An Analysis of the Effectiveness of College English Education Reform Strategies from a Multicultural Perspective

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Abstract: Many cultures collide with each other in the world, and the phenomenon of cultural integration is inevitable. Therefore, at present, some frontier universities in China begin to teach with the idea of multicultural teaching. However, whether the multi-cultural teaching scheme proposed by universities matches the students' acceptance and learning abilities remains to be further verified. Based on this, this paper aims at the existing strategies for the reform of English multicultural education in colleges and universities, including the establishment of a multicultural impression, the establishment of an independent exploration system, and the establishment of a long-term exploration organization. This paper analyses the effect of the reform from three aspects: learning initiative, learning strategy and academic achievement, in order to help colleges and universities formulate more suitable teaching programs for students.

1. Research background

1.1 Literature review

Strengthening the promotion and cultivation of college students' English learning ability and providing more professional and practical English talents for the society are the main directions of current college English teaching innovation. Gu Xiaolin made an analysis and summary according to the current situation and problems of the old college English teaching, and put emphasis on the teaching of English listening to improve students' listening comprehension in all directions (Gu, 2019). Wang Yuanzhong is required to focus on language application in college English teaching. He proposes that we can start from three aspects: improving the efficiency of English teaching; innovating English teaching methods, increasing the occasions and forms of students' English application; stimulating students' initiative in English learning and solving the key problems of students' English learning (Wang, 2011). Molly believes that when students can deeply understand the relationship between multiculturalism and teaching, understand multiculturalism and grasp the basic knowledge of English, it will help students improve their English literacy and intercultural communication ability, and lay a good foundation for their future development (Mo, 2015). Tan Huiping believes that if teachers in colleges and universities can expand students' linguistic and cultural horizons, they can use multiculturalism as a material in teaching, which can not only fulfill teaching targets, but also broaden students' horizons and improve students' English language expression ability, laying a good foundation for the future development path (Qin, 2018). Li Mingshu profoundly analyzed the problems of English translation teaching in colleges and universities. From a cross-cultural perspective, he put forward the idea of introducing multi-reading, multi-practice and multi-communication into English translation teaching classes in colleges and universities, so as to cultivate qualified translators (Li, 2018). Xue Zhuoting believes that English, as the world's circulating language, plays an important role in cross-cultural communication. Colleges and universities should enhance students' English communication ability and knowledge of English culture in order to effectively improve students' intercultural communication ability (Xue, 2016). Tang Xingping, through SWOT analysis of the inheritance of national culture in College English education, holds that the effective way to realize the inheritance of national culture is to strengthen the multicultural education of College English. The concrete measures are to strengthen the sense of national cultural identity, innovate teaching methods and assessment system, enhance
the intercultural communication ability of college teachers and students and improve English. Educational Measures (Tang, 2015). Xing Yichen believes that colleges and universities are the main body of training translators and shoulder the important task of promoting multicultural development. Based on the analysis of strategies for training English translators in colleges and universities, it is proposed that colleges and universities should strengthen students' understanding of cultural differences, rationally allocate teaching resources and set up appropriate practical training (Xing, 2017).

1.2 Purpose of research

With the popularization of global English, multicultural language teaching is facing opportunities and challenges. The society has gradually begun to pay attention to the curriculum design of College English education. To a certain extent, the content of the course will affect students' values. Good multicultural English teaching is conducive to the formation of students' correct multicultural ideas and ideas (Wang et al, 2012). Cross-cultural communication is the theme of development from a multicultural perspective. English is the main carrier of information circulation and plays an important role in spreading social thoughts and culture (Gao, 2018). According to the current situation of English teaching in China, teachers' multicultural knowledge is not enough to be applied in College English teaching, which has become a major factor restricting English teaching mode. The improvement of English teaching program hinders the diversification of College English teaching practice. In view of these problems, researchers have put forward many reform plans. This paper analyses the implementation effect of these innovative strategies and explores whether these new teaching plans can effectively improve students' English learning and understanding ability.

2. The specific reform strategies of english culture teaching in colleges and universities

2.1 Establish a multicultural impression

If students have a certain understanding of multicultural concepts, then college English teachers will be more relaxed in multicultural teaching. Teachers can first select some other cultures that students are familiar with, and lead students to understand other cultures together in the classroom. This can stimulate students to understand the enthusiasm of other cultures, but also in the minds of students to establish a multi-cultural ideology. When students have a certain impression of other cultures, teachers can use advanced educational thinking to show students vocabulary generated by cultural integration from a multicultural perspective. Multicultural impression is further deepened in the minds of students, who can at least distinguish between basic vocabulary and formal vocabulary. With the deepening of students' understanding of the concept of multiculturalism, teachers can carry out the next stage of English teaching. For example, teachers can ask students to find out multicultural fragments or vocabulary in English textbooks, so as not to divorce from the teaching content of textbooks, nor to restrict students' learning methods. In addition, in the process of teachers' constant introduction of other cultures, students can also deeply experience and recognize other cultures, which is also conducive to the development of multiculturalism. Ultimately, students can thoroughly understand multiculturalism and establish a solid multicultural impression in the process of independent research.

2.2 Creating an independent exploration system

Most of the students in colleges and universities are adults, and they have preliminary skills and needs of exploring and researching only children. Teachers can relax the teaching process, only provide students with multi-cultural needs to understand the content, and require students to independently seek multi-cultural information and organize information. Teachers can set up a multi-cultural exchange meeting, which requires college students to collect some information about the integration of Chinese culture and other cultures. There is no restriction on the form of cultural materials, which can be either written or real goods. The goal of this cultural exchange meeting is to guide students to find multicultural elements independently and to stimulate students' initiative to
learn multicultural. When students tell about the multicultural materials they have arranged in the
cultural exchange meeting, they can not only be impressed by the information they have arranged,
but also learn the information that others have arranged. After several such cultural exchanges,
students can have profound and long-term memories of multicultural concepts. These experience of
multi-cultural impression accumulated in cultural exchanges can not only create students' self-exploration system, but also increase students' employment competitiveness.

2.3 Teachers set up long-term exploration organizations

Multicultural is real-time. In other words, in a multicultural environment, all knowledge points
may be innovated at some point in time. Therefore, the English teaching team in colleges and
universities should not be stubborn and conservative, and be ready to learn frontier knowledge at all
times. Colleges and universities can first tutor teachers to learn the latest multicultural knowledge,
such as helping English teachers to liaise with outbound learning and exchange itineraries. When
college English teachers form their own multi-cultural teaching, they will consciously seek
multi-cultural learning and revise teaching texts. In addition, teachers should actively share their
teaching experience with other advanced English teachers in colleges and universities, and pay
close attention to multi-cultural exchanges such as joint cultural summits held by China and other
countries. These ways can help teachers to learn new multicultural ideas and knowledge in the first
time. After verifying and comparing these new knowledge, teachers can combine it with the original
teaching plan to ensure the frontier of teaching information. According to the latest teaching plan,
teachers can quickly teach the latest multicultural knowledge to students and enhance their
understanding of multicultural knowledge. In the long run, the timeliness of students' learning
multicultural knowledge can be synchronized with that of teachers, and it is also convenient for
teachers to effectively complete English teaching reform.

2.4 Realize the interesting teaching mode

The teaching methods of English teachers directly determine the effect of students' learning
English. Therefore, teachers can not reuse the same set of teaching methods for a long time, they
can take turns to use a variety of teaching methods to teach together. For example, when teaching
multiculturalism, college teachers first adopt the traditional teaching methods of lecture inculcation
and questioning, so that students can establish a preliminary impression of multiculturalism from
the learning behavior with lower difficulty coefficients such as classroom listening and independent
thinking. Teachers can further adopt situational reproduction method to enable students to interpret
the same phenomenon or thing in English from the perspective of different cultures. Such a
teaching method can help students learn to look at problems from multiple perspectives and
understand the differences and intersections between other cultures and Chinese cultures. Teachers
can promote the application of multi-culture by using innovative and interesting teaching mode.

3. Analysis of the effect of reform strategy

3.1 A contrastive analysis of English learning initiative

Most college students have the characteristics of short learning enthusiasm, weak basic
knowledge and less initiative in autonomous learning when they first enter the university. Some
students have poor attention in English class and are confused about English knowledge. After the
introduction of multicultural teaching reform into college English classes, it brings new elements to
the old English teaching and stimulates students' enthusiasm for learning English. Teachers use
interesting teaching mode in class to create a multi-cultural impression on students and create an
independent exploration system. Teachers assign homework to students, which can bring every
student into multicultural learning, and enhance students' sense of teamwork and collective honor.
These teamwork learning tasks effectively break the bad phenomenon of individual students' poor
attention in class. English education turns tangible English education classroom into invisible
classroom around students by means of students' self-organizing materials. Students can not only
learn knowledge from teachers, but also acquire multicultural knowledge from the students around them to deepen students' multicultural impression. Students' deep understanding of multiculturalism is helpful to understand English culture and learn English knowledge profoundly and quickly. Students can quickly find their own orientation and the direction they need to learn in multicultural exchanges. Multicultural English learning mode deepens the feelings between students and teachers. Teachers help students to make progress in their studies, but at the same time, they also enhance students' motivation in English learning.

3.2 A contrastive analysis of autonomous learning strategies

Students have been receiving exam-oriented education in schools for many years, which leads to students' great dependence on teachers. Teachers learn whatever they teach, and their self-learning consciousness and ability are very poor. Since the implementation of College English education strategy, students have changed from passive learning to active learning. Students' autonomous learning ability has been fully stimulated. Teachers pay attention not only to students' academic achievements, but also to how students learn and how to improve students' autonomous learning ability. Through questionnaires, random interviews and classroom observation, the teaching group investigated the four most commonly used learning strategies of students. This survey takes into account the factors such as students' learning ability, learning style and personality preferences. It concludes that the commonly used learning strategies are questioning learning strategies, self-thinking strategies, teamwork strategies and analogical Association strategies. Through the operation of the reformed teaching model, students can have a clearer understanding of the objectives, contents and requirements of learning English. In this way, students can ask questions to teachers accurately at any time, which is meaningful and valuable. Students are no longer confused when learning English. They can often check whether their periodic learning results are up to the standard and evaluate their own learning results. Some multicultural communication classroom tasks promote students to realize the importance of teamwork learning and understand the collective wisdom of teamwork. Through the influence of multi-culture, students learn to draw inferences from one another. In addition to learning the basic English knowledge of textbooks, they can also enrich their knowledge of English and improve their intercultural communication ability.

3.3 A contrastive analysis of students' English achievements

In the past, most college students took examinations, which were bad phenomena of temporarily focusing on learning before examinations. The teaching mode adopted in the reform of English education in colleges and universities enables students to form a conscious and active acceptance of their own learning results. Students no longer study hard to take exams, but they need to know English culture. The practical application of English knowledge to students' life will help them to deepen their understanding and memory of English knowledge. Students' learning behavior becomes meaningful, and they will pay more attention to accumulating English knowledge and applying what they have learned. The improvement of English achievement is not only the improvement of examination paper, but also the solid foundation of students' English knowledge. Students dare to speak English in class and life, dare to show their knowledge. Students' English ability has been improved, and influenced by multicultural knowledge, which will establish a deep foundation of multicultural English in their future study and life.

References


