The Application of Multimodal Teaching in College English Classroom

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Abstract: With the deepening of teaching reform, more and more new teaching concepts have been introduced into teaching. The traditional teaching methods are no longer suitable for the needs of modern teaching development. It is required to take students as the center and construct a diversified college English teaching system under the multi-modal situation to strengthen the classroom activities of teachers and students, enrich the content of English classroom teaching and improve the overall teaching of English.

1. Introduction

Modern society is an information society. In the process of English teaching, more and more people rely on information technology and network technology. Through the full integration of image, sound, action, color and other elements and language, a multi-modal system has been formed, which has become the main way of modern communication. Multimodal teaching mode, marked by multimedia and network technology, has an important impact on the content and mode of English teaching. In the process of learning, it is not only limited to the application of linguistic symbols, but also can take modal symbols such as images, sounds, actions and colors as the main content of English learning.

2. Literature review on multimodality

Since 1990s, based on Halliday's systemic functional linguistics, researchers have extended the scope of discourse analysis to other fields besides words, that is, to multimodal discourse analysis. According to Kress and Van Leeuween, multimodal discourse is a discourse that combines a variety of communication modalities (such as sound, text, image, etc.) to convey information. Taking Stein, Kress and Royce as representatives, their research on multi-modal teaching has developed rapidly in the early 21st century, forming their own theoretical systems and research methods. In 1994, the New London Group put forward the concept of "multiple literacy" (that is, learners use information and communication technology creatively based on their past knowledge and experience, and critically read and understand through multimodal forms such as language, vision and hearing.) has created a precedent for the development of multiple literacy skills, with the aim of helping students meet the challenges of economic globalization, linguistic cultural diversity and communication technology diversity. Since the 1980s, diverse reading and writing has attracted great attention in many Western countries such as Australia, Canada, Germany, and the United States.

Domestic research on multimodal foreign language teaching originates from foreign research on multimodal reading teaching. The earliest research on multimodal discourse analysis can be traced back to 2003 when Li Zhanzi published Sociosemiotic Analysis of Multimodal Discourse (Foreign Language Research, 2003). It was not until 2007 when Zhu Yongsheng published Theories and Research Methods of Multimodal Discourse Analysis (Foreign Language Journal, 2007) that more and more attention has been paid to this topic. In recent years, more and more scholars have paid attention to the application of multimodal theory in all aspects of teaching. The contents of the research papers are multidimensional, covering listening, speaking, reading, writing, translation and other aspects of foreign language teaching. The empirical research and Exploration on multimodal discourse classroom, teaching mode and curriculum reform have yielded fruitful results.

3. Multimodal Application in College English Classroom Design

As a new teaching concept, multi-modal teaching emerged in the 1990s, which uses multi-modal symbols to integrate all kinds of sensory organs of students into learning. It is conducive to students' acquisition of information from multiple channels and the establishment of meaning structure, and to deepen their understanding of teaching content and memory impression. Multimodal teaching has changed the roles of teachers and students in the past. Students have changed from dominant and passive intellectuals to active participants, learners, inquirers and thinkers. By participating in teaching activities, they can stimulate interest and enthusiasm in learning. At present, most college English teachers present linguistic and non-linguistic information in the form of multimodality in classroom teaching, and students gain a lot from it.

Multimodal teaching mode is a multi-directional, multi-level and three-dimensional "hypertext" teaching mode formed by video, audio, image, sound and other information channels. It stimulates students' senses to interact with the external environment through a variety of symbolic resources, so that students can recognize, accept, use textual and non-textual information in a multi-modal way, and internalize text knowledge into application.

In modern English teaching, teaching conditions are constantly optimized (e.g., multimedia classroom, student seats, platform, microphone, computer, projector, etc.). Teachers present teaching contents in various forms (textbooks, blackboards, PPT courseware, microvideos, etc.). Teachers and students exchange ideas in various ways (conversation, email, Wechat, QQ, etc.). It can be said that multi-modal linguistic information and non-linguistic information coexist and are continuously input into the brain of students. Text, pictures, audio, video, PPT, network and so on have become important ways and means for students to acquire and perceive information and knowledge. Students acquire and recognize information through sensation, vision, hearing, touch, smell, taste, imitation and other modal senses. According to the previous cognitive structure, students actively pay attention to and perceive the external information and construct the meaning of the current thing selectively. By analyzing the meaning, students can effectively absorb and complete the learning process, that is, "the process of information input-processing-extraction-output", so as to improve their comprehensive language ability (listening, speaking, reading, writing, translation, etc.).

Although most teachers are already using multi-modal teaching methods and most students like this form of teaching, students are not interested or not interested in some new teaching theories. They just want teachers to learn the essence of traditional teaching methods and multimedia teaching, presenting teaching contents vividly, stimulating and mobilizing students' senses to accept information, thus stimulating students' interests in learning. At the same time, students' positive attitude towards the relationship between teaching mode and learning effect can greatly promote teachers' positive thinking and reform teaching methods, and help students enhance their learning effect.

Teachers should learn and grasp the core concept of multi-modal teaching mode, actively create multi-modal English curriculum mode, carry out diversified English curriculum teaching activities, and fundamentally improve the level and quality of English classroom teaching.

3.1 The Application of Multimodality in College English Classroom from the Perspective of Teaching Content

The traditional teaching content is mainly textbooks. Even if PPT is used, the content of textbooks is displayed in the form of words on PPT, which is far from enough. We should enable students to learn the course content from visual, auditory, tactile and other senses. Therefore, while using textbooks at that time, teachers could use some teaching aids to increase students' experience. When using PPT, not only text, but also audio, video, pictures and other resources are added.

In addition, the presentation of content can also be further expanded with the help of the Clouds －Class app which is currently in use. By using this kind of application, teachers can make students strengthen the input of language content through multiple channels' stimulation.

3.2 The Application of Multimodality in College English Classroom from the Perspective of Teaching Activities

When teachers design classroom activities, it is not only teachers who ask questions and students who answer them. The design of classroom activities should also be colorful, in line with the application of multi-modal teaching in activity design.

For example, on the one hand, teachers give normal explanations, cooperate with abundant body language, and change their voice, pronunciation and intonation. They give students different stimuli from auditory and visual channels, enrich students' sensory awareness of the knowledge they are talking about and enhance their memory.

For example, activities for debate can be designed according to the theme of the given event. Through students' language output and diligent speculation, in the intense environment, teachers can make students always devote themselves to classroom learning with a high degree of concentration, not only the input in the auditory channel has been greatly improved, but also they will seize many opportunities to produce effectively.

Or teachers can make student do the presentation in the form of group to show themselves in class. Before class, the students prepare a PPT of related topics, and bring it to the classroom to present at the same time. On one hand, students have to look at the PPT. On the other hand, it is necessary to interact with the students who listen to them at any time. The students' who presents can sense and interact with PPT text, sound, image and audience in a timely manner to form a multi-modal teaching model.

You can also use the Clouds－Class app to drive the students to answer or raise their hands. In order to get scores and seize opportunities, students will be very dedicated to refreshing their mobile phones, so tactile channels are opened at the same time. They combined with the content of interaction, and then through language and sound channels they offer the answers to the corresponding questions, and thus a multi-modal teaching model has been achieved.

In addition, the teaching environment is also an important factor in English teaching, and it should be multi-modal. In our traditional teaching environment, blackboard, platform, desk and chair, blackboard newspaper are the whole background. Such an atmosphere aggravates the dullness of English learning. Therefore, English teachers should make appropriate changes, such as arranging classrooms into social or workplace scenes similar to what they teach according to the needs of teaching content, adjusting desks and chairs appropriately according to the needs of activities, and even moving classrooms according to their needs, such as having class in an outdoor place, in a voice room, in a training room, in a workplace, or in an simulator room, etc. Change the simplification of teaching environment, make students avoid attending classes in a fixed environment, fixed Tables and chairs, so that students can be changed in vision, hearing, and even touch, and in this way teachers can arouse their students' pleasure in learning and develop students' ability to find problems, solve problems and think positively.

3.3 The Application of Multimodality in College English Classroom from the Perspective of Teaching Forms and Methods

In class, teachers take the form of student-centered teaching design. For example, teachers adopt task-based teaching method or brainstorming method to promote the output and accumulation of students' knowledge. Before class, teachers can send pre-class learning materials to students in different forms, such as text, pictures, audio, video, micro-lessons, Moocs, so that students can do a good job of pre-class preview, and then bring questions into the classroom after previewing. After class, students store some knowledge through visual observation, and because they want to raise questions they don't understand and solve the problems raised by teachers, they have to keep thinking while reading, and their brains have also been exercised. In class, teachers use different activities to test students' knowledge, such as the accuracy of the answers in groups PK. In this way, students' communication channels are opened, knowledge is exchanged, and interpersonal skills are also exercised.

With the popularity of the network and the convenience of multimedia, the form of assignments

or activities arranged by teachers in the classroom is not only in the form of language and text. Teachers can also design students to shoot videos or record audio formats to discuss the topics. Let students devote themselves enthusiastically and interestingly to the learning materials presented by different students in many aspects.

On this basis, we can also use Clouds－Class app and Alonging-class app to launch some activities, and arrange students to respond to all the students who answer by giving a like or dislike on the application. This enables students to communicate in teaching in the multi-modality discourse form of image, voice, text, space, action and so on. In this way teachers make Abstract concepts visualized and easy for students to understand and absorb.

Outside the classroom, teachers can guide students in many ways and implement multimodality of teaching resource transmission. Teachers can recommend students to listen to English broadcasts, log in to excellent English forums and English learning websites, watch English TV programs, etc. Students' learning channels are no longer limited to the content on the books; teachers can also set up QQ groups or WeChat groups, or incorporate new teaching methods such as MOOC, micro-class, flip classroom and WeChat public account into traditional classroom teaching. Through group interaction with students and transmitting information to students, it is beneficial for students to carry out independent English learning and push teaching to more high level.

3.4 Application of Multimodality in College English Classroom from perspective of Teaching Evaluation

The traditional assessment mode is mainly based on the final exams, and the usual grades which is used to supplement the traditional one have little effect on the promotion of English teaching. Students cannot accept subjective consciousness and invest their time in English learning. They cannot truly recognize the importance of English learning. Therefore, the multimodal evaluation system is necessary in multimodal teaching. The multimodal evaluation system should be used throughout the university English teaching and it includes two parts: process evaluation and result evaluation. Process evaluation focuses on the assessment of details in the teaching process and it changes the previous single written test, adding oral assessment, audio assessment, PPT assessment, video assessment, group cooperation assessment, question and answer assessment mode, so that the English level of students can be shown more objectively, clearly and in a more diversified way, teachers can also be more objective and accurate in understanding and assessing each student's English application ability.

4. Advantages and disadvantages of multimodal application in college English classroom

There are many advantages of applying multimodal theory to college English teaching. First, teachers usually create a lively classroom atmosphere, attract students' attention quickly and achieve good classroom teaching results. Secondly, in order to meet the needs of different English-based students, teachers can provide multiple conditions to enable students to learn according to their own needs; once again, teachers establish a multi-modal ecological classroom, so that teachers, students, teaching materials, teaching media and other factors work together and complement each other.

Some students' learning methods are difficult to keep up with the changes in the teaching model. They feel that the multimodal teaching forms are novel and attractive, but they show no way to make the teaching effect useful to them. Some students are not so motivated and a little bit subjective. They are used to the past teaching model of "Full Course Infusion of Knowledge", so they could not meet the requirements of multi-modal teaching for students. Then they learn things passively, participate in activities inactively, and their inferiority complex is serious. Some other students have to improve their ability to use modern communication means in learning effectively.

It is suggested that teachers should actively absorb new teaching concepts and practice them in teaching when using multi-modal teaching, draw on the advantages of traditional teaching modes, coordinate the use of various modes, and strive to provide students with a full range of multi-sensory experience in class, so that students' visual, auditory and interactive passion can be used to participate in language practice, but avoid the lack of teaching focus in the "lively"

classroom, and make students to learn more. At the same time, teachers should encourage students to participate in the teaching process in a multi-modal way, directly or indirectly stimulate students' potential from different perspectives, mobilize students' enthusiasm, initiate students in learning, so as to continuously improve students' ability of comprehensive English language use.

5. Summary

Multimodal teaching mode has been gradually applied to modern university education, which plays a very important role in innovative education mode and improving teaching effect. This paper briefly expounds the content of the application of multi-modality in college English classroom design, and describes it from the aspects of teaching content, form, method, evaluation and so on, hoping to provide some reference and help for the teaching reform.

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