

# Research on College English Audiovisual Teaching Based on Multimodal Theory

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**ABSTRACT.** *The teaching goal of college English is to cultivate students' comprehensive English application ability, especially the listening and speaking ability. However, the traditional English listening teaching model makes students lose interest, and tends to produce tension, anxiety and even fear when practicing listening, which fails to make listening lessons an effective way to learn English. The introduction of multi-modal theory into college English teaching helps to give play to the overall advantages of resource utilization. Based on multi-modal theories, this article analyzes possible problems in the implementation process, and discusses the improvement of pre-class and post-class three aspects Measures for multi-modal audiovisual teaching.*

**KEYWORDS:** *Multimodal; teaching method; college English Audiovisual Teaching*

## 1. Introduction

With the fast development of international communication and the world's globalization, English as a tool of international communication has attracted much attention to English education nowadays. The development of listening skills is very important in English learning, but the traditional listening teaching methods have not been effective to achieve it. Therefore, how to use multi-modal audiovisual teaching method as an effective application in listening teaching is an important subject worthy of study.

## 2. Overview of Multimodal Theory

Modalities are used for meaning construction with language, action, eyes, images, and music. As Symbol resources, multi-modality is the use of different modal symbols and different modes in communication activities. In the process of English learning, students are Improving language skills in meaning-building

communication. Corresponding modes of operation to the body multimodal teaching concept was proposed in 1996, the teaching philosophy is mainly to collaborate on multiple modal resources in multiple senses and channels. Realization of multi-modal communication to improve students' diversified learning ability by the Theories of language learning which includes multimodal meaning, gesture meaning, linguistic meaning, empty meaning. The meaning construction mode of six meanings are auditory meaning, auditory meaning and visual meaning which can be realized through sound forms such as audio and background music as well as Linguistic features such as continuous, sentence, stress, tone and word.

### **3. An Analysis of College English Listening Teaching**

Due to the impact of the test-oriented education system, students didn't start in time and develop slowly in listening training. First of all, the traditional college English listening teaching class is mainly dominated by listening questions, so that students receive single-mode listening training. Students only use hearing to obtain information, and there is no modal conversion from hearing to brain. In addition, college English listening teaching has not received the attention it deserves and adopted fixed textbooks during class hours. Teachers organize teaching according to the procedures and steps provided by the textbooks such teaching methods make students lose interest in listening learning, so they fail to improve students' actual listening level. Therefore, how to change the single teaching mode of listening class and increase the interactivity and interest of the class should be paid attention to and studied. What's more , the language takes place in a real context, and the language used in the listening classroom is completely different from the actual language. Once the communication environment changes, many obstacles will be found, including speed, speech, context, and Chinese Various factors such as western cultural differences. Therefore, in listening teaching, teachers should try to integrate students into the authentic and authentic language environment.

### **4. Enlightenment of Multimodal Discourse Theory to English Teaching**

The multi-modal discourse theory, which emerged in the 1990s, has affected the development of many disciplines, and its influence on foreign language teaching has also attracted increasing attention from teachers and scholars. Multimodal foreign language teaching advocates the use of multiple symbol modalities, to mobilize students' multiple senses to collaborate and participate in language learning, such as text, pictures, graphics, body language, music, animation, video, etc. Multi-modal college English audiovisual teaching to cultivate students' multiple literacy skills and improve their listening and speaking abilities will become inevitable. Compared with the "time-consuming and inefficient" teaching of traditional college English listening teaching, the multimodal college English audiovisual teaching model will inject fresh blood into college English reform,

which is mainly based on modern education technology, using computers and networks to assist teaching, and adds visual elements such as PPT courseware, pictures, videos, etc. on the basis of traditional listening and speaking teaching modes, and uses images, sound, and video to build realistic language Environment and design a large number of interactive activities to fully mobilize students' multiple modalities. The multi-modal audiovisual listening and speaking teaching mode has more information than the traditional listening teaching classrooms in the past and attracts students' attention. Using this teaching mode can not only improve the quality of classroom teaching, but also improve students' multiple literacy skills and comprehensive language skills, help students adapt to rapid social changes, and meet the challenges of global economic globalization and language and cultural diversity.

## **5. Discussion on College English Audiovisual Teaching from the Perspective of Multimodal Theory**

### ***5.1 Preparation before class***

College English teaching is usually equipped with a language laboratory or multimedia equipment, which provides sufficient hardware equipment and technology to support multi-modal audio-visual teaching. Using multimedia teaching, students can receive, output and understand different modal information during the learning process, such as text information, picture information and sound information in teaching. Students can understand and absorb through auditory and visual senses. The video, picture and text information section enriches PPT content. With the help of internet technology, students can search and download video, audio and text resources. In terms of preparation before class, teachers should combine network technology to optimize the design of multimodal audiovisual teaching.

### ***5.2. Practice in class***

Class exercises mainly include the introduction of theme warm-up, introduction of language points, listening comprehension training and listening and speaking comprehensive expression training. During the theme warm-up session, the teacher can start speaking practice according to the content to be learned. The students are divided into several groups of three to four each. Depending on the theme, a five-minute oral presentation is performed with the help of PPT. Teachers can evaluate the meaning and information transmitted by students according to the modalities of students' pictures, postures, eyes and words, and give comprehensive scores. The introduction of language points is to guide students to predict the topics they are about to learn, so as to enhance their enthusiasm for learning. The background knowledge, phrases and vocabulary involved are related to the content

and communication functions to be learned. Listening comprehension training is based on video information, audio information, and situations combined with communicative functions. After listening to the content of the textbook, students should conduct training on right and wrong judgment, question answering, and blank filling. In the course of practice, students may not be able to understand accurately because of too many new words or too fast speech speed. Teachers should take other ways to assist students in understanding input information and overcome obstacles in listening exercises.

### **5.3 After class**

The multi-modality of homework is reflected in content, form, means, standards, and teacher feedback. The content is mainly supplementary to the classroom or unfinished tasks, including video, audio, and texts, which is necessary to develop a multi-modal form and inspection method based on the actual content to achieve the expected feedback effect and form effective guidance for students. Teachers' assessment of assignments should also take a multi-modal perspective, not only paying attention to grammar, vocabulary, etc., but also including body language such as gestures and expressions of students, and implementing multi-modal inspection through network interaction.

## **6. Conclusion**

The introduction of multi-modal theory into college English teaching helps to give play to the overall advantages of resource utilization, multi-sensory teaching, and strengthen input and output information. This article is mainly based on the relevant knowledge of multi-modal theory, and explores specific implementation measures to improve the effectiveness of college English teaching.

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