

The Effect of Positive Peer Feedback on Motivation to Study for Weekly TOEIC Vocabulary Quizzes

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Abstract

In an attempt to encourage first year tourism majors at a large university in Tokyo, Japan to study for weekly TOEIC vocabulary quizzes, students were instructed to write positive comments on their classmate's quiz papers when correcting the quizzes in class. Students were then asked to complete a questionnaire at the end of the term to determine if positive peer feedback was a motivating factor for students to study for the TOEIC quizzes. The results of the questionnaire are examined in this paper and reviewed in terms of different motivating factors. The questionnaire indicated that the majority of students found reading and writing positive comments motivating, however, there were other stronger forms of motivation.

Keywords: motivation, peer feedback, TOEIC

Introduction

English is widely recognized as a second language in Japan and it is a required subject for most university students. For university students who major in tourism, English takes on a greater importance since English is considered the language of communication for international travelers.

Contrary to the importance universities put on English as a Foreign Language (EFL) courses, few students have the opportunity to use English outside of the classroom. It is still relatively uncommon to hear English spoken in the major cities of Japan and English usage is almost non-existent in the countryside. This situation could change, however, as the number of foreign visitors is expected to increase and the selection of Tokyo to be the host of the 2020 Summer Olympic Games will surely be a catalyst for foreign visitors.

Since university students seldom use English outside of the classroom, they generally have difficulty visualizing the practical need for English. Especially, the need to communicate verbally is of minor importance for the majority of students. One of the main reasons for this is high school English language classes tend to focus on reading and writing skills. Since the method of instruction usually is based on grammar translation, there is a large emphasis on learning the grammar rules of

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English and the rote memorization of vocabulary. In senior high school, most students are focused on passing university entrance exams in which the English language section is based on reading comprehension, vocabulary usage, and knowledge of grammar. Japanese high schools have only just recently introduced a listening comprehension component to the English language final exam and there is a movement towards a more communicative approach in EFL education. However, currently there is little incentive for student, especially high school students, to develop oral fluency.

It is this situation that EFL teachers face when entering the first year English language class. TESOL trained teachers generally design and teach English language course that are communicative and expect students to participate in speaking activities in English. Many teachers are dismayed by the general lack of fluency and reluctance students have in general to communicate in English. Considering the background, the situation is somewhat understandable and also students who are not English language majors may not feel the need to study English. Compounding this problem is the general characteristic of Japanese students to be shy and reluctant to speak for fear of making mistakes.

All of the factors mentioned above contribute to what appears to be a general lack of motivation on behalf of the students. Motivating students is an important role of EFL teachers in Japan. Not only do instructors need to design and create materials that are interesting for students and require them to use English, they need to convince their students that English is important for their future. This is more difficult than it seems, and teachers always need to consider different ways to motivate their students.

Literature review

Motivation is a term used to describe the human desire to accomplish a goal. Dörnyei and Ushioda (2011) phrase the basic question surrounding motivation theory and research as, “What moves a person to make certain choices, to engage in action, to expend effort and persist in action ...” (p. 3) However, as Dörnyei and Ushioda emphasize, motivation is not an easy concept to define even though it is such an important and fundamental human characteristic. Attempts to qualify and quantify motivation have intrigued psychologists and linguists for years.

At the turn of the 20th century, psychologists, especially Freud, believed that motivation was a result of the subconscious mind and influenced by basic human instinct such as fear and sex. In the mid-20th century the idea that motivation is a conscious mental process gained acceptance in psychology and this began the shift towards a cognitive approach to understanding motivation. This approach considers conscious activities such as goal setting, and the shaping of one’s behavior as a means to achieve such goals as paramount.

According to Dörnyei and Ushioda (2011) one of the most basic theories of motivation based on cognitive psychology is the Expectation-value framework which can be expressed as expectancy \times value = motivation. Another important concept is the Attribution theory which states that past experience of success and failure have a direct effect on motivation. This theory has practical

implications to education and other forms of life as evident by the expression ‘success creates success.’ Similarly, the Self-efficacy theory of motivation is the belief that humans have the ability to achieve their goals (or not) and the outcome can be influenced by factors such as feedback, encouragement, experience, and training. There are various other theories of motivation in psychology which often focus on different variables. Each theory has its own merits, however, because of the complexity of human nature, a cohesive theory of motivation remains elusive.

One of the first theories of motivation for second language acquisition was developed by Robert Gardner in 1985 (Gardner & Tremblay, 1995; Dörnyei & Ushioda, 2011) While studying French and English immersion programs in eastern Canada, he proposed that L2 acquisition was not a direct result of aptitude, but of effort and the desire to learn the L2 and associate with the L2 culture and interact with the L2 population. (Larsen-Freeman & Long, 1991). Gardner identified this form of motivation as integrative orientation and contrasted it with instrumental orientation which is the motivation to obtain a reward or benefit.

Another common model of L2 motivation theory is the Self-Determination theory which was proposed by Edward Deci and Richard Ryan in the mid-1980s. (Ryan & Deci, 2000; Dörnyei & Ushioda 2011) This model borrows some of its concepts from psychological motivation theory including the key concepts of Intrinsic motivation and Extrinsic motivation. Intrinsic motivation is defined by Ryan and Deci as “the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn.” (p. 70) Extrinsic motivation, on the hand, refers to motivation for a benefit or a reward. Motivation to avoid failure or a negative outcome is also considered extrinsic. Intrinsic motivation is considered the stronger more sustainable of the two and is thought to be the result of the human need for self-determination, social integration and competence.

A more current framework of L2 motivation, the Process-Orientated model, was put forth by Zoltán Dörnyei in 1994 as an attempt to include the dimension of time. Dörnyei (2001) along with other linguists believed that time is an important factor which is missing from previous L2 motivation theories. He considers it important to realize that motivation fluctuates over time and motivating factors will change as one progresses towards a goal. To incorporate the time factor in language learning, Dörnyei created a model consisting of three stages: the preactional stage where motivation is generated to set goals and tasks; the actional stage where motivation is maintained and developed; and the postactional stage where the goals are evaluated in retrospect.

L2 motivational theories or frameworks are generally based on observation and are useful to identify how students acquire a second language. However, Dörnyei (2001) and Ryan & Deci (2000) among others have called for a practical approach which teachers can use in the classroom. As Dörnyei (2001) explains:

One reason for this gap between theory and practice is the different nature of the principles that people find useful in educational and research contexts. The kind of knowledge teachers can use best is straightforward and unambiguous, along the lines of ‘If you do this, you’ll get this’.

Psychologists, however, are not very keen on making black-and-white statements because when it comes to humans, there are very few rules and principles that are universally true regardless of the actual context and purpose of the learning activity. p. 23

In an attempt to give his process-oriented approach practical application, Dörnyei (2001) designed a model consisting of techniques to generate and sustain motivation in the classroom. The model for applying motivational strategies is referred to as motivational teaching practice. This model has four stages: creating the basic motivational conditions; generating initial motivation; maintaining and protecting motivation; and encouraging positive retrospective self-evaluation. It is the fourth stage of this model that Dörnyei suggests providing motivational feedback.

Typically, it is the teacher who provides motivational feedback, however, there are benefits to arranging for students to give each other feedback for goals or tasks completed. This is fairly common in EFL writing classes and peer editing is a component of the writing process method. Rollinson (2005) reports that students usually provide useful constructive feedback when peer editing essays and students generally feel more comfortable to discuss writing errors with peers. Rollinson also observed that peer feedback seems to bring the students closer to one another resulting in higher overall class motivation.

Research questions

This paper reports the findings of a project to investigate the influence of positive peer feedback on weekly TOEIC vocabulary quizzes. This project attempts to answer the following research questions:

1. Are students motivated by positive peer feedback?
2. How much of a motivating factor is positive peer feedback in studying for weekly TOEIC vocabulary quizzes?

Methods

Course description

The English class involved in this study is a required English course for Tourism majors in the Department of Tourism, Faculty of Regional Development at a major university in Tokyo, Japan. The Title of the course is Tourism English (Kanko Eigo in Japanese) and all first year students are required to take this course. Tourism English (TE) is a four skills course providing instruction and practice to improve speaking, listening, reading, and writing while following a topic based syllabus. Students are required to purchase the textbook *International Tourism for Tourism Majors (pre-intermediate student's book)* and the topics covered in this course are tourism related topics such as jobs in tourism, tour operators, accommodations, and so on. Assessment is based mainly on two paper tests (a midterm and final), a speaking test (role-play), and attendance.

The students' language ability in English vary and are placed into classes according to their TOEIC test scores. It is mandatory for students to take the TOEIC test at the end of the academic year as well as prior to beginning classes in the first year. There are eight TE classes consisting of approximately 30 students each. The top level class in each category is labeled "A1" ("B1" in the fall term) followed numerically down to the lowest level class (according to TOEIC scores). Generally speaking most students have a reasonable explicit understanding of English grammar and basic vocabulary which they have learned in high school. However, as typical of Japanese students entering university, they struggle to communicate even on a basic level.

TE courses are designed to run two terms, spring and fall, for 15 weeks each. The classes are mostly taught by native English language instructors and each class meets twice a week (Monday and Wednesday) for a total of 30 classes a term. As mentioned earlier, TE is four skill course, however, the classroom environment is meant to be as "communicative" as possible with a focus on speaking and listening.

There are two TE classes involved in this project: A/B2 and A/B6. For the spring and fall terms in 2013 and 2014 student placement was based on the following TOEIC scores: A/B2 TOEIC 390 to 430 and A/B6 TOEIC 320 to 360. In 2015, the order of classes reversed, meaning the highest placing class was now A/B8 and the lowest A/B1. Therefore, in spring 2015 student with TOEIC scores between 320 to 360 were placed in A2 and students with TOEIC scores between 390 to 430 were placed in A6.

Participants

The number of participants for the spring 2013 term were as follows: A2 30 students (22 females and 8 males), and A6 29 students (18 females and 11 males). All students for both classes were Japanese nationals aged 18 or 19. The number of participants for the fall 2013 remain consistent with the spring term.

The number of participants for the spring 2014 term were as follows: A2 33 students (25 females and 7 males). 31 students were Japanese nationals aged 18 or 19 and 2 female students were Chinese nationals, both aged 20. A6 33 students (22 females and 11 males). 27 of the students were Japanese nationals aged 18 or 19 and 1 female Chinese national aged 20. Also there were 5 Japanese female students aged 20 who were repeating the course.

The number of participants for the fall 2014 term was slightly different from the spring term. B2 had 37 students (28 females and 9 males), 31 of which were Japanese nationals aged 18 or 19; 3 female and 2 male Japanese students aged 20 were repeating the course; and 1 Chinese female aged 19. Class B6 had 34 students (20 females and 13 males). 27 students were Japanese nationals aged 18 or 19 and 6 students (3 Female and 2 males) aged 20 were repeating the course. 1 student was a Chinese national aged 20.

The number of participants for the spring 2015 term was as follows: Class A2 had 30 students (24 females and 6 males) aged 18 or 19. Also there were 1 Chinese national and Korean national aged 19

while the remaining students were Japanese nationals. Class A6 had 34 students (23 females and 11 males), 31 students were aged 18 or 19, and 1 female and 2 males student were repeating the course. These students were 20 and also Japanese nationals.

Procedure

In course orientation during the first week of classes in the spring term, which typically begins in the second week of April, students were informed about weekly TOEIC vocabulary quizzes. Students were required to purchase the textbook (*Intensive Training in the TOEIC Test (Work Book)*) and each week would be required to study approximately 50 word from the study guide. The quiz consisted of 10 words selected from the 50 words and students were required to insert the correct word into each of the 10 sentences. (see appendix A for an example quiz) The quiz was held on Wednesday and students were given 5 to 6 minutes to complete the quiz. When time had expired, the instructor collected the quizzes and redistributed them to be checked in class. Once checked, the quizzes were collected and the scores recorded. At the end of the class, the quizzes were returned to students. The quizzes were held starting from the third week of classes and continued throughout the spring and fall terms. In total there were 24 quizzes: 12 in the spring term and 12 in the fall term.

In the spring of 2014 and 2015, students were given additional orientation about writing positive comments when checking classmates' quizzes. Students could choose from one of the comment on the handout (see appendix B) or write their own comment as long as the comment was positive and written in English.

At the end of the spring 2014, fall 2014, and spring 2015 terms, students were asked to complete a questionnaire about motivation to study for weekly TOEIC quizzes. The questionnaire, titled TOEIC Quiz Questionnaire (see appendix C), was written in English and students were required to check the appropriate answers and write optional comments in English.

Results

Questionnaire

The TOEIC quiz questionnaire was divided into three sections. The first section "What motivated you to study for the TOEIC quizzes?" asked students to respond to statements about their motivation to study for the TOEIC quizzes. The second part of the questionnaire required students to rank the statements a-f in section one from the most motivating (1) to the least motivating (6). The third section asked student to offer suggestions on how to improve TOEIC quizzes and help students. The tables below summarize the data from section one and two according to the class.

Table 1.1
Data for TE A2 spring 2014

Statement	Response								Rank											
	Yes, very much	%	Yes, some what	%	No, not really	%	No, not at all	%	1	%	2	%	3	%	4	%	5	%	6	%
a	16	62	10	38	0	0	0	0	6	24	6	24	7	28	3	12	2	8	1	4
b	18	69	6	23	2	8	0	0	9	36	6	24	9	36	0	0	1	4	0	0
c	20	77	2	8	4	15	0	0	7	28	8	32	2	8	4	16	1	4	3	12
d	7	27	14	54	5	19	0	0	1	4	0	0	4	16	13	52	1	4	6	24
e	14	54	11	42	0	0	1	4	2	8	1	4	1	4	3	12	6	24	12	48
f	15	58	9	34	1	4	1	4	0	0	4	16	2	8	2	8	14	56	3	12

Number of responses = 26; Number of rankings = 25

Table 1.2
Data for TE A6 spring 2014

Statement	Response								Rank											
	Yes, very much	%	Yes, some what	%	No, not really	%	No, not at all	%	1	%	2	%	3	%	4	%	5	%	6	%
a	16	57	12	43	0	0	0	0	6	30	6	30	7	25	1	5	1	5	1	5
b	21	75	7	25	0	0	0	0	1	5	7	35	8	40	4	20	0	0	0	0
c	25	89	3	11	0	0	0	0	11	55	4	20	3	15	2	10	0	0	0	0
d	12	43	11	39	4	14	1	4	0	0	1	5	2	10	9	45	3	15	5	24
e	13	46	15	54	0	0	0	0	1	5	1	5	1	5	1	5	10	50	6	30
f	16	57	11	39	1	4	0	0	1	5	1	5	1	5	3	15	6	30	8	40

Number of responses = 28; Number of rankings = 20

Table 1.3
Data for TE B2 fall 2014

Statement	Response								Rank											
	Yes, very much	%	Yes, some what	%	No, not really	%	No, not at all	%	1	%	2	%	3	%	4	%	5	%	6	%
a	11	38	17	59	1	3	0	0	6	21	5	18	10	36	4	14	1	4	2	7
b	18	62	9	31	2	7	0	0	10	35	9	32	5	18	2	7	1	4	1	4
c	18	62	7	24	4	14	0	0	9	32	12	43	5	18	2	7	0	0	0	0
d	10	35	16	55	3	10	0	0	0	0	1	4	6	21	12	43	4	14	5	18
e	8	28	15	52	4	14	2	6	0	0	1	4	1	4	4	14	12	43	12	35
f	8	28	16	55	4	14	1	3	3	12	0	0	1	4	4	14	10	35	10	35

Number of responses = 29; Number of rankings = 28

Table 1.4
Data for TE B6 fall 2014

Statement	Response								Rank											
	Yes, very much	%	Yes, some what	%	No, not really	%	No, not at all	%	1	%	2	%	3	%	4	%	5	%	6	%
a	11	38	17	59	1	3	0	0	7	25	5	18	10	35	4	14	1	4	1	4
b	8	62	9	31	2	7	0	0	10	36	9	32	6	21	2	7	1	4	0	0
c	18	62	7	24	4	14	0	0	8	29	11	39	6	21	2	7	0	0	1	4
d	10	34	15	52	4	14	0	0	0	0	1	4	4	14	12	43	4	14	7	25
e	8	28	15	52	5	17	1	3	0	0	2	7	1	4	4	14	12	43	9	32
f	8	28	16	55	4	14	1	3	3	12	0	0	1	4	4	14	10	35	10	35

Number of responses = 29; Number of rankings = 28

Table 1.5
Data for TE A2 spring 2015

Statement	Response								Rank											
	Yes, very much	%	Yes, some what	%	No, not really	%	No, not at all	%	1	%	2	%	3	%	4	%	5	%	6	%
a	13	48	14	52	0	0	0	0	5	20	8	32	9	36	0	0	1	4	2	8
b	23	85	4	15	0	0	0	0	8	32	8	32	6	24	3	12	0	0	0	0
c	25	93	2	7	0	0	0	0	10	40	6	24	3	12	2	8	3	12	1	4
d	5	19	20	74	2	7	0	0	0	0	1	4	4	16	9	36	3	12	8	32
e	10	37	15	59	1	4	0	0	2	8	0	0	2	8	5	20	9	36	7	28
f	9	33	16	58	2	8	0	0	3	0	2	8	1	4	6	24	9	36	7	28

Number of responses = 27; Number of rankings = 25

Table 1.6
Data for TE A6 spring 2015

Statement	Response								Rank											
	Yes, very much	%	Yes, some what	%	No, not really	%	No, not at all	%	1	%	2	%	3	%	4	%	5	%	6	%
a	16	53	14	47	0	0	0	0	1	5	6	32	7	37	2	10	3	16	0	0
b	19	63	9	30	2	7	0	0	5	26	4	21	3	16	3	16	4	21	0	0
c	22	73	8	27	0	0	0	0	8	42	4	21	2	11	3	15	0	0	2	11
d	9	30	16	53	5	17	0	0	2	11	1	5	3	14	5	26	4	20	4	20
e	13	43	13	43	4	14	0	0	1	5	2	11	3	16	3	16	3	16	7	36
f	17	57	11	37	2	8	0	0	2	11	2	11	1	5	3	15	5	26	6	32

Number of responses = 30; Number of rankings = 19

Table 2.0
Tables 1.1 to 1.6 Average %

Statement	Response				Ranking					
	Yes, very much	Yes, some what	No, not really	No, not at all	1	2	3	4	5	6
a	49	50	1	0	21	25	33	9	7	5
b	69	26	5	0	28	29	26	10	6	1
c	76	17	7	0	38	30	15	10	3	5
d	31	55	13	1	3	4	15	41	13	24
e	39	50	9	2	4	5	7	14	35	35
f	43	46	9	2	7	7	5	15	36	30

The statements ‘a’ to ‘d’ in part one of the question enquire about students’ extrinsic motivation. Since a test score is a very clear and specific goal, it is an easy target for students to focus on. Statements ‘e’ and ‘f’ are enquiring about intrinsic motivation, specifically how students felt about writing and reading positive comments about their quiz score.

Statement a) I want to learn new words.

For this statement 49% of the students answered “Yes, very much”, 50% “Yes, somewhat”, and 1% “No, not really.” This indicates that students are generally motivated to learn new words, however, this was not the most motivating factor since a higher percentage answered “Yes, very much” to statements ‘b’ and ‘c’. Also, only 1% of students responded ‘no’ to this statement which is the lowest compared to the other statements. This could indicate that both intrinsic and extrinsic factors are involved. The extrinsic factor for learning new vocabulary is not as strong as ‘b’ and ‘c’. However, intrinsic motivation could be more relevant as indicated by fewer ‘no’ answers.

Statement b) I want to get a good score on the quiz.

The vast majority of students responded positively to this statement with 69% answering “Yes, very much” and 26% “Yes, somewhat”. Extrinsic motivation is probably the biggest source of motivation since receiving a good score on the quiz is a very tangible goal. Intrinsic motivation may also be a factor because for some students who are genuinely interested in learning English and therefore desire acquiring new vocabulary for language acquisition, as a good score on the quiz will result in satisfying a language need. Students who responded “No” accounted for 5% indicating that these students are neither intrinsically nor extrinsically motivated.

Statement c) I want to get a better score on the TOEIC test.

This statement generated the most positive response: 76% of students responded “Yes, very much”. This is not surprising since it is advantageous for students to get a good score on the TOEIC test. First of all, placement of English classes in the Tourism Department are based on TOEIC scores and

most students want to get into the highest level possible. Also, students are well aware that a high TOEIC score may help them secure good employment in the future. Considering the benefits, it is not surprising that students are motivated to achieve a high TOEIC score. Interestingly 5% of students responded “No” to this statement.

Statement d) My teacher told me to study.

The most common answer to this statement was “Yes, somewhat” indicating that this was a motivating factor but not as strong as ‘a’, ‘b’ or ‘c’. This could be considered a form of extrinsic motivation in the form of fear. However, it is difficult to imagine university students motivated by this way to any extent.

Statement e) I enjoyed writing positive comments in English to my classmates.

Most students responded positively to this statement, though more responded “Yes, somewhat” (50%) than “Yes, very much” meaning this is a motivating factor but not a strong motivating factor. Never the less, for 89% of students to respond positively to this statement is quite surprising. Students were clearly willing to provide positive feedback to their peers which could demonstrate a form of class cohesion, an important characteristic for motivation in the classroom according to Dörnyei (2001).

Statement f) I enjoyed reading the comments in English I received from my classmates.

The response to this statement was very similar to that of ‘e’. 89% of students responded positively and of the 11% who responded negatively, only 2% responded with “No, not at all” indicating that in general students enjoyed reading the comments written by other students. The assumption here is that the enjoyment and satisfaction that students received from positive peer feedback will increase motivation and self-confidence.

It should be noted that the phrasing of the statements was somewhat inconsistent which may have skewed the results of the questionnaire to a certain extent. Statements ‘a’, ‘b’, and ‘c’ are worded “I want ...” which clearly expresses a desire. However, statements ‘e’ and ‘f’ are worded “I enjoy ...” which does not express as strongly a desire or need. This is unavoidable due to the nature of these different factors, however, it could argued that a positive response to ‘a’, ‘b’, ‘c’, or ‘d’ has a different meaning than that of ‘e’ and ‘f’.

In order to compare the factors of motivation as indicated by statements ‘a’ to ‘f’, student were asked to rank the statements in order of most motivating (1) to least motivating (6) in part 2 of the questionnaire. From table 2.0, the average percentage of the rankings indicate the following ranking order: 1(c), 2(b), 3(a), 4(d), 5(f), 6(e). This result is consistent with the results of part 1 that extrinsic motivation has a stronger influence than intrinsic motivation.

Part 3 of the questionnaire asked students to write any suggestions on how we (department,

teachers) can improve the TOEIC quizzes and help students. Many of the comments received in this section were positive such as, “It is good for us to practice TOEIC quizzes because we can make time to study English.” Other comments offer suggestions which expressed a stricter approach, “We should have more TOEIC quizzes than now.” “Make the score rank in my class.” “All perfect students can receive presents.” A significant number of the comments were about the positive comments they received from their classmates, “I enjoyed comments which I received so comments are very important.” “I think that positive comments from my classmate is nice idea!”

TOEIC quiz results

Table 3.0
Average TOEIC quiz score

Year	Term	Class	Number of students	Average score (out of 10)
2013	Spring	A2	30	8.5
		A6	29	8.9
	Fall	B2	30	7.4
		B6	29	7.8
2014	Spring	A2	33	8.5
		A6	33	9.2
	Fall	B2	37	8.2
		B6	34	7.5
2015	Spring	A2	30	9.0
		A6	34	8.6

TOEIC quiz scores were compiled for both classes, A/B2 and A/B6 at the end of each term from spring 2013 to spring 2015, and listed in table 3.0. The difference between quiz score averages from classes prior to the study (2013) and during the study (2014 and spring 2015) are not significantly different. There is a general tendency for quiz averages to decrease in the fall term and this is likely due to tardiness and attendance. The policy of the department is if students arrive after the quiz has been completed, they cannot make up the quiz since the quizzes are checked in class just after completion.

Comments on TOEIC quiz

All most all students complied to write positive comments to encourage their classmates after checking the quizzes. The majority of students used the hand out (appendix B) as a guide and wrote one of the suggested comments. Some students drew simple illustrations such as a happy face, or a popular character such as Mickey Mouse. Some of the classes, particularly 2014 A/B6, seemed to enjoy writing comments and occasionally wrote personal messages of encouragement such as “Very good Misa!” “From Yuri”. In this particular class, though some comments were off topic and could be considered boarder line inappropriate. For example, some of the male students wrote “I love you!” to

female students,. Fortunately, no one found this offensive. Another tendency was the inappropriateness of comments according to quiz score. For example, it was not unusual to see “Very good” with a quiz score of 2/10.

Discussion

One issue that probably skew the results to the more extrinsic motivating factors is the predominance of tests and the emphasis that schools and employers put on the TOEIC test. Mizumoto & Takeuchi (2008) claim that Japan is kind of a “test culture” where tests determine which junior high school, high school, university students can enter. Therefore, students are motivated to study for the test because that is what they do.

In order to minimize the strong bias towards extrinsic motivation, a similar study of positive peer feedback could be conducted on quizzes or tests with less impact towards grades or employment. It is quite likely that the results of such a project would show a stronger tendency towards intrinsic motivating factors.

Conclusion

The questionnaire and in class observations suggest that students were motivated by the positive feedback they received from classmates. This result supports an affirmative to research question 1.

The answer to research question 2, on the other hand is not clear. The average TOEIC scores from table 3.0 do not indicate any significant difference between classes in 2013 which were prior to positive peer feedback and the latter classes which participated in peer feedback. One weak indication that positive peer feedback may result in higher TOEIC quiz scores is that the class (A/B6 2014) that seem to enjoy positive peer feedback the most, scored the highest average on the quiz.

Overall, I believe there is enough evidence to conclude that positive peer feedback is a valuable motivational strategy. Most students indicated that they enjoyed giving and receiving positive comments in English which is enough of a reason to do such an activity. Other more intangible benefits include increasing class cohesion and improving student self confidence. Allowing students the opportunity to give positive peer feedback does not require much effort on part of the teacher and is an activity students find gratifying and motivating.

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毎週度のTOEIC語彙テストでの前向きな ピアフィードバック学習の動機における効果

ダレル・ハーディ

概要

東京のある大学の観光学科の一年次の学生に TOEIC の語彙テストを毎週行い、励ましあう学習方法を試みたものである。授業中に行った語彙テストを学生同士に採点させ、学生は回答用紙に何か褒めるような前向きなコメントを英文で書かなければならない、と指示した。その後学生に学期末までに TOEIC 語彙テストを学生同士で採点し前向きに評価しあったのは英語学習の良い動機付けになったかをアンケートに回答するよう求めた。アンケートの詳細は本論文において述べ、また別の動機付け要因もあるという点も見直された。アンケートの結果、別の動機付け要因の中にはあるが、多くの学生にとってリーディングやライティングで前向きなコメントは学習の動機付けになったとしている。

キーワード：動機付け、ピアフィードバック、TOEIC

Appendix A

Tourism English: TOEIC Quiz #1

Select the words from the box below and complete the sentences.

Instead of	formal	commute	reduce	cancel	grill
suggested		amounts	urgent	appointment	

1. I will have chicken _____ beef.
2. I must leave right away! I have _____ business to take care of.
3. She's cooking on the _____.
4. _____ dress is required for all those attending the dinner.
5. I'm afraid I'll have to cancel our lunch _____ next week.
6. If you make a mistake, you can _____ it by pressing this button.
7. Remember to enter all dollar _____ without decimal points.
8. I have to _____ two hours a day to work by train.
9. You have to _____ your food intake to lose weight.
10. The woman _____ postponing the trip because of bad weather.

Score**Comment:**

Appendix B

TOEIC Quizzes: Providing Positive Feedback

As you know, we will have a TOEIC vocabulary quiz every week on Wednesday. After you have completed the quiz, you will receive and check another student's quiz. Once you have written the total score out of ten, I would like you to write a positive comment in English to encourage your classmate

Here are some comments that you can use:

Score	Comment
10	Great! / Perfect! / Excellent!
9	Very good! / Super! / Good job!
8	Nice / Good / Good, but you'll get 10 next time!
7	Nice try / Good / You'll get 10 next time
6	Ok, but you can do better
5	Better luck next time
4	Fight! / Don't give up!
3	Don't worry, you'll get a better score next time.
2	It's ok, you'll get 10 next time.
1	Don't give up! / You can do it!
0	If you study more, you can do it!

You can use these comments or you can use any other original comments as long as your comments are in English and positive. You can write your name or draw a picture like a happy face, but you don't have to.

Appendix C

TOEIC Quiz Questionnaire Spring 2014

The Tourism Department would like to get your feedback about our weekly TOEIC quizzes. We would like to evaluate this system and make changes to improve the quiz and help students study. Please read the following statements and check one of the boxes and write a brief comment. This survey is anonymous so please do not write your name. Thank you very much for your cooperation.

1. What motivated you to study for the TOEIC quizzes?

- a) I want to learn new words.

Comment

- ☐ Yes, very much
☐ Yes, somewhat
☐ No, not really
☐ No, not at all

- b) I want to get a good score on the quiz.

Comment

- ☐ Yes, very much
☐ Yes, somewhat
☐ No, not really
☐ No, not at all

- c) I want to get a better score on the TOEIC test.

Comment

- ☐ Yes, very much
☐ Yes, somewhat
☐ No, not really
☐ No, not at all

- d) My teacher told me to study.

Comment

- ☐ Yes, very much
☐ Yes, somewhat
☐ No, not really
☐ No, not at all

- e) I enjoyed writing positive comments in English to encourage my classmates.

Comment

- ☐ Yes, very much

- ☐ Yes, somewhat
- ☐ No, not really
- ☐ No, not at all

f) I enjoyed reading the comments in English I received from my classmates.

Comment

- ☐ Yes, very much
- ☐ Yes, somewhat
- ☐ No, not really
- ☐ No, not at all

2. Rank the above from the most motivating (1) to the least motivating (6)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3. How do you think we can improve the TOEIC quizzes and help students?
