A Study on the Three-dimensional Education in Foreign Language Majors

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Abstract: This study examines undergraduate foreign language majors and their teachers. It uses questionnaire surveys and structured interviews to explore their perceptions, needs, and views on the effectiveness of the Three-dimensional Education Model. The results show that students acknowledge the value of the model, but their understanding of its core ideas is limited. They show strong needs for professional practice and career guidance. Teachers and counselors play a notable role in the process. Students value practical and cultural components, while research and administrative aspects appear less effective. The study recommends clarifying stakeholder responsibilities, improving coordination mechanisms, and strengthening industry–education cooperation to expand practical learning opportunities. These findings offer empirical support for the model's implementation in foreign language programmes.

Keywords: Three-dimensional Education; Foreign Languages; Cultivation; Effectiveness

1. Introduction

English, as an international lingua franca, is becoming increasingly important. Proficiency in English is now a core component of a nation's strategic capabilities, serving as a key indicator of its level of global engagement and openness. Within this context, the study of English is no longer merely an academic discipline. Instead, English majors have become a crucial pillar in building a country's capacity for international communication. This evolving landscape of global communication and national strategy has prompted a re-evaluation of educational paradigms. In recent years, the concept of Three-dimensional Education has gradually become an important guiding model for the current education reform, emphasizing the all-round development of morality, intelligence, physical fitness, aesthetics, and labor, prompting educators to rethink the goals and methods of education.

The implementation of Three-dimensional Education in foreign language majors is not only related to students' language proficiency but also involves the cultivation of their humanistic literacy, moral character, and social responsibility. This means moving beyond rote memorization and toward a pedagogy that encourages students to use their language skills to understand diverse cultures, engage in complex global issues, and contribute meaningfully to society.

However, in current education management, there are still many challenges in effectively implementing this model. Through the investigation on the current situation of Three-dimensional Educationin foreign language majors, this paper aims to reveal the problems and shortcomings in its implementation and put forward corresponding improvement suggestions, so as to provide useful reference for the all-round development of foreign language education. This study takes students and teachers of foreign language majors in an undergraduate university as the research object, focusing on two questions: the current effect of Three-dimensional Educationand how to further improve it. We hope to continuously construct and improve the curriculum education system, fully explore curriculum education resources, and promote the all-round development of students.

2. Three-Dimensional Education and Talent Cultivation of Foreign Language Majors

Three-dimensional Education refers to all staff involved, in the whole process, and in an all-round way, which is the core concept of education work in the new era. Liu et al [1] argued that within the framework of holistic education, the objective of college English instruction has transcended the mere impartation of linguistic knowledge. It now prioritizes the

comprehensive development of students, thereby compelling educators to innovate pedagogical models in response to the talent cultivation demands of the new era. All Staff Education breaks through the limitation of the traditional academic staff as the main body and integrates multiple resources to form a joint force, including full-time academic staff, counselors, administrative staff, enterprise mentors, overseas internship instructors, parents, and other diverse subjects. It particularly emphasizes the role of intercultural scenario education subjects, such as instructors for international conference volunteer services and mentors for foreign language text translation projects. Whole-process Education covers the entire cycle of students from enrollment to graduation, requiring the phased design of education priorities in accordance with the training laws of foreign language majors. All-round education integrates multiple carriers such as curriculum, practice, culture, management, and public service. Foreign language majors need to rely on distinct practice of foreign language majors, such as foreign language culture festivals, Model United Nations conferences, volunteer services in international organizations, and translation practice projects, to integrate educational goals into language application scenarios and realize the coordination of language proficiency improvement and values shaping.

At present, research on Three-dimensional Educationin foreign language majors mainly focuses on the integration of curriculum-based ideological and political education and professional teaching. Tang et al. proposed the Double-helix Integration Model: taking language skills training as the Explicit Helix and values guidance as the Implicit Helix. For example, the Business English course cultivates students' negotiation skills and sense of international responsibility simultaneously through relevant trade cases [2]; translation majors strengthen students' political literacy and intercultural communication skills in specific courses. Research on practical education mainly focuses on exploring educational models. Guo [3] explored the School-enterprise Collaboration and International Linkage models: some foreign language colleges of universities have jointly established translation practice bases with foreign-funded enterprises; some institutions have organized students to participate in Chinese International Education Practice in collaboration with overseas Confucius Institutes to strengthen the awareness of cultural communication [4]. Research on the collaboration of educational subjects mainly focuses on mechanism construction, such as constructing a Three-dimensional Collaboration Mechanism: establishing regular communication meetings, information sharing platforms, and education responsibility lists [5].

In terms of empirical research, the relevant studies mainly focus on the student subject. Research on foreign language majors mainly focuses on the penetration of ideological and political elements in the entire process of "Pre-class, While-class, After-class", emphasizing effectiveness and situationality, realizing the whole-process education, and finally exerting the value-oriented role of courses to achieve the curriculum education function [6].

3. Research Design and Methods

This study mainly conducts the questionnaire, supplemented by structured interviews. For teachers, factors such as professional title and position were considered. For students, factors including grade, major, and gender were taken into account. The sampling is carried out to reflect heterogeneity and full coverage as much as possible.

A total of 40 teachers questionnaires were distributed to teachers, and 39 were retrieved, with an effective rate of 97.5%; a total of 1,375 student questionnaires were distributed, of which 1,372 were returned, for an effective return rate of 99%. The interview results are only used as supplementary analysis for the questionnaire and not directly included in the quantitative analysis. The questionnaire includes basic information, objective questions, and subjective questions. The content covers four basic issues of Three-dimensional Education, including the understanding of the connotation and role of Three-dimensional Education, the attitude towards Three-dimensional Education, the understanding of educational carriers such as curriculum education, cultural education, and management education, and the satisfaction with the Three-dimensional Education in the current college. The interview outline puts forward three questions from the aspects of problems, evaluation, and optimization of Three-dimensional Education: What are some effective practices of the Three-dimensional

Education? To what extent has the role of Three-dimensional Education been fully realized? What are the existing problems and shortcomings?

4. Findings

4.1 Findings from Teachers Questionnaire

4.1.1 Three-dimensional education: a gap between teacher recognition and practice

Teachers serve as both the accountable bodies and the executing agents of Three-dimensional Education. Consequently, their attitudes toward it fundamentally determine its implementation outcomes. The survey findings indicate that teachers possess a sound understanding of Three-dimensional Education and widely express a strong desire to play an active role in their instructional practices.

A total of 39 teachers were sampled for this questionnaire survey. Regarding role distribution, specialized course teachers constituted 84.62%, division-level cadres 7.69%, and counselors 7.69%. The distribution of teaching experience was as follows: 0-5 years (20.51%), 6-10 years (12.82%), 11-15 years (17.95%), 16-20 years (20.51%), and others (28.21%). The professional titles of the participating teachers covered a broad spectrum: teaching assistant (17.95%), lecturer (41.03%), associate professor (17.95%), professor (7.69%), and others (15.38%).

An overwhelming majority of teachers demonstrated a high level of recognition toward Three-dimensional Education. Specifically, 74.36% considered the integration of ideological and political elements into specialized courses, public courses, labor education courses, or practical courses as "very important," while another 17.95% regarded it as "relatively important."

4.1.2 The practice of ideological and political education in courses: a gap between teachers' cognition and implementation methods

Survey results demonstrate strong faculty support for the Curriculum Ideology and Politics reform, with 86.92% of teachers recognizing its significant role in enhancing students' ideological and political education. While 82.05% actively endorse the initiative and are prepared to implement it personally, 17.95% express agreement contingent upon observing their colleagues' practices first.

The survey identified the following ideological-political elements that teachers affirmed the suitability for integration into their courses or roles: a patriotic commitment to national revitalization (82.05%); a sense of professional responsibility and dedication(69.23%); integrity as a moral foundation(66.67%); etiquette and respect for educators(56.41%); a rigorous and conscientious academic attitude(79.49%); and a scientific outlook focused on truth-seeking (64.10%). The "other" category accounted for 7.69%.

Teachers have different understandings of integrating ideological and political elements into the classroom. 30.77% of the teachers believe that ideological and political elements should be introduced through classroom cases, 28.21% think that hot issues should be skillfully utilized, 25.64% believe that teachers should set an example by their own conduct, and 12.82% believe that examples should be given for analysis. After research, it was found that the biggest difficulties of "curriculum-based ideological and political education" are as follows: the difficulty in mining ideological materials in the course is high (38.46%), the mastery of integration methods is not flexible (38.46%), the experience in ideological and political education is insufficient, and there is a lack of confidence (12.82%), the time for explaining the course content is squeezed out (5.13%), and there is a lack of incentive mechanisms, resulting in insufficient motivation (5.13%).

4.1.3 Challenges in the current three-dimensional education

The primary challenges perceived by teachers in implementing Three-dimensional Education included: insufficient student-faculty ratio and lack of effective management measures (71.79%); unclear responsibilities (51.28%); work-time conflicts hindering participation in student activities (43.59%); inadequate regulatory systems (41.03%); and a lack of democratic appraisal mechanisms (33.33%). Other issues accounted for 15.38%.

In the questionnaire, teachers also self-identified key areas for improvement in Three-dimensional Education. Regarding all-round education, how to achieve organic linkage was cited by 41.03% of respondents. Furthermore, 38.46% pointed to the need for forming a systematic mechanism for all-staff education, while 20.51% highlighted achieving effective cohesion in whole-process education as a priority.

4.2 Findings from Students Questionnaire

4.2.1 Strong focus on practical skills and the need for diverse ways to improve overall abilities

The students participating in this questionnaire survey are from English major(48.91%), Business English major(20.19%), Translation major(15.52%), and Japanese major(15.52%), which is in line with the proportion of the number of students in each major. Students generally believe that the stage of rapid development of comprehensive quality is concentrated in the first three years, among which the fastest developing stages are the second year(38.78%) and the first year(26.17%) of college. During the interview, students think that the basic courses in the first and second years are sufficiently arranged, and suggest adding professional practical courses to promote the integration of theory and practice more quickly and facilitate the in-depth development of their professional abilities.

In the process of personal growth, students have high requirements for the improvement of professional literacy. Among them, students majoring in English and Japanese have the highest demand for academic guidance. Through cross-analysis, it is found that in addition to academic guidance (76.6%), most students believe that career development guidance (77.33%) needs to be strengthened, and students of all majors and grades have a high demand for career development guidance. During the interview, students think that there are insufficient opportunities for professional internships, and most courses contain pure theoretical content; they hope to actively participate in practice.

In terms of the improvement of personal comprehensive literacy, students believe that professional practical teaching courses (65.52%), social practice (53.28%), professional internships and probation (48.62%), student club activities (43.29%), and volunteer services (42.78%) have a great impact on the improvement of their comprehensive literacy. 75.58% of the students agree that the second and third classrooms have a great impact on the improvement of comprehensive literacy, and they think that more offline and off-campus activities should be held. In addition, the survey finds that students' recognition of work-study programs, innovation and entrepreneurship activities, theme class meetings, and mental health education is not as high as that of the above-mentioned activities. During the interview, students think that the arrangement of league day activities should be more diverse, and suggest going out of the campus to carry out rich and colorful league day activities, such as volunteer services and practical activities; they also suggest carrying out cooperative exchanges with other brother colleges.

4.2.2 A move from single to all-staff education, leading to a greater demand for diverse educational platforms

In terms of educational subjects, students think that full-time academic staff, academic mentors, counselors, peers, and parents have a great influence on their ideological and moral quality, while logistics staff, management personnel, and other social personnel have a general influence on their own development. In terms of educational carriers, students think that practical (66.91%), cultural (67.86%), curriculum (59.26%), and psychological (65.31%) ones have a great impact on their development, while scientific research, funding, management, and service carriers have a general impact on their development. During the interview, students generally agree that the educational subjects of the college have achieved good educational effects, but they suggest that in addition to the arrangement of theoretical courses, practical guidance groups and practical guidance teachers should be added in the practical link to improve the guidance of practice and probation.

In terms of the leading role of education, 80% of the students think that the activities of students organizations have a great influence on the development of their ideological and moral quality, and 96% of the students are satisfied with the leading role model of elite students.

4.2.3 While significant progress has been made in education, the following challenges remain

From the perspective of the overall effect of educational work, the survey shows that 70% of the students are satisfied with the educational effect of their college, and another 27% think that the educational effect is at a general level. At the same time, students put forward specific suggestions for the optimization of educational work, mainly including: innovate the form of education and reduce formalistic activities; smooth the communication path with students and improve the efficiency of handling affairs; strengthen the timeliness of services, improve the publicity system of educational work, and

further enhance the pertinence and effectiveness of educational work.

In the dimension of teachers' ethics evaluation, the students participating in the survey generally think that the overall situation of teachers' ethics in their college is good. Specific data shows that 84% of the students recognize that the academic staff in their college have good professional ethics. In addition, from the perspective of personal development needs, students put forward optimization suggestions for combining the construction of teachers' ethics with teaching guidance, focusing on strengthening the guidance of students' career planning and practical ability, and expecting teachers to further give play to their professional advantages in the practical teaching link and strengthen the cultivation of students' professional literacy.

5. Conclusions and Discussions

Through the investigation on the current situation of Three-dimensional Education, the following basic conclusions are drawn. First, students have a high recognition of Three-dimensional Education, but their understanding of the connotation of Three-dimensional Educationis not specific enough. Second, students have a high demand for practice in Three-dimensional Educationand hope to have more practical opportunities. Third, the role of educational subjects and carriers shows differentiated characteristics, and students' attention to characteristic needs such as career development guidance and cross-college cooperation and exchange is significantly higher than that of other service needs. The main subjects of moral education include administrative personnel, full-time academic staff, student affairs center, and logistics personnel, forming a systematic and hierarchical educational subject system. Cai [7] explored both counselors and academic staff play crucial roles in higher education. In this educational subject system, counselors and full-time academic staff constitute the core agents, and administrative personnel and logistics personnel serving as crucial contributors. The fundamental path to implementing the 'Three-dimensional Education' principle in college English is to construct a systematic teaching model that deeply integrates ideological and political education into the entire teaching process, all teaching elements, and across all educational dimensions [8].To better promote the work of Three-dimensional Education, on the basis of clarifying the responsibilities of each educational subject, we should construct an organizational, coordinated, and linkage mechanism with clear responsibilities and interactive cooperation, gather the joint force of educational subjects, and stimulate the motivation of educational subjects.

In the context of the second and third curricula, we should fully recognize that practical education is a key link in implementing the fundamental task of moral education. The construction of a "Three-Classroom Linkage" collaborative education model serves as a key practical pathway to implement the "Three-dimensional Education" principle in college English, which is achieved by deeply integrating the First Classroom (theoretical instruction), the Second Classroom (on-campus practice), and the Third Classroom (social practice) into a seamless educational ecosystem [9]. The construction of a deeply integrated and collaborative mechanism between the First and Second Classrooms serves as the fundamental pathway to achieve the goal of "Three-dimensional Education" in college English, by forming a synergistic educational ecosystem that bridges theoretical instruction with practical application [10]. Under the guidance of the spirit of deepening the integration of industry and education and school-enterprise cooperation, we should offer more chances for students to go out of the campus and enter the field of professional construction, and organize more professional practice, employment and entrepreneurship practice, grass-roots volunteer services, etc., to help students improve their socialization ability and guide students to serve their own communities. We should highlight standardized organization, strengthen professional guidance, consolidate base construction, enhance technical support, and strengthen work measures, so as to continuously improve the participation, coverage, and audience of students' social practice activities, and guide college students to aspire to be good young people in the new era who have ideals, dare to take responsibility, are able to endure hardships, and are willing to struggle.

Acknowledgement

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