Construction and Optimization of English Linguistic System in the Context of Multi-dimensional Perspective and Interactive Teaching

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Abstract

With the improvement of the quality education in our country, the teaching reform of college English teaching has been carried out. In the college English teaching system, we need the network-based autonomous teaching mode, and effective evaluation system of English teaching is also necessary. A complete set of teaching evaluation system can truly reflect the teaching effect, and can promote the optimization of teaching activities as well. Therefore, in order to realize the effectiveness of English teaching and to expand the diversified teaching mode, we need to build a complete set of English language system. Classroom teaching evaluation is one of the effective means to improve the teaching efficiency, which reflects the characteristics of college English courses. After the digitalization of the teaching methods, the network information produced in the teaching and management has obvious characteristics of large data. The optimized evaluation system of college English classroom teaching has realized the diversification of evaluation subjects.

Keywords: Interactive Teaching, Multi-dimensional, English Linguistic System, Construction and Optimization.

Introduction

College English is one of the most important basic courses in general education. The teacher's important task is to improve students' ability to apply English and cultivate students' comprehensive quality. As the central link of college English teaching, classroom teaching plays a decisive role in improving the overall quality of the course. It is very important to construct a targeted English linguistic system.

Teaching evaluation is a key component of curriculum teaching, and also an important part of college English teaching. In the course of benign teaching evaluation, it is possible to judge the course status through effective evaluation data. In recent years, in our English linguistics system, although, to a certain extent, we achieve the goal of curriculum improvement and optimization, teaching evaluation system has gradually emerged some shortcomings need to be improved. College English classroom teaching evaluation index should include not only the basic factors such as language knowledge, language skills, learning strategies, but also emotional factors, communication skills and cultural awareness of the evaluation factors. In order to better realize the general education function of college English, the setting of evaluation index should reflect the dominant evaluation factors and recessive evaluation factors. Good

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teaching evaluation system is sort of effective guarantee s to promote the quality of teaching, and is also a measure standard to realize the optimization of teaching form.

At present, the widespread teaching assessment method of college English is the English level examination. Therefore, many colleges and universities use tests as the standard to evaluate students' English level. However, this lack of comprehensive or unique evaluation methods cannot meet our requirements. In this single evaluation mode, not only gives students the sense of urgency, but also reduces the enthusiasm and interest of students in English learning. The evaluation of teaching track is not realized which is a universal problem in teaching evaluation. At present, in order to realize the reliability of the evaluation system, the evaluation methods of self evaluation and multi-assessment have been added.

The pluralistic, modular and individualized educational model is an important guarantee for the English linguistic system. The development of education is inseparable from the teachers, the number and quality of teachers plays a decisive role in the education reform.

![Figure 1. English Linguistics System.](image)

**The Proposed Methodology**

**Problems in Current English Curriculum.** So far, although there are many different English curriculum systems, there are still some problems.

- **Backward education concept, with a single value orientation:** Although examination-oriented education system can evaluate students' English level to a certain extent, but the score is not enough to fully assess the students’ English level. At the same time, the course system set by teachers and schools is imperfect, there are some loopholes.
- **Curriculum structure is unreasonable, with insufficient curriculum continuity:** The irrational structure of the curriculum is manifested in the over-proportion of the
professional courses such as listening, speaking, reading, writing, translation, phonetics, and so on. Many teachers do not consider the follow-up learning of students.

- The content of education is out of date, and lack of scientificity and systematicness: In the continuous advancement of the new curriculum, training courses must be forward-looking and pioneering, actually, many colleges and universities do not understand the actual needs of English teachers, blindly arranged teaching content according to academic qualifications and teaching resources.

- Lack of teaching case courses: Case teaching is an effective vocational training course widely spread around the world today. For some enterprises, case teaching has become their important mean to improve the quality of their staffs. The proportion of practical teaching case courses is not enough, greatly reduces opportunity to improve students' practical ability and the comprehensive quality.

- Classroom teaching evaluation system is not comprehensive, namely, English teaching level evaluation method is single.

- Lack of means of language communication: At present, many English teachers' teaching methods are single, and lack of pertinence and practicality, which cannot reflect the goal of new curriculum teaching reform. Some old teachers; ideas are out of date and have no innovative teaching method to meet the requirement of new curriculum reform.

**Figure 2. New Curriculum Reform and Interactive Teaching.**

**Characteristics of Multi-dimensional Interactive Teaching Model of College English.** In the multi-dimensional interactive teaching mode, all kinds of teaching elements are not isolated and closely related to other teaching elements. In model implementation, though, the study of teaching activities, teachers, students, courses and other factors to make the status and role of inspection and regulations.

College English multi-dimensional interactive teaching model embodies the technology can be realized and easy to operate. The construction of multi-dimensional interactive teaching mode of college English not only has a profound theoretical basis, but also combines the cognitive with emotional characteristics embodied in Chinese students' foreign language learning and the conditions of Chinese foreign language teaching.
In the multi-dimensional interactive teaching mode of college English, the interactive content is concrete and meaningful, which is conducive to knowledge construction. First of all, the multi-dimensional interactive teaching mode of college English integrates the natural law of learning language with the characteristics of foreign language teaching in China in a scientific way so as to achieve a proper balance between teaching activities.

Therefore, the multi-dimensional interactive teaching mode of college English is more effective than pure self-study, the training of thinking is more profound, the ability of learning is more comprehensive and the result of learning is more extensive.

The practice process of multi-dimensional interactive teaching model of college English is the dynamic coordination process of learners, teachers, teaching tasks and teaching environment policies. From the interaction of the main body, there is a positive interaction between the teaching subject, teaching environment, teaching space, teaching results and teaching process. In the teaching methods, because of the teaching model used in eclectic teaching methods, a variety of teaching methods in the teaching process interaction and teaching process and teaching effects have a mutual impact.

The Teaching Concept of Cooperative Learning Theory. Cooperative learning theory focuses on group-based, learner-centered organization of teaching activities, emphasizing the students in the process of completion of the task through cooperative learning in the interactive state of self-manipulation to achieve the meaning of co-construction and completion of learning objectives. Teachers in the organization of cooperative learning teaching should handle the following relations:

- Teacher-student relationship in cooperative learning.
- The relationship between different learners.
- The relationship between learning methods, teaching content, goals.
- The relationship between the various evaluation system.

Cooperative learning emphasizes learners' self-instruction, personal development, individuality and intrinsic motivation and sense of cooperation. In the collaborative learning process, the team's success depends on the mutual help of the team members. This dependence not only ensures that every member has the full information, but also makes the interrelations between people closer, and thus have a positive impact on the individuals. In the process of cooperative learning, students are not only the recipients of language forms, but also the subjects of learning. The cooperative learning education is characterized by the interpersonal cooperation and interaction in English teaching, and systematically uses cooperation and interaction between teaching dynamic factors to promote learning quality. Cooperative learning theory also pays attention to the cultivation of students' competitive ability, and through the exchange and cooperation between teachers and students, shortens the psychological distance in order to enhance the feelings of teachers and students.
Conclusion

With the improvement of the quality education in our country, the teaching reform of college English teaching has been carried out. A complete set of teaching evaluation system can truly reflect the teaching effect, and can promote the optimization of teaching activities. However, although there are many different English curriculum system, but there are still some problems introduced in this paper. We focus on construction and optimization of English linguistic system in the context of multi-dimensional perspective and interactive teaching, and introduce the theoretical basis of multi-dimensional interactive teaching model of college English and interactive teaching and learning. In the multi-dimensional interactive teaching mode, all kinds of teaching elements are not isolated and closely related to other teaching elements. Therefore, the multi-dimensional interactive teaching mode of college English is more effective than pure self-study, the training of thinking is more profound, the ability of learning is more comprehensive and the result of learning is more extensive, and cooperative learning theory focuses on group-based, learner-centered organization of teaching activities.

References


