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The Effects of the Attention, Relevance, Confidence, and Satisfaction (ARCS) Model on Students' Motivation in EFL Classroom.

Case Study: 1st Year Middle School in Messaad- Djelfa-

**Fulfillment of the Requirement for Master Degree in English language:
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DEDICATION

To family and friends.

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First and above all we thank Allah for guiding and helping us through this process and facilitating it. Then we would like to express our deepest gratitude to:

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Abstract

English is seen as one of the most difficult modules for middle school students, so they tend to not put much of their attention to it. Teaching English using the attention, relevance, confidence, satisfaction (ARCS) motivational model created by John Keller, is expected to reduce the students' difficulties in learning and it can help them increase their motivation to learn. The present study was designed to study the effects of the ARCS model on first year middle school class students' motivation. For this purpose, experimental research was carried out in which ARCS motivational model strategies were inserted in a detailed lesson plans that were applied throughout four weeks. To find out the effects of ARSC model a modified version that combined both Course Interest Survey (CIS) and Instructional Materials Motivation Survey (IMMS) in one questionnaire was administered at the beginning and end of the study. The results of CIS showed a considerable increase where the overall CIS results at the end of the study showed that students have higher motivation concerning the course. CIS was evaluated in terms of each ARCS category and a considerable positive change was observed in all scales. As for IMMS results a substantial difference in students' instructional motivation scores was found. The final results of the study showed that the ARCS model had positive influence on both students' course and instructions motivation in all categories.

Keywords: Motivation; Motivational model; ARCS; CIS; IMMS

ملخص

تعتبر اللغة الانجليزية واحدة من أكثر المواد صعوبة بالنسبة لتلاميذ التعليم المتوسط, لذلك فإنهم يميلون إلى عدم صب الكثير من الإهتمام عليها. تعليم اللغة الإنجليزية بإستعمال النموذج التحفيزي ARCS (والذي هو إختصار للفئات التالية: Attention: الإنتباه, relevance: الملائمة, confidence: الثقة, الرضا: satisfaction). والذي تم تصميمه من طرف جون كالر (John Keller) من المتوقع أن يخفف من صعوبات الطلاب في التعلم ويساعدهم على زيادة دوافعهم للتعلم. وقد تم تصميم هذه الدراسة لدراسة آثار هذا النموذج على حوافز طلاب السنة الأولى من التعليم المتوسط. لهذا الغرض, تم إجراء بحث تجريبي و تم فيه إدراج استراتيجيات النموذج التحفيزي ARCS في خطط الدروس التي تم تطبيقها على مدى أربعة أسابيع. لمعرفة آثار نموذج ARCS تم إجراء نسخة معدلة تجمع بين استطلاعين وهما CIS (يتعلق ب حوافز الطلاب للدرس) و IMMS (يتعلق بحوافز الطلاب لتعليمات الأستاذ) في استبيان واحد في بداية ونهاية الدراسة. بعد تطبيق النموذج, شهدت نتائج CIS زيادة كبيرة حيث أظهرت أن الطلاب لديهم حافظ أعلى بشأن الدروس. تم تقييم CIS من حيث كل فئة من فئات نموذج ARCS وتمت ملاحظة تغير إيجابي كبير في جميع الفئات. أما بالنسبة لنتائج IMMS فقد تم العثور على فرق كبير في درجات الدافع التعليمي للطلاب. وأظهرت النتائج النهائية للدراسة أن نموذج ARCS كان له تأثير إيجابي على الطلاب فيما يخص معدل تحفيزهم تجاه الدرس و تعليمات الأستاذ بالنسبة لجميع فئات هذا النموذج.

الكلمات المفتاحية: تحفيز, نموذج تحفيزي, ARCS, CIS, IMMS.

Résumé :

La langue Anglais est considéré comme un module difficile pour les étudiants de l'enseignement moyen. Enseigner à travers Prévenance, Pertinence, Confiance, Satisfaction, (PPFR)-(ARCS), autrement dit un model motivationnel, crée par John Keller, qui peut être prévu afin de réduire les difficultés d'apprentissage chez les étudiants et avec lequel, les enseignants ont pensé qu'il est possible de motiver leurs étudiants. La present étude est désignée ontant qu'étude des effets motivants sur la classe des étudiants de la première année d'enseignement moyen. Comme vocation, une recherche expérimentale a été effectué dans laquel, (PPFR)-(ARCS), les modèles de motivation ont été insérés dans des plans de cours détaillés et qui ont été appliqués pendant quatre semaines pour connaître les effets du modèle ARCS. Une version modifiée qui combine à la fois l'Enquête sur l'Intérêt du Cours, (**d'apprentissage**), (EIC)-(CIS) et une Enquête sur la Motivation des Matériaux Pédagogiques, (EMMP)-(IMMS), a été administré sur le même questionnaire, au début et à la fin de l'étude. Le résultat de l'étude (EIC)- (CIS), dévoila que les étudiants ont eu une motivation concrète, concernant les cours. Outre, elle a été évaluée en fonction de chaque catégorie de (PPFR)-(ARCS) et un changement positif et considérable a été remarqué au niveau de toutes **les compétences** et les échelles. Concernant les résultats de (EMMP)-(IMMS), une divergence substantielle et des résultats de motivation structurale ont été appréciés chez les étudiants. Le résultat final de l'étude a démontré que le modèle, (PPFR)-(ARCS), avait un impact positif sur le cours (**l'apprentissage**) des élèves et la motivation des instructions dans toutes les catégories.

Mots clés : motivation, modèle motivationnel, PPFR-(ARCS), EIC-(CIS), EMMP-(IMMS)

List of Abbreviations

ARCS: Attention, Relevance, Confidence, Satisfaction.

CIS: Course Interest Survey.

EFL: English as a Foreign Language.

IMMS: Instructional Material Motivational Survey.

NEDV: Nonequivalent Dependent Variable.

Q: question.

LIST OF FIGURES

Figure01: The students' enthusiasm about the subject matter.....	32
Figure 02: The materials relevance to the students' interest.....	32
Figure 03: The students' confidence towards success.	33
Figure 04: The effect of feedback on students.....	33
Figure 05: The students' attention level towards the Instructional materials.	34
Figure 06: The lesson's relevance to the students' own life and interest.	34
Figure 07: The students' confidence level of success.	35
Figure 08: The students' level of amusement after having a lesson.....	35.
Figure 09: The students' enthusiasm about the subject matter.....	36
Figure 10: The materials relevance to the students' interest.....	37
Figure 11: The students' confidence towards success.....	37
Figure 12: The effect of feedback on students.....	38
Figure 13: The students' attention level towards the Instructional materials.....	38
Figure 14: The lesson's relevance to the students' own life and interest.....	39
Figure 15: The students' confidence level of success.....	39
Figure 16: The students' level of amusement after having a lesson.....	40
Figure17: CIS Paired Samples.....	40
Figure18: IMMS Paired samples.....	43

LIST OF TABLES

Table 01: Ten Step Model of Motivational Design.....	19
Table 02: Research Schedule.....	28
Table 03: Pre-application CIS Scoring Guide.....	36
Table 04: Pre-application IMMS Scoring Guide.....	36
Table 05: Post-application CIS Scoring Guide.....	40
Table 06: Post-application IMMS Scoring Guide.....	41

TABLE OF CONTENTS

Dedication	I
Acknowledgments	II
Abstract	III
List of abbreviations	VI
List of figures	VII
List of tables	VIII
Table of Content	IX
GENERAL INTRODUCTION	1
CHAPTER ONE: Background to the ARCS Model of Motivation.	
1. Introduction.....	8
2. Understanding Motivation	8
2.1.Systematic influences on Motivation.....	10
3. Understanding Motivational Design.....	11
3.1.Models of Motivational Design.....	11
3.1.1. Person- centered Models	11
3.1.2. Environmentally Centered Models.....	12
3.1.3. Interaction Models.....	12
3.1.4. Omnibus Models	13
4. The Attention, relevance, confidence, satisfaction (ARCS) Model of Motivation	13
4.1.The Origins of the ARCS model	14
4.2.Components of the ARCS Model.....	15
4.2.1. Attention.....	15
4.2.2. Relevance.....	16
4.2.3. Confidence.....	17
4.2.4. Satisfaction.....	18
5. Using the ARCS Model.....	19
6. Conclusion.....	20

CHAPTER TWO: The Research Methodology.

1. Introduction.....	22
2. Research Design.....	22
3. Research Methods.....	23
4. The Target Population.....	24
5. Research Tools.....	25
5.1.The Questionnaire.....	25
5.2.The Aim of the Questionnaire.....	25
5.3.Description of the questionnaire.....	25
5.3.1. Students' Pre- Questionnaire.....	26
5.3.2. Students' Post-questionnaire.....	26
6. Procedures.....	26
6.1.Lesson Planning Procedure.....	26
6.2.Data Collection Procedure.....	28
7. Limitations.....	28
8. Conclusion.....	29

CHAPTER THREE: Data Analysis.

1. Introduction.....	31
2. Pre and Post-questionnaire Analysis and Discussion.....	31
2.1.The Students' Pre-application Questionnaire Results.....	31
2.1.1. Course Interest Survey (CIS).....	31
2.1.2. Instructional Materials Motivation Survey.....	34
2.1.3. Discussion of the Results.....	35
2.2.The Results of the Students' Post-Questionnaire.....	36
2.2.1. Course Interest Survey (CIS).....	36
2.2.2. Instructional Materials Motivation Survey.....	38
2.2.3. Discussion of the Post-application Results.....	40
3. General Discussion of the Findings.....	41
3.1.Students' Classroom Instruction Motivation Findings' Discussion.....	41
3.2.Students' Instructional Materials Motivation Findings' Discussion.....	43
4. Conclusion.....	44
GENERAL CONCLUSION.....	45

REFERENCES.....	47
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APPENDICES

General Introduction

General Introduction

Most teachers and researchers agree that motivation is the key to an effective learning. They believe that when students feel more motivated to learn, they perform better academically, improve classroom behavior, and gain a higher sense of self-esteem. Unlike unmotivated students who are often not able to retain information, not excited to participate and some of them may even become disruptive. As they get older, their rate of absenteeism will increase and eventually end-up leaving school. Unfortunately, data in addition to the direct experience of many educators shows that lack of motivation affects many of our students today, and appears to increase each year from middle school through high school.

Researchers developed several theories to explain and understand motivation and the different factors that influence it. Earlier researches were conducted to explain why a person behaves in a particular way focusing on the psychological side of the human beings, and they were mainly designed for enhancing job satisfaction and work performance. Over time, fields of study increased and motivation became recognized as a key element in the learning process. Works of Researchers like Doyle, Skinner provided a very good explanation of learners' motivation, but they were too generalized and did not help designers or teachers to know what type of strategies to use with a given audience, and the solutions provided were restricted only to their works and neglected some important principles from other areas of motivational research. (Keller, 1987, p.2)

The Attention, Relevance, Confidence, and satisfaction (ARCS) model of motivation was developed by John Keller, one of the most recognized and respected scholars in the field of educational technology and instructional design, in response to a desire to find more effective ways of understanding the major influences on the motivation to learn, and for systematic ways to identify and solve problems with the learning motivation (Simsek, 2014).

This research seeks to address three questions which are:

- 1- Whether the ARCS model is effective in enhancing students' motivation when integrated in a lesson plan; do ARCS model based language lessons have effect on students' course motivation? I.e. is there a difference in ARCS categories- Attention/ Relevance/ Confidence/ Satisfaction scores.

General Introduction

- 2- Whether the ARCS model based instructional materials have effect on students' instructional materials' motivation? I.e. is there a difference in ARCS categories- Attention- Relevance/ Confidence- Satisfaction scores?

According to the questions and the purpose of this study, this research assesses the following hypotheses attempting to provide answers for the previous questions: if the ARCS model of motivation is to be applied in a correct way, students' motivation is believed to be increased. Students' motivation concerning lessons and instructional materials is also believed to be increased.

The aim of the study is to test the effectiveness of The ARCS model of motivation in English as a foreign language class (EFL). According to Keller, this model approaches the motivation problem from both students' and instructor's point of view. So, this study aims at finding solutions that would help eliminating motivation problems in EFL classes.

As an English language teacher, one of the most major obstacles that I have faced during my sessions was having unmotivated students. They did not seem to be interested in the information presented to them, and I could hardly get them to focus on the tasks in the classroom. In an attempt to find solutions to this problem, and to make them more interested and more engaged with the lesson, I tried to apply some methods and techniques to foster their motivation, but none of them seemed to be working. Therefore, I decided to look for more practical methods, techniques and strategies that could be successfully integrated in the lesson plan and help increasing motivation. While searching in the net, I came across a discussion in which a teacher describes his attempt in using the ARCS model of motivation. He was very satisfied with the results he got. Hence, I decided to apply this model with my students.

The ARCS motivational model, which consists of four categories, Attention, Relevance, Confidence and Satisfaction covers most of research areas on human motivation. It helps instructors who are eager to motivate their students and have difficulties to put their theoretical knowledge into practice. The ARCS model provides a systematic, easy to follow design that every instructor can implement to

General Introduction

motivate students to learn. Keller indicates that by using ARCS motivational model, an educator can create or change the learning conditions/environment in a way that individual students can motivate themselves (1987, p. 2).

This model was first field tested in two teacher training workshops. The first one was with 18 middle school teachers; most of them were from the same school. The ARCS model was included in the workshop sessions as a problem-solving approach to improve motivation. It was applied for four months with four-hour afternoon meetings twice a month. During the four months of the project, the teachers went through the complete process of defining a motivational problem, formulating objectives, selecting strategies, preparing an implementation plan, enacting the plan and reporting results.(1987, p. 7-9)

A second test was conducted with another group that consists of 16 teachers from primary, middle and secondary schools. After the first session, the teachers defined their students' motivational problems. During the next four weeks, teachers began to work on collecting data to verify the problem, and develop an initial strategy list. In general, teachers who used the ARCS model of motivation made better progress and felt more positive about their sessions.

In teaching English as a foreign language, a study to examine the effects of the ARCS model on university students' motivation was conducted by Kurt and Keçik (2017). For this purpose, ARCS motivational model strategies were inserted to the lesson plans which were applied throughout ten weeks. The researchers used the Course Interest Survey (CIS) and Instructional Materials Motivation Survey (IMMS), which are data collection tools developed by Keller, to find out what effects can this model brings on students' motivation. The results showed that motivation increased and a significant change was noticed in terms of both CIS and IMMS.

In addition to the previous mentioned studies, the ARCS model of motivation has been tested in several fields like e-learning by Marshal and Wilson in their paper entitled "*Motivating e-Learners: Application of the ARCS Model to e-Learning for San Diego Zoo Global's Animal Care Professionals*". Another work is entitled "*Applying the ARCS Model to the Design and Development of the Computer-based Modules for Manufacturing Engineering Courses*" by Shellnut, Knowlton, and Savage (1999). The ARCS model proved to be very successful when it comes to attaining and sustaining learners' motivation. However, the ARCS model has not been tested yet in EFL middle school classes. Teaching English in middle school is of a

General Introduction

great importance and particularly first year classes as it provides students of this level with the basic information that would help them later master this language. This study aims at filling this gap by applying this model in an EFL middle school class for one month to test its effects.

The results of the study are expected to give a number of advantages. Theoretically, the results of the study can give information about how motivation can be inserted in English as a foreign language classes. Pedagogically, the results of the study are expected to be a motivator for the teachers to change their ways of English language teaching. The information of this research can also help the English language teachers in designing their lesson plans, particularly in using appropriate techniques while teaching. For other researchers, they are expected to be able to use the results of this research as an additional reference in carrying out further researches.

Like any other study, this study has two certain limitations. We can note two limitations that bring the present study to relevance to its aims stated in the general introduction. The first limitation is concerned with the time provided for applying the ARCS model. This study was carried out for only one month, this approximately equals 12 sessions, which is not sufficient enough to have a full look for the results of the ARCS model. The second limitation is that the study is too population-specific. That is to say this study is dealing with only one first year middle school class and the results can hardly be generalized.

This section will be dedicated to the description of the methods and procedures done in order to obtain the data, how they will be analysed, interpreted, and how the conclusion will be met. This section is to justify the means in which the study was obtained and will help in giving it purpose and strength as it will then be truthful and analytical. All these will help in the processing of the data and the formulation of conclusions.

This study was conducted in order to assess the effects of the ARCS model on students' motivation. The focus of the assessment was on lesson plans design. In order to gather the necessary data, the researcher utilized the quasi-experimental design, more specifically the *"Nonequivalent Dependent Variable"* (NEDV) design, using

General Introduction

both qualitative and quantitative approaches. A total of 40 respondents were selected as participants. The survey-questionnaire method was the research instruments used for data-gathering.

The participants who have been chosen for this study accomplished a pre-questionnaire and post-questionnaire to evaluate the model used. The results of the survey were then processed by analysing each of the survey items and comparing both questionnaires with each other.

The present study is composed of three chapters. The first chapter is theoretical. It is concerned with answering questions related to the ARCS mode like what is it and what is its origins...etc. First, it brings forth various conceptualizations of motivation and motivational designs. Then, it discusses the different categories of the ARCS model attention, relevance, confidence and satisfaction. This chapter also highlights the strategies and techniques of teaching using inside the ARCS model. And then, discusses the design process.

However, the second chapter presents the research design of this study. First, it details the methodology used in this research and the reason behind choosing it. Then, it explains in details the tools of data collection and analysis that will hopefully help fulfill the aim of the study and answer its questions. The tools that will carry out this study are a pre and post-questionnaires.

The third chapter is the empirical study. It presents the results obtained in both procedures and the analysis of the students' answers. Then, it provides the analysis and discussions of the obtained results.

CHAPTER ONE:
Background to the ARCS
Model of Motivation

1. Introduction

This chapter starts with defining motivation and its different types. Motivation is very important in the learning process as most scholars agree but can teachers do anything to control or influence it in a positive way, the answer of this question is provided in the following paragraph. This chapter also contains an overview of the general concept of motivational design and its types, an explanation of what the ARCS model is and how this model originated. It also includes a summary of the four categories of motivation (attention, relevance, confidence, and satisfaction), each of which has several subcategories of concepts and strategies. These categories comprise one of the two major components of the ARCS Model. The other component is the systematic motivational design process which is also explained.

2. Understanding Motivation

Motivation has been the centre of attention among teachers and researchers throughout the years. It is, as most people define, the reason or the cause that makes someone do a specific action, whether it is eating to reduce hunger or going to a trip in order to have fun. Many definitions of motivation exist in the large volume of literature on the subject. As defined by Weiner (1992, p.17), 'Motivation is the study of the determinants of thought and action – it addresses why behaviour is initiated, persists, and stops, as well as what choices are made' (cited in Perumal, 2009, p.112). Another definition is provided by Brown (2007) where he noted that, "behavioral scientists view motivated behaviors as arising from a physiological and/ or psychological need or desire. This need or desire activates and directs the individual toward appropriate goal that will hopefully satisfy this arousal" (p.05). So, motivation involves the biological, emotional, social and cognitive forces that activate human behavior (Cherry, 2016, para. 02). In the learning context, Academic motivation is defined by Gottfried (1990, p. 525) as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (as cited in Lai, 2011, P.05).

Most scholars agree that there are two types of motivation- internal and external. "Extrinsic motivation" according to Brown," is dependent upon the

consequential rewards and punishments resulting from the behavior" (2007, p.8). So, when someone is externally motivated to do something he would do the action either to get external rewards or to avoid negative consequences. An example of that is someone who studies very hard to get good grades, while another one studies to avoid his parents' punishments. On the other hand, Brown sees that "intrinsic motivation", is the one that "encourages behaviors for their own sake" (2007, p.08). That is to say, when someone is intrinsically motivated to do something he does it because he enjoys it or because he finds it interesting. An example of that is someone who practices sport, not to lose weight but because he loves to do it, or a student who reads a book because he finds it interesting and not because it is an assignment by his teacher.

Motivation has been widely accepted as a key factor that influences the rate and success of learning as it constitutes the backbone of the learning process. It plays a similarly important role in foreign language learning. Dornyei sees that:

motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. (1998, p. 117)

Therefore, motivation is what gets a student going, and helps him to get the accomplished jobs. Conversely, unmotivated student does not have the motive nor desire that moves him/her toward an action. Students may sometimes lose their willingness and interest towards lesson, which puts a major barrier in front of effective language learning. In this regard Keller noted that a teacher cannot really motivate a student. However, he can push him towards self-motivation by creating or changing the learning conditions/environment. This will be discussed in the next paragraph.

2.1. Systematic influences on motivation

Keller noted that an educator cannot really motivate anybody. However, it is possible to create or change the learning conditions/environment so that students can motivate themselves. Students may reluctantly learn things that do not mean anything to them. They may only memorize the content and they erase it from memory after an examination or a course. They also may choose not to use or what they have learned, and may actually dislike it. There is no doubt that such students do not always have the motivation to learn. Motivation is one component of the set of principles that excellent educators apply to their instruction to help students understand the importance of a content area so they will want to continue to learn and apply what they have learned. (Keller, 1987, p. 2)

According to Pintrich and Schunk (as cited in Wongwivatthanakit, 2000, p.188), motivation is an important element that affects students' success in learning and performance. Students who are motivated to learn tend to engage in activities they believe will help them learn. They also take meaningful notes to facilitate subsequent studying, periodically check their level of comprehension, and ask for help when they realize they do not understand the material. These activities improve the quality of student learning. However, Keller noted that over motivation can also be a problem. Students who are over motivated may claim or believe that they already know the content (*i.e.*, overconfidence) and tend to pay little attention in class, may become a disruptive influence to other enrolled students, and may make more mistakes/errors and lose efficiency as a consequence. In contrast, students who are not motivated to learn do not put forth their best effort to learn. They may be inattentive during the instruction and may not organize or rehearse the material to be learned. Note taking may be done haphazardly, if at all. They may not monitor their level of understanding or even ask for assistance when they do not understand what is being taught. These habits limit students' potential for learning and skill development and result in low levels of productivity. (Keller, 1987, p. 2)

Although the importance of motivation as a positive influence on learning is acknowledged by most researchers, there is less attention toward incorporating motivation into instructional plans to improve the motivational appeal of courses. In education, one particular model developed by Keller, the Attention, Relevance, Confidence, and Satisfaction (ARCS) Model, focuses on creating, stimulating, and

maintaining motivational strategies used for instructional design. This model emphasizes strategies and motivational design that an instructional designer or educator can include in the lesson plan process. The motivational strategies can be used to influence students' motivation to learn by allowing educators to create a motivating learning environment. Studies evaluating this model in application have provided evidence to support its validity and its positive effects on student attitude and performance (Wongwivatthanakit, 2000, p.189).

3. Understanding Motivational Design

Keller defines the motivational design as "the process of arranging resources and procedures to bring about changes in people's motivation" (n.d., para. 1). So, it refers to strategies, principles, processes, and tactics for stimulating and sustaining the goal-oriented behaviors of people, more specifically learners. The primary focus of motivational design is to combine teachers' instructions with the goals of learners, provide stimulation and appropriate levels of challenge, and influence the learners' feelings after they succeed in achieving a certain goal or even when they failed.

3.1. Models of Motivational Design

Motivational design models can be categorized into four groups. The first three are grounded in psychological theories of human behavior. They can be classified as person-centered theories, environmentally centered theories, and interaction theories. Models of the fourth group, called omnibus models, have more pragmatic or pedagogical origins and incorporate both motivational design and instructional design strategies without distinguishing between the two (Keller, 2010, p. 26).

3.1.1. Person- centered Models

Person-centered models are grounded in psychological theories that represent one or more motivational aspects of personality. Their aim is to make positive changes in these characteristics to improve human psychology and learning. Another name for this approach is psychological education which witnessed a rapid growth and in the 1960s and 1970s. A study conducted by the American Institutes for over 440,000 high school students showed that when it comes to developing students'

sense of personal responsibility for their own education and social development, high schools fail in meeting this challenge. Evidence such as this contributed to the development of psychological education to supplement the teaching of vocational and academic skills to enable students to be better prepared for their futures. An example of a person-centered model is the motive internalization process created by McClelland in working with adults to improve their achievement motivation (Keller, 2010, P. 26-31).

3.1.2. Environmentally Centered Models

Environmentally centered models' principles are grounded in the behavioral psychology which assumes that behavior can be adequately explained in terms of human responses to environmental influences, without referring to internal states of cognition or emotion. In the field of education, these models describe how basic concepts of conditioning and reinforcement can be used to control the motivation of students. One of the early and most known researchers that applied these concepts on motivation was Skinner in his operant conditioning theory. This early work led to the development of many principles of instructional design. Among those were the works of Tosti (1978), Fred Keller (1968), Sloane and Jackson (1974), Deci and Ryan (1985), However, the followed researches did not strongly support the combined influence of reinforcement and feedback on learning and motivation (Keller, 2010, p.31-33).

3.1.3. Interaction Models

These models presume that neither the personal nor the environmental principles provide a suitable explanation for understanding human motivation. In this approach, also called social learning theory or expectancy- value theory, values and innate abilities of humans are seen as a factor that influence and can be influenced by environmental conditions. For the time being, interaction-centered models are considered to be the most widely used in understanding human learning and motivation in an educational context. In this regard, Hunt and Sullivan (as cited in Keller 2010, p. 33, 34) have offered theories and reviews of motivational research that concentrate on the interactions of individual qualities and environmental influences on human behavior, including social factors such as teaching style. An example of these

models is, Wlodkowski's. In his model, he combined a large number of motivational factors including both humanistic and behavioral principles. Another example is the ARCS model which is the main topic of this research (Keller 2010, p. 33, 34).

3.1.4. Omnibus Models

Keller says that, "omnibus models are best described as complete solutions to given instructional goals". The primary basis of these models is pragmatic in that they include a complete system of teaching and instructional management that is planned to accomplish a specific type of instructional purpose. They use a consistent format to present different teaching models that are grouped under one of four categories depending on whether the primary purpose of the model is social interaction, information processing, personal growth, or behavior modification. Examples of these models are Social inquiry: An inquiry model for the social sciences, Inquiry training model: Theory-building as a source (for teaching scientific inquiry and theory building for children), and Synectics: A model to build creativity (Keller, 2010, p.34).

4. The ARCS Model of Motivation

According to Keller," The ARCS model is a problem solving approach to designing the motivational aspects of learning environments to stimulate and sustain students' motivation to learn" (1987, P.2). This theory describes what must happen during the learning process if the learning is to become authentic and meaningful. The purpose of this model is to provide guidance for teachers or instructors for analyzing the motivational characteristics of their learners and designing motivational strategies based on this analysis. It has three distinctive features. First, it contains four theoretical categories that involve many of the specific concepts and variables that characterize human motivation. Second, it includes sets of strategies to use to improve the motivational appeal of instruction. And third, it incorporates a systematic design process, called motivational design which can be used effectively in the lesson plans (Keller, n.d., para. 1).

4.1. The Origins of the ARCS Model

Concerning the theoretical framework of the ARCS model, Keller claimed that "The arcs model of motivation is based upon the macro theory of motivation and instructional design developed by Keller (1979, 1983). It is grounded in expectancy-value theory which derives from the work of Tolman (1932) and Lewin (1938)". The model was systematically derived from his theory of motivation, performance, and instructional influence developed in the late 1970s. Keller's theoretical model of motivation, performance, and instructional influence is a macro theory that describes a network of the relationships of personal and environmental characteristics on effort, performance, and consequences and it is grounded in the expectancy-value theory. This theory details the manner in which an individual's expectation to succeed at a task, as well as a perceived value of a task, corresponds directly with learning motivation. Motivation increases when an individual expects imminent learning success. Instructors who are able to improve learner confidence towards success, and who can enhance the value of the task by highlighting relevance, have higher amounts of learner motivation, according to the expectancy/value theory (Keller, 1987, p. 2, 3).

When Keller first started working on the model he expanded the two categories of the expectancy-value theory to four. The value category was divided into two categories called interest and relevance. The expectancy category remained the same and another category called outcomes was added. Interest refers to the factors related to attention in the environment and, relevance refers more to goal directed activity, and expectancy refers to one's expectation for being successful and outcomes category refers to the reinforcing value of instruction. The four categories were renamed and became known as attention, relevance, confidence and satisfaction to strengthen the central feature of each of the categories and to generate a useful acronym (Keller, 1987, p.3).

Within the field of instructional systems design, Keller says that, "Gagné's Conditions of Learning and Merrill's Component Display Theory both provided foundational theories that were highly compatible with the ARCS model" (2014, p. 92). Gagne developed his taxonomy of learning in 1972. In his theory, Robert Gagné proposed a series of events which follow a systematic instructional design process that

share the behaviorist approach to learning, with a focus on the outcomes or behaviors of instruction or training. It seeks to describe the conditions under which one can intentionally arrange for the learning of specific performance outcomes. There are three elements in Gagné's theory: taxonomy, internal and external factors necessary to achieve learning and nine events of instruction (Mobbs, 2013).

In the Component Display Theory of instructional design, there exist two main instructional designers that should be considered regarding learning: Type of content and Performance. Content consists of the facts, processes, procedures, and principles that exist in the educational environment. The content represents actual concept that is planned to be passed to the learner. Performance can be perceived as using, remembering or finding a particular concept. In the case of "remembering", learners are encouraged to remember a specific piece of data that they have committed to memory. With "using", the learners are asked to apply the information they've collected from their memory to a particular scenario or problem. "Finding" involves that learners are actually using the information to arrive at a new concept, idea or principle (Pappas, 2005).

4.2. Components of the ARCS Model

As mentioned previously, the model contains four main categories (attention, relevance, confidence and satisfaction) which are key elements in the learning process. Each of these categories is divided into specific subcategories with sample motivational strategies that can be used. A brief explanation of each of the conditions is provided in the following paragraphs.

4.2.1. Attention

It refers to the interest displayed by students when the lesson is being explained. This component is split into three categories: perceptual arousal, inquiry arousal, and variability. Within each of these categories, John Keller suggested further sub-divisions of types of stimuli to gain attention (Keller, 2000, p. 2).

In the "*Perceptual Arousal*", the instructor uses the element of surprise or uncertain situations in order create curiosity and wonderment. It can be accomplished through "*concreteness*": using specific and relatable examples; "*incongruity and conflict*": in which the teacher stimulates the students' interest by providing the

opposite point of view of the usual; "*humor*" can also be used to lighten up the subject (Keller, 2000, p. 2).

The second sub-category of the attention is "*inquiry arousal*". The instructor here Prepares thinking challenges and creates inquiry by offering difficult problems to solve. For example, Present a scenario of a problem situation and ask the learners to brainstorm possible solutions based on what they have learned in the lesson. It could be accomplished through "*participation*" in which the teacher provides hands on experience activities for the learners or through "*inquiry*" by asking questions that get learners to do critical thinking (Keller, 2000, p. 2).

The third sub-category for gaining attention is "*variability*". Keller suggests that the teacher should use variety of teaching methods (video, audio, reading, lecture) to sustain interest, vary the tone of your voice, and change the style of presentation...etc. having attentive students is the most important part of the model because it launches the motivation process for the learners. When learners are interested in a topic, they tend to invest their time, pay attention, and find out more about the lesson (Keller, 2000, p. 2).

4.4.2. Relevance

According to Keller, instructions should be relevant to the present and future career opportunities of the students. Relevance must be established by using language and examples that the learners are familiar with. The three major strategies John Keller presents are goal oriented, motive matching, and familiarity. Like the Attention category, John Keller divided the three major strategies into subcategories, which provide examples of how to make a lesson plan relevant to the learner (Keller, 2000, p. 2).

The first sub-category is "*goal orientation*". In this, the instructor describes how the presented knowledge will help the learner today as well as in the future. The instructor should explain the course objectives. To do that a couple of strategies were provided by Keller like "*present worth*": where the teacher describes how the knowledge would help the learners today. Another strategy is "*future usefulness*", in which the value of the knowledge presented is described. The teacher should show the students how this knowledge could help them in the future (finding a job, getting a promotion) (Keller, 2000, p. 2).

The second sub-category concerning relevance is "*motive matching*". The instructor here should assess the learner's needs and reasons for learning and provide choices in their learning methods that are encouraging to their motives. The instructor can achieve this through "*needs matching*" i.e. assess your learners and decide whether the learners are learning because of achievement, risk taking, power, or affiliation. Or he can use the second strategy which is to give the learners the "*choice*" in what method works best for them when learning something new (Keller, 2000, p. 2).

The third sub-category is "*familiarity*". In order to do that the instructor should tie instructions into the learner's experience by providing examples of that relate to the learner's work. The teacher can use "*modeling*": by adopting the proverb "be what you want them to do." He can also bring in role models (people who have used the knowledge that you are presenting to improve their lives). The other strategy is "*experience*" which is to provide questions for the learners based on their existing knowledge/skills and show them how they can use it to learn more (Keller, 2000, p. 2).

4.2.3. Confidence

Confidence is the third component of the ARCS model. It refers to the learner's confidence in their own abilities. According to Keller the teacher should focus on establishing positive expectations for achieving success among learners. The confidence level of learners is often connected with motivation. For this reason, it's important that lesson plan provides learners with a method for assess their probability of success. Keller offers three confidence building strategies which are also divided into sub-categories (Keller, 2000, p. 2).

The first sub-category is called "*success expectations*". Keller notes that Learners should be provided with learning standards and evaluative criteria to establish positive expectations for achieving success. This could be accomplished by explaining the "*learning requirements*" where Learners should have a clear understanding of what is it they are going to learn and how they will be evaluated. Another way to do that is by "*difficulty*" level i.e. materials should be organized on an increasing level of difficulty. Learners will be more motivated to continue if small successes are experienced along the way. Start with a simple, but challenging

instructional elements, and continue with elements that are increasingly more difficult.

The second sub-category is "*success opportunities*". Keller sees that being successful in one learning situation can help build confidence in each successive level of difficulty. In this sub-category there are two strategies: "*expectations*" and "*self-confidence*". For the first one, teacher should help students set realistic goals; teach them how to develop a plan of work that will result in goal accomplishment. He can also include statements about the likelihood of success with given amount of effort and ability. For the second one, teacher should help students understand that the pursuit of excellence does not mean that anything short of perfection is failure; learn to feel good about their accomplishment (Keller, 2000, p. 2).

The third sub-category to build confidence is "*personal responsibility*". In this category Keller provides a strategy called "*attributions*". He believes that Confidence is increased if a learner attributes their success to personal ability or effort, rather than external factors such as lack of challenge or luck. The teacher should use techniques that allow learners to attribute success to personal ability or effort (Keller, 2000, p. 2).

4.2.4. Satisfaction:

The fourth component of Keller's ARCS model is learner satisfaction. If learners feel good about learning results, they will be more motivated to learn. This satisfaction can rise from a sense of achievement, compliment from a higher-up, or only enjoyment. Feedback and reinforcement are essential elements when it comes to learners' motivation because when learners are conscious and happy about the results, their motivation to learn will increase. Keller suggests three main strategies to promote satisfaction which are intrinsic reinforcement, extrinsic rewards and equity (Keller, 2000, p. 2).

The first strategy that is provided by Keller is "*intrinsic reinforcement*". So, the teacher should encourage and support intrinsic enjoyment of the learners for the learning experience. An example of that is: the instructor invites former learners to provide testimonials on how learning these skills helped them with some projects (Keller, 2000, p. 2).

The second strategy that helps promoting satisfaction is using "*extrinsic rewards*". The teacher here should provide rewards or feedback that would encourage

the learner to continue target behavior. Motivational feedback can vary from positive comments to extrinsic rewards. Extrinsic rewards can be as varied as prizes, parties, travel awards, and even cash (Keller, 2000, p. 2).

The third strategy provided by Keller is "*equity*". He sees that the teacher should design and maintain consequences and feedback that are consistent and fair. Also, he should make expectations clear in order for learners to not get disappointed or discouraged. Feedback needs to be balanced and fair to keep students motivated to continue learning. Rewards and feedback should be appropriate to the level of difficulty of the task (Keller, 2000, p. 2).

5. Using the ARCS Model

Attention, relevance, confidence, and satisfaction make up the first part Keller's ARSC model as the four categories that provide a foundation for a learner's motivation. The second part of the ARCS model is the systematic design process. It involves a ten-step method of design that details how to create lesson plans that motivate students in a variety of settings. The steps of this lesson plan outline are summarized as follows:

Table 1: Ten Step Model of Motivational Design (Keller, 2000, p6).

1 – Obtain course information.
2 – Obtain audience information.
3 – Analyze audience information.
4 – Analyze existing materials and conditions.
5 – List objectives and assessments.
6 – List potential tactics.
7 – Select and/ or design tactics.
8 – Integrate with instruction.
9 – Select and develop materials.
10 – Evaluate and revise.

Motivational system development begins with collecting information (Steps 1 and 2) and analyzing it (Steps 3 and 4) in order to identify the motivational features and gaps that lead to the objectives (Step 5). After choosing a specific problem to

solve, the next step, which is the first one in the design process (Step 6), is to brainstorm possible solutions. At this point, all possible solutions should be listed. The goal here is to produce as many ideas as possible. The second step (Step 7) is to define the most suitable solution regardless of the constraints. The ideal solution might be formed from several of the specific suggestions that were made during the brainstorming process. At this point it is very important is to not worry about expense, organizational policies, or other constraints that might prevent the discovery of an ideal solution.

Then, in Step 8, the instructor selects tactics that are most likely to work listed and integrates them into a motivational system. Development and evaluation of the solutions, which occurs in Steps 9 and 10, follow the same process that one would employ for any other area of application. The first activity is to prepare a plan of work for writing, media development, developmental reviews, and preparations for implementation. As with any effective system development activity, it is important to have motivational tactics and strategies well integrated with other system components. For example, tactics such as case studies at the beginning of a lesson can be a total waste of time if they do not meet specific needs of the audience and help prepare them for the topics and objectives of the course. Audience evaluation provides the means for determining the effectiveness of the tactics.

6. Conclusion

This chapter discussed a set of notions regarding motivation, motivational design, and the ARCS model. First, it highlighted the importance of motivation in second language learning, and then it provided a brief definition of motivational design and its different types. After that, definition of the ARCS model was provided and the theories relevant to the research were explored. Then, components and strategies of the ARCS model that help integrating motivation in EFL classrooms were explored and the design process to do so was explained. Accordingly, it can be stated that for successful and effective language teaching, motivational design should be given importance in planning a lesson. Thus it should be signified as a continuous process during the process of teaching a language not just as a part of the process.

CHAPTER TWO:
THE RESEARCH
METHODOLOGY

1. Introduction

This chapter is concerned with the research design and the methodology that carries this research. It tries to detail both of the tools that are opted to answer and fulfill the aim of this study set in the general introduction which is to test the effectiveness of the ARCS model in an EFL class. This chapter starts with defining experimental research then differentiating between the main research methods used in education, qualitative and quantitative method, and which one best fits this very kind of study. Then, it describes the procedures of both data collection and analysis used in this study.

2. Research Design

Research design is defined by Bhattacharjee as " a comprehensive plan for data collection in an empirical research project. It is a "blueprint" for empirical research aimed at answering specific research questions or testing specific hypotheses, and must specify at least three processes: (1) the data collection process, (2) the instrument development process, and (3) the sampling process" (Bhattacharjee, 2012, p. 35). In other words, the research design articulates what data is required, what methods are going to be used to collect and analyze this data, and how all of this is going to answer your research question. The type of the research design will be chosen according to the mentioned characteristics. The aim of this research is to test the effectiveness of the ARCS model on students' motivation towards both the teacher's instructions and the content presented.

Experimental researches are widely used in psychology, education, and the social sciences. In his book, Bhattacharjee sees that the experimental design includes, "One or more independent variables are manipulated by the researcher (as treatments), subjects are randomly assigned to different treatment levels (random assignment), and the results of the treatments on outcomes (dependent variables) are observed" (2012, p. 83). So, the experimental study aims to investigate the possible cause-and-effect relationship by manipulating one independent variable to influence the other variables in the experimental group, and by controlling the other relevant variables, and measuring the effects of the manipulation by some statistical means. By

manipulating the independent variable, the researcher can see if the treatment makes a difference on the subjects.

Experimental research can be grouped into two categories: true experimental designs and quasi-experimental designs. The difference between the two designs is that the first one requires treatment manipulation in addition to the random assignment of the subjects, while the second one requires only treatment manipulation and no randomization is needed (Bhattacharjee, 2012, p. 83). This study falls in the second category, the quasi-experimental design, as it does not deal with a randomized group but rather with a specific sample: first year level.

Quasi-experimental design includes different types of experimental designs which can be conducted depending on the nature of subjects and the instruments, and the way data are collected and analyzed. This research works with only one group so, the design that best helps fulfilling the aim of this study is the *Nonequivalent Dependent Variable* (NEDV) design (Bhattacharjee, 2012, p.91). In this design, two tests are administered to the same group. The group is pretested and exposed to the treatment, and then post-tested.

3. Research Methods

The most used two research paradigms in education sciences are the qualitative and the quantitative one. The nature of data and the process of collecting these data make it clear for the researcher to choose one of these two methodologies. In the field of foreign language education, however, both trends qualitative and quantitative are used, and usually they are used together as one mixed methodology. Quantitative research involves data collection procedures that treat numerical data which subsequently analyzed by statistical methods. It is based on an objective measurement and analysis of the target data. According Gay and Airsian, a quantitative research "the collection of numerical data to explain, predict and/or control phenomena of interest". On the other hand, the qualitative research is defined as "the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest. Sometimes called naturalistic research, naturalistic inquiry, or field-oriented research" (2000, p. 627).

In another definition, the main difference between the two paradigms is the use of numbers. Punch (1998) simply defines quantitative research as "an empirical research where the data are in the form of numbers" and qualitative research as "empirical research where data are not in the form of numbers" (p. 4). Unlike quantitative research, the qualitative research usually takes the form of subjectivity. It is based on procedures such as observation, interview or descriptive study. Thus, it is usually based on a personal study that is formulated by words rather than numbers.

To achieve the purpose of the study a mixed method design was carried out. In this study the quantitative and the qualitative parts are strongly interrelated, therefore a pre-post test design was carried out. Furthermore, Lesson plans were prepared according to ARCS motivational model principles, and strategies were applied in every Lesson plan for four weeks.

4. The Target Population and Sample

Population includes the entire respondents which the researcher is interested in to include in the study. Walliman defines population as "a collective term used to describe the total quantity of cases of the type, which are the subject of your study" (2001, p. 232). This investigation took place in Messaad, Djelfa in the academic year 2016/2017. The target population of this study includes first year middle school students. The main reason behind choosing this particular population is the fact that the level of motivation to learn English among those students is believed to be high, as it is their first time encountering this language. Another reason is that the new version of the text book design of this level is suits very much the four categories of the ARCS model and makes the process of designing the lesson according to the it model very easy

This research targets first year middle school students. The sample that was used to achieve the aim of this research was a first year class that consists of 40 students: 30 boys and 10 girls. Their ages range between 11 and 13 years old.

5. Research Tools

This section highlights the data collection instruments used in this study. The instrument that was chosen for this study is a questionnaire that was addressed to the sample which has been exposed to the treatment.

5.1. The Questionnaire

Questionnaires are the most common and used procedures of collecting data in most studies and foreign language research in particular. It is simple and targets a large number of participants in a short period of time. Questionnaires are very practical and efficient in comparison to other research procedures as they save both time and effort. They are also easy to administer and easy to code and analyze. That is, they are generally standardized, and therefore, provide much objectivity. It is recommended that questionnaire is the suitable tool to collect data about participants' opinions and attitudes whether satisfactions or dissatisfactions about a particular element. Therefore, they are usually used as a tool of evaluation. However, questionnaires usually consist of closed and open-ended questions. Closed questions are questions with limited choices (answers), where the researcher determines the possible answers. On the other hand, open-ended questions allow participants to answer in a less restricted or oriented way (McLeod, 2014).

5.2. The Aim of the Questionnaire

This questionnaire aims at gathering information about the students' motivation before and after the treatment (before applying the ARCS model) in an EFL classroom. It tries to describe students' opinions on the four categories of the ARCS model which are considered the key factor of gaining and sustaining motivation according to Keller.

5.3. Description of the questionnaire

The Instructional Materials Motivation Survey (IMMS) was developed by Keller as a data collection tool to test the effectiveness of implementation of the ARCS strategies in different contexts. The IMMS measures student motivation

towards specific instructional materials. The IMMS originally consists of 36-item survey (Keller, 2010) and has four categories (Attention, Relevance, Confidence, and Satisfaction). The response scale ranges from 1 (Not True) to 5 (True).

The Course Interest Survey (CIS) was designed to measure students' motivation towards classroom instruction by Keller (2010). The survey consists of four categories (Attention, Relevance, Confidence, Satisfaction). The original version consists of 34 items with two factors: Attention- Relevance, Confidence-Satisfaction.

Different version of the questionnaires was used. The new version of the survey that was used in this study blended the two surveys, (IMMS) and (CIS), into one questionnaire consisting of eight questions, 04 questions for each. Another difference is that the response scale range changed to include only two elements "true" and "not true". The level of the students was the main reason that led to the change in the questionnaire, because the questions and their answers were too close that first year middle school students cannot differentiate between them.

The questionnaire that was used in this study was designed for the participants, it included two parts. The first part is a Course Interest Survey (CIS) designed to measure students' motivation towards classroom instruction by Keller (2010). The survey consists of four categories (Attention, Relevance, Confidence, Satisfaction) and each one of them is tested by one question. The second is the Instructional Materials Motivation Survey (IMMS) is devoted to measures student motivation towards specific instructional materials. This survey consists also of four categories of the ARCS model and each one of them is tested by one question. The response scale ranges from (Not True) to (True).

5.3.1. Students' Pre- Questionnaire

This questionnaire was designed for investigating the students' motivation towards the content and the instructional materials provided for them before using the ARCS model of motivation. It consists of eight questions: four of them are included in the course interest survey, and the other four questions belong to the instructional materials motivation survey. Students are asked to answer these questions according to their point of view. This process is done before the treatment phase.

5.3.2. Students' Post-questionnaire

This questionnaire was designed for investigating the effects of the ARCS model in enhancing students' motivation. It consisted of the same questions of the post questionnaire and was answered by the students after the treatment. It consisted of eight questions where the participants asked to put a cross (X) before the right answer. Most questions are answered by either "not true" or "true" and some of them are related with the students' feelings so the scale "neutral" is added. This process is done after the treatment phase.

6. Procedures

This part explains the procedures that this research went through to reach its aim. First there is the lesson planning procedures which is done according to the ten steps design of Keller. The second is the data collection procedure.

6.1. Lesson Planning Procedure:

The instructor had 12 hours which approximately equals one month of English lessons with the class, which may not be sufficient enough to implement the ARCS motivational lesson plans (see Appendix for an example lesson plan) and to observe motivational changes. The steps described in the model were followed for applying ARCS motivational model. First of all, the course information was obtained (Step 1). Since the instructor has been teaching similar courses at preparatory school, she was familiar with the course requirements. General information (age/language level) about the students was gathered through the school administration form. Thus, the audience information was obtained and analyzed (Step 2 and 3).

Besides, course materials were analyzed in line with course objectives. Some materials were replaced and some of them were adapted. Objectives of the course and curriculum requirements were considered and lesson objectives were inserted to the lesson plans (Step 4 and 5). ARCS strategies list was reviewed and potential tactics were listed (Step 6). Strategies that can be used to cover course objectives and materials were selected and integrated to the lesson plans where necessary so that instruction was presented in a way that could motivate students (Step 7 and 8). If additional materials were needed to support the strategies, they were provided (Step

9). After application of the lesson plans, strategies checklist was reviewed and strategies were checked to see if they were applied successfully (Step 10).

6.2. Data Collection Procedure

Table: Research Schedule

Procedures	Date	Methodology
Students' Pre-questionnaire	April 5th, 2017	Execute and submit the pre-questionnaire
treatment	April 7th, 2017~ May 5th, 2017	Observe the participants while performing
students' Post-questionnaire	May5th, 2017	Execute and submit the post-questionnaire
Evaluation	April 5th, 2017~ May 5th, 2017	Collection of data and analysis complete

The data were collected during 2016-2017 academic year spring semester. Students' pre and post-questionnaire were administered. For the pre-survey, students were asked to complete the questionnaire and submit it in the same day (April, 5th 2017). This was before they were exposed to the lessons designed according to the ARCS model. During a period of one month which is the treatment phase, the researchers have observed the students' participations and reactions to the new design of presenting both the teacher's instructions and the content. On the last day of May, 5th 2017 the post survey was administered in which students were asked to complete the questionnaire and submitted it in the same day.

7. Limitations

Like any other study, this study has two certain limitations. We can note two limitations that bring the present study to relevance to its aims stated in the general introduction. The first limitation is concerned with the time provided for applying the ARCS model. This study was carried out for only one month, this approximately

equals 12 sessions, which is not sufficient enough to have a full look for the results of the ARCS model. The second limitation is that the study is too population-specific. That is to say this study is dealing with only one first year middle school class.

8. Conclusion

This chapter is merely about the methodology that carries out this study. It highlights the research design by detailing the tools of data collection and analyses. For the instruments, students' pre and post- questionnaires were used. It is thought that this data collection strategy is very appropriate since the questions revolved around the perceptions and attitudes of the participants towards both the lesson and the teacher.

CHAPTER THREE:

DATA ANALYSIS

1. Introduction

In chapter two, we have presented a detailed description of the research design used in this study, starting from the students' pre and post questionnaires administration to the general discussion of the findings. Chapter three aims at presenting the findings of this study with their analysis and interpretation. This chapter is divided to two main parts; the first part is concerned with the students' pre and post questionnaires analysis and interpretation while the second part is concerned with the general discussion of the findings. Data collected from the pre and post questionnaire are administered and analyzed quantitatively and discussed.

2. Pre and Post-questionnaire Analysis and Discussion

This part in chapter three is concerned with data analysis procedure, interpretation, and discussion of the students' pre, post- questionnaire results. Each questionnaire is divided to tow main points, the first point deals with the questions that are related to the course interest survey and their analysis. However the second point deals with the questions that are related to the instructional materials motivational survey and their analysis along side with the four categories for each one (attention, relevance, confidence and satisfaction)

2.1. The Students' Pre-application Questionnaire Results

The following questions were administrated to measure the students' motivation and reactions to the classroom instruction through the course interest survey (CIS), and the instructional materials through the instructional materials motivational survey (IMMS). This questionnaire was delivered before applying the ARCS motivational model.

2.1.1 Course Interest Survey (CIS):

a) Attention:

Q1/ The instructor knows how to make us feel enthusiastic about the subject matter of this course.

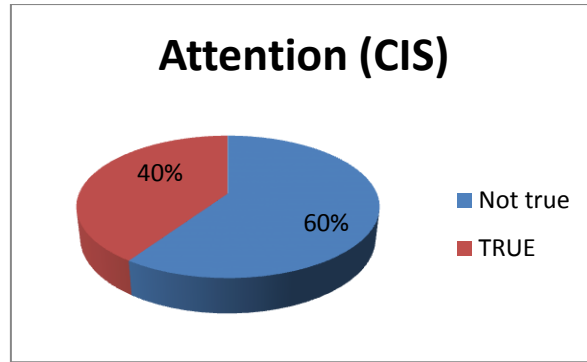


Figure 01: The students' enthusiasm about the subject matter.

This question was asked to measure the students' attraction towards the course and the classroom instructions. The statistics of this question shows that 60% of the research subjects are not attracted to the course and the classroom instructions; while only 40% of the participants said they are attracted to it.

b) Relevance:

Q1/ The content of this material is relevant to my interest.

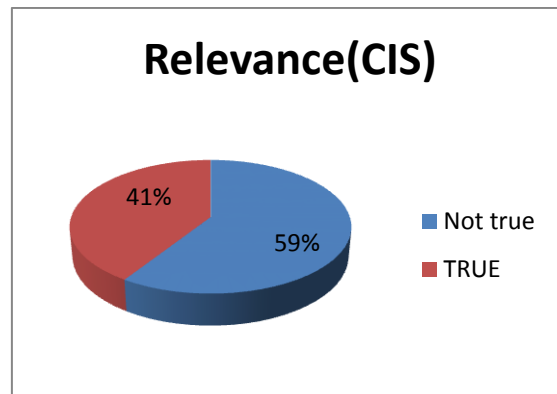


Figure 02: The materials relevance to the students' interest.

This question was intended to know whether the students relate the course to their own goals and interests. The statistics of this question shows that 59% of the participants cannot relate or do not think that the course is related to their own goals and interests, and only few think that the course is related to their interests with the percentage of 41%.

c) Confidence:

Q1/ As I am working on this class, I believe that I can succeed if I try hard enough.

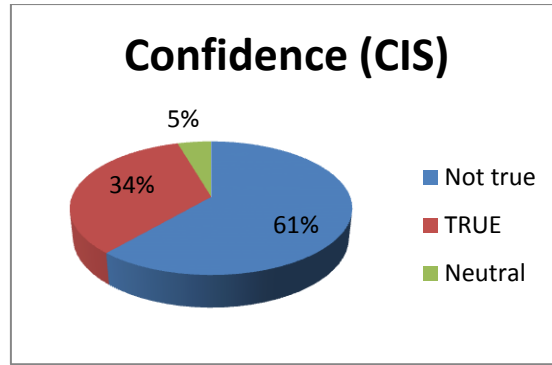


Figure 03: The students' confidence towards success.

This question is dedicated to know whether the students are confident of success or not. It shows that 34 % of the students believe they can succeed and pass if they worked hard. In contrast 61 % of them think they won't succeed even if they worked hard since the subject matter is very hard for them. While 5% of them stayed neutral. This means that most of the students in this class are not confident.

d) Satisfaction:

Q1/ The wording of feedback or other comments after doing the tasks during the lesson helped me feel rewarded for my efforts

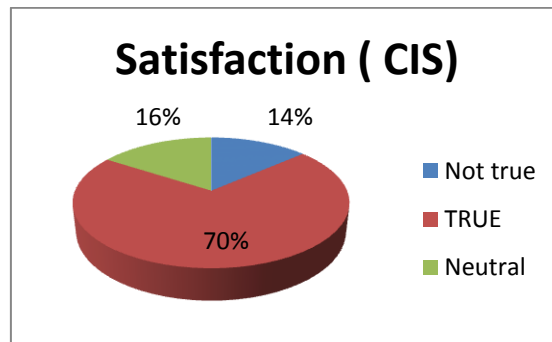


Figure 04: The effect of feedback on students.

This question aimed to know the students' opinions concerning the wording feedback whether it makes them feel satisfied or not. The results shows that 70 % of the participants feel rewarded and satisfied of their performance when they receive wording feedback. While some with the percentage of 16% stated that they feel nothing when they receive feedback. 14% stated that they don't feel rewarded or satisfied when receiving feedback.

2.1.2. Instructional Materials Motivation Survey:

a) Attention:

Q1/ This class has very little in it that capture my attention.

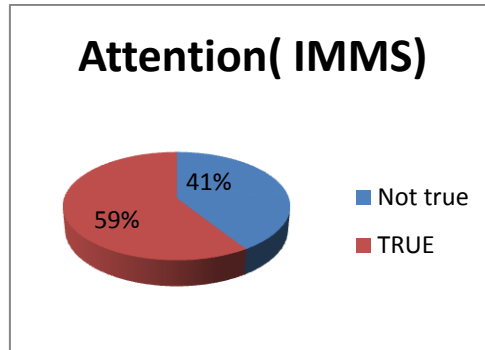


Figure 05: The students' attention level towards the Instructional materials.

This question was asked in order to measure the students' attention towards the instructional materials. The results of this question shows that 59% of the participants are not attracted to the instructional materials, while 41% are attracted to the lesson.

b) Relevance:

Q1/ I could relate the content of this lesson to things I have seen, done or thought about in my own life.

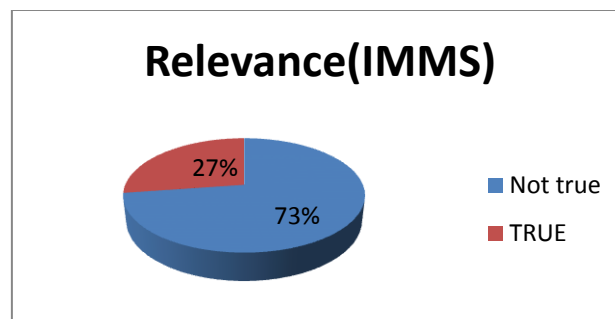


Figure 06: The lesson's relevance to the students' own life and interest.

This question indicates that 73 % of the participants cannot make connection between the instructional materials and their own lives and interests. However 27% of them can .This means that most of them do not really know the purpose of studying a specific lesson.

c) Confidence:

Q1/ After working on this lesson for a while, I was confident I would be able to pass a test on it.

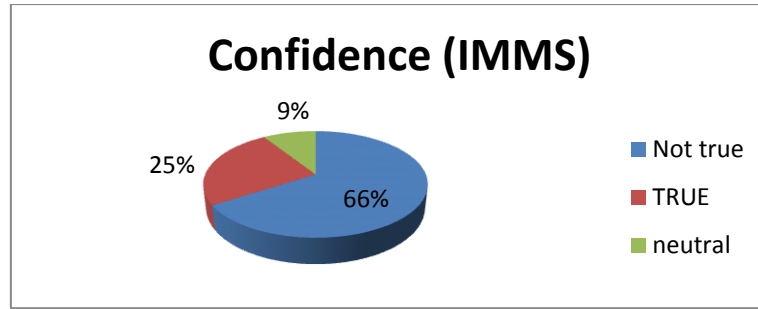


Figure 07: The students' confidence level of success.

The results of this question indicates that 66% of the students were not ready for a test and are not sure if they would succeed, still 25% of them were ready for a test and quite sure they would pass it successfully. 9% of them answered neutral since they could not really expect the result.

d) Satisfaction:

Q/ I really enjoyed studying this lesson.

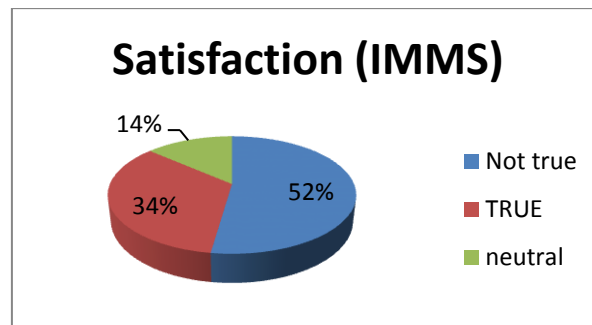


Figure 08: The students' level of amusement after having a lesson.

This question aimed to measure the students' amusement after having a lesson. About 52% of the respondents answered "not true", 34% answered with "neutral" and 14% answered with "true". This means that most of the respondents did not enjoy the lesson or they felt nothing towards the lesson.

2.1.3. Discussion of the Results

Moving from a partial and detailed analysis to a more global one, we can note that the majority of the pre- questionnaire answers were negative. Most of the students are not attracted to the lessons while very few are. The majority of the students do not think that things they are learning are beneficial, furthermore they think it has nothing to do with their lives, interests and goals. Hence it can be said that most of the students are not satisfied with their learning, performance and marks.

Table3: CIS scoring guide.

Attention	Relevance	Confidence	Satisfaction
17/44	14/44	15/44	21/44

Table4: IMMS scoring guide.

Attention	Relevance	Confidence	Satisfaction
21/44	12/44	12/44	20/44

2.2. The Results of the Students' Post-Questionnaire

The following questions were held to measure and evaluate the students' motivation enhancement and reaction to the classroom instruction through the course interest survey (CIS), and the instructional materials through the instructional materials motivational survey (IMMS). This questionnaire is delivered to the students after applying the ARCS motivational model.

2.2.1 Course Interest Survey (CIS):

a) Attention:

Q1/ The instructor knows how to make us feel enthusiastic about the subject matter of this course.

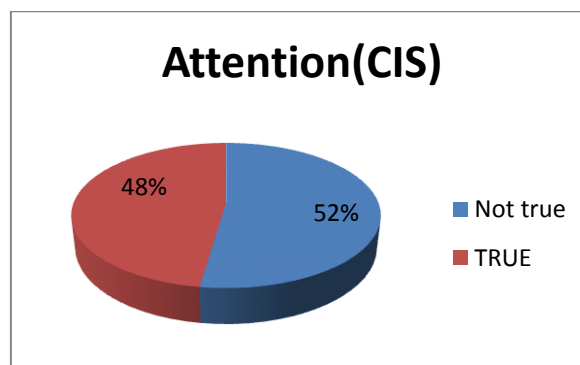


Figure 09: The students' enthusiasm about the subject matter.

As mentioned previously, this question was asked to measure the students' attraction towards the course and the classroom instructions. The result of this

question indicates that 48% of the participants are attracted to the lesson while 52% are not.

b) Relevance:

Q1/ The content of this material is relevant to my interest.

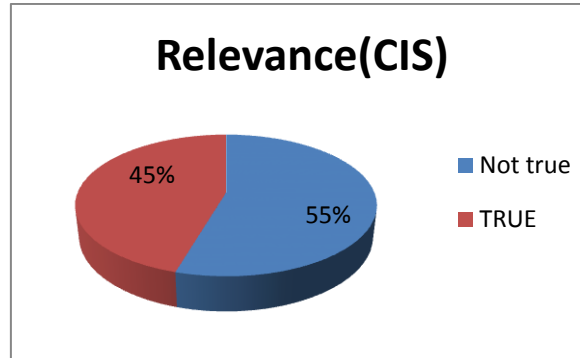


Figure 10: The materials relevance to the students' interest.

This question was devoted to measure the students' ability to relate courses they are learning to their own goals and interests after applying the ARCS motivational model. The statistics of this question shows that 45 % of the participants can relate and connect things they learn during the courses to their own objectives and interests. In contrast, 55% cannot do that.

c) Confidence:

Q/ As I am working on this class, I believe that I can succeed if I try hard enough.

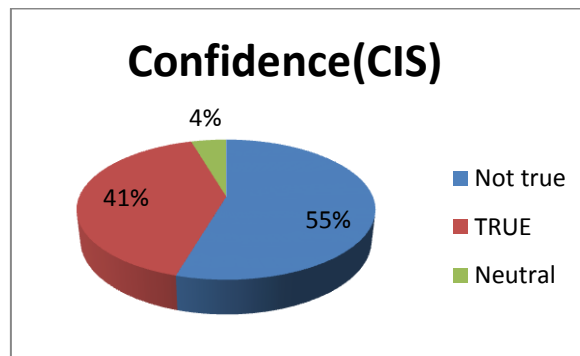


Figure 11: The students' confidence towards success.

This question was asked to know whether the students are confident of success or not. It shows that 41% of the students believe they can succeed and pass if they worked hard. In contrast 55% of them think they won't succeed even if they worked hard since the subject matter is very hard for them, while 4% were not sure, so they answered "neutral".

d) Satisfaction:

Q/ The wording of feedback or other comments after doing the tasks during the lesson helped me feel rewarded for my efforts

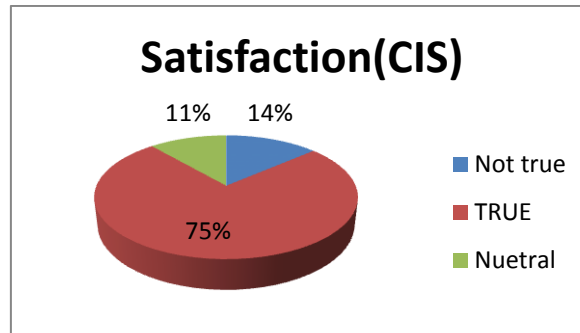


Figure 12: The effect of feedback on students.

This question aimed to know the students' opinions concerning the wording feedback, does it make them satisfied or not. The results show that 75% of the participants feel rewarded and satisfied of their performance when they receive wording feedback, while some with the percentage of stated that they feel nothing when they receive feedback. On the other hand, 14% stated that they don't feel rewarded or satisfied when receiving feedback. 11% stayed neutral.

2.2.2 Instructional Materials Motivation Survey:

a) Attention:

Q/ This class has very little in it that capture my attention.

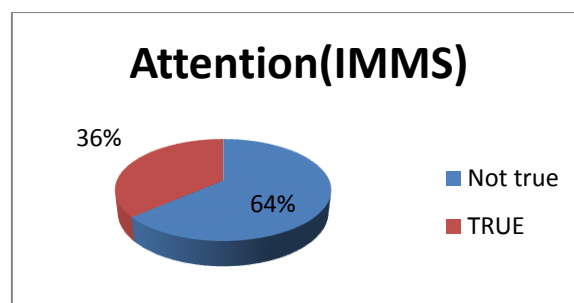


Figure 13: The students' attention level towards the Instructional materials.

This question was asked in order to measure the students' attention towards the instructional materials after applying the ARCS motivational model. The results of

this question shows that 64 % of the participants are attracted to the instructional materials, yet 36 % are not attracted.

b) Relevance:

Q/ I could relate the content of this lesson to things I have seen, done or thought about in my own life .

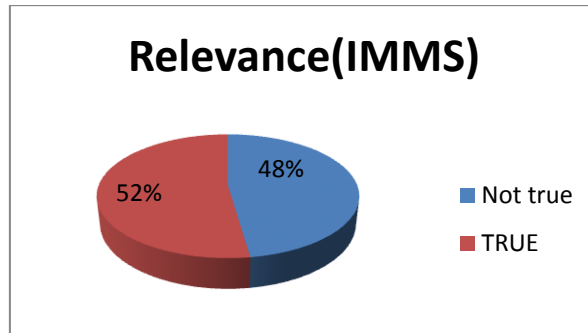


Figure 14: The lesson's relevance to the students' own life and interest.

This question indicates that 52% of the participants can make connection between the instructional materials and their own lives, interests, experiences or thing they went through before in their lives. However 48% of them cannot make connection.

c) Confidence:

Q/ After working on this lesson for a while, I was confident I would be able to pass a test on it.

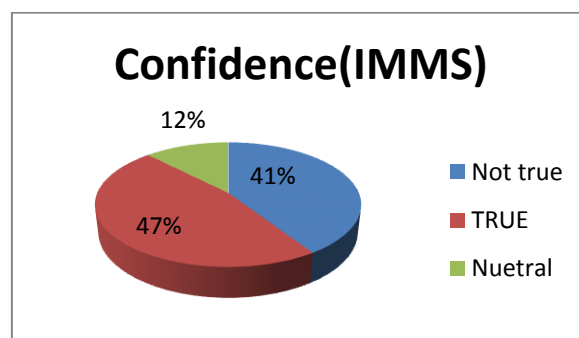


Figure 15: The students' confidence level of success.

The results of this question states that 47% of the students were ready for a test and were quite sure they would pass it successfully, still 41% of them were not ready for a test. Few of them 12% were not sure if they were ready or not and they answered "neutral".

d) Satisfaction:

Q/ I really enjoyed studying this lesson.

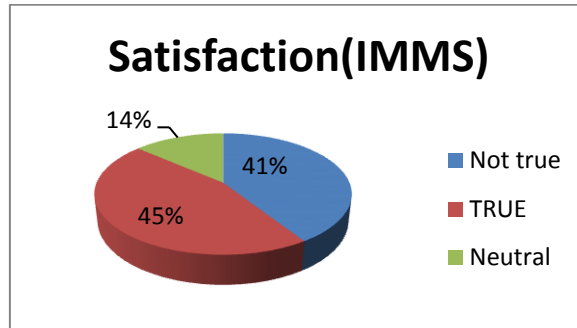


Figure 16: The students' level of amusement after having a lesson.

This question aimed to measure the students' amusement after having a lesson and to see whether the percentage increased after applying the model. About 45% of the respondents answered "true", 14% answered with "neutral" and 41% answered with "not true".

2.2.3. Discussion of the Post-application Results

Based on the results obtained from the post-application questionnaire, we can say that the results has changed and enhanced, despite of the degree of enhancement. Nearly half of the participants are now attracted to the lesson (48%) and the instructional materials (64%). Many students are now able to relate things they are learning to their real lives and interest, further more a high percentage of the participants are now more confident and consequently more satisfied.

Table 5: CIS Scoring Guide.

Attention	Relevance	Confidence	Satisfaction
21/44	20/44	18/44	33/44

Attention	Relevance	Confidence	Satisfaction
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28/44	23/44	20/44	20/44
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Table 6: IMMS Scoring Guide.

3. General Discussion of the Findings

The pre-questionnaire was conducted to investigate the students' level of motivation towards learning before applying the ARCS motivational model. On the other the post-questionnaire was conducted to investigate the enhancement in the students' motivation level after applying the ARCS model. The results of the post-questionnaire will hopefully answer the questions of the study.

3.1. Students' Classroom Instruction Motivation Findings' Discussion

The findings reveal that there is a remarkable difference between the pre-application results and the post-application questionnaire results with regard to students' reaction to classroom instructions. The course interest survey (CIS) result confirmed that the ARCS strategies positively influenced students' motivation.

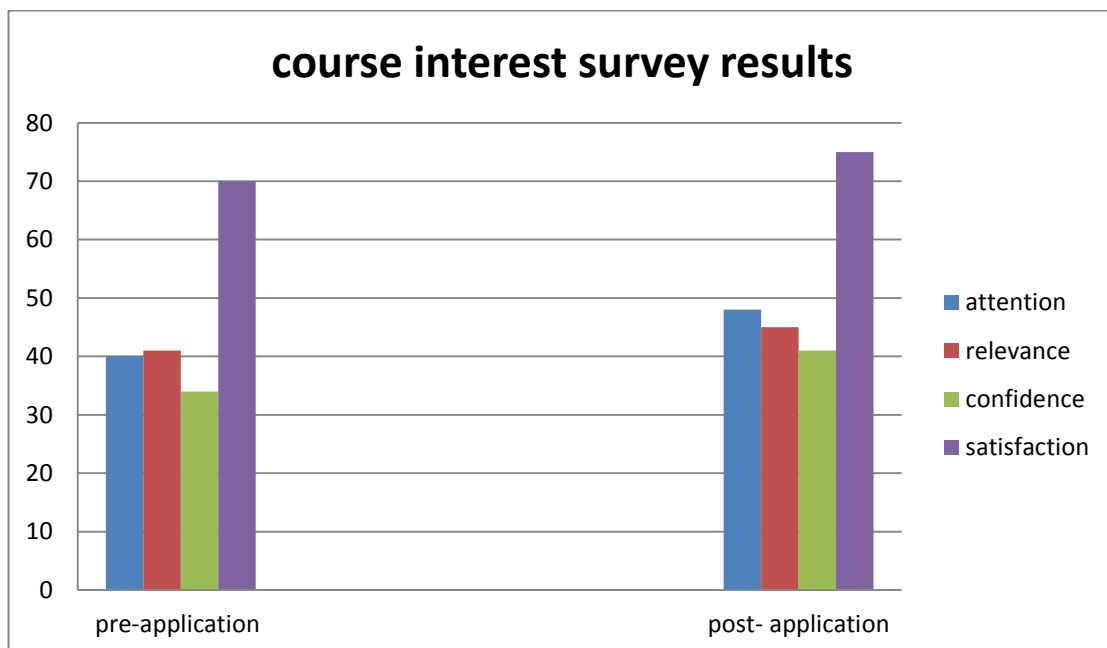


Figure17: CIS Paired Samples.

The graphics shows a notable enhancement in the students' motivational level towards the classroom instruction and especially at the level of attention. The students' attention and relevance level became higher after applying the ARCS model, and consequently confidence and satisfaction marked higher scores as well.

Concerning raising the students' attention, supporting topics with visuals attracted the students' attention and curiosity. Furthermore it helped them to distinguish the meaning of new materials easily and understand the topic better. For example when teaching the lesson of "greeting", a dialogue of greeting was presented using data show to teach them how to greet someone in different ways in an attractive way. Alongside with the warm up activities such as run o the board, back to the board ...etc. The students' curiosity was aroused when using these kinds of activities and materials.

The results related to relevance category also indicate notable differences between pre and post-application results. The scores proved that relevance strategies are highly effective in motivating students. Using realia or stating the objectives of each lesson helped students to establish a connection between the things they are learning and their own lives and interest, and helped to enhance the relevance level.

As for confidence, it was obvious from the students' answers and from the observation that took four weeks, that they gradually became more confident .During the sessions stated that they think English is easy and they are sure they get excellent marks when being tested. Moreover, in order to strengthen confidence we intended to make use of pair work and group work since they are believed to be less threatening.

According to the post-questionnaire results, students showed a high level of satisfaction. They felt that they are learning something useful and joyful at the same time. Positive comments, good grades, games ...etc made them fell rewarded and thus enhanced the students satisfaction.

3.2. Students' Instructional Materials Motivation Findings' Discussion

There is a remarkable enhancement in the student's motivational level. Students showed a high improvement concerning the instructional materials based on the ARCS strategies. Hence the materials prepared and designed according to the ARCS model proved effectiveness in enhancing students' motivation level, which is clearly stated in the graphics below.

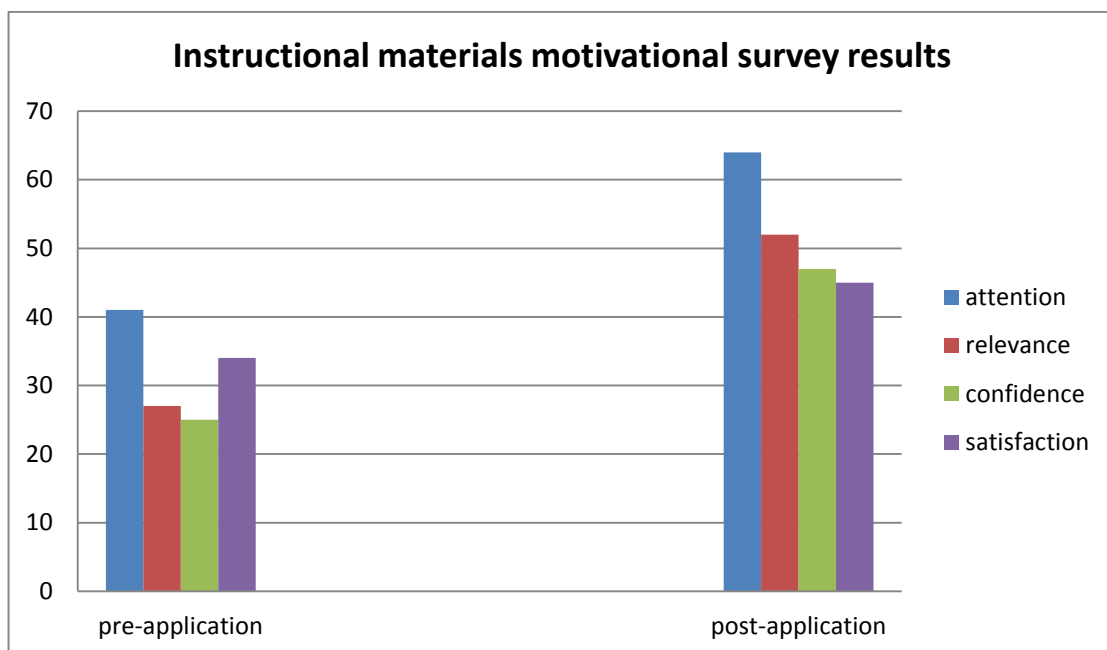


Figure18: IMMS Paired Samples.

As mentioned previously, there is a notable improvement concerning the students' motivation towards the instructional materials and the learning as whole. While applying the model we tried as much as possible to implement and use strategies of attraction in the lessons, in order to gain the students' attention. For instance, when introducing the lesson "my family members", we provided them with big flash cards and asked in pairs to write the name of each member, the pair that gave most correct answers were rewarded with a star. Students were highly attracted to the task and each time we repeat the task we get the same reaction from the students. The pictures attracted their attention to the lesson, working in pairs strengthened their

confidence and the stars worked as a reward to increase satisfaction.

4. Conclusion

The effectiveness of implementing the ARCS motivational model on both; course interest and instructional materials motivation can be explained by the fact that, ARCS strategies are quite easy and clear which enables every instructor to use them in his own class. In this study the four categories and their strategies was essential to apply the ARCS model. The strategies were used and implemented in a detailed lesson plans, which served as a guide for the instructor and consequently the implementation was effective. Though the results of the study cannot be generalized , since it did not mark a hundred percent motivation enhancement as well as it was applied only on one group of students . Yet we can say the results indicate some implications related to language teaching.

**GENERAL
CONCLUSION**

General Conclusion

A variety of reasons can create a desire to learn. Sometimes the students like the subject, other times students are curious to see what it is like, especially young students who happens to be curious nearly about everything. However, there are many other students who are not very excited about learning or perhaps they are not motivated enough. One of the main teachers' objectives should be to help those students to be more motivated and to help the other students who are motivated to sustain their motivation which can be achieved through many ways and techniques.

This research aimed to investigate the effectiveness of the learning approach called the ARCS, through implementing it in the first year middle school program. This research follows the assumption that motivation is very important and necessary in the learning-teaching process. Therefore rising students' motivation helps in promoting their learning performance, and in an attempt to increase students' motivation, the ARCS model of motivation was applied. Through the questionnaires used in the third chapter, we tend to measure the students' motivation improvement. Chapter three presents the data collected from the pre and post questionnaire. The chapter also presents the discussion and analysis of the result.

The analysis of the pre-application questionnaire revealed that most of the students lack motivation and excitement about learning English, although it is a new language for them. While applying the ARCS motivational model, students became more motivated about learning English and they started to enjoy lessons. The post-application questionnaire took a place after a month of learning lessons based on the ARCS motivational model. The post-application questionnaire indicated significant improvement concerning the students' motivation towards learning English. According to the results, students became more attentive, more excited, more confident and more satisfied about courses as well as the instructional materials. Therefore, these results answer the research questions and confirm its hypothesis.

By the end, whatever and as much we do to promote and sustain students' motivation, we can only encourage, support and guide them because real motivation comes from within the students themselves.

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APPENDICES

Appendices

Appendix One

Students' pre-application questionnaire

Dear students:

This survey questionnaire is designed to investigate the motivation level towards learning English before implementing the ARCS motivational model in lessons. Please put a cross (X) on the answer that truly applies to you, and not what you would like to be true, or what you think others want to hear. There are no wrong or right answers to any of these questions .So, please be as honest as you can.

Thank you!

Attention

Q1/ The instructor knows how to make us feel enthusiastic about the subject matter of the lesson.

True

Not true

Q2/ This class has very little that captured my attention.

True

Not true

Relevance

Q3/ The content of these materials are relevant to my interest.

True

Not true

Q4/ I could relate the content of this lesson to things I have seen, done or thought about in my own life.

True

Appendices

Not true

Confidence

Q5/ As I am taking this class, I believe that I can succeed if I try hard enough.

True

Not true

Neutral

Q6/ After working on this lesson for a while, I was confident I would be able to pass a test on it.

True

Not true

Neutral

Satisfaction

Q7/ The wording of feedback after the doing the tasks, or other comments in this lesson helped me feel rewarded for my efforts.

True

Not true

Neutral

Q8/ I really enjoyed studying this lesson .

True

Not true

Neutral

Appendices

Appendix Two

Students' post-application questionnaires

Dear students:

This survey questionnaire is designed to investigate the effectiveness of implementing the ARCS motivational model on learners' performance after a whole month of learning English, as a foreign and new language . Please put a cross (X) on the answer that truly applies to you, and not what you would like to be true, or what you think others want to hear. There are no wrong or right answers to any of these questions .So, please be honest as much as you can.

Thank you!

Attention

Q1/ The instructor knows how to make us feel enthusiastic about the subject matter of the lesson.

True

Not true

Q2/ This class has very little that captured my attention.

True

Not true

Relevance

Q3/ The content of this materials is relevant to my interest .

True

Not true

Q4/ I could relate the content of this lesson to things I have seen, done or thought about in my own life.

Appendices

True

Not true

Confidence

Q5/ As I am taking this class, I believe that I can succeed if I try hard enough.

True

Not true

Neutral

Q6/ After working on this lesson for a while, I was confident I would be able to pass a test on it.

True

Not true

Neutral

Satisfaction

Q7/ The wording of feedback after the doing the tasks, or other comments in this lesson helped me feel rewarded for my efforts.

True

Not true

Neutral

Q8/ I really enjoyed studying this lesson .

True

Not true

Neutral

Appendices

Appendix Three

Lesson plan example:

Level: 1 MS		
Sequence: 04	Lesson: 03	Lesson focus: Grammar
Learning objective(s) : <i>By the end of the lesson my learners will be able to ask and answer questions about locations; name and locate places using preposition of place/ use preposition of time.</i>		
Competency(ies) targeted: <u>interact- interpret</u>		
Domain:		Both
Language tools: preposition of time and location / present simple.		
Materials:	<i>Flashcards/school map – posters</i>	
<p style="text-align: center;">Cross- curricular competencies:</p> <ul style="list-style-type: none"> ○ Intel comp: exploits and interprets verbal and non verbal messages. Using a Variety of communications means to solve a problem. ○ Method comp: pair work.. ○ Commu comp: perform to interact with other people of other culture. ○ Perso 'n social comp: assert the school regulations trough oral or written exchanges. 		<p style="text-align: center;">Core Values:</p> <ul style="list-style-type: none"> ° socializing ° openness to the world

Time	framework	Procedure	Focus	L- objectives	Aids	VAKT/M.I
10m	Warm up	<p style="text-align: center;">Guessing game:</p> <p><i>T provides learners with flashcards including school amenities in a form of a cloud and a virgin map. Match each flashcard with the appropriate place in the map.</i></p>	L	<p style="text-align: center;"><i>Activate prior knowledge and motivate learners. (Attention)</i></p>	<i>Flash cards</i>	<i>Visual Tactile</i>
20m	presentation	<p><i>T provide the learners with a map of their school And asks them to find some places in their school. Where is the library? It is between the computing room and the</i></p>	T-L	<p style="text-align: center;"><i>Presenting the target prepositions. (Relevance / Confidence)</i></p>	<i>School map</i>	V – T

Appendices

		<p><i>staffroom.</i> <i>Asks learners to ask each other about different places in the school.</i> <i>The targeted preposition with different color</i></p>				
15m	Practice	<p>Task 1 p 114 <i>T helps the learners to ask each other about the school exam using the schedule given in the CB by giving them examples</i></p>	L	<p><i>Using prepositions</i> <i>Of time.</i> (Feedback/confidence Confidence)</p>	<i>The course book</i>	<i>Tactile</i>
15m	Use	<p>Task 02 p 114 <i>T- asks learners to put in the right preposition.</i></p>	L	<p><i>Reinvesting the previous knowledge to use prepositions to make distinction.</i> (Relevance /satisfaction)</p>	<i>The course book</i>	

Teacher's comment:		
<i>What worked:</i>	<i>What hindered:</i>	<i>Actions point</i>
.....
.....
.....