The Effect of ARCS Instructional Model on Law College Students' Willingness to Communicate and Their Achievement in English Language

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Abstract

The readiness and willingness to communicate in a foreign language has become a skill which is highly evaluated and required for the ESP(English for specific purposes) students nowadays due to the fact that students' success in their achievement relies on their eagerness to communicate in the English class. Accordingly, it is necessary for teachers to adopt teaching models that are effective and motivational. This study is designed to find out the effect of employing ARCS motivational model on Law students' willingness to communicate as well as their achievement in English class. One hundred and twenty participants from college of law, for the academic year 2022-2023, are assigned to represent the sample in this experimental study (60 for the experimental group and 60 for the control group). After conducting the experiment, collecting data and statistically analyzing results, it has been shown that the ARCS model is effective to foster communication and improve students' achievement in English language class.
Keywords: ARCS model, willingness to communicate

اثر انموذج اركس التعليمي في عامل الرغبة في التواصل والتحصيل في مادة اللغة الإنكليزية لدى طلبة كلية القانون

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المستخلص

يعتبر الاستعداد والرغبة للتواصل في اللغة الانكليزية في الوقت الحاضر من المتطلبات والمهارات الرئيسية لطلبة كلية القانون الدارسين للغة الانكليزية لأغراض محددة حيث ان نجاح الطلبة في درس اللغة الانكليزية يعتمد على مدى استعدادهم للتواصل في الصف. وعليه اصبح من الضروري تبني طرائق للتدريس تحفيزية و ذات فعالية للطلبة. تهدف هذه الدراسة الى التعرف على اثر انموذج اركس التحفيزي في الرغبة في التواصل وتحصيل طلبة كلية القانون في مادة اللغة الانكليزية . بلغت عينة البحث 120 طالب وطالبة (60 المجموعة التجريبية و 60 المجموعة الضابطة). بعد اجراء التجربة وجمع البيانات وتحليلها احصائيا, تم التوصل الى ان هناك فروق ذات دلالة احصائية لصالح المجموعة التجريبية اي ان انموذج اركس ذو فاعلية على عامل الرغبة في التواصل وتحصيل طلبة كلية القانون.
الكلمات المفتاحية: انموذج اركس (ARCS), الرغبة في التواصل

1. Introduction

Willingness to communicate (henceforth WTC) has been recently viewed as one of the essential factors due to its role in facilitating language learning, increasing learners' communication ability, and consequently improving their academic performance (MacIntyre, 2007, as cited in Derakhashon, et al., 2022, p. 406). Also, it has been an area of investigation as many studies proved its important role in improving academic outcomes in English language classes (Qu,

2023). Moreover, it is reported that learners with higher WTC tend to communicate more in and out the class, they are more interactive, ask questions which consequently leads to better learning, performance, and achievement (Yashima et al., 2004; Lai et al., 2012 as cited in Juan-Garau & Salazar-Noguera, 2015, p. 226). Willingness to communicate is also considered vital for Law students who are taught certain and appropriate aspects of English language that meet their needs to communicate effectively in their work and study(Enesi et al., 2021, p. 215).

Learning to communicate in an additional language poses a serious challenge and it relies on both the context in which the process of learning takes place and learners' individual characteristics. However, leading unproblematic communication is characterized by their WTC which is a powerful predictor of their success (Pawlak & Mystkowska-Wiertelak, 2017).

Willingness to communicate is effected by a variety of factors among which is motivation as shown by Hashimoto (2002) who proved that there is a strong positive correlation between learners' motivation and their WTC. Recent studies, which assert positive relationship between WTC and motivation, are those of Lao (2020) and Nikitina and Woo (2022). Another factor which may directly or indirectly promote or imped WTC is learners' confidence. Confidence has been researched showing positive effect on WTC (Asmali, 2016; Hashimoto, 2002 as cited in DeWilder & Goriot, 2022, p. 207).

On the basis of what has been mentioned above, special demands have been arisen to employ new pedagogical approaches and instructional designs which best fit into certain contexts and individuals with particular needs. That is why the current study employs ARCS instructional model of motivation to boost motivation and foster communication. This model focuses on four basic components; attention, relevance, confidence, and satisfaction.

1.1 Aims of the Study
The study aims at answering the following questions:

-        What is the effect of ARCS instructional model on Law students' willingness to communicate in English language?

-        What is the effect of ARCS instructional model on Law students' achievement in English language?

1.2 Hypotheses

  To answer the questions of the study, the following hypotheses have been posed:

-        There is no statistically significant difference between the experimental and control group in their level of willingness to communicate in English language.

-        There is no statistically significant difference between the experimental and control group in their achievement in English language.

1.3 Limits of the Study

    The study is limited to Law college students, represented by a sample of 120 second year students, for the academic year (2022-2023). The experiment, which starts on October,16th, has lasted for 6 successive weeks during which a variety of strategies have been applied according to the four components of the ARCS model.

2.   Theoretical Framework

2.1 ARCS Model: Motivational Design

    Several theories have revealed which attempt to explain the attributes and dynamics of motivation and, in general, they can be grouped, according to their domain of inquiry, into four categories. The first group is grounded on human psychology and neurology; the second consists of the behavioral approaches; the third consists of cognitive theories; and the fourth includes studies on emotion and affect (Keller, 2009, p. 4). The concept of motivation can be traced back to the late twentieth century when it gained renewed attention from the cognitive revolution from which a host of goal-related theories have emerged, and recently from an interest in basic motives like need satisfaction and threat avoidance (Lamb et al., 2019, p.3). Motivation is a critical factor in deciding the effectiveness of learning, therefor, the ARCS model is intended to promote learners' motivation through its motivational design which

incorporates four components; attention, relevance, confidence, and satisfaction with a three-step process; defining, designing, and evaluating (Vovides & Lemus, 2019, p. 87).

Attention strategies aim at arousing and sustaining learners' interest and curiosity. Relevance strategies aim at linking learners' needs, interest, and motives. As for Confidence strategies, they aim at helping learners develop positive expectation about presentation. Satisfaction strategies, on the other hand, provide extrinsic and intrinsic reinforcement of learners (Small & Arnone, 2002:150).

According to the motivational design, designers learn from work of researchers and incorporate that knowledge into practice, that is, designers must anticipate the actual effects in certain situations and determine which motivational factors can be addressed then decide on the appropriate tactics to use to modify the motivational characteristics of learners' environments (Keller, 2009, p. 2). The motivational design proposes that typical tasks, carried out through the instructional design, can be approached through motivational lens that center design activities on four motivational categories (Stefaniak, 2023). It is worth mentioning that according to Keller, learning occurs most effectively when learners are engaged throughout the entire process of learning and that engagement is maintained forward through to the completion of the learning tasks (Seel, et al., 2017, p.66).

2.2 Willingness to Communicate (WTC)

The contemporary foreign pedagogy has been recently centered around the goal of promoting communicative behaviors among language learners and in order to achieve this end, they should have the eagerness to participate in the classroom (Pawlak, 2021, p. 95). This state is referred to as willingness to communicate which is defined as learners' readiness to engage in L2 discourse at a certain time with certain persons having both trait and state characteristics as it reflects learners' personality and is transient and subject to change (King, 2016, p. 87).

The concept has emerged when, in (2003), some learners have been noted to avoid language communication. But, in (2005), it has been noted that situational WTC could dynamically emerge and fluctuated during a conversation situation (Dornyei, 2003; Kang, 2005 as cited in Bukhari et al., 2015,p. 39). Accordingly, another definition to the concept has emerged as " an individual's volitional inclination toward activity engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables" (Kang, 2005).

In the EFL environment, when learners avoid to participate in communication despite their communicative competence and language ability, it is considered as a problem which may be attributed to a variety of linguistic, psychological, social, and cultural factors related, but not, limited to; motivation and self-confidence, ought to self, ideal L2 self, valuing of global English, emotional intelligence, pronunciation anxiety, group size, fear of negative evaluation, etc.(Sylvia et al., 2020, p. 38).

Additionally, one of the essential factors affecting WTC in class is teacher's role. This factor appears to promote and increase learners' WTC through providing effective activities and tasks that mirror the communication that naturally occurs outside the classroom (Borkowska, 2021 as cited in Pawlak, 2021, p. 100).

The following table shows that students' WTC arises from variables that are both long term and dependent on the situation

Table (1)
Heuristic Model of Variables Influencing WTC

Layer of WTC	Variable	Characteristics
Layer 1	L2 Use	Communicative Behavior
Layer 2	Behavioral Intention	Willingness to communicate
Layer 3	Situated Antecedents	Desire to Communicate with specific person and State communicative Self-confidence
Layer 4	Motivational	Interpersonal motivation and

	Propensities	Intergroup motivation and Self-confidence
Layer 5	Affective-Cognitive Context	Intergroup attitudes and social situation and communicative competence
Layer 6	Social and Individual Context	Intergroup climate and personality

(MacIntyre et al.,1998, p. 547, as cited in Wachob, 2009, p. 100)

3. Methodology

3.1 Participants

The current study assigns (120) students from college of law, second grade to represent the sample . The participants are equally divided into two groups(the experimental and the control group). The experiment has lasted for (6) weeks through which a variety of ARCS motivational strategies have been employed in the experimental English class.

3.2 Research Design

The type of the current study is experimental, i. e., an experiment is to be applied on the experimental group, which is the ARCS instructional Model. The ARCS Model is a motivational design process that highlights a synthesis of motivation concepts and theories that are grouped into four categories; attention A, relevance R, confidence C, and satisfaction S. These categories consist of subcategories which are vital for analyzing the characteristics of the learners motivation to determine how to create appropriate motivational strategies and provide learning environments to sustain the desire to learn (Seel, 2012: 304). The following table illustrates the motivational strategies for each category:

Table (2)

Components of the ARCS Model and Motivational Strategies

Components	Strategies
Attention	❖ Using variation of methods such as conversations, discussion, demonstration, etc. ❖ Use of small amount of humor ❖ Present questions for inquiry and brainstorming and critical thinking

Relevance	❖ **It is explained for students why and how learning English terms and definitions in law is important in future , e. g. for studying, communicating, travelling, finding a job, etc.** ❖ **Allow students to choose their own strategies** ❖ **Relate to previous experience to give students a sense of continuity** ❖ **Assess students to gain better understanding whether they learn because of achievement or other reasons.**
Confidence	❖ **Provide feedback to students concerning their improvements, by verbal expressions, rewards, encouragement, as well as about their deficiencies so that they can adjust their performance.** ❖ **provide students with assistance to monitor their learning so that they can feel that their success depends on external as well as internal factors.**
Satisfaction	❖ **Provide students with positive feedback, rewards and reinforcement** ❖ **Intrinsic enjoyment of learning experience should be encouraged so that students can have fun**

3.3 Data Collection Instruments

In order to find out the effectiveness of the ARCS Model on participants' WTC, a 6-point Likert type scale has been adopted from Pawlak & Mystkowska- Wiertelak (2017). The scale consists of (28) items examining (4) domains which are; WTC during a speaking class, communication confidence, learners' beliefs, and classroom environment. See Appendix(A)

The second instrument, on the other hand, used in this study is an achievement test prepared by English language instructors to assess participants' knowledge and skills learned from their curriculum to determine the academic progress they made as well as the effectiveness of the ARCS instructional model. The test consists of (3) questions as shown in Appendix (B).

3.4 Validity

As far as validity is concerned, the current study assesses face validity which requires exposing the tests to experts in the field of the research in order to provide constructive remarks and notes that help the development of the research(Salkind & Rasmussen, 2010, p.473). it is worth knowing that the experts in the field of Methods of Teaching English have shown their approval concerning the adequacy and appropriateness of the items for the topic as well as for the sample of the study. See Appendix (C).

3.5 Pilot Administration

Conducting a pilot study is, before administering the final version of the study instruments, is essential as it reveals problems aroused with the methods in order to make alternations as needed (Clark-Carter, 2004, p.35). Also, the pilot study is used to estimate reliability of study instruments.

Therefore, a sample of (100) participants was randomly assigned from the second- year law students to represent the pilot study. The findings have revealed that there is no problem within items, method as well as instructions of the instruments.

3.5.1 Reliability

On the basis of results obtained from the pilot study sample, reliability has been estimated, particularly, internal consistency. It refers to the idea that if items or questions measure the same phenomenon, then they are reliable indicators and should produce similar results irrespective of their number in an instrument (Kumar, 2010,p. 183). The R-values of the WTC scale items are (0.91) using the Alpha Cronbach formula and as (0.81) when following the split-half technique using the Spearman-Brown formula which are considered acceptable. On the other hand, Alpha Cronbach formula reveals that the correlation coefficient of the achievement test is 0.74 which is also considered acceptable.

The table below reveals correlation coefficients between items scores and the total score of the (100) participants of the WTC scale which revealed as statistically significant.

Table 3
Correlation Coefficients Between Item Score and the Total Score of the WTC Scale

Items	Computed r- value	Table r- value	Degree of Freedom	Significance
1	0.863			
2	0.887			
3	0.853			
4	0.867			
5	0.887			
6	0.840	0.19	98	Significant
7	0.833			
8	0.868			
9	0.900			
10	0.864			
11	0.817			
12	0.836			
13	0.847			
14	0.826			
15	0.900			
16	0.850			
17	0.879			
18	0.837			
19	0.817			
20	0.0807			
21	0.817			
22	0.783			
23	0.853			
24	0.839			
25	0.822			
26	0.781			
27	0.887			
28	0.831			

To examine the correlation between each item and the component to which it belongs, Pearson correlation coefficient is used. Statistical analysis, as illustrated in table (4), revealed that R- values are statistically significant at a degree of freedom (98) when compared to the critical value (0.19) indicating that the items and the components are related.

Table 4
Correlation Coefficients Between WTC Scale Items and Their Components

Components	Item No.	R-Value	Components	Item No.	R-Value
WTC during a speaking class	1	0.961	Learners' beliefs	15	0.978
	2			16	
	3			17	
	4			18	
	5			19	
	6			20	
	7			21	
Communication Confidence	8	0.971	Classroom environment	22	0.942
	9			23	
	10			24	
	11			25	
	12			26	
	13			27	
	14			28	

The internal correlation between total score of each component and the total score of the WTC scale also has been estimated and results reveal that the correlation is statistically significant as shown in the following table:

Table 5
The Correlation Between Total Score of Components and Total Score of WTC Scale

Components	r- value	Table r-value	Degree of freedom	Significance
WTC during a speaking class	0.961	0.19	98	Significant
Communication Confidence	0.971			
Learners' beliefs	0.978			
Classroom environment	0.942			

Moreover, the internal correlational matrices between the total score of the test and total scores of the four components are also significant at a degree of freedom of (98) when compared to the critical value (0.19) asserting that all the components are interrelated. See the following table:

Table 6
The Internal Correlation Matrices of the WTC Scale Components

Components	WTC During a Speaking Class	Communication Confidence	Learners' Beliefs	Classroom Environment
WTC during a speaking class	1.000			
Communication Confidence	0.928	1		
Learners' beliefs	0.919	0.935	1	
Classroom environment	0.845	0.877	0.914	1.000

3.5.2 The Statistical Indicators
The following table illustrates the calculated statistical indicators of the WTC scale items:

Table 7
Statistical Indicators of the WTC Scale

	Statistical Indicators	Values
1	Mean score	98.11
2	Medium	92.5
3	Standard deviation	3.0696
4	Skewness	0.261
5	Variance	942.3
6	Kurtosis	1.501-
7	Mode	72
8	Range	92
9	Lower score	570
10	Higher score	149
Total	9811	

Furthermore, results have indicated that the scores and frequencies of the scale are approaching normal distribution curve as can be seen in the next figure:
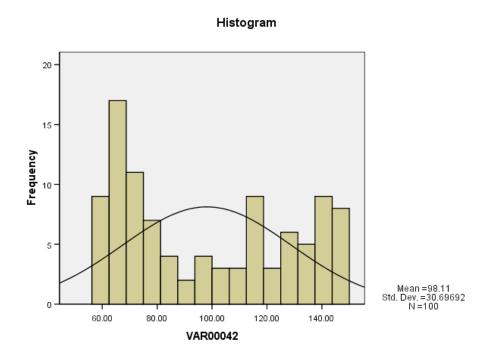

Figure 1
The Distribution of the WTC Scale Scores

3.5.3 Item Discrimination Power
3.5.3.1 The Discriminating Power of the WTC Scale Items

Item discrimination indices of the WTC scale items are estimated through adopting the extreme groups methods. Thus, t-test for two independent samples is calculated showing that the computed t-values of all the items are greater than the critical one (2.01) at a degree of freedom of (52.00) and, from the data in table (8), it is apparent that all the items are statistically significant:

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Table 8
Item Discrimination Index of the WTC Scale Items

Item No.	Upper Group		Lower Group		Computed t- Value	The Critical Value	Significance (0.05)
	Mean Score	Standard Deviation	Mean Score	Standard Deviation			
1	4.963	0.706	2.333	0.555	15.217		
2	5.370	0.742	2.407	0.747	14.624		
3	5.111	0.641	2.407	0.636	15.563		
4	5.074	0.829	2.296	0.724	13.11712		
5	5.222	0.801	1.778	0.641	17.45587		
6	4.889	0.751	2.185	0.622	14.40195		
7	4.815	0.681	2.444	0.641	13.1699		Statistically Significant
8	4.926	0.675	2.148	0.662	15.26048		
9	5.148	0.662	2.000	0.480	19.99202	2.01	
10	4.852	0.718	2.444	0.577	13.57616		
11	4.926	0.874	2.519	0.700	11.17271		
12	5.000	0.832	2.259	0.526	14.46985		
13	4.963	0.518	2.630	0.688	14.08723		
14	4.963	0.759	2.519	0.580	13.30273		
15	5.111	0.698	1.778	0.641	18.28348		
16	5.037	0.808	2.259	0.656	13.87207		
17	4.852	0.456	2.296	0.669	16.40427		
18	4.889	0.974	2.185	0.681	11.81826		
19	4.852	0.770	2.481	0.700	11.8375		
20	4.852	0.602	2.444	0.801	12.49147		
21	5.000	0.784	2.444	0.892	11.18197		
22	4.741	0.656	2.370	0.839	11.56672		
23	4.852	0.770	2.296	0.775	12.15385		
24	4.741	0.764	2.185	0.681	12.96871		

25					13.56299		
	5.037	0.808	2.185	0.736			
26					10.34065		
	4.593	0.797	2.481	0.700			
27					16.77695		
	4.963	0.759	2.074	0.474			
28					13.58676		
	5.000	0.734	2.370	0.688			

3.5.3.2 The Discriminating and Difficulty Power of the Achievement Test Items

As for the item discriminating and difficulty power of the items of the achievement test, t-test for two independent samples is adopted to show the significance of the variance between the two extreme groups. Results are illustrated in the table below:

Table 8
Item Difficulty and Discrimination Index of the Achievement Test Items

Upper group	Lower group	Item Difficulty index	Item Discriminating Index
237	166	0.746	0.263
236	164	0.741	0.267
238	169	0.754	0.256

4.   Results & Discussion
4.1 Results Related to the First Question

In order to address the first question of the study and to verify its hypothesis which states 'there is no statistically significant difference between the experimental and control group in their level of willingness to communicate in English language', t-test for two independent samples has been calculated. Results obtained from the statistical analysis indicate that the computed t-value (10.268) is greater than the critical one (1.98) at a degree of freedom of(118) which asserts that there is a statistically significant difference in favor of the experimental

group. Thus the null hypothesis is rejected as the table below illustrates:

Table 9
Mean Score, Standard Deviation, and t- Value of Participants' Performance in WTC Scale

Groups	Sample Size	Mean score	Standard deviation	Computed-t	Critical-t	Degree of freedom	significance
Experimental	60	113.47	28.11			118	significant
Control	60	70.70	15.85	10.268	1.98		

On the basis of results above, ARCS motivational model has an effective impact on participants' level of WTC. This is attributed to the fact that there is a positive correlation between motivation and willingness to communicate as asserted by Hashimoto (2002) and other recent studies such as Lao (2020) and Nikitina and Woo (2022). Moreover, ARCS model stresses vital factors such as confidence which increases learners' willingness to communicate as confirmed by Hashimoto(2002) and Asmali (2016).

4.2 Results Related to the Second Question

In order to achieve the second question and verify its hypothesis which states 'there is no statistically significant difference between the experimental and control group in their achievement in English language', t- test for two independent samples is adopted. Results have revealed that the computed t-value (6.787) is greater than the critical one(1.98) which indicates that there is a statistical significant difference in favor of the experimental group. Accordingly, the null hypothesis is rejected as can be shown in table (10) :

Table 10
Mean Score, Standard Deviation, and t- Value of
Participants' Performance in Achievement Test

Groups	Sample Size	Mean score	Standard deviation	Computed-t	Critical-t	Degree of freedom	significance
experimental	60	23.03	3.93			118	Significant
Control	60	18.23	3.82	6.787	1.98		

This means that the ARCS model affects participants' achievement in English language. The ARCS model incorporates four key factors in the learning process which are attention, relevance. Confidence , and satisfaction which address concepts such as learners' interest, curiosity, needs, interests, as well as intrinsic and extrinsic reinforcement all of which tap into learner' success and academic achievement. The result came in agreement with the study of Hariyanto et al., (2019) which proved that activities adopted by ARCS model can stimulate learners' motivation and affect their achievement. Moreover, a study by Riskayani & Hafid (2022) also shows that implementing ARCS model is effective in improving learners' achievement.

5. Conclusion

In light of study results, it has been found that employing ARCS model to Law students is significant in enhancing their willingness to communicate. That is due to the model's motivational orientation. As it is well known, motivation plays a vital role in language learning and is proved to be a relevant predictor of learners' willingness to communicate. Another major finding emerged from the study is the effectiveness of the motivational model in learners' achievement in language class as it addresses concepts essential to learning such as attention, relevance, confidence, and satisfaction. In addition, improving

learners' willingness to communicate also leads to better achievement due to the fact that language is best learned through effective and meaningful communication.

On the basis of the findings above, the study suggests that new teaching methods and instructional designs should be utilized to increase learners' willingness to communicate, particularly those which are motivational. Furthermore, the ARCS model can be adapted and applied to improve other variables necessary for language learning. The study also suggests that English language materials, particularly for ESP, could be adapted to meet learners' needs so that relevance and satisfaction are achieved.

For further research and investigation, there would be a need to examine the effectiveness of other methods on the concept of willingness to communicate. Also, it would be interesting to investigate the impact of ARCS model on other aspects of language proficiency or variables significant to language learning. Further research on exploring the links between WTC and other factors can be undertaken to be relied on in future studies and practices.

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Appendices
Appendix (A)

The following statements describes tasks for situations inside a speaking class. Please choose the box which best describes your feelings:

Statements	Not at all true about me (1)	Very slightly true of me (2)	Slightly true of me(3)	Moderately true of me(4)	Very much true of me (5)	Extremely true about me (6)
During a speaking class						
1.Iam willing to present my arguments to the rest of my class.						
2.Iam willing to give a presentation in front of the class.						
3.Iam willing to take part in a discussion in a small group.						
4.Iam willing to ask the teacher in English to repeat what he or she said.						
5.I am willing to ask the teacher in English to about words or structures that he or she has just used						
6.I am willing to correct mistakes that I have noticed in what others are saying.						
7.I am willing to modify what I have said in response to an indication of an error						
Communication Confidence						
8.I know I am able to give an oral presentation to the rest of the class.						

9.I know I am able to contribute to a class debate.		-22-				
10.I know I am able to answer my teacher's question.						
11.I know I am able to speak without preparation in class.						
12.I know I am able to speak informally to my English teacher.						
13.I know I am able to speak to my teacher in English in the classroom.						
14.I know I am able to correct somebody else's errors in English.						
Learner Beliefs						
15.You should try to speak English even if you know you might not speak it correctly.						
16.Students should speak even if they are not invited by the teacher.						
17.I think I learn a lot by participating in communicative activities.						
18.The communicative activities designed by the teacher help me improve my English.						
19.Students who speak a lot in classes achieve a higher level of proficiency.						
20.In speaking classes everyone should speak English only.						

21.Learning a foreign language is learning to communicate.		-23-				
Classroom Environment						
22.Tasks designed in the class are useful.						
23.Tasks designed in the class are attractive.						
24.Class assignments are clear so everyone knows what to do.						
25.I help other class members who are having trouble with their work.						
26.The teacher is patient in teaching speaking.						
27.The teacher smiles at the class while talking.						
28.The teacher asks questions that solicit viewpoints or opinions.						

Appendix (B)

Answer the following questions (10 marks for each)

Q1 What is the general definition of the term 'law'? and what are the major differences between rules of law and rules of religion?

Q2 Legislation is one of the formal sources of Iraqi Law. Define it and mention its kinds with reference to the other informal sources.

Q3 Law can be classified into public and private. Explain each one in details.

Appendix (C)
Names and Academic Ranks of the Experts

	Names and Academic Ranks
1	Prof. Dr. Zaineb Abbas
2	Prof. Dr. Liqaa Habeeb Al Obaidy
3	Asst. Prof. Dr.Ban Kadhim Adid
4	Asst. Prof. Dalia Hussain yahia
5	Asst.Prof. Ashwaq Abdul Mahdi