

Classroom Teaching Design Based on Multiple Reading and Writing Theory—From the Perspective of Conceptual Metaphors

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Abstract: *In traditional English teaching, the teaching strategy is relatively simple and the teaching quality is relatively low. In the new era, the education for English majors needs to develop in a diversified way to cultivate students' comprehensive abilities. In practical application, based on the cultivation of students' reading ability and writing ability, the theory of multiple reading and writing can enrich the course teaching, enhance students' interest in the classroom and cultivate and educate students with higher quality. In this process, teachers can skillfully integrate conceptual metaphors to improve students' comprehensive abilities.*

Keywords: *multiple reading and writing theory; English teaching; teaching strategies; conceptual metaphors*

1. Introduction

The multiple reading and writing theory believes that a single teaching theory can improve students' ability in the process of teaching, which is relatively limited, while “applying multiple teaching strategies to teaching to achieve the common cultivation of students' multiple abilities can guide students to conduct in-depth research and analysis of learning content from multiple angles and levels”^[1]. Stimulate students' interest and potential, explore more reasonable teaching strategies, and improve students' comprehensive quality.

2. Advantages of Multiple Reading and Writing Theories in Curriculum Teaching

In the process of teaching English to students, the theory of multiple reading and writing is not simply aimed at cultivating students' reading ability or writing ability, but is based on students' growth^[2]. From the two levels of reading and writing, it formulates more reasonable teaching strategies to achieve the cultivation of students' comprehensive ability, and applies its strategies to the process of English teaching. Its advantages are mainly reflected in three aspects.

2.1 Enrich Teaching Contents

Traditional English reading teaching or writing teaching has certain limitations on the content and methods taught in the practical application process, and it is difficult to improve the overall level of students^[3]. Applying the theory of multiple reading and writing to English teaching requires teachers to analyze the actual needs of students' English learning from both writing ability and reading ability to provide a certain direction for teachers' English teaching work and guide teachers to apply different teaching strategies to English teaching to achieve innovation in English teaching. Meanwhile, it can further enrich the teaching content, making the classroom more interesting and improve students' participation in the course.

2.2 Promote the Development of Teaching Modernization

Under the background of the new era, people's educational ideas and educational concepts have

undergone great changes. The traditional educational ideas have not adapted to the actual needs of the development of teaching in the new era. Teachers are required to choose teaching strategies that are more suitable for the actual needs of students in the new era in the process of teaching students, and improve students' attention to teaching and participation in teaching. Applying the theory of multiple reading and writing to English teaching encourages teachers to actively integrate the latest educational ideas, educational concepts, educational methods, etc., and promote the modernization of educational work.

2.3 Realize the Cultivation of Students' Comprehensive Abilities

Nowadays, people think that education needs to cultivate students' comprehensive abilities. A single education on students' knowledge can no longer meet the actual needs of development at this stage. Applying the theory of multiple reading and writing to English teaching requires teachers to choose more reasonable teaching strategies and improve students' overall quality based on the improvement of students' comprehensive quality.

3. The Construction of the Application System of Multiple Reading and Writing Theories in English Teaching

The construction of teaching system is the most important part to ensure that the multiple reading and writing theory can play its due value in English teaching. From the perspective of the actual situation of this thesis research, the thesis research believes that the application of multiple reading and writing theories to the teaching of English majors in colleges and universities needs to be based on the traditional teaching curriculum design, and explore a more perfect teaching system from the perspective of inquiry teaching, practical teaching and training teaching, and improve students' comprehensive ability from the perspective of knowledge teaching, theoretical analysis and practical operation.

3.1 Teaching Design of Traditional Teaching

The lecture-based curriculum teaching design is a relatively traditional teaching strategy, which is dominated by teachers in the practical application process^[4]. Teachers use their own teaching experience and relatively rich knowledge to provide students with a more complete and systematic teaching strategy and a more comprehensive knowledge system. In the context of the new era, certain changes and innovations have been made in this teaching method. The new teaching strategy is more focused on the improvement of students' initiative in the practical application process. For example, when teaching students, teachers provide students with a basic framework of teaching knowledge through mind mapping and other ways, while students can use group discussion or their own way of thinking alone, Combine the textbook to sort out the knowledge to be learned and form a relatively complete knowledge system. Compared with other methods, this method is highly accepted by students. Most students have become accustomed to the traditional teaching methods. The direct change of teaching methods will cause students' disgust. The use of this strategy can imperceptibly cultivate students' thinking ability, team cooperation ability and other abilities, and lay a solid foundation for the improvement and innovation of subsequent teaching strategies. The following will describe and analyze the basic content of lecture-based instructional design and the key issues to be considered in the design.

In the actual implementation process of lecturing teaching, its participants are mainly composed of students and teachers. Teachers mainly assume the responsibility of guides in the teaching process, guide students to understand the overall context of teaching, and assist students to sort out knowledge. As participants, students mainly learn all aspects of knowledge and train their own abilities under the guidance of teachers. Compared with the new teaching strategy, this teaching strategy has the advantages of higher participation of students and more complete teaching content. When applying reading and writing teaching theory to English teaching, it also needs to ensure the advantages of its original strategy to the greatest extent. From the perspective of improvement and innovation, in the context of the new era, teaching strategies need to be built on the original basis, introduce the latest ideas, and achieve innovation in teaching. The key points of innovation are concentrated in two aspects.

First, it is necessary to enhance students' participation in learning as much as possible, for example, by using group discussions and other methods to increase students' participation in learning. Second, pay attention to the transfer of teaching focus. It is necessary to gradually transfer the original

knowledge teaching focus to the teaching strategy centered on the education of learning methods and the cultivation of learning habits. From the perspective of the application of multiple reading and writing theories, teachers are required to be more flexible in integrating the most reading and writing when teaching students English. For example, students are encouraged to perform situational performances, which are based on reading, guide students to write new paragraphs, and display them in the form of situational performances. In addition to cultivating students' reading and writing abilities, students' team cooperation and other abilities are also cultivated.

3.2 Inquiry Teaching Design

From the perspective of inquiry teaching strategy, English teachers are required to give full play to students' curiosity in the process of educating students, guide students to conduct continuous in-depth research and analysis on interesting topics, and lay the foundation for high-quality development of related work. In the practical application process of inquiry teaching design, the key points to be paid attention to and the implementation strategies are basically divided into the following steps.

First, teachers should clarify the basic content of teaching, such as the center and goal. The most important purpose of applying the multiple reading and writing teaching theory to English teaching is to improve the quality of students' comprehensive quality. From the perspective of the central idea of English teaching, it is required that the teaching work should be based on the cultivation of students' comprehensive quality. Through the teaching of reading and writing, it is required to guide students to improve their exploration spirit and interest in teaching content, and lay the foundation for students' long-term development.

Second, teachers should know the application focus of inquiry teaching strategy. The focus of inquiry teaching strategy in practical application lies in the stimulation of students' interests and the improvement of students' initiative. Teachers can guide students to explore more knowledge by means of question guidance. For example, in the process of teaching students articles related to cultural differences, in addition to studying the articles in the textbook, students should also be guided to think deeply, for example, how to collect relevant information, how to find and analyze the knowledge they need, and on this basis, improve students' understanding of classroom knowledge through writing and oral presentation, It can also guide students to explore the content beyond the curriculum.

Third, teachers should focus on diversified interest guidance strategies. Problem guidance can effectively promote students' interest in knowledge in practical applications, while diversification strategies and the application of multiple reading and writing can further stimulate students' interest. For example, in the process of teaching students key words, students are required to form a group to explore and imagine key words, and display them by reading and writing. It also allows students to use rhetorical devices, especially metaphors. Teachers can let students practice and apply them to writing after teaching the operating mechanism of metaphors.

3.3 Practical Teaching Design

In practical application, the practical teaching strategy pays more attention to the cultivation of students' practical ability, that is, in the process of teaching students, it is necessary to ensure to the greatest extent that the content taught can play its due value, thus improving students' attention to English, and encouraging students to participate more actively in English teaching.

First of all, teachers need to guide students to understand the value of English learning before teaching students. Only by improving students' understanding of the value of English can they guide students to learn English more actively.

Secondly, teachers need to use reading and writing strategies to enhance the practicality of English. For example, when teaching English Writing, teachers can guide students to flexibly use various rhetorical devices, consciously apply metaphors to compositions, and try to translate them for comparison between Chinese and English.

Finally, to improve the connection between practical courses and life, teachers all know that the shaping of a good language environment is of great value to the improvement of students' English learning quality. However, China does not have a good English language environment, so teachers need to use the way of practical courses to create a more benign language environment. For example, students are encouraged to communicate with other students in the form of language or words by using scenario simulation to create an English language environment.

3.4 Training Teaching Design

The most important work of applying multiple reading and writing strategies to English training and teaching is to cultivate students' basic abilities^[5]. There are similar contents in the traditional teaching work. For example, most teachers will require students to copy articles or words for learning after teaching the latest teaching content. A single repetitive work will cause students to have low interest, increased fatigue and limited teaching results. However, under the idea of multiple reading and writing, the training teaching strategy needs to pay attention to the improvement of the interest and richness of the training content in practical application. For example, guide students to use metaphors and other rhetorical devices to write and read words, encourage students to use metaphors to make sentences and other ways to change the traditional single copying situation, and guide students to think deeply about knowledge points in training.

4. Analysis of Key and Difficult Points in English Teaching Under the Background of Multiple Reading and Writing Teaching Theories

The multiple reading and writing teaching theory is simply to use various strategies of reading and writing to improve the richness and interest of teaching content, enhance students' participation in English learning, and then improve the overall quality of students' English learning, laying a foundation for students' long-term development. The key issues to be paid attention to when applying the theory of multiple reading and writing to English teaching mainly consist of the following aspects.

4.1 Shape English Learning Environment

The shaping of the English learning environment can provide a better learning atmosphere for students' English learning, encourage students to participate more in English learning, and improve the overall quality of English learning, and the shaping of a good atmosphere can also further strengthen students' attention to English reading and writing. Therefore, in the process of teaching English to students, we need to take more reasonable ways to create a more benign English learning environment for students. In the process of building a diversified English teaching environment, the following aspects should be paid attention to.

Teachers should clarify the key points of shaping the English learning environment. Generally speaking, the shaping of English learning environment mainly consists of the following aspects. Multimedia technology is one of the most important technologies applied in English teaching at the present stage. It can integrate animation pictures, colors and other aspects into English teaching, improve the interest of English teaching, and play a greater role in shaping a diversified English teaching environment. In traditional English teaching, teachers pay more attention to the shaping of their own language, but pay less attention to the shaping of action language. From the perspective of human development, human beings express more information through their own body. Combining body movements with language can better guide students to learn knowledge. Teaching aids and single language narration cannot improve students' understanding of English knowledge, while education can stereoscopize the originally virtual and elusive content and create a more benign environment for students' English learning. For example, when teaching students tourism-related topics, teachers can apply maps, tourism newspapers and other teaching materials to teaching, providing certain reference and reference for students' learning. Teaching place, teaching place is also one of the most important contents that affect the shaping of English teaching environment. Traditional teaching is mostly carried out in the classroom. The teaching environment is relatively simple and difficult to stimulate students' senses. This requires teachers to choose more reasonable teaching places when teaching students. For example, teachers can transfer the teaching places from the original classroom to the school garden and other places in the teaching of green development and environmental protection for students, so as to provide a better quality environment for students' learning.

4.2 Pay Attention to the Improvement of Students' Initiative

In general, the higher the degree of participation and initiative of students in the course teaching, the more students can obtain higher learning effects in a short time, and improve the quality and efficiency of students' learning. Therefore, in English teaching for students, we also need to pay attention to the improvement of students' initiative. According to the research, students' participation in learning can be improved from the following aspects.

First, teachers should pay attention to the use of information technology. The traditional English teaching, in the actual implementation process, is more to use the language and the written form to carry on the English teaching content education to the students. From the existing research data at this stage, it can be seen that people's acceptance of image, video color and other aspects is far higher than that of text language. Based on this, teachers can choose to use animation, micro-class and other forms of operation and management in English teaching in the process of English teaching for students, so as to improve students' acceptance of teaching content and students' initiative in English learning in a way that can be better accepted by students.

Second, teachers should pay attention to the improvement of students' learning initiatives level by level. It is obviously impossible for students to directly enhance their interest in English and improve their participation in English teaching. Based on this, we need to take a step-by-step approach to gradually improve students' initiative in learning. First of all, students need to be educated in learning methods and other aspects. It lays a more solid foundation for students' subsequent autonomous learning, and also provides certain methods for students' English learning. Secondly, pay attention to the formation of students' English learning habits. The formation of learning habits is the basis for students to improve their learning initiative. In this process, teachers can use micro-habit formation strategies to gradually form students' learning habits. For example, after teaching, students are required to use metaphors to create five sentences and try to translate them. Compare these sentences with other students and evaluate each other so that they can learn from each other and make progress together.

Third, teachers should pay attention to the choice of diversified teaching strategies, which can give students more incentives and improve their participation in the curriculum. For example, in addition to the basic teaching of reading and writing for students, a variety of educational strategies such as debate contests and situational simulation can also be applied to teaching to improve students' participation in the course learning and their interest in learning.

4.3 Innovate Evaluation Modes

Evaluation is the most important part of evaluating students' learning quality and providing data reference for teachers and students' teaching optimization. In the innovation of evaluation mode, it is necessary to change the traditional evaluation method based on test results, evaluate teaching effects from multiple angles and levels, and improve the scientificity of evaluation results. For example, when evaluating the quality of students' English learning, schools need to evaluate students' learning achievements, homework, classroom performance, language expression, writing ability, extracurricular practice ability and other abilities.

5. Conclusion

In short, in the context of the new era, in the process of teaching English majors, it is also necessary to integrate new ideas and concepts into English teaching, improve the interest of English teaching, and encourage students to participate more in English teaching. As the basis of English majors' learning, reading and writing ability should be paid more attention to. In the process of training students' reading and writing ability, teachers need to make more active use of group cooperation, micro-class, etc. to improve the richness of reading and writing teaching and create a good environment for students' learning.

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