A Multimodal Study of Enhancing Students' Cultural Confidence in College English Teaching in the Context of Intercultural Communication

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Abstract: As a basic course in college education and teaching, the novelty and humanity of English courses have become a major source of motivation for cultivating intercultural communicative competence of college students, and an important driving force for building a modern English curriculum system and diversified classroom content. Based on a multi-modal perspective, the article explores and promotes the positive driving effect of a series of interactive teaching modes derived from it on English cross-cultural communicative competence. It is comprehensive from multiple perspectives such as social semiotics and cognitive psychology. Analyze college English teaching and provide a solid foundation for the comprehensive improvement of university students' comprehensive ability.

Introduction

Since the end of the last century, some developed countries in the West have attached great importance to education. They have built a whole set of discourse analysis theory systems around color, image, music, and movement, and combined with social semiotics, that is, "multimodal" teaching. After entering the 21st century, with the continuous promotion of the concept of multi-modal teaching, the theory has gradually evolved into an independent teaching method, and has been well practiced in English language teaching. The realization created favorable conditions [1]. And with the rapid advancement and development of modern social economy and science and technology, multi-modal teaching has gradually penetrated into a large number of modern scientific and technological products such as computers, multimedia, recording and video equipment, and projectors. The combination has completed the effective construction of multi-modal teaching methods at the current stage. This teaching method not only actively promotes the rapid development of education and teaching, realizes the continuous expansion of language teaching materials, accelerates the overall improvement of teaching quality and teaching efficiency, and to a certain extent, it is helpful for the systematic cultivation of students' cross-cultural communicative competence. This study mainly uses English teaching as an example to deeply analyze the current situation of intercultural communicative competence cultivation of college students and related theoretical foundations from a multi-modal perspective. With social semiotics and cognitive psychology as the starting point, the relevant cultural framework is completed system construction.

1. The overall goal of college English teaching at this stage

In essence, the content of intercultural communicative competence is more diversified and enriched, and the definition and elements of intercultural communicative competence have not been effectively clarified in modern related professional fields. Relevant researchers at home and abroad have expressed and explained their own ideas, such as:

Byram's understanding of intercultural communication competence mainly focuses on the establishment and maintenance of interpersonal relationships;

Ting-Toomey's research in the process of intercultural communicative competence has drawn that intercultural communicative competence is the process of communicators' comprehensive connection between theory and practice through the intentional or unintentional application of cross-cultural knowledge;

Lustig & Koester divides intercultural communication competence into three dimensions of knowledge, behavior and motivation, and pays great attention to the validity and dependence of context in intercultural communication;

Relevant domestic scholars Jiang Yaming and Zhao Aiguo regarded intercultural communicative competence as a "second language", which mainly includes the following three aspects of competence: language, behavior, and pragmatics. By collating and summarizing the above definitions, we found that the definition and elements of cross-cultural communication are focused on cross-language knowledge, context, and pragmatics. Through the rational application of various skills, consciously carry out relevant cross-cultural communication Activity [2]. In addition to its instrumental features, it also has humanistic features. Affected by history, culture, and language itself, English is a language with a wide range of applications in the world. The rapid development of all countries is inseparable from cross-cultural communication and communication.

Chinese research scholars Gao Yihong and Hu Wenzhong divided the English teaching goals by "linguistic competence", "social cultural competence", and "communicative competence" as early as the late 1990s. In 2007 and 2011, relevant English syllabuses, curriculum requirements, curriculum standards, and reform and development plans for college English majors were introduced and prepared. The proposal and implementation of national programmatic documents make the cultivation of students' cross-cultural communicative competence as the ultimate goal of English teaching. The nationwide college English teaching reform is to completely abandon English teaching for the purpose of language knowledge. The cultivation of intercultural communicative competence is the fundamental goal of college English teaching.

2. Motivation for multi-modal intercultural communication ability in English teaching

2.1 Social semiology

In social semiology, clothing symbols, pictorial symbols, and behavioral symbols have the same functions as language transmission of information, word meaning, and participation in communicative activities. From a formal point of view, a modal is an abstract language symbol system. The five modalities correspond to the five senses of the human body: sight, hearing, touch, smell, and taste, forming a visual mode, an auditory mode, and a tactile mode. State, olfactory mode, and taste mode [3]. In the process of actual interpersonal communication, the five senses can participate at the same time. The specific communication mainly uses various means and symbol resources such as language, image, sound, action, etc. as the medium. Therefore, from a certain point of view, communication itself is multimodal. And cross-cultural communication is through the processes of various modalities, such as language, behavior, hearing, vision, cross-language and cross-cultural multimodal information exchange and transmission. Cannot equate between foreign language level and communicative competence. It is necessary to cultivate cross-cultural communicative competence while learning English. Through the effective assistance of multiple modes such as vision, touch, taste, smell, hearing, etc. Comprehensive promotion of cultural awareness, intercultural communication ability, and cross-cultural sensitivity.

2.2 Cognitive psychology

Judging from the laws of human cognition and the rules of brain learning, multimodal teaching has a high consistency. In cognitive psychology, it has always been emphasized that multimodal information has a positive role in promoting the conversion of both sensory and long-term memory, and to a certain extent, it helps to improve the overall memory [4]. Compared with simple words and languages, the human brain is keen on communicative interaction and can input more multi-modal information with novelty. Under the premise of this multi-modal effect, various advanced teaching technologies such as multimedia teaching, computer teaching, audio teaching, and influential teaching are innovatively incorporated into English teaching practice, which fundamentally promotes the comprehensiveness of English teaching effects promotion. This multi-modal effect fully meets the characteristics of multi-modal information transmission and

communication and multi-sensory participation in cross-cultural communication. The manifestation of intercultural communication mainly focuses on the two aspects of interpersonal relationship establishment and intercultural communication. In addition to the transfer of linguistic information and the expression of linguistic meaning, the study of English knowledge is more about constructing multiple meanings with multi-modal participation. Therefore, language itself cannot complete cross-cultural communication, and it requires the joint participation of various senses and modalities. It is considered that in the process of multi-modal English teaching, the multi-modal interactive teaching mode is used as the main means of cultivating students' cross-cultural communicative competence, which greatly contributes to the full realization of English teaching goals.

3. Cultivation of intercultural communicative competence of college English under multi-modal teaching mode

3.1 Enrich students' cross-cultural knowledge with "Text + Multimedia Network Technology + Teacher Guidance"

At the current stage, most colleges and universities in China still follow the traditional teaching mode of "teacher + blackboard + teaching material" in the process of English teaching, and some colleges and universities have realized the application and modern teaching mode of "teaching material + multimedia network + teacher" Popularization basically realizes the traditional teacher-centered teaching concept and positively changes to the student-centered teaching model [5]. Compared with the traditional teaching mode, the modern teaching mode can realize the continuous accumulation of language knowledge and broaden the understanding of students, and promote the comprehensive improvement of students' language application ability. Although it has effectively demonstrated the characteristics of language tools, it has not formed the effective service of humanity language. Relevant research scholars found in the process of investigating and studying students 'cross-cultural communication ability that domestic college students' consciousness in cross-cultural communication is ideal and lacks sufficient cross-cultural communication knowledge. From a practical point of view, modern textbook resources and multimedia networks not only achieve supplementary optimization of relevant language materials, but also the audio equipment and dynamic video unique to multimedia networks, which can transform some sub-linguistic symbols such as images, text, sound, the symbols such as color and action reflect more realistically, highlighting its unique cultural color and local customs. In the process of explaining language knowledge, if teachers can effectively guide students through visual and auditory modalities, so that they can fully understand the cultural significance of symbols, this method will help to increase students' Cultural knowledge level.

Because pure language cannot effectively express the cultural connotation in a specific environment. The cross-cultural knowledge that students acquire from individual teachers and books is biased and limited. With multimedia for classic film and television works or communication clips, students can learn richer and more diversified cultural connotations through characters' eyes, expressions, poses, gestures, intonation, voice, and clothing and other symbols. Teachers help students analyze and sort out these symbols with different cultural connotations, and encourage students to have a more real understanding and experience of relevant cross-cultural knowledge [6]. Therefore, in the actual development of college English teaching activities, the penetration of social and cultural factors in English language knowledge teaching by English teachers can fundamentally realize the effective integration of cultural teaching and language teaching with the help of multimedia network technology.

3.2 Enhance the cross-cultural awareness and sensitivity with "Image + Teacher-Student / Student-Student Interaction"

In order to further improve students' cross-cultural awareness and cross-cultural sensitivity, a teaching model of "impact + teacher-student / student-student interaction" can be actively

constructed, and the relevant cultural knowledge reflected in the video materials can be studied and analyzed one by one comprehensively analyze local and foreign cultures to help students establish correct cross-cultural awareness. In English listening courses and language courses, teachers can play relevant audio and video materials in the classroom to guide students to learn about the relevant language use methods mentioned in it. It is the use of their language points and expression methods. The system simulation forms the continuous consolidation and strengthening of students' language knowledge and application ability, and analyzes such video materials and audio materials from a cross-cultural perspective [7].

As an important carrier of culture, language is always an organic whole with culture. Relevant English teachers have found that in the listening and speaking classes where language learning and language use are the teaching goals, if there is no cultural complementation and intervention, the imitation and expression of teacher and student language will become singular and boring, the entire classroom lacks activity, and students' motivation and quarterly lack of interest in learning. As a result, students are unable to learn relevant language knowledge efficiently and focus more on the appreciation of film and television works. There are not only very vivid and interesting plots in the appreciation of film and television works, but also a variety of rich language and cultural knowledge. Teachers can actively guide students to watch film and television content in a targeted and targeted manner. For example, after all the film and television works have been played, students can make a comprehensive evaluation of film tasks and discuss the social phenomena and ethics moral reflected in the film. Guide students through the effective use of language in the film, allow students to discuss in small groups in the classroom, and make effective statements about their views on the plot, cultural connotations, and characters in the film, forming a continuous enrichment of students' language knowledge. And good application in real life. In the teacher-student interaction and student-student interaction, students are guided to make comparisons between Chinese and western cultures. Through the process of communication activities, students have not only improved their language application ability, but also their cross-cultural awareness and cross-cultural sensitivity.

3.3 Improve students' cross-cultural communication skills with "Image + Teacher Guidance + Simulated Situational Communication Practice between Teachers and Students"

At the same time that college students' cross-cultural knowledge and sensitivity are constantly enriched and improved, in order to fundamentally achieve the comprehensive optimization and improvement of cross-cultural communication skills, a large number of cultural communication events need to be carried out, which is relatively difficult. In China, English always belongs to the second type of language. Especially in the context of the growing influence of Chinese culture, the learning and use of English knowledge has been greatly challenged and hindered. Intercultural communication can have both Chinese and English cultures, or even more than two cultures. Normally, English majors are equipped with relevant English foreign teachers, this teaching method can carry out some practices of cross-cultural communication. However, due to the large number of college English classroom teaching, and most of the teaching teachers are domestic teachers, they do not have long-term experience with foreign cultures. Therefore, the effective application of rich audio and video materials can help students create more learning conditions in cross-cultural communication practices, simulate multilingual scenes, and fundamentally promote the overall improvement of students' speaking skills and intercultural communication skills. This method has also evolved to become one of the important ways of cross-cultural communication in colleges and universities at this stage.

Under normal circumstances, college English courses are mainly two-year courses, and students focus more on the English level four and six exams, which is seriously inconsistent with modern college English teaching goals. The relevant university English teaching guidelines and teaching requirements clearly state that major universities should combine their own talent training goals and school running purposes, reform and innovate the current arrangements of university English teaching arrangements, and re-set the curriculum content and form [8]. Relevant research scholars

believe that college English courses should be reorganized and divided based on 3 to 4 years, and strictly follow the relevant systemic and objective principles. The main goal in the early teaching process is to consolidate students 'language knowledge and improve their ability to apply language knowledge. At the end of the course, they focus on the cultivation of students' cross-cultural communication skills. This staged talent training method can save a lot of time for cross-cultural training such as scene simulation and practice of intercultural communication. Teachers can guide students to imitate parts or adapt film and television plots or results, perform virtual reality, role-playing, and collaborate in groups to complete scene simulation and cross-cultural communication practice.

4. Conclusion

To sum up, with the rapid development of social economy and science and technology, mutual communication and exchange between countries have become the mainstream of global development, and cross-border communication has become the theme of social production and life. It is also a communication skill that every citizen must master. However, the cultivation of cross-cultural communication skills requires starting from the student era, especially in college English teaching. In addition to cultivating students' proficiency in the use of language points and language skills, they should also directly enter cultural teaching and guidance through language teaching. Students have a deeper understanding and appreciation of the charm and connotation of foreign cultures, and cultivate students 'perceptions and ideas of cross-cultural communication, so as to effectively apply multi-modal interactive teaching modes in the actual English teaching process to students' cross-cultural communicative competence is systematically cultivated to achieve a better understanding of cross-cultural communication through rich practice, to master relevant knowledge and communication skills, and to try to apply it to daily life to effectively meet individual future development and social needs.

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