

Kate Maher, 2015

Volume 1 Issue 1, pp.1179-1193

Year of Publication: 2015

DOI- <https://dx.doi.org/10.20319/pijss.2015.s11.11791193>

This paper can be cited as: Maher, K. (2015). Student Evaluation of Using Self-Reflection Logs: the Value of Using Self-Reflection Materials in an Efl University Course in Japan. *PEOPLE: International Journal of Social Sciences*, 1(1), 1179-1193.

This work is licensed under the Creative Commons Attribution-Non Commercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

STUDENT EVALUATION OF USING SELF-REFLECTION LOGS: THE VALUE OF USING SELF-REFLECTION MATERIALS IN AN EFL UNIVERSITY COURSE IN JAPAN

Kate Maher

Department of British and American Studies, Kyoto University of Foreign Studies, Kyoto, Japan
kmaher@kufs.ac.jp

Abstract

This study reports on the utilization of a student self-reflection log within a first-year university EFL course to examine the perceived value of self-reflection by the students for their English studies. Through using the log, students reflected on what they did inside of class, what they felt was successful, and what they would like to improve. The objective of the study was to examine what value the students felt the self-reflection logs had for their English studies. A post-course evaluation questionnaire and delayed post-course interviews were carried out to answer the following research questions: Would students regard the self-reflection logs as a valuable tool for learning English? What elements of using the logs would be valuable for the students? The results showed that the participants' evaluation of using a self-reflection log was positive, and that their motivation and learning behavior had improved through weekly self-reflection and goal setting. It can be claimed that the self-reflection logs were perceived as being of value to the participants for their English learning.

Keywords

Self-reflection, Motivation, Learner Behavior, Goal setting, EFL

1. Introduction

According to Dörnyei (2012), unlike any other school subject, language learning is rather different regarding motivation and the influence it has on the learner, particularly due to the social and cultural elements involved. Looking at the motivation of Japanese university students studying English, there is the issue of de-motivation.

Instrumental motivation is reported often in Japan due to the exam driven learning environment (Berwick & Ross, 1989; Irie, 2003; Kimura, Nakata & Okumura, 2000; O'Donnell, 2003). Several studies have shown that the domination of the entrance exam for how English is taught, learned and used, as well as the purpose portrayed to students about English study, clouds the image of studying English for some, and may affect motivation to continue the study of English once the entrance exam is over (Berwick & Ross, 1989; O'Donnell, 2003; Okuno, 2007).

It is also important to consider the context of learning English as a foreign language (EFL) rather than as a second language (ESL) in Japan (Kikuchi & Sakai, 2009). There is the conception that because Japan is an island nation and only Japanese is perceived as necessary for living, there is little need for the average citizen to have English abilities for daily life. English is regarded more as a necessity for the entrance exam and job hunting. After these, it becomes a rather obsolete skill to possess and spend time on (Kikuchi & Sakai, 2009; Okuno, 2007).

In addition to these factors, Japanese students often show signs of negative attribution and associate their lack of ability and poor preparation with failure in their studies, and success is often attributed to external factors that they perceive as having helped them to achieve something (Kormos & Csizer, 2010; Mori et al., 2010). Weiner (2000) discusses the impact of attribution theory on students, suggesting that if learners are able to understand their past failure due to lack of effort, they may be more inclined to try again. Furthermore, if they are able to attribute success to their effort, this may help them to sustain their effort. This connects with Bandera's previous studies, (Bandura, 1977), which looked at the influence of Self-Efficacy Theory for persistence in activities, using coping strategies, and improving the confidence of the learner in their own ability to accomplish a task or reach a goal. The higher the level of self-efficacy, the

more likely they are to develop skills, have a higher level of ability, and more motivation to overcome previous negative experiences and persist in completing a task (Bandura, 1977).

A further issue regarding Japanese university students studying English is learner autonomy and motivating students to take more responsibility for their learning behavior. Asik (2010) defines learner autonomy as putting “the learner at the focal point of all attention and it endows him/her with responsibility for his/her actions” (p. 142). The Self-Determination Theory (Deci & Ryan, 1985) is connected to autonomous learning through learners determining their own actions through making their own choices and initiating their own learning behavior and motivating themselves. Therefore, if Japanese students are able to positively attribute their learning behavior through self-reflection, there is a chance that their self-efficacy could increase, supporting their motivation and autonomy.

Self-reflection is relevant when considering the motivational needs of Japanese first-year EFL university students. It is perhaps important for instructors to consider that first-year students are experiencing changes in their learning environment and daily life, so it is important to help them sustain their motivation to study post-entrance exam English, and adapt to a more independent study routine (Maher, 2015). Furthermore, previous research has shown that self-reflection has the potential to improve students’ motivation. Considering these results, this study focused on examining to what degree students felt that self-reflection was a valuable tool for their English learning, and in what ways it was useful for them.

2. Research Questions

Considering the motivational issues that can be faced by Japanese first-year university students studying English as indicated in previous research, a study was conducted to examine whether using a self-reflection log would be of value to students. The study used a post-course evaluation questionnaire and delayed post-course interviews, to answer the following research questions: Would students regard the self-reflection logs as a valuable tool for learning English? What elements of using the logs would be valuable for the students?

3. Development of the Self-Reflection Log

To investigate the value of self-reflection for students in a first-year EFL course at a Japanese university, a paper-based self-reflection log was designed based on the self-evaluation

system created for a previous study where participants evaluated their learning behavior and performance inside and outside of class (Maher, 2015). The decision was made to use a basic class comment sheet format in the first semester to get the participants used to writing basic comments about their class performance. The self-reflection log was introduced to the participants in the second semester of the study.

3.1 Sheet Design

The layout of the self-reflection sheets in the log was the same every week, to make them easy to use, and to create familiarity and consistency. Students were prompted to write down what they had done in class, such as whom they worked with, what tasks they completed, things they had learned. After they had recalled what they had done, they were asked to reflect on what they felt had worked well and why, and what they would like to improve for the future and why. They then used these comments to make their next goals (short-term and long-term). According to McMillan and Hearn (2008), explaining goals and learning behavior in the learner's own words, can be effective for students when evaluating themselves, allowing them to express their feelings and thoughts more deeply. Furthermore, Skunk's (2003) study found that if students are aware of the difference between their current levels of effort and where they feel they should be, any dissatisfaction might prompt them to try harder and change their behavior. Hadfield and Dörnyei (2013) also talk of 'unifying' the ideal (learner) self and the ought-to (learner) self by consolidating both elements, so that a more effective goal path and strategies can be established as part of motivating the learner. With this in mind, the self-reflection log also provided space for the students to record their own class evaluation scores, including weekly vocabulary and speaking assessments, as well as their class participation score.

3.2 Feedback Box

In both the first and second semester, the instructor gave feedback on a weekly basis. Previous studies have shown that people often cannot evaluate themselves accurately or effectively, so feedback can help to overcome this issue, and it has been claimed that motivation to achieve goals can be assisted by feedback (Birney et al., 2012; McMillan & Hearn, 2008; Schunk, 2003; Zimmerman, 1990).

4. Evaluation of the Study

A post-course evaluation questionnaire and delayed post-course interviews were

conducted to answer the research questions.

4.1 Participants

The participants were 48 first-year English major university students (33 females and 15 males) across three classes. The study took place in the first and second semester of the academic year. All of the participants were enrolled in a 30-week English course that met twice a week, in a traditional face-to-face learning environment. These participants were selected for this study as the instructor felt that having the students reflect on their performance in an oral performance-based class, where no written reports were submitted for evaluation, could be of value to the participants, as well as a suitable environment for conducting the study. The classes and participants that took part in this study were categorized as being of 'intermediate' level within their grade, based on the scores they achieved in a TOEIC placement test conducted at the beginning of the first semester. Before the start of the study, permission from the students was obtained through a consent form after a brief explanation about the study and informing them that they could refuse to participate without penalty, and that their participation would not reflect on their final evaluation.

4.2 Procedure

The comment sheets and self-reflection logs created for use in this study were completed by the participants on a weekly basis during the last 10 to 15 minutes of class time. In the first class of each semester, the instructor distributed paper copies to all members of the classes. After explaining the format and purpose, students were asked to complete the sheets independently referring to the guide and example pages provided. During this time the instructor walked around the classroom to provide support and necessary feedback. At the end of the second class of the week, the sheets or logs were submitted for feedback, and returned at the start of the following class.

As the purpose of this study was to examine the students' perception of the value of using the self-reflection logs, measurement tools to collect and analyze the perceptions and opinions of the participants were employed. Quantitative data was collected from all of the participants through a post-course questionnaire, which focused on motivation towards studying English, learning behavior inside and outside of class, goal setting routines, and value of the self-reflection logs. All of the items in this instrument used a six-point Likert-scale system ranging from 1-6, with '1' representing that they strongly disagreed with the statement and '6'

representing that they strongly agreed with the statement. The post-course questionnaire was based on several instruments from previous studies. At the end of the questionnaire there was a comment box for the participants to write freely about their experience of using the self-reflection logs. Delayed post-course interviews were also conducted in the following May after the experiment was completed in January, with three of the participants who were then in their second year of university.

Table 1: *Post-course questionnaire items*

Instrument		No. of Items
Learning strategies	Strategy Inventory for Language Learning (Oxford, 1990) and the Metacognitive Awareness Inventory (Schraw and Dennison, 1994)	6
Motivation	Attitude/ Motivation Test Battery (Dörnyei, 1990)	5
Self-efficacy	The Strategies for Learning Questionnaire (Pintrich and DeGroot, 1990)	5
Heteronomy	Kondo (1990)	2
Beliefs	Beliefs about Language Learning Inventory (Kondo, 1990)	8

5. Results

The data from the post-course questionnaire was analyzed using SPSS software. The Cronach alpha value was 0.726, which means that the reliability level of this instrument was within the acceptable range. The content of the student comments and participant interviews have been summarized and presented according to recurring themes.

5.1 Post-course Questionnaire

The post-course questionnaire was conducted after a year of having the participants use the comment sheets and self-reflection logs in class. From the results it can be seen that on the

whole the students expressed positive views in the items about their attitude towards the self-reflection log, indicating that they believed that it was of value to them, and important for their English study. The results also showed that the participants would like to have self-reflection in other classes, and that more than half of them thought that they would continue to self-reflect about their English studies after this course.

The participants expressed a positive view about the self-reflection logs and their learning behavior. Most participants reported that they had become more active inside of class, and that the logs had overall increased their motivation to study English. When asked about the effect of the self-reflection logs on their learning behavior outside of class, they expressed better than neutral views that they had begun to think more about their study outside of class, and use this independent study time more efficiently.

Regarding the usefulness of the self-reflection log for setting goals, the results indicate that they were confident that the self-reflection log was useful for helping them to set short and long-term goals, and in addition, were useful for helping them achieve these goals.

Table 3 shows the 37 comments received out of the 48 participants who completed the questionnaire (11 participants did not write a comment), divided into 4 key categories; clarification of class content, goal setting, quality of learning, and the importance of self-reflection.

Table 2: Results of the post-course questionnaire

Questionnaire Item	Mean	SD
<i>Motivated and active learning behavior</i>		
Through using the self-reflection log, I began to actively create more chances to study.	4.35	1.14
The self-reflection log was useful for using class time efficiently.	4.43	1.25
Through using the self-reflection log, my motivation to study English has increased.	4.53	1.26
<i>Goal setting</i>		
The self-reflection log was useful for making short-term goals (daily, weekly etc).	3.95	1.13

The self-reflection log was useful for making long-term goals (monthly, for the semester etc).	4.03	1.31
The self-reflection log was useful for making goals.	4.25	1.26
The self-reflection log was useful for helping me achieve my goals.	4.15	1.09
<i>Outside of class learning behavior</i>		
Through using the self-reflection log, I began to think more about my learning behavior outside of class.	3.55	1.23
The self-reflection log was useful for using time outside of class efficiently for studying English.	4.23	1.22
<i>Attitude towards self-reflection log</i>		
I would like self-reflection activities to be used in other classes too.	4.38	1.25
I think I will continue self-reflection activities by myself after this course.	4.08	1.09
I believe the self-reflection log is important for studying English.	4.63	1.23
I believe the self-reflection log could be of value to me.	4.23	1.12

Table 3: Post-course questionnaire student comments

Theme of comment		No.
<i>Clarification of class contents</i>	I was able to clarify what I couldn't understand and my weak points.	14
	I was able to clarify what I couldn't understand and make a plan for what I should do next class.	8
	I was able to clarify and review the contents of the class, which helped me to remember it.	5
<i>Goal related</i>	Through self-reflection, I could reconfirm my goals, and my motivation increased.	2
	When I read the goals that I had written in previous classes, my motivation increased.	1

	Self-reflection was useful for making short-term goals, so my awareness of my study behavior increased.	2
<i>Quality of learning</i>	I could study deeper.	2
	I could understand what I was studying more deeply.	2
<i>Importance of self-reflection</i>	Self-reflection is the foundation of study, so we should do it.	1
	Total	37

5.2 Delayed Post-course Interviews

Three participants were selected for interviews based on the answers they gave in the post-course questionnaires, as well as to what extent they completed their self-reflection logs. The interviews were conducted individually, and in both English and Japanese. They were translated by the instructor, which was checked by a native Japanese speaker proficient in English.

Overall, the self-reflection logs were deemed to be more effective for improving the participants' motivation and worthwhile than the comment sheets used in the first semester. In regards to importance for studying English, they commented that the logs provided them with the chance to be conscious of and reflect on specific elements of their English study, and make short-term achievable goals, for example vocabulary building. As for the value of self-reflection, they regarded it as a useful and effective way to review the contents of classes, and that through review, they felt better able to remember and process what they had learned or practiced. Although, they commented that they enjoyed writing the 'free comments' and 'conversational' style of the first semester's comment sheet, overall, the logs were more beneficial due to the in-depth reflection and review.

They remarked that even though there was a gradual and scaffolded introduction to self-reflection through the comment sheets in the first semester, goal setting remained a challenge for them throughout the duration of the study. One participant commented that they believed that making goals is hard for most new students in Japanese universities, as it is hard for them to plan their goals and study. This participant commented that although they have long-term goals based on wanting to work in the tourism industry after they graduate, they find it hard to make short-

term goals and think about how to take steps to achieving their long-term goals. However, they said that writing their goals down helped them to be more conscious of their goals, and the necessity of having goals for their studies. Writing them down and reading them later also acted as a prompt to adapt their learning behavior to achieve their goals. Another participant reported that they could consider more deeply what they needed to work on next inside of class, and how to connect study outside of class to what was happening inside of class. “If there was no reflection I wouldn’t think or confirm what I was doing. My best memory of using the self-reflection log was achieving my goal for the final presentation. I was happy and satisfied that I felt that I got my goal for that presentation. I could speak more smoothly than before.”

During the interviews, the participants raised points about how the comment sheets and self-reflection logs became a way for them to communicate more with the instructor. The log has the potential to be an additional means of supporting first-year students, especially if the student cannot understand something in class and does not feel comfortable asking for help verbally. “First-year students can often feel nervous, so writing is easier sometimes than speaking to the teacher about problems.”

In terms of the design, the participants gave positive feedback, particularly in regards to the self-reflection log. One participant wondered whether the logs might generate more effective comments and thinking from students if the guiding questions encouraged students to write more positive comments. “Japanese mentality makes many students just focus on negative things that they did, or they feel that self-reflection equals confess their weak points. You should tell them that they *can* write positive comments *too*. I wrote a lot of negative comments about my behavior - time keeping, lateness, too much Japanese. This made me feel down. If I wrote more positive things, maybe I would feel better about my actions.”

Overall, each participant expressed positive views about the value of the self-reflection logs, and showed strong interest in using them for enhancing their own levels of motivation.

6. Discussion

The results of the post-course questionnaire, questionnaire comments, and participant interviews in this study provide evidence to suggest that the students who were participants in the study regarded self-reflection as valuable for their English studies, especially in regards to

aiding them with goal-setting and achieving their goals. Furthermore, through using the self-reflection logs they became more aware of their learning behavior, and felt motivated to become more active and improve their performance inside of class. Through using the self-reflection logs the participants felt that they were able to review and clarify the contents of the classes, and that this in turn helped some to become aware of what their next goal should be, which improved their level of motivation. In addition to these factors, the comment sheets and self-reflection logs were also seen as a useful and necessary communication tool for increasing interaction between students and the instructor. The results also showed that the students perceived the self-reflection log as being of more value to them and their English studies than the comment sheets, and that the majority would like to use self-reflection in their other classes and would like to continue to use self-reflection after this study.

The fact that the results showed that a lot of the participants recognized the value of setting goals through self-reflection, and this process helped to improve their motivation to achieve their goals, connects with the influence of Self-Efficacy Theory for persistence in activities and increased confidence and motivation of the learner to reach their goal (Bandura, 1977). The findings of this study regarding the students' recognizing the value of writing down their self-reflections and goals perhaps supports the previous findings of McMillan and Hearn, (2008), who said that by having learners explain their own goals and learning behavior themselves can prompt them to consider their learning more deeply and produce a more effective evaluation of their performance.

As well as factors such as increasing motivation and making students aware of their own learning behavior through self-reflection and goal setting processes, the participants of this study highlighted an additional factor that could be of value to students carrying out self-reflection as in this study. They commented that the self-reflection log could be a good tool for communication to increase the interaction between the student and instructor, which they regarded as an important and necessary issue for first-year students. Studies have highlighted that the sense of feeling noticed and cared for has an impact on the interest and participation in learning, and can also come down to simple logic as if students like the teacher and have a connection with them, they may participate more in the class (Wise et al., 2004; Xiao, 2012; Christophe, 1990). Using advising and support messages has also been studied for the purpose of

helping students with the transition into unfamiliar learning environments, including the transition from school to university where more independent learning skills are required (Kim, 2008; Stone, 2004; Horstmanshof, 2004; Naismith, 2007; Nix et al., 2006). Therefore, it can be claimed that from the results of this study, students perceived various benefits from using the self-reflection log, and that it was valuable for their English studies.

7. Further Directions

The results of this study show the potential value of written self-reflection and goal setting for students. There are however, several limitations to this study. Firstly, the time frame of the study was only one year, as the focus was on following the experiences of first-year students throughout the duration of their first year at university, and the experiences they had that might have affected their motivation. However, to examine the potential value of implementing a self-reflection system within a first-year EFL course, there needs to be evidence that also suggests that the value extends beyond the first-year, and provides the learner with a skill for lifelong learning. Secondly, this study only used a small amount of participants in the intermediate level. Any future studies must consider using a larger number of participants, and perhaps doing a comparative study across the ability levels, to ascertain if there is a different effect on different levels of proficiency.

8. Conclusion

The results of this study and the research reported here focused on the questions: Would students regard the self-reflection logs as a valuable tool for learning English? What elements of using the logs would be valuable for the students? In answer to these questions, while the results of this study do not conclusively provide enough evidence to support the idea that the self-reflection logs used in this study did improve the participants' motivation or learning behavior, it can be suggested that students in a first-year EFL course in a Japanese university recognized the value of self-reflection for improving their motivation and learning behavior in their English studies. This perceived value could provide some evidence towards implementation of using self-reflection logs or other forms of regular written self-reflection and goal setting activities, to support first-year students' transition from high school to the more independent learning

environment of university. Furthermore, it could also be used as a way to improve interaction between the students and instructor, giving students additional means by which to communicate with their instructor, which could indirectly improve levels of learner motivation.

References

- Asik, A. (2010). Misconceptions on learner autonomy: A methodological and conceptual review. *Ekev Akademi Dergisi*, 14(43), 141-152.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191-215. <http://dx.doi.org/10.1037/0033-295X.84.2.191>
- Barnard, L., Lan, W.Y., & Paton, O.V. (2010). Profiles in self-regulated learning in the online learning environment. *The International Review of Research in Open and Distance Learning*, 11(1), 1-10.
- Berwick, R. & Ross, S. (1989). Motivation after matriculation: Are Japanese learners of English still alive after exam hell? *JALT Journal*, 11(2), 193-210.
- Birney, D.P., Beckmann, J.F. & Wood, R.E. (2012). Precursors to the development of flexible expertise: Met cognitive self-evaluations as antecedences and consequences in adult learning. *Learning and Individual Differences*, 22(5), 563-574. [http://dx.doi.org/ 10.1016/j.lindif.2012.07.001](http://dx.doi.org/10.1016/j.lindif.2012.07.001)
- Christophel, D. M. (1990). The Relationships among teacher immediacy behaviors, student motivation and learning. *Communication Education*, Vol. 39, pp. 323-340. <http://dx.doi.org/10.1080/03634529009378813>
- Deci, E.L. & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum. <http://dx.doi.org/10.1007/978-1-4899-2271-7>
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40(1), 45-78. <http://dx.doi.org/10.1111/j.1467-1770.1990.tb00954.x>
- Dörnyei, Z. (2012). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Hadfield, J., & Dörnyei, Z. (2013). *Motivating learning*. Harlow: Longman.

- Horstmanshof, L. (2004). Using SMS as a way of providing connection and community for first year students. In R. Atkinson, C. McBeath, D. Jonas-Dwyer & R. Phillips (Eds.), *Beyond the comfort zone: Proceedings of the 21st ASCILITE Conference*, pp. 423-427.
- Irie, K. (2003). What do we know about the language learning motivation of university students in Japan? Some patterns in survey studies. *JALT Journal*, 25(1), 86-100.
- Kikuchi, K. & Sakai, H. (2009). Japanese learners' demotivation to study English: A survey study. *JALT Journal*, 31(2), 183-204.
- Kim, C. M. (2008). Using email to enable e3 (effective, efficient, and engaging) learning. *Distance Education*, Vol. 29, No. 2, pp. 187–198. <http://dx.doi.org/10.1080/01587910802154988>
- Kimura, K., Nakata, Y. & Okumura, T. (2001). Language learning motivation of EFL learners in Japan: A cross-sectional analysis of various learning milieus. *JALT Journal*, 23(1), 47-68.
- Kondo, M. (2009) Gaikokugogakushu no jiritsu wo habamu belief no youin [Beliefs that prevent learner autonomy in foreign language learning]. *Proceedings of the 49th LET National Conference*, 238-239.
- Kormos, J. & Csizér, K. (2008). Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves, and motivated learning behavior. *Language Learning*, 58(2), 327-355. <http://dx.doi.org/10.1111/j.1467-9922.2008.00443.x>
- Maher, K. (2015). Use of a self-evaluation system in an EFL course: Helping students improve learner motivation. *Kansai JACET*, No. 17, pp. 141-154.
- McMillan, J.H. & Hearn, J. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, 87(1), 40-49.
- Meyer, E., Abrami, P.C., Wade, C.A., Aslan, O. & Deault, L. (2010). Improving literacy and metacognition with electronic portfolios: Teaching and learning with ePEARL. *Computers & Education*, 55(1), 84-91. <http://dx.doi.org/10.1016/j.compedu.2009.12.005>
- Mori, S., Gobel, P., Thepsiri, K. & Pojanapunya, P. (2010). Attributions for performance: A comparative study of Japanese and Thai university students. *JALT Journal*, 32(1), 5-28.
- Naismith, N. (2007). Using text messaging to support administrative communication in higher education. *Active Learning in Higher Education*, Vol. 8, No. 2, pp. 155–170. <http://dx.doi.org/10.1177/1469787407078000>

- Nix, J., Russell, J. & Keegan, D. (2006). Mobile learning/SMS academic administration kit. Paper presented at the EDEN Take Learning Mobile conference, September, IADT, Dublin.
- O'Donnell, K. (2003). Uncovering first-year students' language learning experiences, their attitudes, and motivations in a context of change at the tertiary level of education. *JALT Journal*, 25(1), 31-62.
- Okuno, H. (2007). A critical discussion on the action plan to cultivate "Japanese with English abilities". *The Journal of Asia TEFL*, 4(4), 133-158.
- Rafferty, L.A. (2010). Step-by-step: Teaching students to self-monitor. *TEACHING Exceptional Children*, 43(2), 50-58.
- Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading and Writing Quarterly*, 19(2), 159-172. <http://dx.doi.org/10.1080/10573560308219>
- Stone, A. (2004). Mobile scaffolding: An experiment in using SMS text messaging to support first year university students. *Proceedings of the IEEE International Conference on Advanced Learning Technologies (ICALT'04)*, pp. 1-5.
- Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attribution perspective. *Educational Psychology Review*, 12(1), 1-14. <http://dx.doi.org/10.1023/A:1009017532121>
- Wise, A., Chang, J., Duffy, T. & Del Valle, R. (2004). The effects of teacher social presence on student satisfaction, engagement, and learning. *Journal of Educational Computing Research*, pp. 1-43. <http://dx.doi.org/10.2190/v01b-1m37-rnr8-y2u1>
- Xiao, J. (2012). Tutors' influence on distance language students' learning motivation: voices from learners and tutors. *Distance Education*, Vol. 33, No. 3, pp. 365–380. <http://dx.doi.org/10.1080/01587919.2012.723167>
- Zimmerman, B.J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 3-17. http://dx.doi.org/10.1207/s15326985ep2501_2