



Exploration of Multi-modal Teaching Mode in English Course for Non-commissioned Officers

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Abstract. With the advent of the “Internet+” era, modern educational technology has developed rapidly and deeply integrated with foreign language teaching, changing the original ecosystem of foreign language teaching. Now, people can transmit information through language, images, sounds, visual expressions and other multi modal forms, and English teaching has developed from traditional static and single-modality to multi-modality. Based on the analysis of the problems existing in the present multi-modal teaching mode, this paper explores a new path of multi-modal teaching mode in English course for Non-commissioned Officers. The new path explores the multi-modal design of teaching contents, teaching activities, teaching assignments and teaching evaluation, in order to promote the students’ English learning interests and meet their development needs.

Keywords: multi-modal teaching · English teaching · NCO

1 Introduction

The concept of multi-modal was born in 1996. According to Kress and Leuwen, human beings communicate through the integration of language, sound, movement and other ways, and such comprehensive use of multi-symbols can be called multi-modal. Multi-modal teaching is developed on the basis of multi-modal discourse analysis. To put it simply, the multi-modal teaching mode is to use multimedia to perceive the teaching content [1]. Specifically, through the organic combination of video, voice, text, and pictures, it can mobilize students’ multi-modal cognition and strengthen students’ multiple abilities.

2 Features of Multi-modal Teaching Mode

2.1 Emphasize the Multiple Use of Senses

The five senses of the human body refer to hearing, sight, smell, taste and feeling. Multi-modal teaching is based on the five senses and realizes the simultaneous use of multiple

senses in teaching. In general, multi-sensory use refers to adding perceptual teaching and enriching visual teaching on the basis of traditional auditory teaching and visual teaching. The traditional teaching model is a single linear model, which is based on the teacher's teaching and does not consider the learning type of the students. Therefore, many students can not be highly motivated or study hard. The multi-modal teaching method uses multiple senses together. For example, in the actual English teaching class, multimedia technology can be used to display graphic information and video information of teaching-related content for students, and physical teaching aids are used to simulate real scenes, so as to enhance students' sensory experience and successfully transfer students' attention to the English class. At the same time, this method can also promote students to associate other knowledge at multiple levels, stimulate students' independent thinking ability, and promote students to be more active in English class [2].

2.2 Emphasize the Diversity of Teaching Modes

The English teaching mode for non-commissioned officers is too rigid and outdated. It mainly adopts the method of "teaching lecture and students listening". However, with the reform of the country's education system, this method is not suitable for modern English teaching. In order to cultivate students' diverse cultural literacy and good communication skills, a new teaching method is needed to meet this requirement and stimulate students' interest in learning English. The multi-modal teaching method requires the addition of PPT presentations, situational teaching, classroom discussions and other methods on the basis of traditional teaching methods. In this way, students can be encouraged to participate in the English teaching classroom.

2.3 Emphasize the Leading Role of the Students

In the traditional vocational English teaching mode, teachers, as the leader of the classroom, often pay too much attention to knowledge teaching, but ignore the positive interaction with students. Students are completely passive in the learning process and lack active communication with teachers [3]. In modern English teaching classes, teachers need to clarify that they are only the guides for students to learn English. Students are the main body of English learning. The multi-mode teaching method aims to emphasize the students' leading role, and stimulate their enthusiasm for multi-modal learning. In fact, there is no fixed teaching mode for multi-mode teaching method. When conducting multi-mode teaching method in English classes for non-commissioned officers, teachers can design the teaching contents and activities according to the students' practical needs, and students can also take part in the design of teaching activities.

3 Analysis of Problems Existing in the Present Multi-modal Teaching Mode

Research shows that 83% of the information acquired by human comes from vision, 11% from hearing, 3.5% from smell and 1.5% from touch [4]. Multi-modal teaching enriches the ways and forms of information input, mobilizes learners' various senses,

and is conducive to the realization of multi-dimensional interaction and multi-modal collaboration between teachers and students, students and students. It can stimulate learners' interest in learning, improve their learning initiative and learning efficiency. However, in practical applications, there are also some problems in multi-modal teaching.

3.1 Teachers' Informatization Ability is Insufficient

Although teachers are familiar with computers, network information technology, teaching software, etc., they have been adapted to the traditional teaching mode and are not yet proficient in how to deeply integrate media into foreign language teaching. How to effectively and efficiently carry out multi-modal teaching has become a new challenge for teachers. They must strengthen the learning of educational informatization technology and improve their informatization literacy in order to mobilize students' multiple senses.

3.2 Teachers' Understanding of Multi-modal Teaching is Biased

Many English teachers still have some misunderstandings about the multi-modal teaching model. One misunderstanding is to mistake multimedia learning for multi-modal learning. Multimedia teaching emphasizes the use of various media for teaching, while multi-modal teaching emphasizes the use of multiple senses and methods to stimulate learners' interest in learning and promote teaching. Multi-media technology provides technical support for multi-mode teaching, and the connotation of multi-mode teaching exceeds the scope of multi-media teaching. The second misunderstanding is to exaggerate the main role of technology. They only focus on the multi-modality of teaching resources and teaching activities, while ignoring the connotation of multi-modal teaching. The choice of any mode should be closely related to the learning content in order to achieve the best learning effect. Learners should not only pay attention to learning resources or activity forms but pay attention to the connotation of teaching. Teachers should not let the improper multi-modal resources or activities distract students' attention, which will only interfere with the acquisition of language knowledge and skills. Therefore, multi-modal learning should be carried out in a proper manner [5]. Teachers should pay attention to the selection and collocation among multi-modals [6].

3.3 The Learner's Self-learning Ability Needs to Be Improved

Non-commissioned officers have weak self-control and supervision ability in English learning, and lack of self-learning awareness and ability. In the absence of supervision, some learners lack the initiative for independent learning and can not complete online learning requirements on time. Even if it is completed, deep learning and active thinking cannot be carried out. Therefore, teachers should implement precise supervision on learners' autonomous learning by building a multi-modal evaluation system, and guide learners to gradually establish their awareness of autonomous learning and improve their autonomous learning ability.

3.4 The Multi-modal Teaching Evaluation System Needs to Be Improved

In the multi-modal teaching mode, learners' assignments have changed from single paper assignments to multi-modal assignments with mixed symbolic elements such as text, images, audio, and video. Therefore, the learning evaluation should be changed accordingly, and a multi-modal learning evaluation system should be constructed. The evaluation dimension should also change from focusing only on language learning to focusing not only on language learning, but also on learners' emotional experience, behavioral cognition, critical thinking and other multi-dimensional content [7].

4 Construction of Multi-modal Teaching Mode in Military English Course for Non-commissioned Officers

In view of the characteristics of non-commissioned officer learners, they are better at image thinking than rational thinking. And it is difficult for them to concentrate on learning for a long time. Therefore, the multi-mode learning mode is more suitable for non-commissioned officers. Based on the analysis of the application status of multi-mode teaching mode, this paper will focus on the path to practice multi-mode teaching mode in English course for non-commissioned officers, so as to meet their learning and development needs. Considering the above problems, we will build the new path in four aspects: multi-modal teaching content, multi-modal teaching activity design, multi-modal assignment design and multi-modal evaluation system.

4.1 Improve Teachers' Information Literacy and Rebuild Multi-modal Teaching Content

The forms of multi-modal learning resources can include text, pictures, images, audio, video, etc., such as micro-lecture videos, multimedia PPT, electronic teaching plans, online exercises and tests, etc. Teachers should improve their information literacy and "refine" the course teaching content. Materials and knowledge related to learning topic can be collected through micro courses, MOOC, SPOC, We-chat, and QQ, etc., so as to fully mobilize learners' collaborative work of their multiple senses and arouse their potential learning enthusiasm. Under the guidance of teaching objectives, teachers appropriately rebuild multi-modal teaching content, so that verbal and non-verbal forms can be organically combined and the conceptual meaning of teaching content can be transformed in interpersonal meaning [8].

4.2 Correctly Understand the Connotation of Multi-modal Teaching and Scientifically Design Multi-modal Teaching Activities

Cognitive psychology emphasizes that the process of brain learning is essentially the process of human interaction with the external environment. Information technology has greatly expanded the space for multi-modal interaction between teachers and learners. Through the design of multi-modal teaching activities, we can create more effective multi-modal interaction between teachers and students, students and students, teachers. The multi-modal interaction can strengthen students' comprehension and memory

of learning resources, and achieve more effective language output. Teachers should correctly understand the connotation of multi-modal teaching and scientifically design multi-modal teaching activities.

For example, before class, teachers can release multi-modal tasks to students through multi-modal teaching resources. The multi-modal teaching resources include micro-lecture videos, multimedia PPT, audios, online exercises and tests. The multi-modal tasks include vocabulary learning, pronunciation learning, grammar learning, discussions before class, group reports, etc. Through these tasks, teachers assist students prepare themselves for the class learning. In class, with the proper design of multi-modal teaching activities, teachers can create a multi-modal discourse situation for students to fully perceive the information and knowledge. These multi-modal teaching activities can include group discussions, role-play, mini-talk, oral presentation, PPT presentations, etc. Through these activities, learners can be guided to mobilize multiple senses, deepen their understanding of the learning content and improve their English comprehensive application ability.

4.3 Arrange Multi-modal Teaching Assignments and Improve Students' Learning Autonomy

In order to improve students' autonomy in learning and consolidate classroom learning outcomes, teachers can take the advantages of network technology and design multi-modal teaching assignments. A variety of learning application platforms such as Cloud Class, Super Star learning, Unipus, i-TEST, i-Write and various Apps can be used. For example, on the Unipus platform, students can be organized to complete assignments in various output forms, which can be single-person assignments, group assignments, oral speeches, skit performances, PPT presentations in the form of video, audio, or written reports. The platform will provide real-time feedback on the submission time and completion of students' homework, and teachers will guide students to use the knowledge they have learned to summarize, analyze, evaluate and reflect on their homework. Students can also consolidate their knowledge with the help of various learning Apps. For example, learners can memorize English words with the help of the "Love Memorizing Words" APP, to complete online dialogue practice by using smart phones, and to correct self-pronunciation by using the "Fun Dubbing" APP. In addition, teachers can also encourage students to actively participate in foreign language clubs, English corners, English competitions, film dubbing competitions, speech competitions, song competitions, workplace English drama competitions, and other activities, and use incentive mechanisms such as credits to give recognition and rewards. Through these multi-modal teaching assignments, teachers can supervise students to improve their learning autonomy and enhance teamwork among classmates.

4.4 Construct a Multi-modal Teaching Evaluation System

Multi-modal evaluation refers to the use of multi-modal methods to evaluate the teaching process and teaching quality. It includes both formative evaluations and summative evaluations. Multi-modal formative evaluation refers to the comprehensive evaluation of students' classroom display results, task participation and homework by teachers

using various information media or platforms, combining online and offline, in-class and out-of-class performance. Multi-modal summative evaluation is the evaluation of students' learning effect, which is not limited to one paper, but adopts a variety of examination forms, including paper score, SPOC score, output result display and other forms of examination [9]. The evaluation method should be changed from the single paper qualitative evaluation to multi-mode evaluation combining quantitative and qualitative evaluations. The evaluation dimension should not only focus on language learning, but also on learners' emotional experience, behavioral cognition, critical thinking and other multi-dimensional content. In short, multi-modal evaluation is multi-method, multi-channel, all-round multi-evaluation and multi value-added evaluation. It should run through the whole process of learners' independent learning, and play the role of supervision, evaluation and feedback in English teaching.

5 Conclusion

Constructing a multi-modal teaching model is an inevitable trend of the needs of the times and the development of language learning. Through the construction of a multi-modal teaching model, the English course for non-commissioned officers deeply integrates various media and military English teaching, stimulates learners' various senses, mobilizes their learning initiative and enthusiasm, and promotes the multi-dimensional relationship between teachers and students as well as students and students.

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