

Research on Multimodal Teaching Practices in College English Education in the New Media Era

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Abstract: This study explores the theoretical foundations and practical strategies for multimodal teaching in college English education within the new media era. Advances in new media technology have provided novel opportunities for multimodal teaching by integrating text, images, audio, and video, thereby enriching content and enhancing teaching effectiveness. Initially, the paper outlines the basic theoretical frameworks of multimodal teaching, including multimodal discourse analysis theory, social semiotics theory, and the TPACK framework. Subsequently, it analyzes the impact of new media technology on college English teaching and summarizes its specific applications, such as multimedia presentations, online learning platforms, and virtual reality, to enhance student engagement and experience. Based on this analysis, the paper proposes several recommendations for multimodal teaching in the new media era, such as enhancing teachers' multimodal teaching skills, optimizing multimodal teaching resources, and creating multimodal learning environments. The study concludes that multimodal teaching can improve students' language proficiency, intercultural communication skills, and digital literacy. Finally, the paper discusses the future prospects and challenges of multimodal teaching in the new media environment, and suggests directions for future research, including the evaluation standards and methods of multimodal teaching and its effectiveness across different cultural contexts.

Keywords: New Media Era; College English Teaching; Multimodal Teaching; Theoretical Foundations; Practical Strategies

1. Introduction

1.1 Research Background and Significance

With rapid technological advances, new media technologies are increasingly permeating the educational sector, offering both opportunities and challenges for college English teaching. These technologies not only transform traditional teaching environments but also encourage educators to experiment with new teaching models and methods. Multimodal teaching, which integrates various media and modes of representation, has demonstrated significant potential in the new media era. By leveraging text, images, audio, video, and other media, multimodal teaching creates a richer and more dynamic learning experience, enhancing student engagement and learning outcomes. Addressing issues like declining student interest, lack of focus, and insufficient intercultural communication skills in traditional text-based education has become a key research direction in college English teaching.

1.2 Literature Review

Both domestic and international scholars have extensively explored multimodal teaching. Domestically, Wang Wei (2020) analyzed multimodal teaching models in detail, highlighting the significant enhancement in teaching content's expressiveness through new media technology, making teaching activities more engaging. Zhang Ke (2013) explored the application of multimodal discourse analysis theory in college English teaching, demonstrating its effectiveness in improving students' language proficiency and cultural understanding.

Internationally, scholars like Kress and Van Leeuwen (2001) proposed the theory of multimodal discourse analysis, emphasizing the joint contribution of different modes to meaning construction. Jewitt (2009) argued

that multimodal teaching improves learners' attention and comprehension while offering various strategies to meet the specific needs of different learners. Additionally, O'Halloran (2011) provided analytical methods and steps from a systemic functional perspective of multimodal discourse analysis, offering theoretical guidance for practical teaching applications.

1.3 Research Objectives and Methods

This study aims to explore the theoretical foundations and practical strategies for multimodal teaching in college English education in the new media era. The objective is to enrich the content and methods of college English teaching and enhance overall teaching effectiveness through the design of multimodal teaching environments, development and integration of resources, and organization and implementation of teaching activities. The research involves a detailed literature review to outline the theoretical framework of multimodal teaching and, based on these theories, proposes specific implementation strategies for multimodal teaching in the context of new media technology.

2. Theoretical Basis of Multi-Modal Teaching

2.1 Multimodal Discourse Analysis Theory

The theory of multimodal discourse analysis was proposed by Kress and Van Leeuwen (2001). According to this theory, multiple modes such as language, image and sound participate in the construction of meaning. The theory of multimodal discourse analysis provides a new perspective, allowing us to realize that the integration of various modes in the teaching process can better support students' understanding and learning, which has a profound impact on the rich and diverse contents and forms of English teaching. For example, in a cross-cultural communication class, teachers can show the cultural traditions of different countries through videos, while combining text introduction and picture description, so that students can deepen their understanding of cultural differences through the integration of multi-modal information. Jewitt (2009) pointed out that in multimodal discourse, various modes are interrelated and complementary to each other, providing rich

information resources and presentation methods for teaching.

2.2 Social Semiotic Theory

The core of the theory of social semiotics is that symbols are not only tools used to convey information, but also a social and cultural practice. The theory emphasizes the sociality and culture of symbols, which is highly consistent with the concept of multimodal teaching. In college English teaching, the use of images, videos and other modes can not only help students understand the language itself, but also convey cultural background, social customs and other information through these media. Therefore, multimodal teaching can effectively improve students' intercultural communicative competence. O'Halloran (2011) pointed out in his study that social semiotic theory provides a framework for multimodal discourse analysis, helping to understand how various modes work together in a specific sociocultural environment.

2.3 TPACK Framework

The TPACK framework, proposed by Koehler and Mishra in 2006, is a body of knowledge that describes the effective integration of technology and teaching by teachers. The TPACK framework includes Technology, Pedagogy, and Content Knowledge, emphasizing that teachers need to combine the three in order to teach effectively. In multimodal teaching, TPACK framework provides us with an operational guiding ideology, so that teachers can have a clear theoretical basis when choosing and using multi-modal resources. By using TPACK framework, teachers can better design the teaching environment, optimize the teaching resources and improve the teaching effect.

3. New Media Technology and Its Application in College English Teaching

3.1 Overview of The Development of New Media Technology

New media technologies include but are not limited to the Internet, SNS (social networking services), virtual reality, augmented reality, mobile terminals and multimedia technologies. The development of new media technology has greatly changed the speed and mode of information dissemination, and also provided

more convenient and abundant means for teaching. For example, the popularity of the Internet enables students to access the latest learning resources through online platforms; the application of SNS promotes the interaction and communication between teachers and students, and virtual reality and augmented reality technology have great application potential in language learning and can provide immersive learning experience. According to the 44th Statistical Report on the Development of China's Internet released by China Internet Network Information Center (CNNIC) in 2019, as of June 2019, the number of Internet users in China reached 854 million, and the Internet penetration rate reached 61.2%. Among them, teenagers and students are the main groups of Internet users, and their acceptance of new media technology and usage habits provide a good foundation for the promotion of multimodal teaching.

3.2 Application Status of New Media Technology in English Teaching

The application of new media technology in English teaching has gradually become a normal teaching means. In college English teaching, teachers make extensive use of multimedia courseware, online learning platform and virtual reality technology to enrich teaching content and enhance classroom attraction. Multimedia courseware can display teaching content comprehensively through various forms such as text, pictures, audio and video. the online learning platform provides students with a space for independent learning and communication, so that students can continue to study in their spare time; Virtual reality technology provides students with a vivid and intuitive learning experience by simulating realistic scenes, and helps students better understand and master language knowledge.

3.3 All kinds of New Media Tools and Their Teaching Functions

There are many kinds of new media tools, each of which has its own unique teaching function. For example, multimedia courseware can integrate a variety of media resources to provide rich information and intuitive display; Online learning platforms such as MOOC and MOOCs provide students with massive learning resources and convenient

communication channels. Virtual reality technology can simulate realistic scenes and provide students with an immersive learning experience. the application of these tools makes the teaching content more vivid and interesting, and the students' learning interest and participation have been significantly improved.

4. Construction of Multi-Modal Teaching in The New Media Era

4.1 Design of Multi-Modal Teaching Environment

The design of multi-modal teaching environment needs to consider many factors such as information technology, teaching content and students' needs. In the new media era, teachers can use multimedia courseware, online learning platform and virtual reality technology to provide students with a colorful learning environment. For example, by using multimedia courseware, teachers can organically combine various forms of teaching materials such as text, pictures, audio and video, so that students can understand and master the teaching content more intuitively with the help of multi-modal information. the online learning platform provides students with a space for independent learning and communication, so that students can continue to learn in their spare time, virtual reality technology provides students with a vivid and intuitive learning experience by simulating realistic scenes, and helps students better understand and master language knowledge.

4.2 Development and Integration of Multi-Modal Teaching Resources

The development and integration of multimodal teaching resources is the basis of the implementation of multimodal teaching. In the process of developing teaching resources, teachers need to choose appropriate media forms according to teaching content and students' needs, and integrate them organically. For example, when teaching cultural background knowledge, teachers can integrate text descriptions, picture displays and video explanations, so that students can obtain information from multiple angles and deeply understand the teaching content. At the same time, teachers can also use online learning platforms to provide students with expanded

resources related to teaching content, enrich students' learning content, and improve students' learning enthusiasm.

4.3 Organization and Implementation of Multi-Modal Teaching Activities

The organization and implementation of multimodal teaching activities is the key link of multimodal teaching. When organizing and implementing teaching activities, teachers need to make full use of multimedia courseware, online learning platform and virtual reality technology to enrich teaching forms and enhance students' learning experience. For example, in classroom teaching, teachers can provide students with colorful teaching materials through multimedia courseware, and guide students to conduct in-depth thinking and discussion with the help of multi-modal information. In extra-curricular learning, teachers can use online learning platforms to provide students with space for independent learning and communication, help students consolidate classroom knowledge and expand learning content.

5. College English Multimodal Teaching Strategies in The New Media Era

5.1 Improvement of Teachers' Multi-Modal Teaching Ability

Teachers' multimodal teaching ability plays a key role in the implementation and effect of multimodal teaching. In order to improve teachers' multimodal teaching ability, colleges and universities should strengthen teacher training, help teachers master the basic operation and application skills of multimedia technology, and cultivate teachers' multimodal teaching design ability, so that teachers can flexibly use various media forms according to the teaching content and students' needs, and optimize the teaching effect.

5.2 Optimal Allocation of Multi-Modal Teaching Resources

The optimal allocation of multimodal teaching resources is an important guarantee for the implementation of multimodal teaching. Colleges and universities should strengthen the development and integration of multi-modal teaching resources and provide sufficient teaching resources for teachers. For example, a multi-modal teaching resource library can be

established to integrate various forms of teaching materials such as text, pictures, audio and video for teachers to choose and use. On the other hand, colleges and universities can also provide students with various forms of learning resources through online learning platforms to help students continue learning in spare time and improve learning results.

5.3 Create a Multi-Modal Learning Environment

The creation of multimodal learning environment is the basis of multimodal teaching implementation. Colleges and universities should strengthen the construction of campus information and provide good hardware and software support for multi-modal teaching. For example, we can purchase advanced multimedia equipment, build virtual reality laboratories, build online learning platforms, provide students with a colorful learning environment, and help students deeply understand and master the teaching content with the help of multi-modal information.

5.4 Evaluation of Multi-Modal Teaching Effect

The evaluation of multimodal teaching effect is an important link in the implementation of multimodal teaching. Colleges and universities should establish a scientific evaluation system to comprehensively evaluate the implementation effect of multimodal teaching from the aspects of students' learning effect, teachers' teaching quality and the utilization of multimodal teaching resources, so as to provide scientific basis for the improvement of multimodal teaching. For example, students' acceptance and learning effect of multi-modal teaching can be understood by organizing regular assessment of students' learning effect. Teachers can also understand their own teaching effect and existing problems through teaching reflection and peer evaluation, so as to make timely adjustment and improvement.

6. Development Prospects and Challenges of Multimodal Teaching in The New Media Environment

6.1 Potential and Advantages of Multimodal Teaching

Multimodal teaching has shown great potential and advantages in the new media environment.

By integrating a variety of media forms, multi-modal teaching can provide students with rich information and intuitive display, stimulate students' learning interest and improve students' learning effect. At the same time, multi-modal teaching can also help students deeply understand and master the teaching content with the help of multi-modal information, and cultivate students' cross-cultural communication ability and information literacy.

6.2 Main Challenges of Multimodal Teaching

Although multimodal teaching has shown great potential and advantages in the new media environment, it still faces many challenges in the implementation process. For example, the teachers' multi-modal teaching ability is insufficient, the development and integration of teaching resources is difficult, the construction and maintenance cost of teaching environment is high, and the evaluation standards of teaching effect are not uniform. In order to cope with these challenges, universities should strengthen teacher training, improve teachers' multimodal teaching ability, optimize the allocation of multimodal teaching resources, create a good multimodal learning environment, establish a scientific teaching effect evaluation system, and provide strong support for the smooth implementation of multimodal teaching.

6.3 Future Research Direction

In the future, the research on multimodal teaching should be further in-depth, and the application and effect of multimodal teaching should be discussed from multiple angles. For example, educational technology and big data technology can be used to deeply analyze the influence of multimodal teaching on students' learning effect, explore the applicability of multimodal teaching in different education stages and different disciplines, further improve the theory of multimodal teaching, enrich the methods and strategies of multimodal teaching, and provide scientific basis for the promotion and application of multimodal teaching.

7. Conclusion

On the basis of sorting out the theoretical basis of multimodal teaching, analyzing new media

technology and its application in college English teaching, and exploring the construction and practical strategies of multimodal teaching, this study puts forward some suggestions for college English multimodal teaching in the new media era. Through the design of multi-modal teaching environment, the development and integration of resources, and the organization and implementation of teaching activities, teachers can provide students with a rich and colorful learning experience and improve the teaching effect. At the same time, the development prospects and challenges of multimodal teaching in the new media environment also point out the direction for future research. Future research should further explore the application and effect of multimodal teaching, and provide scientific basis for the popularization and application of multimodal teaching.

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