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**EFL Learners' Motivation to Learn Anglo-Saxons Civilization:
 the Case of First-Year Students at Ibn Khaldoun University**

**Dissertation Submitted in Partial Fulfillment of the Requirements
 for the Master's Degree in Didactics**

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2022/2023

Dedication

We dedicate this work to our families, friends, and everyone who helped and supported us.

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Acknowledgments

We would like to express our gratitude to those who have contributed to the completion of this work.

First, we would like to thank our supervisor Dr. Mokhtari Walid for his guidance and expertise. His guidance and insights have been of great help for shaping the direction of this work

We would also like to extend our sincere thanks to the board of examiners, Dr. Belaid Louisa and Mr. Chebli Noureddine for offering their time and expertise to evaluate our work.

Furthermore, we are indebted to the great teachers at our department whose teachings and dedication helped us shape our academic growth.

Abstract

Motivation plays a vital role in our lives as it affects our ability to learn and acquire new skills. This research aims at investigating students' motivation. It focuses on examining the extent to which students are motivated to study Anglo-Saxon civilization. This study adopts a quantitative research approach. Motivation was measured through the use of a questionnaire. This questionnaire is re-adapted from the Instructional Material Motivation Survey which is an integrated part of the ARCS model of motivation. The ARCS model allows us to generate a value for motivation through the evaluation of its four components Attention, Relevance, Confidence, and Satisfaction. The questionnaire was administered to first-year students at the University of Ibn Khaldoun, Tiaret. The collected data was analyzed with Microsoft Excel, and an overall value of motivation was calculated. The results show that students demonstrate a limited level of motivation to study the Anglo-Saxon civilization. Based on the that, a motivational design process and tactics were suggested for the implementation of the motivational element into the civilization course design and lesson planning.

Keywords: motivation, civilization, ARCS model, EFL students, motivation-measurement

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

L1: First-Year Students

ERG: Existence, Relatedness, and Growth

SDT: Self-Determination Theory

CET: Cognitive Evaluation Theory

OIT: Organismic Orientations Theory

COT: Causality Orientations Theory

BPNT: Basic Psychological Needs Theory

GCT: Goal Contents Theory

SCT: Social Cognitive Theory

ARCS: Attention, Relevance, Confidence, Satisfaction

IMMS: Instructional Material Motivation Survey

Q: Question

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General Introduction

General Introduction

Acquiring a language in today's world is not just about rules and words arrangement. It also includes being aware of the habits, the attitudes, and the lifestyle of the people who speak it. Therefore, learning a foreign language cannot be dissociated from the cultural aspect that it carries. As foreign language learners, EFL students are faced with the challenge of understanding the cultural context of the English language. One of the main areas that provide students with a great insight into the depth and meaning that the English language holds is the Anglo-Saxon civilization which had a great impact on the history of the world.

Despite its importance, students still find learning a subject like civilization very challenging. For this reason, the role of motivation and how it impacts learners could be beneficial for improving the learning process. Understanding different factors that affect students' motivation can provide great insights on how to improve civilization teaching and achieve better outcomes.

Teaching civilization in the Algerian EFL departments has been a difficult task for teachers for a long time. This research aims to examine whether EFL students are motivated to study civilization. In order to do so, the following question was asked:

- To what extent are EFL students motivated to learn the Anglo-Saxon civilization?

The researchers assume the following hypothesis:

- Students are not motivated to study Anglo-Saxon civilization because they do not believe that it is important.

This research relies on quantitative research methods to examine first-year EFL students' motivation to learn Anglo-Saxon civilization at the University of Ibn Khaldoun, Tiaret. Using the questionnaire as a data collection tool helped provide the information needed to measure the students' overall motivation. The questionnaire used is re-adapted from the instructional materials motivation survey that is integrated part of the ARCS model.

The reason for choosing the ARCS model is because it allows us to break down motivation, which is an abstract concept, into measurable entity. This will result in finding out the level of motivation among first year EFL students to study civilization.

Another reason for choosing the ARCS model from other motivation models and approaches is because of the focus on the course material. This makes it useful and relatively easier for teachers to implement. This is because the questionnaire used to measure motivation focuses on students' attitudes towards the course material.

Also, The ARCS model contains motivational designs that address motivational problems through integrating motivation into the design of courses and lessons.

This research is divided into three chapters. The first chapter includes an overview of the most known motivation theories, then it delves into explaining the different motivation theories that were developed for educational purposes. The second chapter covers the research methods the data analysis. It concentrates on the participants, the data collection tools, the analysis of the results. The last chapter includes the discussion of the results. It also covers recommendations that deal with the motivational element in the classroom.

CHAPTER ONE: AN OVERVIEW OF MOTIVATION THEORIES

Introduction

This chapter focuses on explaining motivation and presenting an overview of the history and the development of the most known motivation theories. It begins with defining motivation which is a key factor in academic achievements. Then it moves into explaining the difference between process and content motivation theories and how they relate to human behavior. It later delves into presenting motivation within the educational context. It discusses different motivation for learning theories and approaches. It focuses on how each theory or approach is used to define motivation in the classroom, and how to stimulate learners to achieve better outcomes. Overall, this chapter is a broad outline of motivation, its relationship with human behavior and thoughts, and the different mechanisms of integrating motivation into teaching.

1.1. Defining Motivation

There has been no standard definition for motivation. For instance, it can be viewed as “the will to perform.” (Brooks, 2006, P.49). Cook and Artino (2016) define it as “the process whereby goal-directed activities are initiated and sustained” (P.997). Schunk et al. (2013) define it as “the process whereby goal-directed activities are instigated and sustained’ (P.5). Keller (1983) suggests that motivation could be defined as “those things that explain the direction, magnitude, and persistence of behaviors.” (P4). Berenson and Steiner (1964) talked about the term ‘motive’ and they viewed it as “an inner state that energies, activates or directs behavior towards goals” (P.25).

1.2. Motivation Theories

Motivation theories can be categorized into content theories and process theories (Turabik & Baskan, 2014). Content theories focus on the factors that motivate people whereas process theories focus on the personal factors that influence human behavior (Brooks, 2005). Also, motivation theories are developed from a behavioral or a cognitive perspective. Behaviorists consider humans as responsive organisms to internal or external perception, whereas cognitive theories proponents argue that humans think about their goals and needs, and choose their actions accordingly.

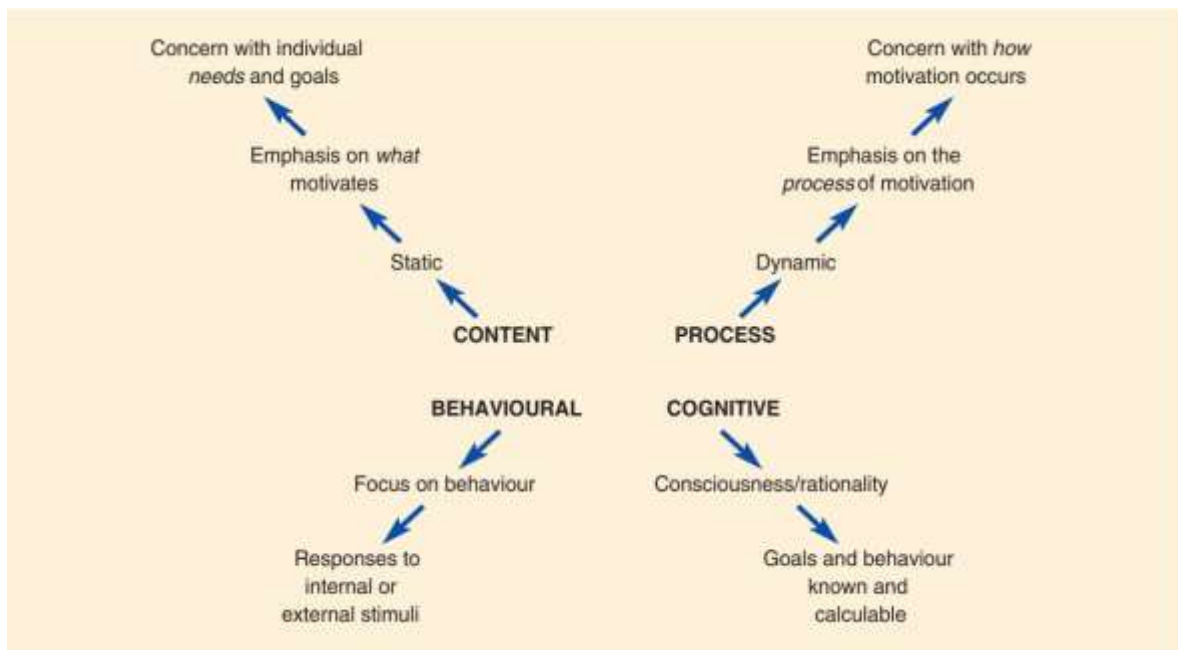


Figure 1: Process/content and cognitive/behavioral theories description

1.2.1. Content Theories of Motivation

Content theories of motivation focus on the factors that motivate people. They focus on the individual's needs and goals.

1.2.1.1. Maslow's Hierarchy of Needs theory (1943)

Maslow's theory states that people are motivated to satisfy their needs based on five needs categories: physiological, safety, social, self-esteem, and self-actualization. With physiological needs at the bottom and self-actualization at the top. In other words, his theory suggests that humans are motivated to satisfy a set of needs that are ranked according to a hierarchical order (Brooks, 2005). This means that an individual will not seek to satisfy a higher-level need without first satisfying a lower-level one. Maslow still recognized that his theory cannot be applied to all humans because individuals differ and can prioritize certain needs over others. For instance, studies have shown that managers who are in upper-level positions in their organizations focus more on self-esteem and self-actualization than safety (Lawler and Suttle, 1972, as stated in Brooks, 2005). There have been other researches based on empirical data that show an inconsistency between Maslow's hierarchical order and their needs priorities (Brooks, 2005).

1.2.1.2. Herzberg's Two Factor Theory (1959)

Frederick Herzberg, an American psychologist, and a business management specialist provided a motivational model for individuals within an organization. His work is a result of a study that addressed job satisfaction, which included the participation of 203 accountants and engineers (Koçel, 2010, p. 626; Stello, 2011, as stated in Turabik & Baskan, 2014). Herzberg's theory suggests that individuals' motivation to work can be affected by two sets of factors giving it the name "Two Factor Theory". He divided factors into motivators and hygiene. Motivators are the factors that drive people to work harder and hygiene factors do not motivate people, but their absence de-motivates people from taking action. According to Herzberg, some of

the most important motivators are responsibility, meaningfulness, achievement, and recognition. Hygiene factors can be represented in financial rewards, work conditions, appropriate supervision, and work policies. So, according to him, in order to keep people motivated, hygiene factors must be ensured and motivators must be used.

1.2.1.3. McClelland's Three Needs Theory (1961)

Introduced in his book *The Achieving Society* in 1961, McClelland's theory is considered one of the most important motivation theories that can be used in business and academic organizations. He identified three types of needs: relatedness, empowerment, and achievement. The need for relatedness drives people to create and maintain social connections with others and creates a desire for affiliation and belonging within them. The need for empowerment is responsible for making individuals seek to become more influential in their surroundings, which explains their aspiration for higher financial and social status. The need for achievement manifests itself in the individual's desire to seek and accomplish challenging goals and wanting to receive quick and positive feedback.

1.2.1.4 Alderfer's ERG Approach (1969)

Based on the work of Maslow, Clayton Alderfer provided a needs theory that is similar to Maslow's pyramid. He divided individuals' needs into existence, relatedness, and growth needs. He placed those needs in a hierarchical order that can be parallel to Maslow's order. Existence needs include physiological and safety needs. Relatedness represents the individual's relationships and interactions with others. Growth is defined by the individual's will for self-improvement.

1.2.2. Process Theories of Motivation

Process theories of motivation focus more on the internal factors that lead people to develop or adopt certain behaviors. In the process-based theories, there are thought processes that motivate people to demonstrate certain behaviors. This means that humans analyze and think then they react.

1.2.2.1. Vroom's Expectancy Theory (1964)

Vroom's theory explains why individuals choose to adopt certain behaviors and avoid others. His theory suggests that a person would indulge in a certain course of action in order to achieve an expected outcome. According to him, for an individual to be motivated, three factors must be present. The first factor is expectancy, which is the belief that effort leads to reaching targets and receiving rewards. Then comes instrumentality, which means that the individual starts receiving rewards for their actions. The last factor is valence, which describes the reward's value to the individual. So, the reward must present some value for a person to be motivated.; Good marks for students, raises for employees...etc.

1.2.2.2. Adam's Equity Theory (1963)

In his theory, John Adams explained that individuals compare the rewards given to them with the rewards given to others for the same amount of work. So, in equity theory, there is an input of effort, skills, and experience that has an expected output (intrinsic and extrinsic rewards) that can be compared to other outputs (Turabik & Baskan, 2014).

1.2.2.3. Bandura's Self-Efficacy Theory

The Self-Efficacy Theory came as a result of Bandura's work on developing the social learning theory (McKim & Velez, 2016). He explained that self-efficacy refers to "people's judgments of their capabilities to organize and execute courses of action required to attain

designated types of performances” (Bandura, 1986, as cited in McKim & Velez, 2016). In other words, self-efficacy can be defined as the person’s belief in their ability to change their situation. According to Bandura, there are four types of experiences that can affect people’s self-efficacy. The first type is mastery experiences, representing the person’s accomplishment of certain behavior. Then there are vicarious experiences and they occur when a person observes another person performing a behavior. Moreover, there is social persuasion, which means the social feedback that a person gets from another. The final type is the emotional state which refers to the person’s well-being. For example, if someone is struggling with anxiety or depression that can affect their performance.

1.2.2.4. Skinner’s Reinforcement Theory

The reinforcement theory of motivation was developed by American psychologist B.F. Skinner based on Pavlov’s work on operant conditioning. Skinner further improved operant conditioning to be used in an organizational setting. He explained that the behavior of people can be impacted by the use of four types of mechanisms.

- Positive reinforcement: it can be used to encourage desired behaviors by using desirable rewards. For example, giving students good grades as a reward for their efforts.
- Negative reinforcement: it represents removing an undesirable outcome to reinforce positive behavior. For example, letting students chat in the classroom after the successful completion of tasks.
- Punishment: Using an unpleasant consequence as a response to unwanted behavior.
- Extinction or non-reinforcement: not showing any response to a person’s behavior. For example, ignoring a student’s misbehavior.

1.3. Motivation in the Educational Context

Educators have shown a huge interest in understanding motivation because it plays a key role in students' academic achievement. Motivated students are more likely to engage in classroom activities. They show more interest, put in more effort, and like to be an active part of the class. Contrary to the unmotivated students who need external incentives and rewards to develop an interest in learning. So, its role in the educational context can be defined as “motivation provides a source of energy that is responsible for why learners decide to make an effort, how long they are willing to sustain an activity, how hard they are going to pursue it, and how connected they feel to the activity.” (Rost, 2010 as cited in De Serio et al., 2013).

1.3.1. Motivation Theories in Education

Paying attention to learners' motivation is of major importance to their academic achievements. For this reason, psychologists and educators have suggested several models for implementing motivational theories in the educational field. (Cook & Artino, 2016). This has resulted in the re-adaptation of existing motivation theories for developing motivation theories specifically for the educational context.

1.3.2. Intrinsic and Extrinsic Motivation Theory

1.3.2.1 Intrinsic Motivation

Ryan and Deci (2000) define intrinsic motivation as “the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.” (P.3). So intrinsic motivation means that we engage in a behavior or perform an action for its own sake without waiting for an external reward

or incentive (Lee et al., 2012 as cited in Cherry 2022). In other words, humans tend to learn, explore, and discover new environments and skills throughout their childhood and adulthood. They also enjoy implementing the new skills they learn in their daily life. This can lead to cognitive, physical, and social improvement. The problem with intrinsic motivation is that it is selective, which means that some people are driven to perform certain tasks or activities while others are not. It also decreases over time, especially after childhood, because of the social responsibilities and duties that are imposed on us. That is why extrinsic motivation is considered a key factor to keep people driven to accomplish certain tasks or adopt certain behaviors.

1.3.2.2. Extrinsic Motivation

Tranquillo and Stecker (2016) explain that “Extrinsic motivation is when we are motivated to perform a behavior or engage in an activity because we want to earn a reward or avoid punishment.” Hence extrinsic motivation means that we do things to acquire a separate external outcome. There are levels of motivation that are associated with extrinsic motivation, and these levels can affect the individual’s drive and performance. For example, a student who does the homework just because he/she fears getting a bad mark is not extrinsically motivated as a student who does the homework because he/she believes that it can positively impact their education and future career. A lot of students consider university subjects and activities as a struggle that they are not motivated to accomplish. This makes it challenging for teachers and students to have a positive teaching-learning experience and reach satisfactory academic outcomes. This has led educators to propose the process of internalization and integration. Internalization means taking in a value in something, and integration means adopting that value (Ryan & Deci, 2000). So, instead of

putting learners under external stress, it is more productive to make them see value in what they are learning, then make them adopt those values. This can help students move from a state of motivation (being not motivated) to extrinsically motivated, then intrinsically motivated.

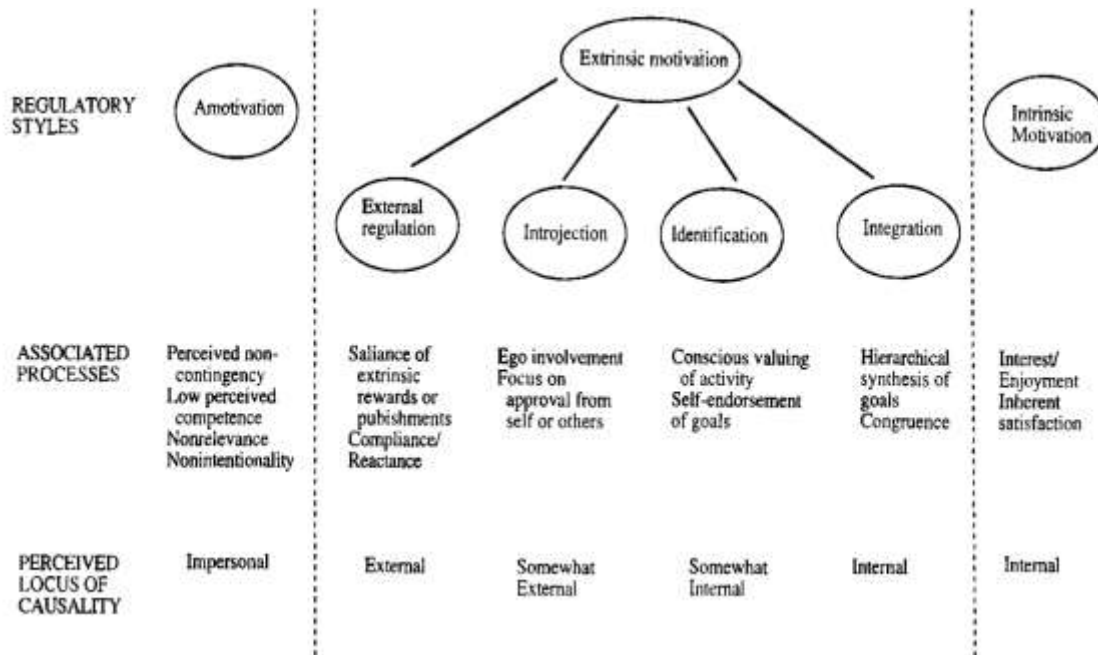


Figure 2: Taxonomy of Human Motivation

1.3.3. Self-determination Theory

1.3.3.1. Self-determination

Self-determination refers to the individual's readiness to take control over their own life. It means that a person puts himself in a position where they can manage their life choices instead of being controlled by others.

1.3.3.2. Self-determination as a Motivation Theory

Self-determination theory also known as SDT grew and evolved from the Intrinsic and Extrinsic Motivation Theory. It was first introduced by Edward Deci and Richard Ryan in their book *Self-Determination and Intrinsic Motivation in Human Behavior*. Self-determination theory focuses more on the intrinsic part of human motivation. It suggests that humans actively aim for self-improvement and self-growth in order to achieve independence and knowledge. So, this theory suggests that humans have innate needs that drive them to engage in behaviors that improve their sense of self and well-being. According to Ryan and Deci (1997), the Self-determination theory employs an empirical data analysis process to determine humans' innate needs that help them achieve psychological growth.

1.3.3.3 Humans' Needs in Self-determination Theory

Ryan and Deci (2000), explain that people have three needs that they want to achieve in order to function in society: relatedness, competence, and autonomy.

- a. Autonomy: People need to feel like they have the freedom in making their own choices, and that they are not forced to do things they hate.
- b. Competence: People need to feel that they can perform well in their environment and that they can effectively accomplish their tasks and duties.

- c. Relatedness: People need to feel like they are connected to others, cared for by their relatives and friends, and have a sense of belonging.

1.3.3.4 Self-determination Theory in Learning

The learning environment can enhance or undermine the learner's self-determination. This has led Ryan and Deci to break down their Self-determination Theory into five sub-theories in order to explain the relationship between learners and their environment. (Gopalan et al., 2017).

- a. Cognitive Evaluation Theory (CET): Designed to explain external consequences on internal motivation (Deci 1975 as cited in Gopalan et al., 2017). In other words, it explains the effects of extrinsic incentives on intrinsic motives which affect the way we perform in several areas of our lives including education.
- b. Organismic Integration Theory (OIT): This theory explains that there are multiple levels of extrinsic motivation that depend on the individual's perception of the value of the activity. The levels can be presented in a spectrum that varies from:
 - Involuntary: means that we have to do something that is imposed on us
 - Voluntary: which is an implicit acceptance to engage in an activity
 - Intrinsic: means that we engage in an activity by ourselves and do it for ourselves
- c. Causality Orientations Theory (COT) indicates how much an individual would orient towards a goal following an extrinsic incentive. This theory identifies three types of orientation: autonomous, controlled, and impersonal controlled. Autonomy is initiating an action or behavior with self-awareness. Controlled orientation is initiating an activity because of an extrinsic value that it offers. Impersonal

controlled orientation means the engagement in something unintentionally, which means that we feel as if we have no control over our actions (Ryan & Ryan, 2023).

- d. Basic Psychological Needs Theory (BPNT): These represent the human needs in SDT, which are autonomy, competence, and relatedness.
- e. Goal Contents Theory (GCT): Shows the difference between extrinsic and intrinsic goals, and the impact this difference has on the individual's motivation.

1.3.3.5. Moving from Amotivation to Self-determination

It is more useful for students to rely on intrinsic motivation. Ryan and Deci (2000), argue that it is better for academic achievement that students become self-determinant and don't rely much on extrinsic goals as a source of motivation. And it is up to educators to try to help learners reach a state of self-determination, but it is a very complex and difficult task to accomplish, especially since the environment can heavily undermine students' intrinsic motivation.

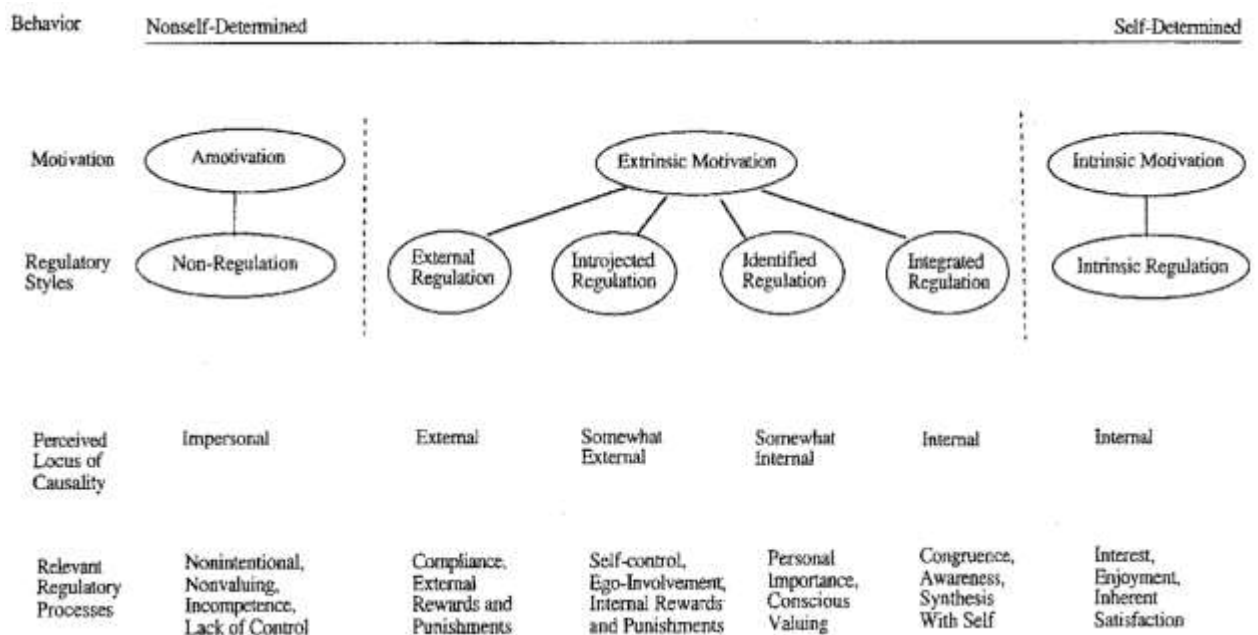


Figure 3: The Self-determination Continuum

1.3.4. Social Cognitive Theory

The social cognitive theory suggests that “People are self-organizing, proactive, self-reflecting, and self-regulating, not just reactive organisms shaped and shepherded by environmental events or inner forces.” (Bandura, 2001, P. 266). It also suggests that humans acquire knowledge through observation, experience, and interactions (Gopalan et al., 2017). In other words, we continuously acquire and construct knowledge through social interactions within our environment. These interactions also affect our motivation to adopt certain behavioral patterns that can be beneficial or harmful to our self-improvement. In educational practice and according to SCT, interactive learning can have a positive impact on learners’ motivation. It helps them become efficient and confident and improves knowledge acquisition.

1.3.4.1. Principles of Social Cognitive Theory

Social cognitive theory focuses on the concept of human agency (Nelson-Jones, 2011, as cited in Bougherara & Nani, 2021). Human agency is a characteristic of human beings that has three determinants: environmental, personal, and behavioral (Bandura, 2001). Bandura objected to the idea that behavior alone can condition personality because humans have the ability to process the information that they receive. So, he proposed the environmental factor, explaining that “personal agency operates within a broad network of sociostructurally influences.” (Bandura, 2001, P.266). In other words, instead of unidirectional causation between personality and behavior, Bandura suggested a triadic reciprocal causation model where personal, behavioral, and environmental factors affect one another.

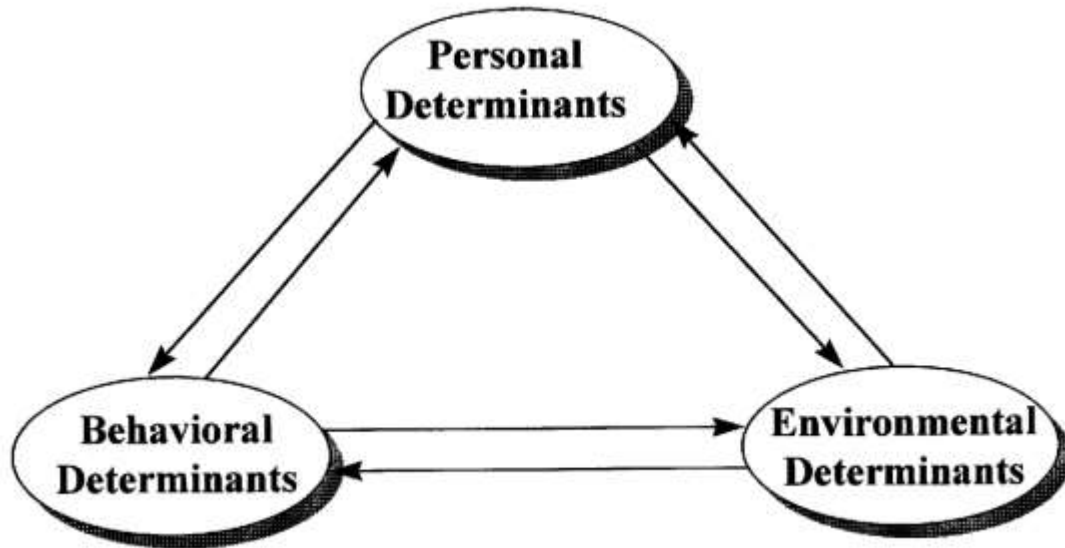


Figure 4: The Triadic Reciprocal causation in social cognitive theory

1.3.4.2. Social-Cognitive Theory in Learning

In SCT, there are three important concepts regarding the learning process. First, people learn through observation, interactions, and experience. Second, we process what we learn through cognitive mechanisms that depend on our internal state i.e., motivation. The third concept is that learning does not necessarily mean a change in behavior, which means that it does not guarantee an outcome. So, in order to increase the possibility of learning success, multiple factors must be considered:

1. Attention: In order for students to learn something, they need to be paying attention. This means that the content or the delivery medium must spark their interest and curiosity.
2. Retention: Students must remember and store relevant and important information.
3. Reproduction: After thorough observation and retention of information, it is safe to assume that learners will be able to reproduce the information.

4. Motivation: In SCT, there is a focus on both the intrinsic nature of human beings and the extrinsic factors that affect them. So, students can be intrinsically motivated, which is related to personal factors, but they can also be motivated through observing and reproducing behaviors that they think are beneficial for them. For instance, if a student observes another student being rewarded, she/he might be motivated to take action and achieve the same outcome.

1.3.5. The ARCS Model

The ARCS model aims to use teaching material that is engaging for students. It can help them become more interested and can improve their motivation to learn. This has led educators who are interested in the ARCS model to focus on incorporating technology into the learning process to improve the teaching material. There are a variety of materials and technological tools that can be used in the classroom today. For instance, teachers have been using films, games, computers, mobile and other tools, and materials. Studies have shown that incorporating these technological tools while following the ARCS model can have a positive effect on students' motivation, and learning results.

1.3.5.1. Definition

ARCS model explains learning motivation and elaborates motivation strategies (Qian, 2014). It was developed by Keller after a careful examination of the different motivational concepts. Keller sorted these concepts into four categories according to their shared attributes (Keller 2010). The ARCS model categories are attention, relevance, confidence, and satisfaction. A general idea about the dimensions of motivation in the learning context can be formed from the names of the categories.

Category	Definition	Process Question
Attention	Capturing the interest of learners; stimulating the curiosity to learn	How can I make the learning experience stimulating and interesting?
Relevance	Meeting the personal needs/ goals of the learner to effect a positive attitude	In what ways will this learning experience be valuable for my students?
Confidence	Helping the learners believe/ feel that they will succeed and control their success	How can I via instruction help the students succeed and allow them to control their success?
Satisfaction	Reinforcing accomplishment with rewards (internal and external)	What can I do to help the students feel good about their experience and desire to continue learning?

Table 1: ARCS Model Categories, Definitions, and Process Questions

1.3.5.2. Principles of The Motivation to Learn in the ARCS Model

The ARCS model is based on a set of principles that present the source of learners' motivation. Keller (1979 as cited in Keller 2008) states that "In brief, we can say that in order to have motivated students, their curiosity must be aroused and sustained; the instruction must be perceived to be relevant to personal values or instrumental to accomplishing desired goals; they must have the personal conviction that they will be able to succeed; and the consequences of the learning experience must be consistent with the personal incentives of the learner." (P.6). These principles are the result of the classification of motivation theories in order to define the motivation conditions that students need to be engaged in the learning process. Later on, these conditions were classified as contributors to attention, relevance, confidence, and satisfaction. This resulted in the creation of the ARCS model (Keller 2008). Later on, two other principles were incorporated with the use of the ARCS model. Extrinsic incentives are suggested to be used to reinforce students'

attention and engagement. Volition, which is similar to self-regulation, can be used to make students more initiative (Keller, 2016).

1.3.5.3. Sub-categories of the ARCS model

Each of the ARCS model categories has sub-categories and each of these sub-categories can be stimulated using different strategies which would lead to increasing the level of learning motivation.

Category	Sub-category	Process questions
Attention	A1. Perceptual arousal	What can I do to capture the learner's interest?
	A2. Inquiry Arousal	How can I stimulate an inquiry attitude?
	A3. Variability	How can I maintain the learner's attention?
Relevance	R1. Goal orientation	How can I meet my learners' needs
	R2. Motiva matching	How can I link the teaching to my learners' personal interests?
	R3. Familiarity	How can I tie the instruction to the learners' experiences?
Confidence	C1. Learning requirements	How can I build positive expectations for success?
	C2. Success opportunities	How will the learning experience support or enhance the competency of learners?
	C3. Person control	How will learners know that their success is based on their efforts and abilities?
Satisfaction	S1. Intrinsic reinforcement	How can the learning experience be supported and encouraged?
	S2. Extrinsic rewards	What will provide reinforcement to the learners' successes?
	S3. Equity	How can learners be convinced of fair treatment?

Table 2: ARCS Model Sub-categories

1.3.5.4. Testing the ARCS Model

According to several empirical studies, the implementation of the ARCS model has given positive results in different classroom setups. For instance, Chang and Lehman (2002) experimented with the effects of using a relevance-enhanced computer-based lesson on intrinsically and non-intrinsically motivated EFL learners' comprehension and perception of motivation. The data showed an improvement in the learners' understanding of the language regardless of their intrinsic motivation. This meant that the use of relevant material with computer-based tools improved the learners' performance. In another study by Astleitner and Hufnagl (2003), the ARCS model was used with all its components (Attention, relevance, confidence, satisfaction) in an attempt to improve students' motivation and learning during a web-lecture-based course. The data showed an increase in students' motivation and better knowledge acquisition. So, many studies have shown that the ARCS model implementation has positive results, but using it requires following a process that consists of a set of motivational practices.

1.3.5.5. ARCS Model Implementation

For the ARCS model to be used correctly, there is a structure that must be followed. This structure comprises a process that includes three phases: pre-intervention, implementation, and post-instructional. Each of these phases comprises a set of steps with a total of ten steps (Kelly, 2016). Step 1&2 is obtaining course information and learner information. Followed by step 3 which is analyzing the audience to pinpoint any motivational problems. Then comes step 4 where we analyze other course elements like the learners' environment, the learning conditions, and the medium of course delivery. In step 5 we create a list of objectives and select assessment tools for those objectives. In step 6 we suggest tactics and solutions related to motivation. In step 7 we select the tools and

methods that we are going to use after previously brainstorming them in step 6. Step 8 is giving instructions and integrating our teaching methods. In step 9 we select the teaching material, then in the final step, we evaluate the results (Kelly 2008, Kelly 2016).

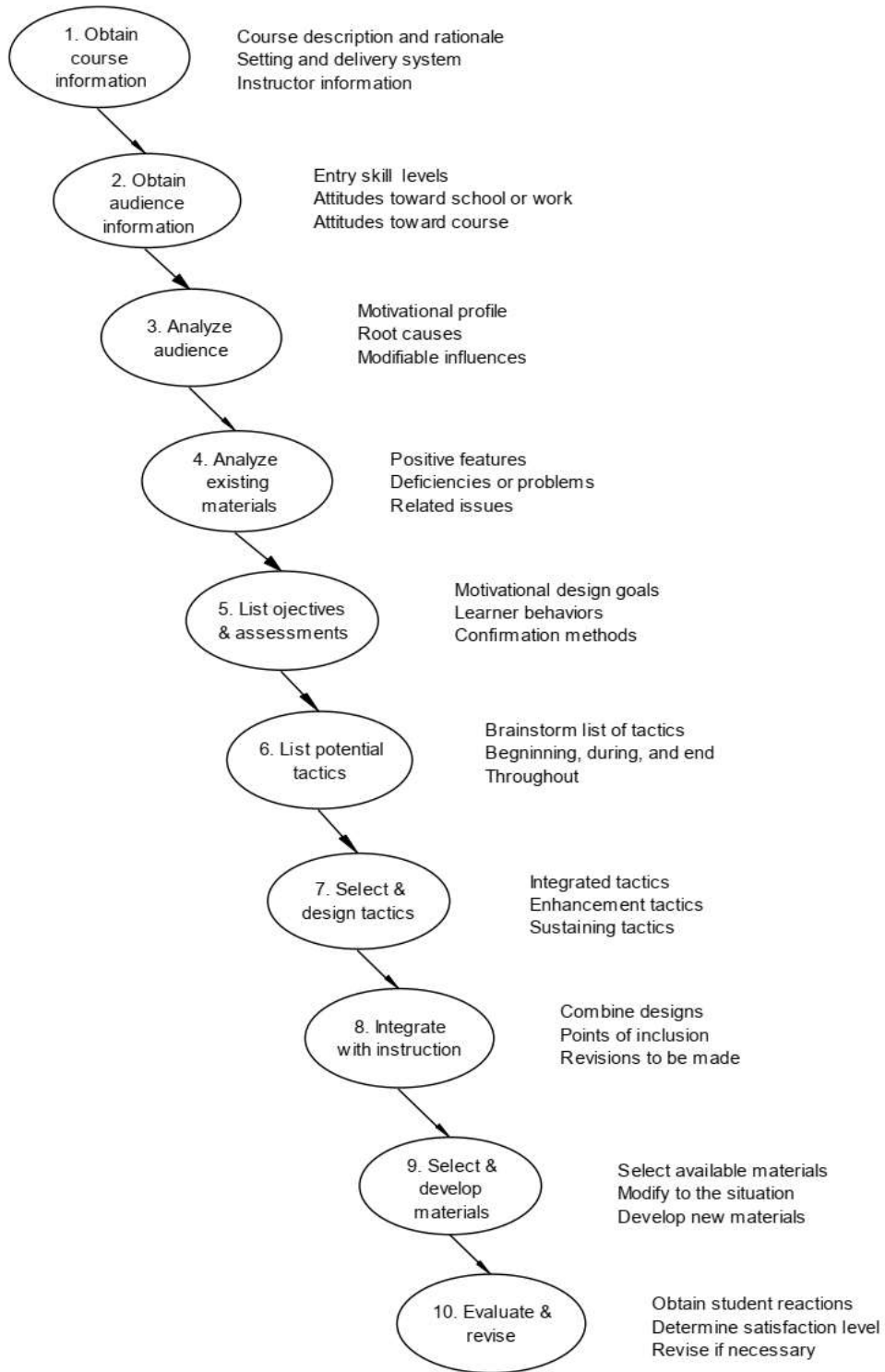


Figure 5: The Ten Steps Model

1.3.5.6. Motivational Practices for E-Learning Setting

There are many strategies to integrate motivational practices with technological tools into the classroom. One of the most prominent strategies is Learner motivation in a blended learning model. It combines technology-based approaches with classic approaches, making it a convenient choice in the Algerian classroom. For example, in civilization teaching, the teacher can use lectures and textbooks with films and mobile apps. This can make the lesson more engaging and fun for students. As a result, the teacher can capture students' attention and make the courses more relevant in terms of the delivery tools, which can lead to having more confident and satisfied students.

1.3.6 Motivation Theories for Teaching Civilization

Motivation theories can be used to understand and develop teaching civilization like any other subject. Selecting which model to implement still depends on teachers, learners, and the teaching and learning environment. For instance, SDT theory can be used to spark the learners' interest in the importance of learning civilization. It can help the teachers orient learners to become more independent and self-reliant. The ARCS model can introduce the technological element to the classroom. This gives teachers and learners a broad variety of materials and tools to select from, which can help make students more active and attentive. SCT theory focuses on both the intrinsic and extrinsic elements. It helps learners become more independent. They will be able to take action and start developing an interest in behaviors that they consider rewarding.

Conclusion

It is essential for teachers to understand motivation because it can play a key role in achieving desired academic outcomes. For this reason, being able to integrate motivation into teaching practices can help learners change, improve, and become more active in the classroom. The exploration of the different concepts related to motivation in this chapter can help people who work in academic organizations understand learners' motives, behaviors, and challenges. Furthermore, it provides teachers with the different tools that can be used to help learners improve and become more self-reliant and engaged in classroom activities which can have a positive impact on their academic achievements.

CHAPTER TWO: RESEARCH METHODOLOGY AND DATA ANALYSIS

Introduction

The previous two chapters presented an overview of the most prominent and known motivation theories and their applications in the educational context. The next chapter covers a description of the fieldwork and its results. It sheds light on the research methodology of this work, the tools used to gather data, the target population, and the sampling. Then there will be a discussion and an analysis of the data obtained from the questionnaire that was administered to the first-year EFL students of the University of Ibn Khaldoun, Tiaret.

2.1 Research Aim

This research aims at examining to what extent L1 EFL students are motivated to study the civilization module by measuring the four elements of the ARCS model of motivation among L1 EFL students of the University of Ibn Khaldoun.

2.2. Methodology

This study adopted a quantitative research method. Online and hard copies of a questionnaire were administered to L1 EFL students at the University of Ibn Khaldoun. Then the results were analyzed in order to measure the four elements of the ARCS model of motivation. The data provided numerical values that can be representative of L1 students' motivation to study civilization.

2.3. Population

The target population of this research is L1 EFL students at the University of Ibn Khaldoun in Tiaret during the academic year 2022/2023. It comprises students who are concerned with studying the Anglo-Saxon civilization as part of their curriculum. The

reason for this choice is that we wanted to work with students who are newly exposed to the civilization module in order to get more accurate data regarding the attention metric. We also wanted to check their perspective on the relevance of the civilization module as EFL students who are in their first year and whether they think it would be useful for their studies and future careers. Another reason is to explore the level of confidence of L1 students who are newly exposed to the experience of being university students. Lastly, we wanted to examine their satisfaction with the civilization module after studying it for the first time.

2.4. The Participants

This study involved 74 participants who were selected randomly from the population of L1 EFL students of the English department of Ibn Khaldoun University. It was administered online using Google Forms and in person using printed hard copies.

2.5. Data Collection Tools

This research relied on the re-adaptation of Keller's Instructional Material Motivation Survey as a data collection tool with an addition of a small section to collect general information about the participants. The IMMS survey instrument is an essential part of the ARCS model (Keller, 1987, as cited in Huang & Hew, 2016). It can be used to measure students' motivation by evaluating the four elements that affect motivation: attention, confidence, satisfaction, and relevance.

2.6. Description and Analysis of the Students' Questionnaire

2.6.1. Overview

The first part of the questionnaire used in this research consists of four questions about students' demographics, years of studying English, and English language proficiency. The

second part is a re-adaptation of the Instructional Materials Motivation Survey (IMMS). It contains twenty-five questions, and each group of questions is related to one of the ARCS model elements. The second part questions are in the form of a 5-point Likert scale. On this scale: 1= Not True, 2= Slightly True, 3= Moderately True, 4= Mostly True, 5= Very True.

2.6.2. General Questions

The first four general questions aimed at collecting information on the student's gender, age, how many years they have been studying English, and their English language proficiency.

2.6.3. Attention Metric Questions

There are seven questions to measure the attention metric: (Q5) whether civilization looked interesting at first, (Q6) how attractive is the teaching material, (Q7) if the teaching material helped students stay focused, (Q8) whether the lessons were fun, (Q9) did civilization lessons stimulate curiosity, (Q10) did students learned surprising things, (Q11) were the words in civilization lessons difficult.

2.6.4. The Confidence Metric Questions

There are nine questions to measure confidence: (Q12) to check if civilization looked easy in the beginning, (Q13) how difficult the teaching material was, (Q14) is related to the students' attitudes towards the quantity of information, (Q15) is for the students' confidence at understanding civilization at first, (Q16) the tasks and tests difficulty, (Q17) students' confidence while dealing with tests and exams, (Q18) the students' ability to understand civilization lessons, (Q19) the students' opinion on how organized and helpful are civilization lessons, (Q20) whether students enjoyed civilization lessons and if they want to learn more of it.

2.6.5. The Satisfaction Metric Questions

Three questions were used to measure students' satisfaction: (Q21) Did students enjoy civilization lessons, (Q22) if the lessons were well designed and enjoyable, (Q23) if completing civilization tasks felt good?

2.6.6 The Relevance Metric Questions

There are six questions to measure relevance: (Q24) if the content of the lessons is related to things that the students already knew, (Q25) the materials used in the lessons showed the students how learning civilization could be important, (Q26) if civilization lessons are important for the students, (Q27) can the knowledge gained from civilization lessons be used in real life, (Q28) if the students feel that civilization lessons are not something they need, (Q29) if students feel that civilization lessons will be useful to them.

2.7. Data Analysis

The results received from the questionnaire were sorted and analyzed using Microsoft Excel 2016. There are 10 reversed items in the survey. A reverse item means that the higher the score on the symmetrical 5-point Likert scale the lower the motivation. So, to measure motivation, the scores from the reversed items were manually reversed.

2.7.1 General Information

The results from the general questions show that out of the 74 participants, there were 36 male participants and 38 female participants. The majority of the participants (72%) are below the age of 20 years old. 21% are from the age of 20 to 25 and 7% are above the age of 25. Out of the 74 participants, 65 participants (88%) consider their English proficiency to be average, 5 participants (7%) consider it to be low, and 4 participants (5%) consider it to be advanced.

Characteristics	Respondents	%
Gender		
Male	36	49%
Female	38	51%
Age Group		
Below 20	53	72%
20-25	16	21%
Above 25	5	7%
English Proficiency		
Low	5	7%
Average	65	88%
Advanced	4	5%

Table 3: The demographics of the study

2.7.2. Items Scores Analysis

Attention	Mean
In the beginning, Civilization looked interesting	2.95
The teaching materials are eye-catching	2.99
The teaching materials helped me stay focused	3.4
The lessons of civilization were dry and not fun (Reversed)	2.82
Civilization lessons stimulated my curiosity	3.08
I learned things that were surprising or unexpected	3.03
There are many difficult words in civilization lessons (Reversed)	2.28
Confidence	
At first, civilization lessons looked easy	3.03
The teaching materials are more difficult than I like them to be (Reversed)	3.18

There is a lot of information that it is difficult to remember the main points (Reversed)	2.14
Since the beginning, I was confident that I can understand civilization's lessons	3.5
The tests and tasks are too difficult (Reversed)	2.72
I am confident that I would do well in the civilization tests and exams	3.05
I cannot understand civilization's lessons (Reversed)	3.1
The civilization lessons are well-organized and helpful	3.01
I enjoyed civilization lessons and I would like to learn more about it	3.08
Satisfaction	
I really enjoyed learning civilization	2.92
The lessons were well-designed and enjoyable	2.73
Completing civilization tasks felt good	2.97
Relevance	
The content of civilization lessons is related to things I already know	2.92
There were stories, pictures, or examples that showed me how civilization lessons could be important	3.22
Civilization lessons are important to me	2.88
The knowledge from the civilization lessons could be used in real life	2.85
Civilization lessons are not something that I need (Reversed)	3.07
Civilization lessons will be useful to me	2.9

Table 4: Items Scores

Table 4 is a display of the results of each item. The scores of each item were calculated by calculating the mean of the responses of the 74 participants on each

questionnaire item. The scores of negative items were reversed so the overall score of motivation could be calculated. The figures below represent some of the responses that had the biggest impact on the overall motivation score.

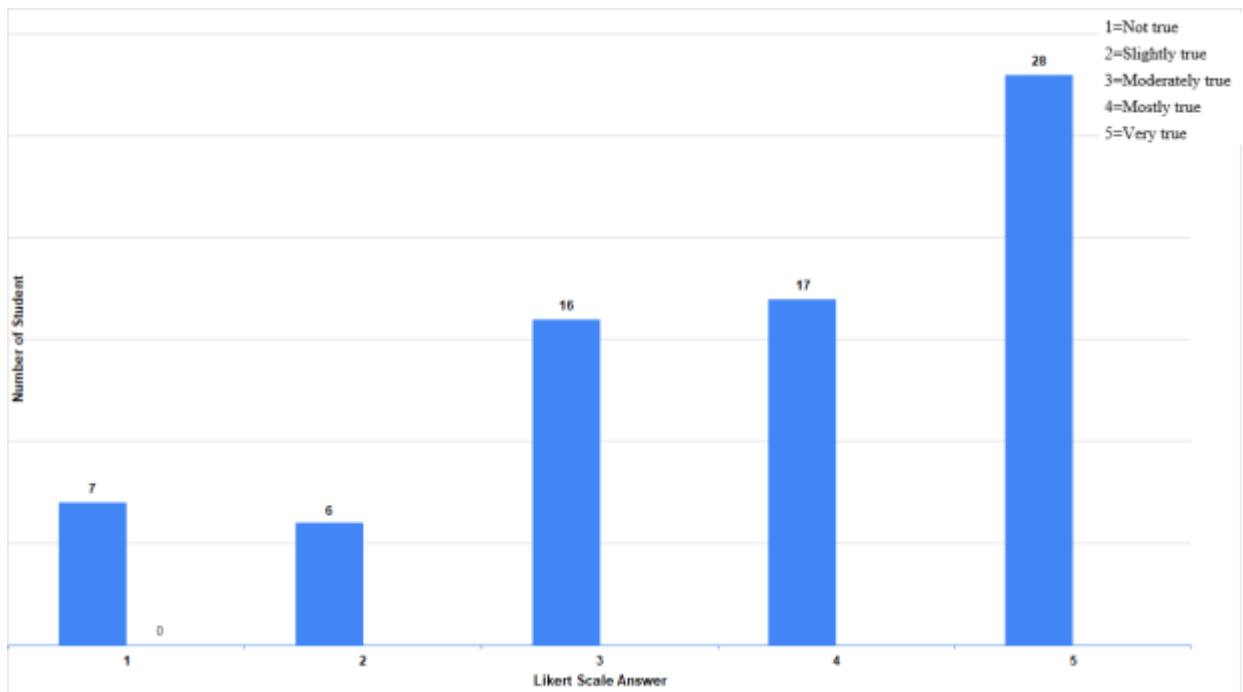


Figure 6: Civilization lessons contain many difficult words

The results reveal most of the participants consider that civilization lessons contain too many difficult words which impacted their motivation negatively. This question received the lowest mean score of 2.28, with 28 participants responding with “Very True” that civilization lessons contain too many difficult words.

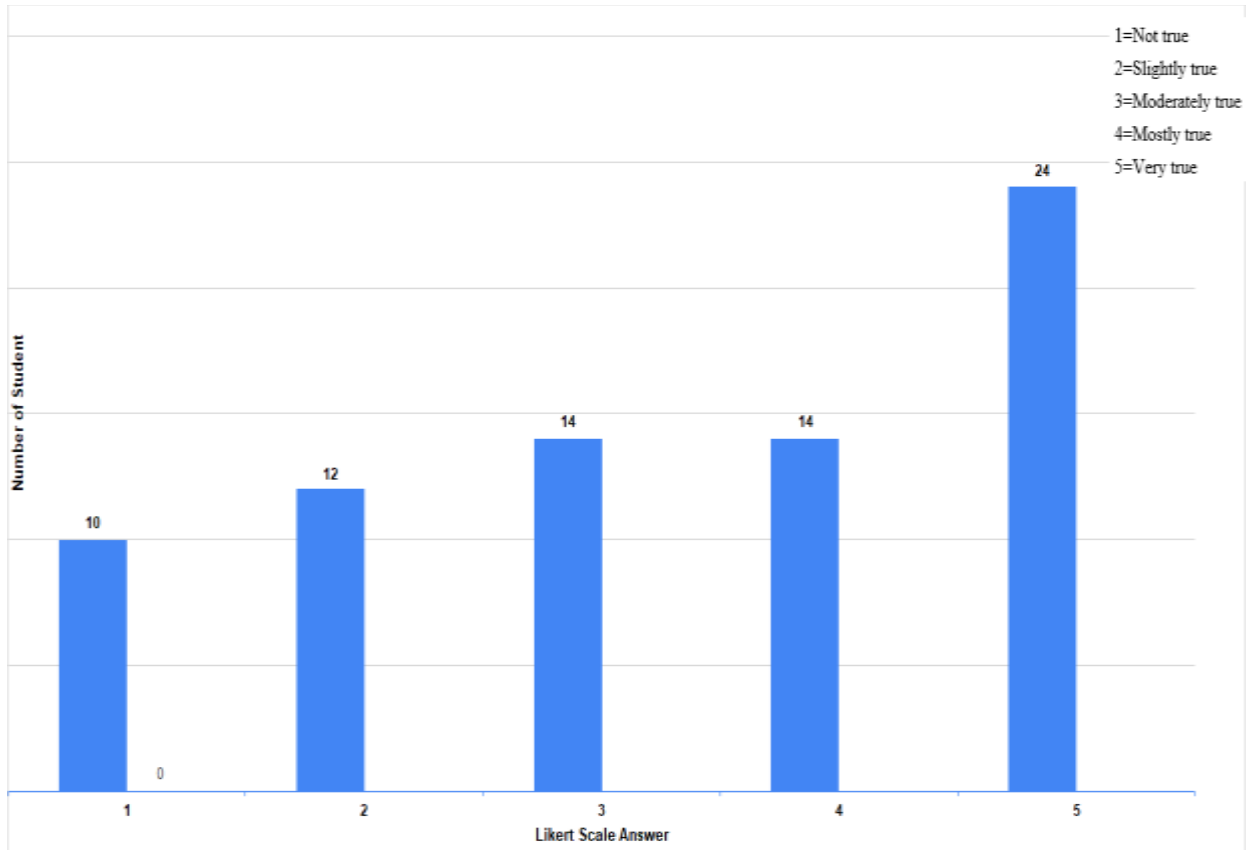


Figure 7: The teaching material helped students stay focused

This figure shows that most of the participants believe that the teaching material helped them stay focused. This indicates that the learners have a positive attitude towards the teaching material.

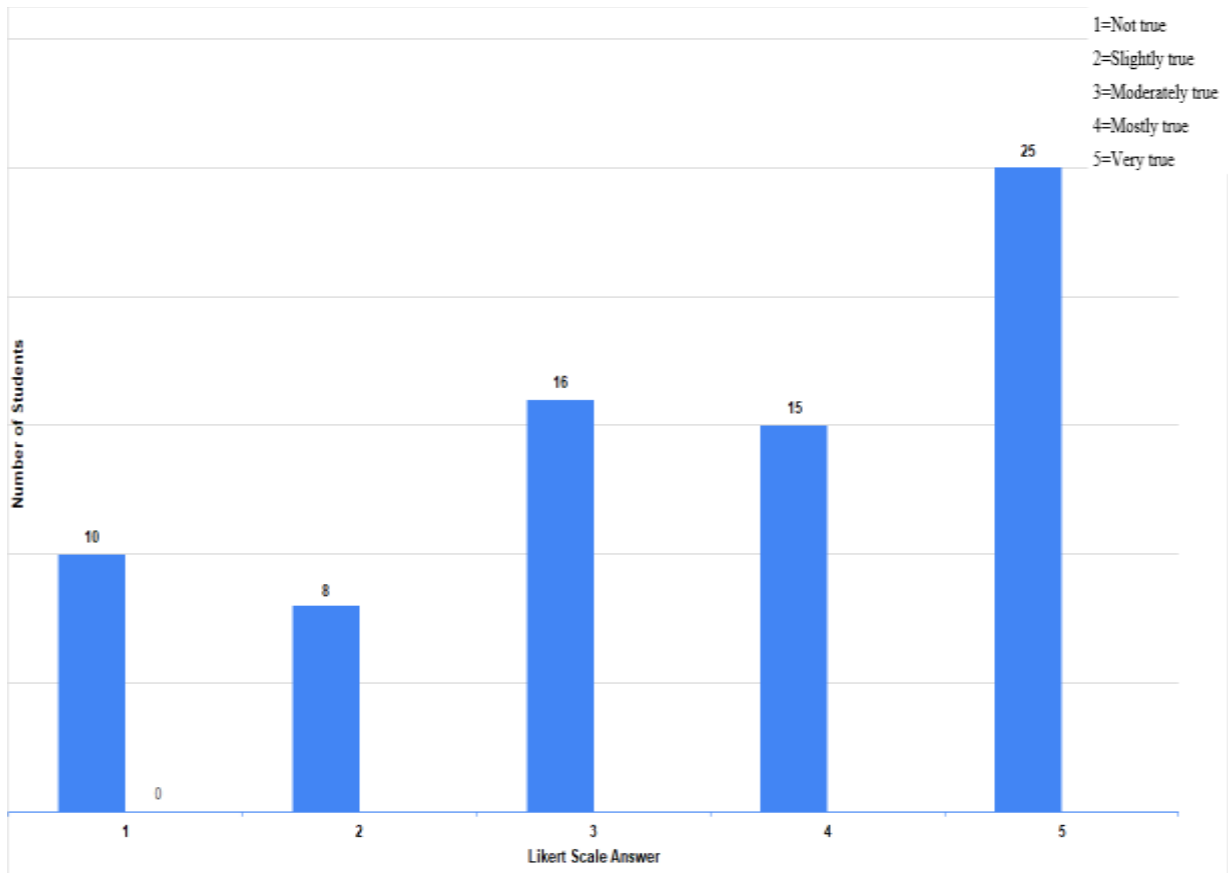


Figure 8: Civilization lessons contain too much information

The results indicate that of the participants think that there is a lot of information in the civilization lessons that it is difficult to remember the main points and this has affected their motivation negatively.

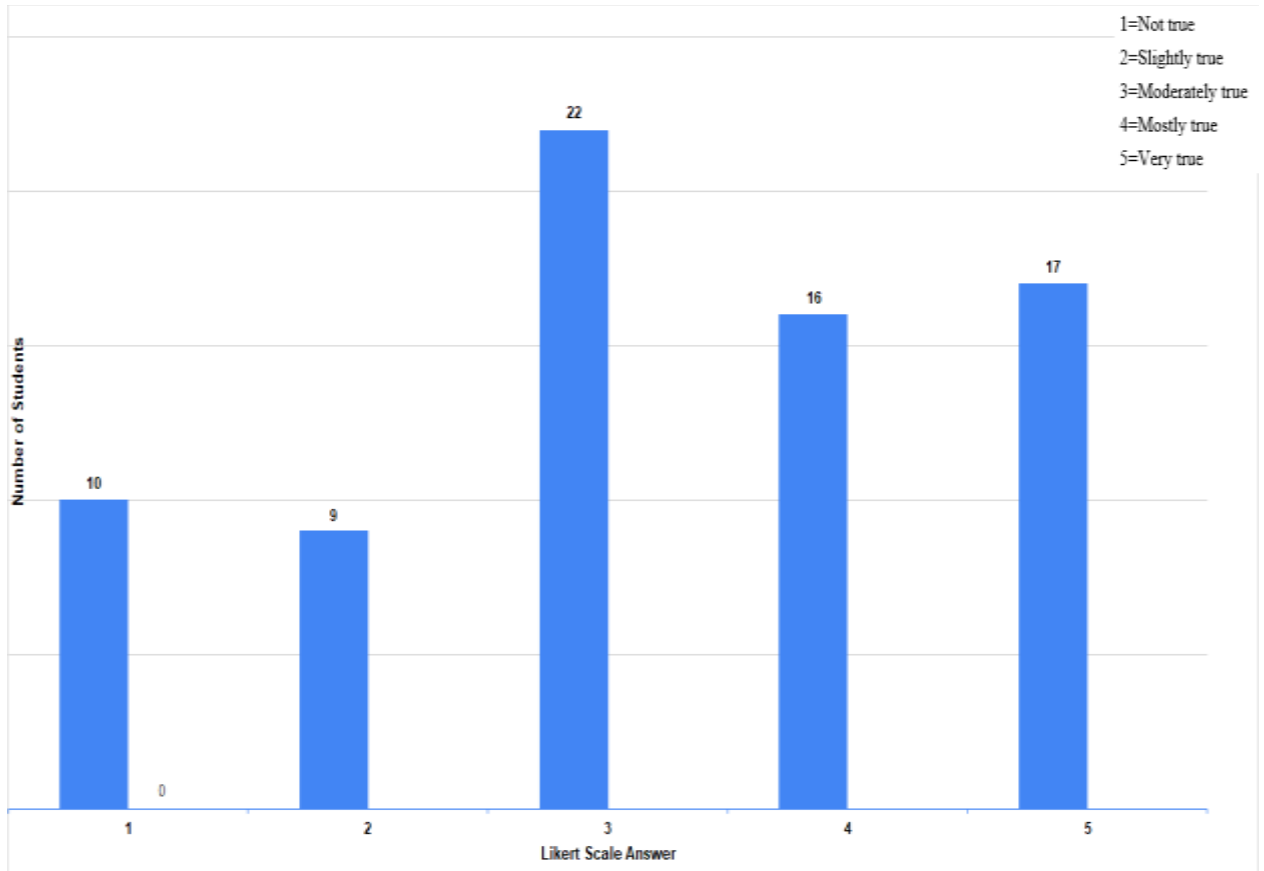


Figure 9: Students were confident in their ability to learn civilization

The results reveal that most of the participants believed, since the beginning, that they were confident that they can understand civilization lessons.

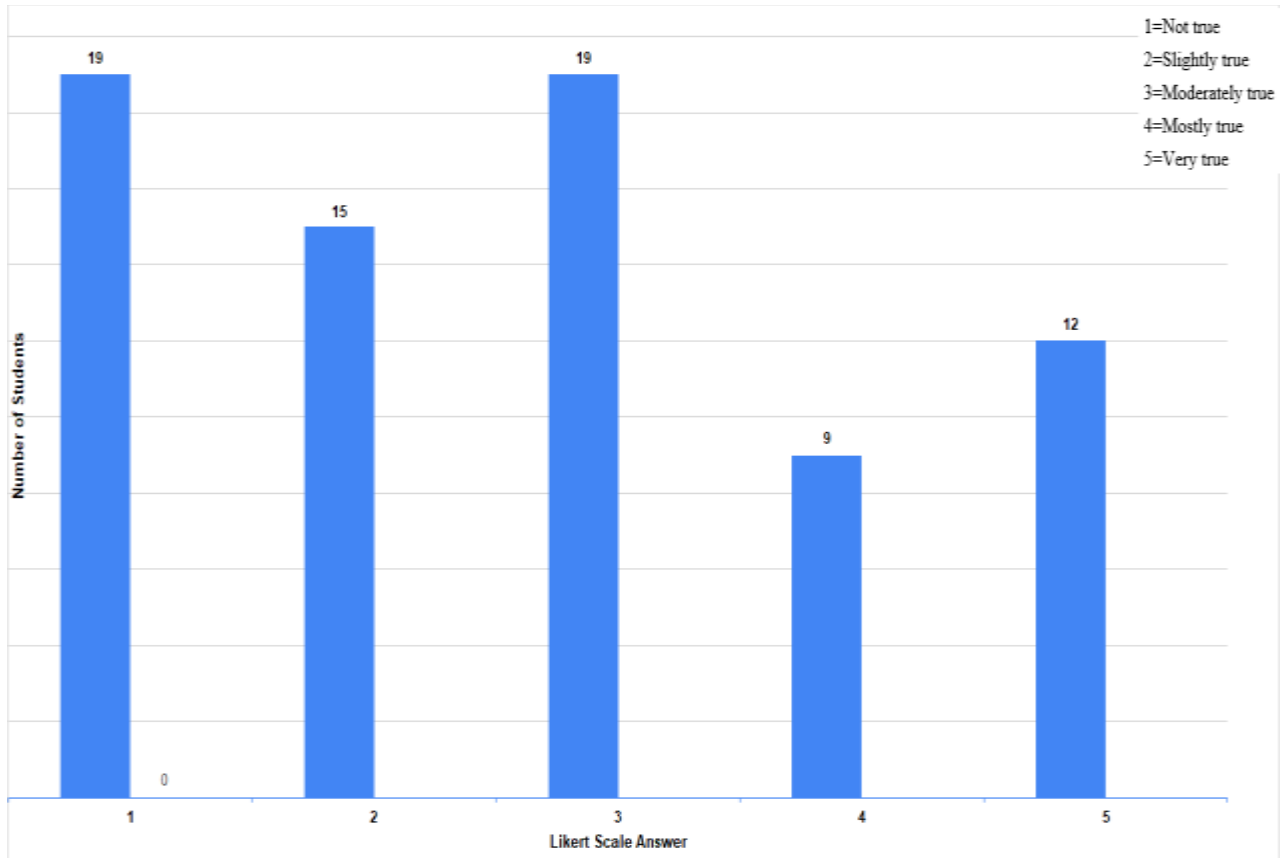


Figure 10: Students find the lessons well-designed and enjoyable

The results reveal that students did not find the lessons to be appealing regarding the design prospect. This has impacted their motivation negatively and contributed into lowering the overall score of motivation

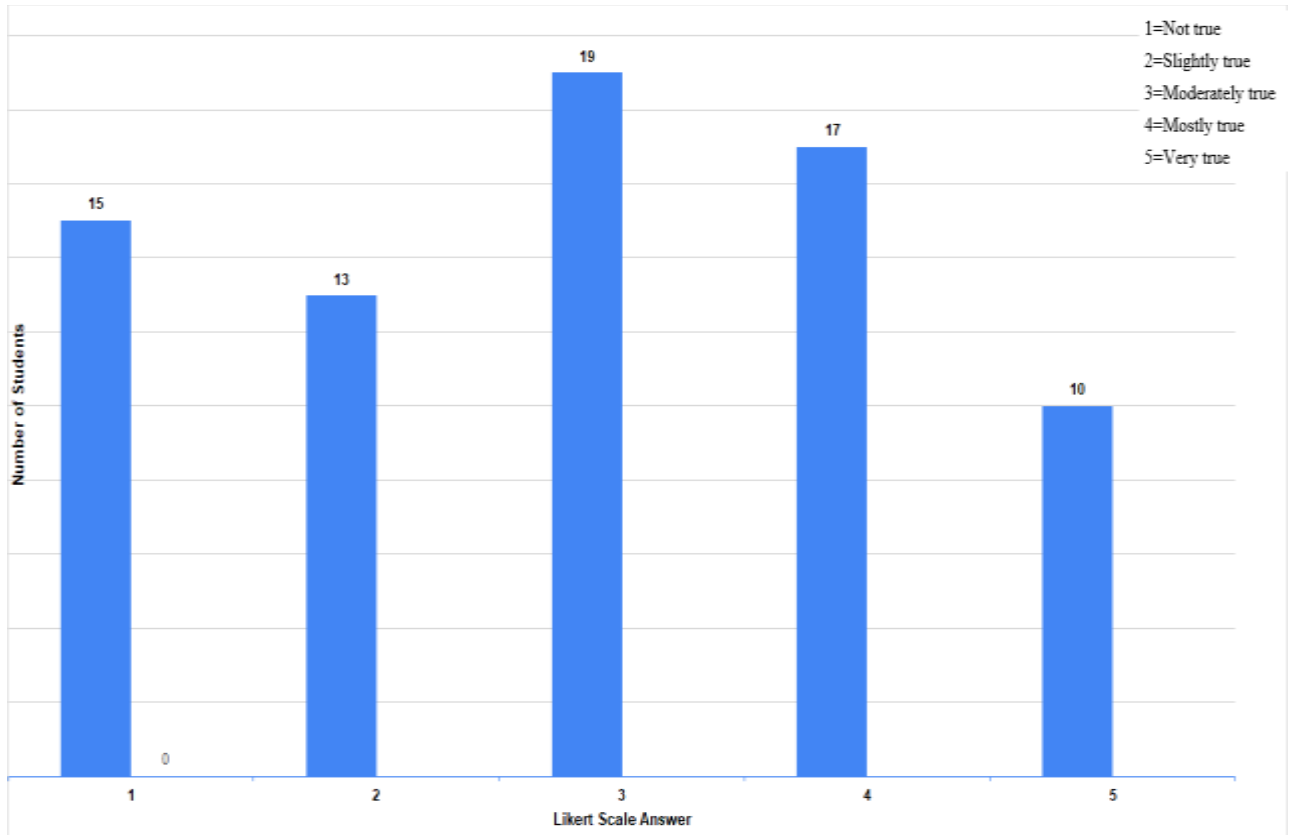


Figure 11: The completion of civilization tasks felt good

The results show moderate levels of satisfaction after completing civilization tasks.

This indicates that the tasks used could be improved so they become more exciting and engaging to the learners.

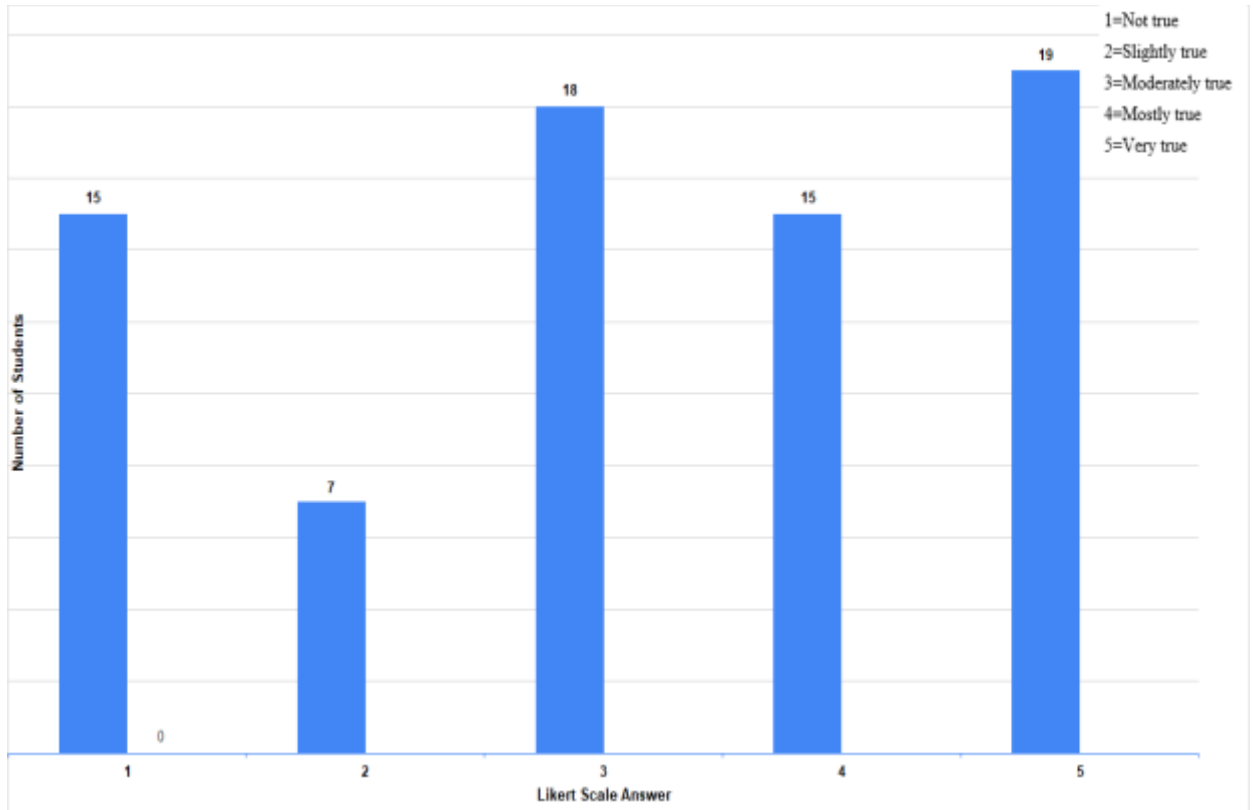


Figure 12: There teaching material show how civilization lessons could be important

The results indicate that some of the materials used (pictures, examples, texts) have shown to students that civilization lessons are important. This signifies that using more of these materials could impact their motivation positively.

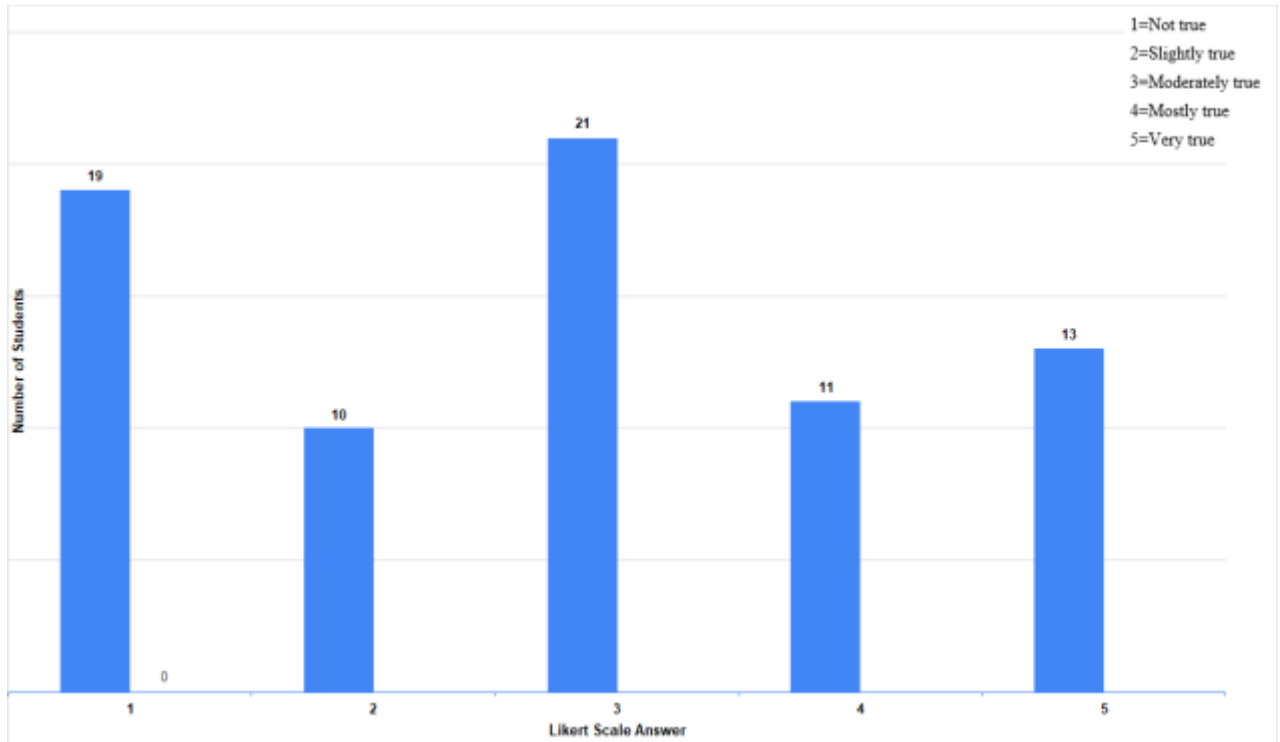


Figure 13: The knowledge from the civilization lessons could be used in real life

The results show that the majority of learners do not believe the knowledge they gain from civilization lessons could be transferred into the real-life context. This could negatively impact the motivation to learn civilization.

2.7.3. ARCS Elements Scores

❖ Attention Element

The attention metric is measured through 7 items of the re-adapted IMMS survey used in this research. The attention element items consist of 5 positive statements and 2 negative statements. The results show the mean of the attention element level is 2.94 which falls into the quite good category, but it still needs a lot of improvement in order to consider that the students are highly motivated

❖ Confidence Element

The confidence metric is measured through 9 items from the questionnaire used in this research. There are 4 negative statements and 5 positive statements in the confidence element items. The results show that the mean of the confidence element is 2.98, which falls into the quite good category, but there is a lot of room for improving this element which leaves a positive effect on the students' motivation.

❖ Satisfaction Element

The satisfaction element items consist of 3 positive statements. The mean score of the element is 2.78 which can be considered quite good. Yet, this motivational element requires more improvement so that the overall level of motivation can be better.

❖ Relevance Element

The relevance element was measured by the use of 6 items with 5 positive items and 1 negative statement. The mean score of relevance is 2.97. This signifies that relevance can be regarded as quite good but it can be improved to reach higher motivation levels among students

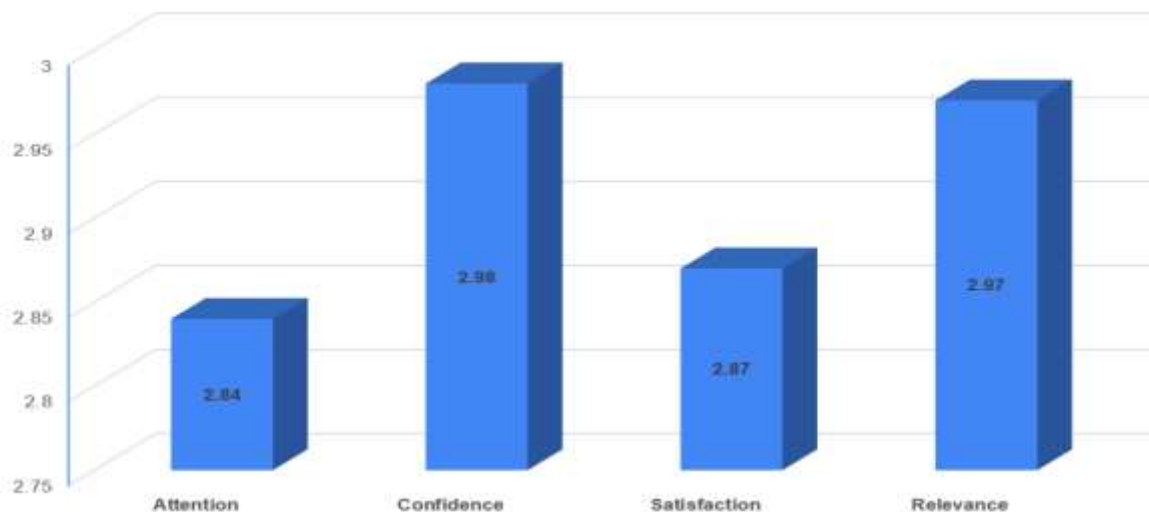


Figure 14: Motivation Elements Scores

It should be noted that there are slight differences in the motivation score elements that should be taken into consideration if we want to improve the overall motivation. The results show that among the 74 participants, the attention element level is the lowest with a score of 2.84, the satisfaction level is second from the bottom with a score of 2.87 and the confidence and relevance scores are first and second with almost no significant difference with scores of 2.98 and 2.97 consecutively.

2.7.4. Overall Motivation Scores

Item	Minimum	Maximum	Mean
Attention (7 items)	2.28	3.4	2.84
Confidence (9 items)	2.14	3.5	2.98
Satisfaction (3 items)	2.73	2.97	2.87
Relevance (6 items)	2.85	3.22	2.97
Overall (25 items)	2.5	3.2725	2.92

Table 5: Scores of Motivation Elements Levels

From Table 3 we notice that the overall minimum score of motivation is 2.5 and the maximum score is 3.27 with an overall score of 2.92. This indicates that the motivation level among L1 EFL students to study civilization is quite good, but it is still considered at a low level which can be improved through the use of different teaching materials.

Element	Attention	Confidence	Satisfaction	Relevance
Element Average	2.84	2.98	2.87	2.97
Category	Quite Good	Quite Good	Quite Good	Quite Good
Learning Motivation Level	2.92			
Learning Motivation Category	Quite Good			

Table 6: Level of Learning Motivation Based on the ARCS Model

2.7.5 Motivation Ranges of Students

Value	Category	Number of Students	%
1,00-1,49	Not Good	0	0%
1,50-2,49	Less Good	20	27%
2,50-3,49	Quite Good	41	55%
3,50-4,49	Good	13	18%
4,50-5,00	Very Good	0	0%

Table 7: Students' Motivation Levels

Table 7 represents the number of students in each motivation range. The results show that there are differences in motivation levels between students. Among 74 participants, 20 (27%) participants are within the less good category with a motivation score between 1.50 and 2.49. Whereas 41 (55%) participants are within the quite good category with a motivation score between 2.5 and 3.49. While 13 (18%) participants are within the good category with a score between 3.5 and 4.49. The results are illustrated in the figure below:

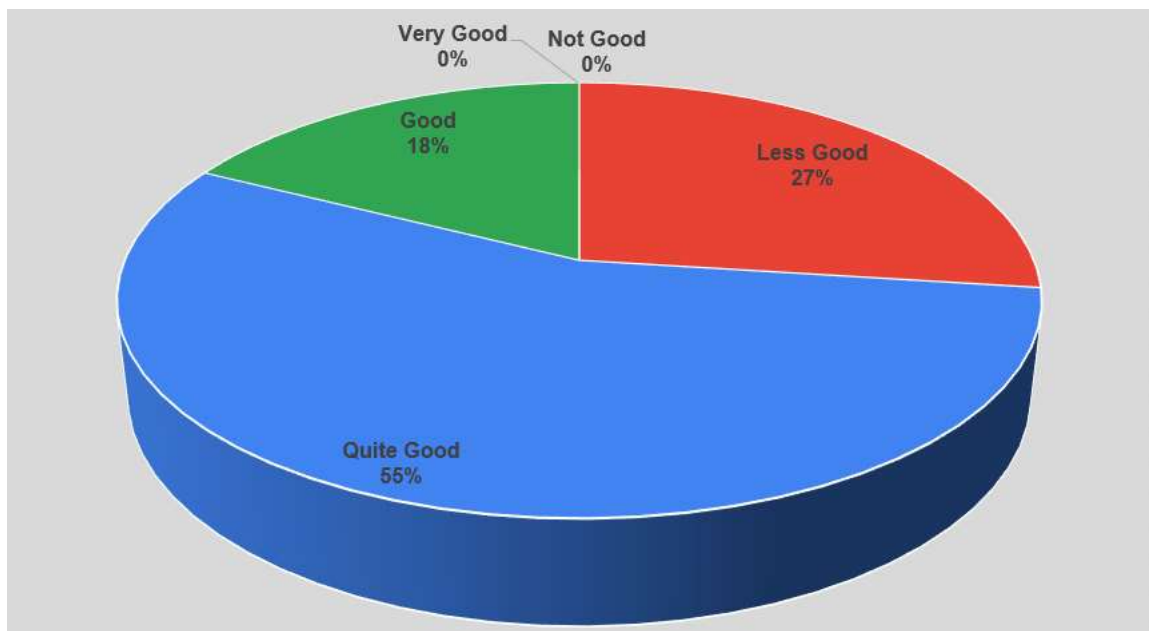


Figure 15: Students' Motivation Ranges

Conclusion

This chapter was a description of the research procedure. It presented the data collected during the study, with an analysis and a discussion of the level of motivation of L1 EFL students at the University of Ibn Khaldoun. The results reveal that L1EFL students are not highly motivated to study the civilization module due to several reasons which could be addressed by integrating a motivational design that could increase students' academic achievements.

CHAPTER THREE: DISCUSSION OF RESULTS AND RECCOMENDATIONS

Introduction

This chapter focuses on providing a discussion of the research findings and presenting the different strategies of motivation that the ARCS model contains. First, it starts with a discussion of results. After that, it suggests a description of the motivational design process and a motivational design for the case of our study. Furthermore, it offers an example of a simplified process of the ARCS motivational design. Finally, it describes the instructor's self-reflection checklist offered by Keller, which helps teachers examine their own motivation as well as their students' motivation.

3.1. Discussion of Results

The data received from the 74 participants show that the average level of motivation is 2.92, which is not a negative motivation level, but it indicates that the learners are not highly motivated to study civilization.

The results demonstrated in Table 2 show that the lowest received score was 2.14 for item 14 of the confidence dimension. This suggests that the amount of information in the civilization lessons has a negative impact on learners' motivation levels. So, reviewing the quantity of information given in the lessons and making them more concise could help improve students' motivation. Another item with a low score was item 11 of the attention dimension. This signifies that learners struggle with the vocabulary associated with the civilization module, which had a negative effect on their motivation level. So, helping students to become more familiar with the words that occur in civilization lessons would help them become more motivated. Another item with a low score is item 16 of the confidence dimension. It received a score of 2.72. This implies that students found the tests

and tasks to be difficult, which lowered their motivation level. This means that teachers should try to find the reasons why students find the tests and tasks and try to find solutions to this problem. By doing so, motivation levels among students could increase. Another item that should be considered in this study is the enjoyment and the design of the lessons. It is represented in item 22 of the satisfaction dimension. It received a score of 2.73, which means that there is room for a lot of improvement. Teachers could try to design lessons that are more visual and engaging. Fortunately, many free tools facilitate doing that. i.e., canvas. These tools could help make the lessons more captivating in terms of design which may lead to increasing learners' satisfaction and that would lead to increasing their motivation levels.

Figure 14 is a representation of the overall score of each motivation element of the ARCS model. The figure indicates that the attention and satisfaction elements received less scores than the attention and confidence elements. The confidence element was the highest with a score of 2.98, followed by the attention element with a score of 2.97, then the satisfaction element with a score of 2.87, and last the attention element with a score of 2.84. This indicates that items in attention and satisfaction dimensions received lower scores, which means that students do not pay much attention to the civilization module and they are not so satisfied with the lessons. So, increasing the overall motivation level among students requires more focus on the attention and satisfaction dimensions.

Table 5 illustrates that 13 participants (18%) of the total number of participants (74) are in the good motivation category. This indicates that the number of motivated students is very low, and this could be improved by integrating the ARCS model of motivation in

order to improve the number of motivated students which would improve the overall score of students' motivation.

These results could be used to properly integrate the ARCS model into the civilization lessons of L1 EFL students. Applying this model can help teachers make students more engaged and active during civilization lessons which can help reach better academic outcomes.

3.2 Recommendations

3.2.1. ARCS Motivational Design:

For the development of motivational systems in the educational setting, the ARCS model contains a systematic motivational design process (Keller, 2016; Keller, 2010). It should be noted this design cannot be used as a perspective method due to the differences between learning settings, but it is a general outline that can customized be according to the learners' needs, values, and expectancies. This motivational design contains 10 steps and it cannot but used in an algorithmic manner. It still relies on the instructor's intuition, creativity, and experience.

Step	Content
1. Collect information about the course	Course description, theoretical basis, teacher's information, and the setting
2. Obtain information about learners	Assessing learners' entry-level skills and attitude toward the course and the learning environment
3. Analyse learners	Motivational analysis, reason for motivation, factors impacting motivation
4. Analyse other course elements like course material and conditions	Motivation tactics that exist in the course material, the appropriateness of these tactics
5. List objectives and evaluation standards	Preparing the motivational objectives and designing the assessment process
6. List motivation stimulation strategies that can be used	Brainstorm a list of motivational strategies for each category
7. Choose and design motivation	Choosing motivation stimulation strategies that are

stimulation strategies	the best fit for the situation
8.Integrate with the teaching process	Making the connection with teaching, combining motivational component with teaching components
9.Choose and develop materials	Choosing the resources that can be used, the appropriate modifications, and developing new resources
10. Evaluation and modification	Performance, setting the degree of satisfaction, modifying when necessary

Table 8: ARCS motivational design process

3.2.2 Learning Motivational Design Description:

The case of this study involved an analysis of learners which presented the following results:

- **Attention:** Students find that the teaching material helped them stay focused but there are too many difficult words in the civilization lessons.
- **Confidence:** Students were confident that they would understand civilization lessons but they consider that the lessons contain too much information which made it difficult to remember the main points.
- **Satisfaction:** The lessons could be better designed and more enjoyable
- **Relevance:** Students liked the use of stories, pictures, and examples, they do not believe that they need the knowledge from civilization lessons in real life.

After analyzing the audience, a suitable motivational design can be created that can stimulate the learners' motivation to learn. We can use the process questions of each ARCS model sub-category in order to come up with suitable strategies that can stimulate each motivational sub-category. This would lead to enhancing each ARCS component resulting in increasing the overall learning motivation of students.

Categories	Sub-categories	Descriptions
Attention	Perceptual arousal	Capture learners' interest
	Inquiry Arousal	Stimulate learners' interest using new teaching material
	Variability	Maintaining learners' interest
Relevance	Goal orientation	Know and meet learners' needs
	Motiva matching	Link teaching material to learners' personal interest
	Familiarity	Tie teaching material to learners' experiences
Confidence	Learning requirements	Building positive expectations of success
	Success opportunities	Use the teaching material to enhance learners' competency
	Personal control	Link learners' success to their efforts and abilities
Satisfaction	Intrinsic reinforcement	Support and encourage the learners' intrinsic enjoyment of the teaching material
	Extrinsic rewards	Provide positive reinforcement for learners' accomplishments
	Equity	Convince learners' of having positive feelings about their accomplishments through fair treatment

Table 9: Description of the ARCS Model

3.2.3. Motivational Design Strategies and Tactics:

The next step is to propose motivational strategies for each ARCS sub-category.

This makes it easier to link motivation with motivational strategies by enhancing each sub-category which would lead to increasing the overall learning motivation. To make the process clearer, process questions can be used in order to select which strategy or strategies to use for each sub-subcategory of the ARCS model. In this case, e-learning material is suggested for teaching civilization.

Categories	Sub-categories	Process questions	Strategies/Tactics
Attention	Perceptual arousal	What can I do to capture learners' interest?	<ul style="list-style-type: none"> - Use interesting images and videos - Use animation - Maximize visibility
	Inquiry arousal	How can I stimulate interest?	<ul style="list-style-type: none"> - Use engaging teaching material - design eye-catching lessons - Consider usability, visibility, and the aesthetics
	Variability	How can I maintain learners' attention?	<ul style="list-style-type: none"> - Use curating and new content - Put information first
Relevance	Goal orientation	Do I know the learners' needs and how can I meet them?	<ul style="list-style-type: none"> - Use needs assessment - Determine course objectives
	Motive matching	How can I link teaching material with learners' personal interests?	<ul style="list-style-type: none"> - Consider the learners' point of view - Engage the learners in the development process
	Familiarity	How can I tie the teaching material to learners' experiences?	<ul style="list-style-type: none"> - Select from the variety of teaching material considering learners' opinions
Confidence	Learning requirements	How can I build positive expectations of success?	<ul style="list-style-type: none"> - Let learners know what is expected of them - Make sure learners have access to teaching material
	Success opportunities	How would the use of the teaching material enhance the learners' competencies?	<ul style="list-style-type: none"> - Provide situations for learners to experience success
	Personal control	How will the learners clearly know that their success is a result of their efforts and abilities?	<ul style="list-style-type: none"> - Encourage and guide learners to use self-monitoring strategies
Satisfaction	Intrinsic reinforcement	How can the learning be supported and encouraged?	<ul style="list-style-type: none"> - Provide feedback showing the benefits of learning

	Extrinsic rewards	How to provide positive reinforcements for learners' success?	- Use incentives to improve performance
	Equity	How to show learners the positive results of their achievements?	- Standardize and share the scoring measurements with learners

Table 10: Motivational design template

3.2.4 Motivational Design Matrix:

The motivational design of the ARCS model shows some inconveniences that made it not suitable for all settings. First, the process can be very time-consuming which made it not possible to use by many teachers. Also, step 1 & 2 were found unnecessary for teachers who were familiar with the courses and already have knowledge about their learners' background. The ten-step model is effective when the teacher wants to design the whole course and not just lessons (Keller, 2016). In order to solve these problems, Professor Suzuki proposed a simplified approach in the form of a matrix that reduces the complexity of the motivational design process (Suzuki & Keller 1996, as cited in Keller, 2016). In Suzuki's matrix, the designer lists the main characteristics which are the learners' overall motivation. The second row displays the learners' prospective attitudes toward the learning tasks according to the designer. The question asked in the 3rd and 4th rows is how learners are likely to react to a medium of instruction and teaching materials. The fifth row is reserved for motivational tactics and strategies that would help increase motivation. To determine whether it is a positive or negative motivational trait, each entry in these rows has a plus or minus sign (Keller, 2016). This matrix displays an example of a motivational design that could be used for teaching civilization to L1 EFL students:

Design Factors	ARCS Categories			
	Attention	Relevance	Confidence	Satisfaction
Learner Characteristic	Many difficult words (-) Interested and curious (+)	Knowledge from lessons is not needed in real life (-)	A lot of information (-)	The lessons could use a better design (-)
Learning Task (Learners' attitude towards)	Not sure what to expect but focused (+)	Lessons are not important (-)	Difficult and confusing (-)	Satisfied after finishing tasks (+)
Medium (learners' attitude towards)	Curious to know the instructor's style (+)	Familiar instruction means (+)	Worried about difficulty	Dry and not fun (-)
Courseware Characteristics (Texts & images)	Maintained focus (+)	Showed that lessons are important (+)	More difficult than expected (-)	Could be more enjoyable (-)
Motivational Tactics for The Lesson	- use interesting and engaging material - choose new and curating content	- use examples, stories, and a lot of visual resources	- set objectives that are not too high -encourage teamwork	- provide feedback with examples

Table 11: Motivational design matrix

This simplified approach can be modified and re-adapted according to different situations. For example, the first four rows can be replaced by students' initial, mid-term, and long-term attitudes towards the course in case we would like to assess learners' motivation through the time of the course.

3.2.5 Instructor Reflections:

Another tool that could be incorporated into the motivational design process is an instructor’s checklist developed by Keller. It can be used to analyze the teacher’s motivation and their student’s motivation through a series of questions. Keller (2016), explains that not only students can experience motivational problems, but even teachers can have them. This can happen because a lot of times teachers are not enthusiastic about the topic which makes it difficult for them to work effectively. In order to help with this problem, teachers can use to analysis checklist that can help them examine the motivational problems that occur in the four dimensions of the ARCS model.

Categories	Instructor’s self-analysis	Instructor’s analysis of learners
Attention	Am I excited about this learning experience and how I can make it interesting?	Are the learners going to be interested? What tactics will stimulate their curiosity and interest?
Relevance	Do I believe that this learning experience will be valuable for my learners?	Will learners believe it is valuable? What can I do to help them believe it is important?
Confidence	Am I confident in my ability to lead this learning experience effectively and interestingly?	Will the learners feel confident about their ability to learn this? What do I need to do to help them become confident?
Satisfaction	Do I expect to have positive feelings about this learning experience?	What can I do to help the learners feel good about their experience and desire to continue learning?

Table 12: Self-reflection checklist for the motivational design process

Conclusion:

This chapter provided a discussion of this research results as well as a display of a motivational design that can be implemented to increase learners’ motivation. It explained the motivational design process including a suggestion an ARCS motivational design. After that, a simplified approach in the form of Suzuki’s matrix of the ARCS motivation design

is offered. Finally, it ended with the teacher's self-reflective motivation analysis tools that could be used during the design process.

General Conclusion

General Conclusion:

Motivation is a key element that contributes to learners' academic achievement. It acts as a driving force behind their level of engagement and contribution during the learning process. This study aims at investigating the level of motivation to study the Anglo-Saxon civilization among L1 EFL students at the University of Ibn Khaldoun, Tiaret. The main question that this research followed is:

- To what extent are EFL students motivated to study Anglo-Saxon civilization?

This led to forming the hypotheses that students are not motivated to learn civilization because they do not believe that it is important.

In its first chapter, the research describes the most known motivation theories, then it presents some of the most prominent motivation theories that were developed and are used for the educational setup. This included the definitions and the key components of these theories, and how they are used to understand and improve learners' motivation.

The second chapter encompasses the research methodology and the data analysis of this research. The quantitative research method was adopted to answer the research question. A questionnaire was distributed to collect the necessary data for measuring motivation. The findings show that students' motivation to learn Anglo-Saxon civilization is limited and there is room for a lot of improvement in that area.

The last chapter includes the discussion of results and a display of motivational designs that integrate motivation into teaching materials. First, it starts with discussing the findings of this research. Then it covers the steps used to create a motivational design according to the ARCS model. Then, it proposes a simplified approach for adding the

motivation element into lesson planning. In addition, it contains a tool developed by Keller to help teachers reflect on their own motivation.

The use of the ARCS motivational design was suggested in order to improve learners' motivation through developing teaching materials that take into consideration the motivational problems that students displayed through the questionnaire responses. With the use of the ARCS model, we can incorporate the motivational element into the design of the whole civilization course and the design of each lesson. This would allow for the creation of teaching material that is more engaging to learners which would facilitate the teaching process and improve students' motivation to study civilization.

The findings of this study have to be seen in light of some limitations. First, this research was faced with time constraints that did not allow further investigation on students' motivation by using interviews with both teachers and learners. This would've allowed a deeper understanding of the motivation issues in the civilization classroom. Also, the collected data accuracy could be better if the full IMMS items were used, which is not the case in this research. The reason for that is because it has 36 items and that might not be appealing for first year students to respond to.

After analyzing the results of this research and acknowledging its limitations, some suggestions for further research can be recommended:

1. A larger scale can be used with master's degree students, who can be more inclined to respond to it. This would allow for gathering data that can provide more accurate results

2. A study can be conducted on two classrooms, one that has applied the ARCS motivational design and another classroom that did not (control group and experimental group). A measurement of motivation can be performed which would allow for testing the efficiency of integrating the ARCS model motivational design.

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Appendices

Appendix 01: Students' questionnaire

This questionnaire is created to help us understand to what extent students are motivated to study the Civilization module

Please answer the following:

Gender:

Male Female

Age:

Below 20 20-25 above 25

Including this year, for how long have you been learning English?

.....

How would you describe your English proficiency?

Low Average Advanced

Please select the suitable answer from the scale below

In the beginning, Civilization looked interesting

1 2 3 4 5
Not True Very True

The teaching materials are eye-catching

1 2 3 4 5
Not True Very True

The teaching materials helped me stay focused

1 2 3 4 5
Not True Very True

The lessons of civilization were dry and not fun

1 2 3 4 5
Not True Very True

Civilization lessons stimulated my curiosity

1 2 3 4 5
Not True Very True

I learned things that were surprising or unexpected

1 2 3 4 5
Not True Very True

There are many difficult words in civilization lessons

1 2 3 4 5
Not True Very True

At first, civilization lessons looked easy

1 2 3 4 5
Not True Very True

The teaching materials are more difficult than I like them to be

1 2 3 4 5
Not True Very True

There is a lot of information that it is difficult to remember the main points

1 2 3 4 5
Not True Very True

Since the beginning, I was confident that I can understand civilization's lessons

1 2 3 4 5
Not True Very True

The tests and tasks are too difficult

1 2 3 4 5
Not True Very True

I am confident that I would do well in the civilization tests and exams

1 2 3 4 5
Not True Very True

I cannot understand civilization's lessons

1 2 3 4 5
Not True Very True

The civilization lessons are well-organized and helpful

1 2 3 4 5
Not True Very True

I enjoyed civilization lessons and I would like to learn more about it

1 2 3 4 5

Not True Very True

I really enjoyed learning civilization

1 2 3 4 5

Not True Very True

The lessons were well-designed and enjoyable

1 2 3 4 5

Not True Very True

Completing civilization tasks felt good

1 2 3 4 5

Not True Very True

The content of civilization lessons is related to things I already know

1 2 3 4 5

Not True Very True

There were stories, pictures, or examples that showed me how civilization lessons could be important

1 2 3 4 5

Not True Very True

Civilization lessons are important to me

1 2 3 4 5

Not True Very True

The knowledge from the civilization lessons could be used in real life

1 2 3 4 5

Not True Very True

Civilization lessons are not something that I need

1 2 3 4 5

Not True Very True

Civilization lessons will be useful to me

1 2 3 4 5

Not True Very True

المخلص

التحفيز هو عنصر حيوي يؤثر على جميع جوانب حياتنا بما في ذلك التعلم واكتساب المهارات. تهدف هذه الدراسة إلى التحقيق في تحفيز الطلاب. تركز الدراسة على فحص مدى تحفيز الطلاب على دراسة حضارة الأنجلوسكسونية. تعتمد هذه الدراسة منهج البحث الكمي، حيث تم توزيع استبيان على طلاب السنة الأولى في جامعة ابن خلدون بتيارت. يمكننا الاستبيان المستعمل في هذه الدراسة من قياس قيمة التحفيز وفقا لنموذج كيلر علما أنه عادة لا يمكن تحويل التحفيز إلى قيمة محددة الا أن نموذج كيلر يسمح لنا بذلك. تشير النتائج إلى أن الطلاب يظهرون مستوى محدود من التحفيز لدراسة الحضارة الأنجلوسكسونية. استنادًا إلى النتائج، تمت اقتراح عملية تصاميم وطرق تسمح بإدماج العنصر التحفيزي في تصميم دروس الحضارة.

الكلمات المفتاحية: قياس التحفيز، الحضارة، نموذج كيلر، طلاب اللغة الإنجليزية

Summary

Motivation is a vital element that affects all aspects of our lives, including learning and skill acquisition. This study focuses on examining the extent to which students are motivated to study Anglo-Saxon civilization. This study adopts a quantitative research approach, where a questionnaire was distributed to first-year students at Ibn Khaldun University in Tiaret. The results indicate that students exhibit a limited level of motivation to study Anglo-Saxon civilization. Based on the findings, designs and methods have been proposed to integrate the motivational element into the design of civilization lessons.

Keywords: motivation, civilization, EFL students, motivation-measurement

Résumé

La motivation est un élément essentiel qui affecte tous les aspects de notre vie, y compris l'apprentissage. Cette étude vise à examiner la motivation des étudiants dans l'étude de la civilisation anglo-saxonne. Les résultats indiquent un niveau limité de motivation chez les étudiants. Des approches pour intégrer l'élément motivationnel dans la conception des cours de civilisation ont été proposées.

Mots-clés: motivation, civilisation, étudiants en anglais langue étrangère (EFL), mesure de la motivation.