

FOUR PHASES OF DR. CEMERLANG'S TEACHING METHOD: APPLICATION OF KELLER'S ARCS MODEL

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ABSTRACT: *This investigation argues that the mental and emotional states of learners are vital in order to learn effectively. As thus, the major challenges of educators are to identify and examine each individual in the classroom, and provide them with appropriate teaching interventions. Such interventions pave the way for catering to the needs of learners in a professional and practical way. Consequently, students remain calm and focused during the lesson; learning can then take place. This investigation emphasises that the application of Keller's ARCS such as attention, relevancy of lesson to the learners real lives, confidence and satisfaction in the class, motivate learners to learn and enjoy the class environment.*

Keywords: *Education, learning, teaching, methodology, ARCS*

I. INTRODUCTION

Dr. *Cemerlang* enters in the classroom with a big smile on her face. She gives her students a cheerful greeting, places her laptop on the table, and gets ready to make her presentation. However, she does not start her presentation immediately. She walks about in the classroom and asks her students whether they have any problem with their family, lectures, personal matters and so on. She even writes her mobile number on the white board should some students prefer to text her instead. Dr. *Cemerlang* has spent so far five minutes in this vital phase of teaching in her classroom.

Question

Why Does Dr. *Cemerlang* spend her five minutes of valuable time asking her students about their problems?

Answer

Based on findings in the latest research and empirical studies (Sempowicz, 2011) Dr. *Cemerlang* is convinced that the mental and emotional state of her students must be taken care of so that they can pay full attention to their teacher and concentrate on their lessons. Hence, even before teaching starts, students who are troubled should be assisted. Consequently, they will remain calm and focused during the lesson; learning can then take place (Moreno, 2011).

II. THE APPLICATION OF ARCS MODEL IN THE CLASSROOM

PHASE ONE (ATTENTION)

Dr. *Cemerlang* does not encounter any emotional or psychological problems among her students. (*If she did, she would have called the troubled students to her office to render appropriate counselling with maximum affection.*) Dr. *Cemerlang*, in first phase of her teaching, would pose a problem to arouse the curiosity of her students. To get them totally focused and engaged in the learning task, Dr. *Cemerlang* lets her students start a brainstorming session about the task at hand. At this stage, Dr. *Cemerlang* pretends, as if she knew nothing, and allows her students to take the centre stage in the brainstorming session. Dr. *Cemerlang* is totally justified in doing what did so that she could gain her students' attention and make them ready to listen to her presentation (Crumley, 2011).

Question

Why it is so crucial for Dr. *Cemerlang* to gain her students' attention?

Answer

According to the latest scientific evidence, gaining attention of students in the classroom is one of the main prerequisites of effective learning (Kruschke, 2003).

PHASE TWO (RELEVANCE)

Dr. *Cemerlang* always makes the contents of her presentation **RELEVANT** to her students' real lives. Dr. *Cemerlang* uses effective strategies such as linking her presentation to her students' needs and interests. She explains the objectives of her presentation to her students and links each objective to her learners' needs by giving them real life examples (Crumpton, 2011).

Question

Why it is essential for Dr. *Cemerlang* to make her presentation **RELEVANT** to her students?

Answer

Dr. *Cemerlang* is convinced that based on the latest scientific evidence, relevancy keeps students motivated in the classroom. Students not only learn effectively but also continue to learn eagerly (Galvao, 2011).

PHASE THREE (CONFIDENCE)

Dr. *Cemerlang* builds up her students' confidence in the classroom. She strongly believes confidence is one of the greatest assets a teacher can transfer to her students. She constantly reminds her students that they are very much needed and appreciated as each can make his or her own contribution to society. She reminds them of the abundant opportunities awaiting them once they finish their studies. She accepts her students as they are, and never humiliates them. She builds up their self-belief, self-love for knowledge and self-values, thus removing all elements of fear, disgrace and low-esteem (Kleitman, 2011).

Question

Why it is so important for Dr. *Cemerlang* to boost her students' **CONFIDENCE** in the classroom?

Answer

Dr. *Cemerlang* is convinced that based on the latest scientific evidence, the three phrases, namely self-belief, self-love for knowledge and self-values are the essential foundation of motivation and confidence. Students who have these qualities are able to understand their lessons and therefore can learn more successfully. "Remember, Confidence moves a mountain," says Dr. *Cemerlang* (Paxman, 2011).

PHASE FOUR (SATISFACTION)

Dr. *Cemerlang* uses a student-centered approach to conduct her lessons in a stimulating manner. She provides meaningful opportunities to help her students use the acquired knowledge appropriately for real life application. She constantly uses positive reinforcement and feedback to keep her students motivated in the classroom. Dr. *Cemerlang* creates positive feelings among her students about their accomplishments, thus making them happy and giving them a sense of worth. Dr. *Cemerlang* discusses with her students their evidence of success and encourages them to continue to shine. Once students are motivated, satisfaction is created (Myers, 2012).

Question

Why it is so important for Dr. *Cemerlang* to ensure that her students have a high level of **SATISFACTION** in the class?

Answer

Dr. *Cemerlang* is convinced that based on scientific evidence, **attention, relevancy, confidence and satisfaction** create motivation. Motivation creates satisfaction. Once motivation is absent, satisfaction is diminished. If there is no satisfaction, learning does not take place (Pittenger, 2011).

III. CONCLUSION

As evident from the above discussion, the application of ARCS model in our classrooms motivates learners to learn. This review aims to update teachers and students with the latest techniques of effective teaching and effective learning. The effectiveness of learning and teaching depends on many factors such as the environment, classroom conditions and most importantly, students' attention, satisfaction and confidence in the class. Trainers, who consider these factors seriously, achieve their goals and objectives of teaching and learning in the classroom. The concept of *one-nail hits all*, so common in the conventional classroom, is no longer relevant. As such, instructors, in designing their course work, should recognize differences in the learning styles of their students in order to achieve a purposeful and positive learning environment.

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