"Trinity" Teaching Mode of Academic English Reading

Linglin Wu

Jingdezhen Ceramic University, Jingdezhen, China

Abstract: In view of the problems existing in academic English teaching for undergraduates, this study, based on outcome-based education principle, attempts to explore and construct the "trinity" teaching mode in undergraduate academic English reading. The effectiveness of this teaching model was tested through 16-week teaching experiment in Jingdezhen Ceramic University. The results show that the "trinity" teaching mode can not only stimulate the learning motivation of undergraduates, effectively enhancing undergraduates' academic reading ability, but also cultivate their abilities of critical thinking and team cooperation, thus further improving their academic qualities.

1. Introduction

Based on our nation's demand for high-end talents with international vision and the continuous internationalization of higher education, undergraduate students have to develop their good academic English abilities to better understand the academic development around the world and prepare themselves for future graduate study. This requires undergraduate students to read more English literature of their majors, be equipped with the ability to understand English academic reports and seminars, and conduct preliminary research and exploration on academic issues related to their majors. Academic English ability refers to students' academic English reading, listening, speaking and writing abilities. Among them, the reading ability of English academic literature is the core of English academic ability and the basis for students to effectively carry out academic research in the future.

2. Academic English Reading Ability and Academic Accomplishment

English for academic purpose (EAP) can be classified into general academic English and special academic English. English reading for academic purpose refers to the reading practice based on academic English discourse, which is an important part of EAP learning[1]. The texts mainly include popular science articles, professional textbooks and professional academic papers. Although their content, length and difficulty are different, English reading for academic purpose focuses on understanding the content of the article, analyzing the logical relationship and cultivating critical thinking[2].

The contemporary American educator Bloom proposed that cognition can be divided into six levels: knowledge, understanding, application, analysis, synthesis and evaluation. Knowledge requires students to remember the materials they have learned, including specific facts, methods and processes; Understanding requires students to understand the meanings of the materials they have

learned, but not necessarily to link them with other things; Application asks students to have the ability to apply the concepts and rules learned to new situations; The analysis reflects students' ability to decompose the whole into parts and understand its structure; Comprehensiveness needs students to integrate the fragmentary knowledge they have learned into a knowledge system and create new models or structures, which highlights creativity; Evaluation requires students to have the ability to evaluate the value of the materials they have learned, including judging the materials according to the internal or external standards. This classification of cognitive levels is also applicable to the teaching of English reading for academic purpose[3].

The teaching of English reading for academic purpose is to train students to read and critically view the original English text with the help of their own English language knowledge, understand the development of the discipline, and refine their personal views[4]. It can be seen that academic English reading ability is the embodiment of comprehensive language ability.

Teaching English reading for academic purpose should not only improve the academic English reading ability of undergraduates from the perspective of learning the English language, but also pay attention to the cultivation of academic literacy of undergraduates at the humanistic level. Therefore, undergraduates should cultivate independent academic consciousness, rigorous academic spirit and excellent moral quality in the enlightenment stage of academic research, which is also one of the important objectives of teaching English reading for academic purpose[5].

3. Theoretical Basis

3.1 The Key to Implementing Outcome-Based Education

OBE means "Outcome-based Education". This teaching concept was put forward in the United States in the 1980s. According to OBE, what students have learned and whether they succeed are far more important than how and when to learn. Therefore, the educational structure and curriculum are only means to achieve educational outcome rather than goals. According to OBE, educators must have a clear understanding of the ability and level that students should have when they graduate, and design an appropriate education structure to ensure the realization of these expected goals, which is completely different from the traditional content-driven education paradigm[6].

The key to implementing OBE is to define learning outcomes, realize learning outcomes and evaluate learning outcomes. To define learning outcomes, we need determine training objectives, and fully consider the requirements and expectations of the government, schools and employers to education; The realization of learning outcomes should be based on the curriculum system and teaching strategies. This requires that each course in the curriculum system should have a definite contribution to the realization of the ability structure and adopt a research-oriented teaching strategy, highlighting the output of the teaching process rather than the input.

In order to realize the key points of implementing OBE, teachers need to determine learning outcomes, construct curriculum systems, determine teaching strategies and focus on learning outcomes in the process of teaching implementation. Only by implementing these steps, can they truly break through the limitations of traditional teaching models, complete knowledge integration, improve cooperative learning, and finally achieve collaborative teaching.

3.2 "Trinity" Teaching Mode

Based on the theoretical guidance of OBE, we try to construct a "trinity" teaching mode for the undergraduate academic English reading course, aiming to meet the needs of developing academic English reading ability through the exploration of the new teaching mode, and strengthen the learning motivation of students. With all these, we can improve the level of undergraduates' English

reading for academic purpose so as to lay a solid foundation for their future academic research.

The "trinity" teaching model refers to the use of online databases (such as the foreign language database of the CNKI platform, the Elsevier foreign language journal database, and the thesis database of PQDT), multimedia classroom and teaching platform in the three stages of pre-class, in-class and post-class to realize the correlation between the three, and achieve effective connection through input and output. This forms a three-dimensional teaching system, thus forming a collaborative teaching cooperation in and out of class, online and offline.

The "trinity" teaching mode of English reading for academic purpose for undergraduates under the guidance of OBE is conducive to analyzing the learning needs of undergraduates' academic English reading, truly improving students' English level and professional ability, and thus better achieving the teaching objectives.

4. Problems in Teaching English Reading for Academic Purpose

The teaching of academic English reading is an important part of English teaching for undergraduates. The focus is to cultivate students' language ability to learn and conduct academic research in English, so as to enable students to have the ability to read documents in English and understand the latest progress in the world of their majors. Academic English must take professional needs as the starting point, and take content as the carrier, ability as the focus, and practical professional application as the purpose. The teaching of academic English reading can not only improve students' English language ability, but also help students with professional research. However, the current situation of academic English reading teaching is far from satisfaction, which is reflected in the following aspects:

4.1 Deviation from Teaching Objectives

In traditional teaching mode where teachers are the main body and teaching content is the base, both academic English reading and general English reading take the completion of text teaching as the only teaching goal, ignoring the actual language and professional needs of students.

This has led most teachers of academic English reading courses to habitually consider the content as the teaching focus from their own perspective, and ignore the real needs of students to understand the current professional knowledge. The traditional teaching mode of academic English reading caused the dislocation between teachers and students, and it is difficult for teachers to help students get effective academic English reading experience[7].

4.2 Obsolete Teaching Content

Since the teaching of academic English reading involves many majors, each of which has its own characteristics and cutting-edge progress, there are few textbooks applicable to the teaching of academic English reading. Many colleges and universities are still using the textbooks published many years ago, whose contents are obviously outdated. In internet era, various fragmented reading methods with APP based on smart phones and tablets are prevalent, and the reading attraction of traditional books has declined significantly. However, academic English reading materials cannot be updated in time due to the long compilation cycle, which also leads to their serious lag in professional information.

4.3 Limited Teaching Methods

At present, the undergraduate academic English reading still follows the traditional English

teaching methods, and does not reflect the characteristics of cultivating professional talents and emphasizing practicality. Academic English reading courses are still teacher-centered. The academic English reading courses have become another intensive reading course, focusing on the teaching of grammar and translation.

Due to the difficulty and length of academic English reading materials, it is difficult for students to complete the reading task and fully understand the text in a limited time. In order to help students understand the content, teachers have to adopt the interpretation method from intensive reading course, teaching grammar and vocabulary.

4.4 Lack of Interest

In the internet era, a variety of high-tech products have emerged. WeChat, QQ and various media network platforms have changed the way students get information. The English reading method that originally attached importance to overall perception has been replaced by "fragmented information". Students are accustomed to replacing rational cognition with sensory satisfaction. At the same time, due to the great difficulty and lack of timeliness, academic English reading textbooks cannot keep up with the hot topics of the profession. In addition, the traditional teacher-centered teaching method reduces students' participation in the academic English reading courses, resulting in a lack of vitality in the classroom.

5. Implementation of Academic English Reading Course with "Trinity" Teaching Mode

The academic English reading teaching experiment lasted for 16 weeks, with 2 hours per week, totaling 32 hours. The first week is a guide course. The teacher briefly introduces the theoretical system of OBE to the students, and explains the objectives, processes, requirements and teaching evaluation methods of the "Trinity" teaching model. In the next 15 weeks, the course will carry out teaching practice based on 15 academic English reading topics, and assign reading tasks related to the topic each week. The whole teaching process will be divided into three teaching stages: pre-class, in-class and post-class. The teaching effect will be achieved by integrating online database, multimedia classroom teaching and teaching platform. The steps are as follows:

5.1 Pre-Class: Assign Driving Tasks with Online Databases

The driving task aims to let students understand the background of the target reading task, collect background information and clarify teaching objectives. First of all, the teacher designs the data collection task related to the topic, and asks students to get relevant data in the way of grouping with the help of the foreign language databases provided by the school, and summarize the data to understand the development trends. Through the data collection task before class, students can understand the subject, find out the difficulties, and define the goals.

5.2 In-Class: Multimedia Classroom Feedback and Input

In class, teachers should first ensure students have understood the teaching objectives, and at the same time check students' completion of pre-class tasks. Classroom teaching is based on cooperative learning. The teacher randomly divides students into groups of four according to the reading theme. The group members cooperate with each other to complete the data search and PPT production, and select representatives to introduce the cutting-edge information of the reading theme for about 10 minutes in the classroom. The teacher makes comments and scores according to the content, language expression and personal views. Then on this basis, the teacher explains and

analyzes the academic English reading text designated.

5.3 After Class: Writing Tasks after Class with the Learning Platform to Improve Thinking Capacity

After students' presentation, teachers' comments and knowledge input in the classroom, the teacher asks students to write an academic summary related to the reading topic and submit it to the learning platform. With the learning platform, students carry out self-evaluation, student-student evaluation and teacher evaluation. And there will be a lot of teacher-student interaction and student-student interaction on the topic discussion page, which helps to cultivate academic thinking, enhance curriculum interactivity and reflect the diversity of evaluation subjects. During the topic discussion, students can express different opinions on the reading topic. During the student-student evaluation, students are required to not only point out the grammar and spelling errors, but also pay attention to the text structure and language expression. Furthermore, suggestions for revision are required.

Compared with the traditional teaching mode of academic English reading, the "trinity" teaching mode of English academic reading based on OBE can better stimulate students' learning enthusiasm and cultivate students with the habit of independent exploration[8].

6. Summary

The "trinity" teaching mode based on OBE is an innovative attempt in the academic English reading courses for undergraduates. The teaching practice has proved that this teaching mode can not only better improve the academic English reading level of undergraduates, effectively achieve the teaching results in the academic English reading courses for undergraduates, but also help to cultivate undergraduates' good academic quality, comprehensive academic ability and honest academic ethics. In the teaching of academic English reading in the future, teachers should pay more attention to the task design under the guidance of OBE, and make full use of the multimedia classroom, online databases and teaching platforms to reasonably realize supervision, evaluation and encouragement. The "trinity" academic English reading teaching model based on OBE is not only applicable to undergraduate English reading teaching, but also can provide reference for other academic English curriculum design in universities, and provide reference of the curriculum and teaching practice for researchers who participate in the design of English curriculum and teachers of other disciplines.

Acknowledgment

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