



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
MAJOR**

**“THE ARCS MOTIVATIONAL MODEL TO ENHANCE
SPEAKING SKILLS FOR FIRST SEMESTER STUDENTS
OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES AT UNIVERSIDAD ESTATAL PENINSULA
DE SANTA ELENA”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

Author: Romina Tambo Monar

La Libertad – Ecuador

2021-2022

La Libertad, February 2nd, 2022

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "THE ARCS MOTIVATIONAL MODEL TO ENHANCE SPEAKING SKILLS FOR FIRST SEMESTER STUDENTS OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA", SCHOOL YEAR

2021-2022" prepared by ROMINA TAMBO MONAR, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



.....
Leda, Elena Niola S. MSc.
ADVISOR

STATEMENT OF AUTHORSHIP

I, Romina Thalia Tambo Monar with ID # 1720184678, student from Universidad Estatal Peninsula de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research paper "THE ARCS MOTIVATIONAL MODEL TO ENHANCE SPEAKING SKILLS FOR FIRST SEMESTER STUDENTS OF THE PEGADODY OF THE NATIONALS AND FOREIGN LANGUAGES 2021-2022" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



ROMINA THALIA TAMBO MONAR

I.D. # 1720184678

AUTHOR

ACKNOWLEDGMENT

I want to thank my mentor who always was and is by my side in the good and worst moments of my personal and academic life, and that despite having looked for him after so long, I could understand that he was always close to me, and that he is the only one who can give me everything that others do not have, because he is perfect.

He is love, peace, wisdom, power, inspiration, motivation, happiness and especially the absolute Truth, I give to you my Father, creator of the sky and of the earth, all of my victories and my goals accomplished and the ones I have not reached as well, the glory is thanks to you.

“Nothing belongs to us; the glories belong to God”.

Romina Tambo

DEDICATION

I want to dedicate this thesis to God, for being my primary motivator in my life and also, he is the owner and deserving of all my successes.

I also want to dedicate this thesis to myself for not giving up on the way, and always being a woman warrior for God.

To my son, the most important person after God in my life, who just seeing his smiling expression motivates me to move forward, proving by example, that when you set a goal in your life, you can achieve it with commitment and effort.

To my parents, who always stayed firm with their unconditional support, in my student life, really showing the true love for a son.

To my brother my best friend, a person to admire who always believed in my potential, and never doubted that I would achieve it, thank you brother I love you.

Finally, to my best friends who was the person who made me really know God, in the most appropriate time.

With love

Romina Tambo

ABSTRACT

Nowadays, motivation has become a very important factor in the process of teaching and learning of students, including adequate motivational strategies in the classroom, which means that education must always be changing towards the future. That is why English teachers must be constantly updated on the different motivational strategies for teaching and learning such as the ARCS motivational model, which main objective is to provide a series of motivational strategies that help improve motivation in students, allowing them to develop the ability to learn English in a satisfactory way. Because of this, the following research presents a guide with activities based on the ARCS motivational model with the purpose of enhancing the speaking skill in the English language and in addition it offers a series of activities that will help the students to increase their self-motivation, which will make them feel more confident when practicing the speaking skill. The following guide is directed to the first semester students of the Peninsula State University of Santa Elena. The methodology applied is a quantitative research, non-experimental design. According to the data obtained through questionnaires applied to the students, it was observed that many emotions and feelings came up at the time of speaking in English, resulting in demotivated students. For this reason, the activity guide based on the ARCS motivational model is proposed.

KEY WORDS: ARCS motivational model, speaking skills, guide of ARCS.

RESUMEN

Hoy en día la motivación se ha convertido en un factor relevante para el proceso de enseñanza aprendizaje, incluir las adecuadas estrategias motivacionales en clase, con lleva a que la educación debe estar siempre en cambios hacia el futuro. Es por ello que los profesores de inglés deben estar constantemente actualizados en las diferentes estrategias motivacionales de enseñanza y aprendizaje como el modelo motivacional ARCS, cuyo objetivo principal es proporcionar una serie de estrategias motivacionales que ayuden a mejorar la motivación en los estudiantes, permitiéndoles desarrollar la capacidad de aprender inglés satisfactoriamente. Debido a esto, la siguiente investigación presenta una guía con actividades basadas en el modelo motivacional ARCS con la finalidad de potenciar la habilidad de hablar en el idioma inglés y además ofrece una serie de actividades que ayudarán a los alumnos a aumentar su automotivación, lo que hará que se sientan más seguros al practicar la habilidad de hablar.

La metodología aplicada es modelo cuantitativa, de diseño no experimental. La pregunta de estudio es cómo esta guía basada en el modelo motivacional ARCS ayudará a mejorar la habilidad de hablar. Según los datos obtenidos a través de los cuestionarios realizados a los alumnos, se observó que muchos de ellos sienten frustración, nerviosismo e incluso miedo a la hora de hablar en inglés, lo que se traduce en alumnos desmotivados. Por este motivo, se propone la guía de actividades basada en el modelo motivacional ARCS.

PALABRAS CLAVES: Modelo motivacional de la ARCS, habilidades para hablar, guía de la ARCS.

BOARD OF EXAMINERS



MSc. Garcia Villao Rosa Tatiana

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES CARRER DIRECTOR**



MSc. Leonardo Chavez

SPECIALIST PROFESSOR



MSc. Niola Sanmartin Elena

TUTOR



MSc. Italo Carabaja

UIC PROFESSOR

INDEX

STATEMENT OF AUTHORSHIP	3
ADVISOR’S APPROVAL	3
ADVISOR	3
ACKNOWLEDGMENT	5
DEDICATION	6
ABSTRACT	7
RESUMEN	8
INTRODUCTION	14
CHAPTER I.....	16
1.2 Problem Statement	16
1.3. Problem formulation	17
1.3.1 Research questions	17
1.4. General objective	18
1.6 Delimitation	19
CHAPTER II.....	20
THEORETICAL FRAMEWORK.....	20
2.1 Background	20
2.1.1. Keller ARCS model.....	20
2.1.2Motivation	21
2.1.3. Motivation in education:	22
2.1.4. Types of Motivation	22
2.1.5. Motivation in the English language teaching.....	23
2.1.6 ARCS Motivational Model	23

2.1.7 A (Attention)	23
2.1.8 R (Relevance)	24
2.1.10 C (Confidence).....	24
2.1.11 S (Satisfaction).....	25
2.1.12. Oral communication skills in the EFL classroom	25
CHAPTER III.....	28
METHODOLOGICAL FRAMEWORK	28
3.1 Methodology	28
3.1.2 Quantitative method.....	28
3.1.2.1 Descriptive Research	28
Technique.....	28
3.1.3 Questionary	29
3.4 Population and Sample	29
3.4.1. <i>Population</i>	29
Analysis of Data	32
3.5 Students Survey	32
CHAPTER IV.....	43
THE PROPOSAL.....	43
4.1 Name of the Proposal.....	43
4.2 Description	43
4.2.2. Background	43
4.2.3. Justification	44

4.3.4 Objectives	45
4.3.4.1 General objective	45
4.3.4.2 Specific Objectives	45
4.3.5 Design and development of the proposal	45
CONCLUSIONS	67
RECOMMENDATIONS	67
ANNEXES	72
Table 1	29
Table 2	30
Table 3	31
Table 4	32
Table 5	33
Table 6	34
Table 7	35
Table 8	36
Table 9	37
Table 10	38
Table 11	39
Table 12	40

Table 13	41
-----------------------	-----------

INTRODUCTION

In Education, being able to communicate in a foreign language has become essential for learners' lives, allowing them to have better opportunities in life. Specifically, if it is English, which is considered the most spoken language in the world, and the one most used for foreign communication. It is the official language of several countries and international organizations such as the United Nations (ONU) for these reasons language educators must always be on the forefront of new motivational strategies, allowing students to be motivated, curious and confident in their desire to learn a second language different from their native one.

There are several types of motivational strategy models that can be applied in the classroom and one of them is the Attention, Relevance, Confidence and Satisfaction (ARCS) motivational model designed by Keller. According to Keller (1987) the ARCS model was developed in order to find more effective ways to understand motivation to learn and to recognize and overcome the problems that students have in finding motivation to study. This model is defined in four categories (Attention, Relevance, Confidence and Satisfaction) which enclose the most important areas of research on human motivation, while creating a motivational model that matches the instructional design models. The ARCS model was applied in two training programs with active educators, and based on these field tests, it was shown that the ARCS model helps designers and teachers to apply it more effectively in their teaching. (p. 2).

This motivational model suggests being applied in the classroom, as many times as necessary to activate the motivation to speak English and enhance the learning experience for the students. This project is focused on proposing a guide with different activities based on the ARCS motivational model, to enhance speaking skills for first semester students of pedagogy of the national and foreign languages in the Santa Elena Peninsula State University.

In Ecuador the education of the English language has not been considered of major importance, as a result it is an available subject for people with high economic resources, because of this the country has a poor performance of the English language. According to Proficiency EFL, Ecuador scores a low level of English, ranking 90th among 112 countries, especially in the development of speaking skills. Because many times students cannot communicate in English language causing a lack of motivation to continue learning a language. This becomes a great challenge for non-native English teachers, since they have the responsibility to guide and motivate their students so that they do not give up on learning this

language and become an example of self-improvement for others. Therefore, the main objective of implementing activities based on the ARCS motivational model as a motivational strategy is to improve speaking skills.

The activity guide offered in this project are designed for all students who are acquiring this second language, enabling them to properly develop their speaking skills. Furthermore, through this activity guide based on the ARCS model it is possible to create a classroom environment of confidence, curiosity, values, motivation and expectations necessary to fill the students' motivation. Because of this, this project is divided into four chapters, described as follows.

Chapter I

This chapter provides the problem statement, problem formulation, fundamental questions, justifications, general and specific objectives, delimitation and proposal. In addition, it describes the problem existing at Universidad Estatal de la Peninsula de Santa Elena where first semester students have a lack of motivation to enhance their speaking skills.

Chapter II

This chapter is a brief statement of the theoretical framework and has the information of the literature related to the ARCS motivational model, with thesis research and articles that collaborate the relevance and effectiveness of this motivational model.

Chapter III

This chapter refers to the methodology used in the research project, analyzing and interpreting the results achieved. In this part the research collects information and data necessary to carried out the research, with appropriates collects tools and methods.

Chapter IV

This chapter includes an activity guide based on the ARCS motivational model, with conclusions and recommendations, to work on a solution for a problem that has been studied along the research. This guide provides a list of activities that will help at student to develop their speaking skills and it will be a useful tool for teachers.

CHAPTER I

THE PROBLEM

1.1 Research Topic

“THE ARCS MOTIVATIONAL MODEL TO ENHANCE SPEAKING SKILLS FOR FIRST SEMESTER STUDENTS OF PEDAGOGY OF THE NATIONAL AND FOREIGN LANGUAGES AT UNIVERSIDAD PENINSULA DE SANTA ELENA”

1.2 Problem Statement

English language teaching worldwide has become a challenge for all English teachers, especially for Ecuadorian teachers of English, since nowadays having a basic knowledge of English is of vital importance in different aspects of life, particularly to obtain better academic and work opportunities. In Ecuador, the English level has been categorized as low, ranking 81 out of 100 countries evaluated by EF education first, with an overall score of 46.57, which is related to an A1 level according to the Common European Framework of Reference for Languages (CEFR).

Choosing the appropriate strategies in the classroom, for students to feel motivated, confident, and safe, in a pleasant learning environment, where they can also activate the voluntary participation necessary to develop a successful use of English, it is a true challenge for the Ecuadorian teacher. Considering that teachers in classroom becomes a guides, where their principal function is to help, encourage, motivate, inspire, advise, guide, suggest and reinforce.

The goal of the Ministry of Education is to ensure the quality of education for all Ecuadorians is a commitment that includes the participation of the population in the programs of teaching English as a foreign language. (2020, May 4). However, students how try to practice speaking skill in the classroom can become frustrated and even have negative consequences on their English language learning progress. can be frustrating and even can have negative consequences in the progress of English language learning, because without communicative interaction it is extremely difficult for students to achieve their goal of speaking fluently and orderly in English, as Stephen Krashen mentions “to give way to the acquisition, a great interaction of the individual with the target language is necessary ” (2018, p. 81).

The interaction in foreign language is necessary in class to develop the English learning, particularly in the speaking skill, however this may leave students with bad experiences

because if they do not feel confident or encouraged to speak this second language in the classroom, they may feel stressed and frustrated, thus leaving them with poor motivation to continue to learn English. In addition, English learners tend to feel fear, panic and even anxiety, as they feel intimidated to participate in class, fearing ridicule or lack of knowledge.

Due to these factors, students feel limited in speaking the English language, consequently resulting in a lack of improvement in speaking skills, which causes them to have a low level of English competence. Besides, motivation in education has been of great interest to teachers and educational psychologists due to the importance it plays in students' learning. Motivation in education carries several positive aspects in the way students learn and relate to the subject matter. Furthermore, motivation allows for greater effort and energy, increases interaction and engagement in the activities, Improves cognitive processing and Improved performance.

In addition, it should be considered that motivation for the acquisition of a second language is a relevant factor for learners, since, without this, the student may become disinterested in the material and feel anxiety, which leads to a block in his mind, forcing him to feel given up without having tried before.

Motivation can become the factor that reflects the results that students can get, as can the dedication and effort they give to their studies. According to Yilmaz, there are some factors, that can affect at the student's motivation such as physiologic, social, cultural, the school environments, feelings, parents, teachers, and self determination to set goals. which leads them to achieve a low level of learning English language. (p.112)

Therefore it is necessary to apply the appropriate motivational strategies in class, and in this case the ARCS motivational model, emphasizing how students learn and what is the best option for them to acquire the language through interactive communication.

1.3. Problem formulation

How do motivational strategies affect the improvement of speaking skills for first semester students of the Pedagogy of the National and Foreign Languages?

1.3.1 Research questions

What motivational strategies are used to develop speaking skills in the English language in first semester students of the pedagogy of the nationals and foreign languages?

How can impact motivation the development of speaking skills in the English language in first semester students of the pedagogy of the nationals and foreign languages?

How an activity guide based on the ARCS motivation model could promote the motivation of speaking skill development?

1.4. General objective

To Enhance the Development of Oral Expression, Applying the ARCS Motivational Model in First Semester Students of Pedagogy of National and Foreign Languages.

1.4.1 Specific objectives

To analyze motivation strategies to develop the speaking skills of the English language in first semester students from Universidad Estatal Peninsula de Santa Elena

To explore student's perceptions about motivation in the development of speaking skills, in first semester students from Universidad Estatal Peninsula de Santa Elena.

To provide a guide of activities to promote the development of oral communicative skills of the English language in first semester students from Universidad Estatal Peninsula de Santa Elena.

1.5. Justification

English language teaching worldwide has been a challenge for all non-native English teachers, especially for Ecuadorian teachers of English, since nowadays having a relation of knowledge of English is of vital importance in difference aspects of life, particularly to obtain better academic and work opportunities. This is the reason why English teachers are constantly updating different motivational teaching and learning strategies such as the Attention, Relevance, Confidence and Satisfaction (ARCS) motivational model, which main objective is to provide a guide of ARCS motivational strategies will enhance speaking skill in the students of first semester at Universidad Estatal de la Peninsula de Santa Elena.

In education, motivation has been considered as an important factor of study and application in the teaching and learning process, since motivation helps students to have successful outcomes in their learning. Applying processing and implementing what they have learned in a better way. Motivation is the process that helps to establish goals or objectives that one wants to achieve throughout one's life. In addition, motivation is the way of acting in

everyday situations where social affectivity, emotions, decisions, biological strengths that enhance the behavior of human beings are involved.

It is for this reason that the focus of this research project is to present a set of activities based on the ARCS motivational model to contribute to the development of speaking skills in English language, where students and teachers will have the possibility to improve their motivation and feel confident in speaking in English. Both, teachers and students will benefit from these ARCS motivational model. Additionally, teachers will have at their fingertips a practical guide with in-class activities to motivate students to develop their English-speaking skills, while students will directly benefit from the motivational strategies that the teacher will provide.

1.6 Delimitation

The research project was carried out during the period 2021 to 2022, at the state university of the peninsula of Santa Elena, located in the Province of Santa Elena, Ecuador. The sample consisted of 42 students from the first semester of Pedagogy of National and Foreign Languages

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

Motivation is a fundamental key to achieve successful results in the learning process, it is also necessary to apply the proper motivational strategies for a good development of oral expression in English. According to Keller, motivation explains what purposes or goals people decided to follow and how strongly they follow them. Psychologists also believe motivation as one of the most relevant determiners of academic success and efficient work (Keller, 1987a).

In education, motivation plays a crucial role, that helps to achieve goals that support their involvement or non-involvement in academics activities. Educators are maybe familiar with the words extrinsic and intrinsic motivation. Students who have extrinsic motivation to do a task for a reward (e.g., a high score or recognitions), it is that they do not enjoy the task itself (Keller, 2010, p.17). When extrinsic motivation is applied, students can feel a lower sense of control and can notice a low level of satisfaction in learning (Keller, 1984). In comparison, Keller (2010) mention, “individuals with intrinsic motivation achieve in task for the pleasure that comes from them” (p. 17).

Direction that supports create intrinsic motivation is fundamental, since students who are intrinsically motivated incline to explore challenges, in classroom, and the main goal is to focus on the learning. With intrinsic motivation students will find answers for the questions by themselves, involving the curiosity and interest for the subject.

2.1.1. Keller ARCS model

Keller’s ARCS model (1983, 1987) focuses on building, interesting and persevering motivational environments. The ARCS motivational model was designed by Jhon Keller, and the main objective is focused in motivation. This model is particularly important in the learning process, and it consists of certain important elements, such as attention, relevance, confidence and satisfaction as the main factors of motivation in learning. (2010, p. 44) These four motivational contents relate to determine psychological bases easily seen in the field of educational psychology, acting as curiosity (attention), the supposed value theory (confidence and relevance), and reinforcement with benefit (satisfaction) (Keller, 2012, p. 5-6).

Research projects have showed the efficacy of this model applied in children, teenagers and adults' learners, with the main goal, that was how ARCS model can work in the learning process of this students. For example, the study conducted by Ahmed Thaer, Ghabari Thaer, (2016) to a group of one hundred and thirteen 10th grade students. The students were inserted with the use of the ARCS motivational model. The students were divided into two groups, experimental with 50 and control with 63, studied a subject about magnetism with the use of two methods, ARCS model and traditional model for 2 weeks. Two tools were applied, a Motivation Achievement Test (MAT) and an Achievement Test (AT). The outcomes presented that there were big differences on the MAT and AT, because of the implemented ARCS motivational model (p.71).

According to A M Afjar, Musri and M Syukri (2020) The learning obtained are related to many factors, both from teachers and the students, and suddenly, still there are many students who are not motivated to learn, therefore?? their learning development tend to be lower. One of the motivational models that can be used to improve motivation and learning outcomes is by using the ARCS motivational model.

Being another clear example of how this model works in students, this research called Attention,Relevance,Confidence,satisfaction (ARCS) model on students' motivation and learning outcomes in learning physics, determined the impact of ARCS model directly on the motivation and learning developments on students at the public Senior High School 4 Banda Aceh, with the students of grade eleven .Research tools were reported test and motivational questions, where the outcomes obtained consist in Attention,Relevance, Confidence and Satisfaction ,that means a big impact to the learning development and motivation of students with the ARCS motivational model .

All this experimental research is an essential direction for the present investigation, evidence showed the efficiency of the use of ARCS motivational model in the classroom. In this research the ARCS motivational model is introduced such as motivational strategy to enhance speaking skills in the students.

2.1.2Motivation

Motivation is everything that inspires someone to achieve objectives and goals. Motivation is inspiration, love, happiness, commitment, responsibility, creativity, and everything

that drives people to be a better person in all aspects of life. According to Jame B. Schreiber, Phd (2017) motivation is the internal case as an occasional mechanism. The internal factor should be activated for us to move. Motivation is not referring to a learning theory. However, it influences what we learn. (p. 2) Souders (2021) mentioned that motivation is a deep process, and the energy and persistent goal – directed behavior. While were motivated, we move and act.

Motivation is moved by the satisfaction of needs that are necessary to obtain personal, academic, professional, and family growth. In human beings it is necessary that motivation exists in order to be able to achieve the goals set throughout their lives. For this reason, David A Cook and Anthony R Arturo Jr (2016) defined motivation as a process, it is focused on a goal, and it deals with both the initiation and continuities of activity directed at achieving that goal” (p. 988), it can be concluded that motivation is a relevant factor for human beings.

2.1.3. Motivation in education:

Nowadays, the education presents different challenges, but one of the most difficult is that all students try to maintain their own motivation to continue their studies. In fact, there is a commitment to develop the autonomous learners who are interested, curious to ask for learning. Definitely a lot of work has been done in the field of motivation, specifically, when it refers to students’ learning. However, not all educator makes an emphasis on carried out these practices. In order to encourage the motivation in education. Liu, king, Ryan (2016).

According to Gardner’s theory of motivation, it is a combination of effort and desire to obtain the aim of learning language as well as positive attitude toward learning language “. Gardner shows two types of motivation, the integrative and instrumental motivation. Integrative motivation: it is the desire to communicate or integrate with the members of the target language community. As Gardner (2018) mentioned that, the instrumental motivation is some practical reasons to learn the language, such as getting a degree, a higher salary or passing English course. (p.112).

2.1.4. Types of Motivation

There are two types of motivation that are, intrinsic and extintic, these two types of motivation have been of great reference for psychologists and teachers in recognizing what internal and external factors motivate people to engage in behavioral interests to achieve something. Intrinsic motivation born in the human being from the need to feel capable and competent, the need to relate to others and to have autonomy, these are behaviors that the person

carries out by will and self-improvement without expecting a great external reward. According to Rodrigo (2016) Extrinsic motivation is based on stimuli that are external to the person, i.e., it does not come from the individual, but is motivated by external factors, such as, for example, salary incentives, professional and labor hierarchy (p. 61).

2.1.5. Motivation in the English language teaching

Motivational strategies are techniques to encourage students to participate in the teaching learning process, method of incentive students to develop cognitive activity to enhance their productivity. Teachers and students can achieve a high level of productivity if its strategies are applied in the correct manner. According to Smith and Cronje 1992, the way Maslow's theory is explained relies on the fact that people want to increase what they want to achieve in life and their needs are prioritize according to their importance.

Deriving from the hierarchy of needs by Maslow. The motivational strategies involve the interest of learning different topics and accomplish tasks. Furthermore, Motivational strategies help the teacher to fulfill all the objectives of a class, in a satisfactory way, considering that students have an active and successful participation.

2.1.6 ARCS Motivational Model

Jhon Keller, a Psychologist graduated from Florida State University, is the creator of the ARCS model of motivation, which is based on four key elements in the learning process, in addition, ARCS model responds to some questions that can influence the learning outcomes. The four elements of ARCS are Attention, Relevance, Confidence and Satisfaction.

The goal of ARCS motivational model in education is like prepare a lesson plan that can inspire students positively. In fact, the ARCS model focus on stimulating, conservating and improving the motivation of the students. According to Jhon M. Keller in Driscoll (1994.314), educators need to motivate learners. Since the self-motivation to learn is not just their duty, but also is the responsibility of the educators.

2.1.7 A (Attention)

Attention is a mental activity of an object even extrinsic and intrinsic motivation. Attention may also be exposed as a cognitive strategy that has four skills, one of them is, a) guided to a problem, b) consider some of problem c) focus on the factors that are important, d) ignore irrelevant encouragement. The first concept is attention. that has motivational variables associated to interesting and sustaining learners' interests.

Keller recommended that attention can be accomplished either by perceptual arousal or by inquiry arousal. With perceptual arousal, the attention of the students would be obtained by surprise. On the other hand, inquiry arousal, the curiosity of the students would be stimulated by challenging situations that requires to be solved. Attention is an instrument that help teachers to influence the learning results of students. This type of strategies tries to catch the interest and attention of learners. It can be use as the following examples. Applying different methods of learning, such as communicative. role play, discussion, applying the media to add the delivery of resources, such as films, songs, videos etc., applying humor in learning, applying real experiences to understand the concept expressed, applying questioning strategies to enhance students.

2.1.8 R (Relevance)

Relevance is an essential factor in knowing that person is motivated to learn. How the students purposely or improperly wonder, does these resources relate to my life? When students are exposed to meaningful material, they might be more likely inspired to learn. Relevance is the connection between needs and motivation, that is related with the experiences of the students. The following strategies can indicate relevance: offer a clear explanation at the students about what they can do after to learn, share the benefit that to acquire knowledge, skills, attitudes and values to be learned, and how it can be using in students' life, Experience, present with, future usefulness, modeling, choice, meeting the student's needs, to apply the effective positive attitude.

2.1.10 C (Confidence)

Confidence is the conviction of someone that he or she can handle different situation with calm. According to Norman Vicent Pelae in her book *The Power of Positive Thinking*, 'a person should not be happy or successful without confidence'. Confidence is important to be happy, and also confidence is the only factor that people need to think that everything is right, strong and capable to face problems or situations. Take into account the importance of confidence, the responsibility of a teacher is to make self confidence in learners.

The following strategies can enhance confidence, in order to raise students' hopes for success. For example, prepare the lesson so that it is easily understood by students, organizing the material by its level of difficulty, providing constructive feedback during the learning process so that students know and understand how personality can change during their training and

improve their weaknesses, helping students believe that they will succeed and can control their success.

2.1.11 S (Satisfaction)

According to Arthur S. Reber, and Emily Reber in *The Penguin Dictionary of Psychology*, "satisfaction is an emotional mood caused by reaching some goal". Satisfaction is feeling peace, positivism and happiness. To improve and sustain students' motivation, the teacher can use reinforcement such as giving a reward or an opportunity, etc. This is used to increase the students' behavior in order to manage the environmental events that follow the desired forms of learner behavior. For instance, the teacher gives a reward to indicate the good effort from students.

The following strategies can be applied to increase satisfaction, using verbal compliments and feedback is informative, not threatening or its opposite, provide students with the opportunity to use or practice the new knowledge learned, reinforcing accomplishment with rewards, it can be internal or external, requests other students who are fluent in a skill or knowledge to support their classmates.

2.1.12. Oral communication skills in the EFL classroom

Oral communication skills are understood as the set of responses produced by human beings in various language contexts; it is also considered as an important tool for telling what is going on in the minds of learners who are communicating with others.

According to Leong (2017) The learning of English oral communication skill is a desire a lot of English learners (EFL). Sometimes language learners measured their development in language learning focus on how they improve their spoken skill. Educators and books are useful to concentrate on specific aspects of oral communication, such as turn- taking and topic relates with oral interaction by groups, assignment. work and other strategies. In fact, speaking is fundamental in second language learning.

According to Leong (2017) oral expression is extremely relevant in second language learning. However, in many schools and universities, speaking skills have not been given its importance, for various reasons, such as the importance of grammar and poor teacher/student relationships. Speaking has been missing from testing due to the problem of evaluating it objectively and the time it takes to conduct speaking tests. (p.34).

Sometimes English learners have some interference, when they try to speak English in classroom. For this reason, there are several factors that cause speaking difficulties to EFL learners. In accord with Makhachkala (2016) the speaking skill is the most difficult skill to accomplish for the majority of foreign learners, due to this they are incapable of communicate in English. The principal's factor that affects at the development of speaking skill are the follows field.

Inhibition: that means, students are afraid to make mistakes, or being criticism.

Nothing to say: it refers that student do not be motivated to express their ideas.

Low or uneven participation: it means that only one student always wants to participate and dominate the class, while the rest, speak on few occasions.

Mother tongue- use: Students who speak the same mother tongue, it is because is simple, and learners feel confidence if they are speaking the same mother tongue. (p.100).

Due to this some educators tend to use motivational models created for speaking skills such as The Attitude Learning model, Play Learning Model, and Collaborative learning model. However, the interest of ARCS motivational model in the process of learning speaking skill is closer to addressing the motivation problems in practicing the oral communication, since it supports learners to be happy and to keep motivated to learn English language. According to Keller (1987) Applying the ARCS model into a pedagogical design model is an efficient process that include four steps: Define, Design. Develop and Evaluate.

Define its charge to distribute, inspect and describe motivational objectives. It is important to consider that students have different needs such as low confidence or lack recognition, but to find the issue of the class, investigate the student's behavior to identify which ones are intrinsically and extrinsically motivated, to set motivational aims according to the needs of students, while design is a group of potential strategies and choose the ones to apply. A brainstorm can help to obtain a variety of potential strategies in order to select carefully the best one. It should be considered that these strategies are not to distract the attention of the students, but should be direct and precise, so that the students 'concentration n can be kept.

Also develop, create extra material requires and add it into the instructional academic resources to keep consistency, then evaluation of motivation result, to measure the intensity of effort, attitude, commitment and emotion. For Sirait (2020) the attention, relevance, confidence and satisfaction (ARCS) model has the following benefits in the speaking learning process such

as Stressing on motivational and affective arousal Using a combination of other instructional theories or design steps for its application Focus on fostering the impact of teaching, especially the interest in learning. (p.23).

In addition, this process never stops communication, but rather helps in the development of oral communication. According to Saleem (2018) The English language skills area has changed dramatically in the field of speaking, as it is no longer limited to word pronunciation and letter recognition. Also, this term has changed to imply various and varied mental processes, such as using the correct order to construct words and sentences for speaking, expressing orally about ideas through grammar and appropriate cognitive structures. (p.144).

Today there are several researches that focus on finding the solution to the problem, however, in this research is intended to focus on how ARCS motivational model helps to improve the motivation of the students and the speaking skills, providing relevant literary information, where it is verified that each of the factors that influence the motivation can be fundamental to apply them to the classroom so that in this way it can carry out the objectives outlined as for students and teachers.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Methodology

According to the main objective of the research project, it is offering an activity guide with motivational strategies to improve oral skills based on the ARCS motivational model, for first semester students of the Pedagogy of the Nationals and Foreign Languages. Therefore, the present study is based on the quantitative method with techniques of observation, gathering and systematization of data.

3.1.2 Quantitative method

According to Sukamolson (2017) the quantitative research is established as collective research that uses empirical methods and empirical statements. In this regard, an empirical statement about what “is” the real word scenario rather than what “should” be the scenario. Normally, empirical statements are conveyed in numerical terms, also the empirical evaluation are designed. Empirical evaluation usually is described as a form that explore to determine the degree to which a policy empirically achieve or does not achieve a specific standard or norm (p.2).

3.1.2.1 Descriptive Research

According to Siedlecki (2022) the main objective of descriptive research is to relate individuals’ events by learning them as they are in essence. The writer does not change any of the variables but quite just describes the sample and the variables. In addition, Descriptive research, look the aspects of a population, recognizing problems of an organization or community. (p.8). For this reason, this research project is based on descriptive study, that consist in the organization, continued and fragmentation of data.

Technique

A survey is technique that can be used for collecting data from a specific group of people in order to obtain information and is focused into several topics. The survey has different objectives and researcher can apply this technique in their study, it will depend on the methodology assign and the study’s aim. For the present study the survey complains the necessary information required for the research, since the data obtained, was collected through a questionnaire made up of ten questions for students and 9 questions for an English teacher. The

process was an online survey, that allowed to collect the results in a database, which is later analyzed by the researcher.

3.1.3 Questionary

A questionnaire is an instrument that contain a series of questions with the unique purpose of collect information from responders. In addition, it provides an efficient way to gathering a lot of information from a big community or organization of people. Questionnaires are a sustainable way to know about the attitudes, preferences, opinions and intentions of a specific amount of people. For this reason, the questionnaire is the most appropriate instrument to use in the present quantitative research project. This consists of 19 questions for the teacher and the learners, consisting of multiple-choice questions, which are divided into different options according to the liker scale, which range from agree strongly agree, neither agree nor agree, disagree to strongly disagree. These questions were correctly applied according to the needs of the students and the teacher.

3.4 Population and Sample

3.4.1. Population

The students chosen for the research are the first semester students of the pedagogy of national and foreign languages course. While the sample chosen for the present research was the first semester 1-1 which has 40 students currently enrolled, and the first semester English teacher was also chosen to be part of this research.

Table 1

Population

Description	<i>Quantity</i>	<i>%</i>
Students	74	100%
Total	74	100%

Source: Universidad Estatal Península de Santa Elena

Autor: Romina Tambo

Sample: The sample chosen for the present research was the first semester 1-1 of Pedagogy of Nationals and Foreign Languages, course which has 40 students currently enrolled, and the first semester English teacher was also chosen to be part of this research.

Variable operationalization

Independent Variable: The use of ARCS motivational model to enhance speaking skills.

Table 2

Independent variable

Conceptualization	Dimension	Indicators	Items	Techniques and instruments
The use of ARCS motivational model to enhance speaking skills for first semester students of the Pedagogy of the Nationals and Foreign languages.	Classroom	Motivational Strategies	Do teachers use motivational strategies during the class to enhance speaking skills?	Survey
	Virtual classrooms	Motivation	Do students have the opportunity to practice speaking skills with motivational strategies?	
			Will the use of the ARCS motivational model enhance speaking skills in the students?	

Author Romina Tambo

Dependent Variable: A Guide of activities with the ARCS motivational model for first semester students of the Pedagogy of the national and foreign languages in the Santa Elena Peninsula State.

Table 3

Dependent variable

Conceptualization	Dimension	Indicators	Items	Techniques and instruments
The implementation of ARCS motivational model to enhance speaking skills for first semester students of the Pedagogy of the Nationals and Foreign languages.	Enhance speaking skills	Motivational Strategies	Will the implementation of an activity guide with activities bases on the ARCS motivational model work to enhance speaking skills in the first semester students of the Pedagogy of the Nationals and Foreign languages?	Survey Questionnaires
	Developing of speaking skills	Motivated students		
	Speaking improvement.	Attention Relevance Confidence Satisfaction		

Author Romina Tambo

Analysis of Data

This chapter presents the data collected through 10 questions interview during the research, involving the participation of 40 first semester students of the pedagogy of national and foreign languages career, and their respected English teacher.

3.5 Students Survey

Question 1: What is the reason why you study English?

Table 4

Reasons to study English

Alternatives	Frequency	Percentage
I like it	19	57.5%
I want to understand movies and songs in English	1	2.5%
I want to travel	6	15%
I want to communicate with foreigners	14	35%
Total	41	100%

Note: according to the results about the reasons why students learn English it reveals that 57.5 % is because they like the language, meanwhile 22. 5% said they study English to travel, the last 17.5% of the learners said they study English to communicate with foreigners. The majority of the students said that the reason for studying English is because they like it. Therefore, this is a strong indicator that they have intrinsic motivation to learn English.

Question 2: Studying English is important for my development. Do you agree or disagree?

Table 5

Studying English for development.

Alternatives	Frequency	Percentage
Strongly agree	11	27.5%
Agree	29	72,5%
Neither agree nor disagree		
Disagree		
Strongly disagree		
Total	40	100%

Note: based on the results obtained, 72.5% of students agree that studying English is important for their development, and the rest confirm it with 27.5 % in agreement. Most students convinced that learning the English language is fundamental to their development.

Question 3: Confidence is important to develop my speaking skills. Do you agree or disagree?

Table 6

Confidence to speak English

Alternatives	Frequency	Percentage
Strongly agree	28	70%
Agree	12	30%
Neither agree nor disagree		
Disagree		
Strongly disagree		
Total	40	100%

Note: in this question, 70% that the confidence is important in the develop of speaking skills, in concordance with the 30 % of students that are strongly agree. Due to this, it can conclude that confidence is a key factor in the learning process.

Question 4: How do you feel when you are asked to speak in English in front of the class?

Table 7

Feelings when speaking English

Alternatives	Frequency	Percentage
Happy		
Motivated	5	12.5%
Nervous	14	35%
Afraid	10	25%
Frustrated	9	22%
Total	40	100%

Note: in this survey students show with the 35 percent that they feel nervous when are asked to speak English in front of the class, while the 25 % of the learners feel afraid, also the 22,5% feel frustrated and only the 12,5 percent is motivated to speak English, this percent is relatively low Most students feel frustration, nervous and afraid when is time to speak English, only few students are motivated to do it.

Question 5: How important is for you to improve your speaking skills?

Table 8

Importance of speaking skills.

Alternatives	Frequency	Percentage
Very important	19	47.5%
Important	20	50%
Moderately important	1	2.5%
Slightly important		
Not important		
Total	40	100%

Note: According to this results student said with the 47.5 percent that is very important to improve speaking skill, while the rest of students said that is important. Undoubtedly, improving the speaking skill is one of the most relevant interests of the students.

Question 6: How often are you able to express your emotions?

Table 9

Express emotions

Alternatives	Frequency	Percentage
Always	1	2,5
Often	1	2.5%
Sometimes	9	22.5%
Rarely	29	75.5%
Never		
Total	40%	100%

Note: In this case, the results obtained with the 72.5 % of students said that can express their emotions rarely, and the 22.5 % said that they sometimes can express their emotions.

Students do not have the opportunity to express their emotions, this is a factor that directly affects motivation.

Questions 7: What are the reasons why you choose Pedagogy of the National and Foreign languages Major? From the following options, choose more than one option.

Table 10

Choosing Pedagogy of the National and Foreign Languages Major.

Alternatives	Frequency	Percentage
I want to learn English and the culture.	3	7.5%
Languages are important today	3	7.5%
It is an enjoyable experience		
You can find more job opportunities	31	77.5%
You can become better educated	3	7.5%
Total	40%	100%

Note: The results showed for these questions, define that the 77,5%of students a, and the rest with the 50%consider that have a beginner level.

Questions 8 How difficult is it to participate in speaking activities in the classroom?

Table 11

Speaking activities in the classroom.

Alternatives	Frequency	Percentage
Very difficult	1	2.5%
Difficult	31	77.5%
Neutral	4	10%
Easy	4	10%
Very easy		
Total	40%	100%

Note: In this case the 77.5 % of students said that is difficult to participate speaking skill in the classroom, the 10 said that is neutral and the rest 10% said that is easy.

The most students show difficulties to participate in a speaking activity in the classroom, and only the 10 % said that it is easy.

Question 9 How do you feel when someone speaks to you in English?

Table 12

Confidence to speak English

Alternatives	Frequency	Percentage
Confident		
Anxious	30	75%
Nervous	10	25%
Uncomfortable		
Total	40	100%

Note According with these results, the 75% students mention that they feel anxiety. And the 25 % of students feel nervous. In this question most of the students say that they feel anxious, that shows the lack of confidence in themselves and therefore causes demotivation in their learning process, while the others feel nervous, which can be normal to some extent.

Questions 10 Most of the time, there are people who encourage someone to achieve a goal. Who encourage you to learn English?

Table 13

Encouragement to learn English

Alternatives	Frequency	Percentage
My family	17	42.5%
My friends	2	5%
Myself	19	47.5%
My teacher	2	5%
Total	40	100%

Note The 47,5% said that the person who encourage them to learn English are themselves. The rest 42, 5% said that their family encourage them to study English. Most of the time students need extrinsic and instinct motivation in order to accomplish their goals.

Interpretation of results

Based on the survey results of the students of the first semester of the Pedagogy of National and Foreign Languages , a review and analysis of each response of the students was conducted in order to determine how many of them mentioned that they feel anxiety and even frustration when they have to speak in English in the classroom, another problem found was that many of them do not feel motivated to practice their speaking skills, at the same time they mentioned feeling a sense of nervousness to speak in class.

However, they were aware that an environment of confidence and trust is very important to help improve their speaking skills according to the results obtained. Another of the students' responses was that they rarely had the opportunity to express their emotions, despite this they mentioned that the study of the English language is very important for their development, and that what motivates them to study this language most of the time is their family, leaving their friends, teachers and themselves with a lower percentage.

Another important factor in the classroom is to create a confidence environment o, where students feel safe to express their ideas, emotions, and knowledge without fear of judgment.

The data collected in the research were made through the application of the quantitative method, which were directly related to how motivation or when the students were motivated to put into practice their speaking skill. The interviews did not present any news in their development: however, it was observed that several factors affect the students when they were asked the question, what they felt when speaking in English or, what most of the participants responded, that they felt frustration, afraid and even nervous, and with very few expressing that they feel motivated.

The question aimed to find out the factors that directly affect the students' motivation to continue improving their speaking skills in English.

Another important factor that directly affects the motivation of students, was when asked about how often they can express their emotions, 75% say very rarely, while 22.5% say often, according to the series of events which affect learning, is the lack of a confidence environment within the classroom, causing students to not feel good about expressing their ideas, thoughts and even feelings. However, by applying the right motivational strategies this can be improved and allow students to feel in a safe environment to learn and continue.

to sum up, the teacher was asked if she agreed that applying motivational strategies to improve the speaking skill in class, to which she answered that she totally agreed, due to this answer it can be concluded once again that having motivated students during class provides successful results, as long as they are applied in an adequate way, such as capturing the students' attention, making relevance to their own experiences where an atmosphere of trust can be created and finally giving appropriate feedback with positive expressions without judging the student's performance.

CHAPTER IV

THE PROPOSAL

4.1 Name of the Proposal

A GUIDE OF ACTIVITIES BASED ON THE ARCS MOTIVATIONAL MODEL FOR FIRST SEMESTER STUDENTS OF THE PEDAGOGY OF THE NATIONAL AND FOREIGN LANGUAGES AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.

4.2 Description

Institution: Universidad Estatal Península de Santa Elena

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: Students for first semester, parallel 1-1 of Pedagogy of the Nationals and Foreign Languages.

Author: Romina Tambo Monar

Advisor: Msc. Elena Niola

Staff of the institution

Dean: Msc, Sara Gonzales

Director: Tatiana Garcia

English teacher: Msc. Rossana Vera

4.2.2. Background

The following proposal is based on the application of motivational strategies through activities that help to improve the students' oral communication in the English language.

Given several factors presented about the needs of the students, obtained through the survey, it is analyzed that motivation plays a very important role in the performance of students. The teaching of English language is constantly changing, since it is necessary to apply different

methods for the students, which help to keep their motivation on, during the whole class and not to give way to desertion, Motivation is one of the most important factors in teaching.

With all the information collected, the proposal provided by this research project is about an activity guide based on the ARCS motivational model, addressed to teachers who want to implement motivational methods in their classes, in order to improve the oral skills of the students in.

In this guide the teacher will find ten lesson plans, which include activities with motivational strategies that will help to catch the student's attention in order to keep him motivated towards achieving the objectives. Activities relevant to the students' needs and interests are also provided, allowing them to interact in group discussions and share their own experiences. In addition, these activities help to create an environment of confidence for students to feel confident in their learning skills and lastly to provide appropriate feedback, where the teacher should motivate by rewarding or giving talks that encourage positive thinking in the students.

4.2.3. Justification

On many occasions, developing the speaking skill becomes an embarrassing problem for students, since it is a difficult skill to improve. In addition to that often the English classes are focused on grammar or the development other skills, ignoring the oral communication. Such is the case of the first semester students of the Pedagogy of National and Foreign Languages who according to the previous research and the use of techniques to collect data, most of them think that developing oral communication is of vital importance.

However, they show low motivation when it comes to practicing the speaking skill, as a combination of not positive emotions goes through their minds when they try to speak the English language. At the same time, most of them feel intrinsic and extrinsic motivation, as mentioned that often their family encourages them to continue with their studies, and on the other hand, there are the students who feel their own personal motivation to achieve their goals. You can summarize these paragraphs and provide a brief explanation of the reasons why this research was carried out.

Although to help to improve this kind of problems found in students, it is proposed a guide of activities based on ARCS motivational model, which main objective is to provide the motivation necessary to enable students to continuous with their learning process. With

interactive, dynamic, relevant, fun and novel activities, it is expected to catch the student's attention from the beginning to the end of the class.

This guide not only benefits the students but also the teacher, allowing them to be more confident and show a positive attitude in class, in order to transmit confidence and security to students. This guide can be adapted to the needs of the students, since it allows the teacher to innovate and create motivational activities. In this guide the teacher will find 10 lesson plans adapting the ARCS motivational model.

4.3.4 Objectives

4.3.4.1 General objective

To present a guide of activities based on the ARCS motivational model to enhance speaking skills for first semester students of Pedagogy of The National and Foreign Languages at Universidad Estatal Peninsula de Santa Elena.

4.3.4.2 Specific Objectives

1. To provide motivational activities for the development of speaking skills.
2. To encourage motivation in students.
3. To facilitate teacher a useful activity guide to enhance speaking skill.
4. To create a confidence classroom environment, according with the student's needs.

4.3.5 Design and development of the proposal

This guide is designed for first semester students of Pedagogy of the National and Foreign Languages major, the proposal contains 10 lesson plans based on the ARCS motivational model, Attention, Reference, Confidence AND Satisfaction.

Warm-up activities introduce vocabulary and is designed to catch the student's attention throughout the complete hour, through games, fun stories and group interactions.

The second activity is based on the R (reference), which aims to introduce grammar through interactions with students' real-life experiences and thought-provoking topics in order to increase their motivation and interest in the subject.

The third activity related to C (confidence), are activities that motivate students to participate in class, without feeling fear or tension to develop their oral communication in English, through group activities, games, exhibitions and others. This type of activities will allow the student to feel in a safe and confident environment, without fear of being criticized or judged.

Finally, activities based on satisfaction, where the teacher plays a very important role in provide feedback without prejudice or inappropriate judgments, the teacher should apply. positive vocabulary to give feedback to the students and it is also advisable to reward the effort of all students, to increase their motivation to continue learning English.

*A guide based on ABCI
motivational model*



Do your best

Author Romina Tambo

ENGLISH

Students: 1st semester – 40 students

Professor: Tambo Monar Romina

Time: 60 min

Methodology: ARCS Motivational Model

Topic: It's my life

Resources: Real life elementary book

General Objective: At the end of the class, students will be able to practice speaking skills implementing the vocabulary and grammar related to the topic, with motivational strategies.

	Time	Stages	Aims	Activity	Instructions
A T T E N T I O N	10 min	Warm up	To introduce vocabulary according with the topic.	Greetings Cheering up the students Spelling words.	For the Spelling Words activity, the teacher divides the students into two groups, then teacher spells several words related to the vocabulary, and students have to write the spelled word. The winning group will be the one that guesses the most words.
R E L E V A N C E	20 min	Checkin g compreh ension	To introduce grammar structure. The use of “Have got” to talk about possession.	Choose a person who has a very influence in your live and describe it.	In this activity the teacher gives them the opportunity to choose the person who has the most influence in the life of the students, and then they must describe him/her using sentences with the grammar structure of ‘‘have got’’.
C O N F I D E N C	20 min	Producti on speaking	To practice speaking with the use of grammar related with the topic.	Talk about 10 things you have in your life for which you feel grateful.	Students should reflect on the 10 most important characteristics that define them as a person and that they are grateful to have, and they should then share their ideas in a group conversation among the class.

E					
S A T I S F A C T I O N	10 min		To do feedback	To choose a reward for accomplish their task. To correct some mistakes heard	The teacher emphasizes the positive performance of the students, and gives feedback without criticizing but instead providing motivational quotes to the learners.

ENGLISH**Students:** 1st semester – 40 students**Professor:** Tambo Monar Romina**Time:** 60 min**Methodology:** ARCS Motivational Model**Topic:** It's my life**Resources:** Real life elementary book**General Objective:** At the end of the class, student will be able to practice speaking skill implementing the vocabulary and grammar related to the topic, with motivational strategies.

	Time	Stages	Aims	Activity	Instructions
A T T E N T I O N	10 min	Warm up	To introduce vocabulary according with the topic	Greetings Cheering up the students Emotion box.	The teacher shows a box with different emotions such as happy, angry, motivated, in love, impatient or sad. Students must choose an emotion and must say a tongue twister expressing the selected emotion in English. The tongue twister is provided by the teacher.
R E L E V A N C E	20 min	Checkin g compreh ension	To introduce grammar structure. The use of There is and there are to talk about possession.	Create a box emotion with the vocabulary related and describe things.	Students create a box of emotions and put inside it the objects they choose to possess.
C O N F I D E N C E	20 min	Producti on speaking	To practice speaking with the use of grammar related with the topic.	Talk about what is in your emotion box.	Students interact with their classmates through a short introduction of the things they have chosen to put in their box of emotions.

ENGLISH	
Students: 1st semester – 40 students	Professor: Tambo Monar Romina
Time: 60 min	Methodology: ARCS Motivational Model
Topic: Your day	Resources: Real life elementary book
General Objective: At the end of the class, student will be able to practice speaking skill implementing the vocabulary and grammar related to the topic, with motivational strategies.	

S A T I S F A C T I O N	10 min		To give feedback.	To choose a reward for accomplish their task. To correct some mistakes heard.	The teacher emphasizes the positive performance of the students, and gives feedback without criticizing but instead providing motivational quotes to the learners.
--	--------	--	-------------------	--	--

	Time	Stages	Aims	Activity	Instructions
A T T E N T I O N	10 min	Warm up	To introduce vocabulary according with the topic	Greetings Cheering up the students Lucky spinner.	The teacher shows a lucky spinner with different questions related to the routine of their day, such as What is your favorite part of the day? What do you do in the morning? What do you do in the afternoon? What are your favorites subjects? What are the subjects of your major?

					Then Students have to turn the spinner and keep the question they got.
RELEVANCE	20 min	Checking comprehension	To introduce grammar structure. The use of Present simple affirmative.	Brainstorming	Students prepare their answers to the question they got in the lucky spinner with the help of brainstorming.
CONFIDENCE	20 min	Production speaking	To practice speaking with the use of grammar related with the topic.	Speak with your partner	Students work in pairs, asking and answering their partner's questions, using the grammar structure learned.

ENGLISH

Students: 1st semester – 40 students

Professor: Tambo Monar Romina

Time: 60 min

Methodology: ARCS Motivational Model

Topic: Your day

Resources: Real life elementary book

General Objective: At the end of the class, student will be able to practice speaking skill implementing the vocabulary and grammar related to the topic, with motivational strategies.

S A T I S F A C T I O	10 min		To do feedback	To choose a reward for accomplish their task. To correct some mistakes heard	The teacher emphasizes the positive performance of the students, and gives feedback without criticizing but instead providing motivational quotes to the learners.
---	-----------	--	----------------	---	--

	Time	Stages	Aims	Activity	Instructions
--	-------------	---------------	-------------	-----------------	---------------------

A T T E N T I O N	10 min	Warm up	To introduce vocabulary according with the topic	Greetings Cheering up the students Stand up and sit down	Teacher asks questions about personal likes and dislikes to students, for example Do you like pizza or hamburger? Do you prefer cats or dogs? Do you like rock or reggaeton.? Then when the teacher mentions the pizza team should stand up, while the hamburger team sits down and so on with the other questions. students have to be attentive to the question to be able to sit or stand up.
R E L E V A N C E	20 min	Checking comprehension	To introduce grammar structure. The use of Present simple negative form	Hands for helping	Students prepare clippings of their hands on pieces of paper, then on each finger they write the things they do not do with their hands to help the environment.
C O N F I D E N C	20 min	Production speaking	To practice speaking with the use of grammar Negative form of the simple present.	Speak about hands for helping	Students discuss in class with their paper hands the things they don't do with their own hands to avoid environmental pollution, for instance I do not throw trash in the sea.

E					
S A T I C T I O N	10 min		To do feedback	To choose a reward for accomplish their task. To correct some mistakes heard	The teacher emphasizes the positive performance of the students, and gives feedback without criticizing but instead providing motivational quotes to the learners.

ENGLISH

Students: 1st semester – 40 students

Professor: Tambo Monar Romina

Time: 60 min

Methodology: ARCS Motivational Model

Topic: Urban Life

Resources: Real life elementary book

General Objective: At the end of the class, student will be able to practice speaking skill implementing the vocabulary and grammar related to the topic, with motivational strategies.

	Time	Stages	Aims	Activity	Instructions
A T T E N T I O N	10 min	Warm up	To introduce vocabulary according with the topic	Greetings Cheering up the students Time to laugh	Teacher start singing a funny song, with the vocabulary. The song is invented by the teacher.

R E L E V A N C E	20 min	Checkin g compreh ension	To introduce grammar structure. The use of Countable nouns.	Time to laugh	Teacher introduces the grammar about countable and non-countable nouns by singing a song. Such as I can not count salt but I can count fish. I can not count sugar but I can count spoons
C O N F I D E N C E	20 min	Producti on speaking	To practice speaking with the use of grammar countable and uncountable nouns.	Sing to laugh!	The teacher divides the class into two groups, in a random way, each group will have to create a song with the grammar learned, in this case with countable and non-countable nouns. Each group will have their turn to sing their created song and the best song will get a star.
S A T I S F A C T	10 min		To do feedback	To choose a reward for accomplish their task. To correct some mistakes heard	The teacher emphasizes the positive performance of the students, and gives feedback without criticizing but instead providing motivational quotes to the learners.

I	O	N			
---	---	---	--	--	--

ENGLISH	
Students: 1st semester – 40 students	Professor: Tambo Monar Romina
Time: 60 min	Methodology: ARCS Motivational Model
Topic: Urban Life	Resources: Real life elementary book
General Objective: At the end of the class, student will be able to practice speaking skill implementing the vocabulary and grammar related to the topic, with motivational strategies.	

	Time	Stages	Aims	Activity	Instructions
A T T E N T I O N	10 min	Warm up	To introduce vocabulary according with the topic	Greetings Cheering up the students Guess the sport!	For this activity, the teacher silently mimics playing sports game, such as Swimming, basketball or soccer. Then, students have to guess which sport it is.
R E L E V A N C E	20 mins	Checking comprehension	To introduce grammar structure. The use of Can and cannot -ability	Let's talk about your abilities in sports	The teacher formulates questions to the students using the can-ability grammar, such as can you swim or can you do yoga. Then the students have to answer.

CONFIDENCE	20 min	Production speaking	To practice speaking with the use of grammar Can –and cannot -ability	Speak faster!	Students sit forming a circle on the floor, then one by one they have to say what they can and cannot do in the sports, for example I CAN PLAY SOCCER BUT I CANNOT PLAY BASKETBALL. The teacher will give them 15 seconds to answer, if they do not answer in the estimated time, they will have to give their turn to the partner next to them.
SATISFACTION	10 min		To do feedback	To choose a reward for accomplish their task. To correct some mistakes heard	The teacher emphasizes the positive performance of the students, and gives feedback without criticizing but instead providing motivational quotes to the learners.

ENGLISH

Students: 1st semester – 10 students

Professor: Tambo Monar Romina

Time: 60 min

Methodology: ARCS Motivational Model

Topic: Eat well

Resources: Real life elementary book

General Objective: At the end of the class, student will be able to practice speaking skill implementing the vocabulary and grammar related to the topic, with motivational strategies.

Time	Stages	Aims	Activity	Instructions
------	--------	------	----------	--------------

A T T E N T I O N	10 min	Warm up	To introduce vocabulary according with the topic	Greetings Cheering up the students. Colorful healthy food!!	The teacher asks students to think of five red healthy foods and five orange unhealthy foods. Then each student should talk about their chosen foods.
R E L E V A N C E	20 min	Checkin g compreh ension	To introduce grammar structure. The use of Like – love-hate+ ING	Move to your chair	The teacher introduces grammar with a game called move to your chair, which consists of dividing the chairs by questions. For example 10 chairs with the phrase I LIKE EXERCISING ON THE BEACH. The other 10 chairs contain the phrase I LOVE EATING PIZZA ALL WEEKENDS. The next 10 chairs have the phrase I LIKE SPEAKING ENGLISH IN THE CLASSROOM. And the last 9 chairs have the phrase I HATE GOING SHOPPING. Meanwhile the students will be standing listening to a song and dancing, when the song stops, they should quickly sit on the chair with

					the phrase of their choice and so on.
C O N F I D E N C E	20 min	Producti on speaking	To practice speaking with the use of grammar related with the topic.	Give us your recipe!	Students prepare a recipe with their favorite healthy foods, then share their recipe explaining in detail why it contains those ingredients, using the grammar they have learned.
S A T I S F A C T I O N	10 min		To do feedback	To choose a reward for accomplish their task. To correct some mistakes heard	The teacher emphasizes the positive performance of the students, and gives feedback without criticizing but instead providing motivational quotes to the learners.

ENGLISH**Students:** 1st semester – 10 students**Professor:** Tambo Monar Romina**Time:** 60 min**Methodology:** ARCS Motivational Model**Topic:** Eat well**Resources:** Real life elementary book**General Objective:** At the end of the class, student will be able to practice speaking skill implementing the vocabulary and grammar related to the topic, with motivational strategies.

	Time	Stages	Aims	Activity	Instructions
A T T E N T I O N	10 min	Warm up	To introduce vocabulary according with the topic	Greetings Cheering up the students Find something!	For this activity, the teacher asks the students to look for an object near them of different colors. Students should describe their object and state its function.
R E L E V A N C E	20 min	Checkin g compreh ension	To introduce grammar structure. The use of articles a-an	Things around me !!	For this activity the teacher introduces the grammar of the articles a and an, using realia examples found in the classroom. While giving a brief description of each of them.
C O N F I D E N	20 min	Producti on speaking	To practice speaking with the use of grammar related with the topic.	Pick food	Students will have five minutes to think about what food they would choose to take to the desert for a week. They will then share their ideas with the rest of the class.

C					
E					

ENGLISH

Students: 1st semester – 40 students	Professor: Tambo Monar Romina
Time: 60 min	Methodology: ARCS Motivational Model
Topic: My time	Resources: Real life elementary book
General Objective: At the end of the class, student will be able to practice speaking skill implementing the vocabulary and grammar related to the topic, with motivational strategies.	

S A T I S F A C T I O N	10 min		To do feedback	To choose a reward for accomplish their task. To correct some mistakes heard	The teacher emphasizes the positive performance of the students, and gives feedback without criticizing but instead providing motivational quotes to the learners.

	Time	Stages	Aims	Activity	Instructions
A T T E N T I O N	10 min	Warm up	To introduce vocabulary according with the topic. Clothes and accessories.	Greetings Cheering up the students Your style!!	For this activity the teacher will ask students to stand up and choose a partner to work with in pairs. The pairs stand in front of each other and must describe the clothes their partner is wearing.
R E L E V A N C E	20 min	Checkin g compreh ension	To introduce grammar structure. The use of Present continuous	Present continuous with Mr. Bean	The teacher introduces the use of the present continuous by means of a funny video, where students can clearly observe the use of the present continuous. https://www.youtube.com/watch?v=AweeFIIOVm0
C O N F I D E N C E	20 min	Producti on speaking	To practice speaking with the use of grammar related with the topic.	Role play	The teacher divides four groups of 10 students each, each group will have to do a role play of their choice where the present continuous is used. Then each group will make their performance in front of the others.

S A T I S F A C T I O N	10 min		To do feedback	To choose a reward for accomplish their task. To correct some mistakes heard	The teacher emphasizes the positive performance of the students, and gives feedback without criticizing but instead providing motivational quotes to the learners.

ENGLISH

Students: 1st semester – 40 students

Professor: Tambo Monar Romina

Time: 60 min

Methodology: ARCS Motivational Model

Topic: Festival Fever

Resources: Real life elementary book

General Objective: At the end of the class, student will be able to practice speaking skill implementing the vocabulary and grammar related to the topic, with motivational strategies.

Time	Stages	Aims	Activity	Instructions
------	--------	------	----------	--------------

A T T E N T I O N	10 min	Warm up	To introduce vocabulary according with the topic	Greetings Cheering up the students. Cheer my friend up	For this activity the students have to write a card with a phrase of encouragement. Then the students give their card to any student of their choice in order to cheering up the students. And finally, they have to give a reason of Why they choose the partner to give the card. Examples of quotes. Never give up! Tomorrow is another chance to learn.
R E L E V A N C E	20 min	Checking comprehension	To introduce grammar structure. The use of Past simple affirmative verb to be	Telling my funny story	Teacher introduce the grammar trough a real experience he had in the past. ‘‘When I was in Marc Antony concert’’. Using the past simple of the verb to be.
C O N F I D E N C E	20 min	Production speaking	To practice speaking with the use of grammar related with the topic.	Role play	Students will have to performance a short imitation of their favorite artist, and they will have 5 minutes each to talk about a funny experience that has left them with a great reflection in their life, they must use the grammar of the simple past tense of the verb to be.

S A T I S F A C T I O N	10 min		To do feedback	To choose a reward for accomplish their task. To correct some mistakes heard	The teacher emphasizes the positive performance of the students, and gives feedback without criticizing but instead providing motivational quotes to the learners.

\

CONCLUSIONS

The present guide of activities based on the ARCS motivational model, offers to students and teachers a series of activities, which can be applied in class, with the students of the first semester of the pedagogy of national and foreign languages.

The motivational strategies shown are according to the motivational model such as attention, relevance, confidence and satisfaction, all these strategies help to improve the learning process in students, allowing them to have a greater interest in what will happen in class, and what they will learn, also allows them to perform activities that show interest in their personal experiences, giving them the necessary confidence to allow them to share ideas, opinions and even knowledge with other classmates.

Another strategy that is applied is how the teacher gives feedback to his students, positive vocabulary can be applied, without prejudice for students to feel that their effort is valued.

To sum up, is important to mention that if ARCS motivational model is applied in the right way, it can improve the development of speaking skill in students, forgetting the lack of motivation they often feel, not being able to communicate in the English language, which leads to disinterest and sometimes even desertion of the major.

RECOMMENDATIONS

This study can be applied for future studies, and should be carried out in the selected sample to prove that guide based on ARCS motivational model to the performance in the learning development of students.

In addition, this project can be a base for build up a complete course, widening the sample. Furthermore, it can be applied in different levels of education, such us, high school, primary school and kindergarten, adapting each of the needs to the syllabus of the subject. It can also be applied to the four English language skills, listening, speaking, reading and writing, in order to obtain a range of options when promoting motivation in students.

Finally, it is important to mention that this study provides a variety of motivational strategies that can be implemented according to the context in which you are working, giving a broad overview of how the ARCS motivational model works in a classroom.

REFERENCES

Ernawati¹, Halim², A., & Syukri², M. (2020, February 1). *IOPscience*. Journal of Physics: Conference Series. Retrieved January 27, 2022, from <https://iopscience.iop.org/article/10.1088/1742-6596/1460/1/012117>

- First E. E. (2020, noviembre 19). *Ecuador queda en el puesto #81 en el ranking de Inglés EF Epi*. EF Blog Ecuador. Retrieved January 25, 2022, from <https://www.ef.com.ec/blog/language/ecuador-queda-en-el-puesto-81-en-el-ranking-de-ingles-ef-epi/#:~:text=Este%20a%C3%B1o%20Ecuador%20se%20coloc%C3%B3,seg%C3%BAn%20el%20Marco%20Com%C3%BAn%20Europeo.>
- Hauck. (n.d.). *Exploring motivation: Integrating the ARCS model with ...* Retrieved January 26, 2022, from <https://digitalcommons.whitworth.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1024&context=libraryfaculty>
- Liu Woon Chia · John Wang Chee Keng ... - *ndl.ethernet.edu.et*. (n.d.). Retrieved January 27, 2022, from <https://ndl.ethernet.edu.et/bitstream/123456789/41621/1/636.Ai-Girl%20Tan.pdf>
- Mahmudah. (n.d.). *The EFF ECT of arcs motivational model on achievement ...* Retrieved January 27, 2022, from <http://czasopisma.marszalek.com.pl/images/pliki/tner/201601/tner20160105.pdf>
- Mahmudah. (n.d.). *ARCS model in English as a foreign language class (A ...* Retrieved January 27, 2022, from <https://eprints.walisongo.ac.id/id/eprint/6062/1/113411012.pdf>
- Mei, L. L., & Masoumeh, A. S. (2017, January 1). *An analysis of factors influencing learners' English-speaking skill*. www.SID.ir. Retrieved February 2, 2022, from <https://www.sid.ir/en/journal/ViewPaper.aspx?id=520992>
- Rosero, R. E., Jaramillo, O., nieto, M., Carranza, F., & Pilco, W. (2020, May 4). *Fortalecimiento de la Enseñanza del Idioma Inglés - MINEDUC*. Educar Plus. Retrieved January 26, 2022,

from <https://educarplus.com/2019/05/fortalecimiento-de-la-ensenanza-del-idioma-ingles-mineduc.html>

Tasneem N. (n.d.). <https://files.eric.ed.gov/fulltext/EJ1140621file>.

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Budaya.+%28n.d.%29.+https%3A%2F%2Ffiles.eric.ed.gov%2Ffulltext%2FEJ1140621.pdf.+&btnG=

Singh. (2015). Effectiveness of oral proficiency in English for secondary schools (OPS-english) programme in improving English language vocabulary among secondary school students. *Advances in Language and Literary Studies*, 6(6).

<https://doi.org/10.7575/aiac.all.v.6n.6p.201>

Schreiber. (n.d.). *Motivation 101*. Google Libros. Retrieved January 27, 2022, from

https://books.google.com.ec/books?hl=es&lr=&id=sSoODAAAQBAJ&oi=fnd&pg=PP1&dq=what%2Bis%2Bmotivation%2B&ots=IUXVZqC8iK&sig=9bubm8Ek-UDeWDtfVutKCSv7r_E&redir_esc=y#v=onepage&q=what%20is%20motivation&f=false

United Nations. (n.d.). *Official Languages*. United Nations. Retrieved January 25, 2022, from

<https://www.un.org/en/our-work/official-languages> .

Yilmaz. (n.d.). *Variables affecting student motivation based on ... - eric*. Retrieved February 1, 2022, from <https://files.eric.ed.gov/fulltext/EJ1140621.pdf>

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado "THE ARCS MOTIVATIONAL MODEL TO ENHANCE SPEAKING SKILLS FOR FIRST SEMESTER STUDENTS OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA", SCHOOL YEAR 2021-2022" elaborado por la estudiante ROMINA TAMBO MONAR, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Sincerely,



.....
.....
Leda. Elena Niola S. MSc.
ADVISOR



Facultad de
Ciencias de la Educación e Idiomas
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO

REFERENCIA: PINE-096-2021-TT

DE: ING. TATIANA GARCÍA VILLAGO, MSc.
DIRECTORA DE CARRERA

PARA: TAMBO MONAR ROMINA THALIA
ESTUDIANTE CARRERA PINE

CC. MSc. ELENA NIOLA SANMARTIN
DOCENTE CARRERA PINE

ASUNTO: APROBACIÓN DE ANTEPROYECTO DE UCI Y DESIGNACION DE TUTOR

FECHA: 06 DE DICIEMBRE DEL 2021

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-025-2021, Sesión ordinaria del 25 de noviembre de 2021, fue aprobado el Tema de su Trabajo de Titulación: "The ARCS Model To Enhance Speaking Skills in First Semester Students from Pedagogy Of National And Foreign Languages Major At Universidad Estatal Península De Santa Elena"; siendo designado como tutor la docente:

APellidos	CORREO	TELÉFONO
MSc. Elena Niola Sanmartin	niola@upse.edu.ec	098 635 0535

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto. Recordarle que las tutorías deben ser registrarlas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



ROSA TATIANA
GARCIA



Ing. Tatiana García Villao, MSc.

Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros




c/c: Archivo

Somos lo que el mundo necesita

Document Information

Analyzed document	proyecto para Urkund.docx (D126899674)
Submitted	2022-02-02T23:55:00.0000000
Submitted by	
Submitter email	romina.tambomonar@upse.edu.ec
Similarity	3%
Analysis address	miola.upse@analysis.ukund.com

Sources included in the report

SA	UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA / Trabajo de Titulacion_Cap1,2,4-Ana Julia Basante Morante.docx Document Trabajo de Titulacion_Cap1,2,4-Ana Julia Basante Morante.docx (D126885687) Submitted by: ana.basantemorante@upse.edu.ec Receiver: xalmeida.upse@analysis.ukund.com	 5
SA	UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA / Trabajo de Titulacion Cap 1,2,4.docx Document Trabajo de Titulacion Cap 1,2,4.docx (D126817372) Submitted by: anitabasant619@gmail.com Receiver: xalmeida.upse@analysis.ukund.com	 2
W	URL: https://ui.adsabs.harvard.edu/abs/2020JPhCS1460a2119A/abstract Fetched: 2021-11-10T10:10:45.9630000	 4

The ARCS motivational model to enhance speaking skills for first semester students of Pedagogy of the National and Foreign Languages in the Universidad Estatal Peninsula de Santa Elena

Form description

1.What are the reason why you study English ?

- Because , I like it
- Because I want to understand movies , songs in English
- Because , I want to travel.
- Because I want to communicate with foreigners

2.Studying English is important for my development . Do you agree or disagree ?

- Agree strongly
- Agree

3.Confidence is important to develop my speaking skills. Do you agree or disagree?

- Agree strongly
- Agree
- Neither agree nor disagree
- Disagree
- Disagree Strongly

4.What do you feel when you are trying to speak in English?

- Happy
- Motivative
- Nervous
- Afraid
- Frustrated

5. How important is for you to improve your speaking skills in English?

- Very important
- Important
- Moderately important
- Slightly important
- Not important

6. How often are you able to express your emotions?

- Always
- Often
- Sometimes
- Rarely
- Never

7. What are the reasons why you choose Pedagogy of the National and Foreign languages Major?
From the following options, choose more than one option.

- A) I want to learn English and the culture.
- B) Languages are important today
- C) It is an enjoyable experience
- D) You can find more job opportunities
- E) You can become better educated

8. How difficult is it to participate in speaking activities in the classroom?

- Very difficult
- Difficult
- Neutral
- Easy
- Very easy

