

A Study on the Infiltration of Intercultural Communication Awareness in English Teaching Based on Multimedia Technology

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Abstract: under the Background of the Rapid Development of Internet Multimedia, Multimedia Has Been Applied to the Mode of Intercultural Communication Awareness in English Teaching. Compared with the Awareness of Cross-Cultural Communication in the Traditional English Teaching, the Awareness of Cross-Cultural Communication in the New Multi-Media Mode of English Teaching Has Its Irreplaceable Significance. However, in the Situation That the Awareness of Cross-Cultural Communication in Multimedia Teaching is Not Perfect, the Problem of Awareness of Cross-Cultural Communication in English Teaching is Increasingly Prominent. This Paper Analyzes the Advantages of Cross-Cultural Communication Awareness in Multimedia English Teaching, and Also Considers the Problems in Cross-Cultural Communication Awareness in Multimedia English Teaching, and Puts Forward Effective Countermeasures.

1. Introduction

With the Development of Network Multimedia Technology, the New Mode of Cross-Cultural Communication Awareness in English Teaching Has Entered the College Classroom. the Awareness of Cross-Cultural Communication in Multimedia Teaching Makes Students Feel the Language Environment of English[1], Acquire a Large Number of Network Learning Resources, and At the Same Time, Enhance the Autonomy of Learning, and Become Passive to Active. the Traditional Mode of Cross-Cultural Communication Awareness in “Full House” Teaching is No Longer Suitable for the Current Situation of Cross-Cultural Communication Awareness in English Teaching!

2. Significant Advantages of Intercultural Communication in Multimedia English Teaching

The consciousness of cross-cultural communication in multimedia teaching is mainly embodied in the three-dimensional sense of integrating picture, text, sound and image. To make abstract information intuitive and dynamic, and to promote the vividness of information output, so as to guide students to think actively and mobilize their enthusiasm for learning, the advantages of using multimedia to the awareness of cross-cultural communication in English teaching are mainly shown in the following aspects:

2.1 Simulate the Situation of Cross-Cultural Communication Awareness in Teaching to Improve Students' Acceptance

In the cross-cultural communication awareness in English teaching, the multi-media is used to simulate the scene of cross-cultural communication awareness in teaching, so that students can be exposed to the situation of English use, so as to get rid of the traditional way of rough learning, and understand and use words and sentence patterns more profoundly and flexibly. Especially in the context of interactive communication and dialogue, on the one hand, it improves learning interest, guides students to think independently, on the other hand, it strengthens students' practical application ability, so that English can not only “recite” but also “use”[2].

2.2 Change the Role of Intercultural Communication Awareness in Teaching

The traditional English classroom “one book, one mouth and one blackboard” of “the cross-cultural communication consciousness in Trinity Teaching” is not only old-fashioned in form, but also slow down the efficiency of cross-cultural communication consciousness in teaching. In the limited time of intercultural communication consciousness in teaching, there are few knowledge points in teaching and students can't understand them[3]. In contrast, the awareness of cross-cultural communication in Multimedia English teaching has greatly saved the teaching time, delivered abundant information with limited time, and its form is novel, which releases the students from the awareness of cross-cultural communication in the rough classroom teaching, plays the main role of the students, and transforms the role of cross-cultural communication awareness in the teaching.

2.3 The Mode of Cross-Cultural Communication Awareness in New Teaching is Highly Interactive

The awareness of cross-cultural communication in Multimedia English teaching provides a platform for interaction between teachers and students. There are three meanings: first, students get a large amount of English learning information through the Internet, and their understanding and interest in information are not the same. Through interactive communication, we can share resources and information, and achieve the dual effect of enriching knowledge and stimulating learning interest. Second, through interaction between teachers and students, teachers can better understand students' learning situation, break through the barriers of the original “hard irrigation” teaching mode of cross-cultural communication consciousness, and not limited by time and space, and can also carry out cross-cultural communication consciousness in online teaching after class, class discussion, greatly improving the learning efficiency. Third, students can broaden their knowledge through the Internet, obtain English learning materials that they are interested in, and improve their autonomous learning ability. As shown in Figure 1

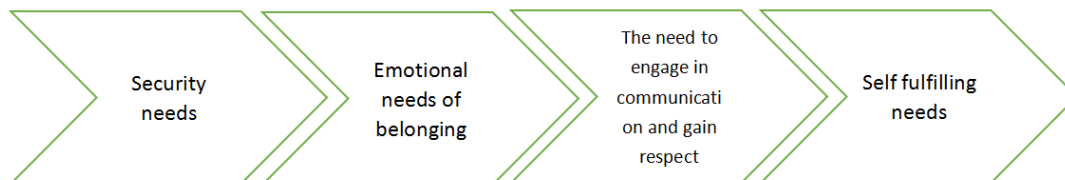


Fig.1 Cross Cultural Communication Consciousness

3. The Problems of Intercultural Communication Awareness in Multimedia English Teaching

3.1 Lack of Multimedia Network Equipment and Curriculum Learning Resources

No matter how good the mode of intercultural communication awareness in teaching is, it also needs the infrastructure of hardware facilities. However, the current intercultural communication awareness equipment in multimedia teaching does not realize the full coverage of university classes. Even if some schools are equipped with network equipment, its utilization rate is not high. In addition, the local area network limitations of individual schools and other factors, the intercultural communication awareness in multimedia teaching is not mature. The limited curriculum learning resources in the network are also the key factors restricting the reform of cross-cultural communication awareness in Multimedia English teaching. The lack of resources to a certain extent has hit the enthusiasm of students' autonomous learning[4], making it difficult for the cross-cultural communication awareness in Multimedia English teaching to develop smoothly.

3.2 Lack of Teachers' Awareness of Innovation and Backward Awareness of Intercultural Communication in Teaching

Innovation is the first driving force of development, and teachers' innovation consciousness is the key to the reform of cross-cultural communication consciousness in education and teaching. At present, most teachers have not experienced the systematic training of multimedia, lack of

information literacy, confusion in multimedia operation, and the limitation of traditional educational thinking. The idea and behavior have not reached an agreement, so that the cross-cultural communication consciousness in multimedia teaching and learning is superficial and formalized in the process of cross-cultural communication consciousness in teaching. Mechanically copying courseware and textbooks, copying the original content, ignoring the differences of different students, so that the non targeted cross-cultural communication consciousness in teaching is far from the flexible and profound purpose of cross-cultural communication consciousness in multimedia teaching. In the classroom, we always use multimedia, play video, audio and so on, do not pay attention to the clever combination of network and explanation interaction, which seems to activate the classroom atmosphere, but actually wastes the classroom time and information resources[5].

3.3 Students Lack of Information Literacy and Autonomy

Students are the core subject of cross-cultural communication awareness in education and teaching. The awareness of cross-cultural communication in multimedia teaching needs to be recognized by students before it can be effectively carried out. With the continuous development of electronic information, students have more and more ability to master network technology, but their Internet knowledge only stays in the level of online games, movies, chat and other leisure and entertainment, often ignoring the application of network technology in learning English, for complex network information, it is difficult to choose the appropriate English learning resources. In the process of using the Internet, it is often attracted by games, movies, etc. it is difficult to achieve self-discipline learning without supervision. How can we talk about autonomous learning if we are lack of interest in English learning? It is difficult to make a comprehensive understanding of English only by the teacher's explanation in the classroom, the lack of learning from the past and the flexible use of English situations[6].

4. Effective Measures for the Reform of Intercultural Communication Awareness in Multimedia English Teaching

4.1 Improve Network Hardware and Software Supporting Facilities

The high-quality environment of cross-cultural communication awareness in network teaching can help to improve the effect of cross-cultural communication awareness in teaching, improve learning efficiency, improve network hardware supporting facilities, not only upgrade computers and projectors, but also improve network speed, etc. if conditions permit, it can also develop mobile English learning platform client, input course learning resources, and self-study Test module is convenient for students to study online anytime and anywhere. In terms of software, we should not only use conventional PPT to make courseware, but also give full play to the practical application of animation software and screen recording software, so as to make courseware novel and arouse students' enthusiasm for English learning.

4.2 Cultivate Teachers' Awareness of Innovation and Change the Concept of Intercultural Communication in Teaching

At present, the majority of English teachers are young teachers. They have strong adaptability to new things and master basic computer operation ability, which is the basis of cross-cultural communication awareness in Multimedia English teaching. Regular and systematic training for English teachers is conducive to the smooth implementation of multimedia reform. However, simple computer operation and courseware making can not meet the requirements of cross-cultural communication awareness mode in multimedia teaching. It is necessary to follow the development trend and learn the latest resources and technologies, such as making use of resource portals and open information databases for reasonable screening, integrating information resources, advancing with the times and enriching the content of cross-cultural communication awareness in teaching[7].

The traditional concept of cross-cultural communication in English teachers' teaching hinders the

integration and development of multi-media and cross-cultural communication in English teaching. Teachers should pay attention to the change of the concept of cross-cultural communication in teaching while cultivating the awareness of innovation and improving the ability of cross-cultural communication in teaching. Under the new mode of cross-cultural communication awareness in Multimedia English teaching, teachers should change their roles from “leader” to “guide”, innovate the cross-cultural communication awareness methods in teaching through heuristic and interactive teaching, such as setting up self-study groups, making PPT for students to explain, online course evaluation, etc., and do a good job in cross-cultural communication in teaching. Flow awareness evaluation, personalized evaluation mechanism, cross-cultural communication awareness in targeted teaching. In the specific stage of learning, the assessment is not only based on the one-off final exam, but also based on classroom performance, online learning participation, online learning resources reading time and so on[8].

4.3 Improve the Information Literacy of Students and Enhance the Awareness of Independent Learning

In the aspect of training English listening, speaking, reading and writing ability, listening and speaking are particularly important. The practice in class is far from enough to improve the practical ability of English. At this time, network learning plays a crucial role, which also requires students to have information literacy and basic computer operation ability. For example, in the complex information of effective screening, data integration and analysis, to find their own online learning resources.

Under the background of the awareness of cross-cultural communication in Multimedia English teaching, students' concept should be changed from passive acceptance to active learning[9], and enhancing the awareness of autonomous learning is the essential basic awareness to learn English well. Teachers should learn to stimulate students' interest in learning, such as integrating vivid and interesting scenes in life into courseware, arousing students' resonance, increasing students' participation in the classroom while activating the classroom atmosphere, and learning English flexibly in an easy environment.

There are ways to be interested. Mastering effective learning strategies can not only save time for English learning, but also get twice the result with half the effort. When teaching, teachers should teach language learning skills according to the actual situation of students so that they can understand English sentence patterns and enhance their confidence and effect in learning.

5. Conclusion

With the development of network multimedia technology, the advantages of cross-cultural communication awareness mode in Multimedia English teaching can not be ignored, but there are still some imperfections. Based on the analysis of the advantages and disadvantages, the author puts forward some reform strategies, such as improving network supporting facilities, training teachers' innovation awareness and improving students' information literacy, in order to promote Multimedia English teaching the mode of cross-cultural communication consciousness is developing well.

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