

The Videos on YouTube Platform to Assist Language Learning Effectiveness: ARCS Model Analysis

Members: Lancelot Lin, Amy Wu, Felix Ye

Julia Lin, Iris Li, Stacy Luo, Elaine Chen

Advisor: Dr. Jessica Yao

December 7, 2018



Outline

- I) Introduction: Motivation of this Project
- II) Main Body:
 - i) Scope of this Project
 - ii) ARCS motivation model theory basis
 - iii) Research Method: One-way ANOVA
 - iv) Examples of Information Technology Integration into Teaching
 - v) Analysis and Discussion
- III) Conclusion and Suggestions

Motivation of this Project

- Traditional teaching method cannot attract students.
- YouTube has become popular, so many students use YouTube after class.
- We would like to know how we can improve students' learning achievement and motivation and keep their attention in class.

Scope of the Project

➤Participants

The participants were 31 students who studied in an “English Tour Guidance and Practice” course.

➤Experimented Time

After midterm exam, the teaching processes lasted 8 weeks, with three classes a week of 50 minutes.

➤Material

A textbook entitled *Penghu County Tourist Attractions Introduction Guide*.

ARCS motivation model theory basis

- Created by professor Keller
- Based on the practical experiences of teaching
- A model that can highly motivate learners in class.



Constituent elements	Defined	Questions to be considered during teaching
Attention	To attract learner's interests and to inspire their curiosity.	How to make the teaching content interesting and stimulate the students' willingness to learn?
Relevance	Make the learner's own needs and goals and close relationship, and make it a positive learning.	What methods can be used to enable learners to have a sense of value in the content of teaching
Confidence	Help learners to build positive expectations of their success and believe in success.	How to help learners to learn successfully and make them believe that their success is under their own control?
Satisfaction	Learners can get rewarded internally and externally because of their own achievements.	How to make learners feel satisfied and make them want to continue their study?

The IT Integration

- The use of technology
- New form of teaching method - emerging uses of technology in language teaching and learning
- Improved learning experiences

YouTube Is One Kind of IT

- The emphasis of YouTube: language teaching
- Its aim: the best coordination between YouTube and language



YouTube Teaching as an Example

- Taking advantages of social media
- The limitation of internet teaching media
- A solution to the problem: group discussion & debate



The Pros and Cons of YouTube Teaching

Pros

- Providing teaching materials that contain authentic and real-life experiences for learners
- Spurring learners' motivation

Cons

- A lack of students' own self-thinking and teacher-and-student interaction
- Passively accumulating knowledge for learners.

Narrative Statistical Analysis and Discussion

This study collected 363 valid questionnaires, including 162 males and 201 females, and used SPSS software for analysis.



	Statistical	Effective %age
Gender	Male	44.6%
	Female	55.4%
Grade	Freshman	21.5%
	Sophomore	24.2%
	Junior	33.9%
	Senior	20.4%
Toeic grades	Not yet	25.9%
	350	6.1%
	350-450	19.3%
	550	14.9%
	550-700	19.0%
	More than 700	14.9%
Relation	Yes	77.4%
	No	22.6%

One-way ANOVA Analysis and Discussion

This teaching model showed a statistically significant difference in **English related subjects** for the AFL students; it has a statistical significance ($p < .05$).



		SS	N-1	MS	F-test	P
AAA	B	6.237	1	6.237	17.821	.000
	W	126.336	361	.350		
	T	132.573	362			
BBB	B	1.680	1	1.680	4.312	.039
	W	140.681	361	.390		
	T	142.362	362			
CCC	B	4.161	1	4.161	10.507	.001
	W	142.947	361	.396		
	T	147.108	362			
DDD	B	4.432	1	4.432	10.933	.001
	W	146.325	361	.405		
	T	150.757	362			

One-way ANOVA Analysis and Discussion

We have found that regardless of students' **TOEIC scores**, high or low, students reacted positively to the "Attention" of this teaching model. There is a statistically significant difference ($p < .05$)

		SS	N-1	MS	F-test	P
AAA	B	3.566	5	.713	1.973	.082
	W	129.007	357	.361		
	T	132.573	362			
BBB	B	.974	5	.195	.492	.782
	W	141.388	357	.396		
	T	142.362	362			
CCC	B	2.252	5	.450	1.110	.355
	W	144.855	357	.406		
	T	147.108	362			
DDD	B	1.511	5	.302	.723	.606
	W	149.245	357	.418		
	T	150.757	362			

Conclusions

- Students from English-related departments are more interested in learning and they are more willing to focus themselves on learning, no matter whether they have taken TOEIC or not.
- YouTube films can only attract students to concentrate on learning, but they are not sufficient to create motivation for students to learn a foreign language.
- In comparison with the traditional teaching method, using YouTube to teach in class can make students feel less stressed with learning.

Suggestions

- Teacher's own skills in integrating YouTube into teaching need to be enhanced.
- Teachers should evaluate the appropriateness of supplementary teaching materials for students based on their curriculum.



Thank you!

