Research on the Application of Multimodal Teaching in Senior English Writing

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Abstract
Writing, as an indispensable language output skill for high school students, plays an important role in English teaching. How to improve the effect of high school English writing teaching and enhance students' writing ability is the focus of current English teaching research. Multimodal is an innovative way of English teaching under the background of information technology, which is of great importance in promoting intelligent and three-dimensional English teaching. Given the current problems in high school English writing teaching, this paper explores the specific strategies of Senior English writing teaching based on multimodal teaching mode, including creating a multimodal teaching environment, integrating multimodal teaching resources, increasing multimodal interactions, restructuring multimodal information, and constructing a multimodal evaluation system, which aims to make up for the deficiencies of the traditional writing teaching, to stimulate the students' interest in English writing, and to improve the students' ability to English writing. Additionally, the contribution of the study lies in providing a new research perspective for English writing teaching, enriching the way of English writing teaching, and providing some inspiration for front-line teachers in multimodal writing teaching.
Keywords: Multimodal Teaching, English Writing, Senior English Teaching

Introduction
At present, information technology is developing rapidly and gradually penetrating into various fields. Especially in the field of English education, information technology has accelerated the updating of English teaching mode, teaching methods and teaching philosophy. With the continuous integration of information technology and English teaching, teachers begin to apply the multimodal theory to their practical teaching, so as to broaden students' access to information, improve students' comprehensive language ability, and then improve the effectiveness of English teaching. In multimodal teaching, teachers employ a variety of symbolic resources that are easy for students to accept to mobilize their multiple sensory stimuli, so that students can experience the real target language environment, which is effective in promoting the development of students' multiple literacy skills. It can be seen that multimodal teaching provides an important platform for achieving intelligent English teaching.

National English Curriculum Standards for General High School (2017 version revised in 2020) (hereinafter referred to as the *New Curriculum Standard*) points out that Language skills include five major skills: listening, speaking, reading, viewing and writing, of which writing is classified as an expressive skill. Writing skills, as an important pillar in developing students' comprehensive language use skills. In the high school academic quality level, the *New Curriculum Standard* puts forward specific requirements for students' writing ability, including the ability to use the cohesive means of the discourse to construct the written text, express the meaning, reflecting the logical relevance of the meaning and the ability to improve the expression effect with multimodal discourse resources (Ministry of Education, 2020). It further indicates that with the development of technology, the new requirements of English writing teaching have been put forward, which asks teachers to integrate multimodal teaching into English writing teaching. It can be seen that multimodal teaching is an important way to improve high school students' writing skills. More and more scholars focus on how to apply multimodal teaching mode to writing teaching.

However, there are many problems in the current writing teaching. Through investigation and research, Wang (2019) points out that there are many deficiencies in senior high school English writing, such as lack of interest in writing, lack of methods and ability to evaluate the level of English writing. In addition, under the pressure of College Entrance Examination, both teachers and students misunderstand the meaning of writing. As far as teachers are concerned, in the face of enrollment rates and the "scores-only theory", teachers focus on grammar and vocabulary in teaching, and even consider writing to be an incidental part of the two.

Meanwhile, driven by this perception, the teachers' teaching methods and forms are limited. Teachers ignore the teaching of writing skills, and make students deliberately train around the test criteria in their teaching. As for the students, they perceive the test-taking skills of writing as mechanical drills or the use of fixed templates, which leads to an increasingly low level of interest and motivation in writing, and even anxiety and aversion to writing. All of the above shows that the current English writing teaching methods are constrained by traditional methods, and the inefficiency of English writing urgently needs to be solved.

Based on it, this paper introduces the multi-modal teaching model into senior English writing teaching and discusses the effectiveness of the multi-modal teaching model in English writing teaching. In terms of theoretical significance, this study aims to provide some experience for teachers in the field of multimodal writing teaching and some inspiration for the reform of English writing teaching. In terms of practical significance, this paper aims to make up for the shortcomings of traditional writing teaching, and assist students in enriching their access to information and enhancing their interest and motivation in writing through multimodal writing teaching in order to implement the cultivation of students' core competencies.

Literature Review
Previous Studies on Multimodal Teaching Abroad
Research on multimodal teaching mode abroad began in the 1970s, and as an emerging research field, the study of multimodal teaching has been a hot topic of concern for foreign research scholars. The research on multimodal teaching can be roughly divided into the origin and development stage and the empirical stage.

In the stage of origin and development, foreign scholars mainly focused on the construction of theoretical systems. Barthes (1977) first elaborated on the important role of image as a mode and the interaction between language and image in expressing meaning, laying the foundation for multimodal discourse analysis. Subsequently, O'Toole (1994) broadened the scope of system-functional linguistics and began to analyze visuals and images, which deepened the socio-symbolic character of language. Furthermore, Kress and Van Leeuwen (1996) created visual grammar and began to analyze discourse studies from the perspective of visual grammar, which undoubtedly accelerated the establishment of multimodal theoretical system. Finally, with further research on multimodal discourse, scholars began to integrate multimodal discourse with language teaching. The New London Group (1996) put forward the concept of "Multiliteracies", emphasizing the use of various teaching means and channels to mobilize students' visual, auditory and other senses to cooperate in language learning, which opened the prelude to the application of multimodal teaching in teaching practice.

In the empirical stage, scholars began to apply the multimodal mode to English teaching practice. In terms of grammar teaching, Brown (2015) explored the application of multimodal modes in grammar teaching, and the results showed that the use of multimodal modes can help explore the deep meaning of language and aid students construct meaning in language. In terms of oral teaching, Peng (2019) analyzed the effect of multimodal teaching and the role of classroom environment in the willingness to communicate in English through a investigation study, and the research showed that the use of audio/video and the teacher's voice/facial expression were the most satisfactory, while the visual design of PowerPoint was the least satisfactory. In terms of reading teaching, through action research, Sutisna & Kusrin (2020) found that multimodal reading tasks can promote students' academic language comprehension and output. At the same time, multimodal reading tasks were able to facilitate students' communication, enhance their academic writing skills and develop their academic vocabulary. In terms of writing teaching, Besma (2022) explored students' choices when given the freedom to write in any modality and students' perceptions of multimodal writing experiences. Through survey and interview data, the research showed that developing explicit knowledge of the various modalities helped to improve students' understanding of multimodal writing.

Through the above research, it can be found that multimodal teaching abroad has a wide range of applications, and foreign scholars have made great contributions to the construction of multimodal teaching theory system and research methods. The relation of multimodal models and English writing instruction has gradually gained attention from scholars. However, in the research on multimodal writing teaching, there is a lack of attention to the high school level. In order to overcome the disadvantage that traditional writing instruction cannot provide authentic contexts, it is necessary to apply multimodal to high school English writing teaching.

Previous Studies on Multimodal Teaching at Home
English teaching based on multimodal model contributes to promoting classroom teaching reform, improving teaching efficiency and optimizing teaching results. Therefore, multimodal English teaching presents a broad research prospect. Compared with the research abroad, the research on multimodal theory by scholars in China started relatively late, however, it has gained a lot of expansion and breakthrough in the late 20th century. The

research on multimodal teaching in China is mainly divided into theoretical research and application research.

Firstly, regarding the theoretical research on multimodal teaching. Li (2013) was a pioneer in the theoretical study of multimodal discourse analysis in China. Based on Halliday's functional grammar theory, she studied the sociological framework of image analysis and provided a set of explicit analytical methods to deepen the understanding of the social symbols of language. Secondly, Hu (2007) pointed out the importance of multimodal literacy development based on the difference between multimodal semiotics and multimedia semiotics. Additionally, due to the limitations of discourse analysis, Zhu (2007) investigated the emergence, nature, theoretical foundations of multimodal discourse. He defined multimodal discourse as a discourse that employs two or more modals. Finally, Zhang (2009) established a theoretical framework for multimodal discourse analysis based on system-functional linguistics. The framework consisted of cultural level, contextual level, meaning level, formal level and media level. These studies have enriched the theoretical analysis of multimodal discourse in China and played a macro-guiding role in the domestic research on multimodal teaching.

Secondly, regarding the application research on multimodal teaching. From the micro level, it can be divided into multimodal English teaching materials research, multimodal classroom discourse research, multimodal English teaching research. In terms of the research on multimodal English teaching materials, Feng (2017) discussed how to use multimodal resources to implement humanistic and moral education in English teaching based on system-functional linguistics and multiple literacy theory. Based on visual design grammar, Cheng and Cong (2020) explored the functions of image resources in English textbooks, analyzed the problems in the design and use of images, and put forward suggestions for improving the design and use of images in English textbooks. In terms of multimodal classroom discourse research, through empirical research, Xia (2016) designed a set of college English independent learning model based on the theory of multimodal discourse analysis and guided by the principle of "openness and compromise". In view of the low quality of foreign language teaching in universities, Zheng (2014) studied the quality of foreign language teaching in universities from the perspective of multimodal discourse analysis, and proposed countermeasures to improve the quality of foreign language teaching in universities.

In terms of multimodal English teaching research, Wang and Qin (2014) applied multimodal theory to junior high school classroom teaching in order to improve the interest of English classroom and cultivate students' interest. Based on the classification and characteristics of English mass media, Wang and Li (2016) explored the application of mass media in high school English multimodal courseware and put forward the corresponding three major principles: the principle of double subjects, the principle of moderation, and the principle of quality. In addition, many scholars have conducted research on the relation between multimodal teaching and English writing teaching. Through empirical research, Xu and Liu (2018) found that applying the "Current affairs interview" experiment project based on multimodal theory to the pre-writing stage can cultivate students' motivation and improve their writing level. From the perspective of analogy, Gao (2018) applied the multimodal English writing model integrated with critical thinking into teaching practice, and the research showed that it was conducive to the improvement of students' writing ability and thinking ability.

To sum up, it can be seen that although the domestic research on multimodal teaching took a relatively late start, the research in this field has developed rapidly in the past ten

years, and has gradually shifted from theoretical research to empirical research. Scholars have focused on how to take advantages of multimodal teaching to improve the quality of teaching and promote the effectiveness of teaching. However, through literature review, it was found that research on multimodal teaching in China still presents limitations. Firstly, in terms of the application of multimodal teaching in English writing, many researchers still remain at the theoretical level or classroom observation level, lacking teaching practice. Secondly, in terms of research subjects, most of them are from higher education institutions, with less research on basic education, especially in high school. Therefore, it is worth further exploration.

Theoretical Basis

Based mainly on Input Hypothesis and Multimodal Discourse Analysis, this study explores the application of multimodal mode in senior English writing teaching.

First, Krashen (1982) put forward the Input Hypothesis and deemed that learners can internalize acquired information only when they receive comprehensible input. According to the Input Hypothesis, the key factor for learners' successful acquisition is not only the quality of input information, but also the quantity of input information, which requires that the input information is not only understandable and interesting to students, but also sufficient in quantity. In the traditional writing mode, teachers generally explain the writing requirements, and then students write according to the requirements, which undoubtedly hinders the input of comprehensible information and reduces students' interest. English writing as a language output, the key to output is adequate input. Therefore, in the process of foreign language teaching, teachers should provide students with interesting materials that are closely related to the theme and can promote students' comprehensible input, so as to promote the improvement of students' cognitive level. The advantage of multimodal writing teaching is that it can create authentic and interesting contexts by a variety of media such as pictures, audio, video, animation. Besides, it can provide a platform for students to consolidate and internalize knowledge and achieve meaningful language output.

Secondly, on the basis of Critical Discourse Analysis, Western researchers put forward the theory of Multimodal Discourse Analysis by integrating Social Semiotics, Systematic Functional Grammar and traditional discourse analysis. Multimodal Discourse Analysis breaks through the limitation of traditional discourse analysis to study language in isolation, and links the study of discourse to other modal symbols of meaning expression, such as images and colors, in addition to language (Lu, 2019). According to Multimodal Discourse Analysis, different models carry different information. Therefore, the way students obtain information should also keep pace with The Times. Based on the multimodal teaching, students can relate multiple sensory stimuli to new information, so they can better internalize and absorb the knowledge imparted by the teacher, ultimately achieving the goal of writing effectiveness in high school English teaching.

Problems in Senior English Writing

At present, cultivating high school students' writing skills has become a major difficulty in English teaching. In traditional classes, the cultivation of students' writing skills is often carried out through writing exercises in textbooks and papers, and the students can't get in touch with the discourse context when they are writing (Liang & Lu, 2016). The single modal teaching results in the following problems in senior English teaching.

Lack of Motivation and Interest

Due to the pressure of study and the limitations of teaching methods, students' cognition of writing has been biased, and students mistakenly consider writing as a skill to cope with exams. Therefore, in the writing process, students rely on mechanical training and fixed templates, and lack the ability to relate the writing topic to their own life, which leads to the lack of writing motivation, low interest, and even writing anxiety, burnout.

Monotonous Language Input Modal

In traditional writing teaching, teachers introduce the topic first, and then explain the vocabulary, sentence pattern, grammar and article structure in turn, ignoring the function of language. In the whole teaching process, teachers mainly adopt single modal teaching. Therefore, due to the lack of input information, students may deem that the material is limited. The material cannot inspire students to write or enrich their writing experience, which leads to inefficiency of writing.

Monotonous Evaluation Mode and Evaluation Subject

New Curriculum Standard points out that teachers should adopt multiple evaluation methods that combine formative evaluation and summative evaluation, and pay attention to the role of evaluation in promoting learning (Ministry of Education, 2020). However, at present, many teaching evaluation methods for students' writing still stay in the summative evaluation, and teachers are in the main position of evaluation. This monotonous evaluation mode and evaluation subject inevitably leads to non-objective and inadequate evaluation. Therefore, teachers should implement multi-dimensional teaching evaluation to ensure the comprehensiveness and objectivity of evaluation.

The Application of Multimodal Teaching in Senior English Writing

In senior English teaching, writing as a compulsory item of the College Entrance Examination plays an important role. In order to meet the requirements of talent training, this paper applies multimodal teaching to senior English writing, which can not only enhance students' writing motivation and interest, but also improve their writing ability. The teaching strategies of senior English writing teaching based on multimodal teaching mode mainly include creating a multimodal teaching environment, integrating multimodal teaching resources, increasing multimodal interactions, restructuring multimodal information, and constructing a multimodal evaluation system. This paper will explore the specific application of multimodal mode in writing teaching, taking the Unit 4 of Book Three of the Senior English Compulsory Course of the People's Education Press as an example. The topic of this unit is universe exploration, which requires students to write their own views on universe exploration.

Integrating Multimodal Teaching Resources

At present, there are two main types of College Entrance Examination writing: practical essays and application essays. At the beginning of writing teaching, teachers should set appropriate teaching objectives according to the teaching content. In addition, teachers should learn about the students' original knowledge structure as well as the existing teaching resources. Based on the teaching content and analysis of students, teachers should choose the topics that students are interested in and make teaching courseware carefully. Therefore, when preparing for classes, the teacher should consciously collect and organize multimodal

teaching resources related to universe exploration, such as pictures, audio, animations, micro lessons, to provide students with authentic contexts, stimulate students' writing motivation and interest, and improve their writing ability.

However, it is worth noting that multimodal teaching is a double-edged sword. In teaching, if teachers are adept at coordinating the relationship between various models, they can attract students' attention and interest. On the contrary, multimodal teaching can distract students' attention and reduce their efficiency in class. Therefore, teachers should select a main modal in advance and use other models to reinforce the main modal, so as to ensure the salience of the message delivered (Guo, 2020). The topic of this writing is space exploration, for high school students, their familiarity with this topic is polarized. Students interested in exploring the universe have a deep understanding of the topic, while for students who have not been involved in the topic, the concept of exploring the universe is relatively abstract. In order to maximize students' understanding of input, the teacher should choose a teaching modal that focuses on audio and video, supplemented by other modalities.

Creating a Multimodal Teaching Environment

Traditional English writing can only provide reference resources such as static pictures and text information, which can hardly meet the cognitive needs of students in the information society (Li, 2014). Multimodal teaching can help high school students obtain and store information in a multimodal way, and guide students to actively embark on independent learning. The key to the in-depth development of the multimodal mode in senior English writing teaching lies in the fact that teachers must create a multimodal teaching environment for students. Therefore, in the pre-writing activity, the teacher presents the students with videos of Chinese astronauts' space exploration, English videos of astronauts' interviews, and videos of the universe based on the first perspective. After the video is played, the teacher will display screenshots of the video and explain in detail vocabulary related to space exploration to students, such as spacecraft, Earth, launch, planets, astronauts, etc., which can help students accumulate writing materials.

In addition, multimodal writing teaching can provide students with authentic source language environments, which is conducive to students' imitative creation, comprehension and reinforcement (Li, 2014). After receiving a large amount of multimodal input in the source language, students are able to develop an English mindset as well as authentic English expressions, reducing the interference of the mother tongue. Finally, under the teaching atmosphere based on multimodal teaching, students can complete their creative work joyfully, so that they can become interested in writing and enhance their self-efficacy in a relaxing and enjoyable experience.

Increasing Multimodal Interactions

In the multimodal writing teaching mode, teachers can make use of multimedia and online tools to facilitate a variety of interactive activities for students. Multimodal teaching can mobilize students' enthusiasm to participate in writing activities through multiple channels, and create writing contexts related to the subject for students. For example, in the while-writing activity, stimulated by a large number of videos, words and pictures, students begin to have the desire to express themselves. At this time, the teacher divides the students into several groups according to their different personalities and learning levels. Based on the topics and vocabulary scaffolding in the pre-writing activities, the teacher asks the students to brainstorm the merits and weaknesses of space exploration.

In the discussion, the students express different opinions, some support the space exploration, believing that it is helpful to improve human civilization and promote the progress of space technology. There are also students who argue that it is time consuming, expensive and damaging to the space environment. Some students even associate it with Stephen Hawking's warning to humanity that excessive exploration of the universe may expose humanity itself. In the process, the teacher should encourage students to express their ideas creatively, engage in brainstorming and communicate with their group members. Subsequently, the teacher invites the group representative to summarize the results of their brainstorming. Next, the teacher asks group members to collaborate to record the key points with a mind map. Finally, the teacher takes pictures of the mind map of each group and shows them to the whole class through PowerPoint, which could inspire students' thinking and provide a scaffold for students' subsequent creation.

Restructuring Multimodal Information

In teaching multimodal writing, teachers should aid students in restructuring multimodal information to complete the output. After determining the writing topic, based on the results of brainstorming, students can complete the main content of the writing. However, students are still confused about the overall structure of argumentative essays. Therefore, teachers can impart argumentative writing knowledge to students through micro classes video, which can improve the efficiency of classroom explanations. After watching the video, the teacher explains to the students through PowerPoint that the argumentative essay is mainly divided into three parts: introduction, body, and conclusion. The teacher also summarizes the role and writing technique of each part for the students through charts.

Then, the teacher allows students to have a group discussion, make an outline of their writing, and invite representatives to elaborate their content and structural arrangement. Next, to enrich students' vocabulary, the teacher provides them with more vocabulary and phrases related to universe exploration through audio visual modals. Finally, the teacher utilizes words, mind maps, diagrams again as a prompt to guide students in thinking about the overall content and layout of the writing. In this process, students are able to restructure multimodal information and complete the construction of the writing process.

Constructing a Multimodal Evaluation System

The multimodal writing teaching evaluation system can not only improve the quality of English writing teaching, but also is the basic condition for the improvement of students' English writing ability (Cao, 2017). In senior English writing teaching, it is crucial to carry out multidimensional teaching evaluation to ensure the effectiveness of the multimodal mode.

On the one hand, the teacher should strive to realize the diversification of evaluation, optimization of feedback effect. For example, firstly, after the students finish the first draft, the teacher can present the evaluation scale to the students and ask them to carry out self-assessment. Secondly, after the completion of students' self-assessment, the teacher allows students to participate in mutual evaluation and correction within the group, in which students mainly revise the choice of words, the application of grammar, the fluency of sentences and the structure of paragraphs. More importantly, the topic of this writing is space exploration, which involves a lot of scientific knowledge.

For students who are unfamiliar with scientific knowledge, teachers will provide online resources to answer them. It not only improves students' appreciation and rigorous attitude of writing, but also facilitates students to learn from the strengths of others' works to

promote the improvement of their own writing ability. After the revision, the teacher organizes students to discuss their own problems in writing and revise again. Finally, after the final draft is completed, the teacher selects a representative work and presents it to the class through multimedia. In this process, the teacher not only explains the typical mistakes in the article and the mistakes that students are prone to make, but also makes a comprehensive evaluation of students' works from multiple dimensions to help students learn the merits and weaknesses of the works. In short, the diversity of evaluation subjects provides a platform for students to collect objective feedback.

On the other hand, teachers should take good advantage of information technology and other means to evaluate students' writing. In multimodal writing teaching, teachers are required to focus on combining formative evaluation with summative evaluation. Therefore, it is necessary for teachers to record the students' writing process through multimodal tools such as videos, pictures and audio to help students recognize their progress and enhance their confidence in writing. At the same time, teachers should combine the multimodal evaluation with students' monthly test scores, midterm scores, final scores, classroom performance to build a comprehensive evaluation system.

Conclusion

Based on Input Hypothesis and Multimodal Discourse Analysis, given the current problems in writing teaching, this study introduces the multimodal model into senior English writing teaching, which is an inevitable requirement for talent cultivation. By creating a multimodal teaching environment, integrating multimodal teaching resources, increasing multimodal interactions, restructuring multimodal information, and constructing a multimodal evaluation system, it is possible to achieve the optimization and innovation of the writing teaching mode in high school and strengthen the depth of interaction between teachers and students. Therefore, teachers should actively explore and make full use of advanced information technology to create a more effective writing teaching mode.

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