Research on College English Reading Teaching Guided by Multimodal Theory

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Abstract: With the advent of the "Internet plus" era, the combination of multimedia technology and network technology has attracted much attention in the teaching of College English. The traditional single reading teaching based on reading and writing is no longer applicable. It is necessary to cultivate students' multi-modal reading ability in modern English reading teaching. Firstly, this paper makes an analysis of the multimodal theory, and then it analyses the necessity and importance of applying the multimodal theory to college English reading teaching. Finally, some suggestions are put forward.

1. Introduction

English reading is one of the effective ways to learn a language. People can acquire more language knowledge and information through reading, which is the basis for people to learn and use English. In the Internet era, people's communication mode has undergone tremendous changes. Language is no longer a single means of meaning expression, but presents a diversified, multi-modal development trend. The New London Group (1994) was the first organization to put forward the "multimodal theory". The success of multimodal theory mainly benefits from two aspects, including discourse analysis theory and the progress of modern science and technology. Multimodal discourse analysis theory is based on the theory of systemic functional linguistics proposed by Halliday (1994). Halliday proposed that language is a social symbol system. Besides language, sculpture, painting, music or dance can be regarded as a representation system, which can realize the social function of transmitting symbols with language. Therefore, English reading teaching should adapt to such a development trend. We should change the traditional teaching mode. By means of modern science and technology, we can provide a better atmosphere and conditions for English language learning. Through the multi-modal theory, the teaching of English reading can achieve fundamental changes, so that we can improve students' English reading ability.

2. The necessity of applying multimodal theory into college English reading teaching

2.1 Needs for development in the era

With the development of economic globalization, English is used more and more widely. All kinds of information take English as the basic language of information transmission, such as world information, science and technology information, cultural life information, news information and so

on. If we do not have the ability to read and write English, we will be difficult to adapt to the needs of the times. College stage is the best stage for students to develop their English reading ability. In order to get more opportunities for development, it is necessary for students to master the ability of multi-modal reading and writing. This requires teachers to teach English reading based on multi-modality theory.

2.2 Important ways to develop reading interest

Multimodal English reading teaching is an important way to cultivate students' interest in English reading. Multimodal reading teaching model can reduce the difficulty of English reading. By improving students' understanding of "difficult, boring and boring" in English reading, students are more likely to be attracted by interesting reading situations, especially under the influence of multimedia information technology.

3. A survey of multimodal theory in college English reading education

A total of 1000 questionnaires were distributed and 894 valid questionnaires were recovered, with a recovery rate of 89.4%.

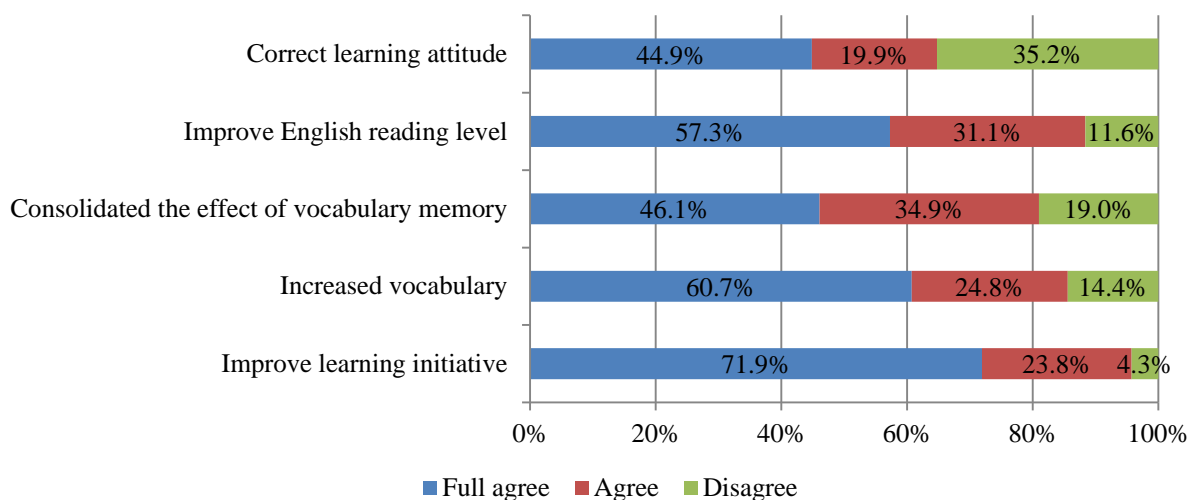## 3.1 Multimodal theory promotes students' interest in reading

Figure 1: Survey results of multimodal theory promoting students' interest in reading

The implementation of multi-modal teaching can directly promote students' interest in learning, which has a positive impact on students' learning attitude. Implementing multi-modal teaching can improve learning initiative and English reading level, accounting for 95.7% and 88.4% respectively. The detailed results are shown in Figure 1.

3.2 Multimodal English reading teaching

Compared with the traditional teaching system, students' memory time and accuracy of knowledge points are better in the multi-modal teaching system. In the multi-modal teaching system, there are many teaching modes, such as PPT, multimedia video, voice lab, pictures, video. According to the survey results, college students prefer video and multimedia teaching methods, accounting for 39.8% and 30.4% respectively. The detailed results are shown in Figure 2.
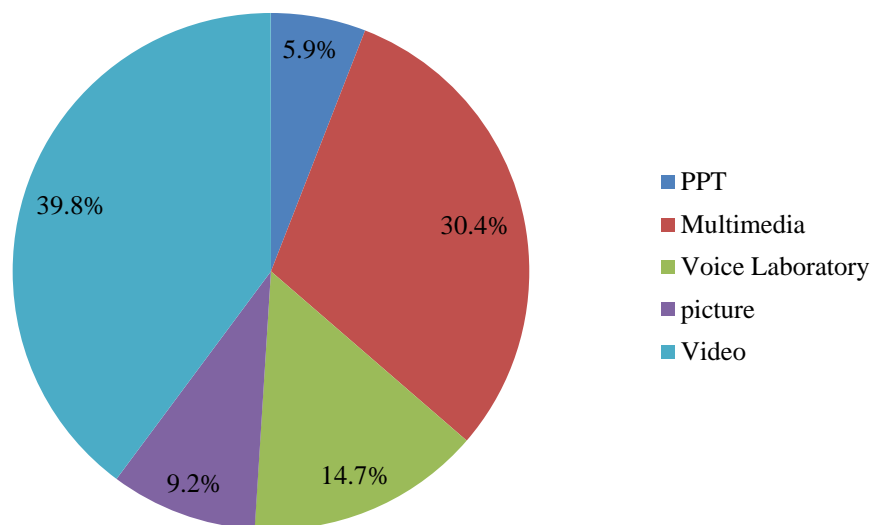
Figure 2: Survey results of multimodal theory teaching methods

4. English reading teaching strategies guided by multimodal theory

4.1 Creating the Real Context of English

Language learning effect is closely related to the external environment. However, context plays a very important role in vocabulary learning and application. Many teaching methods in multi-modal English teaching create a real language environment for college students, such as the use of multi-modal symbols and multi-angle interactive atmosphere. Therefore, multi-modal English reading teaching can create a language environment closer to real life for learners, which will help learners improve their reading ability.

4.2 Diversified after-school requirements

Before the end of English reading teaching, teachers should make a retrospective summary of classroom teaching. Summarization can put forward some rectification requirements for the next classroom teaching. After summarizing, teachers also need to assign some after-class learning tasks, such as oral, written or practical assignments. Teachers can communicate with students through modern communication tools such as network platform. At the same time, the platform can also provide mutual evaluation between teachers and students. This kind of interaction is more concealed and causes less psychological burden to students and teachers, which is conducive to the authenticity and accuracy of evaluation. Teachers can reexamine their own teaching mode based on these evaluation results and make certain changes. Through multi-modal presentation, teachers can make the forms of homework more flexible and diverse. While students are stimulated to study actively and actively, they can improve the interestingness and interaction of English reading teaching.

4.3 Preparing lessons carefully

Before teaching reading, English teachers also need to do a good job in preparing lessons. Teachers present multi-modal teaching content to students through modern teaching equipment. Students can use their various senses to learn English reading. At the same time, English teachers should give full play to their leading role in reading teaching. By choosing appropriate teaching

contents and modes, we can stimulate students' senses and guide them to think independently and positively. Finally, college students can gradually form their own English thinking.

5. Conclusions

The improvement of modern information technology and teaching environment provides basic technical conditions for the introduction of multi-modal teaching into the classroom. Although the study of multimodal teaching in China is still in its infancy, with the further exploration of the practical study of foreign language teaching, the theory will become more and more mature. As a new teaching mode, multimodal theory is bound to inject new life and new ideas into foreign language classroom teaching. Foreign language teachers should put forward new requirements according to the cognitive law of contemporary college students. We should try our best to create a more natural and relaxed reading environment for students through modern technology such as network and multimedia.

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