

Application of 5E Teaching Mode in College English Reading and Writing Teaching—Take Cross-cultural Understanding as an Example

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Abstract: Traditional college English teaching has been unable to meet the main position of students in the classroom, and the current college classroom more and more emphasizes on student-centered, aimed at cultivating students' critical thinking ability, problem solving ability, teamwork ability and so on. Therefore, this paper will discuss how to organize effective classroom activities, such as group discussion, mind mapping, reflection log, etc., in college English reading and writing course, in order to improve students' English reading ability and better cultivate their comprehensive quality.

1. Theoretical background of the 5E teaching mode

The 5E teaching model is based on the constructivist teaching theory, and was proposed by the American Biology Curriculum Research Society (BSCS) in the 1980s [1]. This teaching mode emphasizes students' active inquiry learning and cooperative learning. Under certain situational teaching, students can have a better deep understanding of the knowledge they have learned, complete the internalization of knowledge, and improve students' practical application ability. The 5E teaching mode is divided into five stages: Engagement, Exploration, Explanation, Elaboration, Evaluation.

1.1 Research at home and abroad

Page (2005) proposed that the 5E teaching model can make teachers realize that students enter the classroom with existing knowledge. When designing classroom activities, teachers can connect students' existing knowledge with new knowledge, and complete the construction of new knowledge through the process of active inquiry and cooperative learning. With the improvement of 5E teaching theory, many scholars have applied it in classroom teaching [2]. Watt (2013) compared the influence of the 5E teaching mode and the traditional teaching mode on students' learning results through quantitative research methods, and proved that the 5E teaching mode has significantly improved students' learning ability compared with the traditional teaching mode [3].

Ma Wenkui (2002) pointed out that the 5E teaching model was put forward under the support of constructivism theory [3], including five links: attraction, exploration, interpretation, expansion and evaluation. Wu Chengjun and Zhang Min (2010) explained in detail the behavior of teachers and

students in these five links, and pointed out that the essential feature of 5E teaching mode is that students can construct knowledge independently [4].

1.2 Significance of the study

At present, China's college English classroom gradually turns to the student-centered teaching mode, aiming to cultivate students' critical thinking ability, innovation ability, and cultivate students' comprehensive quality. In the real college English classroom teaching, there are many problems, such as insufficient learning motivation and poor independent learning ability. Moreover, the employment market of college students is saturated, the employment difficulty is difficult, and the core competitiveness of college students is also weak. The 5E teaching method emphasizes student-centered and integrates it into classroom teaching, which helps to cultivate students' abilities lacking in future employment, such as critical thinking, creative thinking, information literacy, teamwork, problem solving, comprehensive learning, inquiry and analysis[5].

2. The teaching design of College English Reading and Writing under the guidance of 5E teaching mode

2.1 Engagement

In this stage, teachers can use questionnaires, games, pictures or video methods to introduce the topics, so that students can be introduced to a challenging situation and activate their previous knowledge.

2.2 Exploration

At this stage, teachers can check whether students' understanding of the article is accurate by asking relatively simple questions, such as judging right or wrong questions, multiple choice questions or short answer questions. Eventually, students can reflect on their knowledge and learning, and assess their understanding.

2.3 Explanation

In this stage, the teacher can dig more challenging problems in the articles, and guide students to practice reading skills, such as skimming and scanning, inference or summary. Firstly, the students can finish personal task. If individuals cannot solve by themselves, they can also get help from peers and team members, in order to deeply understand the above problems, and complete the internalization of knowledge. By this, students' critical thinking and problem solving skills will be cultivated. Then students can produce new ideas.

2.4 Elaboration

In this stage, students can expand and extend their knowledge on the basis of fully understanding the article. In class, teachers can adopt the mode such as mind mapping to help students summarize the existing knowledge, and then learn new knowledge. Students can also complete creative learning tasks, such as making Vlog, making posters or doing creative writing. The completion of these tasks also exercises students' interdisciplinary knowledge ability. In the process of expansion, students think deeply and expand their knowledge, and deepen their understanding of new knowledge through elaboration.

2.5 Evaluation

In the college English reading and writing class, the forms of evaluation ways are diversified. In order to urge students to preview before class, students can study the flipped classroom content by themselves, aiming to improve students' grammar, vocabulary and reading ability. After learning a unit, the students will take a unit test. In class, there will be individual tasks and group tasks. During this period, the main evaluation methods will be the combination of intra-group evaluation, between-group evaluation and teacher feedback. Sometimes, students will write a reflection log, self-evaluating the gains and shortcomings of this class. For the reading and writing task, students will have peer evaluation and teacher feedback after completion. The main purpose of the evaluation is to allow students to apply their knowledge to new scenarios, combining new knowledge with existing knowledge, to realize the expansion and application of knowledge.

3. Teaching design of *Cross-cultural Understanding* under the guidance of 5E teaching mode

3.1 Engagement

In this link, the teacher mainly uses the way of asking questions, group discussion, letting students have a basic concept of cultural differences.

Cultural concept is a relatively abstract concept. If the teacher explains this concept to students at the beginning, students will find it boring and difficult to understand. In order to make students better understand cross-culture, the teacher first assigns a group work before class: make PPT in a group to show the cultural differences between Chinese and Western cultures. Several groups of students share examples from the daily life.

For example, what does the typical Chinese tableware include? Chopsticks, bowls, and spoons. What does a typical Western tableware include? Such as knives, forks, goblets, etc. What is the favorite color for Chinese? Red, because the color red represents joy, peace and success. What Westerners like is white, because the color white symbolizes grace, purity, integrity and honesty. Chinese like the number 6 and 8, while Westerners like the number 7. Through these simple comparisons, the concept of cultural differences appears in students' minds.

In class, the teacher uses pictures and videos to introduce the theme of cultural differences. For example, when Chinese middle school students take photos, they wear uniforms, stand straight and have serious expressions, while French students dress and pose casually when taking photos. Chinese beauty products advertising is: whitening; while the western beauty products advertising language mainly is: like bronze. The teacher will play a video about the Russians who will not show great enthusiasm for strangers; the pride of their own language in the minds of French; Brazilians liking to stand close to colleagues; not praising the items in the house in Arab country, otherwise the host misunderstanding that the guest wants the item. The teacher will help the students understand the main content of the video in a T / F way.

- ① Russians are willing to smile to the strangers. (F)
- ② French people are very proud of their language. (T)
- ③ Brazilians like to stand close to the colleagues when talking. (T)
- ④ As a guest, we should praise the possessions of the Arabians in their home. (F)

3.2 Exploration

Entering the text understanding stage, the teacher will ask the students a few questions to help them understand the main content of the text. For example: (1) How is the culture formed? (2) What

aspects do culture affect our lives? (3) What will affect our view of the world? (4) How can we better understand cultural differences?

3.3 Explanation

In view of the above questions, the teacher will help students better understand the text through the following classroom activities. For example, group discussion: students first understand the above problems by themselves within the allowed time, and then have a group discussion about the difficult problems. In the discussion section, students can better exercise their critical thinking ability and problem solving ability. In view of how to better understand cultural differences, the mind mapping is mainly used to summarize the knowledge points. The different groups summarize the following views: recognizing the existence of different cultures; respecting the cultures of other countries; being open in mind, and accepting the cultural differences of different countries, etc.

3.4 Elaboration

After the students understand the basic content of the textbook, the teacher will expand their understanding of the content of the textbook. The teacher helps students to understand by asking questions. For example, (1) in which countries do people eat with their hands? In some countries in Southeast Asia, such as the Middle East and India, and in some parts of Africa. (2) In which countries do people like to be closer to them when they talk to them? Such as Italians, Brazilians, Argentinians, Spaniards and so on. (3) The teacher also presents the cultural differences among different countries in the form of exercises (T / F).

- ① Talking loudly at a dinner in an English family. (F)
- ② Wearing a suit to attend a French couple's wedding anniversary. (T)
- ③ Tipping the server in the US. (T)
- ④ Asking your American friend to use only chopsticks to eat when he is in China. (F)
- ⑤ Walking into a Japanese home with your shoes on. (F)

3.5 Evaluation

In the evaluation process, the students should first write a reflection log. What have you learned from this lesson? Have the reading skills been improved? Is the reading skill - mind mapping mastered? Can the open questions proposed by the teacher be better answered? Have you learned how to find a topic sentence? Can you express your views more actively in the group task? When we have different opinions with the team members, how can we communicate effectively to solve the problem?

In class, teachers will also organize mutual evaluation within groups, mutual evaluation between groups, and teacher evaluation. Students can have a clearer understanding of their own advantages and weaknesses, so as to be more clear about their learning goals and effective learning.

4. Conclusion

The application of 5E teaching mode in *Cross-cultural Understanding* contributes to the completion of teaching objectives.

(1) Students learn words and phrases related to the theme of culture, and can apply them to their daily dialogue and writing. (2) Students understand the definition of culture, and how culture influences the way we think, speak, and behave. (3) Students understand the cultural differences in daily life, and can briefly introduce the cultural differences in English.

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