

Research on the Multi-modal Teaching Mode of Moral Teaching of College English Courses in Applied Technology Colleges

Qian Wang¹, Yanping Yang^{1*}

¹ Ordos Institute of Technology, Ordos, China

Email Address

780531398@qq.com (Yanping Yang)

*Correspondence: 780531398@qq.com

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Abstract:

This study discusses the application of multi-modal teaching mode in the moral teaching of college English courses. Through the literature review and empirical research, this study found that the multi-modal teaching model can effectively improve students' active participation and learning effectiveness. In the multi-modal teaching mode, teachers integrate text, pictures, audio, video and other media in the teaching process to stimulate students' sensory experience and cognitive ability. This study also proposes a set of multimodal teaching model for moral teaching of college English courses in applied technology-based universities, and illustrates how to apply this model in curriculum ideological and political education. The results have some reference significance for improving the teaching effect of college English courses.

Keywords:

Curriculum Ideological and Political Education, Multi-Modal Teaching Mode, Moral Teaching

1. Introduction

With the rapid development of society and the rapid progress of information technology, college English courses in applied technology-based colleges are faced with the problem of how to educate students ideologically while cultivating their professional language knowledge and skills. Ideological and politics is an important part of university education, which is crucial to students' all-round development and the cultivation of social responsibility [1].

2. The Theoretical Basis of the Multimodal Teaching Mode

2.1. Concepts and elements of the multimodal teaching mode

Multi-modal teaching mode is a teaching mode that integrates a variety of media forms and teaching means, aiming to provide rich learning experience and promote the comprehensive development of students through a variety of senses and diverse learning resources. Its elements include: text, pictures, audio, video, and interaction

factors. Text is one of the most basic elements in the multi-modal teaching mode. Through books, slides, courseware and other forms of text information transmission to help students understand and master knowledge. Pictures can be presented in photos, illustrations, charts and other forms, to help students intuitively understand and understand the information, and stimulate their association and thinking ability. Audio resources can be provided through music, voice, recording and other forms, to help students improve their listening ability, and cultivate their language sense and language expression ability. Video resources can be presented in films, teaching films, experimental demonstrations and other forms to stimulate students' interest and understanding ability in a visual way and provide intuitive learning experience. The multi-modal teaching mode focuses on students' participation and interaction, and promotes the communication and cooperation between students through classroom discussions, group activities, online platforms and other ways. [2]

2.2. Characteristics and advantages of the multimodal teaching mode

Multi-modal teaching mode is conducive to providing diversified learning resources and experiences. Through the combination of multiple media forms, the multimodal teaching model provides students with a variety of sensory stimuli and rich learning resources, making learning more diversified, flexible and interesting. Multi-modal teaching mode is conducive to stimulating students' initiative and participation. The multi-modal teaching mode emphasizes the dominant position of students, stimulates students' initiative and participation through interaction and cooperation, and promotes their interest and enthusiasm in learning. Multi-modal teaching mode is conducive to cultivating comprehensive ability and innovative thinking. Through the use of multiple media, the multimodal teaching mode helps students to develop a variety of intelligence and ability, and cultivate their creativity, critical thinking, problem-solving ability and other comprehensive qualities. The multimodal teaching mode is conducive to promoting interdisciplinary and cross-cultural learning. The multi-modal teaching model can cross the boundaries of disciplines and cultures, and help students to better understand and integrate into different disciplines and cultural backgrounds through the cross-application of various media forms. Multi-modal teaching mode is also conducive to improving the learning effect and efficiency. The multimodal teaching mode presents information to students in various forms and channels, which helps to promote the understanding and memory of information, and improve the effect and efficiency of learning. [3]

2.3. Relationship between multi-modal teaching mode and curriculum ideological and political teaching

Multi-modal teaching mode is closely interactive with curriculum ideological and political teaching, and their internal mechanism can be understood through the following aspects: multi-modal teaching mode provides diversified information presentation methods for curriculum ideological and political teaching. The multi-modal teaching mode presents information through a variety of media forms (text, pictures, audio, video, etc.), which can meet students' diverse learning needs. In the ideological and political course of the course, diversified information presentation helps students to fully understand different ideas, values and moral concepts, expand their thinking boundaries, and cultivate correct world outlook and outlook on life. The use of multi-mode teaching mode in ideological and political teaching is helpful to stimulate students' perception and thinking. [4]

With the help of various media forms, the multi-modal teaching mode stimulates students' multi-sensory participation and comprehensive cognition. The information obtained by students through watching, listening, reading and other ways of perception is more powerful and memory, which helps to stimulate their thinking and reflection ability. In ideological and political education, students need to deepen their understanding of ideas and values through self-thinking and debate. Under the multi-modal teaching mode, they can better perceive and think about related problems. Multi-modal teaching mode promotes the interaction and cooperation of ideological and political teaching. [5]

The multimodal teaching mode focuses on the interaction and cooperation between students. Students work together to build knowledge and understanding through communication, discussion and cooperation. In the course of ideological and political development, through the inspiration and guidance of the multi-modal teaching mode, students can actively participate in the education process, discuss and solve the ideological and political topics together with others, and promote the development of their critical thinking ability and moral judgment ability. [6]

With the help of multi-modal teaching mode, ideological and political teaching can better cultivate comprehensive literacy and ability. The multi-modal teaching mode focuses on cultivating students' comprehensive ability and multiple qualities, such as language expression ability, critical thinking ability, and the ability of interdisciplinary thinking. In ideological and political education, the advantage of multi-modal teaching mode lies in that through the organic combination of various media and teaching strategies, it can cultivate students' multiple intelligence and comprehensive literacy, and improve their ability to understand and analyze the content of ideological and political education. [7]

3. The Status Quo of Ideological and Political Education in College English Courses in Applied Technology Colleges

3.1. Ideological and political effects and limitations of the courses under the traditional teaching mode

In the traditional college English teaching, the effect of ideological and political courses is affected by some limitations, such as one-sided content, passive learning, lack of interaction and cooperation, and a single evaluation method.

Under the traditional teaching mode, ideological and political courses are often only involved in specific courses or chapters, which is difficult to cover the ideological and political education content of the whole course, resulting in the disconnection between ideological and political courses and curriculum content, and reducing the educational effect. In the traditional teaching mode, students are usually the audience who passively accept the knowledge, and lack of active thinking and deep understanding of the ideological and political education content. This limits the students' critical thinking ability and the depth of the ideological and political understanding of the course. The traditional teaching mode pays less attention to the interaction and cooperation between students, and less ideological exchange and discussion between students. This reduces the cultivation effect of students' critical thinking level. The evaluation of ideological and political education in the traditional teaching mode is often carried out in the form of written examination, paying attention to the expression and answer of knowledge, and lacking in the comprehensive evaluation of

students' thinking ability and values. Therefore, there are some limitations and deficiencies in the traditional college ideological and political education, so it is necessary to seek new teaching modes and strategies to improve the effect and quality of ideological and political education. Based on the above limitations, the applied technical colleges can explore the multi-modal teaching mode to strengthen the curriculum ideological and political education mode in college English courses. [8]

3.2. The importance of ideological and political courses in College English teaching

College English teaching has an important integration relationship between curriculum and ideological and political education. Through English learning, students can improve their thinking ability, language expression ability, cross-cultural communication ability and social responsibility, and cultivate their comprehensive quality and ideological and political literacy. Therefore, college English courses play an important role in the implementation of ideological and political education and the cultivation of students' comprehensive quality. [9]

4. Application of Multimodal Teaching Mode in College English Courses of Applied Technology Colleges

4.1. Design principles and methods of multimodal teaching mode

In the college English courses of applied technology colleges, the application of multi-modal teaching mode can be based on the following design principles and methods: First, to determine the teaching objectives and learning needs. In the design of the multimodal teaching mode, the teaching objectives and learning needs should be clearly defined first. According to the curriculum requirements and students' English ability level, determine the language skills and ideological and moral literacy goals to be cultivated. Second, the comprehensive use of a variety of media resources. The core of the multi-modal teaching mode lies in the comprehensive use of various media resources, such as text, pictures, audio, video, etc., to present the information in a diversified way. Can use electronic teaching materials, network resources, multimedia courseware, etc., to provide a rich variety of learning materials and resources. Design diversified learning tasks and activities: In order to stimulate students' participation and initiative, third, it is necessary to design a variety of learning tasks and activities. It can include group discussion, role playing, project research, online cooperation, etc., aiming to cultivate students' cooperative ability, critical thinking and cross-cultural communication ability. [10]

In addition, educational technology tools and platforms, such as online learning management system, virtual laboratory, remote collaboration tools, can also be used to support the implementation of multi-modal teaching mode.

4.2. Application of multimodal teaching mode in listening teaching

Multimodal teaching mode has important application value in listening teaching, can through the following ways to improve students' listening comprehension ability: in multimedia presentation perspective, multimodal teaching mode using a variety of media forms (such as audio, video, etc.) present hearing materials, help students through multiple auditory and visual sensory participation, improve the understanding of listening material information. Students can hear the voice at the same time, observe the scene and the image of the characters, so as to more fully understand and speculate on the meaning of the material. In subtitle and annotation angles, adding

subtitles and annotation is a common strategy of multimodal teaching mode in listening teaching. By displaying the text, students can not only obtain information through hearing, but also visually to help understand the content of the material. Subtitles and annotations can provide auxiliary information such as spelling, pronunciation, and help students better understand and remember listening materials. In picture and chart angles, multimodal teaching mode can embed pictures and charts in the listening material to help students better understand and speculate on the subject, background and details of the material. Through the visual stimulation of the image, students can enhance the perception of the topic, and correlate the hearing information with the image to improve the accuracy and depth of understanding. In listening exercises and activities, the multi-modal teaching mode can assist in the design of various listening exercises and activities, such as filling in the blanks, multiple-choice questions, scenario simulation, etc., to help students exercise their listening skills and strategies. These activities can be combined with a variety of media resources, such as supporting audio or video materials, enabling students to conduct listening training in real scenes, and improve their perception and discrimination of speed, intonation and phonetic details.

4.3. Application of multimodal teaching mode in oral English teaching

4.3.1. The role of multimodal teaching mode in promoting oral expression and communicative ability

Multi-modal teaching mode can play an important role in promoting oral expression and communication ability in oral teaching. Details are as follows: When using video and audio materials, multi-modal teaching mode can use video and audio materials to present real oral dialogue and communication situation. Students can imitate and learn authentic oral expression by watching and listening, so as to improve their oral fluency and nature. In role playing and situational simulation teaching activities, the multi-modal teaching mode can design role playing and situational simulation activities to help students use oral skills in real communicative situations. By watching and participating in role-playing video teaching materials, students can learn correct oral expression methods and strengthen their communicative and expressive skills. In terms of voice recording and voice evaluation, the multimodal teaching mode can help students to correct themselves and improve their oral expression through voice recording and voice evaluation. Students can use recording equipment to record their oral expressions and conduct speech assessment and feedback to improve oral accuracy and fluency. In terms of interactive platform and real-time feedback, the multi-modal teaching mode can use the online interactive platform or video conferencing tools for oral English teaching and practice. Students can conduct real-time oral communication with other students or teachers on these platforms to obtain timely feedback and guidance, and improve their oral communication skills and expression skills.

4.3.2. Practical suggestions on multimodal teaching in oral English teaching

First, make good use of the video teaching materials. Using real or simulated oral dialogue video teaching materials, allow students to watch and imitate the expression mode, phonetic intonation and non-verbal expression in the dialogue. Secondly, design the role-playing and scenario simulation activities. Arrange students to play practical roles in class, such as simulated shopping, travel, and interview, etc. Use of multimedia resources or instructional videos to provide reference and instruction.

Third, make good use of the recording and voice evaluation methods. Let the students practice oral English and self-evaluate it through recording equipment or online tools, or the teacher give voice assessments and advice. Finally, make good use of the online platform and video conferencing tools for oral communication. By using online platforms and video conferencing tools, students are allowed to have real-time oral conversations and discussions with other students or teachers, providing real-time feedback and guidance.

4.4. Application of multimodal teaching mode in reading teaching

4.4.1. The improvement effect of multimodal teaching mode on reading comprehension ability

Multi-modal teaching mode can improve students' reading comprehension ability in reading teaching. The specific analysis is as follows: the use of pictures and charts, and the multi-modal teaching mode can add relevant pictures and charts to the reading materials. These images can help students to better understand the subject matter, background and details of the article, provide visual assistance, and deepen the understanding and memory of the text. The use of video and audio materials in reading teaching, using multimedia resources, such as matching video and audio materials, can provide rich language input in reading teaching. Students can watch and listen to the materials to expand their vocabulary and language knowledge, and also deepen their understanding of the content of the article. The use of the related text and the actual situation in the reading teaching, the multi-modal teaching mode can design the text materials related to the actual situation. By giving students real scenes and relevant background knowledge, the connection between students and the articles can be enhanced, and the ability to understand and apply the text can be improved. The application of multi-step reading strategy and multi-modal teaching mode can design multi-step reading tasks to guide students to carry out targeted reading activities. For example, students can preview the text title and image, then read the full text, and finally have a deep understanding and thinking. Such a strategy can improve the overall effect and depth of students' reading.

4.4.2. Diversified design and implementation methods of reading teaching

We suggest to use multi-modal teaching methods, such as text and text matching, video explanation and interpretation, connecting the actual situation and text, and multi-step reading teaching. Graphic and text matching is to present a text and a related picture to students. Students are required to match and understand the picture and the text, so as to improve their ability to understand the text. Video explanation and interpretation is to select a relevant video material, guide students to understand and interpret the text content by watching the video, and compare and contact with the scene in the video. Connecting the actual situation and text requires us to choose the text materials related to the actual situation and Ask students to enhance the understanding and application of the text by connecting the text with the actual situation. Multi-step reading teaching is to design multiple reading tasks and reading strategies, such as preview text, extracting key information, answering questions, etc., to guide students to read fully and purposefully.

Through the above diversified reading teaching design and implementation methods, combined with the application of multi-modal teaching mode, it can help students to

improve their reading comprehension ability, enhance their ability to understand and apply the text, and cultivate students' critical thinking and innovative thinking ability.

5. Conclusions

It is of great significance to study the implementation and effect of the multi-modal teaching mode for improving students' language ability and ideological quality. The application of multi-modal teaching mode can enrich learning resources, stimulate students' learning interest and creativity, and improve the ideological and political education effect of the course. Further research can explore the organic combination of multi-modal teaching mode and ideological and political courses, provide high-quality and efficient teaching methods and strategies, and provide effective support for the cultivation of the comprehensive quality and comprehensive ability of applied technology undergraduates. Only by continuous exploration and improvement can we make beneficial contributions to the development and improvement of college English courses.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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