Educational robots are used as toys which enhance children’s learning motivation and interest.

Motivation is not only the basis of all learning behaviors but also a requirement which enables students to effectively engage in meaningful learning (Molaee & Dortaj, 2015). The theory of ARCS (Attention, Relevance, Confidence, Satisfaction) contains four elements - attention, relevance, confidence, and satisfaction, often used in the student-centered instructional design and learning activity design (Molaee & Dortaj, 2015). In robotic foreign language learning, motivation is also an important factor affecting learning. To enable students to effectively carry out meaningful learning, the trigger of motivation is the primary condition. If we can apply the ARCS motivation theory to arouse students’ motivation and interest through the elements of attention, relevance and confidence and make students satisfied with robotic foreign language learning; it is believed that the effect of robot foreign language learning will be greatly improved.

**References**


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### Appendix A

The Instructional Materials Motivation Survey
1. The learning materials can draw my attention.
2. The materials used in class are more difficult than I originally imagined.
3. After learning from the materials, I have sense of achievement.
4. I know very well that the learning materials are quite relevant to the English lessons I have learned.
5. I do not know or remember what I have learned in class.
6. The learning materials used in class make me engaged.
7. I think that the contents in the learning materials are worthwhile learning for students.
8. The learning materials are very important to me when I learn English.
9. It is very difficult for me to keep focusing on the learning materials because they are abstract.