

Research on the Influence of Multicultural Intermingling on English Teaching in Colleges and Universities in the Information Age



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Abstracts: With the rapid advance of the information age, the trend of cultural diversification and globalization is becoming more and more obvious. The mingling and collision of different cultures have become the norm, and the importance of cross-cultural communicative competence is becoming more and more prominent. For English teaching in colleges and universities, it is especially important to adapt to the needs of this multicultural mingling and help students cultivate cross-cultural communicative competence. The purpose of this paper is to discuss the impact of multiculturalization on English teaching in colleges and universities in the information age and to study in depth how to improve students' intercultural communicative competence through corresponding teaching strategies.

Keywords: information age; multiculturalism; colleges and universities; English teaching

Introduction

The acceleration of globalization and the promotion of scientific and technological progress has made the information age characterized by multicultural intermingling. This cultural intermingling brings opportunities and challenges for social development and especially has a far-reaching impact on English teaching in colleges and universities. Under the background of cross-cultural communication, the traditional English teaching mode can no longer meet the needs of students. Therefore, how to deal with the impact of multicultural communication on English teaching in colleges and universities has become the focus of this paper.

1. The Status of English Teaching in Colleges and Universities in the Information Age of Multicultural Interaction

Under the background of the information age, English teaching in colleges and universities is facing many problems and challenges in a multicultural environment. First of all, students from different cultural backgrounds will inevitably encounter cross-cultural communication problems such as expression, listening comprehension, vocabulary use, and other aspects when learning English (Mo, 2022). These cultural differences bring considerable challenges to English teaching and require teachers to adopt targeted and effective teaching strategies and methods to help students better understand and master English, and prepare them to become talents with cross-cultural communication skills. Secondly, the intercultural teaching ability of English teachers is crucial to the cultivation of students' intercultural communicative competence. However, at present, many English teachers in colleges and universities have not received specialized training in intercultural education, which leads to the fact that they may neglect the importance of intercultural communication in their teaching and are unable to

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effectively solve the problems encountered by students in intercultural communication. Thirdly, the existing English teaching materials may be overstretched in covering multicultural content and unable to meet the knowledge and skills needed by students to learn intercultural communication. In addition, teaching methods may focus too much on the teaching of grammar and vocabulary and neglect the importance of intercultural communication (Xie, 2022). Traditional teaching methods make it difficult to develop students' intercultural communication skills and need to be improved. Finally, some students may not have a positive attitude toward intercultural communication due to reasons such as a lack of interest in other cultures or the existence of stereotypes. This kind of learner's attitude problem may affect their learning effect and the cultivation of intercultural communicative competence.

2. The Impact of Multicultural Intermingling on English Teaching in Colleges and Universities in The Information Age

2.1. Enriching teaching content and resources

The development of the information age provides more diversified and wider teaching resources for English teaching in colleges and universities. The popularization of Internet technology makes it more convenient for students to obtain all kinds of English resources, such as online courses, English movies, music, news reports, and so on. These resources can not only broaden students' horizons and enhance their knowledge of multiculturalism, but also stimulate students' interest and enthusiasm in learning. At the same time, with the help of multimedia tools such as PPT, teachers can present cultural materials, news reports, and life situations to students, making learning more vivid and interesting. Multimedia technology can also help students understand and master language knowledge, such as words, grammar, pronunciation, and so on. In addition, through videos, music, and other resources, teachers can let students deeply feel the cultural atmosphere of different countries and regions (Geng, 2021), to better understand and adapt to the language

and cultural differences in cross-cultural communication. The arrival of the information age has also changed the way of learning, and students can obtain all kinds of resources through the network for independent learning and exploration. Therefore, teachers need to provide students with more resources and guidance so that they can continuously improve their English proficiency in independent learning.

2.2. Expanded teaching methods and strategies

In the information age, teachers can utilize a variety of new technologies and educational resources to innovate teaching methods and strategies to better cultivate students' English proficiency and intercultural communication skills. On the one hand, traditional English teaching is often teacher-centered, focusing on knowledge instillation and students' passive acceptance. In the information age, teachers can utilize tools such as interactive teaching software, online discussion platforms, and social media to carry out learning activities and encourage students' active participation and cooperation. For example, teachers can organize group discussions, debates, role plays, and other activities to improve students' oral expression and teamwork skills. In addition, teachers can use technological tools such as online learning platforms, educational applications, and e-courseware to present course content and design lessons and activities according to student's needs and interests (Li, 2022), so that students can participate in learning through interactive and multimedia approaches to further enhance their learning motivation and engagement. On the other hand, each student has different learning interests, learning styles, and learning rhythms, and traditional teaching methods are difficult to meet the needs of all students. In the information age, teachers can use online assessment tools and personalized learning platforms to accurately assess each student's learning style and learning level, and then provide students with tailor-made learning plans and resources based on the assessment results. These expanded teaching methods and strategies can help develop students' English proficiency and intercultural communication

skills and improve their comprehensive quality in the information age.

3. Strategies for Teaching English in Colleges and Universities in the Context of Multicultural Interaction

3.1 Introducing multicultural teaching materials

Introducing multicultural teaching materials is an important strategy for teaching English in colleges and universities under the background of multiculturalism. By using multicultural teaching materials, students can be helped to better understand and appreciate the language and communication styles of different cultures (Zhan, 2022), and then cultivate their cross-cultural communication skills. When choosing multicultural teaching materials, teachers should make sure that they cover the cultural backgrounds of different countries and regions, including but not limited to different languages, nationalities, religions, customs, and habits. Literary works, movies, music, and artworks from different countries can be chosen as teaching materials, or real cases of intercultural communication can be used for teaching. The choice of teaching materials should be representative, able to show the differences and commonalities between different cultures and stimulate students' interest and thinking. In the process of teaching, teachers can help students to fully understand the cultural elements in the textbooks by providing relevant background knowledge, introducing cultural characteristics explaining language expressions, etc. They can also guide students to conduct in-depth thinking and discussion to stimulate their interest and curiosity in different cultures. Such guiding and interpreting process helps students understand and appreciate multiculturalism, and at the same time improves their intercultural communication skills. In addition, teachers can flexibly choose multicultural teaching materials related to their students according to their backgrounds, specialties, and interests. For example, for students majoring in Business English, business communication cases from different business cultures can be introduced to let students understand

the business environment and business etiquette of different countries; for students majoring in Literature, literary works from different countries can be selected to gain a deeper understanding of the ways of thinking and aesthetic points of view of various cultures through reading and discussion. By introducing these contents, students can utilize multicultural knowledge and skills in practical situations and improve their intercultural communication skills.

3.2 Creating an environment for intercultural communication

"Creating an intercultural communication environment" is an important part of cultivating students' intercultural communication skills in English teaching in colleges and universities. By simulating real cross-cultural communication situations, students can experience, perceive, and understand the differences and commonalities between different cultures (Cai, 2022), and then improve their cross-cultural awareness and cross-cultural communication skills. To achieve this goal, teachers can plan some activities or projects with cross-cultural characteristics, such as international cultural festivals, cross-cultural friendship classes, and international exchange programs. These activities or programs will provide students with a valuable platform for cross-cultural communication, allowing them to interact and cooperate with people from different cultural backgrounds and to gain a deeper understanding and appreciation of the ways of thinking and aesthetic views of various cultures. In planning these activities or programs, teachers need to clarify information such as purpose, mission, time, place, participants, etc., and make detailed plans and programs. In addition, teachers need to explain the specific arrangements and processes of the activities or projects and identify the relevant knowledge and skills that students need to acquire. This helps to ensure that the teaching process is organized, effective, and orderly, and achieves the expected teaching effect. To enrich students' intercultural communication experience, teachers can make use of

the existing intercultural communication resources in the school or society, such as foreign teachers, international students, international organizations, enterprises, community resources, etc.; they can also make use of the Internet, the media, and other channels, to expose students to a wider range of more in-depth intercultural information and experience. After the activity or program, teachers need to assess and reflect on students' learning outcomes. The assessment may include students' language expression ability, communication skills, intercultural awareness, etc. The reflection is to review and summarize the teaching effect, problems, and improvement measures of the activity or project, to make better use of intercultural communication resources and strategies in future teaching.

3.3 Provide rich practice opportunities

In the context of multicultural communication, it is an important strategy for English teaching in colleges and universities to provide students with rich practice opportunities. Through practice, students can use the English knowledge and skills they have learned in an authentic language environment, enhance their language expression ability, and better understand and apply the principles and skills of intercultural communication (Zhu, 2023). In this regard, teachers can carefully organize various speaking practice activities. Speaking is an important aspect of English learning, and students' oral expression and listening comprehension can be improved through activities such as role-playing, group discussions, debates, and speech contests. These activities not only allow students to improve their language useability in active interaction but also increase the experience of cross-cultural communication. Meanwhile, in English teaching, teachers can skillfully combine projects with intercultural communication. For example, students can be organized to carry out cross-cultural research projects, cross-cultural communication projects, and so on. Students can choose a cross-cultural topic of interest, conduct research and study, and communicate and cooperate with students or professionals from other cultural backgrounds.

Through the practice of such projects, students can gain a deeper understanding of the differences and commonalities between different cultures and develop cross-cultural communication skills. In addition, teachers can encourage students to participate in internships, exchanges, and volunteer activities that allow students to use English to communicate in real-life work environments and to come into contact with people from different cultural backgrounds. These practical opportunities allow students to gain real cross-cultural communicative experiences and apply the English knowledge and skills they have learned in real life.

3.4 Integration of technological and cultural resources

In the context of multicultural intermingling, "integrating technology and cultural resources" refers to the use of modern technological means and rich cultural resources by teachers in colleges and universities to provide students with a wider and deeper English learning experience and to promote the development of their language use and cross-cultural communicative competence. Teachers can use multimedia equipment, the Internet and online learning platforms, and other technological resources to create a rich and diverse learning environment, while introducing literature, movies, music, etc., from different cultural backgrounds, so that students can feel and understand the differences and commonalities between different cultures. For example, teachers can use multimedia devices such as projectors and electronic whiteboards to display a variety of language materials to help students understand and master English knowledge more intuitively; they can also make use of Internet resources and online learning platforms to provide online courses, learning materials, and practice questions, etc., so that students can learn independently anytime and anywhere. By integrating technological resources, students can access language materials and information more conveniently and improve their learning efficiency. At the same time, the combination of technology and cultural resources can produce a more innovative and effective teaching

mode. For example, teachers can use virtual reality technology to simulate cross-cultural communication situations, so that students can communicate and interact with virtual characters in virtual environments, which not only improves language useability but also increases the real sense of cross-cultural communication. In addition, teachers can use technological tools such as online platforms and social media to organize students to participate in cross-country communication projects or collaborative research (Wang, 2022), share views, experiences, and cultures with students from different countries, and promote the development of cross-cultural communication. By integrating technology and cultural resources, teachers can create a more dynamic and innovative English teaching and learning environment for students, helping to fully utilize English knowledge and skills to achieve better performance in both virtual and real environments. Such a teaching model not only helps to improve student's language proficiency and intercultural communication skills but also helps to develop their global awareness and cultural sensitivity.

Summarize

To summarize, under the background of multicultural intermingling in the information age, English teaching in colleges and universities can adopt the following strategies: the introduction of multicultural teaching materials is the key to unlocking the door of intercultural communication; the creation of an authentic intercultural communication environment is an effective way to improve students' intercultural communication ability; the provision of rich practice opportunities is the cornerstone of intercultural communication; and the integration of technological and cultural resources is a new way to improve students' intercultural communicative competence. These strategies can work together to provide students with a more comprehensive, in-depth, and practical

English learning experience so that teaching can be more in line with students' learning needs and future development.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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