

Research on Multicultural English Teaching Mode in Colleges and Universities from the Perspective of "Internet +"

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Abstract: With social progress, economic and cultural development, the world has moved towards economic integration and cultural diversity. English is of great practical significance in promoting students' employment and social harmony. College English teaching should not only focus on language teaching itself, but also include many western cultures. The traditional college English education in our country focuses on the test-oriented education, and the students only pay for passing the test. So, dumb English is very serious. With the development of Internet technology, college English education needs to transform and reform in the multicultural perspective. English education must adapt to the communication mode of the Internet. At the same time, college English education should pay attention to the influence on multi-culture in the Internet era. This paper analyses the influence of multi-culture English education based on the Internet + era. And then it analyses the problems in multi-culture English education. Finally, this paper puts forward some suggestions for multicultural English teaching mode.

1. Introduction

Learning any language is the embodiment of culture, and the education of English is also the embodiment of culture. Chinese traditional English education pays more attention to the exam-oriented education, which leads to the students' poor practical ability. With the development of society, network technology, electronic information technology, communication technology and Internet technology have rapidly become a part of people's life, and the whole world has entered the Internet era. The Internet enables people to get the information they want quickly. Based on the perspective of Internet +, the advantages of the Internet are gradually emerging, and the trend of multi-cultural integration is becoming more and more obvious. With the spread of new media and the Internet, English education should also transform and reform, which can better adapt to the changes and development of society and further improve the English education level in colleges and universities.

2. The influence of multi-culture English education based on the Internet + era

In the Internet + era, speech has become an effective tool for spreading culture. To learn a language, one must know the culture of a country. With the development of global integration, multiculturalism has gradually become a barrier to language learning. If we cannot effectively learn English in a multicultural context, we cannot truly master the essence of English. English learning should strengthen the comprehensive understanding of British and American culture, and pay attention to the integration of British and American thinking. Only in this way, can we find the essence and ensure the efficiency of English learning.

Cultural acceptance is a long-term process. English learning based on the perspective of multi-culture should pay more attention to students' learning process. It is our responsibility to learn English well on the Internet in the multicultural era. Language learning and cultural integration are closely related and inseparable. The understanding of culture is conducive to language learning, and the Internet era provides the conditions for the development of English teaching. In the English teaching, we can learn about the multi-culture through the Internet, so as to better master the language learning.

3. The problems in English education models

3.1. The questionnaire survey

By means of questionnaire, this paper investigates the current situation of cultural teaching and cultural consciousness. A total of 1000 questionnaires were distributed, and 965 valid questionnaires were recovered, with an effective recovery rate of 96.5%.

3.2. English teachers are deficient in multicultural teaching

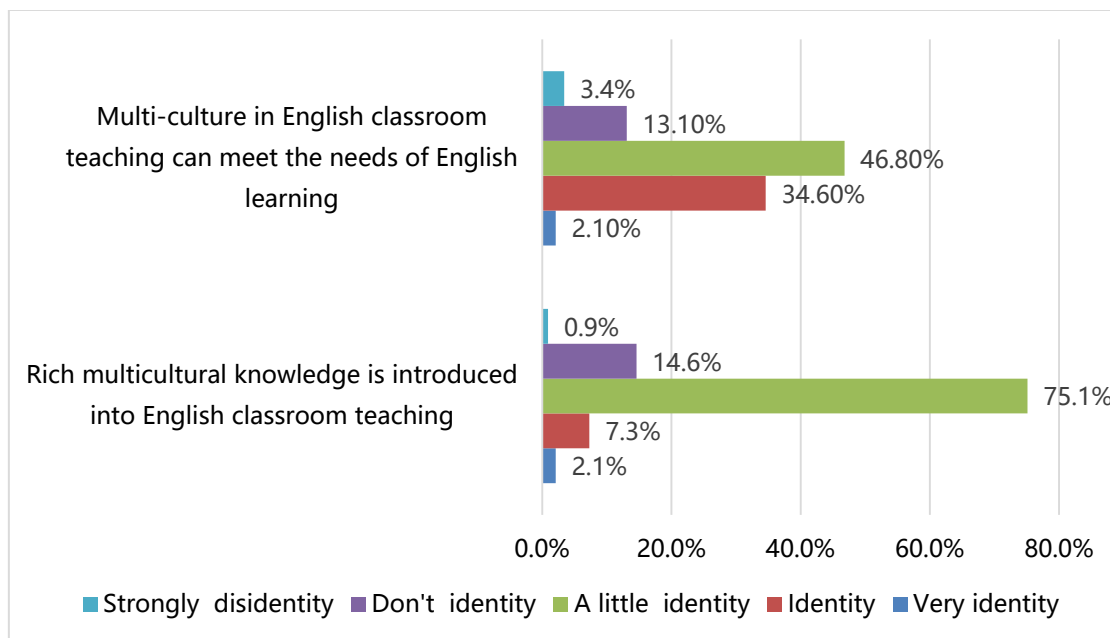


Figure 1: The deficient of English teachers in multicultural teaching

The following conclusions can be drawn from the survey results in figure 1. Most students think that the classroom teaching of college English teachers does not introduce multicultural culture. At the same time, the teaching cannot satisfy their understanding of western culture.

3.3. Ignoring the goal of multicultural literacy

The core of English teaching in China is to cultivate communicative competence, but the goal of multicultural literacy is ignored. College English courses fail to highlight the advantages and characteristics of the globalization background, which neglects the cultivation on students' awareness of other cultures. For example, the culture of non-english speaking countries is neglected in college English teaching, especially the Chinese culture. So, it is difficult for students to correctly understand the connections and differences between different cultures. They are lack of the multi-culture awareness, or they readily accept the culture of english-speaking countries, so that the culture they identify with will change from "pluralism" to "monism".

3.4. The single English teaching model

At present, under the influence of traditional English teaching concepts, colleges and universities still adopt the class as the unit, and follow the old classroom teaching mode of "review old lessons -- introduce new lessons -- explanate new lessons -- consolidate new lessons -- assignment". The teacher-centered classroom teaching model only focuses on of vocabulary, grammar, structure and other knowledge. It is believed that mastering the knowledge of grammar is equivalent to mastering the ability of using the language. Under the support of this idea, college English teachers mostly adopt the traditional teaching methods such as vocabulary, grammar knowledge explanation, grammar structure analysis and chinese-english translation.

4. Countermeasures of multicultural English teaching mode

4.1. Enhance students' multicultural awareness

There are three steps to improve students' multicultural awareness. First, western customs and behaviors should be included in the textbooks. At the beginning, we can introduce how to greet, address, shake hands, say goodbye and so on. With the gradual improvement of students' English level, we can introduce some texts in anthropology and sociolinguistics. Second, we should cite English video and movies in teaching and then organize the discussion. While watching video and movies, both students and teachers should pay special attention to the scenes in daily life. Such as the conversation between a shop assistant and a customer, a telephone conversation, a casual conversation on the street, etc. After watching video and movies, teachers and students can exchange opinions and complement each other.

4.2. Strengthen the learning of non-verbal communication knowledge

The cultural differences between multicultural are reflected not only in verbal communication but also in nonverbal communication. There are great differences in nonverbal communication behaviors among people with different cultural backgrounds, and it will have different meanings in cultural environment. For example, Chinese people often extend their middle and index fingers when they say "2", while British and American people use this gesture to indicate victory. Chinese people stamp their feet to show their anger, while Americans think it shows impatience. The American points to his chest to mean "I", while the Chinese point to his nose. So, teachers must effectively introduce non-verbal communication knowledge into classroom teaching. While teaching students language skills, we should consciously teach them relevant non-verbal communication knowledge. We need to develop students' sensitivity to the cultural differences between mother tongue and English non-language. In this way, we can further improve their ability of cross-cultural nonverbal communication.

4.3. Carry out the second classroom teaching practice

The main place of English teaching is in the classroom, which is the main way to impart English knowledge. In the Internet teaching environment, teachers can give full play to the network resources and carry out the second classroom teaching. In this way, we can better realize the diversified and interactive college English teaching. For example, a radio broadcasting system could be used to start a studio English radio station. The school may hold activities such as English speech contest, English movie dubbing contest, English writing contest and online speaking contest. Which can provide and create the original English learning environment for students, but also allow students to have a relatively free English communication platform. Students themselves can also learn about foreign news and current events through Internet +, which can better cultivate their multicultural awareness and international vision. The second classroom teaching activities have realized the significance of "teacher-student-internet" multi-interaction.

5. Conclusions

With the further development of education, higher education has gradually started the transformation of applied education, especially in the Internet market. English education is different from other subject education, which is a language education in a multicultural background. Under the environment of "Internet +", the teaching mode of college English will inevitably change. The new teaching mode breaks through the barrier of traditional teaching mode and can meet students' individual learning needs. At the same time, the new teaching mode strengthens the communication between students and teachers. So, in the era of "Internet +", the new teaching mode can better carry out English teaching for college students.

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