Construction and Application of Multi-modal Translation Teaching Mode Under Media Turn

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Abstract: For a long time, college English translation teaching has focused on teaching the knowledge of text-language transformation, but in fact, text is not the only modal for language. Under the increasingly rich and complex context of media forms and methods, it is necessary for translation teaching research to explore the construction and transformation of meanings of other modal symbols in the process of translation. The rapid development of modern information technology makes media forms more diversified. Multi-modal teaching theory came into being. It takes multimedia equipment as the carrier in the teaching process to fully mobilize students' cognition and actively participate in the language teaching, and enhance their learning initiative and enthusiasm. Under the background of media turn and on the basis of multi-modal semiotics, this study attempts to construct a multi-modal translation teaching mode and apply it to college English teaching practice. Teaching experiments show that the multi-modal translation teaching mode can not only improve students' translation ability, but also fully mobilize their initiative in learning, help students find self-confidence through course learning, and then improve their interpersonal and cooperative abilities. The new translation teaching mode in multi-modal context is helpful to make up for the shortcomings of the traditional teaching mode of single text transferring. Teachers should reform the traditional teaching concept, make full use of modern educational information technology, take students as the center, pay attention to cultivating students' practical English application ability, cross-cultural academic communication ability and cultural accomplishment, and form a new multi-modal teaching mode combining traditional teaching, multimedia teaching and network teaching.

Keywords: Multi-modal Theory, Multi-modal Translation Teaching Mode, Media Turn

1. Introduction

Modal refers to the meaning potential formed by material media after being shaped by society for a long time, and it is a social and cultural resource used to represent and communicate meaning. To put it more bluntly, modality is the channel and medium of communication, including language, technology, image, color, music and other symbol systems [1]. In today's new media era, people use hearing, vision, touch and other senses to communicate through language, sound, image, action, color and other means as well as symbolic resources, which was named as "multi-modal communication" [2] and brought about a "collective shift in research attention from language as a primary focus towards multiple modes" [3]. With the deepening of multimodal research and the

expansion of its application, multimodal approach as a method has shown more and more powerful application prospects in the field of education research, which has brought profound changes to the educational teaching reform. In college translation teaching and research, academics and teachers have been exploring the phenomena, principles and methods of language conversion for a long time, and the theoretical and methodological analysis of language dimension constitutes the main content of translation teaching and translation studies. But in fact, the transformation of textual content in translating process does not only exist in a single form of text. "Strictly speaking, no text is mono-modal" [4], and the meaning of communication is constructed by

various symbolic resources. In today's digital age, multi-modality has become the basic feature of meaning expression, interpretation and acceptance in people's communication. As people's communication and interaction form gradually developed from daily interconnection to intelligent communication, the form of discourse meaning presents increasingly distinct characteristics of multi-sign and diversification, and the ways and habits of audience's contact with media have changed, so have the audience's text reading behavior and its acceptance effect. This diversification of media forms not only brings about a multi-modal turn in translation studies [5], but also brings an opportunity for the innovation of translation teaching mode. In the context of meaning transformation from single text form to multiple symbolic forms, the traditional translation teaching mode, which teaches the meaning transformation of texts, needs to be expanded into a multi-modal translation teaching mode, exploring the meaning construction and transformation of modal symbols except words in the translating process, so as to better improve the translation teaching effect and cultivate students' translation ability.

2. Multi-modal and Multi-modal Teaching

There are many modal forms of discourse, and discourse propagated by only one modal is called "mono-modal discourse", such as listening to the radio or reading novels [6]. Discourse that uses two modes at the same time is called "bimodal discourse", such as using videophone to communicate. Discourse using more than two modes is called "multi-modal discourse", such as listening with ears, speaking with mouth, writing information with pen and sending information with hands when communicating with mobile phones [7]. Multi-modal discourse refers to the coexistence of language and other symbolic resources to construct meaning together. In the field of language research, the language of teachers and students has always been the focus of classroom discourse research, rarely including other non-verbal means [8]. However, with the rise of multi-modal discourse analysis theory at the end of last century, researchers make qualitative and quantitative judgments and analyses in nonverbal communication [9], which makes the complementary research of speech and gesture, facial expression and speech recognition, facial expression and speech synthesis become a major development trend of multi-modal discourse analysis research. In recent decades, many linguists have made outstanding achievements in the study of multi-modal discourse theory. Multi-modal analysis has been widely used in semiotics, philosophy, sociology, anthropology and other fields.

In the research of multi-modal language teaching, teaching discourse is no longer a single language expression, and classroom teaching is completed by various modes, including spoken language, written language, images, charts, spaces, gestures, actions and other symbolic resources that can be used to construct meaning [10]. These different modes cooperate and combine with each other to express their meanings and achieve communicative goals in appropriate contexts, or cooperate with other modes to achieve communicative goals. In discourse communication, a large part of the meaning of discourse is reflected by non-linguistic factors, such as linguistic features such as tone, tone and speed of sound, physical features such as gestures, expressions and movements, non-physical features such as PPT, audio equipment, network and laboratory, and surrounding environmental factors.

As early as 2015, UNESCO pointed out in *Rethinking Education: Changing to the Concept of "Global Common Interests"*: "Today's education is shifting from traditional educational institutions to mixed, diversified and complex learning patterns... school education, formal education institutions and other non-formal education institutions interact more closely." [11] After the outbreak in novel corona-virus pneumonia, the relationship between different forms of educational institutions changed and began to reconstruct. In the form of school organization, the original relatively closed and independent state among schools and institutions has been gradually broken. Through the network virtual consortium, schools can jointly develop, gather and enjoy educational resources. Affected by the epidemic situation, teaching discourse activities have gradually shifted from face-to-face communication to a variety of discourse activities mixed with ground-bearing, network-bearing and written text-bearing. The absolute dominant position of traditional classroom teaching forms in students' learning has declined, and various teaching forms have been expanded. The discourse of teaching activities is no longer guided by ground bearing, but has turned to a mixed form of parallel teaching forms. Teaching activities provide teachers and students with an immersive interactive experience across time and space, regions and immersion. At the same time, foreign language teaching, as a formal school education, used to be a typical form of institutional discourse. However, with the integration of online and offline teaching forms, foreign language teaching discourse has become a form of integration of institutional discourse and non-institutional discourse. Multi-modal paradigm can bring new thoughts to foreign language teaching and research. The rise of multi-modal paradigm actually represents a new view of language, and at the same time, it has profoundly changed foreign language teaching.

Under the guidance of multi-modal theory, multi-modal teaching makes the multi-modal system constructed by language, image, sound and action become the most effective way of meaning expression and communication, and guides students to construct meaning by multi-modal means. In multi-modal teaching mode, teachers are no longer just knowledge givers and PPT players. Teacher became a multi-modal selector, a collaborator or a demonstrator. Teachers use multi-modal system to design classroom teaching, build multi-modal curriculum resources with the help of online learning platform, fully mobilize students'

sensory potential, provide learners with multi-modal interactive learning environment, and promote learners' multi-modal understanding and multi-modal meaning construction of learning content. At the beginning of the 21st century, Stein introduced multi-modal thought into teaching and put forward multi-modal teaching method, emphasizing that curriculum, teaching and evaluation should focus on the modal characteristics of learning environment, and all communicative activities in classroom are multi-modal. Multi-modal teaching mode is more used in English teaching [12]. Royce uses images and words to complement each other in multi-modal texts to achieve cross-symbol coherence, and uses the stimulation of visual modes and the presentation relationship between different modes to strengthen English reading, writing, listening, speaking and vocabulary training. On the basis of practice, Royce puts forward "multi-modal teaching methodology" [13]. Zhang Delu studied the effective modes under the conditions of modern technology, and pointed out that mode selection can be carried out from three angles: (1) providing teaching scenarios and convenient conditions for teaching; (2) Providing auxiliary conditions for teaching; (3) Providing multi-channel expression of discourse meaning for multi-modal discourse communication [14]. Based on the theory of multi-modal semiotics, Wu Lingjuan took 95 sophomores of non-English majors as subjects, and studied the influence of multi-modal English teaching on college students' multiple reading ability from the perspectives of language input, output and evaluation through experimental research and questionnaire survey. The results show that multi-modal English teaching mode, which combines symbolic resources such as words, sounds, colors, animations and printed versions, and involves multiple sensory interactions such as hearing and vision, is more popular with students than the traditional language teaching mode, and can more effectively improve students' multiple reading abilities such as English language reading ability, social communication ability and technical reading ability [15]. Australian O 'Halloran devoted himself to the research of multi-modal discourse analysis theory, developed multi-modal image and multi-modal video software, and actively applied multi-modal teaching to middle school mathematics teaching, focusing on multi-modal interaction in mathematics classroom [16].

3. Multi-modal Translation Teaching Mode Under Media Turn

Modality and media are inseparable. Under the media turn, different media forms promote different modes to participate in the translation process interactively. Therefore, multi-modal approach has become an integral part of translation activities, and has the power to construct content and thoughts. They are not only the auxiliary system of meaning generation, but these modal symbols participate in the whole process of meaning construction and become the

key components to understand translator's behavior. The application and renewal of media provide a more diverse life context for translation activities, and at the same time affect the expression form, operation rules and connotation mechanism of the transformation of different symbol systems. Translation activities under the media turn get rid of the limitations of language symbols, which not only makes translation studies pay more attention to the media concepts in the process of transformation, but also provides a new focus for translation teaching. When instructing students, teachers can construct a multi-modal translation teaching mode, so as to solve the translation theory and practice problems of multi-symbol system in specific context.

3.1. Constructing a Multi-modal Teaching Structure

The teaching structure is divided into two teaching implementation links: in class and after class. According to the different characteristics of students' learning in class and after class, multi-modal courses, tools and environments are used to support them. (1) After class period. Through autonomous learning, students can realize the perception and initial internalization of new knowledge. At this stage, multi-modal teaching mainly provides support for learners' autonomous learning through multi-modal curriculum resources and multi-modal communication platform. (2) In class period. Students' autonomous learning after class can only complete simple cognition of new knowledge. In class, teachers and students interact with the external environment through senses such as vision, hearing and touch, so as to carry out learning activities and organically combine vision, listening and translation [17]. Teacher, when teaching translation, pays attention to student-centered multi-modal teaching mode to cultivate students' bilingual conversion ability.

Modern multi-media technology provides new environment, conditions and ways for multi-modal discourse communication. Teachers should make full use of multi-media to establish a multi-modal teaching environment for students' autonomous learning and cooperative learning. Teachers can actively use multi-media technology to activate classroom teaching forms and overcome the disadvantages of single traditional translation classroom teaching mode. In the teaching process, teachers can use digital voice system and other network teaching platforms to mobilize students' multiple senses and carry out various teaching activities. For example, when students are doing translation exercises, teachers can set up online translation groups, and send students' translations to the whole class or designated students by instant messaging tools, so that students can discuss them collectively.

3.2. Establishing a Multi-modal Resource Library

The teaching materials of multi-modal visual translation teaching mode break through the scope of traditional paper texts, which can include paper and digital text materials, images, photos, tables, audio streams, video streams,

animations and so on. Whether in class or in class, multi-modal curriculum resources are the main source for students to obtain information. Different symbol systems have different expressions and advantages, such as text, image/chart, video and audio sound, which can meet the learning needs of different learners; Multi-modal stimulation is beneficial for learners to pay attention to and remember the learning content, so it is necessary to design and construct curriculum resources of various modalities as much as possible. If some students can't attend classes offline during the epidemic, teachers can record and translate classroom teaching videos and provide students with online learning resources. It can not only meet the learning needs of special groups of students, but also meet the needs of all students to review after class and watch the classroom teaching process again. Certainly, in the process of making multi-modal translation teaching resources, students' learning characteristics should be benefited as much as possible. When we made the video, try to enter all the information of sound, PPT and activity avatar when the teacher explains. It is best to input blackboard writing with writing board. In this way, learners can not only get the knowledge content of teaching from sound and PPT, but also get the sense of scene from the facial expressions, movements and voice emotions of teachers when explaining. At the same time, writing board entry highlights the key points and difficulties of teaching, and it is easy to concentrate learners' attention. All these are beneficial for students to get as much information as possible from more channels.

Multimedia network platform can provide a large number of corpus as translation teaching and learning materials. Translation courses focus on practical activities. Teachers should not only provide diversified translation practice materials according to students' learning characteristics, but also take into account the particularity of text types, and provide multi-modal corpus such as audio and video to meet students' needs for situational translation exercises in translating special texts such as film and television scripts. Network multimedia can ensure that students are exposed to fresh audio-visual materials and have abundant classroom teaching resources. Teachers can analyze students' translation exercises and assignments, collect corpus, and build a small corpus of interpretation and translation, which can be used for teaching reform and research, and improve teaching and learning methods. Qualified interpreters need to know a lot of encyclopedic knowledge, which can also be obtained by means of Internet and other tools. The intervention of multimedia technology can effectively help the accumulation of classroom teaching practice materials and improve the utilization efficiency of teaching resources. Therefore, teachers and students should make use of the advantages of multimedia to establish a dynamic network resource database, update the data content at any time, keep up with the pace of the times, develop interpretation and translation resources, and improve the effect and interest of teachers' teaching and students' self-study.

4. Application of Multi-modal Translation Teaching Mode

4.1. Experiment on Multi-modal Translation Teaching Mode

To understand the multi-modal translation teaching mode: Whether it can improve students' interest in translation and whether it can improve students' bilingual conversion ability, the research group applies the multi-modal translation teaching mode to the experimental class teaching.

The research group selected 60 students from two classes of college English translation course. Class one is the experimental group, and Class two is the control group, with 30 students in each class. According to the query of previous academic achievements and the pre-class language ability test, it is concluded that there is basically no significant difference in students' comprehensive language ability, which ensures that the error of the obtained data is small, and the teaching of translation courses is completed by the teachers of the research group.

The control class continues to implement the traditional single-mode translation teaching mode, which focuses on translated texts, and follows the teaching mode of teachers explaining skills and students practicing and completing exercises. The students in the experimental group adopt multi-modal teaching mode, and the teaching content adopts various types of styles such as text, audio and video according to the teaching needs. Teachers choose translation materials pertinently, and students find background materials independently. Teachers can ask questions based on the translation materials and students' actual ability, and organize students to discuss them. For example, classroom speeches are made in groups, focusing on key points and difficulties, and teachers and students participate in the analysis of language, background, translation theory and skills. During the course, teachers arrange translation tasks for students according to the course content, and students show their achievements in completing the tasks in class. After class, the students in the experimental class translate in groups, with a clear division of labor, requiring each student to actively participate, and the team leader makes overall plans to improve the translation and summarize the problems in this group. During the classroom presentation, students discuss the results of each group. During the period, teachers only listen to the discussions among students to find out the problems. After the discussions, teachers give supplementary comments and give reasonable and professional answers to the questions raised by students. Teachers play the role of guides. Students' personal performance can also be completed through self-evaluation, in-group mutual evaluation, team leader evaluation and teacher evaluation.

When implementing multi-modal translation mode in class, teachers should enliven the classroom atmosphere as effectively as possible, interact harmoniously with students, and good communication will help improve the teaching effect. At the same time, teaching based on translation projects

can also be implemented. Teachers make preparations in advance, collect supporting translation materials, distribute materials related to teaching contents before class and guide students to preview before class, so that students can understand translation theories and skills and background knowledge involved. When students encounter difficult problems, teachers can give timely and correct corrections to help students gradually acquire translation skills. In addition, through online corpus and video recording resources, students can get in touch with various translation learning resources, review and understand classroom learning contents, and successfully complete after-school translation projects.

Before and after the beginning of the translation course, the teacher conducted a questionnaire survey on the students in both classes to understand the factors of students' learning interest, such as learning initiative and self-confidence. After the course, a comprehensive evaluation of the teaching effect is made with reference to the teaching supervision, student evaluation and questionnaire results, so as to test the students' translation ability. In order to ensure the authenticity and effectiveness of the test results, besides the course test results, we should also pay attention to the students' achievements in translation competitions and translation qualification certificate examinations. Finally, we should fully understand the changes of students' autonomous learning ability, cooperation ability and interpersonal communication ability through questionnaires and discussions.

4.2. Analysis of Experiment Results

Before and after the beginning of the course, a questionnaire survey was conducted among the students in the two classes to understand their learning attitude, self-confidence, individual translation level and cognition of translation courses. The questionnaire survey adopts the form of closed multiple-choice questions, with a total of five items in the whole volume, and adopts Likert's five-level scoring system (that is, 5 points means "completely agreed" and 1 points means "completely opposed"). The survey results are statistically analyzed by Excel software. The statistical results of the questionnaire show that there is no obvious difference in the statistical data of learning initiative, self-confidence and curriculum expectation between the two classes before class, as shown in Table 1:

Table 1. Results of pre-course questionnaire Survey.

Item	Control class	Experimental class
I am very interested in translation	4.23	4.38
I believe I can learn translation well	3.76	3.88
My translation ability is very good	3.32	3.25
I think translation classes should take many forms	3.75	4.14
I believe I can learn a lot from the translation class	3.89	3.86

After class, the number of students with improved such factors in the experimental class changed significantly, as shown in Table 2:

Table 2. Results of post-course questionnaire survey.

Item	Control class	Experimental class
I am very interested in translation	2.77	4.59
I believe I can learn translation well	2.86	4.63
My translation ability has improved a lot	3.12	4.53
Translation class has made me gain a lot	3.25	4.82
I will continue to study translation in the future	2.83	4.91

According to the investigation results of the students' learning enthusiasm, self-confidence, expectation value of translation course and learning effect in the experimental class and the control class, it shows that: There is no substantial difference in the survey data before the beginning of the course. After implementing the multi-modal translation teaching model in the experimental class, the statistical results show that there are significant differences between the control class and the experimental class in learning enthusiasm, self-confidence, recognition of translation class and learning effect, which is statistically significant.

In order to verify the effect of multi-modal translation teaching model on improving students' translation ability, according to the research design and teaching objectives, the research group tested the students' translation ability of the experimental class and the control class before and after the experiment. The test questions are written according to the same difficulty requirements and forms as the translation questions of CET-4, and students are required to complete the translation of Chinese-English paragraphs within 30 minutes. The translation scores of CET-4 and CET-6 adopt the overall impression score method. The full score of translation is 15 points, which is divided into five levels: level 5 (13-15 points), 4 (10-12 points), 3 (7-9 points), 2 (4-6 points) and 1 (1-3 points). The results of the two tests are shown in Table 1:

Table 3. Comparison of pre-test and post-test results.

Group	Number of students	Average score of pretest	Average score of post-test
Experimental class	30	6.64	8.25
Control class	30	6.73	7.12

According to the statistics of the test results in Table 3, the average pre-test translation scores of the experimental class and the control class are relatively close, which shows that the students' translation ability before the experiment is equivalent. The post-test results show that the translation proficiency of the students in both classes has improved, but the translation proficiency of the students in the experimental class has improved greatly. Obviously, the students' translation level and ability in the experimental class have been greatly improved. This shows that the multi-modal translation teaching mode can promote students' college English learning to some extent and effectively improve students' translation ability.

The improvement of translation ability is not the improvement of normal English level under the original single-modal teaching method, but the interaction of learners' senses such as sight, hearing and touch. Through the experience, analysis and application of multi-modal symbol

system, students' multi-learning ability is finally improved, thus greatly improving their translation ability.

Through the above statistical analysis, it is found that the multi-modal translation teaching model can not only improve students' translation ability, but also fully mobilize their initiative in learning, help students find self-confidence through course learning, and then improve their interpersonal and cooperative abilities. The application of multi-modal translation teaching mode in college English teaching can achieve remarkable teaching effect, which is summarized in the following three aspects: 1) Task-centered, students can successfully complete their knowledge in and out of class by learning independently, which not only further consolidates the knowledge they have learned, but also effectively mobilizes students' learning initiative. 2) Usually, the text materials without reference translation are selected as the translation task, and students need the guidance of teachers and the assistance of related books and electronic materials, so self-inquiry improves the ability of integrating learning interest with theory and practice. 3) In the process of translation, team members cooperate and share, which is conducive to solving problems. It not only encourages students to participate in learning, but also promotes students' interpersonal skills and enhances students' self-confidence.

5. Conclusion

Through the above research, it is not difficult to see that the new translation teaching model in multi-modal context is helpful to make up for the shortcomings of traditional teaching. "With the rapid development of science and technology, computer and multimedia technology have been widely used, and multi-modal discourse forms such as words, images and sounds have become more common, and multi-modal research has also flourished"[18]. Teachers should reform the traditional teaching concept, make full use of modern educational information technology, take students as the center, pay attention to cultivating students' practical English application ability, cross-cultural academic communication ability and cultural accomplishment, and form a new multi-modal teaching mode combining traditional teaching, multimedia teaching and network teaching.

Translation teaching has changed from traditional single-mode teaching to multi-mode teaching under the network environment, and the new network environment provides students with unlimited learning and communication space. Under the network environment, students' learning attention is easy to be distracted, and their thoughts, emotions, interests, hobbies, cultural and social exchanges will be carried out under the network environment. Students' autonomous learning becomes more complex under the complicated network environment, which increases the difficulty of monitoring autonomous learning. Therefore, how to guide learners' autonomous learning effectively in multi-modal context is a topic that needs further discussion.

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