

Reflections on the reform and innovation of College English teaching from the perspective of Multiculturalism

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Abstract: in the era of economic globalization and cultural diversity, the field of education in China is also closely following the cutting-edge forms of education, developing in the direction of integration, integration and internationalization. Under the background of deepening the concept of modern education, more and more educators pay attention to the multicultural teaching reform and innovation mode in College English teaching. As an international language, English plays an important role in international communication. Based on this, college teachers should abandon the dross of traditional teaching, and take “multiculturalism” as the starting point to build an English teaching classroom that allows college students to learn efficiently, so as to improve college students’ Comprehensive English level and practical application ability. Based on the current situation and existing problems of College English teaching from the perspective of multiculturalism, this paper makes a detailed reflection and Discussion on the reform and innovation of College English teaching, and puts forward relevant innovation strategies and implementation ways, in order to provide references for College English teachers.

Key words: multiculturalism; College English; Teaching; Reform and innovation

The purpose of College English teaching is not only to cultivate college students’ solid English knowledge and good application ability of English knowledge and skills, but also to focus on the cultivation of their comprehensive quality of English major. (1) Therefore, teachers must cater to the current cutting-edge teaching philosophy, optimize their own teaching mode and teaching methods, build a teaching classroom with “multiculturalism” as the key word, improve students’ English learning ability, and improve their own teaching results. First of all, teachers should let students love English learning from the bottom of their hearts, stimulate college students’ interest in learning, and urge them to invest in English learning in a better learning state, and maintain concentration and seriousness in the process of exploring English knowledge. Secondly, in terms of teaching design, teachers need to establish the final teaching goal based on the cultivation of core literacy, and then determine the details of the teaching process based on the results. Finally, we should take students as the main body, respect their actual situation, and use this to carry out English teaching, so that students can not only acquire knowledge in English learning, but also acquire the cognitive ability of multiculturalism. (2) Therefore, teachers should stand in the perspective of the integration of multiculturalism and English teaching, build an efficient English classroom, and promote the reform and innovation of College English teaching.

1. The value and significance of multicultural integration in College English Teaching

With the characteristics of multiculturalism in the social environment, the use of the new model of College English teaching reform, making it the main way to develop students’ core discipline literacy, English knowledge and comprehensive ability, which is also the primary goal of College English teaching at present. Multicultural teaching mode can enrich the content of English teaching through the characteristics of multiculturalism, make it humanized and diversified, and let students grow rapidly in a fun teaching environment. (3)

First of all, the introduction of multicultural teaching in College English is a response to the educational philosophy of the new era. As a language, English itself has the characteristics of diversity. Teachers’ reasonable use of multicultural and English knowledge in English teaching can greatly improve students’ cognitive level of English, broaden their knowledge, and enhance students’ English application ability in the scene of various cultural attributes. (4) The integration of multiculturalism can effectively improve many difficulties in College English teaching nowadays, and improve the teaching quality with rich teaching content, which also meets the core requirements of modern education philosophy.

Secondly, after the integration of multiculturalism, it helps to build the relationship of behavior, personal and environmental integration, provide students with more vivid and interesting teaching content, and use the integration of other cultures to make students have new thinking, better understand the cultural connotation of English, and fundamentally enhance their English literacy. Multicultural teaching also belongs to the category of wisdom teaching. Precision, efficiency and intelligence are the three key words of wisdom education. On this basis, we can provide students with the knowledge they have learned in order to achieve good results. To achieve this, teachers must consider the personality and learning ability of each student, and then consider students, environment, teacher-student relationship and other factors, so as to achieve the teaching purpose.

Finally, multicultural integration can make college English teaching effective. At present, China’s education is in the stage of innovation and transformation, and is constantly striving to achieve a win-win situation of education and knowledge mastery, which is inseparable from the exploration of new models. (5)

2. The present situation of College English teaching from the perspective of Multiculturalism

(1) Unreasonable teaching objectives

In English multicultural teaching, the establishment of teaching objectives is particularly important. However, at this stage, some English teachers in Colleges and universities ignore the differences between multiculturals, and do not carry out in-depth training of students

based on this concept, so they can not keep pace with the development of modern education. If only the final score is used as the teaching objective, It is difficult to meet the requirements of society for compound talents. (6) English is a language subject. In the teaching of this kind of learning, the language environment and interactive communication are very important. However, in traditional teaching, students' needs in this aspect are often ignored, which leads to students' learning English easily become dumb English and affects the effect of English learning. (7) English itself is a course that pays attention to the theoretical basis, but some colleges and universities still use the traditional teaching mode and teaching methods, using the "indoctrination" and "didactic" teaching methods, resulting in the monotonous teaching content, consuming college students' interest and motivation in learning English, and unable to provide a good learning atmosphere for multicultural English teaching. This is one of the reasons that restrict the development of multicultural English teaching.

(2) The relationship between teaching and learning is not close enough

Teachers effectively combine "teaching" with students' "learning" to play a greater value, which is the root of College English multicultural teaching. Only when the two are properly integrated, can the teaching effect and learning effect reach the optimal level. (8) However, in the multicultural teaching of English in some colleges and universities, the state between teaching and learning is split, and the cohesion between the two is weak. The main performance is that teachers' lengthy narration of knowledge does not give students room for self-study. This cramming teaching mode makes students unable to start their thirst for knowledge in English learning, leading to a decline in learning enthusiasm and even loss of independent thinking ability. They will only follow the teacher's ideas, which is not conducive to the improvement of their English ability. For example, when telling the key grammar and sentence structure of an English article, in order to save time and improve the utilization rate of classroom time, the teacher explained it according to the reference book instead of guiding the students to make a thinking summary according to the content of the full text, which virtually deprived the students of many opportunities for progress.

3. Strategies of College English teaching reform and innovation from the perspective of Multiculturalism

(1) Establish a scientific concept of College English education and improve the degree of attention to it

As the main body of teaching, College English teachers play an important guiding role in the integration of multiculturalism into teaching. Their teaching methods, teaching models and teaching ideas have an important impact on the final teaching results. Therefore, teachers need to strengthen their cultural awareness, establish a correct concept of education, and tap the connotation of cultural diversity to empower students' English learning. (9)

First of all, in preparing lessons for English teaching, we should search and integrate the domestic and foreign cultures involved in English knowledge, try to be appropriate in content, pay attention to cultural diversity, and extend English knowledge and cultural content to a certain extent. In actual teaching, we should combine these searched cultures with English professional knowledge, It has greatly improved students' enthusiasm for learning English knowledge, and can also use the rich cultural content to make students have a positive psychological state of learning. It has penetrated the concept of cross-cultural education and the systematic language culture of English into every link of College English teaching. In addition, teachers should also pay attention to the control of the proportion between the content of teaching materials and multiculturalism in the actual teaching, try to achieve balance, so that the two complement each other, with the purpose of improving students' comprehensive cultural literacy and the goal of improving students' English professional ability, thoroughly implement Multiculturalism in English teaching, and complete educational reform and innovation. Secondly, when conducting English teaching from a multicultural perspective, teachers should first establish correct teaching values, and pay attention to the input of foreign culture as well as the input of local culture, so that knowledge can be displayed for students from a "multicultural" perspective. (10)

For example, when explaining the western dining etiquette culture, we can take the domestic traditional dining culture as a comparison, such as older people taking the seat first, the order of seating arrangement, and eating without speaking. In the collision between Chinese and Western cultures, it can stimulate students' interest in learning, and also promote students to deepen their understanding and memory of local culture. It should be noted here that if teachers want to introduce foreign culture, they must let students have the mentality of cultural tolerance and cultural respect to deal with the differences between domestic culture and foreign culture. They should not only guide students to deepen their understanding of western culture on the basis of following English knowledge, but also not fall into blind worship and complacency about local culture, We should enable students to have a correct understanding of multicultural integration while learning English professional knowledge, so as to form a correct outlook on life and values.

(2) Clarifying the objectives of College English teaching from the perspective of Multiculturalism

College education has both utilitarian education and humanistic education. In terms of educational significance, the proportion of humanistic education in Colleges and universities is more than utilitarian education, so as to give play to the educational purpose of "educating people" in Colleges and universities. Efficient English teaching from a multicultural perspective should follow the core of current quality education and take the cultivation of interdisciplinary talents as the teaching purpose. It should not only improve students' professional knowledge, but also help them achieve diversified and comprehensive development, cultivate their diversified cultural awareness and improve their personal quality from English learning. (11) If you want to learn a language well, you must first understand its background culture, let students have a deeper understanding of English knowledge combined with culture, let the cultural connotation become the driving force for students to learn English, and also improve the teaching efficiency and quality of teachers. Therefore, the integration of multiculturalism into English teaching has become a trend of the times, and it is also the requirement of English teaching reform and

innovation.

(3) Innovate diversified college English teaching strategies and enrich teaching content

College English teaching from a diversified perspective should combine basic textbook knowledge with multicultural teaching, innovate diversified teaching strategies, enrich teaching content and increase teaching channels. Teachers should abandon the “cramming” teaching method in traditional teaching, use multicultural teaching methods to reform English teaching, implement and innovate in the teaching process, and build an efficient multicultural English teaching system to effectively improve the teaching quality and level, and promote the progress of students’ personal ability. (12)

First of all, teachers should make a detailed teaching plan, design relevant situations according to the teaching content, and import culture with situational tools. For example, five minutes before teaching, English news, classic film and television works, English songs, etc. are played to stimulate students’ interest and motivation, and the relationship between “teaching” and “learning” is well handled in teaching, so that the two complement each other and have an effective connection. (13)

Secondly, rich teaching resources can also provide more channels for College English teaching. With the rapid development of the Internet today, teachers can make full use of information technology and network resources to provide rich information resources for English teaching, so as to expand teaching channels, guide students to adapt to multicultural edification and improve cultural literacy. (14)

(4) The evaluation system of College English education from the perspective of innovative Multiculturalism

In view of the fact that some colleges and universities still use the traditional teaching evaluation system, innovative and diversified English teaching evaluation system has become an urgent task for English teachers in Colleges and universities. The combination of formative evaluation and summative evaluation can be used to make the College English teaching evaluation system scientific and reasonable. (15) Among them, formative assessment refers to teachers’ taking teaching objectives as evaluation indicators to assess students’ daily performance, learning attitude and final performance, and to carry out in-depth understanding of students, which is conducive to teachers’ improvement of teaching methods and students’ improvement. Combining formative assessment with summative assessment, the whole process of students’ learning, including listening, speaking, reading, writing, translation and other application abilities, can be monitored in real time to understand students’ mastery of multiculturalism, and the assessment of Chinese and Western cultural knowledge can also be added to the assessment to promote students’ attention to multicultural understanding and learning, which is conducive to the improvement of their English literacy.

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