

# Research on the Construction of Autonomous Learning Model of College English Based on Multimodality

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**Abstract:** As the development of Internet Plus has gradually affected education, it has laid a certain solid foundation for promoting autonomous English learning. How to improve students' English autonomous learning ability has become a topic of concern for scholars. Based on multimodal and self-learning theory, this paper constructs a multimodal autonomous learning model of college English that adapts to the national conditions of foreign language education. Based on classroom English teaching, this model is student-centered, teacher-led and multimedia-assisted, aiming at cultivating students' comprehensive ability of college English, which complements each other and combines both within and outside the classroom. This enables college English communication ability to transform from knowledge to skills as well as promotes interaction between teachers and students in college English classroom and beyond.

## 1. Introduction

“Multimodal Teaching” is a new concept proposed by the New London Group in 1996. The multimodality refers to various modes used in communication, such as speech, color, taste, and image. Multimodal teaching uses the above various channels and teaching methods to mobilize the learner's senses and enable them to be involved in the language learning. Today, with the rapid development of science and technology, the single-modal language between teachers and students in college English classrooms is gradually losing its dominant position. In order to complete the main tasks of language teaching and maximize the teaching effect, teachers will consciously input information to students (such as audio, sonic and other language features, human gestures, movements and other body features as well as non-physical features like PPT, audio equipment) through multimodality combined with teacher discourse. The combination of language modality and non-verbal modality can complement each other to convey information and improve the teaching effect of college English.

## 2. Core Concepts

### 2.1 Multimodal Discourse Analysis Theory

In the depth analysis of the meaning of the two sides of the communication, people find that the meaning of the words can be expressed by the language itself, but most of them are reflected by some non-verbal factors, such as tone, intonation, speed of speech and other language features and physical characteristics like gestures, facial expressions as well as non-physical features such as PPT, audio equipment, and networks. Communication is no longer a manifestation of senses. For example, we use PPT for teaching in class, which is a combination of vision and hearing. The discourse produced during the communication by two or more senses at the same time is defined as the multimodal discourse.

### 2.2 Autonomous Learning Theory

Many scholars at home and abroad have also elaborated on the concept of autonomous learning ability, but so far there is no clear definition. Holec (1983) first proposed autonomous learning and

he believes that autonomous learning means that learners have the ability to be responsible for their own learning, including determining learning objectives and learning content, choosing learning methods, self-monitoring and self-evaluating learning outcomes.[1] Little (1991) defines autonomous learning as a psychological reaction to learners' reflection on learning content and processes. [2] Zimmerman (1994) proposed a more systematic research framework based on the absorption of the research results of the predecessors.[3] According to the analysis of the concept of autonomous learning by Chinese scholar Xu Jinfen (2004), this paper defines English autonomous learning ability as the ability of learners to control and be responsible for their own English learning, that is, learners can establish learning goals according to their actual situation and formulate learning plan, choose learning methods, monitor the learning process, and evaluate learning outcomes.

### 2.3 Multimodal Autonomous Learning Model of College English

Multi-modal autonomous learning mode of college English refers to the mode in which learners learn English in a multimodal form by means of multimodality, that is, the interactive learning of college English is carried out by means of multimedia in autonomous learning mode through various senses (such as sight, hearing, etc.) and external environment (such as other people, machines and goods).[4] The research of "multimodal teaching and learning" mode proves that in college English teaching, teachers can make full use of the advantages of multimedia-assisted teaching, willingly choose college English texts or audio-visual materials, and edit and process according to the requirements of teaching and students. The multimodal way of presenting their own teaching mode to students greatly enhancing their enthusiasm for learning, has achieved great success.[5] Therefore, the "multimodal teaching and learning" model is of great significance for cultivating students' comprehensive English ability and innovative thinking. In recent years, many scholars in China have paid great attention to multimodality and its role in college English teaching. In short, compared with the traditional college English teaching, the multimodal learning mode integrates sound, image and picture, which can fully mobilize students' multimodal cognition and improve students' multimodal college English reading ability and communication ability. As there is not much research on the multi-modal autonomous learning mode of college English, it is necessary to conduct in-depth research to create a multimodal autonomous learning model of college English.

### 3. Construction of Multimodal Autonomous Learning Mode of College English

The construction of multimodal autonomous learning mode of college English represents an important direction of current educational research and also a significant college English teaching model as well as an effective college English learning model. It helps students to become the main body of learning, enabling students to willingly and actively use multimodality to analyze, explore, learn and understand knowledge. The multimodal autonomous learning mode of college English in this paper includes: multimodal autonomous inquiry learning, independent personalized learning, and independent practice learning.

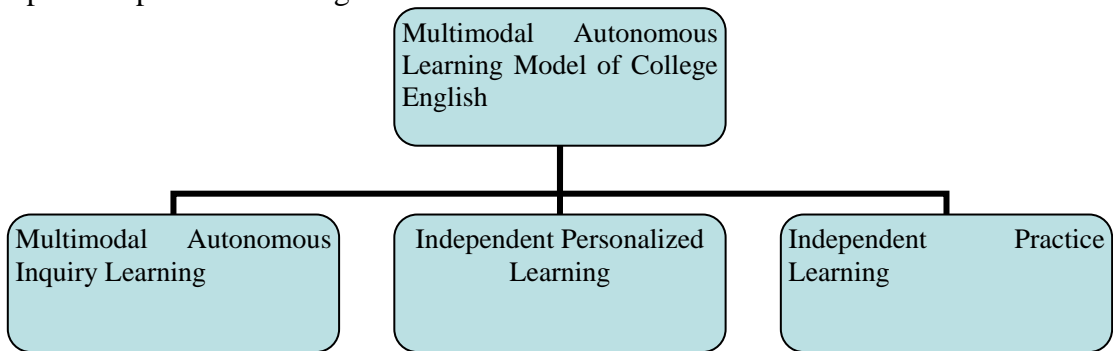


Figure 1 Multimodal Autonomous Learning Model of College English

### 3.1 Multimodal Autonomous Inquiry Learning of College English

Multimodal autonomous inquiry learning of college English actively acquire knowledge and become the master of learning so that students can fully think by themselves under the guidance of teachers with multimedia and multimodal learning by means of writing, observation, communication and thinking. The multimodal autonomous inquiry learning model of college English includes “four modules” (“preview and independent analysis”, “practice and independent inquiry”, “internalization and independent evaluation” as well as “reflection and independent growth”).

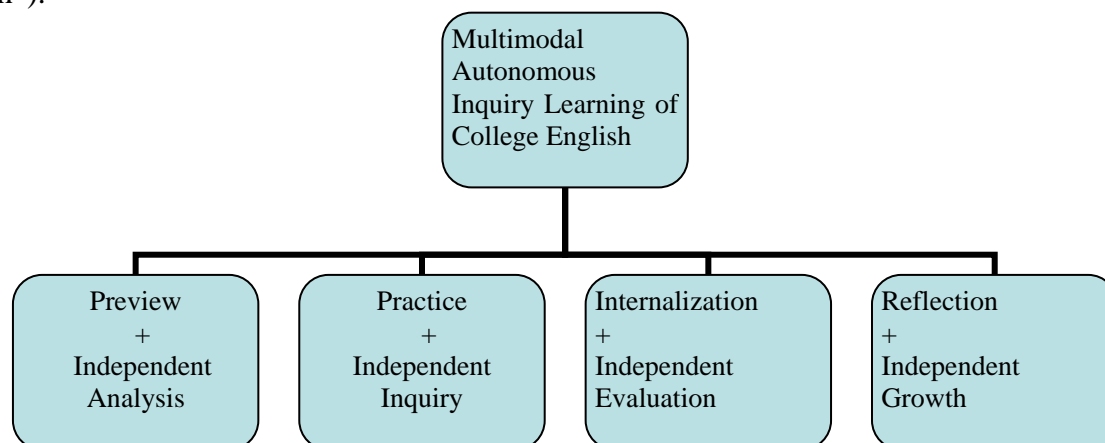


Figure 2 Multimodal Autonomous Inquiry Learning of College English

"Preview and independent analysis " means that students pre-examine the content of college English texts and other content to conduct online data search and study, analyze, discover problems and learn the key difficulties in the process of self-preparation and learning under the guidance of independent learning theory. "Practice and independent inquiry" indicate that students make full use of multimodal self-discipline and independent practice to explore solutions, and absorb knowledge in a multimodal way based on the problems discovered by the first module. "Internalization and independent inquiry" is to further explore the experience, sentiment that students have gained through practical learning as a way to acquire the college English knowledge by internalization. "Reflection and independent growth" means that students will rethink and deepen the internalized college English knowledge, seek further independent growth and achieve sustained and steady learning. Under the guidance of multimodality, students participate and explore the experience independently. Finally, the comprehensive college English ability can be improved through reading, watching, listening, exploration, practice, analysis and reflection

### 3.2 Multimodal Independent Personalized Learning of College English

In the process of constructing multimodal autonomous learning of college English, based on the fact that current large number of college English teaching in many colleges and universities enjoy different mental and intellectual abilities, this paper fully considers the differences and uniqueness of students in the English learning. This indicates its respect of the subject of learning and the expectation of efficient and continuous learning. This paper further proposes a multimodal individualized autonomous learning model of college English. This is the multimodal autonomous personalized "four modules" learning mode of college English. "Module One": multimodal synchronous personalized learning in classroom; "Module 2": multimodal asynchronous personalized learning in classroom; "Module 3": extracurricular multimodal synchronous personalized learning; "Module 4": extracurricular multimode asynchronous personalized learning. The four modules of multimodal individualized autonomous learning of college English constitutes a complete and open college English learning system, which extends the English learning of students from the classroom to the extracurricular, and truly realizes the life of English learning. This kind of personalized college English autonomous learning can be taught according to the different needs of students.

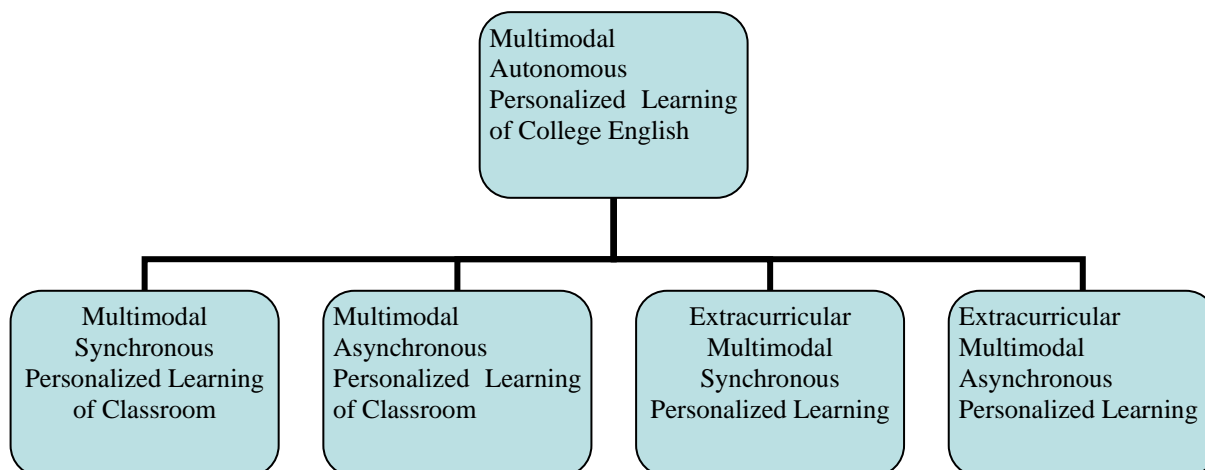


Figure 3 Multimodal Autonomous Personalized Learning of College English

### 3.3 Multimodal Autonomous Practice Learning of College English

The multimodal practice autonomous learning of college English in this paper refers to the following "three modules."

Module 1: Multimodal real-time audio-visual autonomous simulation communication training of college English. In addition to classroom teaching strengthening oral communication training, this module emphasizes students' use of multimedia and oral autonomous simulation communication training of college English. For example, making full use of the film or audio materials in the network or school database to create a simulated communication situation, arranging students to observe and listen in a multimodal manner, and then let students perform imitation shows and dubbing exercises; organizing students to conduct English debates, English salons, English corners on the topic in film and television, audiovisual materials and developing oral communication skills in performances; or organizing students to conduct group discussions on topics in film and television and audiovisual materials.

Module 2: Multimodal interpretation and translation simulation model of college English. Interpretation and translation is not a kind of knowledge or theory, but a skill that can only be fully mastered through extensive training and practice. Therefore, multimodal interpretation and translation simulation model of college English includes: firstly, start cognitive knowledge, understanding the meaning of the text according to context, communication environment and communication theme with multimedia through multi-modally listening, reading and understanding rather than simply listening to the semantics; then let the students gradually learn to use the notes to record the meaning carrier that can evoke the memory; finally, use the notes to express the understood content, and perform the translation practice in a limited time and amount. At the same time, students are required to actively cooperate with the company to conduct simulation translation internships for the company or to conduct simulated tour guide interpretation training.

Module 3: Multimodal independent writing training simulation of college English. Students are required to use English in English to chat or use E-mail to send e-mails, or to write diary, proposition essays or various practical English writing exercises in English. They should strengthen cooperation with the society, such as helping companies write English profiles, writing English correspondence and so on. This will improve students' English writing ability and improve their translation skills.

The multimodal practice learning mode of college English can enable students to combine classroom with extracurricular learning, explicit learning with tacit knowledge, and apply the acquisition of implicit knowledge and practical ability into multimedia as a way to improve students' comprehensive application of college English at all stages and ensure the quality of college English learning.

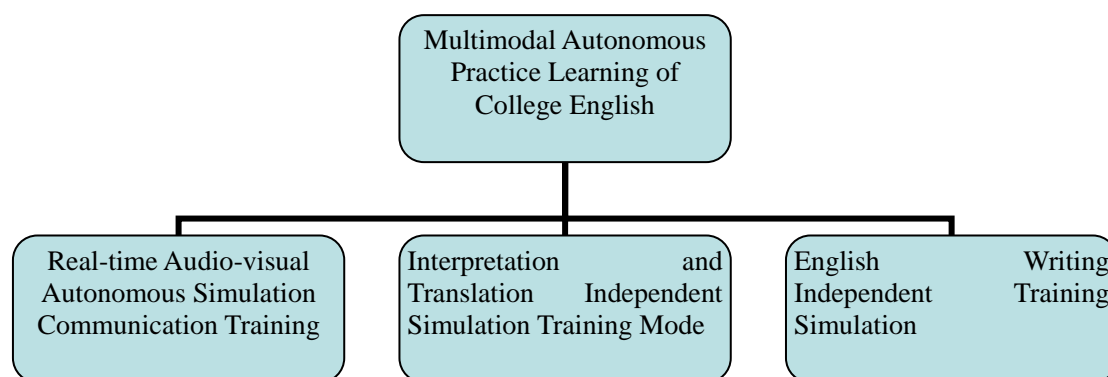


Figure 4 Multimodal Autonomous Practice Learning of College English

#### 4. Conclusion

This paper indicates that the construction of multimodal autonomous learning mode of college English has great benefits for improving students' comprehensive ability. However, the theory and practice of the design and development of multimodal autonomous learning models of college English require further exploration. The multimodal autonomous learning mode of college English has truly established a healthy and natural classroom internal and external ecosystem in the process of college English teaching, creating a space for students' independent, individualized, and practical learning as well as interactive learning between teachers and students. Under the guidance of teachers and students' independent monitoring, college English learning is full of vigor and vitality, achieving the sustainable and lifelong development of students and teachers. It is believed that in the future practice and research of college English teaching, the design and development of multimodal autonomous learning mode of college English will greatly promote the reform and development of college English teaching.

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