

Research on Curriculum Design and Practice of Higher Vocational English under Multimodal Teaching Method

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ABSTRACT

Multimodal teaching method is a new teaching concept that refers to using various information technologies, teaching resources, and teaching methods to promote classroom reform in classroom teaching. This makes classroom teaching lively and interesting, thereby encouraging students to actively change their previous passive learning state and comprehensively improve the effectiveness of classroom teaching. Applying it to the design of vocational English courses is an important measure to promote the reform of vocational English classrooms and enhance the effectiveness of talent cultivation. Based on this, this paper studies the design and practice of multimodal teaching method in vocational English courses, in order to provide some reference for vocational English teachers.

KEYWORDS

multimodal teaching method; vocational English; course design and practice

1 Introduction

In the *Guidelines for College English Teaching* issued in 2016, it was pointed out that college English teachers should promote English teaching reform according to the development of the times, continuously improve their educational and teaching abilities, and respond to the English teaching needs of every student. [1] Multi modal teaching method promotes English teaching reform and stimulates students' multi sensory experience through multimedia, Internet and other teaching aids; This presents English teaching resources to students in a three-dimensional and dynamic form. While helping students master English knowledge, this method can also construct a complete English knowledge system, better promoting students' comprehensive development. Therefore, exploring the design and practice of multimodal teaching methods in vocational English courses is of great significance.

2 Curriculum Design and Practice of Vocational English under Multimodal Teaching Method can Expand Multimodal Teaching Resources

In the context of promoting multimodal teaching methods, vocational English teachers should actively utilize multiple channels to expand multimodal teaching resources, break through the limitations of traditional single teaching resources, and meet students' English needs. Firstly, classroom teaching resources mainly include English textbooks, exercise books, or listening materials, which are the main support for the development of vocational English classroom

teaching. Teachers should actively promote the reform of English classroom teaching resources, enabling them to be presented in diverse forms, and proactively supplement the content of English textbooks in accordance with the needs of the times. It can ensure that vocational English teaching can meet the development needs of students. Secondly, teachers should actively expand English teaching resources through the Internet and multimedia, actively introduce various forms of teaching resources, such as text materials, videos, or voice, and use English online teaching platform to build an English learning resource library for students. Thus, students can carry out targeted learning according to their own development needs. Finally, vocational English teachers should actively integrate campus English learning resources. Campus English learning resources include English school newspapers, English reading materials, English broadcasts, and so on. These English learning resources that exist on campus are effective supplements to vocational English classroom teaching. Therefore, vocational English teachers should also strengthen the overall planning of campus English resources and actively utilize these English resources to carry out various English practice activities, creating a good English learning environment for students and continuously improving their comprehensive English abilities. [2]

3 Curriculum Design of Vocational English under Multimodal Teaching Method

The application of multimodal teaching method in vocational English teaching requires the achievement of basic teaching objectives such as English vocabulary, grammar, reading, and writing. It also requires teachers to use diverse teaching resources to stimulate students' interest in English learning, broaden their horizons, strengthen their comprehensive qualities, and promote their all-round development. Based on this, teachers can promote the design of vocational English courses from the following aspects.

3.1 Design and Application of Multimodal Teaching Method in Flipped Classroom Mode

Flipped classroom teaching mode is a student-centered teaching mode based on the Internet platform; It is highly compatible with the application of multimodal teaching methods.

Before the start of vocational English classroom teaching, teachers should proactively distribute teaching content such as vocabulary, grammar knowledge, or English articles, to students in the form of preview courseware, allowing them to preview independently and annotate various unresolved issues for unified teaching and discussion in the classroom. In this stage, the design of the preview courseware is very important. Vocational English teachers should pay attention to the novelty of courseware content and form, and can attract students' attention through various methods such as setting suspense, throwing interactive topics, and combining news and current events. This can encourage students to actively learn and lay a solid foundation for future classroom interactions.

In classroom teaching, English teachers should actively use various teaching methods such as group cooperation, scenario simulation, and debates on key and difficult points. This promotes the efficient implementation of English teaching activities and helps students solve key and difficult problems. It should be noted that regardless of the teaching method chosen, teachers should focus on cultivating students' balanced development of multiple abilities such as listening, speaking, and writing, encourage students to think, speak, and try, fully stimulate students' subjectivity in English classrooms, and make them feel the joy of learning English. At the same time, teachers should actively change their roles, from being interpreters of knowledge content to organizers and guides of classroom activities. This can create a free learning atmosphere that allows students to actively explore learning rather than passively following the pace of the teacher.

Finally, after class, teachers should proactively assign corresponding homework to students based on the effectiveness of classroom teaching. For example, teachers can arrange activities such as English extracurricular reading, basic knowledge exercise books, watching English science popularization videos, as well as practical activities such as English dramas and English speeches. These assignments not only broaden students' horizons and strengthen their overall English proficiency; This can also encourage students to combine their learned English with real-life situations, thereby improving the effectiveness of English teaching.

3.2 Design and Application of Multimodal Teaching Method in Micro Course Teaching Mode

The micro lesson teaching mode is different from the flipped classroom teaching mode. The micro lesson teaching mode breaks through the limitations of time and space. This aims to build a perfect learning system network with students through the Internet, and share learning materials anytime and anywhere, so as to strengthen the connection between English classroom and students' daily life and improve the effectiveness of English teaching.

In the design of micro lesson teaching mode, teachers first need to organize and summarize multimodal English learning resources, create micro lesson videos, and interact and share with students through knowledge modules. This way integrates all kinds of scattered knowledge in the past English teaching into a complete knowledge chain, helping students accurately grasp the essence and key points, so as to improve learning efficiency.

Secondly, in addition to classroom teaching, teachers should make full use of various methods such as Weibo, WeChat groups, and online teaching platforms to actively classify and provide students with various English learning resources, such as English grammar knowledge, vocabulary memory rules, reading skills, English movies, communication conferences, etc. This will enable students to utilize fragmented time to participate in learning, strengthen the consolidation effect of various English knowledge, and promote students' comprehensive development.

Finally, in previous vocational English teaching, the connection between English teaching and students' majors was not close enough, which could not truly provide support for students' employment after graduation; This has led to a general lack of interest in English learning among vocational college students, thereby reducing teaching effectiveness. In response to this issue, vocational English teachers can make full use of the micro course teaching mode to develop English micro courses that are tailored to the actual English problems that students from different majors may encounter in their future work practice. In addition, teachers should actively provide students with international forums and cutting-edge information related to their major, broaden their horizons, and meet their personalized learning needs.

3.3 Design and Application of Multimodal Teaching Methods in MOOC Teaching Mode

Vocational English teachers should make full use of MOOC teaching platforms to build a more open and free English learning space, guide students to search for various high-quality course resources based on their own development needs. This can achieve the important goals of expanding thinking, increasing knowledge, and improving abilities.

For example, vocational college teachers can use the "China University MOOC" national quality course to assist teaching. The course resources on the MOOC platform are not a presentation of a single knowledge point, but a collection of various high-quality English course resources. There are comprehensive quality courses for students' basic training in listening, speaking, reading, and writing abilities, as well as quality courses classified according to application scenarios, including

business English, medical English, daily English, etc; This can effectively meet the English learning needs of different students and enhance their English application abilities. [3] Introducing MOOCs into vocational English teaching can expand vocational English teaching resources and provide students with more opportunities for self-directed learning. For vocational English teachers, two aspects should be emphasized: on the one hand, MOOC teaching platforms cover a wide range of English resources; Teachers should pay attention to the search for multimodal English teaching resources on MOOC platforms, recommend high-quality courses based on students' different learning needs, and strengthen guidance for students through various means such as WeChat groups and online platforms, in order to improve students' English abilities in a targeted manner and avoid situations where students lose their learning direction due to learning too much and learning too much. On the other hand, vocational English teachers should do a good job in supervising students, understand their MOOC learning situation through regular tests, course feedback, and other methods, and strengthen supervision and management of students; This can gradually guide students to develop good study habits and improve their overall English proficiency.

This can also promote the reform of the second classroom. Firstly, in response to the special situation of talent cultivation in vocational colleges, vocational schools can proactively establish cooperative relationships with local enterprises and provide rich practical opportunities for vocational English majors through on-the-job internships, exchange internships, social practices, and other forms. This can enable students to truly understand the demand for foreign language talents in the new era society, and measure whether their comprehensive English ability can meet the actual needs of society, enterprises, and different positions; Only in this way can students discover their shortcomings in English learning and make targeted improvements. Secondly, vocational schools need to design different English practice programs for students of different majors.

4 Conclusion

In summary, with the continuous integration of information technology and education, its educational and teaching methods are bound to undergo significant changes. The multimodal teaching method can integrate all educational and teaching resources to the greatest extent possible, enrich the presentation forms of teaching resources, and significantly enhance students' participation in English classrooms. Vocational English teachers should also boldly use multimodal teaching methods for teaching design and practice, strengthen the connection between vocational English teaching and students' actual lives, gradually cultivate students' good learning habits, stimulate their learning potential, and promote their comprehensive development.

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