Research on Intercultural Communication Teaching Mode Based on Skype Computer Network Technology

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Abstract. In today's information age, network technology has become an important carrier of information dissemination, which has revolutionized the communication between people. Cross-cultural communication teaching is a process of information dissemination, and a large amount of knowledge needs to be transferred between teachers and students in the classroom. Therefore, software based on computer network technology, such as Skype, injects new vitality into the teaching process, helps students integrate what they have learned in a virtual environment, and expands the application of knowledge.

Keywords: Interculture Communication, Skype, Computer Network Technology

1. The present situation of Intercultural communication teaching mode

Cross-cultural communication studies the communication between different cultures. Different disciplines explain and define culture from different angles and focuses. There are restrictions on content and time in any teaching process, so the feasibility of cultural definition is more important than integrity. At the same time, teaching is a goal-driven activity, and the goal of intercultural communication teaching is another important factor affecting the definition. It can be said that the determination of intercultural communication teaching objectives, the selection of teaching contents and methods, and the evaluation of teaching effect are several important aspects in the research field of intercultural communication teaching.

Intercultural communication teaching may eventually change people's behavior, habits and traditions. So, cross-cultural communication teaching must be very careful, because it is a kind of intervention and change to some extent.

The teaching goal of intercultural communication is often restricted by a country's language education policy. In addition, learner types and needs are another important factor which affect teaching goals. The objects of intercultural communication teaching in China are mainly divided into two categories: overseas students and domestic learners.

Education is the product of culture, and different social and cultural backgrounds give birth to different educational and teaching ideas and models. The teaching of intercultural communication in China is influenced by Chinese social culture and has its own characteristics. Although language and culture are closely linked and inseparable, there are great differences between language teaching and cultural education in teaching goals and learning achievements. At present, culture teaching in China
is mainly attached to language teaching. Although it is not an ideal situation, due to historical reasons, the concept of intercultural communication is mostly put forward from the field of foreign language and Chinese as a foreign language education. The close relationship between language and culture in China is also a major reason for this situation.

Generally speaking, China has realized the importance of intercultural communication awareness and cultural sensitivity, and established the curriculum teaching goal which considers cultivating intercultural communication competence as the core. However, in the specific cross-cultural communication teaching practice, because of the constraints of educational and teaching ideas and traditions, as well as the lack of high-quality teachers, a knowledge-centered and dominant culture teaching model is often formed. In addition, cultural teaching is often not independent, resulting in failure to achieve the teaching goal of "cultivating sensitivity to cultural differences, tolerance and flexibility in dealing with cultural differences". Moreover, the teaching methods and means of intercultural communication are single, outdated and lack of innovation, mostly in the form of classroom teaching, cultural lectures, group discussion and so on. In this field, there is almost no literature on the use of the Internet and other information technology means to create the virtual reality of the target culture and carry out cultural situational simulation for cross-cultural communication teaching[1].

2. The defects of the traditional teaching mode of cross-cultural communication

The traditional teaching method refers to classroom teaching[2]. This mode is mainly based on explanation, and the teaching form is single. Teachers spend most of their time in blackboard writing and explanation and students taking notes, so there is relatively little time for students to discuss and train. This method not only has low teaching efficiency, but also fails to fully realize the teaching principle of "student-oriented and teacher-led" in foreign language teaching.

More importantly, traditional teaching cannot directly show the differences in interpersonal relationships, social customs, roles and relationships, and cannot provide students with a real environment for verbal and non-verbal communication. Under the traditional teaching mode, students are in a state of passive learning and passive acceptance, and cannot effectively apply what they have learned to practice.

3. The present situation of the application of computer network technology in teaching

According to the defects of the current teaching mode of intercultural communication, it is a good solution to combine computer network technology with it. The development of information technology and the Internet has opened up a new perspective in the study of intercultural communication. Network communication has the characteristics of 1) globality, 2) two-way interaction and equality, 3) common sharing of information resources, 4) virtuality, 5) richness of language symbols. Network communication promotes the evolution, reorganization and new construction of cross-cultural communication, and is expected to become a new growing point of research.

In the teaching of cross-cultural communication, teachers not only teach the basic knowledge of phonetics, grammar, vocabulary and idioms, but also teach the deeper cultural connotation of the language. With its unique diversity, network resources provide cultural background resources for cross-cultural communication teaching. Cross-cultural communication teaching based on network resources also can be seen as to make full use of network resources in cross-cultural communication teaching.

This is mainly manifested in three aspects:

(1) Use picture resources.

Teachers search for pictures related to the content of the text to explain the background knowledge of the text, so that students can better understand the history and customs of the West. Teachers can also encourage students to look for pictures on the Internet, organize and process them and demonstrate and communicate in class.
(2) Use audio and video materials to experience English culture through English movies, television and other materials.

(3) Use all kinds of learning websites.

Teachers can purposefully guide students to download materials about intercultural communication, and can also provide some websites for students' reference[3].

Computer network technology assists cross-cultural communication teaching, which can stimulate students' hearing, vision and other senses in many ways and obtain intuitive cultural information. This new model saves a lot of explanations that are both cumbersome and difficult for students to understand, so that students have a deeper understanding of the surface and connotation of culture, enhancing the interest and memory of students. At the same time, it not only saves classroom teaching time, but also helps to improve students' communicative competence.

4. The application of skype in intercultural communication teaching

SKYPE is a free voice communication software that enables free long-term phone calls and even video communications between any two places in the world. SKYPE does not require the user to reconfigure the firewall or router to function properly. Its operation method is simple. Users only need to download and register, and in a few minutes, they can talk to users anywhere in the world for a long time[4]. The function of sending files and photos enables SKYPE to send images, animations, videos and other materials used in the teaching process to the student terminal in the form of files. This can improve the intuition of teaching and help students understand and remember knowledge points well.

SKYPE calls have very good sound quality, and the two sides use password transmission to communicate, which is highly secure and reliable. Moreover, when teaching remotely, teachers can share the homework done by students, examine the degree of knowledge and skills mastered by students when they answer questions, and can correct and correct them in time to improve teaching efficiency.

In order to realize the application of Skype in intercultural communication teaching, two steps are needed: preparatory work and practical teaching stage.

![Figure 1. General flow chart of applying skype.](image-url)
4.1. Prepare in advance
Teachers and students should first apply for an email, and use this email to register according to the requirements of the SKYPE system. If all of teachers and students respond, the teaching work can be carried on.

(1) add a contact (student or teacher).
(2) create a group.

Skype can create groups of students or teachers to manage different subjects. Click the wizard menu and follow the prompts to create a new group, and a new contact group will appear in the SKYPE display menu. Rename it to "student group" or "teacher group", and then add the students or teachers that have been added or will be added to the corresponding group.

Figure 2. The main processing flow of skype.

4.2. Using Skype for teaching

4.2.1. Send real-time messages
In the process of teaching, students can use this function to send their exercises to the teacher's terminal in time for teachers to check in real time. The teacher can also save the students' exercises for later use.

4.2.2. Document or photograph
The SKYPE system automatically sends the selected files to the other terminal, so that jobs can be easily sent to each other.

4.2.3. Audio dialogue or video conference
This is one of the most important functions in the teaching process. Teachers can guide and supervise at any time, and point out the areas that should be corrected to the students in time, so that the teaching effect can be effectively improved.

4.2.4. Send an email
Students can send e-mails to their teachers and classmates at any time in order to exchange all kinds of information with each other.

4.2.5. Application sharing
Students can see the multimedia real-time teaching courseware played by teachers in real time, and students can also use their own courseware for everyone to read in real time, which is a very good way to improve the teaching effect.

5. Conclusion
It can be seen that there are many advantages in applying computer network technology to cross-cultural communication teaching. This technology breaks through the defects of the traditional teaching model, making the main body of the classroom become students, and the teacher is only a guide in the learning process. Secondly, this technology can enable students to interact with each other, exchange experiences and share resources in time, and realize collaborative learning.
addition, the network technology makes the textbook become a new type of audio-visual textbook, which makes it convenient for students to carry out non-linear learning according to their own situation after class.

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