

Multimodal Model Application in English Writing Class Under the Context of Internet

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Abstract:

'Internet +' has been emphasized repeatedly in the era of globalization. On the one hand, it provides various ways and platforms for people to obtain information more quickly and conveniently in daily life. On the other hand, it also continuously helps to optimize teachers' teaching mode in the education industry. In the present stage of rapid development, the former single-modal teaching mode is no longer suitable for today's information society. On the contrary, the multi-modal teaching mode will become the trend of contemporary century. The application of 'Internet +' background combined with multi-modal mode can expand the cultural knowledge of students, speeding up students' connection with the world and retrieval of knowledge, mobilizing their hearing and touch ability through the audio, video, pictures and other means. The unified cooperation of visual multi-senses can improve students' innovative thinking and writing ability. What's more, it can reform teachers' teaching methods, thus bringing certain benefits to different subjects in the classroom.

Keywords: Internet + background; English writing class; Multimodal mode application

1. Introduction

The Internet has created a new space of information, which intersects with the original physical space and social space, jointly supports the development of human production as well as the life [1]. At the same time, English language education has gradually combined the Internet with the offline classroom teaching. Because in the class of writing teaching, teachers often need to avoid the boring teaching atmosphere. A series of charts, videos and audio generated by the Internet have been used in various English teaching classes, attracting students' attention. Among them, hearing and touching are the particularly prominent in the English writing class. Teachers use the diversified scientific and technological achievements of the Internet, which not only arises students' interest, but also deepens their understanding of the class. The core goal of the writing class is to improve the level of English writing, which is a complex and long-term accumulation process, requiring students to have a deep understanding of the writing topic and be able to accurately express their own views through language and self-accumulation. In this context, teachers need to build a multi-modal teaching model based on the five levels of culture, context, meaning, form, media, and then output diversified teaching views for different types of writing topics and expressing

themes, so that students can absorb, organize and summarize this paper by enumerating 'Internet +'. By listing the advantages of education under the 'internet' background, the article points out the characteristics of English writing class, which emphasis on multi-modal application of the construction in English writing class. Also, with the vertical and horizontal review, the article aiming at the future Internet + background, hopes that teachers can skillfully use multi-modal teaching knowledge in English writing class.

2. Educational Characteristics under the Background of 'Internet +'

'Internet +' education is a new form that uses a new generation of information technology to update educational concepts, changing the educational models, promoting educational innovation and development. It presents six new features, namely, new space, new model, new business form, new elements, new systems and new ideas [2]. The main function of 'Internet +' education is to realize online education and educational resource sharing. In order to realize the online communication of teaching process, multimedia communication technology and network technology are the main technologies it relies on.

2.1 The Richness of Learning Resources

Students can easily access a variety of online courses and learning resources by using the Internet, and also obtain the new knowledge anytime and anywhere, which reduces the difficulty of students to learn new content.

2.2 Interactive Learning

In the traditional mode, students only passively accept the knowledge taught by teachers. But nowadays, with the use of the Internet, students can actively obtain the knowledge that they need through the media and can also exchange experiences with other learners on the network.

2.3 Individualized Learning

Students can choose the direction they are interested in to conduct research on the network, avoiding the shortcomings of incomplete knowledge imparting in traditional teaching. Besides, students can develop their strengths and conduct deep learning for their favorite subjects.

2.4 Improvements

Of course, there are some disadvantages of online education, such as information bias leading to teachers' inability to get timely feedback. What's more, the distraction of students when using the Internet to learn a new course. These shortcomings need to be improved in time as well; teaching only by the network is not desirable; online and offline combined together can create more advantages.

3. Methods and Main Requirements of Teaching in the English Writing Class

3.1 The Methods of Teaching in the English Writing Class

English writing teaching in class is divided into template teaching method, guided teaching method, free writing method, task-based writing method and cooperative teaching method. Among them, template teaching is the method with more traditional teaching style. Teachers are used to asking students to recite templates according to different topics, which saves time but inhibits students' innovation ability. Guided teaching method refers to improving the writing ability of students. It seems the students as the main body, such as combining the 'Internet +' background to help students to cultivate the way of divergent thinking. The method of free creation advocates encouraging students to create independently. This method, combined with multi-modal teaching, can stimulate students' inspiration more effectively. At the same time, the background of „Internet +“ can be used to give students more writing materials, such as collecting news from major online platforms and listening to BBC on the radio. Task-based writing teaching method means that teachers assign writing

tasks to students. What's more, through task-driven writing propositions, which can be able to drive students to complete the propositions within a specified time, achieving the purpose of improving writing ability. Cooperative learning method advocates that students are divided into several groups. The members of the group work together to complete the writing task. In this method of writing teaching, PPT and Word are mainly used as visual tools to convey the multi-modal teaching process such as font color.

3.2 The Main Requirements of English Writing Class

The English writing class aims to train students to use the basic knowledge of English to correctly express their thoughts and opinions to others. First of all, the accumulation and skilled use of materials is an indispensable part of the content of writing. In the writing class, teachers need to emphasize the accumulation of students' daily material and help students to find out the appropriate materials using in corresponding compositions. Accurate expression of ideas is one of the parts of English writing class that needs to be emphasized. Therefore, students need to have a good grasp of vocabulary and tenses. Feedback and revision are very important in the writing teaching. Teachers can use the combination of online and offline methods to correct students' compositions, so that they are able to help them correcting their mistakes comprehensively and accurately. Then, the students can make improvements. In order to gain practical ability, it is important for students to be given plenty of practice opportunities, creating several situations for them to write and practice more times and then making quantitative changes to produce qualitative changes. Teachers should cultivate students' critical thinking. Thus, Students need to have the ability to think independently and distinguish right from wrong. On this basis, students can output arguments in line with their values in their compositions.

4. Multimodal Teaching Concept

4.1 Definition of Multimode

Multimodal research was first mentioned in the 1970s and became a research craze in the 1990s. Roland Barthes, a French scholar, is the first one began to study multimodal research and discovered the relationship between language, image and text [3]. Single mode refers to the process of human interaction with the external environment through a sensory organ, such as hearing, vision or touch, which is called single mode. Bimodal refers to the use of two senses to interact with the external environment. What's more, multimodal refers to the use of three

or more senses to interact with the external environment. Zhang Delu believes that multimodality refers to the communicative behavior activities that express meaning through various means such as language, text, gestures, expressions and other senses [4]. Based on the characteristics of multimodal classification and language classroom teaching, Zhang Delu divided modal system into linguistic mode and non-linguistic mode, that is, language, image, video, human facial expression and body movements, PPT, network laboratory and so on [5]. To sum up, multimodal teaching is a new linguistic theory that regards language communication as multimodal, for instance, sound, image, posture, etc. Its theoretical basis comes from social semiotics and functional linguistics, emphasizing context and cultural background [6].

4.2 The Benefits of Multimodal Teaching

Multimodal teaching requires simultaneous use of different sensory modes to convey information or communicate. With the in-depth development of „Internet +“, the sense of vision, hearing and even touch can be infiltrated into the experiments of teaching class in multiple dimensions. Multi-modal teaching introduces multimedia learning materials, for example, images, audio or video to enhance students' ability to understand texts and acquire information through multiple channels and levels. In addition, students have different learning needs and personal characteristics. Thus, multi-modal teaching is precisely aimed at this point, flexibly adding the teaching methods which is suitable for students, also using various kinds of media to attract students' learning interest, which effectively promote students' learning initiative, helping them learn in-depth and pragmatic, cultivating their multi-modal thinking and writing. In teaching evaluation, multi-modal teaching can also help teachers and students to make two-way evaluation more objective, comprehensive and efficient. Additionally, it promotes the process development from the perspective of result feedback as well.

5. How to apply multimodal mode in English writing class under the background of „Internet +“

5.1 Create a Learning Situation based on Multiple Modes

Nowadays, In English teaching class, there are some phenomenon about the students' low learning autonomy and low learning desire. The weak curiosity of students for learning is able to affect the effect of classroom teaching. Based on the background of 'Internet +', teachers can use multi-modal teaching mode to create an innovative class with seeing the students are as the main body. In the En-

glish writing teaching class, teachers use electronic whiteboard micro-class video Media such as audio and pictures, which can create a good learning atmosphere with multiple dimensions of hearing, touching and vision[7]. Material accumulation is necessary for the English writing. What's more, the use of network we-media accelerates the accumulation of materials for students. When in class, teachers can provide news which are searched and classified on the Internet, combining with the key point of the writing to create a positive situation. This not only arise students' interest in the topic of writing, but also deepen their understanding of the topic with the culture and logical thinking behind it. AI is a hot topic in recent years. It is also a highlighting part of multi-modal teaching mode in English writing class under the background of „Internet +“. For example, the essays about scenic spots, tourism and the introduction of places often require students to have a clear plan for the overall layout of the writing. AI technology can create a series of short videos that incorporate audio-visual elements, or even simulated Spaces to create an immersive learning experience for students. On this basis, teachers add language means such as oral, written and physical demonstrations to help students construct the complete thinking logic. The combination of AI technology and multi-modal teaching not only reduces the boredom of writing teaching, meanwhile, enhances the interaction between teachers and students with rising the interest of the class inversely, but also cultivates students' thinking logic, realizing the language goals of material accumulation and writing learning.

5.2 Based on Multi-modal, Guide Multidimensional Thinking

In the studying of English writing, students should not only fully understand knowledge, but also cultivate creative thinking and critical thinking. After the accumulation of materials and the overall framework of English writing, they should also expand and create the title of the text, having the thought of self-judgment about the views to put forward in the text. Therefore, under the background, teachers should realize the input of multi-modal teaching in classroom teaching, which is jointly completed by multiple modes such as voice, tone, gestures, eyes, body movements, music, pictures, animation and PPT [8]. In addition, teachers can also make full use of online education platforms, such as Dingding class, Tencent conference, wechat group, QQ group, etc., to try the micro-class teaching and flipped classroom to achieve multi-modal information input. In the session of classroom feedback, in order to collect students' opinions on the same writing idea, teachers can based on the multi-modal teaching mode to create a form. Through the big data analysis, they

can understand students' opinions and make the proportion of their selected ideas into a chart, which is presented in the form of PPT in the writing class to correct wrong ideas, giving enough function to teachers' guiding role in the class, and helping students to think positively. The contradictions generated by the problems stimulate students' enthusiasm for discussing different points of view, thus developing critical thinking. In addition, multi-modal teaching usually focuses on the class context, emphasizing the class content deeply, and integrating multi-dimensional thinking and output modes such as charts, audio and video. Therefore, when students are confused about the topic and opinions of the composition, teachers can organize students to communicate, discuss or cooperate in group learning, then make charts or short videos to share their views with each other. Using data analysis, short video search and shooting or other methods combined with multi-modal teaching, which strengthens students' learning experience, improves the learning efficiency of group cooperation, helps teachers quickly understand and grasp the writing opinions of students in class, conducts teaching research based on the main viewpoints of students, achieves teachers' classroom teaching goals more efficiently as well.

5.3 Exercise Students' Writing Ability Based on Multi-modal

The purpose of learning English is to apply it [9]. Therefore, the task of English writing after class is mainly focused on training students' practical English application ability. That is, increasing the amount of students' writing opportunities. Develop and expand shared-online English learning resources, making full use of rich English learning platforms, and helping students increase the path of input-feedback-output English writing, which can be achieved through a lot of exercises after class. For example, 'Correcting website' is a relatively popular writing practice platform in China, where students can practice according to different topics of composition. When students submit their own writing manuscript, the platform will carry out online intelligent correction and give fast, accurate correction results. In addition, the platform will even provide online courses with teacher's explanation for the topics that students practice. Students can correct wrong sentences and grammar according to the prompts of the platform, watching online courses on the corresponding topics to expand their thinking. By this way, students are able to speed up writing and deepen understanding of the main ideas of writing.

5.4 Optimize Teaching Evaluation Based on

Multi-modal

Teaching evaluation is an important link to build a harmonious and positive class with promoting a virtuous cycle of teaching. On the one hand, multi-modal teaching mode helps to change the wrong ideas of traditional teaching class evaluation that ignores students should as the main body. Additionally, it can optimize the learning experience process of students on this basis. Combining with the 'Internet +' Background: Through artificial intelligence technology and big data statistics of AI, multi-modal course evaluations can be quickly and accurately generated to provide two-way and objective feedback to teachers and students, thus helping to follow up the progress of teaching classes, changing the direction of teaching, and understand students' learning progress and homework. For example, in the after-class evaluation of English composition class, teachers can use apps and small online programs to collect students' learning data in multimodal courses, including the results of reading online compositions, audio composition reading, video interpretation and other multimodal activities. Secondly, they can use big data statistical tools to analyze the multimodal learning data according to students' online composition participation rate like correcting situation, error situation, reaction time, modification situation and other indicators. Comprehensive evaluation of students' performance in multimodal class learning analysis of students' multimodal learning data is conducive to optimizing students' learning objectives, helping students to develop personal learning plans, improving the efficiency of learning. Also, artificial intelligence automatically generates an evaluation report of students' multimodal composition courses. Through intuitive images and data analysis in the report, teachers can improve the methods of teaching and expand the contents. For students, it is the way to provide feasible learning suggestions and learning styles [10].

6. Summary

In the Internet era with the development of big data, the application of multi-modal teaching is undoubtedly a major breakthrough in English writing class. How to break the traditional shackles and successfully use multi-modal teaching is also a major issue in 'Internet +' education today. In this process. Teachers should constantly try to carry out multi-modal writing teaching, such as using apps to quickly correct students' writing mistakes and urge them to correct them, applying multimedia to provide the materials that fit the writing topic for students to accumulate. Additionally, utilizing big data to count students' writing errors, so that teachers are able to optimize teaching evaluation. Undoubtedly. What's more, teachers should also

distinguish the advantages and disadvantages of the Internet, guiding students to learn writing at an acceptable level. Besides, teachers should specify the learning level of students, pay attention to the feasibility and effectiveness of the model, then select the most suitable teaching model for students in the class, so as to achieve the optimization of teaching level.

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