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Construction of English Multimodal Classroom in Colleges and Universities under Big Data Environment

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Abstract: With the multi-modality of college foreign language cognitive style and dimensions, China's higher education curriculum reform also has higher requirements for the traditional class teaching system based on practice. It is of great urgency and necessity for teachers to establish effective teaching concepts and guide classroom teaching to realize effective teaching. Under the background of big data, the current traditional British teaching mode does not meet the application requirements of independent colleges. Massive open online course and microteaching have become trends in the field of education. The introduction of multi-modal discourse analysis theory brings new ideas, methods and teaching design to English teaching. College English takes classroom teaching as the main body, and the collaborative application of multi-modal discourse changes the rigid explanation mode. Based on the analysis of the integration of big data and multimodality in the current college English curriculum, this paper has initially formed a theoretical framework for the construction and evaluation of multimodal classroom environment in China. Teachers need to use their rich working experience and profound knowledge to create a good learning atmosphere for students.

Keywords: Multimodal classroom, English teaching, big data.

Introduction

With the multimodal cognition and dimensions of college foreign language, the curriculum reform of higher education in our country also has higher requirements for the traditional class teaching system based on practice [1]. The scale of English education in our country continues to expand and great achievements have been made in English teaching, especially in primary and secondary schools. However, it cannot be denied that there is still a big gap between the current situation of English education in China and the requirements of China's economic construction, social development and era

development. Classroom teaching is a widely used teaching method in college English teaching activities. Although the continuous development of modern educational technology has brought new models for teaching activities, the new models and technologies are also realized under the condition that classroom environment is the main body [2]. Between teachers' teaching behavior and students' learning effect, it has become an important potential factor that determines learning effect and affects students' cognitive and emotional development. Computer-based and classroom-based English multimedia teaching mode is a new English teaching mode designed to help Chinese college students meet the requirements of college English teaching [3]. At present, in the actual teaching, English classes are still mainly taught by teachers, only explaining pronunciation, vocabulary, sentence patterns and other knowledge step by step according to the established goals [4]. This neglects the students' ability to use language in the real context. The students are only passively accepted, and their participation and subjective consciousness are extremely poor. Effective teaching must adapt to the requirements of specific teaching situations [5]. The English classroom teaching model under the network environment is under the guidance of constructivism and other theories. This paper analyzes the integration of big data multimodality in university foreign language courses at this stage, and initially forms a theoretical framework for the construction and evaluation of our university English multimodal classroom environment.

Multimodal analysis of college English classroom

In the teaching activities of colleges and universities, the classroom is the place where teachers and students communicate most, so classroom teaching has always been the focus of researchers. English not only refers to communication tools, but also is an effective way to improve the use of English to obtain information, analyze information and broaden your mind. Effective teaching is not only a kind of teaching theory but also a kind of teaching practice. In order to construct the multi-modal classroom teaching strategy of college English under the new curriculum standard, we use the method of combining student questionnaires and teacher interviews to understand the current situation of college English classroom teaching [6]. The English level of the college students enrolled by the large-scale enrollment expansion in our country is different, so the teaching methods of teachers need to be adjusted. In addition, due to the differences of students in different schools, the classroom teaching environment cannot be ignored. Based on the theoretical model of the construction and evaluation of the multimodal classroom environment of college English in China, the scale is designed to investigate the teaching process and teaching results of college English classroom at two levels by exploring the personal perception of college students of English classroom environment in China.

With the development of the times, the main function of modern English classroom teaching is not only to teach students about the English language itself, but also to cultivate students' ability to communicate in English. On the

whole, the relationship between the three dimensions of the teaching process and between the three dimensions and the learning effect is assumed to be consistent with the observed data. Each path coefficient of the path model has significant significance. Figure 1 is a path analysis model of constructing dimensions of college English multimodal classroom environment and learning effects.

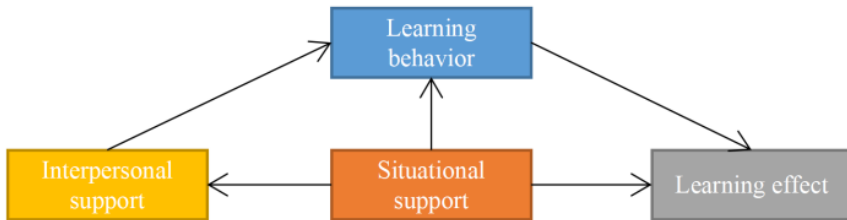


Figure 1. Path analysis model

The three dimensions of learning behavior, interpersonal support, and situational support also show significant positive correlations with learning effects. It shows that the three dimensions are related to the learning effect, which further reflects the high internal reliability of the overall scale. Among the many factors that affect effective teaching, classroom management, activity innovation, and educational technology are three important variables that affect the establishment of teaching situations. The establishment of teaching situations is the basic requirement for effective teaching. The constantly changing teaching situations require teachers to adopt flexible and diverse classroom management strategies to ensure the orderly development of teaching activities [7]. Teaching media should be a cognitive tool for students' active learning and collaborative exploration, not just a means to help teachers impart knowledge. Under the new round of curriculum reform, the core literacy training of subjects becomes the top priority, and the core literacy of English subjects naturally becomes the focus of educators. The time of college students can be said a lot or very little. The key lies in how to plan reasonably. The combination of work and rest is the best choice for learning. College students face not only academics but also invisible shoulders on their shoulders. There is an extra burden of responsibility pressure, which affects the learning effect in happy colleges.

Practical exploration of multimodal English classroom

The effectiveness evaluation of classroom teaching should not only look at the results of teaching, but also attach importance to the teaching process. In the questionnaire survey and discussion, we also found that what students think of teachers' multimodal classroom teaching behavior includes in-depth explanation, clear multimedia courseware, active classroom atmosphere and effective group discussions. When one mode of discourse cannot fully express the full meaning of the communicator, the communicator must supplement and strengthen it with other modes of discourse. Although students began to

contact with English from primary school, some students were not interested in it and did not pay attention to it, which led to the low English scores. The content of classroom teaching is pronunciation. Teachers should explain the key points and skills of pronunciation clearly, and then let students imitate with reference to the corresponding audio. A relaxed English learning atmosphere should be created. Boring times are unavoidable in English learning. Teaching is not only a cognitive process. A lively and efficient course cannot be conducted under tight teacher-student relations.

The language itself is very vivid, but it is difficult for students to keep their attention throughout the English class. Multimodal application will mobilize students' different senses, and the conversion of different modes will continuously attract students' attention, enhance students' learning interest and thus improve classroom teaching efficiency [8]. A reasonable and effective teaching theory is fundamental in the teaching process. The influence of students' knowledge and experience gained through participating in teaching activities on their learning behavior, interpersonal support and landscape support is an important part of building a multi-modal classroom environment. In a foreign language environment, classroom learning is not only a series of cognitive processes such as processing, analyzing and memorizing the oral or written language input of the target language. Teaching characteristics are the combination and expression of teachers' long-term formed teaching concepts, teaching ability and teaching style, and are the sign of excellent teachers' mature, personalized and creative stable state. With the promotion of the new curriculum concept, teachers should pay attention to the improved teaching mode, gradually changing from the traditional knowledge indoctrination to the guidance, inspiration, consultation and encouragement of students' learning, so as to liberate students from the learning machine.

Conclusion

The popularization of big data and the development of multimedia make the second language acquisition mode show the characteristics of multimodal. The reconstruction of multimodal classroom must be rooted in the classroom full of information and wisdom. Classroom teaching is the most important link in the process of foreign language learning, and the construction of multimodal classroom environment is an important potential factor that determines the quality of teaching. The discussion in this paper has initially formed a theoretical framework for the construction and evaluation of multimodal classroom environment for college English in China. The choice of multiple modes in English classroom teaching is because one mode cannot fully convey the teaching content or can't effectively convey clear teaching content. Teachers must supplement and strengthen it with other modes of discourse. Multimodal teaching mode is more in line with the needs of the society and the times. In the English classroom, multimodal means are used to stimulate students' multiple senses through network technology, so as to stimulate students' interest and initiative in learning English. Whether

students' learning methods are scientific, learning efficiency and learning initiative affect their learning effect. Theory is only a guide in teaching, but also requires teachers to fill in the gaps with their rich working experience and profound knowledge to contribute to the construction of multimodal classroom environment.

Acknowledgements

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