

A Study on the Effectiveness of College English Teaching under Multi-modal Analysis

Wang Taofeng

College of Humanities, Guangdong Heyuan Polytechnic College, Heyuan, Guangdong, 517000, China

email: alvis0315@126.com

Keywords: Multi-modality, College English, English Teaching, Effectiveness

Abstract: With the continuous development of modern science and technology, multimodal analysis has gradually appeared in the public view, and has received more and more attention. Based on this, this paper expounds the connotation of multi-modality and the influence of multi-modality on college English teaching, and points out the ways to improve the effectiveness of multi-modality teaching in college English teaching from the aspects of carrying out the reform of college English, perfecting the assessment system of teaching, adhering to the principles of multi-modality and adaptation, actively organizing multi-modality teaching activities in English classroom and improving teachers' professional quality.

1. Multi-modality Overview

English is the main language of communication, colleges and universities should fully realize the importance of English teaching, pay attention to the cultivation of students' English application ability, and enhance students' market competitiveness. In recent years, the multi-modal teaching form has been gradually applied in English teaching, and has achieved certain results, but in the actual teaching period, teachers should also change the backward teaching concept, optimize the form and content of teaching, and further improve the quality and efficiency of classroom teaching.

Modern linguists generally believe that language is a kind of social symbol and can extend its function to other symbols. Symbols interact not only with each other, but also with each other. In the formation of discourse, we should not only pay attention to the characteristics of language, but also pay attention to the functions of a series of visual symbols, auditory symbols and behavioral symbol modes, such as action, sound, image and color [1].

In the knowledge of Zhu Yongsheng scholars, the modal is compared to the medium and channel of communication, and human beings can connect with the outside world through the senses of vision and hearing, and create the method of interaction. With the continuous development of modern science and technology, many new media have emerged, taking English teaching as an example, the presentation of manuscripts is actually a combination of media, which combines audio, projector and computer equipment, and can ensure the simultaneous presentation of auditory and visual modal information such as sound, text and video in the teaching link, as shown in figure 1.

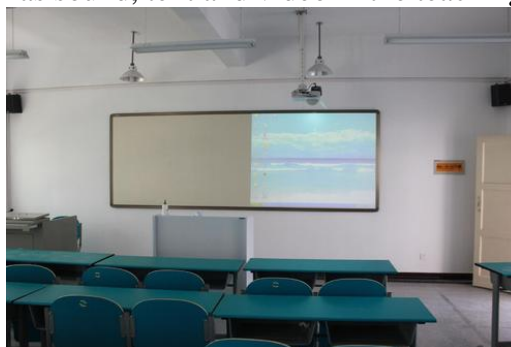


Figure 1 Presentation teaching

The application of multi-modal teaching form in English teaching can improve the efficiency of

English teaching, improve the effect of teaching, can change the form of information transmission, multi-modal teaching emphasizes the use of a variety of media and means to mobilize students' sensory experience, let different senses cooperate with each other, let the brain and body participate in learning activities at the same time. English teachers can use multimedia teaching method, ppt demonstration method to strengthen the stimulation of students' senses, so that students can understand English knowledge more deeply, and then improve their listening, speaking, reading and writing ability. Therefore, under the influence of the multi-modal teaching concept, the multi-modal teaching of English subject is the inevitable trend of the development of the times, which is helpful to improve the students' English literacy in an all-round way [2].

2. Methods to Improve Multi-modal Teaching Effectiveness of College English Teaching

2.1 Fully implement the reform of college English

College English teachers should find ways to improve the classroom teaching atmosphere, contact the teaching content and arrange the seating layout reasonably, so as to meet the students' learning needs. During this period, English teachers should also innovate their previous teaching methods, applying a variety of teaching methods, such as role-playing, multimedia teaching, group cooperation and interactive discussion, according to the main contents of the teaching, to actively create a relaxed and pleasant learning environment for students (Figure 12 is a schematic diagram of group cooperative learning), so that students can experience the fun of English learning while learning English in class. English teachers not only need to pay more attention to improving the atmosphere of multi-modal english teaching, but also need to apply modern information technology actively to give full play to the educational value of auxiliary teaching equipment, such as creating the laboratory of english language and carrying out listening teaching. English teachers can also make full use of a series of public network platforms, such as wechat or weibo, to carry out online teaching and learning, so that english teaching can break through the limitation of time and space, and improve the English quality and English proficiency of college students in an all-round way.



Figure 2 Group members working together to discuss English

2.2 Improving the assessment system for teaching

English teachers should also further strengthen the ability to control the multi-modal teaching mode, constantly improve the system of English teaching assessment, to improve the quality and efficiency of teaching to provide a guarantee, the improvement of the teaching assessment system can provide reference for the inner tube and form of multi-modal teaching, and help to train English talents to meet the needs of the society. In the past English teaching activities, most of the evaluation forms adopted by teachers are summative evaluation, which is simply to examine the students' learning situation in the mid-term and final examination stage, and to lack sufficient attention to the students' performance in the classroom. When English teachers carry out English teaching activities, they need to strengthen the interaction between teachers and students by combining the methods of multi-modal teaching. Teachers should also change the assessment methods, objectively reflect the students' learning results under the multi-modal learning model, and

combine the summative evaluation with the process evaluation organically. For example, while evaluating the students' performance in the midterm and final exams, English teachers should also consider the students' performance in the classroom learning process, as well as the students' completion of homework after class, the progress of learning and so on. [3].

2.3 Adhere to the multi-modality and adaptation principles

College English involves a wide range of content, which means that English teachers need to adopt various teaching methods to achieve the best results of multimodal teaching. It is worth noting that not all English classes are suitable to use various teaching methods with varied forms, and it is necessary to fully take into account the objectives of the teaching, the content of the teaching and the students' cognitive level and the ability to receive wells, and to arrange the classroom activities reasonably on this basis. In multimedia classroom, teachers should actively arrange some interactive learning activities, integrate video and audio into classroom teaching, enrich teaching resources, bring students a refreshing experience, stimulate their interest in English learning, and help to construct a multi-modal teaching system in English classroom. In the process of teaching, teachers should fully respect students' subjectivity, actively answer questions for students, correct students' mistakes, give students the initiative in class really to students, and cultivate their sense of autonomous learning. If the english teacher only overemphasizes the teaching of knowledge points and neglects the mutual help and coordination of multi-modal information, it will seriously affect the learning atmosphere, make the students become tired of learning and resistance, and then reduce the effectiveness of classroom teaching.

2.4 Actively organizing multi-modal English teaching activities

The teaching of college english should focus on improving students' level, and teachers should carry out multi-modal teaching activities based on students' learning characteristics, combine students' theory and practice organically, enrich their life experience, enable them to master the skills of communication and improve their communication level. In the design of multi-modal teaching activities, we should take into account the atmosphere of the classroom, the students' personality and the main contents of the teaching, arrange some group teaching activities, so that all the students can participate in the teaching activities, enhance the visual and auditory experience of English, and make the students become the master of learning in the real sense. English teachers can create different kinds of work communication environment according to the students' major, exercise students' communication skills and ability, and truly achieve the purpose of learning. For example, when teachers lead students to learn the knowledge of western social etiquette, English teachers can first use multimedia to show students the video of western etiquette, guide students to sum up the words, phrases and sentence patterns mentioned in it after watching the video, and then let students think about the differences in social etiquette between China and the West, and then let students sum up, and then let students feel how westerners use social etiquette or skills in the actual social process. Under the dual stimulation of vision and hearing, students can broaden their knowledge horizon, deepen their knowledge impression in the process of experience, exercise their speculative ability in the process of discussion, and also enable students to improve their language expression ability and social communication ability in the process of performance and experience [4].

2.5 Improving the professional quality of teachers

The quality of teaching is directly affected by the teaching level of teachers. In normal teaching activities, teachers should strengthen their learning, strive to improve their own professional skills, skillfully apply multimedia, and use multimedia to make courseware for teaching. In the design of multimedia courseware, teachers should pay attention to highlight the key contents of teaching, combine multi-modality and multimedia, give full play to their educational advantages and enrich the content of classroom teaching, so as to achieve the goal of teaching. Not only that, teachers should further improve the system of English knowledge, deeply realize the importance of multimodal English teaching, and rationally use modern teaching equipment. Schools should pay

more attention to teacher training, actively change teachers' backward teaching ideas and methods, and improve teachers' teaching level and teaching ability.



Figure 3 Training of teachers in professional competence

3. Conclusion

To sum up, the application of multimodal teaching method in college English teaching can arouse students' sensory experience, let students understand English knowledge more deeply, and then improve their listening, speaking, reading and writing ability. Therefore, teachers can fully refer to the above teaching strategies, improve the visual experience and auditory experience of English, change the evaluation mode, objectively reflect the students' learning results under the multi-modal learning mode, and improve the quality and efficiency of English teaching in all directions.

References

- [1] Fang Xinzi. Multimodal teaching in college English teaching application analysis. *Rural Education in China*, no. 30, pp. 21, 2019.
- [2] Liu Aixing, Zhao Xiaowen. A study on College English Teaching Innovation in Multimodal Environment. *Journal of Social Sciences, Jiamusi University*, vol. 37, no. 04, pp. 194-196, 2019.
- [3] Chen Yan. The utility analysis and construction approach of multimodal discourse theory in college English teaching. *Journal of Hubei Open Vocational College*, vol. 32, no. 08, pp. 185-186, 2019.
- [4] Sally Zhao. multimodal analysis and effectiveness enhancement strategies for college english teaching. *Journal of Changchun Normal University*, vol. 36, no. 11, pp. 158-160, 2017.