

A study of modern college english education and teaching practice from a multicultural perspective

Yahong Li

School of Foreign Languages, Yunnan Minzu University, Kunming, 650500, China

Keywords: Multicultural perspective; College English education; Teaching practice

Abstract: English teaching(ET) in the 21st century is facing enormous challenges in the multicultural era. Intercultural communication skills and sensitivity to foreign cultures have become essential basic skills for contemporary people. With the continuous deepening and development of economic globalization and cultural pluralism, current education and teaching are interacting and colliding with each other under the wave of multiculturalism. The teaching of many disciplines and courses is gradually developing towards integration and integration. As the most widely used second language in the world, English has become an important tool for economic, political, and cultural exchanges among countries, and it has gradually become a necessary language skill for social communication today. This paper studies the contents, forms and main methods of college English teachers' teaching reflection from a brand-new perspective-multicultural perspective. Its purpose is to improve and promote the unique "practical knowledge" of college English teachers, so that they can acquire self-development awareness and independent professional development ability. Make the teaching theory level of college English teachers, such as the understanding of reflective teaching concept, be continuously improved; At the same time, it provides operational strategies for cultivating reflective teachers who adapt to the characteristics of multicultural times, have certain reflective ability and can effectively carry out multicultural education.

1. Introduction

With the development of globalization and the increasing frequency of international exchanges and cooperation, China urgently needs excellent foreign language talents with international vision, knowledge of international rules and proficiency in international business [1]. However, the traditional college ET classroom lacks interactive communication, pays attention to the instillation of theoretical knowledge and ignores the cultivation of students' practical English application ability. There are some problems such as the lack of interactive subject, empty interactive content, single interactive means and a mere formality, which makes it difficult for the cultivated students to meet the social needs. Moreover, with the fact of globalization and integration today, the existence of multiculturalism as a fact: the diversity and difference of existing cultures has become an indisputable fact [2].

In China, since the reform and opening up, people have increasingly felt that the trend of multicultural development in China is unstoppable. The transformation of social economy has resulted in the birth of multiple social interest groups and their rationalization of status, resulting in the formation of various forms of ideas and values; The increasing degree of social openness has increased the opportunities for contact and exchange between local and foreign cultures, resulting in increasingly close relationships, leading to the emergence of many new and different cultural forms [3]. However, there are some problems in the current English education in China's universities, such as outdated concepts, teaching content that is disconnected from employment needs, and insufficient attention paid to the professionalism and application ability of English. The existence of these problems and the development of society require that the ET mode in universities must be reformed. It is the requirement of the times to take vocational ability cultivation as the new direction of the reform of the ET mode in universities, It is also a requirement to meet students' own development needs [4]. Therefore, university should firmly grasp this direction, explore strategies for college ET reform aimed at vocational ability cultivation, improve the quality of college ET,

enhance students' competitiveness in employment, and cultivate more professional English talents for society.

There is an inseparable dialectical relationship between culture and language. Language is not a symbol system independent of the cultural system, but one of the elements of the cultural system, and it is the basis for the existence of other elements that constitute the cultural system. This is a widely accepted view at present [5]. Since culture and language are inseparable, foreign language learners can really acquire a language only if language development and cultural development are synchronized, that is, to achieve the best synchronization between second language acquisition and second culture acquisition. Reflected in teaching, cultural teaching should be synchronized with language teaching and organically combined [6]. To achieve substantial progress in culture teaching, it is necessary to focus on the most important communicative function of language, organically combine language forms and cultural content, allow native culture and second culture to interact, and allow culture teaching to promote the development of language teaching. Multicultural education requires teachers to conduct continuous and systematic reflection from a multicultural background, taking their own education, teaching thoughts, and teaching behaviors as research objects, in order to solve problems they have never encountered before in their teaching, and thus become a researcher; Teachers are required to consider this continuous reflection not only as a research method, but also as a lifestyle of their own. In this teaching and lifestyle, teachers realize their heavy responsibilities and closely connect themselves with their target audience, namely, students. While developing themselves, students also make progress, promoting common improvement between both parties.

Through the analysis of the current research situation, we can see that the research on reflective teaching practice is still weak, especially the research on reflective teaching of college English from a multicultural perspective, and there is a lack of research on what English teachers should reflect on and how to operate in a multicultural perspective. Therefore, based on the existing research results, the author takes the reflective content, reflective form and approach of college English reflective teaching from a multicultural perspective as the focus of this research.

2. The Significance of Constructing Vocational Competence-oriented College English Teaching Model

2.1. Constructing a cultural and educational system with humanistic characteristics

In college ET, educators should purposefully introduce cultural education goals, implement multiple teaching strategies, guide students to scientifically analyze the differences between various cultures, encourage them to consciously and actively understand various cultural phenomena, and improve students' cultural knowledge level. Generally, clarifying teaching objectives is the first step in constructing a teaching system, which requires teachers to establish teaching objectives first, and then formulate teaching strategies based on them. In traditional English classroom teaching activities in university, the cultural ideology of taking teachers as the main body of classroom teaching has been formed, and students are relatively passive in the process of English classroom teaching. In this situation, the subjective initiative of college students cannot be effectively exerted, and the quality of English classroom teaching is generally low. Therefore, by strengthening the cultural awareness of the main body in college English classroom teaching, students can enhance their dominant position in the classroom, enable them to actively participate in classroom teaching, and create a good atmosphere for English classroom education and teaching [10]. For example, college English teachers encourage students to participate in the selection of teaching content and curriculum design in the process of classroom teaching, thus strengthening their cultural awareness of classroom subject. However, from the perspective of college English classroom teaching quality, the strengthening of college students' subjective cultural awareness does not mean the weakening of teachers' position in classroom teaching. On the contrary, teachers should scientifically guide the content and mode of classroom teaching to ensure the quality of English classroom teaching in the process of infiltration of subjective cultural awareness. Gradually form the ability to adapt to a

multicultural society. And make physical, mental, ideological and moral development and improvement; Secondly, English teachers are constantly getting opportunities for development and improvement in the teaching process, so as to improve themselves in all aspects.

Based on the teaching requirements of college English courses and the guiding goals and values of multicultural education, targeted additions and deletions should be made to the content of teaching materials, especially if the content related to culture contains cultural discrimination, and various knowledge and perspectives should be provided to students from a diverse perspective to make the teaching content both logical and consistent with their physical and mental development. Looking at students' life experiences can also meet their multicultural needs. In addition, with the widespread use of multimedia assisted teaching methods, English teachers can turn originally uninteresting language knowledge into vivid cultural information through playing audio and video materials in teaching, making language and culture teaching vivid and colorful for students, thereby promoting the organic integration of language and culture, while providing students with diverse cultural knowledge learning channels, thereby promoting the development of college ET.

2.2. Implement a reasonable cultural evaluation mechanism

In the process of establishing and improving the college ET system, English teachers should actively organize various forms of cultural exchange activities to provide students with a professional cultural exchange platform. In addition, teachers should continuously strengthen students' awareness and ability of cultural discrimination, prevent cultural idolatry and cultural inferiority, guide them to analyze the cultural characteristics of different ethnic groups and the similarities and differences between various languages and cultures from a multicultural perspective, and correctly treat Western culture. As an important component of college English education and teaching, innovation in teaching subjects, teaching objectives, teaching strategies, teaching evaluation, and other related content directly affects the quality of college English classroom teaching. However, influenced by traditional teaching concepts, college English teachers' recognition of teaching subjects cannot meet the requirements of teaching ecological theory in the new era, and the formulation of teaching objectives deviates from the requirements of social development for versatile talents, The formulation of teaching strategies lacks the participation of college students, and a single teaching evaluation system cannot provide scientific guidance for teaching work.

In view of the above problems, the innovation of college English education and teaching from the multicultural perspective can realize the cultivation of compound English talents through the following points. The construction of college ET mode with the purpose of vocational ability training is the demand of society for talent training. Under the environment of China's market economy, foreign trade is becoming more and more frequent. Only by improving the popularity of English, the English level of each student and the professional English ability of different majors can students enter the society and feel that they are well prepared and useful when they go to work, so that they will not panic and have stage fright. In addition, cultivating students' professional ability is students' own development needs. With the expansion of universities, the competitive pressure of many students is infinitely increased after graduation, and even some students are facing the embarrassing situation of "adventureland". Only by constantly improving their comprehensive ability and making themselves more competitive in the talent market can they stand out and seek jobs that they like and are suitable for. In the stage of university, students' professional ability training is regarded as a guiding teaching mode. It is beneficial for students to quickly adapt to the post demand in the employment position, realize the seamless connection between school and employment, shorten the internship period, quickly adapt to the role, solve the problems encountered in the post independently, and "get ahead of others" in the employment process.

In the multi-dimensional interactive teaching model of college English, various teaching factors are organized to promote the interaction of multi-dimensional factors in classroom teaching, classroom teaching and extracurricular activities, and English learning and professional knowledge. The core purpose of this interactive mode is to stimulate the enthusiasm and initiative of students in

English learning, improve their reading comprehension ability through normalized English listening and speaking training, and ultimately improve their comprehensive English application ability. Finally, university should establish practical ET goals based on their own college students' English literacy and abilities, select appropriate ET materials, pay attention to practice and innovation in teaching, and cultivate and exercise students' cultural literacy. Only in this way can we formulate teaching objectives that meet the professional characteristics of university, point out the direction for further development of teaching activities, better promote the development of cultural teaching, and comprehensively improve the quality and level of teaching.

3. A study of modern college english education and teaching practice from a multicultural perspective

3.1. Constructing Employment Related College English Teaching Modules

In ET in university, in addition to traditional theoretical study, we should also build teaching modules directly related to employment. These modules of English listening, speaking, reading and writing are relatively independent and mutually infiltrated. In addition to these basic English knowledge, teachers' image as instructors of "preaching, teaching and dispelling doubts" should further add professional English to daily ET and pass it alone. Plan students' English development steps in the future work, answer questions for them through students' future career development plan, enhance students' further understanding of English work content involved in enterprise posts, and exercise students' English communication and coordination ability in a targeted manner. College English education and teaching practice should break away from the shackles of traditional classroom teaching models, and students can choose to "go global" to conduct practical testing of their basic theoretical level of English in social positions. Taking e-commerce students as an example, university can sign a Joint Talent Training Agreement with relevant e-commerce enterprises, and enterprises can provide cross-border e-commerce related positions for students. During this process, college students will be exposed to various content such as designing cross-border trade processes, cross-border trade policies, cross-border trade disputes, etc. Due to cultural differences, college students should learn about the traditional culture, political culture, economic culture, and other aspects of the country where the trade target is located, in order to avoid language misunderstandings or conflicts in cross-border e-commerce activities.

Considering the efficiency of comprehensive evaluation of ET in university, the diversification of evaluation subjects and evaluation forms should be reflected in the construction of ET system. In addition to educators' evaluation of students, mutual evaluation among students, students' self-evaluation and mutual evaluation between teachers and students can be adopted, that is, the combination of formative evaluation and summative evaluation can be adopted to promote students to develop good English learning habits and effectively promote the construction and formation of ET system in university. In addition, students can also increase their knowledge and understanding of multiculturalism through heuristic or cultural knowledge explanation; Secondly, we should pay attention to the application of experiential teaching in practical teaching. In other words, in the process of English culture teaching, it is necessary to correctly handle the relationship between "teaching" and "learning", fully exert the main role of students, strive for students' recognition through more practice and experience, and improve teaching effectiveness. Finally, after the teaching activity is over, it is necessary to let students not only understand foreign languages and cultures, but also have more understanding and understanding of our culture, and understand cultural differences through cultural comparison.

3.2. Constructing Task Based Teaching Content

Multi-dimensional interactive teaching mode is adopted in college English classroom teaching, and a learning task system before, during and after class is established to encourage students to actively participate in classroom teaching activities. In the second dimension, the task-based teaching content system is constructed in four steps. (1) Designing teaching tasks, combining

different design units and topics to optimize teaching objectives, and then designing the content of subject tasks suitable for students according to the teaching objectives. Taking the theme of "Thanksgiving Day" as an example, the teaching objectives are designed first, which include key words and sentences about Thanksgiving articles. (2) Briefly describe the historical origin of Thanksgiving, and discuss with students about the holiday customs and traditional foods involved in Thanksgiving, so that students can understand the significance of Thanksgiving and the different ways of celebrating Thanksgiving in different western countries. (3) Let students know or learn English articles, music, poems and movies related to Thanksgiving, and learn to sing a Thanksgiving song. Classroom presentation can be varied, including dialogue, poetry recitation, PPT presentation, film review, debate, drama and other forms to show the teaching content, so as to involve the group members as much as possible. In addition, we can also use the micro-class teaching form, combine multimedia teaching methods with on-site teaching, encourage students to actively participate, and guide students to combine learning with life practice, listening, reading and practicing. Here, take the text "Friendship" as an example, a 45-minute class, and the teaching steps are shown in Table 1.

Table 1 Teaching Steps for the Lesson "Friendship"

Step	Teaching tasks	Duration (minutes)
1	Students watch micro classes	10
2	Teacher analyzes and explains the vocabulary of the text	10
3	Students listen to standard text and read aloud	5
4	Students follow the text	5
5	Teacher explains the important grammar of the text	10
6	Students complete exercise questions	5

Vivid micro-lessons can arouse students' enthusiasm and interest in learning. Teachers make good use of students' learning enthusiasm to explain the key words and phrases in this lesson, and emphasize the understanding and usage of these words and phrases. Then, play the standard text and read the audio, so that students can listen carefully and then read after it, especially paying attention to the pronunciation of new words and phrases. After reading, let the students further understand and appreciate the thoughts and feelings expressed in the text. Then, the teacher explains the key grammar in the text to help students read and understand better.

4. Conclusions

To sum up, there are still certain shortcomings and misunderstandings in ET in China's current university. The goal and direction of ET is to cultivate students' professional abilities. In the teaching process, professional English content related to their majors is added, and students' English application ability and literacy are trained through discussion, scenario simulation, enterprise practice, and other methods. In the process of college ET, cultural input should not only focus on the culture itself, but also on the understanding and analysis of cultural connotations. To a certain extent, cultural teaching should be an extension and supplement to ET. Therefore, in order to address cultural differences, we need to strengthen cultural input and master certain skills and teaching methods. However, college ET is far more than intensive reading course, and the analysis is relatively simple, so the future research should be more comprehensive and in-depth. Schools should give this full financial support, build a ubiquitous language learning environment, better meet students' multi-level, personalized and differentiated learning needs, and thus better promote the construction of a new college ET model in art colleges.

References

- [1] Karasaliu A. Issues Regarding the Implementation of Translation in [J]. European Journal of Education, 2019, 2(3):15-18.

- [2] Abacioglu M. Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching[J]. *British journal of educational psychology*, 2020, 90(3):11-14.
- [3] Li N, Jiang P, Li C, et al. College Teaching Innovation from the Perspective of Sustainable Development: The Construction and Twelve-Year Practice of the 2P3E4R System[J]. *Sustainability*, 2022, 14(12):33-38.
- [4] Wang Y. A corpus-based study of composite predicates in Early Modern English dialogues[J]. *Journal of Historical Pragmatics*, 2019,20(2):20-30.
- [5] Peng F. Construction and Practical Exploration of "1+1+1" Progressive Teaching Mode in College English: A Case Study of Changsha Normal University[J]. *Journal of Higher Education*, 2019, 36(7):26-34.
- [6] Abacioglu C S, Volman M, Fischer A H. Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching[J]. *British Journal of Educational Psychology*, 2020, 90(9):16-24.
- [7] Meccawy M, Meccawy Z, et al. Teaching and learning in survival mode students and faculty perceptions of distance education during the covid 19 lockdown[J]. *Sustainability*, 2021, 13(8):20-21.
- [8] Cao L. Study on College English Teaching Interaction and Teaching Practice Based on Connectivism from the Neurocognitive Perspective[J]. *Kuram ve Uygulamada Egitim Bilimleri*, 2018, 18(9):66-67.
- [9] Ma Y. A Study of College English Teaching from the Perspective of "Entrepreneurship and Innovation"[J]. 2019,62(4):30-35.
- [10] Ren J. Research Reflections on SPOC Based Teaching Model and Practice in Chinese College English Education (2014-2020)[J]. *International Conference on Big Data and Social Sciences (ICBDSS)*. 2020, 36(4):11-12.