

The Practice and Application of Multi-dimensional Interactive Teaching Mode in College English Teaching

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Abstract: In an era of increasingly close international trade, English, as an international language, is playing an increasingly prominent role in daily social interactions, business negotiations, and hospitality of foreign guests. In this context, how to constantly update educational concepts around the principle of student-centeredness, combine social development with the needs of students' growth, construct multi-dimensional interactive teaching models, create a large number of opportunities for language communication and experience accumulation for students, and enable them to master the usage of English in various scenarios proficiently, Enhancing students' motivation and proficiency in English learning has become an important issue in the reform of English teaching in colleges and universities. This paper briefly describes the theoretical basis of the multi-dimensional interactive teaching model, analyzes the current situation of English teaching in colleges and universities, focuses on the multi-dimensional setting of teaching objectives, the organic integration of teaching content, the innovative application of teaching methods and the improvement of the teaching evaluation system, and explores the specific application strategies of the multi-dimensional interactive teaching model in college English teaching.

Keywords: Multi-dimensional interactive teaching mode; Universities; Teaching English; Practice; Application

Online publication: July 26, 2025

1. Introduction

In the context of economic globalization and the Belt and Road Initiative, the importance of English as an important tool for language exchange and economic interaction among countries is increasingly prominent, and higher requirements are placed on the English conversation and communication skills of talents in various fields. College English is a discipline that teaches basic knowledge of English and cultivates students' ability to use English and intercultural communication skills. However, due to the limitations of traditional educational concepts and methods, some college English classes are still centered on one-way lecturing, ignoring the subjectivity of students. Teachers usually arrange teaching tasks step by step, set fewer interactive classroom activities, and the evaluation of English courses is mainly based on the final written test results, lacking objectivity and comprehensiveness, resulting in students' lack of initiative in learning. There are fewer opportunities for students to actually express themselves. Multi-dimensional interactive teaching is a student-centered teaching model that requires teachers to change traditional teaching methods and build multi-subject, multi-form,

multi-dimensional interactive learning environments that give students more space for autonomous learning and cultivate their interest in learning and practical expression ability^[1]. Therefore, it is imperative to conduct in-depth research on the practice and application of the multi-dimensional interactive teaching model in college English teaching, build a good English interaction and conversation ecosystem, and stimulate students' motivation to learn and use English.

2. The connotation and theoretical basis of the multi-dimensional interactive teaching model

2.1. Definition of connotation

Multi-dimensional interaction is an educational model^[2] that starts from different dimensions, creates a learner-centered multi-dimensional interactive environment, and supports the establishment of communication, dialogue, and feedback relationships among students, between students and teachers, and between students and the teaching environment at any time. The multi-dimensional interactive teaching model is characterized by diversity, subjectivity and interactivity. Diversity refers to the diversity of interactive subjects, elements and resources, which requires the design of rich interactive tasks and forms^[3]; Subjectivity requires teachers to play the role of guides, highlighting the subjectivity of students in the interaction process; Interactivity emphasizes that teachers respect and pay attention to students' speaking needs, set up special interactive sessions, and allow students to explore and solve problems through interaction and practice their English expression skills^[4].

2.2. Theoretical support

2.2.1. Constructivist theory

Constructivism emphasizes that learners should establish interactive relationships with elements such as the environment, others, and resources to construct cognitive systems. Multi-dimensional interactive teaching is in line with constructivist ideas, providing students with more opportunities to communicate with classmates and teachers, allowing them to independently construct an English knowledge system and improve their English proficiency in the process of^[5] dialogue.

2.2.2. Communicative Teaching Theory

Communicative teaching theory emphasizes that language learners should have the ability to communicate in real-world situations. Multi-dimensional interactive teaching is in line with communicative teaching theory, providing students with space^[6] to exercise their communicative skills through interactive scenarios such as group dialogue, cooperative inquiry, teacher-student dialogue, and human-computer interaction.

2.2.3. Cooperative Learning Theory

Cooperative learning theory emphasizes the team spirit of multiple members to achieve learning goals through interaction and inquiry. Multi-dimensional interactive teaching fits the theory of cooperative learning, where students can build partnerships with more classmates in dialogue scenarios, deeply analyze, explore and solve problems, and efficiently complete learning tasks.

3. Analysis of the Current Situation of College English Teaching

3.1. Limitations of Traditional teaching models

3.1.1. Monotonous teaching methods

In traditional college English classes, some teachers habitually adopt the "teacher lectures - students listen" teaching method. The entire class is spent imparting knowledge, while students merely passively learn and take^[7] notes. At the same

time, in terms of teaching content, teachers focus on memorizing vocabulary and grammar knowledge, fail to create a large number of language communication and conversation scenarios, and hinder the improvement of students' language application ability.

3.1.2. Insufficient interaction between teachers and students

In traditional English classes, there is a lack of interaction between teachers and students, and the range of interaction is small. Although some teachers set up question-and-answer sessions, they often ask knowledge-based questions, which cannot fully understand students' mastery and application of knowledge, and the number of students asking questions in each class is small, making it difficult to create a good interactive atmosphere^[8].

3.1.3. Low student engagement

In traditional English classes centered on knowledge transmission, students' knowledge learning, memorization and recitation often come from the teacher's instructions. It is difficult for them to find pleasure in learning English. Learning is rather passive and they are not^[9] very enthusiastic about participating in learning activities.

3.2. Changes in students' English learning needs

In the era of digital economy and economic globalization, society's demands for the English expression and communication skills of modern talents are constantly increasing. Students need to have more space to practice English listening, speaking and communication on the basis of mastering basic vocabulary and grammatical structures, and exercise their oral expression skills, listening and speaking skills and cross-cultural communication skills. In the online environment, students hope to have access to more personalized and high-quality learning resources and be able to learn English^[10] flexibly and easily according to their own interests.

3.3. Insufficient application of information-based teaching methods

Some college English teachers have insufficient awareness and ability to use information technology. In the process of the wide promotion of information-based educational means, some teachers believe that the use of information-based means will consume a large amount of class hours and affect the teaching progress, fail to keep up with the trend of educational technology innovation, integrate advanced teaching platforms and high-quality online resources into teaching design, and have insufficient development and application of interactive functions of online teaching resources, hindering the process^[11] of information-based reform of English teaching in colleges and universities.

4. The practical path of Multi-dimensional Interactive Teaching Mode in College English teaching

4.1. Multi-dimensional setting of teaching objectives

The design of multi-dimensional teaching objectives is a prerequisite for the implementation of multi-dimensional interactive teaching activities. Teachers should design multi-dimensional teaching objectives based on social development, teaching content and student growth:

4.1.1. Knowledge objectives

Enable students to master basic English grammar, vocabulary, pronunciation, etc.

4.1.2. Skill Objectives

To develop students' comprehensive application abilities in listening, speaking, reading, writing and translation, especially in listening and speaking skills and cross-cultural communication skills;

4.1.3. Emotional Attitude and Values Objectives

Focus on developing students' interest in learning English, enhancing their self-confidence and teamwork spirit, and improving their cross-cultural awareness.

By rationally designing and adjusting multi-dimensional teaching objectives in the teaching process, teachers can design interactive English teaching activities and learning tasks in accordance with goal orientation, providing a good environment for students' growth and development.

4.2. Optimization and integration of teaching content

4.2.1. Combining teaching materials with actual needs

Teachers should, on the basis of the teaching syllabus, fully consider the training objectives, employment directions, and interests of students of different majors, explore practical and contemporary resources, and follow the principle of interesting teaching to transform industry English cases, English film and television works, and English news into English teaching materials to stimulate students' interest^[12] in learning English.

4.2.2. Integrate cross-cultural elements

From the perspective of modern English communication and application scenarios, talents not only need to master basic language expression skills, but also be able to combine the cultures of different countries and communicate^[13] with people from various countries. Therefore, teachers should delve deeply into cross-cultural elements, incorporate common social etiquette, civilized customs and historical developments of various countries into teaching, enable students to recognize, understand and learn cross-cultural content, and cultivate their awareness and ability of cross-cultural communication.

4.2.3. Design interactive teaching tasks:

tasks, allowing students to learn and master the usage of English knowledge through interactive methods such as group debate, role-playing, and two-person conversation, and stimulate students' enthusiasm for listening and speaking.

4.3. Innovative application of teaching methods

4.3.1. Group cooperative learning

Depending on the type of English course, the teacher should reasonably assign group cooperative learning tasks, allowing each group member to take on the learning tasks, analyze the problems encountered in learning, discuss the solutions to the problems, and form the results of the English learning project, while the teacher acts as the acceptor and evaluator of the learning results, evaluating the group results^[14] as a whole.

4.3.2. Situational teaching method

The daily English communication environment cannot do without real language contexts. Teachers should explore contextual themes from actual employment and work scenarios, and use multimedia +VR technology to design virtual immersive language communication contexts, allowing students to use the knowledge learned in class to carry out simulated language communication and dialogue activities, so that they can feel the application value of language and exercise oral communication skills.

4.3.3. Task-driven teaching method

Task-driven is the key to giving students autonomous learning and highlighting their leading role. Teachers should focus on students' learning needs, design feasible and targeted learning tasks, assign individual or group projects, have students write speeches, tour guides, business emails, let students experience the tasks of specific job positions, stimulate their interest in learning, and exercise their ability to analyze and solve problems.

4.3.4. Flipped classroom teaching method

Subvert the traditional classroom teaching organization form by using online platforms to publish basic learning tasks, allowing students to preview the textbook content online, summarize basic knowledge points, and complete online learning tasks; The class mainly focuses on the problems and confusions that arise online, conducts interactive learning activities, implements intensive exercises, and fully exercises students' autonomous learning ability.

4.4. Improvement of the teaching evaluation system

4.4.1. Diversified evaluation subjects

Teachers should focus on students' learning outcomes in each class period and session by introducing multiple evaluation subjects, setting up student interaction evaluation, autonomous learning evaluation, and teacher daily evaluation, to comprehensively track students' learning performance, enabling them to identify and solve problems in a timely manner with the help of classmates and teachers, and enhancing students' emphasis^[15] on interactive English learning.

4.4.2. Diversified evaluation content

English evaluation content indicators should be in line with the teaching objectives and challenges. In addition to the final assessment evaluation, teachers should design indicators such as self-study performance, group cooperation and communication performance, online and offline participation performance, etc., to more accurately assess students' phased learning outcomes.

4.4.3. Process evaluation combined with summative evaluation

Process evaluation focuses on assessing students' stage learning outcomes. Teachers can quantify students' online learning, classroom interaction, in-class and out-of-class learning outcomes, etc., to assess students' knowledge, skills and emotional attitudes; Summative assessment is mainly based on the final exam, with additional reading materials from actual working scenarios in the test questions, and questions targeting real problems to test students' comprehensive language application ability.

5. Application Cases of Multi-dimensional Interactive Teaching Mode in College English Teaching

5.1. Background of the case

Take a non-English major freshman class in a university as an example. The class size is 45 students. There are significant differences in the students' English foundation. Some students have a good English foundation and a high interest in learning English, while some students have a weak English foundation and a low enthusiasm for learning. In traditional English classes, the students' learning atmosphere is rather dull, their participation is low, and the teaching effect is not ideal. To improve this situation, the teacher decided to adopt a multi-dimensional interactive teaching model for teaching reform.

5.2. The specific implementation process

5.2.1. Teaching objectives Setting

Based on the curriculum standards and teaching content, the teacher sets the following teaching objectives. Knowledge objectives: To enable students to master the English vocabulary, grammar and sentence patterns learned this semester; Skill Objectives: Enhance students' listening, speaking and reading comprehension abilities, and enable them to communicate in simple English and read English materials; Emotional attitudes and Values Objectives: Develop students' interest in learning English and enhance their self-confidence and cooperative spirit.

5.2.2. Integration of teaching content

On the basis of determining the key teaching contents, teachers, starting from students' interests and real life, develop and expand cross-cultural resources, using English film clips, English songs, English news, etc. as cross-cultural supplementary resources.

5.2.3. Application of teaching methods

- Group cooperative learning: Divide students into 9 groups of 5 each. In class, the teacher assigns relevant learning tasks such as discussing the topic of the text, analyzing the structure of the text, role-playing, etc., and students in the group work together to complete them.
- Situational teaching: Create English scenarios such as shopping, dining at a restaurant, boarding at an airport, etc. Let students practice conversations in these scenarios to improve their language application skills.
- Flipped classroom: Before class, the teacher uploads teaching videos and learning materials to the teaching platform, allowing students to learn the basics independently. In class, the teacher answers students' questions and organizes interactive discussions and practical exercises.
- Teaching evaluation implementation: Implement multiple evaluations including teacher evaluation, student evaluation, and peer evaluation. Process evaluation mainly includes classroom participation, assignment completion, group cooperation performance, etc., accounting for 60% of the total grade; The final assessment is the final exam, which accounts for 40 percent of the total grade.

5.3. Implementation Effect analysis

5.3.1. Students' interest in learning has significantly increased

After applying the multi-dimensional interactive teaching model, the classroom atmosphere has become more lively and students' enthusiasm for participating in classroom activities has significantly increased. Many students reported a significant increase in interest in learning English and were able to actively participate in the learning process.

5.3.2. Students' overall English proficiency has improved

In terms of listening and speaking skills, through extensive dialogue practice and situational simulation, students' oral expression has become more fluent and accurate, and their listening comprehension has also improved. In terms of reading comprehension and writing, students have improved their reading speed and comprehension ability by reading diverse teaching materials and completing related writing tasks, and their writing skills have also improved to some extent.

5.3.3. Enhanced cooperative spirit and self-study ability

In the process of group cooperative learning, students learn to cooperate, communicate and share with others, and cooperative spirit is cultivated. At the same time, the application of teaching methods such as flipped classrooms has enabled students to be more proactive in self-study, and their self-study ability has been exercised and improved.

6. Conclusions and Prospects

To sum up, with the continuous development of information technology and the in-depth advancement of educational reform, the application prospects of multi-dimensional interactive teaching models in college English teaching are broad. In the future, colleges and universities and teachers should update the concept of college English teaching by strengthening specialized training, analyzing individual differences among students, jointly developing high-quality resources, and building a multi-evaluation system, and continuously improve teachers' information and digital teaching capabilities. In the future, the multi-dimensional interactive teaching model should integrate technologies such as virtual reality (VR), augmented reality (AR), and generative artificial intelligence (AIGC) to innovate multi-dimensional interactive teaching

methods, create more realistic and vivid language learning scenarios for students, enhance the immersion and interest of learning, and improve the quality of English teaching. Produce more high-quality talents with a solid foundation in English and cross-cultural communication skills.

Disclosure statement

The author declares no conflict of interest.

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