

## Research on Interactive Teaching Model of English Reading Based on Multi-modality

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**Abstract:** The application of multi-modal teaching mode in teaching has changed the traditional boring reading mode, improving students' understanding and analysis ability, and enhancing students' sense of innovation. Based on multi-modal related research and the necessity of its application in English reading teaching, this research constructs a multi-modal teaching model based on college English reading courses, helping students to be able to do it offline, before online class, during class, and after class. Access to reading resources avoids the pressure of students reading through an information modality, and changes the limitations of traditional classroom teachers using a single channel of teaching.

### 1. Introduction

As an extremely important part of college English teaching, reading teaching can help students effectively acquire a variety of English information and cultivate their English reading ability. College English reading textbooks are diversified, with audio, video, pictures, etc., and some texts are also marked with different colors and appear in different forms, which makes English present a rich expression of meaning.[1] Based on a single literary mode, the traditional teaching mode of college English reading fails to adapt to the development of the times, and achieve an effective combination of knowledge and reality.[2] Under this special background, multimodal reading ability meets the new requirements of the development of the times for college English reading ability, and emphasizes the role of non-textual factors in reading English materials.[3] Compared with the single-modal reading ability, it can greatly enhance the reader's understanding of English materials, thereby satisfying the reading needs of people raised by social development.

### 2. Multimodal

Modality is a symbolic resource involved in discourse and practice. It refers to the way people interact with the external environment through vision and hearing. Modality is the product of shaping material media in social production and life, and it is also a social culture for representation and communication. In actual social production and life, there are various symbol resources, and these symbol resources constitute multi-modality. In communication activities, multimodality is a variety of communication modes, such as speech, color, taste, pictures, etc., using two or more senses to interact and communicate to construct multimodality. Therefore, multi-modality is often used in verbal and written communicative symbols, as a way of comprehension of texts, mainly through images, sounds, words, colors, and actions.

### 3. The necessity of applying multimodal texts in English reading teaching

#### 3.1 Improve learners' cultivation of overall text reading ability

The information content spread by modern scientific and technological means has the characteristics of diversity, real-time and extensiveness. The content of the information is often displayed through texts, pictures, sounds and other ways. In such a big time background, the

application of multi-modal teaching mode allows students to have an overall and macro grasp of information in the learning process of English reading. In the process of teaching in the classroom, the multi-modality can cultivate students' ability to read and read language. The comprehensive use of visual image information, auditory sound information and tactile physical information, etc., mobilize the whole body sensory organs to achieve the purpose of absorbing the most accurate and complete information required in the course tasks in the shortest time. In the analysis and comprehension of text from multiple perspectives, multi-modality can help students establish a holistic conscious reading framework and deepen their understanding of text reading.

### 3.2 Active classroom atmosphere, stimulate learners' interest in learning

The traditional English reading teaching model only conveys information from the text, and grasps the knowledge points of the entire article by reading the text in the text book. As the main recipient of learning, students have been in a passive position throughout the learning process, and their enthusiasm cannot be improved. As the lecturer of knowledge, the teacher can not achieve the ideal teaching goal as expected in the teaching process. In the context of the information age, the application of multi-modal teaching models in actual teaching not only enlivens the classroom atmosphere and truly realizes the student's subjective status, but also stimulates students' senses from listening, speaking, reading and writing, and deepens their reading The understanding and grasp of the content of the article in the process greatly aroused the enthusiasm and initiative of students in learning, and stimulated their interest in learning.

### 3.3 Enhance students' innovation and improve their ability in cross-cultural communication

The traditional teaching mode is that teachers dominate the whole teaching process, students' thinking ability cannot be improved, and their thinking is blocked. The way of understanding and solving the problem is relatively simple, and there is basically no innovation awareness and ability involved. Experts point out that multi-modal literacy skills include "non-textual writing", such as new learning methods, learners can master production techniques, etc. That is to say, the multi-modal teaching mode not only improves the learning efficiency of learners in actual teaching, but also helps learners master new knowledge and lays a solid foundation for future innovation activities. In English learning, it will involve the knowledge, understanding and elaboration of the culture of English-speaking countries. In the process of reading teaching, the cultivation of students' multi-modal learning awareness and literacy ability will help strengthen the identity of their own national culture. The understanding and tolerance of foreign cultures can absorb the advantages of foreign cultures in multicultural exchanges, and use me as the mainstay. Throughout the process of English reading, the application of multi-modal teaching mode helps learners improve their cross-cultural communication skills throughout the process of analysis and comprehension.

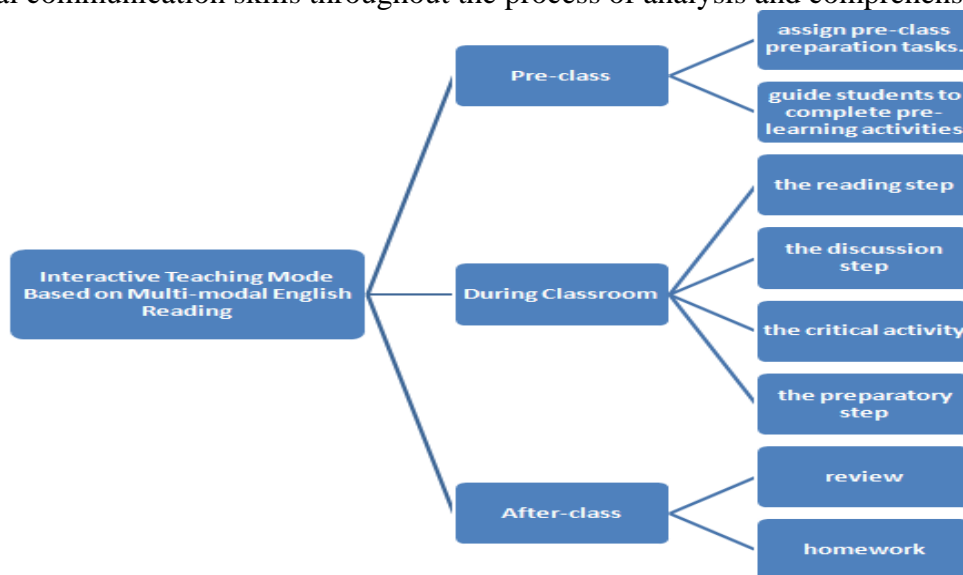


Fig.1 Interactive Teaching Mode Based on Multi-modal English Reading

## **4. Interactive Teaching Mode Based on Multi-modal English Reading**

This research combines existing material content to carry out teaching activities before, during and after reading, constructs a multi-modal English reading interactive teaching mode, enriches students' language knowledge reserves, and cultivates students' critical ability and innovative consciousness.

### **4.1 Pre-class**

To carry out multi-modal English reading teaching activities, English teachers need to make preparations before class, that is, assign pre-class preparation tasks. English reading teaching under the guidance of multi-modal theory requires English teachers to make full use of modern teaching equipment to arrange targeted pre-class preparation tasks for students' English reading learning. Pre-class warm-up can arouse students' interest and enthusiasm in learning, ensure that students are more enthusiastic about English reading preparatory FOR laying a solid foundation for efficient classroom teaching activities. Based on multi-modal English reading teaching, teachers need to stimulate students' learning motivation and guide students to complete pre-learning activities before class. English teachers can prepare relevant English reading materials for students, and use pictures, videos and other teaching methods to create a good reading environment for students' preview activities. Students should give full play to their imagination and make full use of various modalities of English reading learning resources in the pre-class reading and preparation link. In the pre-class preparation session, the key and difficult content can be fed back to the teacher through the network communication platform, or communicate and interact with the students. Teachers integrate students' universal reading problems and give unified explanations in the classroom teaching.

### **4.2 During Classroom**

Based on the multi-modal English reading teaching activities, the classroom teaching link mainly includes four aspects, namely, the preparatory step, the reading step, the discussion step, and the critical activity. First, a warm-up activity with images and audio as the main part. This part is mainly a pre-class introduction part, so that students are familiar with and understand the theme content and text background of the reading text. Students understand the content and information of the text so that they can clearly read the main content of the text. Secondly, in the reading chapter and appreciation, teachers guide students to sort out the main content of the reading text after reading the text content and deepen the students' understanding of the reading text. Based on the multi-modal English reading teaching, students will understand the reading text as a whole, exercise their English problem analysis skills, and present their own opinions through English expression. Multi-modal English reading teaching deepens students' understanding of English reading texts through various teaching modes. Third, in oral discussion activities based on videos and images, after teachers have finished explaining the reading text, they exercise students' comprehensive language ability and teamwork spirit through practical activities. Finally, the critical communication between teachers and students will realize the supplementary explanation of the knowledge content in reading teaching, expand the scope of students' knowledge reserves, and cultivate students' comprehensive English reading ability.

### **4.3 After-class**

Based on the multi-modal English reading teaching model, English teachers should put forward various after-school learning requirements for students. Before the end of the English reading course, the teacher should review and summarize the reading teaching content, and put forward the corresponding review requirements after class. The content of the students' English reading review after class involves review, homework, practical homework, etc. In the process of students reviewing after class, teachers can communicate with students on the problems existing in reading and learning through the network interactive communication platform. At the same time, it is necessary to improve the criticism mechanism of English reading teaching, give full play to the

students' dominant position in the learning process, and establish a sound mechanism for teachers to receive feedback from students. Based on the feedback from students, English teachers understand their own teaching mode and teaching level, and formulate a more targeted reading teaching plan. English reading after-class tasks can be presented in a multi-modal way to ensure that students' after-school review activities are more flexible and diverse, mobilize students' enthusiasm and initiative in learning, and improve the effect and quality of English reading teaching.

## **5. Conclusion**

The use of modern information technology and the improvement of the teaching environment provide basic technical support for the introduction of multi-modal teaching concepts into teaching activities. At this stage, my country's multi-modal English reading teaching reform is still in the preliminary stage of development. With the deepening of foreign language teaching research, the application of multi-modal theory will become more mature. Multi-modal English reading teaching activities, as a new type of English reading teaching mode, will inject new development momentum into modern English teaching activities. In the process of combining multi-modal concepts with English reading teaching, English teachers should insist on using network teaching technology, combining students' learning needs and teaching status, to create a modern and interesting English reading environment for students.

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