A Study of Multimodal Reading Patterns in Junior High School English based on Core Quality

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Abstract: With the continuous progress and development of the Internet era, the application of information technology in English classrooms has been more and more extensive. Compulsory education English Curriculum Standard (2022 edition) proposes to develop students' core qualities, but the traditional single teaching model not only fails to adapt to today's rapidly developing society, but also does not help ensure the efficiency and effect of junior middle school English classroom teaching, and fails to stimulate students' enthusiasm for learning. Therefore, based on the background of core literacy and multimodal English teaching methods, this paper will explore the application of multimodal English reading teaching in junior middle school.

Key words: junior high school English reading; Core literacy; multimodality

1. Introduction

The English Curriculum Standard for Compulsory Education (2022 edition) clearly stipulates that it is necessary to cultivate students' language skills, that is, listening, speaking, reading, reading and writing skills, and the "look" in the curriculum standard refers to the graphics, tables, animations, symbols and videos in multimodal discourse. Multimodal discourse provides ideas and methods for solving and improving the "seeing" in language skills. Under the new compulsory education English curriculum standards, teachers combine the core qualities to fully use the multi-modal English reading teaching strategy in junior middle school, which can help teachers better improve students' language skills proposed in the new curriculum standards, and also strengthen the overall teaching level and effect in an all-round way.

2. Current situation of English reading teaching in junior middle school

(1) Using single mode for teaching among some teachers

Although the current situation of English teaching in China is undergoing continuous reform and the introduction of new compulsory education curriculum standards, some teachers still do not attach importance to the teaching methods in English classrooms. In the process of teaching activities, teachers are in the main position and students passively accept knowledge. Teachers use a single mode to teach. Therefore, students cannot receive some vivid and interesting information that is conducive to expanding extra-curricular knowledge. Therefore, students' initiative and enthusiasm are not strong. They think that going to school is boring, the pressure increases, and the classroom vitality decreases, which leads to the phenomenon that some students may be tired of studying and even truant. Moreover, some teachers still mainly rely on textbooks to teach, and directly use some basic teaching courseware downloaded from the Internet, with the single mode of PPT to teach, and mainly pay attention to the teaching and practice of basic knowledge.

(2) The effect of improving students' thinking capacity and cultural awareness is not high

Vocabulary, reading strategies, grammar and other knowledge points in reading are the key points emphasized by teachers in teaching. However, teachers do not lead students to explore and think about the meaning behind the text and the deep thoughts that the author wants to convey, and students' thinking is fixed. Although vocabulary and grammar knowledge can be understood, there are still obstacles in understanding the ideological connotation of the whole article. Therefore, students' reading efficiency is not high, the reading progress is affected, and it is not conducive to the development of students' comprehensive quality. Students often gain less after reading a text.

3. The meaning of multimodality and the principle of multimodal selection

(1) The meaning of multimodality

Multimodality refers to the use of more than one symbolic resource to achieve communicative activities. For example, a combination of listening to sounds to understand the content of a movie, background music and watching words, images and actions on a screen to understand other symbols. Kress and Van Leeuwen define multimodality as all the media and symbol systems involved in the process of communication (Kress & Van Leeuwen, 2001). Zhang Delu (2009) points out that such multimodality is the use of auditory, visual, tactile and other sensory phenomena to communicate through language, images, sounds, movements and other symbolic resources. Multimodal English reading teaching, on the other hand, means that teachers can use body language combined with videos and courseware, colorful pictures and music to present the key and difficult information in the text, so as to guide students to understand the content of the text.

(2) The principle of multimodal selection

Zhang Delu (2010) pointed out that in English teaching design, the general principle of multimodal selection is the principle of the best effect, that is, the use of various modern information technologies to express the meaning of the speaker, so as to achieve the best teaching effect. Under the guidance of this general principle, there are three general principles: the principle of effectiveness, the principle of adaptation and the principle of economy. These general principles

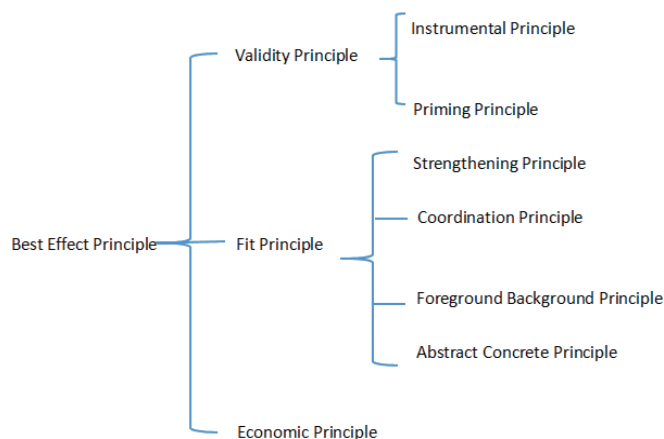also include some sub-principles (see Figure 1).

Figure 1 (Zhang Delu, The Design and Modal Invocation of Multimodal Foreign Language Teaching(2010)

Then, I will analyze in detail how to carry out the multimodal English reading teaching design under the guidance of these principles, so as to mobilize students' various senses and learning interests, improve the quality of thinking, prevent the solidification of thinking, help students master English reading skills, and improve students' learning efficiency and comprehensive practical ability.

4. The implementation case of multimodal English reading teaching in junior middle school

So, how should teachers use multimodal teaching in the specific English reading teaching? in the following, the author will take Unit 7 of the second volume of eighth grade in the human Edition textbook. "What is the highest mountain in the world?" Taking the teaching link of Section B 2b as an example, combined with the principle of modal selection proposed by Zhang Delu (2010). The author will analyze the application strategy of multi-modal in junior high school English reading.

(1) Lead-in

So take the new target, Unit 7, Volume 2, Grade 8, "What is the highest mountain in the world?" Section B 2b as an example. Section A of this unit mainly introduces the geographical environment such as Mount Qomolangma. Section B mainly focuses on the panda, which leads to the protection of endangered animals. First of all, follow the triggering principle under the effective principle, that is, the teacher uses some beautiful or colorful pictures, music, videos about pandas and body language modes to arouse students' interest and let students guess the topic of the article. This multi-modal combination can make students actively participate and achieve the effect of more concentrated attention. Then, teachers can follow the instrumental principle under the effective principle, that is, use the modes to give students real context, present a video of panda's daily life in PPT, so that students can get familiar with the theme of this reading class, and then throw out a series of question chains, and combine the PPT mode with the oral mode. After the students give the teacher the answer, the teacher will ask the question again, "Do you like pandas? Do you know where pandas are mainly found? How many pandas are there?" While the students are answering the questions, the teacher can show the pictures about pandas on the multimedia equipment, such as the location of the main areas where pandas are distributed on the map. In the last part of the lead-in link, guided by the coordination principle under the adaptation principle, teachers can use the combination of pictures, oral mode and body mode in the PPT mode to teach. Creating a relaxed and positive atmosphere in the classroom to introduce teaching is more conducive to arousing students' interest in learning, promoting the absorption of course content and improving learning efficiency.

(2) Pre-reading

In the pre-reading section, guided by the elicitation principle, teachers can raise students' interest by asking, "Can you list some of the things in our lives that bear the symbol of the panda?" After the students have a discussion and share their opinions, the teacher can show the pictures in the PPT mode and discuss with the students in the oral mode, and increase the students' attention through humorous scene pictures.

(3) While-reading

Reading is the key link in reading class, so teachers can coordinate various modes to carry out reading teaching based on coordination principle and elicitation principle in the two processes of quick reading and careful reading. First of all, in the part of rapid reading, the teacher asks the students to quickly scan the articles within four minutes and then answer the questions on the PPT.

With the voice rising, the teacher asks and presents them on the PPT: " What's the story about?" "What will happen to giant pandas if we do nothing?" "How many parts can you divide the passage into?" The teacher gives feedback after the student gives the answer. Then, after reading this part carefully, the teacher showed the table including Who, What and Where on the PPT mode, and asked the students to complete the table after reading with the body mode. After completing the form, the teacher can ask students to read the article closely, complete the blanks, mind maps and connecting questions on the PPT, and students can fill in the blanks correctly, so that the knowledge of each paragraph can be mastered in detail.

(4) Post-reading

Guided by the foreground and background principle under the adaptation principle, after students have obtained the details of each

paragraph of the article, the teacher can provide background information to students by showing a video about the scarcity of pandas. After watching the video, the teacher can use the oral mode to match the expression and action of the inquiry: "As teenagers, what other ways can we do to help save pandas ?" Then oral communication will be regarded as the prospect. Teachers can arrange students to have group discussions, and students can practice their oral English expression ability through communication and dialogue. After the group discussion, the teacher will put the answers on the PPT, so that the students can get the grammar and English expressions about saving the panda. After the discussion, the teacher can still use the foreground and background principle and the reinforcement principle, that is, the teacher can show some pictures of other wild animals being killed and illegally hunted, to strengthen the meaning of the unit theme of animal protection and environment protection that he wants to convey.

(5) Summary and homework

In the final summary stage, the teacher first needs to return to the content of the blackboard, ask the students and lead them to consolidate the knowledge learned in this lesson. The teacher will show the main framework of the article and some pictures about the main content of the article in the PPT, and lead the students to retell the content of the article. After reviewing the content, the teacher can show a paragraph of text and some pictures, calling on students to protect animals, protect the environment and love the world, so as to improve the main idea of the article. On the basis of the multi-modal theory, the assignment should be stratified and diversified according to students' different learning levels. The first type of assignment could be to complete a 100-word proposal calling for people to protect animals. For the second type of assignment, teachers can ask students to make a poster about protecting endangered animals, asking for diversity in color and content. For the third type of homework, students can record a video of about ten minutes in a group. Students can complete an imaginative dialogue about protecting animals and protecting the environment as humans and animals respectively. When assigning assignments, teachers can follow the abstract and concrete principles as guidance, that is, use PPT mode to show some text pictures or videos with oral body mode to provide examples and explanations, so that some abstract assignment requirements can be understood more easily.

5. Conclusion

All in all, the traditional English reading teaching model cannot adapt to the rapidly developing society and meet the needs of students. To improve the use and teaching effect of multimodal English reading in junior middle school should not only be the task of teachers. Schools should also implement some measures to improve the rationality of multimodal application. Therefore, schools should provide teachers with opportunities to participate in multimodal training, which includes the study of multimodal theory on the one hand, and the use of multimodal information technology on the other. At the same time, it is also necessary to help teachers understand the content and methods of multimodal teaching. On this basis, teachers can use the multimodal theory to guide teaching scientifically and reasonably. In addition, multi-modal information technology training can also improve teachers' quality and teaching efficiency.

The multi-modal information technology teaching mode provides teachers with different ideas of teaching design, but teachers are also faced with challenges. The selection of modes should follow the principles and should not abuse the modes. The more the better, the better, how to correctly use multi-modal English reading teaching, achieve teaching objectives, fully mobilize students' initiative, promote students' thinking and improve their pragmatic ability? Improving teaching objectives is what teachers need to pay attention to and strengthen academic research in the design of multi-modal teaching activities. This study takes a reading class in junior high school as an example to explore the multi-modal teaching mode, hoping to provide some reference for junior high school English reading class.

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