

Innovation and Construction of Multi-Mode Interactive Teaching of College English Micro Course in Application-Oriented Undergraduate Colleges

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ABSTRACT. The multi-mode interactive teaching based on English micro course is in full swing in the application-oriented undergraduate colleges, but the cognition and innovation of multi-mode interactive teaching are obviously not enough. It is mainly reflected in the simple understanding of multi-mode interactive teaching as “the enrichment of instrumental teaching” or just blindly following the trend, which does not form the maximization of teaching basis and teaching means, making students just think it's fun and interesting. For teachers, it is also just a “novelty”, which obviously violates the general rules of English teaching. Starting from the basic concepts of multi-mode interactive teaching, this paper analyses the reasonable application of this new teaching method in the teaching process and finally attempts to construct an innovative multi-mode interactive teaching, so as to provide reference for more research on multi-mode interactive teaching of micro courses.

KEYWORDS: Application-oriented undergraduate colleges, English teaching, Micro course, Multi-mode interactive teaching

1. Introduction

English teaching in undergraduate colleges is more embodied in “non-specialized”, that is, the characteristics of English as a language tool are more obvious for students, and for such application-oriented undergraduate English teaching, two points must be achieved. To meet the “bottleneck” of teaching in this information age, one is the sense of the times in English teaching methods, that is, to adapt to the interactivity in English teaching, this interactivity is reflected in the interaction between teachers and students as well as the interaction of content; Inculcating teaching turns to cognitive teaching or guided teaching. Today, with the fragmentation of knowledge structure, knowledge becomes a kind of “need”, that is, students will actively learn the knowledge they need.

2. Overview of Multi-Mode Interactive Teaching in Micro Courses

The application-oriented college English teaching is more “non specialized”, that is to say, the more obvious feature of English for students is language tool. For such application-oriented college English teaching, two points must be done to meet the “bottleneck” of teaching in this information age. One is the sense of the times of English Teaching methods, that is, to adapt to the interactivity in English teaching. It is reflected in the interaction between teachers and students and the interaction of content; the second is the shift from instilling teaching to cognitive teaching or guided teaching. In the fragmented knowledge structure today, knowledge has become a “demand”, that is, students will take the initiative to learn the knowledge they need.

In such a background, that is, in the era of network information diversification, the breakthrough point of English teaching lies in the combination of technology and teaching to form the strongest catalyst. With the emergence of massive, open and interactive online courses (MOOC) in global English teaching, English learning is no longer just “teaching by words and deeds”, but more free choice of learning time and learning methods. In addition, the emergence of micro class and flipped class in the actual teaching also embodies the characteristics of the network of English teaching methods. In this case, the application of multi-mode interactive teaching mode of micro course is born, and multi-mode is the inevitable trend in the field of teaching. The application of multi-modal discourse analysis and multi reading ability theory guided by systemic functional linguistics in language teaching have been introduced for this background, which provides a solid theoretical basis and practical guidance for the construction of multi-mode interactive teaching and its application in teaching practice. Guided by the theory of multi-mode discourse analysis and the theory of multiple reading ability, this paper constructs the multi-mode interactive teaching mode of college English

under the network environment, and studies the teaching effect of multi-mode interactive teaching through teaching practice, so as to provide reference for promoting the practice of college English teaching and multi-mode interactive teaching in China.

3. Analysis on the Application of Multi-Mode Interactive Teaching Mode in Micro Courses

3.1 Application Analysis of Multi-Mode Discourse

The theoretical basis of the multi-mode interactive teaching mode of micro course can be traced back to the multi-mode discourse analysis in the 1990s, which breaks through the limitation of language oriented or even only discourse analysis symbol system. It is believed that the communicative discourse in the real environment is a kind of multi-mode symbol resources integrating language, image, voice, action, animation and so on, in order to construct the discourse meaning.

As early as 1996, the forerunner (Kressg Vanleeuvant) of multi-mode discourse research abroad began to seek the regularity of multi-mode phenomena in the sense of expression. In the same year, the New London Group applied multi-mode interactive language analysis to language teaching practice, and put forward the core concept of multi-mode interactive teaching design: to build a multi-literacies training model. From the beginning of the 21st century (2003), some Chinese scholars began to participate in the tentative research of this method. The cultivation of multi-literacies ability has played a positive role in the reform of foreign language teaching in China and the multi-mode interactive language analysis based on systemic functional linguistics. At the same time, the construction of the comprehensive theoretical framework based on multi-literacies ability is gradually launched. With the advent of the Internet age and the digital age, the ecology of multi-mode interactive teaching has been greatly developed, which promotes the development of multi-mode interactive teaching mode in English teaching. In terms of the application of multi-mode interactive English teaching in micro courses, we should pay attention to the following points:

3.1.1 The Relationship between English Classroom and Multi-Mode Interactive Teaching

English, as a global language, has a very obvious instrumental nature; so English class should also reflect the two characteristics of globality and instrumentality. However, in the current teaching, the global vision of English teaching is not prominent enough, especially the characteristics of English as a language tool is not clear. There are a large number of English majors in China and these majors are only used as language teaching but not from the purpose of language learning to open a window to understand the world. What is obviously more important than language is the culture and history of English countries, so in the process of English teaching, it is impossible to present the culture and history behind the language, which makes language learners lack of global vision.

So, it is worth thinking how to establish the relationship with English class in the actual multi-mode interactive teaching.

3.1.2 Teachers' Design of Multi-Mode Interactive Teaching

As English teachers, how to design the teaching content under the condition of multi-mode interaction teaching mode of micro class is worthy of attention. However, more surveys and statistics show that more than 80% of the teachers regard this multi-mode interaction-teaching mode of micro class as a complement of traditional English teaching mode. Obviously, they do not fully understand the real value of this multi-mode interaction teaching mode of micro class and what kind of teaching effect it presents. So, there are big problems in the design of multi-mode interaction teaching mode of micro class in English teaching, which are mainly reflected in two aspects: first, what are the advantages, disadvantages and complementary points of multi-mode interaction and how to combine them better. Second, where does the multi-mode interactive teaching mode fit with English teaching? There is no in-depth teaching research.

3.1.3 Multi-Mode Interactive Teaching in the Process of English Teaching and Its Continuity in and out of the Classroom

The functional characteristics of multi-mode interactive teaching mode of micro class are very obvious. It can play a positive role not only in the classroom, but also outside the classroom. Then under the condition of multi-mode interactive teaching mode of micro class, is there a multi-dimensional situational teaching, that is, the continuity of teaching inside and outside the classroom? This continuity is mainly reflected in that the knowledge points completed in the classroom can still be repeated learning and review outside the classroom. In addition, with the help of digital equipment to deepen the classroom learning and application outside the classroom, from the current situation, few

schools can do a good job of continuity inside and outside the classroom, which is obviously unfavourable to the creation of multi-mode interactive teaching mode ecology of micro class.

4. Innovation and Construction Measures of Multi-Mode Interactive Teaching Mode in Micro Courses

4.1 The Cultivation of Multi-Literacies Ability

According to the research and analysis of Spirio Topoulos, multi-literacies ability is to solve multi-modal problems by using multi information transmission and information network channels. In terms of language, learn to cooperate with others and cultivate critical thinking ability and cross-cultural awareness. With the multimodality of global information dissemination, the connotation of reading teaching has changed from the traditional knowledge output in the form of single text to a variety of reading teaching with the help of multimedia, network platform and mobile terminal. The cultivation of multi-literacies ability has become the core guidance of multi-literacies teaching.

New London Group believes that learning can complete the three stages of available design, design process and redesign through existing design, and rise in a circular way. On the basis of existing resources, we will continue to realize redesign and reinnovation. In this training mode, learners learn to integrate, critically analyze, innovate and recreate various kinds of information by using the most advanced technology and through various ways.

Therefore, it is very important to realize the multi-mode interaction teaching of micro courses, cultivate the students' multi-literacies ability, and train the learners' learning design and innovation in the application-oriented college English teaching. From the perspective of English teaching process, it should be measured by the dynamic interaction process and maximum effect of multi-mode conversion.

4.2 The Construction of Multi-Mode Interactive Teaching Innovation Model in College English

4.2.1 Basic Ideas of Innovation Mode Construction

Based on the situation of Application-oriented Universities and theoretical analysis, this paper attempts to construct a multi-mode interactive teaching innovation model of College English. The construction of the innovation model regards college English syllabus as a guiding principle, taking the teaching objectives of the specific teaching stage as the basic guidance. The main idea of building a comprehensive innovation model with students' learning as the main guidance is the design of multi-mode ecology of teaching basis, whose innovation lies in the repositioning of the role relationship between teachers and students in the teaching process and the rationalization of the interaction between teachers and students. In the past, the relationships between teachers and students and equal interaction have been emphasized. However, in the practical teaching of application-oriented universities, it has been found that the rationality of interaction is very important. We cannot blindly cater to the theory and ignore the differences in individual differences and self-discipline ability of students. Therefore, it is necessary to design more reasonable introduction points of multi-mode interactive teaching innovation mode, emphasize resource integration and effect target management, emphasize teaching subjects, teaching objects and the interaction between teaching subjects and objects, and emphasize the standardization of this interaction.

4.2.2 Specific Links of Innovation Mode

The innovative mode of multi-mode interactive teaching of application-oriented college English consists of eight links: first, the study of multi-mode interactive teaching manual in the semester; second, the introduction of courses at the beginning of the new semester; third, the study of content unit themes; fourth, the refinement of unit themes; fifth, the design and presentation of theme activities; sixth, the display and evaluation of teaching activities; seventh, the summary of semester teaching feedback; The eighth is the evaluation of the realization of semester teaching objectives. It consists of these eight links. Under the guidance of the application-oriented college English syllabus, the eight links are cycled in turn with the term as the unit. According to the teaching objectives of different semesters, the circling up theme activity plan is formulated. It emphasizes the theme participation of the micro classroom, so the teaching content within the semester is based on a theme or unit of the text as the main line of the micro classroom, and the teaching effect is maximized through the selection of unit theme, unit theme learning and review, and theme activity design. Finally, the fair, just and open evaluation of these activities is carried out to excavate the advantages and eliminate the disadvantages.

5. Conclusion

In this paper, the multi-mode interactive teaching innovation model is applied to the practical process of application-oriented college English teaching. It can effectively stimulate students' enthusiasm for learning, at the same time, it is of great significance not only for the maximization of teachers' teaching achievements, but for the transformation of teaching achievements and the management of teaching objectives with the help of Internet and digital technology. Starting from the concept of innovative multi-mode interactive teaching, this paper quotes the research results at home and abroad, and puts forward innovatively that we should pay attention to the design and standardized construction in the process of teacher-student relationship and teacher-student interaction or interaction, so as to provide a better guarantee for further moderate English learning for students.

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