Discussion on Dynamic Development and Construction  
Mechanism of Three-Dimensional Business  
English Teaching Materials  

YUAN Zhi-qian  
Quzhou University, Quzhou, China  

Under the background of “Internet+” era, this paper first analyzes the existing problems in the current teaching material system of business English, and then clarifies the concept of three-dimensional teaching materials. Finally, it tries to explore some strategies for establishing dynamic mechanism of three-dimensional teaching materials from the perspectives of building a qualified faculty, reforming teaching content and curriculum system, reforming teaching methods and means, and setting up dynamic mode of three-dimensional teaching materials, aiming at continuously promoting teaching reform and improving teaching quality.  

Keywords: dynamic mechanism, development and construction, three-dimensional teaching materials, Internet+  

Introduction  

On August 28, 2001, the Ministry of Education in China, in its official document “Several Viewpoints on Enhancing the Teaching of Undergraduates in Higher Education to Improving the Quality of Teaching”, pointed out that the model of a flat-paper media teaching material and a CAI courseware CD-ROM could neither meet nor adapt to the current needs of cultivating innovative brains in China’s colleges and universities. It is suggested that China’s higher education shall utilize modern education technology to integrate various interactive and interrelated media and resources and provide “three-dimensional teaching materials”. Then the term “three-dimensional teaching materials” came on the scene in China for the first time. In April 2015, “The Ministry of Education’s Viewpoints on Strengthening the Application and Management of Online Open Curriculum Construction in Higher Education Institutions” noted that “the construction of online open courses (MOOC classrooms) and platforms suitable for China’s national conditions shall be accelerated to promote curriculum applications”. And the development of teaching materials under the “Internet+” background has put forward a clear requirement. With the acceleration of informationization, such teaching materials have the “three-dimensional” advantages, so the development and construction of three-dimensional teaching materials have become imperative and significant theoretically and practically.
Previous Research on Development and Construction of Business English Teaching Materials

The construction of three-dimensional teaching materials originated from the developed countries at the end of the 20th century. The probe into three-dimensional teaching materials in domestic academic circles began in the 1990s. According to the current domestic research on such a field, there exist several major findings and problems: (1) Related researches are limited. (2) The previous research of three-dimensional teaching materials is mostly theoretical without dynamic systems. (3) The previous research focuses on the design of three-dimensional teaching materials for a specific course, especially computer courses and medical courses. (4) In terms of researchers, publishing houses constitute the main force of having conducted the previous research on three-dimensional teaching materials. It can be seen that the current research, especially in business English realm, is obviously not sufficient; moreover, it’s imperative to conduct further research from dynamic and systematic point of view.

Current Development and Construction of Business English Teaching Materials

At present, the construction of business English teaching materials, in Quzhou University for instance, has made obvious and outstanding achievements, such as most of the selected teaching textbooks that are published in the last three years as well as application of new technological means that have been employed like the construction of online courses and WeChat public share of resources to assist and enrich these teaching textbooks. However, there are still some obvious existing problems as follows: (1) There are a lack of teaching materials written by business English teachers, who are not clear how to develop teaching materials that are in line with the requirements of the new era; (2) the selected teaching materials written not by themselves are not desirable, with most of them only providing an electronic teaching plan or CAI software; (3) cardinal teaching activities focus on paper-based teaching materials, supplemented by PPT, pictures, videos, and other simple Internet resources; (4) students show no interest in the uniform editing structure of stereotyped paper textbooks; (5) some teaching materials are often updated, but do not meet the actual needs of students, so it fails to stimulate their enthusiasm. Therefore, in the current “Internet+” time it is imperative to push the development and construction of three-dimensional teaching materials so as to raise the teaching efficiency.

The Definition of Three-Dimensional Teaching Materials

What are the three-dimensional teaching materials on earth? Does it refer to “paper media and multimedia courseware teaching materials”? It refers to the collection of structural supporting teaching publications, which are based on modern educational technology and paper teaching materials with the goal of capacity training as well as multi-media, multi-form, multi-purpose, and multi-level teaching resources (Chen & Zhao, 2003). Their main resources include the cardinal teaching materials, teaching guide books, and exercise sets, etc. They are represented in paper-based, electronic, network, and audio-visual forms. They break the limitations of paper media as the carrier of knowledge dissemination and make the best of modern scientific and technological means to integrate a variety of teaching resources. By employing digital teaching as the primary tool, they meet the teaching and learning requirements of teachers and students to the greatest degree. This type of teaching materials tends to adapt to social development, improving the quality of teaching and learning and pushing the reform of teaching methods.
Student-Centered Concept and Dynamic Needs Analysis

Any textbook is based on a number of assumptions about the learning process (Hedge, 2000). Learner-centered learning theory is the principle and theoretical basis of three-dimensional teaching materials. Learner-centered theory mainly refers to the fact that teaching content is supposed to be oriented to the needs of learners and provides information learners need and are interested in. Glasgow (1997) believes that learning is the process of solving the problems learners are concerned about. Therefore, the first step in the preparation of any teaching material, including three-dimensional teaching materials, is to investigate the needs of learners, namely, demand analysis. But these requirements are not static and need to be constantly tested to ensure that they are the learner’s real needs. Thus, according to the “Needs Analysis” theory proposed by Hoadley-Maiment (1980), it is believed that the main source of information for needs analysis to derive from companies, students, and schools, should construct a stable mechanism for interaction (see the figure as follows). Therefore, needs analysis is actually a systematic information gathering process, in which all the subjective and objective information should be first analyzed for determining all the objectives of the course so as to ensure the learning needs of learners in a specific field. Teachers concerning certain discipline in schools should analyze the needs of potential employers and graduates in advance, take these needs into consideration, adjust the focus of teaching materials development and construction, and establish a dynamic mechanism of three-dimensional teaching materials for business English.

Figure 1. Strategies of developing and constructing three-dimensional business English teaching materials.

Building a Qualified Faculty

Building a qualified faculty is the fundamental safeguard for the development and construction of three-dimensional teaching materials. Front-line teachers interact with students most frequently have a good knowledge of the dynamic needs of students and of the direction of developing teaching materials. Without excellent faculty, high-quality teaching results cannot be produced. Thus, building a qualified faculty is a top priority. Most of teachers in business English possess educational experience of liberal arts, lacking some modern professional computing technology knowledge. To build potent three-dimensional teaching materials, apart from modern teaching skills, business English teachers are supposed not only to have extensive both business and linguistic knowledge, but also to be able to master computer software, network technology, etc. They should be encouraged to actively participate in the construction of three-dimensional teaching materials through teaching reform, the cultivation of creativity, and the overall quality. They should also have a sense of
Reforming the Teaching Content and Curriculum System

Teaching content and curriculum system construction serve the core of the development and construction of three-dimensional teaching materials. The teaching content of three-dimensional teaching materials is designed to focus on the goal of talent training with the educational characteristics of the application-oriented undergraduate colleges, which is supposed to scientific, targeted, and applicable. Especially nowadays with wide application of information technology, the deep differentiation between disciplines and the trend of highly integrated parallel development is unprecedented. Moreover, business English is an applied discipline, so the teaching content should keep up with the times and the latest academic developments, training students’ innovative consciousness and ability. The design of teaching content should be characterized by cultivating students with wide outlook, solid base, practical skills, and potent ability. In addition, the structure of the content should be optimized to form its own characteristics. Curriculum serves the basic unit of the brain training programme of colleges and universities, the basic component of forming professional training specifications as well as a complex collection of multi-elements, and basically guarantees teaching objectives to be achieved. The curriculum system construction determines not only the teaching quality of a subject, but also the outcomes of talent training. Therefore, the development and construction of three-dimensional teaching materials should be combined with the reform of the business English curriculum system to carry out scientific and rational planning, making the characteristics of the curriculum system more remarkable. Besides, the writer or editor of three-dimensional teaching materials should focus on the goal of professional training programme, study the curriculum system in details, and highlight the theory and practice so as to cultivate high-quality and high-skilled graduates the society actually needs.

Reforming Teaching Methods and Means

The reform of teaching methods and means is the cardinal way of developing and constructing three-dimensional teaching materials. The traditional teaching mode is textbook-centered: preview before class, classroom instruction, after-school assignment. This mode has not been able to fit into with the needs of modern teaching. When it comes to the new mode, each course of three-dimensional teaching materials should be supported with a large amount of quick, intuitive, legible, and vivid information and other characteristics of CAI courseware, making the teaching content scientific, practical, and appealing. Under this circumstance, the network is gradually utilized for teaching activities and class management. Syllabuses, lesson plans, exercises, experimental guidance, references, etc., should be uploaded online and open for students for free so much so that high-quality teaching resources may be shared and enhance interaction, resulting the formation of a three-dimensional teaching model.

Establishing a Dynamic Mode for Development and Construction of Three-Dimensional Teaching Materials

It is crucial to ensure that the development and construction of three-dimensional teaching materials keep pace with the times, so that it is in line with the needs of both students and society. The establishment of dynamic mechanism is the inexhaustible power of the development and construction of three-dimensional teaching materials. The general mode of traditional teaching material development and construction is one-way, stagnant, lacking of dynamic demand investigation, failing to meet the needs of students and society. Because
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of the rapid changes in modern society and modern science and technology, the development and construction of three-dimensional teaching materials will not be achieved overnight. So what tactics should be employed to ensure the practicality of three-dimensional teaching materials? Demand analysis and student-centered philosophy are prerequisites for ensuring the construction of a three-dimensional teaching material system. Therefore, a reasonable and scientific three-dimensional teaching material system should be based on the comprehensive analysis of the needs of society, enterprises, and graduates at that time. And the society and enterprises are in the constant development and change, which determine the change of students’ academic demand, so the institution is supposed to keep an eye on the changes in the needs of society and enterprises. Only in this way can the dynamic mechanism of development and construction of the three-dimensional teaching materials be set up. The mode is shown as follows.

![Figure 2. A dynamic mode for development and construction of three-dimensional teaching materials.](image)

**Conclusion**

Three-dimensional teaching materials and the corresponding dynamic mechanism may arouse students’ interest in learning by applying the integrated teaching design of various media in terms of different disciplines, different targets, and different contexts to meet the needs of diversified, personalized, and practical teaching and learning, and adopting advanced educational ideas to guide the teaching activities. Additionally, this mode is student-centered and learning-centered, which is conducive to stimulate students’ zeal for learning and produce innovative talent training mechanism, so as to push forwards and guarantee the achievement of reform in the field of curriculum system, teaching content, teaching methods, and teaching techniques in the application-oriented undergraduate colleges.

**References**


