

Business English Listening and Speaking Teaching under Multimodal Conditions

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Abstract: With the development of global economic integration and the deepening of world cultural exchanges, the requirement for English listening and speaking has also increased, which makes the traditional business English listening and speaking teaching in China difficult to meet the actual needs. With the development of this era, business English listening and speaking teaching based on multi-modal conditions emerges as the times require. Different from the traditional teaching mode of Business English in which teachers teach and students listen, the teaching mode of Business English listening and speaking under multi-modal conditions has been reformed to a certain extent, so that the teaching of Business English can meet the actual needs of students to a large extent. Therefore, it is very important to strengthen the research on business English teaching under multi-modal conditions. From this point of view, this study briefly introduces the multi-modal business English listening and speaking teaching, and will focus on the practice of multi-modal business English listening and speaking teaching and the strategies of business English listening and speaking teaching under multi-modal conditions.

1. Introduction

For the development of international economy and trade, business English is the key for people to communicate, so it is very important to train excellent business English application talents. In the traditional business English teaching mode, teachers usually give lectures in class, students listen to the lectures below, and then repeat and practice through reading, so as to improve their mastery of business English. However, this traditional business English teaching model, although students can better practice listening and speaking, but it is difficult to achieve the effective use of English. Business English listening and speaking teaching under multi-modal conditions attaches great importance to students' main role in the classroom. It can improve students' participation in the classroom, so as to improve students' listening and speaking ability and application ability of business English, and achieve better learning results.

2. Overview of Multimodal Business English Listening and Speaking Teaching

2.1. The Inevitability of the Development of Traditional Business English Listening and Speaking Teaching to Multimodal Business English Listening and Speaking Teaching

It is clearly pointed out in the relevant documents of the Ministry of Education that the ultimate goal of business English listening and speaking teaching is to enable students to better use business English for workplace communication. In the teaching of business English to students, the goal should be taken as the teaching goal, and the cultivation of students' basic language knowledge and skills of business English should be emphasized. It also attaches great importance to students' practical application skills of business English, and promotes students to use business English to enhance their vocational-related communication ability [1]. This regulation has pointed out a clear direction for the development of business English teaching in China. Under this background, it is inevitable that the traditional business English listening and speaking teaching will develop into a multi-modal business English listening and speaking teaching. Under the multi-modal business English teaching development model, students' perceptual modes can be stimulated by auditory, visual, linguistic and other resources, which can improve students' learning and mastery of business English and promote students' learning efficiency.

2.2. The Current Development of Business English Teaching in Colleges and Universities

From the current situation of business English teaching in Colleges and universities in China, the development of business English teaching is not optimistic. At present, the general development of business English teaching in Colleges and universities in China is that teachers' lectures are dull and boring, students can only passively accept the relevant knowledge of business English taught by teachers, and then carry out mechanical repetition and listening and speaking exercises, which results in students' lack of enthusiasm and enthusiasm for business English learning. Affection makes students tired of learning and skipping classes frequently. Business English classroom teaching efficiency is low, and students' practical application ability for business English is low. Students do not have a solid grasp of the basic knowledge of business English and have not formed a certain knowledge system of English learning. Therefore, students are generally afraid to speak English and do not understand English, and a vicious circle has gradually formed in the long-term development. In addition, in the current business English teaching process, the lack of good interaction between teachers and students is also an important problem in business English teaching. Therefore, in recent years, the Ministry of Education and universities in China have paid more attention to business English teaching, and under this background, business English teaching mode based on multi-modal conditions has become the main development direction of business English teaching mode [2].

3. Practice of Multimodal Business English Listening and Speaking Teaching

3.1. Setting up abundant multi-modal teaching activities

At present, multi-modal business English listening and speaking teaching has been practiced in some universities. One of the main teaching methods is to set up abundant multi-modal teaching activities. Under the condition of multi-modal teaching, teachers can not only use the original English teaching materials to teach, but also use the teaching form of micro-lessons to create online teaching classes, design corresponding teaching situations according to the actual needs of different positions, and provide more professional English teaching for students. Service. Using micro-class, students can learn at any time and anywhere, while watching and learning, and can imitate the process of human-computer interaction and independently complete relevant exercises, so as to consolidate the content they have learned and better grasp the focus of learning. In addition, through the multi-modal discourse analysis software, students can study the pronunciation, intonation, expression changes and body movements of the teacher's teaching in micro-class, so as to assist learning according to these characteristics [3-5].

3.2. Organize group discussions

Group discussion is another practical process of multi-modal business English listening and speaking teaching. After students have learned micro-lessons, teachers should organize students to discuss the knowledge related to micro-lessons in class, which can make students' knowledge theory of business English translate into relevant information output, and improve students' practical application ability of business English. In this process, students can also broaden their understanding of business English knowledge through communication and discussion. After that, the teacher asked the students to discuss the content of micro-lesson videos in groups, such as the highlights of micro-lesson videos, clips that can be deleted in micro-lesson videos, places that can be improved, and students can freely perform micro-lesson related content through role-playing, deepening relevant knowledge. Understanding and mastering. In addition, students are free to organize what they think is an effective way to learn business English [6]. The process of group discussion in micro-class Business English Learning is shown in Figure 1.



Fig.1. Business English Learning Group Discussion in Microclass

4. Strategies of Business English Listening and Speaking Teaching under Multimodal Conditions

4.1. Import listening into the teaching content in a reasonable way

In order to make the multi-modal business English teaching play a better role in business English listening and speaking teaching, we need to adopt certain strategies, one of which is to introduce listening into the teaching content in a reasonable way [7-8]. As far as students' learning process is concerned, the content of listening materials is difficult. The length of listening materials and the speed of listening materials will directly affect the learning effect of listening materials. Therefore, it is very important to introduce appropriate listening materials for students. Therefore, teachers should cut and edit the listening materials before classroom teaching and video recording, so that the listening materials used can meet the actual learning needs of students. In addition, before conducting listening teaching, students should be reasonably preheated so that they can not only grasp the basic business English information, but also improve the effect of listening learning.

4.2. Learning and Debating New Words through Listening Teaching

Another very important strategy for listening and speaking teaching of business English under multi-modal conditions is to learn and debate new words through listening teaching [9]. Under the multi-modal English teaching environment, listening teaching can enhance students' learning effect of new knowledge and new words, and at the same time improve students' attention to listening learning. Through the debate between groups, students can make use of the words they have learned and improve the actual utilization rate of the words they have learned. It is helpful for students to pay more attention to the process of listening and improve their participation in the classroom. In this process, students' listening ability and application ability of business English can be greatly improved.

4.3. Attaching Importance to Post-teaching Assessment and Post-Class Consolidation of Listening

In addition to the above two points, emphasizing after-class assessment and consolidation of listening is also an important strategy for business English listening and speaking teaching under multi-modal conditions. For students' business English teaching, after-teaching assessment can help teachers to master students' learning situation, thus helping teachers to assign students to work after class, so as to alleviate students' learning pressure and improve students' ability to grasp relevant knowledge, so as to realize students' understanding of relevant knowledge. Effective consolidation of business English related knowledge. Therefore, teachers and students must attach importance to the training of listening course and the consolidation and practical application of business English listening and speaking teaching, so as to promote students' overall improvement of business English learning and mastery ability [10].

5. Conclusion

At present, under the background of the increasingly widespread application of business English, listening and speaking teaching of business English has become a key link in business English teaching in Colleges and universities. Compared with the traditional business English teaching mode, the multi-modal business English listening and speaking teaching can improve the students' learning level and practical application ability of business English, and enable students to apply the basic skills of business English to their work. Therefore, business English under the multi-modal conditions Listening and speaking teaching has been widely concerned by colleges and students. Based on this, this study gives a brief introduction to multi-modal business English listening and speaking teaching, and focuses on the practice of multi-modal business English listening and speaking teaching and the strategies of business English listening and speaking teaching under multi-modal conditions. It is hoped that the use of multi-modal business English teaching methods and students' business English learning ability will be improved. The improvement of practical application ability is helpful.

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