

On the Teaching Path of College English Reading from the Multi-Modal Perspective

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Keywords: Multimodal; English; Reading; Teaching

Abstract: With the integration of global economy, the diversification of language and culture and the diversification of communication technology, people's communication has changed from single-mode communication to multi-mode communication. The introduction of multimodal theory into English reading teaching plays an active role in improving students' reading interest and understanding ability and cultivating cross-cultural communication literacy. This paper discusses the path of English multimodal information reading teaching design. English multimodal reading teaching mode can improve students' reading scores. Moreover, this model can produce good teaching effect and improve students' reading skills. Most students hold a positive attitude towards English multimodal reading teaching mode. The core of multimodal teaching is to call and combine various modal forms such as sounds, pictures, videos, actions, teaching aids, equipment, teacher layout, etc., to enhance the interaction between teachers and students and improve the effectiveness of teaching. The exploration of English multimodal reading teaching mode in this paper broadens the research perspective of English reading teaching, and also provides reference for other front-line teachers' teaching practice and research.

1. Introduction

With the globalization of the world economy, the society puts forward higher requirements for English talents, which requires English professionals not only to have broad knowledge and solid basic knowledge, but also to have innovative ability and cross-cultural communication ability [1]. Among them, reading plays an important role in English learning, and English reading occupies an important proportion in college entrance examination. However, there are many problems in present English reading teaching [2]. The traditional English reading teaching mode is outdated, students' interest in reading is low, and reading achievement is slowly improved [3]. This kind of teaching resource is very single, which can't arouse students' interest in English reading, reduces the participation in class, and leads to little teaching effect. With the development of information technology, traditional teaching methods should be constantly reformed and optimized. English reading teaching should not only cultivate students' logical thinking ability, but also cultivate students' comprehensive language application ability [4]. English teachers should actively seek new ways to reform the traditional English reading teaching mode.

Modal is a symbolic resource involved in discourse and practice, which refers to the way people interact with the external environment through vision, hearing and so on. Modal is the product of shaping material media in social production and life, and it is also the social culture of representation and communication [5]. With the development of electronic media, multimodal teaching is becoming more and more active in language teaching, which emphasizes input and output through various means such as language, sound, image, action and symbol resources. In order to better understand multimodal discourse, the traditional English reading teaching mode needs to be reformed [6]. It is necessary to cultivate students' multi-modal reading ability in modern English reading teaching. At present, there are more and more researches and experiments on multimodal foreign language teaching mode [7]. The diversification of English reading teaching is particularly obvious in the multimodal environment of reading methods and materials, and various attempts and reforms emerge one after another [8]. Based on the above background, this paper

attempts to apply multimodal theory to English reading teaching, explore the teaching path of English reading, construct a multimodal English reading teaching model suitable for students, and apply it to classroom teaching. This will improve students' English reading scores and cultivate more outstanding talents for the development of socialism.

2. The value of "multimodal" English reading teaching

2.1 Multimodal teaching

The change of modern communication style has put forward higher requirements for modern students, that is, students must have higher multi-communication ability and multi-modal reading ability. Therefore, it is particularly important to cultivate students' multi-modal reading ability. Different from the traditional forms of discourse, multimodal is developed on the basis of social symbol theory. Based on multi-modal teaching activities, there are differences in the amount of information carried by different modes [9]. In textbook teaching-based teaching activities, the functional load is mainly realized by written language. In PPT-based teaching activities, spatial layout, image animation and so on are the main functional load modes. The multi-mode teaching mode is shown in Figure 1.

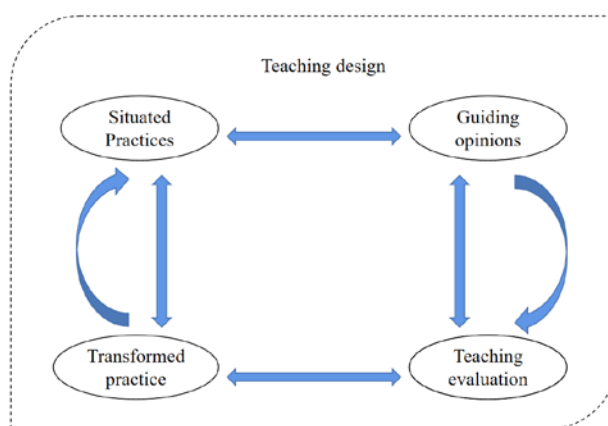


Figure 1 Multi-mode teaching mode

As a brand-new theory, multi-modality has compound characteristics. This theory refers to: in the process of communication, make comprehensive use of various symbolic resources, including feeling, hearing, touch, taste, image, color, sound, space and so on. Only when two or more symbol resources are used can it be called multimodal. Traditional English reading teaching only pays attention to language and writing, but neglects non-text mode. The introduction of multimodal theory into English reading teaching is of great value to the reconstruction of English reading teaching ecology. Multimodal teaching is more helpful to stimulate students' interest in English reading than traditional teaching, thus improving the teaching effect [10]. Because in the multimodal teaching mode, students learn to read various modes in the text to predict the content of the article, judge topic sentences, search for the key points and details of information, skip or skim non-key information to improve reading efficiency. Moreover, it can comprehensively utilize multimodal videos, pictures and subtitles matched with voice to improve reading level, especially in the aspects of information understanding and memory, word meaning speculation, etc.

2.2 Update teaching concepts and stimulate interest in learning

Multi-modal theory is applied to English reading teaching, which means that multiple modes are intertwined and transmit information at the same time, which is conducive to enlivening classroom atmosphere and stimulating learners' interest in learning. From the student's point of view, the use of monomodal symbols often fails to fully understand the meaning of the text, which leads to misunderstanding. However, if you use two or more modal symbols, you can deepen your understanding of the text. Making full use of pictures, sounds, charts and other symbols is

conducive to the construction of multi-modal classroom education, thus improving students' recognition ability in English reading.

In the process of language communication, different modal forms and expression media convey different communication effects and meanings. English reading teaching will involve many English texts. Under the guidance of multimodal theory, students can improve their reading comprehension ability only by observing the components of English texts and their complementarity with other symbols. Modal systems involved in teaching activities can be divided into many categories, including audio-visual modality, antenna perception modality, taste and smell modality, mixed modality and so on. With the introduction of these modes and symbols, the existing teaching ideas have been updated, and the generated multimodal teaching model provides theoretical guidance for the concrete practice of English reading teaching. Multimodal teaching can effectively adapt to different learners' learning preferences. Multi-modal synthesis uses a variety of symbol systems, which can give consideration to different learning preferences and meet the needs of different types of learners.

2.3 Integrating educational information technology to improve teaching effect

At present, in English reading teaching, some teachers still use language teaching as the only channel, and this teaching method has poor effect. Under the background of informatization, teachers should think about how to make full use of Internet technology and Internet thinking to achieve better teaching effect. Using multimodal resources can enrich the teaching contents and methods. If teachers use a modal resource, it is often difficult to express the meaning of the text clearly. In this case, it is necessary to use other modal resources to supplement it, so as to express the connotation of the text more accurately. For English reading teaching, Internet-based multimodal teaching will have a subversive influence on teachers.

The multimodal nature of modern discourse is manifested in its simultaneous use of two or more modes and two or more symbol systems. There are visual modes, auditory modes, tactile modes, olfactory modes and taste modes. Under the multi-modal environment, the teaching of reading will change from teacher's teaching to student's technology-based learning. Teachers should master the core modern educational information technology, and integrate technology with communication means, reading materials, words, pictures, sounds, etc., and apply it to the whole teaching process completely. Teachers, as guides in the teaching process, should start from themselves, implement the multimodal teaching concept into the actual teaching process, and update their own educational concepts. And have a comprehensive understanding of their own roles, so that their behavior and practice are unified. Integrate all kinds of information technology in teaching, realize the comprehensive application of visual image information, auditory sound information and tactile material information, and mobilize the sensory organs of the whole body to achieve the purpose of acquiring the most accurate and complete information required by the course tasks in the shortest time.

3. "Multimodal" English reading teaching path

3.1 An analysis of the teaching object of English reading

From the multi-modal point of view, to design information-based teaching, we should consider the needs of the audience, that is, analyze the learning situation. Because suitable education is the real education. Therefore, the realization of "multimodal" English reading teaching needs careful preparation in advance and careful analysis of learning situation, which is the premise of reading teaching. The beneficiary group of multimodal English teaching is college students, so we should understand and master the characteristics of college students' rich life experience and gradually mature mind, and formulate a multimodal teaching model that suits the characteristics of English college students. In teaching activities, teachers can make more use of multimedia teaching equipment and combine text, pictures, videos, audio and other teaching forms through multimedia courseware to improve the effectiveness and interest of English reading teaching.

Guiding students to master good learning methods is more important than studying teaching methods. What teachers should think actively is how to turn students' passive learning into active learning. Compared with traditional paper textbooks, multimodal English textbooks use multimedia to make English textbooks richer and more vivid, and meet students' learning needs. Teachers should consider how students can participate in listening, speaking and discussing in class, improve students' sense of existence, and mobilize various modal design tasks. The teaching materials used in class are only for reference and cannot be used as a textbook.

3.2 "Multimodal" English reading teaching design

The core feature of multimodal English reading teaching design is to consciously cultivate students' ability to read modal symbols and improve students' ability to accept modal information by using multimodal symbol resources. We should provide multimodal teaching resources for students as much as possible and mobilize students' multiple senses as much as possible. On the basis of fully understanding students' current English level and learning needs, combined with the teaching equipment and teaching environment that schools can provide, multi-modal information teaching design will be more scientific and effective. In multi-modal reading teaching activities, teachers can present key teaching contents to students with PPT, and emphasize them by means of repeated quotation marks, underlined lines, italics, capitalization, exclamation marks, emoticons, etc.

In the design process, we should first grasp the general principle of "student-centered, pay attention to the learning process", then make clear the teaching objectives and have a general teaching idea, and finally design each teaching link. Teachers should sort out reading materials according to the content of teaching materials, and make clear the key points and difficulties of unit teaching. The learning content should be appropriate, the learning difficulty should be moderate, and the learning tasks can be flexibly adjusted according to the actual situation of students' classroom. Among numerous teaching information, teachers should be good at selection, pay attention to the iteration of learning content, keep pace with the times and stimulate students' interest.

Teachers should change their roles, become promoters and guides of students' learning, let students take the initiative in the learning process, participate more in the learning evaluation process, and become the subject of evaluation, so as to change the problem of single evaluation subject in traditional evaluation mode and make the evaluation more objective and fair. In the traditional English reading teaching mode, students are in a passive position of knowledge acceptance, while in the multi-modal English reading teaching activities, teachers can serve English reading teaching with various modes. In the process of instructional design, the teaching methods, information resources and modal combinations used in each link also need careful consideration.

4. Conclusions

Under the new development trend, students are required not only to improve their English reading ability, but also to make full use of multimodal resources to cultivate their recognition ability in English reading, so as to obtain more information in a short time and strengthen the cultivation of diversified reading and writing ability. As a new teaching mode, multimodal English reading teaching has changed the traditional English reading teaching ecology, and the development of information technology has also provided conditions for teachers to practice multimodal teaching. Practice has proved that it is very necessary to develop students' recognition ability by using multimodal resources in English reading teaching. Compared with traditional language teaching, multimodal English teaching has a positive impact on the cultivation of students' multi-reading ability. It can not only effectively improve students' reading level, but also help to cultivate students' social communication ability. In the process of combining multimodal concept with English reading teaching, English teachers should insist on using network teaching technology, combine students' learning needs and teaching status, and create a modern and interesting English reading environment for students.

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