

The Application of ARCS Motivation Model in Online College English Class

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Since the epidemic, online classes have been a common practice, and learning motivation plays a key role in the efficiency of the online English, which should not be underestimated in improving online foreign language teaching. This paper discusses how to effectively apply ARCS motivation model in online English teaching design with examples of college English textbooks, so as to motivate students and improve students' online classroom efficiency by improving their learning motivation.

Keywords: online class, ARCS model, college English teaching

Introduction

In the special period when COVID-19 pneumonia raged all over the world, mobile education, with strong technical support, built a bridge between teachers and students to communicate with each other during the epidemic. Online teaching has become the first choice for teachers and students. Very often, online teaching has effectively alleviated the urgent need of school education under the background of epidemic. However, how to ensure the quality of online classroom teaching has always been a problem that puzzles many teachers. With the expansion of the learning environment, teachers are faced with two basic phenomena. First, the novelty and attraction of information technology provide interesting, efficient, and effective opportunities for learning. Second, as human beings, we still have the same basic ability and motivation requirements. Sometimes, the attraction of the first phenomenon leads us to forget the second phenomenon, and we have very unrealistic expectations for the opportunities provided by technological progress. Now, we are experiencing this problem in the online learning environment, and the low performance indicates that there is a huge motivation problem.

Issues

A major feature of the online learning environment is that learners are usually isolated—either in time or in space. Many online learners have this sense of isolation. Moreover, in view of the increasing demands on learners, it may become a bigger problem to ask them to be more responsible for their own learning.

Learning motivation is the internal motivation to promote students' learning to achieve a certain purpose. English learning motivation refers to the sum total of various goals or objectives that drive students to learn English. It is expressed in different forms such as learners' intentions, wishes, or interests, and plays an important

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role in the process of English learning. Many psychologists explain learning motivation from different perspectives. Keller, an American psychology professor, believes that there are four kinds of factors that affect learning motivation: attention, relevance, confidence, and satisfaction. The ARCS motivation model proposed by Keller demonstrates the stimulating process of learning motivation. According to this theory, in college English teaching, the stimulation and maintenance of students' learning motivation should be a continuous process.

This process is mainly divided into four steps: The first step is to arouse students' attention to an English learning task; the second step is to make students understand that completing this task is closely related to themselves; the third step is to make students feel confident to complete this task; and the fourth step is to let students experience the satisfaction of completing the learning task. At the same time, these four steps are interlocking, closely linked, and indispensable.

In most cases, teachers can inspire students' enthusiasm for learning English, relax the classroom atmosphere, and properly use ARCS model to guide students' thoughts, so that students can easily cooperate with classroom teaching and achieve better teaching results.

College English textbook knowledge is conducive to the application of ARCS motivation model. College English textbooks generally focus on a topic in each unit. Each topic is selected from the major themes in contemporary science and technology, politics, culture, and life, and language learning can run through all kinds of activities to understand, think, and explore these realistic topics. The exercises are designed to improve students' application ability, and can be discussed by two or more people in an interactive way, with various forms and rich interests.

This paper demonstrates the application of ARCS motivation model in online English class according to Unit 2 of New Century College English Comprehensive Course 4.

Categories of ARCS

These four categories of ARCS model represent the set of necessary conditions for a person to be fully motivated, and each of these four categories has components, or subcategories, which represent specific aspects of motivation.

Firstly, teaching must attract the attention of learners. The strategies in this respect can range from simple unexpected events (such as a loud whistle, an upside-down word in the vision) to questions that stimulate the mind to attract deeper curiosity, especially at the beginning of the course. Another factor is change, which is necessary to keep attention. People like a certain amount of change. If your teaching strategies, even good ones, never change, they will lose interest.

The second requirement is to establish correlation. Even if it arouses curiosity, if the teaching content has no perceived value to learners, it will lose motivation. Relevance refers to linking teaching content with learners' important goals, their past interests and their learning styles. A traditional method is to link the teaching content with the learners' future work or academic requirements. Another method that is usually more effective is to use simulations, analogies, case studies, and examples related to students' direct and current interests and experiences. For example, middle school students like to read stories with the themes of shame, popularity, and isolation, because these are important issues in their period.

The third condition required for motivation is confidence. This is achieved by helping students build positive expectations for success. Usually, students lack confidence because they do not know much about their

expectations. It is easier to build confidence by defining goals and providing examples of acceptable achievements. Another aspect of confidence is how a person can attribute his success or failure. If a person attributes his success to his own efforts or abilities, success in one situation can improve his overall confidence. If students think that success is due to external factors, such as luck, lack of challenges, or other people's decisions, it is impossible for them to increase their confidence in their skills.

These four conditions include various concepts, theories, strategies, and tactics related to learning motivation (Keller, 1984). They represent the first major part of ARCS model, that is, the number of a large number of motivation documents integrated into a simple and useful macro concept. They also provide the foundation for the second main feature of ARCS model, that is, the systematic design process, which helps you create incentive strategies that meet students' characteristics and needs (Keller, 1997).

The Application of ARCS Model in the Online Teaching

Undoubtedly, there are serious motivation challenges among online learners. The turnover rate alone can be regarded as a manifestation of motivation. Students' comments often focus on their loneliness, lack of feeling of steady progress, and great doubts about whether they can finish the course under other responsibilities and time constraints. Therefore, paying attention to students' support system instead of teaching may have a positive impact on motivation, because teaching cannot be easily modified.

Therefore, the motivation challenges in online teaching can be divided into three categories. The first is to learn environmental design. In online teaching, it is best to include the basic principles of instructional design, such as clearly describing the teaching objectives and contents, providing specific examples, and applying exercises with feedback. Exercises are particularly important because they provide students with the only way to know whether they have mastered the materials.

From the perspective of motivation, the learning environment must have the characteristics of both gaining and maintaining students' attention. In order to "re-energize" students from time to time, it is necessary to provide changes in the order and types of activities, and include some unexpected functions, such as "pop-up" windows, to provide interesting facts or anecdotes about the content. And the dimension of relevance and confidence is also critical, because students are isolated and it is easy for students to avoid courses for other more direct requirements in life.

The second challenge is student support. This can be in the form of teacher-student interaction and student-student interaction. It is helpful to provide students with the opportunity to interact online. This can be in the form of cooperative learning projects, reviewing each other's work, and discussing issues related to the course, such as how to deal with a specific task, the location of resources, or conversations about specific issues. All these things can help learners feel less isolated and create a social need for participation.

The third challenge area is to develop and support students' self-motivation. It may be helpful for students to understand the concepts of self-motivation and self-regulation, and provide strategies to support these motivational views. For example, goal-setting activities can be added to teaching, and students are asked to think about: (a) their goals; (b) factors that help them keep their motivation; (c) motivational obstacles they will encounter; and (d) how they will overcome these obstacles. This way of thinking is the characteristic of high achievement demanders, and has been used in achievement incentive seminars for a long time. In this case, it seems to be particularly applicable.

Attention

1. Create situations to arouse students' attention to what they want to learn. Lead-in activity is the basis of arousing students' attention to new teaching contents, attracting students' attention, arousing students' interest in learning, and forming a good classroom atmosphere. The topic of Unit 2 is "Technology and Happiness". English reports about artificial intelligence can be played during the lead-in. Familiar scenes and apps make it easier for students to understand this kind of English reports, thus arousing their interest in exploring this topic in depth.

2. Set questions skillfully, enhance interest, and encourage students to participate in interaction. For example, when it comes to the relationship between technology and well-being, students are required to search for relevant materials before class, such as Abraham Maslow's Hierarchy of Human Needs. During class, some students are required to tell the relevant knowledge in English on behalf of their respective groups. Students and teachers jointly select materials to prepare accurate and detailed groups for commendation. In the process of learning the text, after learning each short message, students are required to think about related issues. For example, how does technology affect people's lives? What is the influence of smart phones on interpersonal relationships, and then how does it affect people's happiness?

Teachers are the leading role and students are the main body. Teachers should guide students to actively think about group discussion, and encourage students instead of criticizing them. Students should be moderately nervous and actively prepare questions, but they are not afraid of making mistakes when answering them. For another example, when it comes to how artificial intelligence will affect our lives, it can be assumed that students and Musk will have a dialogue, one of whom will design a completely intelligent robot, and the other will condemn the invention. What an interesting activity it will be! It can not only enable students to learn relevant vocabulary, but also enable them to deeply understand the impact of technological development on us. Only when students' participation is improved will teaching effect be better.

Relevance

The relevance refers to the relationship between learning content and students' own interests, and it is the source of stimulating students' internal learning motivation. Many students want to know why they should learn these things before they study. When they learn that what they have learned is closely related to their immediate interests and will help them achieve their future work or life goals, their learning motivation will naturally be stimulated. As far as the selected unit of this article is concerned, the impact of technological development on life is a topic that people often talk about. It is related to the frequent incidents of parent-child relationship conflicts caused by smart phones in recent years. How do we describe these incidents in English and how to eliminate the negative impact of the Internet on us are seemingly unrelated but closely related to everyone. Rather than learning single English, we are also learning culture, analyzing problems, and exploring solutions to them. In addition, maybe one day we will make foreign friends. How can we talk about this topic? Is it easier for us to understand and grasp the relevant content after learning this unit if there are similar composition or reading comprehension questions in CET-4?

Group learning can be especially personal. Through the joint efforts of team members to complete the task, each team member feels his own responsibility and realizes his relevance to the learning task. Based on the selected articles, students can discuss whether human beings are masters or slaves of modern technology. This kind of group learning task not only enables each group member to participate selectively according to his own interests and specialties, but also enables students to experience the satisfaction and pride of completing the

learning task together. The key to the successful implementation of the personal strategy is to combine the characteristics of textbooks with the characteristics of students and arrange group learning tasks that can arouse the enthusiasm of most students.

Confidence

Confidence refers to an individual's evaluation of his ability to successfully cope with a specific situation and complete a specific task, which comes from surpassing himself. To help students build self-confidence, there are two kinds of teaching methods: One is to make them feel a sense of accomplishment, and then more motivated to participate in learning; the second is to provide auxiliary knowledge or tools to guide students and achieve the effect of four or two. If teachers set up a group activity task similar to the influence of technological development on human beings mentioned earlier, so that students can freely choose to complete it according to their own situation, students will feel the sense of accomplishment and self-confidence in completing the task, and be more interested in participating in the next learning task. At the stage of text discussion, teachers ask students to tell some related pictures. Teachers can assign tasks in advance so that students can search for content related to pictures. After learning the relevant knowledge, they will be comfortable and confident in speaking in class. When describing other pictures, they will feel like a duck to water, draw inferences from others, experience a sense of accomplishment, and confidently challenge the next learning task.

In the process of college English classroom teaching, teachers should also give students emotional care and encouragement to help them maintain their self-confidence in learning. It is impossible for every class to be full of fun, and some knowledge still needs to be taught. Moreover, students will encounter difficulties in the learning process. At this time, teachers should encourage students to persist in learning in time, and prescribe the right medicine according to the different situations of different students. Teachers should give less criticism and more encouragement: Teaching at different levels can improve students' abilities and complete their learning tasks in stages.

Satisfaction

Teachers should take appropriate teaching methods and set appropriate teaching tasks according to students' actual level, so as to strengthen students' satisfaction with their own learning state. In terms of the lesson of technology and happiness, after finishing the text, you can write an essay on whether artificial intelligence can bring happiness to human beings. After a series of teaching activities in class, every student has a certain understanding of the relationship between science and technology and happiness. It is easy to sum up his own knowledge and ideas. Despite each student's different learning achievements, he or she will feel satisfied with his or her homework to a certain extent, and start the study of the next goal with high morale. Teachers should use the satisfaction strategy when designing classroom teaching tasks, so that students can gain something in every teaching stage, thus generating the motivation to continue learning and realizing their own maximum development.

Conclusion

To sum up, although all kinds of teaching methods cannot solve the problem of learning motivation, as long as teachers design teaching tasks carefully, understand students' interest in learning, make use of students' professional characteristics, and use ARCS motivation model to lead students to think and solve problems by converting Chinese into English, instead of learning English only to solve problems, they can mobilize the

enthusiasm of most students, strengthen their interest in learning English, and practically improve their level of using English. Online teaching is very popular at present, which provides great hope for providing and accepting new opportunities for teaching, but also contains many stimulating challenges. However, one advantage of online teaching is the possibility of high-level interaction with teachers and other students. Careful design, combining teaching and motivation, is crucial to the success of online teaching.

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