

Teaching Strategies for English Majors Based on Multimodal Discourse Analysis Theory

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Abstract: The theory of multimodal discourse analysis is currently widely used in language teaching, and several studies have shown that language teaching based on the theory of multimodal discourse analysis is conducive to improving the quality of classroom teaching, promoting students' in-depth learning, and helping students to profoundly master obscure and difficult linguistic knowledge. English is a language course commonly opened in China's colleges and universities, and in the teaching of English majors, the cultivation of students' cross-cultural communication ability is highly valued. The article discusses the teaching strategies of English majors in colleges and universities based on multimodal discourse analysis theory for reference.

Keywords: Multimodal Discourse Analysis Theory; College English Majors; English Teaching

Against the background of deepening globalization, the importance of English as a tool for international communication is becoming more and more prominent. English majors in colleges and universities are the main position for cultivating English talents, and the quality of their English teaching has a direct impact on the quality of talent cultivation. In traditional English teaching, teachers tend to impart English knowledge to students mechanically, which leads to boring classroom content, affects students' interest in learning English, and ultimately affects the quality of cultivating English talents. Under the environment of increasing social requirements, it is necessary for English majors in colleges and universities to innovate their teaching methods, cultivate students' cross-cultural communication ability, and expand their English cultural horizons. The application of Multimodal Discourse Analysis (MDA) is conducive to improving the quality of English teaching and enhancing students' learning effect. The purpose of this paper is to explore the teaching strategies of English majors in colleges and universities based on the Multimodal Discourse Analysis theory, and to provide new ideas for the optimization of teaching English majors in colleges and universities.

1. Theoretical Connotation of Multimodal Discourse Analysis

Multimodality includes many types of semantic resources, such as diagrams, images, writing, music, video and other kinds of elements, with the help of tactile, auditory, visual and other senses, a phenomenon to carry out communication by means of images, sounds, words, actions and other means^[1]. Multimodal discourse analysis theory has a wide range of applications in language teaching, which can enrich the teaching content through the application of images, audio, video and other modalities, increase students' interest in language learning and promote students' active participation in the language classroom. In the actual language communication scene, it is difficult to express the communication purpose by using a certain form alone, and it is necessary to supplement the deficiencies of a single modality with other modalities, so as to make the language communication clearer, more detailed and fuller, so that both parties can understand the meaning of both sides intuitively in the language communication scene.

The application of multimodal discourse analysis theory in the teaching of English majors in colleges and universities can make use of images, sounds, videos and other modalities to carry out English language teaching, stimulate students' multiple senses, so as to enhance students' understanding and memory of English knowledge, and stimulate students' interest in English learning. The application of multimodal discourse analysis theory also puts higher requirements on teachers, who need to continuously learn and master new teaching techniques and innovate teaching methods. Teachers can also integrate a variety of high-quality teaching resources, such as English movies, music, short videos, etc., to enliven the classroom teaching atmosphere and improve the quality of classroom teaching.

2. Teaching Strategies for English Majors in Colleges and Universities Based on Multimodal Discourse Analysis Theory

2.1 Build a multimodal English teaching environment to create an immersive learning classroom

In the modern teaching environment, a blackboard and a chalk are far from being able to meet the teaching requirements of modern society^[2]. The wide application of information technology in the field of education has created powerful conditions for the development of multimodal English teaching. English teaching involves two modes, visual and auditory, in which auditory is the main mode and visual is the auxiliary mode. With the assistance of visual mode, students can hear English knowledge more clearly and accurately, which is why in English listening, most of the students can't understand the meanings of the English expressions only by listening, while by watching the video, students can roughly understand the meanings of the characters' English expressions. Therefore, in English teaching, teachers should make full use of multimedia technology to combine text, images, sound and other modalities to build a vivid and intuitive teaching environment, stimulate students' multiple senses, and create an immersive English learning classroom for students^[3]. In English teaching, students can't meet the multimodal learning materials only by watching the textbooks, therefore, teachers should combine the social requirements, students' learning conditions and teaching requirements to expand students' learning horizons by using information technology, for example, teachers should provide students with a variety of learning resources based on the online teaching platform, such as graphic materials, movies, documentaries, microclasses, etc., and expand the interpretations for the knowledge points of the textbooks through visual and auditory modalities to present the knowledge points and expand students' English cultural horizons.

2.2 Implement multimodal teaching methods to stimulate students' learning interest

In the process of English teaching, teachers should actively use visual elements to deepen students' understanding of English knowledge and improve their English language expression ability. Teachers should adopt diversified teaching methods according to the students' learning conditions as well as the content of the teaching materials to stimulate students' interest in learning. English learning involves both visual and auditory modalities, therefore, in the process of English teaching, teachers should actively apply visual elements, so that English teaching is no longer a simple teaching of words and grammar. Simple grammar and word knowledge is abstract and difficult for students to understand, but with the help of visual elements, teachers can teach English grammar knowledge to students in a more intuitive and simple way. For example, in the teaching of the present perfect tense, the teacher can show a timeline on the big screen, marking the three time points of "past", "present" and "future" on the timeline. Use different colored icons to indicate the actions that took place at different points in time, to show students the specific meaning of this tense of the present perfect tense. When presenting the content of the textbook, teachers should reasonably match text, image, sound and other modes to support the knowledge points in the textbook, in order to highlight the teaching focus and enhance the teaching effect.

2.3 Strengthen the multimodal teaching platform and continuously optimize English teaching

To carry out English teaching under the guidance of multimodal discourse analysis theory, teachers should pay attention to carrying out multimodal teaching evaluation, not only to evaluate students, but also students should evaluate teachers, to provide a basis for teaching improvement, and constantly optimize English teaching^[4]. To this end, for student evaluation, teachers should establish a diversified evaluation system, including self-evaluation, peer evaluation, teacher evaluation, etc., introduce diversified teaching evaluation subjects, comprehensively and objectively reflect the students' learning performance, understand the strengths and weaknesses of students' learning, and make it convenient for teachers to provide students with personalized learning guidance. In the evaluation of students, the teacher is the main evaluation subject, should pay attention to the combination of process evaluation and summative evaluation, timely discovery of students' problems, timely targeted guidance. For the evaluation of teachers, colleges and universities can formulate evaluation standards and evaluate teachers by investigating their classes, lesson preparation and homework correction. Colleges and universities can conduct anonymous questionnaires for students, and teachers can also launch network questionnaires to understand the strengths and weaknesses of their own teaching and continuously improve their teaching.

Concluding remarks

Carrying out English teaching under the guidance of multimodal discourse analysis theory is conducive to improving the quality of English classroom teaching, stimulating students' interest in English learning and promoting students' deep learning. In the process of English teaching, teachers should actively use auditory and visual modalities to enrich the teaching content and teaching methods. In addition, teachers should also implement multimodal teaching evaluation to continuously optimize English teaching.

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