory to language learning and instruction. This classroom intervention project, undertaken in partnership with Hai Nguyen, sought to enable a group DMC experience for 25 university English language learners at the

lower intermediate level. This study is based on the notion that group DMCs can be viewed as intensive group projects in a classroom setting. The study was organised according to the “Step by Step” framework (Dörnyei et al., 2016). Throughout the five-week period, data was collected from personal journal entries and Facebook conversations with both the students and the teacher. Findings indicate that the intervention was highly successful at creating a group DMC experience, and notably, students reported considerable positive gains throughout the course, both in terms of language acquisition and other essential skills. On the other hand, exam pressure, peer pressure family pressure and group conflicts cause fluctuations to the students’ DMCs

## **ACKNOWLEDGMENT**

In 2019, I began my PhD journey after finishing my MA in TESOL at Essex. My goal at the time was simple and perhaps naive: exploring Vietnamese students' L2 Motivation in a novice perspective – Directed Motivational Currents with the hope to develop a new framework tailored for Vietnamese students. I had no idea I was about to embark on the most challenging three years of my life. During that journey, I have received an immense amount of support from a lot of people. There have been many ups and downs, and there have been times when I honestly doubted that I would make it to the end. This brief acknowledgement may not fully express how grateful I am to have received all of the support I did, but I hope it could present my heartfelt gratitude to everyone who has been a part of this challenging yet rewarding journey.

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## **LIST OF ABBREVIATIONS**

ANOVA = analysis of variance

CDST = complex dynamic systems theory

CELTA = certificate of teaching English to speakers of other languages

CLT = communicative language teaching

DMC = directed motivational current

EFL/ESL = English as a foreign language/English as a second language

IELTS = International English Language Testing System

L1 = first language

L2 = second language

SDT = self-determination theory

SLA = second language acquisition

TESOL = teaching English as a second or other language

## CHAPTER ONE: INTRODUCTION

Despite being the first chapter of this dissertation, this introduction was the one I wrote last. I have spent a great deal of time considering how to introduce this three-year project so that it represents my purpose, represents me as a person, and I decided to begin with a story. In my early upbringing, my English education experiences were riddled with unanswered questions as I was born and raised in a rural section of the Mekong Delta, Vietnam. In the early 2000s, due to the lack of facilities and teacher resources, we had to learn in extensive classrooms with an exam-focused curriculum and an intensely teacher-centred approach. In a sense, we were "moulded" into well-mannered, hard-working individuals who keep their heads down and strictly adhere to instructions. Our English was assessed entirely by our paper-exam scores and there was little exposure to any types of authentic materials. In the body of research on the characteristics of Vietnamese students in L2 classrooms in that period, phrases such as "potential but very passive" and "reluctant to interact" appear to be prevalent (Hoang, 2014).

However, surrounded by my peers and learning from my teaching experience, I started to see that Vietnamese students are brimming with capability and potential because even with many barriers, some of us were still inquisitive to learn English. We would hand-copy song lyrics that we heard from the radio and cut out any English short stories we could find in the weekly newspapers. The only challenge is how to unlock these qualities with our limited conditions and resources. Since I began my teaching career eight years ago, I have pondered the reasons why some students are more motivated to pursue their academic goals while others abandon them. Taking our unique context with historical elements and cultural influence into account, the crucial question is whether our Vietnamese students can be intentionally and purposefully motivated to learn English.

As an advocate of students being active participants in their own academic journey, I believe that the first step to motivate students is for them to thoroughly comprehend their academic decisions and be motivated to pursue goals that are directly related to those decisions. Why not develop a learning environment that encourages Vietnamese students to continually reflect on their learner objectives, progress, and personal accountability? Instead of students attributing their academic success to test scores and relying on extra classes or tutoring, I believe a better learning environment may be created by fostering continual reflection, curiosity, and positive emotional loading. Then, not only would the students be able to become motivated, but they would also be able to maintain their motivation. I hope to discover a teaching framework that is much more student-centred, that suits our financial capability, and that assumes that students are active participants, that they have agency in the classroom, and that they interact and work efficiently with their peers. This study is motivated by that vision to investigate a novel concept: Directed Motivational Currents (DMCs) and the possibility of a framework to facilitate DMCs experience via group projects in Vietnamese classrooms. This chapter will introduce key concepts, from L2 Motivation research through DMCs, in a concise manner. In addition, it will demonstrate the significance of this research and the structure of the thesis.

## **1.1 Introduction to L2 Motivation**

In this thesis, I will use Dörnyei and Otto (1998)'s definition of Motivation, the researchers stated that:

“In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and acted out.” (p. 65)

This is consistent with the process-oriented definition of motivation that dominated the field in the early 2000s. Dörnyei (2005) also devised a process model of L2 motivation with motivation in three stages: choice motivation, executive motivation and motivational retrospection. Unlike the individual-oriented definitions of motivation explored in the previous sections, socio-cultural theorists have proposed a different approach to L2 motivation with a focus on the complexity of language learner motivation. In this sense, L2 motivation varies over time and can be seen to go beyond the educational context. L2 motivation has been a prominent research area in Second language acquisition for over fifty years, due to the necessity to address the social, psychological, behavioural, and cultural complexity that acquiring a new communication code entail. The significance of motivation in predicting success or failure in the study of an L2 has been the subject of voluminous research for a considerable amount of time. Numerous published research (e.g. Crookes & Schmidt, 1991; Dörnyei, 1994; Oxford & Shearin, 1994) acknowledge motivation as crucial to L2 achievement. Over the years, the discipline has seen a progression of phases that indicate an increasing degree of integration with discoveries in mainstream motivational psychology, while preserving a keen focus on motivational features specific to language acquisition. Dörnyei and Ushioda (2011) track the development of the field by breaking it down into the following phases:

1. The social-psychological period (1959–1990), characterised by the work of Robert Gardner and his associates in Canada.
2. The cognitive-situated period (during the 1990s), characterised by work drawing on cognitive theories in educational psychology.
3. The process-oriented period (turn of the century), characterised by a focus on motivational change.
4. The socio-dynamic period (current), characterised by a concern with dynamic systems and contextual interactions.



These phases will be discussed in detail in the following chapter (Chapter 3) to explore how the understanding of L2 Motivation has evolved in the last 60 years. If there is an out-standing pattern of change which could be identified from these phases, it would be the major growth in the number of L2 contexts for Motivation research as English becomes the “lingua-franca”. This positive change has contributed to the development of our understanding of how L2 Motivation manifests in various settings, thus better understanding its complex nature and potentially drawing teaching implications to purposefully facilitate it.

## **1.2. Introduction to DMCs**

As the general second language acquisition research field has undergone a transformation in recent years, with the emphasis now placed on understanding the complexity and multidirectional relationships among the many extenuating factors, this also applies to L2 motivation research. Over the course of four significant historical phases of development in L2 Motivation Research (Dörnyei & Ushioda, 2011), the research policy on L2 motivation has developed significantly and the current upward trend is to examine the dynamic nature of L2 motivational processes.

In response to these developments, Dörnyei and his team published a series of studies (Muir & Dörnyei, 2013; Dörnyei, Muir, & Ibrahim, 2014; Dörnyei, Ibrahim, & Muir, 2015) that helped establish the concept of "Directed Motivational Currents" to explain why some people occasionally experience an unusual state of concentration and productivity while working on a project that motivates. The researchers were the first to coin the term "Directed Motivational Currents (DMCs)," which refers to times of high levels of motivational loading that are motivated by and pursue a lofty future goal. Dörnyei and his team have emphasised the importance of DMC research, contending that if we can comprehend the operation of DMCs, we can improve our understanding of how to sustain motivation over time, given that the same operational principles of DMCs are at play for all the long-term motivating experiences.

According to DMCs, a novel motivation construct, those who are caught up in a motivational current experience an exceptional period of productivity, which in turn allows them to accomplish more than is typically expected (Dörnyei et al., 2015). DMCs emphasise the imaginary power of vision as the primary motivating factor in language learning. Simply put, sustained and focused engagement with a distal objective fosters a sense of ownership of the target, allowing for the relatively simple handling of all the procedural needs along the path to the target. In fact, a clear visionary purpose or end-goal enhances the resilience of such a pervasive feeling of optimal operational performance that is maintained along a DMC pathway (Muir & Dörnyei, 2013).

There has been a substantial increase in the number of studies aimed at expanding our understanding of this unique sort of motivating phenomenon. This is attributable to the recent introduction of DMCs, which were intended to account for the highly productive and goal-oriented motivational surges that have happened over the past few years. However, the majority of these early attempts were incomplete, and there is currently a shortage of evidence to imply that all of the unique characteristics of DMCs have been recorded in their entirety. In this regard, despite the fact that a substantial amount of current research on DMCs has examined the model's validity in a range of contexts for L2 acquisition, relatively little is known about the model's validity in the context of learning Vietnamese. In addition, only a small number of studies have examined DMCs from the perspective of dynamic systems; hence, there is a notable lack of information regarding the dynamic properties of DMCs.

According to Dörnyei, Ibrahim, and Muir (2015), there is a substantial amount of work that has to be done, as well as a significant amount of territory that needs to be explored, in order to adequately and efficiently appreciate the true processes that lie behind DMC-type behaviours. They went on to clarify that one of the issues that the focus of future research should be on is

the question of which factors impact the intensity of DMCs and whether or not they are sustainable. Evidently, our knowledge of which conditions in Vietnam facilitate or impede DMCs and how DMCs vary across individuals depending on personal, affective, and contextual factors remains limited.

### **1.3. Significance of this study**

With the rapidly increasing demands of globalisation, Vietnam has undergone significant changes in many fields, education is not an exception. Within education, English has been regarded as an indispensable foreign language, particularly for the Vietnamese youth. English is recognised by the Vietnamese government as a vital means of communication for Vietnam's advancement, a valuable resource for the implementation of national modernization programmes, and a crucial platform for international competition. Individually, English proficiency is viewed by many Vietnamese as the key to unlocking a door to success. English language education is growing both formally and informally, within and beyond the formal education system in Vietnam. English is compulsory at all levels of the formal education system; it is a requirement for high school diplomas, a prerequisite for entry into several tertiary institutions, and a required subject for undergraduates, graduates, and doctoral students to receive their respective diplomas. Outside of the formal education system, numerous private language centres offer English courses at all levels. And beyond the formal education system, English plays a number of important roles: it is a gatekeeper for many job seekers, a promotion criterion, and a requirement for a scholar or academic to be granted the title of professor or associate professor.

Regarding the government's effort to innovate the teaching and learning of English, The National Foreign Language 2020 project is the most recent breakthrough that investigates brand-new innovations to improve the quality of English language learning and instruction at all Vietnamese school levels. According to the British Council 2019 report, after nine years, this innovation has garnered considerable public interest and feedback from those who are interested. MOET proposes that, in order to increase the effectiveness of teaching and learning English in high school, a variety of teaching methods and the incorporation of information technology into the design of learning activities are required. Additionally, students should be encouraged to use English in the classroom and in everyday communication situations as frequently as possible (MOET, 2012). Despite these significant changes, the instructional delivery method has not changed substantially. Similar to teaching the Vietnamese language, "teacher asks, students respond" is the most common method, with the teacher speaking more. (Thuong Nguyen, 2017). Since 2000, the British Council and the Ministry of Education and Training (MOET) have collaborated on a variety of initiatives and programmes designed to improve English language teaching, learning, and assessment in public primary and secondary schools, universities, and vocational training institutions.

The International English Language Testing System (IELTS) has become an increasingly popular measurement of English language proficiency in Vietnam over the past decade, especially at the tertiary level (Barnes, 2010; Tran, 2015). The driving forces behind the favourable status of standardised language proficiency tests such as IELTS in Vietnam are contingent on the governmental effort to ensure that the English competency of Vietnamese learners is assessed against an internationally recognised benchmark (Tran, 2015); and increased opportunities for Vietnamese to study abroad in English Speaking countries, which often requires learners to obtain either an IELTS or TOEFL certificate (Barnes, 2010; Nguyen,

1997). As a result of this growing learning demand, various IELTS preparation courses have been offered in different regions in Vietnam through different formats, such as formal training at public schools, private language centres and one-on-one tutoring classes at home. However, little is known about the teachers of these IELTS preparation courses in the country. High-stakes language tests such as IELTS have long been believed to directly influence educational processes and stakeholders. To date, research in the area of language testing and assessment has mainly focused on investigating how these language tests' impact teaching practices (e.g., teaching methodology, lesson content, and materials). The way teachers adapt their teaching practices in order to prepare learners to meet the test's demands has been seen as a reflection of test impact. This phenomenon has often been described as 'washback' or 'backwash', which indicates that the course materials and teaching practices are modified according to the tests (Alderson, 2004; Bachman, 1990; Bachman & Palmer, 1996; Hawkey, 2006; Hughes, 1990; McKinley and Thompson, 2018).

Although there is a wealth of literature on L2 motivation in many countries, research on this topic in Vietnam has been limited (Phan, 2010). These studies are beneficial because they provide insight into the factors that may motivate or demotivate Vietnamese students in higher education to learn English, as well as effective methods for motivating them to learn English.

The findings of this study may shed light on the dynamic and complex nature of DMCs in the Vietnamese context. The findings may reveal how the motivational patterns of learners participating in a DMC change over time in response to different motivational dynamics and whether it is possible to develop a curriculum based on a DMC's framework that could trigger a DMC's experience. Moreover, the findings may provide methodological and pedagogical insights for the study of DMCs, not only in Vietnam but in other contexts as well. Quantitative

data from surveys enhance our knowledge of DMCs in the Vietnamese context and serve to validate the DMCs dispositional scale, while qualitative data contribute to our understanding of the complexity of DMCs' experiences (Muir, 2016).

As noted by Dörnyei, Ibrahim, and Muir (2015), the notion of DMC goes into operation through the combination of individual, social, and situational parameters, which in their totality initiate an optimal motivational state to achieve a personally significant and emotionally pleasing goal. It is in this relation that there could be a wide range of factors that could potentially influence the longevity and motivational intensity of DMCs. In this manner, integrating dynamic systems perspective into DMC research may prove valuable in order to gain deeper insights into the dynamics of the construct. Such a probe may contribute to preliminary efforts to shed light on the complexity and dynamism that underlie the DMC processes. At this point, it is also worth noting that there is uncertainty and a huge challenge as to studying dynamic systems and thus what we know about the operational principles of such complex systems, (for example, motivational dynamics) is mostly restricted to theoretical discussions rather than empirical (Dörnyei et al., 2015). In other words, there is a current paucity of empirical research specifically relating to the practical understanding of complex dynamic systems. It is, therefore, quite safe to assume that researching motivational dynamics within DMCs can not only offer an opportunity to elaborate on and specify the motivational dynamics that promote or hinder DMCs, but also can increase our overall awareness regarding the complexity of the processes that underlie L2 motivational orientations.

DMCs as a construct has been popularised recently to account for highly robust and productive motivational surges in pursuit of a highly desired goal of personal significance. Drawing on both quantitative and qualitative data, the aim of the present study is twofold:

1. It aims to validate the proposed structure of DMCs in the Vietnamese context.

2. It seeks to explore whether it is possible to facilitate DMCs experience through group projects using a specific DMC framework in a Vietnamese EFL classroom.

#### **1.4 Thesis Structure**

After this brief introductory part (Chapter 1), this thesis is composed of eight chapters. The first three chapters (Chapters 2, 3 and 4) concentrate on the theory of this study, focussing on the key theoretical aspect of the concepts under L2 Motivation and its development, DMCs, DMCs through group projects and DMCs through group projects in Vietnamese context. The next chapter (Chapters 5) describes the methodology of this study, followed by Chapter 6 and 7 in which I discuss the analysis of this study, addressing its findings, results and summary of conclusions. The last 2 chapters (Chapter 8 and 9) provide a summary of key findings, practical pedagogical implication, reflection of the study, and suggestions for future research on the topic of DMCs in general and DMCs in Vietnam specifically.

A brief introduction is included at the beginning of each chapter outlining its purpose. At the end of each chapter, a concluding summary is provided recapitulating the main themes addressed in each section, with a link to the subject to be approached in the following chapters. In the following paragraphs, each of these chapters is briefly put forward.

Chapter 2 addresses key concepts and theories in the literature regarding L2 motivation, its development and crucial milestones. An analysis is provided of pivotal studies that have influenced these constructs, underscoring all areas proposed by scholars as possible future research to be undertaken, including issues that need further research or replication, or have not been previously investigated.

Chapter 3 establishes a theoretical overview of Directed Motivation Current within which the significant roles of its unique structure and components are underscored. Special attention is paid to these aspects as they play a fundamental role in shaping this investigation. Furthermore, this chapter outlines previous important empirical research on DMCs in different contexts and how this study has been built on, and will complement that research on analysing the concepts of DMCs

Chapter 4 covers the Vietnamese context, from a systematic review of the development of English language teaching and learning in Vietnam followed by a literature review on L2 Motivation research in Vietnam. This is the foundation to situate this project in the body of literature, tapping on the questions of Why and How DMC could fit in and transform the scene of English teaching and learning in Vietnam.

Chapter 5 presents the methodology of this thesis and includes a presentation of the mixed-methods study and learner intervention programme implemented. In this section details are provided on the research questions to be addressed and the methodology employed, which includes a description of the participants, the instruments and the procedure involved. Information is included on both the pilot study and the final study carried out in the Vietnamese context. Differentiation is established throughout as to the quantitative and qualitative parts of the study and how they complement each other to shed light on the DMCs experience of Vietnamese learners.

Chapter 6 and 7 displays the results obtained from the study and learner intervention programme, pinpointing the significant quantitative and qualitative data. These are consequently triangulated to render a holistic discussion on the study's outcomes based on the results, theory and observations obtained. Key findings that best answer the research questions of this study are underscored, parallel to generalisations and exceptions.



And lastly, chapter 8 yields a conclusion that offers a final analysis on the relationship between the results, theories and observations depicted in this study. In this section, attention is also paid to the limitations of this study and scope for improvement. An analysis that extends not only to the pedagogical implications of the results garnered and further research necessary regarding concepts of DMC.

## **CHAPTER TWO: A REVIEW OF L2 MOTIVATION THEORIES: From Integrativeness to Directed Motivational Currents**

The fascinating nature of motivation and its predictive nature in second/foreign language (L2) learning achievement have piqued the interest of scholars attempting to gain a deeper grasp of this concept within the field of L2 learning for almost seven decades. In this chapter, I will discuss significant contributions to the understanding of L2 motivation and how these studies have influenced how L2 motivation is perceived in the classroom. This chapter will also seek to provide a state-of-the art perspective on the evolution of motivation theories over the years, from the notion of integrativeness to directed motivation currents (DMC).

### **2.1 The pioneers in L2 Motivation research: Gardner's and Lambert's notion of integrative motivation**

The period from 1959 to 1990 is believed to be the social psychological period-initiated studies on motivation by motivational researchers. The key works of Gardner and his students in a Canadian context (Gardner & Lambert, 1959, 1972) offered the foundation for this period. It was believed that language acquisition was influenced by a variety of sociocultural elements, including language attitudes, cultural familiarity, and stereotypes (Gardner & Lambert, 1972). This perspective gave rise to the prevalent conceptions of integrative and instrumental orientations as motivation's origins. Inspired by L1 acquisition such as Mower's (1950) and supported by Spolsky's argument (1969), Gardner and Lambert (1959) introduced their view of L2 motivation which was primarily based on two orientations: integrative and instrumental. Even though Gardner addressed other orientations in his subsequent writings (see Gardner, 1985; Tremblay & Gardner, 1995), he seems to emphasise the two orientations indicated above in his Socio-Educational Model, which consists of three components: effort, desire, and positive attitude (Gardner, 1985; Gardner & MacIntyre, 1993). As Gardner & Lambert's (1972)

explain in their proposed theory, the motivation needed to master a second language can be sustained by a process which shares several similarities to “social identification”.

This concept of "integrativeness" was novel at the time and elicited considerable scepticism from researchers in the field. Initially, the two researchers considered that integrative motivation stems mostly from the desire to identify with the native speakers and the community of the target language, whereas instrumental reasons pertain to the practical benefits or material rewards of the target language (Gardner & Lambert, 1972). Those with an integrative mindset may be inspired to study more about the culture and community of the L2. Different from the integrative approach, which emphasises learners' desire to understand the community and culture of the target language, the instrumental orientation emphasises pragmatic benefits. The concept of “integrativeness” remains popular for the next three decades since its birth in 1959. In North America, where the notion of integrativeness originated, there were empirical research suggesting that integrative motivation was the most influential variable on learners' L2 motivation. (Clément & Kruidenier, 1985; Gardner, Day & MacIntyre, 1992; Gardner & MacIntyre, 1991, Hernández, 2006; 2008; McEown, Noels & Samure, 2014). Following that, many researchers have suggested that this type of L2 motivation can be found across different contexts around the world such as Hungary, Lebanon and Poland (Clément, Dörnyei & Noels, 1994; Dörnyei, 1990)

Hence, the notion of “integrative motivation” ruled the field for almost 20 years with evident empirical research. Nevertheless, since the 1990s, other different perspectives have started to challenge the notion and offered heating discussion among linguists into the issues of contexts, terminology and the appropriation of “integrative motivation”

One of the most well-known critics should be the one presented by Smith (1983a) as the researcher criticised the singular view of Gardner and Lambert (1959) to use the conclusion

drawn from North American context to the English learning and teaching around the world. Smith (1983a) challenged the appropriation of “integrativeness” in other contexts by emphasising the original purpose of learning English as a second language, which is to communicate more effectively, not to “integrate” themselves to the native settings.

Supporting this argument, Ryan (2009) pointed out that Gardner and Lambert (1959) first identified their integrative orientation in Canada where French and English are the two prominent languages, so the context seemed to have “profound influence” on the theoretical conclusions. The key role of “integrativeness” in learners’ motivation soon was challenged when Gardner and Lambert carried their later research focusing on English learners in the Philippines, the researchers were aware of the impact of the context and how it altered the orientation which were proven stable in North America contexts. In other words, the notion of “integrativeness” appears to be less relevant in the wider learning and teaching context where students had very little or no contact with L1 speakers (Dörnyei, 2009). Following this argument by research agenda, there were empirical data which show very little relevance evidence of integrative motivation. For example, there was a lack of basic identification with the target language community among L2 students in Japan (Irie, 2003; Yashima, 2000, 2002). Chen, Warden & Chang (2005) also presented data from L2 classroom learning English and Japanese showing that integrative motivation had little to no impact on Chinese students learning English. In Japanese learners’ case, it was instrumental, rather than integrative, that played a key role in motivating their language learning process (Chen, Warden & Chang, 2005). Lukmani (1972) also found that instrumental orientation was more influential to learners of English as a L2 in the Saudi context. Finally, it is worth to mention the article of Coetzee- Van Rooy (2006) in which she emphasised that the integrative notion promoting a simplex view and was inapplicable to such context as South Africa where the integration with L1 speakers was not relevant to learners’ purpose of learning English.

It would have been fair for researchers to move past the notion of “integrativeness” if it had not been for Dörnyei and Crizer’s (2005b) research focusing on Hungarian English learners. It was challenging for the researchers to interpret the data which showed “integrative motivation” as key variable in Hungarian learners’ motivation. Because there were neither real integration with the target language community nor common opportunities for communication with native speakers (Dörnyei & Crizer, 2005b). This took researchers to the position of considering whether Gardner and Lambert’s (1972) notion of integrativeness was only suitable for certain sociolinguistic contexts.

Researchers from other non-native contexts contributed their findings to question the notion of integrativeness. Yashima (2002) found that students in English classrooms in Japan consider their English learning as a crucial skill to succeed in the era of globalisation. It was also stated by Jenkins (2006) that in the Global English perspective, rather than viewing native users of English as the benchmark of "right" or "wrong" for L2 users of English, all varieties of English, native or non-native, are equally accepted. This is because it places an emphasis on intelligibility and allows learners to use English with their own characteristics such as pronunciations, accents, and diction without comparing them with those of English native users. Because of this, the increasing prevalence of Global English also carries with it the consequence that the concept of "integrative orientation" loses its reference. This is because more and more L2 learners no longer refer to the English-speaking community in order to learn English (Lamb, 2004; Ortega, 2009; Ushioda, 2006; Dörnyei & Ushioda, 2011; Islam, Lamb, & Chambers, 2013). Thus, it would be unfair to apply the notion of “integrativeness” into these classrooms or assume the orientation of these learners’ motivation to be entirely the interests towards L1 community or culture.

The interchangeable use of the term “integrativeness”, “integrative orientation” and “integrative motive” has caused confusion and pose challenges to the field (Muir, 2016). Gardner (2001) believed that there should be a clarification in the efforts of clearing the misunderstanding among the terms. Nevertheless, as Clement et al (1994) suggested, the root of the confusion was the perspective of integrative and instrumental orientation being viewed as two ends of a continuum. Therefore, clarification is challenging as it must address this original belief.

Despite its fundamental position in L2 motivation theories, heated discussion as well as critics surrounding the social-psychological view of Gardner and Lambert (1972) urge researchers in the field to pursue different perspectives as well as heading towards a more situated analysis of L2 motivation (Ushioda, 2012). As English becomes an “international language”, the link between the language and its native community such as the UK or the US is fading. L2 learners around the world are less concerned with integration with the L1 community, rather developing their bilingual skill and to be a part of an international English speakers’ community (Muir, 2016).

## **2.2 L2 Motivation in cognitive theories in educational psychology**

### **2.2.1 The emerge of Goal-setting theories: The importance of goals**

The 1990s also witnessed another crucial development in researchers’ understanding of the relationship between goal-setting theories and motivation theories. The inquiry whether the notions of goal setting and motivation stand discretely as two different variables or if they cover one another in a complex, is intriguing to many researchers in the field. It started in the 1990s when Locke and Latham (1990) introduced their theory of “Goal setting and task performance”. According to the researchers, there are five key principles of goal setting that can improve learners’ chances of success:

1. Clarity: Setting clear goals are important for learners as it reflects learners' understanding of their own ability and how they would measure their progress.
2. Challenge: The level of difficulty of a task can have certain impacts on learners' likelihood to commit to it as learners are often motivated by challenging yet achievable goals (Deci & Ryan, 1985; Noels, 2001)
3. Commitment: When goals are specific and challenging enough, it is crucial for learners to maintain their commitment and efforts to achieve them
4. Feed-back: Gaining feed-back ensure learners' commitment towards the tasks as they can reflect on their progress and gain insights to their strategies
5. Task complexity: Breaking challenging goals into small sub-goals and specific tasks significantly enhance learners' chances of success in achieving complex goals as well as avoiding overwhelming goals.

Learners are likely to achieve their objectives if the following conditions are met: (a) the goals, sub-goals, and tasks are clear, specific, and appropriate for the learners' abilities; and (b) learners are motivated by regular feedback to commit to and make efforts to complete their tasks.

Many researchers, applying goal-setting theories to the field of language learning, view L2 motivation as goal-oriented (Woodrow, 2012). From a broader perspective of psychology, Deci and Ryan's (1991) "Self Determination theory" attempts to explain goal-directed behaviour in learners. They believe that learners' competence, autonomy, and psychological relatedness play a crucial role in determining their attitude and choice of action. Consequently, they proposed the definitions of intrinsic and extrinsic motivation as two subsystems of learners' cognitions that are closely related to L2 acquisition and, consequently, were widely adopted after the turn

of the century. Intrinsic motivation is derived from the core of personal interests and gratification and is therefore highly self-determined and independent.

There are three distinct varieties of intrinsic motivation: knowledge, accomplishment, and stimulating experiences. Although each type of intrinsic motivation is believed to generate distinct thought patterns and objectives, they all play a significant role in guiding the behaviour and decisions of learners. In contrast, extrinsic motivation is frequently observed in activities involving mandatory factors, such as rewards or punishments. These elements begin to combine with an individual's sense of self to form a regulation continuum along which learners advance. Beginning with external regulation, where learner behaviour is highly dependent on external elements such as praise or punishment, moving through introjected regulation, where these elements are internalised and explicitly recognised and valued by the individual, identified regulation, and finally integrated regulation, where learner motivation is less controlled, more self-determined, and may be linked to self-beliefs or values. It is essential to note that intrinsic and extrinsic motivation are not at opposite ends of a continuum, but rather they spread along it as students regulate their beliefs and behaviours.

From an educational psychology achievement goal perspective, Ames and Archer (1988) proposed a framework which enables teachers to manipulate students' goal orientation with the view of improving achievement. The framework includes two main orientations namely: task orientation and performance orientation. Learners with task orientation focus on the completion of the task thus motivated by the achievement. Meanwhile, learners with performance orientation pay attention to the comparison between their competences versus others'. According to Smith, Duda, Allen & Hall (2002) performance-oriented learners have the desire to outperform others or the desire to avoid failure and negative judgment. A study by Woodrow in 2008 with English learners in Australia suggested that mastery goal orientation learners are



more likely to have high self-efficacy and high level of English-speaking skill (cited in Mercer, Ryan and William, 2012).

To sum up, it is believed that goal-setting theory had a significant influence on the development of many major modern L2 motivation theories: L2 Motivational Self System, Vision theory (see 2.8) (Dörnyei et al., 2016, chap. 3; Locke & Latham, 1990, 2013c). Muir and Dörnyei (2013) even describe the connection between goal-setting theory and vision theory as obvious. Considering the decades-long history of goal-setting theory, it is crucial to examine how this new vision theory contributes to this literature to avoid repackaging existing constructs into new terminology. (Al-Hoorie, 2018)

### **2.2.2 The two important frameworks**

From the foundation of social-psychological perspectives of L2 motivation, motivation scholars started to investigate the motivational cognitions that explain learners' behaviours in the classrooms including beliefs, self-perceptions and thinking patterns (Ushioda, 2012). These cognitions are vital in the process of shaping learners' self-recognition and visions which affect their engagement as well as efforts toward the L2 learning. It is important to emphasise that in the cognitive perspective, it is difficult to isolate L2 motivation analysis, as it fits in a complex system of learners' cognitive processes. Thus, researchers in the 1990s attempted to develop some meaningful frameworks which are able to illustrate the role of L2 motivation in learner's cognitive processes and present related internal and contextual factors affecting it (Ushioda, 2012).

The first framework I would like to mention is Williams and Burnden's (1997) "Social constructivist framework of L2 motivation". Developed in 1997 with a fundamental belief of the impact of constructivism and social interaction on learners' 'choices or behaviours, Williams and Burnden (1997) presented their model of motivation consisting of two primary groups:

external factors and internal factors. The researchers explained that, as every individual is motivated differently yet subjected to social and contextual influences, it is important to reflect the dynamic influence between these two groups of factors on learners' decision to act. Internal factors include personal interests and curiosity while external factors refer to the interactions with others within the learning environment and social context or culture influences. William and Burnden's (1997) framework also promoted the idea that there are significant links between other cognitive variables such as learners' agency, learners' goals, self-efficacy and self-esteem all of which later proved to be significant in analysing L2 Motivation (Dörnyei, 2015).

The second framework is the "Three-level framework" by Dörnyei (1994), in which he presented: language level, learner level and learning situation level of learners' motivation and how to motivate them. The language level is in accordance with Gardner's (1990) approach, consisting of an integrative sub system which centres around learners' "affective predisposition" and instrumental sub system illustrating learners' "future devours". The second level reflects complex and dynamic cognitions that form learners' traits and affect their behaviours. Dörnyei (1994) also pointed out "needs for achievement" and "self-confidence" as crucial elements in this level that are essential for motivating learners. The third level illustrates three groups of elements that highly influence an individual's learning situation: the course-specific motivational components, the teacher-specific motivational components and the group-specific motivational components. This framework captured relevant factors contributing to the analysis of L2 motivation in three different dimensions (social, personal and educational subject matter) in order to better present L2 motivation in a cognitive perspective and generate meaningful teaching implication to motivate learners in the classrooms. As the components of the three levels stretch to many different areas of learners' cognition and it was challenging for

the paper to fully and systematically explain all of them, Dörnyei (1994) encourage researchers to continue analysing L2 motivation as a complex

## **2.3 The socio-dynamic period: viewing L2 Motivation as a complex system**

### **2.3.1 The “Self” Perspective in L2 motivation theories**

As field researchers pushed for a more situated analysis of L2 motivation, the "self" perspective began to gain popularity. It is important to note that the concept of "self" is not entirely new to motivation theories. In fact, Markus and Nurius (1986) coined the term "possible selves" ' in order to propose a connection between learners' motivation and cognitions. According to their research, "possible selves" ' represent what learners would like to become, what they fear becoming, and what they are capable of becoming. These "possible selves" ' reflect the learners' goals, thought patterns, fears, and threats, and consequently have significant effects on their behaviour. While the selves they would like to become and the selves they fear becoming exist at a distance from the present self, the selves they could become are more expected and devoid of learners' actual realisation of their current ability and skills. Higgins (1987) added his concept of "self-discrepancy," which includes three distinct domains of self: the actual self, the ideal self, and the ought self, to the body of literature. The actual is regarded as the starting point from which students construct their own interpretations of their current skill level (Higgins, 1987). The latter two are more pertinent to Markus and Nurius's (1986) concept of "possible selves" ' in that they also reflect the desires of learners. The separation is intended to highlight the distinctions between an ideal self, which typically corresponds to a person's core values and characteristics, and an ought self, which is frequently more influenced and directed by external factors (Higgins, 1987). The concept of "the ought self" includes an element of "emotional discomfort."

Other empirical studies on L2 motivation continued to emphasise the significance of understanding the self-related variables from 1990 to 2000. (Mercer, Ryan and Williams, 2015). In his 1994 publication, *The Three-Level Model of Motivation*, Dörnyei identified "self-confidence" as a crucial factor influencing the motivation of students. Following this, Williams and Burnden's (1997) framework emphasised the importance of learners' self-efficacy and agency in directing and influencing their behaviour and choice to act.

Attribution theory is another prominent contemporary theory that piques the interest of numerous researchers in the field (Weiner, 1986, 1992, 2000). Williams, Burden, and Al-Baharna (2001) noted that Attribution is regarded as an important process and plays a significant role in influencing learners' motivation because it can explain many instances of failure in language learning. Internal factors include ability and effort, while external factors include perceived difficulty of the task and luck (Weiner, 1986, 1992, 2000, Dörnyei, 2001b, Slavin, 2003, cited in Zareian and Joaei, 2015). These factors are evaluated by learners' prior learning experiences and play a significant role in their future accomplishments. In a similar state-of-the-art article, Zareian and Jodaei (2015) also mentioned empirical studies demonstrating that the factors in Attribution theory can vary across cultures, such as the Arab study conducted by William et al. (2001) demonstrating the absence of "luck" and "effort" factors. Attribution theory is positioned in the flow of the "Self" shift in the development of motivation theory because it is closely related to the concept of "Self-efficacy" - the level of capability a language learner believes he or she possesses.

According to Bandura (1986, 1995, and 1997), self-efficacy is the conviction that an individual possesses the capacity to plan out and carry out the steps necessary to accomplish a specific objective. In addition to this, it lays the groundwork for student motivation and a sense of personal achievement. The term "self-efficacy" relates to the efficacy, belief, or expectation

that one has towards their own abilities (Bong, 2004). According to Bandura (1997), pupils who have a high level of self-efficacy are more likely to take on challenging projects, demonstrate a greater interest in the task, and recover from disappointment more rapidly. People who have low self-efficacy, on the other hand, have a tendency to avoid challenging projects and are unable to finish challenging tasks because they have a tendency to believe that their skills are far behind and lose confidence in their own personal abilities. In addition, Park (2003) notes in his research that students who were able to demonstrate a high level of self-efficacy were adept at finding solutions to tough situations.

There are four different facets of human function that are affected by self-efficacy: cognitive, motivational, affective, and selection processes (Bandura, 1993). People are more likely to establish difficult goals and display a firm commitment to achieving those objectives if they have a high level of perceived self-efficacy in cognitive processes. This is because people feel more confident in their ability to achieve such goals. In addition to that, images and vision also play important parts in the formation of personal ideas. People who have a high sense of self-efficacy are able to imagine themselves succeeding and are willing to put in more effort. People who have a low sense of self-efficacy, on the other hand, tend to constantly picture themselves failing and have self-doubts. The processes of motivation are also an important component. This component is built using three different types of cognitive motivators. These are known as causal attributions, result expectancies, and cognized goals, and they correlate, in that order, to the theories of attribution, expectancy-value, and goal theory accordingly. People who have a high sense of their own efficacy are more likely to blame a lack of effort for their failures. This phenomenon is referred to as causal attribution. According to the expectation-value theory, people act on their views about what they are capable of doing, and they evaluate the outcomes of their actions based on their beliefs. The goal theory indicates that having defined goals that are difficult to achieve increases and maintains motivation. In a nutshell, self-efficacy beliefs

are a factor in the motivational process. People's beliefs determine the kinds of goals they set for themselves, the amount of effort they put forth, how long they can persevere in the face of challenges, and how they respond to setbacks (Bandura, 1993). Affective processes constitute the third component. Within the realm of emotional processes, the degree to which one is experiencing negative emotions like stress, depression, or worry can have an effect on the intensity of their perceived level of self-efficacy. Those who are able to rein in unfavourable emotions are better able to deal with challenging circumstances, experience less anxiety, and engage in fewer avoidant actions (Bandura, 1993). The final one concerns the selection procedures. The decision that individuals make will serve as a representation of their perceived level of self-efficacy. Consider the example of the profession. People who have a high perceived level of their own self-efficacy evaluate a larger variety of possible professional paths. They are more organised in their approach to the task at hand, which increases the likelihood of their accomplishment (Bandura, 1993).

### **2.3.2 Agency and L2 Motivation**

M. Klemen (2015) discussed the concept of student agency by offering an autonomy of the definition through a review of existing literature. According to the article, student agency refers to the self-reflective and intentional actions and interactions of students with their environment. It encompasses a range of agentic capabilities ("power") and orientations ("will"). Agentic possibility and orientation are temporally embedded concepts, implying that they are shaped by past habits of mind and action, present judgments of alternative courses of action, and future projections.

Student agency is conceptualised using social cognition theory and sociological theories of human agency. It is defined as a process of student actions and interactions during studentship that incorporates variable conceptions of agentic orientation, the way students correspond to

the past, present, and future when making action and interaction decisions, and agentic possibility, the perceived ability of students to achieve desired outcomes in a particular context of intervention. To fully comprehend student agency, an integrated causal, but not deterministic, system is required that is sensitive to the varying and changing temporalities of students' agentic orientations and agentic capabilities (the ability to achieve desired outcomes). In other words, how people conceptualise their own relationship to the past (routine), the future (purpose), and the present (judgement) influences their behaviour (Emirbayer and Mische, 1998). The study summarised the theory of student agency by stating six premises.

Particularly in the second premise, it states that student agency can be stronger or weaker depending on the situation. Having strong agentic resources, such as well-developed temperaments of self-organisation, self-regulation, self-reflection, and proactivity, can help students improve the quality of their action or interaction—their agency in a particular context of action. Intentional self-development, of which learning is a critical component, has a broad positive effect on student agency (*ibid.*). Indeed, agency is both a condition and an outcome of self-formation. Students who have increased knowledge, improved skills, and access to information can make more informed judgments about the socio-structural contexts in which they act and make more informed decisions about how to act to achieve desired outcomes.

While student agency is a critical component of classroom learning, opportunities to foster and promote agency are frequently overlooked. In her book titled “Student Agency in the Classroom: Honouring Student Voice in the Curriculum”, Vaughn (2021) offered the inner dimensions of student agency to show what it is, why it is needed, and how it can be translated into teaching approaches. Vaughn offers a model of agency in Part I, *Locating Student Agency*, that educators seeking new and better ways to support the learning of historically marginalised students can use as a foundation. Part II, *Growing Student Agency*, focuses on opportunities

for teachers to capitalise on student contributions during instruction. The book features teacher voices who have transformed their classrooms, as well as compelling case studies brimming with ideas for teachers to incorporate into their own instruction. The inner dimension of students' agency includes Purpose, Intentionality, Perception, Persistence, Interaction and Negotiation. According to the author, in practice, these dimensions are inter-related and to promote student agency in the classroom, they all should be addressed. The definition of each dimension is as following:

Purpose: How students understand their goals and visions.

Intentionality: How students are willing to pursue their goals and ideas.

Perception: How students see values in what they are doing.

Persistence: How students persist in the face of obstacles and challenges.

Interaction: How students interact with different elements in the classroom and beyond the classroom.

Negotiation: How students negotiate and balance their beliefs.

Applying this to language classrooms practice, specifically in "Evaluation and Feedback", Nieminen et al. (2022) investigated four conceptual frameworks for student agency in order to further theorise the agentic role of students that has been emphasised in recent literature on the 'new paradigm of feedback' (Boud and Molloy 2013; Carless 2015; Winstone and Carless 2019, cited by Vaughn 2021): ecological, authorial, socio-material, and discursive. Each of these four frameworks provides novel perspectives on student agency in feedback processes and on the critical variables to consider in practise and research. In general, we observe that acknowledging student agency is a critical – albeit complex – first step in deconstructing



feedback processes, as feedback is always received, made sense of, and used through this very agency.

### **2.3.3 Learner's Autonomy, Self-Regulated Learning and L2 Motivation:**

In the late 1970s, a person-centred approach called learners' autonomy was introduced in Europe and quickly became popular among second language learning researchers. This approach is believed to be a result of the liberal and libertarian theories of learning which was early introduced by Ivan Illich, Paulo Freire and Jerome Bruner (Lewis and Vialleton, 2011). Together with the sociocultural turn, learners' autonomy is associated with the socio-cognitive psychological theories of Lev Vygotsky. Henri Holec (1981) defined learners' autonomy as the ability to 'take charge of one's learning', which he equates with having or holding 'the responsibility for all the decisions concerning all aspects of this learning'. Holec (1981) also proposed several the learning management tasks that he expects the autonomous learner to be able to perform:

- Determining the objectives
- Defining the contents and progressions
- Selecting methods and techniques to be used
- Monitoring the procedure of acquisition properly speaking
- Evaluating what has been acquired

Researchers from time to time have attempted to investigate the connection between learner autonomy and linguistic competence (see Ablard and Lipschultz, 1998; Corno and Mandinach, 1983; Risenberg and Zimmerman, 1992; Zhang and Li, 2004). Corno and Mandinach (1983, page 89) initially argued that learner autonomy may aid to improve the language competence

of learners, and they concluded that autonomous learners were the learners who possessed high language proficiency. Ablard and Lipschultz (1998, page 97) discovered another important finding, which was that various high achievers used a variety of distinct autonomous tactics. Risenberg and Zimmerman (1992, page 120) went on to point out that learners who had a high degree of learner autonomy were more likely to achieve high scores, whereas learners who had low degrees of learner autonomy were more likely to risk achieving low scores if learner autonomy could augment academic scores. This was discussed further in the previous paragraph. On the basis of a comparison between the subjects in China and Europe, Zhang and Li (2004, page 21) came to the conclusion that learner autonomy was closely associated with the language levels, and its Pearson Coefficient amounted to 0.6. This pressed

Self-regulated learning is a branch of educational psychology which is applicable to many different disciplines besides language learning. It is rooted in self-regulatory research such as: self-reinforcement, goal setting, self-efficacy perceptions and self-evaluation. From the 1970s onward, researchers were intrigued to propose general models of self-regulated learning, which incorporated many constructs and assumptions derived from what is now known as social cognitive theory. Barry Zimmerman is considered one of the pioneer researchers in self-regulated research to offer the following definition:

*“In general, students can be described as self-regulated to the degree that they are metacognitively, motivationally and behaviourally active participants in their own learning process. Such students personally initiate and direct their own efforts to acquire knowledge and skill rather than relying on teachers, parents, or other agents of instruction.”* (Zimmerman 1989a, p.329)

Motivation and self-efficacy beliefs are believed to play a crucial role in self-regulated learning, but the primary focus is on actual behaviours as ‘theories of self-regulation place their

focus on how students activate, alter and sustain specific learning practices' (Zimmerman 1989b, p.22). Zimmerman also emphasizes that self-regulation is neither as an ability, nor as a skill, but as a process: Academic self-regulation is not a mental ability, such as intelligence, or an academic skill, such as reading proficiency; rather it is the self-directive process through which learners transform their mental abilities into academic skills. (Zimmerman 1998).

At the same time, Zimmerman proposes a model for self-regulated learning (SRL): Forethought, performance or volitional control, and self-reflection are the three steps that make up SRL processes (Zimmerman, 2000). The forethought phase refers to the processes and beliefs that take place before making efforts to learn, the performance phase includes processes that take place while the effort is being implemented, and the self-reflection phase involves processes that take place after each individual learning effort. There are two primary categories of processes that fall under the foresight phase: task analysis and self-motivation. Setting goals and devising a game plan are both components of task analysis. Beliefs about one's own capacity to learn are the seedbed of self-motivation. For instance, self-efficacy beliefs refer to a student's confidence in their ability to successfully learn new material or complete a task, while perceived autonomy refers to a student's perception that they have the freedom to engage in self-regulated learning processes. The processes that take place during the performance phase can be broken down into two primary categories: self-control and self-observation. The application of approaches or tactics that assist the pupils in concentrating on the job at hand is what is meant by the term "self-control processes." Students monitor their own learning by engaging in various forms of self-observation and reflection. As a result, during the performance phase, they are able to recognise patterns in both their conduct and the results of their behaviour, which enables them to adjust their learning efforts when necessary. A self-evaluation of the success of a performance and the assignment of the outcome to a cause are both processes that are included in the self-reflection phase of the phases. This perspective on

self-regulation is circular in the sense that self-reflections based on earlier attempts at learning have a crucial influence on subsequent forethought processes.

### **2.3.4 Dörnyei's L2 Motivational Self System**

One of the key contributions and influential model in the development of re-theorizing motivation theories is Dörnyei's L2 Motivational Self System which reframes traditional school of thoughts on motivation from "defined motivational goals" to "future oriented dimensions" (Dörnyei, 2005, 2009). By "future oriented dimensions" he referred to how one sees oneself in the future and how these perceptions affect his or her current learning process, behaviours and outcomes.

This concept is based on both Markus and Nurius's (1986) theory of possible self-dimensions and Higgins's (1987) Self theory. A significant difference between Higgins's theory and Markus and Nurius's is that Higgins mainly discuss the Ideal L2 Self and Ought-to L2 Self as a single set guiding all other attributes for each 11 individuals while the other researchers are more into the idea of multiple selves (Dörnyei, 2009). Combining the findings from Higgins's and Markus and Nurius's, together with his research, Dörnyei placed "Ideal L2 Self" and "Ought-to L2 Self" as the central components of his reconceptualization of L2 motivation and finally presented the L2 Motivational Self System. Learner's L2 motivational self-system is a combination of three elements: the Ideal L2 Self, the Ought-to L2 Self and learning experiences. The "Ideal L2 Self" is described as a powerful motivator because of the desire to reduce the distance between our actual L2 self and the L2 self that we would like to become. The "Ought-to L2 Self" concerns the attributes that are believed to be highly necessary for one to possess in order to meet expectations and avoid possible negative outcomes. Lastly, learning experience includes the learning environment, experience and related factors such teachers' or peer group impacts.

Dörnyei (2009) also presented theoretical validation for this model by reasoning how it parallels with other conceptualisations of L2 motivation. He points out the close correspondence between the L2 Motivation Self system with Gardner's (2001) motivation construct and Noels's (2003) motivation components. Moreover, he also argues that the complex motivation construct including eight motivational dimensions presented by Ushioda (2001) is "conceptually related" to his model and Noel's (2003). Following the theoretical validation, Dörnyei used Crizes and Kormos's (2008) comparative analysis of structural model for Hungarian secondary & university learners of English and Taguchi, Magid & Papi's (2009) "L2 Motivational self-system among Japanese Chinese and Iran learners of English" as empirical data to support the proposed model. The Hungarian study presented two main findings: a. Integrativeness stands out as the most dominant component in the L2 Motivation construct and b. Instrumentality and attitudes towards L2 speakers/ community strongly determined integrativeness. The study of Taguchi, Magid & Papi's (2009) compliments to these findings by indicating that the integrativeness can be better explained by the frame of reference – the Ideal L2 Self and the instrumentality can be divided into two different self-perspective which closely related to the Ideal L2 Self and the Ought-to L2 Self in Dörnyei's L2 Motivational Self System.

Since then, extensive research has been conducted, and the results have indicated that the application of concepts such as self, future self-guides, and vision can be beneficial for both instructors and their students (Ghasemi, 2021). For example, Magid and Chan (2012) ran two motivational programmes with the purpose of increasing participants' enthusiasm to learn English and their linguistic self-confidence. These programmes focused on improving learners' picture of their Ideal L2 Self and identifying clear future goals. In addition, Magid (2014) implemented another vision-based motivational programme by utilising a variety of activities that improved learners' ideal L2 selves, L2 learning attitudes, and intended efforts. These

activities increased learners' capacity for imagery, which in turn increased their imagery capacity. He presented compelling evidence in support of the prospective power of L2MSS to enhance learners' future self-guides and motivation. In a nutshell, research has been conducted on the effects that L2MSS has on cognitive abilities (Weinberg, 2008), the feelings of students (Teimouri, 2017), academic outcomes (Oyserman et al., 2006), and learning experiences (Weinberg, 2008, Teimouri, 2017). (Chan, 2014).

These findings place a fundamental role in guiding future research on motivation across different settings and cultures. In 2022, Yousefi and Mahmoodi conducted an ambitious meta-analysis on L2MSS studies. Through the use of effect size calculations, a total of 17 previously published studies with a participant pool of 18,832 language learners were meta-analysed. According to the findings, motivation for learning a second language has a significant impact on language acquisition. Analysis of moderators reveals, in addition, that the overall L2 motivation construct is multidimensional, and that its efficacy is formed and influenced in part by the interplay of learner age, gender, educational level, learning context, target language, learning outcomes, and geographical locations.

### **2.3.5 Vision**

Vision is described as “the mental representation” of the experience towards a certain future ideal state (Muir & Dörnyei, 2013). In recent years, vision has been successfully introduced to the L2 motivation field as a key factor and the driving force of students' motivation. Dörnyei 's L2 Motivational System explored the role of vision and used it as an element for “the L2 Ideal Self”. This “self” has the characteristics which learners wish to possess in the future and reflect learners' vision on their goals. This vision is believed to sustain motivational behaviours and encourage actions such as learning (Muir & Dörnyei, 2013). At the first glance, vision and goals may appear identical. Nevertheless, the sensory component of the vision distinguishes it

from future goals (Dörnyei, 2009) highlighted this conceptual contrast by adding, "unlike an abstract, cognitive objective, a vision includes a significant sensory component: it comprises concrete imagery associated with achieving the goal" (p. 10).

Vision is important since an individual's present engagement and actions are contingent on their imagined future selves. Vision that generates happy feelings and improves language acquisition (Munezane, 2015). As noted by Higgins (1987), the sense of a gap between the existing situation and the projected future vision encourages a person to take action and travel the distance. In order for vision to be effective as a motivational tool, it is essential to create vivid and well-thought-out pictures of one's future self (Dörnyei et al., 2016). Dörnyei and Chan (2013) stressed that the degree of the ensuing motivation is determined by the capacity of learners to form a mental picture. This emphasises the importance of mental images in creating vision and sustaining motivation.

Al-Hoorue and Al Shlowiyl (2020) pointed out that there are a number of significant parallels and findings in the goals literature of mainstream psychology. The first requisite is the actual presence of the perfect picture in one's mind. In other words, the learner needs to come up with an ideal image of something that is significant to them on a personal level. This concept can also be found in the various works written about goals. For instance, Austin and Vancouver (1996) talk about how important "goal establishment" is. They contend that the genesis of a goal might be either internal to the person setting the goal, external to the person setting the goal, or a combination of the two. After that, Austin and Vancouver (1996) examine research that demonstrates how external goals can be internalised through a variety of techniques, the most important of which is persuasion. It has been demonstrated that using persuasive techniques makes goal acceptance and subsequent commitment easier. The very name of the theory that explains why goal setting is so important even alludes to its significance.

The vision also must be substantiated as a further condition. This concept emphasises the significance of the learner having the conviction that the vision is attainable. Again, this idea is widely disseminated across the goal literature. According to Bandura (2013), self-efficacy is a significant factor in the accomplishment of one's goals. Self-efficacy is a cognitive factor that determines whether an individual thinks in a way that is self-enhancing or self-debilitating while they are working toward achieving their objectives. A person's level of self-efficacy has an influence, from a motivational standpoint, on the level of difficulty of the objective that they choose, the amount of effort that they then spend, and the degree to which they persist in the face of failure. During the process of striving to achieve a goal, an individual's emotional life, as well as their susceptibility to depression and stress, are impacted by their beliefs of their capacity to cope. Self-efficacy plays a role in both the decisions that are taken and the degree to which those decisions are successfully carried out. The idea of vision places an additional emphasis on the motivational influence that can be achieved through visualisation. Visualisation, on the other hand, is a technique that is often used to mentally practise task performance without the presence of a physical stimulus. This is in contrast to vision, which refers to an ultimate end-state that one tries to accomplish, as was mentioned above. Decades of research have also been devoted to examining how visualisation relates to goal-setting philosophy. For instance, Morin and Latham (2000) carried out an experiment in which they taught supervisors on mental practice in order to increase the supervisors' communication skills and their ability to communicate with other people. After a period of six months, participants in the trained supervisor group displayed higher levels of self-efficacy compared to those in the control group. Turning the tables, self-efficacy was found to be a predictor of both goal commitment and communication abilities. According to Austin and Vancouver (1996; see Bandura, 1986), mental simulation throughout the planning process can yield results that are comparable to those acquired through behavioural practise.



Moreover, the development of an action plan is a prerequisite condition. That is, the vision must be turned into actionable steps in order to provide the learner with a road map of what must be accomplished. The research on goals contains a concept that is extremely similar to this one. The ability to clearly define one's objectives is a crucial component of setting worthwhile goals. It's interesting to note that some goal-setting literature minimises the impact that specific goals have on performance enhancement, unless such goals are also accompanied with an acceptable measure of challenge (see Locke & Latham, 1990). If there is no difficulty component, the most significant impact of goal specificity is simply a reduction in the amount of variation that exists between individuals because they are all following the same roadmap.

## **2.4 The discovery of DMC and the importance of Muir's study (2016)**

Dörnyei, Muir and Ibrahim (2014) described Directed Motivational Current (DMC) as an “intense motivational drive” which stimulates and supports long term behaviour such as learning a second language (L2). To put it simply, in order to be motivated to study, learners need “a clearly visualised goal” in combination with a pathway of continuous sub-goals to maintain their productivity thus creating self-satisfaction which energises their motivation.

Despite being a new concept, DMC is not an entirely novice idea to the field of motivation. In fact, it draws from other existing motivational theories which emphasise the importance of vision and goals such as Goal setting theory by Locke and Latham's (1990), Deci and Ryan's (1985) self-determination theory, Flow theory by Csikszentmihalyi (1990) or models of L2 motivation such as L2 Motivational System (Dörnyei, 2015). DMCs a unique construct with its components:

1. A set of autonomous cycle of behavioural performance without external control, in which a momentum is created to power the structure towards a defined final goal

2. A regular reflection and progress checks, in which learners are given affirmative feedback after attaining sub-goals processes of regular progress checks, where subgoals provide affirmative feedback

3. Discernible starts/end points which fully closely link to learners' self- elements

Early in 2014, Dörnyei, Muir and Ibrahim already express their vision that DMC can act as a potent boost of motivation which may be utilised to transport individuals towards a chosen destination of special personal significance. Following the argument that although DMC experience can be found in a variety of contexts and be directed toward a variety of outcomes, Muir (2016) stated that they are easily distinguished by the extremely positive emotionality exhibited by the individuals who, during this period, frequently outperform even their most optimistic expectations. DMC research in the pioneer stage has primarily focused on qualitative accounts of DMCs' personal experiences. While this has provided a wealth of comprehensive data, key research strands remain unexplored. Therefore, in 2016, Muir published her thesis examining a novel aspect of DMC theory and application. This is the first study of its kind to shed light on DMC experience and its application in the L2 classrooms. In 2016, Muir broke the domination of qualitative approaches in the field and devised a DMC disposition questionnaire for a large-scale study which helped in the identification of language learners' motivational currents at an international scale. In addition to that, she went through group DMC interventions that may be implemented in language classrooms. In contrast, the most recent quantitative studies are not particularly extensive, but they are nevertheless able to close some of the gaps that have been found in the existing research. Some of these models predicted different ways in which individuals would react to different DMCs based on the characteristics of the learners. Pedagogically speaking, one study discovered that motivational currents occurred more frequently in classroom settings where English majors experienced them

slightly differently than other majors did (Li et al., 2021), whereas another study investigated its relation to informal language learning environments and highlighted its affective importance to learners.

After that, in 2020, Christine Muir presents the book titled *Directed Motivational Currents and Language Education: Exploring Implications for Pedagogy*, which moves the research on DMC forward both theoretically and practically. The theoretical underpinnings of individuals' intense motivational experiences are investigated in this book through the reporting of two international studies, the goals of which were to investigate these novel lines of inquiry. It inquires as to how learners can maintain DMCs over an extended period of time, as well as how they can report their experiences of motivation when they are motivated by personal objectives. Specifically, the book investigates the wider relevance of DMCs to second language (L2) learners' experiences and pedagogical applications around the world in order to enable practical applications of DMCs in instructional contexts. Through its discussion of these issues, this book establishes the groundwork for future research on DMCs.

As well as providing coverage of pioneering theory and concepts concerning the motivations of L2 learners, this book also provides coverage of the empirical research investigating the DMCs in language-learning contexts. Within the DMC framework, it also takes into account the pedagogical implications of these studies, and it assesses the feasibility of designing and implementing a project with DMC potential in order to facilitate group DMC for learners in L2 learning environments.

Following this initiation, a wide range of study from different contexts have been conducted by researchers in the field. Safdari and Maftoon published a study in 2016 that examines a learner's DMC experience; it is a qualitative case study that relies on the results of a series of interviews. The subject went through an unusual procedure that resulted in an immediate

increase of motivation and then quickly halted. The data establish the presence of DMCs, and the correctness of the structure proposed for them. The empirical evidence strongly suggests that goal orientation, prominent facilitative structures, and positive emotionality all play a considerable influence.

Zarrinabadi and Tavakolistudy (2016) published an article examining motivational surges among Iranian EFL Teacher Trainees. It is a systematic empirical investigation of a particular motivating experience in which individuals engaged in sustained periods of intense motivation in pursuit of well-defined goals. This systematic analysis discovered two participants who possessed all three DMC-defining characteristics, namely goal/vision orientation, prominent and facilitative structure, and positive emotional loading. The authors suggest that the Dörnyei and colleagues' (2013, 2014) DMC construct adequately accounted for such a motivated experience. However, additional empirical study is needed to determine the extent to which a DMC can benefit individuals in motivating themselves. They also think more research is required to determine whether or not it is possible to build DMCs at the group level to aid in skill development Henry et al. (2015) remark that, while DMCs are uniquely formed and very idiosyncratic, it is feasible to foster the formation and strengthening of DMCs. Henry et al. (2015) asserts that DMCs can be produced at all group levels, citing Csikszentmihalyi's (1990) and Sawyer's (2006) work on the concept of flow. They believe that if a supportive environment is established that is fuelled by rapport, perceived competence, support, and facilitative feedback, a DMC can be formed that leads to optimal engagement. Dörnyei et al. (2016) make numerous recommendations for developing DMCs at the group level.

In the Arabian context, Tawfeeq published a study in 2018 entitled *The Role of Directed Motivational Currents in Second Language Learning by Arab Heritage and Arab ESL Learners*. The purpose of the study is to examine the function of DMCs in the development of language

proficiency among Arab heritage learners (AHLs) and Arab ESL learners, as well as to determine the most efficient DMC components for adult second language learners. The research sample consisted of two groups of students enrolled at Florida State University in language programmes: AHLs studying Arabic in the Department of Modern Languages and Linguistics and native Arabic speakers studying ESL at the university's Centre for Intensive English Studies. The primary study questions examined the existence of DMCs for these students, how their phenomenological makeup differed between the two groups, and how the DMCs dynamically impacted the participants' learning processes over the course of one academic semester. Additionally, the findings indicated that DMCs can be experienced not just by individuals, but also by groups of learners when collective energy is directed toward a common objective. The author argues that groups' DMCs were based on the ultimate form of their performance, in large part due to the time spent learning the L2, and that accomplishing the objective sustained motivation by allowing them to apply what they learned to its fullest extent.

A study by Ibrahim (2017) explored the framework in more depth, identified a number of DMC triggers, and linked learning goals to future visions of personal growth. According to the findings of the qualitative study, the participants' motivational currents were triggered by five different factors: newly emerging opportunities, unpleasant emotions, moments of revelation or awakening, newly acquired information, and meeting others who had the same aim as them. The research also found that there are two primary elements that must be met before a DMC can get off the ground: a goal or set of aspirations, and a perceived level of feasibility. The methods in which educators and teachers of second languages could leverage those findings to inspire motivational surges in their students receive special focus in this study.

The year 2018 saw the publication of just one piece of quantitative research, which was successful in establishing the presence of both individual and group DMCs (Hashimoto, 2018). These preliminary investigations relied primarily on qualitative data because, at this point in time, the subject was regarded as having insufficiently been explored. Later, further research began to emerge that explored a greater number of participants, pedogeological implications, and utilised a greater number of mixed methods approaches, with some researchers indicating effectiveness in establishing a DMC in learners and increased language performance (Dastgahian & Ghonsooly, 2018). Others investigated the motivational construct in relation to a particular psychological factor, such as self-efficacy, which was discovered to increase during powerful motivational experiences (Pietluch, 2018). Still others identified DMC triggers and put forward pedogeological implications (Gümüş, 2019). Even the conditions that lead to the formation of a DMC were the subject of investigation in a study conducted by Ibrahim and Al-Hoorie (2019). The findings of this study provided teachers with pedagogical ideas on how to develop extracurricular activities that went beyond what was typically being researched at the time.

On the topic of group DMCs, Zarrinabadi and Khajeh (2021) also conducted a study titled "Describing characteristics of group-level directed motivational currents in EFL contexts to investigate the existence of group DMCs in EFL contexts using a qualitative technique and interview data. The findings suggested that the three critical components of DMCs were also present in group-level DMCs. Additionally, the study's findings suggested that elements such as accountability, unity and coherence, collective efficacy, entitativity, attractiveness, and contagious motivation and emotions all had an effect on motivation and energy investment in group-level DMCs. The study's findings establish the validity of the DMCs construct for describing highly driven group endeavours. Additionally, the findings imply that group DMCs exhibit various characteristics such as attractiveness, a high level of responsibility, infectious

motivation, collective efficacy, and entitativity, all of which contribute to the group's energy and incentive to pursue the objective goal. Additionally, the data appear to imply that motivation and energy are extremely contagious in group-DMCs, and that members' energy and positive feelings can be transmitted to other group members. The data appear to indicate that DMCs can have a significant impact on students' involvement and the amount of time and energy invested in classroom assignments. Additionally, the study's findings show that engaging and ambitious class projects with similar goals (e.g., a higher course grade) may result in group DMCs. Finally, the findings of this study tend to corroborate Dörnyei et al. (2016)'s assertion that cohesion and integrity play a facilitative role in group-level DMCs.

Zarrinabad and Khodarahmi (2021) investigated the factors that triggered DMCs in Iranian EFL students. Different others-related elements (such as goal contagion and salient others) and social-situational factors (such as major life events, ego threat, and responsibility) were found to trigger DMCs. The results of the study suggest that DMCs are triggered by the contagion of others' objectives, emotions, and ideas, as well as environmental changes that influence one's emotions, self-perceptions, and sensations. Understanding the factors that elicit DMCs can aid researchers in devising strategies to generate DMCs and highly intense motivational experiences among language learners.

Li et al. (2021) published "Understanding Directed Motivational Currents Among Chinese EFL Students at a Technological University." It presents the findings of a questionnaire study of 245 English-as-a-Foreign-Language (EFL) students at a Chinese technology university regarding the characteristics of DMCs. The findings indicate that the majority of participants have encountered DMCs during their English study. Their encounters with DMCs occurred primarily in school settings. They reported experiencing a high level of DMCs and expressed a strong desire to do so again. Additionally, English majors differed significantly from non-

English majors in several dimensions of their DMCs. The outcomes of this study will have implications for instructional practices aimed at sustaining L2 motivation among EFL learners in China and other similar environments.

### **Critics of DMC theories:**

As DMC is still in its early development stage, it is crucial to have constructive critics on different facets of the concept. A systematic review by Jahedizadeh and Al-Hoorie (2021) argued that not only should the evidence on DMCs be drawn from experimental designs utilising objective, quantitative measures of language learning, but it should also ideally compare the effectiveness of DMC interventions with other established intervention, perhaps the first step in this direction is renaming a DMC as “sustained flow” (e.g., Ibrahim, 2020; Ibrahim & Al-Hoorie, 2019; Murphey, 2019).

Ibrahim and Al-Hoorie (2019) argued in favour of using the synonymous term sustained flow for two reasons. First, this term acknowledges the connection to the mother construct, flow. A DMC is essentially “the temporal expansion of the flow mechanism” (Dörnyei & Ryan, 2015, p. 99), and such renaming thus helps achieve a cumulative literature built on findings concerning flow in the field of psychology. A primary difference between the two constructs is that flow is typically a single episode phenomenon whereas sustained flow involves a prolonged process of engagement in a series of tasks” (Dörnyei et al., 2016, p. 5, original emphasis). Second, the term sustained flow may help alleviate the confusing terminological proliferation recently witnessed in the field (see Al-Hoorie, 2018). The remainder of this section discusses three research directions that seem to hold promise for better understanding of the DMC phenomena.



According to the researchers, at the individual level, when a DMC emerges spontaneously, there are numerous accounts from individuals experiencing this phenomenon and enjoying it, though its exact characteristics are still debatable. At the group level, things become murkier when it is intentionally induced, however. Demonstration of DMC effectiveness requires experimental designs and comparison with other interventions. It additionally requires building a cumulative science, where effect sizes are compared across contexts, student populations (e.g., age, gender, proficiency, etc.), and learning purposes (English majors, English for specific purposes, etc.). It further requires balanced scrutiny of the empirical results, considering both positive and negative aspects. In the case of DMCs, there is currently little direct evidence for their superiority over a slow-but-steady approach when it comes to tangible language learning outcomes, especially when considering long-term consistency and fatigue.

It can be seen that DMCs research body is growing and expanding with a strong current with support and validation from both quantitative and qualitative data. In research, it is indeed significant to have a strong foundation of quantitative empirical support for a novice theory to be widely established and conceptualised. However, let us not forget that we are heading towards a more learner-focused era of teaching and learning with a fast-paced and innovative influence of technology, an era in which embraces individuality and uniqueness in the classroom. As Dörnyei (2014, pg.25) put it, “even if an observation is replicated as many as ten times, we cannot say with confidence that the particular event is certain to occur on the eleventh occasion”. DMCs shed a positive light on how we view L2 Motivation and perhaps in some particular context, it is exactly what we need.

## **CHAPTER THREE: DIRECTED MOTIVATIONAL CURRENTS: A CLOSER LOOK**

### **3.1 The Anatomy of DMC**

According to Dörnyei et al (2014), a DMC is a strong motivational pathway that happens when a number of time- and context-related factors combine in a person to cause them to make a definite decision to pursue a goal or vision that they feel is personally important, highly relevant to their desired identity, and emotionally fulfilling. A DMC develops within the context of a prominent structure of behavioural acts, many of which are routines carried out on "motivational autopilot," which are infused with the experience of enhanced emotionality connected to approaching a prize. A DMC is motivationally self-supporting after a strong launch because the initial momentum propels the person through a series of sub-goals that produce favourable feedback and further momentum toward the ultimate goal. In this way, the energy level of the current is maintained throughout the entire pathway, and this current propels the person past his or her normal boundaries in the direction of a customised objective that might not have been possible otherwise.

A DMC is defined as “a prolonged process of engagement in a series of tasks which are rewarding primarily because they transport the individual towards a highly valued end” (Dörnyei, Ibrahim, & Muir, 2015, p. 98). A DMC entails a larger sense of urgency than typical motivated, this is because a DMC functions similarly to an "injection of motivation into the system. (Dörnyei et al., 2014, p. 12). People who get caught up in a DMC experience a distinct sense of operating beyond what they are ordinarily capable of or what they had ever imagined conceivable. These kinds of intense, goal-directed activities often alter established patterns of day-to-day existence. Even though DMCs are distinct in terms of the particular combinations of factors that generate and sustain the flow of directed energy, as well as in the ways in which

such energy streams are experienced, we are able to identify three key elements that are present in all DMC-related phenomena and that constitute the construct's core components:

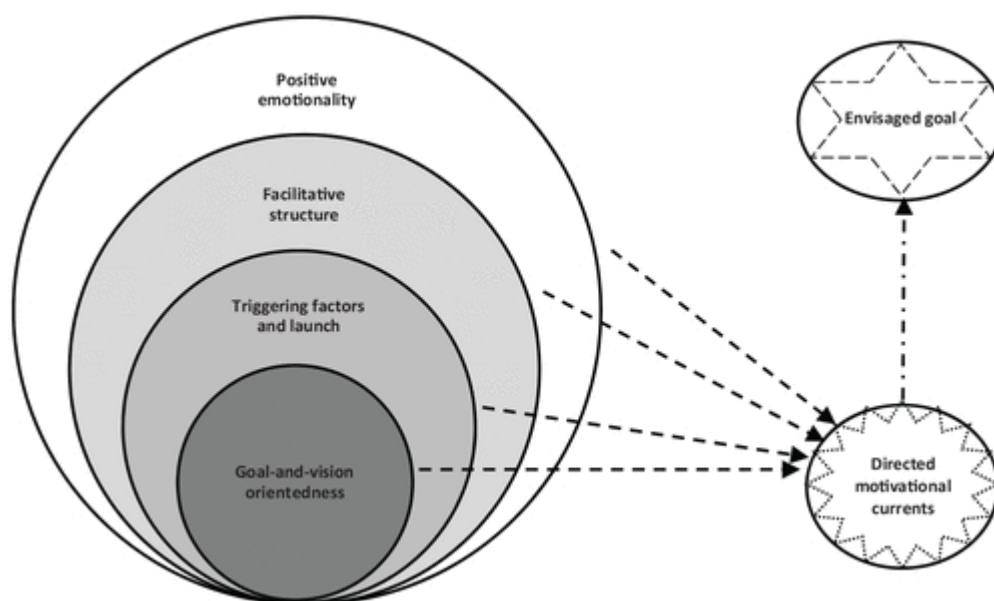


Figure 1: An illustration of the anatomy of DMC (Muir, 2020)

**Goal/ Vision oriented:** One of the most fundamental dimensions of a DMC is goal/vision-orientedness. Comparing DMCs to normal streams, Dörnyei (2014) emphasised the importance of the final goal being visualised in a DMC. This goal/vision acts as a finish line, in the case of L2 learners, a version of themselves owning the desired qualities. How does vision differ from goals? Although goals and vision both represent similar directional intentions to reach future states, Dörnyei and Kubanyiova (2014) pointed out the key difference: “unlike an abstract, cognitive goal, a vision includes a strong sensory element: it involves tangible images related to achieving the goal”. The fact these images are visualised strongly boost learners during their progress.

**Salient and facilitative structure:** At the genesis of each occurrence of a DMC there must be a clear starting point which can unmistakably be identified as the beginning of the process; that is, a DMC never simply drifts into being but rather is triggered by something specific. The

starting point of a DMCs plays a key role in the whole construct. It reflects learners' self-recognition and strongly influences their planning to achieve the ultimate goal.

**Participant ownership:** The consciousness of learners in DMC makes it stand out from other existing motivational theories. In flow theory for example, performers usually lose track of their action/ time and simply carry the action to fulfil the enjoyment. In DMC however, learners are highly aware of their progress and benefit from that consciousness.

**Positive emotions loading:** In DMC, it is frequent that learners feel positive and supporting during the whole process. It directly links with the goal/vision they have set and the acknowledgement that all the sub-goals are rewarding and contributing to their final goal. The emotional loading of a DMC is therefore different from the intrinsic pleasure of engaging in a joyful activity, the enjoyment is related not so much to the pleasantness of the activity itself but to the pleasure of goal attainment

According to Dörnyei et al (2016), having a clear identifiable starting point where both contextual and cognitive elements combine is crucial for a DMC to start. This starting point can be initiated by occurrences namely triggering stimuli. Despite the various nature of these triggering events, differing from instrumental to emotive, two recurring triggers are identifiable (Muir, 2016). One is realizing a potential chance for action and the other is a negative experience directly affecting an individual's self-esteem. The reason why such negative experience can have motivational effects is that it links to the core of an individual's self-image and self-worth, which is also the nature of DMCs' self-concordant goals. To put it simply, in order to protect their core values, one finds the need to act towards the goals.

It is important to mention that a triggering stimulus can only do its part in combination with a specific set of initial conditions. The existence of a clear set of sub-goals will provide this condition for a DMC to start. While in flow experience, goals are important in the sense that

they structure experience and channel attention (Csikszentmihalyi, 2009 cited in Muir, 2016), in DMCs, they provide understanding to particular tasks contributing to achieve the single final goal. The second initial condition is a complete sense of ownership over the process including both the stages and their outcome. Learners have to obtain a certain level of self-efficacy allowing them to perceive the sub-goals and ultimate goal as achievable. Ajzen (1991) defined this as “perceived behavioural control personal belief” in which individuals consider the goals are achievable since they lie within their competence.

### **3.2 A review of related theories in L2 Motivation:**

According to Muir (2016), although presented as a unique framework, DMCs is not a completely novel idea to the L2 motivation field; perhaps it connects and expands related theories as well as investigate potential elements to further explore learners’ motivation. The two theories which closely relate to DMCs are Flow theory by Csikszentmihalyi (1988) and Goals setting theory (Deci & Ryan). I would like to briefly discuss these two theories as well as how they influence DMCs.

#### **3.2.1 Flow Theory**

Flow theory was introduced by Csikszentmihalyi and his colleagues in 1988 after their observation of a variety of performers across different fields such as chess players, composers, painters, etc. Flow is described as a psychological state that occurs when people are engaged in an activity which is not only appropriately challenging but also interesting. So, the performers reach an intense concentration state that they lose track of time. It usually involves deep focus, enjoyment and creativity. Because of its practical application, the idea of “flow” and initiation received massive concerns across many fields including education, sports and business. For example, to sport athletes, flow occurs as the athletic activity offers a certain stretch to one’s abilities yet doable and creates a condition where they lose self-consciousness

and master the performance. DMCs are similar to Flow experience in the sense that both states involve intense focus and are goal driven. However, Dörnyei and Muir (2013) pointed out several distinguishing features between these two. The main distinction between Csikszentmihalyi's theory and that of DMCs is the time scale over which they take place. While DMCs concentrate on ongoing behavioural sequences covering longer time periods, Csikszentmihalyi is interested in short-term, one-off tasks like painting, reading, and performing music. In addition, Csikszentmihalyi said in his discussion of the flow experience that "it was fairly common for an artist to lose all interest in the picture he had spent so much time and effort working on as soon as it was finished" (1988: 3). In stark contrast to the goal-oriented conceptualization of DMCs, where the constituent learning episodes are seen as specifically paving the way for an eventual goal, this emphasis on the intrinsic happiness with the subjective experience without much concern for the outcome. The DMCs add a salient temporal, structural dimension and directionality to Csikszentmihalyi's original concept, which is another stark contrast to his theory's emphasis on optimal task engagement or total absorption without any consideration for the structural aspects of the process as it develops over time.

According to Csikszentmihalyi (1989), a crucial principle of flow theory is the need of perceiving balance between challenge and skill and Muir (2016) believed it also applied to the launch of DMCs. Explaining this by using Ajzen's (1991) theory of perceived behavioural control, the state of flow only achieved provided that the individuals both "feel capable of success" and feel appropriately challenged by the task's difficulty. In cases where the tasks are perceived to be too challenging, learners will develop anxiety whereas if the level of difficulty is too low, it will produce boredom. Although this balance is vital to maintain the flow status it contributes to the inherently fragile nature of the flow experience (Csikszentmihalyi, 2009). Individuals are expected to control and adjust their behaviour continuously to go along with the change in their perception of the difficulty level of the challenge. Being a facilitative

structure, DMCs are able to support and maintain the experience by “an elaborate re-triggering mechanism”, this makes DMCs more stable and practical compared to the original flow experience.

Csikszentmihalyi (1990) also coined the term “autotelic personality” which refers to people are likely to experience the state of “flow”. This is explained as a certain set of meta skills and competencies which combine to enable an individual to enter and stay in flow (Nakamura & Csikszentmihalyi, 2002). These meta skills include a “general curiosity and interest in life, persistence and low self-centeredness” and result in “the ability to be motivated by intrinsic rewards”. The fact that Flow has been intensively tested and recorded in balance conditions between skills and challenge suggests that the phenomenon usually occurs when one’s abilities are stretched to the limit of their capacity (Muir, 2016). Thus, this has a valuable application to the development of DMC, providing *a link between an openness to the DMC experience and a disposition ready to engage positively with projects in a concentrated and conscientious manner.*

The existence of an *autotelic personality* has been confirmed by a broad body of research looking into the flow experience. Muir (2016) has summarised a few significant ones as below:

Ross and Keiser (2014) reported findings indicating a strong negative correlation between autotelic personalities and procrastination, while also indicating that conscientiousness is a significant predictor of the proclivity to experience flow. Teng (2011) pursued a similar research agenda and discovered a positive correlation between novelty seeking and persistence and the likelihood of experiencing flow. Baumann (2012) examined various aspects of achievement orientation and concluded that the desire for achievement and self-regulation act as "boundary conditions" for flow experiences. This finding is unsurprising given that the original definition of Atkinson's concept of need for achievement (Atkinson & Raynor, 1974)

included individuals who were interested in excellence for the sake of excellence, who tended to initiate accomplishment activities, who worked with greater intensity on tasks, and who persevered in the face of failure.

### **3.2.2: Goal-setting theories**

A DMC entails three critical extensions to goal-setting theory – vision, self-concordant goals, and proximal subgoals – that together provide a theoretical account of the acute and purposeful nature of directed motivational currents.

#### **Self- concordant goals:**

The definition of self-concordant goals was introduced in 1999 by Sheldon and Elliot as the goals pursued for autonomous reasons namely intrinsic, identified or integrated goals. Intrinsic goals are the ones we chase because of interest and enjoyment. For example, taking “being fluent in Chinese as a second language” as a goal, one is motivated by his/her love for Chinese culture will make it an intrinsic goal whereas realizing the benefits and advantages of speaking fluent Chinese such as job opportunities or promotion will make it an identified goal. Similarly, being aware of the self-development in language will make the mentioned goal an integrated one.

Self-concordant goals are contrasted from goals pursued for controlled reasons such as external pressure and introjection. With the similar goal: “being fluent in Chinese as a second language”, this will be considered as controlled goals if one pursues his/her study because it is compulsory and the failure to achieve the goal can result in loss of grades or money. In addition, family influence is also considered as an external factor creating a controlled goal.

#### **Proximal subgoals:**



According to the self-concordant goals model (Sheldon & Elliot, 1999), self-concordant goal is believed to have positive impact on wellbeing through a process involving persistency and goal attainment. Because they are goals which is directly related to ones' self-belief and self-efficacy, there are more long-term and persistent efforts being invested in achieving them, which enhance one's chance to succeed. Goal attainment then develop one's competence and autonomy, which finally have positive impact on wellbeing (Sheldon & Houser-Marko, 2001). This model has been extensively tested around the world and remain valid even when other self-elements are taken into account (e.g., Koestner, Lekes, Powers, & Chicoine, 2002; Sheldon & Elliot, 1999).

Another crucial term is proximal subgoals. According to Badura and Simon (1977), proximal subgoals have a key motivational role in achieving significant results in a study on different goal-setting conditions for weight loss. This pioneer idea has since been replicated in various contexts including both inside and outside the field of education (e.g. Bandura & Schunk, 1981). Weldon (1998) then extended the idea and linked the importance of proximal subgoals to a crucial role to enhance the use of "distal goals". She emphasised in the discussion that students who set more frequent and doable goals in addition to their distal goals have better progress in achieving their success compared to those who only set distal goals.

Miller and Brickman (2004) viewed proximal subgoals as a system to power learners on their process of achieving self-concordant goals. Because self-concordant goals can guide learners to organise a purposeful system of subgoals, one after each other leading learners towards the attainment of the final goal. Muir (2016) noted that a clear visualised self-concordant goal is not the only significant factor to develop a good action plan.

### **Affirmative feedback**

The student-centred approach emerging in the 1970s promotes the significance of feedback in teachers' instructions (Hyland & Hyland, 2019). Since then, much research has highlighted the importance of giving and receiving feedback in several different form (direct and indirect, written and oral) and from different agents (teachers, peer, self) (Hattie and Timperley, 2007)

It is strongly believed that feedback assists and develops students' skills by monitoring their behaviour towards their own performance. In DMC, feedback can be considered as not only a powerful tool to adjust individual's personal perception on their progress but also a general assistance to L2 classrooms

According to Muir (2017), feedback in L2 context is "corrective feedback" and acts as a tool to highlight "discrepancy" between learners' current state and their ideal goals. This discrepancy feedback plays a key role in monitoring learners' learning process as it makes the progress visible to them. In DMC, receiving discrepancy feedback is even more significant, as it helps learners reflect on accomplished subgoals and continue to modify their upcoming subgoals accordingly. As Hattie and Gan (2011) summarise, framing feedback as discrepancy can clarify the criteria for goals accomplishment, and by doing so can encourage learners to set and adjust their current learning plan. Voerman, Meijer, Korthagen and Simons (2012, p. 1109) suggested two ways in which the function of discrepancy-highlighting feedback operate:

Progress feedback: regarding the differences between students starting point and current performance, highlighting accomplished stages of the learning process.

Discrepancy feedback: focusing on the differences between current performance and ideal goal, highlighting the stages students need to achieve.

While their research concluded that by a considerable margin, teachers focused their appraisals of students on discrepancy feedback over progress feedback, Muir (2016) clarified that this

reality stands in stark contrast to the way the role of feedback functions within DMCs. She then emphasised the role of positive progress feedback or affirmative in motivating individuals.

There can be different form of affirmative feedback The intricate DMC structure allows for explicit validation of progress from expert L2 users ( e.g., Henry et al., 2015), or even indirect validation of progress through nonverbal cues of debaters (for example, Dörnyei et al., 2016), and is a concrete way of highlighting and contributing to positive student perceptions of progress, as well as the motivating competences.

### **Emotional positivity**

Emotional positivity is defined as one of the unique characteristics of DMC, highlighting the enjoyment of experiencing the progress of their performance and realisation of their accomplishment. Goals in DMCs are generated from a complicated cognitive process involving several self-elements and directly linked to the core identities of individuals. Thus, accomplishing these can spark experiences of strong personal pleasure, fulfilment and satisfaction. Such intense emotions are recorded and believed to link to experiences of “eudaimonic well-being” (Waterman, 2008)

According to the researcher, it can be defined as an unreasonable overriding sense of joy, satisfaction and well-being, learners are able to go through a feeling of distinctive sense of contentedness and fulfilment, and a base feeling of connectedness between activity and identity. Eudaimonia, as Waterman explains, is “a constellation of subjective experiences including feelings of rightness and centeredness in one’s actions, identity, strength of purpose, and competence” (2008, p. 236). Similarly, Norton (1976) describes it as the feeling of “being where one wants to be, doing what one wants to do” (p. 216). As, for example, experiences of fulfilment relating to processes of learning, progress, and achievement can have a highly positive impact on motivation. When, in their study, learners were engaged in activities that

they perceived as transporting them closer to their idealised goals, they described sensations of pleasure, feeling inspired, and experiencing “a real sense of satisfaction” (p. 116). In DMCs, eudaimonic experience plays a vital role in facilitating the structure. They promote positive energy to contribute to the momentum and turn it into self-propelling.

Previously, the majority of research into eudaimonia in the field of positive psychology has been conducted through a conceptualisation of it at the trait level (Huta & Waterman, 2013), such as that by Deci and Ryan (2006; Ryan, Curren & Deci, 2013; Ryan, Huta & Deci, 2008), Ryff (1989; Ryff & Singer, 2008), and Seligman (2002), with the majority of the research focusing on its experience. The term "daimon" alludes to the potentialities that exist inside each individual, and it is believed that realising these potentialities will lead to the achievement of personal fulfilment. Huta (2008) presented an overview of empirical findings on eudaimonia from her research on hedonic and eudaimonic orientations conducted in 2015. Generally, eudaimonic pursuits are associated with a more positive impact on the surrounding world, including close friends and relatives (Huta, 2012; Huta, Pelletier, Baxter, and Thompson, 2012), the broader community (Huta, 2013a), and the environment (Huta et al., 2013)." "Eudaimonic pursuits are associated with a more positive impact on the surrounding world, including close friends and relatives (Huta et al., 2013). A sense of purpose and meaning in one's life, a commitment to quality in one's work, and genuineness are examples of these. While the first of these, finding a sense of purpose and meaning in one's life, overlaps with traits eudaimonia in that it operates on a more general level, the second and third, dedicated effort in the pursuit of excellence and authenticity, are particularly relevant in the context of the current narrative in explaining the importance of positive emotional loading to DMCs.

### 3.3 The end of a DMC

In a DCM, the link between the sub-goals and the final vision plays a crucial role in guiding learners through the pathway to success. This link not only define success but also contribute to the reflection process after the achievements of subgoals. It is believed that in order for an individual to remain in a DMC, one has to be acknowledged of their progress including velocity and attainments. In the case where individuals are not in control of their progress, this breakdown can “cause the momentum of DMC to flatter” (Muir, 2016). One way this might occur is through a “sudden realisation” of the potential failure to achieve the final goal even if all the sub-goals are attained. In other words, by reflecting the subgoals or being influenced by external factors, individuals can recognize that the distance to their final vision is actually further than they have expected, thus doubting the original plan that the subgoals form the pathway to success. Henry et al (2015) claim that this realisation and the following effects only falter the DMC momentum but will leave a negative impact on learners’ motivation. According to Muir (2016), it is not surprising that the growing distance can cause deteriorating effects to DMCs as the structure itself is based on learners’ core identity and closely linked to their self-elements. However, it is important in a sense that while developing learners’ DMCs, teachers should encourage regular reflection of the structure, in order to take appropriate actions to avoid sudden negative realisation.

#### **The disappearance of the protective shield of visionary single-mindedness**

In the second key process, Muir (2016) described it as the “disappearance of a protective shield of visionary single-mindedness”. The final goal in a DMC plays a crucial role in the whole process, thus always remains at a priority position in learners’ minds. This allow individuals to directly access the vivid image of the goal and sense its presence while in DMC. When the goal is achieved or the general function of the whole DMC is weakened, this visionary single-

minded which acts as a strong protective layer around DMC is accordingly weakened. The prominent position of the ultimate goal then being competed by other alternatives elements.

Dörnyei et al. (2016) present three underlying processes that could potentially explain this phenomenon. Firstly, the change in the structure of goal constellations can cause the disappearance of the shield. As the ultimate goal is no longer able to maintain its significance to the individuals, the link between that goal and core elements of the self also loosen. This creates an ideal environment for other previous seemingly unimportant goals to gain new levels of attention. These goals start connecting to the individual's self-element and identity, then taking over the prominent position in the learners' working-self-concept. This results in the loss of dedication and enthusiasm in performing those tasks which are related to the mechanism.

The second process is the evaluation of the relative costs and benefits of continuing with their course of action. In a DMC, traditional evaluation processes are suspended. Traditionally, goal-directed behaviour is guided by an information processing system which continuously evaluates the cost and advantages of pursuing an action.

Goal-directed behaviour is traditionally guided by an information processing system which functions through a continual evaluation of the relative costs and benefits of pursuing a particular course of action. For example, individuals will keep comparing the rewards of achieving the goals to the number of efforts to do so. Hockey (2013) described this process in the context of self-improvement as "where the thrills of anticipated outcomes meet the reality of time commitment, frustration and practical needs. Within DMC, the dense self-concordant goal causes this evaluation to be pushed to an unusual excess but when the goal is dismissed, those traditional evaluation processes regain their function.

The third process is related to the loss of the ideal self in the working self-concept. Through the pathway of DMC, the visual accessibility to the final goal provides the structure resistance

compared to other competing self-concepts and protects it from “potentially detrimental self-knowledge”. The loss of prominence of the final vision accordingly affects the ability of the structure to withstand challenges. Thus, other self-concepts are able to successfully gain the prominence from the DMC original final goal.

The final of these processes resulted from the loss of effectiveness in the resolution of conflicts between competing goals. The triggering and re-triggering mechanism start to be less effective due to the increasing time lags in the reaction to previous impactful. In the initial plan, individuals are supposed to be influenced by the triggers and the ideal self becomes automatically activated in working cognition. This would be followed by the flow of uninterrupted energy to the tasks, which stimulate positive feelings. However, the time lags resulted in a heavy expenditure of energy, feeling of tiredness, energy depletion and a lowering of general mood.

### **3.4 The concept of group flow**

In the field of language learning, the concept of group DMCs can be widely appreciated as teaching and learning activities involve group dynamics. Since it is common for teachers to realise the positive effect of group dynamics, it is not challenging for them to apply DMCs to groups provided that they understand DMCs in individuals. There is also empirical research exploring the similar notion to group DMCs. In flow theory research, the notion of team experience of flow was first introduced in the 1990s, the term is used to apply previous flow theory in individual to team sports and aim to promote the achievement of flow within the context of sports. According to these findings, it is challenging for Flow experience to occur in team sports as the individuals are not solely in control of the team’s efforts and challenges. Other factors such as communication and other team’s members’ levels highly influence or even prohibit flow experience (Jackson & Csikszentmihalyi, 1999). Nevertheless, by pointing

out these factors, researchers also show the opportunity to achieve group flow experience by controlling group communication and balancing members' efforts.

The social experience of flow can generate far more emotional effect compared to the individual one. Therefore, it is reasonable to believe that the social aspect of DMCs can likewise enhance the emotional of such experience

More recent research by Sawyer (2015) bridges the link between existing Flow theory to a notion which closely relates to Group DMCs: Group Flow. Sawyer (2015) began to gain insight to this term as he discovered one significant common fact from the original Flow theory by Csikszentmihalyi (2008) that is people are more likely to experience flow when they are in conversation with others. He then pointed out ten conditions for group flows using his jazz group experience as examples. The conditions can be summarised as below:

1. The group goals: The researcher refers to the group's goal as "a paradox" – it has to provide the group members with one united focus and this focus has to balance between keeping the members concentrated but encouraging growth in creativity.
2. Close listening: Sawyer highlights the importance of close listening, describing it as energising team spirits and aspiring to the common goal of the members. Close listening is defined as the ability to generate unplanned responses that match the listening input. Although these meaningful responses are not particularly prepared in advance, it takes certain expertise to autonomously respond to what individuals have listened to. This "deep/close listening" enhances the productivity of group works and the quality of the products and members share effective communication.
3. Complete concentration: Group flow is more likely to happen in a low-pressure work environment, where the motivation is intrinsic and group members are able to set a virtual



line between the activities and external distracting factors. This complete concentration allows members to achieve mutual group identity boosting the productivity of the whole team.

4. Being in control: Similar to the individual flow, autonomy is a crucial factor for group flow. Members have to get a certain level of autonomy, competence and relatedness for achieving the flow state. It is challenging as this autonomy is not granted to a certain group member but being shared between them, they have to control and balance the level of autonomy among the members.
5. Blending egos: Individuals' identities are not overlooked in group work. However, they have to be controlled and contribute to the group mindset, so that members' egos are synced and benefit the group's goal.
6. Equal participation: Group flow is likely to occur in groups where members share a comparable level of skills and contribution to the activity. The imbalance in ability among members can lead to boredom in more skilful ones and frustration or anxiety in amateur ones.
7. Familiarity: Getting along with other members of a group enhances the effectiveness of their communication. Studies have found that by understanding other members' working styles, individuals are able to develop "tacit" knowledge enabling them to understand the unspoken working patterns of the team, thus enhancing their productivity.
8. Communication: Frequent to constant interaction between group members is crucial to create Flow experience and maintain it. Meaningful interaction includes conversations where information is transferred effectively, and reflection is necessary.

In addition to the notion of “group flow”, other research lines also provide significant findings which can contribute to the explanation of group DMCs. Barsade (2002) introduce the notion of the contagion of positive energy at group level. The attainment of certain tasks is believed to generate enthusiasm and positive emotional loading which then spreads among group members, motivating the productivity and efficiency of the whole group. This notion has been later expanded by Aarts and Custers (2012), they apply the contagion process into social context where goals are directed by general behaviour of the group. Final related research is the application of vision at the group level. Dörnyei and Kubanyiova (2014) discovered that collective vision is achievable in several groupings and political movements throughout the centuries. This collective vision acts as a powerful tool to direct and unite members’ behaviour, thus benefiting the prime goal of the groups.

To sum up, the potential applicability of group DMCs is considerable if and only if it can be channelled into a targeted stream of inspiration. Unavoidably, the existence of an external agent capable of purposely directing motivation toward a specific learning goal will be observed.

If any practical potential associated with group DMCs can be channelled into a directed stream of motivation, i.e., if such collective motivation can be purposely directed by an outside agent towards a specific learning goal, then this becomes significant from an instructional aspect. The groundwork for establishing a research group to investigate the applicability of group flow in educational contexts has already been laid (see Armstrong, 2008; Gaggioli et al., 2011; Salanova et al., 2014). According to some, group flow functions in an educational setting by developing from a shared collective desire, as follows:

David Shernoff has conducted a significant amount of research in this area, and his findings are particularly noteworthy (see Shernoff, Abdi, Anderson & Csikszentmihalyi, 2014; Shernoff & Csikszentmihalyi, 2009). It is his contention that in environments where both the

simultaneous combination of environmental challenge and environmental support are present, group flow can be achieved through collaboration (Shernoff, 2013). He defines the former as a combination of tasks of sufficient complexity, clear goals, and perceived importance, the development of conceptual understanding and/or language abilities, and opportunities to exhibit performance in the context of the environment. He characterises the latter as being characterised by pleasant relationships between teachers and students, support for motivating drives (for example, support for experiences of autonomy and perceived competence), constructive feedback, and opportunities to be engaged and participatory.

### **Key differences between individual and group DMCs**

Muir (2016) highlighted the key differences between individuals and group DMCs, explaining the different ways these two-mechanism functioning:

1. The launch and initial stages: In individual DMCs, these two are described as two separated processes and require certain conditions to merge whereas in group DMC, the launch is combined with the initial stage as it is the basic condition for a group DMC to occur.
2. The reconceptualization of openness to DCMs: While in individual DMCs this simply refers to one's perception towards DMC, in group DMCs it is more complex. It requires a certain level of shared understanding between group members, as well as the ability to function effectively as a group, in order to be able to develop such openness.
3. Definition of success: In individual DMCs, success is based on the attainments of a highly personal concordant goal. Since this varies greatly from one to another, it is unlikely for individual DMCs to be applied in classrooms where there are more than two students (Muir, 2016). Goals in group DMCs are somehow less concordant but still be able to remain at the engaging level. The success of group DMC is therefore different from individual DMCs, it is

externally judged, using rubrics or related criteria of evaluation. This is a key difference and provides an implication to facilitating the two DMCs types.

4.      Difference in the development and pace of subgoals: Although both DMCs structures share a similar longitudinal design, individual DMCs' subgoals are flexible and usually develop in the process by personal reflection and modification. Group DMCs' subgoals, however, are usually fully developed in the early stage by mutual agreement of members. This agreement is made as a finalized plan allows members to work more productively and prepare increasing momentum for DMCs to function. The pace of DMCs is also varied between the two structures. While individual DMCs prefer intense and immediate manners, group DMCs tend to begin at a slower pace, allowing time for momentum gathering and building excitement.

5.      The source of positive emotional loading: In individual DMCs, positive emotions are usually gained from the achievement of subgoals and reflection of making good progress. Meanwhile, positive emotions in group DMCs are rooted in social well-being experience in group collaborative activities. When considered in conjunction with the universal need for human interaction, a fundamental principle of self-determination theory (Deci & Ryan, 1985), and the fact that one of the primary pillars of cooperative learning's high motivational capacity is the recognition that harmonious collaboration in group work can satisfy this need (see Dörnyei, 1997), it is clear that this significantly contributes to the mechanisms by which such strong emotional responses are engendered. Additionally, this enhanced relationship with colleagues and peers is a unique outcome of group DMCs that is not typically associated with individual DMC experiences.

6.      Lasting beneficial impression beyond the end of the DMCs: The closure of DMCs happens as individuals transition out of group DMCs. The reflection of accomplished goals and skills will greatly benefit the individuals toward future openness to group projects and

personal development. The final stage of reflection is considered to be highly instructional and motivational.

### **3.5 DMCs through intensive Group Projects**

#### **3.5.1. The significance of intensive group projects in ELT:**

Project-based learning (PBL) is not a novel term in ELT, in the late 90s, it is simply defined as “an instructional approach that contextualises learning by presenting learners with problems to solve or products to develop” (Moss & Van Duzer, 1998, p.1). Project-Based Learning (PBL) is a different instructional strategy that emphasises learning through multidisciplinary, student-centred, and integrated activities in authentic contexts. This method emphasises content learning over precise language patterns and encourages the facilitator or coach role of the teacher. In PBL activities, students are encouraged to collaborate, and the method allows for the authentic integration of language skills and information processing from different sources. Students have the opportunity to demonstrate their material knowledge through a final output such as an oral presentation, poster session, bulletin board display, or stage performance. In addition, PBL bridges the gap between using English in the classroom and in real-world circumstances. Several defining properties of PBL have been discovered by a number of scholars, including Solomon (2003), Willie (1996), and Willie (1998). (2001).

The idea of Project-based instruction was introduced into the ELT field in line with reflecting the principles of student-centred teaching (Hedge, 1993). Organising projects is considered a highly effective method to introduce languages form and authentic use simultaneously (Stoller, 1997). The use of projects “establishes a direct link between language learning and its application” (Legutke & Thomas, 1991, p. 214), Moreover, Project based learning (PBL)

creates a highly interactive classroom environment where learners are encouraged to express their ideas and involved in meaningful discussion with their classmates (e.g., Fried-Booth, 2002). Beckett (Beckett & Slater, 2005) discovered that teachers set many different goals for implementing projects in their ELT classrooms, such as “challenging students’ creativity; fostering independence; enhancing cooperative learning skills; building decision-making, critical thinking and learning skills; and facilitating the language socialisation of ESL students into local academic and social cultures”. Cullen and Sato (2000, p. 4) also agreed that PBL is one of the most effective ways to involve students, especially university students, in research activities.

In 2015, Sultana and Zaki proposed a study showing that Project based learning (PBL) is a better instructional method as compared to the existing traditional pedagogy for teaching compulsory English at public colleges in Pakistan. The results indicated that participants in the PBL experiment group showed better performance across different curriculum areas as established through the pre- and post-test scores. Their motivation toward learning English was also higher than the other group. In conclusion, the study proposes a replacement of traditional pedagogy by PBL as data interpretation indicates that PBL is more effective and improves compulsory English teaching – learning practices and outcomes of L2 learners.

Kettanun (2015) conducted research using PBL to improve Thai learners' English level. The researcher believed that PBL promotes the intellectual and social development of students, for it requires them to actively participate in the process of acquiring knowledge and skills with limited teacher supervision. The success of PBL, therefore, depends almost entirely upon the ability of students to be initiative and to function with a degree of autonomy. The study seeks to ascertain to what extent the project-based learning can be applied to an actual English language classroom in Thai culture. The subjects of this study were 21 third-year students, who

were part of the 2013 Communication Arts Outstanding Students Program at Bangkok University. The subjects took pre- and post-tests before and after the treatment respectively to provide data for a t-test analysis of the difference between their pre-existing English language levels and their levels at the end of the 12-week program. As the subjects progressed in the project-based learning process, they were also asked to keep journals and were interviewed to reflect on their learning experience in order to provide data for qualitative content analysis. Findings indicated that the project based EFL classroom yielded not only positive learning outcomes, but also helped the students to improve their cognition, work ethics, and interpersonal skills. Further studies were recommended to provide more empirical contributions with the objective of proving the effectiveness of project-based learning in EFL classrooms in other cultural contexts.

In their study to integrate Intercultural Education into Intensive Reading Teaching for English Majors through Project-Based Learning (2010), Wu and Meng found that while providing the opportunity for the students to improve their intercultural communication competence, PBL has a positive impact on students' intercultural communication competence and their language study. The researchers also suggest that PBL develop students' productivity and produce positive feelings towards learning English for the English majors.

In her thesis on DMCs through intensive group project in 2016, Muir also explained why she place a crucial emphasis on project work, with an outstanding example from independent school initiatives such as that of High Tech High - a collection of highly successful schools in the US. Projects are used as their primary method of instruction, for students from kindergarten to graduate level. In EFL contexts, the renewed recognition of the value of projects is reflected in a number of ways: the Israeli national curriculum for EFL is just one example of a curriculum that not only acknowledges but actively encourages the use of projects (Jakar, 2006), providing

support for the contention that projects in L2 classrooms are not only capable of constituting a key part of a sound curriculum (Chamness Miller, 2006), but are also capable of functioning in tandem and as a complement to other forms of instruction (Haines, 1989).

### **3.5.2. The significance of projects in group DMCs**

Muir (2016) emphasised that there is significant evidence of connection between the experience of projects and DMC. Tough (1979) described learners in projects to be highly focused and have a noticeable level of persistence to their goals. These characteristics strongly correlate with DMC experience. In Project based learning, students are offered a strong sense of autonomy towards their study (Fried-Booth, 2002). This influences the students' sense of agency which include understanding their role to set their own targets and actively making efforts to achieve those goals during their participation in focused project sequence. Thus, as the students can easily recognize the value of the projects, their motivation is sustained. Not only within adult education but also within the classrooms of younger learners do descriptions of school project experiences describe what equally might be interpreted as group DMCs (see Dörnyei et al., 2016, Chapter 1 for examples), and it is for exactly this reason that Dörnyei et al. (2016) argue that within educational contexts, group DMCs can be understood as manifesting themselves as intensive group projects.

The diverse educational circumstances in which projects are found are reflected in the variety of terms used to describe the label's numerous diverse approaches to teaching. Stoller (2006, p. 21) demonstrates the breadth of the phenomenon by listing just a few of the various headings that it appears under in various literatures including language learning through experience and negotiation (e.g. Eyring, 2001; Legutke & Thomas, 1991; Padgett, 1994). In the context of language teaching and learning, projects have indeed been defined variously as -skill activities



centred on topics or themes rather than specific language targets language and skills in a - centred and driven by the need to achieve an end- -Booth, 2002, p. 6). Fried-Booth continues by highlighting the significance of the journey to this end-product as the source of the true value of project work: from the opportunities for collaboration with peers and the development of confidence and independence, to the advancement of linguistic proficiency.

### **3.5.3 Elements for a successful project implementation**

The successful implementation of projects in the language classroom encourages the growing diverse and effective learning opportunities. This section elaborates on different elements which contribute to the success of project implementation and draw appropriate guidance for facilitating DMC experience by group projects.

Classroom condition: Elements in the L2 classroom highly influence the success of a project. By understanding the classroom dynamic and adapting suitable technology, teachers can create a motivating classroom condition that facilitates DMC experience. Moreover, a clear and effective schedule allows students to enhance their flexibility throughout the project and be able to control the timelines or smaller blocks of the plan

Classroom culture also significantly influences the success of a project. A culture which places the emphasis on students' agency in the classroom should be well established. It should stress students' self-management and shift the major responsibility from the teacher to students. Moreover, it is crucial to develop appropriate group patterns. Full participation should be promoted and monitored by evidence of progress. This encourages equality among students and appreciation for their contribution to the project.

Together with the classroom culture, the growing development of technology, many teachers are successful in adopting more engaging teaching techniques with the aid of computer assisted (Morat, Shaari, & Abidin, 2016). When being used effectively and appropriately, technology elements not only promote the participation of learners in the lesson but also maintain the connection between learners and their project outside of the classrooms. For example, the use of the free teaching platforms such as Kahoot allows teachers to create highly competitive and energising activities which suit their lesson plans. Videos and different forms of visual aids are also utilised to attract learners' attention and sustain their focus on the content of the lessons. Social networks sites are also effective in encouraging learners' interaction such as group discussion outside of the classrooms as well as assisting teachers to effectively track for evidence of progress without violating students' sense of authority towards their projects. Nguyen and Nguyen (2015) highlighted that the use of technology has a major impact on students' intrinsic motivation. Morat, Shaari, and Abidin (2016) also suggested that the implementation of technology not only enhances but also sustains learners' motivation.

Moving on to the teacher's role, In classrooms where projects are implemented, it is crucial for teachers to provide a partial autonomy by offering support where necessary. Firstly, teachers should present a clear and adequate explanation of the target outcomes. This helps students to develop a deep understanding of their project's goals and requirements, thus enabling them to effectively and deliberately design the appropriate project structure. Secondly, in the initial stage, it is important that teachers offer support in building the group structure such as joining the role assignment phase. Constructive advice and comments are valuable to encourage students to get involved by volunteering to take important roles in the group. Secondly teacher should foster critical thinking and question posing: A study by Sasson, Yehuda and Malkinson in 2018 proposed that critical thinking and question posing are two essential skills that can be fostered by projects-based learning. Two key aspects of critical thinking are planning and

reflecting; thus activities promote the continual practice of these aspects are essential to develop critical thinking (Ennis, 1985; Epstein, 2008) Either in planning or reflecting, a critical thinking process should involve the skills of analysing, evaluating and synthesising. Analysing is the skill to examine and identify different perspectives of the given topic. Teachers should encourage students to detect the impact of their perspective on their understanding and use effective communication methods to express their opinions. Evaluation is used to evaluate propositions and the conclusions they imply in terms of their reliability, relevance, logical strength, and the possibility of omissions, bias, and imbalance in the argument, thereby determining the argument's overall strength or weakness. Synthesis is the process of compiling credible, relevant, and logical evidence based on previous analysis and evaluation of available evidence in order to arrive at a reasonable conclusion (Facione, 1990).

Question-posing on the other hand is a crucial technique in the teaching and learning of all disciplines (Dori & Herscovitz, 1999). A deep understanding of the subject is required to form a complex question which contributes to the progress of the students. (Dori & Sasson, 2008; Kaberman & Dori, 2009). In order to develop this skill, teachers should explain how “the questions should be aimed to deepen comprehension by practising and improving the ability to demonstrate, compare, argue and justify arguments, solve problems, formulate hypotheses, offer explanations and assess understanding. Such questions do not merely refer to knowledge, but rather ask students to act upon knowledge” (Karmon, 2007; Resnick, Michaels, & O'Connor, 2010, pg.151).

Setting commitment example: One of the most important predictors to a success of a project is whether the teacher makes efforts to set an example of commitment to the students. During the initial challenging phase where members of the groups struggle to understand the group's

identity as well as their mutual goal, teachers should act as a role model to encourage students to invest efforts into the project.

According to a study by Ibrahim and Al-Horrie (2018) on sustaining flow with collaborative project, the student expect that certain conditions to sustain motivation:

The first one is that the activities are enable to students to form group identity: The finding emphasised that the sustained and shared flow experience was found when group members form a shared identity. There was a challenging initial part where each member explores and comprehend group identity but then the perception of being a crucial part of the project urge members to put major efforts to execute their plans. They started to form higher expectation towards the outcomes and at every stage while communicating more effectively. The rewarding experience of goals completion are shared among the group members and thus sustain their motivation throughout the project.

Last but not least, similar to self-concordant goals, group work has to add to attaching personal value: The researchers stated that being individually associated with the benefits of the project facilitates members' flow. Values of the activities not only need to represent academic benefit but also need to tap into personal lives of the members. This enable them to form lasting connection with the project and enhance their motivation.

### **3.6 DMCs through group projects: Using a DMC framework for focused interventions:**

Frameworks are used in accordance with established principles of learning and cognition. According to the American Psychological Association, a non-linear format allows students to transform linear text into "representations of knowledge for constructing and remembering, communicating and negotiating meanings, and assessing and reforming the changing terrain of

integrated knowledge" (Hyerle, 1996). In order to complete the cognitive and logical component, students must "reduce knowledge into a concise and synthesised form," which requires them to employ analytical abilities as they summarise significant points or ideas based on course content (Dean, Hubbell, Pitler, & Stone, 2004). Students can use the personal and affective components to create personal meaning. The expectation placed on students to investigate or challenge their own ideas aids in the development of reflective critical thinkers. Dörnyei et al (2016) outline and analyse seven alternative approaches to a successful project: All Eyes on the Final Product, Step by Step, The BIG Issue, That's Me! Detective Work, Story Sequels, and Study Abroad. Researchers and educators can use these seven project variations (Dörnyei et al, 2016) as inspiration to investigate the possible effects of project templates on students' motivation in general and DMCs in future research and educational settings. The authors also present some practical ideas for improving DMCs in a language classroom, which are focused on the four factors that cause a DMC to occur in the first place. Below is a brief summary of the main characteristics of the seven frameworks:

**All Eyes on the Final Product:** This framework emphasises the importance of having a clear end goal and vision that energises the entire project. Individuals are more likely to be motivated and dedicated to a project if they focus on the desired outcome. This framework also encourages individuals to develop a plan or strategy for achieving their end goal, which can aid in breaking down the project into manageable steps and increasing motivation. This framework can be implemented by assigning students to work on a project that requires them to use English, such as making a video, writing an essay, or preparing a presentation. The project's ultimate goal could be to show off their work to a larger audience, such as other classes, teachers, or even the entire community. The vision of creating something meaningful and impactful can energise the entire project and provide students with a sense of purpose and motivation.

**Step by step:** This framework is based on the project's structure and is used to support task-specific activities over long periods of time. It highlights the importance of a contingent path, which means that each step in the process builds on the previous step. Individuals can feel a sense of progress and accomplishment by breaking the project down into smaller, more manageable tasks, which can increase motivation and dedication to the project. This framework can be implemented step by step by breaking down the learning process into smaller, manageable steps that build on each other. Students, for example, can begin with basic grammar and vocabulary exercises, progress to more complex reading and writing tasks, and finally complete a final project that demonstrates their learning. Each step can be dependent on the one before it, providing a clear path forward and a sense of progress that can energise students.

**The BIG Issue:** This framework focuses on a driving question that provokes reactions and energises behaviour. Individuals are more likely to be motivated to explore and find a solution if the project is framed around a question or issue that they care about. This framework encourages people to think critically and creatively, which can boost motivation and engagement. You can use this framework by posing a driving question or a difficult problem that requires students to think critically and creatively in English. Students may be asked to research and debate current global issues such as climate change, social justice, or technology, for example. The issue's provocative nature can elicit reactions and energise behaviour in students, leading to deeper engagement with the subject matter.

**That's Me:** This framework emphasises the significance of interconnectedness among students, as well as between the learner group and the project. Individuals are more likely to feel invested in the project and motivated to contribute if there is a strong sense of community and

connection. This framework promotes collaboration and teamwork, which can boost motivation and commitment. This framework can be implemented by instilling a strong sense of belonging among students and the project. Students, for example, could be asked to share personal experiences, stories, or perspectives in English that are relevant to the topic at hand. Students can feel more comfortable and confident in their ability to use English and more motivated to engage in the learning process if a safe and supportive learning environment is created.

**Detective Work:** This framework focuses on an intriguing problem that requires extended periods of concentration and motivated action to solve. Individuals are more likely to be motivated to explore and find a solution if they are presented with a challenging and engaging problem to solve. This framework encourages people to think critically and creatively, which can boost motivation and engagement. This framework can be used by presenting an intriguing problem or mystery that requires students to gather and analyse information in English. For example, students could be assigned to read a mystery novel or a news article in English before collaborating to solve a puzzle. The prolonged periods of concentration and motivated action required to solve the mystery can lead to a more in-depth engagement with the language.

**Story Sequels:** This framework focuses on an engrossing temporal axis centred on an unfolding longitudinal structure. Individuals are more likely to be invested and motivated to see a story or narrative through to the end if it unfolds over time. This framework encourages people to think creatively and create a long-term vision, which can boost motivation and dedication. This framework can be implemented by developing an engaging longitudinal structure that builds over time on a story or narrative. Students, for example, could be asked to write a series of short stories in English based on a common theme or character. The narrative's

temporal axis can build anticipation and excitement for what comes next, leading to sustained engagement and motivation.

**Study Abroad:** This framework focuses on a distal goal that generates initial motivational momentum, which is then supported by a structured structure of sub-goals. Individuals are more likely to be motivated and dedicated to a project when they focus on a long-term goal. This framework also emphasises the importance of setting attainable sub-goals along the way, which can assist in breaking down the project into manageable steps and increasing motivation. To implement this framework, start with a distal goal of studying abroad in an English-speaking country and then break it down into smaller subgoals. Students may be asked to research the application process, study for the TOEFL or IELTS exam, and practise speaking and writing in English, for example. A systematic structure of subgoals can sustain the initial motivational momentum generated by the distal goal, leading to deeper engagement and motivation.

Among these seven frameworks, All eyes on the final Product and Step-By-Step are arguably two most popular ones. According to Muir's study (2016), an All Eyes on the Final Product framework variant could take the form of students being tasked with creating a video, blog, or other media product, either for educational, informative, or entertainment purposes; the staging of a theatre or musical performance, where preparation may include any or all of writing the script, creating the set design, managing the lighting, and creating programmes; or the organisation of ambitious social e-learning initiatives. The primary energising focus of the All Eyes on the Final Product framework variant is a clear vision for achieving a significant end goal, the presence of which will frequently overshadow the role of any subgoals encountered along the way. On the other hand, Step-by-Step framework, which will be used is based on a contingent goal path. Contingent route theory (Raynor, 1974; Raynor & Entin, 1983) is



founded on the assumption that motivational drive is formed by integrating a series of actions such that successful completion of one step is a prerequisite for undertaking the next, hence establishing a cumulative chain reaction. It is consistent with the structural part of DMC theory since each stage both specifies the direction of behaviour and signifies progress: motivation for obtaining the goal is continually regenerated by achieving each discrete step along the wider goal pathway.

## **CHAPTER FOUR: THE VIETNAMESE CONTEXT**

To date, Vietnam has attracted 437 foreign-funded projects in the education training sector, with total registered capital amounting to USD 4.3 billion. In November 2018, Education First (EF) released its English Proficiency Index, which ranked Vietnam 41st out of 88 countries and territories in English-language proficiency. According to a survey in 2019, half of the population in Vietnam is able to communicate in English, with most of them concentrated in big cities where tourism is considered a blooming business. In these cities such as Hanoi and Ho Chi Minh city, it is common to come across bilingual signs and menus in most restaurants or tourist attractions. Nonetheless, tourism is certainly not the only industry to require an English skillset. Together with globalisation and the urgent need to access international resources, English has been placed at a focused position in the Vietnamese education system as it has become one of the three compulsory subjects during Vietnamese students' 12-year education since 1986. Providing the young generation with a strong capacity to master English as their second language is considered one of the crucial goals of Vietnamese education. Thus, developing teachers' proficiency and promoting students' motivation remains one of the most intriguing topics for Vietnamese educational experts. In this chapter, I will provide a brief history of Vietnamese English teaching and learning, followed by an analysis of teachers' and students' perception on English learning motivation. I intend to illustrate the current situation of English teaching and learning in Vietnam, then explore the potential for the implementation of DMC through group projects for Vietnamese students.

### **4.1 A brief history of Vietnamese English language teaching.**

Tran and Tanemura (2020) claimed that Vietnam has become one of the most fascinating countries in the Expanding Circle as a result of the growth of English and the population boom of 30,000,000 people over the previous quarter-century. Vietnam is one of the most vigorous

and vital countries in the world for teaching and learning English, as well as for conducting research on the real-life problems of assessment, pedagogy, second language acquisition, and other areas, due to the sheer number of people in densely populated urban areas who view learning English as both fashionable and essential to their academic and career success, and the annual increase in the number of English language learners. In his research named “The current situation and issues of English language teaching (ELT) in Vietnam” (2018), Hoang proposed three significant milestones of the development of ELT: the period before Vietnam gained its status of independence (1954-1975); the start of a new era (1975-1986); the blooming period (1986- present). Following these milestones, I will summarise his research and add comments where applied.

#### **4.1.1 English in Vietnam from 1954 to 1975: Vietnam before the Independence Day**

This is the period when Vietnam was divided into two parts: North and South, each of them was politically allied with a government. This has a major impact on the dominant language in each region as it is studied for direct interaction with either the USA or the former Soviet Union. Russian is considered the compulsory language to be taught in formal educational institutions in the North, along with optional courses in Chinese and French. As Russian remains the top language in foreign language scene of North Vietnam, English was far less common. It was considered an optional module in most of the schools and there were only two foreign language institutions that offered English as a compulsory subject, namely, The Hanoi Foreign Languages Teachers’ Training College (currently The University of Languages and International studies, Vietnam National University Hanoi) and The College of Foreign Languages (currently The University of Hanoi). The limited use of English is concentrated in political purposes such as to understand the USA and the South government of that time.

#### **4.1.2 English in Vietnam from 1975 to 1986: The start of a new era**

Despite the continuous dominance of Russian as a foreign language in the north of Vietnam, this period witnessed a major change in the foreign language scene. Chinese is casted away from most schools and universities and the proportion of English taught in a school started to grow. Approximately, 20% of students in a school are expected to be able to speak English, compared to a 70% speaking Russian. As the country united, Russian language teaching grew widely in the Southern part of Vietnam. Many teachers are sent to the former Soviet Union for undergraduate and postgraduate degrees in language teaching. This resulted in a decline in the number of students in English majors as the teaching job market leaned toward the Russian language. However, it is worth to note that in this period, there were several foreign programs aiding English training for Vietnamese teachers. For example, Australia resumed its English training for Vietnam under a UNDP Programme until 1992 and from 1992 it was done under a bilateral aid programme between Australia and Vietnam, first known as AIDAB (Australian International Development Assistance Bureau) and then as AusAID (Australian Agency for International Development), 40 Vietnamese teachers and interpreters of English were sent to Australia annually to undertake graduate studies in English language teaching (Do, 2006). This program was terminated in the early 2000s.

In this period, the main teaching methodology of most ELT classrooms was what we categorised as “Grammar-Translation”. The materials were adapted to suit the aims of the classrooms which usually are exam oriented. Students’ grammar and vocabulary are considered the most important while oral skills are often neglected. “Drilling” was one of the most common teaching techniques, students are usually asked to recite sentences in English, translate them into Vietnamese and vice versa. The lack of exposure to the English language and the lack of context in ELT surely had an adverse impact on the students (Loi, 2011).

### 4.1.3 English in Vietnam from 1986 to present: A blooming period

1986 was considered a significant milestone for English in Vietnam as the Vietnamese communist party introduced a general economic reform known as “Đổi mới”. In this renovation movement, the government intends to catch up with the globalisation trend around the world as well as promote Vietnam as a potential and welcoming market. Thus, in the international context, English becomes a key element, and this explains its rapid growth on both the numbers of learners and the teaching quality.

As Vietnam embarked on the “Doi Moi” policy, which is a vast economic reform, globalisation is said to have exerted influences across the country (Dang & Marginson, 2013; Glewwe, 2004). Manifestations of globalisation in Vietnam can be observed particularly in roles of English, the foreign language policies and the teaching and learning of English (Dang, Nguyen, & Le, 2013)

The role of English is considered crucial by the government as firstly, English will assist Vietnam in transforming the country’s international relations and economic strength (To, 2010). Since become an international language and is used as a means of communication within international organisations such as the Association of Southeast Asian Nations (ASEAN), the Asia Pacific Economic Cooperation (APECT), and the World Trade Organisation (WTO) (Crystal, 1997). Together with the growth in foreign investment, English is essential for job seekers in Vietnam who aim to join foreign firms and international cooperation. Those companies and cooperatives usually prefer candidates with a certain level of English proficiency (Son, 2011). Lastly but most importantly, English is pivotal for higher education students (Ngo, 2015). The vast number of educational opportunities available in English urge the students to master the language in order to access the resources that enhance their chance to study abroad (Loi, 2011).

Because of these emerging needs for English teaching and learning, the Vietnamese government begins to invest an adequate amount in developing ELT classrooms. “English becomes the first (and nearly the only) foreign language to be taught in Vietnam. It is one of the six national examinations that students have to pass if they want to get the Secondary School Education Certificate and is a compulsory subject for both undergraduates and graduates at tertiary level.”

In addition, in line with the economic reform movement, there are more and more international business and trades investing in Vietnam, as well as a very promising tourism industry. This has a significant impact on the job market as English becomes “the passport to success”. English teaching therefore quickly becomes one of the most concerning issues for the Vietnamese Ministry of Education. New policies are continuously proposed to encourage English learning among Vietnamese learners with English becoming a compulsory subject at both lower and upper secondary levels and an elective subject at primary level. At upper secondary level, English is studied 3 periods a week/35 weeks/year, making the total of 315 periods (Loi, 2011)

#### **4.1.4 English in Vietnam from 2015 to present: The Flat World and the IELTS trend**

Diep and Hieu (2021) have explored different factors of education quality and the role of competitiveness in the English-learning process in their study. Using qualitative and quantitative study methods, four elements affecting the quality of English learning in the modern time were identified: (1) subjective student factors, (2) the learning environment, (3) the quality of the teaching facilitator, and (4) the teaching curriculum. In addition, the study demonstrates the favourable effect of competition on the relationship between the learning

environment, the quality of teaching facilitators, and the quality of English language acquisition.

In addition, they discover that English-learning motivation is restricted in Vietnam by a number of factors. These challenges include insufficient opportunities to demonstrate English proficiency, isolation owing to inadequate English comprehensibility (Pham & Bui, 2019), lack of confidence (Ngoc Truong & Wang), and an overreliance on prefabricated learning materials (H. T. M. Nguyen, Nguyen, Nguyen, & Nguyen, 2018). Among these obstacles, there is a need to comprehend the determinants of English language proficiency and its quality amidst the worldwide pandemic.

As Vietnam opens the door for foreign education organisations, this period witnesses a major increase in the demands for international standard English training courses. The English testing system in Vietnam has transformed from highly exam-paper-oriented to a more international standardised system. Vietnamese students from kindergarten to university level are offered adapted English teaching curriculum from more developed countries such as the US and the UK. Testing systems from Cambridge such as the Key English Test, TOEFL, TOEIC, IELTS are also widely used both in educational context to evaluate students' English level and in the job market to analyse candidates' English skills. One of the dominant tests is the IELTS (International English Language Testing System). It has created the IELTS trend which has a major impact on Vietnamese students' motivation to learn English.

### **The IELTS trend:**

IELTS - the International English Language Testing System - is a proficiency test for the English language and one of the most widely used and accepted forms of English in education and migration throughout the world. IELTS training is an international system that assesses learners' ability in four skills: reading, writing, listening, and speaking. It is designed for non-

native speakers who wish to study or work in an English-speaking environment. According to the British Council, since its inception in 1989, IELTS preparation has grown to be one of the most trusted methods of assessing English language proficiency, being recognised by over 8,000 colleges, employers, and immigration agencies worldwide. IELTS testing procedures examine both the learners' practical ability to utilise English in authentic situations and their linguistic use. The system classified trainees' English proficiency into the following bands:

Band score	Skill level	Description
9	Expert user	The test taker has fully operational command of the language. Their use of English is appropriate, accurate and fluent, and shows complete understanding.
8	Very good user	The test taker has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.
7	Good user	The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.
6	Competent user	The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	The test taker has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They



should be able to handle basic communication in their own field.

4	Limited user	The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and expression. They are not able to use complex language.
3	Extremely limited user	The test taker conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.
2	Intermittent user	The test taker has great difficulty understanding spoken and written English.
1	Non-user	The test taker has no ability to use the language except a few isolated words.
0	Did not attempt the test	The test taker did not answer the questions.

*Figure 2: British council's IELTS band score description*

The test aims to demonstrate both general proficiency as well as and performance is generalizable to real-life situations in which English is used essentially for purposes of communication. “The IELTS (2017) asserts that the test ‘is interactive and as close to a real-life situation as a test can get, hereby acknowledging that although the test is administered via an OPI, which contains direct test tasks, it is still nonetheless an indirect performance-referenced test” (Quaid, 2018). According to the Vietnamese British Council, Vietnam saw 14 percent growth in the number of candidates sitting for the test and a 50 percent increase in those scoring 8.0 or above out of 9.0 on it during the 2011-12 academic year. In line with the impact of globalisation bringing international investment and foreign opportunities, these

numbers continue to grow sharply. According to the city's Department of Education and Training's statistics, the number of established foreign language and computer teaching centres in HCMC has surged to 1,250 as of 31 January 2019. Of them, only 2% are by foreign-invested facilities. Many universities recognise IELTS as admission criteria with the accepted band from 5.0 to 6.5. IELTS also becomes a popular qualification not only for graduating from universities but also for career opportunities. Most job opportunities require applicants to have an English qualification, usually IELTS band 5-6.5. With both academic and professional benefits, IELTS has become the most popular English test in Vietnam, attracting millions of test takers every year (Nguyet et al, 2020).

### **How does the IELTS trend change English learning and teaching in Vietnam?**

As a trend that dominates the testing field, the IELTS has a major washback effect on the Vietnamese ELT field. Nguyet et al (2020 ) study demonstrates the impact of both intrinsic and extrinsic factors associated with taking the IELTS on the English language proficiency of Vietnamese students. The research findings indicate that the majority of Vietnamese students have limited English proficiency, as the majority of research participants from the country's eight renowned universities scored below 5.0 on the IELTS test.

The study demonstrates that it is necessary to consider the importance of practical factors in shaping and enhancing the ability to learn a second language from the students' perspective. The research findings emphasise the importance of endogenous factors, which are derived directly from students' motivation, diligence, learning spirit, and commitment to learning a foreign language. These indicators are critical in determining a student's language learning success. To learn a foreign language effectively, students must possess the following characteristics: ability, study method, perseverance, and an accurate perception of the language.

Learning a second language is fundamentally different from learning other thought-oriented subjects in that it does not necessitate excessive intelligence on the part of the students. This is because we discovered that students' intelligence and capacity for learning have a negligible effect on their learning efficiency. Rather than that, students' success in learning a second language is determined by their study method and diligence. This is a critical factor, particularly for the method of instruction, as it directly affects language proficiency. For instance, the Jewish method of learning English is a widely used method that has been recognised by world science as the quickest and most effective method of acquiring language knowledge. This method of instruction requires students to use self-study cards, learn by phrases, and contextualise sentences.

From the perspective of parents, the study demonstrates that their education, particularly their mothers', has a significant impact on their children's cognitive development and language preference. More precisely, the higher the mother's educational attainment, the more easily the child will pick up a foreign language. Additionally, we demonstrate that children from high-income families are more likely to have superior language skills than children from low-income families. The reason for this is that a parent's investment in their child's education is highly dependent on their income. Since then, parents' concern and investment in education have been critical in assisting their children in developing their foreign language skills and thus their capabilities. However, parents should not place excessive expectations and pressure on their children to study, as family pressure is one factor that has a negative effect on the child's overall development. As a result, parents must thoroughly understand their children and listen to them in order to provide appropriate supportive ways for their children to improve their foreign language skills.

From an educator's perspective, developing learning programmes that allow students to interact more with native teachers provides an excellent opportunity for students to improve their language skills. The study's findings indicate that students enrolled in programmes that emphasise English as the primary language of instruction and instruction frequently have higher levels of foreign language proficiency than those enrolled in traditional training systems. In other words, integrating language training into the college curriculum is necessary to hone and nurture students' abilities. Additionally, the study's findings indicate differences in language acquisition between males and females, as well as between regions and religions. The school should place a greater emphasis on female students and students from ethnic minorities, who have a lower ability to use language than others.

#### **4.1.5 A comparison of traditional and modern Vietnamese ELT classroom:**

In this section, I hope to illustrate the development of the English teaching approach in Vietnamese ELT classrooms by comparing traditional and modern ELT classrooms in 4 aspects: teaching methodology, teaching techniques, classroom interaction and evaluation method. According to Richards & Rogers (2001) the most widespread EFL teaching approaches in EFL contexts in general and in Vietnam in particular are likely to be the Grammar-Translation Method, Communicative Language Teaching and Task-Based Language Teaching.

*Traditional ELT classroom:* This kind of classroom is characterised by the dominant use of the Grammar Translation Method (GTM). Considered one of the oldest teaching approaches, GTM was used widely in foreign countries from the 1840s to the 1940s (Fotos, 2005). In Vietnam, this approach highlights the significance of memorising grammar rules, vocabulary and the ability to translate English into Vietnamese and vice versa. In ELT classrooms where teachers apply GTM, students are usually placed in a passive role. Grammar rules and vocabulary are

usually taught in isolation with drilling technique and learners are expected to learn by heart the given examples. Interactions in the classroom therefore are also limited, students are often not capable of expressing their ideas or particular need towards the target language. Reading and writing skills are highly prioritised over oral skills such as speaking or listening (Fotos, 2005). Therefore, learners' evaluation is also highly written exam oriented.

Despite the drawbacks of this method, GMT is widely common as it suits the current condition of Vietnamese ELT classrooms at the time. Classrooms are usually crowded, up to 50 students in a class, it is almost impossible for teachers to pay attention to each individual as well as deliver the lesson in a period of 45 to 90 minutes. Vietnamese students at the time were described as “very traditional”, they are believed to be good at memorization and following directions, however reluctant to participate and avoid group interaction as well as speaking skill (Nguyen, 2002, cited by Zhao, 2011)

#### Modern ELT classroom:

It is common for modern Vietnamese ELT classrooms to adopt more than one approach under the umbrella of communicative pedagogy. The first noticeable approach is Communicative Language Teaching (CLT). As I mentioned in the previous chapter, CLT theory is varied, and its practical application also differs by countries. In Vietnam, CLT approach is illustrated as a language teaching approach that prioritises learners' communicative competence and authentic use of the target language. CLT related methodology aims to improve learners' ability to use the language in real-life context outside the classroom. Authentic materials containing real-life situations and conversation are widely adopted. Learners are encouraged to improve their fluency and engaged in “the pragmatic, authentic, functional use of language for meaningful purposes” (Brown, 2007, p.43). Classroom activities also focus on developing integrated skills for students with the use of a lot of group or pair work, promoting positive interactions in the

classroom (Richards and Rogers, 2001). The role of teachers therefore changes drastically, they deliver the lesson by using new roles including facilitator, class manager, resource provider and even participating as learners in group discussion. Learners are believed to be more active in CLT classrooms, their individual need is more valued, and their idea contribution is more appreciated. Evaluation processes also change in these classrooms. Oral skills competence weight more significantly in the result. Students' skills are assessed in a longer procedure such as group project or portfolio which includes many different tasks. These tasks such as presentation or journals provide a better opportunity for students to express their English skill compared to being assessed by one paper exam.

Although classroom sizes remain fairly big, CLT provides a better level of classroom interaction by the use of group and pair activities. Moreover, as the teacher is no longer the only focus of the classroom, multiple discussions and conversation can take place simultaneously and effectively.

According to Thiemann (2000) and Ali El Zaatar (2011), internal and external factors are considered to be influential to the quality of an ELT classroom. To begin, internal factors include prior learning and teaching experiences, teaching beliefs, teacher attitudes, teachers' confidence in their ability to learn, stress, teachers' involvement in educational reforms, teachers' sense of empowerment, and teachers' self-efficacy. Second, external factors include prior educational policies, professional communities and colleagues, the leadership of establishment managers, student learning outcomes, and implementation time.

Another innovative approach in ELT modern classrooms is Tasked-based Language Teaching (TBLT). It is known as one of the latest methodological realisations of CLT TBLT shares a lot in common with CLT such as they both focus on real- life communication, meaningful tasks

and meaningful language (Richards & Rogers, 2001). Nevertheless, TBLT is characterised by some of its distinctive features. Phan (2018) describe those featured as below:

“First, within the TBLT approach, a task serves as a major component, “a central unit of planning and teaching” (Richards & Rogers, 2001, p.224). A classroom activity is a task when it has a primary focus on meaning, some concern for form, and a clearly defined communicative outcome (Ellis, 2003, pp.9-10). Second, a central tenet of a task-based approach is a need to focus on form. In TBLT, linguistic forms are focused on by students incidentally during the process of task completion (Ellis, 2003)”.

The knowledge of form is focused and though not directly instructed; students are expected to make use of these forms in their discussion. (Ellis, 2003) The role of teacher is important in the TBLT classroom. A lesson plan is significantly necessary as teachers need to step-by-step prepare learners for the use of particular linguistics items and forms so that they can use it correctly in tasks. These tasks also need to provide learners with authentic and appropriate conditions to practice their understanding of the given items and forms. Interaction in TBLT is highly important as teachers need to both observe and provide learners with necessary resources to support the completion of the tasks.

## **4.2 Vietnamese students’ L2 Motivation research**

Together with the shift of focus from traditional ELT methodologies to modern ones, ELT research in Vietnamese ELT classrooms started to increase both in quantity and quality. In this section I will summarise the development of L2 Motivation research in Vietnam and how DMC can be a new potential approach that could generate practical implications for Vietnamese ELT classrooms.

The pioneer investigation of Vietnamese students' L2 motivation dated back in 1996. Do Huy Thinh (1996) is intrigued to explore the driving force of Vietnamese students' motivation. The study which was conducted with 621 Vietnamese participants shows an interesting result that the three main factors motivating Vietnamese learners to learn English are all instrumentally oriented including learning for better job opportunities, learning as a compulsory subject and learning to study abroad. This study measures motivation by nine likert-scale items, which is quite limited compared to the complexity of the concept of motivation. However, the extensive number of participants in this study indicate the growing opportunity for the development of L2 Motivation research in Vietnam.

According to Ellis (1996), however, Vietnamese EFL learners' motivations are shaped by the "teacher's initiative" and the "students' will to succeed" (mainly in examinations) (p.215). Le (2000) also shares the view that Vietnamese learners are bound to extrinsic motivation as a result of the pressure to pass exams. Moreover, as a matter of fact, many Vietnamese students tend to be more interested in learning other skills such as speaking, reading and listening than writing, and writing seems to be regarded as a chore or a burden, for a homework exercise is always waiting for them after each writing lesson (Tran, 2001). Also, most students consider writing difficult and unrewarding. It is obvious that lack of interest and motivation in writing is a problem facing many students in Vietnam. How to help students overcome this has long been a major concern and a challenge to Vietnamese teachers of writing.

In the first few years of the 21<sup>st</sup> century, despite the rapid speed of globalisation and the government's efforts to foster English teaching and learning in Vietnam, the English proficiency of Vietnamese students is considered very limited. Kieu (2010) stated that Vietnamese students' level of English is usually only evaluated by written examinations which rely largely on grammar and vocabulary while other skills such as listening, and speaking are



ignored. Hang's study (2008c) concerns the poor performance of Vietnamese students in the Key English Test which is one of Cambridge tests for standard English. Do (2012) also suggested that the general English proficiency of Vietnamese students is quite low as 90% of the third-year non-major students scored below average in the TOEIC test – one of the most common tests to evaluate L2 learners' English level. Tran and Baldauf Jr (2007) and Le (2011) argued that the lack of motivation could be the major attribution for this phenomenon. Other researchers such as Duong & Nguyen (2006), Loi (2011) and Pham (2011) further elaborate on this by pointing out the challenges in Vietnamese ELT classrooms. Due to the highly exam-oriented teaching curriculum, students are expected to listen passively and not encouraged to challenge the teachers or join in dialogic activities. Thus, it leads to demotivation and the lack of willingness to study. Nga (2002) also suggested that the lack of fostering a language environment and limited resources of proficient teachers can also have a negative impact on Vietnamese students' motivation.

In 2007 a study by Tran on Vietnamese students' motivation in ELT Writing classrooms. It was conducted with thirty English-major students at a university in central Vietnam. The researcher points out that whereas the existing literature body succeeds in explaining students' extrinsic motivations related to institutional needs, their linguistic needs, and social needs in learning EFL writing, Vietnamese students are not only concerned with these factors. What is more significantly driven to Vietnamese students are their intrinsic motivations such as their interest, passion and inspiration, which are directly connected to their personal and cultural needs in writing. Tran argued that students in this study show their capacity to write independently, creatively and passionately if they are truly motivated. This illustrates an image of a Viet student who is able and ready to write with a sense of authorship in a foreign language, contrasting the negative stereotypes from how they appear to be in the routine described, passive with writing as imitating the model and developing some spoon-fed ideas. The research

also suggests students' cognitive and affective process which is embedded in their unrecognised needs need to be taken into consideration when choosing teaching methods and materials. Moreover, comprehensive interpretation of students' needs, which is mainly shaped by institutional requirements and social expectations, have a significant impact on Vietnamese students' L2 Motivation.

Tran (2007) also published a very interesting study on Vietnamese's student demotivation and its attribution. In the findings, the researcher highlights the fact that although Vietnamese students have strong extrinsic motivation, frigid teaching methods by the teachers are believed to be the main source of demotives. Le (cited by Zhao, 2011) also argues that Vietnamese learners are highly affected by their family and society, which results in low levels of self-esteem, self-perception and agency. This period marks an important development of motivation research in Vietnam from the initial ideas of motivation as a social-psychology concept to more cognitive theories such as Goal-Setting or Self-Determination Theory (Deci & Ryan). However, as Phan (2010) emphasised in her thesis on the factors affecting Vietnamese students' motivation: "simply applying a Western-designed theory of motivation to the Vietnamese context without taking into account the social and cultural values practised in that context could lead to inappropriate application, and even misinterpretation of the motivation and learning approaches of Vietnamese students". Her research demonstrated that the application of only Self-determination theory is insufficient in elaborating on the types of motivation that female Vietnamese technical English majors experienced in their English studies. Moreover, Phan (2010) questioned the applicability of the "international posture" construct proposed by Yashima (2002) (see 5.3.4) to the Vietnamese context. The researcher pointed out that the common use of only quantitative methods could ignore the culturally situated meaning and role of three basic needs: autonomy, competence, and relatedness, in the internalisation process of motivation (see 2.3.1.3 & 2.3.3). Consequently, the culturally bounded importance of these

needs has been overlooked, which might have led to a misleading interpretation of the types of motivation that students from certain cultures like Vietnam experience in their studies. The findings also suggest some pedagogical recommendations for the students' teachers. For example, teachers should create opportunities in which students' need for autonomy, competence and relatedness are met. Finally, the study also suggests directions for future research, for example research on the impact of cultural values on Vietnamese students' motivation

One of the important contributions is the study of the comparison of motivation to learn English between English major and non-English major students in a Vietnamese university, using Deci and Ryan's self-regulation theory (Ngo, Spooner-Lane & Mergler, 2015). In this study, the participants are separated into English major students and non-English major student as the researchers believe the two groups differ in their motivation to learn English. From the findings of the study, it can be seen that there is a major change in Vietnamese learners' motivation due to the effects of globalisation and study abroad trend. Although both English major and non-English major seem to value their English learning according to the instrumental benefit such as passing exams or getting a good future career, there is a significant difference in the orientation of their motivation. English-major students seem to have a more intrinsic orientation of motivation while non-English major students show a higher obligation/avoidance attitude toward English learning. This finding is important and valuable to draw teaching implication for both groups of students in their English learning

Tran (2007) also presented a descriptive study on Vietnamese learners' motivation and identity in EFL writing classroom with the participation of 30 Vietnamese students using Oppenheim's open-ended questionnaire (1992, cited by Tran 2007). In her study, Tran argued that while it is commonly held belief that Vietnamese students' motivation largely depends on teacher

initiative and students' will to succeed (Ellis, cited by Tran 2007), the situation seems to be different in EFL writing classroom where students are more concerned with their writing interest, passion and inspiration. Huong (2015) believed it is the difference between English major students and non-English major students that creates the contrary. Ly (2012) presented a study exploring the motivation and desire to learn English among a sample of non-English major students in Vietnam. Participants were 1,564 college students with at least one semester of English, of whom 13 participated in the semi-structured interviews. The findings revealed that the students had a greater intrinsic than extrinsic motivation, a strong desire to study English, and a willingness to take advantage of opportunities to enhance their English ability. In addition to recognising the significance of learning English for their academic studies and future employment, they also learnt the language for personal enjoyment, communication purposes, and because of others.

Another study on Vietnamese learners' L2 motivational system in 2019 by Bui following Dörnyei's L2 Motivational Self System suggested that a majority of Vietnamese learners have a general ideal self-image which motivates them significantly in their language study at the beginning of the course. However, this kind of motivation seems to fade out due to the lack of specific goals or continuous trigger to maintain the strength of the initial motivating elements. It was clear that the primary sources of introjected motivation were parents, followed by the teacher and classmates to a smaller extent. Additionally, students were strongly influenced by instrumental motivation, as a result of the altruistic values associated with language proficiency, and by external motivation, as a result of the requirements of the English educational context. The students in Bui's (2019) study were demotivated by a variety of factors in their immediate English learning context, most notably their English teachers. The study found that the most important factors in motivating students to learn were their parents and teachers. Students were primarily influenced by their internalised responsibility and obligation to achieve high

academic standards in order to please their parents. As a result, they were willing to forego their own wishes, desires, and aspirations in order to satisfy their parents. Additionally, English teachers either motivated or demotivated students in their English studies, depending on their effectiveness in teaching, their knowledge, their support, and their interpersonal relationships with students. Among all teacher-related factors, the presence of competence and relatedness support provided the most nurturing environment for students' motivation, particularly for internalisation of teacher expectations.

Nguyen et al. (2022) provide a study that uses a mixture of research techniques in order to investigate the effects of TBLT, TSLT, and PPP on the L2 motivational self-system and speaking self-efficacy of students at Hanoi University (HANU). In the online emergency EFL speaking classroom, the data indicated that task-based training was more successful than the PPP approach in enhancing student speaking self-efficacy and L2 motivational self-system. In addition, teachers should pay attention to five elements related to the application of PPP, TBLT, and TSLT. These elements include the teacher's role, time allocation, content, group work and peer support, and pre-task/activity preparation. These elements influence learners' perceived motivation and speaking self-efficacy, so teachers should pay attention to them. Overall, the findings of this convergent mixed methods research demonstrated that different instructional strategies could have an impact on the speaking efficacy and motivation of second language learners participating in online Emergency classes. In addition, it is possible to draw the conclusion that TBLT and TSLT have more beneficial impacts than the PPP approach does on the speaking self-efficacy of students as well as the L2 motivational self-system. It may be beneficial for teachers to consider the five aspects of applying different teaching methods, which are as follows: the teacher's role, time allocation, content, group and peer support, and preparation for main tasks. Motivating students and boosting their confidence are two goals that can be accomplished through the application of different teaching methods. Even though

the online setting of an emergency EFL classroom may provide new problems, a teacher can nonetheless successfully motivate and develop learners' speaking self-efficacy by employing tried-and-true methodologies such as TBLT and TSBT. The amount of talking time given to students should also be a priority for teachers, and teachers should ensure that students have opportunities for interaction and group preparation. To guarantee that students always have help while they are going through challenging periods, it is essential for the teacher to either offer students with technical scaffolding or provide them with technical scaffolding as a group goal. In both TBLT and TSLT online emergency classes, it is essential to have a group support structure in which students can assist one another in completing assignments or working through technological obstacles. In addition, educational institutions might take into consideration the recommendations made in this study as part of their teacher training in order to better assist instructors in times of crisis.

### **4.3 Fitting DMCs into a Vietnamese ELT classroom: Why and How?**

#### **4.3.1 The untold story of unmotivated Vietnamese students:**

According to a study published in 2019, Pham et al. discovered that 15.2 percent of 494 surveyed medical students reported the presence for depressive symptoms and 7.7 percent reported suicidal ideation. Self-reported depression is more than five times more prevalent in their sample than in the general population in Vietnam (15.2 percent vs. 2.8 percent). Regarding suicidal ideation, Huong et al. (2006) reported that the prevalence of lifetime suicidal ideation, suicide plans, and suicidal attempt in the general Vietnamese population was 8.9 percent, 1.1 percent, and 0.4 percent, respectively, using the WHO SUPRE-MISS community survey questionnaire. Their prevalence of suicidal ideation (7.7%) was lower than the general population's prevalence of lifetime suicidal thought, most likely because the PHQ-9 assessed only self-reported suicidal ideation within the last two weeks. Depression prevalence was

nearly 30% lower in their study than in a 2014 study by Quynh Anh et al. on Vietnamese medical students.

They also discovered that academic motivation was the most important factor associated with self-reported depression and suicidal ideation in their regression models. Quynh Anh et al. (2014) also noted that Vietnamese students who considered re-selecting their career paths and pursuing medicine in accordance with their family's wishes had a greater likelihood of reporting depression and suicidal ideation than students who did not consider re-selecting their career paths. These findings corroborated previous research indicating that students who are genuinely motivated by their career choice are better equipped to cope with the rigorous medical training and ultimately avoid depression when compared to unmotivated students. Other cross-sectional studies of students worldwide found a positive relationship between motivation and quality of life and academic achievement, as well as an inverse relationship between motivation and depression. On the other hand, a cohort study found that positive motivation toward significant life goals protected young adults from depression. These consistent findings support the hypothesis that there is a strong correlation between motivation and depression and may imply a causal relationship that requires further investigation in future studies.

Tran (2007) using the data from 100 university students, presented a study on demotivation. The main source of demotivation, similar with the findings of prior studies, was related to the teachers, according to one of the study's conclusions. Teaching may be made more effective and more closely linked with students' needs by surveying students' expectations of teachers and satisfaction with approach in tertiary courses. Appropriate teacher classroom behaviour also requires attention, because poor teacher classroom behaviours typically harm students, leaving them with difficult-to-overcome negative feelings regarding English.

A second significant conclusion is that many students lacked motivation due to weak English prior knowledge. Students were expected to have met progressively higher criteria for succeeding classes, as outlined in school and university curricula, and professors in subsequent classes kept these in mind when designing lessons. Consequently, a significant proportion of students who failed to make acceptable progress in their previous classes had knowledge gaps, were incapable of handling current sessions, and felt demotivated. The research shows a number of potential causes relating to students, teachers, and curriculum. The extent to which students were able to overcome their demotivation was significantly influenced by the number of motives they encountered and their level of self-determination.

As DMC is a strong motivational pathway that cause learners to make a definite decision to pursue a goal or vision that they feel is personally important, highly relevant to their desired identity, and emotionally fulfilling (Dörnyei et al, 2014), it could offer a solution for this phenomenon.

#### **4.3.2 Group Interaction and Cooperative teaching and learning in Vietnam**

Dao & Mc Donough (2017) proposed that prior peer/group interaction research has demonstrated that proficiency influences not only how second language (L2) learners discuss language form, but also their pair dynamics, especially in Vietnamese context. Their study examines peer interaction between mixed-proficiency pairs, specifically how task roles influence the nature of L2 learners' discussions and pair dynamics. At a Vietnamese university, sixty English L2 students were assigned to mixed-proficiency dyads to complete a storey retell task. The task role was manipulated by assigning the lower-proficiency learner either information holder or information receiver status. After retelling the story, the learners collaborated to create a story ending and then wrote the entire story collaboratively. The findings indicated that when the lower-proficiency learner was assigned the task role of



information holder, learners produced more LREs and engaged in more mutually beneficial interactions.

Another study conducted by Tran (2019) examines the effects of cooperative learning on the motivation of 72 second-year Vietnamese higher education students enrolled in a nine-week course on Research Methods in Education. 72 students were divided into two smaller groups of 36 students each. The lecturer assigned to these two groups of students was the same. Cooperative learning was used in the experimental group, whereas lecture-based instruction was used throughout the course in the control group. The study's findings indicated that the experimental group exhibited significantly greater motivation to learn than the control group. Implications for instructional innovation and additional research are discussed in order to popularise more cooperative learning for improved learning outcomes. This study established that frequent collaborative interaction among students in the treatment group facilitated students' cooperation for the purpose of improving their learning motivations. It provides consistent support for previous research in various cultures indicating that cooperative learning may be a more beneficial teaching method. The findings of this study provide additional empirical support for Vietnamese teachers' use of effective interactive techniques in the classroom in order to increase students' motivation to learn and improve learning outcomes. Thus, cooperative learning is strongly recommended as a more effective method of pedagogical instruction in the high-demand educational innovation in Vietnam, particularly in light of the high demand for a more motivating learning environment for students. Cooperative learning, in which students actively acquire and apply knowledge, is recommended in place of traditional lecture-based instruction.

This set a firm foundation for DMC to develop as there are potentials within the context of Vietnam for a prominent structure of behavioural acts, many of which are routines carried out

on "motivational autopilot," which are infused with the experience of enhanced emotionality connected to approaching a prize. If we can purposefully facilitate DMCs in Vietnamese EFL classrooms, we expect a system that is motivationally self-supporting after a strong launch because the initial momentum propels the person through a series of sub-goals that produce favourable feedback and further momentum toward the ultimate goal.

#### **4.4 Conclusion**

Throughout the course of this chapter, it has been demonstrated that it is essential to have an awareness of the evolution of English Language Teaching development in Vietnam in order to comprehend the perception, growth, and potential of second language motivation among Vietnamese students. Studies on the L2 Motivation of Vietnamese Students in the Context of Globalization have Revealed Needs and Exceptional Potential for English Learning Particularly in Their Vision and Capability to Work Collaboratively Studies on the L2 Motivation of Vietnamese Students in the Context of Globalization have revealed the needs and the exceptional potential of Vietnamese students. This chapter has also created the basis to invest in DMCs among Vietnamese university students and presented the opportunity to enable DMCs with DMC potential frameworks. Additionally, this chapter has presented the possibility to facilitate DMCs with potential frameworks for DMCs. A comprehensive discussion of the methodology will be covered in the chapter that immediately follows this one.

### **CHAPTER FIVE: METHODOLOGY**

The focus of research on DMCs has been on providing answers to what were essentially very fundamental research questions, such as how DMC unique features manifest in different

contexts or whether it is possible to intentionally facilitate intense motivational currents in groups of language learners. As the development and application of DMC theory remains in its early development, there are emerging calls to demonstrate the viability of conducting more of both quantitative and qualitative empirical research, following the initiation of the DMC questionnaire and the DMC Disposition scale (DDS - see Chapter 3.5). This chapter will provide a comprehensive introduction of the methodology for this thesis. Two complementary studies using a mixed method approach will be used to investigate DMCs and DMCs through group projects among Vietnamese students. From 5.1 through 5.4, I plan to clarify my choice of research design and its components, such as participants and data collection tools, and my strategy for data analysis will be presented in 5.5, followed by discussion of Research Ethics, Reliability and Validity.

This study will employ a mixed method approach for triangulation. Study One is an online survey examining in greater depth identified populations (Vietnamese university students) in certain circumstances using non-self-selection sampling methodologies. Study Two is a classroom intervention aiming to facilitate a group DMC by implementing a similar course within a homogeneous group of students with similar language backgrounds in order to investigate the impact this would have on the time it takes for the group to become fully cohesive, the point at which the DMC takes off, the resulting group dynamic, and the overall language gains demonstrated.

### **5.1 Research design: The purposes of using Mixed Method Research (MMR):**

In their book on teaching and researching Motivation, Dörnyei and Ushioda (2021) highlighted some challenges in researching L2 Motivation and some directions for new researchers. This remains highly relevant to the investigation of DMCs, especially in a new context as it offer

guidance on research design. There are three facets of L2 Motivation research that should be concerned. Firstly, as motivation is a difficult topic to comprehend and quantify, it is a vague phrase that comprises a vast array of mental processes and emotions. Therefore, it cannot be immediately witnessed and must be inferred through indirect indicators such as self-report accounts, overt behaviours, or physiological responses. This implies that there are no direct objective measurements of motivation; all motivation indicators used in research studies are ultimately subjective, and minimising subjectivity is one of the most difficult challenges motivation researchers face.

DMCs, just as motivation is a multidimensional term. Motivation is a multifaceted term that does not lend itself to straightforward measurement. Thus, when conceptualising and assessing motivation variables, researchers should bear this in mind, as well as the fact that the specific motivation measure or notion they are examining is likely to represent only a small portion of a larger psychological construct. Finally, motivation is flexible and ever-changing. We have already demonstrated that motivation is not static, but rather changes over time due to personal development, multi-level interactions with environmental effects, and individual differences. Consequently, it is disputed whether a one-time evaluation (e.g., the administration of a questionnaire at a certain time) can properly capture the motivational foundation of a lengthy behavioural sequence, such as L2 learning. Although the study of motivation is unquestionably difficult due to its unobservable, multidimensional, and continuously changing nature, we have a variety of research tools available to assist us with mt queries and help us avoid making errors.

Dörnyei and Ushioda (2021) then proceed to recommend some critical aspects for doing effective research on L2 Motivation, one of which is choosing the overall research approach, in this case MMR for Triangulation. Along with the evolution of study design and methodology in the field of linguistics, researchers in general and linguists have postulated five functions for

MMR: triangulation, complementary, development, initiation, and expansion. This set is the result of a study conducted by Greene et al (1989). Each of the five purposes was viewed by the researchers as "common terminology for conceptualising and describing mixed-method rationales" (p. 260). They illustrate the rationale behind combining qualitative and quantitative methods. It is also vital to grasp the distinction between concurrent and sequential execution of the two stages (Onwuegbuzie & Collins 2007).

Drawing from the standing challenges of researching motivation and the effects of triangulation by using MMR, it is understandable why this method is popular in modern L2 Motivation research (Boo, Dörnyei and Ryan, 2015), below is a figure from their article investing L2 Motivation research 2005-2014: Denzin (1978) and Greene et al. (1989) define "triangulation" as "intentionally employing more than one method of data collection and analysis when studying a social phenomenon in order to seek convergence and corroboration between the results obtained using the various methods, thereby eliminating the bias inherent in the use of a single method." Triangulation becomes particularly relevant in the context of mixed methods discussions in two ways – as a tool for evaluating empirical findings and as a means of gaining additional insights and knowledge in the research – as training in empirical methods increasingly incorporates both qualitative and quantitative research, and when keywords such as 'mixed methods' develop a special appeal (Tashakkori and Teddlie, 2003a). For Bryman (1992), triangulation refers to the process of comparing qualitative and quantitative data. Qualitative and quantitative research can support each other in exploring different facets of the subject under investigation. They are concerned with structural (quantitative) or process (qualitative) features, or with the connection between micro and macro levels (see Bryman, 1992, pp. 59–61). In general, this classification encompasses a wide variety of forms, some of which are defined by the notion that qualitative research encompasses additional dimensions than quantitative research and that their combination is governed by their individuality.

This study used MMR for triangulation as the qualitative data from Study One and quantitative data from Study Two as they can complement one another and help paint a more complete picture of DMCs among Vietnamese university students. A detailed structure of both studies will be discussed in the following sections.

## **5.2 The two-complementary study**

In recent years, DMC research has not only been successful in maintaining a clear focus on obtaining detailed qualitative inferences, but there are also emerging calls to use quantitative approach to investigate a broad and diverse body of participants globally so as to explore the relevance and applicability to specific contexts (Muir, 2016). Study One aims to investigate Vietnamese learners' experience of DMC both in Vietnam context and the UK context with a sample of 855 participants. To explore whether Vietnamese students recognize and experience the DMC phenomenon and measuring it by the DMC dispositional scale are the main objectives of this study.

Study two is a classroom intervention study. It was conducted in a major university in Ho Chi Minh city – Ton Duc Thang University. The course is taught by Mr. Hoang Hai Nguyen (MA), a lecturer of the Faculty of English language and linguistics in the university. The course curriculum is designed and structured by the lecturer and the researcher throughout the eight weeks, with activities designed to develop the specific skills and competencies required at different points throughout the project, based on the Step-By-Step framework. The primary objective of the Study Two is to address the possibility of facilitating DMCs experience by implementing a DMC potential framework in Vietnamese EFL classrooms.

### 5.3 Study One

#### 5.3.1 Participants:

Study One: A total number of 855 Vietnamese university students from more than 30 universities are recruited for the online survey, consisting of two main groups: Vietnamese students who are currently studying in a university in Vietnam and Vietnamese students who are studying in a university in the United Kingdom, see the table below for the summary of the participants information:

Base	University majors	Age	Gender			Total
			Male	Female	Others	
Vietnam	Business; Social Sciences and History; Biological and Biomedical Sciences; Communication and Journalism.; Computer and Information Sciences; TESOL; Education; Engineering; Pharmacist; Medicine, Engineering; English Linguistics and Literature	18-24	323	496	36	685
United Kingdom	Psychology; Criminal Justice; TESOL; Education; Religious	18-24				170

	Studies; Social Work; Sociology; Computer Science; Communications.					
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*Table 1: Summary of participants' information for Study One*

### 5.3.2 Instruments

Study One is an online questionnaire study. According to Dörnyei and Ushioda (2021), survey research is a quantitative research approach that seeks to collect self-report data from individuals, and the instrument typically employed for this goal is the written questionnaire. As a result of the advancement of the field, it is no longer useful to divide the domain of survey research into a few dominant research designs for processing questionnaire data, innovative practices have become more and more widespread, and investigations based on standard statistical procedures account for only about half of all research conducted today. Dörnyei and Ushioda (2021) highlighted seven factors to be carefully considered while using a questionnaire for quantitative data in researching L2 Motivation:

In questionnaire research, a subset of a population is investigated to describe its characteristics. To be representative, the sample must match the target population in terms of its most salient traits, and researchers must avoid overestimating the generalizability of their findings. In questionnaire studies, respondents often rely on quick, intuitive assessments, which are suitable for discovering broad patterns but may ignore subtleties and slight alterations in item wording. To increase respondent engagement, researchers should pay attention to the format and administration of the questionnaire. These elements create a "multi-item scale" and are required to assess each assigned topic area. The wording of questionnaire items has a disproportionate impact, and even modest changes in wording



might result in varying responses. Motive surveys are context-dependent and are typically constructed from scratch or heavily modified when using pre-existing questionnaires.

Borrowing items/scales must undergo the same item analysis procedures as newly written items or scales.

### **The questionnaire: Adapting Muir's (2016) Questionnaire**

An online questionnaire adapted from the questionnaire used in Muir (2016) was used for the survey. This questionnaire was designed to learn about students' feelings, experience and beliefs in relation to DMCs by introducing a foundational element which assists to clarify the definition of DMC to participants. The reliability and validity of this questionnaire has been confirmed by Muir's wide scale study in 2016, it was demonstrated to have a strong internal consistency (Cronbach Alpha =.84) According to the researcher, the general quality of the responses and the completed multiple corresponding cross check during analysis shows that adequate solution is achieved.

The original questionnaire consists of three main sections (see Appendix B for the full final version):

The first section collects relevant personal and demographic data such as: gender, age and nationality, and in this section, participants are also to state whether they give ethical consent for their data to be used anonymously for research purposes.

The second section asks participants to rank their level of English on a Likert-scale. Self-assessment is subjective and impacted by characteristics such as confidence, motivation, and past experiences, making it difficult to determine one's own level of English competence. Yet, there are a number of ways to approximate one's English competence level. Participants are instructed to recall the result of an English language proficiency exam, such as the TOEFL,

IELTS, or Cambridge English tests, is a typical method. These examinations are standardised and designed to assess one's reading, writing, speaking, and listening abilities. They provide a score that can be used as a benchmark to determine one's level of English proficiency.

Comparing one's language proficiency to a set of defined standards, such as the Common European Framework of Reference for Languages, is another approach (CEFR). The CEFR identifies levels of language competency from A1 (beginning) to C2 (proficient) and includes level-specific descriptions. By comparing a person's language skills to the descriptors, it is possible to determine their level of proficiency. Perceiving one's own level of English ability is a subjective and difficult process including numerous aspects. By utilising standardised examinations, comparing one's performance to defined criteria, engaging in self-reflection, and requesting feedback, one can obtain a better grasp of their English proficiency level.

After that the questionnaire introduces DMC experience by presenting to participants five descriptive sentences (i.e.: I think about the projects days and nights). Participants are asked whether they recognise or experience these feelings before, followed by questions to clarify the tendency and intensity of the experience.

The main body of the questionnaire comprises 12 items, ranging from "strongly agree" to "strongly disagree" on a 5-point Likert scale. Each item describes a specific aspect of the DMC model. The original purpose of the scale was to understand the DMC disposition of persons in general, as opposed to assessing the DMC disposition in the context of language learning. In order for results to yield useful insights applicable to L2 teaching, participants were introduced to the distinguishing characteristics of DMCs through an archetypical case that illustrates how DMC type motivation develops in the context of language learning. Participants were then instructed to reply to the questions based on the descriptive information provided in the second section.

In order to collect qualitative data, four open-ended questions are also added in the questionnaire:

- 1) Would you mind writing a few sentences about how this intense period of motivation began? Thank you!*
- 2) Would you mind telling us briefly why [you would/would not like to experience this type of intense motivation again]? Thank you!*
- 3) If YES [you have seen this type of intense motivation in other people], please think of one memorable example and write a few short sentences about what happened. Thank you!*
- 4) Can you think of any specific factors that sparks this intense motivation?*

Muir's questionnaire (2016) presented the first three and I added the fourth one to further understand possible factors that can help to create DMC experience in Vietnamese learners. Google Form questionnaire tools were used to build the questionnaire. Participants have the option of responding to the questions in either English or Vietnamese. The Vietnamese translation is supported by a Vietnamese colleague in Ton Duc Thang University and is continuously discussed to maintain its accuracy. In addition, a formal pilot study was conducted in July 2020.

### **5.3.3 Procedure**

Throughout the two-year epidemic, gathering data presented substantial obstacles, especially for the researcher who expected to fly to Vietnam to meet with colleagues and discuss online survey recruitment. The majority of the recruitment process was instead conducted online across several platforms and networks, including social media networking, emails, meetings of research groups, in-person presentations, and English learning clubs and societies.

Through social media channels such as Facebook, the researcher publicised their effort and solicited potential participants for the online poll. A Facebook page was built to share English study materials with participants, and the researcher engaged in various groups popular among Vietnamese university students in order to recruit new users. On LinkedIn, the researcher provided a link to a project introduction so that potential participants may learn more about the study and complete the online survey.

The researcher offered English-learning resources as an incentive for participation, despite the fact that the process of enlisting participants via social media presented obstacles due to participants' confusion over the online survey questions and Vietnamese students' unfamiliarity with research activities. Networking was also deemed crucial, with the researcher contributing to online study groups and English discussion forums in order to develop ties.

Colleagues and potential volunteers were contacted through email, and a participant consent form and information sheet were provided to guarantee clarity and comprehension of the study. At monthly meetings of the study group, the researcher described the idea to colleagues and offered recruitment materials.

Teachers at a number of Vietnamese universities were approached and asked to promote the project to their students in person. To make the online survey more accessible, a QR code was developed, and a short introductory video was produced to promote the researcher and the project concept in lieu of the lengthy participant sheet.

Also, the researcher reached out to several university clubs to promote the study and supply English literature materials that could be useful for their member training sessions. Being a previous core member of Saigon Hotpot, a non-profit organisation dedicated to assisting

university students improve their English skills, the researcher reached out to them to submit project information and training materials for an English workshop.

#### **5.3.4 Pilot Study 1**

In July of 2020, a pilot study using the online questionnaire was carried out. This pilot study serves three primary aims, which are as follows:

I am interested in observing how SPSS handles the data gathered from the online form. My goal is to collect 1500 samples, which will result in a substantial amount of information for Study 1. By gaining a grasp of them, I will be able to locate an ideal layout for the stage where actual data collecting takes place.

Another objective is to be in control of the translation: As all of my participants speak Vietnamese as their first language, it is essential for the questionnaire to be in Vietnamese to capture the authentic insights. However, I would also like to preserve the questionnaire's bilingual structure (English, followed by a translation into Vietnamese), so that the participants are free to respond in whichever language they feel most comfortable doing so. My ability to reflect on the translation of the questionnaire as well as its structure will be facilitated by the pilot study.

The third aim is to check the coverage and reach out. I intend to use the pilot project to evaluate how successful it is to attract participants through the usage of pages on social networking sites. The reach of the posts and the amount of interaction they receive will not only provide an indication of how long the data gathering period was, but also of the quality of the data.

The following are the findings and some thoughts based on the pilot study:

Data: I was able to export my data in the shape of an Excel sheet by utilising Google forms, which is useful for the data analysing step that I will be performing using SPSS.

Translation: I had some feedback on the translation of my questionnaire as well as the structure of the survey. As my target audience consists of Vietnamese students in general, there are some of the participants who believe that there are a few words that ought to be phrased in a more casual tone. This is due to the fact that some of these students might not comprehend certain linguistics terminology. In addition, the fact that the consent form is stapled to the very first page of the online questionnaire gives the impression that the survey will take a very long time to complete. I have considered the comments made by those who contributed, and as a result, I have altered some of the translation to make it more understandable to a larger number of people. Additionally, I have moved the consent form to the second page (after the section on greetings), so that readers are not overwhelmed by the quantity of words.

Evaluation of the efficiency of leveraging social networks to recruit new participants: On large social networking sites like Facebook and Linked in, I found a variety of alternative ways that I could use to communicate with the folks I was seeking. I devised a strategy for recruiting participants and increasing the number of interactions on my project invitation after conducting research into the functions that are offered on such websites.

### **5.3.5 Research Questions**

1. Do Vietnamese university students recognise DMC experience? Is the Vietnamese version of DDS a reliable and valid tool in its context?
2. Is there any significant relationship between Vietnamese learners' DMC and their gender?
3. Is there any significant difference in the lengths and intensity of Vietnamese learners' DMC between the DMC group and the General long-term motivation group?

4. Is there any significant relationship between Vietnamese EFL learners' DMC and their language proficiency?
5. What are the themes for DMC experience between DMC group and General Long-term Motivation Group?

## 5.4 Study Two

Study Two is a classroom intervention study. It was conducted in a major university in Ho Chi Minh city – Ton Duc Thang University. The course is taught by Mr. Hoang Hai Nguyen (MA), a lecturer of the Faculty of English language and linguistics in the university. The course curriculum is designed and structured by the lecturer and the researcher throughout the five weeks, with activities designed to develop the specific skills and competencies required at different points throughout the project. As a starting point for the practical application of DMC theory to language pedagogy, Dörnyei et al. proposed seven "frameworks for focused interventions" in their 2016 book. (See section 3.6 for a brief discussion of these frameworks). These seven project design variants each emphasise a different DMC theory pillar as the primary motivator. For instance, the positive emotionality of the DMC experience is central to the 'That's me!' framework, while the DMC structure is central to the 'Step by Step' and 'Story Sequels' variants. Similarly, this conceptualization acknowledges that different project designs will be appropriate for different classroom contexts, different student groupings, and different pedagogical goals. Muir (2020) prefers to refer to projects as having "DMC potential," emphasising that any project design may only be viewed as having the potential to facilitate this type of motivational emergence, and that it can never be viewed as guaranteed.

### 5.4.1 Participants

One teacher and a total number of 25 students participated in Study Two. Below is the summary of the participants:

English proficiency level	Gender	Majors	Age	Characteristics
Lower Intermediate	Male: 11 Female: 14	Business, Marketing, International Relations	18-22	The learners are respectful and willing to participate in innovative projects for English learning

*Table 2.1: Summary of participants' information for Study Two*

### 5.4.2 Instruments:

The main purpose of data collection in Study Two was to attain a network of datasets which can provide a recording of any evidence of DMCs. These data are collected throughout the course via two instruments: Interviews and journals from both teachers' and students' perspectives. All the tools are discussed and designed with the course teachers to ensure that they are suitable for the context and the use of the students.

Qualitative research methodologies lend themselves particularly well to investigating the motivations of individual learners and to facilitating complex, in-depth analyses that take into account how the motivational journey of learners interacts with their lived experiences and



local contextual realities. While there are a variety of qualitative research procedures and designs (e.g., case studies, think aloud protocols, diary studies, etc.), the interview has been by far the most popular qualitative method for studying L2 motivation (for comprehensive overviews of interview methods, see Brinkmann, 2014; Rubin & Rubin, 2012; Mann, 2016). Interviews can be viewed as the qualitative self-report equivalent of questionnaires, although they come in a variety of formats, not all of which provide rich qualitative data.

Particularly, structured interviews, in which the researcher rigorously adheres to a predefined list of standardised questions to be covered with every subject (such as an oral questionnaire), are unlikely to generate in-depth qualitative data. In general, the following interview forms are utilised in L2 motivation research to collect qualitative data that is of a higher quality and yield. Unstructured interviews provide respondents the maximal freedom to determine the interview's content and form, with minimal direction from the interviewer. The goal is to establish a calm environment in which respondents feel comfortable discussing their own experiences and viewpoints, with the interviewer adopting a listening position and a conversational tone. A formal interview guide is not prepared in advance; rather, the researcher will typically consider a few open-ended questions (also referred to as "grand tour" questions) as a starting point. See Appendix B for interview prompts.

No.	Name	Interview	Journal entries	No.	Name	Interview	Journal entries
1	Quynh Pham	4	3	14	Linh Bui	4	4
2	Thanh Luong	3	4	15	Hong Ngo	3	5
3	An Nguyen	4	6	16	Ngoc Nguyen	2	5

4	Linh Nguyen	3	5	17	Thanh Pham	3	3
5	Minh Bui	3	5	18	Chi Ngo	2	4
6	Phuong Nguyen	5	4	19	Minh Pham	2	5
7	Hang Le	5	4	20	Nguyen Nguyen	7	4
8	Hang Nguyen	2	6	21	Nguyet Han	3	5
9	Nguyen Le	1	5	22	Le Mai	2	5
10	Manh Nguyen	2	6	23	Anh Ngo	2	6
11	Mai Nguyen	1	1	24	Dang Nguyen	4	4
12	Thanh Le	3	2	25	Hanh Bui	4	3
13	Trung Le	1	1				

*Table 2.2 Summary of number of interviews journal completed by participants*

### **Student journals**

Reflective journals enable instructors to hear student teachers' voices by allowing them to describe the thoughts and changes they encounter during their learning experience (Dunlap, 2006). Davis (2003) investigated the reflective journals of 25 pre-service teachers to ascertain the insights acquired by university instructors into the pre-service teachers' mental processes. Phelps (2005) asserts that journals are critical not only for data gathering in qualitative research regarding student teachers, but also for "us"—teacher educators who do study on their job. According to her, journal data gives valuable insights that cannot always be obtained through other data gathering methods. Writing in a personal reflective diary may be beneficial for student teachers in terms of building metacognitive abilities and fostering their sense of self-

awareness and accountability for their personal and collaborative learning processes. Students develop an awareness of their own thoughts, opinions, and feelings about learning and the learning community via reflection (Farabaugh, 2007). Additionally, Dymont and O'Connell (2011) note the following advantage: Journals, they believe, enhance learning by bridging the divide between theory and practise. Journals are a versatile device that come in a number of configurations (Boud, 2001). Anderson (2012) asserts that the use of journals as an educational tool promotes students' reflective, critical, and self-awareness. Reflective journals serve as a springboard for the writer's experience and a means of returning to it through the student teacher's own reflections and in the context of his thoughts on his interpersonal interactions (Bagnato, Dimonte, & Garrino, 2013). Lindroth (2015) notes in her evaluation of the research that, despite the concerns she expresses regarding the use of reflective journals, they remain an essential tool in teacher education and advises that their value be further examined. According to Lee (2008), diaries may be an effective educational tool for academic staff who want to hear their students' own voices.

In applied linguistics, students' journals or student diaries have been used since the beginning of 1980s to obtain personal insights of second language learners from their L2 development to their emotions (Mc Donough, 1997). The primary advantage of this method is that it lets "people to be heard on their own terms" by recording participants' social, psychological and physiological aspects which are usually not able to be captured by other methods. There are three main categories: interval, signal and event contingent. Participants are required to report on their experiences at regular intervals that have been established in the interval-contingent design, which is the most traditional way for recording daily events. In signal-contingent designs, participants are prompted to provide diary reports at fixed, random, or a combination of fixed and random intervals by means of a signalling device of some kind. These designs can be either completely randomised or fixed and random at the same time. Participants in event-

contingent studies are required to submit a self-report each time the event in issue takes place, which is widely considered to be the design method that stands out the most. The design of this system allows for the evaluation of uncommon or specialised occurrences, which are examples of things that fixed or random interval evaluations can miss entirely. (Wheeler & Reis 1991). In this study, following the event-contingent method, students were asked to complete online structured journal entries via Google form (see Appendix D) after every session (Wednesday and Friday). A total of 98 student journal entries were completed throughout the course: students completed between one and six each, and most students completed at least two to three journal entry with the total of 9940 words.

### **Teacher Journals:**

This journal is an organisational tool for the teacher's dialogues with himself. From the daily major themes addressed in each session, to any deviations from the lesson plans, adjustments to the activity, and student responses. There is a suggested layout for Hai's (the teacher's) journals, but it is also apparent that they can be creative and flexible with them to best fit the overall teaching development.

We met multiple times per week to discuss this journal and how the classes were going. Whenever possible, Hai attempt to scribble down bullet points while the students are leaving class. It can then be refined for 5 to 10 minutes at the end of the day to ensure that the specifics can be easily recalled.

Consistently writing in each class will assist the teacher in recognising trends in both their and maybe your class's behaviour. This includes recognising potential DMC triggers and reflecting on this in the journal will help us adapt our strategy for the remainder of the week's activities. In addition, thanks to the journal, classroom instruction and facilitation strategies were

enhanced and modified. Details of these alterations will be covered in greater depth in the chapter on data analysis.

Self-evaluation was another significant component of the journal. Hai was asked to evaluate his classes from a variety of viewpoints, ranging from the overall success of the class to his impressions of the teacher-student relationships. We also remarked on the journals of anonymous pupils in order to modify the Study plan appropriately.

Hai was also encouraged to complete online structured journals after every session. This is completed by using Google forms and following up questions will be sent and responded via Facebook. These follow-up questions aim to clarify the points made in the teacher journals or further elaborate his ideas. A total of 12 journals and were completed and collected.

### **Student interviews**

In qualitative research, the interview method has been known as a powerful instrument to capture people' beliefs, perceptions and motivation at a depth that is not possible with questionnaires (Talmy & Richards, 2011). There are three main types of interviews: structured interviews, open interviews and semi-structured interviews. Each of them offers researchers different advantages and has their own drawbacks. For example, data collected from structured interviews will be precisely formulated and therefore easier to be put in comparison while the open interview will generate data with more richness. Dörnyei (2007) therefore described semi-structured interviews as a compromise. It seems to have the best of both worlds in terms of what it offers: a clear guideline to make sure the research topic is covered and flexibility to "probe some aspects in depth" (Richards, 2009).

Another reason for using qualitative interview methods is that they enable participants' "voices" to be "heard" rather than obscured, as in summaries, tables, or statistics; certainly, participant

voices were expressed clearly in the research discussed previously. However, such a conception of voice entails a number of untested assumptions: for example, that a person speaks in a single voice; that voice does, or at the very least can, express one's true self; and that the researcher or interviewer plays a critical role in establishing the liberatory conditions necessary for this voice to be heard, by establishing trust, asking the right questions, and refraining from interrupting. Regardless of the cautions about "many," "conflicting," and "contradictory" identities, such an unambiguous concept of voice implies the presence of a unified, coherent, and fundamental self to whom the participant "gives voice." Thus in this study, I chose to design a semi-structured interview guideline that I use in both students and teacher's interviews. The conversations usually start with friendly informal questions such as "How is your day going?" followed by more specific questions related to the course, for example "What do you think of the activities today?" or group-specific questions.

Facebook interviews were conducted with students once a week, usually immediately after the end of the final class of the day. Students were told these interviews were entirely voluntary and were invited to sign up to at least one session at the start of the course. In practice, however, there was a considerable amount of change and flexibility to this initial schedule. Interviews lasted approximately 2-5 minutes, and typically two to three were conducted each week. Interviews were conducted right after the class on Friday, and in total 22 single and group interviews were conducted. Otte.ai was used to create the transcription for the interviews with the final transcriptions including 15630 words (including researcher's questions).

### **5.4.3 Procedure**

A suggested scheme of learning is created. a language course that combines the Step-by-Step framework with the goals from the university course, please see Appendix G for the scheme of learning:

To begin, the course should establish a clear long-term goal for the students: to become proficient in English language communication in a variety of everyday situations. This long-term goal can then be divided into smaller, more manageable steps, such as improving oral communication skills, listening and comprehension skills, and developing specific language structures and functions required to achieve specific objectives.

Second, in order to achieve these goals, the course should identify activities that are intrinsically rewarding and provide opportunities for completing the short-term steps. This could include interactive group discussions on a variety of topics, oral presentations on a specific topic, role-playing and simulation activities to practise a variety of common situations, and reading and listening activities to improve comprehension and language proficiency.

Third, the course should provide optimal challenges that are neither too easy nor too difficult but do necessitate the application of one's skills and abilities. This could include giving learners feedback and guidance to help them improve their language use, as well as gradually increasing the complexity of the activities as they develop their skills and confidence.

Fourth, the course should foster a supportive environment by providing resources and assistance to help students achieve their goals. This could include giving clear instructions and guidance on how to use the language, providing plenty of practise opportunities and feedback, and encouraging peer-to-peer support and collaboration.

Fifth, in order to maintain engagement and motivation, the course should track progress and adjust the level of difficulty as needed. This could include regularly assessing learners' progress through assessments and feedback, adjusting the pace of the course to accommodate learners'

needs and progress, and adapting activities and materials to meet learners' individual needs and interests.

Finally, success should be celebrated along the way to reinforce a sense of accomplishment and to keep motivation and engagement high over time. This could include recognising and celebrating learners' accomplishments and milestones, encouraging learners to reflect on their progress and identify areas of strength and improvement, and allowing learners to demonstrate their language skills to others. There are a total of 12 online meetings with the teacher which spread over the period of six weeks: one week before the course, four weeks of the course length and one week after the course. A DMC is always and, in every situation, directed, and its relative success depends on establishing and internalising a clear vision. A DMC also needs a structure that is both salient and facilitative, which is another important characteristic. Setting regular, diverse subgoals that provide verifiable evidence of progress helps to achieve this. If our motivation increases as we get closer to a goal, then setting proximal subgoals like this helps us stay motivated and keep moving forward to the next phase in the process.

**Before the course:** In a meeting 1 week prior to the start of the course, we aim to complete 3 goals:

Introducing the study: A Facebook group and group chat is created for the participants. All the information about the study and consent forms will be circulated and collected through this Facebook group. This group is also a key tool for me to keep up with the class activities. I will motivate the students outside of the classroom by initiating informal meaningful online discussion related to the course content.

Building class profile: In order to understand the course as well as the participants, the teacher will need to provide information about the course' curriculum, course outcomes, means of evaluation, students characteristics and teacher mindset. Teacher is also asked to suggest the



course book which will be used throughout the course as most of the activities will be based on the content of this book.

Introducing 7 DMCs frameworks, focusing on the Step-by-step framework and DMCs activities bank: In learning environments, the Step-by-Step framework is a model for supporting Directed Motivational Currents (DMCs). It is composed of four primary elements: visionary goals, behavioural routines, emotional loading, and stimulation.

The visionary goals component entails establishing clear and attainable long-term objectives that give learners with direction and inspiration. These objectives should be demanding enough to excite learners, but not so difficult as to discourage them. The behavioural routines component entails building a regular and regulated set of routines that learners can rely on to attain their objectives. These routines should be intended to help students retain momentum and motivation.

Emotional loading is the process of cultivating a favourable emotional climate in the learning environment. This can be accomplished through building a feeling of community among students, recognising and celebrating their accomplishments, and providing them with encouragement and support.

The stimulation component entails providing students with multiple opportunities to interact with the content and receiving feedback on their progress. These may involve solo and group projects, role-playing, and simulations. By incorporating these four components, the Step-by-Step framework intends to facilitate DMCs by fostering learners' intrinsic motivation and assisting them in achieving their objectives. In addition to the introduction to DMC in the participant information, the teacher is offered the short description of 7 DMCs frameworks and

the description of the Step-by- Step framework as well as the DMCs activities bank to fully understand the objects of Study Two. In this discussion, we compare the activities in DMC bank and the activities suggested by the course book to pick out the most suitable ones for the students. We designed these activities focusing on:

1. Individual preparation for collaborative collaboration Making a precise option ensures that group members will be individually considerably more accountable for having engaged in higher-level thinking than is the case with "make-a-list" tasks as long as group members are given the assignment as preparation for group work. This is true for three reasons. To make decisions, students must first apply higher order thinking abilities. Second, participants anticipate being asked to discuss their decision with their group. Thirdly, they are also aware that the disparities will be so obvious that proponents of each option will almost surely be asked to explain their decisions unless the group is completely in accord. The majority of students and workshop participants are therefore encouraged by "make a particular decision" task to attend the group discussion with a clearly defined position and the capacity to defend it.
2. Group discussions: In-team conversation makes the distinction between "make-a-list" and "make-a-specific decision" assignments particularly clearer. For a variety of reasons, brainstorming potential solutions is typically a low energy team task. One is that quality is not as important as quantity when determining what belongs on a list. Another is that after a list contains a number of things, it is simple for more reserved and/or insecure individuals to "get out of the hook" by claiming that their suggestions have already been included. Finally, because the bulk of the items on the list are probably shared by other groups, producing a list rarely inspires a sense of pride in the group's accomplishment. In contrast, when groups are asked to choose one best option based on a set of criteria and are aware that other groups have received the same assignment, participants are more likely to engage in a heated discussion over why

one option is superior to another. Nobody wants to be the only group to have reached a certain decision (such as which line best demonstrates the proper use of passive voice — see Figure 4) and be unable to provide a convincing justification for their choice. As a result, most organisations will put a lot of effort into "make a specific choice" activity and are likely to be ready and prepared to defend their decisions.

3. Intergroup discussions and friendly competition. The best results from group projects that ask students to "make a precise choice" are seen in later class discussions. The output's simplicity contributes to two of the advantages. One is that any inequalities between groups are blatantly obvious, which inevitably encourages group accountability. Groups have a vested interest in defending their choices when comparing their works, thus the conversation will centre on why one option is superior to the other. Comparatively, group assignments that require lists or non-specific alternatives frequently lead to a lacklustre class discussion and permit relatively subpar group analysis to go uncontested.
4. Cohesiveness of the group: Because reaching consensus on a challenging choice requires a lot of thought and effort, students/workshop participants intuitively understand that differences between teams represent an important source of feedback. This is another significant benefit of properly designed "make-a-specific choice" group assignments. Because of how obvious the discrepancies in team decisions are, they therefore pose a serious external threat. As a result of the output's low suitability for intergroup comparisons, "make-a-list" assignments, in contrast, rarely foster group cohesion. When groups present the outcomes of their conversations, this is when it is most obvious. When groups "report" to the class, the energy level nearly always takes a "nose-dive," despite the fact that groups typically do an excellent job of making lists. In fact, it might be difficult to even persuade students and workshop participants to pay attention to one another as reps go over each item on their list. The sheer amount of data being

processed makes differences that groups might otherwise be proud of and eager to defend both less noticeable and of less significance.

**During the course:** In addition to the Google Form, I meet the teacher every week to discuss the previous and upcoming session and reflect on the DMC activities. The following goals are set for each session:

Checking on the activities used in the previous and upcoming session: The teacher is asked to provide feedback on the DMC activities based on its suitability, practicality and engagement level. The notes from the discussion are then being reviewed and appropriate changes will be made to the DMCs Activity Bank. Next session lesson plan is also previewed and adjusted.

Operating the Facebook Group: The content for online discussion is suggested by the researcher and approved by the teacher before being posted to the Facebook Group. The purpose of these discussion is solely for motivating the students and engaging them to the content of the course outside their classroom. None of the online discussion is used for data collection. Below is an example of the discussion topic:

*“Today session topic: Eating at a restaurant*

*Language Focus: Structures to order food, vocabulary about food*

*Discussion topic: In 4-5 sentences, share with us a memorable dining experience at your favourite restaurant.*

**After the course:** There is a reflection meeting after the course for the teacher to share thoughts and feedback on the DMCs activities and generally the whole 8-week data collection process.

#### 5.4.4 Pilot Study Two

From July to September 2020, I conducted a pilot study for Study Two for the following purposes:

*Process:* This assesses the feasibility of the steps that need to take place as part of Study Two, for example, the determining recruitment rates, retention rates, wordings of the participants information sheets.

*Resources:* This deals with assessing time and anticipating problems that can occur during the main study. The idea is to collect some pilot data on such things as the length of time to design the activities on the recommended platforms.

*Management:* This covers potential data optimization problems such as data storage and preparation for data analysis.

The pilot study was conducted in a high school in Dong Thap province with a short IELTS course for first-year students who are the alumni of the high school. The class consisted of 15 students at B1 level, and they all aimed to take the IELTS in 6 to 8 months with a shared target of band 7 to 7.5 (see Chapter 4.1 for IELTS Band description). The students were introduced to my research project and understood that they were participating in a Pilot study. From the first few meetings, I observed that these learners were goal-oriented and highly motivated, they worked well in groups and willing to join in innovative activities which benefited their English skills.

The objectives of this Pilot study can be broken down into three categories:

Testing the proposed activities for the Step-by-Step framework: Bringing these activities into the classroom will allow me to observe realistically the various components of the activities: time period, instructions, teacher and student responsibilities, and anticipated obstacles. Thus,

I could make the necessary modifications to the database before using it for Study Two. Refer to Appendix H for an illustration of a Pilot Study session:

Firstly, to obtain comments on the phrasing of student journals and interviews: I am able to moderate my expectations for the qualitative data I could obtain from Study Two by having the students keep notebooks and participate in interviews. This also allows me to observe it from a new angle and make any necessary adjustments. Next, I hope to reflect on the teacher's experience: During the Pilot study, it is crucial to comprehend the teacher's experience with implementing the planned activities and notice their effect on the teaching and learning process. This allows me to have a more engaging conversation with the instructor in Study Two, and the reflection aids in modifying the interview question for the teacher.

### **Conclusion from Pilot Study Two:**

Several modifications were made to the original scheme of learning including the activities in each session and modification to clarify the instructions. Thanks to the observation, the structure of the interviews was also altered. I observed that a semi-structured interview would be more effective than a fully structured one since it would allow students to direct the conversation and thus provide more insightful information about their experience. Second, for the journals, it was suggested that pupils liked to follow a few guidelines when writing their entries for the lessons. Consequently, some guiding questions are included to students' journals. Having commented on the teacher's experience, I suggest a quick diary structure to make the observation more systematic.

### **5.4.5 Research Questions**

For Study Two, there are three main research questions:

1. Does the study successfully facilitate DMCs experience in a Vietnamese EFL classroom by using Step-by-Step framework?
2. How do the unique characteristics of DMCs manifest in this Study?
3. What are the elements that influence the students' DMCs?

## **5.5 Data analysis**

### **Study One**

The information received from the two types of questionnaires was combined right away: through Google Form, 855 samples. A quantitative data analysis was carried out using SPSS version 22. The analysis focused on compiling descriptive statistics to describe the occurrence patterns of DMCs across various subsamples in accordance with the study's objectives and the nature of the sample group. It heavily relied on conventional statistical techniques like chi-square analyses, t-tests, and analyses of variance (ANOVA).

With the qualitative data the full dataset was examined multiple times to piece together recognisable patterns prior to analysing the qualitative questions. Following that, the replies were categorised based on the major themes that emerged from the reactions to each speech into non-overlapping, fundamentally unrelated groupings. To emphasise the development of underlying themes, these classifications were subsequently grouped into more comprehensive umbrella categories (Creswell, 2007; Kumar, 2011). The replies within each of these bigger groupings were then examined collectively to verify the consistency and homogeneity of the categories contained within each. The study that followed was primarily quantitative and focused on comparing the number of replies that respondents from different groupings supplied in each category. There were two stages to that grouping process. Phase one entailed analysing each data source separately, including participant interviews, journal entries, and instructor observation notes. The triangulation of the data sources in phase two produced -le themes for

analysis and discussion. I used the "data-driven approach" in phase one of the thematic analysis, adhering to Boyatzis' (1998) stages and procedures for inductive qualitative analysis. The process of data analysis in this study involved multiple stages and steps to ensure a thorough examination of the dataset.

In the first stage, the researcher decided on sampling and design issues, which included selecting the data sources for analysis, in this case the qualitative response from the survey is data source. Then, the second stage involved selecting subsamples and reducing the raw information to identify themes within each subsample. The themes identified were then compared across subsamples to identify any common themes or patterns. This process led to the creation of codes or groups to further categorize the data. In the third stage, the researcher validated and used the codes by coding the remaining raw information and determining the consistency of judgments of the codes. This involved comparing the differentiation on each sample in relation to the themes in the codes to ensure the codes accurately reflected the data. Finally, the results were interpreted and compared to identify any significant findings or trends.

The process of thematic analysis used in this study followed a "data-driven approach" in which the themes emerged from the data rather than being predetermined by the researcher. This approach allowed for a more comprehensive and accurate understanding of the data and helped to uncover underlying themes and patterns that may have been overlooked with a more structured approach. Overall, the process of data analysis in this study was a rigorous and systematic process designed to identify and categorize the themes and patterns present in the dataset. This process allowed for a deeper understanding of the data and provided a basis for the quantitative analysis that followed. See below an example of the coding process:

Response to: How did this period start?



A117's answer: I began to feel my motivation to achieve first class for my master course about one month after my course started. It started just like a small hope because I could see myself doing well. Then, I kept telling myself that putting a bit of efforts every day on each module would help me to obtain my goal. It was easy the first term but it's getting harder. By the end of the second term, the goal was the only thing that forced me to write all assignments in time constraint even though I was really fed up with them. It really took a toll on my health. I had to constantly remind myself that I had done a lot of hard work, and I needed to keep going. It was like pushing myself just a little bit more day by day. In the last few weeks of the course, while I was finishing my dissertation, I started having eye pain due to too much screen time. It was the hardest part of my journey. The feeling that I wanted to all of that to stop had almost eaten me. I think without the belief that I had nearly touched my goal; I would never be able to push myself hard enough finish the dissertation on time.

Coding process:

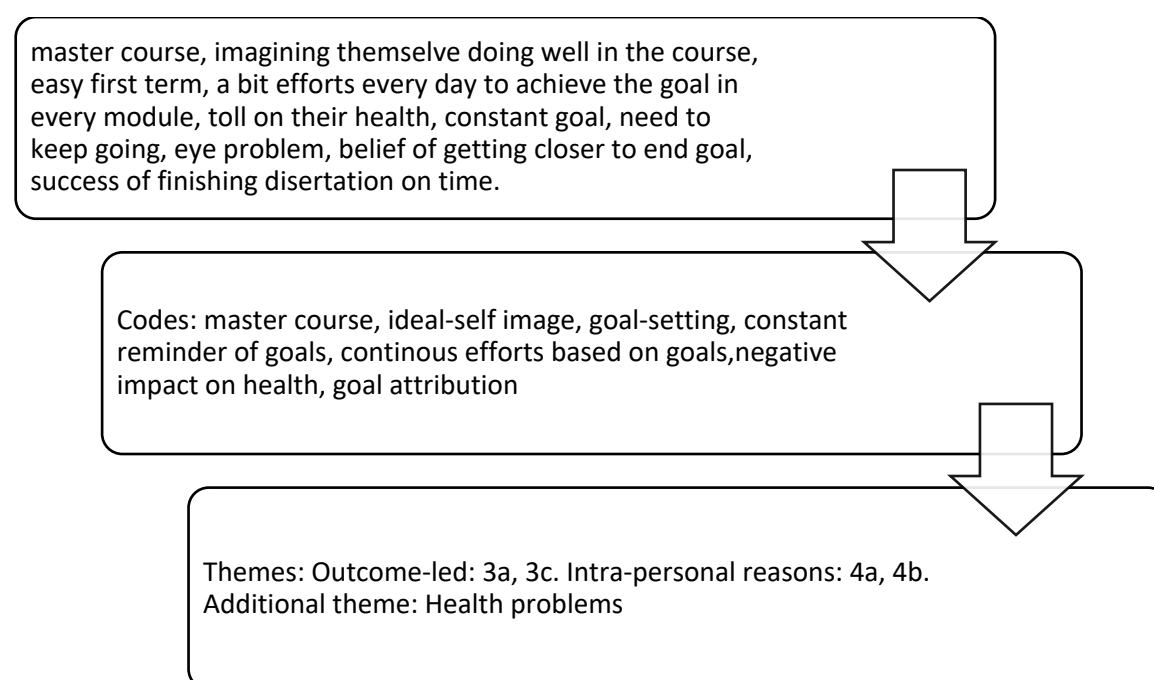


Figure 3: Coding process sample 1

## Study Two

All the interviews were transcribed and translated into English where applicable, back translation was conducted by a colleague in the University of Social Science and Humanities (Ho Chi Minh City). The complete corpus consists of 18100 words for the journals and interviews of the students and 8263 words for the journals and interviews of the teachers. The collected data was then split into two datasets, one with student journals and interviews from Facebook and the other with instructor journals and interviews from Facebook. These statistics for the students and teachers were initially examined separately. The fundamentals of qualitative data analysis are further explained by Dörnyei (2007), who claims that it is a language-based, non-linear process that occasionally blends subjective intuition and formalised analytical processes. Researchers also struggle with choosing between general analytical techniques and a particular approach when it comes to the examination of qualitative data (Dörnyei, 2007). In this project, language-based data were analysed using general analytical movements in a discontinuous process, where adjustments were made based on the findings of the study as it progressed. A cross-case analysis was used to identify themes and patterns by thoroughly examining the data from all research equipment and participants. Examples of these patterns could include overlaps and discrepancies in participant interview responses and classroom behaviour.

Creswell (2013) states that employing computer software offers a method of efficiently organising and storing data, making it simpler for researchers to locate concepts and concentrate on the data because it is all recorded in one location. I adhered to the same coding process that Gadella Kamstra's study (2020) employed because the description of the process was specific and clear to follow. Observation sheets, journal entries, and interview transcripts were all coded and analysed using the computer programme NVivo.11 to analyse qualitative

data. The frequency of the codes made it possible to find themes and patterns in the data that were crucial for determining the outcomes. In NVivo.11, all the data had been gathered and was being managed. With the help of <https://otter.ai/>, all physical data, including audio files of the interviews, were painstakingly transcribed, and real-time, accurate notetaking and transcription are made possible via an internet tool. When the transcription procedure was complete, the data were prepared for analysis by being translated into English where necessary and utilising NVivo.11 to begin the coding stage. After reading certain words, sentences, or paragraphs, subjects were noted, highlighted, and coded. For all instruments, lists of codes were made and compared, and the key findings were those with higher frequencies and/or relevance in the context of the study. The development of overarching codes and themes was made easier by the codes' regularity.

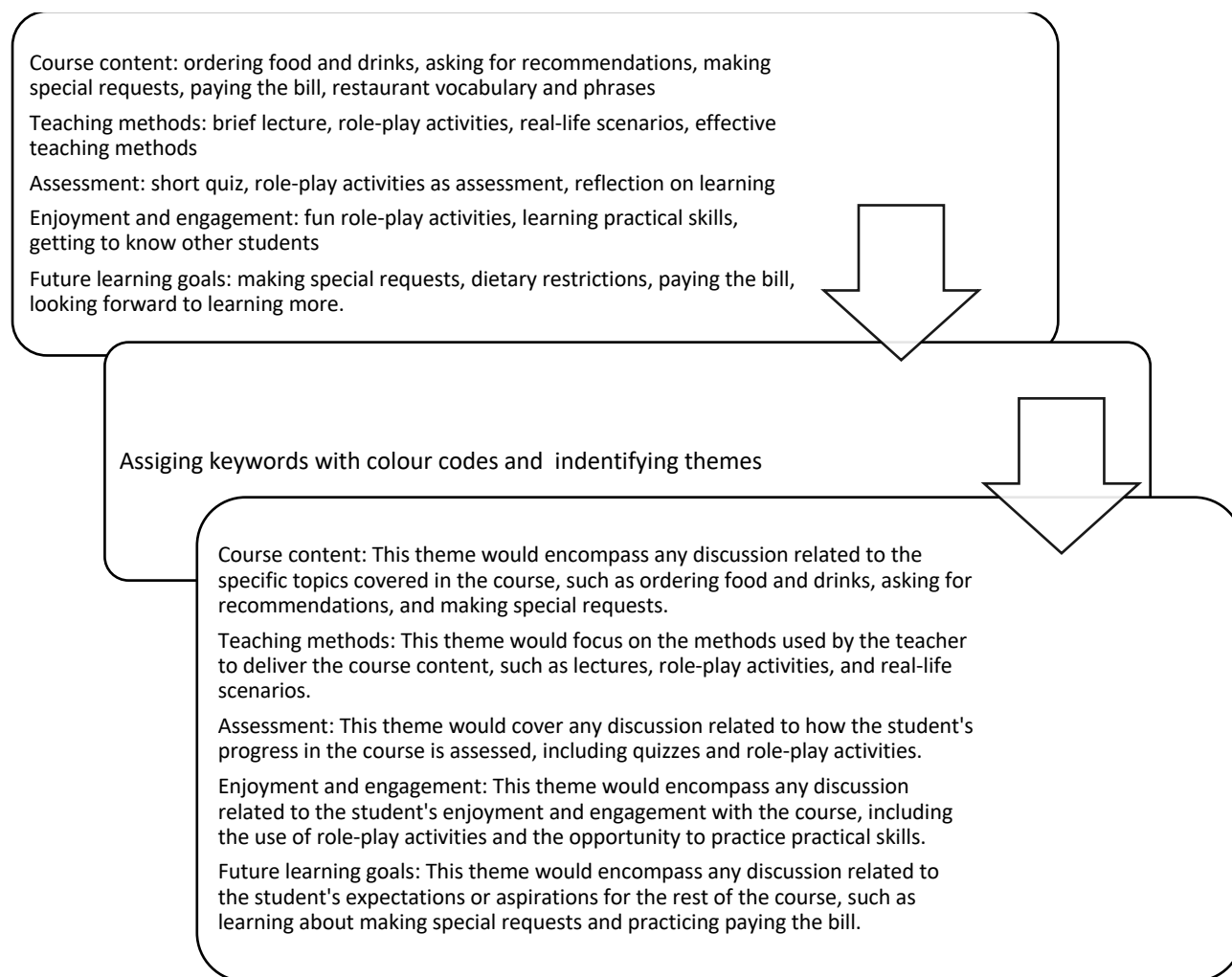
To start with, importing the interview transcripts into NVivo and creating a new project is the initial step in the coding process. Once the project has been established, the researcher can begin to create a coding framework or coding scheme to guide the analysis. Codes relevant to the primary themes, topics, or concepts that emerged from the interviews should be included in the coding framework. For example, if the research topic is about the experience of new moms in the workplace, the coding scheme can include codes pertaining to maternity leave, work-life balance, discrimination, and career development.

The researcher then begin coding the interview data after the coding system is in place. This entails picking a portion of text and assigning it to one or more of the coding scheme's codes. For example, if the interviewee mentions feeling a strong sense of competition between group members during the activity, the researcher may choose to assign that part of text to both the emerging trigger and peer pressure codes. As the coding process develops, the researcher may discover that new themes or concepts arise that were not previously identified. In this case, the

researcher may discover that many interviewees emphasise the value of having supporting group members. In this is the case, the researcher can develop a new code for helpful members and attribute pertinent text portions to it.

Once the coding is complete, the researcher can investigate the data using NVivo's query capabilities to uncover patterns or links between codes. A matrix query, for example, may be used by the researcher to compare the prevalence of various codes among different respondents. This may indicate that, while all interviewees cited group support, just a few mentioned group conflict and peer pressure.

Finally, the NVivo coding procedure for interview data provides a rigorous and systematic technique to analyse qualitative data. Researchers can detect patterns and relationships in data using a coding scheme and query tools, which can help them create insights and form conclusions about their research issue. See below the example for the coding process for a specific interview script after a class on Restaurant language, see the full script in Appendix G.



*Figure 4: Coding Process sample 2*

## 5.6 Research Ethics:

As stated by Dornyei (2007), social research involves ethical issues that must be considered, such as the amount of shared information, the type of relationship between the researcher and the participant, anonymity, handling the data, and ownership of the data. This project focuses on students' and teachers' perceptions of their L2 Motivation experience, the ethical approval was granted in May 2020.

Using participant numbers and pseudonyms, anonymity and confidentiality were maintained for the fact that the research generated personal data. All the participants, regardless of the recruitment method, were made aware of these plans. In addition, all data were stored

electronically on the researcher's password-protected laptop and desktop computer. As soon as each interview concluded, the interview recordings and other audio data were uploaded from the recording device to the encrypted computer. The data was only accessible to the supervisor and researcher. Observation sheets, transcripts, and digital recordings with pseudonyms were the anonymised data maintained.

Participants were informed that the data collected for this study may be cited in papers, reports, websites, and other outputs of research. All participants were informed that they had the ability to withdraw if they disagreed with any of the conditions and/or others. The recruiting phase includes email conversations with prospective participants. As soon as their participation was verified, they were emailed the necessary materials (permission form, information sheet, and personal questionnaire), which may be found in Appendices E, F, and G, and requested to read and electronically sign the information before to the observation or interview.

### **5.7 Research Quality: Reliability and Validity**

Reliability and Validity must be reached in any study in order to enhance and ensure the quality of the data and analysis. The term reliability is probably the easier to understand and demonstrate of the two. Reliability describes the extent to which a specific test, procedure, or tool, such as a questionnaire, will produce similar results under different conditions, assuming nothing else has changed. Validity is a more nuanced concept. It is about the similarity between what we believe we are measuring and what we intend to measure (Roberts et al, 2006). Researchers are typically concerned with these issues in both quantitative and qualitative research initiatives. For Study One, the questionnaire's internal consistency reliability figure of a multi-item scale quantifies the degree to which the scale's items cluster together (usually the Cronbach alpha) is presented to ensure the reliability. In all practical respects, this reliability figure also serves as the validity metric for the scale. SPSS provides a convenient process,

"Reliability analysis," for calculating the Cronbach alpha coefficient of a multi-item scale and enhancing the reliability of the scale by removing poorly functioning items.

Moreover, research on the topic of Motivation, according to Gadella Kamstra (2020), reliability can be demonstrated by credibility, transferability, dependability, and confirmability (Bryman, 2016; Dornyei, 2007, cited by Gadella Kamstra, 2020). In this study, credibility can be established by adhering to acceptable research practises and submitting the findings to the participants for confirmation that the results reflect their reality, as would be done at the conclusion of the project or earlier if there is sufficient interest. Transferability can be ensured by providing a detailed description, as was done in this study; as a result, future researchers on the topic will be able to determine the feasibility of replicating the study to a different context based on the provided information. Trusting auditors to examine your work ensures dependability; in the case of this thesis, the supervisory board continuously evaluated the research process and analysis by providing comments at research group meetings; the assistance of others increased the dependability of this study. The supervisor was also informed of the codes. In addition to the documents maintained, which demonstrate that the research process and analysis have been transparent, feedback also helps to illustrate the confirmability factor.

According to Hitchcock and Hughes (1989), it is unavoidable for the researcher to influence the interviewee because they are engaged in an interpersonal interaction. Oppenheim (2000), on the other hand, asserts that bias can be reduced if the wording, procedure, and sequence are not changed and all participants answer the same questions, as was the case in Study Two. As a result, precise question formulation is critical to reducing bias and ensuring that all participants understand what is being asked of them. Furthermore, according to Kitwood (as cited in Cohen et al., 2011), rapport is required for participants to feel at ease and talk about

themselves and their thoughts, increasing the validity of the study. The execution and reflection of both pilot studies as well as the aid of constant peer and supervisor's observation reduces the bias and support the validity of the study.



## CHAPTER SIX : DMC ONLINE QUESTIONNAIRE ANALYSIS AND DISCUSSION

Chapter Six presents the data analysis and discussion of Study One. Using an online questionnaire consisting of both quantitative and qualitative elements as the instrument, the major goal of Study One was to delve into the Vietnamese EFL learners' Directed Motivational Currents experience and create the first Vietnamese version of the DMC Dispositional scale (DDS) by adapting the original version of Muir's study (2016), finding the most crucial motivational currents, and exploring its association with other elements. This study seeks to validate the DMC construct on a more general level using a single multi-item and validated by recent studies (e.g. Muir, 2016, Afsaneh & Jahedizadeh, 2017, Özge & Basöz, 2021), as well as to provide insights to a different context for validating the questionnaire format that could be used as a basis for future research on DMC in the future. There are two main parts of this chapter, the quantitative part includes questions on Vietnamese learners' DMC profiles: how many people recognise DMC experiences, what are the indicators for Vietnamese learners' DMCs and whether some individuals have a greater proclivity to have DMC experiences than others. The second part explores the qualitative data from the survey to offer more insightful understanding from the learners' perspectives and reasoning into the characteristics of DMCs in Vietnamese context. Although these questions are interesting on their own merits, the particular significance of these questions becomes clear when considering the educational implications of DMC research for language classrooms in Vietnam. As far as I am concerned, the DDS that had not yet been addressed in the body of existing Vietnamese research prior to conducting the study. The insights from this study would have significant practical implications for the facilitation of DMC experiences and the purposeful application of DMC experiences by practising language teachers.

This chapter will utilise both quantitative and qualitative data to answer the following research questions:

1. Do Vietnamese university students recognise DMC experience? Is the Vietnamese version of DDS a reliable and valid tool in its context?
2. Is there any significant relationship between Vietnamese learners' DMC and their gender?
3. Is there any significant difference in the lengths and intensity of Vietnamese learners' DMC between the DMC group and the General long-term motivation group?
4. Is there any significant relationship between Vietnamese EFL learners' DMC and their language proficiency?
5. What are the themes for DMC experience between DMC group and General Long-term Motivation Group?

## **6.1 Identifying DMCs in the dataset**

It is important to emphasise that the questionnaire's format needed a novel approach: before participants could be asked about their experiences, an initial step was required to explain to them what they would be asked. Respondents were informed about the type of intense motivation that characterises DMCs by the presentation of five bullet points, each of which described a significant identifying attribute. Each bullet point was chosen intentionally to illustrate the unique and amazing experience recounted by individuals in their first-hand accounts of this time period. That is, these remarks especially emphasised the characteristics that most clearly distinguish DMCs from long-term motivation in general; the experience's uniquely pleasant emotionality, which underpins the sustained levels of motivation and effort. SPSS was used for statistical analysis to construct the Directed Motivational Currents (DMC)

and Long-term Motivation (LTM) groups. We split the samples based on their replies to the Likert-scaled question about the duration and intensity of motivation. Those respondents who reported a high level of motivation in terms of both duration and intensity were classified as DMC, whereas those who reported a high level of motivation in terms of duration, but a low level of intensity were classified as LTM. This allowed us to distinguish between individuals who had a burst of highly focused motivation and those who experienced a persistent but less intense motivation. This method allowed us to study the distinctive qualities of each group and compare their reactions to various motivational measures, learning outcomes, and other variables of interest. This phase was also critical to ensuring that participants' responses accurately reflected their DMC-like states and that all respondents had a uniform benchmark. After reading this bulleted description, participants were asked whether they recognised this type of intense motivation ( $M = 4.08$ ,  $SD = 1.02$ ,  $N = 799$ ) and whether they had personally experienced this type of intense motivation while working on a project ( $M = 3.98$ ,  $SD = 0.98$ ,  $N = 799$ )

	“I recognise this type of intense motivation”	“I have personally experienced this type of motivation while doing a project”
Strongly Disagree	6 (0.8%)	11 (1.4%)
Disagree	28 (3.5%)	55 (6.9%)
Neither Agree nor Disagree	181 (22.7%)	191 (23.9%)
Agree	313 (39.2%)	262 (32.8%)
Strongly Agree	270 (33.8%)	279 (35.0%)

*Table 4: Summary of responses to initial questions regarding participants' recognition and experience of this type of intense motivation*

Approximately 72 percent of respondents (N = 583) responded either Agree or Strongly Agree) reported awareness of this form of motivation, and a comparable high number (67.8 percent (N = 521) reacted in the same manner when asked whether they had personally experienced it in the past. These percentages offer a very promising start: Because they account for such a large fraction of the sample, they provide preliminary support for the notion that the DMC phenomenon is widespread and not merely a result of a few unusual events that have been documented in earlier qualitative research.

### **First steps to identifying true DMC experiences**

As part of the study and the process of identifying a real "DMC group" the first step was to go further into the participants' assessments of whether their experiences matched the intensity and degrees of positive emotionality depicted in the bullet pointed statements. If one were to imagine a linear scale of motivational intensity, DMCs would represent only the most extreme tip, representing the most perfect form of long-term approach motivation, and they would always manifest with an equally significant positive emotional counterpart, as explained in the first section of this thesis. It was therefore necessary, before attempting to isolate a real DMC group, to provide participants with an opportunity to "speak out" if their experience was not equivalent in intensity to that described in the descriptive statements.

Specifically, participants were asked if they had ever previously experienced this form of drive to a "similar degree of intensity" or to a level that was "not quite as high." Participants who stated that they had experienced this form of motivation (at any degree of intensity) were also asked how many times they had experienced it; once, twice, three times, or more times (see Table 8 for the results).

	Never	Once, less intense	Several times, less intense	Once, Similar intensity	Several times, Similar intensity
Number	33 (4.1%)	63 (7.9%)	273 (34.2%)	171 (21.4%)	259 (32.4%)
	33	336 (42.1%)		430 (53.8%)	

*Table 5: Summary of responses to the question: "How often do you think you have experienced a project to this kind of motivational intensity"*

The result that only 4.1% of the sample report never having experienced this type of intense motivation lends support to the above tentative conclusion that DMCs are not only recognisable but are a relatively common phenomenon among the Vietnamese respondents.

#### **Levels of motivational intensity reported throughout this experience:**

In the next step, it was the participants' responses for how intense their motivation is throughout the period that supplied the first rationale for the isolation of the replies intended for the DMC group. Using a Likert scale ranging from 1 to 5, participants were asked to rate the intensity of their motivation, with 1 indicating "Not very intense" and 5 representing "Very intense." When the intensity scores is given by the DMC group (N = 430) and the general long-term motivation group (N = 336), an independent t-test was used to compare the two groups. The independent-samples t-test (or independent t-test for short) examines the means of two unrelated groups with respect to the same continuous dependent variable. In this instance, the independent t-test is utilised to determine whether the motivational intensity of the two student groups differed.

There was a statistically significant difference in scores between the DMC group [ ( $M = 4.10$ ,  $SD = .78$ ) and the general long-term motivation group ( $M = 3.54$ ,  $SD = .81$ ) groups  $t(779) = 15.34$ ,  $p < .001$ . If the DMC group is composed of true DMC experiences, this result is exactly what one would expect, and it so provides initial support and assurance for the precision with which these responses that the DMC group was isolated in this manner.

### **6.1.2 Further distillation of the DMC group: “Would you like to experience this type of intense motivation again?”**

To further distil the DMC group and identify responses that were truly representative of DMC experiences, respondents were asked whether they would be interested in experiencing this type of motivation again in the future at a later point in the questionnaire after they had been asked to reflect upon their experience in greater detail. DMC experiences are characterised by extraordinarily high levels of eudemonic well-being and satisfaction experienced by individuals during them, as well as by high levels of positive emotionality experienced both during and after them, which have become hallmarks of reported memories from this time and indeed are a distinguishing feature of the DMC phenomenon in general, and as a result, individuals who have experienced DMCs frequently report a strong desire to experience this type of motivation again.

It was discovered through an independent chi-square test (see Table 6) that there was a statistically significant relationship between the group to which respondents were assigned (the DMC group or the general long-term motivation group) and their response regarding whether they desired to repeat the experience, with the expected frequencies indicating that the proportion of yes responses was higher than expected in the DMC group and the opposite being true for the general long-term motivation group (GLM). This evident propensity is expected

			<b>Do you want to experience this again?</b>		<b>Total</b>
			Yes	No	
<b>Level of intensity</b>	Several with similar intensity	Count	251	8	259
		Expected	250.9	8.1	259.0
		Count			
	Once with similar intensity	Count	168	3	171
		Expected	165.6	5.4	171.0
		Count			
	Several but not as intense	Count	264.4	8.6	273.0
		Expected	266	7	273
		Count			
	Once but not as intense	Count	57	6	63
		Expected	61	2.0	63.0
		Count			
<b>Total</b>			742	24	766
			742	24	766

*Table 6: Chi-square results: level of intensity  $x$  whether participants would like to repeat the experience*

### 6.1.3 The final DMC group

The combination of these discoveries results in a more stringent set of criteria that may be used to more accurately separate and justify the isolation of a DMC group from the rest of the dataset.

The fact that a significant proportion of respondents claim not only to have personally

experienced such intense periods of motivation but, even more significantly, that they demonstrate the same positive attitude toward the experience by reporting a desire to have the same experience again is conclusive, even though the understandings of terminology may vary from participant to participant. The final DMC group is comprised of 430 participants.

## **6.2 Testing the composite DMC Disposition Scale – the Vietnamese version:**

In her 2016 study, Muir developed the DDS by conducting an exploratory factor analysis to assess the underlying factor structure of the construct, which consisted of 12 Likert scale items to which participants were asked to indicate their responses on a five-point scale, ranging from Strongly Disagree (= 1) to Strongly Agree (= 5), to which participants were asked to indicate their responses. Each of these statements was created with the intention of tapping into a distinct aspect of the DMC's attitude. Table 7 shows the results of testing this scale once more using the Exploratory Factor Analysis in this study using the same manner as in the previous one. Exploratory factor analysis is typically employed to determine the factor structure of a measure and to assess its internal reliability. This analysis approaches are especially beneficial when working with variables that have reasonably high correlation coefficients between them and when attempting to build new variables that capture the behaviour of the original variables as a whole. In this case, 3 factors were indicated: Factor 1 includes statements explaining the feelings of the participants in the given period of DMC while Factor 2 shows the changes observed by other people, finally, the underlying coefficients in Factor 3 indicates the level of struggle participants have while keeping up with their goals.



	Factor names		
	1. Feelings towards the experience	2. Changes observed by other people	3. Flows and struggles
1. When looking back now, I have very good memories of this time	.672		
6. I think something special happened to me during this experience - it was an amazing time	.611		
12. It was a really enjoyable experience	.698		
2. During this time, I was able to work more productively than I usually can	.684		
5. This experience helped me to achieve all I had wanted to and more	.553		
3. I surprised myself with how much I was able to do	.530		
11. I often imagined myself achieving my final goal	.524		

10. I remember thinking about my goal all the time	.488		
8. The people around me could see that I was experiencing something special		.753	
7. At the time, this project became a central part of my life		.649	
4. Many times it felt like a real struggle to keep going			.488
9. It didn't feel like hard work at the time- I was just caught up in the flow			.769

*Table 7: Results of the exploratory factor analysis. (Extraction method: Maximum Likelihood. Rotation Method: Oblimin with Kaiser Normalization)*

A reliability analysis was then conducted for the items in each factor. An internal consistency is showed as the Cronbach Alpha coefficients for items in Factors 1, 2 and 3 are .78, .75 and .81 respectively. Another reality analysis was conducted for all 12 items and the Cronbach Alpha coefficients reached .79. Thus, the resulting DMC Disposition scale comprised 12 Likert scale items, with a good internal consistency (Cronbach Alpha = .79) The reliability analysis was also conducted separately for the DMC group (N = 430) and the general long-term motivation group (comprised of respondents who reported experiencing this type of motivation to a lesser intensity, but who also reported wanting to experience it and), the Cronbach Alpha coefficients of these two groups reached .79 and .77 respectively. Accordingly, the reliability of this

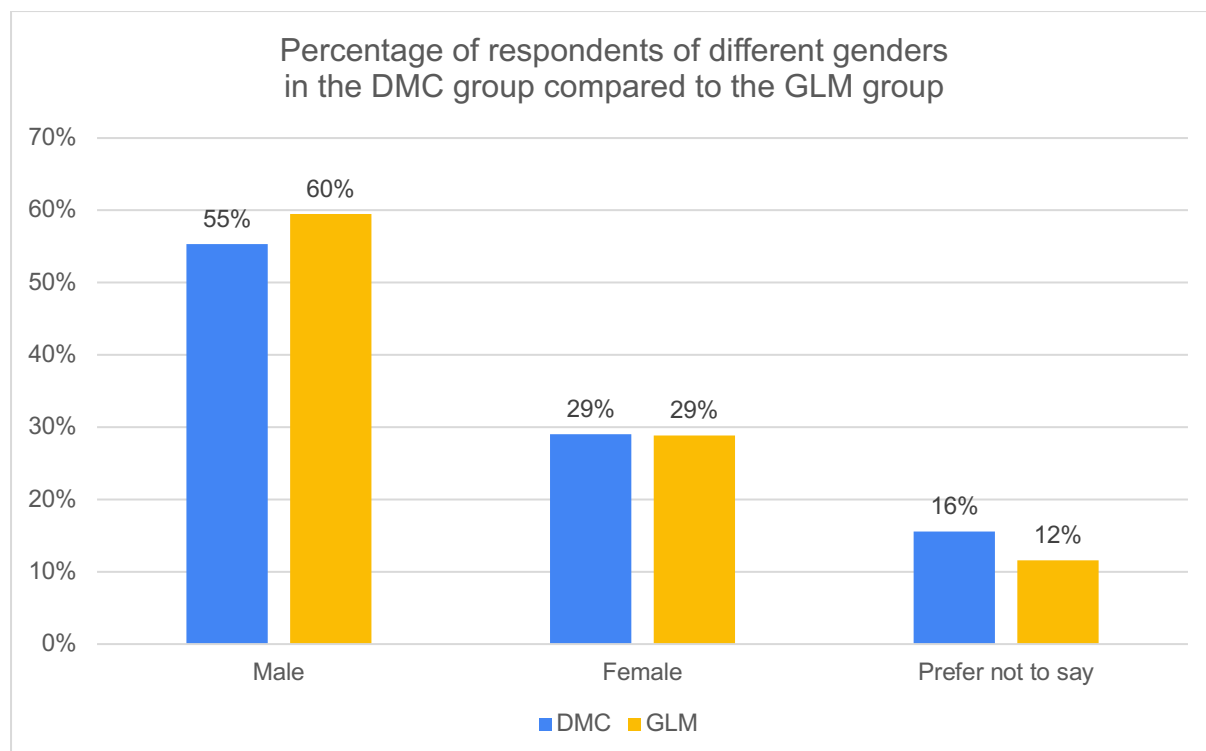
measurement tool is high. As the above results of the validity and reliability analyses carried out on the data obtained from the Vietnamese version of the scale show that this version of DDS is a valid and meaningful tool for further DMC research in the Vietnamese context.

### **6.3 Investigating the DMC group: How does this compare to the General long-term motivation group?**

Using the previously formed DDS, an independent-samples t-test was carried out to compare scores on this attitudinal measure between the DMC group and the GLM group. The result indicated that there is a significant difference between DMC group ( $M = 4.11$ ,  $SD = .32$ ) and the general long-term motivation group ( $M = 3.89$ ,  $SD = .47$ ),  $t(779) = 14.38$ ,  $p < .001$ , thereby validating again the isolation of the DMC group. Assuming that the DMC group does in fact consist of genuine DMC experiences, this outcome is just as one would anticipate it to be, and as a result, it offers first support and confidence for the accuracy of the isolation of these responses in this manner.

#### **6.3.1 The effect of gender on DMCs experience:**

The results of a t-test on independent samples were used to compare the responses of men and women on the DMC Disposition scale. This was done for participants in both the DMC group and the general long-term motivation group. There was not a statistically significant difference between the scores of men ( $M = 4.16$ ,  $SD = .48$ ) and women ( $M = 4.17$ ,  $SD = .49$ ) in the DMC group, with  $t(361) = -.660$ ,  $p = .50$ , and this non-significant result was replicated when making the same comparison between the scores of men ( $M = 3.97$ ,  $SD = .51$ ) and women ( $M = 4.04$ ,  $SD = .50$ ) in the general long. When taking into consideration the actual implementation of DMCs, this result is highly encouraging because it gives the first confirmation that they are experienced and evaluated in the same manner by individuals of all genders. The visual representation of the DMC Disposition Scale in all three groups is shown in Figure 3.



*Figure 5: Clustered bar chart of DDS among genders between the DMC group and the GLM group*

### **6.3.2 Comparing the lengths of the experiences reported by the DMC group and the general long-term motivation group:**

The next step to answer the question of whether there is any significant difference in the lengths of the motivation experience is to compare the responses reported by the GLM and the DMC groups. To compare the duration of each period of intense motivation, a chi-square test was carried out. A significant relationship was found between the type of experience an individual reported (i.e., between the GLM group and the DMC group) and the duration of this experience,  $\chi^2 (4, 765) = 172, p < .001$ . As can be seen in Table 10, more participants than expected reported shorter experiences, and fewer participants than expected reported longer experiences within the DMC group. The inverse is true of the GLM group. This result reveals the first

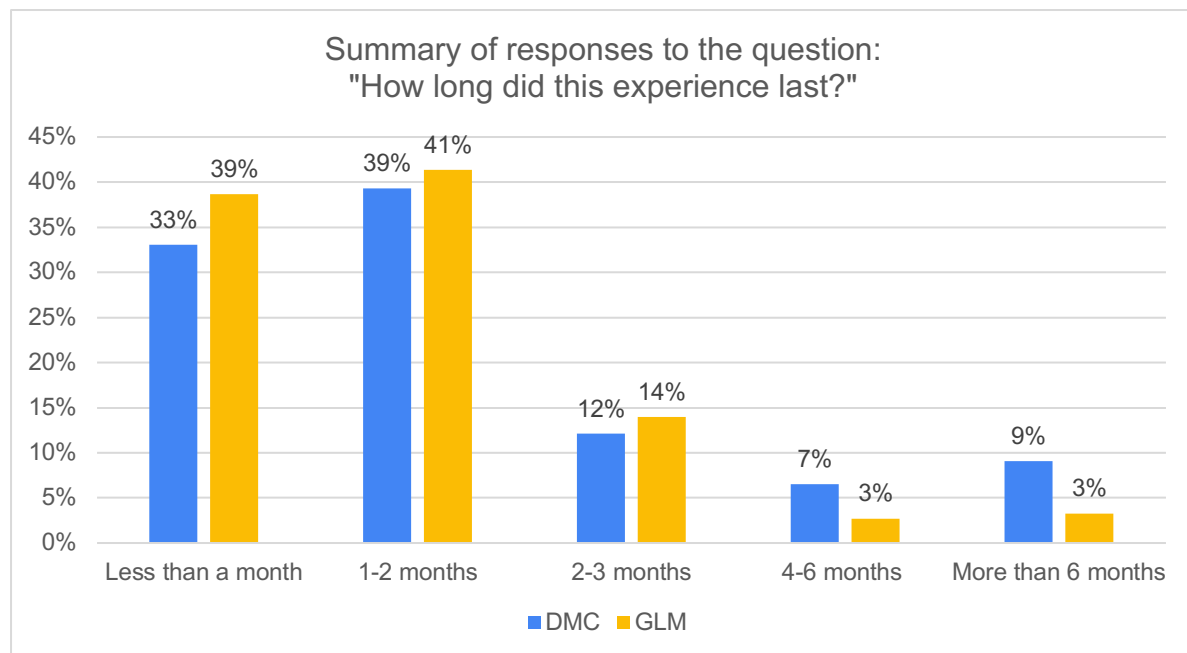
difference in the characteristics of a true DMC group of Vietnamese participants when the intensity of directed motivational energy of a DMC is considered.

	N	%	M	SD
<b>Less than a month</b>	142	18.6	4.13	0.65
<b>2-3 months</b>	169	22.1	4.16	0.58
<b>3-4 months</b>	52	6.7	4.25	0.76
<b>4-6 months</b>	28	3.7	4.11	0.81
<b>More than 6 months</b>	39	5.1	4.05	0.51
<b>Total</b>	<b>430</b>	<b>56.1</b>	<b>4.15</b>	<b>0.68</b>

*Table 8: Descriptive statistics for DMC Group: How long does this experience last?*

	N	%	M	SD
<b>Less than a month</b>	129	39	4.03	0.54
<b>2-3 months</b>	140	41	4.02	0.68
<b>3-4 months</b>	47	14	4.01	0.42
<b>4-6 months</b>	9	3	3.69	0.63
<b>More than 6 months</b>	11	3	3.85	0.82
<b>Total</b>	<b>336</b>	<b>42.05</b>	<b>3.92</b>	<b>0.69</b>

*Table 9: Descriptive statistics for GLM Group: How long does this experience last?*



*Figure 6: Clustered bar chart of durations of DMC between the DMC group and the GLM group*

#### Duration (in months)

		Less than a month	1-2 months	2-3 months	4-6 months	More than 6 months	Total
DMC	Count	142	169	51	28	39	430
	Expected Count	152.5	172.7	55.0	20.7	28.0	430.0
GLM	Count	130	139	47	9	11	336
	Expected Count	119.5	135.3	43.0	16.3	22.0	336.0

Total	Count	272	308	98	37	50	765
	Expected Count	272.0	308.0	98.0	37.0	50.0	765.0

*Table 10: Chi-square results: DMC x how long participants experienced DMC between the two groups*

A one-way analysis of variance was conducted to examine how long participants' experiences lasted and the reported level of intensity of these experiences. In running this analysis first with the DMC group, the results revealed that there was no significant difference in the intensity scores of individuals in the DMC group whose experiences lasted different durations,  $F(3, 160) = 1.83$ ,  $p = .14$ , (for descriptive statistics see Table 8). There was no significant difference between participants whose experience lasted from four-six and longer than six months. Moreover, the intensity scores of individuals whose experience lasted from four-six months were not significantly different from those whose experience lasted from one-two months. Previous study suggested that usually, the intensity scores of individuals whose experience lasted from two-four months were significantly different from individuals in the two groups whose experiences lasted from one to two months and four to six months and clear pattern for the DMC group is harder to discern when we look at these results. This result confirms the same significance for Vietnamese students.

A one-way analysis of variance showed a significant difference between the intensity scores of individuals whose experiences had different durations (see Table 9 for descriptive statistics). The effect size was small ( $\eta^2 = .053$ ). However, using S-N-K post hoc analysis, the results for the general long-term motivation group, the five durations differed from each other significantly in terms of their intensity scores. The small effect size shows that the difference

between different lengths of time and intensity scores of students who were in the general long-term motivation group are relatively not significant either.

### 6.3.3 Witnessing DMCs in others

	YES	NO	NOT SURE	TOTAL
DMC	291	10	129	430
(in percentage)	68%	2%	30%	100
ROS	182	40	147	369
(in percentage)	54%	12%	44%	100

*Table 11: Responses to whether individuals report having witnessed DMCs in others.*

Due to the nature of DMCs, it is possible to recognise their presence in others, including both close friends and strangers, such as classmates or co-workers. Therefore, participants were asked whether they had witnessed this form of extreme motivation in others. To examine the relationship within DMCs and whether these participants reported having witnessed DMCs in others, a 2 x 3 chi-square test for independence was carried out. A significant relationship was found,  $\chi^2(2, N = 799) = 9.72, p < .001$ . As can be seen in the expected counts in Table 11, having experienced a DMC means that those individuals were also more likely to recognize and witness DMCs in others. The inverse is true of those who have not experienced DMCs: when asked whether they had seen this type of experience in others, they reported either that they had not or that they are not sure more often than expected and reported they had witnessed it around them less than expected.

WITNESS			Total
1	2	3	



GROUPS	DMC	Count	291	10	129	430
		Expected Count	254.6	26.9	148.5	430.0
	ROS	Count	182	40	147	369
		Expected Count	218.4	23.1	127.5	369.0
Total		Count	473	50	276	799
		Expected Count	473.0	50.0	276.0	799.0

*Table 11: Chi-square results for responses to whether individuals report having witnessed DMCs in others.*

Given the nature of DMCs, it is believed to be feasible to recognise their presence in others, including both close friends and acquaintances, such as classmates and co-workers. Therefore, participants were asked if they had observed this form of extreme motivation in others. As demonstrated in Table 11, more than half of respondents reported observing DMCs in those around them in both of the group but the percentage is impressive in DMC group at 68%.

#### 6.4 DMCs and language learning

Table 10 and Table 11 present descriptive statistics of DMC across four proficiency levels in two groups, comprising: elementary, pre-intermediate, intermediate, upper-intermediate, and advanced.

	N	%	Mean	Std. Deviation
<b>Beginner</b>	74	17	4.15	0.49
<b>Lower Intermediate</b>	75	18	4.18	0.86
<b>Intermediate</b>	115	27	4.11	0.68

<b>Upper Intermediate</b>	122	28	4.15	0.59
<b>Advanced</b>	44	10	4.17	0.52
<b>Total</b>	430	56	4.11	0.68

*Table 13: Descriptive statistics for DMC Group: Level of English Proficiency*

	N	%	Mean	Std. Deviation
<b>Beginner</b>	159	47	3.82	0.64
<b>Lower Intermediate</b>	99	29	3.22	0.68
<b>Intermediate</b>	49	15	4.01	0.42
<b>Upper Intermediate</b>	20	6	3.79	0.53
<b>Advanced</b>	9	3	3.95	0.52
<b>Total</b>	335	42	3.75	0.59

*Table 14: Descriptive statistics for GLM Group: Level of English Proficiency*

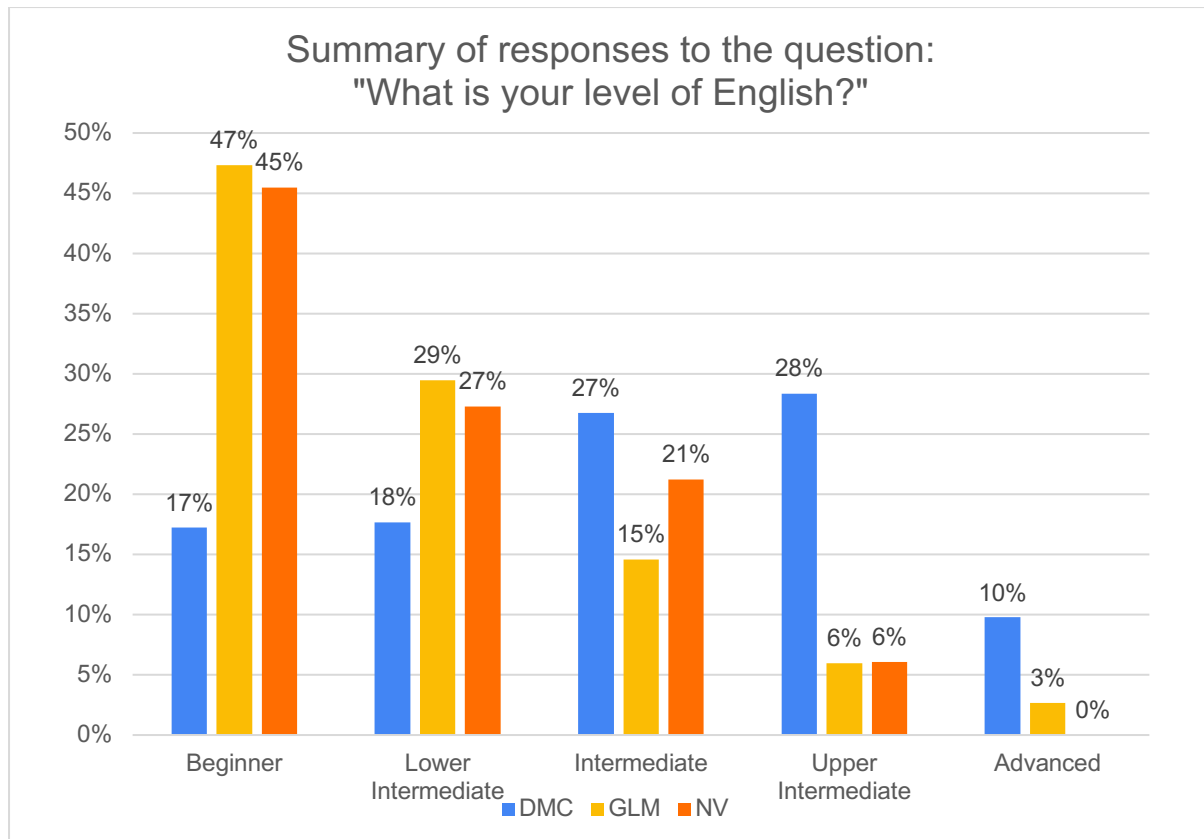


Figure 7: Clustered bar chart of the level of English proficiency among three groups

Regarding the research question of concerning the role of proficiency level in DMC, one-way analysis of variance demonstrated a significant relationship between participants DMC and their level of proficiency. To investigate this, an ANOVA with Scheffe test was run. The result of ANOVA helps to determine DMC differences among the four proficiency levels. Although chi-square test signal a difference in DMC in different levels, the test was not able to locate the exact difference in DMC across the four proficiency levels.

		Beginner	Lower Intermediate	Intermediate	Upper Intermediate	Advanced	Total
DMC	Count	74	76	115	122	42	429
	Expected	117.7	120.4	90.9	71.5	28.5	429.0
	Count						
GLM	Count	130	139	47	9	11	336
	Expected	92.2	94.3	71.2	56.0	22.3	336.0
	Count						
NV	Count	15	9	7	2	0	33
	Expected	9.1	9.3	7.0	5.5	2.2	33.0
	Count						
Total	Count	219	224	169	133	53	798
	Expected	219.0	224.0	169.0	133.0	53.0	798.0
	Count						

*Table 15: Descriptive statistics for GLM Group: Level of English Proficiency*

## 6.5 Summary of the Quantitative Data set

I am going to present a brief summary of quantitative findings that have been before moving on to the qualitative data that was acquired from the open-ended questions of the instrument. The validity of the conclusions has been strengthened via the use of several cross checks and cross comparisons with different statistical tests. As a result, respondents' similar understanding of the DMC concept to how it has been defined in the literature again confirms the validity of this categorization, and the results of earlier theorising on this issue are also confirmed by the findings of this study. The fact that the cross checks and cross comparisons

across various subgroups produced results that were consistent throughout is additional evidence that participants interpreted the original bullet pointed descriptions of DMCs in the manner in which they were intended to be interpreted. In a defined context among Vietnamese students, these preliminary data provide very strong support for the notion that DMCs are more than a one-off, isolated occurrence that only a small number of people have had the opportunity to experience. Moreover, it is fair to claim that DMCs are commonly recognised among Vietnamese students and experienced motivating phenomena is supported by substantial evidence.

## **6.6 Qualitative data from the survey**

### **Brief overview of the qualitative data**

Responses to three distinct questions were elicited from participants four times throughout the questionnaire: the first inquired as to how this period of intense motivation began; the second inquired as to why they would or would not like to experience it again; the third inquired as to whether participants had observed DMCs in those around them and the final one inquired if participants could identify a possible specific factor that trigger this intense experience. Some specifics regarding what they observed were requested in the questionnaire. In the given population group (Vietnamese), the qualitative data offer great insights which hugely contribute to the previous understanding of DMC experience. Following the primary purpose of fortifying the conclusions taken from the quantitative dataset provided previously, as well as building on the findings of current research, this dataset is described in detail in the following parts.

The patterns noticed in both the DMC and the general long-term motivation groups were very similar, to begin with. This is consistent with the broader position, which is that DMCs are a subset of long-term motivation in which many components are optimally matched to their

respective roles in the organisation. As a result, categorization of qualitative information was completed by studying both groups at the same time, and both groups are presented together in this evaluation for the purposes of comparison.

### **6.6.1 Conditions for DMC experience: How did it begin?**

Starting with a single instance of intense motivation while working on a project that came to mind particularly clearly, participants were asked to write out a few phrases detailing how the project came to be completed on that occasion. The investigation began with the application of Muir's (2016) three-step coding technique, which was utilised to analyse the responses to the survey questions. Each participant's response was classified to one of three primary categories and, if applicable, to a subsidiary category based on the most obvious reason for the onset of their period of increased motivation that they stated. The primary category that was allocated to each of the responses is the focus of the following study, which is limited to that category. There are 16 different categories, which were then divided into five larger umbrella categories: four trigger groups were formed as a result, with the fifth category consisting of responses that provided no rationale for their choice, were confused, or were ambiguous in their explanation. Every category was divided into five groups, and each of the sixteen categories was divided into five groups. The five groups were as follows:

*1) Trigger linked to external influences (positive connotation). Categories in this group were linked to reasons for beginning that were connected to influences external to the individual, but which acted as a positive force on their lives.*

*2) Trigger linked to external influences (negative connotation). Here, reasons for beginning was also linked to external influences, yet their impact on individuals lives were experienced in a more negative manner.*

3) *Trigger outcome led. This group includes categories which are explicitly goal/vision led, or which are otherwise focused primarily on achievement or outcome.*

4) *Trigger connected to intrapersonal reasons. This group focuses on reasons connected more intimately linked to the individual's core/ sense of self and more personal in nature*

5) *No reason given. This group includes responses in which no reasons were given, or where the reason given was unclear or was ambiguous.*

The subsequent Tables 16–19 build on Groups 1–4: each table lists the distinct categories that comprise the group and provides data samples indicative of participant answers for each category.

<b>(1) Linked to external influences (positive)</b>	
(1a) External influence/pressure (positive connotation)	<p><i>"I managed to get into a project led by the Dean, and I was both excited and under <b>a lot of pressure of impressing him</b>. I always think about it and how I could perform better like all the time, when I'm driving, working, eating, playing, (...) I always think and try to accomplish it. It's been more than 2 weeks; I don't know it will ever stop" (A128)</i></p> <p><i>It was the first project I worked with my team leader, <b>she's such a character</b>, I felt like constantly pushed to do my best. It's often very intense when there is immediate influence like seeing someone else doing it. (A04)</i></p>
(1b) Something external fell into place (positive)	<p><i>"My first experienced this strong motivation in grade 12, when I'm preparing for the university entrance examination. In previous high school years, we were only following the curriculum at a very basic</i></p>

<p>connotation) e.g. a good teacher/curriculum, motivating class group, an unplanned/unexpected opportunity</p>	<p>level. However, at grade 12, we had <b>a very interesting teacher who lived abroad for several years</b>. She taught us many English idioms, phrasal verbs and collocations that proved to be surprisingly helpful in my study. The <b>course curriculum was super boring, but the teacher was a PhD student in the US and her teaching styles was vivid and brilliant</b>. Because of them I grew more interest in learning English and always try to do my best in class as well as in my home assignments so as not to let them down.” (A419)</p> <p>I started learning French last year during my course. At first, I hated it I didn't even know the French alphabet , not a single word. <b>But the teacher was very supportive and super interesting</b> she made me become so motivated I started practicing French everyday... (A93)</p>
<p>(1c) Element of competition (positive connotation)</p>	<p>“We were asked to choose a second foreign language to study and achieve B1 level in a year time and we (me and my classmates) decided to learn Chinese. I realized It was that I suddenly become more competitive and motivated <b>because of my peers</b>. I had it from the very 1st day and it still strongly helps me go through whenever I didn't want to study” (A333)</p> <p>I went online and bought books home a few times to learn English myself, but all gave up in the middle and was struggling a lot. But when the term started and seeing that <b>my classmates are very good</b></p>



	<i>at it, it motivated me to start studying for 3-4 hours everyday, I was impressed with myself... (A162)</i>
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Table 16 Group 1: Trigger linked to external influences (positive connotation)

<b>(2) Linked to external influences (negative connotation)</b>	
(2a) External pressure/influence (negative influence)	<p><i>When I started a project earlier this year, I was <b>under constant pressure of KPI and close supervision from my colleagues</b>. It pushed me to work very hard and efficiently, if there was a problem, I would think about it every day until I find a solution, but it to be honest it was very stressful, that time... (A199)</i></p> <p><i>When I studied IELTS to study abroad in the UK, I usually felt bored and didn't want to study this at any single time, <b>but my parents really reminded me everyday and pushed me into a intensive training period</b>. Think their expectations is why I could try so hard and reach my target of the IELTS (A445)</i></p>
(2b) A form of reactance, need to save face	<p><i>It was very confusing at first when <b>none of my friends thought I could get into the university I wanted to get in</b>. The need to getting in for me was insane, it is something like <b>proving yourself to them and to you ... (A219)</b></i></p>

Table 17: Group 2: Trigger linked to external influences (negative connotation)

## 6.7.2 Reasons for or against wanting to repeat the experience

<b>(3) Outcome led</b>	
(3a) Single and explicit goal/vision	<i>For the TOEIC exam preparation, I set a target of 600, divided by the listening part of 350 and reading 250, since then I practiced listening and did quite a lot of tests (4-5 tests / week) within 2 months, I felt intensely motivated by the target... (A164)</i>
(3b) Several periods of intense motivation while working towards a longer-term goal	<i>I thought about the project all working day, I worked hard towards achieving the objectives of the project by the deadlines. Then I noticed I would <b>have period of time or certain chunks of days where I felt more efficient and productive...</b> (A448)</i>
(3c) The potential possibilities from a rewarding outcome	<i>I was obsessed by the visionary image that I <b>will achieve the best outcome</b> for that project and <b>will be praised</b> in the final meeting.</i>

Table 18: Group 3: Trigger outcome led

<b>(4) Intrapersonal reasons</b>	
(4a) Saw was good at/could do something which inspired confidence	<i>I have been involved in a project to learn a new language with compulsory level in a short time (3 months). I forced myself to learn 20 new words a day to reach my goal of 600 words in 1 month. For the first weeks I struggled to remember the words but <b>then things started to make sense to me, the new words started to connect to the old ones, that excites me and I was so motivated to continue....</b> (A326)</i>
(4b) Started doing	<i>I was assigned to do the visualisation for a project and at first my PTS skill is very rubbish, I <b>signed up for a course and was hooked.</b></i>

something they got caught up in and which snowballed	<i>From that moment onwards I actually realised my passion in digital arts (A772)</i>
(4c) Finding a passion/interest for something and immediately getting hooked by it	<i>About 2 years ago I <b>was extremely passionate</b> about photography. Before I own a DSLR, I went online to see all the photography review sites, learned basic photography skills, learned basic photoshop, it was intense <b>how much I dived into it in those months...</b> (A181)</i>
(4d) Believing the work was significant/had real value	<p><i>Ball sorting device was my one of my final project in mechanical design. Unique idea and brainstorming special feature was the critical point, so I think all day every day about <b>how great the final product is going to be</b>. The outcome was my group project combined lots of aspect to successfully build a design, which including arduino, programming, material selection, laser cutting and 3D printing. (A195)</i></p> <p><i>We were assigned to <b>come up with construct for heavy machinery storage in a 2-year funded project</b>. I was always thinking about the project, how to do it, how to do it, its direction. Before going to bed, keep thinking about goals and taking turns making small goals in turn. The constant thinking helps me become so productive with ideas and trials... (A166)</i></p>

(4e) Connected to a big life decision/change, something they always wanted to do	<p><i>Once I have a specific goal that is relevant to me, to become a lecture, that goal got me enough motivation to strive for it.</i></p> <p><i>Through all the assignments and stressful time I always think about myself as a university lecturer and the accomplishing feeling of it...(A159)</i></p>
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Table 19: Group 4: Trigger connected to intrapersonal reasons

The qualitative information gleaned from the inquiry of how the hectic time started provides valuable insights into how participants view DMC and their experiences. It becomes instantly obvious from reading the interview excerpts in Tables 16–19 that many respondents' descriptions are packed with passion and energy that is easily recognisable. It supports the validity of the quantitative responses, which are also strikingly similar to DMC experiences as previously reported in qualitative studies, because the nature of these qualitative responses is consistent with the same levels of intensity and engagement as those reported in prior qualitative studies. Table 20 gives a summary of the frequency of each category overall as well as a breakdown of these categories within the DMC group and within the broad categories of long-term motivation.

		Total	DMC Group		General Motivation Group	
			Number of responses	%	Number of Responses	%
No reason given		12	0	0%	12	3%
(1) Linked to external influences (positive)	1a	45	25	7%	20	5%
	1b	75	16	5%	59	14%

	1c	31	10	3%	21	5%
<b>(2) Linked to external influences (negative connotation)</b>	2a	44	14	4%	30	7%
	2b	48	22	7%	26	6%
<b>(3) Outcome led</b>	3a	85	37	11%	48	11%
	3b	33	19	6%	14	3%
	3c	32	17	5%	15	3%
<b>(4) Intrapersonal reasons</b>	4a	74	26	8%	48	11%
	4b	96	55	16%	41	10%
	4c	115	57	17%	58	13%
	4d	59	26	8%	33	8%
	4e	17	12	4%	5	1%

Table 20: Summary of the responses: “How did it begin?”

There are two three groups of answers that stand out from the responses:

*(3a) Single and explicit goal/vision (Outcome led)*

*4b) Started doing something they got caught up in and which snowballed (Intra-personal)*

*4c) Finding a passion/interest for something and immediately getting hooked by it (Intra-personal)*

The concentration in group 4 - for intrapersonal reasons, with 52% for DMC group, is consistent with the understanding and acceptance that the concept of DMCs is inextricably linked to the concept of self-concordant goals and an individual's inner sense of self, which these categories represent. Both groups believe that outcome-driven motivational factors such as a well-defined goal fuel their motivational momentum. This emphasises the significance of

the final vision/goal in the learning process and is, once again, consistent with DMC's underlying theories. Surprisingly, the biggest difference between the two groups is in the category of reasons related to positive external influences, with 15% for the DMC Group and 22% for the GLM Group. Given the general characteristics of Vietnamese learners (discussed in 1.6), it is perhaps unsurprising that learners are frequently motivated by external factors.

A variety of test systems, such as TOEIC and IELTS, are mentioned in the responses, which corresponds to the discussion in the Literature review chapter on the IELTS trend in Vietnam and its impact on students' language learning motivation. Because most universities in Vietnam require all students to pass an English proficiency exam, the exact score varies, but the popular range is 5.5 to 6.5. Finding a well-paying job without an English proficiency degree is also quite difficult because a majority of government organisations, Vietnamese private companies, and companies with majority foreign shares prefer candidates with good English proficiency, and the simplest way to demonstrate your good command of English is through well-known, internationally recognised testing system such as IELTS, TOEFL iBT, and, to a lesser extent, TOEIC. When almost everyone has an IELTS score to prove their English proficiency, failing to take the IELTS or any other equivalent test is considered a crucial disadvantage, whereas having a high IELTS score gives you an advantage over the other candidates for your desired position. IELTS is more popular than TOEFL or TOEIC, as the IELTS organisers have a bigger influential, inclusive, larger-scale, and overall better marketing strategy for the test system.

### **6.6.2 Reasons for or against wanting to repeat the experience**

The second qualitative question that will be discussed in this part is whether or not an individual would desire to repeat their previous experience with this form of motivation. Those who would desire to experience this level of intense motivation again and those who would not were

divided by the survey's results. This is important to notice that some of the qualitative replies of individuals who reacted favourably included some negative appraisal of their experience. The categorization of these responses was accomplished using the same procedures as previously described. However, because respondents frequently provided more than one reason in their response, which could not always be categorised into primary and secondary reasons, each response was assigned a maximum of two response categories. In cases where respondents provided more than two reasons, the first two reasons provided were chosen unless there was an obvious signal in the answer that a different solution would be more appropriate in that case. As a result, there are more responses to this question than there are people who have responded.

Muir (2016) suggested 19 categories that emerged from the examination of her dataset. Using the same coding method, I generated three core groups, one group consisting of general/other explanations, and a third group consisting of replies where either no reason was provided, or where the reason provided was unclear or ambiguous. Table 31-33 presents three primary groups are as follows: (1) Outcome-based reasons, which are reasons that are linked to overall achievement or goal-directedness; (2) Process-based reasons; and (3) Motivational reasons, which are not linked to overall achievement or goal-directedness. In this study however, only 10 out of the 19 suggested groups are identified, further discussion will follow the presentation of the most outstanding instances where participants provided a very detailed reasoning.

<b>(1) Outcome-based reasons</b>	
(1a) Because of the positive outcome and the pleasure of achievement/making	<p><i>"Because it increases my productivity tremendously" A01</i></p> <p><i>"Because the results are worthy" A69</i></p> <p><i>"Because of my achievements after the period" A17</i></p> <p><i>"Because the final result is so fruitful"</i></p>

clearly defined progress	
(1b) Because it enabled them to achieve more than they had expected/believed possible	<p><i>“This kind of intense motivation is a positive feeling which somehow gives me more energy and determination than I could ever imagine.” A248</i></p> <p><i>“It brings me to a side of myself I didn’t know I had” A298</i></p>
(1c) Because it pushed me to maximise my potential/be the best version of myself	<p><i>“Because I can go beyond my limitations and unlock my potentials” A274</i></p> <p><i>“It made me realise my potential ability to carry out work in a certain time” A34</i></p> <p><i>“I feel proud of my achievements, especially when I have to try really hard to obtain it. These kinds of experience also proves me wrong about my self-limitation. There is no such thing, actually.” A42</i></p>

Table 21: Why participants would like to experience this type of motivation again. Group 1:

## Outcome-based reasons

<b>(2) Process-based reasons</b>	
(2a) Because it was generally a nice, enjoyable, rewarding experience	<p><i>“Because it felt almost like you’re in the flow, nothing could stop me from thinking about 1 thing, it was amazing” A 721</i></p>



	<p><i>“Because it was rewarding during the whole project” A53</i></p> <p><i>“Because I enjoyed it throughout the time I was working on that project”</i></p> <p><i>“Because I really felt productive and efficient, it was nice” A223</i></p>
(2b) Because of the heightened level of clarity/focus experienced	<p><i>“This type of intense motivation is likely to help me stay focused, I thought of myself as someone who’s always procrastinating” A100</i></p> <p><i>“It makes me feel focused and energized. It’s like having a voice in your head constantly cheering for you and reminding you to wake up and get to work.” A141</i></p>
2c) Because it pushed/helped me to keep going, even when I was tired or not doing very well	<p><i>“This type of motivation heightens my sense of self, pushing me to work when I wanted to stop and give up” A237</i></p> <p><i>“Help pushing my further from my I-thought-limits.” A03</i></p>
(2d) Because of the experience of putting everything into trying to achieve it	<p><i>“Because life is always challenging and the experience of putting all of you into something is amazing” A125</i></p> <p><i>“It made me realise I have face challenge and inspired to put everything I got in it.” A146</i></p>

Table 22: Why participants would like to experience this type of motivation again. Group 2:

Process-based reasons

<b>(3) More intrapersonal reasons</b>	
(3a) Because it inspired lasting feelings of	<p><i>“It made me become more mature and understanding I got of myself really set me on a different start point. It’s like I have this</i></p>

confidence, competence, courage, pride	<i>confidence in myself, from now on, I am more willing to take up challenges...” A308</i>  <i>“Self-recognition is the most amazing thing I got from that period of time, almost an enlightenment for me” A332</i>  <i>“I was very happy with myself and rarely do I feel that so” A568</i>
(3b) Because it also energised/had a positive effect on other areas of life too	<i>“Because after it, I feel like I can do everything in my life, not only studying but also other thing as long as I put efforts in it, it the rush of dopamine in my head” A187</i>
(3c) Because of the positive health benefits	<i>“It gives me the sense of hard work pays off and I can more or less achieve my goals in the end as long as I keep going. It's also disciplines me and the strict routine keep me fit” A193</i>  <i>“Because I came out of the project the fittest I ever been in my life” A486</i>

Table 23: Why participants would like to experience this type of motivation again. Group 3:

#### More intrapersonal reasons

The total number of mentions in each category and group was added, and these totals were also calculated individually for the DMC and long-term motivation groups (see Table 24). Group 1 (Reasons based on outcomes) demonstrates very little differentiation between the

DMC and generic long-term motivation groups: whether fuelled by a DMC or highly developed self-regulation, projects performed over extended periods of time are generally directed, with specific objectives and end points denoted by clear goals.

Within the general long-term motivation group, there was a greater desire to repeat the event than there was in the DMC group: Because it was a pleasant, enjoyable, and gratifying experience for learners in general. As learning English is associated with important instrumental benefits (i.e., money, and position), it was perceived by students as an attractive and important study subject. This situation may be due to the role of English as an international language in Vietnam as a result of globalisation (Dang et al., 2013). It is arguable that without the overwhelming positive emotionality generated by a DMC, which can override negative emotion generated by the monotony of boring tasks along the way, the importance of enjoyment of everyday experiences increases in terms of maintaining motivated action: it is arguable that had the process not been so enjoyable, these participants from the general long-term motivation group would not have maintained motivated action. However, it appears that for individuals in the DMC group, a distinct set of incentives was more informative in explaining their desire to repeat the experience.

The third group Intrapersonal reasons appeal to something deeper within an individual than the mere enjoyment of the experience as it unfolds, including a lasting sense of self. Category 3a elevates the reasons discussed previously to the level of a DMC, with respondents expressing a desire to experience it again not because the experience was good, nice, or fun, but because of the lasting effect that the experience has on their life afterwards. This, again, is precisely what would be expected if the DMC group is made up of participants who have had genuine DMC experiences.

It is critical to emphasise, however, that as previously said, such comparative analysis restricted broader importance. This is not just because, as previously said, many of the qualitative replies of respondents in the broad group of long-term motivation are quite valuable. Resembling DMC experiences and being described in relatively limited terms, however, due of the sample size, some of the observed differences could be contested. to be relatively insignificant. The significance of this broad overview stems from its capacity to assist us in comprehending the underlying causes of learners' DMC experiences, as well as its capacity to supplement and develop current understanding and serve as a springboard for further investigation of these issues, both qualitative and quantitative.

		<b>Total</b>		<b>General Motivation Group</b>		<b>DMC Group</b>	
				<i>Number of responses</i>	<i>%</i>	<i>Number of Responses</i>	<i>%</i>
<b>No reason given</b>		14	4	1%	10	2%	14
<b>(1) Outcome-based reasons</b>	1a	140	65	19%	75	17%	140
	1b	84	31	9%	53	12%	84
	1c	95	69	21%	26	6%	95
<b>(2) Process-based reasons</b>	2a	68	23	7%	45	10%	68
	2b	65	32	10%	33	8%	65
	2c	35	15	4%	20	5%	35

	2d	84	31	9%	53	12%	84
<b>(3) More intrapersonal reasons</b>	<b>3a</b>	<b>44</b>	<b>12</b>	4%	32	7%	<b>44</b>
	<b>3b</b>	<b>75</b>	<b>29</b>	9%	46	11%	<b>75</b>
	<b>3c</b>	<b>62</b>	<b>25</b>	7%	37	9%	<b>62</b>

*Table 24: Summary of the responses to “Why would you like to experience this type of motivation again?”*

This is highly reminiscent of DMC experiences as they have been reported on in previous qualitative studies and shores up the validity of the quantitative responses, in that the nature of these qualitative answers is consistent with the same levels of intensity and engagement.

#### 6.6.3 Negative responses within the positives

While describing the reasons why they would like to have this type of motivation again, participants listed a multitude of educational and enlightening reasons, clearly demonstrating the level of value that they placed on the experience. However, an important pattern that emerged from this dataset was that even those respondents who stated a desire to experience this type of motivation again also expressed unpleasant emotions in response to the event. This discovery points to an essential topic of research for future agendas, as it clearly represents a significant part of some persons' lived experiences, which should be taken into consideration. This component of DMCs is particularly important when contemplating possible applications of DMC theory in educational environments, as a better understanding of the genesis and impact of such negative emotion necessitates more in-depth research of the subject matter.

<b>(1) Personal emotional/health reasons</b>
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(1a) Because it requires too much personal investment (often at the expense of other areas in life)	<i>"I <b>didn't</b> have time for anything else and I felt that I abandoned other joyful things in life just to complete the project, it was not great"</i>
(1b) Because of the significantly increased levels of stress/feelings of pressure	<i>"Too <b>much</b> pressure and negative emotions. Feeling off-balance after the project."</i> A313  <i>"I always felt continuously stressful of my to-do list, I know it helps for productivity but not going to lie it was overwhelming sometimes"</i> A207

Table 25: Why participants would not like to experience this type of motivation again. Group

1: Personal emotional/health reasons

<b>(2) Project specific/other reasons</b>	
(2b) Because it was externally imposed	<i>"At first it felt like I was doing it for myself but after a while I felt like I was just <b>taking orders from people</b> and stressed <b>over their opinions</b>"</i> A210  <i>"I was under a lot of pressure to <b>impress my boss</b>"</i> A569
(2b) Because it is better to work at a steadier pace	<i>"I liked the push but after all it wasn't my working style"</i> A532

Table 26: Why participants would not like to experience this type of motivation again. Group

2: Project specific/other reasons

Seniority and showing respect are important concepts in Vietnam, influenced by the hierarchical structure in Confucianism; it is common that most Vietnamese feel they have the obligation to respect people who are older than them. Conformity to certain policies and procedures is essential for organizations to function properly. Most of us comply with these unwritten and tacit rules willingly without a second thought. But it's one thing to hold to rules and policy and quite another to fold yourself into a pretzel to gain approval from corporate honchos, managers or co-workers. This finding, as well as the students' additional explanations in the qualitative study, reflect Vietnamese collectivist culture, which emphasises the sense of belonging to a community (i.e., family, class), the hierarchical power in Vietnamese society, and the importance of being harmonious with significant people in their community (i.e., parents and lecturers) (Hofstede, 1980). Vietnamese people, as collectivists, do not "claim rights that would affirm individual interests in opposition to those of the ingroup" (Williams & Burden, 1999, p. 5). When their rights and personal goals (i.e., study a major rather than English) differ from those of other ingroup members, they tend to accept the advice or decision of the significant other who has more power (i.e., parents and lecturers). Conforming to group norms and obeying significant people's orders are regarded as their duties and the best way to maintain positive relationships with these individuals (Tran, 2006). Table 27 presented the data for this response:

		<b>Total</b>	<b>DMC Group</b>		<b>General Motivation Group</b>	
			<i>Number of responses</i>	<i>%</i>	<i>Number of Responses</i>	<i>%</i>
<b>No reason given</b>		12	0	0%	12	3%

<b>(1) Personal emotional/health reasons</b>	1a	65	40	12%	25	6%
	1b	75	6	2%	9	2%
<b>(2) Project specific/other reasons</b>	2a	44	28	8%	16	4%
	2b	60	32	10%	28	7%

*Table 27: Summary of the responses to the question: 'Why wouldn't you like to experience this type of motivation again?'*

Fear of negative evaluation has a full mediating role between academic stress and self-esteem. Students' anxiety about meeting their expectations from their families and failures in the school affect their self-esteem and self-confidence negatively. Various studies supporting this finding are also available in the literature (Chung & Lau; 1985; Nelson, Newman, McDaniel & Buboltz, 2013; Oishi & Sullivan, 2005; Smith, 2005). As a result, parental pressure for academic achievement on students and associated academic stress increase students' fear of being evaluated negatively at school. This fear causes students to lose their self-esteem. The fear of negative evaluation is a partial mediator between parental pressure and self-esteem and full mediation between academic stress and self-esteem.

#### **6.6.4 More insights from the question: Witnessing DMCs in others**

Having experienced a DMC makes persons not only more likely than predicted to recognise and report having witnessed DMCs in others, but also less likely than expected to report being uncertain as to whether they have witnessed DMCs in those around them. The responses from participants offer a rich observation on how they perceive DMCs experience manifested in their friends or colleagues. These observations seem to share one thing in common: A description of a highly specific end goal during the process. Table 28 summarise the themes of the observation of DMCs in others:

<b>(1) Outcome-based reasons</b>
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(1a) Achieving a set goal/ outcome	<p><i>“One of my friends studied really hard to achieve high IELTS band score. She even quit the job at a company to spare time to review for this test in one month. I hardly ever saw her to be outside of the house at that time, she might spend more than 10 hours a day just to practice the test. <b>She seemed forgot everything happening around her at that time.</b>” A102</i></p>
(1b) Enabling them to achieve more than they had expected/believed possible	<p><i>My friend really wanted to receive scholarships, she couldn't go to university without that scholarships so she put all her efforts and time to study. She always thought about it and found ways to achieve her goal all of the time. She asked anyone who already had scholarships about their experiences. She didn't go out much at that time and finally she got it. I think she totally deserved that.</i></p> <p style="text-align: center;"><i>- A562</i></p> <p><i>I used to teach a male learner who aimed to achieve an overall band score of IELTS 5.5. His proficiency level was about 4.0 at the time. As a businessman, he had to work so much but he never skipped classes and always went to class on time. After 4 months studying, he took the IELTS test and got 5.0. He didn't give up. He came back to me and practiced for another 2 months. During that time, he attended more classes and spent more time self-studying at home. He always asked me ways to improve listening and writing skills as he was quite low at those skills. Finally, hard work brought him a success. He achieved his target of 5.5. He was really happy. But surprisingly, he told me that he would continue to learn as he had got a new target: 6.5! <b>That was the first learner whose</b></i></p>

	<i>motivation for English learning was so intense that I have ever taught, it makes me reflects on myself a lot.- A44</i>
(1c) Pushing them to maximise their ability/potential	<p><i>“I used to see an <b>intensive motivation phase in a friend</b>. He tried to create new technology for preventing the situation of thief with motorbikes by using smart phone to locate the motorbike via setting up a special accessory inside. He was deep in the projects, days and nights, we barely saw him anywhere else rather than in front of his laptop. Due to the main motivation of losing property quite easily in Vietnam, he created successfully and now they have been sold quite popular, <b>it’s a very inspirational story</b>” A202</i></p> <p><i>My friend wanted to get to the master course at the university so much that she had moved from Poland to the UK to achieve it. However, because she was in USA for 1,5 years, she could not <b>access to the student loan, thus, she had to finance her course</b> by herself. In order to be a student, she worked 50 hours per week to save up in a year then kept working 40 hours per week while she was taking the course. It was very difficult for her. She was exhausted most of the time. But she finally got her Master’s degree.</i></p> <p><i>– A265</i></p>

Table 28: Witnessing DMCs in others

According to the study participants' responses, the positive impact of the experience on their peers influenced their L2 (second language) motivation. Participants discovered that the success, closeness, support, approval, and collaboration of their peers were powerful motivators for them to learn English. It was discovered that the formation of a cohesive

language community through peer interaction and support had a significant impact on participants' motivation. When participants felt like they were part of a supportive group that shared their goals and aspirations, they were more motivated to learn.

Participants, on the other hand, reported feeling demotivated when they were ignored or isolated by their peers. They found it difficult to articulate any reason to learn English when they did not receive support or collaboration from their peers. This suggests that having a supportive community is essential for L2 motivation. The study emphasises the significance of peer relationships and the need for language learners to feel as though they are part of a supportive community.

The study's participants were also able to identify the change and how DMCs manifested in their peers, colleagues, and family members. This finding is consistent with DMC theories, which suggest that people who have DMCs are more likely to recognise and report seeing DMCs in others. This suggests that the study's participants had developed a shared understanding of what constitutes a DMC and could recognise it in others. This shared understanding may have aided in the formation of a cohesive language community, which may have increased their L2 motivation.

## **6.7 Conclusion**

This was the first research project of its kind to investigate DMCs among Vietnamese students, using both quantitative and qualitative data. In this final segment, I will provide a brief overview of the most important findings. The number of people who responded to this survey and said they have had high DMC-like episodes of motivation in their own lives is the most important conclusion that came out of this research. The fact that over half of the participants (N = 430, or 53.8%) are represented in the narrowly defined DMC group is a notable discovery,

even though the nature of the dataset does not permit generalisation of this to the larger population. This lends credence to the claims that DMCs are not only easily recognisable in a variety of settings and countries, but that they are also commonly encountered by a wide range of individuals. In fact, one could even argue that they are a relatively common form of motivational phenomenon given the breadth of their prevalence. It is important to keep in mind that although the qualitative responses of many participants who were not included in the DMC group did indicate clear DMC-like characteristics, the presented figures are particularly remarkable due to the fact that they represent a conservative estimate of the number of DMCs contained within the dataset. Finally, the findings that were provided have very encouraging implications for the application of DMC theory to language instruction, suggesting hopeful reinforcement that DMCs might be successfully integrated into taught SLA. These findings were presented in this chapter. This significant topic is covered in further depth in chapters seven and eight of the thesis.

This study hopes to challenge the general perception of Vietnamese students by demonstrating that the DMC phenomenon is not only intriguing from a theoretical standpoint, but that it is also recognised and endorsed in Vietnam. This will be accomplished by demonstrating that the DMC phenomenon is recognised and endorsed in Vietnam. This study not only sets a platform for further exploration into the L2 Motivation of Vietnamese learners by examining DMCs in the context of a specific setting, but it also helps us innovate our approach to teaching Vietnamese by doing so. The encouraging findings from Study One provide more fire for the possibility of success in Study Two. It provides helpful insights that can be utilised during the stage of curriculum development and pinpoints areas that need more in-depth examination.

## CHAPTER SEVEN: DATA ANALYSIS AND DISCUSSION OF STUDY TWO

This chapter goes into the data analysis and findings of Study Two, which is focused on investigating the possibility of facilitating DMCs through group projects utilising the Step-By-Step framework, which was covered in Chapter 5.4. The primary goal of this study is to determine whether DMC experience can be actively assisted with the distinguishing qualities of DMCs throughout the course, and if so, how those distinctive DMC traits are obvious in a Vietnamese EFL classroom.

This chapter intends to give empirical support for the DMC construct's validity as well as valuable insights into the Vietnamese environment. The study is divided into several sections, which include the potential indicators for the success of a DMC potential project implementation, the characteristic features observed in the DMC experiences of the participants, the DMC structure as the centre of the Step-by-Step framework, the major changes in visionary goals, recurring behavioural routines, positive emotional loading, the role of stimulations, observations of fluctuations, and barriers to DMCs, such as exam pressure, family pressure on academic performance, peer pressure, and group conflicts.

This chapter attempt to offer a comprehensive knowledge to explore the possibilities for supporting DMCs through group projects utilising the Step-By-Step framework by evaluating these many features of the DMC experience and how they appear in a Vietnamese EFL classroom. It will also provide vital insights into how various factors can affect DMC implementation success and how they can be addressed to ensure DMCs have a good impact on students' learning experiences. Overall, this study adds significantly to the current literature on DMCs and provides educators and policymakers with practical advice on how to promote

DMCs in the setting of EFL classrooms. While all the three defining characteristics of a DMC (goal-orientedness, a salient facilitative pathway, and positive emotionality) were proven to be present in the students' motivational experiences by content analysis of both the journals and the interview data, the highlight of this study is the focus on a contingent path. This finding agrees with the findings of the previous studies such as Muir (2016), Henry et al. (2015), Zarrinabadi and Tavakoli (2017), Safdari and Maftoon (2017), and Sak (2019), who also validated the proposed components of the model in learners' motivational experiences based on qualitative data. It is important to note that even while the signature characteristics of DMCs were found to be present in the motivated behaviours of the participants, there were still certain components to be highlighted. In this chapter, qualitative data will be presented with the pseudonyms of the students and a code showing whether it is from the interview or journal data and the week that the data is collected. For example, Linh IW1 indicates the data is extracted from Linh's interview in Week 1 of the course.

### **7.1 The potential indicators for the success of a DMC potential project implementation:**

During the final week of the class, students were given the DMC questionnaire to investigate their potential DMCs experience. Twenty of the course's twenty-five students responded to the survey, and of those who did, eighteen of them firmly believed that they had gone through a period of intense motivation while taking the course. Concerning the implementation of the Step-by-Step framework, twelve students strongly agree that they are engaged and achieve positive learning outcomes as a result of the project. They expressed their affection for the activities they participated in, and how they developed the capacity to collaborate, think critically, and take responsibilities both academically and socially. In the final interview of the last week, positive notes on the successful implementation of the project are evident:

“The course has passed a lot faster than I expected. I didn't realise we had gone through 8 weeks of the term like a blink of an eye. I have made so many friends and

practised all my four skills almost daily. I hope Mr. Hai will be our teacher for next term as well, I really like how he taught us” – Linh IW8

The desire to repeat the experience is a key indicator of a DMC: where similarly extraordinary results are achieved in situations not fuelled by a DMC, the significant levels of effort demanded by the pressure of the situation can have a highly detrimental impact on individuals who are not supported by the positive emotionality that underpins DMC experiences. The overwhelming sentiment among the participants is that they would like to take a similar course again.

“I think the biggest lesson for me from this course is to keep track of my goals and be able to reflect on what I have worked hard to achieve. The project has changed the way I study English, the way I study in general, and I feel like it will change the way I do a lot of other things” -Hong IW8

“The course has helped me in my English skills and social skills, I have made new friends that care about me and we become close friends outside of the classroom. I think that is amazing”- Phuong IW8

“The course was nothing short of excitement, I learned this expression from the course [laughter], it was something I didn’t expect but turned out to be great. I am really thankful for Mr. Hai’s guidance and support throughout the course. It means a lot to me.” - Thanh IW8

DMC implementation has aided DMC participants in achieving their objectives and reflecting on their progress. The approach provides a structured approach to learning by guiding learners towards specific learning outcomes that are both meaningful and challenging to them. This encourages participants to take ownership of their learning and monitor their progress. As a result, learners can identify areas for improvement and work on them to achieve their goals, which can be a powerful motivator for ongoing learning.

The use of DMCs has improved the participants' English skills as well as their social skills, resulting in the formation of new friendships outside of the classroom. This suggests that the approach is effective in fostering both academic and social growth by fostering a supportive and collaborative learning environment. DMCs can create a positive learning experience that encourages learners to engage with the material and each other by focusing on the motivational and emotional aspects of learning. As a result, students are more likely to form strong bonds with their peers and feel more at ease participating in class activities, which can enhance their learning experience.

Participants have expressed excitement and enthusiasm about the implementation of DMCs, with one student stating that the course was "nothing short of exciting." This implies that the approach is engaging and enjoyable, resulting in a more positive and rewarding learning experience. DMCs can create a sense of excitement and motivation that keeps learners engaged and invested in the learning process by incorporating elements of challenge, curiosity, and relevance into the learning experience. As a result, learners are more likely to remember and apply information in real-world situations, leading to a more meaningful and rewarding learning experience.

The use of DMCs has provided participants with valuable guidance and support throughout the course, as evidenced by one student's appreciation for Mr. Hai's guidance and support. This implies that the approach provides a supportive learning environment that values and supports each participant's unique needs. DMCs can create a sense of belonging and support that encourages learners to take risks and explore new ideas by recognising and addressing the unique challenges and strengths of each learner. Learners are more likely to feel empowered



and motivated to learn as a result, which can lead to a more positive and successful learning experience.

Although the goal of the course was to facilitate group DMC in students, it is hypothesised that equivalent levels of drive would need to be modelled by those leading the class in order to inspire such an intense current of motivation. Hai clearly demonstrates all of the DMC markers discussed thus far: exceeding expectations, investing significant amounts of time and effort, keeping the goal in mind at all times, and experiencing it as something special. This will be expanded on in this chapter with more excerpts. Hai (the teacher) expressed his fondness towards the project:

“As a teacher, of course I look forward to more innovative ways of teaching, this project has been amazing for not only the students but also for my own development. We usually expect first-year students to slowly adjust to the university environment as the transition could be challenging for them. However, their performance was outstanding, they interacted with their peers, they reflected on my feedback and built their own momentum. I am very proud of them, not just because of the result of the course, which is important, but more importantly, I feel like I have made an impact on their learning skill, something that is beyond learning English.”

In addition, according to the final assessment, more than 92% of students received a pass mark on the term exam and advanced to the next level. Exceptionally, certain individuals were considered for advancement to B2 since their academic achievement and informal evaluations were exceptional. This demonstrates not only the significance of the research in facilitating DMC's experience, but also the practicability of implementing DMC's potential frameworks in Vietnamese EFL classrooms.

## **7.2. Characteristic Features Observed in the DMC Experiences of the Participants:**

In order to investigate whether DMCs experience could be observed during the course, I would like to present the data collected from the presented instruments for Study Two. In the final chapter of the book titled "Generating DMCs in the Language Classroom" (Dörnyei et al, 2015), the researcher emphasised the practical aspects of yielding motivational currents in an L2 classroom setting in order to facilitate the generation of group-level motivational currents in L2 classrooms by structuring the appropriate conditions. This chapter's focal point is the major role of a project-based attitude in a particular setting. With a project-based mentality, it is essential to progress toward a more inquiry-oriented learning in which professors take on a coordinating role by acting as a mentor, coach, and facilitator, while students gain greater autonomy over time. In accordance with DMC's theories for detecting DMC's characteristics, there are essential indicators for the successful creation of group projects with DMC-potential framework:

1. A sufficient support structure with a clear contingent path
2. A project objective that is both lucid and enticing, with a measurable outcome and nearby subgoals.
3. A setting conducive to good emotional loading through the utilisation of appropriate classroom dynamics.

In conjunction with the data gathered from students' and teachers' journals and interviews, discussion of each DMC characteristic will be provided to offer insights to the particular context of this study.

### **7.2.1 DMC Structure as the centre of Step-by-Step framework: A salient contingent path.**

The launch of a group DMC not only involves a targeted goal/vision but it also requires an adequately tailored pathway:

“...the salient structure of a DMC is more than merely a framework for progress; it is tailored for a specific individual in pursuit of a specific vision and, if successful, it becomes instrumental in generating and maintaining a great deal of the energy involved in fuelling action” (Dörnyei et. al., 2014, p. 100).

Examining how the processes of regular checks in which subgoals are evaluated and positive feedback is provided have an effect on the students, we now turn our attention to this tailored pathway. At each checkpoint, using the feedback bank that we created at the start of the course (see Chapter 5.3), Hai provided constructive feedback with an emphasis on recognising students' effort. According to Dörnyei et al. (2016), positive progress checks are comments or constructive feedback given to learners by a teacher or another person so that the learners can enhance their work in progress while participating in DMC activities. They might be anything from admiration and praise to grades and recommendations. Journal entries and interviews with students show that they value receiving positive affirmative feedback. The students explained that after their unique motivational periods, they were still engaged in their learning because they could use the quality feedback from their teacher to improve their long-term learning.

“Mr. Hai is a very supportive teacher, he is so caring, he talked to me today and checked on my progress with the weekly task of designing the flyer for the advertisement. I really like the way he shared his university experience with me” – Manh IW2

“Mr Hai is different from all the teachers I had in my high school, he doesn't ask us to be afraid of him [laughter]. I mean being obedient in the class, he is so positive. I could

feel that he thinks about the words he uses with us. They are encouraging and supportive, he always find things to appreciate” – Trung IW2

Manh and Trung's responses emphasise the significance of good feedback from teachers. Mr. Hai's encouraging and optimistic attitude, according to both pupils, has had a tremendous impact on their learning experience. Positive comments can assist students become more motivated and engaged, as well as boost their confidence and self-esteem. Positive feedback from teachers makes students feel valued and encouraged, which can lead to improved academic achievement and a more positive classroom environment. In contrast, a lack of positive feedback or too much criticism can have the opposite impact and lead to diminished motivation, disengagement, and a poor classroom climate. As a result, teachers must prioritise positive feedback and use it to improve students' learning experiences.

“It’s always good to know that you are moving forward and usually we know that by the marks we receive, but in this class, I feel we could know it from a different way because Mr. Hai always gives us specific compliments when we do something well. Today he complimented my final sounds and the way I pronounce the word “think”, it has been something I’ve been working on and it is good to get recognised.” - Nguyen JW1

“Today we got to learn the skill of giving encouraging feedback and I think it’s so important. I was still thinking about it when I got home, how much I remember the teachers who praised me and those who scolded me in front of everyone [laughter]. We learned phrases we could use to our group members, and I think it will make a different” - Manh IW2

“I felt awkward at first because surely, we are not used to receiving praises, but I can understand how it will change the way we support each other” - Linh JW1

The use of subgoals allows for a series of regular checks to be performed, which not only makes it possible to monitor the students' progress but also serves as a surrogate for targets and evaluating criteria. The forward movement of a DMC is assisted in part by this second component that contributes to the forward movement. Close monitoring that is carried out in a methodical manner, both step by step and stage by stage, is what provides the impetus for continuous efforts and what keeps the momentum going. When the students discuss their subgoals in connection to their long-term goals of affiliation and integration, the path is divided into waystages, and each subgoal represents one step closer to achieving the ultimate objective. A few of the students have provided their perspectives on how subgoals help them to remain on track:

“We created a list where we could tick or cross things off when we completed a task, it feels so satisfying to do that together” Hanh IW2

“We learned the importance of small steps. This week I am focusing on chunking my speech appropriately, so I don't use a lot of hesitation words and it is checked by my group members. Every time I make such hesitation, they will point it out to me and that has been very helpful” Linh IW2

Checking on communal development is important in and of itself, but collaborative feedback or practise in general is also essential. When students participate in collaborative practices, their DMC-generated motivation increases. It is noteworthy to note that these activities are nearly often carried out in groups, implying that learning through collaboration accelerates the growth of a DMC's motivational momentum. Following that, the question of what grounds could be used to support this argument arises. In this sense, looking at the reported benefits of collaborative learning may be useful in offering a few persuasive answers. In a widely read publication, Laal and Ghodsi (2012) concluded that Cooperative Learning (CL) leads to

improved levels of performance and productivity. In a similar line, the very nature of a DMC directs students' attention to a certain goal and, as a result, helps pupils to be goal-oriented. In light of this, and keeping the benefits of CL in mind, one obvious inference that can be formed is that learners who experience DMC in collaborative contexts feel a larger sense of success than they would otherwise. Learners have the opportunity to work in a mutually beneficial and constructive atmosphere, which equips them to achieve more when they are in a setting like this.

It's possible that their goal of being fluent in spoken English is related to the fact that they prefer to work on things in groups. This is another possible explanation. As was mentioned before, the most important component of the majority of students' L2 goals is an emphasis on improving their speaking abilities. In this aspect, CL affords Nguyen and Manh the opportunity to develop their spoken communication skills, which is extremely beneficial seeing as how the accomplishment of a collaborative endeavour is primarily reliant on the participants' ability to negotiate the meaning of the work. It is common knowledge that for a group project to be successful, each member must actively participate in the decision-making processes. During these times, group members should be on the lookout for new ideas, sharing information, and providing their feedback. It may be argued that the students' social and interpersonal abilities, as well as their competency in oral communication, benefit from the total process because it does so much more than just that. It is possible that they have a disposition that favours collaborative learning activities in the classroom because they gain a higher sense of achievement, as well as opportunities to improve their communication and interpersonal skills, when they participate in these types of activities.

To the teacher, observing a new class dynamic greatly improves his decision-making. Teachers will gain a better understanding of the effect of his methods and strategies on their students' learning styles if they record lessons, personal feedback, and student feedback. Long-term and through extensive experience, a teacher can learn to quickly identify potential obstacles or pitfalls associated with a particular teaching method or strategy:

"I suppose the first thing you do is learn their names, their learning styles, get to know them as individuals, and then you start teaching them. As I become more accustomed to the many different student learning tactics and approaches, the necessity of adapting my lesson plan to accommodate these differences becomes more and more important. I use the reflective process to demonstrate a very flexible and spontaneous teaching style, by adapting my pedagogy in the middle of a lesson for the best possible result at the end of the lesson. This style of teaching is dependent on the situation, atmosphere, students' reaction, and availability of resources." -IW1

Knowing a student's DMC would also assist Hai as a teacher in attempting to sustain the student's intense motivation for a longer period of time through small actions that could have a large impact, he highlights the focus on individuality:

"Taking a few minutes before class to talk to Linh about her approaching IELTS, for example, could fuel the fire of his DMC. Furthermore, if I know the students' DMCs, I will also know their subgoals, which I can help with by providing the necessary tools. If a student's subgoal is to improve their pronunciation, putting a little more emphasis on it in class, giving the student extra material, or suggesting a pronunciation

application could all go a long way toward helping them maintain their motivation extrinsically.”

By doing this, the teacher can better understand the student's motivations and subgoals, and tailor their instruction to support the student's needs. This can include providing extra materials, emphasizing certain areas in class, or suggesting external resources like pronunciation apps to help the student maintain their motivation. In short, taking the time to understand a student's DMC and subgoals can lead to more effective teaching and better outcomes for the student.

### **7.2.2 Major changes in visionary goals: established and internalised**

A DMC is always and, in every situation, directional and the relative success of a DMC depends on a clear vision being formed and properly internalised. The students appeared to be under the influence of a powerful motivational current that had been initiated at the beginning of the course, particularly in the manner in which they expressed their goals and their expectations of the course, which revealed a pattern in the journals and interviews. The idea that a change in the sociocultural setting in which second language acquisition takes place can catalyse the development of a motivational surge to pursue a personally relevant L2-driven goal appears to be consistent with the available evidence. In fact, even in our everyday social lives, the act of acquiring new knowledge or experiencing something in an unfamiliar environment has the ability to cause either temporary or permanent mental alterations. It's possible that this will eventually lead to the opening of new doors in one's life. In a similar vein, it was discovered that the transition from the environment of high school to that of university had a positive impact on the students' level of motivation.

At the beginning of the course, the general L2 visionary goal of most students was to develop a high level of competence in spoken English. In other words, we can argue that the goal-



oriented aspect of the students' DMC was related to achieving mastery in English. From the students' responses to the questions "What are you looking forward to achieving from this course?", two groups could be observed. The first group of students showed general goals such as passing the exam or getting good scores on their tests:

"I am ready to start the course, I want to improve my English, it's simple as that I think, maybe get better at speaking it, I am always too shy to speak" Quynh JW1

"I want to qualify for second term and not have to resit the test, it is quite expensive to fail in university [laughter]- Hang IW1

"I want to improve my English skills so I can have better score for my first year, I don't want to think too far ahead, but good scores never disappoint" – Le JW1

"I am planning on taking the IELTS in 3 months so hopefully this course helps me a bit with my English. I am taking other courses for IELTS as well so I could say I am well prepared."- Linh JW1

Instead of studying the skills required to become fluent in English across four skills, the students focused on preparing for university tests, as indicated by their responses. This is consistent with the effect of test performance stated before in Chapter 3. This group of pupils did not emphasise a specific ability while indicating their intention to master English. It is considered that their test scores represent their efforts to acquire a comprehensive understanding of English. This is an intriguing conclusion because it is commonly considered that DMCs' objectives should be self-concordant, and these self-concordant objectives are typically regarded as "intrinsic" (see Chapter 2). However, the fact that the Vietnamese English system is mainly centred on tests and exams could provide a foundation for the establishment of DMCs.

In the second group, students' answers went beyond the scope of a typical motivational argument. They expressed a willingness to exert effort to improve their English proficiency in specific skills, which appears to exceed a usual level of drive. Some of them suggested that they had been interested in engaging in English language learning techniques since they were young. In addition to their formal English studies at school, they continued to study English independently. In this group of students, the start of a DMC can even be more obvious to be observed: emotive words are used more often, and their goals are well-established:

“This university course will be so different from what we used to do in high school and I feel excited for that, I didn't like the way we were taught in high school, it was very passive. I love English and I watch so many English programs. I think that's why I am confident with my level now. You can take a test to skip this beginner course I think but I want to start my English training systematically.”      Phuong IW1

“Expectations? I actually have a lot of them [laughter], I used to lead a tutor group in English but mostly for paper tests. I was disappointed to be placed in A2 level. I was quite sure that I could skip the beginner course. But now it is about to start, I feel very excited, I heard good things about our instructor and I know it would help me a lot. My weak points are speaking, I understand everything but can never speak fluently. I didn't have time and opportunities to practise in high school so I will take the opportunities to work hard on that skill here in university.” – Hanh IW1

The student's response to the question about their course expectations suggests a high level of motivation and a desire to enhance their language skills. Despite being initially upset with being put in the A2 level, the student is eager to study and has heard positive things about their

instructor. The fact that the student has prior English and tutoring experience may indicate a greater level of dedication to developing their language skills. The student has recognised speaking as a weakness and has a strong desire to develop this skill. Their self-awareness and determination to overcome obstacles suggests that they have a positive attitude towards learning. Furthermore, past experiences, both positive and negative, may have influenced the student's expectations, underlining the significance of managing students' expectations and addressing any issues they may have. Overall, the student's expectations demonstrate a good attitude towards learning and a willingness to work hard to develop their language abilities, giving the instructor useful information into how to best assist their learning.

“I am from Hong Ngu, a province next to the border with Cambodia, it’s quite rural, this is my first time away from home and I am both scared and excited for the first class [laughter]. I don’t have many friends here so that could be something to be worried about. I used to have study groups with friends from home, we will do test papers together. I think with university courses there will be more oral assessment so I am shifting the focus to improving my speaking skills” – Nguyen IW1

This can confirm that the most important potential triggering factor for the launch of students’ DMC was the unique sociocultural dynamics of the university. It became apparent that such an environment provided the students a motivational space where they were able to demonstrate how good they could be in English.

Although both groups shared a certain expectation of the course, the second group seems to have clearer goals in terms of their English skills. Especially among the students in the second group, there is a shared expectation of a change in assessment method, they expected that at university level, they would be assessed across four skills, which according to them, benefit their English proficiency. This shows a certain level of course research and self-reflection

In the second interview session of Week 1, there are clear changes to the way students express their goals. There is no distinct group separation, most students develop a clear vision of what they would like to achieve after the course, with descriptive details of their future selves. These visionary goals are both related to academic performance and personal life, but most importantly, it can be seen that self-concordant goals are observed more frequently:

“I really like the goal-setting task, it is a lot easier to follow a lesson when you know exactly what to expect from it, I came home and search for another goal setting technique and I think it is quite cool, it’s called SMART [laughter], so let me read it to you, **S** is for Specific or Significant, **M** is for Measurable or Meaningful, **A** is for Attainable or Action-Oriented, **R** is for Relevant or Rewarding, **T** is for Time-bound or Trackable. Mr. Hai said I could share with my group and the class in the next lesson so I am very happy.” Nguyen IW2

“I want to talk about my dreams and discuss topics comfortably in English. I watch a lot of YouTube videos, sort of vlogging videos and I really like to do that. It gets more views if you do it in English, but my English is not very good now, like I can understand but I feel nervous on camera, and it makes the whole thing awkward. I often imagine it, the vlog, in my head and I enjoy that feeling so much. Being a competent speaker can have a great impression and make me feel a lot more confident in different settings”

Linh IW2

According to these responses, providing clear and relevant goals is an excellent strategy to push children to learn English. The SMART strategy is a popular and effective method for establishing specified, measurable, attainable, relevant, and time-bound goals. The students in the first response were enthusiastic about this strategy, and they expressed a want to share it with their group and class. However, the second answer suggests that having a defined objective or desire, such as wanting to comfortably discuss issues or create vlogs in English,

might encourage students to study harder to improve their language skills. The ambition to become a good speaker can also boost a student's self-confidence, which is a crucial part of language learning. Setting clear, relevant, and meaningful goals can help students stay motivated and focused on their language learning journey.

“I am studying for the IELTS to get a part-time job and it’s important to enhance my listening skills. I want to understand all the listening recordings and have all my answers. I am aiming for 7, which is a good and challenging score (...). Many of my friends are doing the same thing, I mean taking the IELTS and I want to feel like I am at the same level” – Thanh JW2

“I want to make less hesitation in my presentation because that would make the whole speech sound better. Every time I present, I feel the pressure of speaking fast and fluently and it results in hesitation. I guess it’s hard to change a habit, especially one that has been with you for so long.” Le JW2

As it is seen, getting better in English became a way to fulfil their needs related to self-actualization and the feeling of proving themselves are enabling. As a result, students started to experience an increased sense of self-realisation at different levels. This is in line with the principal features of DMC. Dörnyei et al. (2016) put forward the claim that there is a unique kind of goal which is capable of inducing directed motivational currents and only a totally embraced goal with personal relevance can provide incentive for the launch of a DMC. This specific goal which is referred to as “a totally embraced goal with personal relevance” defines the requirements of self-concordant goals.

In a small group of students, there is also an interesting pattern of perceiving their English competence as social goals:

“I recently joined an English group with exchange students from Singapore and they said I could come visit, that really makes me feel like I want to be good (in English) enough to travel there and enjoy the trip. I have never been abroad, this could be life-changing [laughter].” Chi IW2

“I want to travel around the world, go to different countries to try the culture and the food (...), and obviously you need English to communicate with the people from different places. I think conversational English is the most useful skill for me, it makes me feel confident to approach a person in a new environment” Minh JW2

This study appears to support the idea that the goals that induce DMCs may not be entirely related to language learning, but rather to other subordinate purposes "for which acquiring an L2 was seen to be necessary" (Ibrahim, 2017, p. 29).

This is a reflection of the success of the introduction of the goal-setting skill development task, in which students are asked to expand their general goals into more descriptive phrases that relate to themselves. This task led to the success of the introduction of the goal-setting skill development task. The development of expertise in goal-setting is essential for the facilitation of DMCs because it is the first step toward having a set of goals that are both established and internalised.

“It is a totally new thing to me to look at my goals this way, it is really fun. We talk a lot about what goals mean. So many time, so so many times I tried to be motivated to learn English and it always faded away, now I feel that it was because I did not have a good set of goals” – Manh JW3

“We talk about internalising goals, it sounds like therapy [laughter]. In my high school I didn’t have this task so now I feel that it will make a difference in the way I see a lesson”- An JW3

This finding suggests that an individual's motivational current does not necessarily lead them to master a target language in a holistic manner; rather, it could be oriented to a specific language area such as writing or speaking. For example, this finding suggests that an individual's motivational current does not necessarily lead them to master a target language. This line of reasoning may lead us to the provisional conclusion that even an L2 visionary objective with a limited range is capable of being resilient enough to induce a decision-making change (DMC).

From the teacher's perspective his reflective journal of observing the change in his students' goals is an intuitive way of learning from one's own personal and professional experience to inform practice:

“Keeping this kind of journal is like giving myself a voice, I'm writing down not only the students' goals but also how I feel from lesson to lesson and day to day. It's amazing to me how goals can change. First-year students usually have very hard classes because the change is hard for them. That's why it's important to know how students set goals and keep track of them if you want to know how they learn, in this case how to set goals in the classroom. Because each student is part of a class as a whole, it's not just up to him or her to keep track of his or her own learning. It makes me think of my classroom as a place with water, soil, and trees as parts of it.”

### **Observation of diversity of goals and shared goals among group members**

One of the key starting concerns for successful group project implementation is the creation of a shared goal capable of capturing student interest and stimulating deep involvement. Especially in the Step-by-Step framework in which the subgoals are clearly defined, assessed and reflected on, a shared goal among group members in the early stage is a prioritised and

closely monitored factor. In the second week of the course, data from both journals and interviews reveal fascinating insights on the diversity yet union of weekly subgoals among group members. There is evidence of a diversity of subgoals, a development in personal subgoals, in other words, the students create a link between their initial visionary goals to the weekly topic of the course and internalised it:

“The topic today was exactly what I need for my future trips, this week we are working on descriptive topic and I have decided that I am gonna describe everything to everyone around me to make the most use of my vocabulary learning time, it starts annoying to my parents but, well, [laughter]” *Phuong IW3*

“I got to talk about my childhood snacks and it brings back a lot of memories. I used to be so shy to express myself but I feel that certain topics just press the right buttons and the feelings help me to be fluent. I was so eager to talk about the snacks. I think the describing task could be one of my most favourite task so far” *Minh JW2*

These responses indicate that the students are interested and motivated to learn English. Students can connect the English language to their particular interests and future goals. They are enthusiastic about implementing what they have learned outside of the classroom and are eager to practise and explore with the language. They also appear to value the teachings' applicability and relevance to their daily lives, such as future travel or communication with foreigners. Furthermore, they demonstrate awareness and acceptance of their own accents and pronunciation while aiming for communication clarity. Overall, their comments indicate a good attitude towards English learning and a willingness to take the initiative in connecting their learning to personal goals and interests.



“A lot of other students talk about travelling abroad, I mean who wouldn’t like it [laughter] but the reality is not everyone can afford to travel abroad, specifically to the country with native speakers like England or America. There are a lot of foreigners here too and I think my goal simply is to be able to hold a conversation with them in this weekly event that I sign up to, that is my action plan for this week, I am gonna tell them about a Vietnamese dish, the only problem is how to bring that up naturally [laughter]”

Ngoc IW2

“We talked about descriptive language and a bit of accent today. I think one thing that my friends focus on is speaking like native speakers because it sounds nicer. I want to speak clearly, I don’t know if that makes sense but I feel like there’s no need to copy exact same way other people speak as long as you can communicate effectively, I am practising my final sound, especially the th, it’s a weird position to place your tongue”-

Trung IW2

It seems that the students have individual goals for improving their English skills, such as being able to speak more confidently, achieving good scores, and communicating effectively in different settings. Nonetheless, there is a sense of shared goal realisation when students work together to attain a common goal during group work. For example, in the first response, the student appreciates the goal-setting assignment and is excited to share a new skill with the class. In the second response, the student expresses a desire to be able to converse comfortably in English and to create vlogging videos. This implies that they consider the English class as a location where they may improve their skills and attain their common objective of becoming better English speakers. Also, students exhibit a desire to interact successfully with others, whether they are native speakers or foreigners, in the third and fourth responses. This

demonstrates that they recognise the value of communication and recognise that it may be a joint objective. While the students have individual goals, they also recognise the value of working together and supporting one another in order to reach their common goal of improving their English abilities. Meanwhile, as the groups were working on the “Marketing your favourite restaurants” in the second week, there are also significant insights from their entries and interviews regarding a shared weekly subgoal:

*“Our group is working on an interactive map for the best restaurant in District One. I love the activity because it’s about food, you know, who doesn’t love it. We actually find this common agreement on the colour board, the design, how the texts and images are place and I feel like we are working for big marketing company it was so nice” – Quynh JW2*

*“I have high hopes for our group idea, we are marketing a restaurant by promoting nail service in the waiting area, it works with Hadilao (A popular hotpot restaurant), it is gonna work for us [laughter]. The fact that we are all girls brings a nice united thing to our group, it is so easy to talk to people who care about the same thing as you do, we feel like whenever we describe it we can actually see the nail station in our head”- Hong IW2*

The feeling of belonging to a group encourages learners to maintain their membership by surpassing themselves to achieve the collective goal. Especially when the collective goal aligns with their concordant goals. Besides, it can be observed that Linh’s feeling of self-confidence might explain why she continued benefiting from the DMC experiences after the waning of the motivational flows. The more initiatives a learner takes, the more they are aware of their learning capacities, and the more autonomous and motivated they are to learn. The result

supports Dörnyei et al.'s (2016) hypothesis, which indicates that learners may engage in a project if they perceive that their competence allows them to achieve it. While the new motivational state it is powerful enough to induce a change in a learner's behaviour, it is strong indicator for DMCs:

*“To be honest, I never like working in groups, but this task is amazing, I love how we are allowed to come up with absolutely anything in our mind and our group is doing well with the map idea, I like how my touch on the design is appreciated, it feels great”*  
 – Linh IW2

These insights confirm that it is possible to design tasks that fosters a network of subgoals which include both diverse personal subgoals and a weekly shared goal among group members. Even from the accounts provided in the previous section, it is obvious that a DMC experience has a very unique, intricate, and dynamic profile. Results from the first research question suggested that a DMC might have its roots in sociocultural dynamics, that it could both influence and be influenced by other concurrent goals, and that it could also be influenced by prior learning patterns. This finding is also in agreement with that of Dörnyei et al. (2016) who suggested that the people caught up in a motivational current explain the unique nature of this exceptional motivational period by using metaphorical language to express their feelings towards the experience.

Another significant finding regarding the shared goal is that over the course, as the topic changed weekly, the group members developed a shared understanding of their group's identity and characteristics. Some groups even developed a shared priority of a very specific language point to focus on weekly, this shows that they regard English learning as a prior condition to achieve their other purposes.

*“Many of us work part-time in District one and we agreed that we would focus on expanding the conversations with our customers to practice what we learned. We also*

*do role-plays with those who don't work part time. I guess our group's focus is practical."* Linh JW3

*"As I start getting close to my group members, our group tasks become easier and easier, we can almost instantly click on the ideas and we start having this amazing connection."* – Nguyen JW3

This finding appears to be consistent with the argument that the goals inducing DMCs may not pertain solely to language learning, but instead may have relating to other subordinate goals "for which learning an L2 was perceived as necessary" (Ibrahim, 2017, p. 29). This is consistent with Dörnyei et al (2014a, 2016) conception of DMCs, in that the participants' successful group cooperation resulted in some form of social wellbeing. According to Johnson, Johnson, and Smith (1998), the effort of DMC group members creates "*an emotional bond with collaborators liking each other, wanting to help each other succeed, and being committed to each other's well-being*" (p. 19). The diversity of goals in the groups is in line with previous findings, as Dörnyei et al. (2016) note, the triggers that start a DMC can be of a diverse nature. The stimuli for the DMCs found in this study were an occasion for action. This finding confirms the claims by Dörnyei et al. (2016) by providing evidence that there are diverse stimuli for DMCs (group DMCs in this study). As it can be seen, the triggers for the DMCs are the same as the target goals of the DMCs. This is in line with Muir (2016) who reported that "the goal for a group project both acts as the initial fuel to create momentum and the spark which ignites it" (p.71). Moreover, the results of this study confirmed Dörnyei et al.'s (2016) ideas in that DMCs are launched when basic motivational conditions are present.

For example, the two groups whose goals were to present their plan noted that although the presentation is counted as part of the assessment, it seemed that they are doing something for their own development and enjoyment:

“In high school we have tests almost every week, personally I understand why, because we have to be prepared and, on our toes, [laughter]. Here, Mr. Hai asks us to set weekly goals that we can check on, I feel more in charge, it’s good. I am very ready to present on Wednesday, using Canva it would be something new and exciting for all of us” - Hong IW3

“I like the fact that I have a clear short-term goal, I am quite impatient and if the goal is like the test, I am not going to study for it so early, I have to wait for a little time pressure. But having weekly tasks helps a lot. This week presentation show how much time and efforts we invested in the project, like, it needs to be seen” – Phuong IW3

“This week we talk about jobs and then the topic narrows down to weekly goals to improve my CV. I like that a lot. It’s practical, it’s an action point we could take with our group members.” – Thanh IW3

According to these responses, having clear and defined short-term goals has been beneficial in fostering DMCs among students. As Hong and Phuong point out, setting weekly goals gives kids a sense of control and responsibility for their own progress. This approach is more interesting and motivating for students than standard testing, where the goals are unclear and students may not feel as in charge of their own learning.

Thanh's remark reflects the students' favourable attitude about the weekly goals, who appreciate that the goals are practical and can be used as action points. This implies that students value having goals that are relevant and valuable to their life outside of the classroom, which can boost their motivation even more.

“This week our group is sharing club information to improve our extra-curricular experience on our CV. It was really helpful because one of my group members is a secretary for the international relations club. They are very popular, and she told us about an event we could help with...” Ngoc IW2

“I referred a group member to my part-time job this week and he is very happy about it. I feel good to be able to help, it gets more practical, my mom called me yesterday from our hometown and I said to her I found a part time job from the class I attend in university, and she was very happy.” – Linh IW4

Furthermore, focusing on projects with real-world applications, such as upgrading CVs or obtaining part-time jobs, can be inferred to be another efficient strategy to facilitate DMCs. This is evidenced by Ngoc and Linh's comments, in which they express a sense of satisfaction and pride in being able to apply what they have learned in class to real-world situations outside of the classroom. The ability to help others and contribute to their community is also a major incentive, as demonstrated by Linh IW4's ability to refer a group member to their part-time work.

Overall, the use of short-term goals and practical projects has been helpful in fostering DMCs among English learners. The students have been driven to take responsibility of their learning and use what they have learnt in real-world circumstances because they have a sense of control and practical applicability.

The most unexpected finding was that learners going through a DMC experience may consider vision-related tasks as subsidiary tools in order to accomplish some sort of social objectives. To put it in a different way, even if an L2 visionary goal may demonstrate a strong and distinctive identity, it may still go hand in hand with other seemingly unrelated personal and

social objectives. This finding implies that a broader understanding with respect to the working mechanisms of DMCs could be reached via looking at sociocultural dynamics of learners' motivational orientations. This will enable us to develop more effective strategies in strengthening the motivational power of DMCs. The launch of some students' DMC-like experience was initiated as from the date they started university. To start with goal-orientedness, it was revealed that he has a wide range of L2 visionary goals underlying his partial motivational current. One of these goals was his wish to complete the prep school without failing, which is a short-term target. This finding was significant on the grounds that learners caught up in a DMC do not put their focus on a short-term target but such a current leads them to "a highly valued end-goal" (Dörnyei et al., 2016, p. 18). In other words, a DMC necessitates the presence of a future-oriented visionary goal. As noted by Dörnyei et al. (2016), a motivational current can only be triggered by a specific goal which carries a personal significance. Such types of goals have been conceptualised by Sheldon and Elliot (1999) as self-concordant goals, the achievement of which is quite significant for one's personal development.

### **7.2.3 Recurring Behavioural Routines: Individuals and Group routine:**

When caught up in a DMC goal-directed activities are performed with a high degree of consistency. Routines are established and individuals in the current and people around them are aware of repeated patterns of goal-oriented behaviour. These routines create a type of motivational autopilot, which Dörnyei and his colleagues suggest becomes "an integral part of the DMC experience" as engagement occurs without the exercise of volitional control (Dörnyei, Ibrahim, & Muir, 2015, p. 100)

“I work before the class, I work after the class, I work at home, even my roommate is surprised how hard-working I suddenly become” Anh JW3

“I remember getting carried away when I was doing the research for our group, I kept reading the reviews on my Facebook page and translated them into English in my head as I read it. I never did that before.” Phuong JW2

“I immediately ask myself what I want to achieve after a class or any task that I do, it becomes a new habit to me” - Nguyen IW3

One student, Anh, mentions working before and after class, as well as at home, implying that they have established a regular study routine outside of the classroom. This routine may be the result of the participant's participation in the learning process and desire to achieve their objectives. Working hard and being proactive may increase the participant's chances of remembering what they learned in class and succeeding in the course. Phuong, another participant, mentions getting carried away while researching for the group project. This indicates that the participants have established a collaborative routine and are actively engaging with one another to complete the course tasks. Participants may be more likely to learn from each other and build a sense of camaraderie that supports their learning process if they work together and share their ideas. Furthermore, the fact that the participant was reading reviews in English indicates that they are actively practising and applying their language skills, which can improve their learning experience even further.

Overall, the participants' recurring group routines indicate that they are highly engaged and motivated in the learning process. They are actively seeking opportunities to learn and improve their skills by developing regular study habits and working as a group. This level of



engagement and commitment is likely to improve their learning outcomes and prepare them for future academic and professional endeavours.

“My study routine has changed, especially the group on Facebook, I look forward to the notifications from it now.”- Manh IW3

“I made a new friend from the language learning group on Facebook [laughter] that just sounds funny, but we became friends and tag each other on new posts and content in the group. I used to wake up and scroll on my social media, now I go straight to the laptop to check on the group.” Le IW3

Another key finding emerging from the analysis has to do with the behavioural routines of the students in a group level. As noted repeatedly, individuals start engaging in new behavioural routines once caught up in a DMC and these newly set behaviour patterns are mostly different from previously followed ones. In this regard, the findings indicated students' fondness for a new routine with their teammate, some of which include extracurricular practices. The students developed a weekly recurring routine to work with their group members on the project tasks, both inside and outside of the classroom. They expressed their fondness for the routine and towards out-of-school extracurricular activities. Some of the students expressed how this newly-form routine contradict their introverted personalities previously but still engage in it:

“I would never think I will be the one who checks on our group tasks but I now do it every week, eagerly [laughter]. We meet and the first question I will ask is how everyone gets on with their assigned task, I am not even the leader, it is a habit now!” Chi IW3

This argument, in turn, seems to validate the assumption that a fully-fledged DMC brings along with it a totally new routine and has the ability to alter students' previous perception on their willingness to take part in the project despite their initial doubts.

### **7.3 Positive emotional loading: A classroom for independent learners**

When it comes to instruction in the classroom, the majority of the students expressed support for using a more flexible organisational framework rather than adhering to a fixed one. It is evident that teaching procedures that are adaptable while still having clear boundaries and that leave room for individual autonomy and self-expression are more likely to be supportive. In line with this finding, Ibrahim and Al-Hoorie (2018) discovered that allowing learners some degree of autonomy while they engaged in tasks could make DMC group projects easier to complete. It is important to keep in mind how the motivational progress is made in DMC at this point in order to provide a reasonable explanation for this tendency:

“Sometimes we actually forget it is a formal class that we take for university, it feels so relaxed, for example today we were so engaged in the conversations about food quality that when Mr. Hai asked us to come back to the class we honestly didn't want to [laughter]” – Minh IW2

“We are actually deciding everything we want to do in the class, as long as we tick the box of tasks at the end, I love that. So different from what we are used to that we found it hard at first” – Thanh IW2

Moreover, according to Muir and Dörnyei (2013), a dynamic multi-component culture (DMC) is built on the foundation of a potent "self-propelling behavioural structure" (p. 369). The term "self-propelling" gives the impression that a DMC does not need any kind of external control, and as a result, it takes the form of a "personal journey that is central to the sense of self"

(Dörnyei et al., 2015, page 101). This is because a DMC does not need any kind of external control. In light of such arguments, it seems reasonable to argue that students who are involved in a DMC experience a disinclination or an inability to remain focused on procedures that are restrictive, linear, and predetermined by third parties. Instead, they have a propensity to engage in processes of self-directed learning, which allow them to experience greater autonomy and independence. In addition, they add more values to the original lesson plan as the topic is extended in many directions. This could be a plausible explanation for why the students in the classroom look for opportunities to learn more about topics that are outside the typical and formal scope of the teaching processes.

“We didn’t know what to do with all the freedom [laughter]. At first we sort of just sit there and talk but then we started moving around as well and interacted with other groups, it was so fun” Khanh IW2

“Today I am leading the goal-setting task because I found the SMART technique and I got to share it with my classmates. I feel quite proud” Khanh IW2

In a DMC, positive emotions are experienced in the sense of well-being attached to the actualization of one's potential in the pursuit of a highly self-concordant ultimate goal. The co-relatedness of these different forms of eudaimonic pleasure is frequently in evidence when the women describe the emotions connected with learning processes and desired end goals, for example when reflects on how her life has changed over the preceding 18 months:

Emotional loading:

Analysing the interview data showed that motivation in group DMCs was contagious. The participants reported that teammates’ high motivation influenced their motivation and gave them energy to continue toward the goal. Some students referred to their group members’ effort and high energy and mentioned that she received energy and motivation from them:

“My group members help me to pick up my energy, when I see them being engaged in a topic, it’s almost natural for me to join in and contribute my ideas. I don’t like to be the first person to start talking but I really like to be part of the group conversations”  
Ngoc IW4

“Our leader is my role model, he’s responsible and always works hard. When we have a topic to focus on he is very patient to explain to me but also shows his excitement, I find that very encouraging. Everyone in our group can see that he is a positive influence for us all. - Linh IW4

Interestingly, the data also indicated that there was mutual exchange of motivation and energy between the group in the classroom, especially when there were activities involving competition. For instance, the participants in the second group referred to their counterpart’s devotion to the quiz and noted that their motivation increased when they saw their effort for reaching the upper level on the scoreboard:

“We are actually impressed by team “Avengers”, they tried hard, we are too good [laughter]. To be serious, I think their spirits push us to keep our scores so we are not moving backwards. My group members saw how united they are and we are also working on our strategies to stay powerful as a group” – Manh IW4

As we have seen, creating group connection is an on-going process that promotes pro-activity. Personal investment in this process can ensure and enhance the overall quality of group work, since the underlying objective is to examine together. This underlines the fact that the process of exploring and understanding the group's identity was difficult at first, but that as it became clear that the project's success depended on it, members were motivated to work extremely

hard to carry out their objectives. As they improved their communication, they began to have larger expectations for the results and for each stage. The group members share the satisfying feeling of accomplishing goals, which keeps them motivated throughout the project.

#### **7.4 The role of stimulations:**

The classroom activities in all the four weeks were designed so that simulations can be from obtained different sources. We believe that it is essential to direct the attention of the students from one place to another regularly during the class. When students' interests and senses are piqued to a greater extent, they will become more engaged with the material that is being taught to them. When students are required to spend countless hours filling out worksheets or when the content being taught is uninteresting or appears to be irrelevant, it can be challenging for them to remain engaged in the process of learning. Students in an engaging classroom are allowed to move freely around the room, are taught different ways of obtaining knowledge, and are actively encouraged to question everything that is going on around them. Because of this, it is much simpler for them to participate actively in the process of gaining knowledge.

“I love Kahoot, I like quizzes and I like competition, I feel like it will get me back to the class if I get bored or distracted. I wish we have Kahoot every day the course will be like a gameshow [laughter]”

“I think it’s the highlight of the class every time we compete and we win as a group, we were so happy today. When there’s time pressure, it seems fair to collaborate with others and work together and then it’s rewarding to win.”

“I don’t think much about it until we lose the quiz and my teammates are upset, I feel related to them in a second, it’s a funny feeling.” Thuong IW2

Students believe that Kahoot and Nearpod allow them to feel connected to their classmates and to have their learning requirements satisfied from home. Furthermore, it is obvious that students' attitudes toward the implementation of technology, whether in the form of an online quiz platform or online social networks, are favourable because they are user-friendly and allow effective communication and learning (Al-Said, 2015). In addition, students indicate that the application enables them to feel connected to their instructor and classmates while addressing their academic demands.

As time progresses and the education system continues to expand, teachers dedicate a large amount of time to identifying new, efficient and advantageous means of communicating course material to all pupils. Due to the rising ubiquity of technology in modern culture, the educational community has moved its focus to classroom integration strategies for digital applications. It is evident that these stimuli are significantly relevant to the DMC experience of the students.

### **7.5 Observation of fluctuations and barriers to DMCs**

Data from both journals and interviews showed that some students' weekly motivational states fluctuated significantly and dramatically over the course's 5-week duration. Some students in this course find it difficult to maintain the same level of motivation, whereas people who are going through an intense DMC period are thought to direct all of their resources toward their end goal with great commitment and devotion without feeling bored or facing any significant challenges:

“I don’t feel good today, it’s something personal, it just affects my mood in general and I couldn’t focus on the class content or our group discussions”- Khanh IW2

“It takes me a longer time today to get into the discussion because I felt distracted, I didn’t sleep very well and felt so tired”- Le IW3

“I think this is off topic, but I really don’t feel like studying today, I barely slept last night and if it were not for the attendance rate I would rather stay home. What’s the point of going to class when you are not taking anything in?”- Phuong IW3

Similar patterns scattered in the weeks of the course. Despite its complexity, the students' motivational pattern exhibited intermittent regularity. It is not unexpected given the dynamic nature of the systems. The system behaviours of a complex dynamic system are typically unexpected, yet all complex dynamic systems can exhibit temporal regularities known as "attractor states" on occasion (Dörnyei et al., 2015). To explain this intriguing finding, a few explanations could be offered. First, it seems reasonable to argue that making gradual progress towards a DMC-related end goal is a long-term process and thus every single phase of this process does not necessarily entail feeling motivated. Instead, what matters here is to recognize the fact that motivational fluctuations are inevitable and what individuals need to care about is to internalise and personalise their vision with great commitment and devotion. This, in turn, could be enough to keep remaining on the way. Another possible interpretation is that being caught up in a DMC, like the experiences of other students, does not automatically lead to a surge in the perceived level of motivation. A motivational current just helps stay focused on a final end point, but it does not predetermine to what extent or in what ways the progress will take place. It is in this relation that a DMC manifests itself as a “personal journey that is central to the sense of self” (Dörnyei et al., 2015, p. 101).

### 7.5.1 Exam pressure

Exam pressure was another pattern that surfaced during the interviews, especially in the final week of the course. Students are required to take achievement examinations for the midterm and final, as stipulated by the course syllabus. The aggregate results then determine whether the students will advance to the next level or remain at their current level for the next year. This exam is compulsory and will also have an impact on the financial record of the students. Given this, it is not unexpected that exam pressure emerged as an obvious phenomenon with implications for the overall motivational states of participants. Some students expressed strong opinions and concerns on the impact of tests on their motivating growth. However, it is important to note that while some students have a good attitude regarding exams and are therefore more motivated to put forth effort in navigating testing processes, others lose all motivation and interest when it comes time to study for an exam. The following paragraphs highlight the reciprocal effect of examinations on the motivating cases of students suffering a DMC:

“Mr. Hai said don’t study for the exam, study for yourself and then show it in the exam, I found it inspirational but hard to do, I still study with exam questions and samples. It gives me a secure feeling of knowing what to expect in the actual test” - Tran W4I

“Test pressure is the realest pressure [laughter]. I genuinely feel a lot more motivated when it is closer to the exam day. I can’t wait to proceed to the next level.” - Linh W4I

“It is closer to my IELTS so I am doing reading and listening tests every day, it is so stressful. I feel like it’s high school all over again. I have no energy to focus on the group project this week and I know it is bad for my other group members, but the IELTS is expensive, so I really need to focus”. - Minh W4J



In the light of such conflicting findings, it is not easy to offer clear-cut explanations as to the role of exams in enhancing or impairing DMC; however, some tentative assumptions could be made. The positive attitude seems to suggest that even if learners have a strong and specific L2 vision, they may remain committed to meeting arduous and often unexciting demands arising out of the regulations of formal educational settings. Thus, learners who experience DMC may feel compelled to maximise their grades due to some practical reasons. The negative perception towards exams, on the other hand, is not something unexpected because it is not common to find learners who are in favour of exams.

“I think it’s not very helpful if what we do don’t get counted in the final exam, why would we even do this project if the exam doesn’t change? Plus I always get super stressed out on important exam, I really do not like it”- Hanh IW4

“I get stressed out when the exam thing starts, it prevents me from doing anything else. My parents only ask how good my score is, I don’t think they care whether I am doing a meaningful project. Your exam score somehow represents you as a person, I just can’t stomach that” – Quynh IW4

It appears that this well-established tradition is no exception even when it comes to learners with DMC. During the interviews, the underlying cause of the lack of exam dedication was revealed. They frequently reported that they have a fear of low exam scores, so their anxiety level skyrockets when they perform poorly. This is also relevant to the following family pressure factors. It is possible that some students, such as Hanh and Quynh, are demotivated for reasons other than the exams themselves. Rather, pressure is defined by its negative impact on self-confidence. As previously stated, the positive feedback she receives from her

surroundings increases their determination to put forth effort in learning English. Simultaneously, exam-related anxiety poses a potential impediment to her ideal L2 self-image, which in turn undermines their self-confidence and leads to avoidance behaviour.

### **7.5.2 Family Pressure on Academic Performance:**

When students are burdened with such unrealistic expectations from parents, good intentions go astray. It is common in Vietnam that children are expected to score high in their exams in order to make their parents proud. But what happens when they are crushed by overly high expectations and are unable to achieve. Some parents obsess over these scores so much that the need for their child to achieve the top score overtakes all else. Parental pressure leads to stress and anxiety:

“I don’t really explain what I am doing in university to my parents, because they don’t understand. If I share my stressful experience because of a test or an exam, they worry more and then will call me every day to check if I am studying for the exam, which stresses me out. So no.” - Phuong W3I

“My parents have never been in university and they think it is the same to highschool where your grade decides everything. They also care about ranking, but apparently it does not matter here. I always get in an argument with my dad when he keeps asking about how I am compared to people in my class, it is very stressful” - Phuong W2I

It also seems that first-year students from academic households where at least one parent had a university degree exhibit higher stress levels than those from non-academic households, even though they didn't differ in other respects. The subjectively perceived stress levels, for example, were the same. The topic, impact of parental pressure on academic achievement takes on

greater significance in a teeming society, where education is a passage to affluence and the desire to edge out others and get ahead is keen.

On this topic, the teacher also believed that the pressure from parents is more significant than from any other source:

"Parents are the most important people in a child's life, so when they criticise or don't like something, it has a big effect on the child. It could make the student feel frustrated and less smart, and it could also make him dislike studying."

This is consistent with the findings of Study One on academic pressure, in that parental pressure serves as a motivating factor for children to perform better in school. In today's competitive Vietnamese environment, many parents fail to maintain the 'golden mean' in terms of academic pressure. They have demanding and controlling behaviours that put a lot of pressure on their children. Excessive parental pressure on children for academic achievement can be detrimental to their 'Creativity' and 'Self-esteem.' Parental pressure may have a negative impact on their 'Academic interest' and 'Academic achievement' in school, contrary to parental expectations.

### **7.5.3 Peer pressure**

As the students get closer to each other, there are evidence of peer pressure among members in a group and among different groups:

"When we first started, I didn't realise there was such a big gap in our group, some members are from gifted high school so they are ahead of us. Their English is so good it makes me feel a bit of pressure. So I spend a lot more time rehearsing what I want to say in the group before saying it out loud, it gets stressful sometimes" Hong JW3

“I feel that the pressure is kicking in as we are doing the checkpoints, we ask each other questions on the weekly goals. I know that it is good for me, this peer pressure, but I can’t help feeling like being interrogated, I guess I am just really shy.” Minh JW3

It is interesting that comparing themselves to others triggers them to drive their behaviour. It seems to be a common belief for Vietnamese people that those who are close to each other often resemble each other in both thinking and behaviours. While peer pressure can direct to a loss of individuality, it could help individual to be more focused on achieving the targets. There is also evidence that when they were ignored or isolated by their peers, they felt demotivated and even unable to articulate any reason to learn English:

“I feel lonely today in the group, invisible because I am not confident, my members are ahead of me and I don’t see a point of catching up, I am never going to be one of them”

Hong JW1

From the teacher’s perspective, having these insights helps him to timely intervene when peer pressure poses concerns to students’ academic performance or self-esteem. Thus he can still keep track of the project and the progress of the groups:

“Peer pressure could be very stressful, and I would overlook it sometimes if there is no close observation to detect it. I spoke to Hong directly after the class and I feel a lot better to develop this rapport with my students”

#### **7.5.4 Group conflicts**

A number of students mentioned the potential influence of other classmates studying together in the class as an example of social factors that could have a negative impact on DMC. Students that come from a variety of origins and share a variety of interests congregate in each and every classroom, making each of these settings a distinct socio-cultural milieu. As a result, a multifaceted environment not only makes it difficult for students to use their learning capacity

at an optimal level, but it also raises difficulties for teachers in terms of integrating everyone actively in the teaching process. This makes it difficult for students to use their learning capacity at an optimal level. In line with this, the findings of the interviews suggested that insufficient participation in the classroom by the other students creates a barrier for learners with DMC to receive optimal pleasure and benefit from the instructional process, which in turn leads to disruptions in their DMC experience. The following excerpts, which are quoted in their whole, indicate the extent to which the views of other class members place constraints on the operation of DMC:

“When you are in a group, it is almost certain that there is going to be conflicts, we had a tiny disagreement today in our group and you can see some tension...I am neutral and I think it is fair to speak up if you think someone is not doing the work they are supposed to do” Mai IW4

“I saw a meme yesterday about group-working, basically it says there will always be that one person who doesn’t care at all about the group. Well, it’s true [laughter]

“I am in charge of designing the leaflet, but people keep making so many changes to my design and not all of them are beneficial. I feel stressed, I think if a person is in charge they should be fully in charge, having the right to decide on the issue.” Hanh IW3

“I think it’s unfair to share the credits equally when apparently there are people who didn’t invest much effort. We are a group; I am leading my group but there is little you can do about someone who is not willing to learn” Nguyen JW2

“We are more classmates than friends, you know, we can discuss work and study, but I feel awkward to say directly to them how I feel. It’s down to personality as well, it

takes me a long time to get comfortable, so I just want to work professionally and not get too close with my friend.” Phuong IW3

It is natural for disagreements to arise when working with others due to differences in opinions. Some students find it difficult to accept peer criticism and struggle to accept ideas that aren't their own. Furthermore, students who are quiet may struggle to express their ideas in a group setting and may feel uneasy working with people with whom they are unfamiliar. As a result, they may be perceived as lazy, resulting in conflict. The findings emerging from the journals in the case of Mai were quite unexpected and surprising. As previously stated, the overall pattern identified in Mai's journals appeared to be more coherent and consistent. What is intriguing about this finding is that Mai's motivational experience was identified as DMC-like. Thus, under normal circumstances, the journal entries appear to be disorganised, disjointed, and irregular. Furthermore, Nguyen's overall motivation percentages are expected to be lower than those with a complete DMC. It was clear that not only were Nguyen's perceived motivational levels higher than those of the other DMC-experienced participants, but he also demonstrated regularity and consistency in his motivation.

Conflict is unavoidable in the classroom, and if not handled properly, it can harm the dynamics of the classroom or in this case, cause major fluctuation to students' DMCs. Instead of attempting to minimise conflict, inclusive faculty encouraged academic debate and disagreement. Conflict, when properly channelled, allowed for more ideas to enter the realm of learning. Inclusive faculty embraced conflict by planning for conflict resolution ahead of time (Chesler et al., 2005); encouraging, if not demanding, students to respect and appreciate those who disagreed with them (Elenes, 2006); and acknowledging that learning through a crisis can be beneficial (Kumashiro, 2003)

## 7.6 Conclusion for Study Two

This chapter concludes by presenting the outcomes of Study Two, which revealed that the researcher and Mr. Hai Nguyen's Step-by-Step framework with activities bank successfully supported group DMCs among Vietnamese EFL students. Students were able to envisage their L2 learning goals in great depth and actively shape their learning experience by creating weekly sub-goals, according to the study. Despite changes owing to personal and cultural factors, positive group interaction and influence substantially increased students' motivation.

However, the study also highlighted cultural elements that can impede the DMC experience of learners, such as group tensions, exam pressure, and fluctuating motivational currents among students. To address these issues, the reflective journal methodology was presented as a tool for instructors to assess their teaching techniques critically and discover answers to their own problems. The reflective diary also acts as a coping mechanism and psychological outlet for educators, fostering creativity and group problem-solving.

In addition, an exceptional component has emerged: the utilisation of reflective diaries. It was evident that journals evolved as a community-driven collaborative method to promote synergy among young, seasoned, and senior experts in the field of education. The findings of this study demonstrate that group DMCs can be actively encouraged in EFL classrooms in Vietnam, giving students with relevant and valuable gains. While some students unavoidably experienced and interacted with the motivational current more profoundly than others, the collected statistics indicate that the course was successful in creating a group DMC experience among students as a whole.

In conclusion, the Step-by-Step framework with detailed scheme of learning including activities bank, and assessment procedure, the reflective journal technique for both students and teachers facilitate group DMCs in the Vietnamese EFL environment in a practical and

successful manner. By recognising the distinctive traits and characteristics of DMCs, teachers can deliver curriculum that promote active involvement and student-centred learning, while simultaneously addressing cultural variables that may impede learners' motivation. This chapter gives useful insights into the possibilities of group DMCs in EFL classrooms and emphasises the significance of reflective practise in strengthening instruction and learning.

## **CHAPTER EIGHT: CONCLUSION**

This thesis presented two complementary investigations, both of which investigated DMC theory and its characteristics featured in the Vietnamese setting and among Vietnamese university student - a setting which has not been widely studied before. In this final chapter, I plan to summarise the key findings of both studies and discuss how they complement one another. Based on these significant findings, I would like to suggest some pedagogical implications that I believe would be useful in Vietnamese EFL classrooms. Section 8.1 and 8.2 summarises major findings from each study and highlights the educational implications of these findings, before the chapter moves on to Section 8.3 to discuss the limitations of this thesis. Finally, section 8.4 of this thesis discusses the future of DMC research and makes recommendations for possible DMC research agenda orientations.

### **8.1 Key findings**

#### **8.1.1 Key findings from Study One**

The most important finding from Study One is the confirmation of DMC's experience, it is demonstrated that there is a widespread recognition and significant influence of DMCs among Vietnamese university students across the country. Study One lends credence to the contention that DMCs are a well-known and accepted motivational phenomenon in society as a result of receiving responses from over 800 different Vietnamese individuals. This provides a strong



support for the idea that DMCs represent more than a unique spectacle only experienced by a specific small group of the population, this is in line with recent studies on DMCs (e.g. Muir, 201, Sak, 2019; Li, 2021). By isolating a DMC group based on participants' self-report within the responses obtained, the study discovered that as many as 53.8 % of participants reported having experienced strong DMC-like periods of intense motivation, either once or on multiple occasions throughout the course of their lifetimes.

Multiple lines of evidence support the conclusion that the validity of the isolation of these reactions in the DMC group may be shown. In terms of the reported level of intensity of the experience and the duration during which it lasted the DMC group significantly diverge from the general long-term motivation group. It can be seen that the DMC group reported experiences longer than those in the general long-term motivation group. It is also important to observe that participants who had personal experience with DMCs were more likely to report having recognised and witnessed DMC experiences in those around them, in comparison to participants who were a part of the general long-term motivation group. Within the realm of DMC research in Vietnam, as far as my knowledge goes, the multi-item DMC Disposition scale - Vietnamese version is the first instrument of its sort in the country. The precision of the DMC group that was found was able to be further demonstrated by the quantitative data that was gathered. It was shown that there were statistically significant differences in the responses of those in the DMC group and those in the general long-term motivation group on the DMC Disposition scale, with the effect size being medium. It was also demonstrated that within both groups, the scores on the DMC Disposition scale and the reported level of intensity of the experience were significantly higher for individuals who had experienced this several times as compared to those who had only experienced it once. This was demonstrated by comparing the scores of individuals who had experienced this several times to those who had only experienced it once.

Responses on the DMC Disposition scale discovered that there was no difference between the responses of male and female participants, and although there is an imbalance in sample size, it could be seen that there was only a minor variation in responses between the Vietnamese students who study in Vietnam and those who study in the UK. Previous claims that DMCs are not bound to proficiency levels or to specific contexts are supported by these results. This is quite encouraging and implies that it is possible for students to demand adequate amounts of autonomy even in formal teaching environments, which would allow for a DMC experience to take root. This conclusion is strengthened once more by the positive results shown in Study Two.

The qualitative findings that were reported in Study One offer a look into the various stages of DMC, including how it gets started and the reasons people either would or would not like to go through the experience again. At the beginning of the project, when it was being activated, there were several recurring motifs that demonstrated how the students were being dragged into potentially motivating currents as a result of both internal and external forces. For participants, the successful induction of a group depends on specific preconditions that must be established and must work together to produce success. These preconditions must be put into place and operate together to create success. The participants also mentioned that the fact they took ownership of the project aim on a personal level was because they believed in its significance and developed a distinct image of their ideal academic self. This, in turn, made it possible for them to accept the project and put in a lot of effort to achieve its final goal, tying the aims of the project with those of the individuals and the group. In addition to that, the conditions of the surrounding environment were also at their disposal. In addition, participants also mentioned that their DMCs were sustained by the fact that their instructor possessed the skills necessary to meet their educational goals, that the classroom environment was welcoming and encouraging, that there was a productive group dynamic present, and that the

instructional strategy was one that they found appealing. In the research that has been done up to this point, DMCs have been reported as an extremely beneficial experience. Even the explanations that the participants offered for why they did not want to go through the experience again are insightful. They shed lights on barriers to DMCs that are specific to the context such as: family academic pressure, peer pressure and social pressure. Taking these factors into consideration is a key step to establish a solid direction for DMCs in Vietnam.

### **8.1.2 Key findings from Study Two and the connection between the two study:**

The second study investigated whether it was possible to consciously support a group DMC experience inside an EFL classroom setting in Ho Chi Minh city, the South of Vietnam. This study was based on the idea that was provided by Muir (2016) on facilitating DMCs intensive group projects. The curriculum and lesson plans were based on the project framework of “Step by Step” which highlights a well-structured project with a contingent path supported by clear sub goals. The findings of the study show that both students and teachers were able to form powerful group DMCs, which lends credence to the idea that it is possible to intentionally foster experiences of this kind in language classrooms. This conclusion was reached based on an analysis of the qualitative data that was collected through Facebook interviews and journals. The data presented clear affirmation of the presence of the induced DMC, and all of the core DMC characteristics that were described in the literature review for this thesis were identifiable in a large number of participants. These included students exceeding their expectations, the goal being always on their minds, and the students enjoying the substantial amounts of time and work the course needed for them. Study Two utilised a qualitative approach and based its findings on interview information in order to investigate the presence of group DMCs in a EFL classroom. According to the findings, the three primary aspects of DMCs were also present in group-level DMCs. In addition, the findings of the study suggested that aspects like

responsibility, unity and coherence, collective efficacy, entitativity, attractiveness, and infectious motivation and emotions play a role in determining the amount of motivation and energy investment in the group-level DMCs. On the other hand, exam pressure, peer pressure family pressure and group conflicts cause fluctuations to the students' DMCs. The findings of the study offer evidence on the validity of DMCs that have been built for the purpose of understanding highly driven group initiatives. In addition, the findings suggest that group DMCs are characterised by several features such as attractiveness, high responsibility, contagious motivation, collective efficacy, and entitativity, all of which help push forward the energy and motivation to pursue the target goal for DMCs.

Moreover, the findings suggest that group DMCs are more likely to be successful when the topics are highly relevant to learners' needs. Furthermore, it seems that the data indicate that the drive and energy in group-DMCs are very contagious, and that the members' energy and positive feelings can be transmitted to other individuals who are a part of the group. According to the data, it appears that DMCs have a significant impact on students' levels of involvement as well as the amount of time and effort that students devote in order to complete classroom tasks. According to the findings of this study, group DMCs may be the outcome of attractive and ambitious class projects with goals that lead to a deeper interaction among students and sharing a similar result. In conclusion, the findings of this research tend to lend credence to the claims made in previous study on the role that cohesiveness and integrity play in facilitating group-level DMCs. The authors are of the opinion that more research has to be done on naturally occurring group DMCs in order to have a better understanding of highly intense collecting motivation in L2 environments. This study found supportive evidence for the advantages of group DMCs in motivating and engaging learners. The authors suggest that language teachers and English instructors use the frameworks outlined in Dörnyei et al. (2016) for generating DMCs in language classrooms. This is because this study corroborated the DMC

construct and found supportive evidence for the advantages of group DMCs in motivating and engaging learners.

In section 5.1, I discussed why the mixed method research is used in this thesis and how the the two study complemented each other. From the findings, they support each other in shedding light on the phenomenon of DMCs and their potential applications. Data from Study One demonstrates the prevalence of DMCs among Vietnamese university students, providing evidence for their widespread recognition and influence. By isolating a DMC group based on self-reported experiences, the study also highlights the fact that DMCs are not just a unique spectacle, but a well-known and accepted motivational phenomenon. The insights from the qualitative data is what Study Two builds on to investiagte the possibility of intentionally fostering group DMCs in an EFL classroom setting. Based on the project framework of “Step by Step”, the study shows that both students and teachers were able to form powerful group DMCs, and identifies several key factors that contribute to their success. These factors include responsibility, unity and coherence, collective efficacy, entitativity, attractiveness, and infectious motivation and emotions, all of which help push forward the energy and motivation to pursue the target goal for DMCs. The study also notes that external pressures such as exam pressure, peer pressure, family pressure, and group conflicts can cause fluctuations in the students’ DMCs. Taken together, these two studies provide valuable insights into the nature and potential applications of DMCs, both at the individual and group level. They also underscore the importance of identifying and addressing factors that can either support or undermine the success of DMCs, both in Vietnamese university educational settings and possibly beyond.

## **8.2 Practical and Pedagogical Implications:**

In the Introduction Chapter, it is stated that this thesis not only seeks to shed light on the DMC experience of Vietnamese students, but also hopes to draw sufficient teaching implications for EFL classrooms in Vietnam and other contexts. From the key findings, it can be concluded that DMCs through group projects have a substantial impact on Vietnamese language learners. The focus of this chapter will be on various possible instructional implications at various stages. The outcomes of the two research on DMCs have significant consequences for the ELT environment in Vietnam. As indicated in Study One, the prevalence of DMCs among Vietnamese university students shows that these experiences could be utilised to boost motivation and engagement in English language acquisition. By actively generating group DMCs in an EFL classroom, as demonstrated in Study Two, teachers can create a highly energised and motivated learning atmosphere that has a beneficial effect on students' English language competency and achievement.

Specifically, the "Step-by-Step" project framework utilised in Study Two might be adapted and applied to the Vietnamese ELT environment in order to develop interesting and challenging group projects that encourage DMCs. This could include collaborative projects that encourage students to work together to reach a common objective, as well as project-based learning that stresses a variable path with distinct subgoals.

Nevertheless, it is vital to understand that external constraints, such as exam pressure and peer pressure, can also affect the performance of DMCs in the classroom, as demonstrated in Study Two. When planning and conducting group projects that create DMCs, educators and curriculum developers must take these variables into account. Section 8.2.1 to 8.2.5 will further elaborate this argument.

### **8.2.1 DMCs in Curriculum Design and Lesson planning: The use of DMCs Frameworks**

As Muir (2020) emphasised, the Seven Frameworks for targeted intervention recognise that diverse project designs will be appropriate for varied classroom circumstances, student groups, and pedagogical goals. Muir (2020) used the term 'projects with DMC potential', which implies that any project design may only be viewed as having the potential to support the experience rather than guarantee it. With that in mind, understanding the students and the teaching context should be the focus for the teachers before attempting to utilise one of the Seven Frameworks. In addition, as each framework taps on a variant of DMC theory that becomes the main motivational drive. For example, in the case of this study, the DMC structure is central to the Step-by-step framework. Understanding these core features of the framework allows the teachers to effectively design the curriculum or plan their lesson. Although validation for the seven frameworks is still in its developing stage with the call for more focused interventions in different contexts, there is an established definition and guidelines for the implication of these frameworks (See Dörnyei et al, 2016). From this study, there are some aspects I would like to suggest for implementation of projects with DMC potential using Step-by-Step framework:

In curriculum design: As DMC structure is the central to this framework, it is likely to alter the use of resources, forms of assessment and teaching techniques. Ensuring these elements align and fit in the framework can be considered the most crucial task for the teacher. First of all, it is advisable to keep in mind the previous learning practices when using the focused DMC interventions in the classroom in Vietnam. This will possibly result in getting more learning benefits from the productivity of the motivational currents. The evidence offered by Study Two also indicated the need to focus on the implementation of vision-specific or goal-setting tasks as it is evident how excited the participants were when sharing their answers to the questions

of how and what they visualise when they imagined themselves using English fluently. It was revealed that the specificity and the range of an L2 visionary goal determines what kinds of out-of-school and in-class practices will offer more motivational gain to the learners caught up in a DMC. Last but not least, barriers to DMCs experience should be addressed in curriculum design so the students can feel that their project work is meaningful to the academic performance.

From both studies, it was also revealed that there might be a link between an L2-driven goal and other coexisting social objectives. Understanding these objectives is important to integrate them into the topics and material use in class. Moreover, a close look at the interaction between a DMC experience and other social dynamics might prove helpful in terms of spanning the duration of such motivational currents. Within the time scale of a single language class, an effective language task already includes several elements of the DMC framework: it will be well structured, subsuming multiple smaller elements each of which functioning as proximal subgoals, and there will be a clear starting point and a well-defined pathway which frames progression towards a specific outcome. To activate the full potential of a DMC however, the task's goal needs to be aligned with the students' broader language visions – that is, they need to see the task as meaningful and effective with regards to their L2 goals – and be given full control over execution. The final ingredient which needs to be ensured is a clear perception of progress – this condition favours tasks where attainment is incrementally perceptible, that is, where students have an ongoing perception of how the final product is taking shape.

### **8.2.2 DMCs and Classroom Dynamics**

The findings also underline the importance of taking advantage of collaborative learning practices. It became obvious that the practices involving participation and cooperation are more effective than individual learning practices with respect to maintaining the motivational



momentum in DMCs. This being the case, intentional use of collaborative games and task-based activities might be of assistance in facilitating efforts towards L2 visionary goals through creating an increased sense of achievement. Students also learn better by discussing and questioning each other's opinions and reasoning as this allows them to develop different perspectives of how they can go about completing a task. Data from Study Two also shows this promotes cognitive restructuring, enhancing academic, social, and emotional learning as a result. Learning in a group leads to better memory recall and understanding. This is because students remember more from group discussions than if they listened to the same content in a more instructional format. However, these benefits are only felt if clear goals are set, there is clear leadership, each member is assigned a specific role, there's equal participation from all group members, and the task is engaging and relevant to syllabus content

The current study also implies a need to place emphasis on the scope of an L2 visionary goal that initiates a motivational current. Looking at the details of the participants' DMC experiences, it was clearly understood that an L2 vision may be directly related to achieving proficiency in a particular language area such as spoken interaction. In this regard, activities conducive to boosting learners' specific L2 vision results in more satisfaction and pleasure. As a possible pedagogical implication of this, creating tailor-made DMC interventions in which learners with similar L2 visionary goals come and engage in vision-specific practices could facilitate progress towards their visions.

Study Two shows that students who contribute to group discussion and engage with the assigned problem-solving task are highly dedicated to figuring out a solution. When they find that solution, students report feeling extremely satisfied with their role in making that decision compared to students who weren't as involved. This leads to a more positive depiction of their group learning experience. Teamwork is a staple part of academic life and allows students to

explore complex tasks that they otherwise wouldn't have done if they had been alone, enhancing both their individual and collective learning. This is because working in a group exposes students to new perspectives, styles of thinking, and disagreement. This provides students with an opportunity to improve their communication skills, collaboration and provides a larger capacity for brainstorming different ideas. This not only contributes to a more holistic approach to learning but can help group productivity as well.

Study Two also shows that a majority of students reported that working in a group environment has helped facilitate their learning and collaborative skills in some way. Some students suggested that group work served as a learning process in itself; that is, they learnt about groups by working in a group. Therefore, group work activities should enable students to develop a better understanding of themselves and how their peers view them. By gaining constructive feedback from their peers about how well they did on a task and how well they worked as part of the group, students are better equipped to evaluate their social skills and behaviour.

Data from this study also highlight some barriers that could trigger group conflicts. It shows that the presence of conflict in group work, peer pressure and family pressure can negatively impact the students' DMC experience of that class, affect their individual learning, and increase stress levels. This is because students felt that compromising and coming to an agreement was an extremely difficult and draining process. This led to many students developing a fear of conflict. Thus, while monitoring the group work, it is important to observe if there is a large discrepancy in participation between the different group members. With a lot of group projects, it's common to find 1-2 students taking the bulk of the workload, whilst other members essentially freeloader. This can lead to conflict and breed bitterness amongst the different group members – especially if the student feels others are being rewarded for their hard work.

Both findings also point out that while most kids have DMC traits, not all of them learn in the same manner. Some people might require longer time to comprehend the assignment and internalise the lessons being taught.

On the other hand, some students pick up the information fast and even come up with their own method of learning the lesson. As a result, some students who work in groups feel compelled to learn quickly to the point that they either learn nothing or turn to copying. On the other hand, people that work more quickly can be working too quickly and trying to move on to the next assignment before everyone is prepared.

To sum up, this study stresses the importance of collaborative learning approaches in assisting students in achieving their L2 visionary goals. Participation, cooperation, and discussion in group activities can improve students' cognitive restructuring, academic, social, and emotional learning. To realise the benefits of group learning, however, clear goals, leadership, equal participation, and engaging work are required. The study also emphasises the importance of tailoring interventions to learners' individual L2 visionary goals. While group work can increase learning and productivity, disagreements, social pressure, and family pressure can all have a detrimental impact on students' experiences, lowering learning and raising stress levels. Furthermore, it is critical to remember that children have varied learning styles and paces, therefore group work activities should be structured to accommodate a wide range of learners. Overall, this thesis sheds light on the potential of collaborative learning practises to improve student learning and inspire them to achieve their L2 aspirational goals.

### **8.2.3 DMCs and Teachers' Development**

The results also offer some suggestions for language teachers. It became obvious that learners with DMCs are in search of regularity and organisation during the classes. Collective efficacy is the shared belief that the school's staff can have a positive impact on student achievement, in spite of other influences. A continuous cycle of checking in with and valuing student

feedback leads to engaged students, responsive teachers, and collective efficacy. Hattie places collective efficacy at the top of his list of influences on student achievement, with an effect size of 1.75 (Donohoo, Hattie, & Eels, 2018). Rudduck & McIntyre (2007) agree that consulting with students helps understand their values, beliefs and opinions, and is a strategy that can be used to improve student outcomes and facilitate school change. Teachers need dedicated time to regularly gather, analyse and share information about students' strengths and weaknesses with their colleagues, as in professional learning teams, so that they can find the best approaches to make students feel part of the school community (OECD, 2021; Schleicher, 2020). Responsive teachers and school teams gather feedback from their students to reflect on their own practice and gain a greater sense of their collective impact.

Drawing on this finding, teachers could benefit from setting a participatory learning environment to increase the productivity of learners identified with a DMC. Besides, the results support the idea of avoiding an authoritarian teaching style in the class. It was revealed that providing occasional flexibility and planning courses in a way that promotes student autonomy and independence has a great motivational potential to prevent disruption in DMCs. Furthermore, it seems that creating a positive, interactive and participatory classroom environment as well as utilising attractive and engaging course materials may prove advantageous to support DMCs.

#### **8.2.4 DMCs and Technology implementation**

Across Study One and Study Two, stimulations from the use of technology play a crucial role in activating the launch of DMCs and sustaining the experience. It ranges from using supporting E-learning platforms such as Kahoot or Nearpod to integrating the use of social networks in group projects. It is clear that the use of technology as much in the classroom as outside it makes the students feel much more motivated, using devices with which they can

practise a language through features. Especially for university students it's much more stimulating to learn with a tablet or smartphone than with a traditional textbook and its CD of practice exercises. Technology in language learning transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion. Students can study their English course using a variety of comprehensive apps which are able to synchronise even without the internet. A high-tech English classroom can be an environment where sharing, debating, creating and forming opinions is nurtured, a space which is much more creative and participatory. English classes stop being boring and bland with a teacher merely explaining something at a blackboard and become much more active in all senses.

Working in groups is proven in Study Two to become better with virtual whiteboards, the students are a lot more involved, and online exercises and interactive multimedia content are motivating for them. The use of new technology allows students to be much more creative and participative in the classroom. They prepare a basis of knowledge outside the classroom engaging with all the content in the course. When they arrive in the classroom, they share this knowledge with the rest of the students and the teacher to demonstrate what they have learnt and reinforce it in a coordinated way. Educational technology allows students to be much better prepared for class and provides teachers with attractive resources to make their classes much more human and sociable, where all students have the opportunity to participate regardless of their level. When used alongside traditional teaching, new technology can differentiate between educational centres, taking English teaching one step further in paying attention to diversity in the classroom and enriching the language learning process.

### **8.3 Reflection on the current study**

The current thesis, like all studies, has several limitations. Directed Motivational Currents (DMCs) are a relatively new phenomenon in the landscape of L2 motivation research; this

novel approach has only been studied in the last decade. As a result, research on the subject is still in its early stages, and many aspects of the DMCs may remain speculative. Given that a wide range of motivational dynamics may underpin a "Directed motivational current," it is difficult to investigate the impact of various parameters on DMC processes in order to fully comprehend the working mechanism of such a novel type of phenomenon. Despite careful considerations within my capacity, this study, including the Methodology, is subject to my understanding of the body of DMC literature and application of available resources.

The COVID pandemic, and resulting lack of access to participants, meant I needed to adapt my data collection to remote methods. The pandemic had a profound impact on how research was conducted, which was especially true for the two studies included in this study. Despite the study team's best efforts to ensure that the experiments were carried out as efficiently as possible, the pandemic made it difficult to carry out research as planned. As a result, several alterations and modifications to the original research plan were required.

The lessons learned during the move to remote data collection offer opportunities to invest in and improve how we collect data remotely, potentially opening opportunities to reach more people or during emergencies. Although the remote and resource-efficient methods appear to yield sufficient data for the study, the question of whether they adequately replace in-person interactions remains unanswered.

For example, in Study One, the research was conducted online owing to the epidemic, which made it more difficult to acquire certain types of data, such as non-verbal cues, and to create a connection with the participants. If given another chance, the researcher would prefer to undertake Study One in person in order to gain more insights and interview the subjects. This

would have provided a more comprehensive knowledge of the individuals' experiences, motives, and opinions.

Similarly, in Study Two, the pandemic forced the research team to perform the study in-person and online, making it more difficult to observe the classroom atmosphere and acquire nonverbal observations. If given a second chance, the researcher would prefer to conduct more in-class observations in order to collect more nonverbal insights. This would allow for a more in-depth understanding of the DMC experience and its possible impact on Vietnamese EFL students.

The current study is based on the analysis of retrospective data. To the best of my knowledge, there are obvious difficulties in accepting the reliability of retrospective data, most notably because of the influence of the recall bias. As already noted, the schedule of the interviews in the current study was organised in a way that they would be carried out on Fridays in order to capture the participants' one-week long motivational experiences. In this regard, although the interviews were conducted within a short time frame, participants may still be unable to remember every single detail of their motivational experiences due to limitations in their memory capacity. The results, therefore, may not reflect the full range of the motivational dynamics underlying patterns of change in DMCs.

#### **8.4 Directions for Future Research**

This thesis followed Muir's (2020) six avenues for future research in DMC, focusing on Vietnamese students. Viewed together, they are demonstrative of the scope of future research potential surrounding DMC theory, incorporating both theoretical and applied (pedagogic) directions for inquiry. For each future avenue, they foreground several more specific directions

in which research effort might begin. This thesis has focused on triggers as linked to DMC emergence, yet a DMC is supported over time by a continued re-triggering of the current after distractions (Dörnyei et al., 2016). Little is known about the characteristics or the specific functioning of these ‘re-triggers’. For example, it is not clear what forms or types these ‘re-triggers’ might take; whether the types of triggers identified in datasets relating to the point of DMC emergence may map similarly onto novel datasets of ‘re-triggers’. Focus may be directed towards commonalities in these ‘re-triggers’ in DMCs with similar/different end goals, and specific emotions these instances of re-triggering elicit and how this contributes to, or otherwise influences, the overall positive emotionality of the DMC experience

From both studies, it is evident that there could be a link between previous learning practices and DMCs. More research should be conducted in order to determine the nature and extent of the relationship between prior learning practices and subsequent engagement processes with a motivational current. Furthermore, Study Two provided evidence that there may be an interaction between learners' L2 visionary goals and their environment: peers, family, etc. As a result, future research could look into how sociocultural dynamics can contribute to the robustness of motivational currents. Exam pressure emerged as the most significant motivational dynamic in the current study, causing both downward and upward movement in the motivational trajectory of learners with full and partial DMCs, as previously discussed in detail. It should be noted at this point that the impact of exam pressure was found to be both positive and negative. In this regard, it does not appear reasonable to draw firm conclusions about how assessment techniques affect DMC processes.

In terms of future research, it would be interesting to investigate what kind of assessment policy might be appropriate to promote the effectiveness of DMC potential in Vietnam. Overall, given the complexity, dynamism, and individual-level variability identified in the current study's participant cases, as well as previous cross-sectional studies that produced evidence indicating



diversities in DMC practises, longitudinal research designs appear necessary to establish a more systematic and comprehensive understanding of the role of diverse motivational dynamics on DMC processes. This type of investigation has the potential to produce more accurate results in identifying developmental challenges and patterns of motivational change in DMC experiences.

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## APPENDICES

### Appendix A: Online questionnaire – English with Vietnamese Translation

#### Part 1: Participant information

1. How old are you? - Bạn bao nhiêu tuổi? \*

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2. Where are you studying? Bạn đang học tập ở đâu? \*

3. Your gender - Giới tính của bạn: \*

- ☐ Female
- ☐ Male
- ☐ Prefer not to say

4. What are you majoring in? Ngành học của bạn là gì? \*

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#### Part 2: Intense Motivation experience

People who have experienced a strong sense of determination when participating in projects often describe it as follows:

I think about the project I'm working on so often, it's become an integral part of my life.

I'm amazed by the focused time I spent on the project, every effort comes so easily

I'm amazed at the amount of work I can do

My friends also noticed that I am extremely determined and very motivated during this time

I hope to experience this kind of powerful motivation whenever I have a goal to striving

---

Project definition: A project is a set of interrelated activities carried out over a limited period of time, with limited resources; especially limited financial resources to achieve specific and clear goals, satisfying the needs of the target audience.

For example: An English course, the process of filming a movie, ....

Những người từng trải qua cảm giác có quyết tâm cao độ khi tham gia các dự án thường miêu tả nó như sau:

Tôi nghĩ về dự án mình đang làm cực kì thường xuyên, dường như nó trở thành một phần không thể thiếu trong cuộc sống của tôi. Tôi cảm thấy ngạc nhiên bởi thời gian tập trung mà tôi dành cho dự án, mọi nỗ lực đến một cách rất dễ dàng

Tôi cảm thấy ngạc nhiên vì lượng công việc mình có thể làm

Bạn bè tôi cũng nhận thấy tôi cực kì quyết tâm và có động lực rất mạnh mẽ trong thời gian này

Tôi hy vọng được trải nghiệm loại động lực mạnh mẽ này bất cứ khi nào tôi có mục tiêu để phấn đấu

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Định nghĩa dự án: Dự án là một tập hợp các hoạt động có liên quan đến nhau được thực hiện trong một khoảng thời gian có hạn, với những nguồn lực đã được giới hạn; nhất là nguồn tài chính có giới hạn để đạt được những mục tiêu cụ thể, rõ ràng, làm thỏa mãn nhu cầu của đối tượng mà dự án hướng đến

Ví dụ: Một khóa học Tiếng Anh, quá trình quay một bộ phim, ....

5. I recognize this type of intense motivation - Tôi biết về loại động lực/ trạng thái quyết tâm cao độ này \*

Mark only one oval.

Strongly disagree (Cực kì phản đối)

1 ☐

2 ☐



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3 ☐

---

4 ☐

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5 ☐

---

Strongly agree (Cực kì đồng tình)

I have personally experienced this type of intense motivation while doing a \*  
project - Tôi đã trải nghiệm loại động lực này khi đang tham gia một dự án

Mark only one oval.

---

Strongly disagree (Cực kì phản đối)

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1 ☐

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2 ☐

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3 ☐

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4 ☐

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5 ☐

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Strongly agree (Cực kì đồng tình)

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6. I have personally experienced this type of intense motivation specifically while \*  
learning a language - Tôi đã trải nghiệm loại động lực mạnh mẽ này khi đang học một  
ngôn ngữ. Please state your English level

Mark only one oval.

---

Strongly disagree (Cực kì phản đối)

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 1 ☐


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 2 ☐


---

 3 ☐


---

 4 ☐


---

 5 ☐


---

Strongly agree (Cực kì đồng tình)

English level Beginner Lower Intermediate Intermediate Upper-Intermediate Advanced

How often do you think you have experienced a project with this kind of \*  
intense motivation - Bạn trải nghiệm loại quyết tâm cao độ này khi làm dự án với mức  
độ thường xuyên nào?

- ☐ I have never experience this kind of intense motivation - Tôi chưa bao giờ trải nghiệm  
qua
- ☐ Once but not as intense - Một lần, nhưng không mạnh mẽ như miêu tả bên trên Several  
☐ but not as intense - Vài lần, nhưng không mạnh mẽ như miêu tả bên trên
- ☐ Once and similar level of intensity - Một lần, mức độ mạnh mẽ như miêu tả bên trên
- ☐

Several and similar level of intensity - Vài lần, mức độ mạnh mẽ như miêu tả bên

Descriptions of your intense motivation in projects (Miêu tả về động lực mạnh mẽ trong khi tham gia dự án)

1

7. How long did this experience last - Trải nghiệm này kéo dài khoảng bao lâu? \*

- ☐ Less than a month - Ít hơn một tháng 1-2  
☐ months - 1 đến 2 tháng  
☐ 2-4 months - 2 đến 4 tháng  
☐ 4-6 months - 4 đến 7 tháng  
☐ More than 6 months - Dài hơn 6 tháng

Intensity of motivation throughout the period - Mức độ quyết tâm cao độ xuyên \*  
suốt quá trình tham gia dự án

Mark only one oval.

Not very intense

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Very intense

8. Would you mind writing a few sentences about how this intense period began - \* Bạn có thể viết một vài dòng về cách bạn cảm thấy được bạn đang trải nghiệm loại động lực mạnh mẽ này không?

For example: How often you think about your projects and how special it promote your productivity and efficiency (Ví dụ: Bạn nghĩ đến dự án và mục tiêu của mình thường xuyên như thế nào, và việc đó có giúp bạn làm việc hiệu quả hơn không?)

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9. Is there a specific factor which sparks this kind of intense motivation? Bạn có nghĩ đến một yếu tố nhất định nào là nguồn gốc của loại động lực này không? \*

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Descriptions of your intense motivation in projects (Miêu tả về động lực mạnh mẽ trong khi tham gia dự án) 2

10. When looking back now, I have very good memories of this time - Khi tôi nhìn lại, tôi có một kí ức rất đẹp về khoảng thời gian này \*

Mark only one oval.

Strongly disagree (Cực kì phản đối)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly agree (Cực kì đồng tình)

19. This experience helped me to achieve all I had wanted to and more - Sự trải nghiệm này giúp tôi đạt được mục tiêu mình muốn và hơn thế nữa.

\*

11. *Mark only one oval.* During this time I was able to work more productively than I usually can - Trong khoảng thời gian này tôi có thể làm việc hiệu quả hơn bình thường \*

*Mark only one oval.*

Strongly disagree (Cực kì phản đối)

Strongly disagree (Cực kì phản đối)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly agree (Cực kì đồng tình)

18. Many times it felt like a real struggle to keep going - Nhiều lần tôi cảm thấy rất khó khăn để có thể tiếp tục.

\*

*Mark only one oval.*

Strongly disagree (Cực kì phản đối)

1 ☐

2 ☐

3 ☐

19. This experience helped me to achieve all I had wanted to and more - Sự trải nghiệm này giúp tôi đạt được mục tiêu mình muốn và hơn thế nữa.

\*

Strongly disagree (Cực kì phản đối)

Mark only one oval.

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly agree (Cực kì đồng tình)

20. I think something special happened to me during this experience it was an amazing time - Tôi nghĩ tôi đã trải qua một loại cảm giác đặc biệt trong thời gian này, và nó thật sự rất tuyệt vời.

\*

Mark only one oval.

Strongly disagree (Cực kì phản đối)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

19. This experience helped me to achieve all I had wanted to and more - Sự trải

\*

những này giúp tôi đạt được mục tiêu mình muốn và hơn thế nữa.

Mark only one oval. Strongly agree (Cực kì đồng tình)

☐

Yes (Có)

☐

No (Không)

22. Would you mind telling us briefly why? Thank you! Bạn có thể viết ra vài lý do không? Cảm ơn rất nhiều!

\*

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23. At the time, this project became a central part of my life - Trong khoảng thời gian đó, dự án tôi tham gia đã trở thành một phần cuộc sống của tôi

\*

Mark only one oval.

Strongly disagree (Cực kì phản đối)

☐

1

☐

2

☐

3

☐

4

☐

5

Strongly agree (Cực kì đồng tình)

đặc biệt.

Mark only one oval.

Strongly disagree (Cực kì phản đối)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly agree (Cực kì đồng tình)

25. It didn't feel like hard work at the time - I was just caught up in the flow! - Tôi  
\* không cảm thấy mình phải làm việc vất vả tí nào, tôi hoàn toàn bị cuốn vào guồng  
việc.

Mark only one oval.

Strongly disagree (Cực kì phản đối)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐



---

Strongly agree (Cực kì đồng tình)

I remember thinking about my goal all the time - Tôi đã luôn nghĩ tới mục đích \*  
của mình

---

Strongly disagree (Cực kì phản đối)

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1 ☐

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2 ☐

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3 ☐

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4 ☐

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5 ☐

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Strongly agree (Cực kì đồng tình)

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26. I often imagined myself achieving my final goal - Tôi thường tưởng tượng về \*  
việc bản thân hoàn thành mục tiêu cuối cùng.

*Mark only one oval.*

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Strongly disagree (Cực kì phản đối)

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1 ☐

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2 ☐

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3 ☐

---

4 ☐

5 ☐

Strongly agree (Cực kì đồng tình)

27. It was a really enjoyable experience - Đó là một loại trải nghiệm rất tuyệt vời \*

Mark only one oval.

Strongly disagree (Cực kì phản đối)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly agree (Cực kì đồng tình)

28. Have you ever seen this type of intense motivation in other people - Bạn đã từng thấy loại động lực mạnh mẽ ở những người khác chưa? \*

- ☐ Yes (Có)
- ☐ No (Không)
- ☐ Not sure (Không chắc chắn)

29. Can you tell us briefly about a memorable example? Bạn có thể cho một ví dụ không? \*

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30. Is there anything you would like to add about this type of intense motivation? \*

Bạn có muốn nói thêm điều gì về loại động lực này không?

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## Appendix B: Questions Prompt for Interviews & Sample Script:

1. How do you feel about the class today?
2. What do you like about the activities?
3. What do you not like about the activities?
4. What are something new that you learned today?
5. What are your goals for the coming sessions?
6. Did you complete what you plan for today?
7. Is there anything you would like to share?
8. How is your group today?

### Sample Script:

Interviewer: Good morning/afternoon, can you introduce yourself and tell me a bit about the English lesson today, currently taking on restaurant language?

Student: Hi, my name is [] and I'm a student in the Mr. Hai class. Today was a really interesting class that focuses on teaching us how to communicate effectively in a restaurant setting.

Interviewer: That sounds great. What topics have you covered in the class so far?

Student: We've covered a lot of topics, such as ordering food and drinks, asking for recommendations, and making special requests like asking for a vegetarian option. We've also learned about how to pay the bill and how to use common vocabulary and phrases related to restaurant dining.

Interviewer: That sounds very practical. How do you find the teaching methods in the class?

Student: I think the teaching methods are really effective. Our teacher starts with a brief lecture on the vocabulary and grammar related to restaurant language, and then we do role-play activities where we practice ordering food and drinks in pairs. We also get to use real-life scenarios to help us better understand how to use the language in a real restaurant setting, which is really helpful.

Interviewer: That sounds like a fun way to learn. How does your teacher assess your progress in the class?

Student: Our teacher assesses our progress in a few ways. We take a short quiz to test our understanding of the vocabulary and grammar, and we also do the role-play activities so she can see how well we're able to use the language in a real-life situation. We also get to reflect on what we've learned and how we plan to use it in the future, which I think is really useful.

Interviewer: That's a very thorough approach to assessment. What have you enjoyed most about the class?

Student: I really enjoy the role-play activities because they're so much fun. It's great to be able to practice using the language in a realistic setting, and it's also a good way to get to know the other

students in the class. I've also learned a lot of practical skills that I can use in real life, which is really valuable.

Interviewer: That's great to hear. Is there anything you're looking forward to learning in the rest of the class?

Student: I'm really looking forward to learning more about how to make special requests, like asking for a gluten-free option. I think that's a really important skill to have, especially if you have dietary restrictions. I'm also excited to practice paying the bill because I think that's an area where a lot of people struggle.

Interviewer: It sounds like you have a lot to look forward to in the class. Thank you for sharing your thoughts with us.

Student: Thank you, it was my pleasure.

## Appendix C Examples of Activity Bank Framework

### Step - By - Step

Activity name	Aim	Teacher's activities	Aids	Problem anticipation
<b>“The big art work”</b>  Estimated time:  30 minutes  Breakdowns: 5 minutes group discussion 10 minutes individual drawing	This activity's aim is to promote students' imagination of the final goal. The more detailed and vivid this imagination is, the more	Giving instructions:  <b>5 minutes group discussion:</b> - Discuss and agree about a final goal that the whole group is working towards - Discuss the ideal quality of the final products - Discuss the roles of each members	Sheets of A3 paper & A5 papers  Scissors  Colour pencils	The students may get stuck at drawing <ul style="list-style-type: none"> <li>Teacher should encourage the use of notes</li> <li>Clear examples of simple but illustrative drawings</li> </ul>



<p>10 minutes combining the independent pieces</p> <p>5 minutes group presentation</p>	<p>helpful it will be for the group members to share a united understanding towards their goal</p>	<p><b>10 minutes individual drawing:</b></p> <ul style="list-style-type: none"> <li>- Each group member thinks about their own role and what the ideal goal of their final products. (Teacher can give example of one role)</li> <li>- Try to illustrate it on a piece of paper (A5), students can make many notes to clarify their points</li> <li>- Teacher show a drawing example (this should match the previous example)</li> </ul> <p><b>10 minutes combining the independent pieces:</b></p>		
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		<ul style="list-style-type: none"> <li>- Members will put their drawing altogether on a sheet of A3 paper</li> <li>- Members reflect on the whole group picture now to the beginning discussion, contribute comments on others' roles</li> <li>- Making changes where necessary</li> </ul> <p><b>5 minutes group presentation:</b></p> <ul style="list-style-type: none"> <li>- Members will present the group artwork to the class, emphasizing the qualities of the final products and each members' role</li> <li>- Teachers and other students can make comments</li> </ul>		
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Activity name	Aims	Teacher's activities	Aids	Problem anticipation
<b>“Fill it up”</b>  Estimated time: 30 minutes  Breakdowns:	This activity aims to help students to structure a clear, doable and challenging plan to achieve their final goal with desired qualities	Giving instructions:  <b>15 minutes group discussion:</b>  - Teacher ask group members to break the final goal into several different sub-goals and stages  - Group members decide the deadline and the sub-goals with clear desired qualities at each stage  - Teacher introduce the progress checking system	- Progress checking system (points, stars)	Students may get stuck at breaking down sub-goals  -> Teacher should go around the classroom and give suggestion where necessary

15 minutes group discussion		<p>- Teacher give example of sub-goals and stages</p> <p><b>10 minutes groups reflection:</b></p> <p>- Teacher asks groups to reflect on their plan by giving problem anticipations of each stage</p> <p>- Provide the list of anticipation check:</p> <p>+ Are the sub-goals doable?</p> <p>+ Do they match the abilities of the group members?</p> <p>+ Is there a way to keep track of the progress</p> <p>+ What can possibly affect the tasks?</p> <p>(Both objectively and subjectively)</p>		
10 minutes group reflection				
5 minutes presentation				

		<p><b>5 minutes group presentation:</b></p> <ul style="list-style-type: none"> <li>- Members will present the group artwork to the class, emphasizing the qualities of the final products and each members' role</li> <li>- Teachers and other students can make comments</li> </ul>		
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### The BIG Issue

A driving question which provokes reactions and energises behaviour between students themselves and between the learner group and the project

Activity name	Aims	Teacher's activities	Aids	Problem anticipation
<b>“What’s up”</b>  Estimated time: 30 minutes	<p>This activity aims to create positive interactions among group members and between groups and teacher.</p> <p>These interactions promote shared understanding between members thus their communication will be more effective. This activity also aims to boost confidence levels of members in their team mates and themselves.</p>	<p>Giving instructions:</p> <ul style="list-style-type: none"> <li>- Hand the groups “What’s up cards” (2). Group members take turn to draw the card, the member who pick up the card will suggest their own solution and then the whole group will discuss to agree on the solution for each card and write it down at the back of the cards.</li> <li>- Teacher should encourage students to express their ideas independently first, before come to an agreement with other members in the group</li> </ul>	<p>Situation Cards -</p> <p>“What’s up” card include numbers of different situation that can possibly happen throughout the process of the project. An example of the cards is shown</p>	<p>Group members may not be able to come with a final agreement</p> <p>-&gt; Teacher should suggest fair vote or share T’s perspective.</p>

Activity name	Aims	Teacher's activities	Aids	Problem anticipation
<b>“Keep it real”</b>  Estimated time: 30 minutes  Breakdowns:  10 minutes group discussion  10 minutes illustration	This activity aims to link what the students are studying/ the project' goal to their life. By showing the application of their knowledge, this will motivate learners towards the final goal	Giving instructions:  <b>10 minutes group dicussion:</b>  - Teacher ask students to think about the application of the final goal on a real life activity. This could be in their neighborhood /in their school/ online, but it should be familiar to all the group members.  - Teacher give example of an application of using English to become a free tour-guide and help foreigners to explore and understand the city better	Colourful  pencil, papers,  scissors, tags	The

<p>10 minutes</p> <p>class exhibition</p>		<p><b>10 minutes illustration:</b></p> <p>- Teacher ask students to illustrate their idea using given aids: colour pencils, colourful paper sheet</p> <p><b>10 minute class exhibition:</b></p> <p>Teacher ask students to put their products around the classroom and one of the members can stay there for further explanation (this can be altered among members during the exhibition time)</p>		
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Activity name	Aims	Teacher's activities	Aids	Problem anticipation
<b>“Knock knock”</b>	This activity aims to promote students' creativity and encourage them to express their characteristics. It also promotes group's interaction and connection among group members	<p>Giving instructions:</p> <ul style="list-style-type: none"> <li>- Teacher needs to inform students in the previous class to prepare an item represent a character they would like to be (This item should be wearable)</li> <li>- Teacher ask student to talk about why they want to be this character in the project, which trait of the character is the most attractive/inspiring/interesting.</li> <li>- Teacher give a recommendation of the introduction:</li> </ul>	Students' characters items	<p>There are chances that many students in one group come up with a similar character</p> <p>-&gt; T encourage them to mark their unique feature on the character to differ them from the rest (For example: Adding glasses, adding favourite T-shirt, favourite accessories)</p>


		<p>“+ <i>Member A: Knock, Knock</i></p> <p>+ <i>Other members: Who’s that?</i></p> <p>+ <i>It’s ....</i>”</p> <p>- Teacher suggest that they can keep the name for the rest of the project if they would like to and this name will also be displayed on the group “big picture” and timeline.</p>		
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**Appendix D:** Journals on Google Form


## Student Journal - 2046





Class

Session date



 Date 

Month, day, year 

  Required  

What's your name? \*

Short answer text

What did you learn today? \*

Short answer text

How do you feel today? (choose 3 or more) \*

☐ Happy

☐ Sad



**Appendix E Ethical Approval Form**

**University of Essex** **ERAMS**

10/07/2020

Miss Hong Bui

Language and Linguistics

University of Essex

Dear Hong,

**Ethics Committee Decision**

I am writing to advise you that your research proposal entitled "phD Thesis "Directed Motivational Currents of Vietnamese learners"" has been reviewed by the Social Sciences Ethics Sub Committee.

The Committee is content to give a favourable ethical opinion of the research. I am pleased, therefore, to tell you that your application has been granted ethical approval by the Committee.

Please do not hesitate to contact me if you require any further information or have any queries.

Yours sincerely,

Jonathan Burton

**Ethics ETH1920-1495: Miss Hong Bui**

## Appendix F Email Invitation and Participants Information

Dear \_\_\_\_\_

First of all, thank you for showing your interest in taking part in my project of “Understanding and developing Directed Motivational Currents among Vietnamese students by group projects”. In this email, I have attached a proposal of the study and sample consent forms for teachers and students.

I would like to invite you to participate in study 2 which includes classroom interventions, students’ and teachers’ journal and interviews. In order to clarify common questions regarding your participation in the study, please read this following Q&A:

### **How can I participate?**

You will share with the researcher your syllabus or lesson plan for a course you are in charge. The researcher then will suggest you some DMC activities which can be amendable and applied to your classroom. During the course, the researchers will collect some data on the impacts these DMC activities have on your students’ motivation by the means of journals and interviews.

By participate in this study, you granted the researcher the use to access the data collected during the project by sign in the consent forms.

**How long does this study take?**

It depends on the lengths of your course. Ideally, I am looking at course that is 12-15 sessions in length. However, this can be discussed.

During the course, I will closely assist you with each and every task. My priority is making sure that your students are always motivated and boost the quality of the class you are in charged.

**How does the process of data collection work?**

After receiving your confirmation of participation, I will shortly contact you to set up a Zoom meeting where I explain the task as well as set up detailed schedule. If there are any questions related to the projects, it's my honour to answer them in this meeting as well.



I am truly look forward to work with you soon, please let me know if there are anything that needs to be clarified.

Best regards,

### **Invitation to my study**

If you are a Vietnamese university student, you can take part in this study. You should only participate if you want to; choosing not to take part will not disadvantage you in any way. Before you decide whether you want to take part, it is important for you to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or you would like more information.

### **Background on the project**

This study is for a PhD dissertation. Within its scope, I aim to look at the directed motivational currents in two different groups of Vietnamese students: Vietnamese students studying in Vietnam and Vietnamese students studying in the UK. The findings are expected to be beneficial for teacher training programs, especially in international classrooms.

### **What will happen to me if I take part?**

In order to investigate the motivational profile and learning strategies of Vietnamese learners, I will use an adapted version of the questionnaire used in Muir's (2016) PhD thesis. The questionnaire contains 35 Likert-scale items and 10 items containing multiple choice and short answer questions providing background information about the participants. The data from this questionnaire can be fundamental to the development of the interview question list. This questionnaire will be translated into Vietnamese to ensure the comprehension for the participants.

The second part of the study involves 10 sessions of teaching intervention with the use of 5 activities designed to promote directed motivational currents. Participants will be asked to complete a journal and participate in a short interview at the end of each session.

### **What are the possible disadvantages and risks of taking part?**

By participating in this study, the utmost care will be taken that no harm to your psychological wellbeing, physical health values or dignity will be affected. There is a risk of confidentiality. Taking part also means that participants must give up some of their free time.

**What are the possible benefits of taking part?**

The benefit of taking part in this study is that you will have the chance to talk about your own motivation for learning English and studying at university. Your responses will be helpful for future students as well as teachers and teacher educators.

**Will my information be kept confidential?**

Only the researcher and the researcher's supervisor (see name and contact details below) will have access to the data. Your privacy will be respected at all times and all information collected will be anonymous and remain completely confidential. Pseudonyms will be used to anonymise participants. Any personal data will be coded using a number, so no data can be linked to your identity. All data will be treated as personal under the 1998 Data Protection Act, and they will be secured electronically in my own laptop which contains a secure password.

**What is the legal basis for using the data and who is the Data Controller?**

Should you agree to take part in this study, you will be asked to sign a consent form before the study commences. The GDPR states that consent must be freely-given, specific, informed and unambiguous – given by a statement or a clear affirmative action.

The Data Controller will be the University of Essex and the contact will be Sara Stock, University Information Assurance Manager ([dpo@essex.ac.uk](mailto:dpo@essex.ac.uk)).

### **Ethical approval**

This project has been reviewed on behalf of the University of Essex Social Sciences Ethics Sub-Committee and has been given approval.

### **Withdrawal**

Your participation is voluntary and you will be free to withdraw from the project at any time without giving any reason and without penalty. If you wish to withdraw, you simply need to notify the principal investigator (see contact details below). If any data have already been collected, upon withdrawal, your data will be destroyed, unless you inform the principal investigator that you are happy for us to use such data for the scientific purposes of the project.

**Data gathered**

I will collect the following data for each participant: age, gender, education level, information related to motivation and learning strategies in the questionnaire and interview.

This information is essential to compute the standard statistics on participants required for the purpose of publishing the results of our studies.

The data will be stored in electronic files only accessible to project researchers.

**Findings**

After the end of the project, I will submit my dissertation with the findings (all data published will be anonymised). I will be happy to provide you with a lay summary of the main findings and with copies of the articles published if you express an interest.

**Concerns and complaints**

If you have any concerns about any aspect of the study or you have a complaint, in the first instance please contact the principal investigator of the project (see contact details below). If you are still concerned or you think your complaint has not been addressed to your satisfaction, please contact the Departmental Ethics Officer (Dr Christina Gkonou, [cgkono@essex.ac.uk](mailto:cgkono@essex.ac.uk)). If you are still not satisfied, please contact the University's Research Governance and Planning Manager, Sarah Manning-Press ([sarahm@essex.ac.uk](mailto:sarahm@essex.ac.uk)).

**Funding**

The research is not funded.

**Contact details****Principal investigator**

Bui Hong Ha (MA)– University of Essex

Email: [hb18046@essex.ac.uk](mailto:hb18046@essex.ac.uk)

Tel: +447516537363

**Supervisor**

Dr. Christina Gkonou

Email: [cgkono@essex.ac.uk](mailto:cgkono@essex.ac.uk)

Tel: +441206872633

Consent Form for Teacher:

## CONSENT FORM

Title of the Project: **Directed Motivational Currents of Vietnamese language learners**

Researcher: Hồng Hà Bùi (Department of Language and Linguistics)

Please initial box

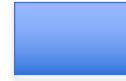
**1. I confirm that I** have read and understand the Information

Sheet dated May 2020 for the above study. I have had the  
opportunity to consider the information, ask questions and have  
had these questions answered satisfactorily.





2. I understand that my participation is voluntary and that I am free to withdraw from the project at any time without giving any reason and without penalty.



3. Participating involves completing a survey, taking part in teaching intervention sessions, complete teaching journals and participating in short interviews

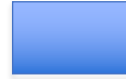
4. I understand that the identifiable data provided will be securely stored and accessible only to the researcher and supervisor, and that confidentiality will be maintained.



5. I understand that my fully anonymised data will be used in a report, which will summarise the findings of the project.



6. I agree to take part in the above study.



Participant Name

Date

Participant Signature

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Researcher Name

Date

Researcher Signature

\_\_\_\_Ha Hong Bui\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_Ha Hong BUI\_\_\_\_\_

## Appendix G: Suggested scheme of learning for Study Two

1

Tutor name	Rose Bui	Course title		Course code	
Teacher's name		University			
Course learning outcomes – please list below (located on the CIS - Course Information Sheet)					
<p>By the end of the course, learners should be able to: • To participate in a project and give a short presentation on a given subject using an appropriate level of formality. • Use conditionals to talk about a range of possible and impossible situations (using if/unless). • Ask for and give advice or suggestions in a range of common situations. • Explain your personal views clearly in a range of topical discussions. • Listen and respond appropriately, using information about the situation and the speaker.</p>					
Intent – how will the course content meet the overall course intent?					
<p><b>1.To become proficient in English language communication in a range of common situations.</b></p> <p>Break the long-term goal down into smaller, more manageable steps:</p> <ol style="list-style-type: none"> <li>Improve oral communication skills</li> <li>Improve listening and comprehension skills</li> <li>Develop specific language structures and functions necessary to achieve the specific objectives.</li> </ol> <p><b>Identify activities that are inherently rewarding and that provide opportunities for achieving the short-term steps, including:</b></p> <ol style="list-style-type: none"> <li>Interactive group discussions on various topical issues</li> <li>Oral presentations on a given subject</li> <li>Role-playing and simulation activities to practice a range of common situations</li> <li>Reading and listening activities to improve comprehension and language proficiency.</li> </ol> <p><b>Provide optimal challenges that are neither too easy nor too difficult, but that require the use of one's skills and abilities, such as:</b></p> <ol style="list-style-type: none"> <li>Providing feedback and guidance to help learners refine their language use</li> <li>Gradually increasing the complexity of the activities as learners develop their skills and confidence.</li> </ol> <p><b>Create a supportive environment that provides resources and support to help learners achieve their goals, such as:</b></p> <ol style="list-style-type: none"> <li>Providing clear instructions and guidance on language use</li> </ol>					

b. Providing ample practice opportunities and feedback

c. Encouraging peer-to-peer support and collaboration

**Monitor progress and adjust the level of challenge as necessary to maintain engagement and motivation, such as:**

a. Assessing learners' progress regularly through assessments and feedback

b. Adjusting the pace of the course to accommodate learners' needs and progress

c. Adapting activities and materials to suit the individual needs and interests of learners.

**Celebrate successes along the way to reinforce the sense of accomplishment and maintain motivation and engagement over time, such as:**

a. Recognizing and celebrating learners' achievements and milestones

b. Encouraging learners to reflect on their progress and identify areas of strength and improvement.

c. Providing opportunities for learners to showcase their language skills to others.

The course covers 11 vocabulary topics which make up to 28 lessons. Each lesson focuses on a topic area that learners are likely to meet in the exam. This helps learners to build up a bank of vocabulary and ideas related to a variety of the topics. They include vocabulary, grammar, pronunciation, and exam techniques to prepare for the Speaking and Listening test. Every exercise is relevant to the test. The aims listed at the start of each lesson to specify the key skills, techniques and language covered in the unit. Additionally, the course provides examination strategies telling learners what to expect and how best to succeed in the test.

Each class is divided in different activities: The first part introduces vocabulary related to the topic, as well as phrases and language that can be applied to any topic. The vocabulary exercises give you the opportunity to express complex ideas and opinions. The vocabulary is presented using Collins COBUILD dictionary definitions. In addition, each unit covers one or more pronunciation points, and one or more grammar points. See below the topics that will be covered:

People & Relationships - Family matters Pronunciation : Strong and weak forms of prepositions ; 'Knowing' a word

A healthy body Health and fitness Pronunciation: Expressing enthusiasm; Expressing opinions; Planning your answer

Studies & work – Education: Pronunciation: Word stress; Giving answers that are the right length

The world around us Nature and the environment Using complex sentences; Pronunciation: Long and short vowel sounds; Using news articles to improve your answers

Communication- Language and communication Expressing attitude; Pronunciation: Consonants; Giving yourself time to think

Technology - Science and technology Phrasal verbs; Pronunciation: Sentence stress, the schwa; Coherence

Hobbies - Employment and finances Expressing likes and dislikes; Pronunciation: The schwa ; Sounding polite

Youth - Youth 'Used to' and 'would'; Pronunciation: Past tense -ed endings, diphthongs; Fluency

Home People and places Describing places; Pronunciation: Silent letters; Clarifying, paraphrasing and giving examples

Culture Culture and modern society Pronunciation: Linking; Using future 80 forms; Predicting questions

On the move Holidays and travel Expressing yourself indirectly; Pronunciation: Extra stress; Knowing what kind of speaker you are

## Suggested weekly plan:

<p>Week 1: Session 1: Health and Fitness/ People and Relationships</p> <p>Discuss common health and fitness topics, such as exercise, healthy eating, and self-care.</p> <p>Vocabulary related to health and fitness, such as gym equipment, workout routines, and healthy food choices.</p>	<p>Session 1: Health and Fitness</p> <p>Introduction to common health and fitness terms and phrases</p> <p>Group project: Create a workout routine or healthy meal plan and present it to the class</p>	<p>Session 1: Health and Fitness</p> <p>Formative assessment: During the presentation stage, the teacher can ask questions to check the students' prior knowledge of the topic. The teacher can also ask students to share their personal experiences related to health and fitness.</p> <p>Summative assessment: At the end of the production stage, students will present their group project on creating a fitness routine and meal plan. The teacher can assess the students' ability to apply the vocabulary and grammar structures learned in the session, as well as their ability to work collaboratively and present their ideas effectively.</p>
<p>Session 2: Eating Out</p> <p>How to order food in a restaurant or café.</p> <p>Vocabulary related to dining out, such as types of cuisine, dishes, and ingredients.</p> <p>Tips for understanding menus and restaurant etiquette.</p>	<p>Session 2: Eating Out</p> <p>Vocabulary and phrases for ordering food and making reservations</p> <p>Group project: Create a restaurant menu and practice ordering in a mock restaurant scenario</p>	<p>Session 2: Communication</p> <p>Formative assessment: During the presentation stage, the teacher can ask students to brainstorm different ways people communicate and write them on the board. The teacher can also ask students to share their own experiences communicating in different situations.</p> <p>Summative assessment: At the end of the production stage, students will present their group project on creating a dialogue for a specific communication situation (e.g., a job interview, a doctor's appointment, a customer service interaction). The teacher can assess the students' ability to apply appropriate language and communication strategies for different situations.</p>
Topic: Studies and Work	Session 3: Studies and Work	Session 3: Eating Out

<p>Discuss how to talk about your studies and work experiences in English.</p> <p>Vocabulary related to education and workplace, such as job titles, responsibilities, and office equipment.</p> <p>Practice common job interview questions and answers.</p>	<p>Vocabulary and phrases for talking about work and studying</p> <p>Group project: Develop a presentation on a job or educational topic and present it to the class</p>	<p>Formative assessment: During the presentation stage, the teacher can ask students to share their experiences dining out and the cultural differences they have observed in different countries.</p> <p>Summative assessment: At the end of the production stage, students will present their group project on creating a menu and ordering food at a restaurant. The teacher can assess the students' ability to use appropriate vocabulary and grammar structures for ordering and describing food, as well as their ability to work collaboratively and present their ideas effectively.</p>
<p>Topic: Communication</p> <p>How to engage in conversations and small talk in English.</p> <p>Vocabulary related to communication, such as idioms, phrasal verbs, and expressions.</p> <p>Tips for improving listening and speaking skills.</p>	<p>Session 4: Communication</p> <p>Focus on conversation skills and communication strategies</p> <p>Group project: Develop a dialogue and act out a role-play scenario related to everyday communication</p>	<p>Session 4: Technology</p> <p>Formative assessment: During the presentation stage, the teacher can ask students to share their personal experiences with different types of technology and how they use them in their daily lives.</p> <p>Summative assessment: At the end of the production stage, students will present their group project on creating a presentation about a new technology or app. The teacher can assess the students' ability to use appropriate vocabulary and grammar structures for discussing technology, as well as their ability to work collaboratively and present their ideas effectively.</p>
<p>Topic: Environment</p> <p>Discuss environmental topics such as climate change, pollution, and conservation.</p> <p>Vocabulary related to environmental issues, such as renewable energy, recycling, and sustainability.</p>	<p>Session 5: Environment</p> <p>Vocabulary and phrases related to environmental issues and sustainability</p> <p>Group project: Brainstorm ways to reduce environmental impact and present a plan to the class</p>	<p>Session 5: Environment</p> <p>Formative assessment: During the presentation stage, the teacher can ask students to brainstorm different environmental issues and write them on the board. The teacher can also ask students to share their personal experiences with environmental issues.</p>

	a	<p>Summative assessment: At the end of the production stage, students will present their group project on creating a campaign to promote environmental awareness. The teacher can assess the students' ability to use appropriate vocabulary and grammar structures for discussing environmental issues, as well as their ability to work collaboratively and present their ideas effectively.</p> <p>For each session, the teacher can also conduct ongoing formative assessments by observing students' participation in class activities and monitoring their progress on individual and group tasks. The teacher can provide feedback and support to help students achieve their learning goals.</p>
<p>Topic: Technology</p> <p>Discuss technology and its impact on daily life.</p> <p>Vocabulary related to technology, such as devices, software, and social media.</p> <p>Practice writing emails and text messages.</p>	<p>Session 6: Technology</p> <p>Vocabulary and phrases related to technology and digital devices</p> <p>Group project: Create a product pitch for a new app or gadget and present it to the class</p>	
<p>Topic: Lifestyles</p> <p>Discuss different lifestyles and cultures around the world.</p> <p>Vocabulary related to lifestyle topics, such as fashion, entertainment, and socializing.</p>		
<p>Topic: Travelling Abroad</p> <p>How to plan a trip and book accommodations.</p>	<p>Session 8: Travelling Abroad</p> <p>Vocabulary and phrases for travel and tourism</p>	

Vocabulary related to travelling, such as transportation, tourism, and hospitality	Group project: Plan a trip to a foreign country and present the itinerary and budget to the class	
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Session 1 aims	Activities	Materials & Aids
Learners are able to: Understand the exam structure Identify the class rules, course structure, class structure, and exam structure.	Ice-breaker Getting to know you for group cohesion (important). Work in pairs and find 5 things in common with your partner. Report 2 most interesting back to class. Feedback on content. Sample test - Diagnostic assessment. To confirm level placement and reveal learner needs. Safeguarding contacts: Introduction to the course:	1 x presentation 1x sample test 1 x template for feedback



<p>Identify the safeguarding contact.</p> <p>List what is expected of them on an exam course.</p> <p>Set their benchmark on the course in the diagnostic exam.</p>	<p>Introduction of class rules, course structure, class structure, and exam structure</p> <p>Introduction to online learning system:</p> <p>How to upload a recording?</p> <p>How to view course material?</p>	Reflections
Teacher notes	Diagnostics to be completed	

Session 2 &3 aims	Activities	Materials and Aids
<p>Session 2: People &amp; Relationships – Family matters</p> <p>Describe a person and talk about a relationship</p> <p>Understanding IPA symbols</p> <p>Pronunciation : Distinguishing strong and weak forms of prepositions</p>	<p>Homework check and Introduction to session aims</p> <p>Introduction of pronunciation chart – IPA</p> <p>Kahoot for Vocabulary: Character and personality</p> <p>Ambitious, good, fun, nosy, reliable, blunt, hard-working, open-minded, self-assured, clever, impatient, outgoing, sociable, creative, judgemental, over-sensitive, stingy</p> <p>Game: How special am I?</p> <p>Give each student a copy of the sheet and ask them to complete it individually. Set a time limit for this activity and monitor as necessary.</p> <p>2 Check a few answers with the class. During feedback make sure that students understand the expression ‘have something in common with someone’, by asking them questions such as Does anyone have something in common with Thomas?</p>	<p>1 x Worksheet</p> <p>1 x Kahoot quiz</p> <p>1x IPA chart</p> <p>1x Worksheet for game, pg. 12 file name: Games for Vocab</p>

<p>Tip: What does this mean: 'Knowing' a word?</p>	<p>3 Divide the students into groups of four to six students. Give two dice to each group.</p> <p>4 Tell students that they each start with ten points and their aim is to prove that they are different from the other students in the group. Students take turns to throw the dice and speak. For example, if a student throws a three and a five, they must speak about either item three or item five or item eight (the sum of the dice) from the sheet.</p> <p>5 Explain that when they talk about their item they can be challenged by another student in the group, if that person can claim their own item has something in common with them, e.g. My favourite season of the year is spring. Then another student in the group might challenge that student by saying My favourite season of the year is also spring. If a claim is successful, the student who was challenged has to give away one point to the other student. Only one challenge may be made on each turn.</p> <p>6 You may want to write the key points of the rules and scoring system on the board to help students.</p> <p>7 The winner is the person with the most points at the end of the game.</p> <p>Modifying adjectives: exercise in worksheet</p> <p>We can use adverbs like really and so before a positive adjective. Example: She's really outgoing. He was so creative.</p> <p>We can use the same adverbs before a negative adjective, but we normally do this only if we do not like the person or are angry with them. Example: She 's so nosy</p> <p>3 If we say something negative about someone, e.g . She is impatient, or He is unreliable, it can sound rude or too direct.</p> <p>We often 'soften' negative comments for this reason. Here are two ways of doing this: • with can be a bit Example: She can be a bit impatient. • with not very + a positive adjective Example: He's not very reliable.</p> <p>Video watching: <a href="https://www.youtube.com/watch?v=e9dZQelULDk">https://www.youtube.com/watch?v=e9dZQelULDk</a></p> <p>Meaning of Happiness – group discussion: ‘How is it possible that we all watch this, we all agree, we all shake our heads yet we'll all get up tomorrow morning and do it all over again?’</p>	
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Session 2 Homework	<p>Read this question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one to two minutes. Remember: you can use the vocabulary you have learnt in this unit to talk about friendship too.</p> <p>Describe a close friend.</p> <p>You should say: how long you have known this person how you met what kind of person he/she is and ,explain why you like him/her.</p>	Recording, Facebook discussi
<p>Session 3: People &amp; Relationships – Family matters</p> <p>Describe a person and talk about a relationship</p> <p>Understanding IPA symbols</p> <p>Pronunciation :</p> <p>Distinguishing strong and weak forms of prepositions</p> <p>Tip: What does this mean: 'Knowing' a word?</p>	<p>Homework check and Introduction to session aims</p> <p>Introduction of IPA chart (continue)</p> <p>Vocabulary: Relationships</p> <p>1 get on with somebody 2 look up to somebody 3 be in touch with somebody 4 fall out with somebody 5 grow apart from somebody 6 take after somebody 7 grow up together/with somebody 8 be close to somebody</p> <p>Game: Snap</p> <p>To reinforce vocabulary for different types of schools, divide the class into groups of four to play the following version of the game ‘Snap’.</p> <ol style="list-style-type: none"> <li>1. Ask or designate one person in each group to act as facilitator.</li> <li>2. Distribute bundles of blank slips of paper to each of the remaining students and ask them to write down the words 1–10 listed in Vocabulary exercise 4 (one word per slip of paper). These cards form the players’ hands.</li> <li>3. Shuffl e the bundles of defi nitions and place one bundle face down in front of each group facilitator.</li> <li>4. To play the game, the facilitator turns over the top defi nition and the three players compete to be the fi rst to place the matching word in their hand on top of the defi nition saying ‘Snap!’ as they do so.</li> <li>5. The facilitator adjudicates using the answer key.</li> </ol>	<p>1 x Worksheet</p> <p>1 x Kahoot quiz</p> <p>1x IPA chart</p> <p>1x Practice sheet</p>

	<p>The winner is the person with the largest number of correct matches.</p> <p>Pronunciation: Weak and strong forms of prepositions – exercise in worksheet</p> <p>In connected speech, many of the ‘small’ words we use very frequently tend to take on a different ‘shape’ from the one listed in the dictionary. All of these words belong to the category of function words, i.e. they are words that have little semantic content of their own, but tend to have more grammatical or referential function in relating content words or higher syntactic units to one another. Function words are essentially closed class words, such as pronouns, prepositions, conjunctions, auxiliaries, etc. Below, you’ll find a table listing these words, together with their strong or dictionary form, as well as their potential weak forms. The following tables are based on Roach (2009), with slight modifications/additions.</p> <p><a href="http://martinweisser.org/courses/phonetics/connect/weakForms.html">http://martinweisser.org/courses/phonetics/connect/weakForms.html</a></p> <p>What does this mean: 'Knowing' a word?</p> <p>To really know a piece of vocabulary, you should know the following:</p> <ol style="list-style-type: none"> <li>1 What part of speech is it? For example, what part of speech is folks? What part of speech is formal?</li> <li>2 What are the other parts of speech of the word? For example: formalise . [v]</li> <li>3 Is the word slang, informal, formal, or old-fashioned? Is it used in all English-speaking countries or just in some countries? For example, is bloke used in the UK or the US?</li> <li>4 Does the word have any connotations you should be aware of? For example, both slim and skinny mean thin, but which can be insulting and which is complimentary?</li> <li>5 How do you pronounce the word, and which syllable is stressed? For example, which syllable is stressed in boyfriend? Which syllable is stressed in acquaintance?</li> </ol>	
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	<p>6 Note the grammar of the word/phrase. Is it an irregular verb [for example, seek-sought-sought] or a noun with an irregular plural [for example, man-men]? Is it followed by a particular preposition?</p> <p>7 Are there any useful collocations? For example, you know the word friend, but do you know and use all these collocations: a close friend, make friends (with somebody), a circle of friends . Do you know any other collocations with friend?</p> <p>Practice with a word from previous exercise</p>	
Homework session 3:	Choose one of the questions from the Practice activity and record yourself – use vocabulary from the lesson	Canvas
Teacher notes	<p>Meet with course organiser to review diagnostic results and set learner interventions.</p> <p>During the activities, note areas of strength and weakness in speaking sub skills to inform later lessons. E.g. too much pausing, not enough pausing, rapid rate of speech (nerves), not looking up, turn taking, etc.</p>	

Session 4 & 5	Activities	
<p>Session 4: A healthy body - Health and fitness</p> <p>Pronunciation: Expressing enthusiasm; Expressing opinions; Planning your answer</p>	<p>Homework check and Introduction to session aims</p> <p>Practicing with the IPA chart</p> <p>Vocabulary: Health and Diet</p> <p>1 Would you say you had a balanced diet? Explain why [not].</p> <p>2 Do you eat a lot of junk food? What do you [not] like about it?</p> <p>3 Have you ever been on a diet? If so, what kind of diet was it and did it work? If you haven't been on a diet, explain why not.</p> <p>Games: Mixed letters - HEALTH - A really fun way to review vocabulary at the end of the lesson or the week is to mix up the letters of each word. Write a word or words on the board. The students then race to identify the vocabulary.- Page 33 Cambridge Vocab games</p> <p>Pronunciation: Expressing enthusiasm</p>	<p>1x IPA</p> <p>1 x worksheet</p> <p>1 x Practice Script</p>

	<p>We can express enthusiasm by using :</p> <ul style="list-style-type: none"> <li>• expressive language Example: It was amazing! The crowd went wild!</li> <li>• eye contact and body language Look the examiner in the eye as you speak. When you are enthusiastic, your body language is more dynamic than usual: you may sit forward in your seat, widen your eyes and use your hands.</li> <li>• stress and intonation To express enthusiasm, you should put extra emphasis on the stressed syllables of the most important words, saying them more slowly and more loudly than the other words. In an emphatic statement, the intonation tends to rise high and then fall dramatically.</li> </ul> <p>We use different intonation to express different emotions. The best way to improve your intonation is to listen to how English-speakers say something, as well as what they say. You could watch a film and listen carefully to how the characters sound when they are . sad, happy, frightened, and so on. Pause the film and imitate them.</p>	
Homework 3	– Talk about lifestyles in your country	Canvas
Session 5:	<p>Homework check and Introduction to session aims</p> <p>Vocabulary: Collocations</p> <p>Collocations are words that are often found together. Using them will make your English sound more natural. You should not just learn isolated words; you should also look for new collocations and make a note of them. a balanced c keep e lead g places sense b form d keep f passive h play j. set</p> <p>Game: Crosswords Health topic:</p> <p>Play in groups or pairs, use Wheels of Fortune to decide learners turn – Page 34</p> <p>Planning your answer</p> <p>Describe an exciting competition or sporting event you have witnessed. You should say: what the competition or sporting event was when and where it took place who won and explain why it was exciting.</p> <p>Which tenses will the candidate use? Why?</p> <p>Why do you think he has written Don't sound bored?</p> <p>Is he going to follow the order of the points on the card?</p>	X1 Crossword worksheet

	<p>Why do you think he has noted down vocabulary? Has he written just isolated words? Kahoot game Video: <a href="https://www.youtube.com/watch?v=tJsGGsPNakw">@Are you Okay</a> This animated short film project of the Barbara Sinatra Children's Center Foundation was produced in collaboration with Wonder Media and the Joshua Center at the University of Washington. Directed by Ryan Cannon. "are you okay?" was named 2021 Best Animated Short at the Los Angeles One-Reeler Film Festival.</p>	
Homework 4	Write and record your thoughts after watching a video: Upload your recording and the plan	Canvas
Teacher notes		

Session aims	Activities	Materials and Aids
<p>Session 6 Studies &amp; work Education: Speculating; Pronunciation: Word stress; Giving answers that are the right length</p>	<p>Homework check and Introduction to session aims Grammar: Speculating maybe, perhaps: Perhaps the job is more difficult than it seems. It is fairly/quite/very/extremely {un}likely {that} ... : It is fairly likely I would need more qualifications. It is extremely unlikely that I would ever get such a job. I'd hazard a guess {that} ... : I'm not sure, but I'd hazard a guess that it's not as well paid as being an accountant. It is quite possible {that} ... : It is quite possible that managers often wish they didn't have so much responsibility. I imagine/suspect {that} ... : I suspect that I wouldn't find it a very satisfying role. You can also use modals to speculate: must + infinitive: Being a miner must be a dangerous job. (You are guessing, but you are almost certain it is dangerous.) can't + infinitive: It can't be very rewarding. (You are guessing, but you are almost certain it is not rewarding .] Pronunciation: Word stress</p>	<p>1x Worksheet 1x Practice Script</p>

	<p>Something the examiner will be thinking about as you talk is, 'Does this student impose a strain on the listener?' This is a very important concept in the IELTS Speaking exam, If you 'impose a strain', it means that the listener has to struggle to understand you. Here are some ways you may impose a strain: • hesitating for too long • speaking too quietly • having poor pronunciation : Improving these aspects of your speaking will improve your mark. 1 Word stress is crucial in English. If you stress the wrong syllable, the listener may ! have trouble understanding you. Always mark the stressed syllable when you note : down a new word. Practice with worksheet</p> <p>Speaking skill: How to argue</p> <p><a href="https://www.youtube.com/watch?v=IDj1OBG5Tpw">https://www.youtube.com/watch?v=IDj1OBG5Tpw</a></p> <p>Talk about conflict resolution in daily life</p>	
Homework		
<p>Session 7</p> <p>Grammar: Cleft sentences</p> <p>Studies &amp; work</p> <p>Education:</p> <p>Speculating;</p> <p>Pronunciation: Word stress; Giving answers that are the right length</p>	<p>Homework check and Introduction to session aims</p> <p>Vocabulary Building: Education</p> <p>Game: Snap</p> <p>To reinforce vocabulary for different types of schools, divide the class into groups of four to play the following version of the game 'Snap'.</p> <ol style="list-style-type: none"> <li>1. Ask or designate one person in each group to act as facilitator.</li> <li>2. Distribute bundles of blank slips of paper to each of the remaining students and ask them to write down the words 1–10 listed in Vocabulary exercise 4 (one word per slip of paper). These cards form the players' hands.</li> <li>3. Shuffle the bundles of definitions and place one bundle face down in front of each group facilitator.</li> <li>4. To play the game, the facilitator turns over the top definition and the three players compete to be the first to place the matching word in their hand on top</li> </ol>	



	<p>of the definition saying ‘Snap!’ as they do so.  5. The facilitator adjudicates using the answer key.  The winner is the person with the largest number of correct matches.</p> <p>Speaking skill:  Giving answers that are the right length  Grammar: Cleft sentences  We use cleft sentences to emphasise information we particularly want to focus on, perhaps because the information is new or surprising, because it offers a contrast with what someone else has said, or because we are expressing a strong preference or attitude. The typical structure of an it-cleft sentence is : it + be + emphasised information + relative clause.  Simple sentence: Torrential rain is the main cause of flooding.  Cleft sentence: Torrential rain that is the main cause of flooding.  The typical structure of a what-cleft sentence is: what-clause + be + emphasised information.  Simple sentence: We Like to spend our summers by the Lake.  Cleft sentence: What we Like is to spend our summers by the Lake</p>	
Homework: Plan your goals for your mock test	<p><u>SMART goals</u> follow a specific framework to achieve goals. You can use this method for any <u>type of goal</u> — personal, professional, financial, and more. You can also use the SMART goal framework for <u>short-term and long-term goals</u>.</p> <p>SMART is an acronym that stands for:  Specific: The goal you set should be specific, and you shouldn’t be able to misinterpret or confuse it  Measurable: The goal should allow you to track your progress  Attainable: The <u>goal needs to be realistic</u>  Relevant: A relevant goal relates to your values, dreams, and ambitions  Time-bound: There needs to be a target date for completion, such as four months or one year</p>	Canvas

Teacher note	2 sessions to mock test	

Session aims	Activities	Materials and Aids
Session 8: Communication Language and communication Grammar: Making comparisons Expressing attitude; Pronunciation: Consonants; Giving yourself time to think	Homework check and Introduction to session aims IPA: Long and short vowel sounds Vocabulary: Language and globalisation Discussion questions: What's your mother tongue? What other languages do you speak? What do you think is the best way to keep in touch with friends? Do people keep in touch differently now compared to fifty years ago? Grammar: Making comparisons We can use the comparative and superlative forms to compare We can use words like much and a bit in comparative sentences to modify the adjective We can use the following structure to say that two things change together: the + comparative (+ subject + verb], the + comparative (+ subject + verb) Examples: The more languages you speak, the easier it is to learn a new one. The sooner, the better Expressing attitude: You can make your language more interesting by expressing your attitude with precision. One way to do this is with attitude markers. These are often adverbs, but they can also be phrases and they modify a whole sentence or clause. Their position in a sentence is generally very flexible . Video watching: <a href="https://www.youtube.com/watch?v=i3ku5nx4tMU">https://www.youtube.com/watch?v=i3ku5nx4tMU</a> Are you a good listener Group discussion: The importance of listening	1x worksheet 1x Practice script
Homework 7	Reflect on the way you listen to other people, tell us a story when you was a great listener.	Canvas
Session 9:	Homework check and Introduction to session aims	

<p>Communication Language and communication Grammar: Making comparisons Expressing attitude; Pronunciation: Consonants; Giving yourself time to think</p>	<p>Pronunciation: Consonants</p> <p>1 The consonants in the first two rows of the chart form pairs (p/b; t/d; tʃ/dʒ; k/g; f/v; e / dʒ; s/z; flʒ): the only difference between them is that the first is unvoiced and the second is voiced. For example, you produce / p/ and fb/ in the same way, except that for fb/ your vocal chords vibrate.</p> <p>2 Try saying the sounds with your hand on your throat. Can you feel the vibration? All the sounds in grey squares are voiced.</p> <p>3 If you find a sound difficult, can you pronounce its partner? Remember the only difference is that one is unvoiced, the other voiced.</p> <p>4 Find ten words containing the consonant(s) you find difficult to pronounce and practise saying them again and again. Record yourself. If your mother tongue has few final consonants, as in Thai or Mandarin, record yourself pronouncing words with consonants at the end, both alone and within sentences.</p> <p>5 If you find it hard to differentiate two sounds, find minimal pairs, where the only difference between two words is those sounds, and practise pronouncing them accurately. For example, for /b/ versus /v/: best/vest, boat/vote. Then ask a friend to listen as you say one word from each pair. Can they identify which word you are saying?</p> <p>Speaking tips: Giving yourself time to think: That's a tough question, That's an interesting question. It's very difficult to know for sure, but I think/perhaps/it's possible.</p> <p>Discussion questions: Language learning Is it considered important in your country to learn foreign languages? What, in your opinion, is the best way to learn a language? Why are some people seemingly better at learning languages than others? English as a global language How do people in your country feel about English being the world language? Do you think the culture of English-speaking countries, as</p>	
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	well as the English language, dominate the world? Why do you think people feel it is important to continue speaking their local languages?	
Homework 8:		
Session 10	MOCK TEST	MOCK TEST

Sessions' aims	Activities	Materials and Aids
Session 11 Technology Science and technology Phrasal verbs; Pronunciation: Sentence stress, the schwa; Coherence	Homework check and Feedback Vocabulary: The Internet Chatting; shopping online; Internet dating social networking; reading online newspapers; research finding contact details; paying bills online; online banking Internet gaming earning; email Match the danger activities to learn new words Introduction: Phrasal verb particles: Practice in groups or pairs: Using the meanings outlined in the table on page 50, complete sentences 1-11 with the correct particle. Speaking practice: Describe a piece of modern electronic equipment that you find useful. You should say: what the piece of equipment is when and where you got it what you use it for and explain why you find it useful. Pair check and feedback Pronunciation: Sentence stress – exercise 9, 10, 11 In most neutral sentences, content words, which carry meaning, are stressed and function words, like prepositions, pronouns, and auxiliary verbs are unstressed. Check and feedback	1x Worksheet 1 x Script for Practice

	<p>Video-watching activity:  <a href="https://www.youtube.com/watch?v=RzkD_rTEBYs">https://www.youtube.com/watch?v=RzkD_rTEBYs</a>          How will AI change the world? Raise the following questions for group discussion:          In what ways do you think AI will change the world?          Do you think it is possible that all the jobs are soon be conducted by AI          Talk about your own experience using AI?          Feedback on sentence stress</p>	
Homework	Choose a question from the discussion to answer and record your answer. Remember to use sentence stress!	Canvas
Session 12 Technology Science and technology Aims: Coherence	<p>Homework Check and Feedback (15')</p> <p>Introduction: Coherence, together with fluency, makes up a quarter of your mark. Coherence is the logical relationship of parts making up a whole. In other words, the listener should be able to understand if what you are saying begins a new point, adds extra information, offers a contrast with what you have said before or what someone else has said, concludes your point, and so on. In addition, what you say should be clear and logically ordered. A person who speaks coherently has consideration for their listener</p> <p>Learners do exercise 1</p> <p>Correct the exercise and give feedback</p> <p>Game: Mix sentences – The Internet – pg. 68</p> <p>Discussion questions:</p> <p>What have been the most significant technological developments of recent years?</p> <p>In what ways have these developments changed society for the better and for the worse?</p> <p>Are people in your country nostalgic about life before technology?</p>	1x Script for Practice 1x Worksheet for Mixed Sentences Game Cambridge
Homework		

## Appendix H: Sample Lesson Plan for Pilot Study Two:

### Session Plan: Health and Fitness

Level: Intermediate Topic: Health and Fitness

Time: 90 minutes

Aim: By the end of the lesson, students will be able to discuss and present information about health and fitness, and create a project related to the topic.

#### Stage 1: Presentation (30 minutes)

Introduce the topic of health and fitness, explaining why it is important to maintain a healthy lifestyle.

Present vocabulary related to health and fitness (e.g. workout, exercise, healthy diet, weightlifting, cardio, etc.) and give examples of how they are used in context.

Show pictures and videos that demonstrate different ways of exercising and working out.

Discuss the benefits of regular exercise and a healthy diet.

Allow students to ask questions and clarify any misunderstandings.

#### Stage 2: Practice (30 minutes)

Divide students into groups or pairs.

Assign each group a specific aspect of health and fitness (e.g. the benefits of cardio exercise, how to eat healthily, how to maintain a healthy weight, etc.).

Give students time to research and gather information related to their assigned aspect of health and fitness.

Encourage students to ask questions, share information, and work together to create a group project that presents their findings.

### Stage 3: Production (30 minutes)

Each group presents their project to the class, discussing their research findings and presenting information related to their assigned aspect of health and fitness.

Encourage other students to ask questions and engage in discussion with the presenters.

Provide feedback on the quality of the presentations, the accuracy of the information presented, and the overall effectiveness of the group project.

### Homework:

Encourage students to continue researching the topic of health and fitness, and to share their findings with the class in the next session.

Assign a short writing task in which students reflect on their own exercise and diet habits, and make a plan for how they can improve their health and fitness in the future.