A Study on the Application of Multimodal Information Cognitive Teaching Model in College English Teaching

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Abstract: Based on the analysis of the multimodal information cognitive teaching model, this paper puts forward the construction and application of the multimodal information cognitive teaching model in college English teaching by improving teacher's information literacy, establishing the multimodal network teaching platform, setting up a college English corpus, building a multimodal teaching environment, and carrying out multimodal teaching and learning, so as to promote the effectiveness of college English teaching and cultivating international English talents.

1 Introduction

Modes are the way in which humans interact with the external environment through senses such as vision, hearing, and touch. "Single mode" interacts with a single sense organ, while "multiple modes" interact with three or more senses, such as sound modes, text modes, and color modes. Multimodal information cognitive teaching mode is a composed of multimodal, information and knowledge of the trinity. It is an interactive mode of teaching and learning. In particular, this teaching model takes multimedia classroom and network teaching platform as the teaching environment, multi-mode as the teaching means, information as the teaching content, and cognitive ability development as the teaching goal. With the rapid development of multimedia, computer and network information technology, human society has entered a new era of media. Network video, smart phones, WeChat and QQ has become an important means of access to information. It drives the reform of education and teaching, and changes the teaching model from a traditional single text model to a multi-mode teaching model.

The College English Teaching Guide issued by the Ministry of Education points out that we should further accelerate the integration of English course teaching and information technology, and focus on building a diversified learning environment for students to comprehensively improve their language use ability and comprehensive quality. With the help of network technology and big data technology, the specific learning situation is reproduced through the multi-modal teaching model. Students not only receive the input of traditional paper teaching materials but also a variety of modal information knowledge from electronic textbooks, audio, video, multimedia, and online teaching platform resources, and all of these will mobilize a variety of sensory organs to fully stimulate students 'interest in English learning, improve their ability to learn independently, and promote the cultivation of students' English knowledge application ability and cross-cultural communication ability.

2 The Application of Multimodal Information Cognitive Teaching Model in College English Teaching.

2.1 Enhancing teachers' information literacy.

Teachers with good information literacy are the key to implement multimodal information cognitive teaching. Information literacy includes three dimensions: cultural literacy, information awareness, information technology. Information technology teaching capability is the core of teachers' information literacy, and it is an important ability for teachers to use information,

communication and technology to assist teaching and promote personal professional development. It includes research, acquisition, processing, integration, management, evaluation and communication etc. To carry out multimodal information cognitive teaching, firstly, teachers should be equipped with information processing ability and be able to convert non-context paper language teaching materials into contextual teaching materials which can meet students' learning needs. The processed teaching texts, pictures, audio and video resources create a real and natural teaching environment for English teaching, so as to stimulate students' interest in learning and reduce the difficulty of learning. Secondly, teachers' ability to integrate teaching materials and resources is also very important. The quality of integration depends not only on the degree of teachers' mastery of technology, but also on the teachers' research on teaching and the overall teaching design. With good information literacy, teachers can effectively integrate information and technology with English teaching, create a more realistic and natural language learning environment for students, increase students' language input and output, so as to improve students' autonomous learning and learning efficiency, and promote teachers' personal development as well.

To improve teachers' information literacy, three aspects should be done. One is to raise teachers' idea, strengthen their information awareness, the other is to develop teachers' training to help teachers improve information technology capacity. The third is to strengthen the practice and exploration of teachers' specialty and teaching theory in order to enhance their ability of teaching design and curriculum integration.

2.2 Creating a multimodal information cognitive teaching and learning environment.

2.2.1 Setting up a multimodal information cognitive teaching platform.

Different from other courses, English learning is a blended learning process, which requires not only learning language knowledge but also language skills training. The establishment of multimodal teaching platform can provide more learning and practice environment and opportunities, which significantly improves the teaching effect. Multimodal teaching platform is composed of multimedia classroom and online teaching platform, including: https://www.zhihuishu.com, https://www.icourse163.org/ and https://www.pigai.org/ etc., and a variety of APP English learning software as well. Both of them integrate online and offline teaching and learning together. Through the creation and use of multi-modal teaching environments, English teaching can break the space and time boundaries, expand classroom teaching, fully stimulate students' hearing, visual touch and other modal senses to obtain and recognize knowledge information, and give full play to students' subjective initiative. And it is helpful for students' warm-up assignment and after-class training. At the same time, a good learning environment and knowledge sharing are built through the sharing platform to realize the interaction and exchange between "teachers and students" and "students and students", and the students' practical application level is continuously improved.

2.2.2 Building a multimodal teaching corpus.

Corpus refers to a language database composed of a large amount of actual language information used for language research, analysis and description. College English multimodal corpus mainly includes audio, video and other multimedia materials, which can more fully and truly reflect the whole picture of the language. It is multi-dimensional and authentic, and effectively promotes college English teaching. In the traditional college English vocabulary teaching, some of the teachers usually combines the vocabulary list with examples and then interprets the specific usage of the vocabulary, which may easily cause students to confuse the meaning due to unclear understanding, and the teaching is not effective. The multimodal teaching corpus is convenient for teachers to create real pragmatic situations for students, so that students can better learn the use of various vocabularies. For example, when students use the multimodal teaching corpus to find out the meaning of "amazing", they can find words such as "amazing", "astonishing", and "awesome", when they try to find out the meaning of "beautiful",   words that can be found include "graceful", "elegant" and "exquisite", as well as related videos materials. In this way, students can learn

vocabulary independently, which not only increases the interest of vocabulary learning, but also improves the vocabulary learning effect.

The following three points should be paid attention to in the construction of college English multi-modal Corpus: One is timeliness. Multimodal corpus should be selected from English-speaking countries, mainly contemporary English, and restore the real appearance and situation of language. The other is applicability, the difficulty of the chosen corpus is moderate, and it is in line with the students' level. It is convenient for students to learn and imitate. The content is healthy and upward, and it has cross-cultural communication connotation. The third is diversity. According to the needs of teaching and student development, multimodal corpus should be diversified to meet the needs of different students. At the same time, it should be updated regularly to ensure the richness and timeliness of the corpus.

2.3 Multimodal information teaching.

The multimode information cognitive teaching model has injected new vitality into college English teaching. In the teaching process, a variety of modes integrate and complement each other, transmitting the target content in an all-round, multi-angle and multi-level way, transforming the boring book knowledge into various concrete and vivid communication activities, so that students can be immersed in it and quickly understand and master the knowledge and skills. Teachers should pay attention to the following aspects in implementing multi-mode information cognitive teaching:

2.3.1 Giving full play to teachers' guidance and students' dominant role.

In the multimode teaching mode, the teacher's role is the organizer, guide, manager and designer of the task. The role of the student is the executor, planner, and evaluator of the task. Students use a variety of methods to mobilize various resources, either independently or in collaboration with their classmates, to finally achieve the purpose of completing the task. In the process of completing the task, students not only master the knowledge and skills they have learned, but also strengthen their ability to learn independently and improve their ability to collaborate and innovate.

2.3.2 Making full preparation for teaching.

In order to successfully implement the multimodal information cognitive teaching model, teachers should study textbooks, integrate teaching content according to teaching goals and students' actual conditions, carefully select teaching materials and related case materials. Pre-study assignment and related materials are uploaded to the online teaching platform for students to preview with computer or mobile phone APP in different ways such as brainstorming, group discussion, discussion or presentation so as to be well prepared for class.

2.3.3 Using multi-sensory and a variety of teaching methods.

In the process of teaching, teachers take students as the center and design various models according to the teaching content. They use various teaching methods such as Inquiry Teaching method, Simulation Teaching method, Project-based Learning method, Discussion method, Task-based teaching, and Situational Approach method. Online teaching platforms and Corpus provide students with various information resources such as video, audio, image and sound, combining static resources with dynamic resources, and stimulating students 'interest in learning. Students obtain and recognize information through multiple modes of vision, hearing, touch, and imitation, and output the information through group discussion, debate speech, situational performance and other questions designed by teachers.

For classroom teaching design, teachers should take care to the students' social emotions or personal feelings. Teachers should adopt video materials, language materials and discussion topics with moderate difficulty, and design scenarios with these materials for students to simulate and exercise, so that they can master language skills. For example, teachers organize students in English poetry reading competition or English drama. Students can make full use of vision, hearing and touch, and achieve the purpose of English learning and communication through sounds, images and movements, complete the "input-processing-extract-output" of information, and finally internalize knowledge, so as to achieve the goal of college English teaching and improve students' comprehensive ability of "listening, speaking, reading, writing and translating".

2.4 Multimodal information learning.

In the era of information education, multimodal learning is an effective way for students to acquire knowledge and master skills. To understand and carry out multimode learning according to requirements is the key to successfully carry out multimode information teaching. Teachers should guide students to master the correct learning methods and develop good learning habits. Students should achieve the following three points when developing multimodal learning: First of all is to update learning concept. Students should improve their learning concept, change their learning attitude, fully understand the basic requirements of multimodal information teaching and take the initiative to cooperate. The second is to change learning methods. The multimodal information learning is no longer the traditional indoctrination mode of "teacher speaks and students listen", instead, students should take the initiative and prepare before class, discuss, study and practice in class, and review, expand and apply after class according to the guidance of teachers. Students make full use of preview tasks and video information released by teacher in advance through online teaching platform or mobile APP, and learn by hearing, vision and other senses, try to seek the related information from the internet and find out the key to the difficult points. By this, students' autonomous learning ability has been greatly improved. The third is to hold a discussion or presentation with classmates or teachers in the classroom or online and finish exercises with teaching resources on the online teaching platform released by teachers, and upload assignments，so that students can monitor, communicate and evaluate each other through sharing learning results, and expand their learning, effectively improve their English.

2.5 Applying multi-modal assessment.

Compared with the traditional teaching mode, the multimodal information cognitive teaching mode is more comprehensive and effective. The traditional teaching evaluation model is not suitable for multimodal teaching evaluation. In order to better feedback the teaching effect and promote teaching, a multimodal teaching evaluation system should be established, and the following points should be paid attention to: First, the component factors of multi-mode teaching evaluation should be diversified. "offline + online" evaluation should be adopted, and the evaluation of online teaching is included in the evaluation system. Due to the maturity of online teaching platform and mobile phone App evaluation methods, which not limited by time and place, students' performance assessment should be extended from "in class" to "out of class". Second, formative assessment is adopted. Students' performance evaluation is based on a number of evaluation indicators and parameters. In view of the language learning process is dynamic, continuous and constructive, teachers should dynamically evaluate their performance. To replace the original paper-based test, teachers should design and introduce effective methods of students' self-evaluation and mutual evaluation based on students' initial level and learning progress, increase the objective evaluation of quantitative system, and comprehensively examine the development and improvement of students' English listening, speaking, reading and writing abilities.

3 Conclusion

With the help of multimedia technology, online teaching platform and mobile communication tools, the application of multimodal information cognitive teaching model in teaching is conducive to improving the effectiveness of college English teaching. By improving teachers' information literacy, building an online teaching platform, creating a multimodal information corpus, using different media to introduce static and dynamic resources into college English teaching, providing students with all-round, multi-sensory learning experience, students better receive multimodal new information through online and offline teaching activities, so as to achieve the optimization of college English teaching results, effectively improve the quality of English teaching, and cultivate international English talents.

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