

Research on English Classroom Teaching Strategies in Higher Vocational Colleges Based on Multi-modal Metaphor Theory

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Abstract: This essay will be based on the theory of multi-modal metaphor, based on the status quo of English teaching in higher vocational colleges, and explore the research on strategies suitable for English classroom teaching in higher vocational colleges. It mainly includes auditory metaphor strategies, visual metaphor strategies, human body metaphor strategies, cultural metaphor strategies and image metaphor strategies. Through empirical research on various metaphor strategies, in order to better serve the English classroom teaching of higher vocational colleges, the overall goal of the relevant multi-modal teaching system is finally formed.

Key words: multi-modal metaphor; English Classroom Teaching Strategies

1. The background of the research

As a way of thinking and cognition, metaphor is universally present in people's language, thoughts, actions and daily life. Driven by the interdisciplinary research of the humanities and the multi-modal discourse research, since the 1990s, metaphor research has been pushed from the perspective of pure linguistics to multi-modal research, causing more and more linguistics Home attention. The most typical is the book "Multi-modal Metaphor" (Forceville & Urios-Aparisi 2009), which provides a general review of the cognitive research of multi-modal metaphor, covering the origin, development, focus, and contribution of multi-modal metaphor research. Challenges, prospects and many other aspects, so that we have a new understanding of the research dynamics in this field.

In recent years, many studies have mainly emphasized the auxiliary function and significance of metaphor theory in semantic discrimination and acquisition. This research mainly raises the application of metaphor theory in language teaching to the level of teaching strategy.

2. Research goals and significance

Through the research and comparison of multi-modal metaphor theories, it will be helpful to further scientifically guide the discussion of the curriculum and teaching reform models of English teaching in higher vocational colleges. 1. To enable higher vocational students to learn more in English classrooms, play their potential, better integrate into the society, and lay the foundation for improving their professional level; 2. It is helpful for English teachers of higher vocational colleges to better serve higher vocational students through this theory, and improve the level and efficiency of the classroom.

3. Research ideas and methods

This essay mainly adopts the research method combining theory and empirical research. Theoretical research is mainly through reading related materials, the research team conducts full discussion and research, masters all the materials related to this subject, and lays a good foundation for in-depth research; expert

interviews, mainly to consult experts and scholars with authority in employment research. Ask them to help to further broaden the horizon and depth of the research; empirical research mainly uses survey questionnaires and other related methods to collect relevant data. Grasp first-hand information to enrich and improve research topics.

4. The main content of the research

4.1 Theoretical framework

4.1.1 Compared with various English teaching methods

English teaching strategy is a concept that crosses teaching methods and embraces teaching skills. English teaching strategy is the application and implementation of systematic teaching methods and teaching behaviors based on English teaching methods. These studies mainly focus on the role of metaphor theory in certain aspects of language learning, such as listening teaching, vocabulary teaching, reading teaching, etc., emphasizing the auxiliary functions and meanings of metaphor theory in semantic analysis and acquisition, and failing to apply metaphor theory to language teaching. The application of Chinese has risen to the level of teaching strategies.

4.1.2 Multi-modal teaching strategy based on cognitive metaphor

As one of the basic means of human cognition, metaphor helps people understand new things and new knowledge. Metaphorical ability and metaphorical thinking contribute to language acquisition. Based on the current situation of college English multi-modal teaching, this study believes that metaphorical teaching strategies that can be applied to college English teaching mainly include the following: auditory metaphor strategies, visual metaphor strategies, human body metaphor strategies, cultural metaphor strategies, image metaphor strategies, and so on.

4.1.3 Comprehensive analysis of multi-modal metaphor teaching strategies

The essay proposes an English teaching strategy application model based on multi-modal metaphor. Metaphor teaching strategy is the practical application of metaphor theory in the English teaching process. It is the innovation of teaching ideas in the

integration of metaphor theory into each link of English teaching, so that the application of metaphor in teaching is not limited to vocabulary acquisition, semantic recognition and other word and sentence levels.

4.2 Experimental framework

4.2.1 Research Design

The research design includes four aspects: experimental objects, research methods, data collection, and result analysis.

Experimental Objects

The objects of this study are non-English majors in our college in 2019. The control group is 76 students. They usually have small classes, but in the experimental stage, they are divided into groups when conducting related questionnaires and other experiments, that is, the three natural subjects of the experimental group. In the three natural classes of the control class and the control class, the same teacher assumes the teaching tasks of the two groups. The number of hours is the same, the teaching materials are the same, the teaching progress is exactly the same, and the exercises assigned after class are exactly the same. The only difference is that the experimental group uses a multi-modal teaching method, while the control group uses a traditional teaching method.

4.2.2 Research methods

This research uses statistical method as the main tool, supplemented by interview method, questionnaire method and other methods. Conduct interviews first, including open interviews and design interviews. After the first interview, organize the material design questionnaire. 164 questionnaires were distributed and 162 were returned, of which 2 were invalid, and a total of 162 valid questionnaires were received. The content of the questionnaire consists of two parts: one part involves personal information of students, such as age, gender, and major. The other part involves the students' learning strategies, learning motivation, learning habits, self-monitoring ability, evaluation of the instructor, their opinions on the teaching methods of English class, their interest in listening, speaking, reading, and writing in English, and their current teaching materials. Is it satisfied and other items. Regarding the classroom teaching research from the multi-modal perspective, this article makes the following assumptions: The first hypothesis: multi-modal teaching has no effect on English learning, expressed by the formula: $H_0: r=0$; the second hypothesis: multi-modal Can promote English learning, expressed by the formula: $H_1: r>0$; r is the difference in average score. According to logical attempts, we know that the result cannot be $H_2: r<0$, so there is no third hypothesis. Then compare the average scores of the two tests before and after the experiment to verify the hypothesis.

4.2.3 Data collection

At the beginning of the first semester, all students in the 2019 experimental class and the control class will be tested in English; at the end of the first semester, a final exam will be conducted uniformly. The two test propositions are arranged by the Public English Teaching and Research Office. After the two test papers are assembled, teachers are arranged to try them to ensure the reliability, validity and discrimination of the test content, and to ensure the scientificity of the test questions to the greatest extent. Secondly, tabulate the two test scores of the experimental group and the control group, and compare the two average scores,

supplemented by the distribution of each score segment of test 2, such as the median and mode, to confirm the hypothesis and draw conclusions. Finally, the questionnaire survey and interview method are combined, and then the results are analyzed and discussed.

4.2.4 Result analysis

In the first test, the average score of the experimental group was 57.48; the average score of the control group was 61.42. The difference between the experimental group and the control group was 3.94 points. It can be seen that the basis of the experimental group was slightly inferior to that of the control group during the trace test. This shows that before the implementation of multi-modal teaching in the experimental group, the control group's performance is slightly dominant; in the second test, the average score of the experimental group is 72.46; the average score of the control group is 70.05, and the difference between the experimental group and the control group is 2.41 points. Through two tests, the average score of the experimental group increased by 14.98 points; the control group increased by 8.63 points. It can be concluded that in Test 2, the scores of the two groups have improved. Although the teaching methods used are different, after one semester of study, both groups have made considerable progress on the original basis. Obviously, the experimental group has made much greater progress than the control group, and there is a significant gap. Analyze the meaning of the difference in average score: The large difference indicates that English teaching based on multi-modality is more efficient. In other words, English teaching from a multi-modal perspective can better improve students' English learning ability.

Therefore, it can be concluded that the teaching method based on multi-modality can effectively promote the improvement of students' comprehensive English ability. After a semester of hard work, the experimental group, which was 3.94 points lower than the control group, had a significant improvement in test 2, and surpassed the control group. The reasons are as follows:

The ideographic system in the multi-modal context is three-dimensional and multi-dimensional. Teachers present their own teaching intentions to students in a multi-modal way, scientifically mobilize students' multi-modal cognitive mechanisms, and adjust students' multi-modal reception channels such as vision, hearing, and touch, so that they can understand the video material Profound and rich connotation. In the interactive training context surrounded by sound, image, pictures, and text, rich cognitive materials can easily meet the cognitive needs of students and cause emotional resonance.

A mature teaching environment integrates learning resources efficiently, and multi-modal teaching methods create a good and comfortable learning atmosphere for students. The multi-modal intervention enables students to learn new skills, learn to survive and benefit in a new environment, carry out creative activities, and be able to engage in learning easily, freely and happily, and get rid of the dilemma of "no rice in the pot" in English writing.

The rich and colorful video materials effectively stimulate students' interest in learning, and strengthen their learning motivation imperceptibly. English teaching under the multimedia multi-modal perspective stimulates students' multiple senses with a large number of realistic learning materials at the same time, which reduces students' anxiety in English learning and mobilizes students' learning enthusiasm to the greatest extent.

5. Conclusion

In summary, the introduction of multi-modality concepts into English teaching in higher vocational colleges stimulates students to open multiple senses at the same time and receive information through multiple channels, aiming to promote the improvement of learners' multiple literacy skills and the overall development of

their personality. This requires teachers to follow the principles of science, practicability, assistance, simplicity and interactivity, consider students' cognitive laws, adapt to changes in students' cognitive methods in the hypertext era, improve the production level of multimedia courseware, and break through single text. The limitations of text classrooms build a multi-dimensional teaching environment.

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