Video Revisited: Facebook, Motivation, and Confidence

Christopher P. Madden

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Abstracts

Enhancing motivation among Japanese university students to study English while building their confidence in speaking the language is a constant concern for many practitioners. Motivation can be recognized as a complex web of influences, such as the interplay between intrinsic and extrinsic factors, age and faculty of students, methodology and type of task, affinity for the instructor, academic level, and the content being studied. Confidence can be raised by practice and constructive feedback. This research studies the effects of uploading numerous videos and commenting (in English) on classmates' videos. It is expected that motivation and confidence will exceed that of a regular classroom.

　日本の大学生が英語を学習するためのモチベーションの向上と英語を話す自信をつけさせることが、多くの教育者にとっての関心事です。

　モチベーションは、内因性および外因性の因子間の相互作用、生徒の年齢と学部、方法論とタスクの種類、教師への親近感、学力及び学習内容等の複雑な相互作用によると考えられています。自信は、前向きなフィードバックによって増幅させることができます。

　本研究は，それぞれの学生達が数多くの動画をアップロードし、クラス内で他の学生の動画に対し英語でコメントするという勉強の効果を調べたものです。この方法は、通常の学習よりも、モチベーションと自信を持つ上でより高い効果が期待できます。

Recognizing that an extremely high percentage of Japanese university students have smartphones with video capability, and also knowing that "Secret" groups on the ubiquitous Facebook platform ensure complete privacy to members, this researcher decided to utilize these factors to study the effect that uploading student-made videos has on motivation and confidence. Over the past few decades, numerous research studies into the efficacy of student-created video have been conducted, by and large indicating a positive effect on motivation and confidence. According to Ockert (2014), the use of video has a direct and strong influence on confidence, which in turn has a powerful effect on the willingness to communicate in a foreign language. Additionally, it has been found that when students make their own videos, "Many are motivated by this process, particularly if their peers are the target audience," (Kearney & Shuck, 2004, p.8).

Regarding the use of Facebook as a teaching medium, Boon and Beck (2013) noted that Facebook, "…can provide an effective and convenient means of getting students to use the L2 outside of the classroom period, especially in an EFL setting, whether communicating with the teacher or to one another," (p. 35). It has also been reported that Facebook, when used with educational intent, can improve the learning process by promoting communication, interaction, collaboration, and resource sharing (Sanchez, Cortijo, & Javez, 2014). Students in this study were required to comment (in English) on their classmates' videos for each upload assignment, necessitating the use of all four language skills outside of the classroom. Additionally, through the Facebook private message function called Messenger, over a dozen questions were asked to this instructor about assignment details, and students were similarly encouraged to use the message function between themselves.

Moreover, understanding that enriching the experience of classroom community, whether virtual or actual, can also enhance motivation, extra attention was paid by this researcher towards "…increasing the amount of communication amongst members, to enhancing the quality of the interaction, and to using various work formations (e.g. pair-work, group work)," (Dornyei & Murphey, 2003, p. 63). In actual fact, most of this current study's video tasks were viewed by 80% or more of the students in each class, and countless videos were notated by Facebook as being 'Seen by All' the members. There was also a paired role-play video, and a three-member group role-play, all of which were designed to enhance the interconnection and interdependence of students. Furthermore, whenever birthdays were announced on the Facebook news feed, congratulatory messages were sent by this researcher on the respective student's "wall", a practice which was intended to enhance the quality of interaction between instructor and students.

Objectives

The objectives of this research were to examine the extent to which both motivation and confidence could be influenced by making and uploading numerous videos and commenting on classmates' videos. It has been experienced that in an average speaking and listening course, conducting in-class speaking assessments is not only very time consuming but often each student gets very little speaking time. Among the benefits of assessment through this study's method include the fact that the exact duration of each video is clearly shown, they can be viewed as many times as desired, as well as the fact that any difference in each individual's speaking level as evidenced by videos taken months apart is easily assessed.

Research Questions

1. Will uploading, watching and commenting on numerous videos increase motivation to study and speak English?
2. Will this video uploading course increase confidence in English speaking?

Methods and Procedures

Two diverse classes were chosen at Seikei University to allow for a wide comparison of results, a one-semester elective class of second, third, and forth year students (n = 29) entitled Cross Cultural Communication Skills (hereafter referred to as CCCS) in the International Studies faculty, and a two-semester first-year prerequisite class (n = 26) in the Science and Technology faculty entitled Listening and Speaking (hereafter, L&S). Before the semester began this researcher created a "Secret" group on Facebook for each class (see Appendix A for instructions).

During each first class, students were told they would be taking part in a video-making research project, and that a secret group had been created for that purpose. Students were assured that the secret status of the group guaranteed complete privacy to members only, they signed both an agreement that they would not share or download each other's videos, as well as a research consent form (see Appendix B). They were also informed that neither their videos, images, names nor voices would ever be shared publicly by this researcher. Then they were instructed how to join their Group, and students who did not have a Facebook account were assisted by their friends in first downloading the app, registering, and then joining the Group. It is felt that this initial shared experience created a bonding effect, which has been reported by Boon that, "…signals the start of an educational journey

in which students need to cooperate in order to complete tasks successfully," (Boon, 2012, p. 59). For both groups the homework after that first class was to make a self-introduction video, and to watch and comment on at least ten classmates' videos.

Assignment Specifics

Both classes were informed that assessment would consist of 20% for individual videos, 20% for a paired video, 20% for a group video, 20% for homework (commenting on classmate's videos) and 20% for attendance and attitude. During the 15-week semester the CCCS students were assigned six video tasks, five solo and one paired role-play. The final three-member group role-play was performed live during the fifteenth class in order to assess any differences in motivation and confidence between making a video and performing live, reflected in the exit questionnaire (see Appendix C). The L&S class was assigned four solo videos, a paired role-play video, and they performed the group role-play during the fifteenth class for the same reason as the CCCS class.

The duration of the solo videos was requested to be between 90 seconds and two minutes, and in almost every case the CCCS students met or exceeded the time. However, the bulk of the L&S students routinely produced videos that did not meet the specified length. For the paired video role-plays each student was requested to speak for two to three minutes, therefore four to six minutes per pair. Again, in the older class, most pairs met the requirements while the younger class largely did not.

Other than the self-introduction video from the first class, most of the solo videos were based upon expressing opinions and/or experiences related to a theme that had been studied during the previous class or classes. Using worksheets created by this researcher to supplement the textbooks, students familiarized themselves with each topic, its related vocabulary, and began to work out their opinions through pair and/or group discussions in class. The homework; upload a video with their answers to some of the questions from the worksheet (no video filming was done during class).

Acknowledging that when students have higher volition they demonstrate higher-quality learning outcomes, enhanced wellness, and a greater value for what the school has to offer, (Niemiec & Ryan, 2009), this study's students were given autonomy to choose which of the discussion questions to answer. Additionally, they selected which classmates' videos to watch, whose to comment on, and also chose their own themes for the pair- and group video projects.

While students had been made aware that commenting on others' videos was part of their assessment, after noticing the predominantly brief comments on the first video

assignment, they were told that short comments such as "Nice video," would not count for marks. Examples were shown, such as "I think it's great that you teach math to your younger brother, you are a nice sister," (an actual comment from one student to another), with the explanation that commenting on the contents of the video was expected. Most of the CCCS class immediately began making long and detailed comments, often generating threads of numerous responses, and many of the L&S students improved their comments in length and depth as well. Another factor discussed in both second classes was the fact that although highly produced videos with exotic editing, special effects and musical soundtracks were amusing to watch, they would not receive extra points over an unedited video.

Topics

The field of English education has long recognized that relevant topics are paramount to motivation, and accordingly this researcher created worksheets containing interesting themes that were designed to stimulate personal reflection and critical thinking. "Indeed, one of the most demotivating factors for learners is when they have to learn something that they cannot see the point of because it has no seeming relevance whatsoever to their lives," (Dornyei, 2001, p.63). For the CCCS class, the solo videos consisted of the following themes; Personality Traits, Culture (Japanese and foreign), Collaboration (as explained by Steve Jobs in a three-minute video shown in class), Obama's visit to Hiroshima, and Freedom of the Press relating to Article 9 of the Japanese Constitution. This class' pair video task was a role-play wherein students were instructed to use the theme and some of the vocabulary from the collaboration video worksheet (they chose which words). Role scenarios such as a boss-staff, student-teacher, colleague-colleague, and parent-child were suggested, while students were free to choose or create their own. The younger class had the same solo video topics without the Obama's visit or the Freedom of the Press topics, substituting one video about their Golden Week.

Both classes had the same final group role-play theme, Cultural Stereotypes, wherein they were grouped randomly in threes and instructed to choose a country to pretend to be from. The conversation was three 'foreigners' talking about their stereotypes of Japanese people and of each other's cultures. For example, a 'German', a 'Brazilian' and an 'Australian' talked about what they thought about their partner's countrymen, as well as their stereotypes about the Japanese. This assignment followed a class spent on this theme with a worksheet containing numerous activities and questions about cultural stereotypes which was given in the 13th class. The 14th was spent on preparing the presentation, and the role-plays were performed in the 15th and final class.

Results and Statistics

Despite the fact that the first-year students were continuing for another fifteen classes, they were given a mid-course survey (see Appendix C) which matched the CCCS class' exit survey. The first question regarding motivation read, "For me, compared to a regular class, this video project class was _____ ." The response options, using a six-point Likert scale, were; a) very motivating, b) quite motivating, c) a little motivating, d) a little de-motivating, e) quite de-motivating, and f) very de-motivating. In order to calculate descriptive statistics the lettered responses were numbered 1 through 6, with (a) being 1 and (f) being 6. The Full results for the L&S class are listed in Table 1, and in summary for question one, six students said "very motivating" and thirteen students replied with "quite motivating", while only one student said the course was "quite de-motivating".

The second question regarding confidence read; "Because of this class, my confidence in speaking English has _____ a) increased very much, b) increased, c) increased a little, d) decreased a little, e) decreased, f) decreased very much.

Table 1

Listening and Speaking Class Motivation and Confidence Responses (n=25)

	(a)	(b)	(c)	(d)	(e)	(f)
Motivation	6	13	5	0	1	0
Confidence	0	5	11	7	1	0

To summarize, the L&S Class responses to the motivation question had a Mean of 2.05 with 24 answers in the positive, a Mode of 13 for "quite motivating", and, as the six options were all one point apart, the Population Standard Deviation was 0.891. However, the responses for confidence in speaking English were noticeably different, with not a single L&S student answered "increased very much" and eight students responding negatively. The Mean for this response was 3.17 (with one student not reporting their answer to this question, therefore n=24), and a Mode of 11. It is well worth noting that more respondents (seven) said their confidence had "decreased a little" than those who reported it had "increased" (five), yet the Mode of eleven students who responded that their confidence had increased "a little", despite one student's "quite demotivating" response, kept the Mean on the positive side of the equation. The L&S Population Standard Deviation was 0.799 for confidence, indicating a wider spread of responses from the Mean, our highest of the four.

Table 2

Cross Cultural Communication Studies Class Motivation and Confidence Responses (n=29)

	(a)	(b)	(c)	(d)	(e)	(f)
Motivation	4	12	10	1	0	1
Confidence	1	12	13	2	0	1

As Table 2 details, 22 out of 29 CCCS students answered the first question with either "quite motivating" or "motivating", and four said the course had been "very motivating" for them, indicating the overwhelmingly positive experience of the students, as only five out of 58 responses lay on the negative side of the equation. Their motivation Mean was 2.43 with a Mode of 12 for the "quite motivating" response. The Population Standard Deviation for this response was 1.015, with one student not registering their response to this question, therefore n=28.

Regarding confidence in speaking English, the CCCS class had a Mean of 2.69, which was noticeably lower than the L&S classes response of 3.17, showing that the second, third, and forth year students (with slightly increased workload) gained more confidence. Interestingly, the one student who answered "very de-motivating" (likely the same student who reported the "decreased very much" result for motivation), had not let that opinion be known to this researcher throughout the course. Contrastingly, 25 students were in the "increased a little" or "increased", with a Mode of 13 for the "increased" response, and a result of 0.914 for Population Standard Deviation.

Discussion

Extrapolating meaning from the data leads one to conclude that this Facebook video instruction was more effective with regards to both motivation and confidence for the older students in the International Studies faculty than the first-year Science and Technology students. While the CCCS students were in their second, third, and forth year of study, this researcher was not informed of their academic abilities prior to the start of the class, however it was known that the L&S class TOEIC scores of between 500 and 635. That being said, it is in the opinion of this researcher that both classes were very similar academically, although the maturity level of the CCCS group was palpably higher.

Despite the potentially increased time necessitated for the instructor to view and comment on videos, capitalizing on the unique opportunity for connectivity that Facebook provides will certainly be attractive to some. Many is the time that this practitioner had

wished he'd been able to comment one-on-one with each student during an in-class speaking assessment, but the pressing flow of waiting students makes that impossible. However, utilizing Facebook's Secret Group functions, new levels of feedback can easily be provided, both privately through the Messenger chat, and, by commenting under the videos, (visible to each member). As aware educators most of us would agree that, "In the classroom, relatedness is deeply associated with a student feeling that the teacher genuinely likes, respects, and values him or her," (Niemiec and Ryan, 2009, p.139). Additionally, perhaps it can be logically assumed that with relatedness comes enhanced motivation, which could conceivably lead to an increase in confidence. While both occurred in this project, the marked difference between motivation and confidence has informed the way this instructor approached their second semester, and subsequent uses of Facebook Secret Groups for educational purposes, which will be detailed in another article.

Inevitably, in any group of students undertaking a project such as this, there will be some who are not comfortable with the type of perceived scrutiny that being observed can entail. Indeed, with their Facebook research Boon and Beck (2013) found that with rapport building comes the fear of losing face among one's group members. Subsequently, it was upon reading certain students' comments that previously unconsidered concerns came to light: "It is hard to make a video because I must care about the place (silent), my room, clothes and so on." Another student said, "This class was sometimes hard because watching my videos was shame," and a third reported that, "I'm nervous to speak in front of many people, and I don't like recording my voice so this class's works were so difficult for me".

Moreover, many students complained that commenting on classmates' videos was too much homework, and that the time between class and uploading deadline was too short. Conversely, numerous comments were positive, and it can confidently be said that the answer to both research questions is yes, both motivation and confidence were heightened, as the vast majority of students reported.

It is with a high degree of confidence that this researcher can report that by creating a secret Facebook group for your students, and having them upload and comment on their own videos, you will most likely increase speaking confidence and their motivation to speak, read, write and listen to English. It is also important to note that students in this method work on all four skills outside of class, which is easily monitored by the teacher, something that is hard to reproduce otherwise. These results align tightly with Green and Crespi's (2012) findings, "The positive aspects of student created videos are: deeper learning; more engaging learning; more active learning; experiential learning; more personal involvement…" While numerous students' comments can be read in Appendix D,

perhaps the most appropriate conclusion to this article is this one selection: "Thank you for providing this awesome opportunity!!"

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Video Revisited Appendix A
How to create a Secret Group on Facebook

Depending on your feelings regarding the sharing of personal information, opinions, videos and photos with students, choose whether to use your existing personal Facebook account or create a new one. Keep in mind that when you create any group on Facebook you must add at least one member to initiate that group, so if you create a new account, you can add your personal account as a member. Then, as soon as at least one other member has been added, removing your personal account from the group will block students' access to your personal information.

Step One: Log on to Facebook. In the top right corner of your 'wall' or 'news feed' there is an inverted triangle pull-down tab. Clicking on it will give numerous options, one of which says "Create Group". Click it.

Step Two: You will then be directed to create the group name, and must add at least one member.

Step Three: Choose the privacy setting, "Secret" is recommended over "Closed", which would mean that other people can see content but not comment.

Step Four: Add a background picture and add a description of the group.

Step Five: Once in class it is recommended to have the group "wall" projected live onscreen so that all students can see it and your Facebook name.

Step Six: Each student must be your "Friend" before you can add them to the group, so they must send you a friendship request. Once approved, you may add them to the group by selecting their name in the "Add Members" pull-down which is directly beside the "Post" space where you would type any message.

N.B. Be sure to show students how to post videos directly into the group and not on their own wall. This is done by clicking on the group name that exists on the left-hand feed bar when logged on, and posting there

Video Revisited Appendix B
Research Information and Consent Form

Facebook Secret Group Agreement

Dear Student;

To help you study English, I, Christopher Philip Madden, have created a Facebook Secret Group for this class. Only the students in this class and I will be members, and nobody else can see or hear any of the pictures, videos, or comments. It is totally private and safe, because we all agree to keep it secure. Please sign the agreement below.

I, _____ (Your name in Kanji) agree to never copy, download, share, tag or show in any other way, the personal information, pictures, videos, or comments of my classmates in the Secret Facebook group.

Your Name in English: _____

学校法人　成蹊大学
講師　クリストファー　フィリップ　マデン　殿

受講生徒内だけの「フェイスブック」利用に関する　誓約書

英語を学ぶツールとして「フェイスブック」を利用するにあたり、このグループ内の生徒だけが閲覧し、個々の情報、画像、映像を共有し、お互いを尊重し、安全に使用することができるように、下記の通り誓約します。

私は、この授業を選択した限られた生徒間だけのフェイスブックグループで得た情報をコピー、ダウンロード、シェア、タグ付けしたり、グループ以外の人に見せたりし、ここで得た情報を絶対に漏えい、発信しません。

私は、ここで得た個人情報の漏えいと思われる不適切な記載と判断した事項については、講師の求めに対して、直ちに削除、修正します。

平成30年　　月　　日

生徒氏名: _____　　生徒番号：_____

Your name in English: _____

Video Revisited Appendix C

Facebook Video Class Final Survey

Firstly, let me thank you for your participation in this research project. Please fill out this questionnaire with complete honesty. Circle the letter that is the best match for your feelings.

1. For me, compared to a regular class, this video project class was _____.
    a) very motivating   b) quite motivating   c) a little motivating
    d) a little de-motivating   e) quite de-motivating   f) very de-motivating

2. Because of this class, my confidence in speaking English has _____.
    a) increased very much   b) increased   c) increased a little
    d) decreased a little   e) decreased   f) decreased very much

3. Please leave any suggestions for video topics that can be used next year:

4. Do you have any advice for next year's students to help them prepare to make this class better?

Facebook Video Class Final Survey

　はじめに、この特別なクラスへの参加に対し感謝を申し上げます。このアンケートは無記名ですのでどうか正直に答えてください。それと、私に対する提案事項や、来年度このクラスを受講する生徒にメッセージがあれば記入してください。

1. 一年間このビデオのクラス受講後、普通の英語の授業と比べて＿＿＿＿＿＿＿＿＿。
　A）とても興味を起こさせるものだった
　B）なかなか　　　　　　　　　　　　　　　C）少し　　　D）やや
　E）あまり興味を起こさせるものではなかった
　F）ぜんぜん

2. 一年間このビデオクラスの受講後、私の英語のスピーキングは＿＿＿＿＿＿＿＿＿。
　A）とても自信が持てる
　B）なかなか　　　　　　　　　　　　　　　C）少し　　　D）やや
　E）あまり興味を起こさせるものではなかった
　F）ぜんぜん

3. クリスが来年度の授業で使ったらおもしろいと思えるビデオのトピックがあれば記入してください。

4. 来年度の生徒がどうやってこのクラスに対してよりよく取り組むことができるか、何かアドバイスがあれば書いてください。

Video Revisited Appendix D: Student Comments from Both Classes

"Too much home work!"

"It was the first thing for me to make a video and post it to Facebook, so it was really interesting for me."

"Last group work was very fantastic!"

"I want to do more listening practice."

"Comment at least 10 people was hard for me but it was good to raise motivation."

"I really enjoyed reading comments that other people left! Also I watched almost everyones' videos and were very motivating and interesting."

"I was so glad all classmate was so nice, your advice and comment from video were very impressive and meaningful."

"It makes me confidence to speak to foreigners in Games, thank you too."

"Commenting was too difficult for me."

"At first I'm shy so I don't want to make videos and I thought it was not motivating but now I found that making videos is quite motivating. (I'm still shy.)"

"Every class was very fun. I enjoy it too much."

"My English speaking skills got better. I want to continue improving."

"I was very nervous to speak in front of people. But I did video and the three people group performance and I can speak in front of people more relaxed now."

"I've learned many things I didn't know before this class. Thank you!"

"Watching other people's videos and gradually finding out things about them was fun."

Video Revisited Referential Tables

Table 1

Listening and Speaking Class Motivation and Confidence Responses (n=25)

	(a)	(b)	(c)	(d)	(e)	(f)
Motivation	6	13	5	0	1	0
Confidence	0	5	11	7	1	0

(a) : Very motivatin   (b) : Motivating
(c) : A little motivating   (d) : A little de-motivating
(e) : Quite de-motivating   (f) : Very de-motivating

Motivation Mean: 2.05   Confidence Mean: 2.08
Motivation Mode: 13 ("Quite Motivating")   Confidence Mode: 11 ("Increased a little")
Motivation Population Standard Deviation: 0.891   Confidence Population Standard Deviation: 0.799

Table 2

Cross Cultural Communication Studies Class Motivation and Confidence Responses (n=29)

	(a)	(b)	(c)	(d)	(e)	(f)
Motivation	4	12	10	1	0	1
Confidence	1	12	13	2	0	1

(a) : Increased very much   (b) : Quite increased
(c) : A little increased   (d) : A little decreased
(e) : Quite decreased   (f) : Decreased very much

Motivation Mean: 2.43   Confidence Mean: 2.69
Motivation Mode: 12 ("Quite Motivating")   Confidence Mode: 13 ("Increased a little")
Motivation Population Standard Deviation: 1.015   Confidence Population Standard Deviation: 0.914