

The learner perception toward
an English self-study within a
framework of self-regulated
learning:
An analysis of Q methodology

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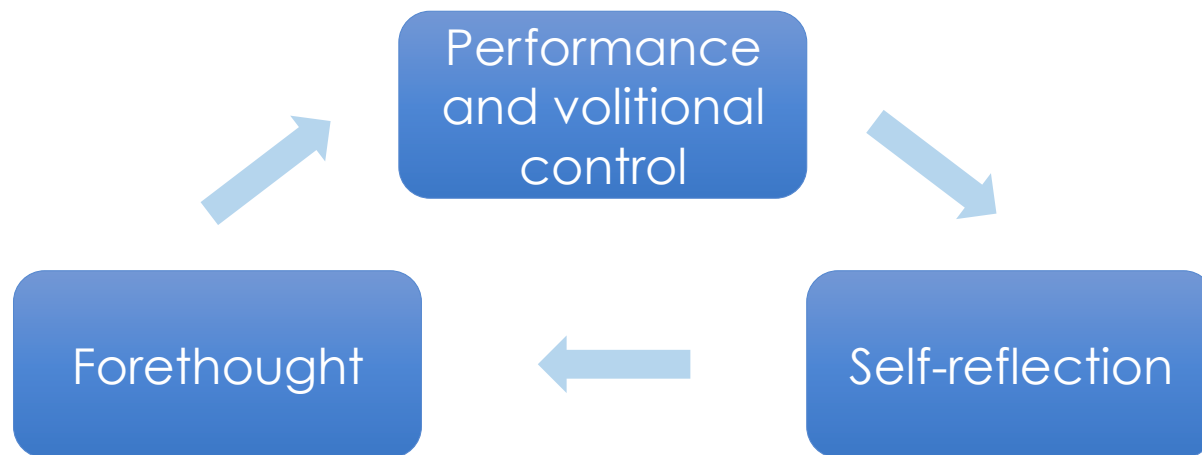
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Outline

1. Previous studies: Self-regulated learning and Q methodology
2. Research design: when and how the Q method was conducted
3. Method: The procedure of the Q method and analysis
4. Result: One-factor solution and the patterns of learners' viewpoints
5. Discussion: Theoretical significant and implication
6. Future research: Comparison of the pre- and post- Q method, Qualitative investigation of the change in self-regulated learning in a self-study

Self-regulated learning (SRL) in self-study

- ✓ SRL is “the ways that learners systematically activate and sustain their cognitions, motivations, behaviors, and affects, toward the attainment their goals.” (Schunk & Greene, 2018, p. 1)

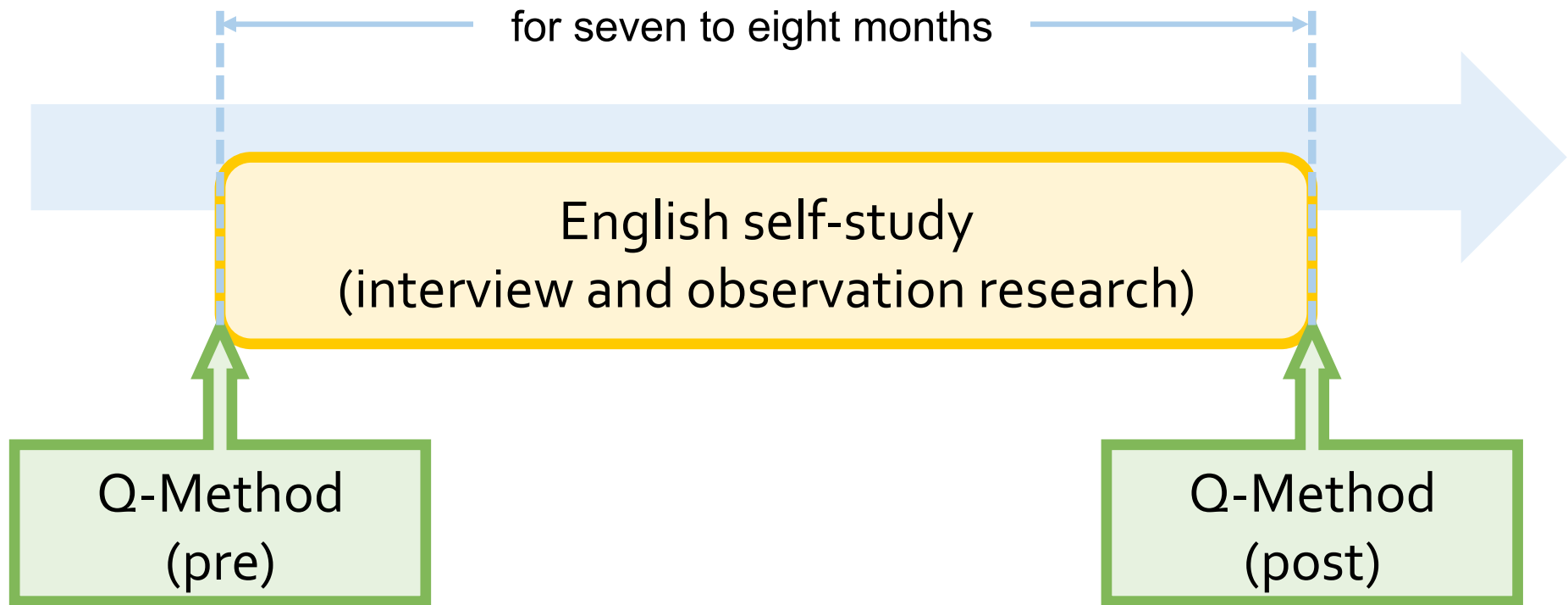


(Zimmerman, 2000)

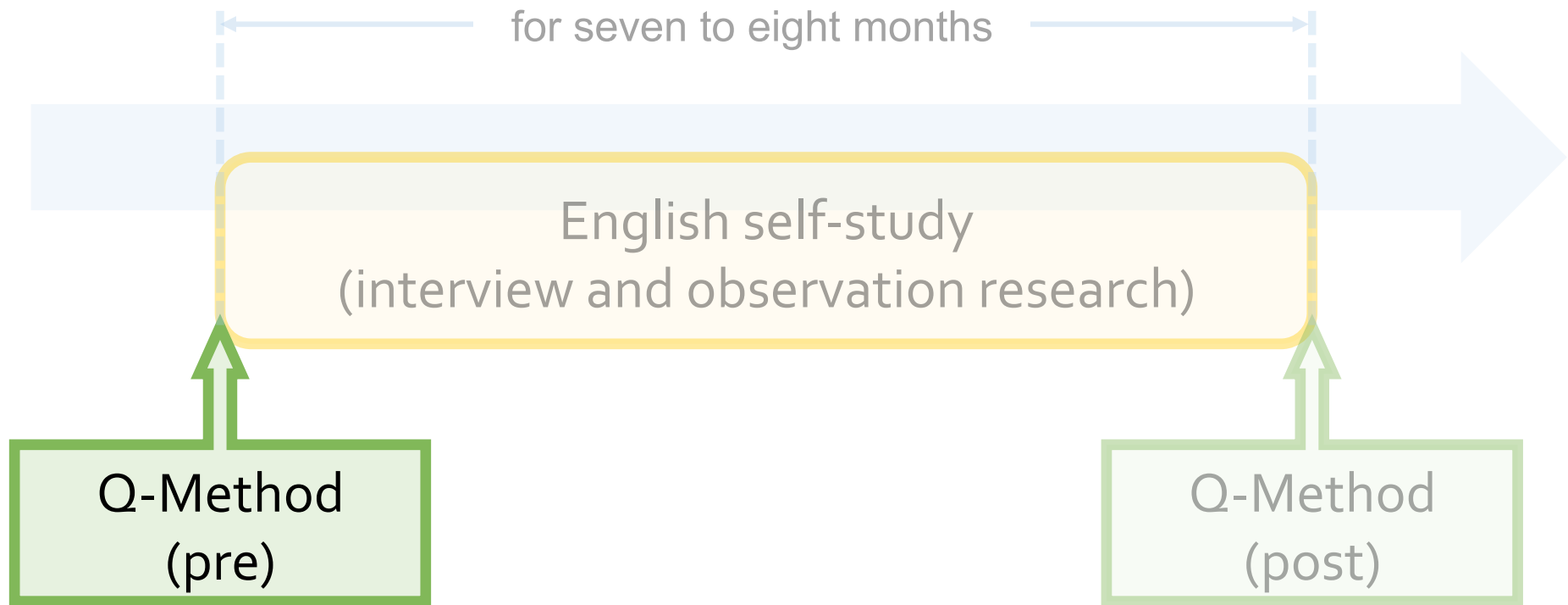
Self-regulated learning (SRL) in self-study

- Chang (2005) confirmed that motivation and self-efficacy for L2 reading significantly increased by SRL activities through web-based instruction
 - Liu, Lan, & Ho (2014) explored that vocabulary learning with the web-based instruction enhanced not only to acquire vocabulary knowledge but also to learn self-regulatory
- ➔ What about the **outside** of the classroom?
- ➔ Necessity of understanding the viewpoint that learners hold preceding their actual self-study

Research design



Research design



What is Q methodology?

- ✓ A quantitative and qualitative research approaches = factor analysis and interviews/ document analysis
 - ✓ It “will reveal a series of shared viewpoints or perspectives pertaining to your topic of interest.” (Watts & Stenner, 2005, p. 53)
 - ✓ It “leads to consistency and comparability across studies, and transparency for the attitude.” (Irie, 2014, p. 14)
- ➔ Little research in SLA applied Q method; it is suitable to capture **the subjectivity** on SRL capacity

Previous studies applying Q methodology

Pemberton & Cooker (2012): Q-method * Self-Directed Learning (SDL)

- SDL as well as SRL are the concepts that evaluate the process of learning; Data collection by one-shot treatment is meaningless
- Applied Q-method as a mixed-method approach

Irie & Ryan (2014): pre & post Q-method * studying abroad

- Examined the change of L2 self-concept using Q-method: Focus on the formation of self-concept *during* studying abroad

Q method steps

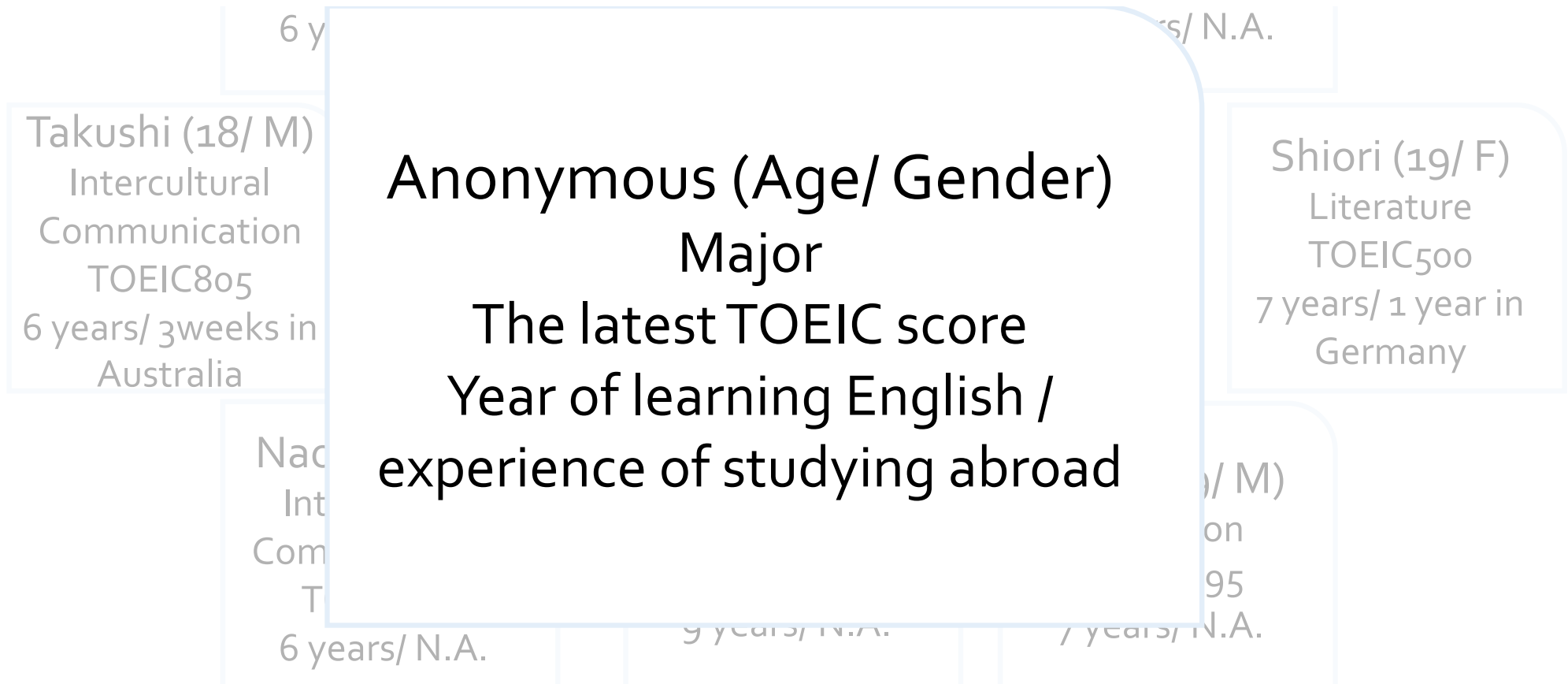
1. Create the collection of the statements
2. Select 40-60 statements from the collection
3. Select participants
4. Participants rank order selected statements
5. Interview participants about ranking statements
6. Analyze the patterns of statements
7. Interpret the factor generated

1. Create the collection of the statements
2. Select 40-60 statements from the collection

- Modified the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991; 1993)
- Conducted it for 112 EFL university students → Factor analysis extracted three motivational and four strategic components with 48 items

Motivation section	Learning strategy section
Self-efficacy	Metacognitive strategies
Learning beliefs	Problem solving
Test anxiety	Learning maintenance
	Learning effort

3. Participants: Ten university students



Mana (19/ F)
Literature
TOEIC580
6 years/ N.A.

Amo (21/ F)
Literature
TOEIC735
12 years/ 1 month
in USA

Kaya (20/ F)
Literature
TOEIC750
14 years/ N.A.

Takushi (18/ M)
Intercultural
Communication
TOEIC805
6 years/ 3weeks in
Australia

Lisa (19/ F)
Sociology
TOEIC600
7 years/ N.A.

Ayumi (18/ F)
Literature
TOEIC490
6 years/ N.A.

Shiori (19/ F)
Literature
TOEIC500
7 years/ N.A.

Naomi (18/ F)
Intercultural
Communication
TOEIC450
6 years/ N.A.

Kei (20/ M)
Marketing
TOEIC700
9 years/ N.A.

Maya (19/ M)
Education
TOEIC495
7 years/ N.A.

Mana (19/ F)

Amo (21/ F)
Literature

Kaya (20/ F)

Summary

Average age = 19.1

Male = 3; Female = 7

Average TOEIC score = 610.5

Average year of learning English = 8 years

Experience of studying abroad = 2 students

Takushi (19/ M)
Intercultural
Communication
TOEIC500
6 years/ 3w
Australia

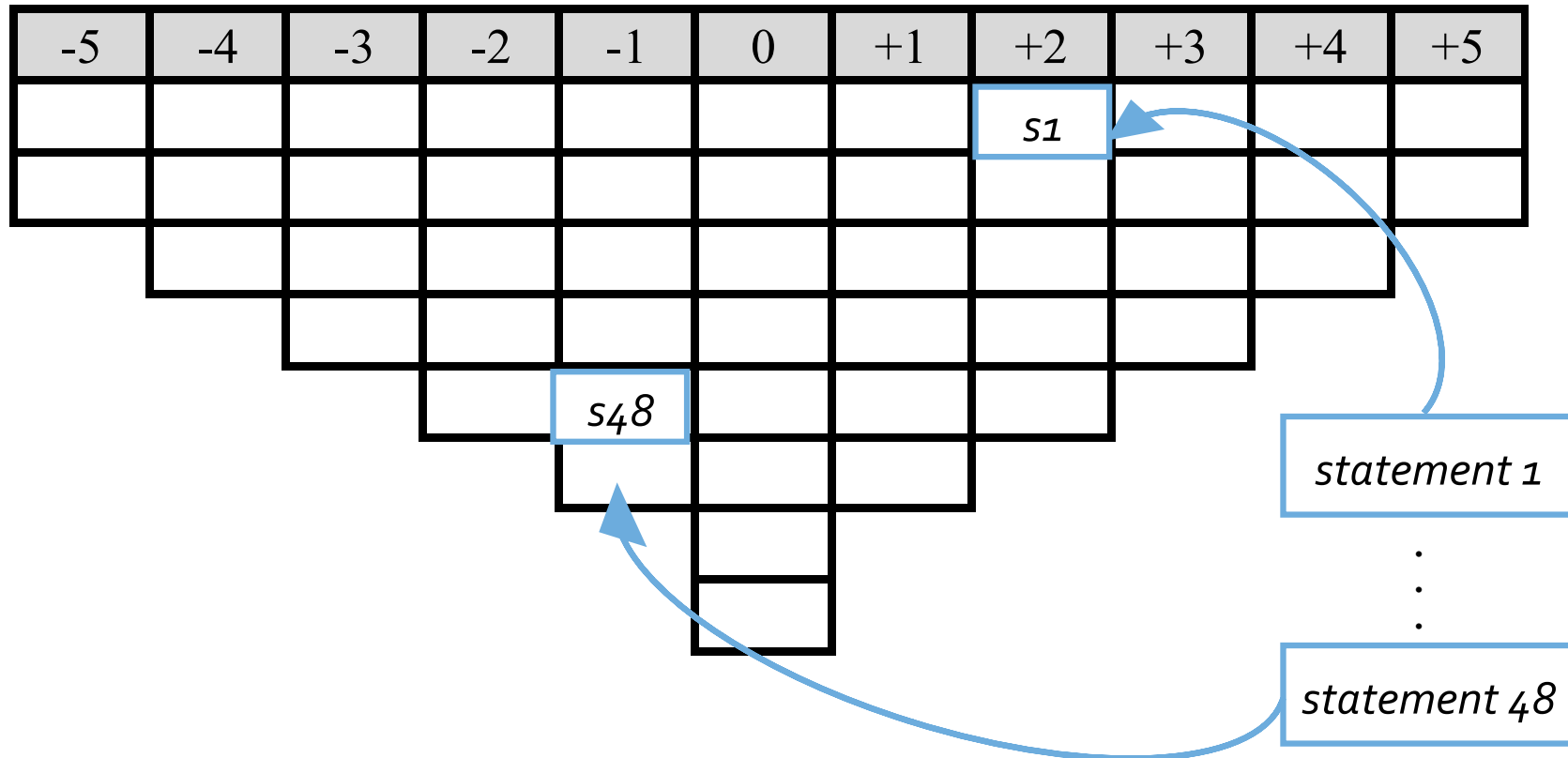
Amo (19/ F)
Literature
TOEIC500
1 year in
many

Communication
TOEIC450
6 years/ N.A.

TOEIC700
9 years/ N.A.

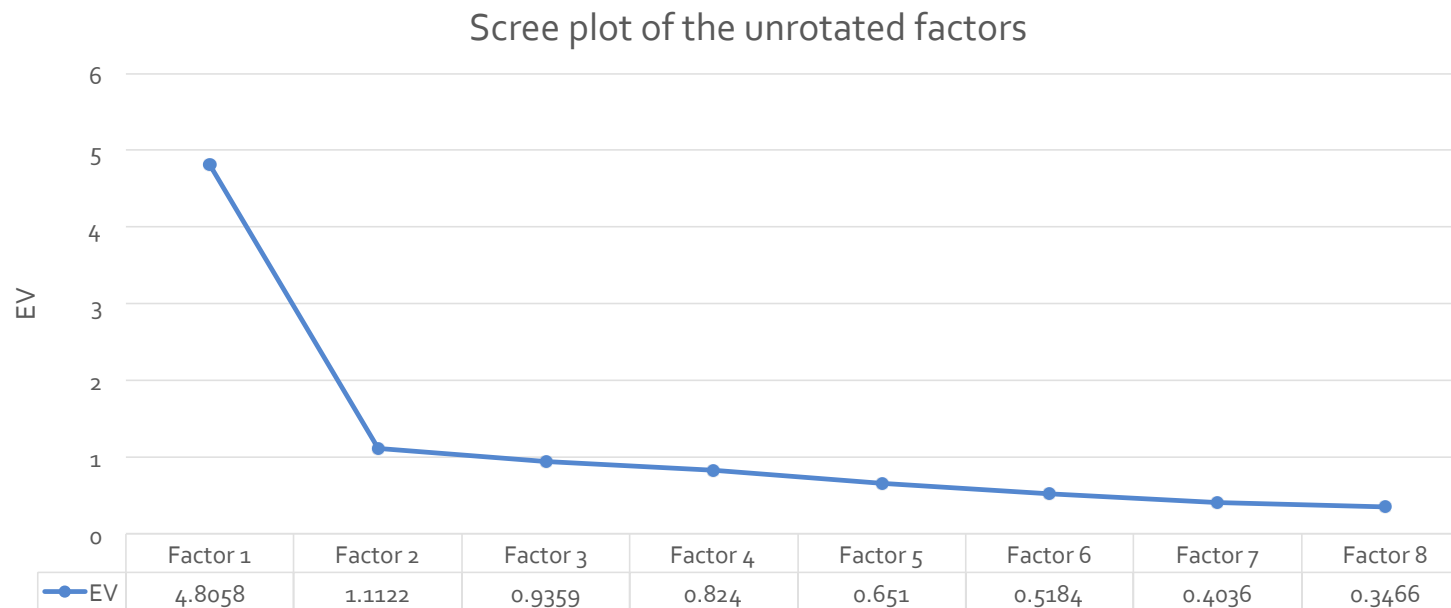
TOEIC495
7 years/ N.A.

4. Participants rank order selected statements
5. Interview participants about ranking statements



6. Analyze the patterns of statements

- The “by-person” factor analysis was conducted for 10 participants (Principal Component Analysis, varimax rotation)



Factor matrix

- * = $p < .01$
- Significant factor loading = $2.58 \times (1 \div \sqrt{\# \text{ of items in Q set}})$
= 0.3723 rounded up to ± 0.38
- Factor name
“Emphasizing the value of learning English; being bad at schedule management”

Q sort	Loadings of Factor 1
Mana	.5114*
Amo	.8712*
Kaya	.6011*
Takushi	.7546*
Lisa	.6332*
Ayumi	.7639*
Shiori	.6264*
Kei	.7273*
Naomi	.6864*
Maya	.6910*
48 % of study variance	

Final Q sort of the Factor 1 (10 participants)

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
4	38	1	36	35	22	24	13	17	15	10
7	45	19	29	32	25	39	46	37	14	12
	4	40	2	21	43	6	41	31	11	
		42	26	28	33	44	9	16		
			20	23	3	48	30			
				27	5	34				
					18					
					8					

7. Main components of the learners' perception on SRL in self-study

Trait 1: More value than self-efficacy for learning English

Trait 2: Effective learning for taking tests

Trait 3: Difficulty of self-control

Trait 1: More value than self-efficacy

General self-efficacy

9: I am certain that I can master English skills. (+2)

16: If I study English in appropriate way, then I will be able to master it. (+3)

Specific self-efficacy

4: I expect to do well in English learning. (-4)

1: I am certain that I can do well with the difficult English materials. (-3)

2: I am confident that I can understand the difficult questions or contents when I am learning English. (-2)

Trait 1: More value than self-efficacy

High value of learning English

- 10: It is essential for me to acquire English skills. (+5)
- 12: I think that English learning will be useful in the future. (+5)
- 15: I am very interested in English. (+4)
- 11: Understanding English is important to me. (+4)

Not satisfied with just getting good scores

- 7: Getting a good grade or score in the test is the most satisfying for me. (-5)

Trait 2: Effective learning for taking tests

Train English rather than *expand* the knowledge

23: I try to think through a topic and **decide what I am supposed to learn from it rather than just reading it over** when studying English. (-1)

27: When I learn English, I **pull together information from different resources**. (-1)

Strategies for understanding contents

39: When reading English, I **write brief summaries** of the main idea and important words. (+1)

34: When I learn English, I try to **determine which part of contents I don't understand** well. (+1)

Trait 3: Difficulty of self-control

Weakness of managing schedule

47: I begin to learn English as scheduled. (-5)

45: I make sure I keep up with what I plan to do in learning English. (-4)

Confusion by lack of concentration

44: During learning English, I often miss important points because I am thinking of other things (rev.) (+1)

Giving-up posture without enjoyment

42: Even when learning English is dull and uninteresting, I manage to keep working until I finish it. (-3)

Problem-solving capacity

37: When I cannot understand English well, I ask other people for help or search on the web. (+3)

31: When I become confused about English readings, I go back and try to figure them out. (+3)

30: I ask others who are good at English to clarify concepts I do not understand well. (+2)

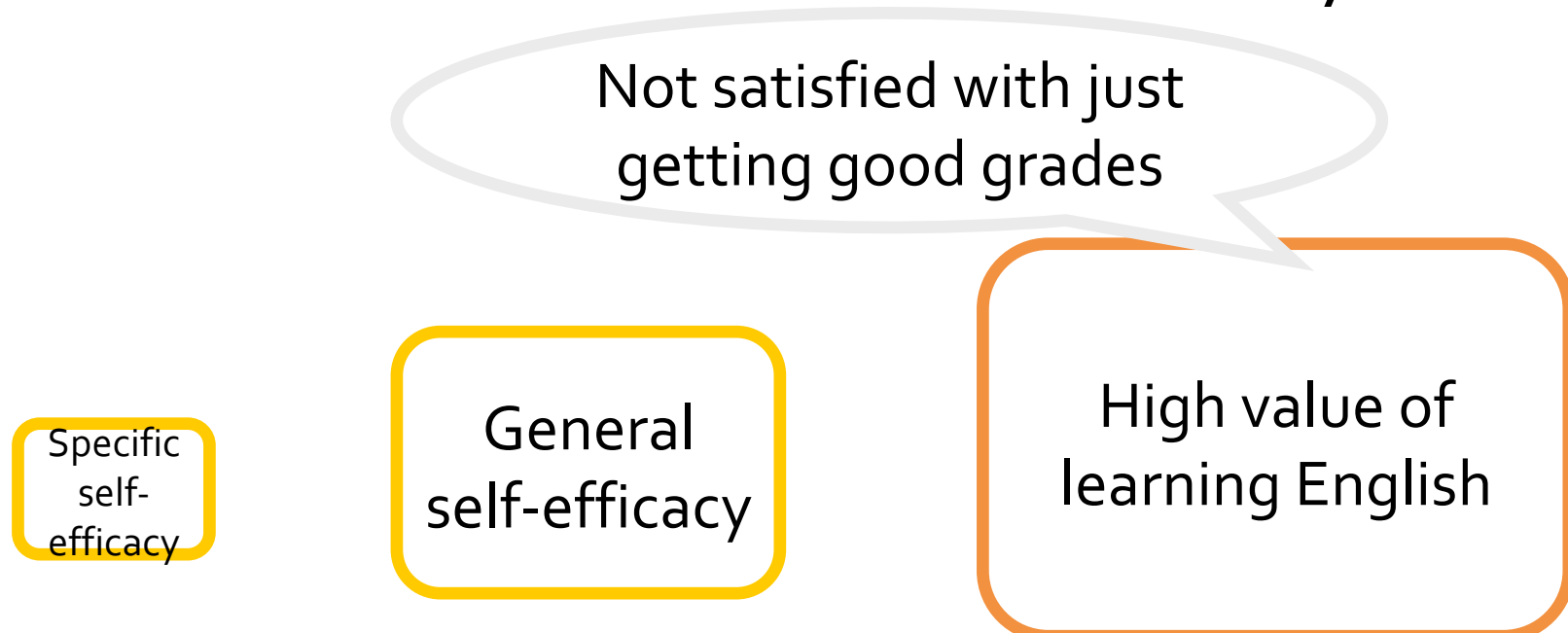
Responsibility of acquiring English

14: If I do not get enough English ability, it is because I did not try hard enough. (+4)

17: It is my own fault if I do not learn English. (+3)

13: If I try hard enough, then I will master English skills for sure. (+2)

How the learners conceive L2 self-study: Trait1



- Self-efficacy is key to improve and sustain SRL (Pajares, 2008)
 - General self-efficacy can be a trigger to start learning English
 - Specific/ concrete self-efficacy may be helpful to establish the cycle of SRL

How the learners conceive L2 self-study: Trait 2

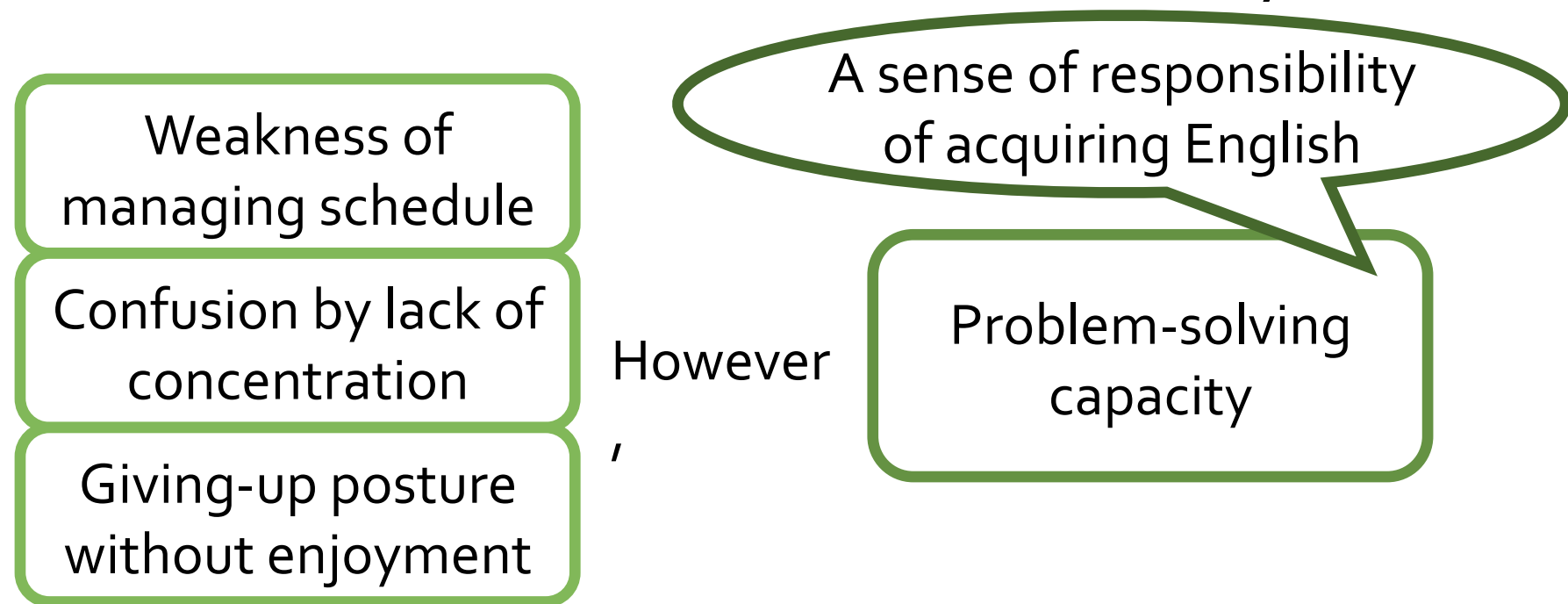
Train English rather
than *expand* the
knowledge

Thus,

Strategies for
understanding
contents

- SRL strategies for tests might be caused by learning background: examination-oriented learning.
- Expanding meta-sociocultural interactive strategies can bring them deep understanding of the content (Habok & Magyar, 2018)

How the learners conceive L2 self-study: Trait 3



- Making a plan for learning English and accomplishing it seemed to be the most difficult part of SRL in L2 self-study
- Goal-Setting Theory as instruction of SRL (Latham & Locke, 2007)

Future research

- ❑ Compare pre- and post-Q method
 - Capture the change on the viewpoints of SRL inter- and intra-personally
- ❑ Conduct the Q method with other/ multiple sources for collection of the statements
- ❑ Conduct a longitudinal experiment
 - Trace how these learners who showed high value of learning English, emphasis on cramming English, and difficulty of self-control change their SRL attitudes over time

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Thank you for listening!

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