

# Exploring English Education in Colleges under Multicultural Integration

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**Abstract:** Under the background of the rapid development of globalization, English teaching in colleges should not be limited to the teaching of traditional language skills, but should pay more attention to the practical problems in the social and cultural fields, especially English as a subject, which carries the function of serving the social and economic development. In the context of multi-cultural integration, this paper summarizes the practical influence of this phenomenon on English teaching in higher education, and puts forward the specific practical strategy of English teaching in universities under the background of multi-cultural integration, aiming to provide a new thinking path for English teaching in higher education in the new era.

**Keywords:** multicultural; college English education teaching; realistic influence; practical strategy

## 1. Introduction

The integration of multiculturalism refers to the gradual process through which individuals from diverse cultural backgrounds come to understand, accept, and coexist with one another via ongoing mutual influence, communication, and interaction. This comprehensive process encompasses not only the exchange of cultural elements such as language, art, religion, customs, and values but also the mutual understanding and acceptance of varying cultural concepts, beliefs, and lifestyles. As global interconnectedness increases, cultural exchanges are becoming more frequent and complex—presenting both challenges and opportunities for English education in higher education institutions. The traditional English teaching model has long emphasized textbooks, classroom-centric approaches, and teacher-led instruction; however, it often lacks the practicality and flexibility necessary to meet the evolving demands of contemporary society. Consequently, actively exploring and implementing English teaching strategies within a multicultural context is profoundly significant. Such strategies are essential for cultivating versatile talents who are not only proficient in English but also possess the cultural sensitivity and adaptability required to thrive in an increasingly diverse and dynamic landscape.

## 2. A basic overview of the multi-cultural integration

The phenomenon of multiculturalism represents a complex interplay in which diverse cultures intertwine, interact, and integrate within the framework of globalization. This concept emerged from observations and studies of various cultural dynamics in society, with its research history tracing back to the mid-20th century. Initially, scholars primarily concentrated on the interactions and exchanges among different ethnic and racial groups. Over time, the scope of multiculturalism has broadened to encompass a wide array of domains, including values, beliefs, cognitive frameworks, and behavioral patterns characteristic of social groups.

In the field of education, research on multiculturalism has been conducted almost concurrently with the development of education. Initially, researchers focused on providing equal educational rights to people of different races and ethnicities to ensure that every individual could have fair access to education. Subsequently, the focus shifted to respecting indigenous and other cultures, aiming to promote cross-cultural understanding and communication through education and enhance mutual understanding and respect between different cultures.

The characteristics of multiculturalism primarily include communicative, historical, and egalitarian aspects. Firstly, multiculturalism is based on the exchange and integration of various cultures, with its

core being the mutual absorption and coexistence of diverse cultures. This cultural phenomenon emphasizes equal exchange between different cultures, rather than the domination or assimilation of one culture over others. Secondly, multiculturalism has a long historical background, with every culture being the result of historical development. The interaction and integration of multiple cultures is a continuous historical process in which culture not only continuously develops and innovates but also learns and supplements each other. Meanwhile, the development of culture is also influenced and constrained by external factors such as politics and economics. Finally, multiculturalism advocates for equal exchange and respect for cultural differences, promotes freedom and tolerance, and strives for a harmonious and inclusive cultural environment. This cultural phenomenon emphasizes equal dialogue between different cultures and opposes any form of cultural hegemony and discrimination. Through the exchange and integration of multiculturalism, mutual understanding and respect between different cultures can be promoted, ultimately leading to harmony and stability in the global society.

### **3. The realistic influence of multi-cultural integration on English education and teaching in colleges and universities**

Under the background of the rapid development in the new era, the integration of multi-cultures has become an important trend of the development of the contemporary world. Under this external development background, it will inevitably have a corresponding impact on domestic English education and teaching.

First, analyze it from the perspective of opportunity. In the current environment of rapid integration of diverse cultures in the world, cross-cultural communication activities have gradually become the mainstream trend in the future, which to a large extent brings new teaching content and educational subject to the field of education.<sup>[1]</sup> In other words, based on the multicultural blend background, higher education is not limited to the traditional education mode of single talent training narrow education way, but with a more positive attitude to cultivate and output with multicultural concept, comprehensive quality and professional skills of talents, to play its value in the international exchange. Therefore, in the field of English teaching, the newly introduced applied knowledge not only enriches the curriculum content, but also promotes the upgrading of the existing English curriculum system, and eliminates the outdated and complex knowledge points. From the perspective of educational concept, the integration of multi-culture has injected new ideological vitality into English teaching in higher education, and paid more attention to the improvement of students overall quality. At the same time, in the applied education, the cultivation of moral education has also been paid corresponding attention to, which has far-reaching educational value for the students physical and mental healthy growth. As an English teacher, we should devote ourselves to innovative teaching methods to meet the new requirements of English teaching in higher education under the multicultural background.<sup>[2]</sup>

Secondly, from the perspective of examining the challenges, the rapid integration of multicultural education puts forward more stringent professional ability requirements for English teaching in colleges and universities. Teachers must have a deep understanding of the integration of diverse cultures, and continuously improve teaching skills and professional quality, which is undoubtedly a major challenge for teachers; due to the innovation and introduction of English teaching content, to successfully included in the English education in universities, we should do the corresponding education work arrangement, in order to ensure the orderly connection of English teaching content, avoid adverse effects on the curriculum system.<sup>[3]</sup> At the same time, due to the innovation of educational concept, it will inevitably be accompanied by certain risks. Despite the development of modern society, the values and ideology may have negative effects on the development of the traditional Chinese culture. In addition, integrating diverse culture into English teaching of higher education, we must innovate and optimize the teaching methods, modes and ideas, which is undoubtedly a challenge. If the work in this respect is not properly implemented, it will inevitably have many negative effects on the development of education in China.

This research investigates the integration of multicultural perspectives in college English education, utilizing a questionnaire method. A total of 100 questionnaires were distributed to college students, achieving a recovery rate of 100%. The study emphasizes the necessity for students from diverse cultural backgrounds to apply varied cultural knowledge, as detailed in Table 1 below.

Table 1: When students have different cultural backgrounds, they know that they should use different cultural knowledge.

Option	Proportion
Agree	58%
Neutrality	32%
Disagree	10%

The survey data presented in Table 1 reveal a significant phenomenon: over half of the students recognize that selecting appropriate cultural knowledge is essential when engaging with individuals from diverse countries and cultural backgrounds. This awareness suggests that students possess a degree of sensitivity and cognitive ability in cross-cultural communication. However, 32% of the respondents maintain a neutral stance on this matter, which may indicate that they have yet to form a definitive opinion or are withholding their views on the issue. Furthermore, a small proportion of students disagree with this perspective, potentially reflecting their limited understanding and acceptance of multicultural integration.

The underlying reason for this phenomenon may be that the integration of multiculturalism within educational and social practices has yet to achieve adequate depth and breadth. To confront this challenge, college English educators should engage in active reflection and adapt their teaching methodologies accordingly. It is essential for instructors to incorporate a greater volume of multicultural content into their curricula, thereby facilitating students' accurate understanding and recognition of the fusion and interaction among diverse cultures from a cognitive standpoint. This approach not only enhances students' cross-cultural communication competencies but also fosters a more open and inclusive mindset, establishing a robust foundation for effective communication with individuals from varied cultural backgrounds in an increasingly globalized context.

Prior to engaging in communication with individuals from diverse cultural backgrounds, students should familiarize themselves with those cultures in advance. Further details are provided in Table 2.

Table 2: Be able to understand their culture before interacting with people from different cultural backgrounds.

Option	Proportion
Agree	42%
Neutrality	38%
Disagree	20%

According to the survey results presented in Table 2, it can be inferred that 42% of students engage with various sources to learn about relevant cultures prior to interacting with individuals from different cultural backgrounds. This data underscores the positive outcomes of cultural integration and demonstrates that students are inclined to actively pursue knowledge and understanding of diverse cultural contexts. Such a proactive learning attitude is highly advantageous for fostering an open and inclusive social environment. Furthermore, 38% of students maintain a neutral stance on this matter, suggesting that their engagement with relevant cultures is contingent upon specific needs and circumstances. This adaptable approach also indicates that students are capable of making informed choices when confronted with multicultural situations. However, 20% of students express disagreement, implying a potential lack of depth in their understanding of cultural integration. For these individuals, it is imperative to enhance educational efforts and guidance aimed at deepening their comprehension of cultural integration, thereby facilitating better adaptation and assimilation into an increasingly globalized social landscape.

To achieve the integration of multicultural perspectives in college English education and teaching, this study also investigates the various cultural types that students are familiar with, as detailed in Table 3.

Table 3: English education and teaching in universities, other cultural types that students know.

Option	Proportion
Legal and economic system	18%
Religion	10%
Marriage system	26%
Art	40%
Language rules, and grammar	53%

The survey results presented in Table 3 indicate that, within the context of college English

education and instruction, language rules and grammar constitute the largest proportion at 53%. This underscores the critical importance of language rules and grammar in English teaching. Furthermore, aspects such as law, economic systems, religion, marriage systems, and art account for 18%, 10%, 26%, and 40% respectively. These data suggest that alongside language rules and grammar, other cultural elements hold significant relevance in English instruction.

Consequently, it can be asserted that the integration of multicultural elements into college English education and instruction is critically important. This approach not only facilitates students' understanding of foreign cultures but also enhances their cross-cultural communication competencies. It plays a significant educational role in fostering students' global perspectives and international competitiveness. Therefore, college English educators should prioritize the incorporation of multicultural elements within their teaching methodologies, enabling students to explore and experience the cultural contexts of various countries and regions while acquiring language skills. In this manner, students will not only achieve proficiency in the English language but also better adapt to globalization trends, emerging as bilingual or multilingual professionals with an international outlook.

#### **4. Practical strategies of English education and teaching in colleges and universities under the background of multi-cultural integration**

##### ***4.1. Introduce multicultural culture and establish multicultural impression***

The integration of diverse cultures has gradually become the mainstream trend of the development of world culture, which is the development trend that all countries should recognize from the thought. As universities and English teachers, they should actively cater to the development trend of The Times and grasp the important opportunity for the reform of English teaching. However, in the real practice of English education, some higher education institutions have deficiencies in ideological understanding, failing to adapt to the trend of multicultural development in time, and take corresponding English education reform measures. This situation has led to the widening gap between our English education and other universities. Therefore, this requires higher education institutions and their English teachers to actively introduce multicultural elements, shape the multicultural consciousness for students in the actual teaching process, and lay a solid foundation for the smooth progress of English teaching. First, make clear the multicultural content. On this basis, the teaching is designed and integrated into the classroom to provide students with access to multicultural opportunities. In the actual English teaching process, we should ensure the significance and clarity of the multicultural, to avoid leaving a vague impression on students. Teachers should give appropriate guidance in the classroom to help students accurately identify and understand multiculturalism.<sup>[4]</sup> Secondly, it is essential to adopt an advanced educational mindset that presents the cultures of China and other countries to students. This approach will guide them in gaining a deeper understanding of multiculturalism, enabling them to recognize the differences between Chinese culture and others. Consequently, this understanding underscores the importance of integrating multicultural perspectives into English teaching while fostering a positive attitude towards multicultural learning. Finally, it is important to develop multicultural English textbooks. Integrating multi-culture into the actual classroom in a more specific and prudent way can play an auxiliary role in students English major learning, and can help students to broaden their horizons and increase their understanding and understanding of multiculturalism.<sup>[5]</sup>

##### ***4.2. Comparing diverse cultures and accelerate the integration of diverse cultures***

Fundamentally speaking, the original intention of cultural integration is not simply to "graft" different cultures, but to guide students to deeply understand and grasp the core values of multiple cultures, and then explore the common points, so as to construct correct cultural concepts. First of all, the teachers should place the students at the centre of the English class and carry out the multicultural exploration activities. This means that teachers need to guide students to sort out the diverse cultures, and make cultural comparisons in the process of sorting out, encourage students to express their opinions after comparison, and find out the connections, advantages and deficiencies between different cultures. In practical teaching, teachers can help students to accurately identify diverse cultures by refining the relevant words and sentences in the textbook. In addition, teachers can also extend to conduct in-depth analysis in areas with similar language systems or relative to local culture to guide students to understand the differences and commonalities between cultures. In the process of integrating multi-culture and English teaching, teachers should make cultural comparison and analysis based on the teaching materials, so that the multi-culture is gradually integrated into the teaching.

Secondly, teachers can encourage students to collect cases of cultural integration between their own countries and other countries after class by assigning tasks. Students can freely choose the method and format of collecting cases, without restriction. This practice aims to stimulate students to enhance their interest in the English subject while exploring multiculturalism. While giving students the autonomy in collecting information, teachers should ensure that students have enough time to complete their tasks, so that students can sincerely appreciate the diverse cultures and local culture in the process of collecting information. After completing the data collection, teachers should show students' achievements in English teaching, further deepen students' understanding and mastery of multi-culture, and bring students a significant sense of achievement, which has far-reaching educational significance for the arrangement and completion of subsequent teaching tasks. In addition, teachers should also encourage students to conduct in-depth analysis of their collected cases, cultivate their awareness of multicultural integration, correctly understand the trend of the development of contemporary society, so as to realize their personal ideal aspirations.

#### ***4.3. Innovate the teaching mode and carry out interesting English teaching***

To some extent, the teaching strategies adopted by English teaching have a direct impact on its final teaching quality and educational effect. Especially in the current background of multi-cultural integration, teachers should innovate and adjust the English teaching methods. On the one hand, teachers should guide students to understand the current situation of the integration of multiculturalism in the world, cultivate students' ability not to reject and actively contact different cultures, so as to promote the integration of multiculturalism. On the other hand, teachers should also integrate the interesting teaching mode into the English teaching, which is of vital significance for improving the teaching quality.

When carrying out interesting teaching activities, teachers should do a good job in arranging interesting teaching activities on this basis according to the current actual teaching situation. For instance, in college and university English teaching, it is important to help students develop multicultural perspectives by conveying a multicultural message through engaging activities. These may include performances that showcase the cultures of different countries within the same event, allowing for a more intuitive understanding of multiple cultures. This approach holds significant value in establishing the concept of multicultural integration in students' minds.<sup>[6]</sup> In addition to the above, it can also be achieved through application speaking activities, using the English language as the main language of speech, encourage students to build on their own perspective, and offer the English evaluation of diverse cultures. In order to increase the interest of integrated classroom learning, at the same time, it will also stimulate students' enthusiasm for multicultural learning. However, no matter what kind of interesting teaching mode is adopted, it should be based on the teaching practice and students' psychological needs, so that students can participate in the study of multi-cultural integration with great interest, so as to fundamentally improve the teaching effect of multi-cultural integration in English subjects in colleges and universities.

#### ***4.4. Strengthen teacher training and foster a sense of cultural integration***

In today's globalized context, the integration of diverse cultures has become an inevitable phenomenon. In light of this, reforming college English teaching is particularly crucial. The essence of this reform lies in enhancing teacher training and continuously improving educators' competencies. This necessitates that frontline teachers cultivate a scientific understanding of multicultural education. Furthermore, in addition to imparting language knowledge, educators must also focus on developing students' cross-cultural communication skills. To achieve this objective, colleges should implement systematic teacher training programs across various dimensions—including pedagogical methods, cross-cultural communication strategies, theories of second language acquisition, and modern educational technologies—to enhance teachers' comprehension and responsiveness to the demands of multicultural instruction.

During the training process, it is essential to provide specific content on how to effectively integrate multicultural elements into classroom instruction in order to enrich the educational experience. For instance, educators can explore the utilization of international case studies and real-world communication experiences within a multicultural framework, thereby ensuring that teaching is both linguistically informative and culturally relevant. Furthermore, teachers should be trained in modern educational technologies such as online collaboration platforms and multimedia instructional tools to enhance interactivity and pedagogical effectiveness. Concurrently, teacher training programs must also

emphasize personal development by encouraging educators to engage in cross-cultural learning and international exchanges, which will bolster their own understanding of diverse cultures and improve their communication skills. This approach not only enables teachers to better guide students in comprehending various cultural contexts but also serves as a positive model for students' cross-cultural learning endeavors. By adopting this methodology, educators can attain a deeper insight into the differences and commonalities among cultures, thus facilitating more effective teaching practices. Consequently, through the implementation of systematic teacher training programs, universities can significantly enhance educators' professional competencies and their understanding of scientific pedagogy. This will empower teachers to deliver English instruction more effectively within a multicultural educational environment, thereby addressing the demands of contemporary college English education. Furthermore, this initiative will contribute to the ongoing enhancement of teaching quality and the sustained development of teachers' professional skills. In this context, educators will act as bridges connecting diverse cultures, facilitating students' ability to navigate successfully in a globalized world.

## 5. Conclusion

In summary, college English instruction is inevitably and significantly shaped by the rapid integration of diverse cultures in the contemporary context. Within the framework of globalization, language serves not only as a tool for communication but also as a vital medium for cultural transmission. As ties between countries and regions become increasingly close, various cultural elements coalesce to form new contexts through mutual integration, thereby imposing heightened demands on English teaching practices. Consequently, English educators must recognize the significance of cultural integration and develop practical teaching plans that innovate and optimize their instructional methodologies. This includes introducing interdisciplinary courses and employing modern information technology to enhance pedagogical effectiveness while fostering teachers' awareness of cultural integration. Through these approaches, not only can students' linguistic competencies be enhanced, but their critical thinking skills, creativity, and interpersonal abilities necessary for adapting to future societal changes can also be cultivated.

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