

Study on College English Teaching Design from the Perspective of Cross-culture

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Abstract. At present, there is a misunderstanding of "instrumentalism" in the practice of college English teaching in our country, which is not conducive to the cultivation of compound talents and the improvement of its quality. According to the UNESCO Declaration on Higher Education in the World and the Declaration on the Diversity of the World Cultural Diversity, the article describes the relationship between language and culture, and expounds the teaching of college English culture from the perspective of multiculturalism. College English teaching is more important for students to have the practical use of language communication skills, to achieve language and communication skills compatible with each other, not just to teach linguistic knowledge. This paper analyzes the missing phenomenon of college English teaching from four aspects: the subject, goal, strategy and evaluation of college English teaching. It is believed that only with the multicultural consciousness, in the teaching subject, the goal, the strategy and the evaluation four teaching links cultural teaching, in order to cultivate a cross-cultural communication ability of the compound talents.

Introduction

Economic globalization has cultural diversification, education and international tide of the emerging, to promote the integration of disciplines, talent complex, training integration. International politics, economy and cultural exchanges are unprecedented and increasingly close, and language plays an important role as the carrier of information exchange. English as a "universal language" and it is not only a language skills, communication tools and it is the carrier of social thought, cultural means of communication. Therefore, the modern university English education should pay attention to the students of humanities general education, training students' critical thinking, innovation and social responsibility. However, the college English teaching in our country limits the quality and level of compound talents training. The phenomenon of "instrumentalism" in college English is prevalent in our country, and there are still many misunderstandings between teachers and students. On the one hand, the current college English test evaluation system defects, leading to some teachers only focus on basic knowledge of the teaching and examination ability training, while ignoring the cultural input and cross-cultural communication ability. Many non-English majors take the final four-sixths of college English as the ultimate goal of college English learning, and in the exchange with foreigners, it becomes a "deaf" that does not understand English and does not speak English. On the other hand, on the "college English curriculum requirements" in the "focus on student English language knowledge and application skills, learning strategies and cross-cultural communication skills," the guiding ideology of misreading, leading to some teachers in the limited cultural teaching, only focus on the introduction of European and American culture, and cultural diversity and diversity almost ignored, so that students lack a deep understanding of multiculturalism. These errors have broad and profound influence on the teaching and learning of college English culture.

Definition of Multiculturalism

Since the birth of culture has always been in a state of diversity. As a result of history, geography, language and other differences in the impact of countries in the values, religious beliefs, customs and other aspects of the composition of their own culture. The exchange of cultures is not only an assimilation process, but also a new process of change, in this new process will produce new

differences and differences, which formed a multicultural. Multiculturalism is the product of the continuous development of society, but also the result of continuous research on culture. Multicultural political thought sprouted in the United States in the early 20th century. At that time, in the context of how to solve the national contradictions for the first time by the American scholar Karen proposed "cultural pluralism" the word. But the real form of diversity was in Canada, when Canada was a multi-ethnic country of more than a hundred ethnic groups, and it was a French and British colony. To this end, the concept of "multiculturalism" was first proposed by the Canadian government, which mainly includes colonial and postcolonial social culture, different national culture two phenomena: the former refers to the colonial state culture and indigenous peoples culture, and the two cultures seek common ground The latter means that even if the ethnic groups with different cultural origins have different cultural characteristics, the ethnic groups can integrate and survive.

According to the "World Declaration on Higher Education" for the interpretation of cultural mission, all the educational level has the cultural mission mentioned in it. This means that: First, the world culture includes the national culture, regional culture, international culture and history and culture, the existence of the form is "pluralistic" rather than "one dollar"; second, different nationalities, different regions, Thirdly, in the face of multiculturalism, we should adopt the attitude of understanding, interpreting, maintaining, enhancing, promoting and disseminating, comparing, tolerating, and inconsistent with the existence of different cultures among different countries, that is, the diversity of multiculturalism. To understand the historical and cultural experiences and differences of various ethnic groups, so as to understand each other, respect their cultural characteristics, and culture in the university scientific research, personnel training and social services in the activities to be inherited and developed. This is exactly what the meaning of multicultural education lies. In this paper, based on the above three points on the definition of multicultural education understanding of college English culture teaching to conduct a specific study.

The "Lack of Culture" of College English Teaching

The purpose of college English teaching is to guide the design of teaching activities, to control the implementation process of teaching activities, and to provide a scale for the evaluation of teaching effectiveness in college English teaching activities play a decisive role. In short, the teaching objectives to develop a reasonable direct impact on the success or failure of teaching, the relationship between the content of college English teaching, methods, evaluation and effectiveness and other aspects. Teaching objectives is always with the development of society and continuous improvement. In January 2004, the Ministry of Education promulgated the "College English Teaching Requirements Teaching" trial. The revised "College English Teaching Requirements" (hereinafter referred to as "teaching requirements") was formally promulgated in July 2007, and its objectives for college English teaching are described as follows: "The goal of college English teaching is to develop students' integrated application Ability, especially listening and speaking ability, so that they can learn, work and social interaction in the future can communicate effectively in English, while enhancing their ability to learn independently, improve the comprehensive cultural quality, to adapt to Chinese social development and international exchange needs. Learning from the original goal is improving students 'reading comprehension "into" cultivating students' comprehensive application ability ". Compared with the previous teaching objectives, the change of the only test results as the only measure of English teaching effectiveness of the phenomenon, it highlights the communication, self-learning ability and cultural awareness of the importance of Chinese college English Teaching has a certain macro-guiding role.

Teaching evaluation is one of the components of the teaching and teaching work, which is an indispensable part of the teaching process. It directly affects the enthusiasm of college English teachers and the initiative of students' learning. University English teaching evaluation has been defined as a teaching test, that is, mainly through the English test results to judge. College English syllabus and classroom practice teaching is the basis of college English test and the current

commonly used evaluation methods are mainly performance tests, such as college English period, the final examinations. The other is the college English level test, such as CET-4, CET-6 and so on. These tests belong to the end of the evaluation.

The final evaluation is usually done after the completion of the teaching program, in order to summarize the project results to decide whether to continue, focus on measuring student achievement, put into effect, but it can not make an overall evaluation of the teaching process. The end of the evaluation too much emphasis on the degree of mastery of language knowledge, while ignoring the ability of students to use language, daily test questions to grammar vocabulary applications, filling the gap and reading comprehension, and writing, speaking, listening rarely involved. In addition, the end of the evaluation can only test the students a semester results, and can not test students in different stages of learning experience, learning experience and other non-knowledge content, but also can not test the students of different learning stages of knowledge Master the degree and the practical use of the target language culture.

The Way to Implement College English Culture Teaching from the Perspective of Multi - culture Establish the correct concept of college English culture teaching, teachers in English teaching practice in the language and culture organically integrated in one. Teachers often find that in the process of English teaching, students are interested in the cultural information carried by the English language is much greater than the interest in pure English language knowledge. To this end, college English teachers to impart knowledge to students should pay attention to cultural content of the explanation, because language education and cultural education is complementary. For example, in teaching the text, in order to achieve the purpose of language culture in secondary schools, teachers can use some sentences or words contained in the special cultural knowledge to attract students' attention. In addition, teachers can also add appropriate teaching content, in college English teaching to join the appropriate cultural education. In this way, in the entire teaching process, teachers and students of multicultural knowledge and literacy will be subtle in being promoted.

The university has the responsibility of cultivating students with humanistic rationality and humanistic care. Therefore, it is absolutely undesirable to "utilitarian" and "educate people" in college English teaching. And this utilitarian mind also learns bad English. College English teaching is intended to learn through language, so that students develop and have a new cultural awareness, to understand the other culture on the basis of comparison of different cultures to take its essence to its dregs, to enhance their own comprehensive quality. By mastering the language of learning methods, and then develop good learning habits, will be able to improve the overall efficiency of learning, which is the main purpose of general education. To sum up, the ideal, scientific college English teaching objectives should be diverse.

At present, the evaluation methods of college English learning in our country are mainly based on the evaluation of the final outcome. Whether it is teachers or parents, it is the result of the final English test scores of the students to judge the students' English learning ability. This method of evaluation not only ignores the students in the learning process of subjective initiative, and not easy to stimulate student interest in English. Moreover, the position of English teachers, this evaluation mechanism can not stimulate their English teaching content and methods of reform and exploration of the initiative. "Teaching requirements" pointed out: "change the teaching evaluation too much emphasis on post and selection function, play evaluation to promote student development, teachers improve and improve the teaching practice function." Therefore, the evaluation system of college English culture teaching to reflect the diversity of evaluation Subject and diversification of the form, the combination of "formative evaluation" and "end of the evaluation of the combination of the two. Formative evaluation is the product of the concept of multicultural education. The so-called formative evaluation is "in the course of daily learning on the performance of students, achievements and reflected emotions, attitudes, strategies and other aspects of development" to make the evaluation, its purpose is to "enhance students' self-confidence, So that it can get a sense of accomplishment, and can cultivate their spirit of cooperation, to stimulate students to develop a habit of conscious learning, so as to help students effectively control their own learning process.

Formative evaluation includes a variety of forms, mutual evaluation among students, self-evaluation of students, teacher evaluation of students, the evaluation of the education sector to students, mainly through the students within the class, extracurricular activities, Records, online self-study records, interviews and seminars to observe, monitor and evaluate, to promote students to study the purpose of learning.

Conclusion

The formation of multicultural culture is an important feature of today's society, as a "universal language", not only a language exchange tool and it is a means of cultural transmission. In view of the phenomenon of "instrumentalism" which is prevalent in college English teaching in our country, this paper makes a relatively simple study on college English culture teaching from the perspective of multiculturalism. This paper discusses the connotation of multiculturalism, multicultural education and the relevant theoretical basis of cultural teaching, discusses the present situation of the lack of culture in college English culture teaching, and explores the implementation path of college English culture teaching according to its understanding of cultural teaching. Finally, taking a text in the college English course as an example, the concept of multicultural education is integrated into its teaching design, so as to provide a practical example for college English culture teaching. Due to time, energy and other aspects of the restrictions, this article only made a preliminary discussion, there are still many shortcomings.

References

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