

Practical Application of the Multi-Dimensional Interactive Teaching Model in College English

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Abstract: The multi-dimensional interactive teaching model significantly enhances the effectiveness of college English instruction by emphasizing dynamic engagement between teachers and students, as well as among students themselves. This paper explores practical strategies for implementing this model, focusing on four key aspects: deepening teachers' understanding of the model through continuous learning, innovating interactive methods such as questioning techniques and practical activities, leveraging modern technology to integrate resources and track learning progress, and establishing a communication platform that centers on student participation. By adopting these approaches, the model fosters a student-centered classroom environment, improves comprehensive English application skills, and optimizes overall teaching quality.

Keywords: Multi-dimensional interactive teaching model; Student-centered approach; Teacher-student interaction

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1. Introduction

The primary function of college English teaching is manifested through expression, with teacher-student interaction constituting the core process through which students learn and express themselves. However, traditional lecture-based models often result in passive learning, monotonous atmospheres, and limited student engagement. Analysis shows that the multi-dimensional interactive teaching model presents a significant advantage by extending teaching forms and content across multiple dimensions^[1]. Compared to conventional methods, this model demonstrably improves classroom dynamics, student participation, and knowledge absorption^[2]. Therefore, the adoption and refinement of this model are crucial for exploring new pedagogical methods and optimizing classroom practices. This paper aims to discuss the practical application of the multi-dimensional interactive teaching model by examining its core concepts, theoretical underpinnings, and implementation strategies, ultimately arguing for its potential to enhance the overall quality of English instruction in higher education.

2. Discussion on the concept of “multi-dimensional interactive teaching model”

The “multi-dimensional interactive teaching model” represents a progressive, student-centered educational framework designed to broaden both the scope and depth of classroom engagement. It moves beyond the limitations of traditional teaching by transforming the classroom into a vibrant, collaborative learning ecosystem where interaction is not just an occasional activity but a foundational principle. To fully grasp this model, it is essential to unpack the two key components of its name: “multi-dimensional” and “interactive.”

The term “multi-dimensional” captures the model’s emphasis on fostering interactions across multiple, interconnected planes. First and foremost, it includes the conventional teacher-student interaction, but redefines its nature: instead of teachers being the sole providers of knowledge, the interaction becomes a two-way exchange where teachers guide, facilitate, and respond to students’ questions, while students actively seek clarification, share ideas, and challenge assumptions. For example, in a lesson on academic writing, instead of the teacher lecturing on essay structure, they might start by asking students to share their struggles with writing introductions, then guide a discussion on effective introduction strategies based on students’ real needs.

More importantly, the model prioritizes sustained and meaningful student-student interaction. This form of interaction recognizes that peers are valuable learning resources—students often feel more comfortable practicing language skills with their classmates, and collaborative activities allow them to learn from diverse perspectives. Student-student interaction can take various forms, such as pair work (e.g., role-playing a job interview), group discussions (e.g., analyzing a news article on global climate change), and collaborative projects (e.g., creating a short video about campus life in English). These activities not only provide students with more opportunities to practice speaking and writing but also cultivate their teamwork and communication skills—essential competencies for future academic and professional success.

Additionally, the model encourages interaction between students and diverse learning materials, breaking down the boundaries between the physical and digital classroom. Learning materials here are not limited to traditional textbooks; they include digital resources such as English-language documentaries, online news articles (from sources like The Guardian or BBC Learning English), podcasts (e.g., “ESL Pod” or “BBC Learning English Podcasts”), and interactive exercises on platforms like Quizlet or Khan Academy. For instance, in a lesson on environmental protection, students might first watch a short documentary on plastic pollution, then analyze the content in groups, and finally write a reflection based on their observations—engaging with the material at both cognitive and affective levels. This multi-dimensional interaction with materials ensures that students are exposed to authentic English use and diverse cultural contexts, enhancing their intercultural communication competence.

At the core of this model lies the principle of “interaction,” which is understood as an active, purposeful, and reciprocal process. Unlike superficial interactions (such as teachers asking yes/no questions and students responding with one-word answers), meaningful interaction in this model involves the exchange of ideas, the co-construction of knowledge, and the resolution of problems through dialogue. The primary agents of this interaction—teachers and students—engage in a dynamic exchange where both parties contribute to the learning process. For example, during a class discussion on “the impact of social media on young people,” the teacher might pose an open-ended question (“How do you think social media affects your ability to communicate face-to-face?”), and students respond with personal experiences, while the teacher guides the discussion to explore different viewpoints, challenge biases, and connect ideas to relevant theories or real-world examples. Such exchanges are carefully structured to tackle learning challenges collectively, and as these interactions deepen, students gradually cultivate clearer, more structured, and more confident communication skills.

A central objective of this approach is to reduce the conventional authority gradient between teacher and student. In traditional classrooms, teachers are often seen as the “experts” who hold all the knowledge, while students are the “novices” who passively receive it. The multi-dimensional interactive model repositioning the educator as a “guide” and “learning facilitator” rather than a sole authority. Teachers design interactive activities, provide scaffolding (e.g., vocabulary support, sentence structure models) to help students overcome learning difficulties, and create a safe classroom environment where students feel comfortable making mistakes—an essential part of language learning. For example, when students struggle to express a complex idea in English, the teacher might offer alternative phrases or ask prompting questions (“Could you explain that with an example?”) instead of correcting them directly. This approach not only reduces students’ anxiety about speaking English but also empowers them to take ownership of their learning, fostering autonomy and self-directed learning skills ^[3].

3. Theoretical framework of “multi-dimensional interactive teaching model”

The practical application of this model is underpinned by several interconnected theoretical principles, as implied in the following text:

3.1. Constructivism

The model is fundamentally rooted in constructivist learning theory. It posits that knowledge is not passively received but actively constructed by learners through social interaction and experiences. By prioritizing student-centered activities like group story-writing, role-plays, and extended discussions, the model creates an environment where students build their own understanding of the English language. The teacher’s role shifts from a knowledge transmitter to a facilitator who guides this construction process.

3.2. Sociocultural theory (Vygotsky)

The emphasis on interaction aligns with Vygotsky’s concept of learning as a social process. Peer-to-peer collaboration and teacher-student dialogue provide scaffolding, where students can achieve higher levels of understanding with the support of others. The platform for exchanging viewpoints acts as a zone of proximal development, allowing students to enhance their skills through social engagement.

3.3. Interactive approach to language learning

This model directly applies the principles of the interactive approach, which holds that language proficiency develops through communicative use. By organizing practical activities and redesigning questioning techniques to prompt extended thinking, the model ensures that students are continuously using English for genuine communication, thereby honing their comprehensive application skills ^[4].

3.4. Technology integration

The framework incorporates modern educational technology not as an add-on but as an integral component. It leverages tools like multimedia, micro-lectures, and flipped classrooms to optimize resources, track learning processes, and create additional interactive spaces (e.g., online discussions with bullet-screen comments). This aligns with theories of blended learning, which seek to combine the best aspects of face-to-face and online instruction ^[2].

4. Practical implementation strategies and case analysis

To translate the theoretical framework of the multi-dimensional interactive teaching model into tangible classroom outcomes, a set of coherent implementation strategies is essential. This section elaborates on specific methods and provides illustrative examples.

4.1. Deepening teacher understanding and shifting roles

The success of this model hinges on the teacher's fundamental reconception of their role. Beyond formal training, teachers must engage in reflective practice and peer observation to internalize the shift from a knowledge-dispenser to a learning facilitator and designer ^[5]. For instance, when teaching a unit on "Environmental Protection," instead of delivering a monologue on vocabulary and grammar, the teacher designs a scenario: "The city council is debating a new plastic ban." Students are divided into groups representing different stakeholders—government officials, environmental activists, business owners, and local residents. The teacher's role is to provide resource packages (articles, videos, key vocabulary), circulate among groups to offer linguistic scaffolding ("How would you phrase your economic concern more persuasively?"), and guide the final debate, focusing on the fluency and effectiveness of communication rather than just grammatical accuracy.

4.2. Innovating interactive methods in the classroom

Interaction must be structured and purposeful. Questioning techniques should evolve from closed questions ("What is the main idea?") to open-ended, inquiry-based prompts ("Why do you think the author holds this perspective? How would you compare this with the situation in China?"). This encourages critical thinking and extended discourse.

Practical activities are the engine of interaction. A powerful example is a collaborative "Story Chain" for creative writing. The teacher begins a narrative with a sentence, and each student or group adds a subsequent sentence or paragraph in real-time, either orally or on a shared digital document. This not only practices sentence structure and narrative coherence but also requires active listening and adaptive thinking. Similarly, role-playing a job interview, negotiating a business deal, or simulating a news broadcast transforms the classroom into a dynamic social context for authentic language use ^[4].

4.3. Strategic integration of technology as an interactive tool

Technology should serve the pedagogy, not drive it. A flipped classroom approach is highly effective. For a lesson on cross-cultural communication, students are first tasked with watching a curated micro-lecture and a short film clip outside of class on a learning management platform. An online forum or a chat group is set up where students must post their observations and questions using "bullet-screen" comments, creating an initial layer of asynchronous interaction ^[6].

In the classroom, the teacher uses these online comments as a starting point for a deeper, face-to-face discussion. Furthermore, tools like interactive polling (e.g., Mentimeter) can be used for instant feedback on comprehension, and collaborative platforms like Padlet can serve as a shared space for groups to brainstorm and present ideas, making the thinking process visible and interactive for the entire class ^[2].

4.4. Establishing a student-centered communication platform

The communication platform must be designed to empower students as the primary "subjects." This involves creating a classroom culture that tolerates errors and values expression. One method is to implement "Student-led Discussion Sessions." Each week, a different group of students is responsible for leading the analysis of a

reading passage or a current event. They prepare discussion questions, facilitate the conversation among their peers, and summarize the key points at the end. The teacher acts as a participant and a support resource, only intervening to guide the discussion back on track or to provide deeper linguistic input when necessary. This practice fundamentally transfers the communicative initiative from the teacher to the student ^[5].

By systematically applying these strategies, the multi-dimensional interactive teaching model moves from concept to practice. It creates a learning environment where English is not merely a subject to be studied but a tool for communication, collaboration, and problem-solving, thereby achieving the ultimate goal of enhancing students' comprehensive English application abilities.

5. Retrospect and prospects

The discussion of this model involves both a retrospective view of current practices and a prospective vision for its future development.

The current application, as detailed, highlights a significant evolution from traditional teaching. Key strategies have been identified: the necessity of deep teacher learning and awareness-building ^[5], the innovation of classroom interactions through redesigned questioning and practical activities ^[4], the full leverage of modern technology for resource integration and process tracking ^[2,6], and the critical establishment of a subject-centered communication platform. These strategies have proven effective in creating a more vibrant and engaging classroom atmosphere, fostering active student participation, and improving knowledge absorption.

Looking forward, the potential of the multi-dimensional interactive teaching model is vast. Its integration with evolving technologies like artificial intelligence for personalized learning paths or virtual reality for immersive language practice scenarios could be further explored ^[6]. The concept of interaction can be expanded beyond the physical and virtual classroom to include global, cross-cultural exchanges with students from other countries ^[1]. Continuous professional development for teachers will remain essential to keep pace with these innovations. The successful implementation of this model paves the way for a future where college English classrooms are truly dynamic, interactive hubs of language acquisition and cultural exchange, ultimately leading to a substantial enhancement in the overall quality of English instruction. The ongoing exploration and optimization of this model represent a promising direction for pedagogical reform in higher education.

Disclosure statement

The author declares no conflict of interest.

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