



## Application Analysis of Classroom Role in Art English Teaching Based on Multiple Models

Fangfang Zhou

Hunan Vocational and Technical College of Finance and Economics  
Hengyang, Hunan, 421200, China  
{b67400722@163.com}

---

### ABSTRACT

*With the deepening of global cultural exchange, the demand for English in art is constantly increasing. With the advancement of globalization, the importance of English in art has become increasingly prominent. As a venue for cultivating students' artistic literacy and English proficiency, the diversity and effectiveness of teaching methods in art English classrooms have received widespread attention. This article explores the role of application in art English classrooms from the perspective of multimodal teaching and analyzes the roles of teachers, students, and teaching modes in the classroom. Research has found that teachers, students, and teaching models play an important role in multimodal art English classrooms, and the interaction among the three positively impacts teaching quality and student abilities.*

Received: 23 September 2023

Revised: 28 November 2023

Accepted: 14 December 2023

Copyright: with Author(s)

---

**Keywords:** Multi-modal Model, English Teaching, Application

### 1. Introduction

*The English learning model of art college students is no longer a traditional, closed, single. Multi-modal teaching methods came into being to encourage and guide students to participate in the communicative and interactive language learning environment and improve their enthusiasm. This mixed model strengthens students' recognition of language communication and culture and enhances their English comprehensive ability and cultural literacy. Moreover, it also resolves the traditional closed, indoctrination teaching state and plays the role of transmission and interaction. Therefore, the multi-modal teaching form can promote the innovation and development of the college English teaching model [1].*

*As early as 1996, based on the practice of education, the new London Education Group put forward a multi-modal teaching theory, advocated the use of a variety of teaching methods and ways to mobilize students' interest in learning, cultivate a wide range of learning ability, to improve the teaching quality [2]. In our country, the scholar Zhu Yongsheng studies the enlightenment of the multi-modal model under the reform of English teaching. He argues that the mixed mode can enhance the student's ability to read, understand and explain the pluralistic information of English in various environments. Concrete requirements are proposed for adapting to the new situation [3]. Then, educator Hu Zhuanglin points out that as human*

beings enter the social multi-modal era, they should focus on cultivating reading and writing capacity [4]. Gu Guocheng conducts different research on multi-modal learning and multimedia learning methods. Moreover, a model is created to analyze the similarities and differences between the two approaches [5].

The article is divided into five chapters. The first chapter briefly introduced the research status of the multi-modal English teaching mode. The second chapter introduced the theoretical basis of the multi-modal English teaching model for college students. Then, under the traditional teaching methods, the third chapter briefly elaborates on the problems encountered by art students and discusses the use of feedback information from the multi-modal teaching method. The fourth chapter used the experiment to analyze the effect of implementing the multi-modal teaching mode for art college students. Finally, the fifth chapter carried out the summary and outlook.

## **2. State of the Art**

From the physiology perspective, cognitive psychologists believe that the input of new information represents some of the memory models activated by neurons, that is, perception, ideas, images and so on. Cognitive elements can be used to synthesize the complex inputs which cause the desired response [6]. Once the cognitive element is formed, it becomes the basis for our further study. Multi-modal English teaching methods bring static resources into the teaching process by using different media and giving the students a full range of multi-sense experiences, which causes multi-level association. Krashen argues that if all the language components that can be understood can be used in language communication, then the degree of the obstruction of affective factors will directly affect the degree of language stimulation. It will also affect the level of learning efficiency; that is, the process of learning a language is the direct influencing factor for filtering emotions [7]. The multi-modal English teaching model provides students with a graphic, easy and dynamic art college student English learning environment and stimulates students' multi-sensory system, which enables students to reduce the degree of emotional filtration, increase student information input amount and improve the overall English quality of students in a relaxed learning state.

## **3. Methodology**

### **3.1. The Lag of Students' Ability Development in Traditional Art College Students' English Teaching**

In the traditional art college students' English teaching, teachers and students focus on conducting detailed explanations and translation of relevant knowledge of music articles, resulting in students seriously lack of mastery on the professional knowledge structure and the overall information of the art. They can't not carry out the rational arrangements and comprehensive use of the artistic background, art professional knowledge and languages [8]. Although after years of professional art study, most students still can't use English for effective exchange and communication; moreover, the art documents have many loopholes, and mistakes are made constantly. Neither English language skills nor art knowledge can't meet the needs of the work, which are mainly expressed in the following areas: The first is the lack of listening and speaking ability of students, and they can't distinguish and understand the focus of the contents they hear; the second is the lack of professional knowledge of international art, the international art things met in work seem unable to deal with, students act with confusion, which can't correctly these problems; the third is in the international art communication, their mastery and correct understanding on a variety of information symbols are seriously bad, thus greatly reducing the work efficiency.

### **3.2. Traditional Art College Students' English Teaching Method is Single**

Artistic English communication for college students not only has further requirements for students, teachers also need to have high quality, high knowledge and high skills; at the same time, they also need to flexibly and proficiently use the teaching methods in the teaching process, they should pay attention to take to improve student achievement as the goal and to improve students' learning interest as a starting point. However, regardless of the professional knowledge, teaching ideas, or different ways of teaching, there are different problems for English teaching teachers. As a result of the need of the professional development of disciplines, some art English teachers turn to engage in the art of English teaching. For this part of the teachers, they seriously lack the necessary art knowledge and practical skills, and not only have no art knowledge background but

also have no too much relevant work experience; they do not understand the real working environment. Therefore, teachers can't create a natural and effective art English learning environment for students; they can only conduct single oral instruction and explanation by relying on books and themselves, and students can only passively accept the traditional classroom single teaching mode.

### 3.3. English Language Information Input for Art Students is Insufficient

In traditional art college students' English teaching, teachers' teaching materials are limited to reference materials and textbooks, so students' understanding and mastery of the art English communication knowledge can only be limited to teaching materials and teachers' classroom teaching content. Besides, there is a serious lack of teaching resources in applying related art expertise and cultivating practical skills. Therefore, in the case of insufficient input, students can't really master the necessary art knowledge and language skills in the art communication activities, so they cannot understand and grasp other language information except for the language in the real art activities.

### 3.4. The Application of the English Teaching Model of Multi-Modal Art Students in Colleges

As the name suggests, the multi-modal teaching model refers to the process of implementing English teaching according to the use of various teaching methods, especially the use of multimedia networks to strengthen the interaction between teachers and students, then, on this basis, to fully mobilize the visual, auditory, tactile and other modes to transmit and receive any language information [9]. In the art English classroom, teachers can use video, recording, chart, picture, material objects, PPT, props and other means to conduct the information transmission, simulate the real art English communication activities and correctly guide students to access, master and process various languages and non-verbal information related to the textual information provided in class through multiple sensory channels. In the multi-modal teaching method described in this article, all the English teaching content must be input through multiple models, so teachers' requests are relatively high. To achieve the purpose, teachers also need to pay attention to the following aspects:

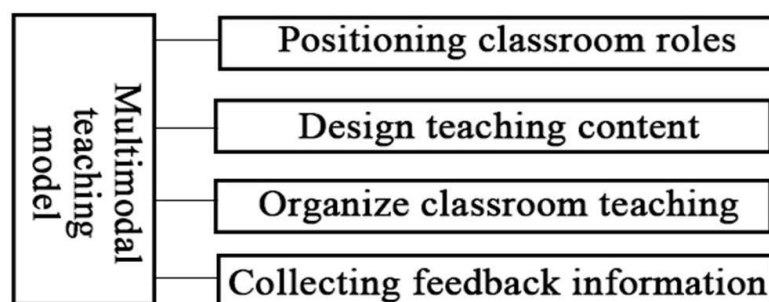


Figure 1. Multi-modal English teaching model

The multi-modal teaching model is mainly carried out by the interactive use of multi-modal information between teachers and students. Different teaching modes need different teaching environments. Teachers can create a multi-modal art college student English teaching environment through multimedia network technology, and they can also lay out the classroom; even if there is only some background information, it will play an auxiliary and promotion role in the understanding and mastery of students. Specific teaching content is set up to improve the effectiveness of English teaching, and a wealth of teaching activities are devised to promote students' cognitive ability, practical ability, and comprehensive quality to the arts of English communication activities. In the teaching process, the teacher can design group discussion, role participation, stage promotion and other teaching methods; then, students can learn in the following different ways[10]. In this way, according to the specific participation in action and reflection on the design of teaching

objectives, students find the problems encountered in the learning. Then, they focus on learning and improving learning efficiency, thereby solving the issues and ultimately achieving the purpose of fully grasping.

In whole terms, the teaching process is a language exchange activity in a particular environment. Firstly, teachers must study and design the teaching content and goals, determine the specific teaching program, and list the common problems and corresponding solutions by example. In addition, they also need to make a value assessment [11]. In terms of students, it's necessary to set the artistic atmosphere, integrate the art English content and focus on the teaching theme to conduct the interactive communication and carefully arrange the teaching content at the aspect of teaching way; then, in the teaching purpose and teaching focus, teachers teach students to combine their language knowledge with the art background knowledge to achieve the specific purpose of oral communication; in the design and arrangement of teaching content, teachers should set up the English learning environment and improve the effectiveness of English learning for art college students based on the real activities of practitioners and using the information technology, simulation environment and virtual reality [12].

At the time of reasonably arranging the art college students' English teaching content, teachers should carefully prepare lessons and try to organize some artistic background-based teaching exchange activities in each class; at the same time, students should also prepare the course content in advance, avoid the phenomenon that they can't keep up with the pace of teachers and can't conduct the art English communication and cooperation with other students in the classroom English teaching practice activities. In addition, teachers can also try to wear some art communication activity clothes for the classroom English teaching, transfer the art activity information to the students, attract students' attention and mobilize students' curiosity, thus forming a good art college student English learning atmosphere. In teaching English to art students, teachers can use video, audio, slides and other multimedia-based teaching materials to teach. Conditions permitting, they can also allow students to simulate the virtual reality art English practice activities, master the art college students' English communication rules in the context, and then improve their comprehensive quality and communication ability [13]. For example, in teaching the whole process of art business negotiations, teachers can conduct the teaching by combining the art negotiation content, explanation and presentation with the art talks videos, guide students' multi-view, multi-listen, multi-sense and other multiple models to carry out the information mastery, understanding and application, encourage students to carry out the organized analysis, discussion, induction and summary to the content in the art negotiation video broadcasted. In addition, in teaching English courses for art students, teachers should be articulate, the pronunciation should be accurate, the words should be precise, and the speed should be moderate; if necessary, they can use their body language, gestures and other multi-modal information to guide students to learn, understand, express and master [14]. After class, teachers can organize some art English practice activities to exchange; then, the role simulation allocation performance is carried out by the course content, which provides extensive art background material for students, such as art clothing, props, etc., the art background knowledge, communication mode should be internalized as far as possible, which can be both question and answer mode and discussion mode. No matter which method is adopted, it should take training students' English language ability and thinking ability as the purpose, then improve students' interest in learning art English, reduce the learning difficulty and improve the teaching effect.

### **3.5 Reasonably Using Art College Students' English Teaching Feedback Information**

In teaching English to art college students, the key factors that need attention are content, effect, activity mode, etc. Finally, a lot of data information will be formed, and according to the collection feedback of this information, the analysis, judgement, and evaluation are made, causing teachers to adjust their teaching methods. In this teaching mode, teachers should take the initiative to guide students to participate in and actively collect the problems encountered by students; after the summary and classification, the comprehensive judgments about whether students absorb, grasp and understand the multi-modal information input and whether the art college students' English teaching quality is improved are carried out [15].

## **4. Result Analysis and Discussion**

Experimental subjects: 83 students participated in the experiment. They were sophomore students

from the Provincial Art Institute, and the experiment began in September 2016 and ended in January 2016.

### Experiment method

This article took contrastive research: experimental and control classes were selected from the sophomore class, and the teachers were the unified teachers. The two classes' teaching time, teaching progress, and learning resources were the same; the difference was that the experimental class adopted the multi-modal mode for teaching, and the network learning was increased; and the control class conducted the instruction according to the traditional art college student English teaching methods. This experiment used half of a semester as a stage; the results of two classes' English midterm exam were adopted as the pre-test results, and the final exam scores were the post-test results.

### Experimental independent variables and dependent variables

**Independent variable:** the independent variable of the experimental class was the English learning model for multi-modal art college students. The independent variable of the control class was the traditional English teaching mode.

**Dependent variable:** the experimental and control classes' dependent variables were the midterm English test scores.

### 4.1. The Analysis and Processing of the Data Before Experiment

In this study, contrastive research was adopted, and the midterm English test scores of the experimental and control classes were used as the pre-test; the statistical analysis software was used to analyze and process the data in detail. The test results are as follows:

Class	Experimental subjects	Number	The state before the experiment	Experimental factors	Experimental operation		Experimental results
Experimental class	Q1	41 people	Y1	X1	X1Q1	Y1,	C1=Y1, -Y1
Control class	Q2	42 people	Y2	X2	X2Q2	Y2,	C2=Y2, -Y2
	Q1=Q2	Equal	/	X1≠X2	/	/	/
Result				C=C1-C2=(Y1, -Y1) - (Y2, -Y2)			

Table 1. Operation standard of group experiment

Class	Number	Result	Standard deviation value	Two samples' standard deviation
Experimental class	41 people	76.317	7.6793	1.1993
Control class	42 people	76.476	8.7331	1.3476

Table 2. Pre-test basic situation

As can be seen from the above table, the average score of the experimental class was 76.317, the average score of the control class was 76.476, and the average score of the control class was slightly higher. From the standard deviation point of view, the experimental class was 7.6793, and the control class was 8.7331, which proved that the scores of the practical class were relatively more concentrated than the control class. The independent sample test in the experimental and control classes was carried out, and the test results showed no significant difference in the overall level of the experimental and control classes, so the two classes could be identified as parallel classes.

#### 4.2. The Analysis and Processing of the Data After Experiment

After a half term of experiment, the final test results of the experimental class and the control class were used as the post-test results. Then, the statistical analysis software was used to analyze and process the experimental data in detail. The processing is shown in the following table:

Class	Number	Result	Standard deviation value	Two samples' standard deviation
Experimental class	41 people	80.280	8.1410	3.2714
Control class	42 people	71.369	6.9978	1.2341

Table 3. Post-test basic situation

As can be seen from Table 3, the average score of the experimental class was 80.280, and the average score of the control class was 71.369. The average score of the experimental class was significantly higher than the control class. From the perspective of standard deviation, the experimental class was 8.1410, and the control class was 6.9978; the experimental results showed that the score of the control class was more concentrated, and the experimental class was relatively dispersed. Compared with the standard deviation value of 7.6793 of the experimental class's pre-test results, the experimental class's post-test score was relatively dispersed. If the sample test was carried out for the experimental class and the control class, the test results also proved that according to the use of the multi-modal mode to teach, the teaching score was improved, but not very obvious, and there was no significant difference in the scores in the experimental class and the control class.

To study the experimental characteristics of this paper more intuitively, the post-test score of the experimental class was further analyzed, and the test scores of the experimental class before and after the experiment were placed in the plane model for comparative study. The results show that through the reform and improvement of the multi-modal teaching model, the score is improved compared with traditional teaching achievement, but it is not ideal. At the same time, the difference between students is becoming more and more apparent.

#### 4.3. Experimental Conclusion

According to analyze the pre-test experimental data and the post-test experimental data of the experimental class and the control class, it can be seen that the English score of the experimental class that used the multi-modal college students' English learning model is good, which is better than the traditional English teaching. However the results also show that the difference between the results of the two classes is not too big, which indicates that this model needs to be further improved.

#### 5. Conclusions

With the rapid development of information technology today, the traditional way of teaching English can no longer meet students' needs. At the same time, the multi-modal teaching methods formed by innovative attempts can stimulate students' experiences and improve the teaching quality to a large extent. This kind of teaching mode can provide a real and vivid English learning environment for art college students, and cultivate the English talents of art college students who can adapt themselves to circumstances and randomly deal with multi-modal information and have strong practical ability.

The multi-modal teaching methods have made some promotion and application. However, there are still some distance and challenges if people want to improve the art college students' English learning effect to a greater extent. In addition, teachers' pronunciation should be accurate; the grammar should be correct; teachers should also have all-round, solid art college student English professional knowledge and various skills. Moreover, they should be able to use multimedia network technology to teach and coordinate the relationship with multi-modal teaching, which requires



**Figure 2. Multiplex mode English teaching**

teachers to master the computer technology, cooperate with the network teaching resources platform to continue to learn and enhance their level, accumulate rich teaching experience, play students' subjectivity, play the greatest effect of multi-modal teaching, and finally better improve the English teaching effect of art college students.

### **Acknowledgements**

The study was supported by "The Ecological Construction of College English Class Under the Environment of Internet Plus, FLTRP(Grant No. 20170905)".

### **References**

- [1] Hill, D. A. (2002). Success in English Teaching (Book). *ELT Journal*, 56(56), 424-425.
- [2] Hafner, C. A. (2014). Embedding digital literacies in English language teaching: Students' digital video projects as multimodal ensembles. *TESOL Quarterly*, 48(4), 655-685.
- [3] Page, R. D. (1996). TreeView: an application to display phylogenetic trees on personal computers. *Computer Applications in the Biosciences (CABIOS)*, 12(4), 357-8.
- [4] Chen, Y., He, W. (2015). The Flipped Classroom in Multimodal CBI College English Teaching. *In Proceedings of the 2015 International Conference on Arts, Design and Contemporary Education*, 23, 714-720.
- [5] Plass, J. L., Heidig, S., Hayward, E. O., et al. (2014). Emotional design in multimedia learning: Effects of shape and color on affect and learning. *Learning and Instruction*, 29, 128-140.
- [6] Arellano, M., Bond, S. (1991). Some Tests of Specification for Panel Data: Monte Carlo Evidence and an Application to Employment Equations. *The Review of Economic Studies*, 58(2), 277-297.
- [7] Brooks, J. A., Shablack, H., Gendron, M., et al. (2017). The role of language in the experience and perception of emotion: a neuroimaging meta-analysis. *Social cognitive and affective neuroscience*, 12(2), 169-183.
- [8] Cai, J. (2007). Characteristics and solutions of college English teaching in transition. *Foreign Language Teaching & Research*, 39(1), 27-32.

- [9] King, A. H. (2017). Navigating Collaboration: A Multimodal Analysis of Turn-Taking in Co-teaching. *Working Papers in TESOL and Applied Linguistics*, 16(2016)).
- [10] Ruan, X. (2015). The role of multimodal in Chinese EFL students' autonomous listening comprehension & multiliteracies. *Theory and Practice in Language Studies*, 5(3), 549.
- [11] Barton, G., Ryan, M. (2014). Multimodal approaches to reflective teaching and assessment in higher education. *Higher Education Research & Development*, 33(3), 409-424.
- [12] Staahl, C., Christrup, L. L., Andersen, S. D., et al. (2006). A comparative study of oxycodone and morphine in a multi-modal, tissue-differentiated experimental pain model. *Pain*, 123(1), 28-36.
- [13] Vladuca, G., Tudora, A. (2001). Prompt fission neutron spectrum calculations for n+U reaction using the multi-modal model. *Annals of Nuclear Energy*, 28(16), 1643-1652.
- [14] Ulrich, D., Farra, S., Smith, S., et al. (2014). The student experience using virtual reality simulation to teach decontamination. *Clinical Simulation in Nursing*, 10(11), 546-553.
- [15] Daunizeau, J., Vaudano, A. E., Lemieux, L. (2010). Bayesian multi-modal model comparison: a case study on the generators of the spike and the wave in generalized spike-wave complexes. *Neuroimage*, 49(1), 656-667.