



A Study on College English Ideological and Political Education from the Perspective of Multimodal Discourse Analysis

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Abstract. Multimodal teaching method advocates that the context construction in foreign language teaching should include not only linguistic symbols, but also non-verbal symbols such as actions, sounds and images, etc. A multi-dimensional discourse communication environment is profit to mobilize students' multiple senses to participate in learning. The integration of multimodal teaching design and moral education conforms to the cognitive characteristics of contemporary college students, and is an effective way to carry on ideological and political education in college English teaching.

Keywords: multimodal · college English · ideological and political education

1 Introduction

The importance of ideological and political education has been mentioned many times by General secretary Xi Jinping in a series of important speeches since the 18th National Congress of the Communist Party of China. It has been pointed out that moral education is the fundamental task in China's higher education. In the new era, foreign language education in Chinese universities faces a new mission, that is to actively connect with the national talent training strategy, conform to the concept of carrying on ideological and political education in all curriculum, integrate the socialist core values into the whole process of foreign language teaching, adhere to a correct education orientation, and solve the fundamental problem of "what kind of talents to cultivate, how to cultivate and for whom".

In order to meet the needs of cultivation of new types of talents, China's college English teachers and experts manage to reform in educational concepts, approaches and means. The College English Teaching Guide (2020 Edition) clearly points out that College English teaching should follow the rules of foreign language learning, fully consider the individual differences and learning styles of students, and apply appropriate and effective teaching methods according to the characteristics of teaching content. Teachers should make full use of the online teaching platform to provide students with independent learning paths and rich learning resources, combining classroom teaching with modern information technology, and promote students to change from "passive

learning” to “active learning”. In order to update teaching methods, foreign language teachers should absorb the latest achievements in the field of Applied Linguistics both at home and abroad and use methods that conform to the characteristics of the new generation of college students.

2 Literature Review

Multimodal discourse analysis theory, based on Halliday’s systemic functional linguistics, emerged in the mid-1990s. It believes that the meaning of a text is not only embodied by the single mode of language, but also by a variety of modes including gestures, expressions, posture, images, animation, action and so on. With the development of modern information technology, the channels of information transmission become diversified and people’s communication methods have changed to a great extent, which has promoted multimodal discourse to play more and more important role in communication. Therefore, multimodal discourse analysis theory develop vigorously. The concept of multimodal teaching was first proposed by the new London Group in 1996. It refers to the comprehensive use of words, sounds, pictures, videos, actions and other symbols in teaching, and the mobilization of learners’sensory systems to participate in learning. Western scholars Kress, Stein, Jewitt, etc. found that multi-channel information stimulates the corresponding functional areas of an individual learner’s cerebral cortex, which is stronger than the response caused by single-channel information stimulation. Multi-channel information is more conducive to individual processing and memorizing information, thus produces good learning effects. The research on multimodal teaching in China started later than that in the western academic world. Hu Yongjin, Zhang Delu, Gu Yueguo and other scholars have carried out a series of research and practice on multimodal foreign language teaching, involving the aspects of theoretical basis, teaching design, development trend and so on, which represents the latest research achievements in this field in China.

“Ideological and political education in all curriculum” is a unique concept with Chinese characteristics, which was put forward in recent years. Few foreign scholars have studied it. However, some western scholars have made researches on the educational ways of integrating ideology into textbooks and curriculum. Benesch pointed out that the teaching forms adopted by educators are related to ideology. Sajid discussed how textbooks can be used to publicize explicit and implicit ideology, and how the contents of textbooks can shape students’ minds. Ulum emphasized that foreign language textbooks and teaching must include the content of ideology.

Relevant domestic studies have initially confirmed the positive effect of multimodal teaching in foreign language teaching. However, most of the present studies focus on the positive impact on the improvement of basic language skills such as listening, speaking, reading, writing and translation, while few studies are on the approaches and effects of applying multimodal teaching to college English ideological and political education.

3 Construction and Practice of Multimodal Teaching in College English Ideological and Political Education

3.1 Deconstruct Teaching Materials Multimodally

As an important carrier of College English teaching, textbooks are the main source of ideological and political materials. Teachers need to dig into the ideological and political elements contained in textbooks and design these materials in a multimodal way, which is very important to arouse students' interest in learning and ensure the positive effect of moral education. Contemporary college students are the generation growing up in information revolution. They are used to obtaining information and communicating in a multimodal way through the Internet and other means. Compared with text mode, visual mode and auditory mode are more easily accepted by students. Teachers should fully consider this factor in the process of designing ideological and political materials. At present, many college English textbooks in China are still paper-based. In the era of multimodal teaching, it is not enough to rely on paper-based textbooks alone. Teachers should make use of the new teaching resources on the Internet, mobilize voice, image and other modal symbols to integrate ideological and political materials into language teaching, so as to achieve good teaching effect.

3.2 Multimodal Discourse Teaching Based on Students' Needs and Characteristics

Multimodal composite teaching resources adjust to students' individual differences and can meet students' personalized needs. So multimodal discourse teaching method fully mobilize students' awareness of participating in learning, strengthen the interaction and communication among teachers, students and teaching resources, and effectively help students enhance the internalization and absorption of knowledge. Teachers use modern information technology to edit and process various language materials and symbols, and build multimodal teaching situations, so as to influence students' internal learning factors, such as interest, learning objectives, perseverance, etc., through external factors. In a multimodal discourse, each mode has a certain function in the overall meaning construction. Let's take a look at the functional loads of these modes in the ideological and political teaching of foreign language courses.

Linguistic Modality

Linguistic modality is the most frequently used modality in foreign language teaching. Teachers attract students' attention and adjust the classroom atmosphere through the adjustment of volume, intonation and rhythm. In classroom activities, teachers provide students with tasks based on linguistic modes, such as group discussions, debates, oral reports, etc. This is conducive to students receiving ideological and political education in a natural and comfortable classroom, and improving their acceptance of ideological and political education.

Audio Modality

Auditory modality and oral modality come together. In the classroom, the identities of teachers and students as speakers and listeners are exchanged in real time. This exchange

of identity makes the whole classroom form an equal communicative environment, which is conducive to students speaking freely and building a good ideological and political teaching environment.

Visual Modality

With the development of visual culture, foreign language classroom discourse has developed from only auditory mode to the combination of visual and auditory modes, and visual mode plays an increasingly important role. The application of PPT is quite normal in College English teaching, and PPT is mainly based on visual modality, including text, images, animation, etc. Through elaborately designing PPT, such as text selection, layout, style, color and image selection, etc., teachers can achieve a positive effect in knowledge transfer and cultural communication. For example, when it comes to the topic that integrity is a traditional virtue of the Chinese nation, students can be shown a related comic. The humor and sarcasm of the comic may stimulate students' interest in the topic, and then drive them to reflect on it. This completes an ideological and political education implicitly, which is better than simply reading the text.

Behavior Modality

Teachers' behavior modes include posture, action, expression, dress, etc. Teachers supplement and strengthen their own words through behavioral modes. They use gestures to express rhythm, simulate things and concepts they are talking about. They change expression to show the importance of what is said. Teachers improve teaching efficiency through interpersonal meaning, such as cordial expression, smiling face, formal dress, straight back in front of students, and a certain amount of movement. The application of these behavior modes narrows the distance between teachers and students. Students will feel that the content of ideological and political education in the English study is not preaching. On the contrary, students are more likely to resonate with teachers. This avoids the dilemma of "two skins" between ideological and political education and foreign language knowledge.

Environmental Modality

Environmental modality includes teaching equipment and tools, teaching environment, spatial layout, etc., which directly affect the communication mode of teaching. For example, a rectangular classroom is often easy to form a teacher centered classroom atmosphere and highlight the authority of teachers. Teachers can make appropriate adjustments of seats in the classroom, for example, a circular layout, so as to facilitate students to carry out discussions and other activities. This adjustment of seat sequence also helps to change the teacher centered teaching method and establish an equal communication channel between teachers and students. New classroom layouts continue to emerge, such as multimedia room, smart classroom, virtual studio classroom, etc., all of which embody the student-centered teaching concept and provide multimodal support for the ideological and political education in College English courses.

4 Conclusion

Under the background of “Internet+” education era, language teaching should make full use of information technology and multimedia technology to construct a multimodal teaching situation. Through multimodal teaching design, language teaching and ideological and political education are organically integrated, so that the ideological and political education in College English courses is no longer isolated from language learning. The multimodal teaching mode conforms to the cognitive characteristics of contemporary college students and is conducive to the acquisition and internalization of knowledge. It is an effective way to achieve good effect of moral education implicitly. It also offer certain reference for other disciplines to carry out ideological and political education.

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