Research on College Oral English Teaching Model from the Perspective of Multimodality

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Abstract: *the main influencing factors of college oral English teaching are the lack of corresponding language learning environment, learners' subjective initiative is not strong, and teachers' traditional teaching mode can not meet the needs of learners. Based on multimodal discourse theory, this paper attempts to construct a new student teacher Internet Trinity oral teaching model. This study will fully mobilize the initiative of students, through the guidance and supervision of teachers, the auxiliary function of the Internet, to promote the development of College Students' oral English communicative competence.*

Introduction

Since multimedia has been introduced into the classroom since the beginning of the 21st century, foreign language teaching activities have gradually shown the characteristics of digitization and multimodality, which provides the possibility of promoting college oral English teaching and building a multimodal oral classroom model. In the current college English teaching, the "reading" teaching mode has always occupied the dominant position.[1] With the development of the times, China's international communication has become increasingly frequent, all walks of life need a large number of staff with strong foreign language communication skills. In this way, there are higher requirements for college students' foreign language level, especially for their communicative competence. Most of the college students' oral English ability is poor, which is caused by many reasons.[2] However, the disadvantages in college oral English teaching are one of the important factors affecting college students' oral communication ability. Modality refers to the symbolic resources to realize discourse communication, which can be realized through one or several media. Multimodal theory provides a theoretical basis for multimodal teaching.[3] However, there is little research on the application of multimodal teaching methods in oral English Teaching in China. Based on the previous studies, this paper discusses how to use the interaction of various modes to construct a new college oral English classroom teaching mode under the multimodal

environment.

Problems in college oral English Teaching

In the current college oral English class, teaching time is limited, and most of the time is explained by the teacher. Students can only passively accept it, lack of opportunities for oral expression, and the classroom atmosphere is dull.[4] Due to the lack of appropriate language learning environment, learners' subjective initiative is not strong, and teachers' traditional teaching mode can not meet the needs of learners, which causes obstacles to students' communicative competence.

A. The traditional teaching mode of teachers is single

With the development of information technology, in college oral English class, many teachers use multimedia courseware to assist teaching. However, from the design of multimedia courseware, teachers are relatively single in the use of mode, and do not play an all-round role in mobilizing students' senses. The main cause of such problems is that teachers do not adopt more effective teaching according to the characteristics of multimedia pattern. In the classroom, the knowledge taught by teachers is only declarative knowledge, which can be automatically transformed into language skills only through certain awareness acquired in specific communicative activities.[5] The explanation of pure knowledge does not play a key role in acquiring actual language communication ability. However, in the real classroom, teachers are not only the instructors and participants of the classroom, but also become the masters of the classroom. Students have formed too much dependence on teachers. Teachers explain blindly in class, leaving students too little time to speak, far from meeting the needs of students' output.

B.　Students' self-efficacy is low in oral English learning

Self efficacy refers to the subjective judgment of an individual's ability to conduct a certain behavior successfully. It affects the individual's choice of behavior, how much effort they make and how long they persist. In this kind of classroom teaching of spoken English, students have been in a passive and dominated position. They seldom have the opportunity and are unwilling to play their own initiative to participate in the teaching activities. Most of the students do not get rid of the shackles of their mother tongue, so language learning has never been transformed into language acquisition. As a result, it will inevitably lead to dull teaching atmosphere, low learning enthusiasm and excessive reliance on written materials, thus forming a vicious circle.

C. The foreign language teaching environment is not perfect

The research shows that the more realistic the situation is, the better the learning effect will be. In the current practice of oral English teaching, it is usually impossible to provide the real situation to learners, which requires the use of modern information technology to present multimodal teaching situation. A good multimodal foreign language teaching environment needs the support of scenes, teaching aids, media and other conditions. However, the foreign language teaching environment in many universities is still not perfect, which directly affects the actual effect of oral English teaching. To a certain extent, the lack of hardware facilities hinders and restricts the development of college oral English class towards multimodality.

The construction of a multimodal college oral English classroom model

The construction of multimodal college oral English classroom mode means

the change of teachers' role. The role of teachers from controllers to mentors requires that relevant courses be established to enhance teachers' theoretical literacy and multi-modal literacy teaching ability. At the same time, schools can organize teaching observation, lectures and seminars to promote the sharing of information resources among teachers and improve teachers' teaching response ability.
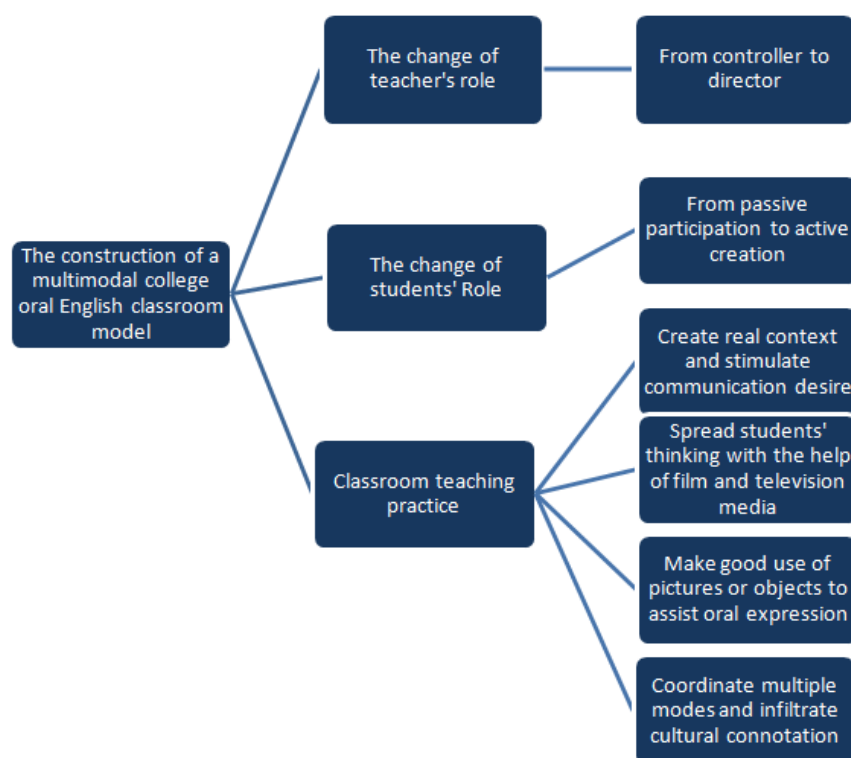

Figure 1 The construction of a multimodal college oral English classroom model

A. The change of teacher's role: from controller to director

Teachers will no longer be limited to the teaching mode in which the former mode is single and the teacher controls everything. Instead, they will actively adopt multimodal teaching means, integrate various audio, network resources and teaching software, realize the optimal combination of various modes, and design a spoken language class integrating pictures, texts, sounds and forms, so as to stimulate students in an all-round and multi-level way and make them perceive language materials from various channels Materials. At the same time, teachers should adhere to the principle of optimal allocation of resources to meet the personalized needs of students, so that students can effectively grasp the principles of communication, deeply understand the internal relationship between language form and language connotation, so as to improve their oral expression ability.

B. The change of students' Role: from passive participation to active creation

Multimodal college oral English classroom mode requires students to change from passive participants to active creators. Teachers can create a competitive atmosphere in the class to mobilize the enthusiasm of students, such as the group competition system, individual rewards and so on. At the same time, teachers should change the single way of evaluation in the past, and make an evaluation form to record students' classroom performance, which will be included in the final examination as usual.

Modern multimedia technology presents rich and authentic language materials to students in different forms, which requires them to mobilize all kinds of senses to absorb. The rich and colorful activities in the classroom require students to participate in them in person. Students have become the "protagonists" in the classroom. They must give full play to their imagination and initiative to complete interesting and challenging tasks, and create a flash point in classroom teaching.

C. Classroom teaching practice

a. Create real context and stimulate communication desire

Oral English teaching should integrate language form, language content and communication rules into a whole. In oral practice, students should try their best to make the speech meaningful and avoid empty content and not cutting the theme. The first mock exam is to rely on teachers to explain this single mode. In multi-modal teaching environment, teachers can use the pictures and objects that are related to the theme to stimulate students' sense of consciousness, and to input information to students in three-dimensional and three-dimensional ways.

b. Spread students' thinking with the help of film and television media

Taking film and television as the carrier is a common teaching method. It mainly refers to teachers' language input by means of audio and video materials. The film and television materials selected by teachers can be original movies, news videos, or clips intercepted from an English program. The application of film and television teaching in oral English class is not a simple appreciation of film and television. Before students watch, teachers should assign corresponding tasks to students, such as asking students to guess the identity of the characters in the video and the context of events. The whole teaching process is gradually promoted in the tasks assigned by teachers.

c. Make good use of pictures or objects to assist oral expression

In designing an oral class with scenic spots as the topic, teachers can first ask students to collect a large number of photos or videos of their hometown and Alma Mater before class and make courseware. Then, during class, they can play a video intercepted from an English tourism program. The content can be an introduction to a famous scenic spot. The teacher helps the students to sum up the typical sentence patterns and high-frequency vocabulary related to tourism in the video for the reference of the students in the oral practice later; then the teacher gives the students a task: to act as a tour guide. Students can introduce the scenery of their alma mater or hometown in English with the courseware prepared in advance. In this case, the teacher encourages students to use the knowledge they have learned to introduce the scenery of their hometown or alma mater to others, which is conducive to arousing students' emotional resonance and understanding the fun of speaking English. In the process of the activity, the teacher can video for the students and pick out some

better videos to watch the comments with the students. Students learn to use pictures, photos and other tools to assist their oral expression, using the coordination between multimodal, can effectively restore the true face of social communication, and their multimodal information processing ability has also been improved.

d.　Coordinate multiple modes and infiltrate cultural connotation

Culture is rooted in language, and multimodal teaching methods can effectively combine cultural connotation with language learning. Taking drama performance, a common activity form in oral English class, as an example, students can experience the feelings of the characters in the play by rehearsing the drama, and then perform it in their own way. This not only practices students' oral English, but also tests their expressive and infectious power, which can effectively integrate cultural awareness into oral practice.

Conclusion

Oral English learning is a long-term and gradual process. In this process, teachers should not only take the lead in practice, but also guide them patiently and carefully. Multimodal teaching method is a double-edged sword, how to properly and reasonably play its role needs continuous efforts of teachers. In the long run, the application of multimodal teaching methods in college oral English class has its unique advantages, which is one of the directions of oral teaching reform in the new era. However, at present, the research framework and analysis methods of multimodal discourse analysis theory still need to be improved. At the same time, the development of teachers in multimodal English teaching is also worth further exploration and research.

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