

# A Study of College English Reading Class Design Based on Multimodal Theory

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**ABSTRACT.** English reading is a psychological activity in which readers use their mind and common ground to understand reading materials. The primary purpose of English reading is to understand texts and master reading methods, which belongs to the category of cognitive psychology. Multimodal modern discourse analysis has become a prominent feature in college English reading teaching. The presentation of language knowledge and the design of language skills practice should follow cognitive rules. With the continuous development of information technology, information transmission is no longer a single text. Multimodal expression forms enrich the input content and semantic expression of classroom language learning and provide new ideas for English reading teaching. Based on the theory of systemic functional linguistics, this paper discusses the construction of multimodal reading ability in college English reading teaching according to the comprehensive theoretical framework of multimodal discourse analysis and the specific examples of college English reading teaching. In addition to improving college students' ability to read and write English texts, the teaching of language reading should also enable students to understand the ideological structure and writing intention of the article and acquire social and cultural knowledge in English-speaking countries, then guiding students to learn and use English through experience, practice, discussion, cooperation and inquiry.

**KEYWORDS:** English reading, Multimodal, Functional linguistics

## 1. Introduction

Since entering the 21st century, with the rapid development of network digital technology and multi-culture, great changes have taken place in the way people communicate and the channel of meaning construction. Language is no longer the only way of exchange in public communication. English reading is a psychological activity in which readers use their mind and common ground to understand reading materials. The primary purpose of English reading is to understand texts and master reading methods, which belongs to the category of cognitive psychology [1]. Reading, as an important way to learn English, is the basis for mastering language knowledge, obtaining information and improving language proficiency. Cultivating students' reading ability is the main task of English teaching at all levels and it is also the direction of college English teaching in China [2]. With the globalization of social and cultural exchanges, the teaching materials used in classroom teaching are becoming more and more diversified, mainly reflected in the diversification of article types and the extensiveness of article topics. Language is an important carrier of culture and culture has a restrictive effect on language [3]. Language is in the culture of human society and is closely related to the culture of human society. Language reflects the characteristics of a nation and contains its historical and cultural background. Under the traditional teaching mode, teachers pay attention to the teaching of language forms. A text with consistent content is often dismembered into fragmented language materials, so that the central idea, writing style and language features of the article are gone [4]. Language and culture influence and interact with each other. Understanding language must understand culture and understanding culture must understand language. In international exchanges, people with different cultural backgrounds often lack an understanding of heterogeneous cultures, which may cause misunderstandings and thus hinder normal communication.

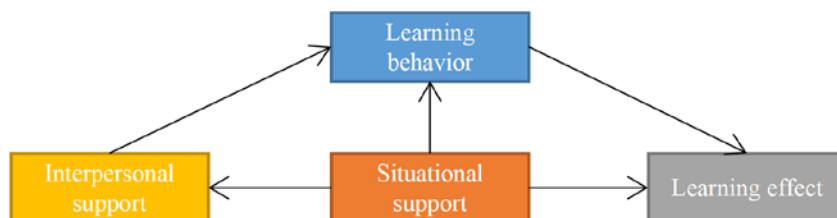
Multimodal modern discourse has become a prominent feature of college English teaching, especially college English reading teaching. The presentation of language knowledge and the design of language skills practice activities should pay attention to the cognitive rules [5]. With the rapid development of multimedia, computer and network technologies, language is no longer the only means of expressing meaning. Other non-verbal symbols besides language, such as painting, music, and action, are also the source of meaning expression. College English reading teaching is separated from reality and the learners have low pragmatic ability, poor communication, and lack of independent innovation awareness [6]. Based on the theoretical basis of systemic functional linguistics, this paper discusses the construction of multimodal reading ability in college English reading teaching based on the comprehensive theoretical framework of multimodal discourse analysis and the specific examples of college English reading teaching. In addition to improving college students' ability to read and write English texts, the teaching of language reading should also

enable students to understand the ideological structure and writing intention of the article and acquire social and cultural knowledge in English-speaking countries, then guiding students to learn and use English through experience, practice, discussion, cooperation and inquiry.

## **2. Multimodal Theory and Multimodal Teaching**

Modal refers to the interaction between human senses and external environment. English reading class not only helps college students to lay a solid foundation in language, but also needs to cultivate their ability to analyze and solve problems. In the teaching process, we should not only carry out basic language teaching, but also carry out intercultural communication teaching to cultivate students' intercultural communication ability. With the emergence of network and a variety of electronic resources, the use of multimodal in daily life is well reflected in the compilation of teaching materials, which makes the text in English reading teaching more humanized and gives students more room for autonomous learning. Language develops with the development of the nation. Language is an integral part of the national culture of the society. Students combine experiences, knowledge and thoughts with learning contents through their own experiences to understand problems from different angles. Traditional reading teaching focuses on the analysis and explanation of basic language knowledge, especially the explanation of part of speech and grammar, which will make reading boring [7]. Systemic functional linguistics is concerned not only with the operating mechanism within the language, but also with the characteristics of the external environment in realizing the meaning of the language. Therefore, systemic functional linguistics is the most suitable theoretical model for studying multimodal discourse. Language knowledge itself serves for reading and is a means to help readers understand the content of articles more accurately and obtain information. Therefore, explaining reading can start with the basic theory of reading.

In English reading class, the cultivation of communicative competence and cross-cultural competence should be integrated in reading training, and students' autonomous learning ability should be improved at the same time. On the basis of further development of students' comprehensive language use ability, emphasis is placed on improving students' ability to obtain information, process information, analyze problems and solve problems in English, with special emphasis on improving students' ability to think and express in English. On the whole, the hypothesis model of the relationship between English learner corpus and learning effect agrees with the observed data. Each path coefficient of the path model has significant significance. Fig. 1 is a path analysis model of constructing dimensions of effective English learning environment and learning effect.



*Fig.1 Path Analysis Model*

The formal features of different modes are interrelated and jointly embody the meaning of discourse. In addition to paying attention to the practicability of language, English teaching should also pay attention to the coordination of modern educational technology in teaching and cultivate learners' communicative competence and innovative consciousness. In reading teaching, making students become the main body of reading is the foundation of successful reading teaching. It is especially important to arouse students' reading interest and enthusiasm. In actual teaching, teachers should combine simulated situations, introduce the cultural factors contained in them in a targeted way, and put the language into a specific pragmatic context for teaching. Language cannot be separated from culture, which depends on language. English teaching is language teaching, and of course cannot be separated from cultural education [8]. In the selection of language materials, students should choose materials that are of interest to them, and at the same time, they should pay attention to the combination with the hot spots of reading investigation. Teachers should not only guide students to accurately grasp the meaning of words, but also encourage students to think about such problems when explaining words in combination with texts. Listening teaching content should be specially designed with cross-cultural reflection module to cultivate students' cross-cultural communication ability and enhance cultural confidence.

## **3. Construction of Multimodal English Reading Teaching Context**

### **3.1 Pre-Reading Activities**

Before reading, through situational drills, the learners' existing relevant background knowledge will be activated and new background knowledge will be added, thus enhancing the learners' reading motivation and interest. Teachers should encourage students to innovate texts according to their personal life experiences so as to improve students' critical thinking ability. If we ignore cultural background knowledge and spend a lot of time teaching language knowledge in isolation. Not only does it take time and effort, but also it will increase the burden on students and make them lose interest in learning. In social communication, the transmission of discourse meaning is largely accomplished by non-verbal factors, which bear the social communication function. Under the theory of multimodal discourse analysis, some factors associated with language features and body features are as important as speech symbols in communication. Teachers should include in the curriculum evaluation system the total amount and quality of students' learning at all stages, the learning effect inside and outside the class, and the degree of participation in reading class activities. It is not only important but also necessary to carry out cultural education in vocational English teaching and cultivate students' intercultural communicative competence. In the context of multimodal teaching, explicit guidance refers to systematic, analytical and conscious understanding, which requires teachers to use explicit meta-language to describe and explain the meaning of design elements of different modalities in classroom teaching.

### **3.2 Language and Multimodal Combination Teaching**

In the actual practice activities, students' situational experience is divided into two ways: experiencing the known things and experiencing the new content according to the topic of reading articles. At this stage, teachers can put forward multimodal problems related to the theme and close to students' real life according to students' learning characteristics, cultural and social background, etc. Entering the era of multi-modal social symbols, language no longer occupies the central position of social communication, meaning is increasingly tending to be presented in multi-modal expressions [9]. Under this background, it is necessary to construct a multi-modal college English classroom teaching mode to meet the needs of multi-communication and students' own needs for multi-modal reading ability. It is very important to carry out emotional education at the same time as normal teaching [10]. Teachers need guidance and help from all aspects to mobilize students' enthusiasm and initiative, stimulate their interest in learning, and help students form and maintain lasting learning motivation. Reading ability mainly depends on the amount of reading. The greater the amount of reading, the richer the background knowledge students accumulate, and the easier it is to understand the text. For the cultivation of language skills, we should train language skills from listening skills and strategies. The meaning of modern discourse is composed of many modes, all of which have been transformed into symbols through social use, and all of which are multimodal.

## **4. Conclusions**

The development of modern information technology and the improvement of teaching environment provide basic technical conditions for the introduction of multimodal teaching into the classroom. English reading plays a more and more important role in the examination of college English ability. To improve reading ability, it is necessary to increase vocabulary storage as the basis, and analysis of sentence structure and grammatical rules is also a basic skill. If we only understand the meaning of the text in the reading material, but not the meaning of other modes, we cannot fully understand the overall meaning of the text. As a new teaching mode, multimodal theory is bound to inject new life and new ideas into foreign language teaching. In order to improve the efficiency of reading, we can use multimodal discourse theory to enrich the ways of improving these reading skills in reading classroom teaching, and alleviate the boring of reading skills and basic language knowledge analysis. The cooperative use of multiple modes in College English reading teaching is conducive to stimulate students' interest in learning and cultivate students' multiple reading ability and communication awareness. Foreign language teachers should make full use of modern technology such as Internet and multimedia to create a more natural and relaxed reading environment for students.

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