An Inquiry into Three-dimensional Teaching Mode of English Course in Chinese Middle School

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ABSTRACT

The traditional teaching mode in China is mostly by means of chalk, blackboard and textbook to teach language. With the popularity of internet and the improvement of teaching facilities, that teacher-centered teaching mode cannot satisfy the need of students' development. The three-dimensional teaching mode, a student-centered way of teaching can solve the problem. We find that the application of three-dimensional teaching play positive roles in enriching the teaching recourses, changing the role of teacher and student, designing of group task and the evaluation of teaching. And we tentatively offer a process of three-dimensional teaching mode.

Keywords: English teaching, three-dimensional, teaching mode, China

INTRODUCTION

The traditional teaching mode which only uses chalk, blackboard and textbook to teach language knowledge and skills played an indispensable role in China English-teaching history. However, most of the students' language communicative ability is poor, and "deaf English" and "dumb English" phenomena are quite common. Along with the further opening up to the outside world and the rapid development of social economy, it's urgent to improve college students' English level, especially listening and speaking ability (Song, 2014). Although the English reading and writing course in Chinese middle school has improved a lot and the teaching form is a little bit lively, it still cannot get out of the one-way teaching mode, which is not conducive to the cultivation of students' interests in continuous learning and creativity. And moreover, at present, middle school English teaching has not completely got rid of the influence of examination-oriented education in China. Teachers, parents and students are still pursuing high marks in the entrance examination, and they do not attach importance to the training of practical application ability.

As far as the teaching of reading and writing in Chinese middle school English is concerned, teachers often do not explain writing methods to students or adopt innovative teaching modes to improve students' writing ability. Instead, grammar, vocabulary, sentence interpretation and other content, knowledge and writing templates related to reading discourse are replaced. Students just recite and imitate mechanically. In the long run, students will feel that reading and writing are very boring, so that they will be not interested in reading and writing learning. Moreover, the teacher's indoctrination teaching ignores the students' position as the subject of study. Students' interest in learning is low, and their initiative is not strong. The more teachers talk, the worse students' ability to master knowledge independently gets, and the less opportunities for active learning are, which makes the knowledge they have got cannot be consolidated.

In addition, some middle school English teachers do not set up the correct reading and writing teaching concepts. Reading and writing instructions are carried out in isolation, which leads students' loss of enthusiasm and confidence in writing due to the lack of corresponding guidance and necessary materials before writing. In practical teaching, some teachers use

monotonous methods to deal with the relationship between reading and writing. Either the whole class is centered on the reading part, with no time for the writing part. Or the teacher may involve reading and writing in class, but the processing of the reading part is too simple, lacking of methods (Yao, 2013). The inaccurate orientation of teaching objectives, the too general teaching objectives of reading and writing, the lack of prominent teaching focus, and the lack of depth and breadth of cultural awareness and emotional attitudes in English reading and writing related content have led to many difficulties in improving students' writing ability and language expression ability in China. It is necessary to employ three-dimensional teaching mode in English reading and writing course in China middle school.

The Three-dimensional Teaching Mode

Different from the traditional teacher-centered, textbook-centered and classroom-centered old teaching mode, the three-dimensional teaching, proposed by Zhang Zhengong in 1995 is a teaching mode which is conducive to the improvement of the quality of the whole people. The three-dimensional teaching mode advocates student-centered teaching, changes the old teacher-centered single cramming teaching and stresses that students are the main body of teaching activities. It adopts flexible and diversified teaching methods, and gives full play to students' subjective initiative. It is a multilevel classroom teaching activities. In this mode, students are the main body of classroom activities while teachers play a leading role in designing activities in advance. Students interact in various forms in class, display themselves and complete classroom tasks (Liu, 2018). The three-dimensional teaching mode is guided by the teaching theory, aiming at cultivating students' abilities and improving students' comprehensive quality in an all-round way, and striving to break the single, linear and planar structure of traditional teaching. It is based on the open teaching mode of "learning-guiding multidimensional interaction", in terms of rich teaching content, diversified teaching methods, three-dimensional teaching environment, wonderful and variable teaching activities, etc, making every effort to establish an all-round, multilevel, three-dimensional classroom. Its new multidimensional teaching mode includes: students' learning initiative, pluralism of resource integration, diversification of course teaching and three-dimensional learning support. Therefore, the three-dimensional teaching model is an open teaching system with many factors, such as teachers, students, teaching materials, teaching methods, teaching means and so on.

More important, three-dimensional teaching method offers students more access to the methods and channels of knowledge, makes them explore new learning experience in autonomous cooperative learning, gives students more autonomy and choice. By giving full play to the potential, students spring up many ideas in the process. At the same time, it becomes the biggest fun for students to use scientific and innovative spirit to learn and explore. The reform of English reading and writing teaching as well as the use and exploration of various teaching modes and micro-teaching techniques are not only to change the learning methods of students, but also to promote the overall development of each student through changing the learning methods. It respects the unique personality of each student and creates space for the development of each student. Therefore, the teaching of English reading and writing under the guidance of three-dimensional teaching method is permeated with a strong humanistic spirit and reflects the distinctive characteristics of the Times (Yuan, 2005).

The Application of Three-dimensional Mode in the English Course

To Enrich the Teaching Resources

Learning content is important and necessary. It gives students usable knowledge of the big ideas of science, which serve as tools for thinking about and figuring out phenomena.

However, research clearly shows that learning content cannot be separated from the doing of science (Krajcik, 2015). With the rapid development of multimedia information technology, it has gradually formed the characteristics of scientific thinking, flexibility in application and remarkable effect. The Internet provides teachers with a large number of information resources, all kinds of teaching and research topics and various levels of material. Teachers should make full use of the modern teaching technology, develop various English teaching resources vigorously, broaden the channels of students' English reading and writing actively, try to obtain as many teaching resources as possible, and stimulate students' interest in learning. This is to enable students to learn reading and writing with happy mood, overcome difficulties and think positively. At the same time, modern educational technology can provide students with better English learning experience, create a distinctive and charming teaching environment, offer students more reading and writing forms to get close to and understand English, and expand students' language learning horizons.

The three-dimensional teaching channel not only exists in the teaching classroom, but also can organize activities with rich contents and various forms in a planned way after class. For example, the reasonable use and development of English newspapers, books, radio and television, electronic network and other forms of teaching resources, which can promote the breadth and depth of students' reading and writing practice in English, as well as enable students to achieve "learning English while using it".

To Change the Role of Teacher and Students

Implementing scientific classroom teaching methods is an important strategy to improve classroom teaching efficiency. Teachers should have a developmental and comprehensive vision, cultivate students' awareness and ability of independent acquisition of knowledge and independent learning, and stimulate students' reading and writing potential. By using scientific and three-dimensional teaching methods, students can fully play their main role, arouse their consciousness and curiosity, accept the differences between English and their mother tongue in reading and writing, and improve their ability to pick up and control English knowledge. The three-dimensional teaching method can maximize the interest and practicality of teaching activities. Through practical activities, students can increase their perceptions of language by using eyes, ears, mouths, hands and brain.

In the middle school English reading and writing course, teachers adopt three-dimensional teaching method, combine the advantages of various traditional teaching methods and use the best combination of teaching methods. As an example, let students tell the reading content in the form of on-duty reports; refer to the content of reading and writing for situational dialogues; show the reading material in the form of pictures for writing; develop games related to the curriculum to consolidate the knowledge learned. Through three-dimensional teaching methods, we can eliminate the constraints of time and space on teaching, entertain students in teaching, and let students enter the role freely, so that students can participate in the subject as much as they can, become the master of the classroom, and constantly burst out with innovative sparks. Three-dimensional teaching method is the best combination of different teaching methods, not fixed. Therefore, the three-dimensional teaching method requires that teachers in reading and writing courses update the combination timely according to different reading and writing contents and purposes, as well as the needs of teachers and students (Jiao, 2011).

To Design the Group Tasks

Because of the limited teaching conditions at present, the large-class teaching system is mostly adopted in middle schools in China, which inevitably ignores individual development.

The levels of students are different, which requires three-dimensional teaching organization to meet the needs of different students' learning and development. For the excellent students and the poor students, teachers should draw up different teaching plans. On the one hand, teachers should guide the top students to expand their sources of information in reading and writing, so that they can use what they have learned creatively, improve their reading and writing abilities, and make themselves climb up continuously. For poor students, the most important thing is to do them a favor to make progress continuously, let them have the goals to pursue, and help them analyze the reasons for backwardness, find the solutions, and enhance their sense of participation and self-confidence. In this way, teaching students in accordance with their aptitude can make the vast majority of students get attention and meet their learning needs as much as possible.

Moreover, when organizing the teaching activities of reading and writing course, the teacher should adopt cooperative learning reasonably, and the way of group task is also an important means to realize the three-dimensional teaching organization form. The current teaching organization forms mainly include the entire course teaching, group teaching and individual teaching in the course. These three forms have their own advantages and disadvantages. Therefore, teachers are required to consider teaching organization forms comprehensively when organizing English reading and writing teaching activities, and to develop their strengths and avoid their weaknesses by setting up three-dimensional teaching organization forms. Reasonable combination of these three forms of teaching organization can not only realize the teaching scale and efficiency of reading and writing course, but also change the size of class group structure flexibly. In accordance with this means to carry out different reading and writing activities, teachers can not only know well the whole class students' learning and mastery of reading and writing, but also assign different reading and writing tasks to different students, so as to achieve the comprehensive improvement of reading and writing ability of the vast majority of students in the class.

To Evaluate the Teaching Better

Giving students correct, objective and fair evaluation can promote students' personality development, cultivate students' innovative thinking and ability and as will as give the reflection to the teaching situation comprehensively, authentically and impartially. Therefore, for English reading and writing course, teachers need to carry out three-dimensional teaching evaluation, reform the traditional evaluation criteria of "one paper score determines the quality", implement effective evaluation methods, give students opportunities to a fair evaluation, let students understand themselves on the basis of teaching evaluation, improve themselves, and build up their confidence in English reading and writing.

The teaching evaluation under the new curriculum standard requires that the developmental function of evaluation should be highlighted and the students be evaluated comprehensively. It not only evaluates the students' mastery of basic knowledge and basic reading and writing skills, but also evaluates the students' emotions, attitudes and values in the process of English reading and writing. When implementing three-dimensional teaching evaluation, teachers can evaluate students' learning effects in reading and writing by means of self-assessment, student-assessment and teacher-assessment. In the process, teachers should pay attention to the interaction and participation of the evaluation subjects. English teachers' three-dimensional teaching evaluation of students' reading and writing course can not only reflect the teaching situation of reading and writing course comprehensively, authentically and impartially and the learning effect of students, but also give students positive feedback to help them understand their learning situation clearly, thus helping them improve their English reading and writing ability.

Curriculum Design of Three-dimensional Teaching

Preparation before Class

Teachers can provide paper, images, or other audio-visual resources before course, or let students find some resources related to the content to be learned independently. Students can learn by themselves before course, and have a preliminary understanding of the background content of reading and writing. Furthermore, teachers can design a preview outline, and students can learn and communicate independently according to the outline. This activity can be done by individuals or groups. It is a kind of the students' self-study behavior. Teachers need only to offer the necessary guidance, without too much interference. In this way, students will enter the classroom with a large number of known information and questions before reading and writing course, and their thinking will be in an active state, and their thirst for knowledge will be strong. Moreover, they will participate in classroom learning actively and deeply. As all students engage in figuring out phenomena or solutions to problems, they will also develop problem-solving, critical-thinking, communication, and self-management skills (Joe, 2015). And students mainly rely on a large number of reading and information input. Teachers can assign some specific and feasible tasks to students, such as open keynote speeches and catalogues for pre-reading and so on.

Open topic report: Teachers can ask students to obtain materials related to the course content individually or in cooperation with others according to their actual situation before course, and then integrate these resources to report. In the course of the report period, other students or teachers can ask questions to them. Through these activities, students can not only appreciate the multi-cultural atmosphere that they do not have in the classroom, but also improve their comprehensive English ability, which activates students' interest before course and reduces many obstacles to classroom teaching.

Pre-reading with catalogues: The titles or catalogues of textbooks or articles are usually important tips for reading materials. Teachers can design some specific questions for students to organize language to describe or synthesize into short essays. This can help students pay attention to the contents of reading materials, speed up reading, and improve their English ability of language organization and generalization to a certain extent. In the process of describing and integrating the answers, the students actually have a brainstorming, so that they can deeply absorb cross-cultural knowledge, so as to warm up the classroom learning (Li, 2012).

Process in Class

Middle school classroom time is limited, but this limited reading and writing time in the classroom is actually the only time that teachers can monitor the students at any time, so it is necessary to ensure that students to read and write effectively in this limited time. Therefore, in the course, teachers should help students to recognize the text as the basis, guide students to summarize and judge paragraphs and chapters. Through the cognitive understanding of language information to refine the theme, students' judgmental reading ability has been cultivated.

In the process of teaching, by learning from the ideas of material collection and revision, the reader's analysis and so on, students can master the skills of digging and forming ideas as well as organizing and conceiving articles in English, so as to improve their ability of expressing ideas clearly in English. In the teaching procedures, teachers can make use of group competition to run through the whole class. Competition can stimulate students' enthusiasm and cultivate their team spirit and competitive consciousness. Moreover, group cooperation can maximize the participation of the vast majority of students in the classroom

(Su, 2011). Furthermore, when organizing English reading and writing teaching activities, teachers can adopt various forms of activities to activate the teaching atmosphere and students' thinking. In addition to the organizational form of team competition, role-playing can also be a good way to polish the reading materials. In this way, students can enter the world of reading and writing, and feel the author's writing intentions (Wang, 2013).

Finally, after the completion of reading and writing, through reading students' exercises to compare, the teacher guides students to analyze the text, understand the author's words and sentences and the layout of the wonderful, feel the charm of the English language itself to lead students to understand the differences in thinking patterns between English and Chinese. It can help students master the means of thinking and writing in English and the basic skills and rhetoric rules of English expression. That can also be beneficial for them to practice and control the basic process of writing, and in addition, cultivate their reading and writing ability in the practice of constantly exploring significance and pioneering ideas.

Consolidation and Improvement after Class

After students take in and internalize the contents of the stage in course, teachers should further collect abundant materials, as well as compare, analyze, synthesize, abstract and generalize the theme of the material in preparation for writing on the basis of combining with students' pre-course autonomous learning and in-course teaching activities as well as students' mastery of the class. With the help of various platforms and modes, students take reading materials as the basis for writing training in abbreviation, continuation, supplementation, rewriting, imitation and other forms. What is more, conditional permissible regions can rely on digital network platform, so that students can carry out graded extracurricular reading practice for the next reading and writing course preparation. Then, teachers should monitor students' reading and writing practice in real time and guide students' activities in time. In addition, students input a lot of information before and during course. After course, teachers need to organize students to output orally and in writing properly. For the way of writing output, students have the opportunity to think, which speeds up students' internalization of knowledge and information, at the same time, enhances students' language organization and application ability as well as consolidates and improves the effect of reading and writing (Wang, 2016).

CONCLUSION

In the middle school stage, the teaching of English reading and writing course should pay more attention to the cultivation of students' learning ability. The improvement of students' learning ability needs a process, and it is more important that improvement of learning ability is lifelong benefit. At this stage, teachers' reasonable guidance and teaching are indispensable. Teachers are good at inducing, protecting students' curiosity of new knowledge, cultivating their autonomy, stimulating students' interest in English reading and writing, and realizing three-dimensional classroom teaching. Across the development of three-dimensional teaching mode, teachers are also constantly learning and making progress, such as enriching the reserves their knowledge, improving their ability of classroom coordination and the innovative ability of classroom activities. More wonderful and interesting teaching activities are carried out in the classroom, which enriches the connotation of the three-dimensional teaching mode. The usage of three-dimensional teaching mode in the English reading and writing course also greatly promotes the diversification of teaching and learning modes, which is an inevitable trend in the information age.

In the reading and writing course of the three-dimensional teaching mode, the teacher's role has become the organizer, guider and supervisor of the teaching activities, which puts the

students in the central position of all the teaching designs and activities. In this way, it can help students input and output language knowledge to the maximum extent in and out of class, and improve the effect of students' mastery and internalization of knowledge. A large number of rich teaching practice activities they are both very interested and highly targeted. Putting these language activities into effect can meet the needs of the vast majority of students' learning and development even in the current teaching environment of large classes in China. The student-centered, practical and interesting three-dimensional teaching mode will inevitably become the main mode in the middle school English reading and writing course and even the whole English subject teaching mode for it can meet the needs of different students for English learning.

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