The Teaching Design of English Grammar in Senior High School Based on the Three-dimensional Dynamic Grammar Teaching Theory

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Abstract: *Grammar is an important part of the language knowledge system and a key element in the development of students' language application ability, English teachers should pay attention to the dynamic grammar teaching of "form-meaning-use", turn static grammar teaching into dynamic grammar teaching, and guide students to understand, internalize and produce the grammar in discourse, so that improve students' pragmatic competence. Based on a teaching design of English grammar in senior high school, this paper discusses how to carry out English grammar teaching based on the three-dimensional dynamic grammar teaching theory, and puts forward three suggestions, namely, creating multi-modal discourses to stimulate students' interests; designing multilevel practices to inspire students' explorations; assigning Multidimensional tasks to develop students' potentials.*

Keywords: *Senior High School English; Grammar Teaching; Three-dimensional Dynamic Grammar Teaching Theory*

1. Introduction

Before the 1970s, the main teaching method of grammar was the form of grammar (focus on form). As Hymes put forward the communicative competence function of language teaching in 1970, the focus of grammar teaching shifted from form and function to meaning [1]. The natural method and the communicative method have focused on the meaning and usage of grammar since the 1980s. After the change of grammar teaching center, it is a basic consensus for scholars of the world that its form, meaning and use should be interrelated in teaching. In the English Curriculum Standards of General Senior High School(2017 edition, revised in 2020), the first content of the grammar knowledge section is that "students can realize that grammar used in the language is the unity of 'form-meaning-use', and the ultimate goal of learning grammar is to effectively use grammar knowledge to understand and express meaning in context". The English Curriculum Standards of General Senior High School(2017 edition, revised in 2020) puts forward a three-dimensional dynamic grammar theory of "form-meaning-use", and points out that "English grammar teaching in senior high schools should be guided by the theme, supported by the discourse, and integrated with language knowledge, cultural knowledge, language skills and learning strategies" [2].

At present, English grammar teaching is still unsatisfactory. Teachers' theoretical accomplishment and teaching efficiency need to be improved urgently, curriculum resources are scarce, and at the same time, lots of teachers are in a contradiction between cognition and behavior [3]. On the surface, classroom teaching is orderly and solid. In fact, it separates grammar form, meaning and use, ignoring the application of language in context. Students passively accept grammar knowledge and learn English out of context, classroom teaching stays at a limited level of grammar knowledge without communication and application. Although teachers have repeatedly speculated the same grammar content, students are still ambiguous, and their languages are full of mistakes and omissions in practical application. Such static grammar teaching has greatly hindered the development and improvement of students' language application ability. In the current new curriculum reformation, how to optimize grammar classroom teaching and develop students' language application ability is an important issue, teachers need to think about it. Considering the existing problems in English grammar teaching in senior high schools, this paper explores how to design and implement grammar teaching activities based on the three-dimensional dynamic grammar teaching theory, it is combined with a teaching design of a senior high school English grammar lesson, to seek the way to cultivate students' grammar

awareness and comprehensive application ability.

2. The Three-dimensional Dynamic Grammar Teaching Theory

In the late 1980s and early 1990s, Diane Larsen-Freeman, an American applied linguist, put forward three dimensions of language. Subsequently, in 1995, Larsen-Freeman echoed the three dimensions with morphological Morphsyntax, Semantics and Pragmatics in traditional linguistics, as shown in Figure 1. Then, based on this theory, Larsen-Freeman proposed that grammar should not be a single and static language structure and rules. On the contrary, grammar is an important resource that can produce meaning and properly apply language to real communication. Grammar is a dynamic, developing and cultivatable skill.
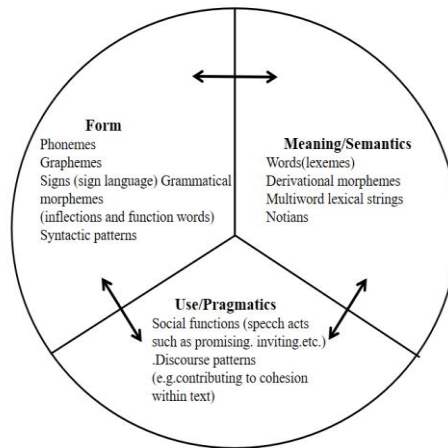

Figure 1: The Connotation of the Three-dimensional Grammar Framework.

From the aspect of language communication, Larsen-Freeman puts forward the three-dimensional grammar teaching theory and holds that grammar in foreign language teaching includes three dimensions, namely, the form, meaning and use of grammar, as shown in Figure 2. The real mastery of a grammar project should be reflected in the flexible use of language form, semantics and pragmatics [4].
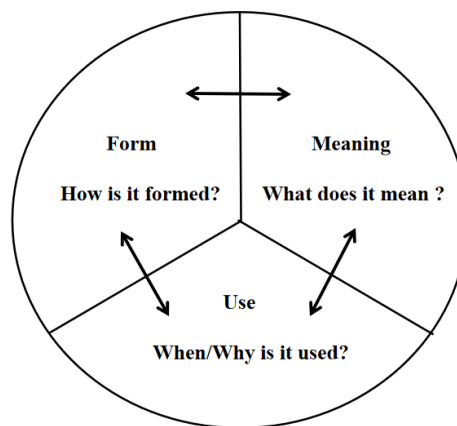

Figure 2: The Three-dimensions of Grammar.

Larsen-Freeman believes that grammar is a complete system composed of form, meaning and usage, and the three elements interact and influence each other. "Form" involves lexical and syntax; "Meaning" refers to the original meaning of a language form out of context, that is, its dictionary interpretation; "Use "refers to the intention that people achieve by using language in a specific context. Grammar teaching in this framework is a dynamic process, and its goal is to use grammar correctly, meaningfully and appropriately.

3. The Teaching Design Based on the Three-dimensional Dynamic Grammar Teaching Theory

3.1. Teaching Analysis

3.1.1. Analysis of the Teaching Material

This lesson is based on the Senior High School English Textbook published by People's Education Edition (2019), which is a textbook carefully revised based on new standard English under the background of the new college entrance examination reform, and it aims to meet the development needs of the new era. In terms of content structure, the PEP senior high school English textbook (2019) contains a theme in every unit. Each unit develops in the order of listening and speaking, reading and thinking, discovering useful structures, listening and talking, reading for writing, assessing your progress, project and video time. Among them, "Discovering Useful Structures" is the grammar section of every unit, the grammar of this lesson is Present Continuous Passive Voice. Its content consists of various grammar activities and exercises under the guidance of a thematic task. Different from the old textbooks, PEP senior high school English textbook (2019) doesn't directly present grammar but guide students to discover grammar rules by presenting various language materials, and then combining various activities and exercises to help students consolidate their grammar knowledge. The grammar part of PEP senior high school English textbook (2019) follows the sequence of "grammar presentation--grammar practice". The teaching content of this lesson is the grammar section in Unit 2, Compulsory 2, PEP senior high school English textbook (2019). The central topic of this unit is "Wildlife Protection", which is of great concern and importance all over the world at present. This theme belongs to the category of "man and nature" among the three theme contexts "man and self, man and society, man and nature", and it belongs to the theme group of "environmental protection" in this context. This thematic context organically permeates emotions, attitudes and values. The lesson combines the content learned in the front part with the content that will be learned in the following part of this unit, it integrates the language skills of listening, speaking, reading, viewing and writing, students internalize and master the target grammar of this unit, and finally achieve the goal of communicating by using the grammar.

3.1.2. Analysis of the Students

The students are seniors. They have already learned the Present Continuous Tense and Passive Voice. They know something about the Present Continuous Passive Voice, but they can't use it flexibly, so teachers should pay attention to the meaning and application of this grammar. After half a semester learning, students have trained in the relevant language ability, learning ability, thinking quality and cultural awareness, students have acquired the ability to acquire and process information, analyze and solve problems in English learning. The topic of this unit is close to students' cognition, the students understand the necessity and importance of wildlife protection. By learning this lesson, students can realize the living conditions, crises and problems that the wild animals and plants are facing, form a correct awareness of protecting wild animals and plants, and be aware of the harmonious development between man and nature. In addition, the students are flexible. Teachers should pay attention to the interest of grammar teaching, make full use of various resources, design activities from the easy one to the difficult, step by step, to keep students' interests in learning English, and make them willing to participate, dare to participate the activities. Finally, they master new grammar knowledge.

3.1.3. Teaching Objectives

Based on the New English Curriculum Standards for Senior High Schools and the analysis of the teaching materials and students, the teaching objectives are designed as follows:

By the end of this class, firstly, students are able to understand the theme and connotation conveyed by multi-modal discourse, effectively obtain information, accurately summarize the form and meaning of grammar, and flexibly use the Present Continuous Passive Voice in the context; secondly, students acquire vocabularies related to wildlife protection, have a deeper understanding of wildlife protection, seek reasonable ways and methods for wildlife protection, and cultivate critical thinking and innovative thinking; Thirdly, we can build a sense of ownership, start from themselves to publicize and popularize the importance of protecting endangered animals, and to enhance their sense of social responsibility and mission.

3.2. Teaching Ideas

Grammar is the code of action to guide people to use language correctly. It comes from daily life

and is used in communicative activities. The real mastery of a grammar item should be reflected in the flexible use of language form, meaning and use. The teacher considered the following points in the instructional design of this grammar lesson:

3.2.1. The Combination of Grammar Teaching and Discourse

Functional grammar holds that discourse is conducive to the understanding of grammatical meaning, and learning grammar in discourse enables students to understand grammatical items through coherent meaning, students repeatedly contact and are familiar with grammar in meaningful contexts. So the grammar teaching in this section not only pays attention to single sentence input but also introduces authentic discourse from life into the teaching, injecting fresh blood into the grammar class, thus broadening the channels of language input and improving the quality of language input.

3.2.2. The Combination of Grammar Teaching and Situation Application

Combining grammar form, meaning and use can increase students' opportunities for language output. Use is not only a simple exercise, but also a way for students to know in what context to use the grammar item they have learned, and why to use the grammar item. Therefore, the design of this course pays attention to the creation of situations, so that students can use grammar properly in the discourse to improve the quality of language output.

3.2.3. The Combination of Grammar Teaching and Unit Context

The topic of the unit usually brings concrete and vivid meaning to grammar, and you can feel the language form, meaning and use of grammar in the unit text. The combination of grammar and unit context is random and timely. According to the analysis of the teaching materials and students, this instructional design takes "Present Continuous Passive Voice" as the core, takes structure and function as the mainline, organizes and arranges various forms of "unit theme activities" based on students' life experiences and interests. Let students observe, listen and feel the Present Continuous Passive Voice in a relaxed and pleasant language atmosphere, so as to master the Present Continuous Passive Voice in participating in situation activities. After appreciating and summarizing the Present Continuous Passive Voice, students can use language comprehensively to acquire, process and use information, to master the structure and function of grammar knowledge, which truly reflects the effectiveness of grammar teaching.

3.2.4. The Combination of Grammar Teaching and Thinking Cultivation

The teacher guides the students to develop their logical thinking ability, students learn to perceive, observe, analyze and summarize grammar rules, and then they learn to apply grammar. Create a rational situation, guide students to develop their innovative thinking ability in autonomous and cooperative learning, and generate language expressions with practical meanings and norms, instead of learning through the process of direct notification, blunt memory and simple consolidation in traditional grammar teaching.

3.2.5. The Combination of Grammar Teaching and Students' Subjective Initiative

Teacher designs tasks that are both in line with teaching objectives and relate to students' real life to stimulate students' interest in learning. At the same time, with the help of multi-modal forms such as pictures, tables, songs, videos, etc. They can help students understand visually, and they are more conducive to mobilizing students' subjective initiative.

3.3. Teaching Procedures

Step 1: Perception and acquisition

According to the unit theme of wildlife protection, the teacher writes spoken texts and then makes a video that narrates the endangered situations of various wildlife in the first person. When recording the video, the teacher makes sure that the spoken text is rich in target grammar, and pays attention to emphasizing the target grammar by changing intonation and stress. Video subtitles should be marked with red and bold the target grammar. Before students watch the video, the teacher reminds them to pay attention to the bold part of subtitles and the form and meaning of sentences with different intonation and stress.

The teacher presents the video discourse through power-point presentations, and at the same time, highlights the Present Continuous Passive Voice and Present Continuous Tense in the discourse. Students discuss and analyze in groups which sentences in this discourse contain Present Continuous

Passive Voice and which ones contain Present Continuous Tense, and pay attention to the similarities and differences between them. After that, Students sum up the form of Present Continuous Passive Voice--am/is/are+being done, and discuss the specific usage and significance of Present Continuous Passive Voice passive in sentences.

Justifications: Video is a way which combines images, sounds and words, students cooperate to express ideas, introduce the theme of this lesson more vividly, intuitively and naturally, and present a new grammatical structure. When watching the video, students use both vision and hearing to connect the old and new knowledge, understand the meaning and form of the target grammar in the real context created by the short video. In the process of text conversion, the teacher should focus on the difference in difficulty between written and spoken texts, and by simplifying the text language, the difficulty is moderately reduced to ensure that students can understand the language materials.

Step 2: Training and internalization

Activity 1: The teacher presents the pictures related to the topic of wildlife and the description of the contents of the pictures (the contents should include the target grammar), and asks the students to match the pictures and texts.

Activity 2: The teacher presents the GIFs and introductions that contain the target grammar and are in line with the wildlife topic. After students read them, they have a short turn of questions and answers. Q: What happened to the animals? A: It is being killed/protected.

Activity 3: The teacher plays a video introducing the wildlife in his hometown, lets the students fill in the blanks with the target grammar after watching it and complete the text of the video content (as follows);

In the wetland of my hometown, there are many different kinds of animals, including wild birds, fish, snakes, insects, and so on. When I was in primary school, I often went there with my friends to watch the birds and study them. That was an interesting place for all of us. But things have begun to change in recent years. Small birds_____(catch) with nets. Wild ducks_____(sell) at food markets. Fish and snakes_____(kill) for food in restaurants. And even worse, the wetland (destroy). Some parts_____(cover) with new houses. You can see rubbish everywhere. The wetland_____(pollute) seriously every day. I am very worried about it. What can we do?

Activity 4: After students read aloud, the teacher removes the discourse, lets the students work together to create a new video report, introduces the wildlife in their hometown, and asks a representative to give a new dubbing explanation to the video.

Justifications: The theme of this unit is about wild animals. Therefore, no matter what kind of deductive activities, the teachers should design situations related to wild animals, and the difficulty of activities is gradually increasing. In activity one, students' learning is static and semi-controlled, which only needs to understand information, and does not involve information reorganization. In activity two, students should not only understand information, but also use known knowledge to reorganize information, and the information interaction also changes from teacher-student interaction to student-student interaction. In activity three and four, students should not only understand but also make new dubbing to simulate real situations communication. In the process of completing these activities, students demonstrate their understanding of the grammar-the Present Continuous Passive Voice, and gradually internalize it.

Step 3: Application and innovation

Activity 1: The teacher distributes news about different animal protection issues to two students in the group. After reading, the two students have a dialogue, ask and answer questions, to exchange the news information they read.

Table 1: Problems and suggestions for wildlife protection.

Student	Problems	suggestions
1		
2		
3		

Activity 2: The teacher presents different kinds of pictures about the harm to wild animals caused by human activities, divides students into groups, and asks the group leader to investigate the group members' suggestions and problems of wildlife. After the group leader completes the intra-group

investigation and interaction between groups, he/she reports the investigation results to the whole class verbally. Finally, complete the form, as shown in Table 1.

Before the activity, the teacher conducts a demonstration interview with a student to give examples and guide the students to ask questions or give suggestions by using the target grammar--Present Continuous Passive Voice.

Activity 3: Teachers ask students to collect more resources after class, and work together in groups to make animal protection posters to ask people to protect animals (using target grammar as much as possible in language), and add relevant beautiful pictures to increase the expression effect, they can also use social platforms to publish posters, to call on everyone to contribute to environmental protection, they can share the posters by sending them to WeChat groups, initiate thematic discussions, appreciate and evaluate each others' posters, and score the best poster.

Justifications: Communicating in real situations requires a higher ability of students. To ensure the participation of students with different abilities, the same activity is divided into different levels of difficulty. Students can choose the appropriate level according to their language ability, and form a learning community. The level of Activity one is to exchange information about wildlife protection which get through news in the form of question and answer, and it is a communication activity with an information gap, aiming at guiding students to use the target grammar, Present Continuous Passive Voice, to describe wildlife protection issues accurately, expressively and appropriately; The level of Activity two focuses on the development of thinking while paying attention to the language. Students should not only describe the problem but also put forward personalized wildlife protection suggestions by using the target grammar, it requires students to make oral discourse. At this time, students should also pay attention to the cohesion and coherence of the discourse. Activity three is a task that can be placed at last. It is the comprehensive application of listening, speaking, reading, viewing and writing skills. Students construct the written text using the target grammar through information collection, data analysis and oral communication, to accomplish real-life tasks appropriately and properly.

4. Teaching Implications

4.1. Creating Multi-modal Discourses to Stimulate Students' Interests

With the support of modern technology, teachers can provide students with vivid multi-modal discourses, and help students activate their existing background knowledge and understand new knowledge. Modality refers to the interaction between human beings and the external environment (such as people, machines, objects, animals, etc.) through senses (such as vision, hearing, etc.) [5]. Compared with text-only discourse, multi-modal discourse is more vivid and effective in creating thematic context, conveying cultural connotations and stimulating students' interest [6]. Grammar teaching methods including GIFs, charts, images, videos or audio can contextualize abstract and complex grammar knowledge, attract students' attention, and encourage them to observe the target grammar rules and understand how the target grammar participates in the expression of discourse meaning in context, thus reducing learning difficulty and improving learning efficiency.

4.2. Designing Multilevel Practices to Inspire Students' Explorations

"English studying is first learning and then teaching, and teaching serves learning" [7]. Through autonomous learning, students analyze the discourse theme preliminarily. Summarizing language knowledge is a task-driven self-study and a more effective way of learning. Students' knowledge gained through autonomous learning is stronger, and their understanding of grammatical phenomena is deeper. The whole teaching process is no longer centered on teachers but highlights students' dominant position. Teachers guide students to think and explore independently in class, which fully stimulates students' learning initiative and learning potential, and improves students' ability of autonomous learning and deep learning. Teachers can guide students to study texts independently through progressive learning tasks, and carry out inquiry activities step by step by combining context and existing knowledge.

4.3. Assigning Multidimensional Tasks to Develop Students' Potentials

Even in the same class, students' learning foundations and learning abilities are different. When teachers use three-dimensional grammar theory to teach, they should pay attention to each student's

different grammar levels. Every student doesn't need to master the same grammar at the same time. Though every class contains three aspects of grammar: form, meaning and use, not every student are required to master these three aspects firmly. Based on students' actual learning levels, teachers should explain and design the knowledge in a hierarchical and focused way. At the same time, teachers can assign different homework for students with different learning levels, or according to their different learning interests, adopt diversified learning materials.

5. Conclusions

Grammar is an important aspect of English teaching. In grammar teaching, teachers should apply the concept of three-dimensional dynamic grammar teaching in a flexible way, instead of just paying attention to whether students memorize and master grammar rules, teachers should create contexts according to the unit themes of textbooks, integrate grammar knowledge into the theme discourse, design comprehensive learning activities, turn static grammar teaching into dynamic grammar teaching. namely, teachers focus on creating multi-modal discourses to stimulate students' interests, designing multilevel practices to inspire students' explorations, and assigning Multidimensional tasks to develop students' potentials. Through observing, discovering, analyzing, classifying and applying grammar in activities, students can integrate language knowledge and language skills. In the process of listening, speaking, reading, writing and viewing, students can cultivate comprehensive application ability and gradually improve the core quality of English.

Acknowledgments

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