

# Application of Multimodal Experiential Teaching in College English Teaching Based on Morphology Learning Theory

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**ABSTRACT.** *In the continuous development of various new technologies in recent years, the teaching field is also adapting to social development and deepening changes. Multimodal experiential teaching has been widely used in college English teaching. This article will use the theory of allosteric learning as the starting point, based on the study of college English teaching how to develop multi-modal experiential teaching. Under the premise of analyzing the necessity of multi-modal teaching in college English teaching, a multi-modal experiential teaching model based on the theory of metamorphic learning is proposed. According to the principle of multi-modal experiential teaching, a multi-modal experiential teaching model in college English teaching is proposed.*

**KEYWORDS:** *Theory of allosteric learning, Multimodal experiential teaching, English teaching*

## 1. Necessity of Constructing Multi-modal Experiential Teaching in College English Teaching

First, starting from the multi-modality of college English teaching resources, teachers' courseware and various teaching resources (including teaching websites) have combined a variety of symbol resources such as sound, light effects, video, images, and dynamic text. Modality has a more vivid, vivid, and more experiential teaching effect than traditional teaching modes at the level of meaning reproduction. Therefore, college English classrooms need multi-modal teaching modes to give students a comprehensive multi-sensory experience. .

Second, starting from the multi-modality of students' learning needs, the traditional way of reading and writing has not adapted to the situation in the multimedia age. English dubbing, English speaking, English debates and other experiential learning methods, and self-writing, self-directing, and self-acting [1]. These will be made into micro-videos or micro-films and shared with everyone in the classroom. After watching by the students and teachers, everyone will make comments and finally the teachers will comment. This method not only has obvious learning effects and huge gains, it is even more important that students make use of various modal resources to make themselves deeply impressed.

## 2. Principles of Multi-Modal Experiential Teaching Based on Allosteric Learning Theory

Through the study of allosteric learning theory, I learned that the learner's own conceptual body can not only help the construction of knowledge, but also constitute an obstacle to the construction of knowledge. Therefore, the teacher must first understand the students' original conceptual status, that is, understand the students' knowledge level, psychological status and other factors to prepare for the design of teaching content and links. Designing a metamorphic teaching environment is student-centered, and through the teaching inspiration of metamorphic learning theory, the elements and conditions in the teaching process are reasonably mobilized and organized. Teachers design the teaching context and stimulate the learners' willingness to learn [2]. The allosteric learning theory proposes that learners carry out the transformation of their own conceptual systems during the learning process, construct knowledge on the basis of the conceptual bodies that the learners themselves have, and use multiple parameters to interact well. In this process, teachers can use the original concept body of the students to progressively develop students' thinking, and they can also design teaching situations to make new knowledge and the original concept body opposite, layer by layer and establish a new concept system. From the leading principles of the morphing teaching environment as the teaching entry point, mobilizing students' multi-sensory participation in classroom activities is designed to cause a series of cognitive disturbances for students, so that students can devote themselves to learning and successfully complete the structure, deconstruction and deconstruction of knowledge Construct.

One should understand and master the students' original concept system. However, English is different from other disciplines. Teachers can adopt the teaching content in order for specialized subjects that were not contacted by high school. Put forward cases and analysis, and use the students' existing principles to further solve the problems in the cases. There are multiple factors to be considered when assessing the student's concept system. The process of knowledge refining is the process of improving students' comprehensive English ability [3].

Secondly, in the process of designing an altered teaching environment, college English mostly takes the theme as the core, and elicits relevant words, expressions, grammar, and writing knowledge. According to the knowledge needs of different aspects, different teaching situations are designed by using different teaching methods. Conditions, teaching resources and teaching methods, actively mobilize students' multiple senses to effectively participate in learning activities. Teachers must have good classroom control and knowledge grasping skills, and be proficient in modern science and technology.

Third, we must recognize that English is a language discipline, and it takes long-term learning and accumulation to achieve "quality" improvement. Therefore, the teaching model based on the theory of metamorphic learning must be reflected not only in the construction of classroom metamorphic teaching environment, but also in the learning process outside the classroom. Utilizing the advantages of mobile phones, computers and other devices, and using the rich learning resources and learning modes on the Internet, it can not only break through the limitations of learning space and time, but also mobilize the multiple senses of students' hearing, vision, and touch to accelerate students' comprehensive English ability. improve.

### **3. Application of Multimodal Experiential Teaching in College Applied Teaching Based on Morphology Learning Theory**

#### ***3.1 Feedback Effect of Micro Video Teaching***

In classroom teaching, teachers can set aside 10 minutes for question answering time. Students can give feedback on problems encountered during the study. Teachers can answer the questions themselves or ask other students to answer them together. Encourage students to explain each other. Interactive Experiential learning can record the link of answering questions into a video and optimize it after class as teaching courseware[4]. Students have experienced and played a role in answering questions. They have learned how to master their knowledge by watching videos. For teachers, this is also a way to make materials for micro-lecture videos and feedback teaching effects. This subtle teaching mode is the initial exploration of multi-modal teaching.

#### ***3.2 Film Dubbing Speeches Host Exchange Activities***

(1) Multi-modal teaching can effectively achieve communicative purposes. In the teaching, teachers make their own English dubbing works to encourage students to try film dubbing themselves, enter the interesting language world, and truly experience the joy of learning English. Teachers can also participate in the production of English dubbing videos of the film and use them for classroom teaching and observation teaching. The response has been enthusiastic among the teachers and students. They have also benefited a lot from learning the production of dubbing videos. Students are going to try dubbing. It should be emphasized here that many students usually produce English dubbing videos in WeChat's Douyin software with only tens of seconds. Such dubbing works are not high-tech and difficult to save for a long time. In response to this situation, we also need to guide students in teaching how to use English editing software to add English subtitles, add dubbing audio tracks, and reset background music [5]. This method has really set off a wave of learning English for students and experienced the wonderfulness of English dubbing. A sense of accomplishment from the fruits of your labor.

(2) Regularly organize English speech contests, formulate a practical reward system, exercise students' English speech skills, and enhance their self-confidence and harvest of English language learning and application.

(3) Hold an English salon to practice speaking, say goodbye to "dumb English", let every student participate, determine the theme of the activity in stages, instruct the teachers on-site, and take turns hosting the classmates.

#### ***3.3 Restructuring Teaching Environment and Multi-Modal Teaching Mode***

(1) Actively extract the meaning of knowledge and get incentives. That is, the teacher asks a meaningful

question or topic through instructional design, which arouses the attention and enthusiasm of students. Teachers collect materials related to the content of the course by collecting online resources, requesting that the selected materials be as close to the student's living and learning level as possible, using multimedia technology to show them in the classroom, and mobilizing the students' multiple senses, such as video Broadcasting can mobilize students' audiovisual interest at the same time, and physical display can mobilize students' vision and touch at the same time. An effective way to ask questions can motivate students to think twice with less effort, hone their English listening and speaking skills, and promote students to memorize words [6].

(2) Used to raise doubts and improve oral expression and processing ability. Students questioned the questions raised, they could not solve the mystery by their own knowledge reserves, and started cognitive interference with students. This is the driving mechanism of knowledge refining. , So that students have a strong motivation to learn and desire for knowledge. It is not enough to just rely on repetitive preaching [7]. Teachers need to use their own eyes, “gestures”, body language, etc. to keep students in a state of confusion, collect network resources to develop topics in depth, and use images, colors, actions, and spaces Other symbolic resources put forward a series of question hypotheses, give debates among students, carry out confrontation between students, and improve students' speaking ability and emergency handling ability.

(3) Make good use of thinking assistants. That is, in addition to imparting knowledge, teachers also need to introduce helpful learning tools to students, and guide students to be good at using learning tools to help autonomous thinking. Thinking assistants or learning tools can take a variety of forms, as long as they are related to knowledge. Through colorful learning activities, they can better attract the quality of English learning of college students.

#### 4. Conclusion

In college English experiential teaching, how to construct a multi-modal teaching model is a subject worthy of important research. Introducing multi-modality into college English classrooms and combining multiple media forms to mobilize students' senses of hearing, vision, touch, and sound to participate in classroom teaching, which mobilizes students' enthusiasm for learning English and improves the overall quality of English teaching in colleges.

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