

Multimodal Discourse Analysis of English Reading and Writing Classes from the Perspective of Systemic Functional Linguistics

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Abstract: This paper has examined the combination of multimodal discourse analysis and systemic functional linguistics within English reading and writing classes. By exploring how visual, auditory, and textual elements contribute to meaning, the study underscores the complexity and depth of communication in the classroom. Systemic functional linguistics provides a valuable theoretical framework for educators to understand how language interacts with other semiotic resources. This perspective is especially relevant in contemporary educational environments, where multimodal texts and interactions are becoming more common. The analysis demonstrates that adopting a multimodal approach not only enhances students' understanding of reading and writing tasks but also improves their ability to communicate effectively in various situations. It offers a more comprehensive view of learning, moving beyond traditional text-based methods and highlighting the importance of incorporating different modes of communication into teaching practices. As such, the integration of multimodal discourse analysis and systemic functional linguistics bridges the gap between theory and practice, leading to more engaging and effective English language instruction. The potential for further research and application of this approach in the classroom offers promising opportunities for enhancing students' literacy and communication skills in a world that is increasingly.

1. Introduction

In recent years, the integration of multimodal elements into English reading and writing classes has garnered significant attention in the field of education. Traditional language learning models primarily focused on textual information, but the inclusion of visual, auditory, and other sensory modes has opened up new avenues for enhancing comprehension and communication skills. This shift prompts a need for a deeper understanding of how these modes interact and shape students' learning experiences. This paper adopts the framework of Systemic Functional Linguistics (SFL) to explore the impact of multimodal discourse on English language acquisition [10]. SFL, which emphasizes the relationship between language, meaning, and context, provides a unique lens

through which to analyze the complex interplay of modes in educational settings. By examining how students engage with a variety of multimodal resources, such as images, sounds, and written texts, this study aims to shed light on how these elements contribute to the overall process of meaning-making in English classes. Ultimately, this paper seeks to demonstrate how multimodal discourse analysis can bridge the gap between language theory and practical teaching, offering valuable insights for enhancing students' reading, writing, and communication skills in the classroom.

2. Multimodal discourse analysis in English classes explores how different modes influence reading and writing comprehension

Multimodal discourse analysis (MDA) in the context of English reading and writing classes focuses on how various semiotic modes—such as visual, auditory, and textual elements—interact to shape students' comprehension and engagement with learning materials(see table 1). Traditional language analysis primarily centers around spoken and written forms of communication, yet students in modern classrooms are increasingly exposed to multimodal environments where meaning is made not only through text but through images, videos, diagrams, sounds, and even gestures. This integration of multiple modes allows for a more comprehensive understanding of how learners process information and construct meaning. Reading and writing comprehension are two core components of English language education, and both are significantly influenced by the modes through which they are conveyed [7]. When analyzing how different modes affect comprehension, it is important to consider the role of visual modes, auditory modes, and textual modes, as well as how they work in concert to create a more holistic and multifaceted learning experience. The integration of multimodal resources can make abstract concepts more tangible, engage multiple sensory channels, and cater to different learning styles, enhancing both understanding and retention.

Table 1: The advantages of multimodal discourse analysis

Holistic Understanding	Rich Data Source	Contextual Relevance	Interdisciplinary Insights
Enhanced Credibility	Dynamic Analysis	Practical Applications	Technological Adaptability

2.1 Multimodal analysis shows how visuals enhance reading and writing comprehension

One of the ways multimodal discourse analysis deepens our understanding of reading and writing comprehension is by highlighting how visual modes, such as images, videos, and charts, contribute to the meaning-making process. Visual elements in English texts often serve as supplementary resources that clarify or enhance textual content. For instance, in a reading comprehension task, a diagram or a photograph can provide a visual context that makes the written content more relatable and easier to understand. In cases where complex topics, like scientific concepts or historical events, are discussed, visual aids can distill complex information into more accessible and engaging formats. For example, a diagram illustrating the life cycle of a butterfly might make the written description more concrete for students, helping them visualize the process in a way that words alone may not achieve. Visual elements in English texts often play a crucial role in supplementing the written word, offering a visual dimension that helps clarify or enhance the meaning of the text.

These elements are particularly valuable when paired with complex or abstract ideas, as they provide an additional layer of understanding. By incorporating images, charts, or graphs, a text becomes more accessible to a wider audience, as visual aids can transcend language barriers and offer immediate comprehension. This is especially beneficial in educational settings where students

may struggle with purely textual explanations. Visual modes can serve as cognitive tools that help students organize information. Many students struggle with abstract or linear texts, but the addition of visual elements can help them build mental maps, connect ideas, and understand relationships between concepts. In writing, the ability to incorporate visuals not only strengthens students' comprehension but also allows them to express their ideas in ways that words may not fully capture. When writing essays or reports, students who incorporate visuals such as graphs, tables, or images can present their arguments in a more nuanced and compelling manner, demonstrating a deeper level of understanding.

2.2 Auditory modes play key role in multimodal analysis for listening and speaking skills

Auditory modes also play a crucial role in multimodal discourse analysis, particularly in the development of listening skills, oral communication, and pronunciation. Listening to audio recordings or engaging in spoken interactions enhances reading comprehension by introducing alternative modes of expression and language use. For example, in an English reading class, a teacher might read a passage aloud while students follow along in the text. The auditory mode allows students to hear the correct pronunciation, tone, and rhythm of words, which can aid in their understanding of syntax and vocabulary. This auditory reinforcement helps to solidify the meaning of unfamiliar words and expressions (see table 2).

Table 2: The advantages of auditory modes in multimodal analysis

Enhanced Realism	Emotional Resonance	Contextual Clarity	Rhythmic and Temporal Patterns
Cultural and Social Significance	Complementarity with Visuals	Non-Verbal Communication	Diverse Analytical Dimensions

Auditory modes support the development of listening comprehension, a key aspect of language acquisition. Many English reading and writing tasks involve the interpretation of oral presentations or discussions, and the ability to comprehend spoken language is crucial for students to fully grasp the content of these texts [6]. Audiovisual materials, such as podcasts, interviews, and lectures, enrich the learning environment by exposing students to authentic, real-world language use. By listening to native speakers or experts in various fields, students gain exposure to different accents, dialects, and discourse styles, which enhances their ability to comprehend written texts on similar topics. Listening to audio recordings or engaging in spoken interactions plays a significant role in enhancing reading comprehension. This method introduces alternative modes of expression and language use, making it a valuable tool in the language-learning process. For instance, in an English reading class, a teacher might read a passage aloud while students follow along in the text. This combined approach helps students connect the written and spoken forms of language. It also offers the chance to hear the correct pronunciation, tone, and rhythm of words, which deepens their understanding of syntax and vocabulary.

The auditory mode of learning allows students to internalize the sounds and patterns of the language, strengthening their grasp of proper word usage. Hearing words pronounced correctly also reinforces their meanings, making them easier to remember and use in context. When students hear a word pronounced in a specific way, they can associate it with its proper definition and usage, thus improving their retention of the language. Additionally, the rhythmic quality of spoken language aids in understanding sentence structure, helping students to better interpret complex ideas and grammatical constructions. Incorporating auditory elements into language learning also supports the development of listening comprehension, which is an essential component of overall language acquisition. Listening comprehension is a vital skill in understanding and interpreting spoken language, and this ability is directly linked to students' success in various reading and writing tasks. Many English language tasks, whether in the classroom or in real-world situations, require students

to interpret oral presentations or engage in discussions. Without the ability to understand spoken language, students may struggle to fully grasp the meaning of texts and ideas presented in these contexts.

In addition to its role in comprehension, auditory modes also expose students to authentic, real-world language use. Audiovisual materials, such as podcasts, interviews, and lectures, enrich the learning environment by offering diverse linguistic input. These materials provide students with opportunities to hear native speakers or experts in different fields, giving them a broader understanding of language use in various professional and cultural contexts [14]. Through this exposure, students can familiarize themselves with different accents, dialects, and discourse styles, which ultimately improves their ability to comprehend written texts on similar topics. Listening to a range of spoken language forms helps students expand their linguistic competence. They encounter varied speech patterns and expressions, which allows them to understand how language can change depending on the speaker's background, intent, or the setting in which it is used. This multifaceted approach not only improves their comprehension of written texts but also enhances their overall communication skills. By engaging with both spoken and written language, students are better equipped to navigate the complexities of language in all its forms. The combination of auditory and visual modes, in particular, creates synergistic effects that contribute to the richness of the learning experience. For instance, multimedia resources such as video lectures or interactive learning modules combine both modes, providing students with opportunities to engage with the content through multiple sensory channels. This multisensory engagement helps to reinforce learning, making it easier for students to retain and recall information. When students read along with a video or listen to an audio recording while reading a transcript, they are engaging in a dynamic, multimodal learning process that promotes deeper comprehension and retention.

2.3 Textual mode is essential for students' reading and writing language processing

The textual mode remains fundamental to reading and writing, as it is the primary mode through which students process and produce language. However, when examined through a multimodal lens, textual elements are no longer isolated from other semiotic modes. Instead, they are integrated with visuals, sounds, and other forms of expression to create richer, more interactive learning experiences. Textual analysis within multimodal discourse examines how different types of texts—whether they be written documents, digital content, or even social media posts—use language in combination with other modes to convey meaning [13]. The presence of hyperlinks, images, video clips, or animations within digital texts can change the way students read and interpret the content, providing them with alternative pathways to understanding. Multimodal discourse analysis also encourages educators to think critically about how they design reading and writing tasks. When designing materials for English classes, it is essential to consider how different modes work together to support comprehension. For example, in an English writing task, students may be asked to write an essay while incorporating multimedia resources such as images, graphs, or audio clips to strengthen their argument. This approach allows students to demonstrate a more nuanced understanding of the topic and enhances their ability to communicate effectively across different modes.

One significant advantage of multimodal discourse analysis in the classroom is that it fosters a more inclusive and flexible learning environment. Not all students learn in the same way, and incorporating multiple modes into English classes addresses the diverse needs of learners. Visual learners, for instance, benefit from charts, infographics, and images, while auditory learners may excel with recorded lectures or discussions. Kinesthetic learners might benefit from interactive tasks that combine movement with learning, such as engaging with a digital story or participating in a

role-play activity. By offering a range of multimodal resources, educators can create a more equitable learning environment that meets the needs of all students. Multimodal discourse analysis allows students to develop critical thinking skills by examining how different modes of communication influence meaning. In today’s digital age, students are constantly exposed to multimodal content across various platforms, from social media to websites to multimedia presentations [4]. By critically analyzing how different modes interact to create meaning, students can become more discerning consumers of media and more skilled producers of content. For instance, students might analyze how an online news article uses both text and images to convey a specific message or how a social media post combines textual and visual elements to create a particular emotional response.

In conclusion, multimodal discourse analysis offers valuable insights into how different modes influence reading and writing comprehension in English classes. By recognizing the complex interplay between visual, auditory, and textual modes, educators can design more engaging and effective learning environments that cater to diverse learning styles. The integration of multimodal resources not only enhances students’ comprehension of reading materials but also supports the development of their writing skills, allowing them to communicate more effectively across different modes. This holistic approach to language learning helps students become more proficient and adaptable communicators, better equipped to navigate the multimodal world around them.

3. Systemic functional linguistics provides insights into language use, focusing on meaning-making in multimodal environments

Systemic Functional Linguistics (SFL) provides a detailed and multifaceted framework for understanding the intricate ways in which language operates within various contexts. Rather than focusing solely on grammar or syntax, SFL investigates how language functions as a tool for communication in its social and cultural dimensions. This approach sees language not as a mere set of rules but as a dynamic process shaped by the needs and intentions of the individuals involved in communication (see table 3). Through this lens, language is understood as a social phenomenon that is deeply embedded in the context in which it is used.

Table 3: Key principles of Systemic Functional Linguistics

Contextualization	Function-Oriented Approach	Systemic Nature	Metafunctions
Lexico-Grammar	Dynamic Language	Interdisciplinarity	Interdisciplinarity

One of the key principles of SFL is its emphasis on the social aspects of communication. It goes beyond the formal structures of language to explore how individuals use language to establish relationships, convey social roles, and negotiate meaning. Communication, in this sense, is not just about the exchange of information but also about the social interactions that underpin it. SFL highlights the ways in which language reflects and shapes the values, power dynamics, and identities within a society [5]. In addition to verbal communication, SFL also recognizes the importance of non-verbal modes of communication, such as gestures, facial expressions, and body language. These elements are seen as integral parts of the meaning-making process. By incorporating both verbal and non-verbal aspects, SFL provides a more holistic understanding of communication that captures the complexity of human interaction in different settings. SFL offers valuable tools for analyzing language in diverse and multimodal environments. In today’s world, communication is often mediated through various modes—spoken, written, visual, and digital—and SFL allows for a comprehensive analysis of how meaning is constructed across these different platforms. Whether it is through a face-to-face conversation, a social media post, or a visual advertisement, SFL helps us understand the ways in which language works to create meaning in

various contexts, providing insights into both individual and collective modes of communication.

3.1 The concept of meaning-making serves as the core of SFL

It extends to visual, auditory, and other semiotic modes. In the context of English reading and writing classes, SFL helps uncover how students interact with texts and how these interactions shape their understanding of the world. SFL views language as a resource for making meaning, where each mode, whether linguistic or non-linguistic, contributes to conveying intended messages. In multimodal environments, different modes work together synergistically to enhance communication [2]. This framework helps reveal how these modes interact in the classroom setting to facilitate learning. The framework distinguishes three key metafunctions--ideational, interpersonal, and textual—each offering a unique perspective on language use. These metafunctions help us understand the different ways language serves various functions in communication. By analyzing these functions, we gain insight into how meaning is constructed, conveyed, and understood in different contexts.

The ideational metafunction is concerned with how we represent the world and our experiences. It focuses on the content of communication, encompassing both concrete and abstract representations. This aspect of language explores how ideas, events, and actions are depicted, how relationships are established, and how we interpret the world around us. In a more traditional sense, the ideational metafunction applies to the way verbal language captures and expresses these ideas, but its scope extends far beyond that. In multimodal analysis, the ideational metafunction takes on a broader dimension. It includes not only verbal descriptions but also a range of other communicative modes, such as images, gestures, and even body language. These modes can complement or enhance verbal communication, providing additional layers of meaning and depth. For instance, in a classroom setting, a teacher's use of gestures and visual aids—alongside spoken words—helps students better understand complex concepts. This interaction between modes adds richness to how we convey and interpret ideas and experiences, demonstrating that communication is not limited to words alone.

3.2 The interpersonal metafunction concerns how language enacts relationships between people

The concept of multimodal discourse explores how speakers or writers engage with their audience, express attitudes, and manage the dynamics of social interaction. In traditional communication, these elements might be conveyed primarily through verbal means, such as tone, choice of words, or sentence structure. However, in multimodal discourse, this process extends beyond just language. It includes the use of non-verbal elements, such as facial expressions, body language, and visual aspects like color or layout. These elements work together to influence how the audience perceives the message and interacts with the speaker or writer [8]. Through these visual and non-verbal cues, the relationship between participants is shaped and redefined, offering a richer and more nuanced form of communication. The textual metafunction is another critical aspect of how meaning is conveyed, particularly when it comes to organizing the message coherently. In written texts, this organization typically appears through syntax and structure, guiding readers in understanding the message in a logical flow. In multimodal discourse, however, this organizational role extends beyond the written word. Visual and spatial arrangements, such as the placement of images, use of whitespace, and the overall layout of a text, play a significant role in guiding the audience's attention. These visual elements help shape how the message is interpreted and can even influence the pace at which information is processed. By considering both verbal and visual elements, meaning-making becomes a more dynamic, multifaceted process that goes beyond

traditional language use.

In the context of English reading and writing classes, the relevance of multimodal discourse has become increasingly evident. As students interact with a wide range of materials, from digital texts to print media, their ability to analyze and interpret multiple forms of communication is becoming more essential. The framework of Systemic Functional Linguistics (SFL) offers valuable tools for educators, allowing them to systematically analyze these diverse materials. By focusing not only on language but also on other communicative resources, SFL helps teachers examine how multimodal elements work together to convey meaning. This approach enables a deeper understanding of how various modes of communication contribute to a text's overall meaning, rather than isolating the verbal components. For instance, in reading activities, students are not merely interpreting written words. They are also engaging with other multimodal elements, such as images, graphs, charts, and even the layout of the text itself. These visual components work in tandem with the written content to enhance the students' understanding and interpretation. SFL provides a framework for teachers to analyze these interactions, offering insights into how different modes—verbal and visual—function together to facilitate comprehension. By adopting this comprehensive approach, educators can better understand the complex ways in which students make meaning from multimodal texts, enhancing their learning experience and preparing them for the increasingly multimodal nature of communication in the real world.

4. Analyzing visual, auditory, and textual modes enhances understanding of how students interact with class materials

The process of analyzing visual, auditory, and textual modes in the context of English reading and writing classes offers a rich, multifaceted understanding of how students engage with course materials. Each mode--visual, auditory, and textual--plays a unique role in shaping students' comprehension, interpretation, and production of language. This analysis extends the boundaries of traditional language instruction, which typically focuses on verbal or written communication alone, by considering how multimodal elements interact to create meaning [1]. By integrating these various modes into a comprehensive framework, educators can more effectively address the diverse needs of learners, enhancing their overall experience and success in English language learning (see table 4).

Table 4: The functions of analyzing visual, auditory, and textual modes

Comprehensive Meaning Construction	Enhanced Engagemen	Contextual Clarity	Intermodal Synergy
Cultural and Social Insights	Effective Communication Strategies	Design and Production	Critical Literacy

4.1 Visual modes encompass images, charts, diagrams, videos, and other forms of visual representation that students encounter in reading and writing tasks

These visual elements can serve as cues that guide students' interpretation of written or spoken texts. For instance, the use of visual aids in textbooks or online resources often helps clarify abstract concepts or provides contextual background that supports the understanding of complex language structures. Visuals also aid in vocabulary acquisition by associating words with concrete images, reinforcing meaning through spatial and perceptual cues. In a reading context, for example, an illustration accompanying a passage about wildlife might provide students with a clearer mental image of the animals discussed, thereby facilitating a deeper understanding of the text.

Visual modes also play a critical role in the interpretation of meaning beyond the literal. The arrangement of images, the use of color, or the choice of font style can subtly influence how

students approach a text. Color-coding in instructional materials, for example, can help categorize information or highlight important concepts, guiding students' attention and promoting better retention of key ideas. The careful selection of visual modes in a classroom setting fosters an environment where students can make connections between visual and linguistic elements, enhancing their critical thinking and analytical skills.

4.2 Auditory modes, which include spoken language, sound effects, and music, are equally important in the multimodal learning experience

The role of auditory input in language acquisition is well-documented, particularly in the development of listening skills, pronunciation, and fluency. However, auditory modes extend beyond mere comprehension of spoken language to encompass how tone, pace, rhythm, and intonation affect meaning. In English reading and writing classes, teachers often use audio recordings of native speakers to model authentic language use, giving students exposure to different accents, speech patterns, and colloquial expressions. This not only improves listening comprehension but also allows students to engage with language in dynamic, real-world contexts. Auditory modes contribute to the development of students' writing skills [3]. In an interactive classroom, discussions, debates, or storytelling exercises can be pivotal in helping students practice their oral expression. Listening to peers and teachers engage in spoken discourse exposes students to diverse language uses, idiomatic expressions, and grammatical structures that they can later apply in written forms. This reciprocal relationship between auditory and written modes supports the development of well-rounded communication skills. Additionally, auditory modes can trigger emotional responses, influencing students' engagement and fostering a deeper emotional connection with the material being studied. For example, listening to a piece of music or a dramatic reading of a poem can evoke specific feelings or mental images, which in turn enhance students' interpretation and writing responses.

The textual mode is perhaps the most straightforward mode of communication, yet its role in multimodal discourse analysis cannot be underestimated. Written language remains a central focus in English reading and writing classes, and its analysis involves not only understanding grammar and syntax but also recognizing the structure and purpose of different texts. Texts are not simply collections of words; they are vehicles for meaning-making that depend on a range of contextual, social, and cultural factors. In analyzing the textual mode, students learn to identify rhetorical strategies, argument structures, and organizational patterns that are crucial for effective writing and reading comprehension. The choice of words, sentence structures, and genre conventions all contribute to how a message is conveyed and interpreted.

4.3 Textual analysis in a multimodal framework goes beyond the linguistic content of the text

It involves considering how written language interacts with visual and auditory elements to create meaning. For example, when reading a webpage, students must navigate not only the written text but also embedded images, hyperlinks, and possibly audio or video clips. The text may rely on visual cues for its full interpretation—such as the use of bold or italicized fonts to emphasize key points, or the inclusion of tables and graphs that support the written content [11]. In such cases, the ability to read and interpret texts involves navigating the interplay of multiple semiotic resources—verbal, visual, and auditory—that together produce a coherent whole. One of the critical advantages of analyzing multimodal texts is the recognition that meaning is not constructed through language alone. Rather, meaning emerges from the interaction between various modes. This is particularly important in the context of English reading and writing classes, where students may struggle to engage with textual content if it is presented in isolation. The integration of visual and auditory

modes can provide scaffolding that helps students understand complex concepts or abstract ideas in ways that would be difficult through text alone. For example, a reading passage that is paired with a video illustrating the same topic provides students with both linguistic and visual input, making the learning experience more engaging and effective.

This multimodal approach also addresses the varying learning preferences of students. Not all learners thrive in a purely textual or auditory environment; some may find visual or kinesthetic inputs more stimulating. By incorporating different modes, teachers can reach a wider range of learners, offering multiple entry points into the material. Visual learners, for instance, may benefit from diagrams or mind maps that summarize key points, while auditory learners might prefer to listen to explanations or discussions before engaging with the written text. Kinesthetic learners, meanwhile, may benefit from activities that combine movement with learning, such as acting out a scene or engaging in group projects that involve both speaking and writing. The analysis of multimodal interactions can foster higher-order thinking skills in students. When students are asked to consider how visual, auditory, and textual modes work together in a given text or lesson, they are encouraged to engage in critical thinking, synthesis, and evaluation. They must assess how each mode contributes to the overall message, how they complement one another, and how they influence interpretation. This process not only improves their language proficiency but also hones their analytical skills, preparing them for more sophisticated academic and professional communication.

The role of multimodal discourse analysis in the classroom is also crucial for supporting students' development of digital literacy. In the contemporary educational landscape, students are increasingly required to interact with a range of digital texts, from websites and blogs to podcasts and online videos. These digital texts often integrate visual, auditory, and textual modes in ways that traditional print-based materials do not. By analyzing how these different modes interact, students gain valuable skills in navigating and interpreting digital content, which is essential for their academic and professional success in an increasingly digital world [9]. The analysis of visual, auditory, and textual modes offers an enriched perspective on how students interact with English reading and writing materials. It not only enhances comprehension and learning but also supports the development of critical thinking, creativity, and digital literacy. Through the integration of these modes, students are better equipped to understand, interpret, and produce language in a variety of contexts, preparing them for the diverse communicative demands of the modern world. This approach empowers students to become more effective communicators and learners, capable of navigating complex multimodal environments with confidence and skill.

5. The approach bridges language theory and practical teaching, improving students’ overall communication and learning effectiveness

Table 5: The advantages of integrating multimodal discourse analysis from the perspective of SFL

Comprehensive Analysis	Holistic Perspective	Contextual Understanding	Metafunctional Analysis
Intermodal Relationships	Dynamic Interaction	Cultural and Social Insights	Practical Applications

The integration of multimodal discourse analysis from the perspective of systemic functional linguistics into English reading and writing classes offers a dynamic and transformative pathway for bridging language theory and practical teaching. This bridging process is not merely a theoretical aspiration but a tangible pedagogical strategy that can reshape classroom practices and, more importantly, enhance students’ overall communication and learning effectiveness. By bringing together abstract linguistic frameworks and concrete classroom applications, educators can create a more nuanced and effective learning environment that supports students in developing critical literacy skills, deeper comprehension, and the ability to communicate effectively across different

modes (see table 5).

5.1 At the core of this approach lies the understanding that language does not operate in isolation

It functions alongside and in interaction with other semiotic resources such as images, sounds, gestures, and spatial arrangements. Systemic functional linguistics, with its emphasis on meaning-making, provides a robust theoretical foundation to analyze and explain how these different modes collectively contribute to the construction of meaning in reading and writing activities. For instance, in a reading class, students are often presented with texts accompanied by visuals, graphs, or multimedia elements [15]. Applying multimodal discourse analysis allows educators to explicitly teach students how to interpret these non-verbal elements, understand their relationship with the written text, and recognize how they guide, reinforce, or even challenge the textual message. In practical terms, this theoretical insight translates into specific teaching strategies that encourage students to critically engage with multimodal texts. Teachers can design activities where students analyze how a photograph complements or contrasts with the accompanying narrative, or how typography and layout influence the interpretation of a written message. Such activities not only enrich students' reading comprehension but also develop their visual literacy, a skill increasingly important in today's media-rich environment. By grounding these activities in the principles of systemic functional linguistics—such as the ideational, interpersonal, and textual metafunctions—teachers can help students see how language and other modes work together to construct meaning in different contexts.

When it comes to writing, the integration of multimodal discourse analysis encourages students to become more aware of the choices they make as authors. Writing is no longer limited to words on a page; it often involves designing texts that include images, diagrams, and other visual elements. Through explicit instruction based on systemic functional linguistics, teachers can guide students in making deliberate choices about these elements, considering how they contribute to the overall communicative purpose of their text. For instance, students might reflect on how the placement of an image can highlight a key argument, or how font style and color can convey a particular tone or stance. This reflective process nurtures students' abilities to craft coherent and persuasive multimodal compositions. The approach empowers students to become more critical consumers and producers of information. In an age where information is often presented multimodally, students equipped with the analytical tools of systemic functional linguistics can better evaluate the credibility and effectiveness of different texts. For example, they can question why certain visuals are used in a news article or how soundtracks in video content influence emotional responses. This critical awareness extends beyond the classroom, supporting students in navigating the complex communicative landscapes of academic, professional, and everyday contexts.

From a pedagogical perspective, bridging theory and practice also means rethinking traditional classroom roles and activities. Teachers are encouraged to act not only as knowledge transmitters but as facilitators who guide students in exploring and experimenting with multimodal resources. Collaborative projects, peer reviews, and multimodal presentations become integral parts of the curriculum, fostering a learning environment where students actively construct knowledge rather than passively receive it. This shift aligns with the systemic functional view of language as a resource for making meaning in context, rather than as a fixed set of rules to be memorized. Incorporating multimodal discourse analysis supports differentiated instruction by acknowledging that students have diverse strengths and preferences in processing information. Some students might excel in visual analysis, while others might be more comfortable with textual interpretation or auditory cues. By designing tasks that engage multiple modes, teachers can provide varied entry

points for students to access and demonstrate their understanding. This inclusive approach not only boosts engagement but also promotes equity, ensuring that all students have opportunities to participate meaningfully in learning activities.

Importantly, the effectiveness of this approach is supported by its alignment with real-world communication practices. Outside the classroom, communication is inherently multimodal--whether it's composing a social media post, designing a presentation, or interpreting infographics. By integrating these authentic practices into classroom instruction, teachers prepare students for the communicative demands they will face beyond their academic lives. This practical relevance enhances students' motivation, as they see the immediate applicability of what they learn. Another critical dimension is the development of metacognitive skills. Through guided analysis and discussion, students learn to articulate how different modes contribute to meaning, why certain choices are made, and how these choices affect interpretation. This metacognitive awareness fosters deeper learning, as students not only acquire knowledge but also understand how they learn and communicate. It encourages them to become reflective practitioners of language, capable of adapting their communicative strategies to different audiences and purposes.

5.2 The benefits of this bridging approach extend to the assessment of student learning as well

Traditional assessments often focus narrowly on written products, overlooking students' abilities to analyze and create meaning multimodally. By incorporating multimodal tasks and criteria informed by systemic functional linguistics, teachers can more holistically evaluate students' communicative competence. This might include assessing how well students integrate visuals into their arguments, how effectively they use layout to guide readers, or how critically they interpret multimodal texts. The integration of multimodal discourse analysis and systemic functional linguistics contributes to a richer and more dynamic classroom discourse [12]. Discussions move beyond surface-level comprehension to explore deeper questions about how meaning is constructed and negotiated across different modes. This dialogic environment not only enhances students' analytical skills but also fosters collaboration and the sharing of diverse perspectives. Bridging language theory and practical teaching through multimodal discourse analysis grounded in systemic functional linguistics creates a comprehensive framework for improving students' communication and learning effectiveness. It transforms abstract theoretical concepts into concrete instructional strategies that address the complexities of real-world communication. By doing so, it equips students with the critical, creative, and reflective skills they need to succeed as competent communicators in an increasingly multimodal world. This approach demonstrates that theory and practice are not separate domains but mutually enriching dimensions of effective language education.

6. Conclusions

In conclusion, this paper has explored the integration of multimodal discourse analysis and systemic functional linguistics in the context of English reading and writing classes. By examining how visual, auditory, and textual modes contribute to meaning-making, the study highlights the complexity and richness of classroom communication. Systemic functional linguistics offers a valuable theoretical framework that helps educators understand how language functions in tandem with other semiotic resources. This perspective is particularly useful in modern educational settings where multimodal texts and interactions are increasingly prevalent. Through this analysis, it becomes evident that a multimodal approach not only deepens students' comprehension of reading and writing tasks but also enhances their ability to communicate effectively in diverse contexts. It provides a holistic view of learning that goes beyond traditional text-based methods, emphasizing

the importance of integrating various communicative modes into pedagogical practice. As such, the combination of multimodal discourse analysis and systemic functional linguistics serves as a bridge between theory and teaching practice, supporting more engaging and effective English language instruction. Future research and classroom application of this approach hold significant potential for advancing students' literacy and communication skills in an increasingly multimodal world.

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