

Designing and Managing Motivational Group Projects

Christine Muir, * Jessica Florent** and David Leach**

* University of Nottingham, UK

** University of Brisbane, Australia

Introduction

In recent years there has been a resurgence of interest in the use of projects in pedagogical settings. Project-based approaches vary across different educational literatures, yet they share the common features of being process oriented, emphasising collaborative learning, and resulting in tangible products (Park & Hiver). In the context of second language acquisition (SLA), projects often fall under the broader banner of communicative language teaching. They can be thought of as an interlinked series of tasks (including instances of direct teaching, Stoller), and as such are also clearly related to task-based language teaching (Petersen & Nassaji). Projects have considerable potential to lead to positive outcomes (for example in bringing out previously 'untapped' potential, Gallagher & Gallagher, or in relation to students' second language (L2) anxiety and L2 self-efficacy, Park & Hiver). However, as yet, there is little support for L2 English teachers wishing to incorporate projects into their classrooms. Projects require teachers to

act in roles very different to those appropriate for more traditional teacher-fronted contexts, and teachers themselves have reported a lack of sufficient training in this area (Guo). Outside of the field of SLA – yet certainly of relevance to running educational projects in L2 English classrooms – initiatives offering this practical advice have begun to flourish ('PBLworks' is an excellent example of this: www.PBLworks.org).

Intensive group projects can sometimes lead to the emergence of powerful currents of motivation, during which learners devote heightened levels of time and effort to their studies, and which can sometimes lead students to exceed far beyond their initial expectations. These exceptional motivational surges are known as *directed motivational currents* (introduced in more detail below; see also Dörnyei, Henry & Muir). In this article, we report on a classroom-based study which investigated the feasibility of designing and implementing an intensive group project in order to *purposefully facilitate* such a period of intensely motivated behaviour. Drawing from our experience of working with the same project design over multiple years (taught in the classroom by the second and third authors), we go on to highlight five key issues that emerged concerning the design and management of motivational group projects. We finish by acknowledging the limitations of this work, and by encouraging and highlighting the scope for teacher-led research in this area.

Directed motivational currents and English language education

A directed motivational current (or DMC) describes a period of intense motivation when working towards a personally valued and clearly defined goal (see Henry for a recent, concise overview). An example of an individual-DMC might be a student, in the final weeks before taking the IELTS exam, eschewing regular social events and becoming seemingly obsessed with study, focusing all their efforts solely on achieving the best result possible. Key characteristics of DMCs include individuals investing significant levels of time and effort, the goal constantly being

on their minds, and their achieving results often exceeding prior expectations, all of which is underpinned by a strong positive emotionality (Dörnyei et al.; Muir, 'Directed motivational currents and language education').

DMCs can be experienced not only individually, but also in groups. In classroom contexts, group-DMCs can emerge organically from the introduction of an intensive group project '*with DMC potential*' (see Muir, 'Directed motivational currents and language education'). The latter caveat is critical: such motivational emergence can never be guaranteed, and certainly not *all* project designs are likely to be capable of facilitating a group-DMC. Examples may include students getting carried away in preparing for a group performance in English, filming and editing a short film or other media product to present to their peers or to upload to a school's website, or through their investigation of specific topics of interest to them and their studies (see Hanks, 'Integrating research and pedagogy', for discussion of a project of this kind carried out during an English for Academic Purposes (EAP) pre-session course; we return to discuss this further below in highlighting the scope for teacher-led group-DMC research, and the potentials of *exploratory practice*. See Muir, 'Motivation and projects' for broader discussion of the theoretical underpinnings of motivational projects).

In the context of group-DMCs, motivational engagement stems in part from the powerful group-level motivational processes at play. Cooperative learning is capable of generating potent 'motivational systems' (Dörnyei & Ushioda 28), in which positive emotions can be transferred from one group member to another. The development of positive group dynamics lays the groundwork for enthusiasm and positive emotion to become 'contagious' (Barsade). The notion of 'goal contagion' has likewise been proposed in describing the automatic triggering of goal pursuit in social contexts, where goals are inferred from the behaviours of others (Aarts & Custers).

As we have already noted above, not all projects '*with DMC potential*' will result in the emergence of a group-DMC. Our understanding of DMC

theory continues to develop, and alongside this is a parallel, pedagogically critical avenue of inquiry: to what extent may it be possible to design a project (*‘with DMC potential’*), that is capable of *purposefully facilitating* a group-DMC with a class of language learners?

Research questions and rationale

In 2016, Dörnyei et al. presented a set of seven project templates (seven ‘frameworks for focused interventions’) that they hypothesised may be capable of inspiring and maintaining group-DMCs in language classrooms. Each of these project frameworks is rooted in the same core principles: a *clearly defined target* perceived by students as both *relevant and real*; a *robust structure* with *regular subgoals* capable of acting as *progress markers* and providing opportunities for *regular feedback*, and a strong group dynamic manifesting as a *mature and cohesive class group*. Each project template is distinct because each positions a different *signature component* as bearing primary responsibility for maintaining motivated action.

For this study, we chose to focus on an ‘All Eyes on the Final Product’ project framework. The motivational underpinning (the signature component) of this project is the existence of a clear end goal, “which energises the entire project” (Dörnyei et al. 177). The following were posited by Dörnyei et al. as important to successful classroom implementation:

- A project goal which is well-defined, widely recognisable, and highly salient.
- Content which is both real and authentic.
- A tangible outcome and real audience.
- Highly developed project roles and norms.
- Regular subgoals.
- Explicit links to specific aspects of L2 competence.

We chose this framework because it mirrored the structure of a project the second author had previously carried out with a group of English

language learners, during which a strong group-DMC emerged organically (see Dörnyei et al., Chapter 8). This study was designed around the same project idea, and our research question was as follows: Is it possible to design an intensive group project (*‘with DMC potential’*) in such a way so as to purposefully facilitate a group-DMC with a class of business English language learners? Through multiple iterations of the same project framework, in the same context with different groups of learners, we then sought to distil key elements for success from the perspectives of project design and management.

Methodology

The first iteration of this project was conducted in the summer of 2015, and we have since run the project a further three times. We address the research question by presenting data collected during 2015, and our subsequent discussion draws on findings aggregated from all four iterations.

Participants

Students completing the 2015 project were a single class of 16 upper-intermediate business English students studying at a large language school affiliated with a prominent university in Eastern Australia. Students had six different L1s (Japanese = 8; Spanish = 4; Portuguese, Thai, Italian, German = 1) and were aged 18-40 (more than 13 were in their late teens or twenties). The male/female split was equal. The school itself has a large student body (upward of 700 students) and classes are typically structured around five-week courses. Prior to this course, students had been at the school for varying lengths of time. Students’ plans after the course were varied, including continuing on to another five-week course or returning to their home country for work or study. Participants in subsequent years were of similar demographics and located in the same educational context.

Procedure: Project structure

The goal of this project is the organisation of a charity fundraising event for Cancer Research, known in Australia as the ‘Biggest Morning Tea’. The project was launched in full on Wednesday Week One, when students met with school management and were officially presented with their ‘client brief’: to arrange a charity fundraising event that could bring together all international students at the school and that could further serve to raise the overall profile of the institution. The day of the fundraising event itself fell on Thursday Week Four. The final week of the course (Week Five) focused on reflection, the celebration of personal and group achievements, and on assessment.

Day to day teaching of the course included both structured taught components (typical of more traditional English language teaching (ELT) classrooms), and periods which supported students in planning their fundraising event. Taught components were designed to be maximally relevant for students, tailored as far as possible to reflect the skills, content and vocabulary that students needed at each stage of the project (language ‘intervention’ lessons, Stoller). The Appendix offers an overview of the school’s traditional timetable, and its modification for the first week of this project (in subsequent iterations, this project was run outside of scheduled lesson time in order to open up participation to interested students from across the wider school body). At the start of the course students were given an outline of the project, including explicit description of the L2 skills and competencies the project was designed to develop (based on Beckett & Slater). The balance of more traditional taught components to time devoted to the project was weighted approximately 40:60 (this balance fluctuated in subsequent years when the project was run outside of scheduled lesson time).

Data collection

Multiple datasets were collected, in order to allow for triangulation and to most effectively capture and record any potential group-DMC emergence.

Student diaries

Students completed a structured journal entry on Wednesday and Friday of each week, from Wednesday Week One to Wednesday Week Five. Each student completed between five and nine entries (with an average of eight), giving a total of 129. The student diaries were based on those designed by Beckett and Slater. The diaries simultaneously functioned as a personalised tool and impetus for the setting and keeping track of both language and project goals.

Student Skype interviews

Skype interviews with students were conducted by the first author and took place at the end of the school day, each lasting approximately 10-12 minutes. Interviews began on Wednesday of Week Two and ended Wednesday Week Five; 32 were completed in total. These interviews were voluntary, yet all 16 students were interviewed at least once, and many returned for follow up interviews. Nine students were interviewed twice, two were interviewed three times and one student was interviewed four times. A semi-structured format allowed students to direct conversation towards important issues pertinent to each day, and in doing so they captured a more nuanced account of students' day to day experience of the project, complementing student diaries. To encourage students to speak freely, students were reassured that the content of these interviews would not be discussed with their teachers (the second and third authors) while the course was ongoing.

Teacher data

Data was also collected (by the first author) from the two classroom teachers leading the project (the second and third authors). Collection occurred via daily teacher journals (completed by the working teacher each day; Jessica taught on Monday & Wednesday, David on Tuesday, Thursday & Friday), and via several Skype interviews as the project progressed. Due to space limitations, in this paper we focus primarily on

the student dataset (for detailed discussion of the full dataset, see Muir, 'Directed motivational currents and language education').

Data Analysis

Skype interviews were transcribed immediately after they were recorded, creating a student interview corpus of approximately 44,800 words. Digital copies were also created of the student diaries (approximately 7,700 words). Thematic analysis began with each dataset being read multiple times in order to build familiarity. Key themes were identified and coded into non-overlapping, mutually exclusive categories. These were then clustered (as appropriate) into wider umbrella groups to highlight emerging overarching themes (Braun & Clarke). Key themes were identified based on three primary concerns: their relevance to the assessment of the success or failure of the project in general terms, their relevance to the assessment of students' perceived L2 progress, and, most importantly, their relevance in providing evidence for or against the emergence of a group-DMC. In this article we focus on the third of these.

Results

Dörnyei et al. describe the following as key indicators of DMCs: people surpassing their expectations, investing considerable levels of time and effort, the goal being constantly on their minds, the project being experienced as something special, and a desire to repeat the experience. We consider the evidence for each separately.

Surpassing expectations

Evidence of students surpassing their expectations emerged from our analysis in diverse ways. A key area in which students reported surpassing their own expectations was with regards to their perceived language development, with some seemingly achieving breakthrough moments in their learning. Matheus (pseudonyms for all students are used throughout) described the experience as unique because "for me it was the first time that I speak in English! [laughter]" (Matheus, W5D3;

W5D3 denotes this was collected day three, i.e. Wednesday, of the fifth week of the course.). Although an outwardly confident and accomplished speaker, he went on to describe the impact of the project as having a significant effect on his confidence in using the language: “Something like, I discover that I can, yeah I know that it’s not good but I can speak a little bit of English, and before the course, I didn’t know about it!” (Matheus, W5D3). Other students described similar emotions, relating an uncertainty turned to pride, “Actually I was thinking about changing my class, at the first! ... but at the end I asked myself that maybe I can learn enough ... I feel really good that I didn’t change the class” (Prija, W5D3). Although language development was not tracked directly throughout this study, perceived L2 gains were most notably reported as related to developments in productive vocabulary use and oral/aural communication skills (see Muir, ‘Directed motivational currents and language education’).

Students’ expectations were also surpassed with regards to discrete aspects of the project. For example, the amount of money raised – “I think that all of us are surprised because we raised more than 3000 dollars!” / “I realised that we underestimate our abilities at the beginning” (Paula W4D4/W5D3) – and the levels of support students received from those around them, “we have like, I don’t know, like 70 people who are going to make muffins for us! So it’s amazing!” (Daniela, W4D2).

Investing considerable levels of time and effort – and enjoying doing so!

Students invested significant levels of time and effort throughout the project, yet evidence suggests that overall, this was perceived positively. Students’ engagement also indicated a far more active involvement in their learning. As Masuyo described:

Ah, actually I try, I always try to do my best ... But, it’s a different kind of effort [*laughter*]. I can’t explain very well but, the last session I was just studying for the words, for business words, business information, so, that was also very useful, but, now I have to use my brain more, much more! (W3D3)

Students likewise reported increased levels of effort, “Ah yes, much more, much more [than ‘normal’ classes] It’s hard to compare!” (Matheus, W5D3), in tandem with greater levels of commitment throughout the course: “Normally I wasn’t, I didn’t think about school things after I went back home – but now...!” (Sakura, W3D3).

Goal constantly on students’ minds

As might be expected from the above, evidence also emerged showing that the goal remained on students’ minds, their attention continually drawn back to it in an involuntary manner, even when they were engaged in other activities. This was not typical of these students’ experience of studying English, “Oh no no no – in the last session I didn’t think about studying!” (Hotaka, W4D1), and the project appeared to maintain a prominent position in their consciousness: “A lot! Yeah a lot, I think in that a lot. And also I have talked with my parents, with my brother with my boyfriend with friends about all this, about the project” (Daniela, W4D2).

Experienced as something special

Students described the experience as having contributed not only to their language development, but also their personal development: “Through this project I learned lots of things and I think I grew up” (Hotaka, W5D2); “First, I think I am more mature” (Prija, W5D3). Matheus describes the event itself as being “our time”, highlighting the intensity and unique nature of the course in his eyes:

Yeah, I’d give 10. 10 [out of 10]. Yeah, it will be our time, to put in practice everything that we have projected until now until this week. So it’s the time to see what, what we can do. To see if our work, if we did, if we did our tasks, if we did our job properly. It will be our time. (Matheus, W3D4)

Wanting to repeat the experience

As a final marker of a DMC, evidence also indicated that students wished to repeat the experience. Sakura epitomises this by commenting, “I have

one more session in this school, and to be honest I don't want to take the normal class anymore!" (W5D3). She went on to describe the confidence built up in other students as though it were contagious, drawing her in and pushing her to strive for the same. Although this feeling was also reported by other learners – “Yeah – I want to do, if they do the same thing next course, I want to do it again” (Ayumu, W5D3) – students also recognised the emotional and physical toll this level of commitment demanded, expressing a note of caution in potentially diving back in again straight away, “Again? Maybe a year later! [laughter] I need to rest!” (Hotaka, W5D3).

There is compelling evidence that a group-DMC did emerge throughout these weeks. Evidence can be found in support of all core DMC indicators, providing support for the contention that projects might be designed in a manner that is capable of purposefully facilitating such intense periods of motivation with groups of language learners (i.e., projects designed ‘*with DMC potential*’). It is important to note, however, that there was some natural variation in reports of the experience among group members (see Muir, ‘Directed motivational currents and language education’, ‘Investigating group-DMCs’, for more detailed exploration). Finally, there was evidence that the class teachers (the second and third authors) likewise became caught up in the emerged current of motivation, with evidence of them similarly exhibiting each of the DMC markers noted above. This is captured particularly well in the below interview extract from mid-way through the project:

David: I woke up this morning one o'clock heart pounding! Thinking [...] we've got so much to do! Yesterday Jess was spun out her head was exploding, and I was going ah it's ok relax we've got it, and then I come to work this morning sending Jess a text, my head's exploding! And she's going it's ok, you've got it...!!

Jessica: I feel like our colleagues kind of go oop! There they go...! ... The adrenaline, it's the adrenaline – it's pumping.

David: ... We're exciting ourselves! We're here early in the morning we're leaving late at night – we've only been home once in daylight in 3 weeks!!

Jessica: But we're happy, we're happy look at us, look at us suckers! We worked double and we're still happy – so let's just call that a DMC, so we don't sound insane!! (W3D2)

Discussion: Designing and managing motivational group projects

The results presented so far offer strong evidence that it may be possible to purposefully facilitate group-DMCs in L2 classrooms via a carefully designed intensive group project '*with DMC potential*'. From this starting point, we set out to refine this project design and implementation in order to distil key elements for success. We note that it is testament to the overall effectiveness of this project framework in this context that, even before the below refinements were made, evidence of a group-DMC emerged with this initial iteration. We acknowledge that the following lessons learned may not be applicable to all project designs or all English language teaching environments, however, we believe they have a broad relevance outside of the single project '*with DMC potential*' presented in this article.

Talking about the goal is not enough! The only way to make it clear to students is for them to experience it

This project was designed to give students a 'REAL' experience, facilitating Rigorous, Engaging, Authentic Learning. Although students were given explicit details describing the project goal, there was a delay before they truly took over ownership of the project and they fully understood what it involved (in 2015, this did not happen fully until Week Three). In later iterations, the organisation of a 'taster mini morning tea' during Week One – to make the task clear and to give students initial experience of such an event – more clearly and effectively 'laid down the gauntlet'.

Get a calendar and fill it in with key subgoals before you start

Although we pushed students to create SMART goals and subgoals (Specific, Measurable, Assignable, Realistic & Time-specific), even small 'chinks in the armor' significantly affected students' involvement with

tasks, their ongoing progress, and their overall engagement. To allow students to focus their efforts on aspects of the project most valuable with regards to L2 development, students were given explicit checklists that they needed to complete at each stage, with all students needing to complete all tasks (so concurrently limiting possibilities for ‘freeloading’). The overall goal of the project was also limited to a single task – organising a charity fundraising event – with all subgoals leading to this single outcome. Removing the parallel goals included during the first iteration, such as raising the profile of the school through social media, also helped to support group cohesiveness: student groupings were kept fluid during the initial weeks of the project (i.e., not dividing the group up into specific subteams as was initially done in 2015) in order to emphasise the fact that all group members were working towards a single, collective outcome.

The Hisashi principle: directly assess and address potential hurdles before they occur

Multinational student groups have contributed significantly to the success of this project, yet this has also posed a hurdle, with students from different backgrounds at times describing different experiences (e.g., ‘I don’t know why no one else is sharing, I’m having to do all the work’ versus ‘I had ideas too but I couldn’t share them’). Hisashi was a Japanese student who struggled at the outset with cultural differences related to communication styles, turn-taking and politeness rules (i.e., pragmatic competence). He suggested the following prominent, initial awareness raising task: short ‘role plays’ where students watched each other run a meeting in the manner that would be typical of their own cultures/contexts, with a follow up Q&A with the rest of the group serving to highlight specific practices characteristic of each environment. Addressing this specific hurdle both explicitly, and at the start of the project, facilitated the faster development of a positive whole group dynamic (in turn increasing the potential for the earlier emergence of a group-DMC).

Practice makes perfect!

Communicating in another language can be an intimidating experience, and traditional classroom methodologies cannot always offer sufficient opportunities for spoken fluency development. In many contexts, students do not regularly use (or have the opportunity to use, see Ortega) the language they are studying outside of the classroom, even where they seemingly have the opportunity to do so, for example when studying in a country where the target language is spoken. To ensure that all students participated equally, students were provided ample scaffolding and then given specific challenges/‘checklists’ (e.g., ask three people if they would be willing to bake cupcakes, approach fifteen people to sell raffle tickets). Once they had overcome their initial fears, students often continued on further, completing each task more times than they were required. This process always followed the same procedure: prepare-do-debrief, prepare-do-debrief (repeated as many times as necessary).

If you know your students, trust in the process

Teaching through projects requires a very different teaching style than that required in more ‘traditional’ contexts. As teachers, it was initially challenging to embrace the transformed role required, in that we needed to be available without hovering, and part of the team without being directive. A teacher’s role is to provide students with sufficient levels of scaffolding, continue to be on hand to provide additional, specific language support, encouragement, and affirmative feedback, and then to stand back (curbing personal enthusiasm!) in readiness to offer further support when required. Effective project management in this respect can serve to empower students, who often tended to become increasingly vocal as projects went on with regards to specific language resources and input they required in order to succeed at each stage.

Researching intensive group projects ‘with DMC potential’: the scope for teacher-led research

There has been a growing movement across the field of second language acquisition (SLA) over the past decade, both to make research findings better available to practitioners (cf. Marsden & Kasprovicz; Marsden et al.), and to more fully acknowledge the value of teacher insight and teacher-led research (see Burns for discussion in SLA more broadly, and Ushioda in the context of L2 motivation research). It is perhaps unnecessary to state that teachers are ideally placed to investigate the motivational (and other) possibilities of intensive group projects ‘with DMC potential’. Formative experiments have been suggested as one potential research approach in this context, because of their deeply pragmatic foundation. Formative experiments are rooted in answering two questions which are typically omitted from other types of experimental designs, yet both of which are fundamental to pedagogy. “What factors add to or detract from an intervention’s success in accomplishing a valued pedagogical goal?” And secondly, “how might the intervention be adapted in response to those factors to better accomplish that goal?” (Reinking & Watkins: 384 & 387; in the context of DMCs, see Muir, ‘Investigating group-DMCs’).

In this article, we wish to highlight the potential of *exploratory practice*, an approach which integrates both research and pedagogy (Hanks, ‘Exploratory Practice in Language Teaching’). As a type of action research (Burns), rather than seeking *answers to problems*, exploratory practice is rooted instead in the notion of ‘*puzzling*’ and of *working for understanding* (Hanks, ‘Exploratory Practice in Language Teaching’). A further hallmark is its positioning of learners alongside teachers as *co-investigators*. The study we highlighted at the beginning of this article (Hanks, ‘Integrating research and pedagogy’) provides an excellent example. In completing a group project during a pre-sessional EAP course, students were not tasked with investigating traditional, dry textbook topics from which they were unlikely to return any novel (or particularly interesting) insight. Instead, they were challenged to

collaborate in investigating personalised puzzles related to their own language learning journeys. For example, these included ‘Why can't I remember and use new vocabulary?’ and ‘Why can't I speak English well after studying for a long time?’

There is some evidence in Hanks’ discussion that these projects led to the emergence of relatively strong currents of motivation, reminiscent of group-DMCs. As Hanks reports, some groups continued working on their project after class:

in the class we opened the door and meet each other. But some interviews is not in the class because the time is not enough. So we have a date and visited in our flats, in our accommodation and sit down [together]. That's a good environment [...] because they can talk anything and they can think. (‘Integrating research and pedagogy’ 45)

Similar levels of motivation are likewise noted by a participating teacher, John. In describing his students’ motivation, John comments,

they're really enjoying it. To the extent where today, when I asked them about 10 minutes before the period ended, to ‘Close down everything now, and come and sit in your seats’, they didn't come! [...] in the end I said ‘OK keep going and we'll finish the lesson now, but if you want to stay in the classroom and continue on, you can. Just lock up when you've finished. (ibid.)

Reflecting back on the project templates introduced by Dörnyei et al., such a design would fall under the ‘detective work’ variant, described as a type of “intellectual treasure hunt” (191). Teachers might not only encourage learners to puzzle their own questions in this way, but may *themselves* concurrently work for greater understanding with regards how they can best introduce projects ‘*with DMC potential*’ into their own teaching and learning contexts. The results of these investigations would undoubtedly contribute important insight to our understanding of the practical applications of DMC theory, and to the positive motivational (and other) benefits potentially on offer for both English language teachers and learners.

Conclusion

Data presented in this paper has offered initial, yet compelling, empirical evidence that it may be possible to purposefully facilitate group-DMC experiences with classes of English language learners. In doing so, it contributes to addressing a critical missing link between previous conceptual work on DMCs, and discussion of their classroom application via intensive group projects (*‘with DMC potential’*).

We recognise the limitations of this study. Data was collected from a single educational environment, and as such the specific potentials of an ‘All Eyes on the Final Product’ project variant requires replication elsewhere and validation more widely, for example, in different contexts and with different end goals, and in learning languages other than English. Owing to the motivational focus of this study, no empirical data was collected regarding L2 development (this is a particularly important avenue of further investigation because considerable perceived L2 gains were reported; see Muir, ‘Directed motivational currents and language education’), and a further important avenue for future research will be to investigate *individual* experiences of *group-DMCs* (Muir, ‘Investigating group-DMCs’). Finally, we acknowledge that our collaboration increased our own investment in the success of this project, and we are unable to account fully for the extent or the ways in which this influenced the outcome.

Projects are not suited to all educational contexts worldwide, and not all group projects *‘with DMC potential’* introduced will lead inevitably to group-DMC emergence. However, projects have the potential to facilitate considerable learning opportunities, and to revitalise tired learning environments through powerful motivational interventions. We believe that this study highlights the considerable potential of intensive group projects (*‘with DMC potential’*) in inspiring group-DMCs in instructed L2 contexts. In doing so, it concurrently highlights the need for further research, in order to develop our understanding of how we can best achieve this, and how we can better prepare English language teachers

so they might be able to realise similar outcomes in their own teaching and learning contexts.

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APPENDIX

Traditional Course Timetable

EIBC II		ICTE-UQ Class Timetable		Session 4 - 2015	4 May - 5 June	344/325/326
<i>Class</i>	MON	TUES	WED	THURS	FRI	
L1	Business Presentation Skills: CALL	Integrated Business English Skills	AV	Integrated Business English Skills	Integrated Business English Skills	
	Jessica Florent	David Leach	Jessica Florent	David Leach	David Leach	
<i>Break</i>	10:30-11:00					
L2	Business Presentation Skills: CALL	Integrated Business English Skills	Business Apprentice Project: CALL	Integrated Business English Skills	Case Studies	
	Jessica Florent	David Leach	Jessica Florent	David Leach	David Leach	
<i>Break</i>	12:45-1:45				1:00	
L3	Grammar in Business	Corporate Writing 1	Listening Note Taking & Discussion	Corporate Writing 2	<i>Friday afternoon activities: see Rebecca at the Activities Office on Level 5 and check out facebook.com/icteuq</i>	
	Jessica Florent	David Leach	Jessica Florent	David Leach		
<i>Finish</i>	3:45		3:30			

Lesson Outlines for Week 1:

The first Monday of every new five-week course is used to test and place new students entering the school: delivery of content typically begins on Tuesday.

Class	MON	TUES	WED	THURS	FRI
L1		Project introduction -Project idea pitched to students / students watch pre-recorded Christine intro video / details of the study explained and consent forms signed by students / student diaries introduced - Introductory 'get to know you' activities Language focus - Key vocabulary / phrases introduced	Presentations focus - Presentation language & skills / preparation, practice and feedback / signposting language & pitching ideas Project focus - Research in groups (fundraising, cancer council, the university, the 'biggest morning tea')	Project / presentation focus - 'Rough' presentation groups formed and areas of focus for presentation defined (to pitch ideas back to management on Friday) / discussion in small groups	Listening focus - Reviewed language and structures from listening homework – reviewed vocab spelling from previous work Presentation / project focus - Presentations finalised and practiced
	Jessica Florent	David Leach (& Jessica Florent)	Jessica Florent	David Leach	David Leach
Break	10.30-11.00				
L2		Reading focus - Reading text & additional vocab on the topics of teamwork and fundraising Pronunciation/listening focus - Pair dictation / frequent changes in pair/group combinations to help to establish the class group	Project focus - Students attend a formal 'client brief' at the university with the key stakeholders that they will be 'working for' / project goals laid out in explicit terms / advice given as to how to approach the project / Q & A session	Listening / project focus - Guest speaker: Talk given by Deborah from the Cancer Council / Q & A session	Presentation / project focus - Pitch back to Frances with their ideas & what they want to do / Feedback and Q & A session - Student diary entries completed / goals set on Wednesday reviewed /

					new goals set for next week / Round up of work and achievements of the week
	Jessica Florent	David Leach	Jessica Florent	David Leach	David Leach
Break	12.45-1.45				1.00
L3		<p>Writing focus - Email introductions and various functions of first paragraphs, e.g. apologising, asking for information etc. Students to write David an email formally introducing themselves</p>	<p>Listening, note taking & discussion focus - Guest speaker: team building workshop given by expert Neil - First student diary entry completed / goals set for Friday/rest of week</p>	<p>Reading focus - Key vocab/strategies from reading homework used in 'ask your partner' questions / frequent partner changes to make sure everybody knows everyone's name Speaking / project focus - Teacher-led discussion to get as many ideas on the board as possible inspired by Deborah's talk Language focus - Pair dictation / work idioms</p>	Friday afternoon activities
	Jessica Florent	David Leach	Jessica Florent	David Leach	
Finish	3.45	3.30			