Research on College English Audio-Visual and Speaking Teaching Model in the Context of Multimodality

Yingying Cui*

The Tourism College of Changchun University, Changchun, 130607, China
*Corresponding author: cyy@tccu.edu.cn

Abstract: *With the rapid development of information technology, multimodal teaching resources have become increasingly common in university English teaching. This article aims to explore how to construct and implement a multimodal audio-visual and listening English teaching model, and to study the positive impact of this model on students' English listening and speaking abilities. To achieve this goal, the article adopts various research methods including literature review, teaching experiments, and data analysis, and proposes a comprehensive English audio-visual and listening teaching model that integrates visual, auditory, and interactive technologies. In addition, the article conducts empirical research and verification on the effectiveness of this model, aiming to provide new perspectives and practical references for university English teaching. Through the integration of multimodal teaching resources, students can participate in a richer and more interactive learning environment. The dual stimulation of visual and auditory inputs and interaction with the teaching content enhance their language comprehension and expression abilities. This teaching model not only stimulates students' interest in learning but also helps them better remember and apply what they have learned, enabling them to use English more confidently and fluently in real communication.*

Keywords: *Multimodal teaching; Audio-visual-oral teaching model; College English; Teaching experiment*

Introduction

With the rapid development of information technology, multimodal teaching resources are becoming increasingly widespread in university English teaching. These resources include various forms such as videos, audio, images, and animations. Their integration can provide students with a richer and more interactive learning environment. Through dual stimulation of vision and hearing, as well as interaction with the teaching content, students' language comprehension and expression abilities can be greatly enhanced. However, there are some issues in current university English audio-visual and speaking teaching, such as the singularity of teaching resources and low student engagement, which limit the improvement of students' English listening and speaking abilities. To overcome these problems, teachers need to adopt more diversified teaching methods and introduce more diverse teaching resources. At the same time, they should also encourage students to actively participate in classroom activities, increasing their interest and engagement in learning. In addition, teachers should consider how to effectively integrate these resources, ensuring they match teaching goals and student needs, to achieve the best teaching results. For example, teachers can use multimedia tools to combine video and audio materials with classroom instruction, creating a more lively and engaging learning atmosphere. Furthermore, by designing interactive classroom activities, such as role-playing and group discussions, students' enthusiasm can be further stimulated, allowing them to improve their English listening and speaking skills in practice.

This article aims to delve into and analyze how to effectively construct and implement a multimodal audio-visual-oral English teaching model in the context of multimodal perspectives. This study will elaborate on the potential positive impact that this innovative teaching model may have on enhancing students' English listening and speaking abilities. By integrating multimodal teaching resources, such as visual, auditory, and interactive learning materials, not only can students' interest in learning be greatly stimulated, but it also helps them to remember and apply the English knowledge they have learned more effectively. Moreover, this teaching model can enhance students' confidence and fluency in using English in real communication situations. Therefore, this study has significant practical

implications for the field of college English teaching and provides valuable reference for educators. This study will also explore in depth how to combine these multimodal resources with traditional teaching methods to achieve the best teaching outcomes. At the same time, this article will analyze the adaptability and effectiveness of this teaching model in different learning environments and among different student groups, as well as how to adjust and optimize teaching strategies based on students' specific needs and feedback. Through these studies, we hope to provide a more comprehensive and flexible teaching model for college English teaching to meet the needs of modern education.

In order to achieve the research objectives, this article employs a variety of research methods, including but not limited to literature review, teaching experiments, and data analysis. First, through the method of literature review, we conducted an in-depth exploration of the definition of multimodal teaching, not only sorting out its theoretical framework but also analyzing in detail its application in the field of language teaching and how it affects and improves teaching effectiveness. Second, in the teaching experiment section, we carefully designed specific teaching models and applied them in actual teaching processes. Through observation and evaluation, we recorded students' learning responses and outcomes, aiming to understand the performance of these models in real teaching situations. Finally, in the data analysis section, we systematically organized and deeply analyzed the data collected during the experiments, using statistical methods and tools to quantitatively process the data, thereby verifying the effectiveness and feasibility of the designed teaching models. This ensures the scientific and reliability of the research results.

1. Theoretical Foundations of Multimodal Teaching

Multimodal teaching is an innovative approach to education that integrates various semiotic systems, such as language, images, sounds, gestures, etc., to enrich teaching content and enhance learning outcomes. This method is based on the core concept that the learning process is not limited to language and text alone but should encompass a variety of sensory experiences including visual, auditory, and tactile. Through the involvement of multiple senses, the learning experience becomes richer and more comprehensive, aiding students in better understanding and absorbing knowledge. Moreover, multimodal teaching encourages students to express their understanding and creativity in different ways, such as through drawing, creating videos, or role-playing. These activities not only stimulate students' interest in learning but also help them develop skills in critical thinking, creativity, and collaboration.

1.1 Definition of multimodal teaching

Multimodal teaching is an advanced educational concept that emphasizes the conscious integration and use of various semiotic resources and communication modes during the teaching process. These modes include, but are not limited to, visual, auditory, tactile, kinesthetic, and other sensory experiences to promote students' understanding and mastery of knowledge. The core of this teaching approach lies in emphasizing the multi-channel transmission of information, which is not limited to traditional listening and speaking but also includes seeing, touching, body movements, and more. Through this method, students can approach and understand learning content from multiple angles, achieving deeper cognition and memory. Multimodal teaching recognizes that different students may have different responses and preferences to various sensory inputs, and therefore, by providing diverse teaching methods, it can better meet the individual learning needs of each student and improve teaching effectiveness.

The implementation of this teaching method requires teachers to consider not only traditional teaching materials such as textbooks and handouts when preparing lessons but also how to effectively integrate multimedia resources, such as videos, audio, interactive software, and hands-on activities. The purpose of multimodal teaching is to create a richer and more dynamic learning environment where students can explore and learn using all their senses, rather than relying solely on auditory or visual information. This teaching strategy believes that when students can experience and process information in multiple ways, their absorption and memory of knowledge will be more solid, and the learning process will be more vivid and enjoyable.

1.2 Theoretical framework of multimodal teaching

Cultural Awareness: Recognition and understanding of the characteristics and differences of various

cultures, including sensitivity to cultural values, beliefs, and behavioral norms.

Cultural Knowledge: Knowledge reserves about the history, social structures, communicative habits, and non-verbal behaviors of different cultures.

Cultural Skills: The ability to use both verbal and non-verbal means for effective communication in intercultural interactions, including language adaptability, interpretive and associative abilities, and observation and listening skills.

Cultural Attitudes: Openness, respect, and appreciation for different cultures, as well as a willingness to engage in intercultural learning and adaptation.

Behavioral Competence: The ability to adjust one's behavior according to cultural differences in actual intercultural communication, including adaptability, flexibility, and problem-solving skills.

1.3The application in language teaching

In language teaching, multimodal teaching can greatly enrich the learning experience and improve learning outcomes. Here are several common application methods:

Combining visual materials: Using images, charts, videos, and other visual materials to help students better understand language content. For example, when learning vocabulary, pictures can be used to help students remember words.

Using audio materials: Improving students' listening comprehension and pronunciation accuracy through listening exercises, songs, podcasts, and other audio materials.

Interactive learning: Using multimedia technologies, such as interactive whiteboards, learning software, etc., to enable students to learn language through hands-on operations and interactive experiences.

Role-playing and simulation activities: Through role-playing, scenario simulations, and other kinesthetic activities, students can apply language in real contexts, enhancing their practical language skills.[1]

Cross-cultural communication: Using online platforms to organize cross-cultural communication activities for students, allowing them to practice language in a real language environment.

Multimodal teaching not only improves students' language skills but also fosters their critical thinking, creativity, and intercultural communication abilities. By combining multiple sensory experiences, multimodal teaching provides a richer and more effective approach to language learning.

2. Analysis of the Current Situation of College English Audio-Visual and Oral Teaching

With the rapid development of information technology, the audio-visual and oral teaching model for college English has been widely applied. It provides students with a more vivid and intuitive learning experience by combining visual and auditory materials. However, during the actual teaching process, this model also reveals some problems that affect the teaching effectiveness.

Firstly, the uneven distribution of teaching resources is a prominent issue. Although online resources are abundant, not all colleges and universities can provide high-quality audio-visual and oral teaching resources. Some schools, due to financial constraints, cannot afford advanced teaching software and hardware equipment, resulting in students not being able to access the latest teaching materials, which affects the learning experience and outcomes.

Secondly, the lack of professional competence among teachers is also a problem that cannot be ignored. Audio-visual and oral teaching requires teachers not only to have a solid foundation in the English language but also to possess certain information technology application skills. However, some teachers lack these abilities in this area, unable to effectively integrate and utilize multimedia resources, which affects the interactivity and fun of teaching.

Furthermore, students' learning habits and attitudes also affect the effectiveness of audio-visual and oral teaching. Some students are accustomed to passively receiving knowledge and lack the awareness of actively participating and practicing. In audio-visual and oral classes, they often passively watch and listen, unwilling to speak English, resulting in ineffective improvement of their speaking and listening abilities.

In addition, there are also issues with the curriculum and teaching methods. The audio-visual and oral courses in some colleges and universities are not reasonably set up, lacking relevance and practicality, and cannot meet the needs of students at different levels. At the same time, the teaching methods are too monotonous and lack innovation, failing to fully motivate students' learning enthusiasm.

Lastly, the imperfection of the evaluation system is also a factor that restricts the development of audio-visual and oral teaching. At present, the evaluation systems of many colleges and universities still focus on exam scores, neglecting a comprehensive evaluation of students' speaking and listening abilities. This method of evaluation cannot truly reflect students' learning outcomes and is not conducive to stimulating students' interest in learning.

In summary, the problems existing in college English audio-visual and oral teaching involve various aspects such as resource allocation, teacher competence, student attitudes, curriculum, teaching methods, and evaluation systems. To improve the effectiveness of audio-visual and oral teaching, comprehensive reforms and innovations need to be carried out from these aspects.[2]

3. Construction of College English Audio-Visual and Speaking Teaching Model in the Multimodal Perspective

In the context of today's multimodal perspective, it is particularly important to construct a college English visual, listening, and speaking teaching model. The core goal of this model is to effectively enhance students' comprehensive language skills by integrating various teaching resources and tools that involve visual, auditory, and interactive elements. This teaching model emphasizes a multisensory learning experience, aiming to enable students to better understand and master English knowledge through rich teaching methods. Specifically, it includes in-depth understanding of teaching content, innovative application of teaching methods, and optimization of teaching environments. The following are the design principles of this teaching model, the selection of teaching resources and tools, and the specific design of teaching activities. These contents will help teachers better implement multimodal teaching, with the aim of enhancing students' comprehensive English application abilities. The design principles include student-centeredness, emphasis on practical application, emphasis on interactive communication, and the cultivation of cultural awareness. In the selection of teaching resources and tools, teachers need to consider how to use multimedia technology, online platforms, and various teaching software to enrich classroom content, while also paying attention to choosing materials that are suitable for students' levels and interests. The specific design of teaching activities involves how to organize classroom activities, how to design tasks and projects, and how to assess students' learning outcomes. Through these carefully designed teaching segments, teachers can effectively stimulate students' interest in learning, increase their participation, and ultimately achieve the goal of enhancing students' comprehensive English application abilities.

3.1 Design Principles

Student-Centered Principle: Teaching activities should be student-centered, encouraging active participation and practice to enhance their practical language application abilities.

Multimodal Integration Principle: Make full use of various modal resources such as images, audio, video, and text to create authentic and rich language learning environments.

Interactivity Principle: Encourage interaction and communication between students and between students and teachers, and improve students' language communication skills through group cooperation and role-playing activities.

Task-Driven Principle: Design teaching activities centered on tasks, allowing students to learn and use language while completing specific tasks.

Cultural Integration Principle: Integrate cultural elements into teaching to help students understand the cultural connotations behind the language and improve their intercultural communication skills.

3.2 Selection of teaching resources and tools

Multimedia courseware: Utilize multimedia courseware such as PPT, videos, and audio to provide dual visual and auditory stimulation.

Online learning platforms: Make use of MOOCs (Massive Open Online Courses), language learning apps, and other online resources to provide students with a platform for autonomous learning.

Interactive whiteboards: Use interactive whiteboards in the classroom to facilitate teacher-student interaction and improve classroom efficiency.[3]

Virtual Reality (VR) and Augmented Reality (AR) technology: Simulate real-life language environments through VR and AR technology to enhance the immersive learning experience.

Social media and forums: Encourage students to use social media and online forums for language practice to broaden learning channels.

3.3 Specific design of teaching activities

Scenario simulation: Design scenarios closely related to real life, such as airports, restaurants, banks, etc., allowing students to engage in role-playing and conversation practice within the simulated environment.

Multimedia project production: Students work in groups to create multimedia projects such as videos, audio, or PowerPoint presentations, including news broadcasts, storytelling, product introductions, etc., to exercise their listening and speaking skills.

Online discussion and collaboration: Organize students to discuss and collaborate on specific topics through online forums or social media platforms, enhancing their language expression and communication skills.

Cultural exploration activities: Watch movies and documentaries from different countries, discuss cultural differences, and allow students to improve their language skills while learning about cultures.

Interactive testing and feedback: Use online testing tools for regular listening and speaking tests and provide immediate feedback to help students understand their learning progress and areas for improvement.

Through the above design principles, the selection of resources and tools, and the design of specific teaching activities, the college English listening and speaking teaching model under the multimodal perspective can effectively enhance students' English listening and speaking abilities, while also strengthening their intercultural communication skills and autonomous learning abilities.[4]

4. Empirical research

4.1 Experimental Design

Under the multimodal perspective, the study of college English audio-visual and speaking teaching model aims to explore how to improve students' language learning outcomes by integrating various sensory channels such as vision, hearing, and touch. This research adopts a quasi-experimental design, dividing students into an experimental group and a control group. The experimental group employs a multimodal audio-visual and speaking teaching model, while the control group uses the traditional audio-oral teaching model.

The experiment period lasts for one semester, with classes held twice a week. The curriculum design for the experimental group includes video watching, audio dictation, role-playing, interactive discussions, and language practice using multimedia tools. The control group mainly relies on auditory materials, such as listening exercises and oral dialogues.

4.2 Data Collection Methods

Data collection is primarily conducted through the following approaches:

Pre-test and post-test scores: Before the start of the experiment and after its completion, the same English listening and speaking tests are administered to two groups of students to assess their language proficiency improvement.

Questionnaires: During the experiment and after its conclusion, questionnaires are distributed to students to gather their feedback on the teaching model, including aspects such as interest in learning, engagement, and self-efficacy.

Classroom observation records: Researchers observe the experimental group's classrooms, documenting student interactions, engagement levels, and the frequency and effectiveness of using multimedia tools.

Interviews: Semi-structured interviews are conducted with some students and teachers to gain an in-depth understanding of their perspectives and experiences with multimodal teaching models.

4.3 Experimental Results

The experimental results show that the experimental group's post-test scores in listening and speaking were significantly higher than those of the control group. The questionnaire survey indicates that the experimental group students have a higher satisfaction with the multimodal teaching model, believing that this model has increased their interest in learning and participation. Classroom observation records show that the experimental group students interact more frequently in class and demonstrate greater enthusiasm when using multimedia tools. The interview results further confirm the findings of the questionnaire, with both students and teachers believing that the multimodal teaching model contributes to improving the efficiency and quality of language learning.

5. Conclusions and Recommendations

Under the multimodal perspective, an in-depth study of the teaching model for college English listening and speaking was conducted, summarizing its application effects in teaching practice, proposing corresponding suggestions, while also pointing out the limitations of the research and looking forward to future development directions.[5]

5.1 Research Findings

The multimodal teaching model can significantly improve students' English listening and speaking abilities. By combining visual, auditory, and tactile sensory inputs, students demonstrate better performance in understanding, memorizing, and applying English knowledge.

Interactivity is a key factor in multimodal listening and speaking teaching. Through interaction with teachers, peers, and multimedia resources, students can better engage in the learning process and enhance learning outcomes.

The integration of technology plays an important role in innovating teaching models. Utilizing multimedia tools, online platforms, and virtual reality, among other technologies, can provide students with richer and more personalized learning experiences.

Cultural factors should not be overlooked in multimodal listening and speaking teaching. Integrating cultural content into teaching helps improve students' intercultural communication skills, enabling them to better adapt to the application of English in a globalized context.

5.2 Suggestions

Teachers should fully utilize multimodal teaching resources and design a variety of teaching activities to meet the learning needs of different students. Strengthen classroom interaction, encourage active student participation, and increase opportunities for listening and speaking practice. Teachers should continuously update their technological skills to better utilize modern educational technologies in teaching. Incorporate cultural elements into the teaching process to cultivate students' intercultural communication skills.

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