

The Application of Multimodal Teaching Mode in English Writing Teaching in Senior High School

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Abstract: With the deepening of education reform, English writing teaching in senior high school should be further optimized. Teachers should actively introduce new teaching concepts and teaching methods, so as to arouse students' interest in English writing learning, strengthen their understanding and application of what they have learned, and improve the teaching effect. As a popular teaching mode at present, multi-modal teaching can greatly enrich the teaching content of senior high school English writing, broaden the path of education, and greatly promote the comprehensive development of students. In view of this, this paper will analyze the application of multimodal teaching mode in senior high school English writing teaching, and put forward some strategies for your reference.

Keywords: Multimodality; Senior high school English; Writing; Apply

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1. The application value of multi-modal teaching mode in senior high school English writing teaching

1.1. Enrich English teaching resources

When applying the multi-modal teaching mode to the English writing teaching in senior high school, the school should introduce more high-quality resources into the classroom, so as to provide a greater promotion for the development of teaching work in the future ^[1]. By introducing multi-modal teaching mode, teachers can introduce more network resources and social resources into writing teaching, further enrich the content of writing teaching, create a more vivid and interesting writing learning environment for high school students, and enhance their learning initiative ^[2]. In addition, under the influence of multi-modal teaching mode, senior high school English writing teaching resources will become more abundant, which can effectively meet the needs of senior high school students' English writing, and lay a solid foundation for teachers to carry out more vivid and interesting teaching work in the future.

1.2. Broaden the paths of English teaching

Different from the traditional English writing teaching in senior high school, the application of multi-modal

teaching mode to senior high school English writing teaching can enable teachers to better integrate English knowledge with the learning needs of senior high school students, to promote their in-depth and comprehensive interaction and communication, which will greatly promote the improvement of senior high school students' comprehensive English writing ability. In addition, with the help of the multi-modal teaching model, teachers can introduce group cooperation, situational teaching and other methods into English writing teaching, which can help teachers better combine the knowledge reserve, cognitive habits, learning interests and other factors of high school students to carry out multi-modal teaching and create a more interesting and diversified teaching approach for high school students to help high school students have a deeper understanding of the writing knowledge^[3]. When applying the multi-modal teaching mode to the English writing teaching of senior high school, teachers can also use micro-lessons and media videos to expand the teaching path, so as to promote the long-term development of senior high school students.

2. The obstacles to the application of multimodal teaching mode in senior high school English writing teaching

At the current stage, many teachers still face many problems to be solved when integrating multi-modal teaching mode into senior high school English writing teaching. These problems not only seriously restrict the smooth development of teachers' lesson preparation, teaching implementation and after-class summary, but also hinder the comprehensive development of senior high school students' English literacy and ability improvement. Specifically, these problems are mainly reflected in the following aspects:

- (1) The construction of teaching staff is still to be improved. In order to effectively improve the application effect of multi-modal teaching mode in senior high school English writing teaching, it is necessary to build a perfect, scientific and high-quality teaching team as a solid support. Teachers not only need to continuously enrich and optimize the content and form of writing teaching but also should actively change their teaching ideas and deeply integrate the multi-modal teaching concept into high school English teaching, to promote the continuous improvement of their English teaching level.
- (2) The use of Internet resources is not enough. When applying the multi-modal teaching mode to English writing teaching in senior high school, the introduction of Internet technology is particularly key. Through the rational use of rich Internet resources, teachers can create more diversified and interesting teaching situations for high school students, and then effectively stimulate the visual, auditory, and other senses of high school students to improve the teaching effect. However, at present, many high school English teachers often lack science and rationality when using online English teaching resources.

3. Analysis of the status quo of multimodal English writing teaching in senior high school

3.1. The theoretical research is not deep enough

Influenced by traditional teaching ideas, many teachers have not conducted in-depth research on the multimodal teaching mode when applying it to English writing teaching in high school, and their understanding of its practical application and principles is not deep enough, which will greatly affect the application effect of the multimodal teaching mode^[4]. In addition, due to the lack of in-depth theoretical research on multimodal

teaching mode, it will be difficult for teachers to reasonably apply it to practical teaching in the teaching of high school English writing, which is not conducive to stimulating high school student's interest in learning writing knowledge and hindering the improvement of teaching effect.

3.2. The teaching content is single

High school English is a language subject, which requires teachers to analyze the cultural elements when applying the multi-modal teaching mode to the writing teaching, to ensure the teaching effect. However, at present, when teachers teach English writing, the teaching content is very simple, and few teachers can introduce some vivid and interesting teaching auxiliary resources in combination with the multi-modal teaching mode, which greatly affects the accumulation of English vocabulary knowledge of senior high school students and is not conducive to their future writing work^[5]. In addition, when teaching senior high school English writing, teachers often take textbooks as a single teaching resource and rarely expand the teaching content of writing effectively, which will greatly hinder the effect of applying multi-modal teaching mode to senior high school English writing teaching.

3.3. Low information literacy

When applying multimodal teaching mode to English writing teaching in senior high school, it will involve the integration of many aspects of information technology, which will put forward certain requirements for teachers' information literacy. However, at present, some teachers lack information literacy, and they often spend their main energy and time on English knowledge learning and teaching mode reform^[6]. Few teachers can take the initiative to introduce some high-quality network resources into English writing teaching, and their exploration and learning of some computer technologies are not deep enough, which will greatly hinder their application of network resources. It is not conducive to improving the application effect of multi-modal teaching mode in English writing teaching in senior high school.

3.4. Lack of innovation ability

Innovation ability is an important part of improving the effect of teachers applying multi-modal teaching mode to senior high school English writing teaching, which is of great significance to improving the effect of senior high school English writing teaching. However, at present, many teachers seldom actively explore new teaching modes, and they lack the motivation and initiative to innovate, which will greatly affect the formation and development of their innovative ability, thus greatly hindering the improvement of the application effect of multi-modal teaching mode in senior high school English writing teaching.

4. The application strategy of multimodal teaching mode in senior high school English writing teaching

4.1. Stimulating students' interest with the help of a multi-modal resource introduction

In the Internet era, to further improve the application effect of multi-modal teaching mode in senior high school English writing teaching, teachers should exert importance on pre-class introduction, which can better stimulate the interest of senior high school students in learning English writing knowledge and lay a solid foundation for the development of teaching work in the future^[7]. By applying multimodal teaching mode to English writing teaching in high school, high school students can better focus their attention on English writing knowledge

and enter the learning state faster. In the past teaching of senior high school English writing, few teachers paid enough attention to the introduction of English writing before class, and some teachers did not realize the significance of the introduction of English writing teaching after class. Under the influence of this idea, teachers rarely carry out high-quality lead-in activities before class, which will greatly affect the efficiency of high school students in learning English writing knowledge ^[10]. For example, in the process of teaching the optional required text “Is Chocolate the Answer” in the teaching edition textbook, teachers can bring readily available chocolate into the class to enhance students’ interest, fully mobilize students’ senses, and let students chew chocolate and think more mature ^[8]. In addition, multi-modal resources such as scientific research or news reports related to chocolate are introduced, so that students can fully integrate into the learning theme, adjust their minds to the language acceptance mode, and provide interest and language foundation for subsequent writing.

4.2. Combine multi-modal resources to enrich the teaching content

Different from other disciplines, when applying multi-modal teaching mode to English writing teaching in high school, teachers can try to analyze it from different perspectives and provide more abundant English writing teaching auxiliary resources for high school students. Only in this way can teachers achieve effective innovation in teaching content and improve the knowledge system of English writing for high school students ^[9]. However, in traditional English writing teaching, few teachers can reasonably introduce big data technology, information technology and other auxiliary means, and the exploration and application of some excellent teaching resources on the Internet are insufficient, so it is difficult to help high school students to further expand the knowledge reserve of English writing, which is extremely unfavorable to the application of multi-modal teaching mode. When teaching part of the knowledge of “My space,” teachers can try to apply some multimodal videos to English writing teaching, combine Internet technology, big data technology and other means to find some high-quality English writing teaching videos on the Internet, and then integrate them into the multi-modal teaching of English writing to achieve audio-visual stimulation for high school students. This can improve the effect of English writing teaching in senior high school ^[10]. In order to improve the application effect of multi-modal teaching mode, before introducing video into a writing class, teachers can divide high school students into different types and levels to ensure the fit between high school students and video and improve the application effect of multi-modal teaching mode.

4.3. Build a multi-modal self-study platform to cultivate the habit of self-study in English

In order to enhance the effectiveness of multi-modal teaching mode in English writing teaching, teachers must exert great importance on the cultivation of high school students’ self-learning ability. Actively guiding high school students to develop excellent self-learning habits can significantly improve the efficiency of their knowledge review and help to cultivate their scientific and systematic spirit of inquiry, which is of great significance for the comprehensive development of their English literacy.

In the process of promoting the multi-modal teaching of English writing in high school, teachers should combine the actual situation and make full use of advanced means such as Internet technology and big data technology to build a multi-modal self-learning platform with perfect functions ^[11]. The platform should be able to provide convenient problem-solving services for high school students so that they can ask teachers or classmates for help in time when they encounter difficulties in solving problems quickly and effectively. In addition, the platform should also have rich interactive functions to promote effective communication

and exchange between teachers and students and provide convenience for high school students to share pre-preparation knowledge, review materials and other learning resources, to help them better complete their learning tasks and gradually develop excellent habits of self-study^[12].

For English writing, in the final analysis, it is systematic support for students' language, thinking and structure. In addition to providing interactive help and self-learning by asking questions, from the perspective of resources provided by the platform, it is more important to fully prepare enough multi-modal resources for students' reference. Through the platform resources, teachers can teach students to learn and provide students with sufficient training opportunities and content^[13]. The generation of generative artificial intelligence such as AI helps English teaching, and the writing under this help can be more effective than the traditional methods.

4.4. Make good use of the content of English textbooks and improve the multi-modal knowledge system

In the process of promoting the multimodal teaching of English writing in senior high school, the role played by textbooks is very important and cannot be ignored. A high-quality textbook can not only enrich senior high school students' English writing knowledge system but also significantly improve teachers' English writing teaching efficiency^[14]. Therefore, teachers should proceed from the learning needs and characteristics of different high school students, select multi-modal knowledge content, and organically integrate it into English textbooks to achieve the deep integration of textbook content and high school students' learning needs and provide a more solid support for their subsequent development. When selecting the content of multimodal English writing knowledge, teachers should exert great importance on its communicative function, communication function and other values, and integrate the vocabulary, grammar and pronunciation skills that have positive significance for the future development of high school students into the textbooks. This will help develop high school students' communication skills, analytical skills and thinking skills, and lay a solid foundation for their comprehensive development^[15]. In the practice of multi-modal teaching of English writing in senior high school, teachers can actively use the Internet technology, big data technology and other modern scientific and technological means to search professional vocabulary in different fields to enrich the multi-modal knowledge system of senior high school students. At the same time, for different knowledge content, the school can also match high-quality pictures, videos and other auxiliary materials to help high school students better understand and master the new textbooks, and further improve their English knowledge system.

5. Conclusion

To sum up, if teachers want to improve the application effect of multimodal teaching mode in high school English writing teaching, teachers can use the multi-modal introduction of micro-lessons to arouse students' interest., combine multi-modal video to enrich the teaching content, build a multimodal self-learning platform to cultivate the habit of self-learning English. Teachers can improve the content of English textbooks, improve the multi-modal knowledge system and other aspects of the analysis to virtually promote the application of multi-modal teaching mode in high school English writing teaching to further develop.

Disclosure statement

The author declares no conflict of interest.

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