

Original Research Article

Study on the construction of multiple literacy teaching model in intensive reading for English majors

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Abstract: English is an applied language, listening, speaking, reading and writing as the main ways of daily application are also the focus and difficulty of our English learning. However, in our daily life, we find that the application of any language should also include gestures, body parts, expressions, images and other diversified expressions. Under such circumstances, in order to really use English proficiently and learn English well, multiple literacy should also be a part of teaching, especially for students majoring in English. In this paper, the feasibility and importance of multi-reading teaching are verified through experiments. It is hoped that the reading of this paper can provide some help and inspiration to researchers in the field of English teaching.

Keywords: English major; intensive reading class; multiple reading

1. Introduction

With the development and progress of the times, especially the development and application of Internet technology, people's life has undergone earth-shaking changes while the communication mode has also undergone certain changes. In China's Internet world, there are a large number of network words occurring each year and there will also be some expressions package and symbol having a wide range of application and the popularity for a long period of time, which is the same as the application of English. In order to be able to make English major students in keep up with the pace of the times and thoroughly grasp English, we should use the convenience of multimedia teaching as well as tools such as movies, audio, video based on the multiple read teaching mode to help students to improve their English.

2. Theoretical background and implementation framework

Since the London study group puts forward the theory of multiple reading, it has been widely recognized and accepted by the education circle. Generally speaking, we summarize the theory of multiple reading into four elements which constitute the overall framework as shown in **Figure 1**:

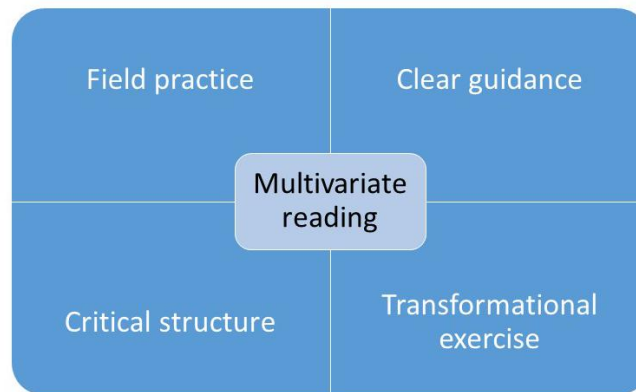


Figure 1. Four elements of multiple literacy

2.1 Field practice

Multiple literacy is a teaching model that emphasizes practice. Therefore, students should be able to simulate the context and conduct immersive exercises in combination with their own or local real life, work and study environment, which can often play a more prominent role.

2.2 Overt instruction

For the various symbols that have referential meanings in the practice and teaching process, teachers should give clear guidance, which is based on the rules established in the use of English, new trends and local customs.

2.3 Critical framework

Critical architecture is to examine the presupposition of multiple literacy context, mainly examining its authenticity and feasibility.

2.4 Transformational drill

That is, what we call the ability to learn from one context to another is to tell the knowledge learned in a context, apply and change it across contexts and to thoroughly master the theory of multiple sources of knowledge.

The above four elements are not cause-and-effect relationship, and there is no clear linear order. In the application process, sometimes more than one is applied simultaneously, sometimes only one is applied.

3. Experimental design

3.1 Experimental objective

To verify whether the teaching mode of multiple literacy will have a positive impact on students' comprehensive English ability, which is to test the feasibility and reliability of multiple literacy.

3.2 Experimental subject

A total of 100 students in English majors were randomly divided into two groups each of 50. One group was only taught according to the traditional curriculum design and teaching objectives during intensive English reading, which was the control group. In the intensive reading class, the other group collected the background of the text by combining the teaching content of the text, and watched the videos and movies related to the teaching content. The teacher also organized the students to combine their own cognition with the theme of the text to make relevant videos as the observation group.

3.3 Experimental procedure

For students in the control group, traditional intensive reading classes were taught for one semester. The students in

the observation group analyzed the teaching content of the article and found relevant videos while having intensive reading for appreciation according to the topics obtained from the analysis. According to their own experience, cognition, experience and ideas, they made corresponding videos to analyze the teaching content. In learning about the dream of the text, for example, teachers led the students to watch the movie "the Bucket List", and let the students make relevant video according to their own dreams. Thus students presented what's in the film by making video and shared the understanding of the text as well as their feeling and experience, and so on. These video after processing can also be mixed after cut into the courseware.

3.4 Analysis of data

Since all the selected students have not yet taken the CET-6 test, the English level of the students was tested by means of the CET-6 test paper and the oral test. It should be noted that there are many reasons for the difference in the scores of the two groups of experimental subjects, which cannot be directly explained by the difference in scores. In this way, the P value of the data should be calculated to reach the corresponding conclusion, that is, whether the multiple literacy teaching model has an impact on the difference in scores, as shown in **Table 1** below:

English Ability	t	df	P	Mean Difference
Hearing	0.486	97.342	0.630	0.521
Reading	4.640	86.271	0.000	4.661
Writing	0.450	21.761	0.614	2.004
Speaking	0.467	23.544	0.722	3.560

Table 1. Results of mathematical statistical calculation of various English abilities

As can be seen from the table above, $P > 0.05$ for listening, speaking and writing indicates that the differences in the abilities above are not statistically significant due to the differences in multi-literacy teaching. However, we note that $P = 0.000 < 0.005$ for reading ability, indicating that students' reading ability is indeed affected by the multi-literacy teaching model and can be improved.

4. Conclusion

In a word, the multi-literacy teaching model is an extended teaching method that can help students, especially ones in English majors. In the rapid development and change of language application environment today, we should adapt to the needs of the times to better use of English. In addition, through the experiments mentioned above, we can also find that students' reading ability can be improved to a certain extent through the teaching of multiple modes of reading. The improvement of reading ability can help students better receive effective information in English, which is of great help to them.

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