Teaching Research on Ideology and Politics of "New Horizon College English" proceeding from multimodality

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Abstract: Based on the multimodal theory, this article designs a theme teaching in one unit of college English course ideology and politics which is about" Spend or save - The student's dilemma". The new instructional design incorporates Mao Zedong 's quotations, Xi Jinping 's speaking and habit of saving, and celebrity saving stories in regular college English teaching, and adds three specific multimodal designs of teachers' teaching, students' learning, and teaching evaluation. Multi-modal teaching mainly performs as various modal angles other than language and pictures, practical cases in teaching design.

Keywords: Multimodality; Curriculum Ideology and Politics; "New Horizon College English"; Spend or Save

Multimodal discourse refers to discourse including two or more modes that are in use simultaneously. For example, comic books only involve visual mode but with both words and pictures; radio novels have text and background music even just with auditory mode. In addition, sign language, facial expression and body language can also be regarded as another mode[1]. KRESS & LEEUWEN insist that in multimodal theory, the picture is related to the text but not dependent on it, because it is organized and structured[2], which requires in-depth research on both complementary effects. People always use various symbolic resources to complete the meaning construction in the real social environment[3]. How to analyze and design discourse in natural state from the perspective of multimodality and curriculum ideology is one of the purposes of this thesis as well.

The teaching design of New Horizon College English from the multimodal perspective will be discussed in this article, taking Unit 5, book 2 of the 3rd edition New Horizon College English as an example. The fifth unit is in discussion in this paper whose title is "The money game", the name of Text A is "Spend or save - The student's dilemma". This article takes the theme of College English Ideological and political teaching design for example.

1 Multimodal teaching

The traditional English teaching explains the course following words, expressions, sentences and articles. Grammar is the teachers' teaching point, the rule of joining words into sentences will naturally come up in the head, but not the same with mutual combination of individual elements in the visual symbol system. In the opinion of Kress & Leeuwen, the visual symbol in images can not only reflect the events of the objective world and the subjective world, but also show various interpersonal relationships, at the same time, it is also organic and coherent, so its semantic

relation can be analyzed from levels of conceptual function, interpersonal function and textual function with Halliday's hypothesis of three functions of language[4]. As for the conception, it mainly discusses the relationship between different images or different components in the same image, which part is equivalent to the actor in the transitive system, which acts as the object and which represents the environment. As for interpersonal meaning, the social relations among the participants, communicative purposes of the image designers and the involvement of the image readers in the content of the image are discussed. For textual meaning, according to the relative position of different elements' layout in the same image or different images, such as the relationship between the top and the bottom, the front and the back, the center and the edge, analyze the information distribution of multimodal discourse, and confirm which components are known information or new information to recognize the start of multimodal discourse and information point of multimodal discourse.

Multimodal discourse analysis focuses on integrating language and other related meaning resources. It can not only see the role of language system in the process of meaning exchange but also the effects of symbol systems such as images, music and colors in this process, thus making the interpretation of discourse meaning more comprehensive and accurate, then finding out how to use multiple modes to achieve the social communication goal[5].

English classroom teaching can be roughly divided into four steps: introduction, text content explanation, review consolidation and homework. The content explanation of college English text is listed three parts: the explanation of language points, main idea and structure of text, and the text theme extension. The curriculum ideology teaching content can be integrated into each step of teaching, mainly about the theme of " Spend or save - The student's dilemma".

1.1 Language point teaching design

The explanation of the language points here is divided into vocabulary and sentence pattern. For example, the words like spend, save, and dilemma can be explained with multimodality, which like introducing the meaning and usage of spend, while giving the corresponding group words, the teacher can display Alipay's transfer-out page with pictures, show the process of spending money in sound or animation, or introduce the scene of live shopping in video, so that multimodal scenarios

can be more conducive to arousing students' motivation on using English and internalizing the learning process. Because multimodal presentation certainly exists in real life, the aim of multimodal teaching is also to get closer to the real state, improve students' cognitive and perceptual abilities, and connect with reality seamlessly, realizing language-using scenarios without transformation. About the sentence pattern, such as "imperative + or / and + declarative" and "imperative + or + declarative" mean "......otherwise......", "imperative + and + declarative" means "if......, then......"; the former stands for transition, the latter means consequent result. For example, during the banning period of Spring Festival in 2020, prices cannot be raised, all food, medical supplies should be sold at low prices; and we need to resume work and production after the epidemic, the mayor took the lead to encourage people to consume. Learning grammar through real scenes and cases, only in that way can we learn and use them well with vivid memory.

1.2 Analysis of text

The main idea of the text focuses on spending with restraints and keeping in mind that do not influenced by advertisements. Lecturers can introduce Mao zedong's famous saying that is " corruption and waste is a crime",, then show the photos of Mao Zedong with many-time patched clothes, patched pillows, such a multi-modal teaching method will definitely evoke students more sense of social responsibility.

1.3 Theme exploration design of the text

It is hoped that the college student could be a rational consumer with a balance between spending and saving. In the last exploration section, teachers can introduce Xi Jinping's evaluation of the Swiss army knife to persuade students to spend money on some valuable and multifunctional products. In 2017, Xi Jinping attended the high-level meeting on building a community of shared future for mankind, "If only we could create an exquisite Swiss army knife for our world to use one of the tools to solve any problems we meet." said in his speech. Wang Zelin, now a director of the Poultry Disease Research Institute of Henan Agricultural University, is very economical in life, however, he donated nearly a billion dollars to schools to help students for their research. It is believed that students will understand the meaning of this article through real cases and some effects in the scene more deeply whether by technical means or personal methods.

The multimodal theory is closely related to the multi-function of language which has descriptive function, pragmatic function and innovative function. In the former English teaching, the descriptive function of language is used as the main function. Nowadays, affected by the reform of curriculum ideology and politics in China, the function of language must change from descriptive function to pragmatic function and innovative function which must be combined with non-linguistic factors to be more intuitive and vivid. For example, the behavioral functions can be transferred to actions or gestures, and the innovative functions can be transferred to pictures, animations and sounds.

2 Multimodal learning

Students' multimodal learning mainly produces more multi-modal learning, interaction and homework of college English ideological and political course through preview, after-class interaction and homework. For example, studying multimodal data like Mao Zedong and Xi Jinping's famous sayings posted online by the teacher in advance, XI's 2017 video on the community of shared future for mankind, and the news of Wang Zelin's million donation. To preview the multimodal learning material can improve students' comprehension and participation in class. Then there comes classroom interaction. Students were asked to perform real-life scenarios of spending and saving money, and join in real-life tests of whether they would be extravagant shoppers, use the president's speech or Wang Zelin's donation speech to deepen impression and understanding of the importance of saving money. Homework for each student can be a redesign of their own consumption plan, including consumption budget, goals and consumption idols, or recording their own money-saving measures and rational ways to spend money for the perspective of multimodal learning corpus collection. Learning Power APP(Xuexi qiangguo) is recommended to use to consolidate the curriculum idology and multimodal learning.

In conclusion, it is necessary to design the teaching from voice, video, speculation and network application, which is effective, reasonable and problems-solving starting combined with multimodal theory, providing students with multimodal, multiangle learning methods and models, and ultimately improving the learning efficiency, learning ability of connecting theory and practice.

3 Multimodal teaching evaluation

Multimodal teaching evaluation should be based on classroom teaching, teaching preparation materials of teachers, and teachers' after-school reflection. Student evaluation should also include students' classroom performance, preview and homework. It can evaluate whether there is implementation of multimodal study process and effect through online and offline mixed teaching evaluation on students. The final examination is also very crucial, which is an evaluation index same as the study reflection and multimodal performance.

4 Conclusion

Multimodal teaching mode provides a real multimodal environment and an ideal meaning construction platform for students[6]. In a word, multimodal Ideological and Political Education in college English course should be taught and evaluated from aspects of reading, writing, seeing, hearing, languages, thoughts and act, helping students understand and practice the literal and social meaning of text books from multimodality. It is hoped that this study can be used for reference in the theoretical exploration and practical operation of ideological and Political Education in multimodal College English courses.

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