Multimodal Approach to Teaching English in Higher Education

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Abstract: With the deepening of educational reform and the continuous development of the times, the traditional English teaching model has been difficult to meet the current society's demand for requirements of English talents. Therefore, from the perspective of multi-mode, colleges and universities should recognize the shortcomings of traditional English teaching mode, and actively innovate and reform English teaching through various effective ways, so as to cultivate talents that meet the needs of social development. The author investigates and analyzes the multimodal theory and proposes an effective way to teach English in higher education under the multimodal vision. It is hoped that it will help to improve the quality of English language teaching in higher education institutions.

Keywords: Multimodal; Higher education institutions; English teaching; Effective ways

The continuous development and popularization of big data and multimedia has prompted the English teaching in higher education institutions to be multimodal. Moreover, after the implementation of educational reform, higher requirements have been put forward for English teaching in colleges and universities. However, some English teachers have not timely changed their teaching concepts, and they still adopt relatively backward traditional teaching mode in the process of carrying out teaching activities, which seriously hinders the improvement of students' English learning level in colleges and universities. Under the multimodal vision, higher education institutions must constantly innovate and reform English teaching in order to continuously improve the effectiveness of English teaching.

1 Multimodal Theory

In the 1990s Halliday linguists, in the course of their analysis of systemic functional language theory, proposed that multimodal theory. The linguist argues that there are four main aspects involved in the development of language into a social system: media, culture, form, and context[1]. English teaching in colleges and universities from the perspective of multi-mode is an innovative application of various teaching resources. Teaching resources such as video, audio and text will be organically integrated to create a more real context for the development of English teaching activities, so as to fully mobilize students' various senses, including hearing, touch, smell and vision, and improve the quality and efficiency of English teaching. The development of English teaching activities in higher education institutions under multimodal vision is of great importance, not only in a multimodal teaching environment, but also in a multimodal teaching environment. It will better develop students' English language learning skills, as well as enhance their communication skills and practical use of English.

The purpose of the English teaching activities in multimodal vision is to improve students' comprehensive English proficiency, and to provide them with a better understanding of English. Students can be more comfortable in the future work to lay a good foundation. For the previous English teaching mode in higher education institutions, it lacks diversity and is quite homogeneous, with the classroom teacher dominating the whole teaching process. In the teaching classroom, students are in a passive learning position. In the traditional teaching mode of higher education, students are not highly motivated to learn

and the teaching effect is not satisfactory. Under the multimodal vision, the resources for relevant English teaching activities are more abundant and teaching modes become more diverse. Advanced teaching modes like flipped classroom, group cooperative learning, scaffolded teaching, mobile learning, independent learning, etc. are introduced. The effectiveness of English teaching has been significantly improved. Therefore, in the process of carrying out teaching activities, English teachers in colleges and universities should pay more attention to the study of multimodal theory, and continuously improve the effect and efficiency of English teaching.

2 An Effective Approach to English Teaching in Multimodal Perspective in Higher Education Institutions

2.1 Focus on strengthening multimodal interaction and collaboration before ELT lessons

Multimodal perspectives on the need to enhance multimodal interaction before formal English teaching activities in higher education institutions, which include interactive lesson planning and collaborative preparation between teachers and students. With the rapid development of information technology, the speed of information dissemination has become faster and faster, which has greatly reduced the distance between people. From the actual situation of today's society, the Internet has become very popular, mobile communication devices are becoming more and more advanced, and the distance between people and the Both synchronous and asynchronous communication have been implemented in different locations. The cooperative lesson preparation between teachers and the cooperative preview between students can not only be completed face to face, but also can be completed in the virtual space through the use of the Internet[2]. For example, under multimodal vision, English teachers in higher education can use computers and smart phones to transmit multimodal teaching texts and lesson plans. Multimodal teaching texts and lesson plans are available in the form of hyperlinks, text, audio and video. In addition, teachers can also interact and communicate with other teachers in the form of video, language, distance, text and pictures through the construction of network discussion groups for the upcoming teaching content, teaching plan and difficult

points. Interaction and Communication. In a multimodal career, students can use the pre-reading content posted by the classroom teacher in their study groups as they engage in collaborative pre-reading Roll out multimodal cooperative prep. Special attention should be paid to the fact that classroom teachers should respect the freedom of students in dividing study groups into Combination.

2.2 Multimodal interaction and cooperation in English classroom teaching

Under the multimodal vision, English teachers in higher education should focus on realistic interaction and cooperation in the process of carrying out teaching activities, taking into account the Interaction in the online virtual environment. The development of multimodal interaction and cooperation in the English classroom can effectively solve the problems that arise in pre-class multimodal interaction and cooperation. The problem-solving approach in multimodal classroom mainly includes student-to-student interaction and interaction between classroom teachers and students. Cooperation of two kinds, problems encountered by students in pre-class preparation can be solved through multimodal methods such as interaction and discussion between groups. Interaction between the classroom teacher and students, on the other hand, is the classroom teacher's evaluation of the results of problem solving between students. For example, the classroom teacher can realize the multimodal interaction between teacher and the students through the production of micro-lesson videos and multimodal courseware. In a multimodal interactive cooperative English teaching classroom, the roles played by the classroom teacher and students are blurred. In multi-mode interactive and cooperative English teaching, the roles of teachers and students are ambiguous. Teachers not only play the role of facilitator, but also play the role of participant, while students play the role of both participant and problem solver. In a multimodal classroom, the classroom teacher and students are on equal footing with each other in the problem-solving process. The development of all students is possible, and the development of teachers and students together is also the main goal of the multimodal English teaching classroom[3].

2.3 Strengthening the interaction between the multimodal reality classroom and the online classroom

With the continuous development of network communication technology, the communication and

interaction between real space and virtual space is realized, and this interactivity coincides with the asynchronous, heterogeneous, or synchronous characteristics of English language teaching in higher education are highly consistent. Multimodal English interactive teaching classrooms are mainly based on the interaction between classroom teachers, students and multimedia teaching devices. The multimodal classroom in the virtual network is mainly based on the interaction between the classroom teacher, students and a large number of English learning resources. The multi-modal face-to-face interaction in the real classroom can effectively make up for the lack of interaction in the virtual classroom[4]. Whereas there exists a large number of English learning resources in the virtual space of the Internet and rarely makes demands on students' thinking time, teaching the atmosphere is relatively relaxed, and it has many advantages that cannot be compared with the real teaching classroom. Therefore, there is a complementary relationship between the interactivity of the real teaching classroom and the online virtual teaching classroom, which not only helps English teaching and learning, but also helps the teaching of English as a foreign language. The efficiency is improved, and it also helps to broaden the amount of information in the English classroom. The interaction between the real classroom and the virtual classroom can greatly stimulate students' interest in learning English and create an environment for them to learn English. English teaching situations with a good atmosphere help students to overcome the anxiety in the process of learning English knowledge. Problems encountered in the classroom can be solved in the real classroom, and the same problems students encounter in the real teaching classroom can be solved in the addressed in a virtual teaching space. This allows for continuity of English language teaching.

2.4 The reform of English teaching methods in higher education under the multimodal perspective

Under the multimodal vision, universities and colleges should focus on strengthening the innovation and reform, to strengthen students' sense of ownership, to develop their independent learning skills, and to strengthen the development of a sense of collaboration as a Students can better adapt to the needs of social development in the future to lay a good foundation. Under the multimodal vision, classroom teachers should establish, according to the needs of the content

and teaching activities, the sound English teaching platform that combines online resources and classroom teaching, thus providing students with a platform for independent learning in their spare time. Effective platform to break through the traditional English teaching model, thus improving English teaching at this stage[5]. First of all, under the multimodal vision, higher education institutions can provide university students with a network interaction through the establishment of multimodal learning network Platform. Students can make full use of the resources in the network platform to actively learn English knowledge by combining their own learning needs and plans. The establishment of a web-based interactive platform can not only fully mobilize students' senses, but also effectively stimulate students' learning interest. In addition, classroom teachers can also use the establishment of online platforms to develop their students' English listening, speaking, reading and Writing skills are trained and tested, and students are guided to self-assessment. Secondly, classroom teachers can also guide students to collaborative learning through multimodal teaching modes such as the flipped classroom. Members of each group can interact through the use of audio, video, and text. The leader of each group can arrange the tasks of each group member appropriately according to the tasks assigned by the classroom teacher. Special attention should be paid to the fact that the classroom teacher should also be actively involved in the process by sharing the learning material with each learning. They will help the learning groups to solve their problems in cooperative learning, so as to continuously improve the effectiveness of English teaching.

3 Conclusion

In summary, under the multimodal vision, universities should pay attention to the innovation of teaching methods and improve the interaction between the real teaching classroom and the virtual network teaching classroom in order to improve the efficiency and effectiveness of English teaching activities.

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