

Research on language education strategies in a multicultural context

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ABSTRACT

Under the multicultural background, language education is faced with challenges such as cultural differences and language ability differences. Based on the social-cultural theory, the communicative language teaching method, and the constructivist language learning theory. It is proposed to improve the effect of language education by creating a culturally inclusive classroom environment, integrating cultural content, promoting the development of multi-language ability and improving teachers' cross-cultural awareness. This strategy can not only contribute to the development of students' language ability, but also enhance their sense of identity with culture and provide useful guidance for educational practice.

KEYWORDS

multi-culture; language education; social-cultural theory

Foreword Globalization has promoted the popularization of multiple cultures in language education. Modern language teaching should not only teach the language, but also consider the influence of cultural differences. Sociocultural theory, communicative language teaching method, and constructivist learning theory all emphasize the importance of language, culture, and learner interaction. Based on these theories, this paper explores strategies for effective language education in a multicultural context and aims to provide educators with a more inclusive and effective teaching framework.

1 The theoretical basis of language education strategies

1.1 Social and cultural theory

Sociocultural theory, proposed by Russian psychologist Vygotsky, emphasizes the close relationship between language, thinking and social interaction. According to this theory, language is not only a tool for transmitting information, but also a carrier of individual thinking and cultural identity. Social interaction plays an important role in language learning, and students understand and master the language through interaction with others, especially with learning partners with cultural background. According to social-cultural theory, learning is not only an individual's cognitive activity, but also a process of socialization. Cultural differences, social background and other factors play a key role in language learning, so language education must take into account the uniqueness of students' culture. In the classroom, teachers should encourage students to learn the language through cooperation, discussion and interaction, so as to create a culturally inclusive learning environment to promote students to better understand and use the language. Culture and language are intertwined, thus, soci-cultural theory provides theoretical support for language education in a multicultural context.

1.2 Communication language teaching method

Communicative language teaching method originated in the 1970s, and emphasizes that the core goal of language learning is to enable students to use language in practical communication. The method advocates promoting the development of language abilities through real language use scenarios, not just memorizing and reciting grammar rules. Communicative language teaching method not only focuses on the accuracy of grammar, but also pays attention to the practical application and communicative function of language. This pedagogy emphasizes the functionality of language, especially how to communicate effectively in daily life. In classroom teaching, teachers encourage students to improve their language ability in practical communication by designing situational dialogue, role-playing, task-based learning and other activities. Students not only learn how to express their ideas and emotions, but also can understand and adapt to the ways of communication in different cultural backgrounds. Communicative language teaching method emphasizes students' subjectivity and encourages students to improve their language ability through interaction, discussion and cooperative learning. This method is especially suitable for language education in a multicultural background, and can help students overcome cultural barriers and improve their ability of cross-cultural communication.

1.3 Constructivist language learning theory

The constructivist language learning theory points out that knowledge is not directly transferred to the hands of students, it is the process that students actively construct their knowledge system in the interaction with the surrounding environment and others. This theory is put forward by Piaget, Vygotsky and others, which emphasizes the initiative and creativity of students in learning. Language learning is considered as a process of social construction. Learners should not only acquire knowledge through listening, speaking, reading and writing, but also construct the understanding and application of knowledge through communication with people, problem solving and discussion. Constructivism attaches great importance to situational learning and advocates that language learning should be completed in real situations, so as to strengthen the meaning and practicability of language. In the context of multiculturalism, the constructivist language learning theory is particularly critical. It not only encourages students to improve their language skills by communicating with people from different cultural backgrounds, but also helps them to further understand and respect cultural diversity. In this process, teachers are not only the transmitter of knowledge but also the guide and promoter of learning.

2 Language education strategies in a multicultural background

2.1 Create a culturally inclusive classroom environment

2.1.1 Respect and understanding of cultural differences

Respecting and understanding cultural differences is a key strategy for language education in multicultural contexts. Every student has its own special cultural background, and these cultural differences not only affect students' language expression mode, but also affect students' learning habits, thinking mode and interaction mode. Teachers should acknowledge the profound impact of cultural diversity in the learning process, respect each student's identity in the culture, and create an inclusive classroom environment. Through respect and understanding of different cultures, teachers can eliminate the cultural barriers between students and help students to be more involved in classroom activities with confidence. To achieve this goal, teachers can lead students to exchange their own cultural experiences and traditions, and enhance mutual understanding and respect. In addition, both the classroom content and the teaching methods should fully consider the cultural characteristics of students, so that students can be encouraged to learn the language from the sense of cultural identity. Such an atmosphere of respect and understanding can not only stimulate students' interest, but also promote students to actively learn and use language actively, laying a solid foundation for language education in multicultural background.

2.1.2 Promote learning through cultural dialogue

Cultural dialogue plays a key role in language education in the multicultural background, which can enhance mutual understanding and cross-cultural communication among students, thus promoting the development of language ability. Through cultural dialogue, students can contact with and understand the ways of thinking, values and social customs of different cultures in the process of real language communication, so as to strengthen cross-cultural communication. In class, teachers can encourage students to actively share and communicate their cultural characteristics and language habits by holding multi-cultural theme discussion and cultural exchange activities. This will not only help students to expand the depth of language expression, but also strengthen their understanding and understanding of culture. Through cultural dialogue, students can deepen their cognition of language and culture in communication, and develop their consciousness of respect and tolerance of cultural differences among others. Through interactive cultural dialogue, students can not only improve their language skills, but also fully prepare for the future intercultural communication in the context of globalization.

2.2 Language teaching integrated into cultural content

2.2.1 Adopt culture-related teaching materials and cases

In the language education with multicultural background, the use of relevant cultural teaching materials and cases is a very important strategy to promote language learning. Culture is not only the context and carrier of language, but also directly affects students' cognition and application of language. The inclusion of cultural content in the textbook helps students to have a more comprehensive understanding and practical application of the context of the language. For example, teachers can choose textbooks with multicultural elements, introducing both language structure and integrating customs, history and social phenomena in various cultural backgrounds. By introducing the examples related to culture, students can realize the specific usage of language in different cultural environments and the role of culture in

language selection, tone and expression mode. This not only enhances students' language ability but also enhances cross-cultural awareness, so that students can be more comfortable in the real communication. In addition, cultural-related examples can also stimulate students' interest, make the learning process more vivid and interesting, and improve students' input and enthusiasm in learning the language. Therefore, using culture-related textbooks and cases is an important way to achieve the purpose of language education in the multicultural background.

2.2.2 Interdisciplinary teaching based on language and culture

By combining language learning with history, literature, art and other disciplines, interdisciplinary teaching has become another effective strategy for language education in the multicultural context, and helps students to understand and use the language in the context of great culture. Language is not only a tool of communication but also a medium of culture, so integrating the knowledge of other subjects into language teaching is conducive to students' comprehensive understanding of the multi-dimensional functions of language. For example, by integrating literary works into teaching, students are able to deeply understand the way of thinking and expression habits in different cultures by reading novels, poems and plays from different cultural backgrounds. History and geography courses help students to understand the occurrence and development of language and its connection with social change. Through this interdisciplinary teaching mode, students can have a deep understanding of the culture while learning the language, and can better use the language in practice. This comprehensive learning method inspires students' critical thinking and creative expression, and promotes their cross-cultural adaptability and communication skills. Teachers play an important role as a bridge in interdisciplinary language teaching, and they need to carefully design interactive classroom activities to promote the comprehensive learning of students with multicultural background to improve their language and cultural literacy.

2.3 Promote the development of multilingual competence

2.3.1 Bilingual or multilingual education mode

Bilingual or multilingual education model plays a vital role in the language education under the multicultural background, which not only promotes the improvement of students' language ability, but also provides the necessary tools for students' cross-cultural communication. Bilingual or multilingual education models usually teach two or more languages simultaneously in the classroom, encouraging students to constantly switch and use different languages during the learning process. This educational model can help students develop language flexibility and adaptability, and enhance their cross-language thinking ability. In practical teaching, bilingual or multilingual mode not only focuses on the mastery of grammar and vocabulary, but also emphasizes the use of language in practical communication and the understanding of cultural background. In this way, students are able to better integrate into different cultures in a multilingual environment and improve their communication skills in a diverse society.

2.3.2 Needs and characteristics of students learning from different language backgrounds

Students with different language backgrounds have their own unique needs and characteristics, which need teachers to give full attention and support in classroom teaching. First, students from different language backgrounds may differ in language ability, cultural cognition, and learning style. For example, students with native non-target languages may face challenges in grammatical structure, pronunciation, listening comprehension, and expressive fluency. Therefore, teachers need to provide customized teaching content according to students' language level to ensure that students can gradually improve their understanding and expression. Secondly, students with different language backgrounds also have some difficulties in cultural adaptation, and they may need more opportunities for cross-cultural communication to help them better understand and integrate into the cultural background of the target language. Teachers can help students overcome cultural barriers and enhance their cultural awareness and cross-cultural communication skills by designing cultural introduction activities, classroom discussions and interactive sessions. Moreover, students from different language backgrounds may also differ in learning styles, and some students may prefer visual learning, while others prefer more auditory or hands-on manipulation. Therefore, the teachers should adopt the diversified teaching methods according to the students' learning style, so as to maximize the satisfaction of the students' learning needs.

2.4 Improve teachers' cross-cultural awareness and ability

2.4.1 Cultural sensitivity of training teachers

Teachers are not only the transmitters of knowledge, but also the guide of students' cultural understanding and acceptance. When facing students from different cultural backgrounds, teachers must have full cultural sensitivity,

understand and respect students' cultural differences. This sensitivity helps teachers to avoid teaching barriers caused by cultural prejudice or misunderstanding, and can promote good interaction between teachers and students through a more effective and respectful way, so as to create an inclusive, understanding and respectful learning environment for students. Cultural sensitivity includes learning and adaptation to multiple cultural contexts. Teachers need to understand the customs, language expressions, values of different cultures, and the potential impact of these cultural factors on student behavior. For example, students from some cultures may be accustomed to collective participation, while another part of students may be more inclined to study individually independently. These differences in cultural habits require teachers to make corresponding adjustments and adaptations in teaching. Teachers should also pay attention to the different emotional and behavioral responses that students may show in the class under different cultural backgrounds. For example, in some cultures, students may not be used to publicly expressing their opinions or criticizing teachers, while other cultures encourage students to interact actively in the classroom. In order to enhance cultural sensitivity, teachers can acquire relevant knowledge through a variety of ways.

2.4.2 Enhance teachers practical ability to conduct multicultural education

Teachers not only need to have theoretical knowledge, but also need to be able to effectively apply these knowledge to classroom teaching. Therefore, teachers practical ability training should include the improvement of curriculum design, teaching methods, evaluation standards and other aspects. Teachers need to learn how to deal with practical problems in multicultural education, such as how to analyze students and practice students, such as how to manage students from different cultural backgrounds, how to establish an atmosphere of mutual respect and understanding in class, and how to effectively integrate cultural content to promote language learning. In addition, teachers should actively participate in interdisciplinary cooperation and use the support of experts in other fields to jointly develop teaching resources and activities that are more in line with the multicultural needs.

5 Epilogue

The language education strategy under the multicultural background emphasizes the integration of culture and language. By creating a culturally inclusive environment, integrating cultural content and promoting the cultivation of multilingual ability, students can better adapt and communicate in the era of globalization ability. Teachers play a vital role in this process. Only by enhancing their cross-cultural awareness and educational ability can they effectively promote the implementation of multicultural education.

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