

# Application and Effect of Multimodal Assessment in College Oral English Teaching

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**Keywords:** Multi-Modal Assessment; University Oral English Teaching; Application Strategy; Teaching Effect; Language Learning Theory

**Abstract:** This article focuses on the application of multimodal assessment in university OET. At present, the traditional assessment methods of university OET are limited. Under this background, this article aims to explore the application and effect of multimodal assessment in university OET. Through literature research and theoretical analysis, this article analyzes the theoretical basis of multimodal assessment, and puts forward some application strategies such as designing assessment scheme according to teaching objectives, diversifying assessment subjects and integrating assessment forms and tools. The results show that multimodal assessment plays a significant role in improving students' oral ability, which can improve the accuracy and fluency of language expression and improve pronunciation and intonation. Furthermore, it positively affects students' learning attitude and autonomous learning ability, provides rich teaching feedback for teachers and helps to adjust teaching strategies. The study concludes that multimodal assessment has brought positive changes to university OET and optimized the teaching effect, which is worth popularizing and applying.

## 1. Introduction

With the acceleration of globalization, it is very important for university students to have good oral English. However, the current situation of university OET is not satisfactory, and the limitations of traditional assessment methods are gradually highlighted [1]. Traditional oral assessment is often based on a single mode, such as relying only on oral tests or written assignments, it is difficult to comprehensively consider students' oral ability [2]. This one-sided assessment method can't reflect students' ability to construct meaning by using multiple modes in real communication scenes, which is not conducive to the improvement of students' comprehensive oral literacy [3]. Furthermore, the rapid development of educational technology has brought new opportunities for teaching assessment. As a new assessment concept and method, multimodal assessment is gradually emerging in the field of education.

Multimodal assessment integrates visual, auditory, tactile and other modal information, which breaks through the limitations of traditional single assessment and provides the possibility for evaluating students' oral ability more comprehensively and accurately [4]. Applying multimodal assessment to university OET is expected to change the disadvantages of traditional assessment and promote the reform and development of OET [5].

The purpose of this study is to explore the specific application mode and practical effect of multimodal assessment in university OET. By systematically analyzing the application of multimodal assessment, it is expected to reveal its influence on students' oral English ability, learning attitude and the adjustment of teachers' teaching strategies, and provide theoretical and practical basis for optimizing university OET. Furthermore, it helps to improve the quality of university OET and cultivate comprehensive talents with more international competitiveness. In this study, the relevant literature of multimodal assessment is widely sorted out, and the application and effect of multimodal assessment in university OET are deeply analyzed by combining theoretical analysis, in order to contribute valuable results to the research and practice in this field.

## **2. Multi-modal assessment related theoretical basis**

Multimodal theory is the cornerstone of multimodal assessment. This theory points out that human communication is not limited to a single language mode, but a variety of modes work together [6]. Language, image, action and sound all play key roles and complement each other in meaning construction and information transmission. For example, in daily conversation, the speaker's facial expressions, body movements and other visual modes can strengthen the emotion and intention of language expression and make the information transmission more abundant and accurate [7]. In oral English learning, the integration of multiple modes helps learners to understand and express meaning more comprehensively and improve their language use ability.

Oral assessment is closely related to many language learning theories. Constructivist learning theory emphasizes the process of learners' active construction of knowledge, and holds that learning is realized through interaction with the environment in a specific situation [8]. In oral English learning, learners do not passively accept knowledge, but actively build language knowledge and skills by interacting with others [9]. Multi-modal assessment is in line with this theory. By creating a situation close to real communication, learners can express themselves in multiple modes, and their knowledge construction and application ability can be assessed more accurately.

Compared with traditional assessment, multimodal assessment has obvious advantages. Traditional assessment focuses on language knowledge and skills, ignoring the role of other modes in oral expression [10]. Multi-modal assessment comprehensively considers students' ability to mobilize multi-modal resources in oral communication, and the assessment results can better reflect students' real oral level. It can also capture students' learning performance in different modes, provide richer feedback for teaching, help teachers accurately grasp students' learning situation, adjust teaching strategies and improve teaching effect.

## **3. The application strategy of multimodal assessment in university OET**

University OET aims to cultivate students' fluent, accurate and appropriate oral expression ability to adapt to diverse communication scenarios [11]. Multimodal assessment is highly compatible with this teaching goal, which can comprehensively consider students' oral ability and provide accurate feedback for teaching. The following will explain its application strategies in OET from many aspects.

### **3.1. Design a multi-modal assessment scheme according to the teaching objectives**

First of all, it is necessary to clarify the objectives of university OET in different stages, from basic pronunciation and vocabulary application to complex viewpoint elaboration and cross-cultural communication. According to these goals, a multi-dimensional and multi-modal assessment system is constructed. In the basic stage, the accuracy of pronunciation is emphasized, and students' pronunciation samples can be collected through audio mode. The teaching assessment in the advanced stage should focus on students' comprehensive performance in discussions and speeches, and comprehensively evaluate them through the systematic integration of various elements such as language expression, body movements, and facial expressions.

### **3.2. Diversified application of assessment subjects**

The teaching assessment system needs to change the traditional single teacher assessment model and establish a diversified assessment subject structure. Self-assessment and mutual assessment of teachers and students can be included in the assessment system, and different subjects provide feedback from their own perspectives. Teachers conduct comprehensive and in-depth assessment with professional knowledge; Students' self-assessment is helpful to self-reflection and improve their autonomous learning ability; Students' mutual assessment can promote mutual learning and communication. Table 1 shows the focus of each assessment subject on different modes during assessment. Teacher assessment pays more attention to the accuracy of language and the logic of content, and will comprehensively consider the pronunciation, intonation, grammar and rationality

of opinions expressed by students. When students assess themselves, they may pay more attention to the use of their body language, and examine whether their gestures in the expression process are natural and appropriate. Students' mutual assessment is easier to pay attention to their peers' expressions and eye contact, and assess them by observing the richness of their expressions and the concentration of their eyes.

Table 1: Focus Areas of Different Assessment Subjects in Multimodal Assessment

Assessment Subject	Linguistic Modality	Visual Modality (Body Movements)	Visual Modality (Facial Expressions and Eye Contact)
Teacher	Accuracy, Logicity	Coordination, Effectiveness of Supportive Expression	Appropriateness of Facial Expressions, Effectiveness of Eye Contact
Student Self-Assessment	Fluency, Vocabulary Richness	Naturalness, Comfort Level	Perceived Expressiveness
Peer Assessment	Vividness, Clarity	Cooperation Level, Attractiveness	Richness of Facial Expressions, Focus in Eye Contact

### 3.3. Multi-modal integration of assessment forms and tools

In the classroom practice, students' performance is recorded by video in the form of group discussion and role-playing, and the modes of language, movement and expression are comprehensively assessed. After-class homework can be arranged with video recording of speeches. Students can demonstrate their oral English ability by recording videos, and teachers can analyze the application of multimodal learning from the videos. Furthermore, the interactive functions of online learning platform, such as voice message and video comment, are used to realize real-time multimodal feedback. For example, after group discussion, students can upload a discussion video on the platform, and teachers and other students can comment in the form of text and voice at the bottom of the video, pointing out the advantages and disadvantages. This multi-modal feedback can make students understand their own performance more intuitively. In the oral test, in addition to the traditional face-to-face question and answer, video presentation and multimedia report can be added to comprehensively examine students' ability to communicate effectively by using multiple modes in different scenarios.

## 4. Multi-modal assessment on the effect of university OET

The application of multimodal assessment in university OET has a significant impact on the teaching effect in many aspects. From the improvement of students' oral ability and learning attitude to the feedback and adjustment of teachers' teaching, it promotes the development of oral teaching in all directions.

Table 2: Comparison of Students' Pronunciation and Intonation Performance Before and After Multimodal Assessment

Assessment Time	Proportion of Students Able to Master Pronunciation and Intonation Changes in Complex Sentences Well	Average Score for Naturalness of Pronunciation and Intonation (10-point Scale)
Before Multimodal Assessment	30%	4.5 Points
After Multimodal Assessment	65%	6.8 Points

Multi-modal assessment provides strong support for the improvement of students' oral English ability by comprehensively considering various modal information. In terms of language expression, students not only pay attention to the accurate use of vocabulary and grammar, but also learn to use different modes to enhance the expression effect. Taking pronunciation and intonation as an example, Table 2 shows that only 30% of students can master the pronunciation and intonation changes of complex sentences well before the implementation of multimodal assessment, and this proportion has increased to 65% after the assessment. By observing the ups and downs of

pronunciation and rhythm control in excellent example videos, and combining the teacher's targeted voice demonstration audio to imitate learning, the accuracy and naturalness of pronunciation and intonation have been significantly improved.

In fluency, multimodal assessment encourages students to actively use gestures, expressions and other auxiliary expressions in oral practice to reduce pauses and repetitions. As shown in Table 3, after the implementation of multimodal assessment, the average number of pauses per minute in students' oral expression dropped from 5 to 3, the repetition rate dropped from 15% to 8%, and their oral fluency was obviously improved. Through group discussion, role-playing and other multimodal activities, students can exercise their thinking agility in interactive communication, thus improving the fluency of oral expression.

Table 3: Impact of Multimodal Assessment on Students' Oral Fluency

Assessment Item	Before Multimodal Assessment	After Multimodal Assessment	Change	Improvement Rate
Average Number of Pauses per Minute	5 Times	3 Times	Reduced by 2 Times	40%
Repetition Rate	15%	8%	Decreased by 7 Percentage Points	46.7%
Average Speaking Speed (Words per Minute)	120	150	Increased by 30 Words per Minute	25%
Proportion of Coherent Sentences	60%	75%	Increased by 15 Percentage Points	25%

Multimodal assessment has greatly improved students' learning attitude. The traditional single assessment method is easy to make students feel bored, while the multi-modal assessment forms are diverse, which increases the interest of learning. Students can participate in oral English learning more actively in activities such as video recording and group presentation. Furthermore, multimodal assessment emphasizes students' self-assessment and mutual assessment, which makes students become the main body of assessment, enhances students' sense of responsibility and self-confidence, and stimulates their internal learning motivation. In the cultivation of autonomous learning ability, multimodal assessment guides students to find problems and actively seek improvement methods by observing their own and others' multimodal expressions. After watching their own spoken English videos, students can independently analyze whether the body language is appropriate and whether the expression is natural, and carry out independent training for the deficiencies, so as to gradually improve their autonomous learning ability.

Multi-modal assessment provides rich and detailed teaching feedback for teachers. By analyzing students' performance in multimodal activities, such as video presentation and group discussion, teachers can deeply understand students' difficulties and advantages in oral English learning. Teachers find that some students are stiff in the use of body language, which affects the overall expression effect, so they can add relevant training contents in the follow-up teaching, such as developing special body language expression courses to guide students to imitate and practice, so that body language can better assist oral expression. Teachers can also adjust teaching strategies according to students' performance in different modes, and adopt more suitable teaching methods to improve the pertinence and effectiveness of teaching, thus continuously optimizing university OET.

## 5. Conclusions

This study deeply discusses the application and effect of multimodal assessment in university OET, and has achieved valuable results. In terms of application, a multi-modal assessment scheme is designed according to the teaching objectives, so as to realize the transformation of the assessment subject from a single teacher assessment to multiple self-assessment and mutual assessment of teachers and students, and to integrate various assessment forms and tools into all aspects of OET, thus effectively constructing a comprehensive and dynamic assessment system.

On the effect level, multimodal assessment has achieved remarkable results in improving students' oral ability. Both the accuracy and richness of language expression, fluency and

optimization of pronunciation and intonation have made remarkable progress. Students' learning attitude is also improved because of the fun and participation of multi-modal assessment forms, and their autonomous learning ability is cultivated. For teachers, multimodal assessment provides rich and detailed teaching feedback, which helps teachers to accurately grasp students' learning situation, flexibly adjust teaching strategies and optimize teaching process.

However, the accuracy and comprehensiveness of the multi-modal assessment index system need to be further improved, and the expansion of application scenarios needs to be further studied. Future research can consider the differences of students' oral needs of different majors, further optimize multimodal assessment, and explore more innovative application methods, so as to further tap the potential of multimodal assessment in university OET.

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