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The Study of Cross-Cultural English Communication Using Computer Technology

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Abstract. English cross-cultural communication learning is an important part of English teaching. Improving the teaching quality of English cross-cultural communication is conducive to improving students' interest in Learning English. This paper firstly explains the deficiencies of English cross-cultural communication learning and the characteristics of network education and multimedia education, and at the same time discusses the study of English cross-cultural communication carried out by computer technology for readers' reference.

Keywords: Computer Technology, English Cross-Cultural Communication, Native Culture, Teaching Thought

1. Introduction

With the development of information technology, computer technology has been widely used in English teaching. The quality of traditional English teaching is poor, so it has become an important topic for people to improve the teaching quality with the help of information technology [1-3]. Through the use of computer technology in English teaching, can realize the direction of intelligent and digital teaching development, improve students' interest in learning English.

2. Deficiencies in the study of English cross-cultural communication

Since intercultural communication competence plays such an important role in business activities and has such an important significance, it is inevitable for us to place such competence in a prominent position in our daily business English learning. After referring to relevant literature and summarizing relevant views, the cultivation or formation of cross-cultural communication ability in business English learning is only affected by the following factors.

2.1. Lack of actual discourse environment

This is not only reflected in the learning of business English, but also in the teaching of general English [4-6]. As a Chinese, we have been communicating in our life, work and study with our mother tongue, Chinese, since we were born. In addition to the historical fact that we were not completely colonized, our country has no tradition of learning a second foreign language similar to India and African countries. English as a foreign language, although our country has a variety of tests and



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competitions measures, vigorously advocate and emphasize the learning of English, but for the majority of students, the classroom is still the most use and contact with English. So that students in real life because of the lack of actual necessary cost and the environment, and lead to learn not to use English, the English practical application ability of students is extremely short, coupled with the tests, the entrance examination, and the related English test, the influence of lead to most of the teachers and students to the neglect of oral English, this is the cash most of the students in our country the cause of the phenomenon of "dumb English". Language itself is a tool, and its greatest function and utility is communication. Once such function and utility are killed or blocked, the charm and function of language itself cannot be shown.

2.2. Adherence to the original way of thinking

When coming into contact with a foreign culture or a foreign culture, the owner of the local culture often understands and interprets the observed cultural phenomena with the local cultural thinking, cultural vision and cultural mode, and few people adopt the attitude of "when in Rome, do as the Romans do"

A foreign culture or a foreign culture to understand and understand. When two different cultures have different meanings and ways of expression, Chinese students learning Business English will naturally understand or express them from the perspective of local culture and their own cultural pattern, which will lead to many unnecessary misunderstandings and misunderstandings. Since culture is such, language belonging to the category of culture is no exception to speak of.

2.3. Neglect of English etiquette and practical application

In the classroom of many colleges and universities in China, the traditional teaching method still occupies the dominant position, and the traditional teaching thought is still favored in the actual teaching of teachers. In specific English teaching, teachers only teach students rigid English knowledge in a more rigid way by filling the classroom. In the teaching process, they only blindly emphasize vocabulary, grammar, sentence patterns and translation skills, etc., but it is far from enough to teach cross-cultural communication knowledge and skills in language. Most teachers still like the "one-story classroom" teaching situation in their own classroom teaching, which is easy to teach and does not require too much thinking, but greatly reduces the opportunities for students to use English in class. In addition, the rigidity of traditional textbooks and the emphasis on theoretical knowledge are also affecting students' actual English learning.

3. The characteristics and important role of network education and multimedia teaching

3.1. Features of network education and multimedia teaching

3.1.1. Interactivity

Interactivity is the biggest characteristic of network education and multimedia teaching. It includes the interaction between students and the learning content, the interaction between students and teachers, the interaction between students and so on. Students can obtain learning materials through the Internet, and the Internet will give feedback to the students' learning effect. The interaction between teachers and students can be demonstrated through video conference, email and other means, so that teachers can give timely guidance to students, and students can timely understand their learning situation and deficiencies, and adjust their learning methods timely. Through the network education students and students can also carry out discussion and exchange, cultivate the feelings between students.

3.1.2. Resource sharing

Multimedia teaching carries out teaching activities by making courseware in advance through computer network. Through the processing and application of graphics, text, symbols, integrated organic combination, and through the screen or projector projection display, in the form of audio, to

complete the teaching or training process. Students can share computer software and hardware resources and acquire rich knowledge in the network environment, which is of great significance for improving the learning effect.

3.2. The important role of network education and multimedia teaching

3.2.1. Enhance students' dominant position

The application of multimedia in classroom teaching focuses on strengthening the dominant position of students. According to the new educational concept, students are the center of classroom teaching. Only by enhancing students' dominant position can teachers change the situation that teachers give lectures on the platform while students listen below, so as to achieve the goal of improving classroom teaching efficiency. Therefore, in classroom teaching, multimedia should fully reflect students' subjectivity in the classroom, especially give students more opportunities to participate in the multimedia classroom, let them on the basis of the role of the subject, put their heart and soul into learning.

3.2.2. Improve students' exploration ability

The new teaching concept advocates independent, cooperative and inquiry-based teaching mode, and requires teachers to construct a new learning mode based on inquiry-based teaching. The so-called inquiry-based learning means that students explore relevant subject knowledge under the guidance of teachers, so as to fully experience the process of discovering, thinking and solving problems. In teaching practice, teachers should not only focus on students' mastery of ready-made knowledge, but let students fully experience the process of learning and acquiring knowledge to stimulate their creative thinking. In the teaching environment of new media, it should be emphasized that students are in the position of self-learning and exploring knowledge in the whole teaching process. That is to say, in the course of classroom teaching, teachers should give full play to the advantages of multimedia teaching, provide students with more opportunities to express their own views and understandings, encourage them to speak freely in the multimedia classroom, and provide them with opportunities to question, explore, discover and solve problems.

3.2.3. Open multimedia classroom teaching management, emphasizing students' sense of participation.

Open the management mode of multimedia classroom teaching, let the students the classroom learning has become the dominant people, need to let the students participate in to the classroom, explore the process to increase the interaction and communication between teachers and students, let students in the learning environment of democracy knowledge provides the ability to learn, not simply the platform under the listener. In this way, students will actively cooperate with the teacher's teaching and greatly enhance their learning ability. Open multimedia classroom teaching requires students to be relatively open and free to express their opinions and ask questions. In the design of interactive links in multimedia classes, students should have more time to think, give full play to their imagination and wisdom, and give them full opportunity to speak and show themselves.

4. Use computer technology to carry out cross-cultural English communication

The following is a survey of 200 students in a school on the intercultural communication in English using computer technology.

4.1. *What aspects do students hope to improve through mobile phone or PERSONAL computer technology, as shown in Table 1?*

Table 1. Which aspects of students' abilities do they want to improve through mobile phone or PERSONAL computer technology.

	Number of people	Proportion (%)
Basic ability	92	46
Application ability	64	32
whole	44	22

4.2. *What kind of help do you expect teachers to provide? See Table 2.*

Table 2. What kind of help is expected from the teachers.

	Number of people	Proportion (%)
SMS assign learning tasks	42	21
Provide learning website	64	32
Creating a learning community	94	47

Students have no clear preference for what kind of help the school or teachers provide, which can also be explained by the fact that students have no experience and no clear concept of how to improve their English through mobile phones or computers and other AIDS.

4.3. *Whether you want to include the part of Learning English through mobile phone or computer assisted learning into the assessment of learning in public English courses, as shown in Table 3.*

Table 3. Whether students wish to include mobile or COMPUTER-aided English learning in the assessment of public English courses.

	Number of people	Proportion (%)
Very much	36	18
I hope so	68	34
indifferent	64	32
No hope	34	17

It can be seen from Table 3 that the majority of students do not reject the school's guidance of mobile or computer assisted learning and its inclusion in the performance evaluation, which also indicates that the students are willing to actively participate in the mobile or computer assisted learning guided by the teacher subjectively.

5. Conclusion

To sum up, English intercultural communication teaching is an important subject with strong practicality. Therefore, through the use of information technology, the traditional English teaching mode can be reformed and innovated to promote the development of English teaching in the process of intercultural communication teaching. To cultivate more and better English communication talents to meet China's demand for English talents.

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