

## ABSTRACT

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VISION OF SELF, VISIONARY MOTIVATIONAL PROCESS

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**Thesis Title:** THE EFFECTS OF THE VISIONARY MOTIVATIONAL PROCESS ON  
IDEAL L2 SELF AND ENHANCEMENT IN READING AND WRITING  
SKILLS OF VIETNAMESE UNDERGRADUATE STUDENTS

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This study aimed at 1) exploring the extent to which 31 English-majored first-year Vietnamese undergraduates were motivated in learning when the integration of the Visionary Motivational Process (VMP), integrated into the existing course of ‘Reading-Writing 1’, aimed at enhancing their Ideal L2 self; 2) investigating the degree to which students’ reading skills were enhanced after the course; 3) investigating the degree to which students’ writing skills were enhanced after the course and 4) examining students’ perceptions towards the VMP.

The mixed-methods approach was employed with a variant of the embedded experimental model conducted for an intact group of 31 learners. This research design was developed by integrating qualitative research elements into the experimental design, which was then well-validated by the analysis of both qualitative and quantitative data collected before, during, and after the treatment of the VMP.

The research instruments were inclusive of both quantitative instruments (pre/post-test and pre/post-questionnaire) and qualitative instruments (learner diary and semi-structured interview). The VMP – the six-phase interventional activities which were

integrated into a 15-week Reading-Writing course, was used as a pedagogical tool to help create and strengthen students' Ideal L2 Self.

The findings demonstrate four points. Firstly, students' degree of motivation was substantially enhanced after the course ( $p=0.00$ ) with the more powerful and influential predictor of the '*Ideal L2 self*' than the '*L2 learning experience*', in which the later element appeared without being mentioned by the researcher's initial intention in this study. Secondly, students' reading skills were significantly enhanced after the treatment ( $p=0.00$ ) since the mean score ( $M=4.0$ ;  $SD=.42$ ) in the post-test was higher than that in the pre-test ( $M=3.5$ ;  $SD=.59$ ). Thirdly, students' writing skills were significantly enhanced after the treatment ( $p=0.00$ ) since the mean score of the post-test ( $M=3.6$ ;  $SD=.66$ ) was higher than that of the pre-test ( $M=1.9$ ;  $SD=1.17$ ). The results of the research questions 2 and 3 were also validated by the findings from students' learner diary and interview, showing students' high agreement on the '*learning satisfaction*' as the most mentioned theme when students interpreted the effectiveness of the VMP. Fourthly, students' perceptions towards the VMP were positive and revealed by six emerged themes (learning satisfaction, motivational value, instructional value, relevance to the coursebook, practicality, and novelty value), in which the mainly highlighted themes went for the important roles of the academic (expected) results – *learning satisfaction* and learning interest – *motivational value* that the VMP brought about.

Findings in the study are consistent with those in some studies reflecting the successful intervention of the VMP into the language classroom. From the findings, some recommendations were formulated for educational expertise, educators/teachers, and future research.