



The Practical Application of the Multidimensional Classroom in High School English Teaching: Enhancing Listening and Speaking Skills as the Breakthrough Point

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ABSTRACT

Under the new curriculum reform, high school English teaching is facing higher demands and the challenge of how to effectively integrate the multidimensional classroom model into teaching practice has become a key issue. The objective of this article is to explore how to skillfully apply the multidimensional classroom model within the framework of the new curriculum reform to significantly enhance the English listening and speaking abilities of high school students. To accomplish this objective, the article employs diverse research methodologies, including literature review, case analysis, and empirical research. Furthermore, it conducts a comprehensive examination of the practical implementation of the multidimensional classroom model in high school English teaching. Furthermore, it investigates how this model effectively promotes students' proficiency in English listening and speaking. The research findings indicate that the multidimensional classroom model, with its abundant teaching resources and highly interactive learning environment, not only significantly improves students' English listening and speaking abilities but also stimulates their learning enthusiasm and classroom participation. The results of this study have significant practical implications for optimizing high school English teaching strategies and further enhancing students' comprehensive English proficiency.

Keywords: the new curriculum reform; the multidimensional classroom model; high school English teaching; English listening and speaking abilities

As the new curriculum reform continues to deepen, since the beginning of the 21st century, high school English teaching in our country has entered a new stage. This stage has set higher standards for high school English teaching, especially in terms of how well students can listen and speak English. Traditional teaching methodologies have been unable to meet the requirements of students for language learning, as both daily communication and exam preparation necessitate a higher level of English listening and speaking proficiency. Therefore, how to effectively integrate the multidimensional teaching model into high school English teaching practice and achieve practical results has become a key issue for educators.

The multidimensional teaching model is an innovative approach that provides students with a more comprehensive and in-depth learning experience through a variety of teaching methods and resources. Within the framework of the new curriculum reform, high school English teaching aims to cultivate students' core competencies in the English subject, including language ability, cultural awareness, thinking quality, and learning capacity. This enables students to possess higher cross-cultural communication skills. Teachers are required to employ the multidimensional classroom model to devise comprehensive tasks, provide practical learning activities, utilize information technology, consider individual differences among students, adopt a student-centered teaching approach, and establish a diverse evaluation system. By skillfully using the multidimensional classroom model, teachers can offer a rich variety of teaching resources and an

interactive learning environment, which can stimulate students' interest in learning and their participation. In the multidimensional classroom, students can enhance their English listening and speaking skills through real-life language use situations. They can improve their language proficiency by engaging in practical activities such as role-playing, group discussions, and project-based learning. At the same time, teachers can provide personalized learning support based on students' interests, abilities, and learning styles to help each student realize their potential.

Considering the new curriculum reform, high school English teaching requires that teachers continuously improve their professional quality, update their teaching concepts and methods, and adapt to new educational needs. By using the multidimensional classroom model, teachers can better meet these requirements by improving students' English listening and speaking skills as a breakthrough point and cultivating their core competencies in the English subject.

I. Strategies for the Multidimensional Integration of High School English Teaching Under the New Curriculum Reform

1. The Core of the New Curriculum Reform

With the advent of the new curriculum reform, the goals of high school English education have been transformed. The heart of this reform is to nurture students' essential competencies, encompassing linguistic competence, cultural sensitivity, cognitive traits, and the ability to learn. To realize these aims, the reform underscores the integration of information technology with educational practices, motivating teachers to harness contemporary technological tools to amplify their teaching impact. Additionally, the reform is deeply committed to tailoring education to each student's unique learning profile, promoting the principle of instructing students according to their specific talents and requirements, thereby addressing the varied educational needs of individual learners.

2. Implementing the Multidimensional Integration of High School English Teaching

In the context of the new curriculum reform, the implementation of a multidimensional integration strategy in high school English teaching requires teachers to adopt diverse teaching methods such as task-based instruction, collaborative learning, and project-based learning to stimulate students' interest and participation. Additionally, teachers should integrate modern information technology, such as online learning platforms and multimedia resources, to provide students with a wealth of learning materials and pathways. For instance, a teacher might design a task focused on environmental protection, allowing students to engage in group discussions, gather information, and present their findings in English. This task not only enhances students' listening and speaking abilities but also fosters their teamwork and problem-solving skills.

Moreover, teachers should implement differentiated instruction based on students' English proficiency levels and learning styles, providing appropriate learning content and challenges for students at different levels. Personalized learning plans can encourage independent learning and help students develop their learning strategies and self-management skills. For example, for

students with higher English proficiency, teachers can assign more complex reading materials and discussion topics, while providing additional language support and practice opportunities for students with lower proficiency.

The new curriculum reform also emphasizes the integration of interdisciplinary content, combining English learning with subjects such as science, social sciences, and arts to enhance the relevance and interest of learning. For instance, teachers can integrate English learning with science courses by having students explain the steps and results of scientific experiments in English. This interdisciplinary integration not only improves students' English proficiency but also deepens their understanding of scientific knowledge. The "Understanding Contemporary China" course in college English, which blends English with political and cultural studies, not only enhances students' translation skills but also cultivates their political literacy, serving as a prime example.

Additionally, establishing a comprehensive assessment system that combines formative and summative evaluations is essential for a holistic assessment of students' listening and speaking abilities. For example, teachers can record students' participation and performance in class discussions as part of formative assessment, while end-of-term exams can include evaluations of listening, speaking, and writing skills. The focus is no longer solely on grades but on overall student performance.

Teacher professional development and teamwork are key to implementing multidimensional teaching. Training and professional development activities can enhance teachers' understanding and ability to implement multidimensional teaching. For example, teachers can attend training courses to learn how to design effective teaching activities and use modern technology. Encouraging teamwork among teachers, sharing resources, and collaborative lesson and curriculum design are also beneficial. Regular teaching seminars, for instance, can be a platform for sharing experiences and methods.

Furthermore, strengthening home-school cooperation is essential. Schools can hold regular parent meetings to inform parents about the new curriculum reform's objectives and how to support their children's learning. Leveraging community resources, such as extracurricular English activities and international exchange programs, can broaden students' learning horizons and experiences. Schools might organize English corner events for students to interact with native speakers, or participate in international exchange programs to learn about different cultures and languages.

II. The Current Status of the Application of Multidimensional Classrooms in High School English Teaching

1. The Current Status of High School English Teaching

In the current high school English teaching environment, traditional methods have overly emphasized the rote memorization of grammar and vocabulary, neglecting the practical application of language and student engagement. This monotonous teaching approach not only

fails to stimulate students' interest in learning but also hinders their deep understanding and flexible use of English. For example, in high school English listening comprehension teaching, the methods are relatively limited, often involving direct training using tape recorders or multimedia teaching equipment, with little in-depth explanation of listening comprehension, leaving students who know the correct answers unaware of the underlying reasons (Hongling, 2021). Research shows that over 20% of students lack interest in English learning, while only less than 20% find it challenging and engaging. This situation calls for a reform and innovation in teaching methods.

Survey questionnaires indicate that students generally expect English learning to develop comprehensive skills in listening, speaking, reading, and writing, and they yearn for more lively and engaging teaching methods. Despite being open to traditional classrooms, students desire more diverse teaching approaches that can stimulate their enthusiasm for learning.

Limited teaching resources are also a significant challenge in current high school English teaching. According to surveys, only a small percentage of teachers report having adequate teaching aids and resources, which restricts their creativity and innovative teaching practices, impacting teaching quality and student learning experiences. Current teaching methods are relatively confined, primarily focused on memorizing vocabulary, explaining texts, and practicing exercises, yet approximately 60% of students indicate that teachers use group collaboration. This suggests a high level of acceptability for multidimensional teaching among students and supports the inclusion of extracurricular content and activities.

Lastly, the assessment methods are overly singular, primarily relying on written test scores, making it difficult to comprehensively evaluate students' practical application of English skills, thereby affecting the achievement of teaching objectives. Data shows that less than 60% of students feel they can apply the English knowledge they learn in real-life situations.

To address these issues, high school English teaching requires innovation and reform to better adapt to students' learning needs and enhance teaching effectiveness. By introducing diverse teaching methods, providing rich teaching resources, and establishing a comprehensive assessment system, we can promote the development of high school English teaching towards a more multidimensional and practical direction.

2. In practical application, multidimensional classrooms face challenges while also offering opportunities

(A) Challenges:

- i. **Adaptation of Teaching Concepts and Methods:** Teachers need to adapt to new teaching concepts and methods, which may require additional training and learning. They need to update their teaching concepts and learn how to create interactive and practical classroom environments.
- ii. **Classroom Management:** The interactivity of multidimensional classrooms increases the difficulty of classroom management. Teachers need to have good organizational and coordination skills to maintain classroom order and promote learning activities.

- iii. **Teaching Resources:** Multidimensional classrooms require more teaching resources, such as multimedia equipment and network resources, which may require schools to provide more funding and technical support.
- iv. **Student Adaptability:** Students may need some time to adapt to the new learning methods, and there may be a period where learning outcomes are not immediately apparent. Additionally, significant differences in students' English grades may diminish their motivation to learn, making differentiated teaching strategies crucial for improving overall learning outcomes.
- v. **Extracurricular Activities and Autonomous Learning:** Many students lack initiative and autonomous learning abilities in the process of learning English, merely passively listening and memorizing words, lacking true language proficiency. This phenomenon is more pronounced in traditional teaching models (Lin, 2024). Students hope to improve their oral and listening skills through extracurricular activities, but such opportunities are relatively limited. While some students desire more opportunities for autonomous learning, guidance in this area is currently insufficient.

(B) Opportunities:

- i. **Student Acceptance:** Students support the addition of extracurricular content, group collaboration, multimedia teaching, autonomous learning, and the organization of extracurricular activities to enhance oral skills, indicating an open attitude towards multidimensional teaching and an expectation for more interactive teaching methods.
- ii. **Learning Interest and Motivation:** Students have a strong interest and motivation to learn, with a high level of acceptance of multidimensional teaching, which helps to promote their comprehensive development.
- iii. **Technological Advancements:** In today's rapidly developing information technology era, the richness of teaching resources provides a solid foundation for improving teaching quality. Teachers can make full use of various tools and resources to create an engaging learning environment. These resources include multimedia tools, online learning platforms, virtual reality technology, etc., which can help students understand and master English knowledge more intuitively. They also provide more flexibility and creativity for teaching.
- iv. **Cultural Knowledge Development:** Although in the current high school English teaching, in-depth exploration of knowledge about English-speaking countries is relatively limited, high school students show a keen interest in this field. This is a valuable opportunity to delve into students' interests and guide them to a more comprehensive understanding of the culture of English-speaking countries, thereby broadening their international perspective, which is beneficial for further understanding of cross-cultural communication.

III. The new curriculum reform's requirements for high school English listening and speaking abilities

1. Listening Comprehension: Students are required to possess the ability to listen and accurately understand various types of listening materials in exams, including dialogues, short texts, news reports, and more. In exams, students should be able to quickly grasp key information, effectively analyze and summarize listening content, and accurately answer related questions, demonstrating their English listening comprehension skills.

2. Oral Expression: High school students need to be able to express themselves orally in English fluently and accurately in various situations, including exams, where they may need to answer questions, give short speeches, or engage in everyday conversation. Exams aim to comprehensively test students' English oral fluency, vocabulary usage, grammatical accuracy, and expressive abilities. For example, in a Level 3 English oral exam, students are expected to express personal opinions clearly, describe experiences, or discuss specific topics within a limited time frame.

3. Language Application: Students must accurately apply English vocabulary and grammar knowledge, including word choice, grammatical structures, and sentence organization. This application is evident in both written and oral communication, as well as in listening and reading comprehension. Listening, speaking, reading, and writing are interconnected and mutually reinforcing, forming the comprehensiveness of English proficiency.

4. Information Extraction: Students need to develop the ability to quickly and accurately extract key information from various listening materials. This skill enables them to rapidly identify and understand the core points of complex or lengthy information, and effectively apply this information to answer questions and complete tasks. This ability is not only an important part of English learning, but also a key skill for students to meet various challenges and opportunities in the future society.

5. Cross-cultural Communication: High school students should demonstrate an understanding and respect for English expressions in different cultural contexts, and show their cross-cultural communication abilities in exams. This requires students to understand the meanings and usage of English vocabulary and sentence structures in different cultural contexts and adapt and apply these expressions, showing their awareness and respect for multiculturalism. Exams may include listening materials, reading materials, or oral tasks related to different cultures, where students need to flexibly use English and demonstrate their cross-cultural communication skills.

6. Practical Application: Students should not only demonstrate their ability to apply the English knowledge they have learned in practical communication situations in exams, including business, travel, and social interactions. This ability is not limited to simulated situations in exams but should be reflected in real-world scenarios, such as making suggestions in business meetings, asking for directions from locals while traveling, or

introducing themselves in social situations. Through such practical applications, students can better understand the purpose of language learning and turn it into practical skills.

7. Independent Learning: In English learning, students need to develop strong independent learning skills to make the most of the limited time in class and independently complete learning tasks in exams. This includes developing effective learning strategies and self-management skills to effectively organize study time, set learning goals, monitor progress, and adjust learning methods in response to challenges. Especially in the development of listening and speaking skills, as classroom time may not be sufficient for thorough practice, students need to supplement through independent learning, such as through daily oral practice with classmates, to improve their English listening and speaking skills.

8. Creative Thinking: In English learning, students need to cultivate creative thinking to apply English in innovative thinking and expression in exams. This includes proposing new perspectives or solutions in writing, oral expression, and listening comprehension, demonstrating independent thinking and creative abilities. Creativity is not only reflected in solving traditional problems, but also in offering unique insights and innovative solutions. This ability is crucial for the development of students' critical thinking and problem-solving skills and is an important component of future social competitiveness.

IV. Utilizing the Multidimensional High School English Teaching Model to Enhance Students' Listening and Speaking Abilities

1. By leveraging information technology resources, creating novel and interactive English listening and speaking learning environments

To innovate English teaching and enhance students' listening and speaking abilities, teachers should make full use of information technology resources to create a novel and interactive English learning environment. This environment transcends the limitations of traditional tape recorder-based teaching, improving learning outcomes. Specifically, teachers can use classroom multimedia projectors to play English movies, TV shows, news reports, and songs, providing a dual stimulation of sight and sound to help students improve their listening comprehension skills while enjoying the content. Additionally, teachers with access to the internet and social platforms can guide students to communicate with foreign peers, enhancing their oral expression through instant messaging and online communities (Xingzhi & Liming, 2024).

For example, at the beginning of class, teachers can play the English song "Lemon Tree" for three minutes, setting up fill-in-the-blank exercises with selected lyrics for students to complete after listening, or encouraging them to sing along. This practice has proven to not only attract students' interest and energize them before class, but also to increase participation and attention, and to exercise students' listening and speaking abilities. By playing the English song "Lemon Tree" at the start of class for three minutes, teachers can create a relaxed learning atmosphere. Teachers can select lyrics from the song and design them as fill-in-the-blank exercises for students to

complete after listening, or encourage them to sing along with the melody. To increase interactivity and motivation, teachers can establish a reward system, allowing students who correctly complete the fill-in-the-blank exercises to choose English songs to play during the subsequent class. This approach not only stimulates students' interest in learning and helps them stay alert before class, but also effectively enhances their participation and focus, while simultaneously improving their English listening and speaking skills. Practice has shown that this is an enjoyable and educational teaching method that is highly popular with students.

2. Closely Follow the Core of the Textbook and Skillfully Integrate Interdisciplinary and Cross-Cultural Teaching

The characteristics of multidimensional teaching lie in its diversity of forms and richness of content, emphasizing the integration of interdisciplinary knowledge and multicultural elements. To effectively enhance students' English listening and speaking abilities, it is necessary to fuse knowledge from subjects such as politics, economics, history, and geography with cultural elements, creating a comprehensive and multi-layered learning environment. Such an approach enables students to learn and apply knowledge in practice, enhancing their ability to use language in real-world situations. When teaching according to the textbook, teachers should ensure that teaching activities are closely aligned with core content and appropriately introduce knowledge about English-speaking countries. Only by understanding the history, culture, traditions, customs, lifestyle, and way of life of the language's country of origin can students correctly understand and use the language accurately (Dan, 2022).

For example, there are significant differences in greetings between Eastern and Western cultures. Chinese people often greet each other by asking, "Have you eaten?" while Westerners tend to talk about the weather, such as "How's the weather?" Understanding and recognizing such cultural differences is crucial for students to improve their English listening and speaking abilities. For instance, teachers can design an English teaching unit centered around an "International Food Festival," integrating knowledge from history, geography, economics, and politics. The unit places students at the center of the classroom, encouraging them to actively share and communicate. The unit's content includes introducing the history of traditional cuisines from various countries, such as the origins of spaghetti; exploring how geographical environments influence eating habits, such as the Mediterranean and Arctic diet cultures; analyzing global food trade trends and the impact of globalization on the food industry; and discussing the relationship between food policies and cultural identity, such as France's protection of "French cuisine." Such a teaching unit not only enhances students' cross-cultural thinking and English listening and speaking abilities but also sensitizes and deepens their understanding of global cultural differences.

3. Focus on Actual Dialogues as the Core, Guiding Students to Master Listening Skills

In the teaching process, teachers should adhere to a student-centered approach, providing students with more opportunities for real dialogues. This enables students not only to write and recognize but also to speak confidently and listen effectively, thus achieving a transformation from

silent English to confident English.

In the classroom, teachers can use various activities to increase students' opportunities to speak English, such as organizing group discussions, conducting English dialogue relay games, and hosting English speech presentations. These activities not only enhance students' English listening and speaking skills but also strengthen their teamwork and public speaking abilities. Outside the classroom, teachers should also play the role of guides and supervisors for students' autonomous learning.

In response to the limited time and single approach for high school English listening instruction, teachers should take on the dual role of guides and supervisors for students' autonomous learning. Facing the limited time and single approach for high school English listening instruction, teachers should make every effort to create rich listening learning opportunities for students. By playing audio and video materials in various forms, teachers can expand students' listening resources and stimulate their interest in learning. Additionally, teachers should encourage students to choose listening materials based on their own interests, enabling them to learn more effectively driven by interest. Moreover, teachers should deeply address the doubts students encounter in their listening learning process, ensuring that every question they have about listening skills can be answered promptly and accurately. Through such teaching methods, teachers can effectively guide students to engage in autonomous learning outside the classroom and elevate their English listening skills.

4. Multidimensional Assessment of English Listening Teaching Effectiveness

Establish a comprehensive assessment system that takes into account individual student differences, combining formative and summative assessments to comprehensively evaluate students' listening and speaking abilities.

Different students may have varying levels of proficiency in high school English, which can be attributed to a multitude of factors such as their learning background, interests, abilities, and family environment. Therefore, in high school English teaching, teachers need to fully consider the individual differences of students and adopt effective teaching strategies and methods to improve teaching quality and promote the comprehensive development of students.

Formative assessment focuses on the learning process and progress of students, including classroom observations, assignment evaluations, and self-assessments, to understand students' learning situations and encourage them to adjust their learning strategies. Summative assessment involves exams, tests, parent feedback, and social practice to comprehensively measure students' English listening and speaking abilities, helping teachers adjust their teaching strategies and promote students' comprehensive development.

Combining these assessment methods with motivational evaluation, which involves identifying and commenting on students' strengths and successes in learning activities, can help meet students' psychological needs and motivate them to learn more effectively. This approach captures the highlights and successes of students' learning activities for guidance and feedback,

aiming to satisfy students' psychological needs and stimulate their enthusiasm for learning (Xiaochun et al., 2018).

V. Conclusion of the Study

In the wave of the new era, the new curriculum reform points us in the right direction, revealing the limitations of traditional, monotonous teaching models. Facing the growth needs of the new generation of high school students, introducing a multidimensional teaching model into high school English teaching is not only a response to the call of the times, but also an inevitable trend in keeping pace with the times. Although the promotion and practice of multidimensional classrooms in the current high school teaching system face numerous challenges, they also hold immense potential. With the enhancement of students' English listening and speaking skills at the core, helping them break free from the constraints of "dumb English" and move towards fluent and confident English communication, we, the entire teaching staff and students, must unite and work together to meet these challenges, striving for the sustainable development of high school English teaching and creating a more brilliant future together.

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