

A Study on the Teaching Model of English Course of Debate in Application-oriented Colleges and Universities under the Framework of Multimodal Theory

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Abstract: In the new era of cultivating foreign language talents, English course of debate plays an important role in foreign language teaching of colleges. And application-oriented colleges and universities should attach importance to the practicality of the curriculum and the comprehensive ability of students, and cultivate students' comprehensive abilities such as thinking, expression, cross-cultural communication, so as to lay a solid foundation for the cultivation of qualified foreign language talents. Under the framework of multimodal theory, by improving the teaching mode of English debate in colleges and universities, students can not only understand English debate correctly, develop logic ability in English as well as ability of coping thinking, but also improve students' teaching satisfaction.

Keywords: Application-oriented universities; English course of debate; Multimodal theory

1. Introduction

According to the theory of multimodal foreign language teaching, in the era of multimodal communication, the main task of learning is not only to develop the meaning potential of language, but also to develop the meaning potential of multiple symbol systems, including understanding and mastering the supply and use characteristics of various modes. The supply and use characteristics of the mode have meaning range and characteristics of their own, and cannot express all the meanings. Based on this, teaching or a course, as a text, the meaning construction involves the selection of multiple modal systems, and the basis of selection is the specific function of each mode in the meaning construction.

As an application-oriented university, English course of debates are relatively short, and students have a relatively weak foundation in various abilities required for debate, especially the lack of speculative ability. At the same time, the traditional teaching in the past was mostly carried out around the order of the textbook chapters, accompanied by the appreciation of classic debates, supplemented by the teaching of teachers and students' practice of speaking, focusing on the teaching of debate knowledge and skills, thus ignoring the speculative and practical nature of the curriculum. The curriculum teaching arrangement, design and method application are still relatively inexperienced, which cannot effectively highlight the characteristics of course of debates to cultivate students' comprehensive ability, and thus fail to systematically cultivate, train and evaluate students' targeted ability[1].

In order to explore and improve the course system of English debate, this paper, in combination with the multimodal theory, purposefully sets up the contents of each module, then optimizes the teaching methods, as well as clarifying the teaching contents, teaching forms, etc., and at the same time makes a reasonable and effective assessment of students' learning in the form of combining process assessment and summative assessment. Also, the teaching module is closely connected and linked to achieve good effect and improve students' language use ability, thinking ability and comprehensive quality, as shown in Figure 1.

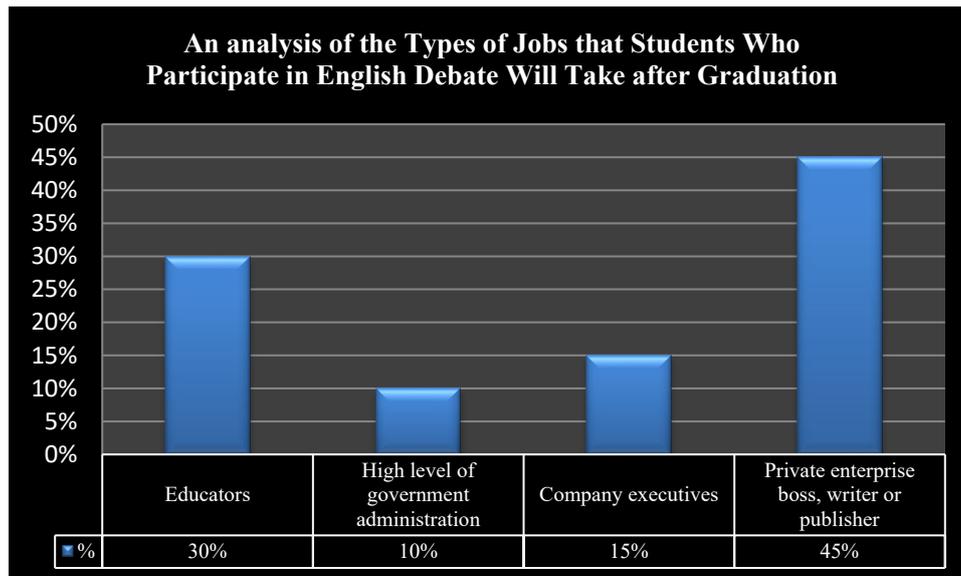


Figure 1: Analysis Data of English Debate Becoming an Extracurricular Activity with the Participation of the Whole People (United States)

2. The necessity of debating courses

The basic goal of English debate teaching is to help students broaden their horizons, master debate skills, and cultivate and improve their English expression ability and critical thinking ability. The significance of the course of debate is mainly reflected in the following aspects.

- 1) The English course of debate will help strengthen students' basic language skills and improve their oral communication ability.
- 2) The English course of debate will help students broaden knowledge and broaden their horizons.
- 3) The English course of debate helps to cultivate students' creative and critical thinking ability.
- 4) The English course of debate helps to cultivate students' strong psychological quality and team spirit.

In short, through debate teaching, students can have relevant knowledge in many disciplines such as economy, law, military, politics, religion, science and technology, and greatly improve the level of language use. At the same time, students' critical thinking ability and psychological quality can be strengthened. Therefore, the opening of course of debate is conducive to cultivating excellent foreign language talents in the 21st century, and is in line with the trend of the reform of the curriculum system of higher education in the new century.

3. Exploration of English debate teaching mode under the framework of multimodal theory

3.1 Module of thinking ability

Speculative ability refers to the ability to think quickly and clearly about things and make correct judgments through discrimination, reflection, questioning and logical ways and attitudes. Speculative ability is the most important and core ability in English debate and debate. Due to the influence of examination-oriented education, English majors in application-oriented colleges and universities generally have the problem of thinking ability, which leads to the lack of depth and breadth of students' analysis of debate and debate topics, and the lack of reflection and effective evaluation. On this premise, the course teacher can let students carry out activities in the form of group cooperation in the teaching of the module of thinking ability. In the aspect of topic selection, the teacher can let students choose familiar topics such as campus, family, education and so on to practice, and then the teacher can provide some exercises of social hot topic at home and abroad. What's more, the topic selection is from simple to difficult. Also, every student in the group first collects materials, screens information, analyzes ideas on the topic, then shares and discusses in the group, and finally cooperates to make an

oral report. In addition, teachers should play a leading role in the whole process and guide students to think about problems as follows. Is this topic interesting and novel? How to think from different angles and levels? What are the opinions and facts of the selected information? Is the material typical and representative? Can you provide more convincing arguments? Then students in the group will discuss, debate, exchange and learn from each other, comprehensively analyze and evaluate, and finally present in the form of oral reports. Finally, the teacher made comments and supplementary summary. Such a process can effectively inspire students to think, improve students' ability to think, and mobilize students' enthusiasm for independent thinking and team cooperation[2].

3.2 Module of oral expression

The language expression during the debate should accurately, smoothly and vividly present the thoughts and feelings of the debaters, to achieve the effect of understandings, persuasions, appreciations and resonance of the audience. In terms of oral expression, students generally fail to reach the standard in volume, which is also a manifestation of fear of debate and lack of confidence. In the volume training, the teacher can choose the large classroom to let students stand on the platform in turn and read aloud without the help of the microphone. If the last row of students can hear clearly, they can pass the test. Let students raise the volume based on this standard to overcome the low volume problem caused by their usual habits of speaking or stage fright. In terms of pronunciation, intonation and speed of speech, we will undertake the practice of English pronunciation class and strengthen the basic pronunciation and intonation training. At the same time, teachers can use modern information technology to play classical debate clips with different backgrounds in the classroom, also make students appreciate them while carrying out follow-up imitation training, dubbing or imitation show, classroom display or video recording, and teachers and students make comments. Furthermore, teachers should guide students to improve their pronunciation and intonation, and also guide students to pay attention to hold the speed of speech and pause to show the debate mood, so that students can pronounce clearly and rhythmically in oral expression, and enhance the expression of debate, as shown in Figure 2.

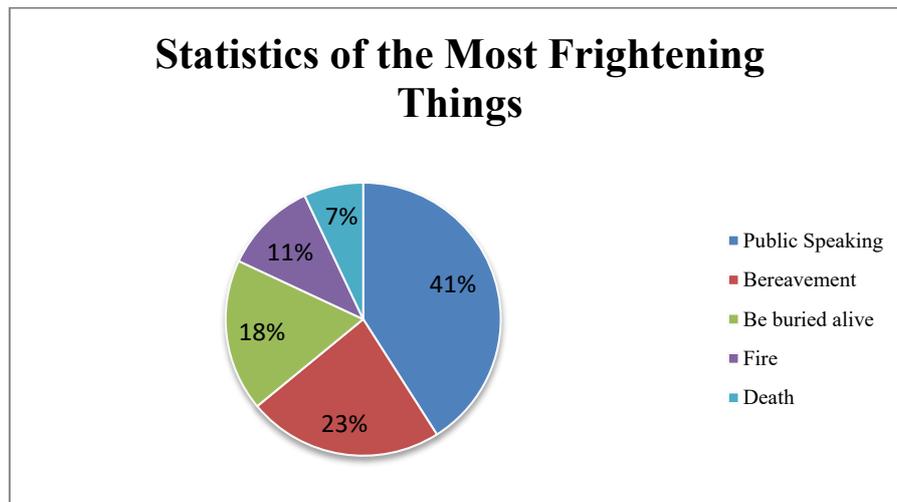


Figure 2: The "fear" list of 3000 US residents interviewed published by Book of List magazine in 2018

3.3 Module of debate

The debate module can combine the content of the speculative ability module, focusing on training students' logic and argumentation ability. Teachers can use Mocc resources and the video of the debate contest to demonstrate and explain to help students establish the role and responsibility of the standard of debate and judge. At the same time, they could design scenarios for students in combination with hot issues, and simulate debate in classroom activities[3].

At present, British parliamentary debate is a popular English debate mode in universities. To organize the British parliamentary debate in the classroom, the students in the class can be divided into four groups (several members). In addition to two debaters, each group can also select two to four judges to score together. After the debate, each judge must make oral comments on the normal debate.

In addition, the English debate in the classroom can also simulate the competition system of the

China Open Debate Tournament - the round-robin and the point system. The British parliamentary debate mode is also adopted, but the number of groups is different, so that four people in each group and several groups in the whole class are guaranteed. In the round-robin, four members of each group take turns to be the debaters. The members who do not serve as the debaters can serve as the judges of other debate venues. The score of the competition results is 3~0 points according to 1~4 players, and the group with the highest score is the winner group. The British parliamentary debate model and the competition system of the simulated Chinese Open Debate can really mobilize the enthusiasm of students to participate in the debate to the maximum extent, and students' participation is quite high.

3.4 Module of comprehensive cognitive abilities

Based on the multimodal theory, formulate the process and arrangement of writing links in the English debate class, and let students complete two articles as required, with the number of words controlled between 200 and 250. This will not only enable students to master more classification of argumentation, but also help students better use different methods. Generally speaking, the debate of the British parliamentary debate can be roughly divided into value debate and policy debate.

4. Teaching evaluation and assessment under the framework of multimodal theory

Reasonable evaluation and assessment can make students' course performance more fair and objective, and also provide the objective and reasonable basis for selecting excellent debating talents to participate in major competitions on behalf of the school. The English course of debate adopts a combination of process assessment and summative assessment.

Then process assessment is mainly based on the students' debate display, group oral report display and classroom discussion performance, through the combination of student self-evaluation, peer evaluation and teacher comments. Each module content is set with a corresponding form of evaluation to check whether the students or study groups meet the corresponding standards. Use online documents and questionnaire stars to conduct timely and regular survey and feedback on student module learning, which is also conducive to teachers' timely grasp of student learning and make adjustments and improvements. The summative assessment is assessed in the form of three-minute proposition debate and one-minute impromptu question and answer. The students' public speaking ability is comprehensively considered in terms of logic, content and expression, as shown in Table 1 and Table 2.

Table 1: Composition of Process Evaluation (50%)

Composition of Process Evaluation (50%)						
	Performance evaluation			Thematic discussion	Advanced test	Extraterritorial performance
	Learning self-assessment	Unit homework	Notes & Summary			
%	5%	5%	10%	10%	10%	10%

Table 2: Composition of Final Assessment (50%)

Composition of Final Assessment (50%)		
Final exam of platform	Offline final examination	
	3-minute proposition debate	1-minute impromptu question
10%	30%	10%

To sum up, in college English debate class, the use of multimodal foreign language teaching design concept can help students correctly understand English debate class, also improve classroom teaching efficiency, together with enhancing students' teaching satisfaction, then help to establish harmonious teacher-student relationship, and have the value of promotion and application.

References

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