

Classroom Interaction of Foreign Language Teaching Based on Multimodal Discourse Analysis

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Abstract: The classroom interaction of foreign language teaching based on multimodal discourse analysis has become an unstoppable trend with the continuous development of information technology. This work first presented the concept of multimodal discourse analysis, then analyzed the necessity to establish the classroom interaction mode of multimodal foreign language teaching, and finally put forward four suggestions to improve classroom interaction of foreign language teaching under multimodal discourse analysis: deepening the concept of multimodal discourse analysis and establishing a multimodal classroom structure in which teachers and students complement each other; changing teaching methods and establishing "flipping classroom"; establishing multimodal English classrooms and integrating multichannel classroom resources; strengthening the cultivation of comprehensive application ability for students. This work promotes the establishment of multimodal mode in the foreign language teaching classroom.

1. Introduction

According to the theory of multimodal discourse, language and sub-language are no longer the only channel for classroom communication in the modern era of information technology. Picture, audio and video also play a very important role in expressions. Classroom interaction of foreign language teaching based on multimodal discourse analysis has more advantages in knowledge resource acquisition, classroom content output, and teaching mode selection than those of traditional classroom interaction [1]. The development of the multimodal discourse concept also provides larger space for teachers to choose classroom modes. In the framework of multimodal discourse, classroom interaction of foreign language pays more attention to the cultivation of students' comprehensive application ability, and effectively combines information technology with traditional teaching methods to promote the improvement of foreign language teaching quality [2-3].

2. Overview of Multimodal Discourse Theory

Some scholars believe that multimodal discourse is a phenomenon to use a variety of senses such as hearing, vision, and feeling to socialize through various means of language, image, sound, motion and symbolic resources. Scholars have explored the theoretical basis of multimodal discourse analysis based on different perspectives. Most scholars believe that the theoretical basis of multimodal discourse analysis is systemic functional linguistics, while another group of scholars believe that cognitive linguistics is a theoretical basis for multimodal discourse analysis. They also use cognitive tools and theories to analyze multimodal discourse and make interdisciplinary research, in which cognitive metaphor theory is widely used [4]. Both the systemic functional linguistics theoretical basis beginning with social semiotics and the new development direction combined with cognitive linguistics are closely related to language teaching and can provide guidance for foreign language teaching.

3. Necessity of Establishing Classroom Interaction Mode Based on Multimodal Foreign Language Teaching

3.1 It is an Inevitable Requirement under the Development of Multimodal Discourse Theory.

The goal of foreign language classroom teaching is to develop students' ability of listening, speaking, reading and writing. In the present multimedia network environment, if foreign language teachers want to achieve the above objective, they must rationally use various modern teaching methods and means in the curriculum design, comprehensively apply various resources such as pictures, audio and video, mobilize students' sensory organs, such as hearing and vision from different dimensions, and develop students' input and output abilities. It can be seen that "multimodal discourse analysis" provides a solid theoretical basis for designing and optimizing multimodal teaching mode based on multimedia network environment, and points out the direction of how to improve classroom teaching efficiency by designing and applying multimodal teaching methods [5].

3.2 It is More Hierarchical.

There are many factors that restrict the design of English "multimodal" classrooms, such as teaching content, teaching conditions and the status of teachers and students. Modern teaching equipment provides convenient conditions for teaching, and teachers can choose various modes to present teaching content simultaneously. For each different teaching phase, teachers should choose the appropriate mode, or mode combination. The foreign language classroom interaction based on the multimodal discourse analysis theory can make the teaching content hierarchical and selective according to the different English levels of students, which is also the embodiment of the multimodal teaching effectiveness, that is, to meet the needs of students of all levels. Teachers can use multimodal resources such as physical objects, pictures and various audios and videos to increase the practicality, enjoyment and operability of teaching content.

3.3 It can Break the Traditional Teaching Method.

Some people say that in the past, teaching was based on blackboard and chalk, and now it is based on PPT and mouse. Although the forms are different, the nature is rarely changed. This statement is extreme, but it also reflects that the advantages of information technology are embodied insufficiently in the current English classroom. The difference between multimodal English classroom teaching and traditional English classroom teaching begins with the preparation of lessons. In the past, the preparation of lessons was reading books and writing on the paper, but now it requires new multimodal preparations. In terms of the classroom teaching organization, it is necessary to study how to coordinate the seamless connection between multimedia presentation and teachers explanation under the premise of giving full play to the advantages of information technology and the scientific exchange of explanatory activities and participatory activities [6]. The charm of multimodal discourse is that it breaks the traditional dull teaching method and establishes a more vivid and interesting learning atmosphere, allowing students to constantly break through themselves in this environment, improve their learning ability, and make up problems that arise in the traditional teaching.

4. Reform Suggestions on the Foreign Language Classroom Interaction Based on Multimodal Discourse Analysis

4.1 To Deepen the Concept of Multimodal Discourse Analysis and Establish a Multimodal Classroom Structure in Which Teachers and Students Complement Each Other.

The application of multimodal teaching mode puts forward new requirements for teachers teaching and students learning. First, teachers should leap from the traditional blackboard era to the hypertext era. The teaching methods should be diversified, three-dimensional and vivid. They should also establish a multimodal teaching concept, actively master modern technology, and learn

how to express their meanings by using language laboratory, color, image, video and other modes based on media and networks, thereby indirectly improving students' ability of multiple cognitive. In addition, teachers should combine traditional teaching methods when applying multimodal teaching, master time and scale, and selectively conduct multimedia teaching [7]. Second, students should also understand the multimodal concept, actively cooperate with teachers, stimulate their interest, deconstruct the potential meaning behind various modal and symbol resources, learn to use various network channels to independently acquire resources to build services for meaning, and reasonably use the learning platform to enhance communication and discussion with teachers and classmates. In addition, students should also participate in social practice activities to test their learning outcomes.

4.2 To Change the Teaching Method and Establish a "Flipping Classroom".

Teachers should adhere to the teaching philosophy of "learning-centered". In the information era, acquiring knowledge becomes easy and fast, and students can acquire knowledge through various channels. Therefore, teachers must completely change teaching concepts, change teaching methods, and guide students to acquire knowledge before class by themselves, thus shifting the focus of classroom teaching from the knowledge imparting to the absorption and internalization of knowledge. In order to realize the flipping classroom teaching mode, teachers need to use multimodal resources to arrange the learning tasks (such as micro-courses) to students before the class, so that students can find problems in the preview according to the requirements and consult relevant materials [8]. Teachers should also organize students to share and communicate with each other, and require students to use PPT to show their learning results. Students can internalize knowledge through asking questions, discussing, communicating and cooperating, and teachers can make comments or answer questions. In this way, teachers give the classroom to students under the premise of making full use of multimodal teaching resources, so that the students truly become the main body of the classroom activities, and teachers become the organizers, guides and promoters of students' classroom activities.

4.3 To Establish a Multimodal English Classroom and integrate Multichannel Classroom Resources.

Multimodal English classroom teaching emphasizes the effective organization and practice of learning content in the classroom. In the organization of classroom teaching content, teachers should organically integrate text, audio, video materials, network resources and various teaching software to optimize the configuration so that teaching can be interesting, practical and diverse. At the same time, teachers must pay attention to the balance and systematicness of language input and output in teaching, and give consideration to both the corresponding writing materials and the storage of spoken materials based on integrating reading materials and listening materials. In the practice of classroom teaching content, teachers use multimodal techniques such as text, video, and pictures to create an interactive context to simulate the real scenes used by English language, and students can experience the true target language environment through various sensory stimulation, so that they can interact with teachers and peers, realize the construction of meaning, and improve their own pragmatic and communicative competence. In particular, multimodal English classroom teaching should pay attention to innovation.

4.4 To Strengthen the Cultivation of Students' Comprehensive Application Ability.

The *College English Teaching Requirements* issued by the Ministry of Education in 2007 pointed out that the goal of college English teaching is to develop students' comprehensive English application ability. Simple knowledge explanation is far from satisfying the need of comprehensively improving students' ability and quality. As far as a certain stage of teaching is concerned, the explanation of knowledge points is still necessary [9]. However, in the teaching process, if teachers lack communication and interaction with students, and teachers teach more but students participate less in classroom activities, it is not conducive to cultivating the language output ability of students. Therefore, in the process of foreign language teaching, teachers should

reduce the application of the knowledge interpretation teaching mode, but should adopt the teaching mode with combination of teaching and discussion and topic discussion. In order to cultivate students' comprehensive English application ability, whether in listening class, reading class or writing class, teachers should create opportunities for students to interact and exchange as much as possible in the limited time, thus stimulating students' enthusiasm for learning and cultivating students' ability of autonomous learning and cooperative learning.

5. Summary

In the present era, society's demand for professionals with multiple competences is becoming more and more urgent, which puts forward higher requirements for the comprehensive language ability of foreign language professionals, however, the traditional classroom teaching method focusing on single text can no longer meet the needs of interpersonal communication and meaning expression. Therefore, constructing multimodal foreign language classroom teaching mode has become an inevitable trend in the development of foreign language teaching in colleges and universities of China. However, the reform of foreign language classroom based on multimodal discourse analysis is not simple. In addition to the suggestions mentioned above, it is necessary to deepen this theory in various aspects such as textbook compilation and teaching evaluation to promote the establishment of the classroom interaction mode of multimodal foreign language teaching comprehensively.

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