

10.70711/eer.v2i5.4960

# Research on Business English Reading Course Design from the Multimodal Learning Perspective

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**Abstract:** With the rapid development of globalization and new quality productive forces, business English education is facing new challenges and opportunities. Studies have found that traditional single-text mode teaching suffers from problems such as single content, insufficient student interest and lack of simulation of practical application scenarios. Based on the multimodal learning perspective, this study explores the design and implementation of business English reading courses, aiming to improve students' language comprehension and business communication skills. The multimodal learning teaching method effectively compensates for the deficiencies in traditional teaching methods by integrating multiple resources such as text, audio, video and charts. The core of course design under the guidance of multimodal learning teaching methodology is to provide diversified inputs, contextualized learning experiences and interactive practical activities. Through the analysis of the course implementation, the study shows that multimodal learning teaching can significantly increase students' learning interest and classroom participation, enhance their ability to process information and apply it comprehensively in business scenarios.

**Keywords:** Multimodal learning; Businesses English Reading; Course Design

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## 1. Introduction

Due to the popularization of digital technology, business English reading courses are facing the challenge of effectively cultivating students' multi-level comprehension abilities. In the traditional business English reading courses, teachers often focus on teaching a single text mode, ignoring the diversity and complexity of information dissemination. The multimodal learning perspective provides a new way of thinking for business English course design, which enables students to understand and use language in real business situations by integrating multiple modes of information such as visual, auditory, and text. The purpose of this paper is to explore how to design a business English reading course in a multimodal learning environment in order to enhance students' language comprehension and business application skills so that they can better cope with the complex international business environment.

## 2. The current Problems in Business English Reading Courses from a Multimodal learning Perspective

### 2.1 Limitations of teaching content

The teaching materials in traditional business English reading courses are mostly static texts, such as articles, reports, and case studies. Although these materials can help students learn professional vocabulary and sentence structures, they cannot provide a complete business communication context. Business communication in reality is not limited to text, but also involves various forms of information such as charts, videos, audios, and interactions. Students learning solely through text in the classroom find it difficult to accurately grasp language usage in complex scenarios such as cross-cultural communication and business negotiations.

### 2.2 Insufficient student interest in learning

Due to the monotony and lack of interactivity of teaching content, students often lack interest in learning in the classroom. Traditional textual materials are difficult to engage and resonate with students, especially when faced with complex business situations. Students often feel bored and unable to effectively stimulate their learning motivation. Multimodal learning teaching can attract students' attention and improve classroom participation through rich resource forms.

### 2.3 Lack of simulation of practical application scenarios

The goal of the Business English Reading course is to help students apply language in a business environment. However, traditional courses lack simulation of real business scenarios, and students are unable to apply the knowledge they have learned to practical communication. Business negotiations, meeting minutes, and cross-cultural communication require multidimensional information input, while traditional

courses rely solely on a single text, which cannot train students' language application skills in real business situations.

### **3. Strategies to improve the effectiveness in Business English Reading Course from the Multimodal learning Perspective**

The existing business English reading courses are too single in content and form, making it difficult to effectively cultivate students' comprehensive language and information processing abilities. From a multimodal learning perspective, the key to designing business English reading courses is to integrate multiple information modes to help students understand business situations more comprehensively and enhance their language application abilities in practical work scenarios.

#### **3.1 Principles of multimodal learning course design**

Multimodal learning teaching emphasizes the diversity of information input, not only relying on text, but also introducing various resources such as images, audio, and video. For example, in reading business news, relevant video news reports or business charts can be combined to help students better understand the context. Diversified input can enhance students' multisensory experience and improve their information processing ability.

#### **3.2 Specific Course Design Plan**

The multimodal learning business English reading course can be divided into several modules, each covering different business topics such as business communication, market analysis, corporate culture, etc. The teaching materials for each module include text such as news articles, research reports, videos such as market trend analysis, audio such as expert interviews, as well as charts and data graphs. Through this modular design, students can gradually understand business topics from multiple perspectives.

At the end of each module, teachers can design a task based on multimodal learning information. For example, students need to read a company's annual report, combine it with a market analysis report containing charts and interview videos with company executives, and write a market recommendation report. This task not only exercises students' ability to integrate information, but also helps them apply the knowledge they have learned to practical business situations.

The evaluation in multimodal learning courses should not be limited to traditional reading comprehension tests. Multi modal evaluation methods can be designed, such as requiring students to complete business case analysis through analyzing videos and charts, or presenting a market trend through presentations. This diversified evaluation method can more comprehensively assess students' comprehensive abilities.

### **4. Implementation and Effect Analysis of Course Design from the Multimodal Learning Perspective**

The Business English Reading Course designed from a multimodal learning perspective aims to enhance students' language application and information processing abilities.

#### **4.1 Course Implementation Process**

The teacher first prepares multimodal learning teaching resources based on the business theme, including text, video, audio, and charts. These resources should be representative and able to provide students with multidimensional information input. Before the course begins, teachers need to provide guidance to students to help them understand how to effectively integrate multimodal learning information, such as videos and texts, charts and reports. In actual teaching, teachers can implement curriculum design through the following steps:

In the introduction stage, teachers introduce themes by playing relevant videos or displaying charts, such as showcasing a company's annual financial report or news report, to stimulate student discussion. In the reading and analysis section, students read textual materials while referring to charts, data, or videos to understand business situations from multiple perspectives. Teachers guide students to think and discuss key points in multimodal learning information, and require them to integrate this information into their own analysis.

In task-based activities, teachers can arrange students to complete tasks based on multimodal learning resources in groups, such as writing reports or participating in simulated negotiations to practice what they have learned. In the classroom feedback and interaction section, teachers can collect real-time feedback from students through digital platforms to understand their understanding of multimodal learning materials. The interactive session enhances classroom participation, allowing students to express their opinions in a timely manner and receive feedback from teachers.

#### **4.2 Advantages and Challenges of Course Design**

Multimodal learning teaching significantly enhances students' learning interest and understanding depth. By combining various modes such as text, video, and audio, students can more comprehensively grasp complex information in business situations. Multimodal learning teaching also enhances students' information processing abilities, enabling them to respond more flexibly to real business scenarios.

Although multimodal learning curriculum design has many advantages, there are also some challenges in the implementation process. Firstly, the preparation of teaching resources takes a long time, and teachers need to carefully select and integrate multimodal learning materials. In addition, some students may have difficulty adapting to the rapid switching of multimodal learning information in the early stages, and teachers need to provide more guidance to help them gradually adapt to multimodal learning modes.

## 5. Conclusion

This study designs and implements a business English reading course from a multimodal learning perspective, revealing its positive impact on enhancing students' language application abilities. Research has found that traditional text-based teaching has problems with single content, low student participation, and insufficient simulation of practical application scenarios. However, multimodal learning teaching effectively compensates for these shortcomings by combining various forms of information such as text, audio, video, and charts. Multimodal learning teaching not only enriches classroom content, enhances students' learning interest and interactivity, but also improves their information processing and comprehensive application abilities in complex business situations. However, the implementation process also faces challenges such as complex preparation of teaching resources and students' adaptation to multimodal learning information. Therefore, it is recommended to gradually introduce multimodal learning resources in curriculum design, increase teacher-student interaction, and adopt diverse assessment methods to better support students' learning and application abilities. Future research can further explore the potential of emerging technologies in multimodal learning teaching to continuously improve the effectiveness of business English education.

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