Research on the Cultivation of College English Intercultural Communicative Competence under the Multimodal Interactive Teaching Mode

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Abstract: With the development of globalization, intercultural communicative competence has become one of the core qualities of modern college students. As an important platform to cultivate students' language skills and cultural literacy, the innovation of college English teaching mode is essential. Based on this, this paper mainly discusses methods to effectively cultivate students' intercultural communicative competence in college English teaching from the perspective of multimodal interactive teaching mode, hoping to provide references for improving the quality of college English teaching and students' comprehensive quality.

Keywords: Multimodal interactive teaching mode; College English; Intercultural communicative competence; Situational teaching

1. Introduction

Language is the carrier of culture. Intercultural communication ability is not only the extension of language skills but also the key to understanding different cultures and effectively carrying out international communication. The traditional college English teaching mode often focuses on teaching language knowledge, ignoring the cultivation of students' intercultural communicative competence. Therefore, exploring new teaching modes, such as the multimodal interactive teaching mode, is of great significance in improving students' intercultural communicative competence.

2. Overview of multimodal interactive teaching mode
2.1. Multimodality and multimodal discourse

"Mode" in multimodal interactive teaching refers to the way in which human beings interact with the external environment through senses (such as vision, hearing, touch, etc.). Multimodal interaction involves the use of

multiple senses to interact. Multimodality is an indispensable part of human daily communication, which can make communication richer and more three-dimensional.

In terms of multimodal discourse, as the concrete embodiment of multimodal interaction, it mainly refers to the phenomenon of using hearing, vision, touch, and other senses, and communicating through language, image, sound, action, and other means and symbolic resources. In multimodal discourse, different symbolic resources can complement each other and jointly build a complete expression system [1]. For example, in face-to-face communication, not only language will be used to convey information, but also nonverbal symbols such as facial expressions, body gestures, and so on can be used to strengthen or modify verbal expression. These nonverbal symbols and language symbols cooperate with each other to form multimodal speech.

2.2. Multimodal teaching mode

Based on the theory of multimodal discourse, multimodal teaching mode came into being. This teaching mode refers to the teaching mode that integrates two or more symbol system resources into a courseware for classroom teaching demonstration. It not only breaks through the limitations of traditional single-mode teaching (such as relying only on words or language), but also leverages modern scientific and technological means to integrate various symbol resources. Multimodal teaching mode is characterized by large amount of information, strong interest, and so on. Through the use of a variety of sensory stimuli and symbol resources, students can fully perceive the teaching content, so as to improve the learning effect.

3. Advantages of multimodal interactive teaching mode

3.1. Adapting to different learning styles

Multimodal teaching methods adapt to students with different learning styles with their unique flexible performance. In the traditional teaching mode, teachers often use a single teaching method, which is difficult to meet the learning preferences of all students [2]. Multimodal teaching methods can provide rich learning resources for students with different learning styles by combining visual, auditory, kinesthetic, and other sensory channels. For visual learners, the multimodal teaching method provides a lot of visual information such as images and videos to help them better understand knowledge; for auditory learners, audio, lectures, and other auditory resources can become the main learning channels; for kinesthetic learners, practical operation and other kinesthetic activities can make students better use knowledge in practice.

3.2. Improving the quality of teaching

Multimodal teaching methods can effectively improve the quality of college English teaching and enhance students' learning effect. In the past, the teaching mode only involved students passively accepting knowledge, but the multimodal teaching method can stimulate students' interest in learning by introducing a variety of sensory channels [3,4]. This teaching method can also provide teachers with more opportunities for teaching observation and feedback. Teachers can understand students' learning situation by observing their performances in different modes, so as to adjust teaching methods and strategies in time. This kind of instant teaching feedback can align teaching with students' needs and strengthen the teaching effect.

4. Current situation of cultivating college English intercultural communicative competence

In the current context of globalization, the cultivation of intercultural communicative competence has become one of the goals of college English education. With the increasingly frequent international exchanges, talents with intercultural communicative competence have shown great advantages in various fields. However, it should be noted that in the current college English teaching, the cultivation of college students' intercultural communicative competence still faces some challenges, which need to be analyzed in depth.

4.1. Separation of language teaching from cultural content

In college English teaching practice, some teachers solely focus on language skills training, ignoring the introduction of cultural content [5]. Language is not only a stack of words and grammar, but also a form of cultural expression. Each language contains rich cultural connotations. These cultural elements are an important basis for language understanding and application. However, in actual teaching, many teachers only pay attention to the teaching of language forms, such as language rules, vocabulary collocation, listening practice, and oral expression, without emphasizing the cultural background and context behind the language.

This teaching mode, which separates language teaching from cultural content, will lead to students' lack of necessary cultural sensitivity in cross-cultural communication. Although some students can speak grammatically correct sentences fluently, they cannot respond appropriately to each other. This cultural "blind spot" will not only affect students' communication effect but also easily lead to misunderstanding due to cultural differences [6]. Therefore, the integration of cultural content into language teaching can promote the cultivation of students' cultural awareness and intercultural communicative competence.

4.2. Lack of awareness of intercultural communicative competence training

In addition to the separation of language teaching from cultural content, some teachers and students still lack the awareness of cross-cultural communication. They even think that English learning is only for the purpose of coping with examinations and obtaining credits, lacking awareness of the important role of English as an international common language in cross-cultural communication. This utilitarian learning attitude will lead to students lacking interest in English learning and limit the development of students' intercultural communicative competence.

In addition, this lack of awareness leads to students' understanding of foreign cultures remaining limited to the content of textbooks, preventing the development of deeper cultural thinking [7]. For example, some students can recite foreign historical events, names, and cultural customs, but cannot really understand the meaning behind these cultural phenomena. This superficial cultural understanding is one-sided, which cannot help students flexibly use the knowledge they have learned in actual cross-cultural communication, nor can it cultivate their cross-cultural communication ability.

5. Application of multimodal interactive teaching mode in the cultivation of college English intercultural communicative competence

5.1. Enriching cultural materials with multimedia resources

In the cultivation of college English intercultural communicative competence, the use of multimedia resources plays an important role. Teachers should recognize the advantages of multimedia technology, make full use of the cultural materials in textbooks, and enrich the teaching content through multimedia means, so that students

can intuitively understand the customs of different cultural backgrounds. For example, with the help of the multimedia form of video, foreign life scenes, festival celebrations, customs, and habits are vividly presented in front of students. When students watch a foreign film or television play, teachers can guide students to pay attention to the language expression, non-verbal behavior (such as body language, facial expression), and cultural background elements (such as home decoration, clothing style, etc.) of the characters in the play, and simultaneously explain them. In this way, students can improve their language listening comprehension ability and cognitive understanding of different cultures [8,9]. Audio resources are also an important part of multimedia teaching. Teachers can play music and radio programs from different countries, let students feel the rhythm of the English language and the way of thinking expression in different cultural backgrounds; teachers can share an international news audio and guide students to analyze the language characteristics and social values behind news reports, so as to cultivate students' cross-cultural critical thinking ability. The use of pictures can show the traditional costumes of different countries, guide students to explore the relationship between costumes and culture, and how costumes reflect the history of a nation.

Using multimedia resources to enrich cultural materials is one of the effective applications of multimodal interactive teaching mode in the cultivation of college English intercultural communicative competence. Through the comprehensive use of multimedia forms such as video, audio, and pictures, teachers can create a three-dimensional cultural learning environment for students, so that students can improve their understanding of different cultures in a relaxed and pleasant atmosphere and improve their intercultural communicative competence [10,11]. For example, in an English class on "Chinese and Western festival culture," teachers can first show the celebration scenes of Chinese New Year and Western Christmas through videos, and let students compare and observe the differences in atmosphere, customs, and activities between the two festivals. Then an audio commentary on the origin of the festival is played to guide students to explore the cultural significance behind the festival. Finally, special pictures of the festival, such as Spring Festival couplets, Christmas trees, etc. can be shown while instructing students to make handicrafts related to the festival, so as to further deepen their understanding of Chinese and Western festival culture.

5.2. Designing cross-cultural situations to improve communicative competence

In the process of cultivating college English intercultural communicative competence, it is far from enough to rely only on the teaching of theoretical knowledge. In order to enable students to freely deal with problems in real intercultural communication scenes, teachers need to design a series of intercultural situations and let students learn communication methods in different cultures in practice through practical activities such as simulated dialogue or role play.

Teachers can design cross-cultural situations according to the teaching content to ensure that students understand the rules of communication in different cultures. In class, the teacher sets up a simulated dialogue scenario and then instructs students to have a simulated dialogue, so that students can play roles in different cultural backgrounds. For example, in the English class on Chinese and Western business etiquette, the teacher can require students to play Chinese businessmen and foreign customers so that students can experience the differences in business communication between China and the West through the simulated business negotiation process. During the simulated dialogue, teachers should pay attention to the differences in students' language expression, time concept, and other aspects, and give timely guidance [12,13]. Teachers can also choose some scripts with cultural characteristics to let students perform in different roles. This is conducive to students' in-depth understanding of the communication methods of people in different cultures, and to exercise their

language expression ability in the performance.

5.3. Building a complete cultural multimodal database

In the cultivation of college English intercultural communicative competence, a perfect cultural multimodal database is an indispensable teaching resource. Schools should be fully aware of this, and actively establish and improve the database to support the development of cross-cultural teaching. This database needs to contain rich and diverse multimodal information. Building such a cultural multimodal database can not only provide students with rich and diverse learning resources, but also let students understand foreign history, art, and customs more vividly. Students can choose suitable learning materials according to their own interests and needs, so as to improve their learning initiative. At the same time, this database can also provide teachers with convenient teaching aids. Teachers can select appropriate materials from the database according to the teaching content and design diversified teaching activities, so that students can learn and experience cross-cultural communication knowledge in practice.

For example, when teaching the theme of "Indian culture," teachers can select images and video data of traditional Indian costumes, Bollywood dance, and Ganges River sacrificial activities from the database, as well as text materials introducing Indian history and culture [14,15]. In this way, teachers can design a series of teaching activities, such as watching videos and discussing the characteristics of Indian culture, writing essays on Indian festivals according to written materials, learning and trying to perform a Bollywood dance, etc. Such a multi-dimensional learning approach can help students deeply understand Indian culture and improve their intercultural communicative competence.

6. Conclusion

In conclusion, the multimodal interactive teaching mode provides a new idea for the cultivation of college English intercultural communicative competence. Through the rational use of multimedia resources, the design of intercultural situations, and the construction of a complete cultural multimodal database, students' intercultural communicative competence can be effectively improved. With the continuous development of education, it is necessary to further explore the application of multimodal interactive teaching mode in college English teaching, so as to lay a solid foundation for students' all-round development.

Disclosure statement

The author declares no conflict of interest.

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