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Research on the Multimodal Teaching Model of Business English Translation

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Abstract: The multimodal teaching model originates from the multimodal discourse analysis. The theory of multimodal discourse analysis mainly emphasized the important role of social symbols such as images and actions in discourse communication. In the past twenty years, multimodal teaching model has gradually entered the field of education. In the practice of language teaching, it is helpful to improve the effectiveness of language teaching by learning from the theory of multimodal discourse analysis and give full play to the synergy of multimodal participation. Business English translation course covers the translation practice of international business activities, which is a kind of complex social communication and presents a multimodal development trend. Therefore, business English translation course has the characteristics of "business" and "application". It is necessary to implement the practice teaching of interdisciplinary and cross-cultural communication in business situations. Combined with the characteristics of business English translation course, the application of multimodal teaching model has practical significance for promoting the teaching reform of business English translation course and improving its teaching quality. Constructing a new teaching model of business English translation by combining multimodal teaching environment, multimodal teaching materials, multimodal teaching methods and multimodal assessment can make the business English translation teaching more effective and help improve students' language acquisition, translation skills, cross-cultural ability and humanistic quality simultaneously.

Keywords: Multimodal, Business English Translation, Teaching Model

1. Introduction

In the background of "One Belt, One Road", with the increasingly close international trade relations between China and other countries, there is a growing demand for international business talents and business English translators with business skills and cross-cultural communication abilities. How to cultivate qualified business English translators has become a practical problem faced by the business English translation teaching. However, there are some problems in business English translation education, such as lack of updated teaching materials, backward teaching methods, lack of practical trainings, etc. [4], which have brought new challenges to the traditional business English translation teaching. It is necessary for business English translation teachers to reflect on the traditional business English translation teaching model, intensify the teaching reform, explore new teaching models and enhance

students' business English translation ability. Based on the theory of multimodal discourse analysis, this paper will discuss the measures of business English translation teaching reform, in order to achieve the teaching objectives of business English translation and cultivate high-quality business English translators.

2. Multimodal Teaching Model

The multimodal teaching model originates from the multimodal discourse analysis. The theory of multimodal discourse analysis can be traced back to Rhetoric of Image proposed by French sociologist Barthes in 1964. The theory mainly emphasized the important role of social symbols such as images and actions in discourse communication [1]. In the 1980s, Halliday extended the social symbols of

language to many modes such as image, action and sound, and began to analyze language phenomena and language problems with multimodal thinking [6]. New London Group combined multimodal discourse analysis with language teaching in research and pointed out that in language teaching, teachers should consciously input information to students through diversified teaching methods, gradually cultivate students' ability of literacy, thus completing the main tasks of language teaching and achieving ideal teaching effect [12]. According to Kress & Van Leeuwen, a mode was a system with rules and regulations attached to it. Multiple modes, namely semiotic modes, could include gestures, postures, proxemics, visual images, document layout, music and architectural design, etc. [8, 9]. Stein suggested that all communication activities in class should be multimodal, and the teaching and evaluation should be carried out focusing on the modal characteristics of learning environment [14].

Based on the theoretical framework of multimodal teaching, Chinese scholars have carried out relevant interpretation and practice. Hu Zhuanglin emphasized the importance of cultivating students' multimodal literacy [15]. Zhang Delu proposed a theoretical framework "culture-context-content-expression" based on systemic functional linguistics, advocated the analysis of target language from the cultural level, context level, content level and expression level, and initially constructed the practical model of multimodal discourse analysis theory [3]. In the past twenty years, multimodal teaching model has gradually entered the field of education and some scholars began to study the multimodal translation teaching system based on theoretical knowledge and teaching practice. Li Congli said that the construction of translation curriculum should reflect the characteristics of multimodality in combination with the diversification of translation content, forms and tools and the change of translator's role under the new situation [2]. Lou Shujuan tried to mobilize students' multiple sensory systems to participate in interaction by using network and multimedia technology, such as collecting various modal teaching materials, displaying multimodal teaching materials on multimedia, creating a network-based interactive platform, innovating teaching methods, which could optimize the teaching effect [13]. Zhang Meifang defined the multimodality of translation teaching as "the combination of theory and practice, written materials and audio-visual materials, classroom and online learning platform, teachers' guidance and students' interaction" [11]. In the practice of language teaching, it is helpful to improve the effectiveness of language teaching by learning from the theory of multimodal discourse analysis and give full play to the synergy of multimodal participation. Therefore, combined with the characteristics of business English translation course, the application of multimodal teaching model has practical significance for promoting the teaching reform of business English translation course and improving its teaching quality.

3. Advantages of Applying Multimodal Teaching Model to Business English Translation Teaching

Business English translation course covers the translation practice of international business activities, which is a kind of complex social communication and presents a multimodal development trend. Therefore, business English translation course has the characteristics of "business" and "application". It is necessary to implement the practice teaching of interdisciplinary and cross-cultural communication in business situations which means that the teaching model only involving "blackboard, chalks and textbooks" can't meet the requirements of modern international business communication in traditional business English translation teaching. The application of multimodal teaching in business English translation teaching can solve this problem.

Firstly, multimodal teaching model can make classroom teaching "realistic" while single-model teaching can't. Multimodal teaching emphasizes a variety of symbolic modes, and presents business situations with the help of multimedia network technology, which substitute students into real business translation activities. Videos, animation and audios are used to activate the sensory functions of the students' cerebral cortex, so as to help the students have the feeling of "real scene" in the classroom, and promote the students to have a clear understanding of business activities and deepen the understanding of translation materials.

Secondly, multimodal teaching model can strengthen students' emotional experience and make practical teaching "real". It can greatly enrich the input of modal information, enable students to complete the corresponding translation tasks in the "real" operating environment, by using the network business software to provide multi-dimensional, three-dimensional operation training project, so as to realize the practical teaching of business translation.

Lastly, multimodal teaching model can make up for the deficiency in traditional teaching, and make translation materials updated. The network provides multimodal online resources, and there are all kinds of latest business translation materials. Teachers and students can collect, select and organize the translation materials according to their teaching needs and their own level. These materials have high timeliness, strong sense of reality, and are more attractive to students.

The multimodal teaching model brings static and dynamic resources into the teaching process at the same time. The interaction of multimodal symbols makes the teaching from abstract to concrete, which greatly improves the students' cognitive level and acquisition efficiency, and promotes the students to stimulate their potential learning enthusiasm and establish their learning confidence.

4. Construction of Business English Translation Multimodal Teaching Model

Multimodal teaching model emphasizes the situation and practice of learning, which meets the needs of cultivating high-level applied talents. From the aspects of teaching environment, teaching resources, teaching methods and course assessment, this paper analyzes the organic combination of multimodal information and business English translation teaching in order to build a multi-dimensional business English translation teaching model.

4.1. Multimodality of Teaching Environment

With the introduction of network technology into English teaching classroom, the original teaching and learning environment has changed. The teaching and learning of English curriculum have broken through the limitation of time and space. Learners can obtain learning resources at anytime and anywhere, realizing the real-time sharing of educational resources. English teachers should apply information technology to teaching practice and create a multimodal learning environment for students. The intelligent learning environment is supported by information technology, with the fundamental goal of enlightening students' wisdom, and provides students with comprehensive and diversified learning services and support [5]. English teachers with multiple roles such as knowledge disseminator, teaching designer, guide, organizer and coordinator should make full use of multimodal teaching means both online and offline, and use modern information technology to create different situations to meet students' personalized learning needs. Teachers should give full play to the advantages of traditional English platforms such as English club, English corner, English salon and English party, and create a multimodal communication platform suitable for business English translation courses, such as business English translation practice competition, business English debate, business English innovation and entrepreneurship competition, which can provide teachers and students with English learning environment outside the classroom.

4.2. Multimodality of Teaching Resources

The content and quality of teaching materials in Business English translation teaching are the key factors that directly affect the teaching design and teaching effect. In Business English translation teaching, teachers should actively expand the range of business English translation teaching resources for the optimization of professional teaching contents.

Textbooks can only provide symbolic modes dominated by text and supplemented by static pictures and the combination of the two modes, which is difficult to make the learning process fun. The growth of modern information not only expands the demand for translation, but also increases the complexity of translation. In order to enable students to use modern information technology for efficient translation,

some scholars put forward the concept of "information-based translation teaching" which is that in translation teaching, modern information technology characterized by computer and network should be used widely to develop and integrate information resources, optimize and activate teaching content, in order to achieve the education goal of cultivating students' information literacy and translation ability [10]. The combination of multimodal teaching and modern information technology can make up for the shortcomings of traditional teaching. Teachers should keep pace with the development of the times and sort out online academic resources, news broadcasting platforms and enterprise case materials, collect a wide range of business translation materials to enrich and refine the course content, and then make multimodal content of the course including text, pictures, audio, video and so on. For learners, these vivid and timely business translation materials can also stimulate their interest in learning. At the same time, the multimodal teaching content organically integrates the language skills of the course with the comparison of Chinese and Western cultures and humanistic knowledge, which not only enhances students' professional translation skills, but also promotes the cultivation of students' cross-cultural communication ability.

4.3. Multimodality of Teaching Method

Classroom teaching is the guarantee to achieve the goal of multimodal curriculum and complete the content of multimodal curriculum. In classroom teaching, on the one hand, teachers should change the original single-mode teaching means of blackboard with textbook, make full use of information communication tools, such as computer, 3D projection, LCD screen, etc., and input media learning resources with a variety of symbolic modal information in the classroom to create specific business and cultural contexts for students; On the other hand, teachers' appropriate transformation of modes can effectively help students maintain learning interest in the classroom, improve students' learning awareness and learning efficiency, quickly mobilize students' interaction of multiple sensory systems, and complete the meaning construction of curriculum knowledge and skills.

In terms of classroom teaching, with the help of Internet micro-course platform resources, such as MOOC platform, teachers can select corresponding self-study resources according to the needs of course content, make comprehensive use of multimedia equipment, carry out offline teaching in classrooms with advanced multimedia equipment such as smart classroom, carry out various forms of teaching activities with information equipment, create a relaxed and pleasant learning atmosphere and encourage students to actively participate in learning, make good use of digital learning media and select learning vectors to assist translation learning. In the process of curriculum implementation, teachers can hold activities such as questioning, role-playing and presentation to mobilize the collaborative participation of students' hearing, vision, touching and other modes. Various modal information, timely

and appropriate conversion of various modal forms, mobilize students to "move and get busy", promote frequent interaction between students, teachers and students, create a warm learning and exploration atmosphere, and make boring translation classes lively. The multimodal teaching methods can fully stimulate students' translation desire, inspire students' translation thinking and establish students' translation confidence, realizing the teaching purpose of students as the center and teachers as the guide.

In terms of practice teaching, teachers should make full use of the business software which integrates multimodal teaching operations and provides detailed task description, process guidance, reference examples and mutual evaluations. Through the practical operation of business software, students have experienced the basic process of translation, learned the translation of terms and idioms and improved the skills of business translation.

4.4. Multimodality of Course Assessment

The latest undergraduate teaching guide for Business English majors clearly points out the teaching requirements of "combining formative assessment and summative assessment and highlight the important role of formative assessment" [7]. Formative assessment focuses on the process assessment in the learning process and summative assessment focuses on the one-time assessment at the end of the semester. Although the assessment forms tend to be diversified, the summative assessment still occupies a dominant position in many colleges and universities. Multimodal assessment provides a new perspective for curriculum assessment in Business English translation teaching reform. The multimodality of curriculum assessment refers to the curriculum assessment which is presented in various forms and runs through the whole process of curriculum learning. It meets the requirements of formative assessment for the management and assessment of students' learning process, retains the assessment data of students at each stage, and realizes the quantitative standard of formative assessment. It is an assessment of students' learning strategies, learning attitudes and learning effects in the learning process.

In terms of multimodal assessment, firstly teachers can make full use of the teaching platforms, such as cloud classrooms, MOOC platform and Chaoxing APP to keep a record of the completion time and the feedback of students' homework, and track the interaction of the students in the discussion area. For example, Chaoxing APP can organize and guide students to complete various forms of assessment, such as questionnaire, multiple-choice test, online group translation works, etc. Secondly teachers can organize business English translation practice activities, such as new product promotion and press conference, product display and advertising meeting, which involve company profile translation, product introduction translation and product advertising translation and carry out multimodal assessment according to students' performance.

Multimodal curriculum assessment can organically combine summative assessment and formative assessment, and intuitively evaluate students' comprehensive ability of business English translation. It can not only improve the diversified assessment system of business English translation, but also improve the monitoring, evaluation and feedback mechanism of students' learning process.

5. Conclusion

To sum up, the multimodal teaching model can open up a new path for promoting the reform of business English translation teaching, subvert the traditional teaching philosophy, improve the curriculum objectives, enrich the curriculum content, reconstruct the curriculum implementation and enrich the curriculum assessment with the help of information-based teaching means. The multimodal teaching of business English translation is extended from the inside to the outside of the classroom, so that students' business knowledge, translation skills, cross-cultural ability and humanistic quality can be improved simultaneously. The innovative multimodal teaching model of business English translation meets the requirements of talent training and will play an important role in cultivating international and compound business talents for the country.

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