

A Study on the Application of Multimodal Theory in Teaching English in High School

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Received: 22 September 2023; **Accepted:** 15 October 2023; **Published:** 12 November 2023

Abstract:

Multimodal research began in the 21st century in China. Multimodal teaching as a teaching theory is a requirement for deepening the reform of high school English teaching and improving the quality of high school English teaching. Multimodal teaching is an important way to realize high school English teaching. Multimodal teaching is a good form of teaching that can fully mobilize students' various senses, improving high school teaching literacy and the quality of teaching.

Keywords:

Multimodal, High School English, English Teaching and Learning

1. Overview of Multimodal Theory

Starting from the 1990s, "multimodality" began to receive more and more attention from the linguistic community. Modality refers to the channels and media of communication, including language, technology, images, colors, music and other symbol systems. People have five channels of perceiving the world-visual, auditory, tactile, olfactory and gustatory, which correspond to five modes of communication-visual, auditory, tactile, olfactory and gustatory [1]. Multimodality refers to the combined use of two or more of the visual, auditory, tactile, olfactory, and gustatory modalities. Since the 1990s, Halliday' Systemic Functional Linguistics has been commonly used by linguists to extend the research breadth of discourse teaching to other domains except text, expanding the unimodal discourse pedagogy to a multimodal approach. Unimodal discourse is not very common in daily communication, and multimodal discourse is the mode of communication that people use in daily communication. In the 1990s, foreign scholars proposed a multimodal mode based on linguistic theory, which integrates sound, light and electricity, and utilizes sound, image and movement. In 1995, The New London Group (1995) proposed "multimodal teaching" for the first time, advocating the combination of pictures, network information and other multifarious means to stimulate each element of intelligence and mobilize the enthusiasm of learners [2]. The multimodal teaching system integrates visual, auditory, graphic and textual stimulation, which brings a new teaching concept to classroom teaching. Stein put forward the multimodal teaching method, which considers all communicative activities in the classroom to be

multimodal [3]. Royce (2002) put forward the “Multimodal teaching methodology”, which is a new approach to teaching and learning [4]. Royce (2002) proposed the “multimodal teaching methodology”, which was even applied to listening, reading, writing and vocabulary teaching. The founders of the domestic multimodal theory include Gu Yueguo [5] and Zhang Delu [6], who introduced the introduction of the theory of multimodal discourse analysis, laying the theoretical foundation for the development of multimodality in the domestic education field. With the development of society and the progress of science and technology, especially with the extensive use of digital, network and multimedia technology, multimodal technology has also been introduced into listening teaching [7], audiovisual speaking teaching [8] and so on. The applied articles mainly focus on the teaching mode, teaching methods, textbook writing, and discourse analysis of college English [9]. In terms of innovativeness, classroom forms are varied and rich in teaching content, but the knowledge points are not concentrated enough, and the shape is scattered; in terms of higher order, some classrooms have become the scene of teachers' display of data collection, and the degree of students' participation in classroom activities is not high, especially in terms of the cultivation of students' critical thinking, and the students' learning only stays at the level of language learning in the implementation of the specific classroom teaching after the teaching objectives are set, and there is not much or no realization of deeper and higher-order content. In terms of challenge, although there are a lot of supplementary contents inside and outside the classroom to expand students' knowledge and increase the challenge of the course, students' willingness to take the initiative to learn is poor, and the effect of learning before and after class is poor, which makes it impossible for the challenge of the course to be raised, and so on. There is very little research on combining multimodality with the teaching practice of high school English.

2. The Use of Multimodality in Teaching English in High School

Multi-modal assisted teaching system integrates visual, auditory, graphic and textual stimulation of various senses, bringing new teaching concepts to classroom teaching.

2.1. Understanding Chinese and Western cultures and telling the Chinese story well

Curriculum and culture have an inseparable relationship. Since the time of its creation, the curriculum has undertaken the task of inheriting, transmitting and spreading culture, and the curriculum is an integral part of culture and a material and spiritual carrier in which education can be carried out [10]. To learn a foreign language, it is necessary to learn and understand the cultural background and cultural characteristics of the people in which it is taught and to integrate language and culture. Sociolinguistic competence requires students to have an understanding of the culture of the country they are studying, to know when, where, on what occasions, and to whom they should say what in what way and with what attitude. It requires the decent use of language to achieve the purpose of communication [11]. Foreign language talents in the new era should have super-linguistic and super-cultural competence, assume the role of a bridge between Chinese and Western communication, and be good ambassadors of Chinese culture. Based on strengthening their professional abilities, students should expand their abilities, develop compound professional abilities, supra-professional abilities, etc., and integrate different subjects. In most studies, students usually don't study a subject because they are interested in it, but

rather, students study what the exam tests. In English learning, it is difficult for high school students to fully understand the cultural background knowledge contained in the texts when they face boring textbooks, and it is also difficult for them to have an intuitive and deep impression of these. According to Kress and Leeuwen: pictorial symbols are as common as social symbols, and it is argued that the same meanings can usually be expressed by different symbols in a specific socio-cultural domain and that the common symbolization principle can be used in different communication modes [12]. Common symbolic principles can work in different modes of communication. In multimodal teaching, teachers can find some relevant videos according to the content of the textbook to help students understand the cultural knowledge conveyed in the textbook. In the process of learning English, one needs to learn it not only as a language and a communication tool but should also learn about Western culture. “Teachers should create suitable cultural teaching situations and inspire students to think independently”, organically linking English teaching with cultural education, making teaching interesting and allowing students to learn English better.

English education for high school students should not focus on scores and make them memorize English grammar, vocabulary, and so on. We should let students learn English flexibly and focus on their cultural quality education. In the teaching process, activities describing Chinese culture can be added, and pictures, videos, and other multimodal teaching forms can be used to help students understand Chinese culture. For example, when teachers teach the origin of Chinese characters in Unit 5 of Compulsory Study 1, they can add pictures and videos of the writing forms of hanzi in different periods as well as their evolution to understand Chinese hanzi culture accordingly.

After learning, understanding the culture of other countries and the cultural context in which English is spoken can help students learn English better and more efficiently. At the same time, the learning process can also compare traditional Chinese culture and Western culture, so that students can compare the differences between the two. “For example, when talking about Chinese and Western festivals, teachers can compare the Chinese Mid-Autumn Festival with the Western Thanksgiving Day, and the Chinese Tanabata Festival with the Western Valentine's Day.” This makes English learning in high school better without neglecting Chinese culture. Teachers should help students understand Chinese and Western cultures through multimodal approaches in the teaching process, learn about the cultures of different countries, understand the differences that exist in the cultures of different countries, combine Western and local cultures, tell a good Chinese story, and enhance cultural self-confidence.

2.2. Complementing diverse knowledge to enhance student interaction

High school students are active and dynamic, preferring intuitive stimulus input, and a single text modality cannot meet their learning needs. High school students need to learn a lot of content, and have heavy schoolwork. Teachers’ teaching methods and students’ learning methods in the classroom teaching process are still too old-fashioned and rigid. “Explanation” is the most common teaching method in traditional English classrooms, and its single-mindedness and stereotypicality are manifested in the filling in of knowledge and the monopoly of the teacher in the classroom. The new curriculum reform requires classroom teaching to be student-oriented and teacher-led, emphasizing that students can learn independently and inquisitively under the

guidance of the teacher. In the actual high school English classroom teaching, teachers, to improve students' performance, tend to teach English grammar knowledge to students, making students listen carefully and memorize carefully so that students are in a passive learning state. Teachers should pay attention to the status of students' subjectivity, combining the construction of students' subjective roles and playing the leading role of teachers. Students as the main body and center of classroom activities. This mechanically isolated teaching mode of the traditional classroom isolates teachers and students, which is not conducive to the development of students' English abilities [13]. The theory of multimodal education breaks through the shackles of the traditional form, and provides students with the space of imagination, diffusion, and practice of English so that students can get rid of the rigid language learning routine, which is conducive to the development of students' English ability.

The use of PPT courseware in teaching can greatly improve teachers' teaching methods and teaching efficiency. Teachers can emphasize keywords, phrases, and sentences in red or bold when using PPT. Different teaching methods can be adopted when teaching different contents, for example, when teaching a text, PPT can show pictures related to the text, first guide students to predict the content of the text, the teacher can ask different questions step by step or other forms of progressive teaching content to guide students to actively participate in the classroom, thinking about the problem. Then give the correct form on the PPT. PPT image is intuitive. A picture presented in front of the eyes, coupled with the corresponding text, is conducive to attracting the attention of the students, and help students better and faster understand and memorization of the content learned. Teachers need to constantly design different teaching activities to stimulate students' interest in learning, and help students learn well. Students are no longer passive learning, but actively integrated into the teaching process, realizing the teaching environment, communication, and living.

Teachers in multimodal teaching can choose appropriate teaching methods in different parts of the process, through the design of different activities to help learners learn actively according to the characteristics of the students to design specific teaching activities, fully invoke the multimodal acquisition, transmission, and reception of information. Teachers can choose different multimodalities and combine them to design specific teaching sessions. Students utilize multimodal cognitive and perceptual means to acquire information and quickly capture non-verbal information provided by the teacher and classmates in the classroom. They constantly break through their language level, self-renew their language knowledge, increase their interest in English language learning, and maintain a positive learning motivation and attitude. Multimodal teaching promotes multimodal interactions between teaching subjects, and both teacher-student and student-student interactions.

The teaching process is a kind of interaction process between teachers and students. The mode, content, and effect of the interaction between teachers and students occupy an important position in teaching. In each teaching stage, different modalities complement and penetrate each other to jointly construct discourse meaning. Multimodal teaching provides students with more practice opportunities to learn instead of teaching. It takes students' learning as the center and pays attention to students' learning process and learning effect. Introducing multimodal theory into English teaching can help teachers effectively integrate teaching resources, stimulate students' interest in learning, and cultivate students' multimodal cognitive ability.

In listening teaching, teachers improve students' learning by increasing their metacognitive awareness, for example, teachers can prepare multimodal background materials and guide students to make predictions about the listening content. Different from the traditional teaching mode of letting students listen to recordings and read texts, the multimodal teaching mode provides students with multimodal background materials, guides students to make predictions, and utilizes sensory functions to understand the background and culture of the materials. Multimodal activities can also be organized in the listening process, such as the use of loop playback to repeatedly stimulate the brain. Group discussion mode can also be used in guiding students to verify in listening.

In the teaching of spoken English, teachers can collect multimodal fresh corpus to create a standardized imitation context for students. Imitation plays an important role in students' English learning. Teachers can use modern information means to collect video and audio materials related to the topic of speaking training, such as original English movies or news videos. Students can feel the cultural background in English movies and videos and imitate authentic pronunciation to improve their oral expression.

In reading class, teachers can collect some multimodal reading texts such as imitation magazine-style texts on the Internet, which contain a large number of colorful drawings and hints, using visual modality to first catch students' attention, and multimodal information can help students better predict the theme of the article. This kind of multimodal teaching not only enhances the student's interest and enthusiasm in learning English but also reduces the difficulty of reading to a certain extent and enhances the students' understanding of the article.

In writing class, teachers make full use of multimedia and network tools to provide students with some multimodal writing materials, such as picture materials and video materials, together with text materials. Students can also use network tools to conduct multimodal searches to get more discourse materials to prepare for writing. In the multimedia writing process, the multimodality between teaching objects includes sound, sound size, pitch, sound frequency, color, light and tone, as well as font shape, size, spatial layout, etc. Multi-sensory participation will deepen the learning experience, and all these have a complementary and reinforcing effect on the meaning of language.

2.3. Enhance classroom authenticity and fun to increase student motivation

The new curriculum reform puts forward the change requirements for high school English teaching, including the change of the curriculum objectives, from knowledge transfer to the whole person cultivation of the goal of nurturing: the curriculum content should be changed from the previous "complicated, difficult, biased, old" teaching content, emphasizing that the English language input be "original" characteristics of the English language. The curriculum content should change the previous "complicated, difficult, partial and old" teaching content and emphasize the "original flavor" of English language input. So how can this original language be reasonably integrated with teachers' daily teaching? Teachers need to encourage students to take the initiative to transform input into output, to activate the link between students' life experience and classroom knowledge, to stimulate students' interest in learning and enhance their intrinsic motivation to learn. Multimodal teaching provides students with a broader learning environment through a large

number of teaching resources such as text, sound, animation, movie, and video, and at the same time enhances the students' spirit of exploration and inquiry.

Teachers with the help of PPT, based on the text materials of the teaching materials, interspersed with some movie clips and students' explanations to make the boring content become vivid and help students internalize the knowledge. In this teaching mode, the traditional role of the teacher has changed, the teacher is no longer the master and controller of the classroom, and students are no longer passive recipients of knowledge, they become the main body of information processing and meaning construction. Teacher-student interaction will also increase, helping to create a free and open learning environment. According to Krashen's "affective filtering hypothesis", the psychological or emotional factors of second language acquirers, such as motivation, confidence and anxiety, have a great influence on foreign language learning, and strong motivation, self-confidence and low anxiety are conducive to the learners' language input and output. Effective classroom interaction creates a relaxed, harmonious, and equal language environment for students, which is conducive to mobilizing their self-confidence and initiative and overcoming anxiety in foreign language learning [14]. Teaching multimodal PPT presentations not only improves students' attention to information and classroom participation but also develops students' ability to use multimodal symbols to create meaning, which is conducive to cultivating students' positive attitudes toward learning and forming a good learning atmosphere [15].

Sound modality is also a commonly used teaching modality. Music and songs are effective means to stimulate students' interest in learning English, which can inspire students' interest and make them learn happily. Video and animation are more visual than music. Combining beautiful music in the teaching process makes the classroom full of flexibility. Music is an extremely attractive language that can mobilize students' sensory cells, touch their hearts and lead them to expand their thinking. Through multimodal teaching, students have different experiences in learning and learn more actively. Teachers can introduce music, pictures, videos, animations and other teaching forms according to teaching needs, making full use of multimodal to stimulate students' interest in learning. For example, teachers can introduce the topic with a light song to activate the students' knowledge reserve, so that the students will be in a relaxed and happy mood in the atmosphere of English learning. Beautiful music, interesting videos, and lifelike pictures can to a certain extent expand students' thinking, improve learning efficiency, enhance students' interest in learning, learning in happiness, and inspire students to take the initiative to learn and enjoy learning. Driven by the task chain, students in the dynamic images, static graphics, audible sound and other information "stimulation" to stimulate learning inspiration, and interest in learning, to improve the efficiency of English learning, is conducive to the cultivation of students' language skills. In the process of reading teaching, multiple channels and teaching methods can be used to mobilize the students' multiple senses to work together, so that students can have a deep understanding of the content of the teaching, strengthen their memory, help them read the text independently, and improve their ability to use the language flexibly in the activities. To increase students' interest and participation in English learning, teachers can input appropriate video resources in teaching. For example, when teaching Unit 1 Friendship of the compulsory English of the Renjiao version of high school, teachers can provide students with the original English version of the movie "Annie's Diary" on Bilibili, of which there are two versions and a documentary, and the teacher can first enjoy the

movie in the preparation of the lesson, and then recommend a version suitable for the learning situation of his/her students to let the students appreciate it, and even add a small video interview with the relevant characters of the movie. The teacher can even add a small video interview with the characters of the movie. These rich visual teaching resources effectively supplement the textbook content. When static textbook articles are presented in a visual mode, classroom teaching becomes more vivid and motivation for learning is enhanced.

Multimodal teaching can also help to create contexts that make full use of multimodal resources and guide students to actively participate in the construction of knowledge. Multimodal teaching that uses visual expressions and mobilizes the audiovisual senses can help students fully understand and use what they have learned. This mode of education is more in line with students' memory patterns. For example, in a reading class, the teacher can present text illustrations, play text audio, and ask questions. Through the use of visual and auditory modalities, students can initially perceive the content of the discourse through listening and seeing, mobilize students' visual and auditory channels, effectively attract students' attention and create a sense of scene to help students experience the discourse in an immersive way. In the usual teaching process, teachers through the "multimodal" teaching method can achieve the use of multiple channels and multiple teaching methods to mobilize the students' multiple senses to coordinate and cooperate with the joint operation. Stimulating students' interest in learning can improve students' motivation to learn, and make students' impression more profound, achieving the strengthening of the teaching objectives and teaching results. This process will deepen the students' memory. The application of multimodality and multimedia enriches the classroom and improves teaching efficiency. The application of multimedia networks can simulate the real context, which greatly improves the teaching and learning atmosphere of teachers and students, brings vitality to the boring classroom, and thus improves the quality of teaching.

Multimodal teaching can also play an important role in writing programs. Teachers can encourage students to be creative in the writing classroom, i.e., to combine the materials provided by "multimodal" resources, encourage and guide students to carry out independent inquiry, extract the "multimodal" resources in a targeted manner, and further integrate them to form the knowledge and materials needed for writing. On the one hand, this improves students' motivation to write and guides the formation of logical thinking, and on the other hand, it also cultivates students' independent thinking and independent learning ability. Through the "multimodal" teaching method, students are provided with resources for independent learning and exploration and a good platform and environment for discussion and communication. Teachers can adopt the communicative teaching method of language teaching and borrow the resource platform and relevant materials provided by the "multimodal" teaching method to guide students to further discuss and exchange the issues mapped in the "multimodal" resources, and guide students to express their original ideas. This will lead to further discussions and exchanges on the issues mapped out in the multimodal resources, and lead students to express their original ideas, which will help them to develop their ideas and inspiration for the next writing process.

Dynamic video modality plays an important role in high school English vocabulary teaching. In traditional high school English vocabulary teaching, the vocabulary is learned singly so that students' interest is not very high. Under the multimodal theory of teaching, teachers can make full use of dynamic video modality to show the

vocabulary more vividly, so that the students' interest in learning will be greatly enhanced. For example, teachers can choose some news clips, songs, and other forms to stimulate students' multi-sensory, effectively improving students' learning effect. Teachers can also present real pictures to students when teaching some words to make classroom teaching more vivid and interesting. Text modality is also a common modality, whether it is the textbook, exercises, or the teacher's board and PPT all contain text.

3. The Significance of Multimodal Theory Applied to High School English Teaching

The theory of multimodal education indicates the direction of teaching operation, and teachers can integrate communication modes such as spoken and written language and body language, images, videos, music, and other communication modes, prompting them to connect, rely on and coordinate with each other, and constructing a teaching situation with flexibility and wholeness. Applying the multimodal theory to English teaching can help students master the English language rules faster and more profoundly, and improve the effectiveness of students' English learning.

3.1. Continuing professionalization of the level of English language teaching

As a basic education subject and an international language, English plays an important role in many aspects. Teachers are the guides of classroom teaching, whether in traditional teaching or English teaching under the multimodal theory, teachers play a pivotal role. The teacher's explanation and guidance can help learners understand more deeply and remember more deeply, but how to maintain a proper degree is crucial. If the teacher still maintains the previous indoctrination education, teaching is always teacher-oriented, ignoring the students' subjectivity and lack of student participation, in this kind of teaching process, if the teacher's English quality is low and the level of English professionalism is insufficient, the teaching is prone to a variety of human errors. Multimodal teaching can help students whose language sensitivity is not very high to a certain extent. English radio, English programs, and other audio-visual tools provide students with rich materials for learning, standardized language environment will greatly enhance students' English learning. Equity is better realized with the aid of multimodality. There is a certain degree of variability among different students, and teachers are generally able to understand this variability. Individual variability is reflected in various aspects, in which students will also have a certain uneven development in various senses such as vision, hearing, and feeling. So how can multimodal teaching be used to improve teaching? In response to this uneven development, multimodal multidimensional stimulation can stimulate students' interest more than single track, so it is necessary to create a more professional teaching team.

Schools can organize lectures and training to help teachers better understand multimodality and learn multimodal techniques and tools to cultivate their ability to innovate and learn with the times. Not only can the professionalism of teachers be improved, but the specialization level of English teachers can also be improved. Teachers in the teaching process actively change the teaching ideas, the multimodal teaching mode used in English teaching, through the multimodal form of discourse for the dissemination of knowledge, theory and skills. Teachers choose different multimodal English teaching resources flexibly according to the actual teaching situation and needs, and utilize multimodal resources scientifically. With the help of

big data and multimedia resources, the content of English classroom teaching can be more diversified and the teaching methods can be diversified. In the teaching content, the teaching form has been better enriched and improved to fully mobilize students' enthusiasm for learning. High school students are in a period of interest cultivation and laying a solid foundation. The vivid and interesting classroom can make the teacher and students form a good interactive model, creating a good teaching environment for students. In such a learning environment, students' multimodal cognitive and perceptual abilities will be gradually improved, deepening their understanding and memorization of knowledge, and the teaching in the English classroom will show a different teaching effect. In the learning process, learners not only learn how to learn with the help of multimodality, but also can more fully mobilize all the senses to deepen the learning and understanding of knowledge, and English learning literacy continues to improve.

Multimodal teaching changes the teacher's concept of teaching and the teaching activity becomes a rich multimodal interactive process. Multimodal teaching is carried out in teaching to stimulate students' interest. To realize the cultivation of students' comprehensive ability, the single English teaching mode is constantly shifting to diversified English multimodal teaching. Multimodal teaching achieve a balance between language teaching and non-language teaching in English, and cultivate students' multimodal language ability. Breaking the traditional teaching mode of cramming education in high school classrooms, learners have a higher degree of participation in English teaching, and they can change between different modes with the help of multimodal technology in learning to improve the learning efficiency continuously. Teachers should choose appropriate teaching methods for the whole teaching process and each teaching stage, and select appropriate teaching modes accordingly [16].

The new teaching mode can improve the enthusiasm and initiative of learners to a large extent, the teaching process needs to be noted: it is based on the diversity of its information carriers, integration, interactivity, and digitalization, multimodal aids can be set in the text, sound, image, the amount of information is large and multidimensional, can be integrated with a variety of teaching objectives, combined with a variety of teaching methods, to provide a flexible way of teaching, to fully mobilize all the senses of students, to achieve the improvement of the teaching effect. It can integrate multiple teaching objectives, combine multiple teaching methods, provide flexible teaching methods, and fully mobilize students' senses to improve the teaching effect. However, diversity has certain requirements for teachers' creativity and technical means. For teachers, deepening their understanding of multimodality is more conducive to improving their ability to apply it, and classroom teaching will pay more attention to communication and interaction with learners, which will improve the level of teaching to a certain extent. Learners in the learning not only learn knowledge, but also can more fully mobilize a variety of senses to deepen the learning and understanding of knowledge, English learning literacy continues to improve. At the same time, English teaching under the multimodal theory is conducive to the cultivation of high-quality talents and the continuous improvement of English proficiency and application ability.

3.2. Creating vivid memory situations

Teaching methods play an important role in the teaching process and a good educational method can play a multiplier effect. Take Multimodal teaching can fully

mobilize students' sensory cells, help students strengthen their memory, and comprehensively promote students' understanding and mastery of knowledge and skills. Multimodal teaching is a unique form of teaching, in which teachers guide students to understand the meaning conveyed by each modality in a multidirectional, multilevel, multifaceted, and three-dimensional way, including both textual surface and metaphorical meanings. Vocabulary and grammar occupy an important position in the process of learning English in high school, and at the same time, they are also the parts that many students find difficult. The multimodal teaching mode takes into full consideration the rules of language acquisition, and according to the characteristics of the language, it is through a variety of multimodal symbols used together. It helps students to acquire information according to the rules of students' memory, and the knowledge acquired in this case is easier for students to learn and generates more motivation. The knowledge that has been acquired will also be stored for a longer period and not so easily forgotten. For example, when explaining some words, the teacher can emphasize the words in red or bold on the PPT, and add pictures at the same time. Such a more intuitive way of presentation is conducive to attracting students' attention and can help them better understand and memorize what they have learned. Vocabulary information or grammatical information can be placed in special contexts and situations, and animation or audio can be used to present the raw content. An interesting learning environment, where students take initiative, can better help students master vocabulary and grammar, help students overcome the memory barriers caused by the limitations of cognitive ability and English proficiency, and quickly and effectively master knowledge. The vocabulary and grammar acquired by students in this kind of memorization context are more solid.

3.3. Providing rich language materials

Language sensitivity is an important element in the development of students' English proficiency. Lack of language sensitivity will lead to various deviations when students listen to and use English, thus affecting the improvement of their listening, speaking, reading and writing skills. Under the multimodal education model, the use of various audio-visual tools such as English radio, English newspapers, English programs, etc., while providing students with rich language materials, will also provide students with a standardized language environment, so that students are exposed to standardized examples of the use of English in an intangible way. At the same time, the application of various teaching modes such as role-playing and suggestion methods will provide students with an environment for language practice, which will promote students' language sensitivity and be conducive to the development of their English ability.

3.4. Creating a relaxed learning environment

A good and relaxed learning atmosphere can improve students' English learning efficiency. Multimodal teaching can construct a visual teaching situation that can stimulate students' interest. Teachers can organize multimodal activities that may stimulate students' interests, such as free inquiry, cooperative performance, group discussion and so on. These activities allow students to develop their initiative and actively participate in the classroom. In such a relaxed atmosphere, it can strongly promote the development of students' English ability. Language is different from some subjects, interest is the best teacher, when the students have fun as well as interest in the process, they will also have a stronger interest in the future learning

process, and will gradually turn from passive learning to active learning, learning in happiness. Music and songs are also a very effective learning tool to motivate students to learn English. Multimodal and unimodal are a pair of relative concepts. Unimodal teaching has a certain promotion effect on students' English learning, however, this promotion effect is limited. In multimodal teaching, students' exposure to information through multiple channels can effectively improve their English ability.

Under the guidance of multimodal theory, students learn more actively and have a more proactive attitude, and in terms of learning efficiency, it can greatly improve students' learning efficiency because, when the sensory cells are fully mobilized, students' attention becomes highly concentrated and they will have a positive attitude to learning. Beautiful music, interesting videos, realistic pictures, and current news in line with the times will expand students' thinking and increase their interest in learning. Modality can be used in a variety of ways so that students can have a fresh feeling every time and love learning English. Zhang Delu pointed out, "The multimodal teaching method has injected new vitality and pointed out the direction for English teaching [17].

4. Conclusions

In high school English teaching, multimodality has a very important role. Under multimedia technology, the optimal integration of multimodal teaching can make the English classroom out of the status of a single mode, enhance the richness and interest of the classroom, thus improving the teaching effect. Teachers use multimedia and network resources and other modern teaching resources as a platform for their teaching activities, and stimulate the students' auditory, visual and tactile senses with the help of sound, language, images, actions and other forms to enliven the classroom atmosphere, and increase student's interest in learning. At this time, they are no longer simple recipients of external stimuli, but active constructors of knowledge meaning and practitioners of multimodal media learning, which makes students actively participate in the teaching. In the process of participation, students constantly absorb new knowledge and integrate existing knowledge to construct new meaning. During the teaching, high school English teachers should pay attention to the connection between the knowledge and culture. English teaching and the training and cultivation of listening and speaking communication skills can not be ignored. The multimodal teaching method has injected new vitality and pointed out the direction for English teaching. The use of multimodal can create students' favorite teaching situation, so that students have an intuitive understanding of English knowledge content in specific situations, thus making their understanding of English knowledge more profound, and can stimulate students' enthusiasm for English learning, thus enhancing their learning efficiency, which should be vigorously promoted in teaching.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

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