Exploration of the Innovation of College English Teaching Models from a Cultural Perspective

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Abstract: Since the 21st century, attempts have been made to reform English teaching in colleges, but due to the influence of concepts such as exam oriented, utilitarian, and instrumental, English teaching in colleges still focuses on injection based teaching. Teaching does not place much emphasis on the use and improvement of sophisticated language abilities, which is not helpful to developing global capabilities. Therefore, the university English teaching mode needs innovation. This article would explore its innovation from a cultural perspective, first explaining the necessity of innovation in the university English teaching mode, as well as the existing problems, and then constructing a new university English teaching mode based on a cultural perspective. Finally, taking R University as an example, this article selects students from Class 1 and Class 2 of the 2018 English major at the university as the experimental subjects, with Class 1 as the experimental group, and applies a cultural perspective based college English teaching model. Class 2 as the control group, and for the comparative experimental analysis, it is taught using conventional methods. After comparing the experiments, it was found that the percentage of people who did well in Class 1 on the post-experimental mapping test increased by 40% compared to the pre-experimental period, while the proportion of people with excellent grades in the control group increased by 5%. In terms of the assessment of English comprehensive application ability before and after the experiment, the number of people in the experimental group with good and excellent English comprehensive application ability increased the most, while the control group showed changes, but the changes were not significant, and the improvement of learning ability was not fast. In summary, the college English teaching model based on cultural perspective is significantly superior to traditional teaching models, with high feasibility, and is conducive to improving students' cross-cultural communication ability and cultural quality.

Keywords: University English Teaching Model, Cultural Perspective, Intercultural Communication, Model Innovation

1. Introduction

English is used as an international language, and linguists consider it a new research paradigm [1]. Due to the fact that China's language environment and cultural background are not closely related to English, which is a relatively unfamiliar language, this is also one of the reasons why China lacks international talents. Therefore, as the cradle of cultivating international talents, the English teaching model in universities should be based on different cultural backgrounds for knowledge transfer. However, the results of cross-cultural communication teaching in many universities are not significant. The main reason is that college English teachers have a relatively weak understanding of cross-cultural communication, and they do not realize the importance of introducing cross-cultural communication teaching in the educational process. The development of English teaching models and the cultivation of students' critical thinking abilities is slow [2]. It is precisely because of the close relationship between language and culture that college English teaching should include language learning and cultural learning, and cultural teaching is an indispensable part of college English curriculum [3]. Language cannot be separated from culture. Culture requires language, and the two complement and promote each other.

The existing university English teaching has a series of problems and cannot keep up with the pace of modern English learning, so many scholars have actively explored new English teaching ideas. Albiladi W S [4] reviewed the research on the application of blended learning in English as a second

language environment, emphasizing the use of blended learning. He combines traditional and online teaching modes, and the prospect of blended learning depends on the advantages of the two teaching methods. Research has tested the academic and social benefits of this teaching mode. It can be effectively used to develop language skills, improve the English learning environment, and promote students' motivation to learn the language. Sutisna E [5] also discusses the teaching model of blended learning, which is based on the emphasis on modern teaching in college teaching system. He analyzed it and found that due to various factors such as human resources, learning space, and face-to-face teaching time, the learning process must overcome numerous difficulties in order to achieve the best teaching effect. By using blended learning methods in the classroom, we can not only improve the effectiveness of teacher-student interaction, but also effectively improve students' cultural literacy. Xu Z [6] proposed a "flipped classroom" teaching model based on constructivist learning theory. English teaching in universities is used as an example to explain the interaction between educators and pupils along with the collaboration amongst pupils in this student-centered and people-oriented English teaching paradigm. The ultimate goal is to improve students' learning efficiency and quality. Li H [7] introduced an English teaching system developed based on an improved fuzzy assisted hierarchical neural network system. In English teaching, improving the level of English education and classroom teaching efficiency is very important. The establishment of an interactive teaching system enables students to better unleash their potential in the classroom. The research on English teaching by the above scholars mainly focuses on the technical level, and few people pay attention to the cultural perspective of college English teaching models. Curriculum teaching not only imparts knowledge to students, but also inherits and innovates culture.

Overall, actively exploring and innovating university English teaching models is of research value. Due to its unique disciplinary attributes, English actually has unique cultural functions. Thus, the paper probes into the innovation of English teaching mode from the angle of culture, constructs models, and conducts experiments using R University as an example to compare with traditional English teaching models. It verifies that the cultural perspective based college English teaching model is highly feasible, meets the requirements of the times, and is conducive to cultivating high-quality international talents.

2. Necessity of Innovating College English Teaching Models

The continuous development of society and the continuous reform of English teaching have made innovation in college English teaching models an inevitable choice. On the one hand, with the increasing frequency of economic and trade exchanges between countries, the demand for high-quality international talents by major companies is also increasing. Innovative exploration of college English teaching models is an inevitable requirement of the development of the times [8-9]. English teaching should reflect the English used in the "real world" [10]. This is undoubtedly a higher requirement and challenge for college English teaching, and because the traditional English teaching model can no longer meet the needs of international talents in the current era [11]. Therefore, it is urgent to strengthen the innovation of college English teaching models in order to better adapt to the new situation.

On the other hand, to let college students grow up comprehensively as well as develop better and let them achieve more in the future society, we should strengthen the cultivation of college students and improve their comprehensive quality comprehensively. And it is necessary to reform the English teaching model [12]. At present, the main purpose of college English teaching is to cultivate English specialized and creative talents. However, traditional English teaching mostly adopts a "cramming" model, blindly instilling knowledge, which puts students in a passive learning state in the English classroom. This is very unfavorable for cultivating students' creativity and autonomy awareness, and does not meet the requirements of college English teaching. In English teaching, more in-depth and critical methods need to be adopted to teach language, culture, and cross-cultural communication, in order to promote and cultivate students' cross-cultural citizenship [13-14].

3. Shortcomings of the University English Teaching Model

3.1 Neglecting the Promoting Role of Culture in English Teaching

Language is an important component of culture and the most important foundation for cultural dissemination. Without the dissemination and exchange of language, culture cannot be inherited and developed. Similarly, without culture, all languages are dull, without learning value and meaning, thus there is no environment for development. However, many university teachers do not teach English in a

cultural context [15]. Their teaching method is limited to rote memorization, which means that many students only passively memorize words and grammar and are unable to flexibly apply these knowledge. Each idiom has its own meaning and reflects a specific culture. The same goes for English: each word reflects the corresponding foreign culture. Teaching grammar and vocabulary by rote memorization alone cannot achieve teaching objectives. Only by combining English with culture can people maximize its value and improve its learning effectiveness.

3.2 Not Valuing the Output Process of English Learning

Listening, speaking, reading, and writing are the process of language production, and the effectiveness of English learning depends on output. Without output driven learning, there is no testing and reflection on English learning, and it cannot promote learners' integration, reconstruction, and internalization of English knowledge [16]. The traditional college English teaching mode mainly consists of teachers speaking at the podium and students listening in the classroom, which causes students to passively receive learning in the classroom and have no time to actively think about the problems, which greatly reduces the learning efficiency. Many scholars agree that communicative competence should be included in language learning and evaluation [17]. However, traditional college English teaching is difficult to transform declarative knowledge into procedural knowledge, which is not conducive to learners forming and expanding their English learning system and improving cross-cultural communication skills. Improving the ability to solve practical problems in English in real contexts is very important [18]. However, the current English teaching methods prioritize individual skill training to meet exam requirements, focusing only on writing and neglecting listening, speaking, and reading. This goes against the authenticity of language use and does not meet the requirements of learners engaged in the English industry.

4. Construction of College English Teaching Model from a Cultural Perspective

4.1 Introducing Cultural Knowledge

Usually, cultural background knowledge in language teaching can be divided into two categories based on its functional nature: knowledge culture and communicative culture. The definition of knowledge culture is cultural knowledge related to education, economy, culture, politics, law, religion, and art. The definition of communicative culture is the linguistic and nonverbal factors that influence the correct transmission of information (leading to distortion and misunderstanding) when people from different cultural backgrounds communicate with each other. When conducting English teaching, one should not limit oneself to superficial understanding of knowledge points such as words and phrases, but must go beyond the linguistic and non-linguistic factors that affect (lead to misunderstandings) the correct transmission of information. Pay attention to exploring the cultural background, value, and artistic conception behind the knowledge points, increase knowledge accumulation, and strengthen cultural input.

4.2 Implementing the Internationalization Strategy of Higher Education

With the development of economic globalization, the internationalization of higher education is booming and rapidly developing. It can implement a higher internationalization strategy, strengthen communication and connections between countries in terms of educational resources, learn better cultural theories and practices, education and research methods, fully utilize existing foreign teacher resources, hire excellent foreign teachers to teach in universities, and enable teachers and students to have zero distance communication in universities. It can regularly organize English cultural lectures, international academic seminars, academic reports, etc., to increase the academic and cultural atmosphere on campus, to cultivate high-quality talents with an international perspective, international communication ability, and international competitiveness to meet the increasingly globalized economic needs.

4.3 Strengthening Autonomous Practice

Set up the mind surrounded by learning itself and learners [19]. Creating a real communication environment for students to communicate with foreign university students or to encourage them to communicate more in English in their daily lives, through this way, they will actively establish a close

relationship between culture and language, and through the communication, they learn about foreign cultures. Through the accumulation of foreign cultures, they gradually enrich and improve their cross-cultural communication skills. Combining thinking training with English teaching can not only improve students' language proficiency but also enhance their thinking abilities [20]. Advocating more reading, reading is a way for individuals to acquire knowledge and information, and encouraging college students to learn about other cultures through reading English magazines and articles. In addition, when teaching English articles, teachers not only need to teach the ideas and general content expressed in the article, but also connect the phenomena and problems expressed in the article with the cultural background, so that students can better understand foreign culture through reading.

5. Application and Feasibility of College English Teaching Models from a Cultural Perspective

5.1 Preparation of Research Data

Students from Classes 1 and 2 of the 2018 English major at R University were chosen as the experimental subjects in the early stages of this study in order to confirm the viability of the new college teaching model studied from a cultural perspective. Classes 1 and 2 each have 40 students, with Class 1 as the experimenter and Class 2 as the control group. This article selects the same teacher to teach in two different teaching modes. Class 1 uses a new college English teaching mode based on cultural exploration, while Class 2 uses a traditional English teaching mode. The experimental duration is 6 months. Before the experiment, an English proficiency test would be conducted, with a maximum score of 100, a passing score of 60, and an excellent score of 80 or above. The distribution of English proficiency test scores in each class is shown in Table 1.

Table 1. Distribution of English proficiency test scores before the experiment

	0-60Points	60-70Points	70-80Points	80-90Points	90-100Points
Experimental group	3	10	17	9	1
Control group	2	9	19	9	1

From Table 1, it can be seen that before the experiment, Class 1 and Class 2 had the most students with English proficiency scores between 70 and 80, with 17 students in Class 1 and 19 students in Class 2. The number of students in the 90 to 100 zone was the lowest, and the rest had similar strengths.

Next, the teacher conducted a pre experimental assessment of the comprehensive English application ability of each class of students, with the assessment criteria mainly based on the students' oral expression, listening comprehension, and communication ability for grade evaluation. There are four types of evaluation results: unqualified, qualified, good, and excellent. The investigation situation is shown in Table 2 below.

Table 2. Distribution of English Comprehensive Application Ability before the Experiment

	Failure	Qualified	Good	Excellent
Experimental group	15	20	5	0
Control group	14	21	4	1

From Table 2, it can be seen that before the experiment, Class 1 and Class 2 had the highest number of people with qualified English comprehensive application abilities, with 20 people in Class 1 and 21 people in Class 2, followed by those who did not pass. The minimum number of students with excellent English comprehensive application ability is none in Class 1, and one in Class 2, indicating weak English comprehensive application ability and poor practicality.

5.2 Post Experimental Results

After 6 months of the experiment, two classes of students continued to undergo an English proficiency test, and the distribution of the test scores is shown in Figure 1.
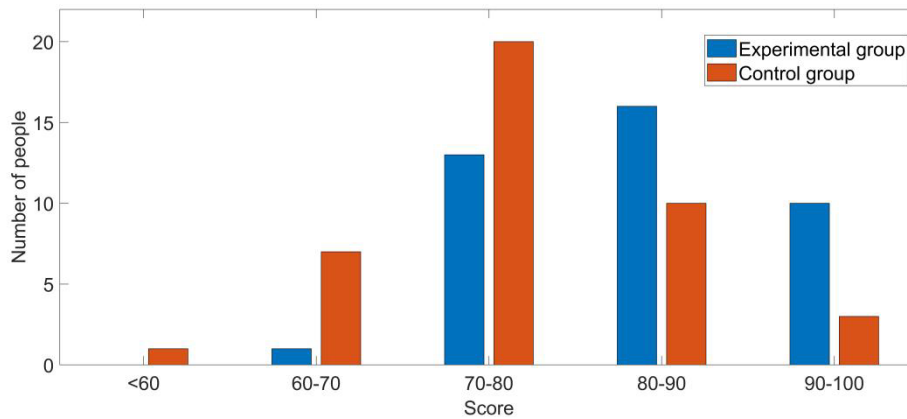
Figure 1. Distribution of test scores in the exploratory test after 6 months of experiment

Figure 1 refers to the results of the mapping exams in both classes 6 months after the start of the experiment. In class 1, no student scored below 60. 1 in Class 2, 1 in Class 1 with scores between 60-70, 7 in Class 2, 13 in Class 1 with scores between 70-80, 20 in Class 2, and 16 in Class 1 with scores between 80-90. There are 10 students in Class 2, 10 students in Class 1 with grades between 90 and 100, and 2 students in Class 2. It is obvious that Class 1 has the highest number of students with scores of 80-90, Class 2 has the highest number of students with scores of 70-80, and Class 1 has far more outstanding students than Class 2. This indicates that the proposed new college English teaching model can help students effectively improve their English grades and meet exam requirements.

According to the experimental data in 5.1, the proportion of students with grades below 60 in Class 1 and Class 2 before the experiment can be calculated. The proportion of students with grades below 60 in Class 1 before the experiment is 7.5%, and the proportion of students with grades between 60-70, 70-80, 80-90, and 90-100 is 25%, 42.5%, 22.5%, and 2.5%, respectively; Next, this article calculates the proportion of students with grades below 60 in Class 1 after 6 months of the experiment. The proportion of students with grades below 60 is 0, and the proportion of students with grades between 60-70, 70-80, 80-90, and 90-100 is 2.5%, 32.5%, 40%, and 25%, respectively. Compare the changes in grades of each class before and after the experiment, as shown in Figure 2. The proportion of outstanding students has increased by 40%.
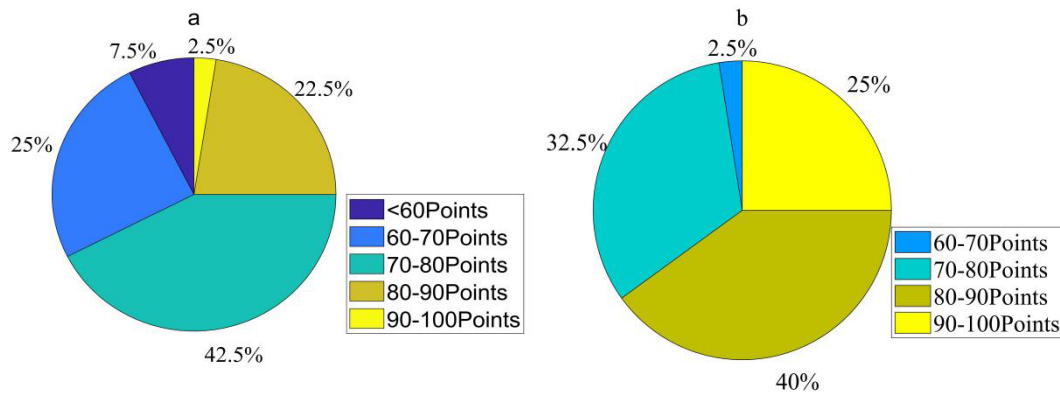

Figure 2 (A) The proportion of students in the distribution of grades before the experiment in Class 1
Figure 2 (B) The proportion of students in the distribution of grades after the experiment in Class 1

Figure 2. Proportion of people in the distribution of grades before and after the experiment in Class 1

The proportion of people with grades below 60 in the first two classes before the experiment is 5%, while the proportion of people with grades between 60-70, 70-80, 80-90, and 90-100 is 22.5%, 47.5%, 22.5%, and 2.5%, respectively; The proportion of people with grades below 60 in Class 2 after the experiment is 2.5%, and the proportion of people with grades between 60-70, 70-80, 80-90, and 90-100 is 17.5%, 50%, 25%, and 5%, respectively. This article compares the changes in grades of each class before and after the experiment, as shown in Figure 3.
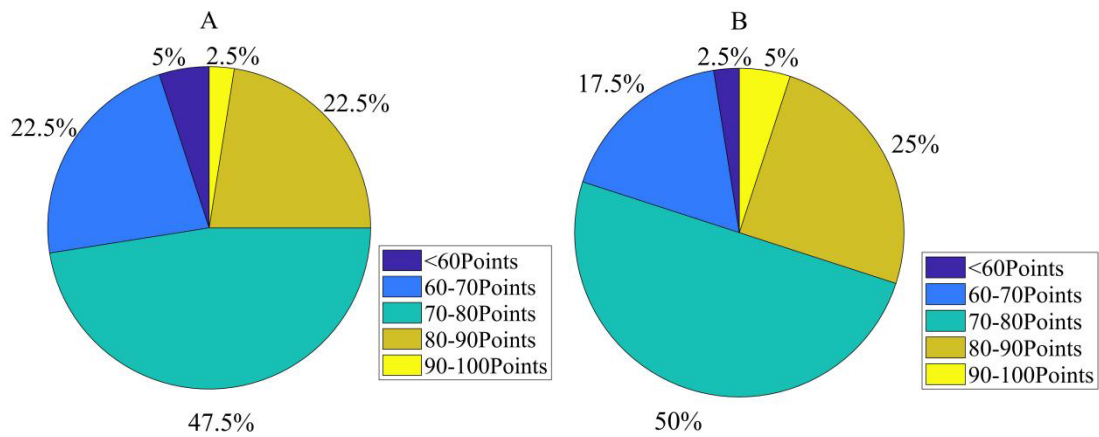
Figure 3 (A) The proportion of students in the distribution of scores before the experiment in Class 2
Figure 3 (B) The proportion of students in the distribution of grades after the experiment in Class 2

Figure 3. Proportion of Scores before and after the Experiment in Class 2

The proportion of students with excellent grades in Class 2 in Figure 3 increased by 5%, which highlights the advantages of the new teaching model compared to Figure 2-1. It can greatly enhance the learning ability and professional knowledge ability of more students.

After 6 months of the same experiment, a comprehensive English application ability assessment would continue to be conducted on two classes of students, as shown in Figure 4.
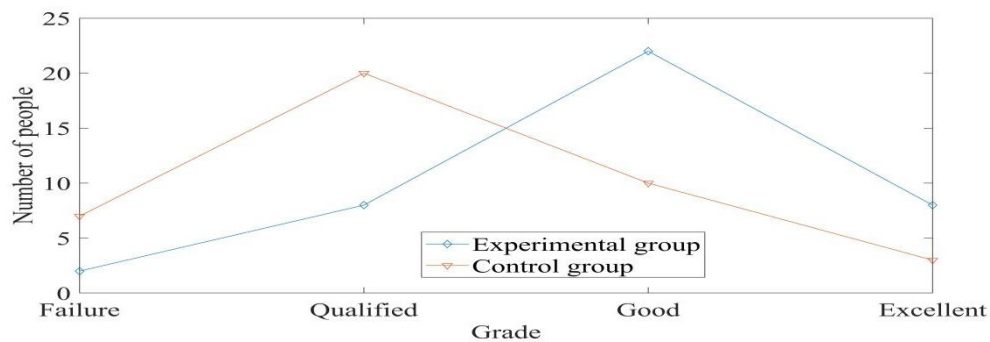

Figure 4. Distribution of English comprehensive application ability levels after 6 months of experiment

According to Figure 4, after 6 months of the experiment, there were 2 students in Class 1 whose English comprehensive application ability was unqualified, 8 were qualified, 22 were good, and 8 were excellent. There are 7 students in Class 2 who fail to pass the English comprehensive application ability, 20 who pass, 10 who are good, and 3 who are excellent. It is obvious that after the experiment, Class 1 has the strongest comprehensive English application ability. Compared with the pre experimental data in section 5.1, the number of students with good and excellent comprehensive English application ability increased more in Class 1. It can be seen that the new college English teaching model explored from a cultural perspective can help improve students' various abilities related to English, and is suitable for college English teaching, which is conducive to cultivating international talents.

6. Conclusions

Culture is the foundation and basis of language, and when learning a language, one must use it culturally. The traditional college English teaching model belongs to non cultural nature, often considering the learning of grammar and vocabulary as the entire content of English learning, while neglecting the comprehensive understanding and application of language and neglecting the cultivation of cross-cultural communication. As a result, this essay innovates the classic English teaching model for college students from a cultural perspective, improving cultural introduction. It is possible not to sever the connection between English and its culture, expand the pattern of learning English, implement the internationalization strategy of higher education, fully utilize internationalization resources, and increase students' practical opportunities. The innovative model, after experimental analysis, not only can quickly improve grades, but also better enhance the comprehensive application

ability of English. That can demonstrate that it significantly contributed to the promotion of college English teaching and the enhancement of college English teaching's quality.

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