國立澎湖科技大學應用外語系

英文實務專題

The Videos on YouTube Platform to Assist Language

Learning Effectiveness:

ARCS Motivation Models Analysis

運用 YouTube 影片以輔助語言學習之成效研究:

以 ARCS 模型作為分析

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摘要

　　本研究旨在探究 ARCS 動機模型與 YouTube 平台上的影片輔助教學對大學生的學習動機與學習成效之影響。本研究採用前實驗研究法的「單組前後測設計」，研究對象為在離島國立澎湖科技大學的 31 位有上導遊英語與實務課程的學生，共計 18 週，54 節課，我們在期中考後進行 8 週實驗教學共計 24 小時，以及最後一週的期末考。受試學生於教學實驗前(9 週)、後(9 週)實施「ARCS 學習動機量表」與「觀光英語成績成效測驗」，並於資料蒐集後進行量的統計分析，所應用的統計方法為描述性統計與單向 ANOVA。

　　本研究的發現陳述如下：

一、運用 YouTube 輔助教學的教學方法顯示出，就讀應用外語相關科系的學生統計上有顯著性的差異，統計顯著($p<0.05$)。

二、運用 YouTube 輔助教學的教學方法，無論學生的多益成績是高或是低，對於 ARCS 模型裡的 Attention 層面都有正面的反應。

關鍵詞：ARCS 動機模式、YouTube 平台影片應用、觀光英語課程、教學方法、學習動機、學習成就

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

Abstract

The purpose of this study is to explore the impact of the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness for university students. In this study, we adopted the pre-experimental design " one-group pretest-post-test design." The subjects of the study were 31 students who had studied "English Tour Guidance and Practice" course in a university on an off-shore island. The course is including 18weeks 54 hours. We conducted the teaching experiment for 8 weeks (24 hours) after the midterm exam and we took the final exam (1 week) after the teaching experiment. We implemented an ARCS learning motivation model and used ANOVA to analyze the motivation and exam scores of different students before and after. We take descriptive statistics for collection methods.

The findings are as follow:

A: This teaching model showed a statistically significant difference in English related subjects for the AFL students; it has a statistical significance($p<0.05$)

B: Regardless of students' TOEIC scores, high or low, students reacted positively to the "Attention" of this teaching method.

Keywords: ARCS Motivation Models, YouTube, Tourism English Courses, Teaching Methods, Learning Motivation, Learning Effectiveness

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Chapter I Introduction

This research explores that the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness. This chapter is divided into four sections. The first section is about motivation of the research; The second one is about purpose and questions of the research; The third one is about meanings of important keywords; The forth one is about scope and limitation about the research. Described as follows:

Section A: Motivation of the Research

New educational revolutions argue that didactic instruction models cannot satisfy students' needs in learning. It is important to implement computer media to improve traditional teaching model to promote the quality of teaching and learning effectiveness. Nowadays, YouTube has grown. Many students' entertainment is to watch YouTube videos with mobile phones. These videos usually catch audiences' eyes to keep clicking on and watching other related videos. If professors can combine videos with education, that may significantly promote students' learning effectiveness.

Barbara, a professor of Engineering, at Oakland University, always said, "You are not without talent, you just do not know how to learn." Many students do not learn because they have not found a way to learn; As western proverb goes," You can lead a horse to water, but you can't make it drink." This metaphor is a problem that teachers often face in teaching, and in education: You can teach students to read books, but there is no guarantee that they will like reading books. If students ' learning intentions are weak, forcing students is hard, and it is difficult for students to enjoy learning. That is, learning motivation is the key to learning success or failure. This has prompted researchers to rethink: What teaching methods can effectively stimulate students to learn? How can we motivate and maintain students' learning interests and motivation? If we use technology to stimulate students' interests in learning, then the students will learn more and learn better.

Section B: Purpose and Questions of the Research

Based on the above motivation of the research, this study intends to explore how to take the ARCS motivation model and videos on YouTube to assist in language learning with a teaching experiment. We do this research to explore the learning motivation and achievement of university students in an "English Tour Guidance and Practice" course. To improve the original teaching of the researchers and serve as a reference of a course or a research for the future. The purpose of this study is as follows:

First: To explore the impact of ARCS motivation models and YouTube videos on students' learning motivation.

Second: To explore the impact of ARCS motivation models and YouTube videos on students' achievement.

Third: To explore the impact of learning pressure on university students with ARCS motivation models and the YouTube videos.

Forth: To consider it worth promoting the teaching style of ARCS motivation models with YouTube videos to assist in language learning.

Based on the results, we put forward specific suggestions for teachers and future research.

Section C: Meanings of Important keywords

1. The ARCS motivation model

It is a teaching design model which is based on the systematic teaching design model by American scholar Keller to arouse students' learning motivation. This model defines four factors that promote students' motivation for learning: attention, relevance, confidence, satisfaction. These four factors are ARCS. It emphasizes that arousing and sustaining the motivation of learners must be in line with the use of these four factors, so that it can inspire students to learn. We design an experimental teaching method, followed the ARCS motivation model, included ten steps in four parts before we start to conduct the experiment. The ten steps in four parts include considering information about the class, learners' learning motivation, original class information, building learners' motivational learning target, designing teaching strategy of motivation, assessing the teaching method, and so on. We grasp the main concept of ARCS motivation model, the problem we face, and the strategy we think, then implement the computer media to combine ARCS motivation model and YouTube videos to assist English learning.

2. Using Videos on YouTube to Assist Language Learning

It refers to designing courses, teaching materials, or teaching with videos on YouTube. In this research, it refers to the professor who collects many aspects of videos which includes knowledge-based videos, travel videos, English pop songs videos, travel news videos, and so on, so students can improve their learning motivation, maintain their attention and enhance

their memory through visual and auditory sensory stimulation.

3. Learning Motivation

It causes people to have desire to learn and maintain their individual learning behavior. The learning motivation of this study refers to the scores measured by the students after using the ARCS Learning motivation model (refer to Appendix I). This research used Huang gian quan's revised ARCS motivation model (2012). This model uses the Likert five-point model design: 5 point for "very agreeable", 4 points for "agreeable", 3 points for "unintentional", 2 means "disagreeable", 1 points "very disagreeable". Our ARCS questionnaire is divided into four factors: 9 questions are targeted at "attention", 9 questions are targeted at "relevance", 9 questions focus on "confidence" and 6 questions focus on "satisfaction". The total is 36 questions. The sum of the scores of the four scales as the pointers to their individual learning motives means the higher the score, the stronger the motivation of learning, the lower the score, the more negative the motivation of learning.

4. Learning Achievement

It refers to how much learners can remember things about the learning content. The learning achievement in this study means that the comparison between the midterm exam results and the final exam. They converted into the standard fraction T-fraction. The higher the score, the better the achievement of English Tour Guide and Practicum learning; while the poorer the score, the worse the achievement of English Tour Guide and Practicum learning.

Section D: Scope and Limitations of the Research

1. Scope of the Research

This study is limited by time, space, staffing and other factors that are not fully anticipated. The scope of the study is as follows:

a. Participants

The participants are 31 students who had studied in an "English Tour Guidance and Practice" course in a college on an off-shore island.

b. Experimented Time

The experiment was conducted after the midterm exam. The teaching processes lasted for 8 weeks, with three classes a week of 50 minutes.

c. Materials

The teaching materials came from the Penghu County Tourist Attractions Introduction Guide.

2. Limitations about the Research

a. Limitations about the Materials

The textbook is confined to Tourism English. That will affect the suitability of other subjects like math.

b. Limitations about the Participants

Due to time, location and participant constraints, we do not have a large sample. This study is limited to the 31 students who studied "English Tour Guidance and Practice" course in a college on an off-shore island. The results of the study can be used for reference but cannot be assumed to apply extensively.

Chapter II Literature Review

This article focuses on the following topics: Section A deals with English teaching methods; Section B explains how YouTube integrates into teaching; Section C demonstrate the YouTube English Teaching.

Section A: Principles in Language Teaching

This section mainly introduces the teaching methods. Then it supplements Techniques and Principles in Language Teaching by Diane Larsen-Freeman, and Marti Anderson.

1. The Direct Method

The Direct Method basically rules instructors convey directly in the target language and that students should response in the target language. The two-way communication makes students and teachers act like partners. When teachers introduce a new target-language word, the use of pictures and pantomime is adequate for explaining its meaning. Teachers create the target-language environment based on reality. (for example, the language that they apply when boarding) However, it is not acceptable to use native language in the teaching-learning process. Students imitate the example and figure out the grammar rule from the example.

2. The Audio-Lingual Method

The Audio-Lingual Method is an oral-based approach that not only emphasize vocabulary comprehension like the Direct Method, but it has a strong concept of linguistics. Teachers should provide students with accurate model for imitation, and students need to overlearn the target language for using it without consideration. Students, in hence, form new habits in the target language instead of the old habits of their native language. The role of teachers is a leader; on the contrast, students are followers who imitate the teachers' direction and respond accurately and rapidly. Through repeated drill, students reinforce new vocabulary and structural patterns based on the target-language model presented by the teachers. Thus, students can realize the regulation of the target-language grammar from the examples given.

3. The Silent Way

Teachers are conductors sharing some features that are the most basic sounds. Language

learners bring with the experience of already learning a language. There is no new-sound model by teachers, so students can foster their own correct production in the target language. Silence help students to cultivate autonomy. the center of the attention is no longer Teachers. Gattegno says, 'Teacher working with students; students work on the target language.' Utilization of what students already learn assist students exercising the language. Errors are necessary because it shows teachers where things should be modified, but teachers only speak when students make a target-language error. No one can learn for us; to learn is our personal responsibility. Making using of what they know and engaging in examining the language are students' responsibilities.

4. Desuggestopedia

Georgi Lozanov assert we tend to haven no confidence of practicing our ability to learn owing to only using 5 to 10 percent of our mental capacity in class. Lozanov's colleague, Evelina Gateva, has developed Desuggestopedia that stimulate the students' mental reserve by integrating the fine art. The purpose of Desuggestopedia is to defeat the learning pressure. Students will absorb information better with enjoyment under the condition they trust and respect teachers' authority. Teacher should indirectly merge positive suggestion such as playing rhythmic instruments into the lesson.   There are two concords, the receptive phase and the active phase. The former means teachers match his voice to the music when he read the dialogue. By music activating the whole brain, learners are easier to follow teachers to read it out loud. The latter major phase, the active phase is designed to gain facility with new material containing games, songs, and so on. In the end, students successfully control over the target language. They are even able to reply with confidence.

5. Community Language Learning

Charles A. Curran thrive the Community Language Learning method that advises teachers to consider students as 'whole persons.' The role of the teachers are language counselors who need to consider students' intellect along with the relationship of feelings and physical reactions. Adults are threatened by a new learning environment according to plenty-of-year study by Charles A. Curran, so teachers' responsibility is to understand students' fear, and turn their negative emotion into positivity. Structuring the most appropriate activities encourages students' independence. Later, teachers ask students to practice the pronunciation of any English word or entire sentence in groups which make learners to know one another and to build community.

6. Communicative Language Teaching

Students may know the grammar of linguistic usage, but be unable to speak the language. (Widdowson, 1978) For example, the teacher asks students to mark a sport column from a newspaper and to say which ones the reporters feels most. Learners can practice language in a real context and realize the knowledge of linguistic form, meanings, and functions. Its goal is to enable students to communicate in a great deal of target language through communicative

activities such as games, role-plays, and problem-solving tasks.

7.   Content-based instruction

In a CBI class, the students master both language and content. The content depends on general interest to students, such as current events or their hobbies. Teachers simultaneously provide the content which students had already known as an academic subject and the natural content for the study of language. The job of teachers is to integrate the themes of general interest to students in the study of target language. Students participate in CBI class with great enthusiasm. The teaching tools can utilize visuals, regalia, repeating and by giving a lot of examples which are based on students' previous experiences.

8.   Task-based Language Teaching

Task-based language teaching challenges mainstream views about language teaching in that it is based on the principle that language learning will progress most successfully. TBLT can also be complemented by explicit in- struction in grammar and vocabulary. TBLT is the one method that has support from SLA researchers.

9.   Emerging Uses of Technology in Language Teaching and Learning

Technology is always evolving, and new forms of connection are constantly being developed. We realize, therefore, that any technology we refer to in this chapter will likely change in the coming months. We feel that it is important to discuss the use of technology in providing enhanced language learning experiences.

10.   Language Skill Including Communicated Skill and Tourism Skill

Communicated Skill	Speaking	1. A Clear Conversation without any Difficulty
		2. The Ability to Initiate and Sustain Communicative Tasks
		3. The Ability to Describe Concrete and Abstract Topics
	Reading	1.Comprehence: The Essential Points of documents
		2. The Ability to Follow Conceptual abstract and Linguistical Complex
	Writing	1. The Ability to Address Topics with Precision and Detail.
		2. The Ability to Write About Topics and Special Fields of Competence Relating to Specific Interests
		3. The ability to organize articles with a sense of theoretical structure.
	Listening	1. Understanding the main ideas of most speech in a standard dialect
		2.Demonstration of An Awareness of Culturally Implied Meanings beyond The Surface Meanings of

		The Text.
Tourism Skill	Customers Service	1. Knowing the Type of Customers That What Their Expectations Are.
	Cultural Awareness	1.To Provide Tourists with Exotic Backgrounds.
		2. To Ensure That You Understand Your Customers' Needs
	Flexibility	1.The Ability to Adapt to Solving Tasks.
		2.To Deal with The Working Pressure in A Fast-paced Environment.

Resource from: https://www.oxbridgeacademy.edu.za/blog/3 - skills - demand - tourism - industry/

Section B: YouTube English Teaching

This section mainly introduces the content of English teaching tourism. First, it aims at the society of English teaching tourism. Then it supplements normal YouTube English teaching method, and finally arranges the problems of teaching English for tourism.

1. The Social English Teaching

English teaching is about linguistic issues related to humanism knowledge. We mainly focus on "language teaching," and its task is to seek the best coordination between YouTube and language. As Tourism English an Example, it contains a strong comprehensive nature.

In addition to "language and information", YouTube also has the functions "scientific and applied", and the development of "regional and system". Both language and information can be a kind of theory and be also practically applied in life. The subjects of YouTube English teaching will be divided into large-scale and small-scale.

From the last paragraph, Tourism can be regarded as a specialized research language. its content is extensive and profound. The basic framework of teaching methods is combining language with information. Tourism English combines linguistics with information and it studies the English teaching methods and skills, but not tourism knowledge. The concept of Tourism English teaching is combining information as the main point of student learning and teacher teaching.

2. Availability of Tourism English in the following classes

a. Social Media and Multimedia computer teaching

The most remarkable feature of social media and multimedia computer teaching take advantage of video integration in teaching. The YouTube platform is almost an indispensable teaching material for each section of English teaching courses for tourism. Due to the large amount of computer storage, using multimedia computer teaching becomes more active; also presents numerous teaching design on the platform to match Tourism English activities. For example, we rose the

questions explaining Tourism English in on YouTube platform that can assist students learning Tourism English more understandably.

    b.   Problem Solving Teaching Method

There are two frequent problem discussion education method: group discussion and debate. The former is a good way to stimulate students brainstorming, but the subject matter is special, and not necessarily applicable to all English courses, so it is not often used in Tourism English teaching; the latter is not easy to explore because it is more time-consuming and laborious. Only when students are well-prepared can reach good effect.

In view of the above, the diversified teaching English mainly aim at "teacher-centered orientation" in practice. Teachers apply the most appropriate course theme based on different themes, students' characteristics, learning environment, class schedule, and so on. The report mainly adopts the above-mentioned "Multimedia YouTube Computer Teaching" method. The main emphasis of YouTube Tourism English teaching connects the courses to information to make students more interested. Teachers sometimes lead students to use the YouTube platform for learning. Through YouTube multimedia platform teaching which can effectively display information technology will make up the disadvantage of traditional textbooks that would cause students unable to exercise English flexibly and immediately. Meanwhile, the diversified multimedia tools and abundant audiovisual effect can also attract students' attention and interest, which spur students' learning motivation and interest so that teachers can reach the best learning results.

3. Barriers with YouTube Tourism English Teaching

It is learned from the previous one part that the teaching methods are very diverse. However, many investigations and studies have shown that Tourism English teaching may face some difficulties.

    a.   Based on The YouTube Platform of The Internet Teaching Materials

You must use the Internet when using YouTube platform to teaching English, but it will make impossible for students who do not have Internet at home to review the course after school. Therefore, students should be noticed to take note. Since the implementation of the YouTube Teaching method, the content of the teaching materials has been increased by a large amount. The professional knowledge and key concepts have been increased at the same time. With the extension of numerous courses, teachers shoulder the pressure of catch up the progress.

    b.   Lack of Life Cycle in Teaching

Some teachers think that traditional teaching materials are not enough for daily life. Students won't feel concentrated in class. But for lacking living-cycle teaching, teachers wouldn't arouse students' interest and motivation, and further guide students to become familiar with their daily environment, generating with a sense of compassion, and social-

identity, and not to mention that Students apply Tourism skills on daily life.

c.   Lacking Students' Self-thinking And Interaction

Traditional English teaching generally focuses on grammar–translation method. This type of teaching method is based on "teacher-oriented". Learners only passively accumulate knowledge. The over-emphasis on a simple method will cause no interaction among teachers and students, and it is difficult to develop students' self-thinking and problem-solving skills. According to the research (Lin Dengqiu999), most teachers think plenty of course and contents per week are overloaded. Although they have learned multiple teaching methods; still, the direct method is the main method.

d.   General Restrictions on Internet Teaching Media

There are certain limitations on Internet teaching media: Internet teaching media does not necessarily accord with the teaching needs, and too rigid films cannot draw students' attention. In addition, if teachers over-rely on YouTube teaching, it's easier for students to lose concentration in class. Hence, teachers should keep students' concentration in class by YouTube teaching.

In light of the above-mentioned problems of YouTube teaching, research indicate that many teachers believe that the YouTube platform can enhance teaching effectiveness and make up for the lack of dialogue materials. However, owing to the limitations of the curriculum, the curriculum cannot be generally implemented, so many teachers agree to use direct method.

Teachers are unable to take all students' learning outcomes and the teachers' teaching intentions into account because of limited time . Plus, the traditional teaching methods no longer satisfy the students' willingness and interest in learning at the era of multimedia. With the advancement of information technology, the growth of school information technology, and improvement Teachers' resources ability, Internet has been an indispensable learning tool for teachers nowadays. Computer technology play a necessary role in teaching media. From the early computer-assisted instruction (CAI) has been developed into the "information technology integration into teaching." (Xu Xinyi, Wu Peijin,2002) Therefore, the integration of information technology into teaching should provide a solution to the above-mentioned problems in YouTube English teaching. For example, the use of visual and auditory media can save teachers the time and repeatedly writing on blackboards, language ambiguity, or repeating demonstrations. By saving time, teachers can have more time to guide students' learning difficulties and increase their relationship. In addition, under the circumstances we combined with the ARCS motivation model, we draw students' the attention and interest, tying the similarity with themselves, so that it has a sense of purpose for the teaching of English in tourism with positive attitude toward English subject.

Section C: The Information Technology Integration into Teaching

This section mainly introduces related literature on social media integration into teaching. It focuses on the integration of social media meaning, and application into teaching. Then, it further discusses YouTube integration into Tourism English teaching.

1. The significance of Information Technology integration into teaching

IT application combines with new computerizing system that implements on educational activities. Wang Xiaotong (1999)

'Computer Integration into Teaching' means it makes students self-thinking and lifelong. Learning cultivates students' capability of exercising and studying actively IT is the main spirit. Zhang Guoen(1999)

Integration IT is defined as a part of the daily teaching activities of the classroom and finding answers to questions at any time and place. Wang Quanshi (2000)

IT assist teaching at an appropriate time when engaging in teaching activities in various fields to enhance learning outcome. He Ronggui (2002)

IT applies on teaching. Yan Jiaxun, Lai Yuanling (2010)

IT applies systematic teaching design and integrate IT into teaching naturally. Its learning goal emphasizes on students' high-level thinking and ability to solving problems. Xiao YingWei (2009)

Implementation/ Integration refer to teaching tools in teaching application. (Xu, Xiny, Wu Pei Jin, 2002)

2. The intention of YouTube-teaching method

    a. In order to properly integrate YouTube into teaching, a "5Wh" viewpoint was proposed and a careful assessment was made before teaching integration.

        i. Why We Integrate YouTube into Teaching

        It is necessary to proceed course material. A enormous variety of learning materials stimulate students' interest in learning by YouTube integration,

        ii. Who We Intend to Join YouTube Integration

        YouTube provides students the opportunity to produce their own digital content. In this way, teachers can also benefit corporately. It makes more active and proactive learning environment in class.

        iii. When Is The Most Effective Integration Time

        YouTube make a lifelong teaching possible. The proper time for YouTube integration is not limited in class. Pre-lecturing and reviewing after school are all available time to integrate into YouTube.

        iv. Where Does The Experiment Take Place

        Learning is no longer limited in school. Students can preview and review the course through YouTube after school.

        v. What can we integrate with YouTube

        The types of the curriculum are closely related to teaching and students'

information quality.

b. Considering 3 points to carry on YouTube integration successfully

    i. The possibility to improve teaching

    Teaching must thoroughly plan teaching design. It must be noted that YouTube integration into teaching enhances the effectiveness of learning.

    ii. Based on teaching materials

    Teachers should view the teaching materials and measure their own information literacy, considering whether to implement YouTube on teaching.

    iii. The proper time of teaching integration

    The YouTube integration into teaching can take place in any stage of the teaching process. Generally, you can merge into YouTube teaching during the mid-term and mid-term exams.

c. Take the activity design of the computer into the teaching as an example. It is recommended to consider the following five items.

    i. Demand

    The type of YouTube that was used in the teaching activities must meet the needs of assisted instruction.

    ii. Feasibility

    When considering YouTube's integration into teaching, you must pay attention to the applicability of the school's existing resources.

    iii. Accordance with learning theory

    In addition to improving the motivation of learning, the purpose of YouTube teaching should also enhance the learning effect, so it must satisfy the improvement of learning effect in any way.

    iv. The degree of implement into original textbooks

    The difference between the integrated teaching resources and the original textbooks should not be similar. Otherwise, it is easy to cause over-loaded absorbency. The ways of presentation must consider the content of the subject.

    v. Resource

    It is necessary to consider the integration of teaching resources should be easy to obtain and legitimacy.

d. Six Applicable Teaching Materials to YouTube Integration Teaching

    i. Turned into Visualized materials

    Some difficult words make students' learning motivation low, but if they can express the language in a real scene, it will help students understand it. YouTube, as a visual tool achieves understandable effects in a variety of ways.

    ii. Cultivating experience in practice exercise

    Some materials require students to practice in order to obtain experience such

as how to communicate with flight attendants aboard. We apply YouTube on practical teaching activities making students have the practicing opportunity.

iii.   The promotion of students learning motivation

Combined with the display of texts, pictures, animations, sound effects and other teaching materials, YouTube can stimulate learning motivation to provide better learning results.

iv.   Lack of Teaching Material in Traditional Textbook

Nowadays, courses have become more and more diversified and specialized which cause lack of professional knowledge in traditional textbook.We take advantage of the YouTube resource that retain the complete learning course.

v.   Spurring students' motivation

With text, picture, animation, audio, etc. display on YouTube video activate motivation, and gain the better learning effect.

vi.   Self-Assessment

Online Computer assessment not only release the teaching burden, but we can earn students' self-learning result.

In conclusion, implementing YouTube is not for integrating into teaching, but teachers should analyze the effect of YouTube teaching to achieve teaching goals. To enhance the educational quality and get rid of the restriction on traditional textbooks, teachers should own informative literacy based on some objectives to carrying on instructional assessment.

3.   YouTube's approach to teaching

a.   The way that teachers implement YouTube's integration into teaching is a key element such as how to present materials and coordinate teaching activities by YouTube.

i.   The Presentation by Computer Player

In order to improve the learning motivation and the teaching effect the textbook must combine with a variety of display with "Meaningful Multimedia Presentation". It means that each media displays the educational meaning and the function of assisting teaching for teachers. By excessive films may cause redundant effect.

ii.   Application of Internet resources

Many Internet resources are regarded as a large textbook library. Teachers can integrate diversified content of the textbook library into the lesson plans and present it by a variety of ways.

b.   Teachers integrate different YouTube types based on different stage of teaching

i.   Preparation before class

All the prepared work processes covering lesson preparation can fully take advantage of YouTube resources. For example, using Word to design lesson plans,

handouts, study sheets, and use the Internet to search for relevant teaching resources, etc. The network has no boundaries. Teachers can be much more productive when they prepare similar courses next time.

ii.   Spurring motivation

Some teaching strategies and designs are able to arouse students' learning motivation. Teachers can use plentiful animation or picture-related teaching with YouTube, design quiz games, and provide relevant online learning resources, so that students who are deeply interested in can find and construct personalized knowledge.

iii.   Class teaching

Teachers make good use of plenty of YouTube materials to find the most suitable teaching methods according to the characteristics of different course contents and change abstract materials into figurative which will reduce the obstacles of learning and thinking; meanwhile, attract students' attention. When teaching, teachers can integrate educational videos or browsing the related content by YouTube.

iv.   Teaching activity

Teaching activities include pre-class preparation, inter-class activities, and after-school activities. The most important YouTube integrated teaching activities is the online thematic learning. After the students are grouped, they choose the appropriate theme, and find the problem and answer method from the network resources. The teacher plays the observer and the tutor, and the students learn independently. They Investigate knowledge in a proactive manner.

v.   After Class Assessment

Teachers assess student performance after learning the course content, including the statistical analysis of the implementation process and assessment results. Incorporating YouTube into the assessed implementation contains using film production as assessment questions which teachers allows students to search for information from the Internet to complete the assignments, and after the assessment, with Excel, Access and other software registration, the statistical results is made In addition, teachers can adjust the teaching methods according to the analysis results and enhance the learning effect.

To sum up, YouTube teaching approaches has no a fixed pattern, and teachers do not need professional computer software skills. A piece of paper and film editing can produce effective teaching materials. The most important thing is the ability to apply YouTube on English teaching. The value of the Internet lies in overcoming the difficulties of traditional teaching and improving the quality of teaching. The direction of thinking is still on improvement of teaching strategies. It is important for teachers to recognize that YouTube is

only a tool of many teaching methods that plays a supporting role in teaching, and that helps improve learning outcomes, cultivating the ability use the Internet and information.

As can be seen from the above, sightseeing, English teaching is quite suitable for YouTube integration, teaching, the reason is English teaching materials.

c. The degree of YouTube Integration

Student-oriented activities are the most successful YouTube integration teaching. In the ideal YouTube integration of the situation, the teacher should act as a guide, counselor, and consultant, and the student role becomes the center of the teaching activity with initiative and self-direction and can appropriately determine the content and progress of the student.

The degree of integration of teachers into YouTube into teaching is divided into seven levels from 0 to 6, each level is described as follows

  i. Do not use <degree 0>

  Teachers are lack of access to technology tools and have no time to implement YouTube teaching. The tool is lacking the presentation of dynamic images, and used by static text, such as paper handouts, blackboards, slides, etc.

  ii. Perception <degree 1>

  The traditional audio-visual application has no or a little relevance to the teacher's teaching. Therefore, teachers only have the ability to apply information to reach the level of perception. Although the teacher has been exposed to the audio-visual process, the application has not been applied to the actual teaching.

  iii. Exploration <degree 2>

  Science and technology tools are the support and supplement of teaching nowadays, and they are an extensive practice such as individual coaching, educational games, and learning motivation.

  iv. Integration <degree 3>

  Teachers can effectively use video tools, including: spreadsheets, multimedia and word processing software. teachers have the ability to operate and use teaching-related software and systems and can be applied smoothly in their own teaching activities. For example: use the document processing software design lesson plan, make a study list, take out the test paper; use YouTube to take classes or conduct tests; class can use multimedia equipment, such as single-gun projector operation.

  v. Implement <degree 4>

  The audio-visual tools are integrated into the teaching process and students are provide with rich content to understand the concepts, themes and the process to define and solve real problems, that is, "topical learning". For example, teachers can ask students to shoot video about sightseeing in English videos, and search for relevant resources from websites, sorting them into large-scale databases. At the

time of class, click on the folder to select files. All the content, questions and answers are shown. It can be reused, saving time and effort.

vi.   Expansion <degree 5>

The use of YouTube is extended beyond the classroom. Teachers actively introduce the application of sightseeing, and cooperate with enterprises, government agencies, research institutions, universities to expand students' problem-solving ability. Through the Internet, schools will cooperate with and institutions in other countries to conduct cross-school international experimental sharing.

vii.   Exquisite <degree 6>

YouTube is seen as a process, output, and tool to help students solve problems or issues in English. Students have a certain familiarity with YouTube and can fully and flexibly use YouTube in life.

From the above description of YouTube's integration of teaching level, From the five levels, teachers can understand their information literacy and the degree of integration into teaching with YouTube. The latter two levels emphasize how teachers influence and cultivate students' information literacy. The higher the degree is, the less the helping of the teacher-oriented teaching. And the more the students' self-learning are, but the teacher had to decide the level of the YouTube media according to the needs of the teaching curriculum. Because this study is limited on the subject of structure and teaching level of the English language course, the researchers strive to achieve the highest level of integration - the degree of integration of the integration level 4.

4.   YouTube integration into Tourism English teaching

To explore the integration of YouTube into Tourism English teaching; we first consider the characteristics of the tourism materials. What kind of teaching needs are derived from these teaching materials? How does the YouTube integration meet the needs of the teaching practice?

a.   The Requirements of YouTube integration into Tourism English

Learning Tourism English is to broaden international horizons and accept multiculturalism and cross-domain learning.

i.   Timeliness

Internationally important issues are concern to Tourism English. With rapidly changing and dynamic society, current events and issues cannot be edited into the textbooks in advance.

ii.   Localization

Students understand the tourism of every religion through YouTube. Teachers stress on the importance of English and make students know that the origin of local customs and continuing the expression of local customs are important.

iii. Specialty

A variety of approaches can enhance students' motivation. Teachers explain how to exercise daily life factors in tourism industry, but the material is limited in the traditional textbook. We find the local special touristic narratives by YouTube increase effectively students' willingness of learning Tourism English.

b. The Application of YouTube Integration

Tourism English are covered by three characteristics, pre-class preparation, classroom teaching needs, and extending the need for teaching in the learning field. In particular, this definition of sightseeing includes three basic elements. First, passengers leave their daily lives for traveling. Second, these activities require transportation to the destination. Third, the destination has sufficient hardware and software facilities and services to meet the traveling needs. Teachers apply English on tourism, it will be a tool to improve the quality of teaching. . The following analysis of the requirements of YouTube in the different situations of sightseeing English teaching in class preparation, classroom teaching and extended teaching.

i. Pre-class preparation needs

For teachers, a rich knowledge background is a prerequisite for successful teaching. The textbooks may not meet the teaching needs. Teachers can use online resources or multimedia CDs. Find relevant pictures, videos, animation resources and other materials with special materials that are unique to other regions, teachers can use online resources before class, and incorporate them into the design of teaching activities.

ii. Classroom teaching needs

Tourism English teaching requires many vivid demonstrations, making students more willing to learn: the concept of sightseeing emphasizes that multimedia computers can be presented in a variety of vivid ways, which not only increases the vitality of the classroom, but also enhances students' interest; thus, improving the learning effect.

Be specific and immersive: The best condition for Tourism English teaching is to learn in the most authentic environment. However, because authentic environment is limited by human and material factors, it cannot be a normal teaching state. The traditional direct method is not as effective as static pictures, dynamic animation and movie presentation. YouTube can realize a variety of functions, help students to embody abstract things or concepts, and even provide abstract effects of things to make learning more meaningful.

To present the "space" change dynamically, sightseeing emphasizes that the tourism industry is closely related to current events through the presentation of multimedia videos, using the YouTube platform will help students understand the abstract and difficult concepts more efficiently. For example, due to natural

disasters, political factors, etc., the tourist willingness to travel is reduced.

It is necessary to be able to use it in large numbers and in abundance: traditional English teaching focuses on reading and writing, but the listening and speaking ability is still weak. Therefore, the use of YouTube teaching is relatively large and effective, and it can focus on attracting students' attention.

iii.   Extending the need for teaching

YouTube teaching activities are not necessarily completed in the classroom, but can also be extended to extracurricular activities. If you extend to extracurricular activities, it is difficult to give students instant feedback. Teachers can establish an after-school interactive channel through YouTube to stretch student's learning time.

c.   Discussion on the Application of YouTube into the Teaching of Sightseeing English

The application of YouTube and the integration of sightseeing English teaching are as follows:

When applying computer teaching, resources can be obtained from multiple ways. For example, there is a number of supplementary materials on the Internet, or you can edit the essence of the video from Internet or save it in your computer memory for convenience. facilitate the preservation and transmission of teaching materials.

i.   Film, animation

Before the implementation of the teaching activities, teachers can play related videos or animations, use the questioning strategies to arouse the students' motivation, or use the film animations to make the teaching content more abundant and to deepen the students' understanding of sightseeing concepts. . If the school's teaching resources include tourism-related audio-visual educational videos that are authorized within the legal scope, and even teachers make their own films, they can be used in the English class.

ii.   Network resources

According to Huang Shiwei (1999), the network can classify teaching resources into four categories: multimedia materials, real-time materials that can replace textbooks and textbooks that can supplement textbook content. There is a lot of information and current affairs on the Internet and you can get a wealth of information through powerful search functions. For example, each teaching resource website, online audio and video database, dynamic website or database, university tourism department special research room website, etc., Teachers and students can enter the above-mentioned teaching websites for free, using the discussion area set up by the website, Online tests, results presentations, message boards, emails, etc., Make teaching and learning more effective.

Section D: ARCS motivation model

In modern motivational teaching strategy, have a systematic and effective teaching strategy is the Keller ARCS motivation model. This section will explore the basis ARCS motivation model theory is, important meaning and teaching design process, in order to help researchers in a teaching site effectively grasp the students' motivational needs understand and teaching design strategies, in order to promote the learning motivation, effectively improve students ' learning and performance.

1.   ARCS motivation model Theory basis

The ARCS motivation model was created by Professor Keller of the University of Florida, USA. Since the Second World War, the United States military successfully introduced systematic teaching designs concepts for military education. Many systematic teaching designs further extended the development of many teaching plans and practical action. In the 1970s, Keller thought that the method of systematic teaching design mostly explored activities that the teaching design expert or teacher should learn, and the learner's learning motives. Too little, Keller that if the learner's motives and interests are not stirred, the quality of teaching effects and learning effects will be greatly discounted. Therefore, Keller in 1979 in the article "Motivation and Instructional Design: A Theoretical Perspective", puts forward thinking of the systematic design of learning motive send, introduces the method of integrating motivation and learning environment design patterns. In 1983, a pattern diagram of the relationship between motivation, environment, instructional design and the impact of learning outcomes was proposed. In 1984 Keller proposed a model of the overall motive point of View-ARCS motivation model, which is divided into four factors, for teaching designers and learners to analyze the motivation needs of learners and help curriculum design and improve education.

The ARCS motivation model is based on the practical experience of teaching scholars who can cause high motivation in the classroom. And based on Expectation-value theory, this paper integrates various studies related to learning motivation, which is (f. Skinner) Reinforcement Theory, (A. bandura) Social learning theory, (R.M. Gagné) Learning theory, (J.S. Bruner) Cognitive Learning theory, (B. Weiner) Attribution theory, (D.C McClelland) and (j. W. Atkinson) Achievement motivation theory, (r. m. steers), (l. W. Porter), (H.A Murray) Expectation-value theory, (T. Malone) Challenge, Fantasy, Curiosity motivation model.

Keller will be about mentioned motivation theory as an integrated analysis, in order to inspire and enhance learners learning motivation and strengthen the systematic teaching design, so that the teacher can take into account the Learner's personal factors and learning environment factors. Therefore, it developed a complete model, called " a Model of motivation, performance, and instructional influence ", as shown in Figure 2-1.
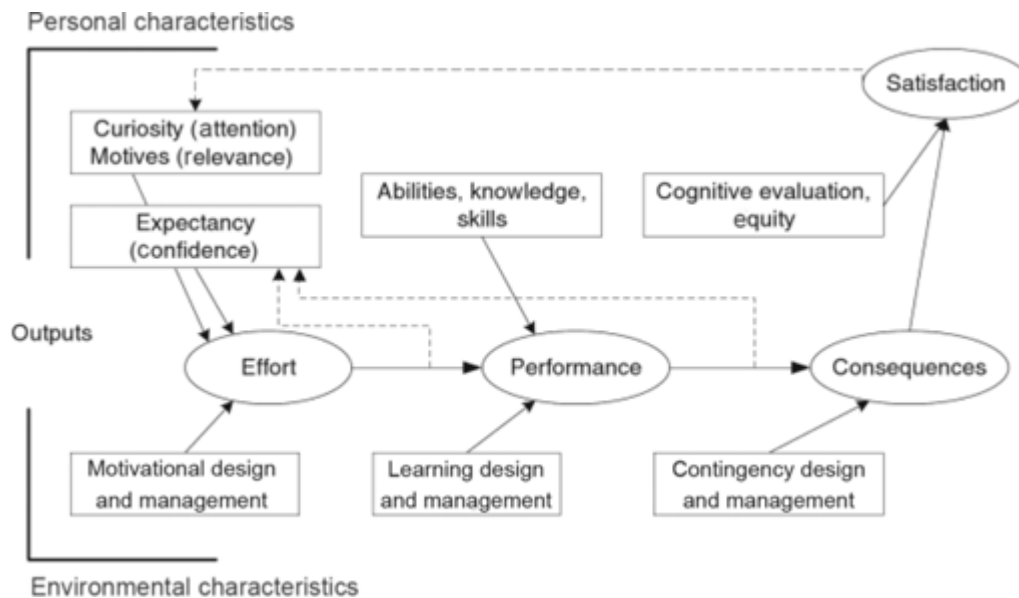
Fig. 2-1 Mode of Motivation, expression and teaching function

Modified from motivational Design for learning and performance: The ARCS Model Approach (p. 6), by J. M. Keller, Boston, MA: springer.

As shown in Figure 2-1, Keller (2010) divides the teaching and learning process into two large inputs and one output.

The input functions are individual factors and environmental factors, and the output part is the learner's effort, performance and learning achievement.

a.　Personal factors

Personal factors include motivation, first moments, personal ability, cognition and skills, and individual cognitive assessment and measurement. By Figure 2-1, it can be sure that the degree of effort of the learner depends on the value and expectation of these two personal factors. Motivation is a kind of emotion and attitude that the value and expectation inspire together, and the individual's efforts towards the goal are all derived from the learners ' high evaluation and positive expectation of success.

b.　Aspects of environmental factors

Aspects of environmental factors includes motivation design and management, learning design and management, incident events and management. It can be seen from the graph that the arrangement and planning of learning situations will also affect the level of effort of learners, and if instructional designers or teachers can inspire and sustain the needs and expectations of learners, the level of effort of learners will be greatly improved.

c.　Output aspects

Individual efforts will affect behavioral performance, that is, learners ' motives indirectly affect behavioral performance, Relative, behavioral performance will also indirectly affect learners ' learning Motivation. Therefore, Keller thinks that effort is the dependent variable of motivation, rather than general research behavioral performance is the dependent variable of

motive. (Lau, 2003). In addition, Keller (2010) emphasizes the difference between behavioral performance and learning outcomes: behavioral performance is the learning tasks that learners actually complete, and the result of learning is the internal and external accomplishments of the learner, including the feeling of emotional satisfaction or the real rewards from society. Learning results are influenced by the behavior of learners and the occasional events in environmental factors, and learning results and cognitive assessment and measurement, if they can further improve the satisfaction of learners, may enhance learners ' expectations of success, and may also indirectly strengthen the Learner's motivation and Values. This pattern diagram, of personal factors and environmental factors can affect the level of effort learner's wiliness to pay, behavior and learning results, the two major input factors interact with each other, and constitute a circulatory system. The more effort, the better performance, better results, and the motivation of sustained efforts will be stronger.

2.　The main meaning of ARCS motivation model

In view of the application of the ARCS motivation model in teaching, Keller analyzes four factors which can help maintain learners ' learning motivation: Attention (attracting attention), Relevance (immediate correlation), Confidence (build confidence), Satisfaction (get satisfied). Based on the ARCS motivation model, the teachers should lead learners to the learning context, stimulate and continue the "attention" of the learner, and provide the "relevance" of their union and learning content, and then give anticipation and encouragement to build up their "confidence", and then offer a chance to show result that give learners the "satisfaction" of get their learning tasks. Among them, the A element (attracting Attention) and the R element (which is vital) are related to the learning motivation theory of the concept of "value", while the C element (building Confidence) derives from the Individual's "expectation" of Success (Keller, 2010). Since the ARCS motivation model was put forward in 1983, Keller is three sub-concepts of the four factors, and gradually developed the theory into a systematic teaching strategy.

The following are the four elements of the ARCS motivation model, the corresponding sub-concepts and instructional strategies, to illustrate (table 2-2, table 2-3):

a.　Attention

"Arousing attention" is the first step towards learning, which means arousing and sustaining students ' attention, which is to attract students ' interest and stimulate their curiosity. Keller (2010) points out that to arouse the students ' attention is not difficult. The real challenge for teaching is how to keep the attention that has been aroused. The teacher can start with the following three aspects:

i.　Perceptual arousal

Teachers can use novelty or surprise presentations to stimulate and attract the attention of the learner's Senses. For example: tones, changes in limb movements, or humor can be used to trigger sensory stimulation and arouse curiosity. However,

the effect of perceptual arousal does not last too long, so the teachers must further arouse the curiosity of the learners.

ii.　Inquiry Arousal

In order for learners to inspire a deeper level of curiosity, teachers can ask questions that are moderately challenging, provide learners with the opportunity to think, and seek solutions to problems. Learners can often incorporate this strategy into their warm-up activities and use different cross-examination techniques to create curiosity in the context of problem solving.

iii.　Variability

In order to maintain the learners' attention, teachers can change their teaching methods and activities in a timely manner, so as to avoid invariable teaching. For example, a short film or a group activity in the narrative process can help learners be more willing to study.

Table 2-2 ARCS Four elements of the motivation model

Constituent elements	Defined	Questions to be considered during teaching
Attention	To attract learner's interest and to inspire their curiosity.	How to make the teaching content interesting and stimulate the willingness about learning?
Relevance	Make the learner's own needs and goals and close relationship and make it a positive learning.	How to help learn by teaching successfully learn and make it letter success is self- control of?
Confidence	Help learners build positive expectations of success and believe in success.	How can teaching learners successfully learn by teaching to believe that success is something they can master?
Satisfaction	Learners can get paid internally and externally because of their achievements.	How to make the learner feel satisfied and make it want to continue to school.

Note: taken from motivational Design for learning and performance: the ARCS Model Approach (p.45), by J. M. Keller, Boston, MA: springer.

Table 2-3 the teaching strategy of ARCS motivation model

Classification	Problems in the teaching process	Motivation Strategy
Attention		
Arousal of consciousness	How to capture the interest of learners?	Capture the learner's attention in a peculiar, unintended way.
Inquiry into the problem	How to stimulate the attitude of learners to explore?	Maintain learner curiosity with moderate challenge or problem-solving situations.
Provide variability	How to maintain the interest of learners?	Transform the way of teaching.
Relevance		
Goal-oriented	How to meet the needs of learners? (Do you know the needs of learners?)	By stating the relevance of teaching to personal goals, learners develop practical perceptions.
Cooperate with learners Motivation demand	At what time and in what way should appropriate choices, responsibilities and impacts be given to learners?	Provide learning opportunities that are consistent with learner motivation and value, such as self-learning or collaborative learning.
Knowing things	How to tie the teaching and learners' experience?	Combine the learner's prior experience to improve familiarity with the course.
Confidence		
Prerequisites for learners	How to assist learners building positive expectation for success	Let learners know the requirements of performance and the standards of assessment, so that learners have a positive expectation for learning success.
Opportunity for success	How can the learning experience support or enhance the learner's ability belief?	Providing learners with a moderate range of opportunities to control self-learning gives them the opportunity to experience success.
Do it by yourself	How to make learners clear that success is based on their own efforts and abilities?	Provide learners with the opportunity to achieve challenging goals.
Satisfaction		

Natural result	How to provide meaningful opportunities for learners to apply latest acquired knowledge or skills?	Providing a situation allows learners to have a strength.
Positive result	What enhancements should be provided to encourage learners' achievements?	Provide positive results, such as: verbal praise, awards, etc.
Maintain Fair	How to help learn to build a positive feeling for achievement?	For successful adherence to consistent standards and outcomes, the final outcome of the study is consistent with the goals and expectations set by the initial setting.

Sorted from: Driscoll (1994), Keller (2010)

b. Relevance

ARCS the second element of the motivation model is to make learners have an immediate relevance, which is intended to enhance learners ' learning motivation. Learners are more or less skeptical about what they learn: "Why should I be a scholar?", "Does it have anything to do with my life?" If learners cannot relate to the things they learn, they cannot generate learning motivation. Keller (2010) points out that a successful teacher must effectively combine the content of the teaching material with the learner's needs and expectations, so that it they can produce a positive learning attitude, and the teacher may consider using the following three Strategies:

i. Goal Orientation

"Setting and achieving goals" is an important and critical element of personal relevance. Generally speaking, when learners recognize that acquired knowledge or skills will contribute to a desired goal, they often exhibit higher motivation. As a result, if a teacher is able to relate the content of a course to a personal goal, such as an entrance examination, a job or a promotion, it enables learners to generate practical perception and helps learners to establish the relevance of learning goals and their own.

ii. Motive Matching

Individual learning performance is often due to different appropriate learning environments. For instance: people who tend to study independently, are less able to do their best in group cooperation. Therefore, the teacher should be able to understand the learner's learning style and motivational needs and use appropriate teaching strategies to enhance and improve their learning motivation.

iii. Connect with familiar things

Keller (2010) points out that the interests of learners can also be aroused by familiar things or related experiences. Before teaching, teachers should fully understand the learners ' prior knowledge, concepts, principles and personal interests that the learners have acquired in the past, and put forward appropriate analogies and correlations, so that learners can have a good sense of the teaching materials and a feeling of personal relevance.

c. Confidence

Confidence is an individual's attitude towards their ability to achieve a learning task and depends on the learner's self-control and expectations of the outcome of their Studies. Keller (2010) points out that, after teachers have succeeded in causing the learner's attention to be related to the study, teaching materials should be further provided to help learners establish positive expectations for success, but special attention should be paid to whether the learner is not confident enough about the textbook, or feels overconfidence because the material is to simple, Neither is not conducive to the maintaining motivation. The following three strategies are available for use by the teacher of:

i. Learning requirements

The ability of a learner to clearly understand the requirements of the course, i.e. to learn the necessary conditions or abilities, will help learners develop positive expectations of success, which builds confidence in their goals. Therefore, the teacher should let the learner understand the "performance requirements" and "evaluative criteria", so that learners know that if they are able to follow the necessary conditions they will be successful. Thus, they will be willing to bet their energies and striving to achieve the requirements and receive a positive assessment.

ii. Success opportunities

After learners have the "expectation for success", the teacher must further create a Multivariate learning situation, design a challenging, and can make different levels of learners competent in the teaching materia's difficulties, so that learners can achieve the opportunity to experience success to strengthen their confidence in learning.

iii. Personal control

In traditional teaching, it is almost up to the learner to take full control (Rai Shuling, 1996), But Keller (2010) points out that in order to enhance learning motivation, the teacher should provide learners with the opportunity to control themselves moderately. For example, by designing problem-solving situations, learners can be guided to recognize that learning is the result of their own efforts and effective learning strategies (Driscoll, 1994; Keller, 2010).

d. Satisfaction

Learning satisfaction is a pleasurable experience that learners show in the process of their surroundings, a feeling of self-realization when the learner's own psychological state and learning effects are evaluated (Wang Yu, 2005). Learners are expected to be satisfied with their learning outcomes, and personal satisfaction is an important factor in the sustainability of their learning motivation. Teachers in the process of teaching, the use of enhanced skills to enable learners to obtain internal and external reward. In order to arouse the satisfaction of learners, there are three teaching strategies that can be used in teaching (Keller, 2010):

i. Natural consequences

Keller (2010) points out that one of the best ways for learners to be satisfied is that they should give learners the opportunity to apply new knowledge or new skills, and if the learner has succeeded in making it related to knowledge or new skills, then learners can have a satisfying sense of learning content and is stimulates their learning motivation.

ii. Positive consequences

In teaching, the teacher can use positive internal and external feedback and enhancement, including: praise, public praise, results published, special treatment, prizes and awards, so that learners have positive feelings, in order to maintain a sense of satisfaction with learning knowledge and skills.

iii. Maintenance of fairness (equity)

For academic achievement or learning performance evaluation criteria and encouragement, the teacher should pay attention to maintaining their consistency and fairness, so that learners can get a fair sense of accomplishment and satisfaction (Shen Zhongwei, 2008; Rai Shuling, 1996). Keller (2010) emphasizes that in order to maintain fairness, learning results should be consistent with the success criteria and expectations indicated in the beginning of teaching. In addition, Raishu (1996) points out that the maintenance of fairness also includes teaching learners to guide the fair distribution of time. It is recommended that the teacher use short hints and avoid too long explanations, so that each learner can receive the same amount of guidance. ARCS motivation model is to strengthen systematic teaching design. It is a set of problem-solving models for analyzing learning motivation, to provide a prescription teaching motivation design pattern. The problem to be solved is how to make learners feel that what they have learned is worth learning and to inspire learning will power, and to help learners learn by teaching, and convince them to succeed (Xu Shuro, 1998; Yang Zihui, 2010; Caicho, 2005). In practical teaching, what strategies should be applied to the teaching design can be answered according to the ARCS motivation model teaching design of Keller Construction.

3. ARCS motivation model teaching design process
   a. Keller has constructed a systematic motivation design process in the ARCS motivation model, which addresses attention, immediate relevance, confidence-building and satisfaction. The design of this model has a total of four stages; namely, definition, design, development and implementation, including 10 steps of the implementation process (Keller, 2010). The following stages and steps are described below (Table 2-4):

   Definition
   i. Obtain course information

   This step focuses on several features of the course and how to impart it, including four parts: course description, reasons for arranging the course, teaching context and teaching information. The course description must include an outline of the course, the purpose of the course, the teaching time and the number of times required so as to allow the teaching person to decide how much to devote to the motivational strategy design and describe the course arrangement. The reason and the teaching context are helpful to design the motivation strategy related to the goal of the course. In addition, the characteristics of the learner should be carefully considered. The personal style, knowledge and experience of the learner will have a great impact on the success of the course (Keller, 2010).

   ii. Obtain audience information

   This step with the previous step of course information, is the third step the important basis of "learner motivation trait Analysis". This step focuses on the learner's initial motivation for learning and the potential response of the learner to the course content and teaching strategies (Keller, 2010).

   iii. Analyze audience

   In the process of motivation design, this is a very important step, which has a great influence on the definition of motivation targets and developing motivation strategies.

Table2-4 ARCS motivation model Teaching design process and activities

Four parts &ten steps	Activities
Step 1 Define	
1. Obtain course Information	1. The reasons for obtaining the course description and arranging the course. 2. Describe the way in which the course is arranged and how it is taught. 3. State the information of the teaching person.

2. Access to learner-related information	1. List learner's basic ability to get started.
	2. Identify the learner's attitude towards academic or learning work.
	3. Identify the learner's attitude towards the course.
3. Analysis of learner motivation characteristics	1. Prepare the learner's motivation profile.
	2. List the underlying causes that affect learners ' motivation.
	3. Identify what are the factors that can change the motivation of learning.
4. Analysis of the existing curriculum materials	1. The present teaching materials are presented with positive and constructive features.
	2. Make a list of existing textbooks which are insufficient or problematic.
	3. Describe related issues.
5. Define motivation objectives and rating	1. List motivation design goals.
	2. Clearly indicate the behavior of learners who are expected to change.
	3. State the way in which the motivational goals can be confirmed

Step 2 Designs	
6. List feasible strategies	1.Develop all viable ARCS motivational model in a brainstorming fashion -Style teaching strategies.
	2. Put all the developed teaching strategies into different stages.
7. Select and design strategy	1. Integrate an ARCS motivation model learning strategy.
	2. Recognize the teaching strategies for enhancing and sustaining learning motivation.
8.Integrated instructional design	1. Combine learning motivation strategies with teaching plans.
	2. Further revision of the instructional design.

Step 3 Develop

9. Selection and development of teaching materials	1. Select available materials.
	2. Revise the textbook to conform to the teaching situation.
	3. Development of new teaching materials.
Step 4 Pilot	
10. Evaluation and Amendment	1. Gauge the learner's learning response.
	2. Decide to achieve satisfaction.

Organized from：Motivational Design for Learning and Performance: the ARCS Model Approach (p. 57, 59), by J. M. Keller, 2010, Boston, MA: Springer.

The purpose of this step is to predict the "motivational profile" for the whole class, a specific group or individual, that is, moving diagram of the relationship between machine and behavior (Fig 2-2). Keller (2010) pointed out that the state of excessive motivation or lack of motivation is disadvantageous to learning. The result of lack of motivation is low productivity, while motivation that is too high may be caused by pressure or conceit, and results in high error rates and low efficiency, especially when designing ARCS motivation strategies. As shown in Figure 2-2the diagram of "the relationship between motivation and behavior" is presented in an inverted U-shaped graph. When the learner's motivation level is in the acceptable area, the learner is the best performer, and this area is also called "the ideal state of motivational teaching", which means that the teaching strategies offered are the most appropriate and desirable, and the learning motivation is not too high or too low to produce the most ideal performance. Therefore, by describing the motivation problem types or drawing out the motivation profile, the teacher may choose appropriate teaching strategies, so that learners maintain a "moderate" motivation level range, so that their learning performance is the most ideal state. The analysis of the project needs to conform to the psychological state of four major elements of ARCS, but sometimes due to environmental constraints, it can't objectively assess the current degree of motivation of learners, so the instructor can also observe the learner based on personal experience.
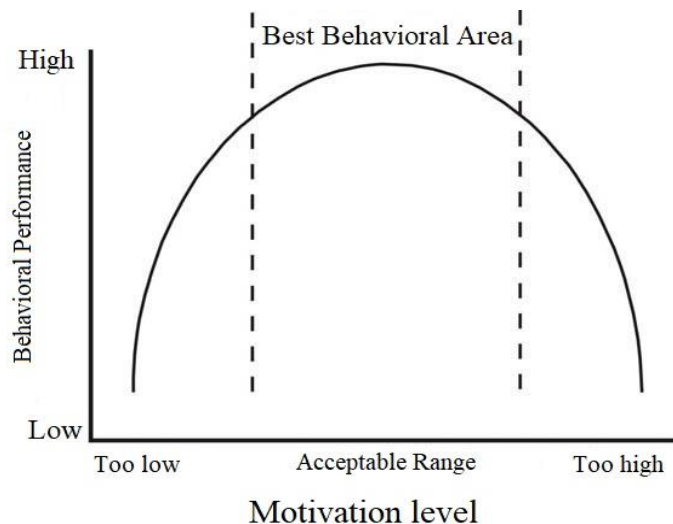
Figure 2-2 Relationship between motivation and behavioral performance
Modified from：*Motivational Design for Learning and Performance: the ARCS Model Approach* (p. 211), by J. M. Keller, 2010, Boston, MA: Springer.

    iv.   Analyze existing materials

This step helps the teacher to confirm which motivational strategies are insufficient to be strengthened or to be selective. By examining the existing curriculum materials and the results of the analysis of the learners ' characteristics, the teacher can list the problems to be solved in the teaching design step.

    v.   List objectives and assessments

This step for the teaching of the results of the analysis of the previous step, set the appropriate motivation objectives and assessment criteria, the purpose is to achieve learner motivation effect. For example: According to the results of the analysis, learners are not related to what they have learned, then the teaching needs to list the corresponding motivation goals to improve the learning condition, and decide what form of the evaluation method to show whether the goal of motivation is achieved (Zhang Zhiquan, 2002; Yang Zihui, 2010;keller, 2010).

b.   Designs

    vi.   List potential tactics

The instructor must prepare a possible motivational strategy that corresponds to the specific goals and the general conditions described in steps 1 through 5 above. This step is also known as "preliminary design" because it is mainly used in the brainstorming stage. The aim is not to limit the creative thinking of teaching. As many strategies as possible are listed, even if they are impossible to consider from time or cost. This may not be possible, but these ideas may still lead to other strategies that might be useful, or even if they are not actually applied, sometimes they are the closest to the "ideal" (Keller,2010).

    vii.   Select and tactics

The teaching is considered according to the following criteria, we will choose the most suitable and feasible motivational strategies for the previous step: the teaching time required, the contribution to the teaching goal of the course, the reasonable development time and cost, the conformity with the learners ' learning style, the conformity of the teaching style, and the prudent use of it. Keller (2010) Special emphasis is placed on the principle of basic motivation design: If you encounter "high motivation" learners, you should focus more on other effective instructional designs and how to maintain motivation.

viii.   Integrate with instruction

Teachers must integrate motivational strategies and important elements of teaching, including: learning goals, content, and activities. Keller (2010) suggests that the teacher can list the latter separately and examine motivational strategies to give them the most appropriate placement in the teaching process, a step that will help the learner to carry out the motivation design "Development"stage-preparation of textbooks.

c.   Development

ix.   Select and develop materials

The teaching must refer to the theory connotation of the ARCS motivation model and the principle of teaching strategy and develop the teaching material which can promote the learning motivation. The teacher may have to revise or redesign the existing teaching materials to conform to the purpose of promoting learning motivation (Yang Zihui, 2010; Keller, 2010).

d.   Pilot

x.   Evaluation and revision

The teacher can develop a set of assessment tools or methods that can evaluate the status of learners ' responses and learning motivation according to the four elements of the ARCS motivation models and cooperates motive targets, teaching material content, etc. Next, the teaching scholar based on the evaluation results of the various data analysis to check the teaching design of the good, make sure that the instructional design is feasible and achieve the desired goal, or that the invalidation requires further understanding of its causes, alteration and revision.

It can promote the integration and application of the ARCS motivation model and practice through the teaching of the above motivational mode. When the teacher understands the core concepts of the ARCS motivation model and the problems and strategies that need to be considered in the teaching and is familiar with the process of designing the whole motivation, the teaching can induce the learners ' participation and interaction.

Section E: ARCS motivation model Correlation Research

Since the ARCS motivation model was proposed in 1983, many studies have shown that integrating ARCS motivation models into educational spaces has a positive effect on improving teaching and learning effectiveness (Keller, 2010). Many countries in the world have applied it to a number of occasions, including education training, adult education, and even across cultures, across different areas of learning, across different disciplines, across different stages of education (higher, secondary, primary education), as well as combining it with different teaching methods or teaching media, such as: autonomous learning, online learning, distance teaching, and computer-assisted instruction. Therefore, researchers believe that teaching using an ARCS motivation model should improve students ' learning motivation and learning achievement. In order to make it clearer. The ARCS motivation model and the learning effects of information in teaching are summarized in this section to provide the basis for the development of this study.

1. Foreign related research

Researchers through Pro Quest Dissertations & Theses (PQDT)and Pro Quest Education Journals and other foreign language database search, the ARCS motivation model of the relevant research a total of 14 articles. In many related literatures, The research object is aimed at college students (GABRIELLE, 2003; Hodges im,2013;hu,2008;Huett,moller,young,bray&huett,2008; jokelova,2012; kacin,2013; kebritchi,2008;molloer,1993; wang,2000), followed by middle school students as the research object (khalid,2004; kirkpatrick,2007;wicks,2010;worry,2011), and a special study conducted by hospital staff (williams,1994).

In addition, the ARCS motivation model in foreign countries almost uses online courses, distance learning, teaching Learning video and computer games and other technology-based teachingcourses(GABRIELLE,2003;Hodges&Kim,2013;Hu,2008;huett,Moller,young,Bray& Huett,2008;Jokelova,2012;Kacin,2013;Kebritchi,2008;Kirkpatrick,2007;ang,2000;WICKS,20 10); The researchers collated and summarized the above related After 14 articles, the effect of arcs motivational model on learning motivation and learning achievement is described, and its findings and findings are:

a. The influence of ARCS motivation model on students' learning motivation.

The results of multiple studies support ARCS motivation model and teaching can improve students' learning motivation and attitude (Gabrielle, 2003; Hodges & Kim, 2013; Hu, 2008;Huett, Moller, Young, Bray & Huett, 2008; Kacin, 2013; Kebritchi, 2008; Khalid, 2004; Kirkpatrick, 2007;Wang,2000; Wicks, 2010; Williams, 1994; Worry, 2011), but some of this literature found that there was no significant difference of ARCS motivation scores: Williams (1994) found that the confidence of the experimental group was significantly higher in attention, correlation and satisfaction than the control group, while confidence was not significantly different; Huett and others (2008) The study found that the experimental group

and the control group did not reached significant differences; Wang (2000) The results of the study argue that web-based teaching provides only two factors that support attention and correlation.

Although multiple research results support ARCS motivation models improving learning motivation and attitudes, the findings of Jokelova (2012) hold the opposite proposition: in study of the university's online lecture course, there was no significant difference between the experimental group and the control group, in course satisfaction, the confidence and correlation were better than that of the control group. Jokelova, points out that the possible causes come from the teaching style control group. The teacher had a deep control over the online courses. The establishment of immediate feedback mechanisms and the time arrangement influenced the research results.

b.　The influence of ARCS motivation model on students ' learning achievement.

The results of multiple studies show that on ARCS motivation model can improve students ' learning achievement and effect (Gabrielle, 2003; Hu, 2008; Huett, Moller, Young, Bray & Huett, 2008; Kebritchi, 2008; Khalid, 2004; Kirkpatrick, 2007; Wang, 2000; Worry, 2011). However, some studies have found that there is no significant difference between learning performance and achievement: In Hu (2008) is on-line study of undergraduates, learning performance did not achieve significant differences; Hodges and Kim (2013) to promote the university student's Mathematics Achievement found that the control group and the experimental group's scores did not achieve significant differences.

2.　Domestic related research

In 1990, Li Wenrui, a professor at Taiwan University, first published the teaching strategy of the ARCS model of stimulating learning motivation (ARCS). After that, Lin Si Ling (1993), Rai Shuling (1996) and Xu Shuro (1998) and other people focused on the ARCS motivation model, elaborated its important meaning and teaching applications. After 2003, we can see the application of ARCS motivation models in various subjects' study with Empirical research.

a.　The influence of the ARCS motivation model on students' learning motivation.

The results of multiple studies support ARCS motivation model integration teaching improving students ' learning motivation and attitude (Wang Yae, 2004; Chiu Yalin, 2000; Chen Bing xian, 2003; Huang, 2008; Huang, 2005; Huang gian quan, 2012; Huang, 2012; Yang Yu, 2010; Cai, 2012). In order to measure students ' learning motivation, studies use the learning motivation scale or interest scale. Some researchers supplement tests with qualitative research questionnaires, teacher-student interview records, after class feedback form, to understand the students learning motivation differences (Wang Yae, 2005; Huang, 2005; Huang, 2012; Yang Yu, 2010). Qualitative data collection shows that most students and teachers have positive attitudes towards the teaching design of the ARCS motivation model, and the application of the ARCS Motivation difference strategy makes the students more

impressed with the teaching content. The classroom atmosphere is livelier, and the teacher-student interactions improved.

There are still many studies that refer to a significant difference in learning motivation, or partial learning motivation. The degree was not up to a significant level (Wang Yae, 2005; Huang gian quan, 2012; Cai, 2012). The study indicated that the students ' learning Motivation to improve teaching program had a significant improvement in English learning motivation and achievement, but the experimental group and the control group had not achieved significant differences in learning motivation.

b.   The influence of ARCS motivation model on students ' learning achievement

The results of multiple studies show that ARCS motivation model can improve students' learning achievement and effect (Wang Yae, 2004; Chiu Yalin, 2000; Chen Bingxian, 2003; Huang gian quan, 2012; Huang, 2012; Cai, 2012).Cai (2012) refers to the activities of integrating ARCS motivation learning strategies into remedial teaching, and low achievers achieves higher learning achievement under the circumstances of improve learning attitude and learning motivation.

In addition, there is still a small number of studies that do not achieve significant differences in learning achievement. Wang Yae (2005) The study found that although students' learning achievement has improved, they did not reach significant differences. The analysis of Yang Yu (2010) shows that the interaction of different teaching strategies (ARCS motivation model, general teaching) on learning achievement are not obvious.

c.   The influence of the ARCS motivation model for information technology teaching on students ' learning performance

Most of the ARCS motivation model are integrated into information technology teaching, such as: teaching briefings, film teaching, information websites (Chiu Yalin, 2000; Huang, 2008; Huang, 2005; Huanggianquan,2012; Huang, 2012; Yang Yu, 2010; Cai, 2012). Most of the research results show positive teaching and learning effects. Yang Yu (2010) further points out that to ARCS. The teaching activities of motivational pattern design, using multi-media multimedia, textbooks, cards and web pages makes teaching resources more diversified; that is, multimedia and the Internet are more effective than traditional textbooks, and can improve learning motivation and learning effects. Cai (2012) advises teachers to make good use of computer media resources. Support of low achievers with praise of their ideas will help remedial teaching courses.

3.   Summary

This section sums up the relevant empirical research points:

a.   Most of the relevant research shows that the ARCS motivation model can effectively improve students ' learning motivation and improve their learning attitudes, and their learning achievement and effectiveness are also improved; therefore, overall, the promotion of learning motivation is positively correlated with

the improvement of learning achievement.

b. The use of the "ARCS motivation model" and "information technology into teaching" can significantly improve students ' learning motivation and learning effectiveness, and when the teaching design of the ARCS motivation model effectively enhances students' learning motivation, their learning effectiveness can also be improved. In addition, ARCS motivation model can be flexibly integrated into different teaching methods, programs and teaching media, which is quite practical and helpful to the promotion of learning motivation.

c. From the findings of the above study, the ARCS motivation model to teaching sites can significantly improve students' learning motivation and learning achievement, but there are still a few results that do not support this conclusion, the researcher reviews the design and implementation of the original study and participates in the relevant literature (Yang Zihui, 2011; Keller, 2010),Try to summarize the following possible influencing factors: teaching time is so short that the research tool motivation scale fails to measure the motivation change effectively. The difference, the teacher has not been able to diagnose the learner's motive characteristics accurately, the teaching person does not have the appropriate teaching strategy the uses time and the frequency, uses excessively or the unsuitable teaching strategy.

d. Researchers, like most educators, often face challenges arousing students' interests, and in teaching contexts, students ask questions about why they should study sightseeing in English. What is the practicality of Tourism English? "According to the literature discussed in this section, the researchers believe that ARCS motivation model is also applicable to the teaching of Tourism English, and it can be used as a teaching strategy to promote learning motivation. So, this study applies the ARCS motivation model and information technology to explore the impact of learning motivation and learning effectiveness in Tourism English.
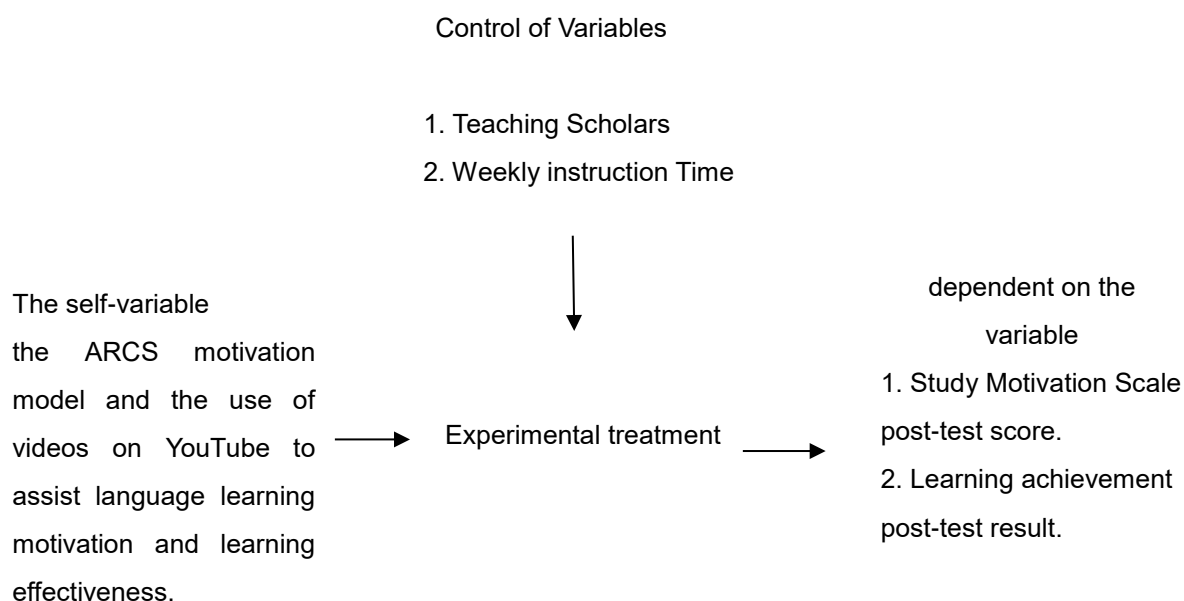
Chapter III Research Design and Implementation

This study aims to explore the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness. According to the literature discussed in the previous chapter, this chapter will study the design and implementation of our research, divided into six sections: the first section is the research structure and the research method, the second section is the research hypothesis, the third section is the research tools, the fourth section is the research object, the fifth section is the teaching, the sixth section is the collection and processing of information.

Section A: Research Architecture and Research Methodology

This section through the literature study to formulate research purposes, research issues after the teaching experiment design, and set up the research structure of the study, the use of research methods.

1. Research Structure

This research used 31 students who had studied in an "English Tour Guidance and Practice" course in a college on an off-shore island and adopted a "single group before and after test design method". Before and after the experimental teaching, the study subjects were given the ARCS Study Motivation Scale Test and the English Learning Achievement Test to explore the ARCS motivation model and YouTube integration the influence of college English teaching on students' learning motivation and learning Achievement. This study is structured as shown in Figure 3-1:

Control of Variables

1. Teaching Scholars
2. Weekly instruction Time

The self-variable the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness. → Experimental treatment → dependent on the variable
1. Study Motivation Scale post-test score.
2. Learning achievement post-test result.

According to Figure 3-1 on the previous page, the variables of the present study are stated as follows:

    a.   Self-variable: The Self-Variable of this study is the teaching method, "the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness."

    b.   Control of variables: The factors affecting teaching effects are quite complex, in order to improve the intrinsic validity of the experiment, we must control the influence of the unrelated variables as much as possible. The Control of Variables of this study includes:

        i.   Educators: In order to facilitate the collection of authentic information and control the entire teaching process, the teacher of the experimental teaching was the researcher himself, in order to avoid the different teacher's personal characteristics and teaching style on the experimental results having an impact.

        ii.   Weekly Instruction Time: Before and after the experimental teaching, the course time was the same, three lessons per week of 50 minutes.

    c.   dependent on the variation

        i.   Motivation: It refers to the level of scores of ARCS learning motivation scale. The test scores of the subjects were test by a dependent sample with a post-test fraction before the study motive, and the subjects had no significant difference in ARCS motivation model before and after the experiment.

        ii.   English Language Study Achievement: It refers to the middle and the final of English regular assessment Score. Taking the middle English periodic assessment fraction as a pre-test, the final English periodic assessment score as a post-test after the test, because the measurement of different test paper results in the difference between the students, so the two regular evaluation of the original scores compared with the year-round results are converted to fraction, and then carried on the dependent sample t-test, to examine whether the subjects ' English learning achievement had been significantly improved after undergoing the experiment treatment.

2.   Research methods

Because the research subjects of this research teaching experiment could not be assigned randomly, but the main class that the researcher teaches at the school, the "former experimental design" of the "single group before and after design method" was used. Before the teaching experiment, the students were given the ARCS Study Motivation Scale Test, and the middle English regular evaluation results of the subjects were obtained as pre-test, and the experiment teaching was completed at the end of the 16th Week. ARCS Study Motivation Scale Test and get English the final periodic evaluation results as a post-test to explore the impact of the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and

learning effectiveness. The experimental design of this study is shown in table 3-1:

Table 3-1 Experimental design of a single group before and after test

Group	Pre-test	Experiment	Post-test
Experimental group	O1O2	X	O1O3

The design pattern of this experiment is as follows:

a. O1: ARCS Study Motivation Scale.

b. O2: English Learning Achievement Test, that is, the first time in the school English regular Assessment.

c. O3: English Learning Achievement Test, that is, the two time in the school English regular Assessment.

d. X: indicates experimental teaching, that is, the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness.

Section B: Study the Hypothesis

In this section, according to the research purposes and research questions, the study hypothesis is listed as follows, pending research and implementation after the acquisition of information to be tested again.

1. After the students accepted "the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness", there were significant differences in the pre-test and the post-test of the ARCS Learning Motivation Scale.

2. After the students accepted "the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness", there were significant differences in the pre-test and the post-test of the English Learning Achievement.

Section C: Research Tools

Based on the research purposes, this section will explore the tools needed for research, with ARCS Learning Motivation Scale, English Learning Achievement Test. The following research tools used in this study are described below:

1. ARCS Study Motivation Scale

The ARCS Motive Scale of this study is based on Huang gian quan (2012) Chuhi fen(2003), Churu (2005) and other people adapted to the Keller of the United States Curriculum Learning Motivation Scale Revised .This scale is based on the Likert Five-point scale design, 5

points "very agreeable", 4 means "the same meaning ", 3 points for" unintentional ", 2 points for" Disagree ", 1 points" very disagree ".The four factors in the questionnaire of ARCS were as Follows: 9 questions to be paid attention to, 9 questions to be related, confidence to build 9 questions and obtain meet 9 questions, A total of 36 questions, four factor configuration situation as shown in table 3-2.Score by Four-component table as a pointer to his individual learning motives, the higher the score, the stronger the motivation for learning, and the more negative the motivation of learning.

Keller (1999) pointed out that the past ARCS Learning Motivation Scale has been found to have the reliability test of internal consistency in many educational studies. The internal consistency of the ARCS Learning Motivation Scale (Attention), vital correlation (relevance), confidence (Confidence) and satisfying (satisfaction) factors are in sequence. 84, 84, 81, 88, the overall credibility of the internal consistency.95 (Chen Jiahong, 2005).

Huang gian quan (2012) to explore the integration of information technology into the teaching for the national nine grade students in the Natural Science study motivation, in order to find the scale rigorous, Huang gian quan had to study motivation scale pre-test, measured the overall ARCS learning motivation scale of the internal consistency of the reliability Of. 901, the reliability is quite high.

Table 3-2

Factor	Question Number	Opposite-Question Number	Quantity
Attention	1、2、3、4、6、7、8、9	5	9
Relevance	10、11、12、13、15、16、17、18	14	9
Confidence	19、20、21、22、23、24、26、27	25	9
Satisfaction	29、30、31、32、33、34、35、36	28	9

2.   English Learning Achievement Test

The domestic experimental study on the ARCS motivation model explores the achievement tests used by students' learning achievements, mostly for the subject's self-edited academic achievement test. This study uses the English periodic exams for students at school, commonly known as mid-term and final exams. Researchers believe that it may be more appropriate to use the results of regular school examinations to explore students' motivations, because according to the research observations of the subjects in the test subjects, the test scores

are important factors that affect students' self-confidence and satisfaction in English learning. It directly affects students' motivation for learning.

The school taught by the researcher conducts regular test tests twice a semester and takes about 8 weeks from the beginning of the semester. The main purpose is to assess whether students achieve proficient learning at each stage of study and assess students.

After the end of the experiment, the scores of the mid-term and final exams of the above semester will be used as the test scores of the English learning achievement test. During the experimental teaching period, the students collected the mid-term and final-term English test scores. Because the scope of the two exams and the different teachers caused the difference in difficulty, the researchers converted the original scores and the whole class scores into standard scores. (The average is 50 and the standard deviation is 10).

Section D: Study Subjects

The research subjects in this study were 31 subjects of the study of Guide English and Practice in the university where the researcher was appointed. The freshmen of the school will be assigned to the normal class at the time of enrollment, and the list of new students will be assigned to the class members by the number of classes in the education department. The class was harmonious and lively. The research experience of the researchers showed that most students were focusing on classroom activities, most of the questions asked by the teacher are willing to participate in the discussion. A small number of students will be brave enough to express their opinions and ideas, indirectly activating the learning atmosphere of the class.

Section E: Teaching Implementation

The purpose of this study is to explore the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness of college students' English learning motivation and learning achievement.

1. ARCS Motivation Mode Boot strategy

Based on the Three-year English curriculum, the researcher considers the teaching progress of the school curriculum, the hardware and software equipment of the school, the information environment, and based on the relevant points mentioned in the second chapter of the literature and adopts ARCS in the subject class. The motive mode is integrated into the multimedia teaching briefing of college English, and the students' learning motivation and achievement change in English language department are Observed. The development of the Institute of Multimedia Teaching briefings, information technology is not only playing a supportive role, only the function of the display of teaching Materials. Through the ARCS motivation model, The researchers follow the planning of the complete teaching program, from the pre-teaching to consider the learner and curriculum teaching related information, Learner motivation analysis, The existing curriculum analysis, learner motivation Goal establishment,

teaching motive design strategy development,, evaluation plan and other factors, and then carry out the actual curriculum activity design, This motivation design process will help to clarify the shortcomings of the Teaching. After mastering the core concepts of ARCS and the problems and strategies that must be considered, the learners use YouTube's advantages to achieve the "integration" of the teaching materials Electronic.

In this study, the multimedia teaching briefing takes the four elements of the ARCS motive mode and 12 sub-elements as the main axis, and with the characteristics of YouTube, it integrates with the motive-guiding teaching strategy designed by the researcher (Table 3-3) and expects that the experimental teaching design can effectively induce the learning motivation of the Students. and achieve the best learning achievement performance.

Table 3-3

Four elements	Secondary element	Test class teaching strategy
Attention	Arousal of consciousness	1. Use the PPT presentation animation feature to showcase the concept map of this module. 2. Play related pictures or videos, triggering the sensory and auditory sense of the students.
	Inquiry into the problem	1. Use the skills and examples of asking questions. 2. Ask questions based on their pictures and videos, causing the curiosity of the learners and triggering students to think.
	Provide variability	1. The changes in teaching methods: quizzes or games. 2. There are changes in the way teaching content is presented (text, images, animations, movies, tables, fonts.) 3. There is a changing tone in teaching (serious -

		humorous, fast - slow, loud - moderate)
Relevance	Goal-oriented	1. Clearly clarify the teaching objectives and learning priorities. 2. Provide a syllabus to enable students to master the content of the unit textbook. 3. Inform the relevance of teaching content to personal life or goals.
	Cooperate with the motivation needs of learners	1. After understanding the interests of the students, the teaching content is as close as possible to the life experience of the students. 2. Provide different job options for different students.
	Knowing things	1. Effectively connect students' old and new experiences. 2. The teaching content provides familiar examples to assist students in understanding.
Confidence	Prerequisites for learners	Clearly graded items and standards.
	Opportunity for success	1. Textbooks and test assessments are designed that students can complete. 2. The assessment is from simple to difficult. 3. There are immediate feedback and re-learning opportunities in the

		classroom.
	In yourself	Provide appropriate opportunities to help students achieve their desired goals and standards.
Satisfaction	Natural result	Provide quizzes that can be used to acquire new knowledge
	Positive result	1. Use a verbal prize 2. Provide useful information and helpful feedback. 3. Test evaluation and classroom game rating mechanism.
	Maintain fairness	1. Clear fair award criteria 2. Use positive reviews to encourage students to create positive feelings about success.

2. ARCS Motivation Model and Design of Auxiliary Language Teaching Activities on YouTube Platform

a. Play related pictures or videos - draw attention (A), personal relevance(R)

Before the official entry into the course, play a film or picture with sound and light effects to attract students' attention. In addition, the researchers ask questions based on these related videos or pictures and continue to attract students' attention and lead students to think. In addition, advertisements, news clips or movie trailers that students often encounter in their life experiences are used. They are interspersed with teaching content and help them understand the learning content by providing familiar things.

b. Demonstrate the concept map and study outline of each unit course - relevant (R)

When teaching the beginning of each unit, use the briefing software to display the curriculum concept map of the unit, clearly inform the students of the unit's learning objectives; in addition, state the relevance of these learning objectives to personal goals, or the students have learned Old concepts are linked to give students a sense of familiarity and relevance.

c. Game - attracting attention (A), building confidence (C), getting satisfaction (S)

When the progress of teaching progresses to a complete learning passage, the researcher changes the teaching style in a timely manner and make the questions with the game design.

The topics are arranged from simple to difficult, and the students will get feedback and the researcher will re-explain the learning focus whether the students do correct or wrong before. It is expected that students will gain successful experience, enhance their confidence in learning, and recognize that Learning is derived from one's own efforts. As long as you can listen carefully and absorb knowledge in the classroom, everyone is likely to answer the test questions correctly.

d.   Quiz or assignments - build confidence (C), get satisfaction (S)

Based on the progress of the course, the researcher provides students with quizzes or assigned assignments, giving students the opportunity to apply the newly acquired knowledge to help achieve the desired goals and level of proficiency, and further stimulate students' satisfaction with the learning content.

e.   Supplementary article study list - personal correlation(R)

In addition to the basic concepts of each student, the researcher also designed supplementary learning sheets for students with high motivation or high ability to provide different students' choices for different assignments. In the teaching experiment phase, the researcher will pay attention to current affairs news or read related English books, extract relevant content, design to supplement the article study list, and encourage students who are interested in further and deeper reading.

Section F: Data selection and Processing

The data of this research experiment mainly includes "ARCS Learning Motivation Scale" and "English Learning Achievement Test". After the study is completed, input the above two materials then processed with Statistical Package for Social Science, SPSS Windows version 12.0.

Chapter IV Results and Discussion

The purpose of this study is "the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness. "The researchers used the college students in Penghu as the test subjects and adopted a single-group pretest design method designed by the previous experiment. Before the teaching experiment, the ARCS learning motivation scale was measured and the English learning achievement pre-measurement was obtained. Then, the 8-week teaching experiment was carried out. After the experiment, the ARCS learning motivation scale was implemented and the English learning achievement was obtained. Quantitative analysis, collation and quantitative data collected during the teaching experiment for analysis and discussion. This chapter is divided into two sections: the first section is narrative statistical analysis and discussion; the second section is one-way ANOVA analysis and discussion.

Section A: Narrative statistical analysis and discussion

In order to achieve the purpose of this study, "the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness. "In this section, after accepting the ARCS motivation model and YouTube's integration into the English teaching of sightseeing, is there a significant difference in the motivation of learning among all the students and students of different ability levels or not. Before and after the experimental teaching, the researchers applied the ARCS learning motivation scale to the pre-test and post-test, and the actual number of copies was 363.

The study analyzed SPSS software and collected 363 valid questionnaires, including 162 males and 201 females, and 55 %of the female subjects were female. In terms of grade distribution, first-year subjects accounted for 21.5% of valid samples, second-year subjects accounted for 24.2%, third-grade subjects accounted for 33.9 %, and fourth-grade subjects accounted for 20.4 %, so subjects could be found. Mainly in the third grade. Most subjects have not yet tested TOEIC (25.9%) Most of the subjects are studying in English-related departments (77.4%). The statistical results of the personal data of the subjects, as shown in the following table (4-1).

Table 4-1 Sample profile comparison (expressed as percentage)

	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%

Section B: One-way ANOVA analysis and Discussion

1. After accepting "the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness." We found in English and related subjects Students in the department have significant differences in this teaching model, and their statistically significant differences ($p<.05$). (Table 4-2)

Table 4-2 ANOVA

		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			

AAA: Attention，BBB: Relevance，

CCC: Confidence，DDD: Satisfaction

2. After accepting "the ARCS motivation model and the use of videos on YouTube to assist language learning motivation and learning effectiveness." We found that regardless of high or low scores, Students have significant differences in the "Attention" of this teaching model. The difference of statistically significant ($p < .05$). (Table 4-3)

Table 4-3 ANOVA

		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			

AAA: Attention，BBB: Relevance，

CCC: Confidence，DDD: Satisfaction

Chapter V Conclusion and Suggestion

The purpose of this study is to explore the ARCS motivation model and the use of videos on YouTube to assist language learning, targeted at learning motivation and learning achievement of college students in English professional subjects. In this study, students of a college on an off-shore island are selected as the research participants. The pre-experimental design of a single group of pre- and post-test methods was used. The teaching experiment time lasted for 8 weeks to effectively stimulate and maintain the students' learning motivation. This will increase students' learning achievement. In this study, the ARCS motivation model and the Tourism English achievement test were administered as pre- and post-tests, and the test results of the student's learning motivation and learning achievement were examined by ANOVA. The quantitative data were analyzed in the previous chapter to generate research results, which produced the results of this study. In addition, specific suggestions on the use of the ARCS motivation model and the use of videos on YouTube to assist language learning and research are provided for teachers and future researchers. This chapter is divided into two sections: The first section is the conclusion; the second section was suggestions.

Section A: Conclusion

This section is based on two parts based on the purpose and the results of the study. The following conclusions are summarized and used as the basis for making recommendations, this study use SPSS software to analyze by ANOVA, which are described below:

1. After accepting the study of " the ARCS motivation model and the use of videos on YouTube to assist language learning ", found that study in English-related departments students have significant differences in the teaching model, which means that the relevant departments have a significant impact on the integration of the teaching model, because it need to use multimedia teaching materials to support teaching, but YouTube film is very diverse, cross-legged tourism, English teaching, oral English listening practice, compared to other departments of students, Students attending the relevant department of the teaching method is practical and can be more focused on learning.

2. After accepting the study of " the ARCS motivation model and the use of videos on YouTube to assist language learning ", found that no matter what the results of TOEIC grades, there are significant differences in the "Attention" of the teaching model, which means that the YouTube film integrated into the teaching of Tourism English. The content of the film, the style, or animation can cause students to note, such as interesting, featured film content and never in contact with the study, students will be glued to watch, so that they will have interested in the course and focus on the course learning.

3. Through one-way ANOVA analysis, the ARCS motivation model and the use of videos on YouTube to assist language learning are less significant for college students, because the

YouTube film only attracts students to concentrate on learning, but not enough to create motivation to motivate students to learn the language for YouTube films.

4. Through the mid-term and the final exam scores, the average grade of the mid-term is 91.2 points, the average grade of the final exam is 92.3 points, the final exam scores only high mid-term score of 1.1 points, of which 16 students score progress, 6 students maintain the same points, 9 students score backwards. Therefore, the ARCS motivation model and the use of videos on YouTube to assist language learning have no significant effect on college students' learning achievement.

5. Through an effective questionnaire, students will not feel pressured to support language learning on YouTube, and the film played by teachers in class can effectively reduce the pressure on students when learning language. With the content of the film, style or animation to increase student's focus, and to maintain interest in the completion of this class. It is different from the stress feeling of traditional teaching method. YouTube is a no-charge Audio and Video platform. After class, students can go to YouTube to play videos and related links in class, and review what they learned on the same day to achieve their learning results.

6. Based on the conclusions of the above study, the use of videos on YouTube to assist language learning can increase students' learning achievement and reduce students' stress on learning. Therefore, this study believes that the use of videos on YouTube to assist language learning is worthy of being promoted.

Section B: Suggestions

Based on the above study, this section presents suggestions for the teaching of college Tourism English and future studies.

1. Suggestions for college English professional subjects - Tourism English Teaching

    a. To improve students' learning motivation, teachers can adopt the ARCS motivation model and the use of videos on YouTube to assist language learning.

    In daily life, students are exposed to a lot of media such as video and the internet and often stimulate their senses. Therefore, most students have already been accustomed to multiple stimulations of sound, light, and sound. If you only think of YouTube as a teaching tool for presenting and displaying teaching materials, even if you start to attract students' attention, over time, students may become tired of the same teaching model and thus you cannot effectively "maintain" the students' learning willingness. This study found that when teachers integrate YouTube into teaching design, if they can fully think through A, R, C, and S, and utilize multimedia technology, they can enrich, change and diversify the teaching content, and improve students' learning motivation, and deepening the students' learning impressions will help students acquire more learning information within the

available time and be proactive and confident in completing their learning tasks.

b. Intensive teacher's own skills in integrating YouTube into teaching.

To achieve the effectiveness of integrating YouTube into teaching, the key to implementation is closely related to the ability of teachers to master and apply information. The more proficient the teachers use of the YouTube platform, the more conducive it will be to develop innovative information technology teaching models and promote better learning effects. In the digital age, teachers have the ability to operate presentation and other software, but with burgeoning information resources, teachers should continue to absorb new knowledge and learning tools, to improve personal digital literacy and grasp the latest developmental trends of digital literacy, in order to use appropriate technological media to assist in teaching. Taking the authors of this project as an example, many teachers in the classroom use the information of YouTube platform to combine the curriculum materials with the students to attract more students to learn more, thus deepening the students' learning impression. In addition, in an environment where information is readily available, if a teacher can pay attention to all things, it is possible to organize more vivid and living teaching materials, but to efficiently search, judge and cite information, teachers should be able to participate in related learning activities, and on weekdays establish a personal e-Learning Resource database. When thinking about how to design and integrate into the ARCS teaching strategy, first from the collected materials to seek inspiration, but also the use of different versions of the library attached to the multimedia-assisted teaching CD, credential teaching professional judgment, the acquisition of the content of various versions of multi-media teaching CD-ROM, the organization in line with their own teaching logic of the briefing materials, can also achieve a multiplier effect.

c. Teachers should evaluate the appropriateness of supplementary teaching materials according to the curriculum.

Due to the limitations of the research materials, the application of this research course belongs to the Tourism English type, it is easier to apply multimedia and integration in teaching. There are various types of videos on the YouTube platform, including sightseeing tours, guided tours of tour guides, English language teaching, oral English listening practice, and so on, which are often used to enhance students' concentration is not so dull as the traditional teaching method. However, not all subjects are so frequently using this multi-media approach, especially in the science curriculum, because the film cannot be as flexible as the instructor, so the science curriculum is still to be discussed. Suggest that liberal arts teachers can use films on YouTube to support the course to enhance students' learning effectiveness.

2. Suggestions for future studies

a. Research tools

The results of this teaching experiment show that the probable reason was that the researcher only had personal experience to observe and speculate on the subjects and could not accurately diagnose some students' motivational traits. It is suggested that researchers should develop qualitative interviews or questionnaires before designing motivational teaching strategies, and analyze the learner's motivational traits more effectively, so as to put forward the possibility of solving this problem. In addition, future researchers' English professional subjects' achievement tests can be used to develop standardized achievement tests, and a comparable copy test can be developed to avoid the effects of pre-test memory and practice, so as to better understand the differences before and after teaching.

b. Research methods

In this study, the design method of pre- and post-test was adopted, through teaching third-year students from a college on an off-shore island with implemented experimental teaching. There was no control group, and it is suggested that future studies could be conducted with experimental and control group or with action research to get more insight into the ARCS motivation model and the use of videos on YouTube to assist language learning.

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