Research and Analysis on English Cross-Cultural Teaching and Research System from the Perspective of Constructivism and Multiple Intelligences Theory

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Abstract

In recent years, the common concern of foreign language education is self-learning. Autonomous learning model has been greatly noticed by many researchers with the rise of metacognitive strategy research since 1980s. We discuss the relationship between constructivism and autonomous learning in this paper. Through reflection on the traditional teaching concept, and from the constructivist view of learning to reform the teaching system and with the reform of national curriculum in our country, single course system has been unable to meet the current teaching requirements, therefore, the establishment of the three-level curriculum system reallocates the decision-making power and responsibility of the course. Gardner's theory of multiple intelligences gives us some inspiration and guidance. Although multiple intelligence theory is still in the development stage, but it is intelligent diversity, and the development of interpretation is in place. According to the curriculum concept under the guidance of multiple intelligences theory, we propose to design courses based on students' intelligence differences and characteristics. The English cross culture teaching system can draw lessons from the essence of the theory, so that the curriculum development is more scientific.

Keywords: Cross-cultural, Contructivism, Multiple Intelligences Theory, Research and Analysis, English.

Introduction

We need to reform the traditional teaching concept, in order to promote active, open and effective teaching methods, which is the core issue of contemporary teaching system. At present, the development of modern educational technology has become an important driving force of teaching reform. Educational technology innovation is not only the progress of technical means, but also related to the application of technology behind the teaching concept and teaching model updates.

The traditional teaching concept regards knowledge as the conclusion, and treats learning as the input of knowledge, at the same time underestimating the learner's cognitive ability, the knowledge experience and the difference. These teaching conceptual deviations result in many negative consequences. In the field of educational psychology, as a new learning theory, constructivism has put forward a series of new interpretations of learning and teaching. Constructivism emphasizes the dynamism of knowledge in the view of knowledge which is not

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an absolutely correct representation of the real world. Constructivism emphasizes learners' learning potential and the richness and difference of their experience world.

Multiple intelligence theory was first proposed by Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* in 1983. More than a decade, in the United States and many other countries, multiple intelligences theory gained more and more psychologists' and educators' attention, and began to have profound influences on school education reform.

The theoretical basis of traditional teaching is behavioral psychology, especially B. F. Skinner's learning theory. Skinner regarded the teaching process as stimulus, reinforcement and response bond which focuses on education and results. The goal of teaching activities is the transmission of knowledge and the establishment of appropriate behavior. Behaviorists believe that the process of teaching activities is an understanding of the process of strengthening and teachers need to strictly follow certain steps to expand the teaching content, measure the results of students, and modify the design of teaching.

**The Proposed Methodology**

**Constructivism Learning Theory.** Compared with traditional teaching methods, constructivism-based project teaching method changes three aspects: student-centered, textbook-centered, and classroom-based. Constructivism learning theory was first proposed by J. Piaget, a famous psychologist. Under the guidance of constructivist thought, a new set of effective cognitive learning theory can be formed, and on this basis, a more ideal constructivist learning environment can be realized.

Constructivism holds that knowledge is not imparted by teachers, but knowledge is obtained by using learning materials in a certain social and cultural context. As mentioned above, constructivist learning theory emphasizes students are important parts. This means that teachers should use a new teaching model and teaching ideas in the teaching process. Constructivism advocates students to become active constructors. Students can play the main role in the learning process from the following aspects:

- To use the method of exploration and discovery to construct the meaning of knowledge.
- In the process of construction, students should take the initiative to collect and analyze the relevant information and materials, and put forward a variety of assumptions and make efforts to verify the problem.
- Try to reflect on the current learning content as far as possible.

The teaching method based on problem management is a kind of learning and teaching process, which is based on the guidance of teachers. Teachers should guide students to learn and explore knowledge by building a problem, causing an argument, stimulating creative thinking and solving problems. Teachers should be helpful to the construction of students, namely, teachers should play a guiding role in the teaching process:

- Teachers need to stimulate students' interest in learning, and help students form learning motivation.
- Teachers help students construct the meaning of the current learning knowledge by creating situations that meet the requirements of teaching content.
- Design a series of problems and specific environment for the knowledge of the institute.
- Help students solve problems.
Learning is not just a simple absorption of new information, but meaning construction based on the interaction between the new and the old knowledge. Teaching design is the core of teachers' role in the teaching process, and the basic frame of teaching organization. Teaching design needs to play the learner's initiative and constructiveness in the learning process, and attach importance to the important role of "scene" and "collaboration" in teaching. We put forward the teaching design based on problem management including 8 parts in this paper:

- Analysis of teaching objectives.
- Problem design.
- Situation design.
- Information resources design.
- Autonomous learning design.
- Collaborative learning environment design.
- Learning effect evaluation design.
- Intensive exercise design.

As a new learning theory, constructivism puts forward a series of new explanations on knowledge view, student view, study view and teaching view, which emphasizes the active construction of learning, social interaction and situational. We know that constructivism is the theoretical basis of autonomous learning, and autonomous learning is the best way to realize the construction of meaning. How to cultivate students' autonomous learning ability is one of the most important teaching objectives of our teachers.

![Figure 1. Constructivism Model.](image)

**Multiple Intelligence Theory.** Behaviorism is based on the experiment to explain how people's learning is happening, emphasizing conditions and control of the effectiveness of learning in teaching.

The theory of multiple intelligences is based on the essence of intelligence. First of all, it answers the question of what is intelligence and the basic types of intelligence, emphasizing there are individual differences in intelligence composition. On this basis, the theory of multiple
intelligences in learning problems, emphasizing that students are learning in different ways. This leads to the multiple intelligences theory is different from behaviorism:

- The behavioralist teaching view is more emphasis on the teaching method. However, the theory of multiple intelligences emphasizes the students' learning methods in teachers' teaching process.
- Behaviorism explains the human learning process based on the physiological mechanism of conditioned reflex. Nevertheless, the theory of multiple intelligences emphasizes the biological foundation, individual life experience and social and cultural background of intellectual development and the concept of learning is connected with the whole life of students.

According to the traditional theory of intelligence, intelligence is an independent entity, a person's intelligence depends on genetic factors, and few people can change the innate intellectual foundation. Modern studies in neuroscience have revealed that mental development and intellectual development are plastic and flexible.

The new perspective of the learning and teaching understanding of the meta intelligence theory determines the following characteristics of the multiple intelligences teaching:

- The generative nature of teaching process. Just like constructivism, the theory of multiple intelligences defines the teaching process as a generative process. By using constructivism, we can understand the generative nature of the teaching process in two ways: 1. Constructivism denies the absolute objectivity of behaviorist knowledge; 2. Constructivism emphasizes the initiative, sociality and context of learning.
- The comprehensiveness of teaching. In contrast to behaviorism, the multiple intelligences theory advocates the comprehensiveness of teaching objectives.
- The initiative of the students' role. The teaching of multiple intelligences emphasizes the initiative of the students' role in the teaching process: 1. The relationship between teachers and students in the teaching process is a kind of relationship between subjects; 2. The teaching process is a kind of practical activity.

![Intelligence as Multiple Processes](image)

Figure 2. Multiple Intelligence Theory.
**Intercultural Communication.** Intercultural communication research is of great significance to English teaching. In the traditional sense, English communicative competence has been replaced by the new concept of intercultural communicative competence. The ultimate goal of English education is to cultivate students' intercultural communicative competence. Oral English teaching as an important part of English teaching, its foundation is to understand English culture. In the current English education system, we need to integrate into the cultural factors, and regard the cultural awareness of the training as a basic course. With the development of science and technology, the communication of Chinese and foreigners is becoming more and more frequent. If we do not understand the foreign culture, there will be some unnecessary mistakes and misunderstandings in the process of communication. Therefore, more and more scholars begin to study the cultivation of cross cultural awareness and communicative competence. The reform of English teaching system needs many factors, and culture is the basic factor of language communication and learning. Cultural differences lead to language differences, we should conform to the trend of globalization, and it is a good way to add cultural factors into teaching system.

**Conclusion**

In recent years, the common concern of foreign language education is self-learning. We discuss the relationship between constructivism and autonomous learning in this paper, and we introduce the concept of multiple intelligence theory, constructivism learning theory and intercultural communication. Although multiple intelligence theory is still in the development stage, but it is intelligent diversity, and the development of interpretation is in place. Several studies in neuroscience have revealed that mental development and intellectual development are plastic and flexible. By the way, as a new learning theory proposed in recent years, constructivism puts forward a series of new explanations on knowledge view, student view, study view and teaching view, which emphasizes the active construction of learning, social interaction and situational. Meanwhile, intercultural communication research is of great significance to English teaching, therefore, the reform of English teaching system needs culture factors as well. Intercultural English teaching has become a hot topic, and it has obtained many scholars' attention.

**References**


