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The application of motivational strategies to enhance the development in speaking skill of EFL A2 students in a bilingual private high school.

Master's Thesis

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APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE SPEAKING SKIL IN STUDENTS

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DEDICATION


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APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE
SPEAKING


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Abstract

This research verified if selected motivational strategies influenced the development of EFL speaking in a group of A2 students in a bilingual secondary institution. The researcher used a quasi-experimental approach with an experimental and a control group. The result of the experiment showed a positive impact on speaking, pronunciation, and communicative interaction in the experimental group.

Keywords: Motivational strategies, speaking development, English, students.

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Resumen

Esta investigación verificó si las estrategias motivacionales seleccionadas influyeron en el desarrollo del habla EFL en un grupo de estudiantes A2 en una institución secundaria bilingüe. El investigador utilizó el enfoque cuasi-experimental con un grupo experimental y uno de control. El resultado del experimento mostró un impacto positivo en el habla, la pronunciación y la interacción comunicativa en el grupo experimental.

Palabras claves: Estrategias motivacionales, desarrollo del habla, inglés, estudiantes.

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CHAPTER 1: BRIEF SUMMARY

1.1. Introduction

Having students speak English in the classroom, trying to get students' attention, assuring their participation, trying to find the best strategies to make students feel comfortable are some of the challenges that face an English as Foreign Language (EFL) teacher in Ecuador. Teachers also have to guide students' development in class and encourage them to use their English appropriately.

Reluctance to participate and speak English in the classroom is a problem that negatively affects not only EFL Ecuadorian English teachers but, it is a problem that affects EFL classrooms around the world.

In the article; "Dealing with learners' reticence in the speaking class," Head (2009) states that speaking is a problem in ESL classrooms worldwide.

Furthermore, it is undeniable that, having students take an active part in the classroom is not an easy task to fulfill. Teachers have to deal with factors such as fear of failure when participating, anxiety, low self-esteem, previous bad experience in class regarding speaking performance, lack of motivation to speak, reluctance to use the new language or just because they think that speaking English is impossible to achieve, annoying, unnecessary or unattractive.

Tatar (2009) adds to this list other factors that also hinder students speaking in the classroom. He states that in many studies researchers have found that the influence of culture and educational upbringing or the lack of English speaking skills are the reasons that impede non-native-English-speaking students participation in class.

However, there are still methods and strategies that can help teachers achieve to look for elucidation to help teachers achieve the speaking skill outcomes that they desire.

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To find a solution to this problem that affects many (if not all) Ecuadorian EFL English teachers in their classrooms is a complicated issue to deal with, due to the importance of speaking in the learning of English a foreign language.

The problems mentioned above become even more severe when teachers do not have the methods, strategies, resources, and training to help students solve speaking problem in class. Therefore, it is imperative that teachers must acquire the methods, strategies, resources, and training to face this educational problem appropriately.

One of the reasons why students (in the high school where this project took place) do not want to speak English in class is that they feel English is not essential. This may be because they have little contact with English outside the class unless their family incomes give them access to internet, and services such as cable tv.

The researcher feels that the problem of the speaking in EFL classrooms is caused by the low motivation students have toward the use of English in class. This problem is due the fact students do not have a real conception of the importance of English in their lives. They are ignorant of the contribution of English to international commerce. They are also unaware of the contribution of a foreign language makes to the cultural knowledge.

Regarding the new cultural knowledge, students acquire by learning a foreign language The National Center for Cultural Competence (cited in Peterson and Coltrane, 2003) says that culture has to do with human behavior and everything that is related to the environment. That is to say, that when we learn a language of a country, we also learn about its culture, practices, beliefs, values, customs, etc.

Regarding trade between two or more countries, Fidrmuc and Fidrmuc (2015) affirm, that if different countries have the same language in common (official language or just for business) the communication is more efficient and it makes transactions more natural and more transparent. Fidrmuc and Fidrmuc (ibid.) continue saying that the ability of an individual to speak a foreign might give him an advantage in his economic payoffs. That is to say, a country or individual that can manage another language has more probabilities to increase their incomes.

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According to Melitz (cited in Fidrmuc, 2015), English is undoubtedly the most likely conduit for inter-country communication. According to Fidrmuc and Fidrmuc (2015) English plays a vital role in facilitating foreign trade, given that it is the most widely spoken foreign language at present.

Therefore, it is necessary to let students know about the advantages people may have if they use another language, and if this language is a widely-spoken language around the world, it would be even better. The mastery of English will bring about many beneficial factors over the country as well as the persons who can use it correctly. If students learn to speak English, they will undoubtedly have better jobs opportunities along with the satisfaction of being able to communicate in a different language than their mother tongue.

Euromonitor (2010) reports that quantitative research which was done among 42 foreign companies in the following countries, Cameroon, Nigeria, Rwanda, Bangladesh, and Pakistan revealed that job opportunities increased for those who speak English.

Regarding the increment of jobs opportunities in the mentioned countries above Euromonitor (2010) affirms that the element that played an essential role on this growth was the recognition of English language as a crucial aspect for communication in the international business world. Furthermore, foreign counties investment has increased in those countries due to the improvement of language skills, further increasing the need for English speakers in these countries. This assertion derives from the growth of national and individual incomes and helps drive economic development. Workers who master English have advantages and better opportunities to rapidly increase their economies.

Wiriyachitra (2002) Affirms: “The role of English in Thailand is quite important as it is in many other developing countries” (p.1). According to him the country of Thailand is going through a series of economic problems in tourism due to the poor use of English as a mean of communication. The director of the Academic Training Section of the Tourist Authority of Thailand, Mrs. Arunsi Sastramitri (cited in Wiriyachitra, 2002) states that tourism is the primary source of income in her country.

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However, Arunsi Sastramitri, states that Thai graduates who are involved in the tourism industry have a poor mastery of English. This problem has brought about a negative attitude towards Thailand regarding foreign investment. Nevertheless, Wiriyachitra also says that technology and as well as the internet have resulted in a significant transition regarding business, education, science, etc. This demand that the proficiency in English should have a higher level. This assertion implies that a good knowledge of English in Thailand is imperative to increase incomes.

Wiriyachitra states that the level of English in Thailand has not prepared its citizens for the changing world. That is, if the teaching of the English language is not improved, Thailand will be behind in this competitive world of business, education, science, and technology. Dr. Rom Hiranyapruet, Director of Thai Software Park, (cited in Wiriyachitra, 2002) affirms that English is as essential as to master information technology as other infrastructures.

In other words, English must be considered in the same manner as technology or any other relevant issue in the country, since proficiency in it will bring about the beneficial outcomes for the country. Related to the importance of language in business, Lazaro and Medalla (2004) say that English language skill in the countries that belong to the Asia-Pacific Economic Cooperation (APEC) is an imperative necessity for establishing linkages for international trade, economic development and even in the use of new technology.

Lazaro and Medalla, also state that English will help people to communicate and to exchange good ideas (regarding business) across borders. English plays a central role as the international language that links people who have different mother tongues.

English is undoubtedly a global business language, and its use will bring many jobs opportunities. However, not many students are aware of the advantages of this language. For this very reason, it is necessary through motivational strategies to raise awareness about the benefits of knowing English. Therefore, the use of the attention, relevance, confidence, satisfaction (ARCS) method developed by Keller is beneficial for this purpose.

Keller (1987) points out that the reason of developing of the “The ARCS Model of motivation was in response to a desire to find more effective ways of understanding the major

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influences on the motivation to learn, and for systematic ways of identifying and solving problems with learning motivation” (p.2). Thus, this method will be beneficial to motivate EFL students to speak English in the classroom as well as to enlighten them about the vast possibilities of getting good jobs if they have a high level of English.

To awaken students to the significant advantages of knowing English is an arduous labor, but once performance will bring students valuable benefits. To give students the chance to see for themselves how profitable it would be if they enhance their English in the classroom, and to motivate them to learn. The use of this approach would undoubtedly arouse curiosity in students. Thus it would bring about, as a consequence, a genuine interest in English, and the class would be more participatory.

Behavior before the application ARCS reveals that students see class participation as an obligation and not as a chance to practice the new knowledge that would help them enhance their speaking and as a result succeed in class.

The lack of motivation creates a problem that affects both students’ performance and academic achievement in class. According to Deci (2000), “to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone whose energy and desires lead him toward an end is considered motivated”. (p. 54).

Hence, motivation plays a relevant issue for the students since it would move them toward participation in class, and as a consequence, they will enhance their oral production, due to the intrinsic and extrinsic energy that motivation provides. Therefore, an experimental motivational treatment will be applied with the objective of strengthening EFL A2 students’ development in speaking.

Consequently, the researcher feels with the careful application of the ARCS motivational method to these students their performance will gradually enhance and, as a result, they will feel more comfortable in class, and their self-esteem will increase. Thus, they will have better results in their class performance, and teachers will handle the learning process more efficient.

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1.2. Aims

To take students from the speaking level they are at, and have them achieve the speaking level they should have, is not a simple task since there are many factors (such as the ones mentioned above) that hinder EFL English teachers moving forward in the teaching process. Therefore, it is imperative and necessary to apply strategies that help teachers to accomplish the desired goals, to identify the student in their correct English level, that is to say in their corresponding English speaking level.

To help students to improve their speaking and as a consequence to accomplish a satisfactory development in class, we have looked for the best strategy that meets the fundamental needs they have. However, we have to be aware of the barriers that students are experiencing. The researcher will use the ARCS approach to solve the problems that hinder students success in their speaking.

The ARCS method seems to be the best option to fight against these speaking motivational problems that are causing students do not achieve a high level of English in their educational program.

1.3. Rationale

1.3.1. General Objective

To enhance EFL A2 students' development in speaking, using motivational strategies as a treatment.

1.3.2. Specific Objectives

- ❖ To identify and design the motivational strategies to be used for the intervention.
- ❖ To apply motivational strategies in the classroom to improve students' speaking students, get interested in the learning process.
- ❖ To build student's confidence when participating in the classroom.

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1.3.3. Research question

The present research attempts to find answers to the following question:

How do the ARCS' motivational strategies affect the development of the speaking skill of EFL A2 students in a bilingual private high school?

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CHAPTER II: CONTEXT OF THE STUDY

2.1. Introduction

Ecuador is located in the western part of South America, divided into four regions, it has a population of nearly 16 million, it is a presidential republic and, the current president is Lenín Moreno Gracés.

The Ministry of Education is the body that regulates the Ecuadorian educational system; it controls primary and secondary private and public education as well as lay, religious, municipal and fiscomisional (Central Government + Religious order) education. The education in Ecuador is compulsory for pupils from 5-17 years (educación general básica and educación general unificado) for both public and private sectors and, it is free in public institutions.

Regarding the Ecuadorian educational system, it has two regimes Coastal (from April – January) and Andean (from September - June), both Coastal and Andean regimes have the same amount of academic days (185). This division of regimes is due to the weather condition of the country since its seasons vary depending on the region.

Private and public education are designed according to the necessities of the society and its economic possibilities, that to say, parents can decide what kind of education their children will receive according to their incomes. Both private and public has the same k-12 system since The Ministry of Education regulates both systems.

Among the advantages of studying in private schools are the infrastructure of the institution, class size and, the possibility of teachers and students having access to the internet inside or outside the classrooms. This means access to information that will help both teachers and students improve their knowledge.

According to the Ministry of Education in its statistical report, (2015) from 2010 to 2014, there was an increase in students of public institutions from 2.769.760 to 3.209.068, and there was a decline in students of private institutions from 939.100 to 308.635. Students who study

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in public institution represent the 74%, students who study in private institution represent the 20%, leaving 5% to the fiscomisionales and 1% to the municipal.

In a report, the Minister of Education Augusto Espinoza (2013) affirmed that despite overpopulation in the classroom due to the increase in the demand to study in public institution, (an increase of 100.000 students in 2012), they would not leave any student without education.

Regarding this issue, La Hora newspaper, (2013) affirms that the overpopulation of students in public high school classrooms has become a problem since the classrooms were designed for 25-30 students but now they have to hold more than 50 students. This issue hinders the teaching process and affects the students' learning. Hence, one of the advantages of studying in a private institution is class size.

2.2. The institution, its students, and instructors

The institution where this research took place is located, is a K-12 co-educational Catholic high school affiliated with a university. It has approximately five hundred students, 56% of them are male, and 54% of them are female. Most of the students are upper middle class and the rest middle class. All of them have access to the internet, youtube, facebook, etc. so they are familiar with technology.

The research will be carried out in an EFL A2 level group of 44 students (21 girls and 23 boys), divided into two sections (group A and group B). Each group consists of 22 students, whose ages range between 14 and 15 years old. The research focuses on how motivational strategies affect the development of the speaking on the students.

The researcher found that most of the students were afraid to speak English in front of their classmates. They were reluctant to participate in any activity that involved speaking due to a lack of vocabulary and because most of them were alienated from the topics addressed by the book.

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The lack of motivation was also a determinant factor that hindered students participation in class. Even though the science topics were relevant, they feared speaking because of the mistakes they might make and maybe being mocked by their partners. Some of them even complained about how their English teachers addressed the class and, because of that experience they refused to participate in class.

2.3. The need for this research project

Students are going through a difficult period in their learning process in regard the academic content development. They do not have a high level of English speaking skill. This problem leads to poor results in their English academic performance.

Therefore this research project has the objective of enhancing students' participation in class using reliable and valid methods that guide students to favorable development in the classroom.

2.4. Conclusion

The use of the ARCS method in this experiment will be extremely beneficial to encourage students to succeed in the classroom, that is to speak English. Its use as a guide and combined with motivational strategies will help the researcher to accomplish the goals.

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CHAPTER III: LITERATURE REVIEW

3.1. Introduction

The teaching of the four skills (Reading, Writing, Listening, and Speaking) in an English as a foreign language classroom is crucial to increase the level of the students. Bazo, (2002) affirms that EFL teaching classrooms should have a balance of these skills. This requirement is essential due to its importance in the process of learning a second language.

In contrast to the traditional approach to teaching English as a foreign language in Taiwan and related to the importance of the balance in the four skills in the classroom, Chen (cited in Chen, 2007) affirms based on the integrated-skills approach as method and her experience as teacher, that students have more benefit in their development if there is a harmony in teaching all these skills in correlation and not in isolation.

3.1.1. The importance of the English skills

According to Nation (2007) “In a well-balanced course, it is necessary to give equal amounts of time to each of the four strands” (p.2). Hence, this harmony should bring about as a consequence the expected outcomes in learners. Thus, EFL English teachers must have practical strategies to help students to develop these essential skills in an atmosphere of confidence and self-reliance. The best way to help students achieve this is by engaging in a balance of each of the areas mentioned before since they are all interconnected.

Also, the commonly accepted idea of becoming proficient in a language is that the learning of language skills should not be taught separated but, as a whole, that is to say, the skills working simultaneously alongside each other Hinkel (2006). To make language learning practical and integrated instruction has to address a range of L2 skills simultaneously, this is undoubtedly an indispensable requirement in communication. Hinkel (2006) also states a conversation depends on how well the speaker and the listener can comprehend each other at the same time.

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Related to the four skills and the importance of having proficiency and accuracy, eNotes.com (2017) states that, to master a language, individuals must be proficient in the four skills. Though the four skills are not separated entities in a language, to the contrary, they are all related.

Every aspect of teaching a language should be connected to have a better function, as Hinkel, (2006) remarks that in the teaching of the four skills, curricula and instruction strive to achieve a balance between the linguistic and the schematic aspects of learner language development.

Related to the speaking and the interrelation with the other skill, Boonkita (2010) asserts that, the development of the speaking skill should be related with the other skills so that this integration will enhance the communication achievement both with native speakers of English and international members. This affirmation was made based on the fact that English is universally a means of communication, and the necessity of the excellent use of its skills is imperative.

Therefore, the importance of the four skills and their interrelation along with other aspects of English learning such as grammar, vocabulary, pronunciation, etc. Further mention is undoubtedly necessary for useful proficiency. This project will focus its attention on the enhancing of one of them, which is the speaking skill, and how to use methods and motivational strategies that enhance students' speaking English in the classroom.

Ur (cited in Leong and Ahmadi, 2017) states that the speaking is one of the most critical skills. There is no doubt about the necessity of methods to help to improve the speaking skill due to its importance in the learning process. Davies and Pearse (cited in Leong and Ahmadi, 2017) state that the objective of English language teaching is to provide learners with adequate communicative strategies to use the English language correctly.

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3.2. Different theoretical areas surveyed

3.2.1. The speaking skill

According to Newton (2009) speaking is part of the meaning-focused output, that is to say, it has to do with the production part of the language. Nevertheless, speaking is also considered part of the learning process, which means that its production is not the end of the learning process, but it is part of it since it helps learners practice the knowledge they have acquired through the learning process. In other words, the attention of the learners focuses on the ideas and messages conveyed by the language. He also states that meaning-focused output strand involves learning through speaking and writing, i.e., using language productively.

Chaney (cited in Febriyanti, (2013) points that speaking is an interactive process of constructing meaning which involves producing, receiving and processing information. He recognizes that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. However, despite its importance in the teaching process, it has been undervalued, as Febriyanti observes, many teachers only teach speaking with repetition drills or memorization of dialogues.

Boonkita, (2010) places speaking as a necessary skill for effective communication. He further claims that it is mainly necessary in the world of internet. The importance of speaking in the classroom is vital, considering the role it plays in the English teaching process.

Therefore, the time invested in it should be quality time to get optimal results. Nunan (cited in Boonkita, 2010) affirms that speaking requires that the learner should be aware of the importance of mastering specific points in a language such as pronunciation, grammar, vocabulary, etc. All these abilities have to do with ("linguistic competence"). He also emphasizes that students should know when, why, and in what ways to outcome language, this deals with ("sociolinguistic competence").

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3.2.2. Activities to enhance the speaking skill

Regarding the process of speaking and the activities used to increase it, Newton and Nation (2009) recommend a series of useful activities with the purpose of improving the speaking in students. This includes: talking in conversations, giving a speech or lecture, telling a story, and telling someone how to do something. Speaking is essential for communication regardless the different forms of communication that may exist. In the end, speaking is an essential element of communicating a message.

Febriyanti (2013) asserts that the speaking skill is essential to support further oral communication, but it is the most challenging skill to develop. Therefore, appropriate strategies should be used to improve this skill in students. It is a fact that students do not want to speak English for different reasons is a problem that hinders teaching. In addition, the skill itself is challenging to develop.

Febriyanti also declares that many EFL teachers agree on the fact that student's interaction in the target language helps them to improve it. He also indicates that the best way to do this is using communicative language teaching and collaborative learning. Communicative Language Teaching (CLT) is based on real-life situations that require communication.

Students should be exposed to the target language in a natural manner so they can develop it in a real situation. By using (CLT) in EFL classes, students have the opportunity of communicating with each other in the target language. Febriyanti asserts CLT is vital for the learning process. Pappamihiel, (2002) considered that; "learning is dependent upon the social interactions that occur in the classroom. Withdrawal from this interaction as a result of high levels of English language anxiety is perhaps the most harmful effect of English language anxiety."

Harmer (cited in Febriyanti, 2013) declares that to learn a language teachers should expose students to the target language, teach them to understand its meaning, understand its form, and the most essential of all practice it. These strategies are indispensable for learning a language but, the last one will enhance speaking, which means that the best way to improving it, is by

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practicing it, hence the importance of methods and strategies to make students use the target language in the classroom.

Regarding the teaching of speaking skill Nunan (cited in Febriyanti, 2013) establishes some useful principle to help to enhance students speaking which include giving students practice with both fluency and accuracy and to use group work or pair work. By so doing, learners will have an excellent opportunity to practice the language and will feel comfortable while exercising with their peers.

Nunan (cited in Febriyanti, 2013) also says that activities such as pair work and group work are means that encourage students to speak in the target language during a lesson. Tsou (2005), (p.47): says “language learners’ nonparticipation can inhibit the development of their oral fluency. With more practice in their verbal communication skills, students will feel more comfortable in speaking. This oral practice and confidence in speaking should help to improve their speaking proficiency.”

3.2.3. Language learning acquisition

The more students are exposed to target language the better. This will provide them with more time to practice. Moreover, as a consequence, they will obtain beneficial outcomes. Tatar asserts, if students are not motivated to participate, they are likely not to use valuable learning opportunities which other students who do participate might obtain.

Hamouda (2012) maintains involvement and participation are essential for language acquisition, the more utterances the learners offer, the better their spoken language is and vice versa. Swain, (cited in M.Tsui, 1996) affirms that comprehensible input and comprehensible output are essential for acquisition in those students whose involvement in the learning process is not passive. In other words, the output of our students will depend on how teachers supply the input.

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Krashen (2009) affirms,

Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply "comprehensible input" in low anxiety situations, containing messages that students want to hear. (p.14)

Additionally, Krashen (ibid.) asserts that the provision of well-structured comprehensible input is the best (if not to say) the only way to teach speaking. In other words, speaking comes naturally. But to produce this outcome, the comprehensible input has to be appropriate to raise the challenge entirely. Also, it is necessary to use appropriate methods and strategies to obtain the expected outcomes from students.

Krashen (ibid.) also says, acquiring language structure only occurs when we understand the language. He explains this by giving a simple explanation. He says that to understand we not only use our linguistic competence but also, we use our knowledge of the world, we use context, our extra-linguistic information to help us understand language directed at us.

3.2.4. The importance of participation in class

Lim; Wudong; Zhou (cited in Tsou, 2005), say that participation in the classroom is the link to students' achievement. In other words, the student will not have good performance if teachers do not assure their participation in class. Tsou (2005) adds, in the studies, he has done on Improving Speaking Skills Through Instruction in Oral Classroom Participation the results showed that those students who participate in class, have higher academic achievements than those whose participation in the classroom is passive.

Therefore, the active participation of the students in class is necessary since due to its importance, by so doing, their performance and achievement will increase. Regarding the involvement of the students in class Tsou (2005) also asserts that the more students practice, the better outcomes they will have. Practice gives students more confidence, and as a consequence, their English proficiency will be enhanced.

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3.2.5. Reluctance in class

The researcher has already given many reasons for students reticence to speak English in the classroom, following we will give a short explanation of each of the reasons mentioned. This will give a better idea of each one of them and how they can be handled using motivational methods.

3.2.6. Fear of speaking

Referring to concerns about speaking English in the classroom and its causes, Hamouda (2012) says that the research he did on non-English majors' students, who answered a 66-item questionnaire about reticence in class. The research findings showed that a considerable number of students were reticent to participate in the classroom due to fear of speaking. He affirms that students remained speechless toward the teacher's questions during oral an English language class.

Hamouda (2012) attributed the silence to many causes such as low mastery of English, fear of speaking in front of others, contrary evaluation, shyness, lack of confidence and preparation, and fear of making mistakes. Every one of these aspects mentioned by Hamouda (ibid.) is part of the reason student's reticence in the classroom. This eventually hinders their development at the school and provoke that students do not succeed in the English-speaking skill.

Fear of speaking seems to be a problem more difficult than it appears. Some students fear being embarrassed by those who surround them and as a consequence, they prefer not to speak due to this fear. Liu (2006) (p.310). Says: "Lack of confidence in their English and fear of losing face caused some to be anxious even when preparing for their speech in class" Fears of speaking in the classroom is undoubtedly a problem that causes students to not participate in the class even when they have the knowledge to do it. Due to many reasons, they prefer to remain speechless in front of their classmates and teachers.

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King (cited in Humphries, Burns, and Tanaka, 2015) states, that among the reasons many students do not want to speak in class is because of their hypersensitivity. Students are concerned about their peers' reaction if they make a mistake, or maybe, of being accused as conceited if they give the correct answer. Therefore, they prefer to remain reticent, Al-Hosni (cited in Gudu, 2015) remarks that the students are afraid of being negatively evaluated in error correction in front their peers, developing as a consequence, anxiety, and unwillingness to speak.

Fears of speaking English is an evident problem among EFL students, in an educational experiment done with Saudi Arabian EFL Students, using a questionnaire based on the causes that lead to students' reluctance and passivity to participate in EFL classroom. Hamouda, (2012) remarks, after administrating questionnaires to his students about the reluctance to speak English in class they marked the following answers as the principal reasons for their reluctance.

- ✓ Fears of speaking in front of the whole class;
- ✓ Fear of being asked or answer a question in class;
- ✓ Fear being laughed if they make any mistakes;
- ✓ Fear of being treated negatively by the teacher;
- ✓ Fear of being evaluated by the teacher;
- ✓ Fear the correction of the teacher.

(Source: Hamouda, 2012, pp.22,23,24).

Fears of speaking among EFL classrooms around the world is, therefore, a problem that hinders student' participation, and as mention above, class participation help students to master all of the skills. Therefore, it is necessary to use the correct methods to help students to overcome this problem.

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3.2.7. The problem of anxiety in class

Anxiety is another cause of student's fear of speaking English in the classroom. This is probably due to the students' fears to speak English in the classroom. Brown (2006) states: "Even though we all know what anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence" (p.154). Pappamihel (2002) says that: "anxiety is a complex concept, dependent upon not only one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations." (p.333)

Horwitz, Horwitz, and Cope, (1986) in turn, define anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with the arousal of the autonomic nervous system. English proficiency should not be the only issue focused on by administrators and educators. Consideration of the problem anxiety in the classroom is an issue that should not be overlooked by teachers since it affects the learning process of the students.

Pappamihel (2002) also states that anxiety is a problem that paralyzes students participation in the classroom. Nazarova and Umurova (2016) affirm that one the main factors that hinder and influence students' lack of participation and the class is due to the unwillingness that anxiety provokes. They maintain that anxious students are found more in foreign language classroom than anywhere else.

Speaking is one of the most crucial skills in English while being one of the most challenging to master due to the practice it requires. EFL learners find it challenging to express themselves when trying to speak their thoughts efficiently. They prefer not to talk either due to psychological problems or just because they cannot find the suitable words and expression Leong and Ahmadi (2017).

Speaking a language sometimes results in anxiety due to its complexity. Anxiety plays a vital role in the learning process since anxiety affects students negatively. MacIntyre and Gardner (1991) assert that anxiety poses several potential obstacles to the acquisition, retention, and production of the new language. It negatively affects EFL students, interfering

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with their learning process. That is to say, anxious students cannot perform well since they see themselves stuck because of the anxiety produced by the feeling of not being able to create.

Horwitz et al. (1986) remark that many people claim to develop a mental block when learning a foreign language although the same people, in other situations, are good learners, having high motivation and a sincere liking for those who speak the language. They claim that there are many cases in which the reason that hinders students' successful performance in the foreign language is the anxiety reaction in the class.

Therefore, due to its adverse effects on the learning process, the problem with anxiety must be given close attention, being aware of the impact it has on students. Regarding the effects of stress on students, Brown (2006) asserts that anxiety has such an adverse impact on students that it should be avoided at all costs, primarily when it is affecting the development of the learners. In research carried out on a university in the USA in a Learning Skill Center (LSC) Horwitz et al. (1986) found that students cited speaking as the most anxiety-provoking skill in the foreign language learning process, all LSC students agreed that difficulty in speaking provokes such anxiety. Young (1990) affirms that there is a negative relationship between foreign or second languages and anxiety.

In a questionnaire, administered by Young (1990) (using different methods such: agree and disagree questionnaire, Likert scale, and personal characteristics), with the purpose of measuring the students' level of anxiety in in-class activities, she concluded that students feel a high level of anxiety when speaking.

Student reticence to speak in front of their peers is due to their fear of speaking. Regarding this issue, Horwitz (1995) states "speaking publicly in the target language has been found to be particularly anxiety provoking for many students, even those who feel little stress in other aspects of language learning." Hamouda (2012) feels that the most anxiety-provoking classes are those that demand that students speak in front of their peers.

Young (1992) observes that language anxiety is a complex psychological construct and due to this assumption, it requires investigation from diverse points of view and approaches. Also, Horwitz et al.(1986) assert that just as anxiety hinders some students from being

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successful in other subjects but it is also particularly stressful when learning a foreign in a classroom situation.

Horwitz et al.(1986) maintains,

When anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions. Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations. (p.125)

Related to foreign language anxiety and its manifestation in students. Horwitz et al.(1986) point out three types of anxieties and their adverse effects on the foreign language learning.

- 1) Communication Apprehension.
- 2) Test-anxiety.
- 3) Fear of negative evaluation.

Horwitz et al. (1986) define foreign language anxiety, not as a simple combination of fears transferred to foreign language learning. They define it as a “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”

Furthermore, Horwitz et al. (1986) observe that there is a distinction between general class anxiety and foreign language anxiety, implying that there are no other fields of study that focused close attention on self-concept and self-expression as much as foreign language study. Also, and in reference, this assertion, Tran (2012) states that it is possible for students who suffer from general anxiety to have foreign language anxiety but it is common to come across in students whose performance and development are good in other subjects being disheartened and frustrated when learning a foreign language. Undoubtedly the learning of a foreign language has a unique reaction in learners.

Regarding communication apprehension and its definition (Horwitz et al.1986) define it as a type of shyness which has the characteristics of fear or anxiety when communicating with

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people. Horwitz et al.(ibid.) continue by saying that among its manifestations are: complication in speaking in pairs or groups, (oral communication presents difficulties when speaking in public (stage fright) as well as in listening or understanding a message (receiver anxiety). Communicative apprehension plays a significant role in foreign language anxiety. They further state that the people who regularly have problems when speaking in public are likely to experience difficulty speaking in foreign language classrooms.

Horwitz et al. (1986) define test-anxiety as a type of performance anxiety derives from a fear of failure. This comes from a baseless belief held by the test--anxious who assume that every performance that is not perfect is practically a failure. They further state: "Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent, and even the brightest and most prepared students often make mistakes." Test-anxious students place on themselves this unrealistic burden that unfortunately affects their performance in the foreign language. Furthermore, Horwitz et al. (ibid.) define fear of negative evaluation as: "apprehension about others' evaluations," fear of assessing and the feeling that others would negatively evaluate them.

According to Liu (2006), anxiety is widespread in foreign language and second language classrooms, affecting the achievement of the learners of the target language negatively. Also, concerning the adverse effects of foreign language anxiety over students, Horwitz et al. report, on psychological symptoms of language learners in a university in the United States who had been invited to participate in a "Support Group for Foreign Language Learning." The psychological symptoms that were reported by the group were: tenseness, trembling, perspiring, palpitations, and sleep disturbances.

Additionally, Liu (2006), states that foreign language anxiety places a debilitating role in foreign language learning or second language learning. Undoubtedly foreign language anxiety exerts a crippling influence on learners and hinders them from succeeding in the foreign language classroom.

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3.2.8. Potential sources of language anxiety

Young (1991) Points out six possible causes of language anxiety. 1) Personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing. These factors should be taken into consideration since they may be affecting the development of the students in the classroom.

Nevertheless, and in contrast with all that has been said about the adverse effects that anxiety causes on learners, Krashen, in an interview with Young, asserts that there is a definite aspect of anxiety, called facilitative anxiety, which positively affects language learners. This anxiety has to do with tasks that require a conscious knowledge of the language and not with leaning acquisition. About language acquisition, he states, that it appears to work best with zero anxiety.

3.2.9. Dealing with anxiety in students

In relation to how teachers should deal with stress on students Horwitz et al.1986, point out two options that teachers may consider. 1). Teachers can help students to cope with the language learning situation that provokes anxiety in them or 2). They can make the learning context less stressful, but before doing so, Horwitz et al.(ibid) suggest that teachers should recognize the existence of language learning anxiety in the classroom. Thus, they can use the appropriate strategies to face anxiety,

Horwitz et al. (1986) state that before attributing indifference as a cause students attitude toward class, teachers must be aware that extremely anxious students are highly motivated to avoid being engaged in activities they fear most. Therefore, teachers should always consider the possibility that the reticence of students toward participation in class could be related to anxiety and not to poor performance, poor motivation or just because of negative attitude.

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3.2.10. Techniques to allay anxiety in students

To alleviate fear in students (Horwitz et al.1986) recommend procedures with the specific purpose to lessen the anxiety. Those methods include relaxation exercises, advice on effective language learning strategies, behavioral contracting, and journal keeping. Additionally Young (1990) points out that to reduce anxiety in students teachers should provide discussion with exciting topics to catch the attention of the students, have students work in small groups or pairs and trying to do everything possible to maintain a relaxed attitude about error correction.

3.2.11. Low self-esteem in students

Regards to low self-esteem, its connection with learning, and its adverse effects on students Young (1990) states that “The fear of speaking in a foreign language may be related to a variety of complex psychological constructs such as communication apprehension, self-esteem, and social anxiety.” Young (ibid.) continues pointing out the relation among self-esteem, speaking, and anxiety. She asserts that individuals whose self-esteem is low are predisposed to manifest a high level of language anxiety. Additionally, Young, states that “Low self-esteem can be particularly significant in a language class where students are expected to perform orally more often than in larger history, government or chemistry classes.”

Regarding self-esteem Hamouda (2012) maintains that students whose self-esteem is low are reluctant to speak spontaneously in class. In other words, students who have low self-esteem do not volunteer to participate in the classroom, since, according. Hamouda (ibid.) learners' self-esteem has effects on students' behavior. Its impact could be positive or negative. Young (1991) cites Krashen who says that an individuals' anxiety is highly related to self-esteem. Thus, he asserts, an increase in anxiety in students results in the decline of self-esteem.

Young (1991) claims that people who have low self-esteem are concerned about how to please others, thinking what their peers may say or think about them. Leong and Ahmadi,

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(2017), state that: “learners with low self-esteem, higher anxiety, and low motivation have severe difficulties in speaking skill despite having adequate linguistic skills.”

Brown, (2006) states self-esteem is probably the most pervasive aspect of any human behavior. He claims that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of the person himself, and self-efficacy—belief in his capabilities to successfully perform that activity.

According to Young, (1991) students who fear of speaking in front of others due to bad experiences or fear of making mistakes in front of their peers are only willing to participate in activities that do not embarrass them. He states that this attitude could be closely related to low self-esteem. Thus, students with low self-esteem tend to be highly anxious in class. The use methods and strategies to keep self-esteem high in students is imperative, to encourage them to cope with class activities and to accomplish them in the best way possible.

3.2.12. Lack of motivation in students

Lack of motivation is one of the principal reasons that hinder students from participating in class. Lisa, Green-Demers, and Pelletier (2006) affirm: “Indubitably, the absence of academic motivation can lead to feelings of frustration and discontentment and can encumber productivity and well-being” (p.567). Harter, (cited in Skinner and Belmont, 1993) states that across preschool and high school years, the level of intrinsic motivation in students decreases dramatically, instead of that a feeling of alienation from learning, emerges.

Furthermore, Skinner and Belmont (1993), claim that despite, the identification of motivated students being easy due to their characteristics, (enthusiastic, interested, involved, and curious persistent, and ready cope with challenges and setbacks.) it is complicated to find motivated students at any level of learning. Schunk, Pintrich, and Meece (2014), state “The term motivation derives from the Latin verb *movere* (to move). The idea of movement is reflected in such commonsense ideas about motivation as something that keeps us working, and helps us complete tasks”.

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According to Cheng and Dörnyei (2007), one of the principal functions of motivation is to serve as the primary engine to produce learning and following roles as an endless driving force that helps teachers and learner to maintain the arduous journey of acquiring a foreign language. Dörnyei (2009), asserts that both teachers and researchers describe motivation as one of the critical factors that influence the rate and success of second/foreign language (L2) learning. Undoubtedly motivation plays a vital role in the learning process of student since it is the engine that moves human desires to do something.

Motivation cannot be applied only in the field of language learning; but also, in every aspect of study and even in our daily routines to achieve better outcomes. Al-Othman and Shuqair (2013) state that worry about the future has made societies aware of the necessity of motivation. Maehr and Carol (2011) assert that the same feeling has become common in school, where authorities have seen the importance of applying motivation as a mean of achieving learning.

Undoubtedly, the role that motivation plays in the learning process is vital, that is to say, the learning of any language would be more difficult than it already is if, motivational strategies were not applied to improve the learning. Oxford and Shearin (1994) address motivation as extremely necessary for the learning a second language. They remark, (based on previous research), that motivation has a dominant influence over how second language learners use learning strategies. Graham and Weiner (1999) that the motivational principles applied in the classroom fulfill the tenets of science.

Based on an evolutionary theory of human motivation, Bernard, Mills, Swenson, and Walsh (2006) define motivation as purposeful behavior that directs individual toward the fundamental goal of inclusive fitness. The characteristic of an individual who is motivated is the persistence when doing an activity that causes to him/ her satisfaction. Motivation guides individuals' general strength to perform any task being moved by his/ her desires. Gardner and Lambert (cited in Dörnyei, 1990) attributed the success in language attainment to the useful predisposition not only the language by everything related toward the target language.

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3.2.13. Types of motivation

Motivation comes about either by internal or external desires or both, in other words, we are intrinsically or extrinsically motivated. The interaction between a situation and an individual derives from motivation (Su and Cheng 2015). Additionally, Guerid, (2015) refers, to four types of motives that an individual may have.

- a) **Intrinsic motivation.** This type of motivation comes from inside an individual, and its activation does not come from external factors, such as rewards, money, prizes, e.g.
- b) **Extrinsic motivation.** Unlike intrinsic motivation, refers to external factors such as rewards, money, prizes, e.g., that moves the behavior of an individual.
- c) **Instrumental motivation.** In this type of motivation, the individual is moved to get practical benefits from the study of a second language; the individual is not interested in socially interact with the language community members.
- d) **Integrative motivation.** This type of motivation shows sympathy for those who speak the language, the individual is interested in the language, loves its culture, and would love to live in the country and practice the language.

Krashen (1981) defines integrative motivation as the desire for an individual to be part of a community that speaks the language in common. Unlike instrumental motivation, Gardner (cited in Dörnyei, 1990) asserts that to be interested in foreign language, to look different manners of learning the target language, to have positive attitudes toward learning the language, and desire to interact with the target language community has to do with integrative motivation.

As for instrumental motivation, Krashen (1981) defines it as an individual's desire to achieve proficiency in a language for practical reasons. This desire will move the learner to interact with people who are also learning the language to obtain specific ends.

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Jeremy Harmer (1998) maintains,

(...) Students who felt most warmly about a language and who wanted to integrate into the culture of its speakers were more highly motivated (and learned more successfully) than those who were only learning the language as a means to an end (e.g., getting a better job). (p.8).

According to Jeremy Harmer (1998), integrative motivation causes more effect in students than instrumental motivation since they work for inner desires and not for external ones but, he also affirms that is better a motivated student with any of these kinds of motivation than a student who has no motivation at all. This leads to the conclusion that motivation is important regardless its motives.

Regarding intrinsic motivation and its importance in the development of behavior, White, (cited in Deci, 2000), brought light to those who are interested in the motivation field, when he experimented on animals. He discovered in his research that many organisms perform activities playfully and joyfully even in the absence of external reinforcement. Deci (ibid.) also continues explaining that intrinsic human motivation is not the only type of motivation. Nevertheless, the acquisition of intrinsic motivation occurs from birth, Deci alleges that human being is by nature curious, explorative, inquisitive, searcher. Thus, they do not need to be stimulated to do so.

As for extrinsic motivation, Deci (ibid.), “Although intrinsic motivation is clearly an important type of motivation most of the activities people do are not, strictly speaking, intrinsically motivated.” Deci’s perspective of extrinsic motivation is reflected when he points out, that unlike intrinsic motivation, extrinsic motivation is the result of an external factor that influences the behavior of an individual and moves him to do an act. Thus, intrinsic and extrinsic motivation contrasts, due to their nature and the manner that they exert influence on the individual’s behavior.

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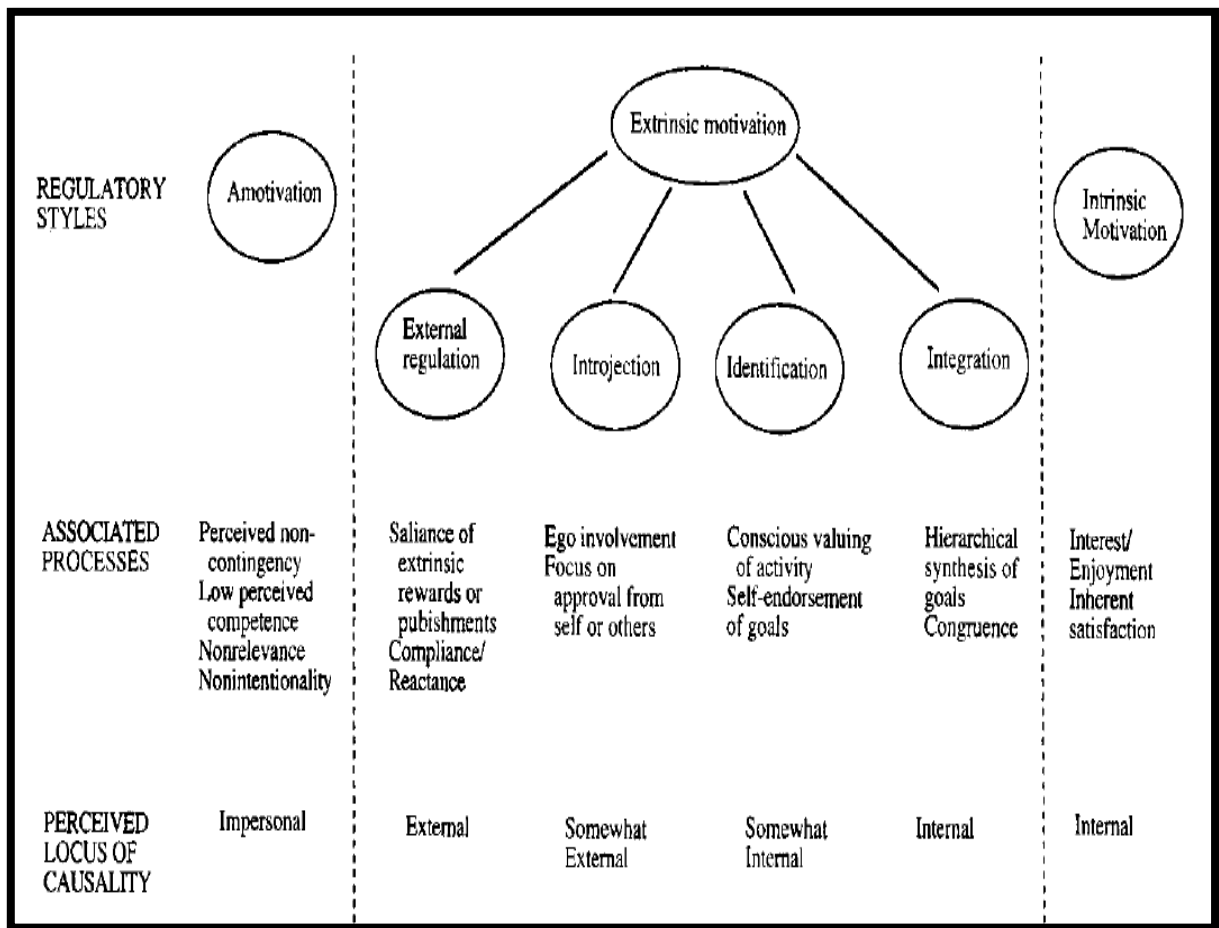


Figure 1: Taxonomy of human motivation (Deci, 2000, p. 61)

Brown (2006) focuses his attention on intrinsic motivation as a stronger influence on human behavior. He points out that humans work better when intrinsically motivated to do an activity. Furthermore, he does not dismiss the impact of external motivation, and he acknowledges that it may be useful. He also raises a question about what methods are good enough to raise intrinsic motivation, how to have a balanced class using intrinsic and extrinsic motivation as an engine for the learning process. Regarding superiority of intrinsic motivation, Abraham Maslow (cited in Brown, 2006), asserts that extrinsic motivation is less intense than intrinsic motivation.

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	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with the L2 culture (e.g., for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g., Japanese parents send kids to Japanese language school)
Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g., for a career)	External power wants L2 learner to learn L2 (e.g., corporation sends Japanese businessman to U.S. for language training)

Figure 2: Motivational dichotomies (Brown, 2006, p.157)

Brown (ibid.) gives a variety of suggestions that may be useful to raise students' intrinsic motivation in the classroom. Thus students will be moved to participate.

Table 1

Suggestions that may be useful to raise students' intrinsic motivation in the classroom

1. Is the activity appealing to the genuine interests of your students? Is it relevant to their lives?
 2. Is the activity presented in a positive and enthusiastic manner?
 3. Are students aware of the activity's goals?
 4. Are students permitted to (a) choose some activity's aspect and b) determine the activity's goals?
 5. Are students encouraged by the activity to identify for themselves certain principles or rules (rather than simply being "told")?
 6. Does the activity embolden students in some way to create or use effective strategies for learning and communication?
 7. Does the activity commit—at least to some extent—to students to have independence (from you)?
8. Does the activity promote antagonism with other students in the class? Does it have a genuine interactive activity?
 9. Does the activity have a "reasonable challenge" for students?

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10. Is the feedback students receive sufficient on their performance (from each other, or from you)?

Source: Brown, (2006)

Dörnyei and Csizér (1998) also present ten useful commandments to be applied in class to motivate students.

Table 2

Ten useful commandments to apply in class to motivate students

1. Show yourself as a living example with your behavior.
2. The classroom should be an atmosphere of relaxing
3. Tasks should be presented properly.
4. The relationship among learners should be good.
5. Learner's linguistic self-confidence should be increased.
6. language classes should be interesting.
7. learners' autonomy should be promoted.
8. The learning process should be personalized.
9. learners' goal-orientedness should be increased.
10. Learners should be familiar with the target language culture.

Source: Dörnyei and Csizér, 1988.

Regarding motivation its importance and influence in the language learning process. Tremblay and Gardner (1995). Present a ten-hypothesis framework, with the purpose of expressing how motivation works toward learning a new language.

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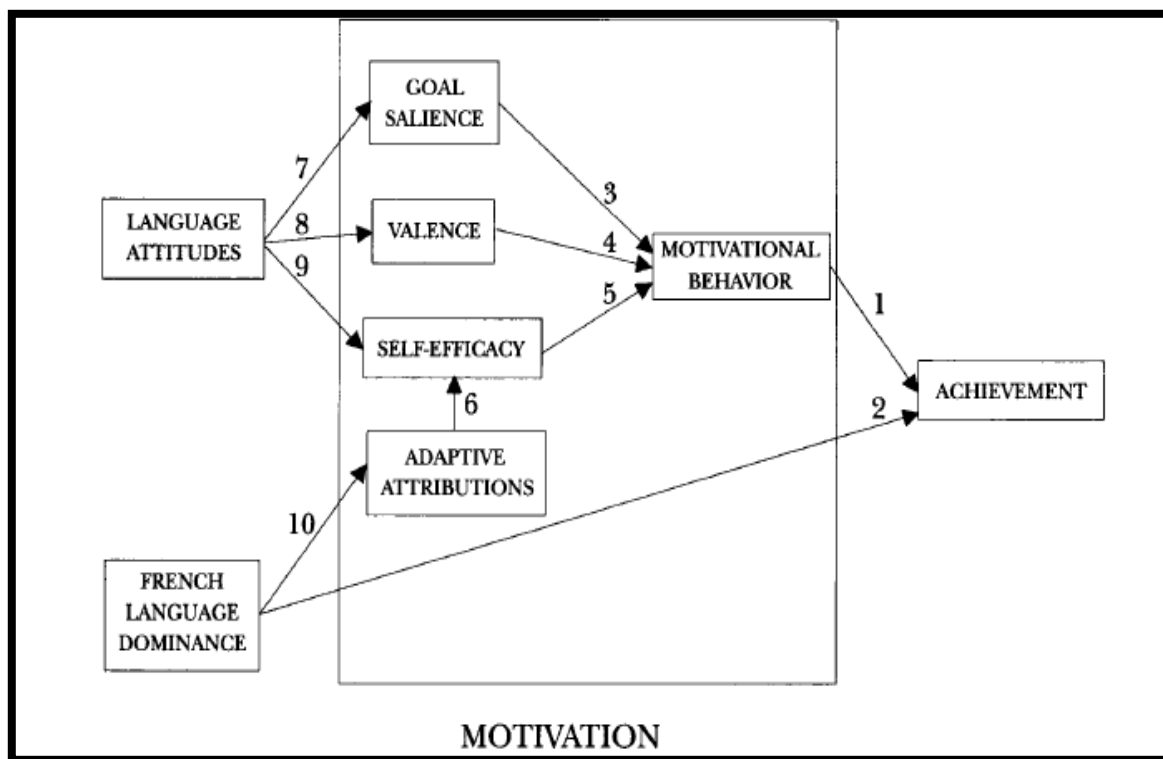


Figure 3: Motivation; its importance and influence in the language learning process

(Tremblay and Gardner p.510)

Tremblay and Gardner (ibid.) give the following explanation regarding these hypotheses.

Hypothesis 1: shows that achievement will be directly influenced by motivational behavior.

Hypothesis 2: shows that achievement will also be directly influenced by language dominance.

Hypothesis 3, 4, 5: show that the level of motivational behavior is respectively influenced by goal salience, valence, and self-efficacy.

Hypothesis 6: indicates that self-efficacy is directly influenced by adaptive attributions.

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Hypothesis 7, 8, and 9: show that goal salience, valence, and self-efficacy are respectively influenced by language Attitudes.

Hypothesis 10: shows that adaptive attributions are directly influenced by French Language Dominance.

Regarding students' attitude towards language Tremblay and Gardner (1995) took a sample of 75 students in a francophone secondary school; they came up with the conclusion that to learn language students should have the following attitudes when learning:

- ✓ Positive attitudes toward French Canadians;
- ✓ Interest in Foreign Languages;
- ✓ Integrative Orientation;
- ✓ Instrumental Orientation;
- ✓ Motivational Intensity;
- ✓ Desire to Learn French;
- ✓ Positive attitudes toward Learning French;
- ✓ Positive attitudes toward the French Teacher;
- ✓ Attention.

Although the study was about francophone students, any language learner can apply most of these principles to be successful in a language course. Cheng and Dörnyei (2007) (p.153) affirm “With motivation being one of the key factors determining success in foreign/second language (L2) learning, strategies in motivating learners should be an important aspect of the study of L2 motivation.”

Motivation plays a crucial role in learning due to the effects its causes on students. Therefore, its application in every aspect of the learning process is critically relevant.

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However, if it is not applied correctly, its results may not influence students' behavior. Therefore, methods and strategies should be used appropriately.

3.3. The purpose of the ARCS model

Therefore, with the goal of helping students to learn in an atmosphere of self-confidence, gaining their attention by well -structure strategies that maintain students' interest, and to produce satisfaction on them. The development of the ARCS Model of motivation by Keller (1987) had the objective to find more efficient ways of how understand the significant influences on the motivation to learn and for systematic means of analyzing and to solve motivational problems regarding learning.

The concern if it was achievable to resume many conceptions and approaches of human motivation into a simple, meaningful model, or schema, appropriate to any professional and, if it was achievable to develop a methodic, as opposed to perceptive, approach to designing motivating instruction, led Keller through an extensive literature review based on the macro theory of motivation to develop the ARCS model.

3.3.1. The development of the ARCS model

Deriving his work from the work of Tolman (1932) and Lewin (1938). Moreover, having as a base the macro theory of motivation and instructional design developed by Keller (1979, 1983) the ARCS model was created by John Keller (1987). The ARCS model has as purpose to maintain students motivation through the whole learning process. Keller gave birth this motivational model that according to educators, this method can provide the necessary tools that fulfill students' high demands (Su and Cheng, 2015).

3.3.2. The ARCS model

The researcher selected the ARCS model because it best fulfills the objective of the research. I became familiar with it earlier when I worked at a different institution.

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The motivational approach of ARCS according to Keller (1987) has three features or components that make it suitable for education. First, it holds in its four categories many of the specific variables and concepts that delineate human motivation. Second, it contains useful strategies that will help learners and teachers to improve the motivational appeals of instruction and the third component which incorporates a systematic motivational design. The last element could also be helpful with traditional instructional design models. Keller (ibid.).

Regarding the application of the ARCS method in students, Sung and Lin Tuan (2005) affirm that it had a positive effect when using it in an experiment in which an experimental and a control group were involved. They claim that those students who received motivational treatment using this method had better achievement than those who did not receive it. Therefore, its use is important in educational teaching processes.

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The following figure represents specific aspects of motivation.

Questions for Components	Suggested Strategies
Attention <ul style="list-style-type: none"> • What can I do to capture their interest? • How can I stimulate an attitude of inquiry? • How can I maintain their attention? 	<ul style="list-style-type: none"> • Create curiosity, wonderment by using novel approaches, injecting personal and/or emotional material. • Increase curiosity by asking questions, creating paradoxes, generating inquiry, and nurturing thinking challenges. • Sustain interest by variations in presentation style, concrete analogies, human-interest examples, and unexpected events.
Relevance <ul style="list-style-type: none"> • How can I best meet my learner's needs? (Do I know their needs?) • How and when can I provide my learners with appropriate choices, responsibilities, and influences? • How can I tie the instruction to the learner's experiences? 	<ul style="list-style-type: none"> • Provide statements or examples of the utility of the instruction and either present goals or have learners define them. • Make instruction responsive to learner motives and values by providing personal achievement opportunities, cooperative activities, leadership responsibilities, and positive role models. • Make the material and concepts familiar by providing concrete examples and analogies related to the learner's work.
Confidence <ul style="list-style-type: none"> • How can I assist in building a positive expectation for success? • How will the learning experience support or enhance the students' beliefs in their competence? • How will the learners clearly know their success is based on their efforts and abilities . 	<ul style="list-style-type: none"> • Establish trust and positive expectations by explaining the requirements for success and the evaluative criteria. • Increase belief in competence by providing many, varied, and challenging experiences which increase learning success. • Use techniques that offer personal control (whenever possible) and provide feedback that attributes success to personal effort.
Satisfaction <ul style="list-style-type: none"> • How can I provide meaningful opportunities for learners to use their newly-acquired knowledge and skill? • What will provide reinforcement to the learners' successes? • How can I assist the student anchoring a positive feeling about their accomplishments? 	<ul style="list-style-type: none"> • Provide feedback and other information that reinforces positive feelings for personal effort and accomplishment. • Use verbal praise, real or symbolic rewards, and incentives, or let learners present the results of their efforts ("show and tell") to reward success. • Make performance requirements consistent with stated expectations, and provide consistent measurement standards for all learners' tasks and accomplishments.

Figure 4: The ARCS Model for Developing Motivationally-Adaptive Computer-Assisted Instruction. (Song and Keller, 1999).

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3.3.3. Motivational strategies using the ARCS model

Regarding motivational teaching methods and their effects on students Malouff, Rooke, Schutte, Foster, and Bhullar, (2008). Point out a series of valuable and reliable techniques that can be useful to motivate students; these methods are based on 12 principles.

Related to motivation and the crucial role it plays in the students' learning Malouff et al. (2008), recommend teachers to apply the following principles:

(1) Make topics relevant to students (2) Help students to achieve their goals through learning, (3) Provide students reliable models of learning, (4) Promote and persuade students to learn using effective strategies, (5) Promote a positive affinity among students, (6) Reward students' achievement, (7) Make students feel confidence, (8) Enhance student learning self-efficacy, (9) Make use of teaching methods that are attractive to students, (10) Using an appealing teaching style, (11) Give positive feedback, and finally (12) Monitor students' motivation levels and adjust motivation methods according to their needs.

Malouff et al. (2008) assert that the ways pointed out by them, can be used at any level of education since they come from psychological and psychotherapy methods, from experts in teaching, and the experience of teachers and students. Thus, these methods have well-established background, and when applying them, they will bring positive effects on students.

Regarding motivation and its effects on learning. Keller (2008) points to five principles about what should be done to have motivated students. These tenets are incorporated in this study; they are the following:

- (1) Learner's curiosity should be aroused to motivate them to learn due to a perceived gap in current knowledge.
- (2) To motivate learners, the learning should be meaningfully related to a learner's goals.
- (3) A sense of self-confidence and empowerment should be aroused to motivate learners to learn.

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- (4) Learners should be aware of the satisfactory experience they will have once they see their improvement in the target language.
- (5) The motivation and maintenance to learn are promoted when learners engage volitional (self-regulatory) Strategies to protect their intentions.

All these principle reinforces the purpose of the ARCS which is to keep students motivated during the learning process. Motivate students can be work done, in or outside of the class, the method to motivate them may vary as long as it fulfills its objective. The application of the ARCS model has the purpose to examine the effect of messages on the motivation for the course. The strategy consisted of sending personal messages groups and nonpersonal message groups to a selected student in research. The result was that the one who received the PMG were highly motivated than those who do not receive them. Min Kim and Keller (2008). -

3.4. Conclusion

Motivation can be used at any level of teaching, using a motivational strategy that helps teachers and learners to achieve their goals. The motivational approach ARCS provides practical framework and strategies for a systematic lesson design process.

Motivation is useful to help to achieve a goal that starts at some point in the past. Its use moves students to participate in class and at the same time to enhance their skills due to practice. The use of motivation is one of the more powerful weapons an EFL English teacher may have to encourage students to speak. Motivation in the classroom is fundamental to help students to have success in the classroom.

Consequently, the researcher hopes the application of the ARCS methods will motivate students to use English in the classroom, bringing about as a consequence improvement in their performance.

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CHAPTER 4: RESEARCH METHODOLOGY

4.1. Introduction

The following section presents, the methodological design of the present investigation detailing the research paradigm and the methodological positions, as well as the methods and techniques and instruments used in the data collection process.

In particular, we can establish that this research has a quantitative approach, with a descriptive and explanatory scope, framed under a quasi-experimental design which means that it is applied research. For this, Rodríguez (2005) refers to "applied research applied to specific problems, in concrete circumstances and characteristics... an immediate use is directed not to the development of theories." Therefore, this modality fits the approach and the design of the present investigation.

Gómez (2006) mentioned that "the design term refers to the plan or strategy designed to obtain information that is desired to be investigated." Thus, the use of an experimental framework for the elaboration of an action plan. This framework makes use of field research and hypothetical-deductive reasoning. Furthermore, the use of empirical techniques of data collection such as the application of a rubric was helpful to measure students' oral performance as well as a diagnostic evaluation and a final evaluation, were applied.

As mentioned earlier, the experimental design was directed to a group of 44 EFL 10th-year students divided into two groups of 22 students each. One group was the experimental group, where the ARCS method was applied. The other group was used as a control group.

4.2. Research Paradigm

The present study seeks to determine if the application of motivational strategies using the ARCS method encourages the development of speaking in EFL students who are at the A2 level Common European Framework of Reference (CEFR) of English. Therefore, the present

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investigation according to the nature of its object of study is a quantitative approach. Additionally, it maintains descriptive and explanatory scope.

Hernández, Fernández, and Baptista (2010) reported that "quantitative research seeks to measure variables statistically to establish patterns of behavior and test theories" (p.4). Therefore, the quantitative approach allows one to statistically stratifying the variables that intervene in the study.

The scope of research refers to the depth that such study can reach. In this case, the research will be descriptive because it will make use of stratified assessments that will allow a statistical exposition of the analyzed variables (Ruíz, 2012). That is to say, to achieve this, a pre-test or diagnostic evaluation was applied and analyzed, and after the intervention, a post-test was carried out with the two groups.

Also, the explanatory scope seeks to clarify or demonstrate the relationship that exists in the events and manipulated variables in the investigative process (Sampieri, 2006). Thus, this scope is related to the oral performance rubric that will be applied to the students after having applied the experiment to demonstrate if the A2 CEFR level students were able to develop the desire speaking skills after the application of the ARCS model.

4.2.1. Definition and rationale

According to the approach and research design of the present study, the positivist-rationalist approach was taken as a reference, making use of the theoretical base of positivism. Taking as an ontological reference that "there is an external and independent reality of the researcher" (Fuentes, 2002, p.12), and, the epistemological basis has a dualist-objectivist framework, where the primary axiological has its basis on neutrality and scientific objectivity.

The ontological bases are related to the use of the quantitative approach since it emphasizes the existence of a unique, measurable and tangible reality. As far as the theoretical base of the positivism is related to the experimental design that establishes hypotheses and manipulates variables, of the dualism-objectivist of the epistemological basis. It emphasizes that the researcher must maintain a distant and not interactive position with the objective

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reality of the investigation. Finally, the axiological part of positivism mentions the use of methods of validity and reliability of the collected data. (Fuentes, 2002)

4.2.2. Methodological stances

As to the methodological aspects, the present study is carried out in the framework of a quasi-experimental design through a field research that was carried out in a bilingual educational institution. It had the intention of demonstrating if the motivational strategies promote the development of the speaking skill of the English language in students of 10th grade of basic education with an A2 CEFR level of English.

Arquero, Berzosa, García, and Monje (2009) argue that experimental designs "need to apply different methods of behavioral research that identify the causes that allow the interpretation of phenomena." Likewise, these designs must have at least two similar groups to compare the results obtained from the two groups can and express their results numerically.

Therefore, this study will take place with intact groups already constituted within a school environment. The intervention will be carried out in a precise way with the intention of applying the ARCS motivational strategies to one group and contrast the results with the other group. The pre-test will be taken using a diagnostic evaluation, and the post-test using a final evaluation of the applied method. That is to say, that the researcher at the end of the experiment should evaluate the oral performance of each student through four parameters based on a rubric established by the University of Cambridge (Appendix H).

This entire experimental process was carried out through field research that consisted of collecting data with application of empirical knowledge and techniques to reach conclusions (Montes, 2011). Therefore, this field research maintains direct contact with the reality under study.

4.3. Method

For the development of the present investigation, we used logical and empirical methods, the logical method being the hypothetic-deductive, and empirical methods are understood as

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the techniques of data collection. In this case, the observation and the application of oral tests, which according to Sampieri (2006) refers to the empirical methods allow the researcher to be in direct contact in a practical way with his real object of study.

Likewise, Cegarra (2004) also indicates that "the hypothetic-deductive method consists in emitting hypotheses about the possible solutions to the raised problem." For this reason, for the application of this method of logical reasoning it was necessary to establish a general hypothesis and its variables detailed below:

Hypothesis

Students who are taught using the ARCS motivational strategies have better oral performance than those students who were not taught using the ARCS motivational strategies.

Variables

Independent Variable: ARCS motivational strategies

Dependent variable: oral performance

4.3.1. Definition and characteristics

As mentioned above, a hypothetical-deductive method was used, which consists of a process based on hypothetical assertions intended to refute, falsify or confirm this hypothesis to deduce the conclusions that will face these facts or realities.

According to López (2007) the hypothetical-deductive method is composed of four phases; theoretical hypotheses, the deductive logic process, basic hypotheses and empirical testing. Due to the experimental design this modality is in line with the hypothesis process and the empirical demonstration that will allow us to verify if the application of the ARCS motivational strategies (using the interests of the students and audiovisual tools as a starting point) in students of the A2 CEFR level promotes the development of spoken English.

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Additionally, empirical methods, also recognized as empirical techniques, will be used for this purpose. Camacho (2001) refers that "techniques are the practical instruments that are used to investigate concrete reality to test theories." The instruments used for this study are:

Observation through a rubric from Cambridge English Language Assessment (Appendix H) and oral test from Slideshare (Appendix G) were used at the beginning as a diagnostic evaluation and at the end as a final evaluation.

4.3.2. Methods of data collection

As detailed in the previous section, the techniques for data collection were observation and oral tests. It is necessary to emphasize that in the experimental design a posttest must be applied. However, in the present investigation it was necessary to apply a diagnostic evaluation and another at the end to determine results, for this were designed two instruments, detailed below:

- ✓ Diagnostic evaluation (pre-test): An evaluation was designed and applied as a pre-test in the experimental process, which determined the parameters of the mastery of grammar, vocabulary, pronunciation, and communication in students. This test taken to both groups was before the application of the motivational strategies to the experimental group.
- ✓ Final evaluation (post-test): The purpose of the development of this evaluation was that students could assess whether the methodology and subjects addressed during the English class reached the levels of attention, relevance, confidence, and satisfaction indicated by the ARCS method proposed by Keller. This evaluation also compared segments in the mastery of grammar, vocabulary, pronunciation, and communication in students. Additionally, the experimental class had a period of two weeks, and in the end, both groups were evaluated to test the results and to determine the effectiveness of motivational strategies.

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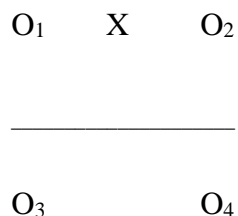
4.3.3. Participants

As to the participants who are part of the general population, it is vital to define the population and sample. Hernández (2013) says that "the population and the specific sample to be studied (population) and in what quantity (sample)." In the present investigation, we have taken a convenience sample of only two courses of the 10th year of general basic education in a bilingual high school.

The participants are 44 10th grade general education students (23 male and 21 female). While they are supposed to have an A2 CEFR level of English, they can barely maintain elementary conversations among their peers.

4.3.4. Selection and/ or sampling

According to the experimental design applied in the present research to establish the effectiveness of motivational strategies within the methodology of English teaching, this experiment contrasted two classes with students at the same level and age. Hence, these two groups are known as non-equivalents. Additionally, the design I used to determine the final results was:



Where:

X = Experimental Group

O1 O3 = Pre-test measurements of the dependent variable

O2 O4 = Post-test measurements of the dependent variable

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4.4. Conclusion

From the viewpoint of the quantitative paradigm, the experimental design of this research is framed by field research using hypothetical-deductive reasoning. Additionally, this methodological framework explains how research is addressed as such since the experimental design was developed over a period of two weeks and ended with post-test and test results.

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CHAPTER 5: PRESENTING THE FINDING

5.1. Introduction

In this chapter, we present the results obtained from the assessments taken in both groups, and expressed numerically and the statistics that evaluate the categories of grammar, vocabulary, pronunciation and communicative interaction using the mastery criteria, with scores ranging from 1 to 10 points.

Additionally, in this section only numerical evidence of the categories found and the statistical interpretation of these grades will be presented, as well as the comparison of these categories before and after the application of the experiment in both groups.

5.2. The presentation

As mentioned in the previous chapter, the instruments applied were two oral tests, performed in two different periods, the first assessment taken to both groups was for diagnosis, and the second evaluation was taken at the end to check the effectiveness of the applied motivational strategies.

In this way, the grades obtained by both groups in the two evaluations are numerically expressed, detailing the qualifications achieved within the four established categories, as well as the overall qualifications of both tests:

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Table 3

Grades of the categories in the pre-test- Experimental group:

TEACHER Lcdo. Darguin Padilla

SUBJECT Science

COURSE 10th A

EXPERIMENTAL GROUP – PRE TEST					
No. Students	GRAMMAR	VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	AVERAGE
1	7	8	5	3	5.8
2	8	8	3	2	5.3
3	9	9	8	5	7.8
4	10	9	6	5	7.5
5	9	9	8	6	8
6	8	8	8	4	7
7	7	4	4	2	4.3
8	7	6	4	3	5
9	8	8	7	5	7
10	7	4	6	7	6
11	9	10	7	3	7.3
12	9	6	8	2	6.3
13	8	8	7	4	6.8
14	9	10	5	3	6.8
15	9	7	7	6	7.3
16	6	4	4	3	4.3
17	7	8	9	4	7
18	9	10	9	8	9
19	7	9	8	5	7.3
20	9	7	4	8	7
21	6	4	4	3	4.3
22	10	10	8	9	9.3

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Table 4

Grades of the categories in the post-test: Experimental group:

TEACHER Lcdo. Darguin Padilla

SUBJECT: Science

COURSE: COURSE: 10TH A

EXPERIMENTAL GROUP – POST TEST					
No. Students	GRAMMAR	VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	AVERAGE
1	8	8	8	7	7.8
2	8	6	6	5	6.3
3	10	10	9	10	9.8
4	10	9	7	7	8.3
5	9	10	8	8	8.8
6	9	7	7	6	7.3
7	8	5	6	5	6
8	7	7	5	6	6.3
9	9	10	8	7	8.5
10	8	7	8	7	7.5
11	10	10	10	8	9.5
12	9	7	10	6	8
13	9	10	9	7	8.8
14	8	8	6	7	7.3
15	9	10	9	7	8.8
16	8	7	6	7	7
17	10	10	9	9	9.5
18	10	10	9	10	9.8
19	8	8	6	7	7.3
20	10	10	8	10	9.5
21	9	8	6	7	7.5
22	10	10	9	10	9.8

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Table 5

General notes experimental group:

TEACHER Darguin Padilla

SUBJECT Science

COURSE 10th A

EXPERIMENTAL GROUP		
No. Students	PRE-TEST	POST-TEST
1	6	8
2	5	7
3	8	10
4	8	8
5	8	9
6	7	7
7	4	6
8	5	7
9	7	9
10	5	8
11	7	10
12	6	8
13	7	9
14	6	7
15	7	9
16	4	7
17	7	10
18	9	10
19	7	7
20	8	10
21	6	8
22	10	10

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Table 6

Grades of the categories in the pre-test- Control group:

TEACHER: Lcdo. Darguin Padilla

SUBJECT: Science

COURSE: COURSE: 10TH B

CONTROL GROUP – PRE TEST					
No. Students	GRAMMAR	VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	AVERAGE
1	8	9	6	4	6.8
2	9	9	10	9	9.3
3	7	7	5	5	6
4	7	7	5	2	5.3
5	8	8	7	5	7
6	7	8	6	4	6.3
7	7	6	7	4	6
8	8	7	6	6	6.8
9	9	9	6	4	7
10	6	7	4	4	5.3
11	8	9	6	5	7
12	9	10	7	5	7.8
13	6	7	4	3	5
14	5	6	4	2	4.3
15	8	8	5	3	6
16	8	9	6	4	6.8
17	5	6	4	2	4.3
18	9	9	6	3	6.8
19	8	8	5	4	6.3
20	5	6	3	3	4.3
21	8	7	6	3	6
22	9	7	6	2	6

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Table 7

Grades of the categories in the post-test- Control group

TEACHER: Lcdo. Darguin Padilla

SUBJECT: Science

COURSE: 10th B

CONTROL GROUP – POST TEST					
No. Students	GRAMMAR	VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	AVERAGE
1	9	8	6	4	6.8
2	10	10	10	9	9.8
3	9	7	7	4	6.8
4	7	7	4	2	5
5	9	9	7	5	7.5
6	9	10	7	5	7.8
7	7	8	6	4	6.3
8	8	8	7	5	7
9	8	9	6	4	6.8
10	8	6	6	4	6
11	7	7	6	5	6.3
12	9	9	8	5	7.8
13	8	9	7	3	6.8
14	7	8	6	3	6
15	8	9	7	3	6.8
16	8	7	6	4	6.3
17	8	7	7	3	6.3
18	5	6	4	2	4.3
19	9	9	6	4	7
20	6	7	4	3	5
21	7	8	6	4	6.3
22	9	8	5	2	6

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Table 8

General notes control group:

TEACHER: Darguin Padilla
SUBJECT: Science
COURSE: 10th B

CONTROL GROUP		
No. Students	PRE- TEST	POST -TEST
1	7	7
2	9	10
3	6	7
4	5	5
5	7	8
6	7	8
7	6	6.5
8	7	7
9	8	7
10	5	6
11	7	6
12	8	8
13	5	7
14	4	6
15	6	7
16	7	6
17	4	6
18	7	4
19	6	7
20	4	5
21	6	6
22	7	6

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5.2.1. Pre - Test

In the following section, we present the results of the pre-test, from the experimental group and the control group, taking into account three levels of mastery. The lower range is from 1 to 6 points, the medium score ranges between 7 and 8 points, and finally, the high score ranges between 9 and 10 points. Below is the breakdown of the grades obtained within the four established categories: grammar, vocabulary, pronunciation, interactive communication.

5.2.1.1. Category 1: Grammar

Table 9

Results of the Pre-test - Test grammar category in the Experimental Group

EXPERIMENTAL GROUP				
CATEGORY	PRE-TEST			
Grammar	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	2	10	10	22
Percentage (%)	9,1%	45,5%	45,5%	100%

In Table 10, the results are statistically shown in the pre-test of the experimental group, considering the grammar category, where the obtained outcomes show that this group possesses a mastery of 45.5% at the medium level and another 45.5% at the high level.

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Table 10

Results of the Pre-test- Test grammar category in the Control Group

CONTROL GROUP				
CATEGORY	PRE-TEST			
	Low mastery	Medium mastery	High mastery	TOTAL
Grammar				
Frequency	5	12	5	22
Percentage (%)	22,7%	54,5%	22,7%	100%

In Table 11, the results are statistically shown in the pre-test of the control group, taking into account the grammar category, where the obtained outcomes show that this group possesses a master of 54.5% at the medium level. However, there is a similarity of 22.7% at both the high and low level.

This bar graph presents a comparison of the of mastery level of the grammar category between the control group and the experimental group, referring to the results of the pre-test.

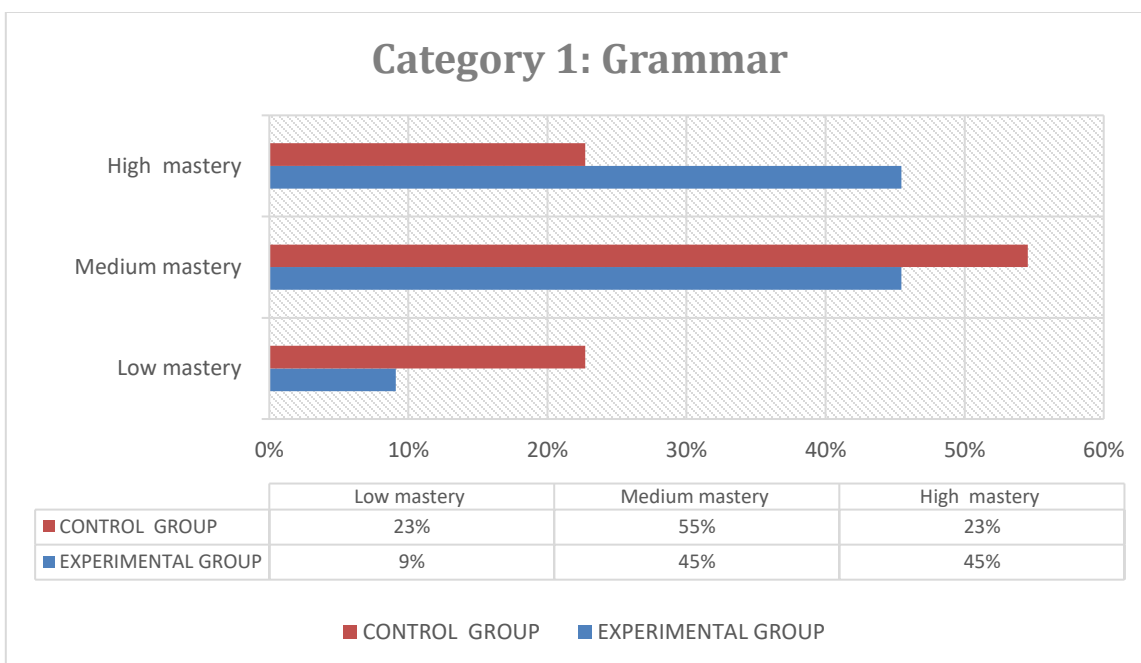


Figure 5: Comparison of the grammar mastery in both groups. Pre –Test

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Interpretation: In figure number 5, the control group showed a medium level of mastery of 55%, and a high mastery of 23% regarding grammar use. On the other hand, the experimental group had a medium level of mastery of 45%, and another 45% of their students showed a very high level of grammar.

5.2.1.2. Category 2: Vocabulary

Table 11

Results of the Pre-test - Test vocabulary category in the Experimental Group

EXPERIMENTAL GROUP				
CATEGORY	PRE-TEST			
Vocabulary	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	6	8	8	22
Percentage (%)	27,3%	36,4%	36,4%	100%

Table 12 shows statistically the results corresponding to the pre-test of the experimental group. It takes into consideration the category of vocabulary, where outcomes show that this group had a level of mastery of 36.4% which is a medium level and 36.4% at the high level. However, it is evident that 27.3% of the students have a low level.

Table 12

Results of the Pre-test - Test vocabulary category in the Control Group

CONTROL GROUP				
CATEGORY	PRE-TEST			
Vocabulary	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	4	11	7	22
Percentage (%)	18,2%	55,0%	31,8%	100%

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Table 13 shows statistically the results corresponding to the pre-test of the control group. It takes into consideration the category of vocabulary, where the obtained outcomes show that this group had a level of mastery of 55.0% which is a medium level and 31.8% at the high level. However, it is worthy to be noted that 18.2% of the students had a low level.

This bar graph presents a comparison of the mastery level of the vocabulary category between the control group and the experimental group, regarding the results of the pre-test.

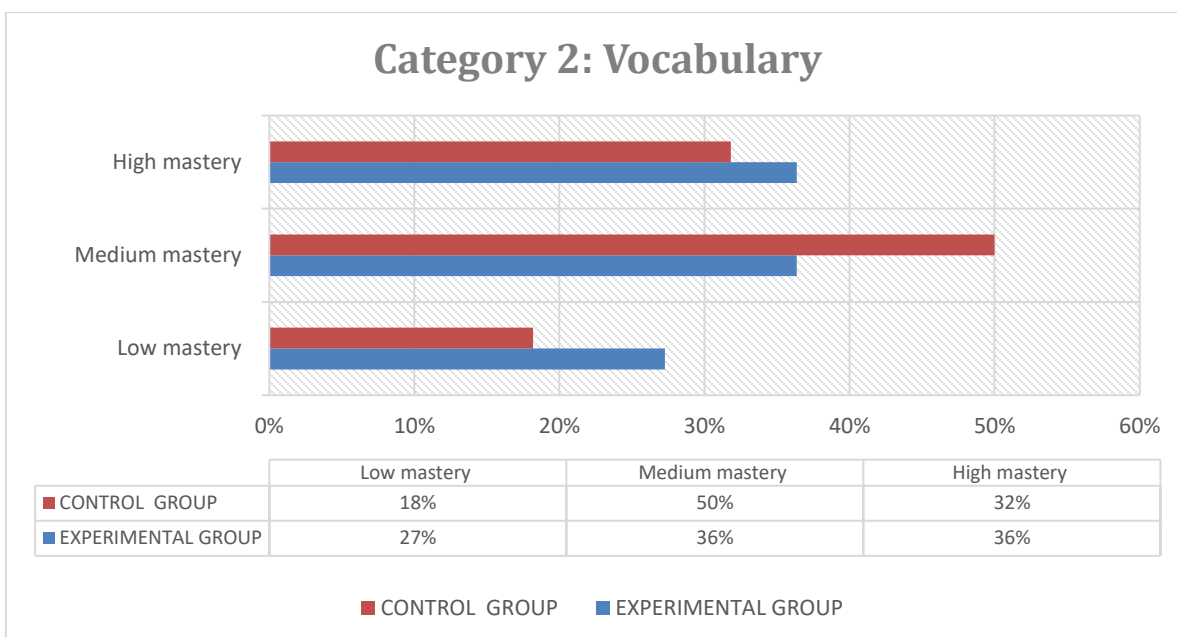


Figure 6: Comparison of the vocabulary mastery of both groups. Pre- Test

Interpretation: In figure number 6 the control group regarding vocabulary evidenced a level of mastery of 50% at medium level, and 32% had at a high level of mastery, while the experimental group is lower than the control with only 36% of the students showing a medium mastery and a 36% high mastery.

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5.2.1.3. Category 3: Pronunciation

Table 13

Results of the Pre-Test - Test category pronunciation in the Experimental Group

EXPERIMENTAL GROUP				
CATEGORY	PRE-TEST			
Pronunciation	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	10	10	2	22
Percentage (%)	45,5%	45,5%	9,1%	100%

Table 14 shows statistically the results corresponding to the pre-test of the experimental group. It takes into consideration the category of pronunciation, where the obtained outcomes show that this group had a mastery level of 45.5% at the medium level and 9.1% at the high level, however, it is necessary to emphasize that 45.5% have a low level in this category.

Table 14

Results of the Pre-Test- Test category pronunciation in the Control Group

CONTROL GROUP				
CATEGORY	PRE-TEST			
Pronunciation	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	18	3	1	22
Percentage (%)	81,8%	13,6%	4,5%	100%

Table 15 shows statistically the results corresponding to the pre-test of the control group. It takes consideration the category of vocabulary, where the obtained outcomes show that this group owned a mastery of 13.6% in the average level and 4.5% at the high level. However, it is necessary to emphasize that 81.8% of the students had a low level in this category.

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This bar graph presents a comparison of the mastery level of the pronunciation category between the control group and the experimental group, referring to the results of the pre-test.

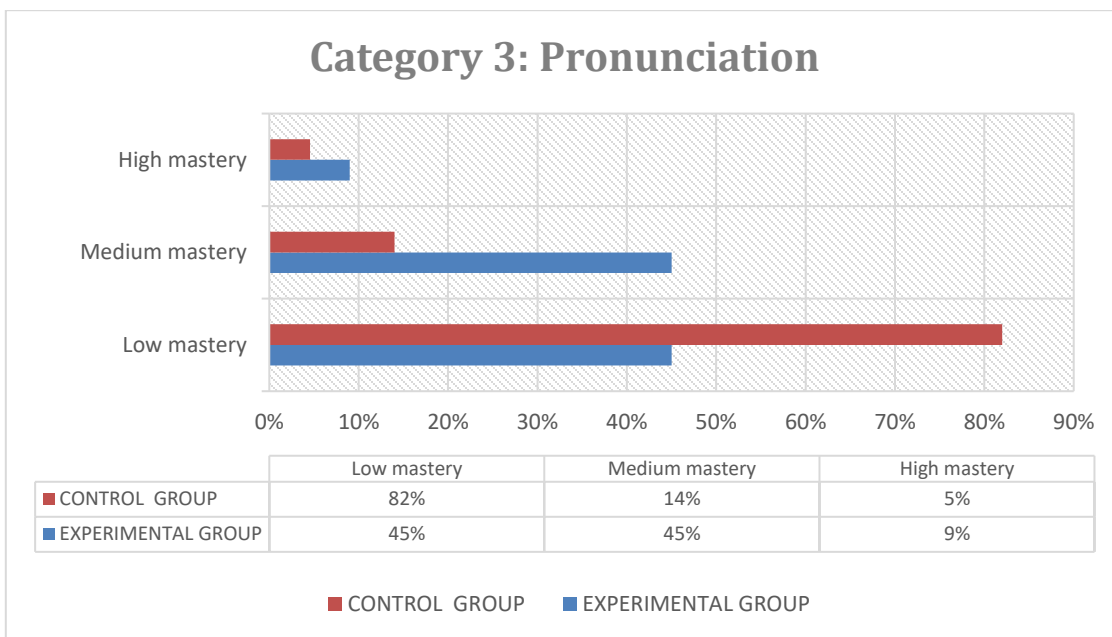


Figure 7: Comparison of the pronunciation mastery in both groups. Pre – Test

Interpretation: In figure number 7, the control group showed 82% at low level followed by 14% that had a medium level. On the other hand, the experimental group showed that 45% of the students presented a low level, and another 45% showed a medium level of mastery regarding pronunciation.

5.2.1.4. Category 4: Interactive communication

Table 15

Results of the Pre-Test - Test category interactive communication in the Experimental Group

EXPERIMENTAL GROUP				
CATEGORY	PRE-TEST			
Interactive communication	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	18	3	1	22
Percentage (%)	81,8%	13,6%	4,5%	100%

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Table 16 shows statistically the results corresponding to the pre-test of the experimental group. It takes into consideration the category of interactive communication, where the obtained outcomes showed that this group had a mastery of 13.6% at the medium level and 4.5% at the high level. However, it is necessary to emphasize that 81.8% of the students had a low level in this category.

Table 16

Results of the Pre-Test - Test category interactive communication in the Control Group

CONTROL GROUP				
CATEGORY	PRE-TEST			
Interactive communication	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	21	0	1	22
Percentage (%)	95,5%	0,0%	4,5%	100%

Table 17 shows statistically the results corresponding to the pre-test of the experimental group. It takes into consideration the category of interactive communication, where the obtained outcomes showed that this group had a mastery of 0.0% at the medium level and 4.5% at the high level. However, it is necessary to emphasize that 95.5% of the students had a low level in this category.

This bar graph presents a comparison of the mastery level of the interactive communication category between the control group and the experimental group, referring to the results of the pre-test.

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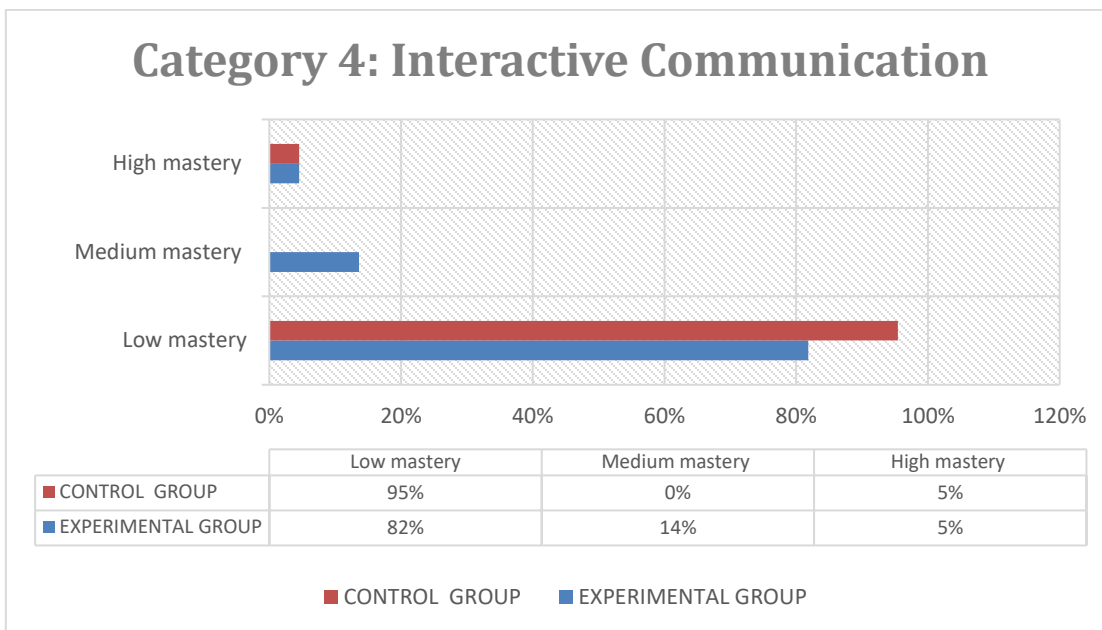


Figure 8: Comparison of interactive communication mastery in both groups. Pre –Test

Interpretation: As for communicative interaction in figure number 8, both groups started with a low level of mastery, since 95% of the control group and 82% of the experimental group showed a low level.

5.2.2. Post -Test

In the following section, we present the results of the post-test, from the experimental group and the control group. It takes into account three levels of mastery: the low for the ratings of 1 to 6 points, the medium score of ranges of 7 and 8 points, and finally, scores of 9 and 10 points, will receive at the high. Below is the breakdown of the grades obtained within the four established categories: grammar, vocabulary, pronunciation, interactive communication.

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5.2.2.1. Category 1: Grammar

Table 17

Results of the Post-Test- Grammar category test in the Experimental Group

EXPERIMENTAL GROUP				
CATEGORY	POST-TEST			
Grammar	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	0	8	14	22
Percentage (%)	0,0%	36,4%	63,6%	100%

Table 18 shows statistically the results corresponding to the post-test of the experimental group. It takes into consideration the category of grammar, where the obtained outcomes showed that this group had a mastery level of 36.6% at the medium level and 63.6% at the high level, which means that the majority of students had a high level in this category.

Table 18

Results of the Post-Test-Test Grammar category test in the Control Group

CONTROL GROUP				
CATEGORY	POST-TEST			
Grammar	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	2	12	8	22
Percentage (%)	9,1%	54,5%	36,4%	100%

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Table 19 shows statistically the results corresponding to the post-test of the experimental group. It takes into consideration the category of grammar, where the obtained outcomes show that this group had a mastery level of 54.5% at the medium level and 36.4% at the high level, which means that a considerable group of students had a high level in this category.

This bar graph presents a comparison of the mastery level of the grammar category between the control group and the experimental group, referring to the results of the post-test.

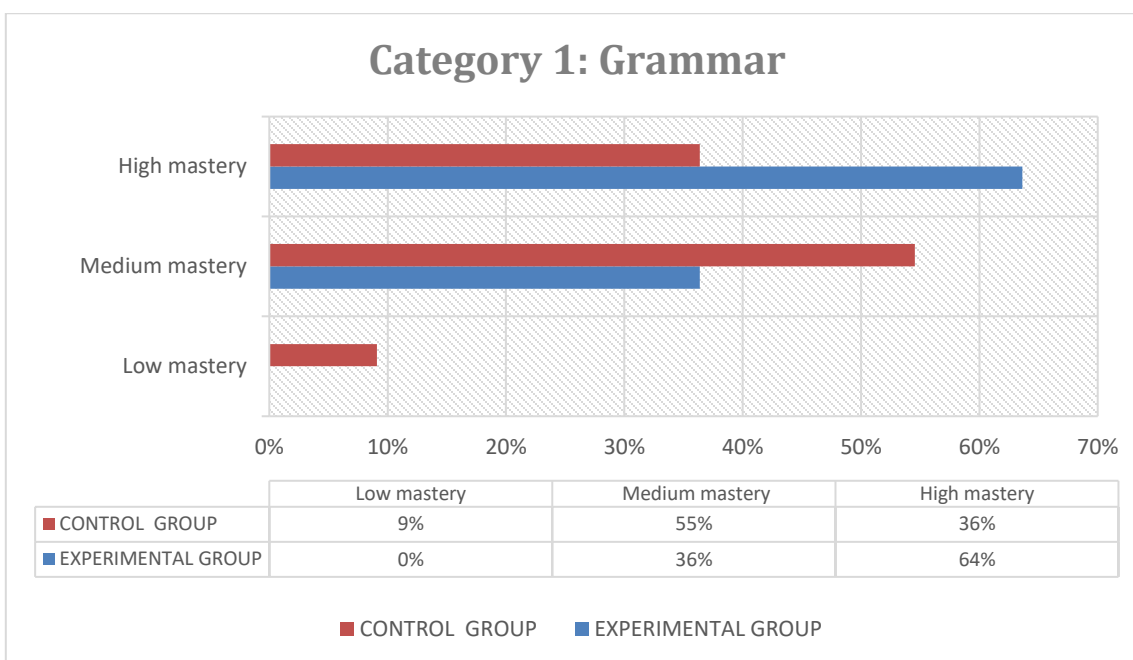


Figure 9: Comparison of the grammar mastery in both groups. Post - Test

Interpretation: In figure number 8, in the post-test regarding grammar the experimental group presented a mastery after the intervention that 36% of the students demonstrated a medium level of mastery followed by another 64% that showed a high level of mastery, unlike 55% of the control group that showed a medium mastery.

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5.2.2.2. Category 2: Vocabulary

Table 19

Results of the Post-Test. Vocabulary category in the Experimental Group

EXPERIMENTAL GROUP				
CATEGORY	POST-TEST			
Vocabulary	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	2	9	11	22
Percentage (%)	9,1%	40,9%	50,0%	100%

Table 20 shows statistically the results corresponding to the post-test of the experimental group. It takes into consideration the category of vocabulary, in this table, this group obtained 40.9% at the medium level and 50.0% at the high level, which means that the half of students had a high level in this category.

Table 20

Results of the Post-Test - Vocabulary category in the Control Group

CONTROL GROUP				
CATEGORY	POST-TEST			
Vocabulary	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	2	12	8	22
Percentage (%)	9,1%	54,4%	36,6%	100%

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Table 21 shows statistically the results corresponding to the post-test of the control group, taking into consideration the category of vocabulary, where the obtained outcomes showed that this group had 54.4% at the medium level but only 36.6% at the high level.

This bar graph presents a comparison of the of mastery level of the vocabulary category between the control group and the experimental group, referring to the results of the post-test.

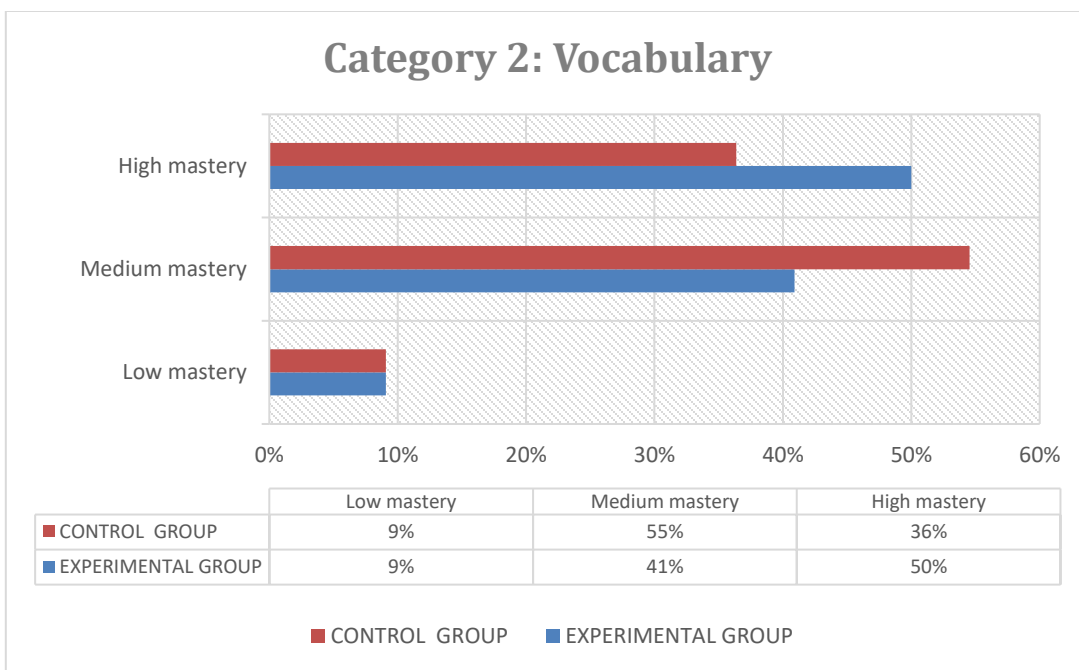


Figure 10: Comparison of the vocabulary mastery in both groups. Post – Test

Interpretation: In figure number 10, in the post-test in vocabulary mastery level, the experimental group evidenced an improvement because 41% at the medium level compare with followed by 50% that showed a high mastery. On the other hand, the control group maintained an intermediate level of 55% of its students followed by a 36% who showed a high vocabulary mastery at the moment of oral expression.

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5.2.2.3. Category 3: Pronunciation

Table 21

Results of the Post-Test - Test pronunciation category in the Experimental Group

EXPERIMENTAL GROUP				
CATEGORY	POST-TEST			
Pronunciation	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	7	7	8	22
Percentage (%)	31,8%	31,8%	36,4%	100%

Table 22 shows statistically the results corresponding to the post-test of the experimental group. It takes into consideration the category of pronunciation, where the obtained outcomes show that this group had a level of mastery of 31.8% in both the medium level and the low level while obtaining 36.4% at the high level, which means that a considerable group of students had a high level in this category.

Table 22

Results of the Post-Test - Test pronunciation category in the Control Group

CONTROL GROUP				
CATEGORY	POST-TEST			
Pronunciation	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	13	8	1	22
Percentage (%)	59,1%	36,4%	4,5%	100%

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Table 23 shows statistically the results corresponding to the post-test of the experimental group. It takes into consideration the category of pronunciation, where the obtained outcomes show that this group has a level mastery of 36.4% in the medium level and 4.5% at the high level. However, it is necessary to emphasize that 59.1% of the students have a low level in this category.

This bar graph presents a comparison of the mastery level of the pronunciation category between the control group and the experimental group, referring to the results of the post-test.

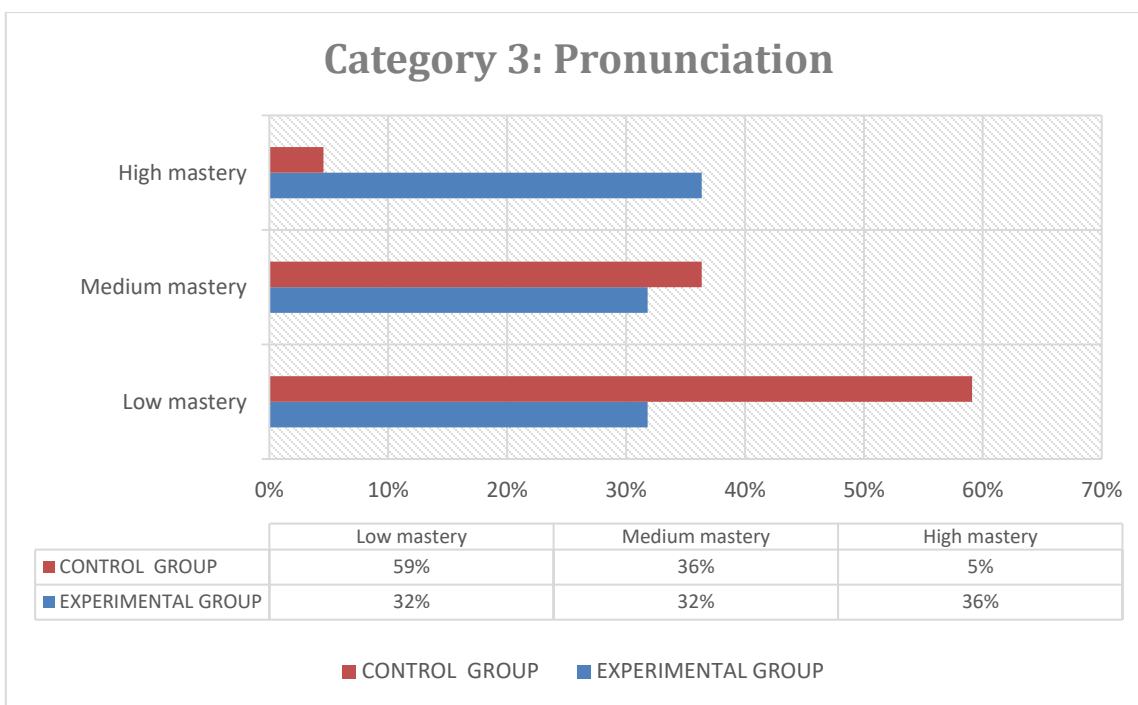


Figure 11: Comparison of the pronunciation mastery in both groups. Post-test - Test

Interpretation: In figure number 11, in the post-test regarding pronunciation. The experimental group showed that 32% of the students had a medium level followed by 36% in the high level, obtaining a remarkable increment of 27% in relation to the pre-test. Regarding the control group, 59% of the students showed a low level of mastery of pronunciation and 36% showed a medium level, obtaining a slight increment but, only 5% of the students had a high level of mastery, maintaining the same percentage as in the pre-test.

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5.2.2.4. Category 4: Interactive communication

Table 23

Results of the Post-Test - Test category interactive communication in the Experimental Group

EXPERIMENTAL GROUP				
CATEGORY	POST-TEST			
Interactive communication	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	5	12	5	22
Percentage (%)	22,7%	54,5%	22,7%	100%

Table 24 shows statistically the results corresponding to the post-test of the experimental group. It takes into consideration the category of interactive communication, where the obtained outcomes show that this group had a mastery level of 54.5% at the medium level and 22.7 % in both the high and low level. This means that a considerable group of students had a high level in this category.

Table 24

Results of the Post-Test - Test category interactive communication in the Control Group

CONTROL GROUP				
CATEGORY	POST-TEST			
Interactive communication	Low mastery	Medium mastery	High mastery	TOTAL
Frequency	21	0	1	22
Percentage (%)	95,5%	0,0%	4,5%	100%

Table 25 shows statistically the results corresponding to the post-test of the control group. It takes into consideration the category of interactive communication, where the obtained

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outcomes showed that this group had a mastery level of 0.0% at the medium level and 4.5% at the high level. It is necessary to emphasize that 95.5% of the students had a low level in this category.

This bar graph presents a comparison of the mastery level of the interactive communication category between the control group and the experimental group, referring to the results of the post-test.

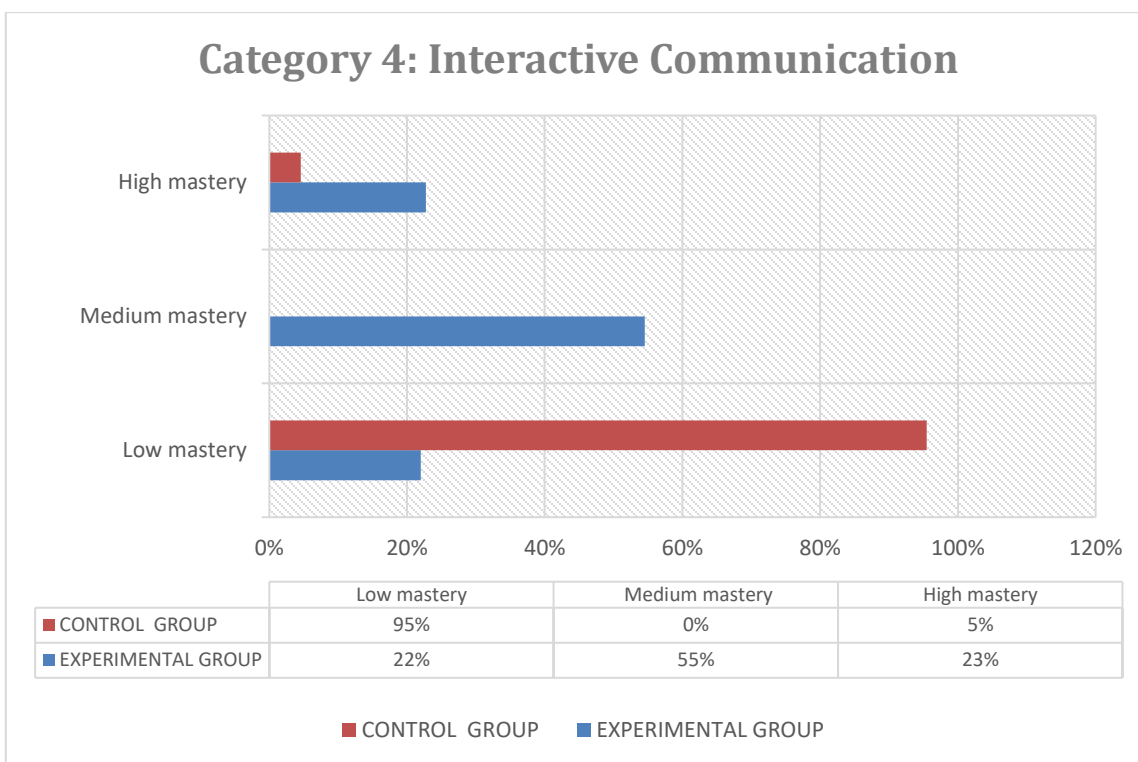


Figure 12: Comparison of interactive communication mastery in both groups. Post - Test

Interpretation: In figure number 12, in the post-test regarding interactive communication. The experimental group improved significantly, with 55% of the students showing a medium level compared with the 14% of the pre-test this improvement is followed by 23% at a high level compared with the 5% if the pre-test. On the other hand, in the control group, it was verified that 95% still had a low level of interactive communication.

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5.2.3. Hypothesis Testing

5.2.3.1. Hypothesis

The average of test scores applied to students in the experimental group is higher than that of students in the control group.

- H1: is proven, there is a significant difference between the mean scores of students in the experimental group and the mean scores of the control group.
- H0: Does not exist, a significant difference between the mean scores of students in the experimental group and the mean scores of the control group.

If the obtained probability p-value $\leq \alpha$, Reject H₀ (H₁ is accepted)

If the obtained probability p-value $> \alpha$, do not reject H₀ (H₀ is accepted)

5.2.3.2. Level of significance (α)

The percentage of error that will be run is $\alpha = 0.05 = 5\%$

5.2.3.3. Applied statistical test

Statistical Student T-test (independent samples)

Fixed variable: Cross-sectional study

Random Variable: Numeric (random test)

The pre-test shows that the number of students tested was 22 in both the experimental group and the control group. The low score in both groups was 4 points, while the high score of 10 points was in the experimental group. The mean score of the experimental group of 6.68 was higher than the mean score of the control group of 6.27.

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Table 25

Pretest frequency table between both groups

PRE-TEST

Groups	Number	Min.	Mean	Max.	Standard Deviation
Experimental	22	4.000	6.68	10.000	1.52
Control	22	4.000	6.27	9.000	1.35

The pre-test shows the difference between the experimental and the control group. Both groups obtained 4 as the lower score, the mean score for the experimental group was 6.68 while the control group had 6.27, the highest score was 10 for the experimental while in the control group the highest score was 9

Table 26

Post-test frequency table between both groups

POST-TEST

Groups	Number	Min.	Mean	Max.	Standard Deviation
Experimental	22	6.000	8.36	10.000	1.19
Control	22	4.000	6.61	10.000	1.25

The post-test shows that the number of students tested was 22 in both the experimental group and the control group. The lower score of the experimental group was 6 points, while in the control group it remained at 4 points. The high score in both groups was 10 points. The mean score of the experimental group of 8.36 was higher than the mean score of the control group of 6.6.

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According to the descriptive data analyzed, the scores improved more in the experimental group than in the control group, after the application of the method.

5.2.3.4. The Welch- Distribution T-test

The Welch two-sample t-test gave a value of 4.56 with a $df = 42$ and a p-value of 0.00004. Therefore, we accept the research hypothesis H1. There are 42 degrees of freedom and a significance level of 0.05%, so the critical value t is 2.021 for a two-tailed test. Since the value of t calculated was 4.56, we observe that this value is outside the acceptance region. Therefore, H0 is rejected, and H1 is accepted: There is a significant difference between the mean of the students in the experimental group and the mean of the scores in the control group.

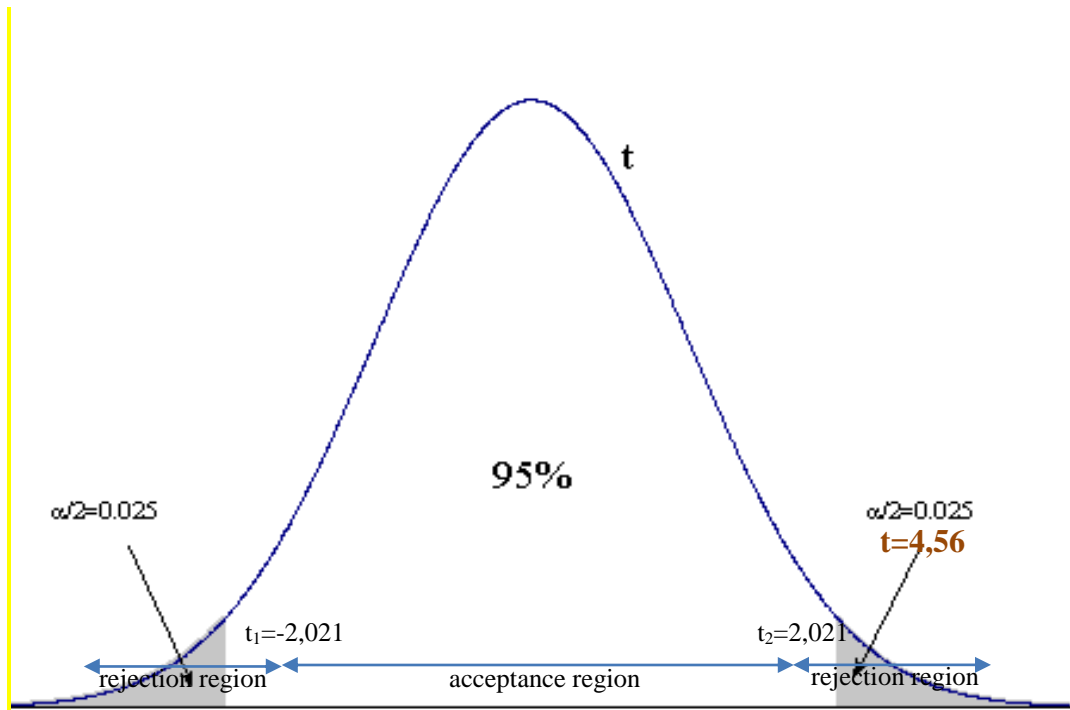


Figure 13: T distribution (Post-test)

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5.2.3.5. *Conclusion*

The Welch test or t distribution allowed comparing the results of two oral tests, taken for two different groups in two-time periods. The results show that once implemented the motivational strategies; they had a more significant effect on the experimental group than the control group.

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CHAPTER 6: DISCUSSION OF FINDINGS

6.1. Introduction

This chapter discusses the principal findings related to the research question and established objectives. The findings establish the benefits of using Keller's ARCS motivational strategies when developing communicative skills in CEFR A2 level English students.

6.2. Discussion

The results of the experiment proved the hypothesis and showed that the experimental group improved and grammar and vocabulary in relation to the control group. Likewise, the experimental group showed improvement in pronunciation and communicative interaction.

To choose the correct strategy required an exhaustive literature review, taking as a precedent the ARCS Model of John Keller, who states that four strategies move people perform any task motivated: attention, relevance, confidence, and satisfaction. Therefore, these topics were reviewed and contrasted with other theorists.

For his part, Keller refers that, within this motivational model, attention gets achievement through creating interest or doubt, as well as surprise and curiosity, relevance refers to the validity and importance of the topic to be dealt with, while confidence allows students to be guided by the teacher. Finally, students feel satisfaction after having passed a goal or challenge.

The effectiveness of the approach used in this research and, how it helped students' motivation to use English in the classroom it could be reflected in the results of the experiment. The outcomes obtained were due to the exposure students had to the motivational material used in combination with the ARCS model. Thus, the efficacy of this method for students motivation was confirmed.

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Therefore, there is a substantial basis that The ARCS model of motivation design is appropriated regarding motivation since it helps to increase the achievement and performance of those that receive the treatment due to its characteristics inasmuch it meets the needs of teachers and students regarding the teaching-learning process.

That is, the methodology applied to the experiment responds to the hypothesis, since it demonstrated that the students who received the methodology proposed by Keller achieved better performance than those who did not receive it.

Students were introduced to a different and innovative class through the use of audiovisual resources, managing to capture their attention by opening up meaningful learning and encouraging them to participate through short questions and brief comments to encourage students to express themselves orally and interact with others.

After the experiment, it was possible to notice that 64% of students in the experimental group obtained a high level of grammar. While the control group only achieved a high of 36% that area, in vocabulary, 50% of the experimental group achieved a high mastery, unlike the control group that only reached 36%, on the other hand. Regarding pronunciation, the experimental group reached a high of 36% mastery level and the group of control remained at 5%, and finally, regarding communicative interaction. The experimental group showed a 55% in the middle mastery, and 23% of the students showed a high mastery, while the control group showed a 95% low mastery in this criterion.

Therefore, it was possible to affirm that motivational strategies influenced positively in the students and promoted the development of the linguistic abilities. Within the present research, it was possible to apply motivational strategies in a period of two weeks, demonstrating that the students in question obtained a 15% improvement in grammar, 10% in vocabulary, 30% in pronunciation and 25% in communicative interaction. It is necessary to emphasize that with the use of innovation in the class it was feasible for the students to use English more naturally, thus the achieving of the communicative interaction.

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It was also shown that students felt interested in participating in the class and their learning process, reinforcing vocabulary and pronunciation skills autonomously and performing extracurricular activities such as listening to music or viewing series in English.

Also, students were able to improve their school performance by maintaining a medium and even high mastery in areas such as grammar, vocabulary, pronunciation and communicative interaction, due to the encouragement they had to participate in the classroom using motivational strategies.

6.3. Ethical Considerations

The research carried out used methodologies of an educational nature, therefore, although a study was conducted with different groups biasing the use of motivational methodologies. It is necessary to emphasize that once obtained the results of both groups, due to ethical considerations concerning the control group, the same motivational strategies were applied with the purpose to benefit the control group as well as the experimental group.

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CHAPTER 7: CONCLUSION

7.1. A summary of the findings and relationship to the questions

The present study was carried out with the aim of improving the development of speaking ability at an EFL A2 level group of students through the application of motivational strategies. For this, we executed an experimental design using a pre-test and a post-test, taking as a reference two parallels, a total of 44 students, divided into two groups, one was the experimental group and the other the control, each group consisted of 22 students.

The motivational strategy based on the Keller's ARCS Model promoted the elements of attention, relevance, confidence, and satisfaction in the students to motivate students. To apply these strategies in the classroom, it was necessary to design a different class plan to the traditional method, encouraging not only the use of audiovisual resources but presenting attractive and appropriated topics. As well as setting small goals and fulfilling them with students, promoting an open class that allows free expression and developing the communicative interaction in these students.

The students of the experimental group contrasted with the control group, after having experimented showed an improvement in the performance and their learning process, reaching levels between the medium and high mastery in criteria of pronunciation and communicative interaction, implicitly developing in vocabulary and grammar.

7.2. Limitations of the study

Among the primary constraints for the present research, we have that the duration of the application of motivational strategies was short, it should be two months or more because the more prolonged the application of the study it will be possible to demonstrate improved results.

The number of students can influence the application of motivational strategies because the best option would be to work with smaller groups of students of 15 students or less. With

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fewer students is possible to manage a class better and maintain the attention and confidence of the learners.

Finally, another limitation in the research was the level of mastery students had regarding pronunciation and interaction. Most students mastered at an acceptable level the categories of grammar and vocabulary but failed in the other two categories.

7.3. Future directions and further areas of research

First research should be done on the application of the ARCS method of motivational strategies at all levels (intermediate and even advanced levels) for a more extended period, besides of applying to different areas of English language teaching due to the positive effects it causes in students' learning.

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APPENDIX A: LETTER OF REQUEST TO THE SCHOOL

Guayaquil 26 de enero del 2017

Profesora
Patricia Gabino M.
Coordinadora: Educación General Básica.
Unidad Educativa Bilingüe. _____
Presente:

En su despacho.

Le presente es para solicitarle me permita realizar una investigación académica en la EGB, en los dos decimos (A, B), dicha investigación tiene a bien; aplicar estrategias motivacionales el los estudiantes con el fin de analizar como estas les afectan en el proceso enseñanza-aprendizaje, obteniendo así una idea más acertada de cómo se puede mejorar a través de la motivación el rendimiento académico de los estudiante, específicamente en la parte referente al *Speaking skill*.

Esta investigación me ayudará para obtener, Dios mediante mi título de maestría, y a su vez será de gran ayuda para la institución, porque se tendrá una mejor idea de cómo mejorar ciertos aspectos no solo de los estudiantes en los que aplicará el método sino en todo el plantel.

Sin más me despido no sin antes agradecerle de antemano por su apoyo.

Atentamente,


Lcdo. Darguin Padilla M.

APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE SPEAKING

APPENDIX B: RESPONSE LETTER FROM THE SCHOOL

Guayaquil, 31 de enero del 2017

Licenciado
Darguin Padilla M.
Profesor Educación General Básica
UNIDAD EDUCATIVA PARTICULAR BILINGÜE
Ciudad

De mis consideraciones.

Expreso mis mejores deseos para que su investigación tenga éxito, y de esta forma pueda ayudar a los estudiantes en su rendimiento académico, a través de estrategias motivacionales como método de enseñanza. Autorizo el desarrollo de su investigación en los cursos solicitados, a la vez que esperamos que las actividades que se lleven a cabo fortalezcan el desarrollo de las habilidades de los estudiantes en general.

Atentamente,



Prof. Patricia Gabino Morante
Coordinadora de Educación General Básica

APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE SPEAKING

APPENDIX C: INFORMED CONSENT FORM

Guayaquil, 3 de febrero del 2017

Informed Consent Form

Dear Parents,

My name is Darguin Padilla Mina, I am an English teacher who works in the institution where your son/ daughter studies, I am currently studying in a master program at Escuela Politecnica del Litoral (ESPO)the investigation I am doing is in order to get my master degree; allow me to inform you that your son/daughter has been selected to participate in a research about the effects of the application of motivational strategies (ARCS which is a method to motivate students)in the classroom with the purpose to encourage students to speak English in the classroom.

This investigation will help me to have an accurate idea about the effect of the application of motivational strategies in the classroom, and also to find out a solution that encourages students to use English in class. Therefore his/ her participation is really valuable for this research, the participation will be confidential, it means that, nobody will ever know the identity of your son/ daughter but only the results of the experiment; nothing will be requested from him/ her, only his/ her participation.

By signing this Informed Consent Form you allow your son/daughter to participate in the motivational investigation but, you are free to choose whether doing it or not, there is nothing that commits your son/daughter to continue with this investigation if you do not want to.

I thank you beforehand for allowing your son/ daughter to participate in the investigation.

Signature of the Investigator 

Parent's signature 

Date 06/06/17

For further information, please contact me: Hotmail: dopadi24@hotmail.com Cell: 0986886212

APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE SPEAKING

APPENDIX D: INFORMED CONSENT FORM

Guayaquil, 3 de febrero del 2017

Informed Consent Form

Dear Parents,

My name is Darguin Padilla Mina, I am an English teacher who works in the institution where your son/ daughter studies, I am currently studying in a master program at Escuela Politecnica del Litoral (ESPOI)the investigation I am doing is in order to get my master degree; allow me to inform you that your son/daughter has been selected to participate in a research about the effects of the application of motivational strategies (ARCS which is a method to motivate students)in the classroom with the purpose to encourage students to speak English in the classroom.

This investigation will help me to have an accurate idea about the effect of the application of motivational strategies in the classroom, and also to find out a solution that encourages students to use English in class. Therefore his/ her participation is really valuable for this research, the participation will be confidential, it means that, nobody will ever know the identity of your son/ daughter but only the results of the experiment; nothing will be requested from him/ her, only his/ her participation.

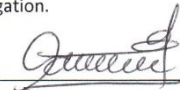
By signing this Informed Consent Form you allow your son/daughter to participate in the motivational investigation but, you are free to choose whether doing it or not, there is nothing that commits your son/daughter to continue with this investigation if you do not want to.

I thank you beforehand for allowing your son/ daughter to participate in the investigation.

Signature of the Investigator



Parent's signature



Date 06/02/2017

For further information, please contact me: Hotmail: dopadi24@hotmail.com Cell: 0986886212

APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE SPEAKING

APPENDIX E: LESSON PLAN

Group: 10th grade.		Date:	Time: 40 minutes	No. of students: 22
Topic: The Melanin		Subject. Science		
Aims: To enhance students' speaking skill using motivational strategies.				
Objectives: To encourage students to use English in the classroom.				
Assessment: Oral responses, group work, class discussion.				
Materials: Board, markers, student's textbooks, teacher's guide, projector, video				
Anticipated problems: The students might not be willing to participate.				
Timing	Teacher activity	Student activity	Success Indicators	
5 Min.	* To Introduce to the topic: questions about, the different skin color around the world.	*Students talk about the different skin color around the world.	*Students use the new vocabulary in class.	
5 Min.	* To give an introduction to the importance of the melanin and the skin.	*Students listen to the teacher's explanation about the melanin in the skin.	*Students share their conclusion about the topic in front of their peers.	
10 Min.	* To present a video to the student about racist people around the world.	*Students observe a video about racist people around the world.		
10 Min.	* Elicit students to talk about the video in groups of four, providing them specific questions.	*Students talk in groups about the video, using the teacher specific questions as a possible pattern.		
10 Min.	* Call out the groups to share with the rest of the class their conclusion about the topic.	*students share with the rest of the class the conclusions about the topic.		
	<i>Note: While students are working in groups, the teacher is monitoring them, to check their development and encourage students to use English in their discussion</i>			
Homework/Further work: Practice the new vocabulary at home, making a short story to share it, next class.				

APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE SPEAKING

APPENDIX F: PRE-TEST

Unidad Educativa Particular Bilingüe		10
Pre-Test		
Student's name _____	Grade _____	
Teacher: Lcdo: Darguin Padilla M.	Date: _____	
Course: 10th	Level: _____	
Subject: Science		

Answer please the following questions. *It is not allowed short answers.*

1. HOME TOWN

- A) Can you describe your home town?
- B) What is the most exciting part of your town?
- C) Would you prefer to live in your town or another town? Why? Why not?
- D) Are there interesting shops in your town?

2. FAMILY AND HOME

- A) Can you say something about your family?
- B) Can you describe your house?
- C) Do you have any favorite relative? Why? Why not?
- D) Describe yourself.

3. STUDIES

- A) Why are you studying English?
- B) What are your favorite and your least favorite subject in school? Why?
- C) Can you briefly describe your school?
- D) How long have you been studying English?

4. LEISURE

- A) Do you have any hobby? If so, say something about it. If not say your reasons
- B) Do you like sports? Why? Why not?
- C) Describe your last vacation
- D) What is the place you like most? Why?

5. FUTURE PLANS

- A) What do you think you will be doing ten years from now?
- B) Describe your dream house
- C) Where is a place you have never been but would like to visit? Why?
- D) Would you be a teacher in the future? Why? Why not?

APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE SPEAKING

APPENDIX G: POST-TEST

Unidad Educativa Particular Bilingüe		10
Post-Test		
Student's name	_____	Grade
Teacher:	Lcdo: Darguin Padilla M.	Date: _____
Course:	10th	Level: _____
Subject:	Science	

Answer please the following questions. *It is not allowed short answers.*

1. HOME TOWN

- A) Can you describe your home town?
- B) What is the most exciting part of your town?
- C) Would you prefer to live in your town or in another town? Why? Why not?
- D) Are there exciting shops in your town?

2. FAMILY AND HOME

- A) Can you say something about your family?
- B) Can you describe your house?
- C) Do you have any favorite relative? Why? Why not?
- D) Describe yourself.

3. STUDIES

- A) Why are you studying English?
- B) What are your favorite and your least favorite subject in school? Why?
- C) Can you briefly describe your school?
- D) How long have you been studying English?

4. LEISURE

- A) Do you have any hobby? If so, say something about it. If not say your reasons
- B) Do you like sports? Why? Why not?
- C) Describe your last vacation
- D) What is the place you like most? Why?

5. FUTURE PLANS

- A) What do you think you will be doing ten years from now?
- B) Describe your dream house
- C) Where is a place you have never been but would like to visit? Why?
- D) Would you be a teacher in the future? Why? Why not?

APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE SPEAKING

APPENDIX H: RUBRIC TO ASSESS THE SPEAKING PERFORMANCE OF THE STUDENTS

A2 level criteria	Grammar	Vocabulary	Pronunciation	Interactive communication
5	Shows a good degree of control of simple grammatical forms.	Uses a range of appropriate vocabulary when talking about the everyday situation.	Is mostly intelligible, and has some control of phonological features at both utterances of word level.	Maintain simple exchanges Requires very little prompting and support.
4	<i>Performance shares feature of bands 3 and 5</i>			
3	Shows sufficient control of simple grammatical forms.	Uses appropriate vocabulary when talking about the grammatical situation.	Is mostly intelligible, despite limited control of phonological features.	Maintain simple exchanges despite some difficulty Requires prompting and support
2	<i>Performance shares feature of bands 1 and 3</i>			
1	Shows limited control of a few grammatical forms.	Uses the vocabulary of isolated words and phrases.	Has very little control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges Requires additional prompting and support.
0	<i>Performance bellow band 1</i>			

APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE SPEAKING

APPENDIX I: PHOTOS



APPLICATION OF MOTIVATIONAL STRATEGIES TO ENHANCE SPEAKING

