

Multimodal Context Creation and Teaching of Primary School English Based on Modern Information Technology

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Abstract: In the context of the Internet era, the new curriculum reform of English is in full swing, and people are not only aware of the importance of English, but also realize the significance of the transformation of English classroom. Based on the social background, under the guidance of multimodal discourse analysis theory and constructivist learning theory, the integration of information technology and English discipline constructs a multimodal real context, which provides a new teaching mode for the high-quality development of English teaching.

Keywords: Multi-modal Context; Primary School English; Modern Information.

1. Introduction:

Modern people's lives and work have been changed by the progress of science and technology. As an international language, English is becoming more and more prominent in communication and learning. Language learning and use require context. Learning English in contexts is more conducive to students' mastery of language knowledge, cultural awareness, improvement of thinking quality, and improvement of learning strategies. The lack of context has always been a major pain point in English teaching in China. The main places where English language learners are exposed to it are in the classroom. Teachers are the main source of language input, but due to the uneven level of English learning in different places, it is difficult for English learners to be exposed to the authentic, authentic language. With the rapid development of science and technology, information technology and education are deeply integrated, and multimodal discourse has gradually become the main form of English teaching. Modern information technology is integrated with English education to provide English learners with the material conditions for the creation of a language environment. The Compulsory Education Curriculum Standards (2022 Edition) adds the skill of "seeing" to language skills. The new curriculum standard states that "the 'seeing' in language skills usually refers to the use of multiple modal graphics, tables, animations, symbols, and videos to understand meaning", emphasizing that students mobilize their multiple senses to feel and understand language knowledge and cultural awareness in multimodal discourse.

Primary English itself is mainly based on audio-visual discourse. Modern information technology provides multimodal discourse for primary school English teaching, creating a rich and close to life context. Because primary school students think mainly about visual thinking. They are very interested and curious about the rich and colorful multimodal language resources. Therefore, we make full use of multimodal resources in teaching to help students perceive scattered knowledge as a whole, deeply understand the discourse, and output their own opinions based on their own understanding of the discourse, so as to comprehensively improve students' comprehensive language ability and core

literacy.

2. Theoretical Basis

2.1. Multimodal Discourse Analysis Theory

"Multimodal discourse" refers to the input influence of people through a variety of non-verbal and linguistic means and media. "Modality" is defined as "a social system of symbols that can be explained by concrete perceptual processes" (2009, Forceville). In other words, social interaction can stimulate multiple senses through multiple modalities to achieve goals. For example, the smell of our life stimulates the sense of smell, the sound and visual stimulation of pictures and videos, and the stimulation of touch by different things. Communicate through different channels. The development of modern information technology provides a new mode for us to carry out multi-modal communication, and allows people to perceive information more intuitively through multimedia and network communication. Nowadays, the combination of modern information technology and multimodality has been introduced into the field of education and teaching, changing the traditional teaching mode. Stein was the first to propose a multimodal teaching method and apply multimodality to teaching. He advocates that interaction in teaching can take place through sounds, gestures, movements, etc.

2.2. Constructivist Learning Theory

Constructivist learning theory consists of four basic views: knowledge view, student view, teaching view, and learning view. Constructivism emphasizes active constructivity, social interaction, and situationality. The constructivist school believes that knowledge is not a constant layer, but that Xi actively constructs knowledge based on their own cognitive structure and background knowledge. In other words, constructivism is student-centered, advocating that students actively construct new knowledge in context. In the context of the information age, the role of teachers in English classrooms based on constructivist learning theory has changed from the traditional leader and leader to the helper and guide. With the introduction of modern information technology into English teaching, teachers have changed from

the traditional teaching paradigm of a book and a piece of chalk to the use of multimedia and other modern information technology to create a context to help students acquire language naturally and construct new knowledge independently.

3. The Current Situation

3.1. Teachers' Understanding of Modern Information Technology in English Teaching is Insufficient

Some teachers are still stuck in the teaching philosophy of the past. It is mainly manifested in the following three aspects: First, there is a lack of awareness of the nature of language learning. The end and starting point of learning a language is to use and communicate. In order to achieve this goal, language learners need to acquire it naturally in context and master it in use. In other words, the learning of English is similar to our mother tongue to a certain extent, and it needs an appropriate context to help learners acquire it naturally and use it as the authentic and appropriate expression of English. As Vygotsky said: "The only way to learn something (i.e. to acquire knowledge) is to do it." In other words, building knowledge in practice. However, it has been found that due to the prevalence of examination-oriented education in China, many English teachers take examinations as their teaching goals, focusing on language knowledge, while relatively ignoring the meaning behind the discourse and the practical use of language. Beginner English learners learn English in this way not only can not properly use English for communication activities, but also lose interest in English, resist English from the bottom of their hearts, and even develop a fear of difficulties. Therefore, the Compulsory Education Curriculum Standards (2022 Edition) emphasizes that English learning should not only pay attention to the basic knowledge of language, but also pay attention to the comprehensive use of language and the cultivation of students' core literacy. Secondly, insufficient attention has been paid to the creation of multimodal contexts by modern information technology. Some teachers simply use modern information technology to make PPT and insert audio and video. Through the observation of primary school English classrooms, it is found that many teachers insert multimedia media such as video and audio. We can't deny that these multimedia can sometimes create context, stimulate students' senses, and experience language in all directions. But there is more to modern information technology than that. Other technical resources are also included. For example: VR, speech lab, ipad, AI and other technical resources. Finally, there are even some teachers who believe that the use of modern information technology to assist the classroom is merely a decoration and has no real effect. Some teachers teach textbooks directly in order to catch up with the teaching schedule. For example, in the fourth-grade lesson "Chinese Festival", the teacher asks students to read and translate the content of the textbook as it is, and then memorize it. It is undeniable that some teaching content is more suitable for traditional teaching mode, but when creating a multimodal context, it is necessary to use information technology to enrich the teaching presentation.

3.2. Teachers' Misunderstanding of the Use of Modern Information Technology to Create Contextual Substance

In English teaching, the essence of using information technology to create a real English learning environment is to make information technology a booster for learners to construct English knowledge structure and improve their English literacy. This means that when using information technology, teachers need to decide which technical resources to use and when to use them based on factors such as teaching objectives, students' cognitive level and teaching content, so as to help students build knowledge structures and have a strong desire to express themselves. Perceive the culture and thinking in the context during the communication and expression process. Many teachers simply believe that the use of information technology is to use PPT to teach, which can create a real English context. As a result, many teachers either use a single information technology or abuse multimodal resources to follow suit. It remains to be seen whether these technologies and resources are applicable to the teaching content, whether they are applicable to students, and whether they can achieve the preset teaching goals. Contexts that are substantially real and linked to students' lives are few in the foreign language classroom. This also proves that many foreign language teachers have little knowledge of how to use information technology to create multimodal learning situations in English. Therefore, teachers first need to clarify their teaching objectives, teaching content, and learning situation, so as to create a context with the help of certain technical resources, so as to help students construct knowledge and improve literacy. Understand the instrumental features of modern information technology.

3.3. The Lack of Real Context under Modern Information Technology

With the development of information technology, teachers have begun to gradually integrate information technology into our classrooms in English teaching. However, if we dig deeper into the classroom, we find that although the teachers use information technology, they create a context that deviates from our real-life communication scenarios.

For example, in a 6th grade English class, the teacher shows a friend's circle of friends dynamics: I will go to the Great Wall, I'm going to see enjoy the beauty of mountain and river. In fact, in real life, we usually record our own experiences when we post on Moments, and few people will post their travel plans in Moments, so as not to cause the embarrassment of the plan falling through. Therefore, the English context at this time is not very reasonable and deviates from everyday life. It is difficult to give learners the need to express and communicate. In addition, it was observed that nearly 71% of the classes had background music played, hoping to create a good English learning environment for learners. However, nearly half of the classes do not require background music. Therefore, sometimes background music is not a necessary factor in the classroom. It can even be said that most classroom teaching does not play background music, and the classroom effect is better. In this regard, we believe that some teachers are not aware of the significance and role of background music. There are also some teachers who play background music just to highlight the advantages of technology, rather than to achieve the teaching goal and create an authentic context. This

phenomenon is often seen in public classes. Of course, we do not resist the use of background music, nor do we advocate the abuse or playback of inappropriate background music.

4. The Necessity of Creating a Multimodal Context in Primary School English Classrooms

4.1. It Helps to Cultivate Students' Interests

Interest is the source of motivation for students' continuous learning, and the use of information technology to create a multimodal context has a significant effect in stimulating students' interest in learning. We can use information technology to introduce before class, present during class, and expand after class. Especially when teaching a new lesson, students will be very interested in this way. For example, a teacher is teaching "What time is it?" For this discourse, the teacher can show pictures of different times before the lesson, introduce a character and set the voiceover "What time is it". This creates a realistic situation. And let students ask questions with the help of different pictures, or other information technologies such as mobile phones when presenting in class, so as to trigger students to think, experience and summarize their knowledge points. Thinking in such a lively and interesting situation, students will develop a strong and long-term interest in the learning of this unit. Therefore, the integration of information technology and teaching is conducive to stimulating students' curiosity and enthusiasm. Therefore, teachers should make full use of information resources and collect resources related to the topic and discourse. It is integrated into the classroom, creating a context, maximizing the attraction of students, stimulating their interest in English learning, generating internal motivation for English learning, and continuously promoting the learning of foreign language learners.

4.2. It Helps to Improve Students' Comprehensive Language Skills

In fact, information technology is not only a tool for demonstrating teaching content, but also a learning tool to help students build structured knowledge. Information technology can not only display knowledge, but also store and create functions. For example, students can make videos and upload them to a learning platform through the Internet, dubbing, etc., to communicate with others and play the communicative function of language. In general, traditional English teaching can only help learners clarify language knowledge, but it cannot flexibly use language knowledge to communicate and create. Now modern information technology is used to mobilize students' subjective initiative, apply the language knowledge they have learned to new situations, and learn to transfer. Through the creation of dialogues and videos, this authentic and meaningful learning activity gives students a sense of accomplishment and greatly improves their self-confidence and comprehensive language skills.

4.3. It Helps Students to Appreciate the Culture Implicit in the English Language

In the past, due to various factors, Chinese English teachers had a shallow understanding of the culture behind the discourse, and even presented knowledge in the cultural context of China, which led to many English learners making

wrong expressions. According to the new curriculum standard, cultural awareness refers to the understanding of Chinese and foreign cultures and the recognition of excellent cultures, and is the cross-cultural cognition, attitude and behavioral orientation of students in the context of globalization. The cultivation of cultural character helps students to enhance their national identity and family and country feelings, strengthen cultural self-confidence, establish a sense of community with a shared future for mankind, learn to behave and do things, and become people with civilized qualities and a sense of social responsibility. Therefore, when teachers use information technology to create a multi-modal learning atmosphere, they should present a real or simulated English cultural context, skillfully use multi-modal discourse to promote student interaction, teacher-student interaction, so as to experience the similarities and differences between Chinese and foreign cultures, understand the culture behind their languages, and express them correctly.

5. Measures

5.1. Strengthen the Training of Teachers in Modern Information Technology Literacy

One researcher pointed out that "if teachers do not understand how to use technology more effectively, all education-related technologies will have no practical meaning, computers do not have magical magic, and teachers are the real magicians". Therefore, teachers should have the relevant modern technological literacy and competence, especially the ability to use modern information technology to create an authentic learning environment in English. In this regard, relevant departments should strengthen the cultivation of teachers' modern information technology literacy.

First of all, the government should provide policy and institutional support and guarantees. In other words, the government, the education bureau and schools need to increase policy support for teacher training. All units need to standardize teachers' information technology training and effectively solve various problems and problems encountered by teachers in teaching. On the one hand, it is necessary to establish a multimodal classroom evaluation system for teachers' English information technology. The evaluation methods are diversified, and not only the single assessment method of the examination is used. However, all evaluation criteria point to the information technology competence of teachers. Evaluators can judge whether teachers integrate information technology into English classrooms and use information technology to create multimodal contexts by observing teachers' daily classrooms or holding information technology teaching skills competitions. On the other hand, the enthusiasm of front-line English teachers is mobilized through the establishment of an incentive mechanism. Teachers can be motivated to construct modern English classrooms through material and moral rewards. More importantly, it is important to affirm and support teachers' teaching achievements, and mobilize teachers' enthusiasm for using information technology to build English classrooms at a deep level.

Secondly, carry out systematic and complete training courses. As the name suggests, a training course needs to have a clear goal, training content. In addition, the training courses also need to be set up according to the characteristics of the English subject, and the courses are set up for the English subject. Integrate information technology with English

language teaching theory. The training is subject-specific. If only some basic skills training or theories that are detached from practice cannot be implemented by teachers after training and applied to actual classrooms, then not only will the training effect be greatly reduced, but also the enthusiasm of teachers will be seriously dampened. In fact, the training of teachers in the use of information technology is not achieved overnight, but requires long-term and effective training, continuous and gradual promotion of training courses, and no random interruption or irregular course development. Therefore, only by carrying out systematic, continuous and targeted information technology training courses can teachers understand the value and significance of information technology for teaching, especially the impact on English subjects, and the application degree and methods of teaching content.

Finally, it is also necessary to link theory with practice and apply it to practice. Many front-line teachers are based on their own experience in the teaching process, and have little knowledge of theories related to education and teaching, especially those related to English teaching. In addition, primary school teachers' mastery of information technology is only limited to general computer operations, and is rarely used in teaching. Therefore, there is a serious separation between theory and practice in teaching. Therefore, it is necessary to combine education and teaching, as well as the theory of English subject with the application of information technology, and front-line teachers are an effective carrier and medium. For example, the establishment of a tripartite communication platform. The tripartite cooperation between educational and teaching theorists, professional technicians, and front-line English teachers aims to improve the information technology capabilities of English teachers. Researchers of education and teaching theories mainly refer to the group of university teachers, whose research and exploration of related theories are more profound and solid, and at the theoretical level, they lay a theoretical foundation for the education and teaching of front-line English teachers. Professional and technical personnel mainly refer to professional technology development companies that are good at mining modern technical resources and applying them to teaching, and at the technical level, they can provide technical support for English teachers to produce teaching content and design activities. Therefore, the training of teachers' information technology literacy needs to be participated by front-line teachers together with educational and teaching theory researchers and professional technicians. In other words, teachers need to learn about information technology in teaching contexts. Only in this way can teachers understand and apply information technology in their own teaching practice. In general, the establishment of a tripartite communication platform is conducive to teachers' improvement of information technology literacy and comprehensive application ability in specific teaching practice.

5.2. Improve the Relevant Infrastructure and Environment

The application of information technology depends not only on teachers as the main body, but also on the relevant infrastructure and environment to a certain extent. As the saying goes, "it is difficult for a good woman to cook without rice" Therefore, high-quality information teaching resources are the prerequisite for constructing a multimodal context of

informatization.

On the one hand, educational institutions in various regions should strengthen the construction and upgrading of hardware facilities. This is especially true for schools. Specifically, schools should increase investment and investment in hardware facilities. In this regard, the school can seek government support and social forces, and work together to provide teachers with high-quality hardware information resources and provide a material basis for teachers' teaching. In addition, the maintenance and repair of hardware facilities is also a point that cannot be ignored by the school. Schools need to organize professionals to regularly repair, maintain and update the school's hardware information resources so that teachers can have a better experience. Of course, school network coverage also needs to be taken into account. In many schools, the network in classrooms and office areas is unstable or has a weak signal, which is due to the lack of network coverage in the school. Therefore, it is necessary to strengthen the network coverage of schools, improve the speed of network operation, and ensure the effective use of information technology resources in all teaching places.

On the other hand, the collection and construction of software resources is the key to improving information teaching resources. Some researchers have pointed out that "if computer-aided foreign language teaching only has hardware and no software, then hardware equipment is just a pile of scrap metal", so software resources are equally important. The specific measures are as follows: First, the relevant departments need to organize specialized personnel to develop software resources and learning resource databases for English subjects and learning situations. Of course, different textbook versions require their own software resources and databases. Intellectual property protection is given to front-line teachers' contributions to software resources and labor results. In addition, schools and local education authorities can provide material and spiritual encouragement to stimulate teachers' creative inspiration and further promote their excellent results. Second, the use of modern information technology to put software resources into specific educational platforms to further promote its software resources. These software resources need to be classified, hierarchical, and sectional. Make it easy for teachers in all districts and grades to find resources. At the same time, the search records of the Internet can also be used to detect the needs of teachers and push them accurately, so as to reduce the search time of teachers and improve the efficiency of lesson preparation. Third, strengthen exchanges between teachers, which are not limited to intra-school exchanges, but can be expanded to exchanges and communication within and outside the region, especially between provinces, which can help teachers exchange experiences, broaden their horizons and expand their thinking. According to the actual situation, we can selectively learn from the experience and methods from excellent cases. Of course, the construction of software resources is far more than the above three ways. Therefore, both relevant departments and front-line teachers can continue to explore more ways to enrich and expand English teaching software resources.

5.3. Enrich the Presentation of Teaching Content and Stimulate Students' Multiple Senses

Listening and speaking is the main skill and learning channel for students when learning a language in the primary

English classroom. Therefore, auditory modality occupies an important place in the English teaching process. The creation of multi-modal context can render an atmosphere of relaxed speech and free inquiry for students, so that students can learn efficiently and experience the fun of English learning in multiple senses, so as to improve students' comprehensive language skills. Therefore, teachers can stimulate students' hearing through audio or background music, put students in a good language environment, cultivate students' sense of language, put students in real and effective language situations, improve listening comprehension and language expression skills, and improve students' comprehensive language use ability.

Visual modality conforms to the principle of teaching intuitiveness and is particularly important in English teaching. In fact, visual modality is an integral part of any discipline. Whether it is receptive learning or discovery learning, students need to see and obtain information through visual modalities, and then move on to the next step of learning and perceiving English. Teachers need to not only teach students to use language knowledge flexibly to communicate, but also focus on students' writing. Writing is also an important way of interpersonal communication. For example, the student's writing can be displayed through the SEWO whiteboard, which can effectively stimulate the student's visual nerve and deepen the impression of what they have learned. In addition, teachers can also guide students to deepen their understanding of the dialogue by watching videos or cartoons in their contexts, guided by the teaching concept of English learning activities.

In the primary English classroom, in order to stimulate students' sense of touch, the classroom teacher needs to absorb many new educational concepts. Since primary school students are more impressed by concrete and perceptible objects, teachers should concretize abstract English knowledge to deepen students' understanding of English knowledge and make it more concrete and concrete. Therefore, teachers should use some digital devices or smart devices to give students some tactile stimulation when presenting knowledge, and use multimedia to carry out some activities to increase the sense of touch. For example, in the Golden Autumn Games, VR simulation technology creates a real context, so that students can connect with real things that can be touched and perceived in life when learning English, so as to enhance their sense of language.

5.4. Flexibly Select Multimodal Resources and Follow the Rules of Teaching

Teachers need to consider many factors when designing activities and selecting modal resources. Understand the student's linguistic foundation, level of psychological development and the possibility of constructing a linguistic environment. In addition, it is also necessary to choose a variety of language materials and knowledge presentation methods according to the students' learning interests and the teachers' own learning ability. In other words, in order to create a real and realistic context, it is not only necessary to rely on a single modality, but also to supplement a variety of modal resources to present the language, so that the vision of language communication is broader. At the same time, teachers should grasp the characteristics and properties of each modality before selecting modal resources, and make good use of its advantages to flexibly use pictures, videos, texts, colors and other elements to construct a multimodal

context.

According to the level of students' psychological development and other aspects of development, the memory development of primary school students is at the peak of development, but the abstract comprehension ability is still insufficient. However, if the knowledge is only described in a lecture way, it is difficult for students to digest it. Therefore, according to the physical and mental development characteristics of students, teachers should make full use of information technology and other means to select multimodal resources related to the teaching content, and combine words, discourses and other knowledge with animation, games, and colors to create a real context and present it flexibly. Language knowledge allows students to perceive the context, understand the discourse in the context, and acquire the language. When presenting important and difficult points, teachers can mobilize students to discover, summarize and summarize according to the outstanding color parts of information technology through comparative analysis. It is also possible to create scenarios that allow students to perceive the target language in the situation, mobilize students' thinking, and provide specific things to help students understand knowledge. For example, when teaching "What are you doing?" This sentence structure allows the teacher to create context through the video: people talking about what's happening in the park on the bus. Through this video, students are asked to perceive and understand the pragmatic knowledge of the present continuous tense, and guide students to explore and discover the structure of the sentence structure, and finally generalize. Through this context, students can deepen their understanding of the discourse, grasp the character and the theme of the text, perceive the text as a whole, and understand the discourse. In addition, when it comes to interpreting word definitions, images as a visual modal resource are one of the best ways. For example, when helping students understand the word "Everywhere". The teacher presents a moving picture of a crowd in the classroom, turning stillness into movement, and asking students to combine the discourse "There are people everywhere." to understand the meaning of the word in context.

5.5. Integrate Different Teaching Methods to Improve Students' Diverse Thinking Skills

In the context of the new curriculum standards, many new teaching methods are used by teachers to varying degrees, but none of them are universal. To be precise, there is no best way to teach, only the teaching method that is relevant to the learning situation and the content of the teaching. This is especially true for language subjects such as English. "There is a way to teach, but there is no fixed way" Relying only on one teaching method is easy to make students feel tired, and it may not be suitable for every student. Therefore, in the era of rapid development of modern information technology, teachers can use modern information technology to integrate a variety of different teaching methods to create multi-modal collaborative teaching, so as to diversify English teaching, create a good learning atmosphere, stimulate students' different senses, and improve students' thinking quality. For example, teachers can create context by showing relevant pictures or videos to attract students' interest and curiosity, and then guide students to understand the discourse and explore new knowledge step by step with the help of question chains. So as to promote the development of students' logical thinking. In addition, videos can also be used as information

carriers to allow students to imitate authentic pronunciation and voice intonation, complete dubbing tasks, and experience the characters' personalities. Or use information resources to increase students' sense of experience in completing tasks such as reading, discussion and games, improve students' comprehensive ability to obtain key information and analyze articles, and cultivate students' cross-cultural awareness. Therefore, under the condition of making full use of information technology, various teaching methods are integrated to cultivate students' thinking quality and cultural awareness.

5.6. Create a Multimodal Classroom Evaluation System

In the context of the rapid development of modern information technology, English classrooms need to create a new evaluation system and improve evaluation standards. That is, the multimodal use of the classroom evaluation system. Changing the single and rigid evaluation pattern in the past can provide a positive guiding role for teachers' classroom teaching. In this regard, the evaluation system should include the diversification of evaluation objects, evaluation methods, and evaluation contents. First, the subject and object of evaluation are diversified, not limited to the one-way evaluation of students by teachers, but also the mutual evaluation of teachers and students. Not only that, but you can also evaluate each other and self-evaluation. It can not only promote the development of students, but also contribute to the improvement and enhancement of teachers' teaching. Second, in addition to retaining the traditional offline evaluation model, a new online evaluation model can also be developed. For example, there are multiple modes of evaluation such as voice evaluation, text evaluation, or picture evaluation. Third, the content and scope of the evaluation should be appropriately expanded. Not only the evaluation of teaching design and teaching effect, but also the ability and literacy of students need to be included in the assessment category, not only that, but also the information technology literacy and ability of teachers are also an important factor in

the evaluation content.

6. Summary

In short, the advent of the information age provides a more fertile soil for the generation of multimodal contexts. For the English classroom, it is not enough for the teacher to create a multimodal classroom on his own. It is also necessary to work together to contribute to the creation of a multimodal context using information technology resources. Of course, teachers, as the leaders of the classroom, should strengthen the learning and application of information technology, grasp the essence and characteristics of multimodal resources, develop multimodal resources with the help of information technology, flexibly use teaching methods, design activities, and finally improve the evaluation system to integrate it with English subjects.

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