The Application of Multimodal Discourse Analysis in College Business English Teaching

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Abstract: Business English is an English teaching model based on the business use and with some certain value. In the process of college business English teaching, college business English teaching based on multimodal discourse has become the mainstream of education. In the college business English teaching in colleges and universities, we should pay attention to the innovation of teaching mode and re-examine the value of business English teaching. This paper discusses the application of multimodal discourse analysis in college business English teaching, expounding the concept of multimodal discourse analysis and introducing its application in college business English teaching.

Keywords: Multimodal Discourse Analysis; College business English; Important Application

With the continuous development of China's international trade, the demand for talents is also increasing. College colleges and universities should reposition the business English teaching, require teachers to innovate teaching mode, adopt multimodal teaching methods, analyze the problems existing in the current college business English teaching process, coordinate multimodal teaching methods, and comprehensively improve the teaching quality.

1. The concept of multimodal discourse analysis

Multimodal discourse analysis refers to a new educational background, cultivate students with all-round development of literacy, pay attention to the changes of teaching mode and apply it widely in college English teaching, which can comprehensively improve the abilities of English application for students. Compared with the traditional teaching mode, the application of multimodal discourse analysis in English teaching not only enriches the teaching content, but also enhances the value of college business English teaching, presents the teaching content in different forms, stimulates the perception of students and deepens students, grow the impression of English teaching content, comprehensively improve students' English literacy.

2. The status quo of college business English teaching

2.1 The professional literacy of teachers needs to be improved

At present, in the process of college business English teaching, the teaching level of teachers is uneven, which has a great impact on the quality of teaching. With the continuous development of China's international trade, the requirements for business English teaching are getting higher and higher. Colleges and universities, as a talent training base, have assumed important responsibility for talent training. Business English training for students should also reflect the characteristics of specialization and advancing with the times, which puts higher requirements on teachers' teaching ability. Teachers should re-examine the value of college business English teaching and actively adjust teaching strategies.
2.2 The big difference in the English foundation of students.

The students come from different places, with different education background, resulting in the different English foundations. It is mainly reflected in three aspects. First, the vocabulary of students is relatively lacking. Some of them even don't know some basic business vocabulary. That is a great influence on their business English. Second, students have poor grammar foundations, some do not understand grammar, and are prone to make mistakes in the process of phrase collocation, especially in formal business conversations, that are easily ridiculed. Third, the ability to use business English is relatively poor, lack of exercise, lack of theoretical knowledge and no practical experience, which is not conducive to improving students' communication skills.

3. The specific application of multimodal discourse analysis in college business English teaching

3.1 Teachers should improve their abilities

As the main body of teaching, teachers should improve their own abilities in the process of teaching. Firstly, teachers should focus on the analysis of college business English teaching requirements, change the traditional teaching mode, use multimodal discourse to analyze the current college business English teaching status and adjust the teaching system in time. Secondly, we should pay attention to the integration of English teaching and non-verbal teaching, not only to correct the accent, but also to express it through the body and demeanor, so that English is more specific. Students should adjust their speaking speed and tone according to the actual occasion and at the same time, they should also manage their expressions and choose different body language for different occasions. In the teaching process of non-physical characteristics factors, we must also do the appropriate teaching preparation work, such as video selection, graphic matching, network selection, etc., and do the corresponding preparation work. Comprehensively apply these factors to improve the quality of teaching, mobilize the participation of students and help them summarize more business English learning skills. In addition, teachers can't limit the use of modality, can't be limited to business language or auditory mode, allow multiple modalities existing, enrich teaching content with multimedia and other teaching equipments, and enrich teaching mode with video, graphic and other enrichment. The main modes teaching effect. In the teaching process, it is necessary to coordinate the relationship between the various modes to make them work together to comprehensively improve the quality of college business English teaching.

3.2 Students should improve their analytical ability

As the main subject of learning, college business English teaching mainly serves for students and improves their ability to use business English. Students should pay attention to the importance of multimodal discourse, analyze business English at the current stage with multimodal discourse and summarize the difficulties in business English learning through observation and analysis. We should solve these problems by consulting learning materials and asking teachers and classmates to improve self-learning ability. In the process of learning, students mainly use two modes, visual and auditory modes. Students can explain business English by listening to teachers, see the grammar and difficult knowledge of teachers and analyze the actual situation through multimodal combination. Business English case, conduct practical exercises, have a new understanding of business English and master more language expression skills. In addition, students should improve their self-learning ability, analyze the current demand for business English through multimodal discourse and use the network to access more learning resources through visual, auditory and tactile and improve their self-learning ability. To develop a practical learning plan, teachers will supervise the completion of the learning task. Learn to use a variety of ways to access information and summarize more business English communication skills.

4. Conclusion

The use of multimodal discourse analysis in college business English teaching can improve the quality of teaching, enrich the teaching content, meanwhile, it can better meet the professional teaching requirements and is conducive to
cultivating a variety of business English application talents, which can comprehensively improve the English literacy of students.

References