

# *Research on Multimodal College English Classroom Teaching Mode in Multimedia*

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**Abstract:** China's "College English Curriculum Requirements" put forward that colleges and universities should make full use of modern information technology, adopt computer-based and classroom English teaching mode, to improve the traditional teacher-centered teaching approach. Therefore, it is particularly important to explore how to do a good job in classroom English teaching in the multimedia environment. In this paper, the concept of multi-mode is raised theoretically, and the research of multimedia and multi-mode teaching is introduced. This paper describes the optimization and reform measures of multi-modal college English classroom teaching mode, to improve the English classroom teaching effect and students' English learning efficiency.

On the whole, English teaching in our country has developed healthily and achieved remarkable results, but there are still many disadvantages, such as one-sided and rigid teaching mode. College English teaching mode is a common and new research topic. The innovation of teaching mode must be based on previous theoretical and empirical study. We must look for theoretical basis in psychology and pedagogy in traditional theories and western new theories. With the development of the reform of English teaching, Language Teaching in the situational context has been paid with more attention. Multimedia network-assisted teaching is an effective way to create different situations. The author believes that foreign language teaching should give full play to the role of existing multimedia network technology and attach importance to the development of artificial intelligence for language learners, so that college English teaching activities can develop from a single plane to three-dimensional, and students' language ability, language knowledge and cultural quality, professional quality and entrepreneurial ability can develop proficiently.

## **1. Advantages of Multimedia Network Teaching Mode**

Multimedia network teaching refers to a teaching mode that combines text, graphics, colors, sounds, videos, images and other information delivery media, and applies computer technology to various teaching links such as classroom teaching and teaching management to improve teaching quality and teaching efficiency. As a new modern teaching mode, multimedia network teaching has become the mainstream of the development of college English teaching and is a new teaching mode under the constructivism learning theory. In short, the core of constructivist learning theory is summarized as the student-centered approach emphasizing the active exploration of knowledge and the active construction of knowledge. The application of multimedia network-assisted teaching can

activate students' senses and attention to fully arouse students' interest in learning.

### **1.1 The classroom based on the multimedia network teaching mode provides students with a large number of rich, specific, vivid, intuitive and visual video information.**

Psychology research shows that certain sensory stimulation in the environment can cause people's response, thus arousing their attention and interest. The core and ultimate goal of language learning is to cultivate communicative competence. The cultivation of language communicative competence firstly requires input of a large amount of real language materials, and then through repeated practice and practical application, it is gradually transformed into the learner's internal language competence. Therefore, when teachers fully understand the personality characteristics and learning needs of students as teaching subjects, the natural and real language situations can be created in class. It is also necessary to organize various language practices to mobilize students' initiative and enthusiasm to participate in classroom activities. Multimedia network technology is applied in English classroom teaching. Through the introduction of a large amount of background knowledge, pictures and cultural thoughts, a large amount of knowledge and information would be brought to students. In the stimulation of vivid images, students would deepen their understanding of knowledge and their interest in learning.

### **1.2 The multimedia network teaching mode emphasizes personalized teaching and autonomous learning.**

There are infinite resources which emphasize changing the limited resources in the classroom and the traditional college English teaching process. Due to the large number of students and the limitation of teaching time, teachers often find it difficult to pay attention to the individual differences and personality development of students. In general, same teaching contents, teaching methods and teaching progress are adopted in teaching, which cannot teach students according to their aptitude. Such teaching activities are difficult to stimulate students' learning enthusiasm and are not conducive to the development of students' learning and the cultivation of their independent learning ability. Multimedia network teaching can vividly present the things, phenomena and processes involved in the teaching content to students, so that they can have a feeling of "being personally present", make boring knowledge interesting, abstract things concrete. Visualization can create a good simulation learning environment, and provide flexible and independent learning methods. Under the guidance of teachers, students can involve themselves in communication simulation. In the constant efforts, their ability to think in English will gradually take shape, which can be used more effectively to improve their ability to communicate in English

### **1.3 The multimedia network teaching mode provides background knowledge,**

Strengthens the communication between language and culture, and trains the ability of cross-cultural communication. Language is closely related to culture. Language is an important carrier of culture and has rich cultural connotation. It reflects the development track of a nation's history and culture. However, in teaching practice, students' understanding of English is limited by time and space, while computer-aided teaching can concretize abstract things, shorten the gap between time and space, and break the limitation of time and space. Multimedia network teaching can be free from time and space. At the same time, multimedia courseware also has strong expressive force. It can expand and reduce the time and space factors to show the slow changing process and phenomena by video. Therefore, teachers should give full play to the storage and display functions of computers, and use various media means to display the contents related to teaching contents or the

related knowledge of the subject in class. For example, when talking about western Thanksgiving Day, the teacher can first trace back to the origin of Thanksgiving and present the knowledge to students through pictures and pictures, like the origin of Thanksgiving Day, and then make a comparison from different perspectives so that students can understand how modern westerners view Thanksgiving Day and its significance.

## **2. Construction of Multimedia Network Teaching Mode**

In order to give full play to the leading role of teachers in student-centered classroom teaching, teachers must change their roles, i.e. from the transmitter of the knowledge and skills to the organizers and managers of classroom activities, to promote students' communicative competence and motivation of learning interests. In the multimedia network teaching mode, the role of knowledge transmitter and information source is mainly played by the multimedia teaching network, while the teacher is the organizer of teaching activities and plays a leading role in teaching. On the one hand, teachers should guide students to use multimedia equipment correctly; on the other hand, they should obtain useful information on the internet, make or choose teaching courseware, and use these resources to stimulate students' interest in learning, help students form learning motivation. In the teaching process, it is necessary to prompt the connection between new and old knowledge, help students to transfer knowledge and organize "collaborative learning". Only in this way can students' learning be guided to a deeper level, and can students' learning activities be effectively monitored.

Students should be positioned at the center in the multimedia network teaching mode of college English teaching. Because in the multimedia network teaching process, students can carry out listening, vocabulary, grammar, reading and writing training on the computer according to the teaching requirements. Due to the abundant resources provided by teachers, students can choose suitable learning contents and learning strategies according to their own interests and actual levels, determine their own problems in the situation, find their own ways to solve the problems, and construct their own meaning in the process of problem solving.

The constructivism theory believes that learners construct their own understanding of things. Different people see different aspects of things, and there is no unique standard and understanding. Through their own efforts, they can transcend their own understanding, see those different from their own understanding, thus forming a richer and more comprehensive understanding and promoting the development of their cognitive ability. Autonomous learning is an effective way for students' cognitive development. It pays attention to the uniqueness of individual construction mode, students' active study and exploration to form a comprehensive and profound understanding. At the same time, autonomous learning, as a means of constructing knowledge, is often used as the organizational form of research learning in practice. It gives students full choice, full experience and positive encouragement and inspiration, thus enabling students to obtain creative learning methods, learning viewpoints and research results, which is conducive to the cultivation of students' rigorous academic attitude and creative thinking.

## **3. The Use of Multimedia Network to Improve the Effect of College English Teaching**

Using multimedia network to assist college English classroom teaching can effectively increase the delivery efficiency of classroom knowledge and the information density, optimize the teaching environment, fully mobilize students' senses, and effectively train students' listening, speaking, reading and writing skills. Although multimedia-aided teaching has so many advantages, it is not omnipotent either. It is only a technical aid and cannot completely replace teachers' teaching activities. First of all, when making multimedia courseware, teachers must follow the principle of "practicality, timeliness and moderation", fully grasp the important and difficult points of teaching materials, find

the starting point of multimedia network and teaching content, and pay attention to follow the students' thinking rules, embody teaching strategies and adopt different forms and methods. Secondly, the main body of English classroom teaching is still the activities of students, so the design and application of multimedia network classroom should always put students as the main body in the first place to create various necessary communication situations, which will give prominence to the advantages of multimedia in integrating various information and functions such as words, images, images, sounds and animations, to provide students with a large number of language practice opportunities and fully embody the practicality of English classroom teaching. Only through a large amount of English communication between teachers and students, can students' English communication ability be cultivated.

#### 4. Conclusion

Multimedia network assists college English teaching and provides a vivid learning environment for students. With the input from computers, students can promote their understanding and memory of knowledge, cultivate their ability to do positive thinking and break the traditional one-way mode of knowledge dissemination. It is a new and effective classroom teaching method, ultimately improving the quality of students in an all-round way and improving the effect of English classroom teaching.

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