Using Expectancy-value Theory for Examining Washback in a TOEFL iBT Preparation Course at a Japanese University

Tatsuro Tahara

Waseda University

tatsuro-tahara@asagi.waseda.jp

Abstract
This study explored the suitability of the Expectancy-value Theory as a tool to explain the washback of English language tests on learning outcomes in a Japanese university context. The descriptive statistics for Likert-scale questionnaire items concerning expectation of a success and value that learners attach to satisfying a target score of 80 on the TOEFL iBT® test suggested the appropriateness of the theory. However, a content analysis of an open-ended questionnaire items concerning their motivation in the course showed that other motivational factors should be incorporated into the Expectancy-value model.

Keywords
Washback effect, Expectancy-value theory, English education at a Japanese university

Introduction
Washback, the influence of tests on teaching and learning (Alderson & Wall, 1993), has been found a complex phenomenon (Cheng, 2008). Current research into washback requires not only describing but also explaining washback (Watanabe, 2016). Alderson and Wall suggest using a motivational theory to explain washback. Although previous studies employed motivational theories (e.g. Watanabe, 2001; Xie & Andrew, 2012), these authors did not use them to predict learning outcomes, including score gains or those on other criterion measures of language ability. To explain and predict the washback, it is imperative to explore appropriate motivation theories directly related to learning outcomes.

As an attempt to address this gap, this study examined the suitability of a motivation theory, the Expectancy-value Theory (Pintrich, 1991) This study focused specifically on a TOEFL iBT® preparation course in the Japanese university context.

1 Methodology
1.1 Participants
Study participants were 13 Japanese freshmen enrolled in a TOEFL iBT class at one private university in Tokyo, Japan, which specifies the TOEFL iBT total score of 80 as the cut score for students to apply for exchange study-abroad programs through the university. The one-year course started in April 2017. At the beginning there had been 30 students. The participants were those who completed the course.

1.2 Data collection
The data were collected at the end of the school year, in January 2018. The study collected two types of data. First, quantitative data were collected to measure participants' expectation of a success and the value of gaining a target score of 80 on the TOEFL iBT. Second, qualitative data were collected to explore when and why participants' expectancy of a success and value changed while studying for the TOEFL iBT.

A questionnaire comprising eight items on a 6-point likert-scale was used to measure participants' expectation of a success and value to satisfy a target score of 80 on the TOEFL iBT, with one being the lowest and six being the highest. The items of the scale were developed by modifying Xie and Andrews (2012), who applied Pintrich's (1991) instrument, into the TOEFL iBT context. Four items in the instrument measured expectation of a success, and other four items measured value.

As part of the same questionnaire, the participants were also asked to answer four types of open-ended items by providing as much information as possible about the following:
1. (Expectation of a success) "When did you think you can/can't satisfy a target score

of 80 on the TOEFL iBT score?"
2. (Value) "When did you think it is/isn't important to satisfy a target score of 80 on the TOEFL iBT score?"
3. (General motivation) "When did you think you were motivated/demotivated in this course in a year?"
4. (Other comments) "Please fill in any comments regarding motivation for the preparation of the TOEFL iBT."

1.3　Data analysis

To analyze the quantitative data to examine whether Expectancy-value Theory would be incorporated into the washback model, descriptive statistics were calculated.

To analyze the qualitative data to obtain follow-up information that could not be covered by the items on the Likert scale, content analysis was conducted by coding and categorizing the factors concerning when and why expectation of success and value increased or decreased.

2　Findings

Table 1 shows the descriptive statistics of participants' expectation of a success and value for satisfying the target score of 80 on the TOEFL iBT. As the mean ratings for expectation of success and value indicated, both expectation of a success and value for the preparation of the TOEFL iBT were high.

A content analysis of participants' responses to the open-ended items identified factors affecting participants' expectation of a success and value for getting a target score of 80 on the TOEFL iBT. Notable factors found in this analysis were (1) factors related to others (e.g. teacher's encouragement; classmates' success to getting high score on the TOEFL iBT or studying abroad), (2) participants' perception of studying English for TOEFL iBT (e.g. studying abroad program without TOEFL iBT scores; discrepancy between TOEFL iBT and read-world English; no need for job hunting).

3　Discussions and Conclusions

This study suggests the appropriateness of the Expectancy-value Theory in washback studies in that participants who completed the TOEFL iBT course had high expectation of a success and value. However, to explain washback, other motivational factors should be incorporated into

in the Expectancy-value model as well, including social factors or perception of the test being taken.

Table 1: Descriptive Statistics of Expectation of Success and Value for Satisfying a Target Score of 80 on the TOEFL iBT

Expectation	N	M	SD	Range
Q2	13	5.46	0.75	4-6
Q4	13	5.08	1.07	3-6
Q5	13	4.69	1.38	2-6
Q7	13	5.54	0.75	4-6
Total	13	5.19	0.78	2-6
Value	N	M	SD	Range
Q1	13	5.85	0.36	5-6
Q3	13	5.85	0.53	4-6
Q6	13	5.69	0.72	4-6
Q8	13	5.77	0.58	4-6
Total	13	5.79	0.34	4-6

4　References

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