Analysis on the Construction of English Classroom in Colleges based on Interactive Teaching and Multiple Intelligence Theory

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Abstract

This paper conducts research on the construction of English classroom in colleges based on interactive teaching and multiple intelligence theory. At present, our country's English teaching situation is too crosses on the attention written English the study, but that in the practical application true important heard ability the practice or was actually the time which recited for has taken by the massive practices, enabled the student very good to exercise own hears ability. Teaching interaction refers to the course of teaching, teachers' teaching and students' learning interaction, interaction, mutual restraint, mutual promotion, to achieve the teaching objectives of teaching and the learning. Under this basis, this paper proposes the multiple intelligence theory based method for the further optimization of the English education pattern that is meaningful.

Keywords: English Classroom, Interactive Teaching, Multiple Intelligence Theory, Construction.

Introduction

The multiplication appraises humanist takes to human's knowledge and the ability quality synthetic evaluation, takes to appraise and the teaching process fusion and the promotion as is advantageous in improves the personnel training quality. At present, our country's English teaching present situation is too crosses on the attention written English the study, but in the practical application true important heard ability the practice or was actually the time which recited for has taken by the massive practices, enabled the student very good to exercise own hears ability, while this phenomenon was from the elementary school, although the present university which linked up to the university or said the ministry of education to each kind of test English heard ability set the new request. Based on literature review, the drawbacks of current education system can be listed as follows.

- From the school, pursues the capacity one-sidedly, for is engaged in the university English teaching the department to issue the capacity target specifically, and in order to enhance the school the capacity target the university English four, whether six levels of tests passes an examination or not obtains with the student the degree and the diploma suspension hook, the individual place even only strives for to pass, does not strive for the enhancement, like this completed has all violated English teaching rule.

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For students, to obtain a certificate for the purpose, rather than to improve the actual use of English ability for the purpose of ignoring their language skills improvement and forget the fundamental purpose of learning English, this is the cart before the horse.

From the teaching administrative department, according to the simple capacity for the various schools row of the position, extremely easy to cause between the school to compete mutually, forms the inappropriate invisible pressure, but that various schools school condition is in fact different, lives the source to be different.

Language and cultural differences, the lack of the cultural education, which is our college in the English teaching is another important shortcoming, while we only learn English grammar, sentence, vocabulary and other aspects, but we did not come into contact with English the content of the cultural level of the English, English language and culture courses in today's high school education in the proportion is not very high, so many students although the learned words, dialogue, but do not know when to say, the original environment, language for language as the requirements are different. The our country university English teaching main question is appraises excessively much the teaching arrangement and the test pours into in the cognition domain these easily with in the written records examination simple knowledge skill, but excessively many considers the examination the letter the test design guidance in fragmentary aspects and so on knowledge, standard answer, broad coverage and exaggeration actual area indexing. Under this basis, this paper proposes the methodology on the construction of English classroom in colleges based on interactive teaching and multiple intelligence theory, to begin, the figure one shows the multiple intelligence theory.

![Multiple Intelligence Theory Characteristics](image)

**Figure 1. The Multiple Intelligence Theory Characteristics.**

**The Proposed Methodology**

**Interactive Teaching Principles.** The language environment studies the language carrier, does not have the good language environment, the study language on like not to have this wood, the anhydrous source. Therefore, the teacher wants to be good at creating the good language learning environment, exchanges and the interaction feedback mutually in this good language learning environment, realizes the student spoken language exchange ability enhancement. Teaching interaction refers to the course of teaching, teachers' teaching and students' learning interaction, interaction, mutual restraint, mutual promotion, to achieve the teaching objectives of teaching and learning. It can be said that there is no interaction of classroom teaching is not
sound, the loss of vitality of teaching. Accordingly, the core forms of the interaction can be then summarized as the follows.

- **The ornament type interaction.** In the teacher-student dialogue, the majority stay in the "yes" type of simple questions and answers and so on. Obviously this interaction is the icing on the cake and embellishment, and embellishment-type interaction is close to the "new curriculum standard" label in the form of interaction, there is no interactive essence.

- **Single type interaction.** In the new curriculum teaching, there is a considerable part of the interaction or the basic performance of the teacher as the center, the teacher is the interaction between the promotor and the master, the students are in a passive position.

- **In the interactive attitude and behavior,** teachers treat "honors" better than other students. Such interaction "varies from person to person" is not conducive to improving the overall quality of interactive teaching, is not consistent with the new curriculum "for the development of each student" concept.

In the interaction theory foundation, the interaction type teaching method starts in the 20th century 70's to start and to obtain the affirmation and the basic promotion gradually, in the interaction type classroom, how each kind of teaching activity development can the church student use English with other people exchange, avoids the traditional English teaching certain malpractices, raises the student good spoken language exchange ability. Thus, interactive teaching mode is a kind of take the student as the main body, teacher as the leading factor, based on cultivating the students' innovation ability, improve teacher's professional level of a kind of the brand-new teaching mode which is to adapt the development of the contemporary social and cultural ideological trend and the needs of the education teaching reform a new teaching mode. It requires that the classroom teaching is a two-way interaction between teachers and students practice that is a mutual exchanges and cooperation between teachers and students, inspire each other, and improve the process.

![Figure 2. The Interactive Teaching Principles Illustration.](image)

As shown in the figure 2, the principles are demonstrated. The communicative teaching theory holds that teaching is a purposeful intercourse between the teachers and students, and is the mutual interaction, mutual communication, mutual understanding and the mutual reflection of interpersonal relationship. There are three forms of effective interaction between teachers and
students in terms of information transmission. (1) Multi-directional, this interactive form of interaction with the two-way difference is that the interaction process in addition to interaction between teachers and students, the interaction between students and there are two-way flows of the information. It emphasizes the multi-directional transmission of information feedback. (2) Two-way type, in this kind of interaction, information exchanging between teachers and students, each other, each other feedback. (3) The lattice, in this kind of interaction, the student and the teacher constitutes a close association no matter has the interaction necessity that also no matter course content whether suits interacts, so long as some people attend a lecture, comes “the interaction”; Moreover in order to manifest student's independent, in the interaction middle-school student often may “the free activity”.

The Multiple Intelligence Theory. Multiple intelligence theory is the United States Harvard University Institute of education development psychologist Howard Gardner put forward in 1983. Gardner thought that, “The intelligence is the humanity solves some problem or makes some product ability, these abilities regarding the specific culture or the social domain are valuable.” He divides into humanity's intelligence eight kinds, namely: the language intelligence, music rhythm intelligence, the mathematical logic intelligence, the visual space intelligence while the bodily movement intelligence, engage in introspection intelligent, the interpersonal exchange intelligence and the nature observation intelligence. The emergence of multiple intelligences theory challenges the traditional theory of the intelligence, which mainly refers to the cognitive ability of the individual, with abstract thinking as the core, including attention, memory, imagination, observation, etc. that can be measured in isolation and fixed. The theory of multiple intelligences explores how mental and physical exercise and physical and mental intoxication form human potentials, which can be measured only in the context of context or real life, and are evolving. The purpose of the multiple intelligences theory is to provide all learners with multiple paths of development and to develop students' ability to think and solve the problems independently. Therefore, this theory initiates to respect the learner intelligence the individual difference, and this not only is this theory core thought, also has laid the rationale for the personalized education idea. Under the guidance of the concept of personalized education, the teacher should be a clear understanding and focus on student's intellectual potential, through the multiple intelligences teaching strategies and a variety of the teaching activities, and to develop the student's intellectual potential into full play, make education truly according to their aptitude education, let the students to all-round development of all aspects of intelligence.

English Classroom Building Paradigm. Most English learners do not have the ability of basic cross-cultural communication in English, though they have been learning English for many years. Therefore, how to change the traditional teaching mode to improve the efficiency of English teaching, how to make the learners have the ability to engage in effective cross-cultural communication and the sustainable development through English teaching and the potential of college English teaching is to be solved. In the process of teaching, the leading role of teachers is to ensure the efficient teaching and student initiative is to learn the basic conditions for the success of the two cannot be neglected.

Based on the prior discussions, we can catch out the principles of the class building as the follows. (1) To expand the content of teaching materials, to enrich the cultural knowledge of English-speaking countries, in English teaching, the combination of the theme of each unit, contact the social life of English-speaking countries, such as political knowledge, economics. (2) Task driven, guide students' autonomous learning, in the teaching for students subject layout tasks, cultivate students' autonomous learning ability. As to allow students to collect foreign
customs through the network, or read books, or to carry out the role, so that students can learn the language knowledge and improve the ability of the cross-cultural communication. (3) Through the second classroom and cultivate cultural awareness, organize English corner, English speech, English debating competition, theatrical performances, classic movie lines and other activities, make the classroom teaching effectively.

**Further Suggestions for the English Classroom in Colleges.** English teaching cannot be separated from the language related cultural background knowledge teaching, which requires us to cultivate the students' cultural sensitivity and improve the students' intercultural communicative competence. It is not easy to infiltrate cultural consciousness in the college English teaching. Cultural knowledge can deepen the students' understanding of language, and language is easier to understand and master because of its cultural connotation. In the teaching of English, we should establish cultural awareness, imparting the language while teaching cultural knowledge English teachers have a deep understanding of the two cultural differences, as the intermediary of two cultures and interpreters, student cross-cultural awareness, to avoid the cultural standards of the family to measure the foreign culture. We should say the pragmatics and the foreign language teaching relations research and the discussion obtained the full development in the 20th century. But the pragmatics also should have the contemporaneity dynamic characteristic as the research language dynamic righteousness emerging discipline and the foreign language teaching relations. Therefore said, the language with ability and the foreign language teaching relations in the 21st century foreign language teaching research still was a topic which is worth discussing thoroughly, moreover must in predecessor's foundation, unify student's actual characteristic to have the innovation.

Based on this, we propose the hierarchical teaching as the reference.
- For the poor students, our main teaching objectives are to implement a single knowledge point, focus on memory, repetition and imitation, to master and consolidate the basic knowledge; for the students, we more to strengthen the process of guidance, and cultivate creative thinking.
- Regarding the different level student, in the classroom we can select the different inquiry method lets each student participate. Pays attention regarding the foundation difference student in the inquiry many some praises and the encouragement; Must set the request regarding the foundation good student, more lets the student learn to ponder and the inquiry.
- They should often and students together to discuss a problem while find the class the student's interest, cases resulting in the class. This is a challenge for the teacher, we can't to make full preparations and success or failure depends on the teacher's own technical level and the ability to grasp the classroom.
- Every once in a while the teacher should be based on the results of the assessment of the students to the students' ability to re-stratification, so that different students in a timely manner to do teaching and learning methods to adjust the formation of dynamic hierarchical model.

**Conclusion**

This paper conducts research on the construction of the English classroom in the colleges based on interactive teaching and multiple intelligence theory. The foreign language education all is draws up in the core various countries as the education whole developmental strategy major policy. Each the overseas main developed country several years can the measure which and
adopts to our country foreign language education policy carry on reconsidering, at the right moment make the adjustment, and unification coherent foreign language education policy regarding as are one of important targets which the foreign language curriculum succeeds. This paper gets the inspiration from the interactive teaching and multiple intelligence theory to propose the new methodology of the English classroom building pattern. In the future research, our research will be finalized.

References


