

Research on English Teaching Application Based on Multiple Reading and Writing Mode

Zhou Pengfei, Zhong Longfei

School of Foreign Languages, Guangdong University of Science and Technology, Dongguan, Guangdong, China

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Abstract: Multi reading and writing mode is a new type of teaching requirement for English teaching, which is put forward by cultural diversity and information globalization. Multimodality of English education requires teachers' teaching methods to keep pace with the times, which urges the reform of teaching. The traditional teaching method, which is mainly indoctrinated, has been difficult to cultivate the talents needed by the society. Based on the educational background of multiple reading and writing mode, this paper expounds the concept of multiple reading and writing mode, analyzes its application forms in English teaching, such as situational practice teaching, clear guidance teaching and critical teaching to cultivate students' reading and writing ability and thinking ability of language and culture, so as to provide reference for modern English teaching.

1. Research background

1.1 Literature review

Wu Lingjuan and Zhang Delu used wisdom to teach rain classes and created three stages of learning mode before, during and after class. By means of random interviews, questionnaires and teaching experiments, this paper analyses students' attitudes towards the multi-reading and writing mode and its teaching effect, expounds its advantages and points out that it can effectively improve students' multi-reading and writing ability (Wu and Zhang, 2019). An Weiyu researched and cultivated multiple reading and writing abilities, based on the school's online teaching platform, using students' oral English reporting. In addition, the existing teaching mode, the process of designing new teaching mode and integrating design into teaching form a circular learning process of Online Autonomous Learning, offline learning results display and key and difficult points explanation, followed by online learning (an, 2018). Media reading and writing occupy an important position in the modern media era, but the research on media teaching in the field of education in Chinese universities is relatively backward. Han Ying tried to integrate media literacy theory with multiple literacy theory, and set up a new model of literacy training from three aspects: teaching evaluation, teaching module and teaching model (Han, 2018). Song Juan proposed that English teachers in the school should combine their own teaching characteristics, select appropriate multimodal, make the most of teaching resources, and create a teaching method that can effectively improve students' English professional ability (song, 2015). Pan Zizheng and Wang Yangwen analyzed the current situation and problems of College English teaching from the perspective of multiple governance theory. According to the artistic characteristics of students, drawing on the theory of multiple intelligences and humanized and task-based teaching methods, they proposed countermeasures to develop the ability of art students and improve the quality of teaching (Pan and Wang, 2016).

1.2 Purpose of research

Language symbols are losing their central position in the information globalization environment. Other symbols, such as gestures, sound effects, videos and pictures, are playing an increasingly important role in international communication. In today's diversified era, single-mode discourse has

turned to multi-mode discourse development, which promotes the upgrading of traditional reading and writing mode to multi-mode reading and writing mode. Most of the English teaching in Chinese colleges and universities have realized the teaching mode of multimedia technology. However, most of the teachers only change the teaching form, and do not change the teaching content. They still read textbooks mechanically. English teaching can not bring students cultural knowledge about the text, nor can it increase practical opportunities. This is contrary to the teaching aim of multi-mode reading and writing, and is not conducive to the cultivation of compound talents in Colleges and universities that meet the social requirements. Therefore, it is of great significance to analyze and explore how to apply multiple reading and writing modes in College English teaching from the perspective of cultivating multiple reading and writing abilities.

2. The concept of multiple reading and writing modes

Under the influence of multimedia technology and modern network, language is no longer the only way to communicate and carry information. Multivariate reading and writing mode is not only to read and write formal written knowledge, but also to cultivate learners' multiple reading and writing ability. At present, in the information age, people can receive and disseminate a lot of information through voice, video and image (Zhang, 2016). Under the environment of English globalization, English teaching can not be limited to traditional methods, nor can it formalize multimedia technology to assist teaching. With the progress of science and technology and the development of the times, the teaching mode should be updated in time. On the basis of the new London group's multiple reading and writing teaching model, Kalantzis & Cope combines learner's learning experience and puts forward four parts of teaching design, namely, personal experience, concept naming, critical analysis and practical application (Fig. 1). The important theoretical basis for the formation of multiple reading and writing abilities is the design teaching concept. Based on the original teaching mode, the new teaching mode is formed by recombining and creating the teaching mode. From the perspective of teaching, the steps to design a new multi reading and writing teaching mode are as follows: first, master the existing teaching mode, select one or more combinations according to the characteristics of each mode, and carry out innovative design in combination with cutting-edge teaching theory, so as to promote the development of existing resources (Lu, 2016).

Teaching model	Instructional design
Live practice	Firsthand experience
Clear guidance	Concept naming
Critical framing	Critical analysis
Transformation practice	Practical application

Fig. 1 Relationship between multiple reading and writing modes and teaching design

Multimodality refers to five modes of communication, namely tactile mode, olfactory mode, visual mode, taste mode and auditory mode, which can help people understand the world. The multiple reading and writing abilities, which are mainly composed of the meaning potential of multiple symbol systems, are the abilities of reading and writing articles with the help of linguistic and non-linguistic symbol systems. Multivariate literacy mainly includes six abilities: modal literacy, political literacy, post-modern literacy, scientific literacy, cultural literacy and critical literacy (Zhang and Shao, 2015). Colleges and universities use new learning methods of multi-modal design to promote the development and progress of multi-reading and writing English

teaching. Multivariate reading and writing is conducive to stimulating students' autonomous learning ability and improving their creativity, and achieving good learning results. In the process of teaching, teachers can let students deduce textbooks and design works, organically integrate reading and writing with art or technology, and enrich the application forms of multiple reading and writing in teaching. The communication between learners and information technology, information technology and learners' cultural literacy will affect the extent to which the multiple reading and writing abilities can be brought into play.

3. The role of multiple reading and writing modes in improving english teaching

3.1 Improve language reading and writing ability

Speech, reading and writing ability is based on the teaching of multiple reading and writing modes, to strengthen students' understanding of language rules, and to strengthen the ability of written and oral expression. The traditional English teaching mode has trained students to read and write articles smoothly. However, in actual English communication, they can not accurately apply what they have learned and establish effective communication with each other. In the process of situational practice teaching, multiple reading and writing modes require English teachers to provide students with oral expression exercises and simulate actual communication plots. Students can answer questions and retell textbook contents in English in class, which is helpful to improve their language expression ability. Through the audio and video materials of classroom teaching, students should strengthen the ability of multi-modal arrangement and combination in the process of receiving multimedia information. Students not only master the knowledge of English vocabulary and sentence patterns, but also improve their language expression ability and enrich their understanding of English culture.

3.2 Strengthen the ability of cultural reading and writing

The main purpose of students' learning English knowledge is to improve their own cultural connotations. In learning English, students not only need to analyze the traditional western culture and religious history and culture, but also need to compare the eastern and Western cultures to understand the impact of cultural differences on architectural style, political structure and lifestyle. From the perspective of festival customs, teachers can help students understand the cultural history of festivals and the cultural differences between China and the West by comparing and analyzing Western Christmas, Thanksgiving and Chinese Spring Festival and Chinese Dragon Boat Festival. Students use their own cultural views to make a choice of perception and understanding of culture. English classroom teaching simulates the actual situation of culture and brings students the most intuitive sense of culture. It is students' impression of cultural knowledge and further improve their cultural connotation.

3.3 Strengthen the cultivation of critical thinking ability

The ability of speculation is mainly embodied in the students' ability to think independently about all kinds of information they are exposed to, and to receive part of the information with judgment. Students need to consult some materials before learning new texts. When they have certain thinking ability, they can identify and screen useful information, understand and judge the value of information materials. For example, when students learn foreign art works, they will first produce their own evaluation of the works. According to the information they have access to, they will have new views on the contents of the works, not all of them will be accepted. And through their own thinking and screening information, and then look at the same works of art will have a different feeling, can look at art culture scientifically. Teachers provide students with channels and objectives of searching information, and strengthen students' ability to master the validity of thinking and dialectical data.

4. The application of multiple reading and writing modes in english teaching

4.1 Conduct simulated situational practice activities

Simulated situational practice is a kind of teaching activity, which is carried in and simulated in the process of actual English communication. It is beneficial for students to master what they have learned and use it correctly and skillfully in actual communication. It is difficult for college English teachers to ensure that every scene presentation is completely true, but students can deeply understand the meaning of classroom teaching knowledge through simulated communication activities. It is better for teachers to choose representative English texts as basic materials, which is conducive to explaining key knowledge and saving resources. Teachers can enable students to design practical activities, so that students can tap their potential in the design, and build a knowledge framework and ability system. In classroom instruction, teachers should provide more practical opportunities for students. For example, let students collect relevant learning materials before class, make corresponding PPT group theme reports, and guide students to answer classroom questions in English. This kind of practical activity can fully mobilize the students' knowledge and reduce the pressure of learning new knowledge. In addition to classroom practice, students need to practice again in the form of homework, firmly grasp and flexibly apply the knowledge they have learned.

4.2 Construct a pluralistic English teaching environment

Teachers teach students new English knowledge. In addition to explaining English knowledge, classroom language is also a demonstration for students, creating a good environment for students to understand the knowledge from the shallow to the deep. In English teaching classroom, teachers should take multiple English teaching as the central idea, improve the ability to interpret multiple symbols and construct standard discourse. In the multi-mode of English teaching, teachers can timely understand each student's knowledge of English and give accurate feedback. In addition to teaching basic knowledge in class, it is of great significance for teachers to assist students to organize and summarize knowledge points and develop their autonomous learning ability. On the one hand, teachers give explanations on correcting errors and expanding English knowledge points when students answer questions. On the other hand, using multiple reading and writing modes in the classroom alone, summarizes the difficult knowledge of the textbooks, such as teaching students how to guess the meaning of vocabulary in combination with context, helping students to analyze complex sentence structures. This kind of teaching is not to let students practice mechanically, but to guide students how to use the English grammar and sentence patterns in the real environment.

4.3 Carry out reform teaching activities

Reformed teaching points out that learners can not always passively accept knowledge, they should actively integrate new knowledge learned in practice, and critically analyze knowledge to form their own views. Through reformed teaching, learners can enrich and enrich their original knowledge and experience. After the integration of multiple reading and writing modes, it can enrich students' learning methods and help students master new knowledge quickly. After learning the new English knowledge, students can have their own insights into the cultural system and social practice, as well as the existing political, cultural, ideological values, historical and social relations, and use new experience to transform and enrich their original knowledge system. With the help of multiple reading and writing modes, students can learn new English knowledge creatively and analyze the knowledge content of textbooks independently and objectively. In the specific classroom explanation, teachers can choose representative culture or knowledge for comparative learning according to the content of English articles. Teachers design orientation problems to enable students to find differences and learn to independently access information, and deeply understand the teaching content, improve English self-learning ability.

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