

This Paper Analyzes the Research on the Teaching Paths of College English Education from the Perspective of Multi-culture

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Abstract: At the present stage, in college English education and teaching in China, it is necessary to rely on the multicultural perspective to carry out the necessary reform of its classroom teaching content. At this stage, teachers need to cultivate students' global citizenship consciousness and enhance their intercultural communication ability through cultural exchange and understanding, and finally achieve the teaching goal of "trinity" of value shaping, knowledge imparting and ability cultivation. Multicultural education requires English teachers in colleges and universities to enrich their teaching contents with cultural diversity, so as to help students understand and appreciate the cultural characteristics of different countries and regions while learning languages. Teachers are encouraged to adopt inclusive teaching methods and pay attention to students' cultural background and personal experience, so as to build students' cultural self-confidence. To further equip them with the ability of cross-cultural communication.

Keywords: Multi-culture; College English; Teaching measure

Introduction:

In the process of globalization, English education and teaching in China has entered the stage of diversification reform, and the traditional teaching content and methods mainly based on American and American culture can no longer meet the demand for English talents in modern society. In view of this, this paper proposes to explore a new way to implement college English education from the perspective of multi-culture for reference.

1. Multicultural perspective

Multicultural education emphasizes the inclusion of different cultural backgrounds in teaching, promoting students' awareness of and respect for the diversity of the world. Under the background of deepening globalization, the multi-cultural perspective has laid a solid foundation for the reform of higher education, which provides a new teaching concept for English education. In addition, English education from a multicultural perspective attaches importance to the cultivation of critical thinking, and students should be actively aware of the relativity of culture and avoid the prejudice of cultural centrism, so as to promote mutual understanding and respect from a global perspective.

2. Research on teaching paths of college English education from a multicultural perspective

2.1 Dig deep into the content of teaching materials and skillfully integrate into Chinese culture

First of all, from a multicultural perspective, teachers can select texts or materials related to Chinese culture from the textbooks, such as traditional Chinese festivals, historical stories, literary works, and art forms, as the teaching content. For example, in the teaching unit "Customs and Traditions", teachers can deeply explore and discuss the differences and commonalities between Chinese and foreign customs and traditions, and organize a "Chinese traditional culture sharing meeting", in which students introduce traditional Chinese festivals such as the Spring Festival and the Mid-Autumn Festival in English. Tell about the origin of the festival,

customs, and the food associated with it. Through such activities, students can practice their English expression skills and have a deeper understanding and dissemination of Chinese culture. In addition, in the teaching process, students can learn the corresponding English vocabulary and expressions, and also have a deep understanding of the historical and cultural background and deep meaning behind this cultural phenomenon, so as to enhance the sense of identity and pride of Chinese culture. In addition, it is also an effective method to carry out “cross-cultural comparison discussion”. Students can choose a Chinese custom and a foreign custom to compare, in English to discuss the similarities and differences between them, this discussion can also help students to realize that each culture has its own uniqueness, enhance cross-cultural communication skills.

2.2 Enrich the activities of the second class and do a good job in spreading Chinese culture

Compared with Chinese culture, the university administration pays less attention to English teaching. However, due to the introduction of original English teaching materials, audio-visual publications and other original English teaching materials, while helping students understand Western culture, they are constantly infiltrating Western values, which runs counter to our educational policy. In college English teaching, in order to effectively spread Chinese culture, solve existing educational problems, and reasonably enhance students’ cultural self-confidence, teachers need to make good use of the medium of the second classroom. As an effective supplement to the first classroom, the second classroom provides students with more opportunities to practice and experience Chinese culture. It plays an irreplaceable role in helping students build their cultural identity and enhancing their sense of national identity. First of all, integrating Chinese culture into college English teaching in an all-round and multi-angle way can enable students to practice and demonstrate their ability to spread Chinese culture in English. The school can provide students with rich opportunities for expression by holding a variety of activities and competitions. For example, English Corner activities can introduce the introduction of excellent traditional Chinese crafts and famous Chinese historical figures for students to discuss in English, which can effectively increase students’ understanding of Chinese culture and improve their awareness and ability of English communication ^[1]. Secondly, teachers can choose to hold speech competitions around the core values of socialism, patriotism, reform and innovation, which can help students deeply understand the profound heritage of Chinese civilization and strengthen cultural confidence. In addition, the theme implanted in the English writing competition is Chinese classics, red literature works, etc., to guide students to express their reading feelings in English, so as to improve students’ English writing ability.

2.3 Flexible classroom platform to fully penetrate Chinese culture

In the sub-class platform, teachers can combine modern information technology and traditional teaching methods to deepen students’ understanding of Chinese culture and improve their English language skills. End with “Text A “Never, ever give up! Take Lesson 1 as an example. First, in the pre-class preview stage, the teacher sends the preview document to the class through wechat to guide the students to actively explore the content of the text, and at the same time integrate the reflection on the relevant elements of Chinese culture.

: “In paragraphs 3 to 4, what impressions do Albert Einstein, Thomas Edison, and Abraham Lincoln leave on you?”

Secondly, in the discussion stage of class, teachers can encourage students to discuss the content of the text in depth through group cooperative learning, and dig out knowledge points and values related to Chinese culture ^[2].

Challenge Question: Members of the group are prepared to ask other groups questions about the words that they think are difficult to understand.

Help Requests: Ask for help from other groups for content that is still difficult to understand after discussion.

Shining Points: wonderful words or passages worth sharing.

Reflections: Connection between the general idea of the paragraph and the topic, preview the answers to the questions in the document, and personal reflections.

The above activities can help students to have a deep understanding of Chinese culture, enhance their cultural confidence, and exercise their English application ability.

In addition, in the stage of inter-group communication and classroom presentation, the interaction and cooperation among students can be further promoted by taking turns of each group to show on stage. Through concrete practical activities, students can deepen their recognition and understanding of the text content and the cultural value behind it ^[3].

Student A (from Group 1): “Good morning, everyone. In paragraphs 1-2 of ‘Never, ever give up!’, we were struck by the resilience shown by historical figures. For example, the word ‘perseverance’ perfectly captures the essence of their struggles. Does anyone recall how ‘perseverance’ was used in the context?”

Student B (from Group 2): “Yes, it was described as a key factor behind their success. Its not just about not giving up, but also

about continuously striving for your goals despite obstacles.”

Concluding remarks:

To sum up, the humanistic, cultural, ideological and political educational goals of college English education and teaching require teachers to further promote the innovation of English education and teaching in combination with the multicultural concept and from a multicultural perspective, so as to improve students' comprehensive English quality, enhance students' awareness of cross-cultural communication, and ultimately lead students to integrate into the trend of globalization. Realize the true value of language education.

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