

# Analysis of English Teachers' Multimodal Discourse Construction and Students' Participation in the Digital Age

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**Abstract:** In the context of the digital age, this paper delves deeply into the construction of multimodal discourse by English teachers and its relationship with students' participation. Through sorting out relevant theories, conducting empirical research, and analyzing case studies, it reveals the importance of multimodal discourse construction in English teaching. The article uses methods such as questionnaires and classroom observations to collect data, analyzes the current situation of English teachers' multimodal discourse construction, including teachers' understanding of multimodal discourse construction, the utilization of multimodal teaching resources, and the methods of multimodal discourse construction. At the same time, it explores students' cognition and participation in English teachers' multimodal discourse construction, covering students' interest and attitude towards multimodal teaching, their participation in multimodal classrooms, and their evaluation of the effect of multimodal teaching. Moreover, it proposes corresponding improvement strategies to provide beneficial references for improving the quality of English teaching and students' participation.

**Keywords:** Digital Age; English Teachers; Multimodal Discourse Construction; Students' Participation.

## 1. Introduction

With the rapid development of digital technology, profound changes have taken place in the field of education. In English teaching, traditional single-modal teaching methods can no longer meet students' learning needs and the development requirements of the times[1]. As a new teaching concept and method, multimodal discourse construction has gradually attracted the attention of a large number of English teachers. Multimodal discourse refers to the use of multiple symbolic resources such as language, images, sounds, and actions to express meaning and transmit information. In the digital age, English teachers can use various means such as multimedia equipment and network resources to construct rich and diverse multimodal discourse to enhance students' learning interest and participation and improve teaching effects[2].

## 2. Theoretical Foundations

### 2.1. Multimodal Discourse Analysis Theory

Multimodal discourse analysis theory is of great significance, as Fig.1. In today's discourse communication context, discourse is by no means merely a simple combination of pure language symbols[3]. It covers the synergistic operation of numerous modal symbols such as images, sounds, and actions. These rich and diverse modal symbols do not exist in isolation from each other. Instead, they complement and reinforce each other and jointly contribute to the accurate expression and efficient transmission of meaning. In the broad field of English teaching, teachers can skillfully use various modal symbols, such as vivid explanations, intuitive demonstrations, and active interactions, to effectively stimulate students' multiple senses and thereby significantly improve students' learning effects[4]. For example, when explaining English texts, teachers can combine relevant pictures and video materials to allow students to understand the text content more intuitively.

In oral English teaching, teachers can improve students' oral expression ability by conducting activities such as role-playing and allowing students to use language in actual situations. Multimodal discourse analysis theory provides a new perspective and method for English teaching, making English teaching more colorful and productive[5].

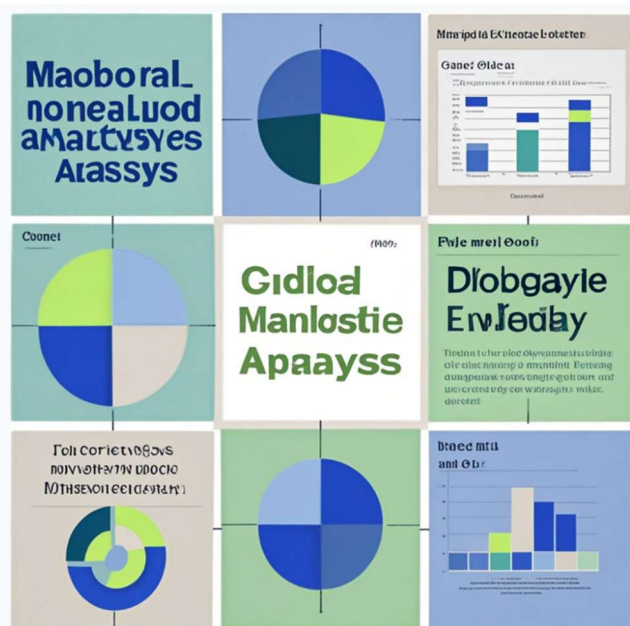


Fig.1. Multimodal Discourse Analysis Theory

### 2.2. Constructivist Learning Theory

Constructivist learning theory emphasizes the central subject status of students in the learning process, as Fig.2[6]. This theory profoundly points out that students do not passively accept knowledge but actively construct knowledge through active interaction with the surrounding environment[7]. In the context of the digital age, English

teachers can fully utilize multimodal teaching resources to carefully create rich and diverse learning situations for students. These situations can greatly stimulate students' learning interests and initiative and effectively promote students' knowledge construction. For example, teachers can use online learning platforms to provide students with abundant English learning resources and allow students to conduct autonomous learning according to their own interests and needs. They can also conduct group cooperative learning to allow students to jointly construct knowledge through communication and cooperation with classmates. Constructivist learning theory provides theoretical guidance for English teaching and makes English teaching pay more attention to students' subject status and the cultivation of autonomous learning ability.



Fig.2 Constructivist Learning Theory

### 2.3. Social Interaction Theory

Social interaction theory holds that learning is essentially a process of social interaction. In this process, students continuously develop and improve their cognition and abilities through frequent interactions with teachers and classmates. In English teaching, teachers can use multimodal discourse construction to vigorously promote interaction and communication between teachers and students and among students. This can not only improve students' language expression ability and communicative ability but also enhance students' cooperation consciousness and team spirit. For example, teachers can organize activities such as group discussions and role-playing to let students learn English in interaction. They can also use online communication platforms to allow students to communicate with students at home and abroad and improve cross-cultural communication ability. Social interaction theory provides an important theoretical basis for English teaching and makes English teaching pay more attention to interaction, communication, and cooperative learning[8].

## 3. Current Situation of English Teachers' Multimodal Discourse Construction in the Digital Age

### 3.1. Current Situation of Teachers' Cognition of Multimodal Discourse Construction

Through questionnaires and interviews, we find that most English teachers have now realized the importance of multimodal discourse construction in teaching. This shows that they have a certain degree of sensitivity to the development of teaching concepts and can perceive the limitations of traditional single teaching methods and actively seek new teaching breakthroughs. However, after in-depth exploration, we also see that teachers' understanding of the theory and methods of multimodal teaching still needs to be improved. Although some teachers will use resources such as multimedia courseware and videos in teaching, there is clearly a deficiency in the systematic integration and application of multiple modal symbols. For example, after playing videos, some teachers only use them as an auxiliary display, fail to deeply explore the connection between video content and teaching knowledge points, and do not guide students to conduct in-depth thinking and discussion combined with the videos, resulting in insufficient utilization of video resources and inability to exert their maximum value[9].

### 3.2. Current Situation of Utilization of Multimodal Teaching Resources

At present, English teachers mainly rely on multimodal teaching resources such as multimedia courseware, network resources, audio and video in teaching. This undoubtedly brings more possibilities and richness to teaching. However, it cannot be ignored that some teachers have a certain degree of blindness in the selection and use of resources. They often do not fully consider teaching goals and the actual needs of students, and use resources just for the sake of using them, lacking clear pertinence and effectiveness. At the same time, some teachers have insufficient application ability of new technologies and new resources, which to a large extent limits the effect of multimodal discourse construction. For example, although some teachers know the existence of online learning platforms, they do not know how to effectively use these platforms to enrich teaching content and improve teaching quality, leaving these valuable resources unused and unable to serve teaching[10].

### 3.3. Current Situation of Methods of Multimodal Discourse Construction

In multimodal discourse construction, English teachers mainly adopt methods such as explanation, demonstration, and interaction. To a certain extent, explanation and demonstration still occupy a dominant position, which reflects the profound influence of traditional teaching methods. However, in contrast, the interaction links are relatively few, making it difficult to fully mobilize students' enthusiasm and initiative. In addition, teachers lack innovation in the design and organization of multimodal discourse, making it difficult to meet students' increasingly diverse learning needs. For example, when conducting multimodal teaching, teachers often follow a fixed pattern, lacking flexibility and personalization, and cannot be adjusted and optimized according to different teaching contents and

student characteristics. Such teaching methods may make students feel boring and reduce their learning interest and participation.

## **4. Students' Cognition and Participation in English Teachers' Multimodal Discourse Construction**

### **4.1. Students' Interest and Attitude towards Multimodal Teaching**

The results of the questionnaire survey clearly show that most students show relatively high interest and enthusiasm for multimodal teaching. In today's digital age, students grow up in an environment rich in information and diverse in media. They have a natural affinity for novel teaching methods. Multimodal teaching, with its rich forms of expression such as vivid pictures, interesting videos, and beautiful music, can quickly attract students' attention and make the classroom atmosphere more lively and interesting. Students generally believe that such teaching methods break the monotony and dullness of traditional teaching and bring them a brand-new learning experience, thus greatly improving the learning effect. For example, when explaining English literary works, playing relevant movie clips or showing exquisite illustrations can allow students to more intuitively feel the charm of the works and stimulate their love and exploration desire for literature.

However, it cannot be ignored that there are still some students who are not fully adapted to multimodal teaching. These students may be used to traditional teaching models and feel at a loss when faced with too many modal symbols. They think that too many modal symbols will distract their attention and make it difficult for them to concentrate on learning core knowledge. For example, in some multimodal classrooms, frequent animation effects and background music may make these students feel irritable and affect their learning state. This also reminds us that when implementing multimodal teaching, we need to fully consider the acceptance degree of different students and use various modal symbols reasonably to ensure the maximization of teaching effects.

### **4.2. Students' Participation in Multimodal Classrooms**

Through classroom observation and student feedback, we can find that students' participation in multimodal classrooms is relatively high. The application of multimodal teaching resources creates a vibrant and attractive learning environment for students and greatly stimulates their learning interest. In such classrooms, students are more willing to actively participate in classroom discussions, group activities, etc. For example, by using multimedia courseware to show an interesting topic and then organizing students to have group discussions, students will enthusiastically express their views and have ideological collisions with their classmates. This interactive learning method not only improves students' learning enthusiasm but also cultivates their cooperation ability and team spirit.

However, we cannot ignore that there are still some students who are in a passive state of acceptance in the classroom. These students lack the consciousness and ability to actively participate. This may be due to reasons such as introverted personality and lack of confidence. They often

just listen silently in class and rarely take the initiative to speak or participate in group activities. For these students, teachers need to give more attention and encouragement to help them overcome psychological barriers and actively participate in classroom activities. Some targeted measures can be taken, such as considering students' personality characteristics when dividing groups and pairing introverted students with active classmates to drive them to participate in discussions; or setting up activity links suitable for students with different personalities so that each student can find their own way of participation.

### **4.3. Students' Evaluation of the Effect of Multimodal Teaching**

Students generally believe that multimodal teaching is helpful to improve their language skills and comprehensive qualities. Teaching resources such as multimedia courseware and videos can help them better understand teaching content. Especially for the explanation of some complex grammar knowledge and cultural backgrounds, intuitive images and vivid videos can make abstract knowledge more specific and easy to understand. At the same time, interactive links such as group discussions and role-playing can improve students' oral expression ability and communicative ability. In these activities, students have the opportunity to use the language knowledge they have learned for actual communication and exercise their language application ability.

However, there are also some students who think that the effect of multimodal teaching is not obvious enough and needs further improvement and perfection. This may be because in actual teaching, there are still some deficiencies in the implementation of multimodal teaching. For example, some teachers lack systematicness and coherence when using multimodal resources, causing students to feel confused in the learning process; or the design of interactive links is not reasonable enough and fails to fully exert students' initiative and creativity. In response to these problems, teachers need to constantly reflect on and improve their teaching methods and improve the quality of multimodal teaching.

## **5. The Impact of English Teachers' Multimodal Discourse Construction on Students' Participation in the Digital Age**

### **5.1. Multimodal Discourse Construction Stimulates Students' Learning Interest**

In the digital age, multimodal discourse construction plays a crucial role in stimulating students' learning interest. Rich and diverse multimodal teaching resources are like a magical key that can open the door to students' thirst for knowledge. Vivid pictures are like gorgeous paintings that instantly catch students' attention and make them seem to be in the scenes depicted by English. Interesting videos are like wonderful feature films that attract students with dynamic pictures and vivid plots, making them immersed in it and forgetting the boredom of learning. Beautiful music is like a gentle breeze that brushes students' souls and adds a pleasant atmosphere to learning.

For example, when teaching English literary works, teachers can play relevant movie clips to let students intuitively feel the character images and plot developments in the works. Or show exquisite pictures related to the theme of

the works to trigger students' associations and thinking. The application of these multimodal resources makes the classroom more lively and interesting, allowing students to learn English in a relaxed and pleasant atmosphere and greatly stimulating their learning interest.

## 5.2. Multimodal Discourse Construction Promotes Students' Participation of Multiple Senses

Multimodal discourse construction can effectively promote students' participation of multiple senses and thereby improve learning effects. Teachers can let students learn English by using multiple senses such as vision, hearing, and touch simultaneously through methods such as explanation, demonstration, and interaction. During the explanation process, teachers' language expressions are like pleasant notes that transmit the melody of knowledge; during the demonstration, vivid pictures and intuitive actions are like bright lighthouses that guide students in the direction of understanding; in the interaction link, the communication and cooperation between students are like warm sunlight that illuminates the learning path.

For example, in oral English teaching, teachers can play English songs and let students listen and sing along while feeling the rhythm of music and the rhythm of English, thereby improving students' listening and oral expression abilities. Or organize students to carry out role-playing activities and let students use English to communicate in simulated situations and express their emotions and thoughts through body language and expressions, thereby improving students' oral expression ability and communicative ability.

## 6. Strategies to Improve English Teachers' Multimodal Discourse Construction and Students' Participation

### 6.1. Strengthen Teacher Training and Improve Teachers' Multimodal Teaching Ability

Schools and education departments should strengthen the training of English teachers, improve their understanding and recognition of multimodal teaching, and master the theories and methods of multimodal teaching. The training content can include aspects such as multimodal discourse analysis, instructional design, and technology application. Through case analysis and practical operations, improve teachers' multimodal teaching ability.

### 6.2. Optimize the Selection and Use of Multimodal Teaching Resources

Teachers should select appropriate multimodal teaching resources according to teaching goals and students' actual situations. The selection of resources should be targeted, effective, and interesting, and be able to meet students' learning needs. At the same time, teachers should rationally use multimodal teaching resources to avoid excessive use and abuse of resources and ensure the maximization of teaching effects.

### 6.3. Innovate the Methods of Multimodal Discourse Construction

Teachers should continuously innovate the methods of multimodal discourse construction and improve the

attractiveness and appeal of teaching. For example, methods such as situational teaching, project-based teaching, and problem-oriented teaching can be adopted to let students learn English in real situations and improve their language application ability. At the same time, teachers should strengthen the design of interactive links and encourage students to actively participate in classroom discussions and group activities to improve students' participation.

### 6.4. Pay Attention to Students' Individual Differences and Meet Students' Diverse Learning Needs

Each student has their own learning characteristics and needs. Teachers should pay attention to students' individual differences in multimodal discourse construction and provide personalized learning support for students. For example, according to students' learning levels and interests, different learning resources and activities can be recommended to meet their diverse learning needs.

## 7. Empirical Research

### 7.1. Analysis of Questionnaire Survey in Empirical Research

In this empirical research, a large amount of data on students' interest, attitude, and participation in English learning were collected through questionnaires. The following is a detailed analysis table of the questionnaire survey results: as Tab.1

Tab.1 Analysis of Questionnaire Survey in Empirical Research

Comparison Items	Experimental Group	Control Group
Interest level before experiment	Relatively high	General
Interest level after experiment	Significantly increased	Not obvious change
Attitude positiveness before experiment	Relatively positive	General
Attitude positiveness after experiment	Significantly enhanced	Slight change
Participation degree before experiment	Relatively high	General
Participation degree after experiment	Significantly increased	Not obvious change

Before and after the experiment, the interest, attitude, and participation of students in the experimental group in English learning have all changed significantly. While the changes in these aspects of students in the control group are relatively small. This shows that the multimodal teaching method has a positive impact on students' learning.

### 7.2. Analysis of Classroom Observation in Empirical Research

Classroom observation is also one of the important methods in this empirical research. Through the observation of classroom teaching in the experimental group and the

control group, we obtained the following table about teachers' multimodal discourse construction and students' participation: as Tab.2.

**Tab.2** Analysis of Classroom Observation in Empirical Research

Comparison Items	Experimental Group	Control Group
Richness of multimodal discourse	Rich and diverse	Relatively single
Number of interactive links	More	Less
Student participation	High	Relatively low

From the results of classroom observation, it can be seen that teachers in the experimental group are more rich and diverse in multimodal discourse construction, have more interactive links, and students' participation is also higher. While teachers in the control group mainly use traditional explanation and demonstration methods, and students' participation is relatively low.

## 8. Conclusion

The digital age has brought new opportunities and challenges to English teaching. English teachers should actively adapt to the development requirements of the times, strengthen multimodal discourse construction, and improve students' participation and learning effects. Through strategies such as strengthening teacher training, optimizing teaching resources, innovating teaching methods, and paying

attention to students' individual differences, English teachers' multimodal teaching ability can be effectively improved and students' all-round development can be promoted. At the same time, empirical research also proves that English teachers' multimodal discourse construction has a positive impact on students' participation and learning effects. In future English teaching, we should further explore and innovate multimodal teaching methods and strategies to make greater contributions to cultivating high-quality talents with international vision and cross-cultural communication ability.

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