Using a tablet computer for positive self-review: Influence on students' EFL motives

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ABSTRACT

This paper reports the results of a small, exploratory, and longitudinal study which tested for the influence of video recording of students successfully speaking in the classroom and self-viewing with an iPad at a later date. The iPad video intervention, which allowed some of the students to view their successful use of English while speaking in front of their peers, is arguably a form of Positive Self Review (PSR; Dowrick, 1977). The results show that the students who received the iPad intervention had a non-statistically significant higher level of amotivation; statistically significant higher levels for the two most extrinsic motives ($p < .05$), including a higher level of the identified regulation items (Ideal L2 Selves; $p < .10$); and a statistically significant ($p < .01$) higher level for all three of the intrinsic motives: for knowledge, for stimulation, and for feelings of accomplishment. These results support Dörnyei's L2 Motivational Self-System theory (2005, 2009). Finally, these results indicate that PSR may support student motivation for successful long term acquisition of EFL.

INTRODUCTION

The findings of studies on the role of motives and motivation to learn English show that these lead to higher levels of proficiency (see Dörnyei, 2003; Yashima, 2000). It has been shown that affect and self-determination theory's (SDT; Deci & Ryan, 1985) intrinsic orientations for language learning are related (Yashima et al., 2009). Furthermore, Ockert (2014) conducted research into the influence of PSR on EFL student confidence to speak in English, anxiety toward English use, and WTC in English. The results show an influence of the PSR intervention on FL WTC and confidence and a *lowering of* anxiety. Therefore, the researcher decided to check for the influence of PSR on SDT motives for EFL.

REVIEW OF THE LITERATURE

Video Self Modeling to Improve Performance

Positive Self-Review (PSR; "VFP", n.d., p. 5) is a kind of Video Self Modeling (VSM; Dowrick, 1976). In PSR, participants view themselves successfully completing a target behavior with the goal of reinforcing the behavior (Dowrick, 1999.) The results presented in this paper are amongst the first to report the use of a tablet-computer (an iPad) as an intervening PSR stimulus to positively influence student amotivation and SDT-based motives to study EFL.

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Self-Determination Theory and Language Learning Motives

Deci and Ryan's (1985) self-determination theory (SDT) focuses on the innate needs for competence, relatedness, and autonomy (Ryan & Deci, 2000). According to Deci and Ryan (1985), the several types of motivated behaviors are ordered along a continuum of self-determination. Dörnyei (2001) lists three types of SDT for EFL, *amotivation* (AM; having no desire to perform a task or engage in an activity), *extrinsic motivation* (EM; engaging in an activity in order to achieve an external reward such as good grades, a raise in salary or to please others), and *intrinsic motivation* (IM) which is the motivation to engage in a task for the "inherent satisfactions rather than for some separable consequence" (Ryan & Deci, 2000, p. 56). The authors further subdivide EM has been subdivided into three categories: *external regulation* (i.e., motivation coming entirely from external sources such as rewards or threats); *introjected regulation* (i.e., externally imposed rules that students accept as norms they should follow in order not to feel guilty); and *identified regulation* (i.e., activity involving choiceful behavior that is fully assimilated with the individual's other values, needs, and identity).

Objectives of the Present Study

The purposes of the present study are to examine the changes in the mean and standard deviation among the SDT survey sub-sections before and after the iPad PSR intervention. The results involving PSR reviewed above indicate that the outcomes in a variety of fields have yielded positive results. Therefore, it is expected that the participants in this study will show an increase in motives for learning EFL as a results of the PSR intervention.

Hypothesis 1. PSR will positively influence student intrinsic motives to learn English.

Hypothesis 2. PSR will strengthen – increase - their Ideal L2 Selves (the identified regulation items).

METHOD

Project Outline

Some students were recorded with the iPad on January 18, the PSR occurred on February 28th. The second survey iteration was completed during the first week of March after the recording and PSR.

Participants

The survey instruments were completed by students in a class of Japanese junior high school students in Nagano, Japan (*n* = 21). The class had the same Japanese teacher and ALT. There was no discernible difference in ability amongst the students before forming the classes, according to the English program supervisor who placed the students in their respective classes (C. Kitamura, pers. comm.). There were 24 students in attendance on the day of the intervention. However, three of them did not complete the second survey and were therefore not included in the data analysis. Student participation was voluntary.

Materials

A Japanese language version of The Language Learning Orientations Scale-Intrinsic Motivation,

Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA; Noels, Pelletier, Clément, & Vallerand, 2000) was used for this study. It used a six-point Likert-type system with numerical values from 1 (*That is not applicable to me at all*) to 6 (*That absolutely applies to me*) for on 7 scales of 3 items each, for a total of 21 items. The survey was filled out in pencil during regular class time before and after the iPad recording and PSR. Please see the Appendix.

Activity

A class of 24 students was divided into six groups of four students each. In groups, the students made three quiz "hint" statements. For example, one student described a cow and used the following three sentences: It is as big as a horse. It is something that makes meat. It is a thing that is the color(s) black and white. Each student would have to stand in front of the class and read their three sentences by themselves to their classmates during the activity. Each group had a white board on which to write their answer. Each of the groups that correctly guessed the answer received a point. The group whose member was giving the quiz received a point for each group's correct answer to encourage well-presented quiz statements.

For the PSR intervention, a single iPad tablet computer was used by the Japanese teacher to record the students who presented their quiz statements to the class. This occurred in front of the other students. On February 28th the students who presented and were recorded had PSR.

RESULTS AND DISCUSSION

The mean scores for the three items in identified regulation are the highest of all items, indicating these are perceived to be the most important by the students. The difference in the results for the amotivation scale, the three extrinsic scales, and the three intrinsic motive scales after the iPad video recording and PSR intervention for the two groups are shown in Table 1. There are several rather large and statistically significant differences in the post-intervention data for the intrinsic motive variables between the two groups

Table 1
SDT scale differences for the students who did and did not have iPad recording

SDT Motives	w / iPad ($n = 9$)	w / o iPad ($n = 12$)	Difference
Amotivation	2.63 (1.42)	2.33 (1.14)	0.30
External Regulation	2.78 (1.65)	2.03 (0.92)	0.75
Introjected Regulation	3.19 (1.82)	2.21(1.14)	0.98**
Identified Regulation	4.41 (1.60)	3.58 (1.23)	0.83*
IM Knowledge	3.41 (1.65)	2.45 (0.87)	0.96***
IM Accomplishment	3.85 (1.61)	2.52 (0.76)	1.33***
IM Stimulation	3.41 (1.65)	2.42 (0.66)	0.99***

Note: *M* (*SD*); The software accounted for unequal variance; ***$p < .01$, **$p <. 05$, *$p < .10$

This data indicates that the iPad PSR intervention had a strong impact on these EFL motives. Furthermore, of particular interest are the results for the PSR group for identified regulation scale. The statistical significance level for this sub-scale is at $p < .10$ (.07), which is an acceptable level for an exploratory study (Cohen, 1992). These results indicate that the act of viewing oneself successfully engaged in a target activity – in this case speaking English so as to be understood by classmates – helps alleviate the self-consciousness associated with public speaking which agrees

with previous results (Ockert, 2014).

CONCLUSIONS

This study has positive implications for teachers. The data results indicate that the PSR via the iPad not only increased the student intrinsic motives but also their identified regulation (Ideal L2 Self) items as well. This shows that the act of recording students with a tablet computer and allowing the students PSR may be the reasons for these increases in motives for these students to study EFL. Further research involving more students and a variety of PSR applications – e.g. two, three, or more recordings and self-viewings – would help answer the extent to which PSR may, in fact, influence these SDT-based motives.

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APPENDIX

Language Learning Orientations Scale Subscale Items and Scale Cronbach's *alpha*

Amotivation (α = .75)

I don't know why I must study English. Plainly speaking, I'd rather do anything other than study English.

Honestly, I don't know, I truly have the impression of wasting my time in studying English.

As for studying English, I cannot come to see why I study English.

External Regulation (α = .68)

As for studying English, I do so in order to get a more prestigious job later on.

As for studying English, I do so because I have the impression that it is expected of me.

As for studying English, I do so in order to have a better salary later on.

Introjected Regulation (α = .69)

Because I would feel ashamed if I couldn't speak to my friends from the English-speaking community in English.

Because if I can speak English, I will be aware that I am an internationally-minded person.

Because I would feel guilty if I didn't know English.

Identified Regulation (α = .75)

Because I want to be a person who can speak a foreign language.

Because I think it is important for my personal development.

Because I want to be a person who can speak English.

Intrinsic Motivation (Knowledge) (α = .81)

For the pleasure that I experience in knowing more about English literature.

For the satisfied feeling I get in finding out new things.

Because I enjoy the feeling of acquiring knowledge about the English-speaking community and their way of life.

Intrinsic Motivation (Accomplishment) (α = .81)

For the pleasure I experience when surpassing myself in my English studies.

For the enjoyment I experience when I grasp a difficult construct in English.

For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.

Intrinsic Motivation (Stimulation) (α = .83)

For the "high" I feel when hearing foreign languages spoken.

For the "high" that I experience while speaking English.

For the pleasure I get from hearing English spoken by native speakers.