

Analysis on the Application of Multimodal Teaching Mode to English Continuation Task Teaching in Senior High School

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Abstract: Multimodal discourse theory emerged in the West in the 1990s. Depending on this theory, images, music, color and some visual symbols, which are traditionally regarded as paralinguistic, are no longer in an auxiliary position in communication, but participate in the construction of meaning together with linguistic symbols. In 1996, the New London Group put forward a new concept of multimodal teaching, which further integrates the cultivation of multiple literacy into language teaching, and advocates that teachers need a variety of teaching modes to stimulate students' multiple senses in language learning. In recent years, the emergence of continuation task in senior high school has put forward higher requirements for students' reading and writing ability, which requires teachers to optimize the teaching mode of writing. This paper will analyze the application of multimodal teaching mode to English continuation task teaching in senior high school, hoping to be able to help teachers improve the teaching mode and promote students' reading and writing ability.

1. Introduction

The National English Curriculum Standard(NEC, 2017 version) states that discourses in language teaching are usually presented in multimodal forms, including both oral and written, as well as audio and video, and presented in different modalities. Multimodality has had a widely recognized impact on society, learners assessed at a low level as producers of verbal text may respond positively when working multimodally(Vincent, 2006). Therefore, with the development of ELT in senior high schools, the significance of the application of multimodal teaching mode to continuation task has been increased rapidly. Continuation task is a method of writing practice combined with reading comprehension(Wang, 2012),which puts forward higher requirements for students' information integration and analysis ability, creativity and logical thinking ability. In today's teaching of continuation task, there is a widespread phenomenon of separation of reading and writing and lack of interaction between teachers and students. As a result, many students only remember part of the language form and content. However, there are certain problems in the logic of thinking, the richness and rationality of content, and the accuracy and appropriateness of language. Multi-modal teaching mode emphasizes the use of pictures, videos, gestures, body

language and other different modes to transmit different knowledge, stimulate learners' multi-sensory application, so as to meet students' needs in thinking and language development. On this basis, this paper will continue to explore the application of this multimodal teaching mode in the teaching of continuation task in senior high school.

2. Theoretical Basis of Multimodal Teaching

In today's domestic English classroom environment with examination-oriented as the main goal, teachers often only pay attention to explaining the knowledge points and grammatical content, and ignore the systematic teaching of writing. On the other hand, as far as the teaching system is concerned, the teacher's teaching has not been planned reasonably and completely from the student's perspective, and the teaching methods and forms are traditional and single. As a result, students' interest in English writing is gradually weakened, and the improvement of their writing ability is slow. With the development of educational information technology, the multimodal teaching theory, which is based on social semiotics and systematic-functional theory, has come into being, and more and more scholars have begun to realize its guiding role in language teaching. In 1996, the New London Group put forward the multimodal teaching mode, which applies the multimodal theory to language teaching. It is advocated that teachers should make full use of images, audio, Multimedia and other teaching modes to stimulate students' multi-sensory They (1996) argue that literacy pedagogy now must account for the burgeoning variety of text forms in language learning associated with information and multimedia technologies.

Kress & Vanleuwen (1996) held the view that multimodality was to use several kinds of symbolic modes simultaneously. That is to say, multimodality referred to texts that conform to the discourse specification with images, charts, etc., or that performs multiple encoding to achieve meaning. There is no doubt that the encyclopedia knowledge stored in students' brains is a huge system that integrates images, sounds, numbers, words and other modes. Therefore, the writer needs to mobilize the symbolic memory of various modes. Thus, the construction and transmission of meaning are completed. From the multi-modal nature of writing process, it is feasible and necessary to apply the multi-modal theory to writing, especially to continuation task.

3. Multimodal Teaching Mode and Teaching Design

As for the definition of multimodal teaching mode, The New London Group(1996) proposed the combination of multimodality and language teaching for the first time. As a teaching theory, it advocated the use of networks, pictures, role-play and a variety of teaching methods to mobilize learners' multi-sensory collaborative operation to promote language learning. Kress (1997) points out that the source of meaning includes both language and binary codes of numbers, images and electronic technology. Since the transmission of meaning and the realization of communicative purposes depend on a variety of symbols, writing, as a kind of meaning transmission behavior with clear communicative intention, should also be realized in a multimodal way. Although multimedia is used as a teaching method in most high school English classes nowadays, many teachers just mechanically copy the knowledge from books on the PPT, which only superficially mobilizes students' various senses. In order to implement the real multimodal teaching mode, we must follow certain principles of teaching mode and teaching design.

The New London Group (1996) proposed four components of the pedagogy of multiliteracies: Situated Practice, Overt Instruction, Critical Framing and Transformed Practice. Kalantzis and Cope (2005) proposed four parts of the design learning process based on the four components: (1)Personal experience, including the acquisition of knowledge that students have mastered and new knowledge; (2)Concept naming, that is, the definition of concepts and the theoretical formation

of concepts; (3)Critical analysis, including finding causal relationships, discovering intentions, goals, motivations, etc. (4)Practical application, including application in appropriate contexts and creative use in new contexts. The multimodal teaching mode and teaching design principles mentioned above have set the stage for further clarifying the teaching objectives under the multimodal teaching mode.

4. Teaching objectives of English continuation task in senior high school under multimodal teaching mode

According to the New London Group(1996), a pedagogy of multiliteracies focuses on modes of representation much broader than language alone. At the macro level, the multimodal teaching mode aims at fulfilling the future life of students, which requires the cultivation of their multiple literacy skills so that they can better participate in social life and realize their self-worth. More specifically, multimodal learning is based on information technology and multimodal classroom. Using the information base to turn abstract objects into graphics and images, its classroom teaching is characterized by the interaction between teachers and students, students and students, and the interaction between students and multimedia courseware. In the multimodal teaching mode, the teaching of continuation task should not focus on the traditional teaching of vocabulary, sentence patterns and grammar, but cultivate students' multimodal language literacy, language learning ability, cultural recognition and critical thinking ability from the perspective of overall development.

(1) Developing Multimodal Language Literacy

Multimodal teaching mode requires students to understand the rules of language and make use of language properly, including the ability of oral expression and written expression. Most of the students trained under the traditional English education mode can read and write, but when it comes to actual oral communication, they often can not communicate effectively with each other. The teaching method of multiple reading and writing requires teachers to increase the opportunities of living communication and students' oral expression in the practice. In the process of Transformed Practice, students should be able to further rewrite and expand the text they have read, and complete the task of written expression. In addition, through the use of PPT, students can enhance their capacity to combine and organize multiple modes in the process of interaction with multimedia courseware, and also help to activate their writing motivation and desire, and improve the quality of writing output.

(2) Developing Multimodal Language Learning Ability

With the rapid development of information technology and the popularity of various electronic devices, students can no longer only acquire language knowledge from textbooks, but also have access to more and more learning resources, which requires them to identify and select the learning content they need from various pictures, videos or audio resources. This also requires teachers to pay attention to the cultivation of multimodal learning ability and help them utilize a variety of resources to increase language input in order to develop their reading and writing skills. In the process of Situated Practice, teachers can use various media to enrich the pre-writing activities of continuation task, and help students understand this meaning of the text. At the end of a stage of writing task, teachers can also use multimedia to carry out outward bound training for students'weak links in learning, so as to improve students' reading and writing efficiency.

(3) Fostering multimodal cultural recognition

It is a major task for foreign language teaching to foster students' cultural recognition. Students should not only understand the development of traditional culture and popular culture in the East and the West, but also be able to contrast the two cultures, analyze the impact of cultural differences on lifestyle, political structure, architectural style and so on, and gradually form their own cultural

understanding in this process. In the process of Situated Practice in teaching of continuation task, teachers should pay attention to the explanation of some cultural phenomena and present these cultural phenomena through words, pictures, videos and so on, so as to help students better understand the cultural connotation behind the text. In addition, teachers can also design pre-writing activities, such as role-playing, to mobilize students' multiple senses to participate, so that students can make choices with their own cultural understanding and perception, reproduce cultural scenes, and make their cultural background more intuitive.

(4) Cultivate the ability of multimodal critical thinking

Critical thinking is purposeful, self-calibrated judgment. This kind of judgment is evident in interpretation, analysis, evaluation, inference and explanation of the arguments, concepts, methods, standards or contexts on which the judgment depends. In the teaching activities of continuation task, the cultivation of critical thinking requires students to form their own analysis, understanding and evaluation of the content of the multimodal discourse they read and be in a position to express their views in writing in a certain context. Teachers need to guide students to have a deep understanding of the author's attitude and the ideas conveyed by the article in teaching, and reflect their own attitudes and views in writing. Teachers should also focus on providing clear guidance in the process of Overt Instruction when students have formed critical views on the content of the text, including some useful words and sentence patterns, so that students can better accomplish their own writing.

5. Teaching strategies of English continuation task in high school under multimodal teaching mode.

(1) Promoting the authenticity of the continuation task through Situated Practice

"Situated Practice" includes immersion instruction and simulation of the actual communication process (Zhang, 2012). Systemic functional linguistics holds that the meaning of language comes from its social function in the process of communication. Immersion instruction or simulating the process of communication can help students construct the meaning of vocabulary in communication and deepen their understanding of what they have learned. It is difficult for senior high school English teaching to achieve immersion teaching in a completely real context, so teachers can choose to simulate the process of communication, take the way of letting students experience to complete the teaching design, and select the test questions that can best distinguish students' level for Situated Practice. Specifically, before class, teachers can assign tasks in advance and require students to read the text intensively. In this process, students are expected to express their interpretation of the main idea of the text, which is conducive to mobilizing students' existing knowledge and preparing for the construction of new knowledge. Teachers are invited to insert the vocabulary and sentence patterns that students need to master before writing, so that students can simulate sentence making and strengthen the knowledge input before writing. Teachers can also provide model essays so that students can enjoy the continuation of articles close to the original style.

(2) Promoting the systematization knowledge through Overt Instruction

"Overt Instruction" is completed by teachers guiding students, not by teachers mechanically instilling textbook knowledge into students in the traditional pedagogy. The nature of Overt Instruction is a process in which students transform their existing knowledge into new knowledge, and also a process in which they understand new knowledge from the shallow to the deep and construct its meaning creatively. Overt Instruction and Situated Practice complement each other and may exist at the same time. In the process of real practice, teachers can pay attention to observing each student's continuation and give instruction when necessary. Based on the Overt Instruction, the teaching design is concept naming, that is, the knowledge points involved in the text are

summarized and sorted out. In terms of the teaching of continuing task in senior high school, explicit teaching refers to providing language support in students' writing process and providing knowledge input before the continuing process. In short, this process is not students' mechanical learning and practice, but teachers' instruction on how to carry out continuous writing activities in the real context.

(3) Promoting the level of thinking through Critical Framing

"Critical Framing" means that learners can actively organize the knowledge they have learned in practice, and can critically and creatively view these knowledge and express their own opinions, which is another important part of cultivating critical thinking. As far as the teaching of continuing task in senior high school English is concerned, it requires teachers to critically select typical texts that reflect the theme of the times and contain strong conflicts of views as writing materials. After absorbing new knowledge, students should be capable of consciously control and understand the relationship between knowledge system and social practice. In the process of teaching, teachers should help students internalize textbook knowledge through various media. This gives them the opportunity to think independently and objectively about the causes, background and influence of the contradictions in the article. When designing this teaching link, teachers can also set up some give the first sentence of each paragraph to help students spread critical thinking, open up ideas, and make their final work complete and full.

(4) promoting the effectiveness of practice through Transformed Practice

"Transformed Practice" refers to the process in which students apply what they have learned in a new sociocultural context (Feng, 2017). It requires students to further reflect on what they have learned in terms of design and practice, and to apply the learned ability to construct meaning in different contexts. The teaching process first extracts the essence and theory from the common phenomena, and Transformed Practice is to react the theoretical knowledge and cultural knowledge learned to practice, to guide practice, and to creatively apply the knowledge learned. With their students, teachers need to develop ways in which the students can demonstrate how they can design and carry out new practices embedded in their own goals and values. In the teaching of continuation task, Transformed Practice can be realized through classroom discussion and daily homework. Students can be divided into groups to discuss the best plan for continuation and possible perspectives for expansion. After class, regular and quantitative extracurricular reading activities can be arranged to allow students to continue writing stories they are interested in, and continue writing activities throughout their daily learning and life, so as to achieve the goal of promoting the practical transformation of students' writing ability.

6. Conclusion

With the rapid development of the Internet in China in the information age, multimedia and other electronic devices have become the main teaching AIDS. When teaching methods have become diversified, the teaching philosophy of senior high school English teachers should also be changed appropriately. The essence of multimodal teaching mode lies in the interaction in a multimodal context. Students should fully mobilize a variety of senses to participate in the interaction with teachers, students and multimedia courseware. There is still much room for the application of multimodal teaching mode in foreign language teaching. It is expected that more scholars and teachers can conduct more in-depth and extensive research to improve the quality of English continuation task teaching in senior high school.

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