

Research on Multimodal Teaching of English Micro Courses in Vocational Colleges Under the Background of Big Data

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Abstract: In the context of big data, the era of educational informatization has fully arrived, making the influence of information technology on language disciplines not to be underestimated. This has promoted vocational English teaching from the original slide multimodal demonstration teaching to the multimodal teaching stage relying on micro courses, playing a good synergistic role in improving English teaching classrooms, innovating teaching reforms, and improving students' English listening, speaking, reading, and writing abilities.

Keywords: Big Data Background; Vocational English; Micro Courses; Multimodal Teaching

Introduction

Big data is another disruptive revolution in information technology after the internet and cloud computing, driving rapid development in various fields of society, and the education industry is no exception. In the context of big data, educational informatization technology has had an unprecedented impact on language teaching, and a multimodal English teaching model based on micro courses has emerged. Usually, we define micro courses as learning resources with short teaching time, limited content, and small capacity. However, this statement is too general, not comprehensive, and not detailed enough. Micro courses have the characteristics of fragmentation and refinement that other teaching methods do not have, which can better meet the current needs of personalized and autonomous learning of vocational students. As a trendy learning resource, micro courses are also compatible with people's advantages in visual, auditory, oral, textual, and other multimodal discourse, which coincides with multimodal teaching theory and opens up a new path for teaching innovation in current vocational English courses, injecting new vitality into English classrooms.

1. What is multimodal teaching method

The multimodal teaching method is a new teaching mode introduced from Western countries' education. Due to its innovative teaching form and high enthusiasm for student participation, it has gradually gained recognition in the education industry in China and been applied in practice. The English translation of 'modality' is 'modularity', which means sensory perception, and multimodality can also be explained as multi-sensory. By applying the synergy of multiple senses to learning, one can create a richer and better learning experience. In short, it can be understood as a multimodal teaching method in which teachers add different visual, auditory, tactile, and other methods to the teaching process that was originally simplified by text, writing, and oral expression in daily teaching. Through multimodal teaching, we can reasonably remedy the shortcomings of single mode teaching, supplement the original meaning with a new mode, and then make the problem simple and easy to understand. For example, when language is difficult to fully express, we can add body language, and add contextual written words in pictures. Overall, multimodal teaching has many benefits. By implementing multimodal teaching, it can strengthen teaching content, mobilize students' attention, facilitate emotional expression, and help students enhance their understanding of textbook knowledge.

2. Analysis of the advantages of multimodal teaching in vocational English micro courses

2.1 It is conducive to consolidating the teaching foundation of the English classroom

Implementing micro course multimodal teaching combines the development, design, and application of original vocational English teaching resources organically, breaking through the traditional classroom teaching mode of teachers blindly instilling knowledge and students passively listening. At the same time, the integration of information technology teaching has stimulated students' learning awareness as the main body of classroom learning. By setting up a series of teaching scenarios and combining micro class multimodal teaching forms, students' learning attention can be maximized within the corresponding teaching time, and the impact of the original shortage of vocational English teaching resources on the progress of English classroom implementation can be resolved. This lays the foundation for the smooth and efficient implementation of vocational English teaching activities.

2.2 Beneficial for teachers to fully integrate English teaching resources

In the multimodal English teaching design of micro courses, teachers can fully integrate English classroom teaching resources using network information technology. This not only maximizes the integration of existing English teaching resources, forming a complete vocational English curriculum system, but also fully combines the open characteristics of vocational English teaching, providing students with a more relaxed and personalized English learning environment through the MOOCO platform. Based on this platform, students are no longer limited to limited English classes, but can carry out English learning without time and space restrictions anytime and anywhere, so that all students can widely participate in the fragmentation and personalized learning of language, improve the awareness and ability of independent learning, and promote the improvement of the overall quality of English teaching in higher vocational colleges.

3. Design and practice of multimodal teaching for English micro courses in vocational colleges

3.1 Course Architecture Design

Micro course multimodal teaching should establish higher learning standards for students' English internalization and application abilities on the basis of the original vocational English theory teaching. To ensure the application effect of students' English practice, teachers should start from daily English communication, foreign English business, and other aspects in the process of designing multimodal teaching for micro courses, guided by students' professional needs, to promote the improvement of their English application level. Therefore, teachers should first design reasonable teaching objectives, and based on the development trend of education informatization in the context of big data, fragmentation, personalized and timely teaching has become the main trend of current English teaching in higher vocational colleges. The design of micro classes should start with teaching strategies, methods and used symbolic modes, emphasize the student-centered, high-frequency interactive classroom concept, and fully combine students' learning characteristics. Reasonably adopt the curriculum integration mode, construct new micro class teaching resources, improve the interest, communication and language functionality of classroom teaching, inspire students to form language learning thinking, and then achieve the preset teaching goals.

3.2 Course Production

Based on the innovative characteristics of multimodal teaching in micro courses, many teachers are relatively unfamiliar with new teaching methods and have weak information operation abilities. Therefore, vocational colleges should first organize relevant teachers to conduct specialized guidance and training. When designing a multimodal teaching plan for micro courses, teachers should independently segment multiple knowledge points according to the vocational English teaching syllabus, and closely create micro courses around this knowledge point. This involves three main stages: collecting and organizing teaching materials, recording micro course videos, and designing micro learning resources. Based on the theme of micro lesson teaching, the teaching materials that teachers need to prepare in the early stage should include multimodal knowledge representations such as text, images, audio, audio,

animation, etc. These teaching materials should be processed technically through PS image processing software, MP3 production software, PPT production software, film editing software, etc., in order to stimulate students' cognitive processing ability of English knowledge points. After the teacher has organized the multimodal materials, they can enter the recording stage of micro lesson videos. At this point, teachers need to use Camtasia studio software to integrate all teaching materials and generate videos, and insert corresponding subtitle annotations in the language representation layer of the videos to assist students in cognitive processing and meaning construction.

3.3 Implementation of teaching

Firstly, in the pre class stage, teachers can use the MOOC platform to publish learning tasks using micro lesson videos as carriers. After watching the micro lesson videos, students can log in to the MOOC platform for micro testing. By watching micro lesson videos and conducting micro tests to introduce English knowledge topics, students are successfully introduced to key learning stages, and are required to complete preliminary learning content through discussion and interaction. Secondly, teachers can guide students to use intelligent terminal devices to watch short videos related to micro lesson themes, as a teaching entry point to lead students to further engage in in-depth learning discussions. Finally, the teacher uses micro lesson multimodal teaching courseware to give case lectures and summarize key knowledge points, triggering students' innovative thinking. The short videos of micro lessons produced by ordinary teachers should be as short and concise as possible, pay attention to the strict points and control the duration. Most students can use smart phone terminals to carry out independent learning before class through amateur fragmentation time, so as to provide support for the implementation of task driven flipped classroom in English teaching and ultimately achieve the expected teaching goals. In addition, the organic combination of multimodal teaching and innovative teaching models can fully mobilize students' multimodal senses in English learning, thereby providing support for their better learning of English knowledge.

4. Conclusion

On the basis of interpreting the connotation of micro courses and multimodal teaching, this article analyzes the advantages of multimodal teaching in vocational English micro courses. It is committed to applying micro course resources that integrate multimodal symbols to the reform and innovation of English teaching, attempting to transform the traditional English teaching mode into micro course multimodal teaching mode, and practicing this new language teaching method to promote the integration of traditional teaching and virtual education in vocational English teaching, The formation of a timely, fragmentation and personalized language innovation learning environment dominated by flipped classroom and mixed teaching forms has a positive role in promoting the improvement of classroom teaching effectiveness, communication and interaction, as well as promoting students to improve their awareness of independent learning, diversified language ability, innovative thinking level, etc., and then effectively speeds up the teaching reform of vocational English courses to better achieve the development of vocational English teaching.

References

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