

An Analysis of English Teaching Strategies Practice in Higher Education from Multiple Perspectives

Siping Li

Yangtze University, Hubei Jingzhou 430100

Abstract: With the development of globalization, English teaching in higher education is facing unprecedented challenges. This paper conducts an in-depth analysis of the current situation of English teaching in higher education from multiple perspectives, and explores innovative strategies for English teaching in higher education by combining the Theory of multiple intelligence, Learning theory of Constructivism and Intercultural communication theory. The article gives a detailed elaboration focusing on three aspects: selection and design of diversified teaching content, the exploration and practice of diversified teaching methods, and the establishment of diversified teaching evaluation system. It's hoped to provide new ideas and methods for college English teaching, adapt to the development trend of English teaching in the new era, improve teaching quality, and meet the diversified needs of students.

Keywords: multiple perspectives, English teaching in higher education, teaching strategy, Theory of multiple intelligence, Learning theory of Constructivism, Intercultural communication theory

Introduction

As the common language of international communication, English has become increasingly important under the background of the global information era. And English teaching in higher education, as a key link to cultivate students' comprehensive English application ability, the selection of teaching strategies is particularly important. At present, there are still many deficiencies in the content, methods and evaluation system of English teaching in colleges and universities, which are difficult to meet the diversified and personalized learning needs of students. Combined with relevant teaching theories, this paper makes an in-depth discussion and analysis of current college English teaching strategies from multiple perspectives and, hoping to provide references for improving college English teaching quality.

1. An analysis of the current situation of English teaching in higher education

1.1 The main models of English teaching in higher education at present

At present, English teaching in colleges and universities generally adopts the traditional teaching mode, which is usually teacher-centered, focusing on the direct transfer of language knowledge, and interacting with students through teaching, presentation and questioning. Multimedia teaching and online learning platforms also provide certain convenience for teaching, but they still need to be improved in stimulating students' interest and improving their practical application ability.

1.2 Existing problems and challenges

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Although English teaching in higher education is constantly improving, there are still some problems and challenges. Most of the traditional teaching mode leads to the lack of practical opportunities for students, and it is difficult to apply what they have learned to real life. Although students can master certain language knowledge in the classroom, their communication ability in the real context is not satisfactory. The content of teaching materials is updated slowly and out of touch with the real society, which is difficult to meet students' demand for fresh and practical English knowledge. The form of large class teaching makes it difficult for teachers to pay attention to the individual differences of each student, resulting in uneven teaching results^[1]. The evaluation system pays too much attention to the written test results, and neglects the investigation of students' oral and listening ability, which affects the all-round development of students' English learning.

1.3 Students' needs and expectations

With the acceleration of globalization and the increasing frequency of international exchanges, students' demand for English learning is also increasing. They are no longer satisfied with just mastering the basic knowledge of grammar and vocabulary, and hope to be able to use English freely in practical communication. Students put forward higher requirements for the practicability, interest and interactivity of English courses. It's expected for teachers to adopt more lively and interesting teaching methods to better improve their English application ability. It's supposed that the evaluation system can more comprehensively and objectively reflect their actual English level, rather than just a single written test score. In order to meet the needs of students, English teaching in higher education should be reformed and innovated constantly to adapt to the development trend of the new era.

2. The theoretical basis of English teaching from multiple perspectives

2.1 Theory of multiple intelligences

The Theory of multiple intelligences, proposed by American psychologist Howard Gardner, believes that human intelligence is not single, fixed, but diversified, such as language intelligence, Mathematical logic intelligence, spatial intelligence, body movement intelligence, music intelligence, interpersonal intelligence and self-cognitive intelligence, which has a profound influence on English teaching in higher education. It reminds us that each student has his or her unique intellectual advantages in English learning, and the teaching methods and contents should fully consider the individual differences of students. For example, students with strong language intelligence can combine in-depth text analysis and discussion to give full play to their advantages; For students with outstanding spatial intelligence, visual AIDS or pictorial expressions can be combined to help them better understand the English content.

2.2 Learning theory of Constructivism

Learning theory of Constructivism emphasizes that learning is an active and constructive process rather than a passive reception. Learners organize their own knowledge by interacting with the learning environment. In English teaching in higher education, the Learning theory of Constructivism encourages teachers to create a positive learning environment, so that students can actively explore English knowledge in practical application. For example, combined with activities such as role playing, group discussion or project-based learning, students can actively participate in English learning, interact with peers and teachers, and gain a deeper understanding of English knowledge. Constructivism also emphasizes the situationality of learning, that is, knowledge is constructed in a specific context. When designing English teaching activities, teachers should fully consider the situational factors and create a learning environment closely related to the actual learning needs of students.

2.3 Intercultural communication theory

Intercultural communication theory is concerned with how people with different cultural backgrounds communicate effectively in the process of communication. In English teaching in higher education, it is very important to cultivate students' intercultural communicative competence. This theory reminds us that English teaching is not only the imparting

of language knowledge, but also the cultivation of cultural awareness and communicative competence. By introducing cultural backgrounds, social customs and values of different countries, teachers can help students enhance their cross-cultural awareness and improve their communication skills in international exchanges^[2]. For example, by simulating international business negotiations, cultural exchange activities and other scenarios, students can apply English knowledge that they have learned in practice, while understanding the differences between different cultures.

3. English teaching strategies in higher education from multiple perspectives

3.1 The selection and design of diversified teaching content

The selection of appropriate teaching content should be combined with characteristics of the majors: For example, for students major in business, business English, international trade and other related content can be introduced. For students in computer, technical English, programming terms and so on can be introduced. It can not only stimulate students' interest in learning, but also lay a solid foundation for their future career development.

Integrating intercultural communication knowledge and improving students' intercultural communication competence: In today's globalized world, intercultural communication competence is particularly important. Therefore, in English teaching, teachers should actively integrate cross-cultural knowledge, such as cultural backgrounds of different countries, social etiquette and so on. It helps students to understand and respect cultural differences, cultivate their intercultural communication ability, and help them become more adept in future international exchanges.

Enriching teaching methods by making use of modern technology: With the development of science and technology, multimedia and network technology provide unlimited possibilities for English teaching. Teachers can utilize these modern technologies, such as online learning platforms and virtual reality technology, to provide students with a more vivid and real English learning environment. Online resources can also be used to enrich the teaching content, such as introducing English original movies, BBC documentaries, etc., so that students can improve their English level in a relaxed and pleasant atmosphere.

3.2 The exploration and practice of diversified teaching methods

Task-based approach: Task-based approach emphasizes the combination of a series of practical tasks to achieve learning goals. In English teaching, teachers can design a variety of practical tasks, such as writing English resumes, conducting business negotiations, etc., so that students can naturally master English knowledge in the process of completing tasks.

Cooperative Learning: Cooperative learning encourages students to work in groups to solve problems together. In the English class, teachers can organize students to have group discussions, role playing and other activities, so that students can learn from each other and help each other in cooperation, thus improving their English level and enhancing their teamwork ability.

Situational teaching method: Situational teaching method helps students better master English through creation of real language situations. Teachers can make full use of objects, pictures, videos and other means to create vivid English situations, so that students can practice their language ability in a simulated real environment and improve their English application ability.

3.3 Establishment and implementation of diversified teaching evaluation system

Integration of formative and terminal assessment: Formative assessment focuses on student performance in the learning process, while terminal assessment focuses on the overall evaluation of student learning outcomes. By combining the two kinds of assessment method, teachers can not only keep abreast of students' learning situations, but also comprehensively understanding their English levels.

Paying attention to individual differences of students and implementing differentiated evaluation: Each student has his or her own unique learning style and rhythm. Therefore, in the evaluation process, teachers should fully consider the individual differences of students and implement differentiated evaluation. The evaluation criteria and methods are made

for each student to ensure the fairness and effectiveness of the evaluation.

Encouraging student self-evaluation and peer evaluation: Self-evaluation and peer evaluation can help students better understand themselves and find their strengths and weaknesses. Teachers can encourage students to engage in regular self-evaluation and peer evaluation, allowing them to constantly improve in reflection and learning from each other.

4. Conclusion

This article provides an in-depth analysis of English teaching strategies in higher education from multiple perspectives and proposes specific practical suggestions, hoping to provide reference for English teaching in colleges and universities in the new era, promote the continuous improvement of English teaching quality in universities, meet the demand for English talents in society, lay a solid foundation for the comprehensive development of students, and promote the expansion of international perspectives of higher education.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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