

An Exploration of Promoting EFL Students' Language Learning Autonomy Using Multimodal Teaching - A Case Study of an Art University in Western China

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Abstract : With the wide application of multimedia and the Internet, the development of teaching theories, and the implementation of teaching reforms, many different university English classroom teaching modes have emerged. The university English teaching mode is changing from the traditional teaching mode based on conversation and text to the multimodal English teaching mode containing discussion, pictures, audio, film, etc. Applying university English teaching models is conducive to cultivating lifelong learning skills. In addition, lifelong learning skills can also be called learners' autonomous learning skills. Learners' independent learning ability has a significant impact on English learning. However, many university students, especially art and design students, don't know how to learn individually. When they become university students, their English foundation is a relative deficiency because they always remember the language in a traditional way, which, to a certain extent, neglects the cultivation of English learners' independent ability. As a result, the autonomous learning ability of most university students is not satisfactory. The participants in this study were 60 students and one teacher in their first year at a university in western China. Two observations and interviews were conducted inside and outside the classroom to understand the impact of a multimodal teaching model of university English on students' autonomous learning ability. The results were analyzed, and it was found that the multimodal teaching model of university English significantly affected learners' autonomy. Incorporating classroom presentations and poster exhibitions into multimodal teaching can increase learners' interest in learning and enhance their learning ability outside the classroom. However, further exploration is needed to develop multimodal teaching materials and evaluate multimodal teaching outcomes. Despite the limitations of this study, the study adopts a scientific research method to analyze the impact of the multimodal teaching mode of university English on students' independent learning ability. It puts forward a different outlook for further research on this topic.

Keywords : art university, EFL education, learner autonomy, multimodal pedagogy

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