Research on the Development Status of Multimodal Teaching in China

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Abstract

Multi-mode teaching is more flexible and lively, entertaining characteristics, is the future trend of teaching development. Based on the stimulus, this paper takes the literature published in SCI, EI, Core journals of Peking University, CSSCI and CSCD in recent years as the main body to analyze the current development status of multi-mode teaching in China. The results show that in recent years, the literature on multi-mode teaching in China has been declining slightly. The author of Zhang Delu has a certain authority in this field and the research results are relatively high. The research results of multimodal teaching have been published in the journal of Foreign Language Electrochemical Research. At present, the research of multi-modal teaching focuses on the research of multi-modal foreign language teaching, multi-modal discourse analysis and multi-modal teaching materials. In general, there is still a great space for the research of multi-mode teaching in China.

Key words: Multi-mode teaching; Research status; Foreign language teaching; Discourse analysis ;Teaching material

1. INTRODUCTION

With the rapid development of science and technology, more and more scientific and technological achievements have been applied in modern teaching. Compared with the traditional classroom, modern classroom has undergone tremendous changes. No longer simply rely on the traditional media in the blackboard, chalk, platform, modern classroom has injected new elements, with the aid of multimedia technology, and visual modal acoustic modal add touch on the basis of the modal , modal and taste, smell, make classroom teaching more vivid and improve the students' learning interest and learning motivation. The multi-mode teaching of vision, hearing, touch, smell and taste is more flexible and lively, which is the development trend of teaching in the future. Based on this, this paper attempts to explore the current status of China's development in the field of multimodal teaching, to understand what achievements have been made in the field of multimodal teaching? Which aspects does the research focus on? What are the remaining shortcomings? This paper mainly analyzes the current research status of multimodal teaching in China, mainly focusing on the literature on multimodal teaching published in SCI source journals, EI source journals, core journals of Peking University, CSSCI journals and CSCD journals, hoping to provide some references for domestic multimodal teaching.

2. CURRENT SITUATION OF THE DEVELOPMENT OF MULTIMODAL TEACHING IN CHINA

The main methods used in this paper are bibliometric method and content analysis method. By how net (CNKI) in China with the theme of "multimodal teaching" retrieved, source will be limited to SCI source journals, EI source journals, core journal of Peking University, CSSCI journals, journal of CSCD, they had higher impact factor

of journals, has a certain authority, the paper quality is higher, to a certain extent, can reflect the present situation of multimodal teaching in China. A total of 189 articles were retrieved in this search. After reading the abstract of the paper, the literature related to the multi-mode teaching topic was screened, and the 189 literatures were finally determined as the sample literatures of this paper.

2.1 General Trend Analysis

According to Figure 1, it can be found that from 2008 to 2014, the publication has been increasing year by year, showing a good development trend. However, there was a sharp drop in the number of papers published in 2015. During the 6 years from 2015 to 2020, the number of papers published on multi-modal teaching remained at an average annual rate of 15, with a low output. It can be seen that the enthusiasm of Chinese scholars for the research on multi-modal teaching has decreased. But in the final analysis, multi-mode teaching in China has made some achievements, which is due to the development of multimedia technology and the reform of foreign language teaching in China.
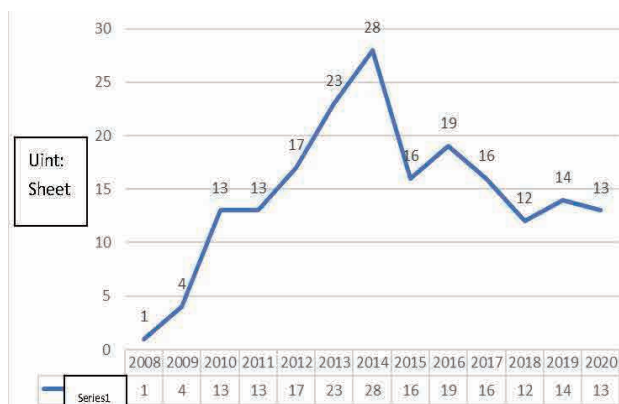

Figure 1
Publication trend chart

2.2 Analysis of the Author

A total of 277 authors were published in 189 sample papers, among which the authors who were more productive in the multimodal teaching research were shown in Table 1.Zhang Delu posted the most posts eight times, far surpassing liu Xiaobin (3), Zhang Wei (3) and Zhang Zhen (3), who ranked second.Wang Chunlei (2), Liang Xiaohui (2), Deng Xiaofang (2), Zhou Rong (2), Wang Ping (2), Li Xueming (2), Huang Wei (2), Guo Zhibin (2), Feng Dezheng (2), Guo Wanqun (2), Ma Li (2) and Yang Yue (2) followed.

Table 1
Authors with high output

No.	Name	Frequency	No.	Name	Frequency
1	Zhang Delu	8	9	Wang Ping	2
2	Liu Xiaobin	3	10	Li Xuening	2

To be continued

No.	Name	Frequency	No.	Name	Frequency
3	Zhang Wei	3	11	Huang Wei	2
4	Zhang Zhen	3	12	Guo Zhibin	2
5	Wang Chunlei	2	13	Feng Dezheng	2
6	Liang Xiaohui	2	14	Guo wanqun	2
7	Deng Xiaofang	2	15	Ma Li	2
8	Zhou Rong	2	16	Yang Yue	2

2.3 Analysis of Published Journals

Among 189 sample literatures, there are 63 published journals in total. The high-frequency published journals on multi-mode teaching research are shown in Table 2.Is one of the highest number of periodicals in foreign language teaching of electrochemical, up to 23 times, the second is the teaching and management (18), the next step is the heilongjiang province higher education research, in turn, (9), "the journal of the Chinese education (9)," modern education technology "(8), the education exploration (8), the foreign language study (7), (7)" language ", "the education theory and practice" (6), (6) the education and career.
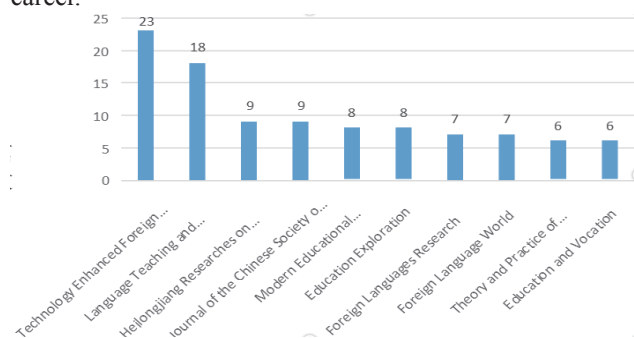

Figure 2
Periodical table of high-frequency publication

2.3 Research Content Analysis

In 189 sample literatures, it is found that the current research on multimodal teaching mainly focuses on multimodal foreign language teaching research, multimodal discourse analysis research, and multimodal teaching materials research.

2.3.1 Research on Multimodal Foreign Language Teaching

With the development of computer and information technology, multimodal teaching has been applied more and more frequently in foreign language teaching. Through empirical research, Li Baohong and Yin Pian found that the new college English teaching model in multi-modal context can effectively cultivate students' cross-cultural communication ability, comprehensively improve students' comprehensive English application ability and cultural literacy, (Li & Yin, 2012) vigorously advocate multi-modal foreign language teaching. At present, the research on multimodal foreign language teaching covers such teaching contents as foreign language listening, foreign language reading, foreign language grammar, foreign language

vocabulary, foreign language writing, foreign language interpretation and foreign language literature.

First, in terms of foreign language listening, through sample experiments and questionnaires, Long Yufei and Zhao Pu found that metacognitive strategy, multi-modal learning and the combination of the two can help to improve listening comprehension. (Long & Zhao, 2009) Hu Yongjin and Zhang Deru found that as long as visual information was corresponding to auditory information, they could play a positive role in promoting comprehension. English subtitles are more beneficial to students' listening comprehension than Chinese subtitles, because the latter will cause more vocabulary interference. (Hu & Zhang, 2013) Second, in terms of foreign language reading, Hu Zhuanlin pointed out that in the new century of multimodal social semiotics, more attention should be paid to the cultivation of multimodal reading ability. (Hu, 2007) Lü Meijia and Mou Weijiao also proposed to introduce multi-modal theory into college English reading, and multi-modal teaching mode is helpful to improve students' English reading comprehension and memory ability. This method greatly enriches the means of information input, fully stimulates students' multiple senses, is more in-depth than single language explanation, and can strengthen students' memory effect of knowledge and the ability to construct the textual meaning on the whole. (Lü & Mou, 2014) third, on the foreign language grammar, mysteries, xiao-bin liu, Zhou Rong adopted experimental method, questionnaire and individual interview method, found that multimodal English grammar teaching has incomparable advantage over traditional grammar teaching, can put the text, images and other auditory and visual symbol to guide students to find and analyze the combination of grammar rules, and a deep understanding and accurate use of language form. (Zhang, Liu, & Zhou, 2012) Fourth, in terms of foreign language vocabulary, Zou Bingjun, Zhou Ruizheng and Gan Luoying believed that multi-modal vocabulary teaching is characterized by the use of visual and auditory dual modal stimulation in classroom teaching, a variety of teaching media assisted teaching, frequent interaction between teachers and students, harmonious relationship between teachers and students, and active classroom atmosphere. Fifth, in foreign language writing, wang connotation and multimodal interactive teaching theory as a foundation, discusses the multimedia teaching in the English writing teaching of multimodal interaction between subject and object, found that the multimodal interaction model can improve students' writing level, make the classroom teaching, presents a kind of vertical help solve high investment inefficiency in English writing teaching. (Wang, 2010) Liang Xiaohui tried to apply multimodal metaphor in English writing teaching, which not only expanded the application scope of multimodal metaphor, but also provided a new method and path for in-depth exploration of writing research. (Liang, 2013) the sixth, in foreign language interpretation, wei-hong Chen, liu proposed the interpreting class multimodal teaching mode under the network environment of the building to create a lively classroom teaching, establishing the network resource database, build optimization evaluation system, the development of (Chen, 2014) of the second classroom, build multimodal corpora interpretation teaching mode, to fine processing, audio and video corpora used in interpreting teaching. (Liu, 2017) 7, in foreign language literature, hong-hong zhou, Fan Jinghong horizon, the multimodal discourse analysis theory, the film and television appreciation course should help students accurately deconstruction English film and television works of cultural context, situational context and discourse, and help students to understand and appreciate them alone to watch English movies or TV programs when unable to build that part of the meaning. (Zhou & Fan, 2014)

2.3.2 Research on Multimodal Discourse Analysis

As for the multi-modal discourse analysis, there are scholars who have studied it from the perspectives of its connotation, characteristics, theoretical framework, advantages and methods. First, in terms of the connotation of multimodal discourse analysis, Zhang Delu and Wang Lu believe that multimodal discourse refers to the phenomenon of communication through language, image, sound, action and other means and symbolic resources by using multiple senses such as hearing, vision and touch (Zhang & Wang, 2010). Zou Bingjun, Zhou Ruizhen and Gan Luoying proposed that multimodal discourse refers to the discourse that USES a variety of senses to communicate by means of images, sounds, language, actions, expressions and symbolic modes (Chow, Chow, & Gan, 2013). Second, on the characteristics of multi-modal discourse analysis, Zhong Shi Lianghong and Zhang Hongchong believe that the characteristics of the multi-modal teaching discourse in the "Internet +" era involve diversified forms, enhanced interactivity and a significantly enhanced sense of participation (Zhong & Zhang, 2018). Thirdly, on the theoretical framework of multimodal discourse analysis, Zhang Delu proposed the theoretical framework of multimodal discourse comprehensive analysis on the basis of systemic functional linguistics. This framework includes cultural level, situational level, content level and expression level. (Zhang, 2009) Fourth, in terms of the advantages of multimodal discourse analysis, Malefang believes that the advantages of multimodal discourse analysis are embodied in three aspects: first, the comprehensive study of various symbolic resources including texts; The second is the study of how various modes interact in communication. The third is the research on how to design and use a variety of resources to achieve the best communication effect. (Zhu, 2007) Fifth, zhu Yongsheng proposed that the

method of multimodal discourse analysis is to determine the grammatical relations between different components and clarify the relations between words and images. (Li & Li, 2012)

2.3.3 Research on Multi-Modal Teaching Materials

For multimodal textbooks, the current research is not very sufficient. Li Feng and Li Na expounded the definition of multi-modal foreign language teaching materials, analyzed the characteristics of multi-modal foreign language teaching materials: synergizing, multi-dimensional, networking and intelligence, and discussed the compilation rationale of multi-modal foreign language teaching materials from the fields of education, biology, psychology and linguistics. (Zhang & Zhang, 2010) Zhang Delu and Zhang Shujie discussed the compiling principles of foreign language teaching materials with multi-modal characteristics: highly technical, comprehensive, personalized, capable and diversified evaluation of teaching forms. (Chow, Chow, & Gan, 2013)

3. SUGGESTIONS FOR THE IMPLEMENTATION OF MULTI-MODE TEACHING

3.1 Establish a Multi-Modal Teaching System

To fully grasp the characteristics and advantages of multi-modal teaching and construct the multi-modal -- cognitive strategy model of teaching, enrich the means of information input, promote the combination of multi-modal teaching and flexible application of various teaching methods, and make up the deficiency of single-modal teaching;Realistic situational teaching environment can help improve learners' ability to use English knowledge. (Zeng, 2011) in listening, speaking, reading and writing "translation" aspects of practical application, connotation and multimodal interactive teaching theory as the foundation, focus on the English learning ability and the evaluation mode of learning, development and application of the combination of through the teaching experiment and questionnaire survey, expand the multimodal teaching mode to improve students' English comprehensive application ability as well as the role and effect of the independent learning ability, to the students' attitude of learning English good washback (Liang, 2013), stimulate learners' interest in study, to enhance the initiative of learning. Carry out visual and auditory double mode stimulation, a variety of teaching media assisted teaching, frequent interaction between teachers and students, harmonious relationship between teachers and students, active classroom atmosphere. It not only expands the application scope of multimodal metaphor, but also provides a new method and path for in-depth exploration of writing research (Liang, 2015), promotes

multi-modal interaction between the subject and the object of teaching, strengthens the cultivation and integration of macro, meso and micro thinking levels, and constructs the teaching system from different perspectives, models and starting points (Kang, 2012). Expanding integrated network of collaborative teaching mode and integrated virtual simulation training mode, vertical distance training mode, training mode of vertical coordination, integrated multimedia personalized training mode, the organic integration of (Ye & Zeng, 2016) multimodal teaching and cognitive strategy, forming a composed of multimodal and cognitive strategy, interactive teaching mode of teaching and learning, (Wang, 2010) makes the classroom teaching, presents a kind of vertical dedicated to solving high investment problems such as low efficiency in English teaching. (Lü & Mou, 2014)

3.2 Establish a Multi-Modal Research System

We should pay more attention to the multi-mode teaching research, grasp the advantages and carry out the design. It is necessary to fully study the connotation and principle of multi-mode teaching, pay attention to the differences and similarities between multi-mode teaching and multimedia teaching, and pay attention to the dual characteristics of media and modal teaching to some specific problems.To differentiate modal theory is introduced in the process of college English teaching, the students' listening, speaking, reading and writing translation "of English learning ability and accomplishment of understanding, awareness, practice and application ability, rich knowledge infusion method, fully stimulate students' various senses, strengthen students' memory effect in knowledge and the ability to construct the discourse meaning as a whole. (Ge & Luo, 2010) Situational practice, clear guidance, critical framing, and transformational practice (Zhou & Fan, 2014) are adopted to strengthen the design and method practice of multi-modal teaching model through step-by-step clear guidance, targeted practical practice, and full use of multi-modal resources outside written discourse.(Guo, 2010)

3.3 Establish a Multi-Mode Teaching Guarantee System

In the process of multimodal teaching security, should be highlighted with the students for this education idea, as far as possible to carry out the learning centered, multimodal, active learning activities, to let the student participation and active learning, accurate deconstruction of English cultural context, situational context and discourse meaning (Zhang, 2012), while lay a solid language the basic skills, language communication ability and the cultivation of intercultural communication ability, in order to achieve the best teaching effect to pay attention to in the classroom teaching of graphics, networking, screenshots, movies, video, sound and other resources, to mobilize students' hearing, vision and other senses synergy, deepen students'

impression of writers and their works, strengthen the meaning of the original works, eliminate the need for the single text mode brings students boring feeling and the understanding of literary works, thus improve the effect of classroom teaching. For example, based on the theory of multimodal discourse analysis, adapted films are used to carry out multimodal learning, to mobilize students' multimodal senses to participate in teaching activities, and to interpret literary works in multimodal ways, so as to achieve the purpose of teaching British and American literature. is based on the existing academic evaluation research of the university foreign language audio-visual teaching material, using the multimodal foreign language teaching theory and related cognitive theory, to grasp the university foreign language teaching material more modal characteristics, development trend and its compilation principle and the use of sampling analysis of the current hearing teaching material, perfect the multimodal application requirements of foreign language teaching material the content choice, the formation of meet the requirements of the fifth generation materials multimodal university foreign language teaching material of new ideas and Suggestions.

CONCLUSION

The research on multimodal teaching in China started a little later than that in foreign countries. It has gone through a process from scratch and from shallow to deep, and has achieved certain results. In terms of the number of research results, the literature on multimodal teaching in China has been declining slightly in recent years. From the author of the research results, the author Zhang Delu has a certain authority in this field, the research results are relatively high; From the perspective of the published journals, the research results of multi-mode teaching are mostly published in the journal of Foreign Language Electrochemical Research. From the content of the research results, the current research on multimodal teaching focuses on multimodal foreign language teaching research, multimodal discourse analysis research and multimodal teaching materials research. These achievements are accompanied by some shortcomings. First, from the perspective of research content, most of the current research on multimodal teaching focuses on foreign language teaching, and there are relatively few researches on multimodal discourse analysis, multimodal teaching materials and other related researches, which need to be further broadened in terms of research breadth. Among the studies on foreign language teaching, the researches on multiple reading ability are relatively mature, but the researches on foreign language grammar, foreign language vocabulary and foreign language interpretation are few and need to be improved. Second, from the perspective of research objects, most scholars focus on universities and devote themselves to the study

of multi-modal teaching in university classrooms, but pay little attention to the multi-modal teaching in high schools, middle schools and even primary schools. Thirdly, from the perspective of research methods, only a few articles have carried out classroom empirical research through teaching experiments, questionnaires, interviews and other methods. In the following studies, scholars can try to use other angles and other methods to carry out research.

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