

From Conflict to Harmony: An Analysis of the Deep Influencing Factors of Trilingual Teaching Mode Based on Teacher's Instructional Interference

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ABSTRACT

With increasing attention paid to trilingual teaching in ethnic colleges and universities, the development of teachers' instruction intervention warrants the pragmatic practice. This paper analyzed the basic influencing factors of trilingual teaching model based on teachers' instructional intervention, and further put forward multiculturalism as its deep influencing factor. A large amount of multicultural content can improve students' ability of multicultural integration.

Keywords: teacher's instructional intervention; trilingual teaching; multiculturalism; influencing factors

1. INTRODUCTION

Qinghai Tibetan area is a minority area, among which Tibetans are the largest ethnic group in Qinghai, accounting for 20% of the total population of the province. Tibetan students in Qinghai colleges and universities come from different regional environments, and their language and economic living conditions vary according to different regions. Because of the different geographical conditions, social environment and eating habits, there are many differences in personality characteristics. These different characteristics make their English learning special, and the result will naturally increase the difficulty of their third language acquisition. English is a third language for Tibetan students. Both mother tongue and Chinese have a positive and negative transfer affecting English learning. There is a conflict between the cultures loaded by the first and second languages in English learning, which affects the learning effect either implicitly or locally. There are only two kinds of cultural conflicts in learning English, while there are three kinds of cultural conflicts in learning English; In addition, the culture of ethnic minorities contains a variety of religious factors and different ethical views, which will undoubtedly aggravate this conflict and create additional difficulties for their English learning.

In order to build a harmonious trilingual classroom ecological environment, this paper is going to analyze the important role of multiculturalism in trilingual teaching mode based on teachers' instruction intervention through literature review and related statistical data analysis. It is put forward that the essence of multicultural theory is not to highlight a culture, but to provide a way to deal with the relationship between multiculturalism. Teachers should be committed to understanding students' cultural environment and understanding students' non-verbal behaviour and cultural values.

2. TEACHERS' INSTRUCTIONAL INTERVENTION

Research on instructional intervention includes three fields: problem-based language teaching; cooperative learning integrating English and its reading and writing abilities; teaching instruction combining students' English proficiency and professional knowledge [1-3]. The intervention content of our study focused on the students with different English levels can develop various abilities after teachers' instructional intervention in the form of cooperative learning.

In traditional culture, students should respect the knowledge of teachers and other adult authorities, that is, the effectiveness of knowledge is often based on the effectiveness of its sources. Students are taught to respect the wisdom and authority of their elders, and they may not be encouraged to ask questions about the acquired knowledge, cooperative ability, good observation ability, understanding the connectivity of knowledge between subjects, and strong desire to learn new things are some social and cultural norms that develop students' consciousness of autonomous learning.

For each class, teachers provide specific teaching strategies and instruction with different degrees of difficulty to students. These contents depend on the students' abilities and are also concerned with different learning topics and specific activity tasks [4]. They also provide a wide range of subject background information and detailed explanations, with special emphasis on students' understanding and interest in research topics. Although the main form of activities is autonomous learning, content arrangement of each unit also provides activity strategies to promote the development of English reading and writing abilities of all students. In class, students summarize and present prepared

learning content. Teachers provide supplementary materials on language skills, such as writing tips and reading comprehension articles. Teaching plan provides clear instruction to promote students' English proficiency.

Classroom presentation can improve students' oral English and increase the use of practical language materials. Collaborative group activities promote students' active participation in activities. It provides a corresponding development chance for real communication with other students in context and language skills. Teacher instruction can promote students' understanding of tasks. Recognizing that students have different English levels, teachers can adjust the language materials required for students to participate in activities. Teaching content often reflects their previous language level and cultural foundation [5]. The formation of cooperative learning groups helps students learn to work independently and collaboratively.

Teachers should guide students to develop language learning abilities, but also guide students to develop the cooperative learning ability. Teachers help students at different levels obtain frameworks to adjust language load and communication patterns (language, gestures, writing and graphs). This model emphasizes that teachers can use Chinese in classroom teaching to strengthen the accuracy and effectiveness. Teachers should consider students' activity experience and ability to accomplish specific tasks. Teachers can help students from understanding the content of activities to their own pioneering activities. Teachers should pay attention to the progress of students' preparation process, and can also guide students to enhance the clarity and creativity of the presentation content according to their own language level and the characteristics of the presentation theme. Teachers' instruction intervention is mainly reflected in three aspects [6]: activity arrangement, language and cultural background introduction, presentation mode and evaluation. The effective instruction of these steps is the focus of this model.

3. TRILINGUAL TEACHING

At present, the problem of trilingual teaching is one of the hot issues studied by domestic scholars. From the first language, the second language to the third language learning, Li [7] found that the development of meta-language awareness is not only related to the level of the first and second languages and language types, but also affected by age factors. Wang [8] put forward in 2013 that we should face up to the role of Tibetan students' mother tongue and the particularity of English teaching in Tibetan trilingual teaching environment, and explore the importance, necessity and method of cultivating Tibetan teachers who use Tibetan as their English teaching medium. During the year of 2014, He [9] took the English and Chinese learning of Tibetan students in Sichuan Province as the research object, and analyzed the English vocabulary mastery of 200 Tibetan, Chinese and Tibetan bilingual and Chinese monolingual students. Compared with Chinese, Tibetan and English are more related, and the transfer of trilingual acquisition is more obvious. By analyzing the function of

code conversion in college English teaching, Wu [10] summed up the influence of classroom code conversion on Mongolian college students' English learning in 2015. During the same year, Ma [11] in the rural areas of ethnic minorities in Qinghai Province, starting with the analysis of teachers and students' trilingual application ability, through questionnaires, interviews and other ways to investigate and study them, and put forward some specific reference suggestions for their future teaching strategies.

Foreign scholars have also done a lot of research and exploration on trilingual teaching. Hauptman [12] presented the results of a teaching model in which Arabic, Hebrew and English teachers teach both reading comprehension and writing skills with the same strategies to facilitate academic mastery of the three languages. During the year of 2014, Hsu [13] explored how adults use cognitive control mechanisms to deal with their speech output differently for monolingual, bilingual, and trilingual learning. In that same year, Adamson [14] identified four trilingual education models that emerged in different regions: incremental, balanced, transitional and devalued, and explored the causes of various manifestations. Anastassiou [15] investigated the verbal output of trilingual children whose mother tongue is Greek or Albanian and the third language is English for the purpose of finding out the source language of participant migration, whether the speaker's mother tongue or second language has any influence on content and function words, and whether the cross-language influence has any influence on content and function words. Wach [16] explored the role of trilingual learners on mother tongue-Polish in learning grammar of the second language-English and the third language-Russian in 2018. Chung [17] proposed an interactive migration framework to capture the complex linguistic and cognitive processes involved in cross-lingual migration for cross-lingual reading in 2019.

4. ANALYSIS OF BASIC INFLUENCING FACTORS BASED ON TEACHER'S INSTRUCTIONAL INTERVENTION IN TRI-LANGUAGE TEACHING

4.1 Professionalism of teachers

Teachers' work is a highly complex and changing work. What teachers may face is more complicated and diversified. Because of the characteristics of teaching, teachers should not only be able to solve specific problems or perform routine work, but also be able to think independently and judge independently in the changing and complex practice. And they need to find the most appropriate strategies and plans. In this teaching mode, the professional requirements of teachers are mainly determined by the complexity, creativity and moral characteristics of management situation and management work. Teachers' work is not only complex and varied, but also involves many uncertain variables and many unexpected situations. In the process of classroom teaching, teachers' work is not only to

complete the established tasks, but also it is full of creativity. Because the teacher's teaching object is human, and a series of uncertain factors caused by the students' development and development determine the complexity of classroom teaching, which requires creativity. When teachers make any decision in class, they must think about the consequences of their own behaviours from a moral point of view, that is, teachers must rely on "moral rationality" to choose their own educational actions. In classroom teaching, the complexity, morality and creativity of teachers' work directly require teachers' professionalism, which requires teachers to make professional judgments and rational decisions in the face of complex classroom teaching situations.

Teachers should have a further analysis of the nature of their management, that is, the role of teacher managers should be based on the professional basis. Only by maintaining professional management relationship between teachers and students can we promote the improvement of teaching efficiency. Professional management means that teachers' choice of their roles and their behaviours should be based on professional knowledge. In modern society, the specialization of teaching is becoming more and more obvious, and the most important idea of specialization is that teachers do not take personal judgment as the basis for managing student groups in classroom teaching, but take professional judgment as the basis for managing students in classroom teaching. Only by transforming teachers' professional knowledge into teachers' professional characteristics, personality characteristics and performance in role behaviour can the teaching purpose be effectively realized. Classroom teaching activities are complex and changeable, and teachers' teaching process is not a simple process of using teaching principles and methods. It is composed of teachers' rapid and diversified behaviours to complex events. Problem solving ability is a kind of high level mental ability, which involves all levels of cognitive field (that is, knowledge, understanding, application, analysis, synthesis, evaluation, etc.), and is also a necessary and important professional quality for teachers.

4.2 Students' Subjectivity

The educational nature of trilingual teaching mode based on teacher's instruction intervention is embodied in the establishment of students' subject status, and the main trend of human research in contemporary education is the understanding and practice of subjective education. Teachers hope to change some behaviours of students through their help, and then make students obtain the relevant social norms needed for socialization and promote the development of students in many aspects. The initiative and creativity of students require teachers to fully consider the needs and potential of students in the process of trilingual teaching mode based on teacher instruction intervention, and create an environment suitable for students' lives and activities. The trilingual teaching model is not simply to solve the problems that arise, but more importantly to tell students some truth, promote students'

moral and psychological maturity and perfection, so that students can be inspired and educated while receiving management.

The traditional trilingual teaching mode is often regarded as "scientific" management, it is always top-down and followed the unified norms. It has norms everywhere, always monitoring, the classroom has become a place of mutual monitoring, comparison and competition. The trilingual teaching mode based on teacher instruction intervention requires to be student-oriented, students are enlightened to have self-discipline in behaviour and self-encouragement in learning, so as to transform external requirements into students' personal conscious behaviour. On the premise of strict management, students should be standardized by necessary means to develop along the correct track. The core of student-oriented management is to emphasize the importance of students and put the development of students in the fundamental position.

4.3 Adaptability and scientific democracy of teaching management

Effective teaching mode can not only solve the problems at that time, but also help to prevent similar problems in the future. In order to adjust the thought and behaviour of teachers and students, and then make teachers and students adapt to classroom teaching, this is called adaptability. Through the joint efforts of teachers and students, students can adjust themselves as soon as possible and adapt to the new teachers and unfamiliar environment. Teachers also understand students and master their personalities and characteristics as soon as possible. Only in this way, the trilingual teaching mode based on teacher instruction intervention can be standardized and effective as soon as possible, which is more beneficial to the development of students.

In the effective trilingual teaching mode, we should pay special attention to encourage the participation of students. Classroom is not only the place of teaching, but also the place of socialization of students, which is the basis point for the development of students' spirit and personality. The all-round development of students' personality requires teachers to fully consider the needs and potential of students in the process of trilingual teaching mode, and create an environment suitable for students' lives and activities. So students can be provided a wider space in the classroom according to their nature of behaviour.

5. MULTICULTURALISM IS THE DEEP INFLUENCING FACTOR OF TRILINGUAL TEACHING MODE BASED ON TEACHER’S INSTRUCTION INTERVENTION

5.1 The embodiment of multiculturalism in teaching mode

The important role of culture in the classroom management of trilingual teaching is reflected in the internal relationship between culture and language and the cultural stipulation of English as a foreign language course. The internal cultural nature of a foreign language is inherent and relatively stable, while the external cultural nature of a foreign language is produced under the action of external force (foreign language teaching) and is variable. The cultural ability advocated by modern society is to learn to read words and to understand society, which also reflects the importance of actively participating in society as critics and creators while developing cultural ability. Teachers should believe that with the increase of interest, it will be easier for students to master the written knowledge in textbooks. Students' active involvement in foreign language classroom can effectively improve students' cultural ability.

In addition, culture is a breakthrough to solve the conflict between teachers and students in trilingual classroom and to carry out student-based management. The causes of teacher-student conflict include psychological factors, social factors and family factors. And culture is the deep factor of conflict. That is why we should strive to reconstruct "classroom culture". In classroom, teachers and students should try to overcome the "cultural barrier", change the basic power of classroom life from conflict to consistency, and change the two basic forms of classroom life from change to stability. Only in such a cultural atmosphere can teachers implement healthy, effective and harmonious classroom management. The English classroom teaching management combined with cultural learning still embodies the main purpose of cultural management, that is, through the reconstruction of classroom culture and teaching culture to implement, through students' conscious management behaviour to achieve the goal. In order to eliminate the disadvantages of the existing classroom, we need to pay attention to construct democratic, equal and cooperative teacher-student relationship; pay attention to students' unique culture and increase multi-dimensional and effective interaction between teachers and students.

5.2 Cultivating the Ability of Multicultural Integration

As an expert in language and culture education, Kramsch [18] put forward the concept of "integration". This view criticizes the dichotomy of language and culture and argues that it prevents us from taking a multi-level and multi-

dimensional view of the whole of a problem. Cultural diversity, difference and diversity of cross-cultural communication need to cultivate students' multicultural consciousness and establish the concept of equal culture. Therefore, the teaching of college English culture in our country should show multicultural characteristics, including both mother tongue culture and target language culture education and world multicultural education. Multiculturalism is a strong theoretical trend based on cultural equality and cultural diversity.

The arrival of the multicultural era makes the cultures of all nationalities collide, conflict, permeate and merge with each other. International cooperation is closer and international competition is more intense. In this pattern of competition and comparison, all ethnic groups are aware of their respective situations and gaps, while safeguarding national independence. Begin to contact and absorb other cultural elements to achieve the development and renewal of their own culture. In the process of trilingual teaching, on the one hand, we should strengthen the explanation and comparative analysis of multiculturalism, so that students can understand multiculturalism more deeply. On the other hand, we should cultivate students' ability of multicultural integration.

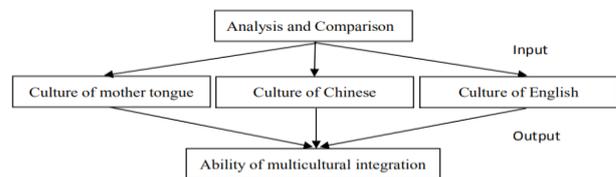


Table 1. The construction process of multicultural integration ability

6. CONCLUSION

The significance of introducing multicultural theory into English culture teaching lies in abandoning the negative factors of cultural curriculum. Cross-cultural teaching cannot be simply understood as the introduction of western culture. It should include mother tongue culture, target language culture and world multicultural education. Its highest level is to help students treat the world culture correctly. In teaching, we should strengthen the cultivation of multicultural understanding ability. Through the comparison of multicultural differences, on the one hand, we should cultivate students' cross-cultural awareness and international understanding, respect, tolerance and critical absorption of English culture. On the other hand, teachers can help students feel the uniqueness of Chinese culture more clearly, enhance national awareness and patriotic enthusiasm. In the trilingual teaching model based on teacher guidance intervention, multicultural theory is used to guide cultural teaching and the concept of cultural diversity runs through the proposed cultural teaching strategies. The purpose of these cultural teaching strategies is to cultivate students' ability to establish cultural equality and deal with cross-cultural communication activities creatively through the interaction between mother tongue culture and foreign culture. When teaching English for

minority students in colleges and universities, teachers should use multicultural theory to eliminate the estrangement between teachers and students. Teachers should devote themselves to understanding the cultural environment in which students are located, understanding students' non-verbal behaviours and cultural values. Finally, a harmonious ecological environment is constructed.

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