



# Multimodal Teaching of Japanese Newspaper Reading

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**Abstract.** With the deepening of teaching reform and the development of network technology, single teaching mode has been difficult to adapt to the needs of modern teaching. As a kind of teaching theory, multimodal teaching believes that students should be stimulated to participate in language learning through various ways and teaching resources. Based on the theory of multimodal teaching, this paper discusses the practical application of multimodal teaching in classroom teaching, and reflects on the effectiveness of the teaching method. In order to maximize the teaching effect, it is necessary to avoid the abuse of modal resources in the teaching process.

**Keywords:** Japanese Newspaper Reading · Multimodal · Teaching research

## 1 Introduction

With the innovation of teaching ideas, the deepening of teaching reform and the rapid development of network technology, the disadvantages of traditional single teaching have become increasingly prominent. The multimodal teaching theory organically integrates teaching subjects with curriculum resources, and tries to stimulate students' hearing, vision and other senses to promote language learning with the help of Internet, video and other audio-visual resources. It is designed against the background of a diversified information construction system and delivers information in an audio-visual way, so as to create more realistic situations for foreign language study. In addition to improving the classroom effect, it can also cultivate students' learning initiative, language expression ability and critical thinking ability [1].

## 2 Multimodal Teaching Theory

Modal is a way for human beings to interact with the external environment through hearing, vision, touch and other senses, including traditional language symbols, as well

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as symbol resources such as sound, picture, action and color. Information communicated by a single sense is called mechanism, and information communicated by two or more senses is called multimodal. Auditory mode, visual mode, taste mode, tactile mode and olfactory mode are some of the more commonly used modes.

In 1996, The New London Group put forward a multi-modal teaching theory consisting of situational practice, explicit guidance, critical framing and transform practice. Situational practice allows students to immerse themselves in real situations, acquire new knowledge and develop new skills based on existing knowledge or their own experience. Explicit guidance is to promote students' independent exploration and improve their ability through teachers' guidance. Critical framing is to guide students to selectively and critically absorb what they have learned and apply practice to solve problems. Multimodal teaching emphasizes the use of multiple modes, carries on the information interaction, cultivates the students' multi-reading, writing ability and critical thinking, and improves the teaching effect [2].

With the development of modern science and technology, multimodal discourse plays an increasingly important role in human communication and has a great impact on foreign language teaching. In recent decades, the application of multimodal in teaching has become a hot research topic in Europe and America. In terms of multi-mode PPT presentation, Mills [1] proposed a specific plan for curriculum design through 18-day classroom teaching observation and semi-structured interviews with teachers and students. Meanwhile, his research on the application of PPT presentation in class has also attracted the attention of many scholars. Fisher [2] raised some questions about PPT application in ESL classroom. Nouri & Shahid [3] made an empirical analysis of the influence of teaching theoretical knowledge with PPT on students' learning attitude and memory. In terms of the application of multimodal mode in foreign language teaching, the New London Group [4] first applied multimodal mode in language teaching. Royce [12] and Stein [13] discussed the coordination and application principles of multimodal teaching in language classroom [12, 13]. Guichon & McLornan [14] put forward the methods and design principles of computer-assisted instruction (CAI) by studying the influence of multi-modes on second language learners [14]. In terms of the ability cultivation and effectiveness of multi-modal teaching, Kress & van Leeuwen [5] proposed the application principles and schemes for the cultivation of multi-modal literacy in a multi-modal environment. Bartsch & Cobern [7] and Butler & Mautz, Jr [8] studied the effects and application principles of multimodal teaching in accounting courses, and believed that multimodal is helpful to students' understanding of abstract concepts [4].

In recent years, Zhang Delu, Gu Yueguo and other scholars have also provided new ideas for the reform and practice of foreign language teaching in China. In terms of multimodal PPT presentation, Hu [15] analyzed 23 entries in the Australian Society and Culture PPT Presentation Contest held by Renmin University of China in 2005 [15]. Zhang [16] took first-year non-English majors as samples to explore the changes in learning performance under the environment of multi-mode PPT classroom presentation. In terms of multiliteracy [16]. Zhu [17] discussed the origin of multiliteracy research and the meaning of multiliteracy, as well as the significance of multi-modal discourse analysis to China's teaching reform [17]. Wei [18] analyzed the multiple reading and writing

abilities of non-English major college students from the perspectives of modal application and discourse type [18]. Wang [19] conducted an empirical study on multimodal and multicultural literacy training [19]. Zhang [20] proposed a multi-literacy training model based on the concept of “design”. In terms of multi-modal framework model, [20] Gu Yueguo [21] analyzed multimedia and multi-modal learning and proposed to use role modeling language to analyze the two kinds of learning [21]. Zhang Delu [6] created a framework for multimodal discourse analysis and research from the perspective of systemic-functional linguistics. Zeng [22] and Li [23] studied the effectiveness of the multi-modal audio-visual teaching model on the development of listening and speaking ability [22, 23]. Liu [24] discussed the multi-modal design of college foreign language audio-visual textbooks [24]. Through the review of the above literature, it can be found that the research on multimodal teaching in China is still in the initial stage, and there is little research on the application of multimodal teaching in classroom teaching, especially in Japanese majors [5].

### **3 The Necessity and Teaching Practice of Japanese Newspaper Reading Based on Multi-mode Teaching Theory**

Japanese Newspaper Reading is a professional elective course for senior Japanese students, which is a systematic course to teach Japanese social culture. The selection of materials is extensive and informative, and most of them are hot topics in current affairs, which can reflect the current situation of Japanese society from multiple angles [6].

As an important language practice, selective reading of newspapers and periodicals is an important way for college students to obtain information and knowledge. The rapid development and application of multimodal teaching has brought new cognition and enlightenment to the elective reading course of Japanese newspapers and periodicals in universities. The characteristics of newspaper articles determine the diversification of teaching methods for selective reading of newspapers and periodicals. Multi-mode teaching organically combines sound, image and text, and promotes students to understand Japanese newspapers and periodical articles step by step and comprehensively and dialectically in the process of exploring knowledge through the analysis of symbol resources. At the same time, in the implementation of the curriculum in Japanese newspapers and selected readings in multimodal teaching can make the teaching idea of the whole teaching process have a clear, explicit, and practice teaching content, targeted, is beneficial to improve the students' learning attitude, actively participate in classroom teaching activities, to further stimulate students learning enthusiasm and initiative of the press, To cultivate language ability and critical thinking ability, enhance cultural awareness and confidence [7].

#### **3.1 Multimodal Instructional Design**

With the development of multimedia technology in modern society, language teaching should not only pay attention to students' language reading and writing ability, but also cultivate their multimodal reading ability. In the classroom teaching of Selected Reading of Japanese Newspapers and Periodicals, the four steps of situational practice, explicit

guidance, critical framing and transformation practice are carried out in turn. Multi-modal resources are not only teaching means, but also teaching content, as well as the connection between students and the real world [8].

In the scene practice link, multi-modal communication and interaction are carried out to mobilize students' auditory, visual and other senses to participate in classroom activities. The teaching content is presented in the form of text, image, audio and other specific multimodal forms to create a multimedia learning environment and narrow the gap between teaching content and students' cognition. Teachers can put forward multi-modal problems related to the theme and close to real life according to students' learning ability. Students are required to make PPT courseware and demonstrate in class with multi-modal resources in groups. When talking about "Contaminated water from the Fukushima Daiichi nuclear power station will be discharged into the sea", for example, ask students to think about the following questions first.

- What is the meaning of genpatsu?
- Please tell us about the impact of the Fukushima Daiichi nuclear power station accident.
- Are you in favor of discharging nuclear effluent? What are the reasons?

In addition, teachers can give proper guidance on how to integrate symbolic resources such as written language and visual symbols, and how to integrate content through typography such as font and color, and comment on students' performance so as to further expand students' cognitive depth and realize effective transformation of knowledge.

In the context of multimodal teaching, explicit guidance means that teachers explain the cooperative construction meaning of various modes in classroom teaching with explicit language. Teachers can add text, image, audio and other relevant visual and auditory symbols in PPT courseware, to change the single text visual mode of teaching. Secondly, modern classroom teaching presents multi-modal characteristics, so Japanese teaching also needs to mobilize multiple senses, pay attention to students' cognitive process, and improve students' sensitivity to the visual meaning of multi-modal resources. Teachers can use PPT courseware, blackboard writing, oral language, body language and other static and dynamic combinations of the way, highlight the multi-modal three-dimensional sense, to create a relaxed and interesting classroom atmosphere [9].

Critical framing is to guide students to analyze newspaper articles from different perspectives, critically think about the social problems reflected in the articles, and cultivate students' critical thinking ability. Such as talking about "Abe, the prime minister resign suggests that" the prime minister Abe announced his resignation this theme, guides the student to think will learn Japanese knowledge combined with current event hot spot, the deep reason for resignation and influence on relations between China and Japan, and their own views and opinions through proper words. This is very beneficial to expand students' thinking.

Transformation practice needs to select appropriate modes according to the theme of this class, consolidate knowledge and expand ability. Teachers can extend classroom teaching to after-class and carry out multi-modal extracurricular activities. For example, let students explain the teaching content by interview, role play and other ways, or guide students to read, browse newspapers, magazines, etc., or ask students to write a news

report on the subject of this class, improve students' learning initiative and promote students' independent learning [10].

### 3.2 Multimodal Evaluation System

Under the multi-mode teaching mode, the evaluation of students' learning effect should not only take examination scores as the sole standard, but also must be diversified. For example, the number and content of students' speeches are counted, and teachers evaluate their use of multi-modal discourse, accuracy and other aspects, which are reflected in the final grade. In addition, learning profiles can be used for evaluation. The learning profile looks at the progress of the student and evaluates the whole learning, not the parts. What is recorded is the learning process of students, to see whether there are changes in their learning attitude and cognition. Multimodal evaluation can evaluate and analyze the learning effect comprehensively and objectively, which is helpful for teachers and students to adjust the goals and learning methods timely and improve the teaching effect.

### 3.3 Effectiveness of Multimodal Teaching

After a semester of multi-modal teaching, the author found through a questionnaire survey and interview that the teaching reform of "Selected Reading of Japanese Newspapers and Periodicals" had some effect, and most students recognized the multi-modal teaching mode. Teachers use rich multi-mode PPT to make the teaching content more interesting. The diversity of information presentation expands students' horizons, strengthens their understanding of newspaper articles, and improves classroom learning efficiency and participation in classroom activities. In the process of group presentation and learning discussion, students believe that their learning initiative, language expression ability, cooperation and coordination ability and critical thinking ability have been improved, and enhance their confidence in learning Japanese.

However, from the PPT courseware made by students, it can be found that there is a kind of certain randomness in modal invocation, lack of adequate understanding of the relationship between modes and coordinated use, and the ability of making PPT with multi-modal resources needs to be improved [11].

## 4 Conclusion

The introduction of multimodal teaching conforms to the trend of teaching reform and development, meets the needs of students' cognitive development, can fully mobilize students' vision and hearing, and cultivate students' comprehensive Japanese application ability and critical thinking ability. Therefore, it is very necessary to perfect an efficient multimodal teaching mode of Japanese Newspaper selection. However, there are also some problems in multimodal teaching, such as excessive pursuit of diversification of teaching methods, and excessive amount of information leading to increased difficulty in information screening and discrimination. Multimodal teaching is a double-edged sword. Good handling can improve the learning effect, and poor handling will distract students'

attention. Therefore, teachers should integrate and make effective use of modal resources to guide students' autonomous learning and realize the optimization of teaching effect.

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