Analysis of the Application of Multimodal Teaching Model in the Second Classroom of College English

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Abstract: English language education is a key point of undergraduate education in China. The quality of good English teaching management has a very obvious role in promoting the level of comprehensive English learning quality of students in school continuously. In the current practice of English teaching management in China’s universities, teachers have been in a more traditional way of teaching English, the overall effect and quality of students is not high, and therefore students’ comprehensive English learning ability has been affected by certain unfavourable factors. In this paper, on the theoretical basis of an in-depth analysis of the characteristics of university applied English teaching strategies, a more detailed description of multimodal applied English teaching strategies is given.

Keywords: Multimodality; University English; Applications; Strategies

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University English teaching is facing a serious reform and development situation with the English teaching environment in China today. Due to the heavy influence of traditional English teaching concepts, there are still more difficult problems in the development of English teaching. These problems are also the main technical obstacles that directly affect the continuous improvement of the quality of English teaching courses in schools. Therefore, it has become the main task of English teaching in Chinese universities to solve these problems. However, improving the effectiveness of English teaching in schools is still a more systematic process and requires us to take a series of effective teaching measures so that we can effectively improve the quality of English teaching in schools and improve the quality of the overall English teaching ability of school students. The widespread adoption of a multimodal teaching model can be considered a very

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positive educational stimulus to change many of the major flaws and drawbacks of our traditional English teaching management model and to promote the rapid understanding and effective mastery of the basics of English teaching.

1. The Importance of the Adoption of Multimodality in College English Teaching

(1) It is conducive to stimulating students’ interest in learning English.

In the practice of classroom teaching theory, it has been found that the learning interest of knowledge and the improvement of students’ learning acceptance should form a positive proportional relationship. That is to say, the more interesting the learning of the emerging knowledge points is, the more active the students will be in their learning activities and the easier it will be to accept and carry out their understanding. However, due to the disadvantages of the current traditional classroom teaching model, the dullness of the teaching style and the single way in which English teachers conduct their classes, as well as the structural complexity of English knowledge itself, students often have difficulties in learning and understanding the teaching process. Therefore, it is very easy to produce a sense of boredom, which is very harmful to the effectiveness and development of subsequent classroom teaching. The widespread use of multimodality in our university subject English teaching curriculum can effectively address this reality. Through a multimodal approach to English teaching, teachers and schools can, on the basis of giving full attention to the pedagogical and interesting nature of the classroom, adopt the most acceptable forms of English teaching activities for the majority of students, such as participation in English clubs, according to the characteristics of their English learning activities and the actual development of their own psychological functions, in conjunction with the current characteristics of the use of English teaching knowledge itself. In order to stimulate the majority of students’ interest in learning English, reasonable arrangements for the deployment of classroom teaching resources, enriching the content of English classroom teaching activities, overcoming the many defects and some drawbacks of the current traditional English teaching model itself, helping the majority of students to completely eliminate all kinds of aversion to school, so as to achieve a substantial role in continuously improving the quality of English teaching courses in our university subjects.

(2) The establishment of the overall school planning requirements in line with the development trend of modern education.

Within the current development trend of quality education, the continuous in-depth nature and implementation of curriculum and teaching reform has brought a new teaching development point and opportunity for the reform of
traditional physical education activities in China, and the concept of quality education and teaching has gradually taken root in people’s hearts. This is not only a mainstream teaching trend in the current reform and development of education and teaching forms, but also a basic teaching requirement. In order to better and effectively help the majority of students to truly understand and learn to master the relevant knowledge in secondary school, and to promote the majority of students’ independent learning and growth and development, continuous innovation and teaching changes in the form of teaching activities have become imperative. In the development process of English teaching in China’s universities, the traditional form of English teaching management has gradually exposed more disharmonious psychological factors, making the change in the concept of English education and teaching seriously affected, and it is difficult for students to truly achieve independent and independent learning in the process of learning English independently, and their thinking ability is thus subject to greater restrictions and limitations, which obviously does not fully comply with the current international development trend of English education. The widespread adoption of the multimodal model in the process of teaching English to university students highlights the student’s main autonomy in learning English, and can effectively allow students to acquire the necessary knowledge to learn the basics of English, while breaking through the limitations of knowledge for the continuous improvement of comprehensive ability, and gradually developing their comprehensive independent thinking and expression ability, in line with the current development of English education and teaching of an overall situation requirements.

2. Effective Countermeasures for the Adoption of Multimodality in College English Education

(1) Highlight the Subjectivity of Students by Applying Multimodality

Students are not the passive recipients of all knowledge in the course. Instead, they constantly enrich and optimise their new knowledge and construct a new comprehensive framework of knowledge according to their existing consolidated system of knowledge, so as to continuously improve the quality of their comprehensive knowledge ability, which should be accomplished by the active participation of each student. However, under the traditional concept of classroom education and teaching in China, students’ thinking initiative is not fully given full play to the maximum extent, and the dominant position of the thinking subject in the teaching classroom is completely replaced by the active explanation of the lecturer, students completely follow the teaching ideas of the lecturer to carry out classroom learning lacking initiative. At the same time, the constraints of various forms of thinking restrict many students to their own minds, and their ability to think creatively and learn together is not developed as effectively as it could
be, affecting the overall quality of the classroom teaching. Therefore, in English teaching activities, teachers should pay close attention to students’ primary status when conducting multimodal English teaching, actively explore innovative forms, play an active role in guiding, enhancing students’ learning initiative, and guiding students to think more actively and deeply on their own. In addition, we will change the traditional teaching method of passively accepting the knowledge learned in the exchange of community activities, so that students can gradually develop independent English learning habits, enhance their self-confidence in learning, and lay a solid foundation for further study.

(2) Give Full Play to the Advantages of Multimodal Teaching to Effectively Improve Teaching Quality

In the context of the education reform, the fundamental purpose of teaching methods is to promote students’ professional knowledge of education and to improve the quality of classroom teaching. Therefore, in the current practice of teaching English to university students, we should be able to give full play to the advantages of multimodal English teaching as a carrier. In this regard, we should first of all focus on the continuous improvement of the English language professional culture of university teachers, learn to update the traditional Chinese English education and teaching concepts of English teachers, gain a profound understanding of the application of multimodal English teaching, and firmly grasp the basic essence of multimodal English teaching in universities. This is the first step in the practical application of multimodal English teaching. One of the main reasons why multimodal English teaching has not always worked as well as it should in previous English teaching applications is probably because teachers have not grasped the teaching adequately and have only been able to apply it in a formal way, which may greatly reduce the effectiveness of the teaching in application. Students may also be involved in English clubs to facilitate the teaching of English through student-teacher interaction.

3. Conclusion

The multimodal classroom teaching management mode is already an innovative product of the current information technology education era, which has put forward higher teaching requirements for both university teachers and students. Teachers should pay more attention to the development of students’ personalities and their ability to learn independently. Parents should actively change their approach to daily learning and overcome lazy learning and the bad habit of passive independent learning. Before and after school, students are encouraged to use “community English tasks” as the centre of learning, and to use community study groups as a form of activity, to carry out efficient reading, collaborative discussions, high quality knowledge reading and lesson design and production. They are also
expected to actively participate in classroom teaching, learn to think independently and analyse comprehensively, acquire information, select relevant information, analyse and synthesise relevant information, and diligently sort and integrate various learning information resources to improve students’ overall competence and literacy.

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