

# Research on the College English Teaching Strategies Based on ARCS Motivation Design Pattern

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**Abstract**—In order to effectively improve the quality of college English teaching and to cultivate more high-quality English major's talents for the society, colleges and universities need to reform the current English teaching mode. ARCS motivation design mode focuses on cultivating students' practical ability and improving students' professional level, especially improving students' listening and speaking ability. The introduction of ARCS motivation into English teaching will play an important role in the optimization of college English teaching strategies. Therefore, this paper, based on the existing research theory, analyzes the ARCS motivation design patterns, and puts forward the innovation scheme and concrete implementation path of the scheme in college English teaching based on the ARCS motivation design model. It is hoped this study can provide reference for education workers.

**Keywords**—ARCS motivation; design patterns; college English; teaching; strategy

## I. INTRODUCTION

In recent years, Chinese scholars have conducted extensive research on the effectiveness of ideological and political teaching in colleges and universities. Xie Xianchun believes that for a long time, most of the research on college English teaching and its strategy has been constrained by the prescriptive teaching method, and it is easy to ignore the specific situation. The theory and development of post-method pedagogy have put forward new ideas and strategies for English teaching. From the perspective of teaching strategies, this paper studies the college English teaching, and discusses the framework of college English teaching strategies in the time of post-method pedagogy [1]. Xu Xue thinks that with the promulgation of the college English curriculum requirements, college English teaching idea, content, mode, method and evaluation has entered an unprecedented new stage of transition from traditional to modern. In addition, new English teaching strategies are proposed through a new research perspective [2]. Sun Yongmei and Li Xu think according to the difference of teaching theory, under the environment of multimedia teaching, students should be taken cared in the teaching, according to their aptitude, and adopt corresponding teaching strategies, improve the effect of college English teaching, so that each student's English level on the basis of the original level will receive a full development [3]. Liao Rong thinks the idea of cultivating applied talents in college English

teaching, should adhere to the principle of being student-oriented, the curriculum objectives should be combined with the students' individual needs, according to their aptitude, through various channels, using a variety of education materials, to conduct more targeted classroom teaching upon students, and to actively open up the second classroom, to increase students' practice of English communication [4]. Cao Luman puts forward that in recent years, the learners' psychological and language learning strategy has been the focus of college English teaching research. Learners' learning psychology is the psychological effect in language learning. Language learning strategies to have extremely obvious effect in improve the learners' learning efficiency. In the college English teaching, teachers should use effective language learning strategies to improve the effect of learning [5]. The comprehensive existing research shows that there are many literatures on improving college English teaching, but few scholars choose to combine ARCS motivation to study college English teaching. Therefore, this paper studies the college English teaching strategy based on ARCS motivation design pattern.

At the present stage, with the rapid development of economy and science and technology, the society has put forward higher demand for English talents, which is posing new difficulties for college English teaching. The reform model of college English teaching in the Internet era has become the research focus of scholars and educators at home and abroad. At present, many college English teaching models in China are deficient and inadequate, and it is difficult to meet the requirements of students' daily management and English education. Therefore, it is necessary to reform college students' English teaching with the development of education. For college English teaching, strengthening the teaching of listening and speaking modules is the key points. And in recent years, with the students' self-consciousness gradually gets improved, the personalized and diversified learning requirements of students get increased, the difficulty to improve the teaching effect through the traditional teaching mode gets increased gradually as well [6]. Therefore, based on ARCS motivation design pattern, this paper analyzes the research of college English teaching strategies and puts forward new ideas of college English teaching. The study found that the application of ARCS motivation design pattern to English teaching process can be used to control the learning effect of individual students, help

to create personalized teaching mode, thus effectively improving the students' learning enthusiasm and initiative, which significantly improves the teaching effect.

II. ANALYSIS OF ARCS MOTIVATION DESIGN PATTERN

The ARCS motivation design pattern was proposed by Professor John Keller and is widely used in teaching. ARCS motivation design pattern mainly includes four elements attention, association, confidence and satisfaction (see "Fig. 1"). In ARCS motivation design mode, attention refers to the relevant import before class, so that students can quickly pay attention to the knowledge points, explore the students' perception and stimulate the desire to explore. ARCS motivation design model, the correlation is refers to the use and the students' knowledge background, life experience related to the case, put forward the teaching objectives and teaching content, or you can let the student to set learning goals, by adopting a variety of strategies, will need to learn

the contents of the matching with the personalized requirements of students [7]. ARCS motivation design model, the confidence is refers to in the construction of practical teaching strategies, teachers' expectation target need to conform to the actual situation, cannot be set too high goal, let the student to produce a positive learning confidence. ARCS motivation design model, the satisfy refers to let students experience the fun of learning, and realize their own value, as far as possible to simulate the real situation, lets the student achieve learning goals naturally in the actual learning process [8]. The guidance elements of ARCS motivation design pattern are shown in "Table I". When students achieve their teaching objectives, teachers should encourage students. If the student fails to achieve the teaching goal, the teacher should analyze the reason for the existence and find out the root and propose the strategy to improve it. In addition, teachers' after-school feedback is crucial for building students' confidence in learning.

TABLE I. GUIDANCE ELEMENTS OF ARCS MOTIVATION DESIGN PATTERN

Guidance elements of ARCS motivation design pattern	Learning phase	Learning goals	Notes
Teaching content and teaching methods	The first stage	Scene import	Take the case approach and bring students into the situation.
	The second stage	Build up confidence	The teacher gives regular encouragement to the students.
	The third stage	The teaching feedback	The conditions involved in the education model affect the success of students.

III. COLLEGE ENGLISH TEACHING INNOVATION PROGRAM BASED ON ARCS MOTIVATION DESIGN PATTERN

Based on ARCS motivation design pattern, this paper constructs a college English teaching innovation scheme, as shown in "Fig. 1". The innovative scheme constructed in this paper can achieve the students' value and happiness in learning and can promote students' satisfaction. In the course of teaching, it is necessary to simulate the real situation as much as possible, and the teacher guides the students to achieve the teaching goal naturally. In actual English teaching activities, under the close analysis of the four essential factors of ARCS motivation, arouse the students'

learning motivation, improving daily teaching atmosphere, let students really enjoy the joy in English learning.

A. The Design of English Teaching Mode Based on ARCS Motivation

Based on ARCS motivation design pattern, English teaching mode needs to drive students' learning motivation, which will run through the whole college English education system. It is necessary to abandon the traditional teaching mode, and the teacher must design appropriate teaching mode according to the students' requirements, so as to help students achieve the expected learning objectives [9].

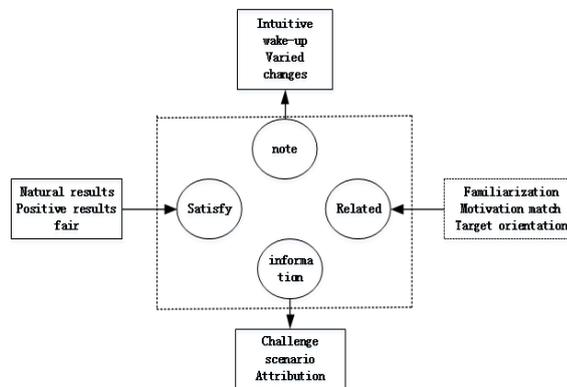


Fig. 1. The college English teaching innovation scheme of ARCS motivation design pattern.

### *B. English Curriculum Structure Design Based on ARCS Motivation*

Based on ARCS motivation design patterns, English curriculum structure design needs to consider the needs of students. The teachers can set up some case teaching in the curriculum structure, getting the students involved into the teaching. Moreover, in the structure design of English curriculum, it is necessary to integrate the multicultural culture background of British and American into the daily curriculum, and thus to improve the students' knowledge level [10].

### *C. Construction of English Teaching Evaluation System Based on ARCS Motivation*

On the basis of ARCS motivation design pattern, English teaching evaluation system construction needs to highlight the role of teachers and students. In the whole process of learning English, students can get verification standard of learning achievement from the beginning to the end, and these standards can be defined and achieved. According to this standard, students can directly evaluate their academic performance. However, teachers need to evaluate students' performance in time after each stage of learning tasks, so that students can adjust their learning strategies in time.

## IV. THE SPECIFIC IMPLEMENTATION PATH OF THE NEW PLAN

### *A. Improving the English Teaching Environment*

Nowadays we should make full use of English language teaching. Generally speaking, language is the carrier of culture and can be used to convey cultural information. Therefore, we should abandon the traditional methods of teaching English and express different cultures and thoughts in words. Based on ARCS motivation, English teachers can actively participate in the language exchange among students and integrate into the atmosphere of students in specific English teaching. In the process of communication, not only can improve the relationship with the students, but also can accurately capture the characteristics of the students' learning, so that the late according to their aptitude, and fostering English classroom the overall atmosphere, help to improve students learning efficiency.

### *B. Increasing Listening Ability Training*

At the present stage, college English teaching should enhance the training of students' listening training and combine the cultural background. In the course of English teaching, students need to master a lot of English vocabulary, and also need to have a thorough understanding of the grammatical structure. However, the basic level of students is low, so it is difficult to improve the learning effect in a short time. After analyzing the situation, it is found that the students lack the learning of English culture background and cannot grasp the meaning of language accurately in practice. Therefore, teachers in teaching English need to establish a kind of brand-new teaching idea, the corresponding cultural background into the hearing training, so that the students in

the process of listening practice, gradually understand British and American culture, to overcome all the obstacles encountered in the process of learning, improve their enthusiasm in the classroom.

### *C. Building an Interdisciplinary Curriculum System*

College English in our country needs to form an interdisciplinary communication system. Therefore, English teaching in colleges and universities should use Internet technology to cultivate students' intercultural education consciousness. The school should build an interdisciplinary course system during the student's school period, and the teacher will guide the English majors to try to contact other subjects. And interact with students from other disciplines. In addition to completing this major, I can further expand my extracurricular knowledge. In addition, English majors can introduce some courses of British and American cultural background to create a good learning environment for students. And encourage students to interact actively with students, which is conducive to the warming of the relationship between students. In addition, teachers should encourage students to discover and mining knowledge of other subjects, should not be just to stay in the classic books, to learn more essence of life, and constantly improve them, improve their cultural literacy.

## V. CONCLUSION

With the continuous development of social economy, the mode of English teaching in colleges and universities and the sharing mechanism of educational resources need to be adjusted accordingly to meet the needs of talents. According to the traditional college English teaching mode of the existence of education backward, single teaching evaluation, poor teachers' reserves, and so on, from the English teaching model design, the structure of the English curriculum design, English teaching evaluation system construction, new teaching plan creation. On this basis, the new scheme is implemented by improving the English teaching environment, enhancing the training of listening training and constructing the interdisciplinary curriculum system. It is hoped that through the research of this paper, it will provide ideas and guidance for the reform of English teaching in colleges and universities, so as to train more high-quality graduates of English majors.

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