

# Research on Multi-modal Teaching of Graduate Students Academic English Writing Based on Information Technology

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**Abstract.** In the process of innovating the English teaching system, multi-modal teaching is very representative and promotes the digital and three-dimensional development of English teaching. The teaching of academic English writing is of great practical significance for graduate students to carry out academic research and express their academic views independently. In the traditional teaching of graduate students' Academic English writing, the content of the teaching is relatively single, and the teaching process lacks interaction, which affects the continuous improvement of graduate students' Academic English writing. Taking the application of information technology as the research background, this paper puts forward the teaching strategy of multi-modal academic English writing for graduate students.

**Keywords:** Information technology, multi-modality, graduate students, academic English, writing teaching.

With the development of academic English and educational technology, the teaching of academic English writing has always been a difficult point. At the same time, with the in-depth study of Multimodal Discourse Analysis, multimodal teaching model has been applied to college English teaching. By combining the multi-modal teaching model with the teaching of academic English writing, and using the multi-media resources and the group cooperation teaching method, the symbolic mode and the sensory mode are embodied in the teaching process of academic writing, it arouses students' interest in academic English writing and improves teachers' teaching quality.

## 1 Analysis of multi-modal teaching mode

Multi-modal teaching belongs to the emerging teaching research content, which has the value of in-depth research and development. The construction of multi-modal teaching theory needs to be improved in the development process. In this research, several theoretical directions are put forward: in the multi-modal theoretical research, teachers and students should make full use of this mode, with the help of this model to further enhance the learning effect. Since the early 1990s, the related research has started to rise, and multi-modal theory has been widely used in other disciplines. The multi-modal teaching method is combined by information technology and multi-media technology. Starting from the students' perception, it integrates the students' quality resources in an all-round and

comprehensive way, it realizes a kind of attribute transformation from mind learning to body learning. The most influential theories include the effective combination of multimodal theory with physiology and psychology.

There are great differences between traditional teaching mode and multi-modal research. The differences are shown in the following aspects: (1) the traditional mode belongs to the current mainstream mode structure, that is to say, teachers teach in class, the source of information and knowledge transfer is teachers, and the students are learners. (2) there are differences between information and knowledge transfer models. Teachers transfer knowledge and information effectively by means of language and other elements to form symbols. (3) under multi-modal conditions, it can save resources better and create a more powerful collective learning atmosphere, which has an important promoting role in effectively cultivating the concept of collectivism. The shortcomings of traditional teaching have also begun to show up in the long-term development process.

Teacher-led classroom model can not fully and effectively mobilize the enthusiasm of students, this model will more easily lead to a decline in students' desire to learn, therefore, can not better guide and train the student to form the creative thinking ability. Taking the unified teaching method will also result in teaching activities can not meet the characteristics of various types of students, can not reach the true sense of teaching according to students' aptitude. Not conducive to guide students to develop their own creativity. Of course, in the use of teaching materials and update also can not meet the actual needs. Multi-modal teaching can give full play to the advantages of teachers and students. On the one hand, teachers can effectively use the extended material to meet their own use of professor symbols. Students can also use more diverse ways of learning, can give full play to the function of this mode. For example, in the process of learning ancient poetry and prose, when teachers explain the artistic conception of poetry, the traditional teaching method is mainly to use language symbols to complete the description of the content, but with multimedia, students can be brought into a real situation by means of images and videos.

## **2 Teaching content of academic English writing for postgraduates**

In the process of academic English writing, students need to show the research process in a systematic, orderly, efficient and well-grounded way through language expression, organization structure, grammatical rhetoric and argumentation strategies. Thesis writing based on literature reading is an important indicator of academic English writing ability and a necessary skill for learners to gain academic community recognition. It refers to the process in which the author applies the relevant texts to his own writing after quoting, rewriting, absorbing or expanding them, which includes three aspects: literature selection, literature reading and literature citation.

First of all, literature selection is "the basis of innovation ability of postgraduates". In the age of Internet and digital library, the types of document search engine emerge in endlessly. If learners do not have scientific literature search knowledge, they can not quickly select the latest literature or representative literature in a research field by "academic search engine" or "professional database", it is unable to carry out the later research work effectively. There are some problems in the topic selection of graduate thesis, such as insufficient theoretical depth, lack of innovation, lack of cutting-edge, and so on.

Second, the importance and characteristics of academic literature reading, as well as the development of academic literature reading ability, has been one of the important research topics in the applied linguistics. The process of reading literature is "the process of absorbing and criticizing the ideas of predecessors and stimulating self-thinking and

seeking for writing inspiration". Literature reading "helps graduate students to understand and study research methods and academic norms, and has a profound impact on the follow-up study and research of graduate students.". In order to solve the problems of thinking activities of English majors in the process of English literature reading evaluation, such as lack of clarity, lack of organization, research ability and innovation ability, etc. , offering a course of literature reading and evaluation for postgraduates of foreign language institutes. Guide the students to read and evaluate the literature, at the same time, consciously cultivate their high-level thinking, and properly solve the problem of weak thinking ability of graduate students.

In addition, document citation is an important writing skill, which can not only show the breadth of the author's knowledge of the specific research, but also skillfully embed the author's research in the discourse of the subject. In recent years, domestic and foreign scholars through interviews, thinking experiments, text analysis, case studies and other methods, this paper makes an extensive and in-depth study on the relationship between the content and strategies of English Literature Citation and writing quality. Foreign language learners have different ideas about the purposes, contents and strategies of literature citation, and they do not know how to use appropriate strategies to avoid plagiarism. The effective literature citation strategy has the remarkable promotion function to the academic writing achievement.

### **3 The teaching strategy of multi-modal academic English writing for graduate students under the background of information technology**

The emergence of multi-modal discourse analysis theory has become a hot topic for many scholars to study. Many scholars have applied the multi-modal theory to the teaching of reading, writing, audio-visual and speaking, the application and practicability of multi-modal theory are expounded by theoretical and empirical methods. The teaching means that the teacher guides before writing and the platform that the students evaluate each other are the important components of the whole dynamic development process. The emergence of multi-modal theory redefines the concept of writing teaching, and the process-based writing teaching is no longer confined to a single text form, but integrates various modes such as image, animation and sound to attract students' attention, to arouse students' enthusiasm and interest in writing, to realize the mutual cooperation between teachers and students, to broaden the dimension and depth of students' writing, and to improve students' writing ability.

Writing is the output of the learner after he internalizes the new knowledge and establishes some relations with the existing knowledge in the process of language learning, in the whole process of writing instruction, teachers should first consider how to input well so that students can accept the input in the most natural and full manner, students then combine their existing knowledge system output high-quality, reasonable layout, have their own views of the article. Paying attention to the pre-writing process, understanding and arranging the relevant materials before writing have a vital influence on the dimension and depth of students' thinking about the problem, and can make students generate interest and inspiration in autonomous learning, give play to the advantages of individual, so that students in the data search stage play their subjective initiative. Next, the group leader organizes the group members to discuss the difficulties and common problems on the BBS. The teachers should play the role of macro-management and solve the problems reflected by the students. Because of the amount of material collected before writing, the writing of the first draft will be easy. Teachers make clear the tenor, register and mode of the topic on

the network platform, and use the openness, sharing and real-time interaction of BBS to solve students' common problems, that in itself is one of the advantages of a web platform. In the peer-review stage, students are encouraged to exchange their compositions with each other to understand the perspectives of other students on this topic, students attach great importance to the writing ability of their peers, and the accompanying peer pressure will improve their writing.

At this stage, the teacher should guide the students to evaluate their peers' compositions from different angles, not only in grammar and spelling, but also in structure, logic and argumentation, on this basis and then back from these points of view of their own essays, so that students in the process of understanding the meaning of "critical thinking". In the revision stage, the students themselves carry on the deep processing to their own composition, combine the teacher and the peer's feedback, pay attention to the vocabulary, grammar, sentence structure, the article layout, the thought dimension and the depth synthesis aspect. It is worth noting that the next step for teacher review is the key to the entire interactive model. First of all, the teacher's comprehensive level and thinking space can let students to their own strengths and weaknesses more clearly, the revision process more targeted. At this stage, teachers can summarize students' common problems, such as grammar, vocabulary selection and expression, and share them with others through links. In the final stage, the accuracy of the text is emphasized. The teacher can link the excellent composition to the students at this time, and the students can improve their writing and appreciation level when they appreciate and share the peer composition.

Based on the multi-modal theory and the concept of online interaction, the teacher-student interaction model of writing teaching network is constructed: in the pre-writing stage, teachers rely on the multi-modal teaching model to provide students with multiple modes besides language, by inputting multi-modal resources such as image, sound and video, students can understand and think about writing topics from multi-dimensional perspectives. At this time, the network platform also provides a large number of information input materials for teachers and students. In addition to searching and summarizing themselves, teachers also encourage students to search and summarize multi-modal network materials themselves, encourage students to think about writing topics from different angles and in different directions. Teachers can collect the data into a PPT, and then put it in the group sharing, so that students before writing immersed in the multi-modal information resources provided. In addition, to improve students' Understanding of multimodal theory, we should let them know that images, sounds and other non-linguistic modes play an important role in human communication. Before writing the first draft, the teacher explains the writing strategies, ideas and skills, as well as the flexible use of the text structure, syntactic structure and vocabulary transformation. In the next group discussion, let the students talk about their initial ideas, in the exchange of learning to appreciate and evaluate the views and ideas of others. Students submit their essays online after completing the first draft, and then conduct peer review in groups. Students are encouraged to use multi-modal resources to communicate with their peers and improve their multi-modal reading and construction abilities. In grouping, teachers should take into account the difference of students' level and ensure that students of all levels can get objective and correct evaluation. The content of the evaluation is submitted directly to each person's online submission, which is convenient for teachers to monitor the objectivity of the evaluation. At the same time, using the network platform to share students' writing resources, so that students can share each other's information and resources. The next step is for each student to revise his or her composition according to the comments and his or her new thinking, and submit it again to the network platform. Students hand in final draft after teacher's review. Teachers at all stages pay attention to students' network platform, and solve students' perplexities and bottlenecks in dealing with others and their compositions by

means of online communication.

## 4 Conclusion

Writing teaching network teacher-student interaction model for the majority of teachers and students to provide a variety of writing teaching resources and network applications. The teaching of multi-modal writing breaks through the single modal form of text, and uses various resources such as images, sounds, colors, movements, eyes and spaces as writing resources to input students, the use of online platform provides resources for multi-modal resources, teacher-student interaction, and student-student interaction, in different stages of writing teaching, it provides space for teachers and students to input, appreciate, evaluate, correct and revise, and provides a platform for real-time communication and sharing of resources and achievements.

## 5 Acknowledgements

The project "cultivating intercultural communication-oriented postgraduate English teaching research" is funded by the 2021 of Hubei University of Arts and Sciences(Fund project number:XK2021019).

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