Exploring Immersive English Teaching and Analyzing Multidimensional Training Strategies for College Students

Yangqian Lu
Changsha Normal University, Changsha, Hunan, China.

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Corresponding author: Yangqian Lu, Changsha Normal University, Changsha, Hunan, China.

Abstract
Under the background of the new curriculum reform, the English teaching form has been deepened, and many new English teaching methods have emerged. Among them, immersive English teaching is the most representative. Immersive English teaching advocates changing the monotonous atmosphere in the original classroom, using appropriate methods to cultivate students' interest in learning, improve students' enthusiasm for English learning, and improve learning efficiency. However, as a relatively independent individual college student, everyone has different ideas and ideas, they have different learning attitudes towards themselves, and they also have different learning methods, so how to achieve individual differences? This has become a key research topic for teachers. On this basis, we will explore and analyze the development of immersive English teaching, clarify the existing teaching difficulties, put forward substantive optimization programs, provide reference for teachers, implement a new teaching mode, and continue to make efforts for the educational cause of our country.

Keywords
Immersive English teaching, College students, Multidimensional, Training strategies

Introduction
Currently, immersive English teaching has become one of the mainstream teaching methods, but due to its different audience groups, the existing model still has shortcomings and shortcomings. Especially when teaching college students, their academic pressure is reduced, and they are prone to slacking off. In addition, they are the closest group to society, so they do not have enough time to slowly accept knowledge. Therefore, teachers need to be based on the characteristics of college students, continuously summarizing the shortcomings of existing teaching models, integrating new concepts, and forming a more targeted management mechanism, further leveraging the advantages of the system, improving training effectiveness, and assisting in the transformation and development of English teaching models.

1. The Development of Immersive English Teaching

The immersive teaching method also emphasizes the application of bilingual teaching in the classroom, with the core of enhancing students' learning interest and application ability (Yue Yin et al., 2021). It is reported that immersive education emerged as early as the 1960s and was first used in Canada. It advocates that in order to improve students' Eng-
lish proficiency, teachers can establish unique immersive English classrooms, allowing students to gradually improve their English application skills and basic skills such as listening, speaking, reading, and writing in a relatively efficient atmosphere. From the perspective of effectiveness, students' learning efficiency has been significantly improved, while also causing their interest in learning to soar. Having subjective initiative. In addition, the reason for the emergence of immersive English teaching is also because parents want their children to achieve a stable level of bilingual application. Therefore, through immersive teaching, tutoring, and other methods, they make it an important way of second language teaching, laying a solid foundation for future deeper and diverse language teaching.

It can be said that the emergence of immersion teaching symbolizes that in the true sense of our country, foreign language teaching has been implemented in accordance with students' aptitude and different people. The drawbacks of the system and teaching to the test have been gradually improved, and students can receive equal teaching resources. In the long run, education will gradually develop at a high speed. However, the implementation effect in many regions is uneven, and the key point is still the poisoning of traditional concepts. This transformation process needs to continue for many years. Even if the existing teaching system has one-sided characteristics, it is impossible to deny its future development potential, especially in language teaching. Relevant personnel still need to continue to improve, and there is still a long way to go (Yi Lai, 2019).

2. The Current Situation of Multidimensional Cultivation of College Students in Immersive English Teaching

Immersive English teaching is an emerging concept that has stronger adaptability compared to traditional teaching methods, and has significant effectiveness in applying it to college students in the new era (Dan Shen, 2019). However, due to its relatively late start in China, there are some stubborn issues that have not been effectively addressed, as follows:

Firstly, the teaching staff is not sound, and the English curriculum outline is incomplete. Especially in English immersion classrooms, teachers should not only use full English for teaching, but also connect with their own English knowledge and application skills to improve students' learning efficiency. However, in the actual teaching process, the number of teachers suitable for immersive teaching is relatively small. Most of them explain the concepts of phrases in Chinese, making it difficult for students to feel the effectiveness of practical training. The advantages of the new system are difficult to present, and even have a counterproductive effect. Moreover, the shortage of English major teachers in Chinese universities has become a norm. If the curriculum system is not sound and human resources are not effectively supplemented, the above factors will have a negative impact on the development of immersive English teaching.

Secondly, although immersive English teaching emphasizes being "immersive", in reality, many teachers' teaching models have not achieved the expected results, classroom teaching lacks interest, and in addition, the psychological age of college students is relatively mature. To enhance students' learning interest, simple games, activities, etc. cannot be used anymore. In addition, in the practical application of immersion English teaching in China, it is still affected by the traditional concept of Teaching to the test, which does not reflect the student-centered classroom concept. Teachers fail to develop students' potential, and the classroom immersion is insufficient, resulting in the lack of enthusiasm for students to participate in the classroom, and the lack of effective communication between each other, which results in the current situation that immersion English teaching cannot cultivate the diversified quality of college students.

Finally, the content of immersive teaching is relatively single. Both multidimensional teaching and immersive concepts are new concepts developed and introduced in the context of Education reform in recent years. There is no doubt about their usefulness, but the existing education structure has shortcomings, especially in adapting to new concepts, many teaching staff will feel obstacles. Among them, excluding subjective inducing factors, the most intuitive limiting factor is the teaching content. While its methods are changing, the content of textbooks and learning plans are still using traditional standards. Teachers have not established more suitable teaching models based on the specific needs and individual characteristics of students, and most of them are teaching from book to book. Once students lack subjectivity, it is difficult to learn more extensive knowledge, and their practical and application abilities in English are not stable enough, if it cannot be solved, the advantages of this teaching system will also be suppressed.

In summary, using immersive English teaching methods can allow students to express their ideas to the fullest, exercise their oral and vocabulary skills. In a good classroom atmosphere, even if some expressions are inaccurate, students' learning enthusiasm and subjective initiative have been greatly improved. Collaborative help can also cultivate good learning habits and attitudes, and provide an efficient platform for students' theoretical practice. In addition, immersive teaching can change the monotonous and tedious teaching methods of college English, leverage the core concept of people-oriented and student-centered, and encourage students to continuously improve their language learning skills.
and application abilities in an efficient and relaxed environment. It plays an indispensable role in improving the overall quality of college students and cultivating a perfect personality.

3. Strategies for Implementing Immersive English Teaching in Multidimensional Cultivation of College Students

The so-called multidimensional cultivation aims to enable students to comprehensively improve their core competencies, while forming correct values and views on right and wrong, correcting incorrect learning attitudes, cultivating good learning habits, transforming theoretical knowledge from a tool for dealing with exams to important skills that can be used to exert value, helping college students improve themselves, better prepare for the near future social life, and become high-quality talents beneficial to society.

3.1 Refine the teaching outline

Immersive teaching is different from other teaching content. It advocates not suppressing students' personalities and developing corresponding teaching plans based on each person's unique learning situation. Even if teachers do not have too much time to investigate each student's situation offline, they can use a relatively standardized teaching process to identify students' shortcomings in the classroom, and then consider targeted teaching to provide constructive suggestions for students. Based on the characteristics of immersive teaching in recent years, it can be clarified that the optimization of its outline needs to start from two aspects, namely teaching content and teaching methods. It is necessary to achieve gradual progress and identify the shortcomings of each student during the process.

Firstly, the refinement of teaching content. When students enter the university stage, their learning content is mostly practical skills, and the depth of learning significantly improves. However, many students are at a loss when faced with identity changes and cannot rebuild relatively efficient learning models. Therefore, under the influence of the immersive teaching method that focuses on classroom time, the teaching content should be stepped up and the difficulty gradually increases (Xiaolong Li et al., 2018).

In this regard, the first thing to be refined is the difference between written language and spoken language. College English learning not only needs to recite vocabulary to improve reading comprehension, but also needs to master spoken language to ensure communication with others. However, due to the impact of language learning time, many college students will be embarrassed when using spoken language for the first time, and it is difficult to achieve the desired effect, so immersion teaching needs to be guided well. First, let the teacher explain the difference between written and spoken language, which is mainly reflected in the way of expression and lexical characteristics. At this time, the teacher can first give examples of the use of variable forms of words, such as "and", "so", which are common in spoken language. In written language, it may be expressed as "there", "as a result" or "accordingly". After finishing the preliminary memory, explain the changes in sentence patterns, such as "She was some strange, but I like here" in written language. In spoken language, it is expressed as "She was kind of strain, bur I like her". The "kind of" here is the spoken vocabulary. After a preliminary understanding, the teacher can simply set up a situation, such as meeting your good friend/boss in the suburbs, using oral communication to explain the changes in oral language under different emotions, so that students can avoid situations where the basic theory is solid but difficult to apply. The second item is the hierarchical teaching depth, where teachers need to classify basic knowledge for teaching, first accumulate vocabulary, and practice communication, then learn deep sentence structure and creation, gradually improving teaching level.

Secondly, the refinement of teaching methods. Immersive teaching has not given up the importance of bilingualism, so Chinese and English are both languages and literature, and mutual assistance to improve learning efficiency is also a basic requirement of the emerging teaching system.

In this regard, teachers need to first create a classroom learning atmosphere, requiring students to set learning goals when learning textbook knowledge. They should work together with the teacher to translate from Chinese to English or English to Chinese in the classroom, and have a preliminary understanding of the usage methods of various tenses, phrases, and proverbs. Many typical non-literal sentences, such as "Facts speak louder than words", the literal translation is that facts speak louder than words, but its extension becomes that facts speak louder than words. This type of concept is catchy, and after teaching and memorizing it, teachers can use conversation gaps to help students review and learn new things, such as leaving evaluations in students' homework or using similar proverbs in the teaching process to help students master their specific usage and suitability for the situation. Afterwards, it is necessary to correct students' learning habits. As a subject that requires accumulation over time, English naturally needs to memorize more knowledge points. By using immersive teaching, teachers can analyze students' weaknesses from multiple perspectives, and on the premise of having a theoretical foundation, help them overcome difficulties, learn from their strengths and make
up for their weaknesses. They can also establish study groups or use foreign teacher resources to carry out daily communication with students in daily life, gradually help them adapt to the language usage atmosphere, thereby solving psychological constraints from the root.

3.2 Conduct situational teaching

Situational teaching belongs to the concrete manifestation of immersive English teaching. It is not only a verbal constraint of the classroom situation that allows students to daydream, but also needs to create real teaching scenarios based on professional characteristics, change teaching styles, and make the surrounding environment a tool for students to master basic knowledge. At the same time, it changes traditional learning concepts, truly unleashes the value of immersive teaching, and allows students to learn immersively, further deepen the basic theoretical knowledge, enhance their practical abilities, and adapt to future social life.

Firstly, teachers need to integrate existing teaching resources and transform the subjective concepts of teachers and students. In traditional teaching models, teachers only transfer conceptual knowledge to students unilaterally, and students use exercises to train and master their application methods after memorizing. Oral practice also relies on memorization, which is inefficient and can lead to a lack of subjectivity towards students, mostly in order to cope with grading and work, unable to integrate knowledge and produce fewer high-quality talents. At this point, teachers need to create a new teacher-student relationship and transform it into a state of being both teachers and friends (Wanwei Huang et al., 2018). During the learning process, teachers demonstrate their language literacy, transmit knowledge to students, and chat together after class to alleviate the tension between teachers and students, making students more willing to ask questions and improving their subjectivity in learning.

For example, in teaching, with students as the main body, in addition to the teacher's classroom knowledge transmission, more student-centered teaching activities should be established, such as oral simulation or speech competitions. Moreover, the content of college English learning is more in-depth and broad, and there are a large number of materials available for discussion, such as foreign festival culture. At this time, teachers can hold speeches on traditional festivals and foreign festivals, requiring students to express themselves in English throughout the entire process. It is possible to narrate the story in the first person or objectively list and analyze the origins of festivals, improving students' vocabulary usage ability and accumulating more cultural knowledge. In addition, English learning needs to learn to actively accumulate. At this time, teachers can ask students to list the customs of "Spring Festival" and "Christmas Day", and combine their own preferences to elaborate on their favorite views. Students can share their own experiences, so as to create a more free learning environment (Fan Cao, 2018). During the activity, students can improve their expression ability, but also enhance their sense of Cultural identity, so as to avoid losing their original learning intention.

Secondly, it needs to be problem oriented. The so-called situational teaching is to enable students to integrate into the classroom environment, make learning conceptual knowledge easier, and enhance the sense of classroom participation. The most intuitive way to achieve the above goals is to be problem oriented, especially in the university stage, where students have a rich experience and a more intuitive exposure to culture, so there are many things that can be told.

In this regard, teachers need to establish a teaching subject concept for students before carrying out teaching tasks. For example, when learning biographies of celebrities, students can be informed of their names in advance, and students can search for relevant deeds on their own. At the same time, incentive models similar to credit systems should be set up in the classroom to allow students to learn subjectively, reduce the impact of external factors, improve their learning focus, and record outstanding students in the classroom, use their daily performance as an important reference for the final assessment and standardize students' learning methods. In addition, when learning textbook knowledge, teachers need to propose more "Why?" to provide students with a direction to access information. Teachers analyze students' materials in the classroom, improve classroom interactivity, and enable students to gradually answer their questions and acquire knowledge more intuitively.

4. Conclusion

To sum up, under the demand of multi-dimensional training of college students, teachers need not only to let students accumulate more vocabulary, but also to master the application mode of basic theoretical knowledge, clarify the difficulties of English learning, and distinguish between written language, oral language and other confusing concepts. By doing so, students can officially become the main subjects of learning, enhance their interest in learning, and at the same time, create a more efficient classroom atmosphere, helping them master practical skills, thereby improving learning efficiency and becoming high-quality talents in short supply in society.
References


