

A Study on the Effect of Multimodal Teaching on Higher Vocational English Listening

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Abstract: This study aims to explore the effects of multimodal teaching on higher vocational English listening. By comparing the effects of both traditional listening teaching and multimodal teaching in higher vocational English education, it is found that multimodal teaching has significant advantages in improving students' listening level and learning motivation. By integrating visual, auditory and other sensory modalities, multimodal teaching enhances students' understanding and memory of English listening materials, and at the same time enhances students' interest and participation in learning. Traditional listening teaching often relies on a purely auditory approach, which makes it difficult for students to fully understand and grasp the listening content, and makes them prone to listening fatigue and learning aversion. Multimodal teaching, on the other hand, enables students to experience the language information more intuitively through the combination of audiovisual and audio-visual methods, thus improving their listening level and learning motivation. The results of the study have certain significance for improving the teaching methods of English in higher vocational education, providing teachers with new teaching ideas and methods, and helping to improve students' learning effect and learning motivation.

1. Introduction

English listening plays a vital role in higher vocational education, but the traditional listening teaching mode has many shortcomings in meeting the needs of students. With the development of educational technology and the deepening of cognitive psychology research, multimodal teaching as an innovative teaching method has gradually attracted attention. Multimodal teaching combines multiple sensory approaches with English learning to provide students with a richer and more vivid learning experience. The purpose of this paper is to study the practical effect of multimodal teaching in English listening teaching in higher vocational colleges, and to explore its influence on students' listening level and learning motivation.

2. Theoretical basis of multi-modal teaching

The theoretical basis of multimodal teaching is an important theoretical framework supporting the practice of multimodal teaching, which covers the theoretical support of educational technology, cognitive psychology, language acquisition and other disciplines. In multimodal teaching, teachers not only rely on oral knowledge, but use a variety of sensory channels, such as visual, auditory, tactile, etc., to help students better understand and master knowledge. Cognitive load theory: Cognitive load theory was developed by psychologist John Swadesky, who states that learners' cognitive resources are limited, and the difficulty of the learning task affects the allocation of cognitive resources. Multimodal teaching can present information through a variety of sensory channels, disperse cognitive load, reduce the difficulty of learning tasks, and help students better absorb and understand knowledge. Tendentious learning theory: Tendentious learning theory believes that learning is an active process, and learners will choose their own learning style according to their own tendencies and preferences. Multimodal teaching provides a variety of learning pathways, which can satisfy different students' learning tendencies and improve their learning interest and engagement ^[1].

Educational technology theory: Educational technology theory discusses how to use modern scientific and technological means to promote the development of education and teaching. With the help of computer, multimedia and other technical tools, multimodal teaching can create a more vivid and intuitive learning environment and improve the teaching effect.

Integrated learning theory: Integrated learning theory emphasizes the cross-integration between different disciplines, and believes that interdisciplinary learning is more conducive to the improvement of students' comprehensive literacy. Multimodal teaching can not only integrate various sensory channels such as audio-visual touch in language learning, but also combine language learning with other subject knowledge to promote the cultivation of students' interdisciplinary thinking ability.

3. The application of multimodal teaching in English listening in vocational colleges

Vocational English listening teaching is an important part of training students' professional quality and practical application ability. As an innovative teaching method, multimodal teaching provides new ideas and approaches for English listening teaching in higher vocational colleges. It promotes students' listening comprehension and memory, improves their listening level and learning motivation by integrating multiple sensory channels, such as vision, hearing and touch. The following will introduce the application of multimodal teaching in English listening in higher vocational colleges in detail. Application of multimedia teaching resources: Multi-modal teaching provides rich teaching resources for English listening teaching in higher vocational colleges with the help of multimedia technology. Teachers can use multimedia software, such as PowerPoint, video players, etc., to present the real language environment and life scenes to students. By showing real listening materials, such as business negotiations, interview conversations, etc., students can feel the application scenarios of English listening more directly and improve their listening comprehension. At the same time, teachers can also choose listening materials of different difficulty and subject matter according to students' level and needs to help them gradually improve their listening level. Design of audio-visual interactive teaching activities: Multi-modal teaching emphasizes students' participation and interaction. Teachers can design various audio-visual interactive teaching activities, such as listening games, role playing, discussion, etc., to stimulate students' learning interest and enthusiasm. For example, teachers can play a video, and then ask students to conduct listening comprehension and analysis, and discuss in a group to share their listening experience and opinions. Through this interactive teaching activity, students can not only

improve their listening level, but also exercise their language expression ability and teamwork ability [2].

The practice of multisensory experiential learning: Multimodal teaching emphasizes the use of multiple sensory pathways to help students understand and retain knowledge. In vocational English listening teaching, teachers can use a variety of sensory ways, such as visual, auditory, tactile, etc., so that students can feel English listening materials in an all-round way. For example, teachers can play videos to let students watch and understand the background and plot of the scene, and then conduct listening comprehension and analysis. Through multi-sensory experience learning, students can understand and master listening materials more deeply, improve their listening level and language perception ability. Implementation of practical teaching activities: Multi-modal teaching emphasizes the combination of learning and practice. Teachers can design a variety of practical teaching activities, such as practical listening training and listening competitions, to help students practice listening in a real language environment and improve their listening coping ability and language application ability. For example, teachers can organize students to participate in simulated business meetings, and let them have listening training when listening to English speeches and discussions, so as to improve their listening ability to cope with business scenarios. The provision of personalized learning support: Multimodal teaching can provide customized learning support according to the individual needs of students. Teachers can design different forms of listening training tasks according to students' listening level and learning style, and provide personalized feedback and guidance to help them better break through listening difficulties and improve learning results. For example, for students with low listening level, teachers can design more simple and clear listening materials and provide more listening training opportunities; For students with higher listening level, teachers can provide more complex and diversified listening materials, and encourage them to conduct independent learning and exploration. This is shown in Table 1.

Table 1: Multimodal Teaching Application Cases

Case name	primary coverage
Video teaching	Use business conference videos for listening training
Role playing	Simulated business negotiation scene for listening understanding and language communication
Field hearing training	Visit foreign enterprises and exchange them in English
Multimedia courseware	Use the multimedia courseware to present the life situation, to help the students understand the English listening materials

4. The influence of multi-modal teaching on students' listening level

Multimodal teaching is a teaching method that promotes student learning and understanding by integrating multiple sensory pathways such as sight, hearing, touch, etc. In English teaching, especially in higher vocational English listening teaching, the influence of multi-modal teaching on students' listening level is very important. Teachers should help students improve their listening comprehension: Multi-modal teaching enables students to understand listening materials more comprehensively by presenting multiple sensory stimuli. Compared with traditional pure listening training, multimodal teaching enables students to obtain more information through visual channels, such as watching images or videos to understand the background of the scene, so as to better understand the listening content. This kind of comprehensive perception helps students grasp the key information of listening materials more accurately and improve their listening comprehension ability. Teachers should help students improve their language perception ability: multi-mode

teaching focuses on stimulating students' language perception ability through multiple sensory channels. In listening teaching, students can obtain information not only through hearing, but also through visual, tactile and other sensory channels to help understand the problems in the learning process. For example, teachers can use pictures, animations and other visual materials to help students understand the listening content, so as to deepen students' perception and understanding of language ^[3].

Teachers should help students improve speech discrimination: Multi-modal teaching can help students improve speech discrimination through audio-visual combination. In listening teaching, teachers can provide visual materials such as mouth animation and speech waveform with listening materials to help students distinguish speech information more clearly. This kind of audio-visual combination helps students to understand the listening content more accurately and improve their speech discrimination ability. Teachers should help cultivate the ability to use listening strategies: Multi-modal teaching not only pays attention to the presentation of listening materials, but also pays attention to the use of strategies in the listening process. Through the audio-visual combination, teachers can guide students to use different listening strategies, such as prediction, speculation, hard of hearing, etc., to solve the problems encountered in listening. This strategic listening training helps students improve their ability to cope with listening challenges and improve their listening skills.

5. The influence of multimodal teaching on students' learning motivation

As an innovative teaching method, multimodal teaching can not only improve students' learning effect, but also have a positive impact on students' learning motivation. Learning motivation is the inner driving force for students to participate in learning activities, and plays an important role in regulating students' learning enthusiasm, learning attitude and learning results. Teachers should help enhance learning interest: Multi-modal teaching provides students with a richer and more vivid learning experience through the integration of multiple sensory channels. By watching videos, pictures and other audio-visual materials, students can more intuitively feel the richness and practicality of the learning content, thus increasing their interest in learning. Compared with traditional text textbooks, multi-modal teaching can make the learning content more specific and vivid, stimulate students' curiosity and desire to explore, and thus improve their learning motivation. Enhanced learning experience: Multi-modal teaching focuses on student participation and interaction, providing students with a more active and proactive learning experience. In multimodal teaching, students not only passively accept knowledge, but also actively participate in the learning process through various audio-visual interactive teaching activities. For example, teachers can design a variety of listening games, role playing and other activities, so that students can learn in a relaxed and pleasant atmosphere, enhance their learning experience and satisfaction, and thus improve learning motivation. Teachers should help enhance learning achievement: Multimodal teaching focuses on student learning outcomes and feedback, providing students with a more positive and confident learning atmosphere. In the multi-modal teaching, students can continuously improve their listening level and language application ability through watching and analyzing various audio-visual materials, so as to obtain a sense of achievement and satisfaction in learning. At the same time, teachers can also give timely feedback and guidance according to the students' learning situation, help them overcome difficulties, achieve better academic results, and further enhance their learning motivation. ^[4]

Teachers should help cultivate learning autonomy: Multi-modal teaching pays attention to students' active participation and independent learning, and cultivates good learning habits and independent learning ability for students. In multimodal teaching, students can not only acquire

knowledge by watching videos, pictures and other audio-visual materials, but also choose learning content according to their own learning needs and interests, independently arrange learning progress, and flexibly use various learning resources, which improves their learning autonomy and sense of learning control, thus enhancing their learning motivation. Teachers should help cultivate a sense of learning responsibility: Multi-modal teaching emphasizes students' learning responsibility and self-management ability, and cultivates students' positive learning attitude and sense of learning responsibility. In multi-modal teaching, students need to actively participate in various audio-visual interactive teaching activities, take the initiative to analyze and solve problems in learning, cultivate their self-monitoring and self-regulation ability, and improve their learning motivation and learning effect. At the same time, teachers can also guide students to establish correct learning attitudes and values through incentive and reward mechanisms, and promote students to actively invest in learning.

6. Implications and Prospects of Multimodal Teaching and Learning

As an innovative teaching method, multimodal teaching has shown great potential in the field of education. By integrating multiple sensory pathways, such as visual, auditory, and tactile, multimodal teaching provides students with richer and more varied learning experiences and promotes their learning and understanding. In higher vocational English education, multimodal teaching not only has a positive impact on students' listening level, but also provides new ideas and methods for education and teaching. The following are the revelations and prospects of multimodal teaching: Improvement of teaching effect: multimodal teaching adds more diversified elements to the teaching activities, which helps to stimulate the students' interest and motivation in learning, and improves their learning motivation. Through the combination of audio-visual, students can understand and master knowledge more comprehensively, thus improving the effectiveness of teaching. In the future, the application of multimodal teaching in different subjects and fields can be further explored to further improve the effectiveness and quality of teaching. Personalised learning support: multimodal teaching focuses on providing customised learning support according to students' individual needs, which helps to meet the learning needs of different students. In the future, it is possible to further personalise the design of teaching content and activities with the help of artificial intelligence and other technological means to provide more accurate and effective learning support, so as to better meet the learning needs of students ^[5].

Expanding the learning space: multimodal teaching is not limited by time and space, and can be carried out anytime and anywhere. In the future, multimodal teaching can be further applied to online education and distance education by using technical means such as the Internet and mobile devices, expanding the learning space and providing students with a more flexible and convenient way of learning. Enhancement of intercultural communication skills: multimodal teaching can enhance students' cultural awareness and intercultural communication skills by watching videos, pictures and other materials of different cultural backgrounds. In the future, the content and strength of intercultural education can be further strengthened to cultivate students' intercultural awareness and intercultural communicative competence so that they can better adapt to the globalised social environment. Combined with practical teaching: Multimodal teaching can be combined with practical teaching, so that students can have listening training and language use in a real language environment and improve their application ability. In the future, school-enterprise co-operation can be further strengthened to introduce practical listening training and project-based learning to cultivate students' practical application ability and professionalism and enhance their competitiveness. Strengthening teacher training: Multimodal teaching requires teachers to have more teaching skills and educational concepts, so it is necessary to strengthen teacher training and

professional development. In the future, teachers' training in multimodal teaching can be strengthened to improve their teaching level and quality, so as to give better play to the advantages of multimodal teaching.

7. Conclusion

As an innovative teaching method, multimodal teaching shows great potential and development prospects in higher vocational English education. By integrating multiple sensory pathways, multimodal teaching provides students with richer and more varied learning experiences and promotes their learning and understanding. This paper explores the impact of multimodal teaching on students' listening proficiency, pointing out its positive effects on improving listening comprehension, enhancing language perception, improving phonological discrimination, cultivating the ability to use listening strategies, and enhancing cultural awareness and pragmatic consciousness. Meanwhile, this paper also looks forward to the revelations and prospects of multimodal teaching, stressing the importance of improving teaching effectiveness, personalised learning support, expanding the learning space, enhancing intercultural communicative competence, combining practical teaching and strengthening teacher training. In the future, the application fields and methods of multimodal teaching should be further explored, the teaching mode and teaching quality should be constantly improved, and greater contributions should be made to the development of higher vocational English education.

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