

Research on Mongolian College Students' English Learning Strategies Guided by the Multiple Intelligence Theory in College English Teaching

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Abstract—The formulation and implementation of the national policy for the development of the western region and the promotion of “The Belt and Road” construction have provided strong support for the introduction and output of English talents in the northwest minority areas, and prompted the sudden increase in the demand for English talents in this region. With the continuous progress and perfection of contemporary education equity, it has been paid great attention by the society that minority national students can receive good education. As far as the Mongolian nationality is concerned, it is located in Inner Mongolia, Gansu and Xinjiang in the northwest of China. Because of the interference of the special thinking mode, behavior habits and the corresponding objective historical conditions and factors, the college students of the Mongolian nationality have different English abilities. The most notable thing is that the students in pastoral areas have never been exposed to English, which is a major obstacle to the development of college English teaching. Under this situation, in order to guarantee the fairness and equality of national education and cultivate high-quality English talents for the country, college English teachers should combine the national characteristics of minority national students such as Mongolian nationality with the actual English foundation, instead of carrying out the teaching work in the “one-size-fits-all” mode. As for the famous American scholar Howard Gardner’s *Frames of Mind: The Theory of Multiple Intelligence*, he has developed a new multiple intelligence theory, that is to say, the individual will have nine intelligence factors, such as language, logic, vision, body, music, interpersonal communication, self introspection, national observation and intelligence. Such factors can be manifested in different individuals through diversified combinations, which will promote all learners to possess distinctive intellectual characteristics.

Keywords —*Multiple Intelligence Theory , College English Teaching, Mongolian College Students*

I. APPLICATION OF THE MULTIPLE INTELLIGENCE THEORY IN COLLEGE ENGLISH TEACHING

According to the multiple intelligence theory, the contemporary college English teaching can obtain the following enlightenment from the distinction and arrangement of various types of intelligence factors:

College English teachers should have better ability to distinguish students’ superiority intelligence according to the multiple intelligence theory, so as to clarify the individual advantages and disadvantages, so that they can implement teaching design pertinently in the daily teaching period, and face students with diversified teaching modes and expressions, thus arousing students’ enthusiasm for learning. At the same time, by exploring the dominant factors, the hidden intelligence factors of students can be further explored, so as to promote the development of other intelligence factors.

College English teachers need to change their identities and improve their teaching methods. As far as college English teachers are concerned, they are different from those who only need to impart knowledge, answer questions and solve puzzles in the past. They need to effectively transform their roles, and change the situation that they used to take the dominant position in teaching, so as to fundamentally become the instructors of college students’ learning. In this way, college English teachers should carry out teaching work in accordance with the individual characteristics of students based on the multiple intelligence theory, and effectively combine it with the actual language foundation. They should also scientifically design diversified language training methods to strengthen students’ learning skills, or strengthen student’s collaborative ability through group cooperation. On this basis, multimedia teaching technology and means should be rationally applied to improve English teaching quality and promote the formation of student-led multi-learning styles.

The phenomenon of single teaching evaluation in the past should be changed. In essence, the core meaning of teaching evaluation is to play a guiding role. However, at present, the way of evaluating English teaching and learning effect in Chinese universities is still to take the summative evaluation as the leading role, which is difficult to reflect the guiding role of teaching evaluation. The multiple intelligence theory pays attention to the difference of intelligence among college students, and pays more attention to individual development. Therefore, it is necessary to lay equal stress on learning process and results during the practical implementation of teaching evaluation. The comprehensive evaluation mode with the summative evaluation as the dominant factor and the stage evaluation as the auxiliary factor can be chosen. The key of teaching evaluation is to objectively reflect the learning situation of students in a certain stage, so as to encourage their learning, to help the development of their innovative thinking ability, and to continuously improve learning strategies.

According to the enlightenment of the multiple intelligence theory in college English teaching, it can be found that it is of great help to the development of English teaching. Therefore, it should be applied in practice rather than in theoretical study. Based on this theory, college English teachers should design a teaching method that is highly compatible with modern college students’ intelligence structure after they have learned about the actual development of students’ intelligence, and they should

effectively explore the students' inherent potential during the teaching period, so as to guide the positive influence of the superiority potential and the manifestation of its effectiveness. As far as the content of the multiple intelligence theory is concerned, its specific application in college English teaching can be shown from the following aspects: The first is the level of linguistic intelligence. In college English teaching, we should lay equal stress on five basic skills: listening, speaking, reading, writing and translator. The second is the level of logical intelligence. Through special training such as listening comprehension, cloze filling, reading questions and so on, college students' logical intelligence in English is trained. The third is the spatial intelligence level. It can simplify and visualize the content of English teaching, for example, by means of multimedia technology, it can transform the worthless words into interesting multimedia teaching plans. The fourth is the level of sports intelligence. It can arouse students' learning enthusiasm through interesting role-playing in English classroom. The fifth is the music intelligence level. Its significance is to avoid the singleness and lack of good in the past language classes, and improve the teaching quality and learning effect by combining exertion and rest. The sixth is the level of interpersonal intelligence. English is a linguistic subject, it is necessary to ensure that what you learn is applied. At the same time, English is also a communication tool, which can improve college students' English proficiency through individual-to-individual dialogue or English corner communication modes. The seventh is the level of self-awareness and intelligence. College English teachers should praise and affirm students' excellent performance in time, and point out their shortcomings and urge them to improve in time so as to ensure that college students are brave enough to face their own strengths and weaknesses, keep reflecting and improve themselves, and adjust and draw up appropriate learning programs according to their own characteristics, so as to give them strong support for effective and independent learning.

II. ANALYSIS OF THE OBSTACLES OF MONGOLIAN COLLEGE STUDENTS IN LEARNING ENGLISH

China can be regarded as a multinational country with a relatively large number of minorities. As far as the Mongolian nationality is concerned, its college students have many obstacles in English learning, which can be embodied in the following points:

Mongolian College Students Do not Have Appropriate Language Environment when Learning English. Such minority areas do not have a good economy and culture, and do not have more contact opportunities with foreign languages, and have become accustomed to using their local language in daily communication. It should be noted that the appropriate language environment can be regarded as the core factor of learning foreign languages. It can not only provide students with a platform to exercise their language expression ability, but also effectively relieve students' learning pressure. However, Mongolian college students used to live in mountain areas with backward traffic, so the popularization and propaganda of various knowledge and culture are relatively scarce, and even more difficult to learn Chinese, let alone English, which is a foreign language. What's more, it is difficult to learn Chinese, let alone English, a foreign language.

Cultural Background Differences Interfere with Mongolian College Students' English Learning. This minority is located in Inner Mongolia, Gansu, Xinjiang and other places in the northwest of China. It is relatively centralized from the overall level. In addition, it has formed its unique grassland culture in its unique natural ecological environment, which makes the local language and culture different from other minority cultures in China. Because of the interference of history and geography, it is very difficult to carry out English teaching in such areas. Especially in the early stage, Mongolian, Chinese and English should be used in English teaching, which is cumbersome and the teaching quality is not good. In addition, there are great differences between this minority and the regional cultural backgrounds of English-speaking countries, with few similarities between them. As a result, this fierce cultural collision has increased the difficulty of learning English for college students of this minority.

The Special Life Style of Mongolian People Has Hindered Local College Students from Learning English. For a long time, this minority has maintained a special mode of production in which households are regarded as units. The production relationship is relatively simple and the level of collating productivity is poor. The existence of such factors impels this minority to lag behind in its understanding of educational problems. The closed cultural system it possesses also rejects and resists the entry of foreign cultures at a certain level, including the infiltration of English language and culture, thus hindering the local college students from learning English.

III. RESEARCH ON MONGOLIAN COLLEGE STUDENTS' ENGLISH LEARNING STRATEGIES GUIDED BY MULTIPLE INTELLIGENCE THEORY

Learning strategies specifically refer to the corresponding measures and countermeasures for effective learning choices. Learning strategies based on the multiple intelligence theory should include cognitive, metacognitive and affective strategies. Mongolian minority college students are mostly the group with weak linguistic intelligence. Therefore, the previous teaching methods and teaching plans can not achieve better results when teaching English to such minority college students. Therefore, it is necessary to improve and optimize them. Based on this, this paper discusses how to effectively embody the intelligence expertise of the minority college students under the guidance of the multiple intelligence theory, hoping to help local college students with appropriate English learning strategies. Specifically, we can start from the following two points: First, college English teachers need to effectively explore students' superiority intelligence, and ensure that such superiority intelligence can be developed and improved, and through this to promote the development of other intelligence. Second, college English teachers need to change the stereotypical teaching ideas, pay close attention to the specific characteristics of the minority college students, and effectively reflect on the needs of their spiritual development and actual receptive ability. Therefore, in

this situation, the multiple intelligence theory is applied in the process of teaching Mongolian college students English, so as to explore the appropriate strategies and suggestions for Mongolian college students to learn English, as follows:

Based on the theory of multiple intelligences, “Bridging and transferring” learning strategies based on multiple intelligence theory are helpful for the minority students to explore learning strategies that fit their own superiority intelligence. As far as English teaching is concerned, it and other disciplines have strong disciplinary limitations. Under this conventional mode, English classes usually focus on the teaching of basic language skills for college students, but not on the related teaching between English and other disciplines. This stereotypical teaching model is suitable for minority college students who have a good language foundation. However, it will make it more difficult to carry out English teaching if it is applied to Mongolian college students who lack a good language foundation. Therefore, college English teachers need to effectively refer to the “bridging and transferring” strategy in the theory of multiple intelligence. By referring to the teaching methods of other disciplines, English language, Mongolian language, Chinese and other basic disciplines should be linked to change the isolated and monotonous phenomenon of English learning, and even more, to reflect the utility of drawing inferences about other cases from one instance and obtain better learning results. Therefore, college English teaching should attach great importance to students’ superiority intelligence, effectively explore and promote the progress of Mongolian college students’ superiority intelligence, and promote the development of other intelligence together.

The “topic carrier” learning strategy based on the multiple intelligence theory cultivates the metacognitive strategies of English learning for minority college students. According to the multiple intelligence theory, metacognitive strategies are the core factors to cultivate students’ learning strategies. The metacognitive strategies here specifically represent daily learning behaviors such as preview before class, after-class training and selection of reference bibliography, and it can be incorporated into the field of autonomous learning, such as self-formulation of staged learning objectives and plans, self-thinking, selection of extracurricular learning materials, etc. After students have good cognitive strategies, they can easily grasp the main points of English autonomous learning, collect resources and integrate information according to their actual needs, and confirm the goal of learning English, so as to realize the needs of spiritual growth and career planning. Despite the weakness of Mongolian college students’ language intelligence, they have better functions of music and space. Therefore, college English teachers can avoid the previous approach of language intelligence flexibly during their teaching work, and use the topic as the carrier to conduct guided teaching, explore the topics that college students of this minority are interested in, and effectively combine teaching with English elements to implement teaching.

IV. THE AWARENESS AND EMOTIONAL STRATEGIES OF LANGUAGE COLLABORATIVE LEARNING OF COLLEGE STUDENTS OF THIS MINORITY ARE CULTIVATED BASED ON THE MULTIPLE INTELLIGENCE THEORY

According to the multiple intelligence theory, Mongolian college students need to have a good sense and ability of collaborative learning to explore their emotional intelligence through collaborative learning. As far as collaborative learning is concerned, it mainly regards students’ emotional intelligence as the basis and ensures students’ autonomous learning and choice. Only in this way can we pertinently design group projects. This collaborative learning method based on students’ emotional intelligence can effectively arouse their enthusiasm for English learning and help them alleviate the pressure of learning. In addition, this collaborative learning method can be applied to students, and can also be cited between teachers and students. For example, during group discussions, teachers need to guide students to express their views in English and help students to explore emotional control strategies during language communication.

Generally speaking, the theory of multiple intelligence is in line with the current trend of higher education reform. Its basic principles are not only in line with the concept of cultivating students’ overall quality required by the current English education reform in China, but also with the English teaching in minority colleges and universities in China. Therefore, English learning for Mongolian college students is the most important theoretical basis.

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