Application of Multimodal Teaching Theory in Online English Translation Teaching

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Abstract: As an important part of college English teaching, translation teaching has not received enough attention in college English teaching for a long time, and there are many shortcomings. Translation is not only a skill, but also a science, which can not be mastered naturally after learning a certain level. Translation class plays an important and indispensable role in college English teaching. Applying multimodal teaching theory to online English translation teaching is helpful to improve students' comprehensive language application ability, text understanding ability and cross-cultural literacy. Translation teaching is an important part of the teaching process of College English majors. The introduction and application of multimodal teaching theory can undoubtedly create support conditions for the actual translation teaching process to obtain the best effect. This paper will briefly discuss the application of multimodal teaching theory in online English translation teaching..

1. Introduction

In the past few years, with the rapid development of China's economic and social construction, and the continuous improvement of scientific and technological research and application practice, the real social development environment is showing the demand for comprehensive talent groups with comprehensive qualities. The performance is gradually increasing and changing trend [1]. As an important part of college English teaching, translation teaching has not received enough attention in college English teaching for a long time, and there are many deficiencies [2]. Translation is both a skill and a science. It is not something that can be mastered naturally after learning a certain level. Translation courses have an important and indispensable position in college English teaching. The translation teaching of college English is to fundamentally improve the ability of college students' language to be applied in a variety of ways combined with knowledge [3]. This is also an important part of connecting the knowledge and practice. Under the general environment of college English teaching reform, applying multi-modal teaching theory to online English translation teaching can on the one hand improve student participation in classroom teaching and make online English translation teaching evaluation methods reflect various Rationalization and rationalization [4]. On the other hand, multi-sensory stimulation with multi-modality can stimulate students' interest in learning, expand their knowledge and improve their comprehensive quality.

Translation teaching is an important task in the teaching process of college English majors in colleges and universities, and the introduction and application of multimodal teaching theory can undoubtedly create supporting conditions for the actual translation teaching process to get the best results smoothly [5]. For the existing English teaching units in colleges and universities in China, the teaching supervision of practical application skills of English language knowledge elements is an important practical way to cultivate and enhance the comprehensive quality of students in colleges and universities [6]. Because of the characteristics of English majors, the graduates trained by them can not meet the needs of society for compound translation talents in the breadth and depth of knowledge. Therefore, the important task of delivering high-quality compound translation talents to the society falls on the shoulders of college English teaching [7]. In the process of translation teaching, applying multimodal theory to teaching can effectively improve the quality of English

teaching, fully enhance students' interest in learning, and achieve the goal of improving translation teaching methods. This paper will briefly discuss the application of multimodal teaching theory in online English translation teaching.

2. Significance of Multimodal Teaching Theory

Online English translation is indispensable in English teaching. It is the systematic application of English knowledge, including the mastery of English grammar and vocabulary, which puts forward new requirements for English teaching. According to the basic viewpoint of constructivism theory, all forms of learning and practice activities that human subjects actually participate in and complete can be completed with the help or support of others. Faced with a series of problems existing in online English translation teaching at present, it has a certain impact on the development of English teaching, which requires colleges and universities to pay attention to English teaching. Modality refers to the interaction between human beings and the external environment through senses [8]. English translation course not only helps college students lay a solid foundation in language, but also needs to cultivate their ability to analyze and solve problems. In the teaching process, we should not only carry out basic language teaching, but also carry out intercultural communication teaching to cultivate students' intercultural communication ability.

On the whole, the hypothesis model of the relationship between English learners' corpus and learning effect is consistent with the observed data. All the path coefficients of the path model are significant. Fig. 1 is a path analysis model of building dimensions of effective English learning environment and learning effect.
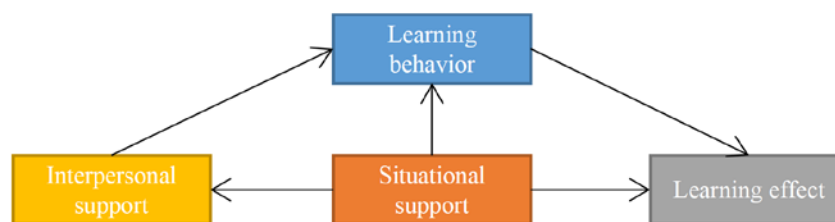

Figure 1 Path analysis model

The formal features of different modes are interrelated and reflect the discourse meaning together. English teaching not only pays attention to the practicability of language, but also pays attention to the coordination of modern educational technology in teaching, so as to cultivate learners' communicative ability and innovative consciousness. In practical teaching, teachers should introduce the cultural factors contained in the simulated situations, and put the language into the specific pragmatic context. Traditional translation teaching focuses on the analysis and explanation of language basic knowledge, especially the explanation of parts of speech and grammar, which will make translation boring. In translation teaching for English majors, the cultivation of communicative competence and cross-cultural competence should be integrated in translation training, and students' autonomous learning ability should be improved at the same time. On the basis of further development of students' comprehensive language application ability, we should focus on improving students' ability to obtain information, process information, analyze and solve problems in English, and pay special attention to improving students' ability of thinking and expressing in English. It is necessary for researchers engaged in College English teaching to reflect on the traditional translation teaching mode, explore new teaching mode and teaching approaches, strengthen the reform of online English translation teaching, and improve the translation ability of English learners.

3. English Translation Teaching Strategies Under the Guidance of Multimodal Theory

3.1. Translation Corpus Analysis

Online English translation courses mainly include the cultivation of cultural awareness, the practice and memory of difficult words, and the analysis and introduction of some complex sentence patterns. In order to enable students to translate this effect, the classroom can use multimedia equipment to play some videos or music about Mid-Autumn Festival in class, and stimulate students' audio-visual senses through these forms. The effectiveness evaluation of classroom teaching should not only look at the results of teaching, but also pay attention to the teaching process. When one mode of discourse cannot fully express the full meaning of the communicator, the communicator must supplement and strengthen it with the help of other modes of discourse [9]. Although students have been exposed to English since primary school, some students are not interested and pay little attention to it, which leads to low English scores. The content of classroom teaching is pronunciation, so teachers should clearly explain the key points and skills of pronunciation, and then let students imitate with reference to the corresponding audio. It is necessary to create a relaxed English learning atmosphere, and boring times are inevitable in the process of English learning. Teaching refers not only to a cognitive process, but a vivid and efficient course cannot be carried out under the tense relationship between teachers and students. College English teaching should pay attention to a step-by-step process, which basically begins with vocabulary and then sentence patterns, and then transitions from partial English learning to the whole, so as to achieve better English translation teaching effect.

3.2. Multimodal Teaching Process of Translation

The application of multimodal teaching in online English translation teaching can make English learners' various sensory organs participate in translation learning and promote students' subjective initiative. Multimodality emphasizes the use of multiple senses. In the teaching process, teachers can use a variety of teaching resources, such as sound, video, animation and color words, to stimulate the corresponding functional areas of students' cerebral cortex. With the popularity of multimedia classrooms and campus networks, computer multimedia and network technologies have been widely used in English teaching. They have the characteristics of large amount of information and diversified means of information input, which provide unlimited learning resources and favorable learning conditions for English learners. Language itself is very vivid, but it is difficult for students to keep their attention in the whole English class. Multi-modal application will arouse students' different senses, and the transformation of different modes will attract students' attention and enhance students' interest in learning so as to improve classroom teaching efficiency [10]. In online English translation teaching, computer multimedia teaching is helpful to improve teaching efficiency, expand relevant translation theory knowledge, increase opportunities for English learners to practice translation in class, and change the traditional single classroom teaching mode which is mainly taught by teachers. With the support of multimedia technology, students can choose, collect and sort out some translation learning materials that are consistent with their actual level, and constantly strengthen translation practice, thus improving translation ability and level and promoting students' initiative and enthusiasm in English learning.

4. Conclusions

Practically introducing multimodal teaching theory into the classroom teaching practice of English translation knowledge in colleges and universities can effectively improve and replace the traditional teaching mode that has been used for a long time. The discussion in this paper has initially formed a theoretical framework for the construction and evaluation of multimodal classroom environment in online English translation teaching in China. Multi-modes are chosen in online translation teaching because one mode can't fully convey the teaching content or can't effectively convey the clear teaching content. Teachers need to supplement and strengthen it with the help of other modes of discourse. In English translation courses in universities, changing traditional teaching methods and introducing multi-modal teaching methods can promote the progress of translation teaching. Multi-modal teaching mode is more in line with the needs of society and the times. In English translation class, multi-modal means are used to stimulate

students' various senses and stimulate students' interest and initiative in learning English through network technology. Whether students' learning methods are scientific or not, their learning efficiency and learning initiative all affect their learning effect.

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