

# Study on the Reform and Practice in Graduate English Teaching under Multimodal Teaching Mode

Jing Xu, Su Yuan, Ya Qing

Sichuan University of Science and Engineering, Zigong 643000, China

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**Abstract:** With the deepening of globalization, English, as the common language for international communication, is becoming more and more important. For postgraduates, having a solid English ability is the basic requirement for international academic exchanges, and it is also an indispensable advantage in the future workplace competition. However, the traditional postgraduate English teaching often pays too much attention to the teaching of language knowledge, ignoring the comprehensive cultivation of students' practical language ability and innovative thinking. In order to overcome this limitation, the multimodal teaching mode has gradually emerged, which has brought new opportunities for the curriculum reform of graduate English. Through the combination of empirical analysis and theoretical discussion, this paper explores the application and effectiveness of multimodal teaching mode in graduate English teaching. The research aims to reveal how multimodal teaching can effectively promote the improvement of Postgraduates' English comprehensive ability, and its unique advantages in stimulating students' innovative thinking and improving teaching effect.

**Keywords:** Multimodal Teaching Mode; Postgraduate English; Teaching Reform and Practice.

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## 1. Introduction

With the acceleration of globalization, English has become a bridge connecting different cultures and countries, and its importance has become increasingly prominent. As the new force of academic research and the backbone of the future workplace, Graduate Students' English ability is directly related to the international dissemination of academic achievements and the development of their career. However, the traditional postgraduate English teaching mode often focuses on the inculcation of language knowledge, ignoring the cultivation of students' language practice ability and the stimulation of innovative thinking. Therefore, the multimodal teaching mode came into being, emphasizing the integration of multiple sensory channels, and the use of language, images, audio, video and other multimodal resources to build a comprehensive and three-dimensional teaching environment. This paper will deeply analyze the practice and application of multimodal teaching mode in the reform of graduate English course, and explore its effectiveness, aiming to provide new ideas and methods for improving the quality of graduate English teaching.

## 2. Overview of Multimodal Teaching Mode

Multimodal mainly include five modes of vision, hearing, smell, touch and taste, corresponding to five human perception channels. Treicher, a famous psychologist, has done experiments. The results show that people acquire knowledge through various senses, but the proportion of each sense is different, including 83% for vision, 11% for hearing, 3.5% for smell, 1.5% for touch and 1% for taste. Learners can be divided into three types: visual type, auditory type and tactile type, but most of them are mixed learners and multimodal learners. Multimodality refers to the use of two or more modes, such as language, text, audio, video, image, limbs, etc., to realize the interaction between learners' multiple senses and the external environment to enhance

memory and stimulate interest, so as to improve the learning effect.

Multimodal teaching mode was first proposed by the new London Group in the 1990s. It injects new vitality into the field of education, abandons the traditional teaching method of relying solely on language and characters, and advocates the comprehensive use of language, image, audio, video and other multimodal means in the teaching process to transmit information in a more diversified and three-dimensional way. The theoretical basis of this teaching model is that human beings perceive and understand the world through a variety of senses. Visual, auditory, tactile and other sensory channels work together on people's cognitive process, so that people can understand and master knowledge more comprehensively and deeply. In the teaching process, teachers should make full use of these sensory channels, create a comprehensive learning environment, and let students actively participate in learning under the stimulation of a variety of senses.

In the teaching of graduate English, the application of multimodal teaching mode is particularly important. Traditional English teaching often focuses on the inculcation of language knowledge and ignores the cultivation of students' language practice ability. Multimodal teaching mode integrates image, audio, and Multimedia resources such as videos enrich the teaching content and create a more realistic and vivid language environment for students. In such an environment, students can feel the charm of English more intuitively, understand and master English knowledge and skills, and improve their comprehensive ability to use English. The application of multimodal teaching mode has brought new opportunities and challenges to the teaching of graduate English, and also provided strong support for improving the quality and effect of teaching.

### **3. The effectiveness of Multimodal Teaching Mode in Graduate English Curriculum Reform**

#### **3.1. Improve Students' Learning Interest and Participation**

The multimodal teaching mode, with its unique characteristics of multiple integration, has brought unprecedented teaching innovation to the graduate English course. This mode skillfully integrates language, image, audio, video and other multimodal resources, making the teaching process more vivid and intuitive, greatly stimulating students' interest and participation in learning, and injecting new vitality into the graduate English learning.

When explaining the background knowledge of English culture, teachers no longer stick to a single text description, but use rich and colorful multimedia resources such as pictures and videos to let students deeply appreciate the unique charm of English culture in the dual enjoyment of audio and video. This teaching method fully ignites students' interest in learning, and also imperceptibly enhances students' cultural awareness and cross-cultural communicative ability, so that students can better adapt to the global language environment.

The multimodal teaching mode actively advocates classroom interaction and cooperative learning, and encourages students to express their views and ideas through diverse forms of activities such as group discussion and role play, so as to have in-depth exchanges and interactions with teachers and students. This teaching method improves students' participation in the classroom, effectively cultivates students' teamwork ability and innovative thinking, enables students to grow in a relaxed and pleasant atmosphere, and gradually forms a positive learning attitude.

#### **3.2. Improving Students' Comprehensive Ability of Using English**

The application of multimodal teaching mode in graduate English course focuses on the teaching of language knowledge, and focuses on the cultivation of students' comprehensive ability to use English. By integrating multiple modal resources and creating a real or simulated language environment, students can deeply understand and master English knowledge and skills under the stimulation of multiple senses, laying a solid foundation for students' academic research and international exchange.

Taking the writing of English academic papers as an example, teachers no longer only rely on oral explanations and written models to teach writing skills, but combine intuitive image resources such as the paper structure frame diagram, keyword cloud diagram, and the explanation video of academic paper writing skills, so that students can more clearly understand the composition of the paper and the distribution of keywords in the audio-visual combination, improve students' writing efficiency, help students better master the writing norms and skills of academic papers, and make students' paper writing more standardized and rigorous.

In practical application, multimodal teaching mode has played a unique advantage. Through role-playing, project-based learning and other forms of activities, students need to use the English knowledge and skills they have learned to complete various tasks and projects. In role play activities, students apply English paper reporting and discussion

exercise the oral expression ability and logical thinking, and enhance the students' self-confidence and adaptability. In project-based learning activities, students need to complete a project related to English academic research in groups, and use English to communicate and report in the process. The practical learning method has trained students' English application ability, cultivated students' autonomous learning ability and team spirit, and made students better adapt to future academic research and career development.

#### **3.3. Cultivate Students' Innovative Thinking and Critical Thinking Ability**

Teachers are the leaders, organizers, designers, supervisors and evaluators of teaching. According to the TPACK (subject teaching knowledge integrated with technology) theoretical framework proposed by Koehler and Mishra of the University of Michigan, teachers must have a comprehensive, dynamic and highly complex form of subject teaching knowledge. Teachers should have subject knowledge, teaching methods and technical concepts. Therefore, in order to effectively implement the multimodal mixed teaching mode of Higher Vocational English, English teachers must constantly improve themselves, update their knowledge system, and improve their informatization teaching design ability, teaching implementation ability, resource application ability, teaching evaluation ability and reflection ability.

The application of multimodal teaching mode in graduate English course is also reflected in the cultivation of students' innovative thinking and critical thinking ability, encouraging students to actively explore and find problems under the stimulation of multiple senses, cultivating students' innovative thinking and independent thinking ability, so that students can better adapt to the complex and changeable social environment.

When explaining English literary works, teachers are no longer limited to the analysis and interpretation of words, but guide students to analyze the works from multiple perspectives with the help of multimedia resources such as relevant pictures and videos. This teaching method enables students to more comprehensively understand the theme and connotation of the work, stimulate students' innovative thinking and imagination, and enable students to produce more novel and unique views. Through group discussion, role play and other activities, students can fully express their views and ideas, and have in-depth exchanges and interactions with teachers and students. This teaching method improves students' critical thinking ability, cultivates students' communication ability and teamwork spirit, and students are more open and inclusive when appreciating and understanding literary works from different cultural backgrounds, gradually forming a Cross-cultural Vision and thinking.

### **4. Application of Multimodal Teaching Mode in Graduate English Curriculum Reform**

#### **4.1. Multimodal Presentation of Teaching Content**

Multimodal teaching mode makes the teaching content of graduate English rich and colorful by skillfully integrating image, audio, video and other multimodal resources, which greatly expands students' learning space and experience

dimension. Taking the writing of English academic papers as an example, teachers are no longer limited to text teaching materials to teach writing skills, and begin to display excellent academic paper models, so that students can intuitively feel the charm and style of high-quality papers. In order to help students quickly understand the components and logical structure of the paper, the teacher will also provide a clear paper structure frame diagram and visual presentation, so that students can clearly grasp the overall structure of the paper. The use of keyword cloud is also a highlight. Through keyword cloud diagram, students can intuitively see the distribution and importance of keywords in the paper, and grasp the core content and research focus of the paper.

Teachers will also play a video explaining the writing skills of academic papers, including detailed explanations of writing skills. Through vivid cases and examples, students can deeply understand and master writing skills in an audio-visual environment. The multimodal presentation of teaching content has greatly stimulated students' interest in learning and improved their learning efficiency and effect. Students can listen while recording, learn and practice while watching the video, and firmly grasp the knowledge they have learned. The innovation of multimodal teaching mode in the presentation of teaching content is not limited to the writing of English academic papers. In each link of the course, teachers can flexibly choose and use different modal resources according to the teaching content and objectives.

For example, explain When learning the background knowledge of English culture, teachers can display relevant pictures, videos and audio materials, so that students can deeply understand the connotation and characteristics of English culture in the audio-visual enjoyment. The diversified and integrated presentation of teaching content enriches students' learning experience, improves students' cultural literacy and cross-cultural communication ability, and students can feel the charm of English culture in a relaxed and pleasant atmosphere and actively participate in English learning.

## **4.2. Multimodal Innovation of Teaching Methods**

First of all, teachers should analyze the learning situation, understand the English foundation, language acceptance ability, learning and living habits of contemporary college students, and make teaching plans and teaching designs at different levels. Thirdly, teachers should group according to the principle of "invisible stratification" and formulate more detailed learning tasks. Finally, teachers should choose multimodal resources based on the "optimization principle" according to the teaching content and teaching difficulties. For example, teachers' language expression should be amiable, and their body movements should be relaxed to reflect interpersonal meaning; Text and chart resources should be able to accurately express ideas and strengthen the conceptual meaning. PPT, Audio and video resources should be colorful and flexible, strengthen visual and auditory stimulation, promote the transmission and internalization of knowledge, and stimulate learning interest. Teachers should reasonably choose multimodal resources. The multi-use, abuse and misuse of modal resources will cause students' disgust and distract students' attention and concentration.

By simulating the scene of academic conferences, students can report and discuss papers in English, exercise students' oral expression ability and thinking logic, and let students feel

the atmosphere and requirements of academic research in practice. This teaching method focuses on students' practicality and subjectivity, so that students can continuously improve their English application ability in practice. By simulating the scene of academic conferences, it can also enhance students' self-confidence and adaptability, and lay a foundation for students' future academic research and career development. Project based learning is also an important way of multimodal teaching methods. Teachers can let students complete projects related to English academic research in groups, such as literature review, experimental research, etc. In the process of the project, students need to use their English knowledge and skills to communicate and report, exercise their ability to use English, and cultivate students' teamwork ability and innovative thinking.

In addition to the role-playing method and project-based learning method, teachers can also flexibly choose and use other multimodal teaching methods according to the teaching content and objectives, and use the online interactive platform for online discussion and communication, so that students can learn English anytime and anywhere; Using multimedia technology to carry out situational teaching, let students practice English in the simulated real situation. Multimodal teaching methods can stimulate students' interest in learning, improve students' participation, and cultivate students' autonomous learning ability and innovative thinking.

## **4.3. Multimodal Construction of Teaching Evaluation**

As the key link to measure the teaching effect, the accuracy and comprehensiveness of teaching evaluation are crucial to improve the teaching quality. Under the guidance of multimodal teaching mode, the teaching evaluation system of graduate English course is undergoing a profound change, from the traditional single, static evaluation to multiple, dynamic evaluation. In the past, teaching evaluation often relied too much on written and oral tests. Although this evaluation method can reflect students' basic English level, it is difficult to comprehensively and objectively evaluate students' Comprehensive English ability. Under the multimodal teaching mode, teaching evaluation has become more comprehensive and diversified. Teachers are no longer limited to the traditional test methods, but make full use of the online test platform to design test questions including listening, reading, writing, translation and other types. These questions cover all aspects of the English language, and are personalized according to the actual level and learning needs of students, so as to ensure that each student can test within the range of difficulty suitable for himself and accurately reflect the actual level of students' English.

In the process of multimodal teaching, teachers should teach multimodally and students should learn multimodally to ensure the teaching effect. First, teachers should strengthen curriculum management. The modular presentation of online teaching content, the repeatability of online courses, and the natural connection of online and offline courses are the key points of teaching design. Teachers should also use the online platform to monitor students' learning process and urge students to complete learning tasks on time and with high quality. Secondly, teachers should create a harmonious interactive mode between teachers and students. Praise students with encouraging language as much as possible to make students feel happy and learn actively. Finally, teachers should create a multimodal evaluation system, which is a

combination of formative evaluation and summative evaluation. The evaluation subject should have both teachers and students. Teachers should pay more attention to students' performance in the learning process. For students with weak English foundation, we should pay attention to their learning attitude, degree of effort, the completion of autonomous learning, classroom performance, and the completion of after-school expansion tasks, so as to cultivate their interest in learning and awareness of autonomous learning. For students with a good foundation of English, we should pay attention to the improvement of their language use, communication and thinking abilities, learning strategies and learning effects. Only in this way can we improve the teaching quality and teaching effect to a greater extent.

As an important part of multimodal teaching evaluation, peer evaluation is far more than simply marking each other. In the process of peer evaluation, students should carefully review each other's homework and performance, and use critical thinking to make an objective and fair evaluation. It not only exercises the students' evaluation ability, but also requires students to have good communication skills and clearly express their views and opinions. Through peer evaluation, students can find their own shortcomings in mutual learning, learn the advantages of others, and achieve common progress.

Teaching interaction is the soul of the teaching process. It can not only enhance the relationship between teachers and students, but also greatly improve students' participation and learning enthusiasm. Under the multimodal teaching mode, the teaching interaction of graduate English has been improved unprecedentedly. Traditional classroom teaching is often teacher centered, and students passively accept knowledge, lacking sufficient interaction and communication. In the multimodal teaching mode, the interaction and cooperation between teachers and students has become the main theme of teaching. Teachers can communicate and feedback with students in real time by setting up online discussion areas and using instant messaging tools. This real-time interactive way can timely answer students' questions, guide them to think deeply, and stimulate students' interest in learning and innovative thinking. In this interaction, students are no longer passive recipients, but become explorers and creators of knowledge.

In addition to online real-time interaction, teachers can also organize offline group discussions, academic salons and other activities to provide students with more opportunities for face-to-face communication. In the group discussion, students can carry out in-depth discussion and exchange on a topic, share their own views and opinions, and collide with the sparks of ideas; In the Academic Salon, students can invite experts and scholars to give lectures or reports, broaden their academic vision and knowledge, and feel the charm of academia. Multimodal teaching interaction not only enhances the contact and communication between teachers and students, but also greatly improves students' participation and learning enthusiasm.

## 5. Conclusion

In the information age, using the network teaching platform, with the help of advanced technical means, constructing the multimodal mixed teaching mode of English in higher vocational colleges is a breakthrough and a major challenge,

which provides new ideas and new directions for the reform of English Teaching in higher vocational colleges. In the process of using this teaching mode, teachers should, according to students' learning situation and teaching content, "adjust measures to time" and "adjust measures to class", carefully select network resources, reasonably match multiple modes, and effectively use teaching methods to stimulate students' learning enthusiasm and initiative, so as to achieve the best teaching effect.

To sum up, multimodal teaching mode plays an important role in the reform of graduate English course. By skillfully integrating various teaching modal resources, such as vision, hearing and hands-on operation, it has greatly stimulated students' learning enthusiasm and interest, made students more active in class and significantly improved their participation. This model has also effectively enhanced the students' comprehensive ability to use English, and has been comprehensively improved in both listening, speaking, reading, writing and translation. Multimodal teaching focuses on cultivating students' innovative thinking and critical thinking ability, which has laid a solid foundation for students' long-term development. However, there are also some challenges in the implementation process, and the school needs to make corresponding adjustments in time, so as to better promote the in-depth application of multimodal teaching mode in graduate English course.

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