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Strategic Innovation of College English Translation Teaching Model for the New-Era Liberal Arts Education

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Abstract:
It is indispensable to improve students' translation ability in college English teaching. However, in the current college English teaching, there are many problems such as insufficient attention to translation teaching, insufficient research, and outdated teaching methods. With the advancement of science and technology and the rise of the New Liberal Arts education, multi-modal research has become more and more widely used in education. This article discusses the multi-modal theoretical model of college English translation teaching using multiple modals and tools, and proposes three suggestions: designing multi-modal teaching activities, providing multi-modal teaching resources, and creating a multi-modal teaching evaluation system.

1. Introduction

Talent training is the core function of modern universities. With the deepening of China's social and economic development, the construction of the world first-class universities and first-class academic disciplines, which aims to comprehensively develop elite Chinese universities into world-class institutions by the end of 2050 through developing their faculty departments, has been successfully implemented. Higher education needs to cultivate students' abilities to solve complex problems, and improve their competitiveness in an effective way. After the Belt and Road Initiative has been transformed from vision to reality, the rapid development of economic globalization and the advent of the intelligent era urgently need new foreign language talents. The new economic and social development also puts forward new requirements for the knowledge, ability and literacy structure of foreign language talents. The cultivation of foreign language talents should be more comprehensive, compound and integrated. Therefore, the construction of New Liberal Arts urgently calls for strategic innovation in the cultivation of foreign language talents, and requires foreign language majors to cultivate new talents that meet the national

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strategic needs and the needs of future social and economic development. Combining knowledge and practice, college English translation teaching is important in improving students' comprehensive language abilities for communication between different cultures. With the continuous innovation and development of modern technology, more and more communicative activities are not limited to traditional texts and speeches, but are often accompanied by sound, image, animation and other modalities to convey meanings more vividly and efficiently. This research applies the research results in the field of multi-modality to college English translation teaching, aiming to reform the traditional teaching model and optimize college English translation teaching under the background of New Liberal Arts.

2. Current Situation of College English Translation Teaching Under the Background of New Liberal Arts

Compared with the traditional liberal arts, the New Liberal Arts has the characteristics of the integration of multiple disciplines. Under the background of the New-Era Liberal Arts, there are still some problems in college English translation teaching.

2.1. The New Liberal Arts

The concept of "New Liberal Arts" was first put forward by Hiram College in 2017, which is to integrate new technology into courses such as philosophy, literature and language to provide students with comprehensive interdisciplinary learning. Since October 2017, the college has comprehensively revised the training program and reorganized 29 majors [7]. In China, the construction of New Liberal Arts at the national level is also advancing in an orderly manner. In August 2018, the CPC Central Committee issued a document pointing out that "higher education should strive to develop new engineering, new medicine, new agriculture and New Liberal Arts", and the concept was officially put forward. In the context of new disciplines, as an organic part of the New Liberal Arts, where should college foreign language education go? Wu Yan [14] put forward the overall requirements, overall ideas, overall measures, overall standards and overall objectives of the reform and development of higher foreign language education in the new era around "new missions, greater mindset, new arts and humanities disciplines, macro foreign languages". The New Liberal Arts is an interdisciplinary thinking and concept, which should pay attention to the development of science and technology and endow with new connotation and value from the perspective of interdisciplinary thinking.

2.2. Current Situation Analysis of College English Translation Teaching Under the Background of New Liberal Arts

2.2.1. Lack of "New" Concept in Curriculum Construction

In the current foreign language teaching in applied undergraduate colleges and universities, taking college English translation as an example, the curriculum construction is deeply affected by the development of engineering and traditional teaching, and lacks new ideas. It lacks of interdisciplinary new ideas, pays more attention to the instrumental nature of language, the guidance and result of examination, while ignoring the importance of humanism and all-round education; it emphasizes too much on the teaching of knowledge, which has weakened the interdisciplinary perspective under the background of the construction of New Liberal

Arts and the important tasks of "curriculum thinking and politics" such as spreading ideas, spreading truth, shaping soul, and shaping life, so that teachers can plan and purposefully impart moral norms, ideological understanding and correct values to students in the teaching environment..

2.2.2. Lack of "New" Vitality in Teaching

Most applied undergraduate colleges and universities focus on the reform of science and engineering, often ignoring the reform of liberal arts courses and majors, as well as the training of teachers' new teaching ideas and professional well-being. Therefore, most foreign language teaching is still carried out in the traditional way. Under the traditional teaching mode, the instrumental and humanistic nature of college English are lack of effective unity. Teachers and students often explain words, sentences and paragraphs and their application in the examination, despise the cultivation of students' language application ability, and ignore the importance of humanism inside and outside the classroom as an important part of education. Thus, the vitality inside and outside the classroom cannot be presented.

2.2.3. Lack of "New" Motivation in Learning

The vast majority of college students were born after 2000. They are more dependent on mobile phones and networks, lack of goal awareness and team concept. They do not pay attention to the process of knowledge accumulation, cannot form groups to learn teamwork, cannot complete the teacher's requirements outside the classroom in time. They are unclear about the teacher's teaching design, resulting in learners' weak autonomy in learning and heavy indulgence in the network. Therefore, guiding learners from passive learning to active learning and turning external pressure into internal driving force is also an urgent problem to be solved in our teaching innovation.

3. Multimodal Theories As Basis for Strategic Innovation

Modality mainly refers to the way of interaction with the external environment with senses such as vision, hearing, smell, touch, and taste. Zhang Delu [17] believes that multimodal discourse refers to the use of various senses such as hearing, vision, and touch to communicate through various means and symbols such as language, images, sounds, and actions.

Foreign multimodal discourse research emerged in the 1990s. R. Barthes [1] first explored the interaction between images and language in terms of expressive meaning. Since then, Kress [5], Norris [9], van Leeuwen [12], O'Halloran [10] have provided a solid theoretical foundation for the study of multimodal discourse, but the study of multimodality has not been widely applied in the field of teaching. New London Group [8] first applied multimodality to language teaching. Since then, the research results on multi-modality and language teaching have been increasing. Fisher (2003), Guichon & McLornan [3], Shei, Zikpi & Chao [11] further studied the application of multimodality in language teaching from a theoretical and empirical point of view, but they have not yet applied it to translation teaching.

Compared with foreign research, domestic multimodal discourse research in China started late. The theoretical studies of multimodal discourse analysis in scholars such as Li Zhanzi [6], Hu Zhuanglin [4], Zhu Yongsheng [18], Zhang Delu [17], and Wei Qinhong [13] are mainly based on Halliday's system functional linguistics theory.

Zhang Delu [17] discussed the application of multi-modality in college English teaching and the enlightenment of multi-modality to China's teaching reform.]Xin Zhiying [15] summarized the characteristics and development context of multimodal research in the past 20 years in China. Gu Tao [2] from a multi-modal background discussed how to combine modern technology to construct a new translation teaching model, aware of the purpose and current situation of translation teaching in China.

Researchers have found that academic circles have paid more and more attention to the application of multimodal discourse research to translation teaching research. The use of multimodal theory in English translation teaching can mobilize students' enthusiasm for learning from multiple perspectives, enhance English teaching in a more comprehensive way, improve teaching efficiency, optimize classroom teaching effects, and promote college English teaching reform.

4. A Probe into the Teaching Model of College English Translation Under the Guidance of Multimodal Theory

As a way of language communication, English translation requires teachers to mobilize students' multi-sensory systems in the teaching process, so as to improve teaching efficiency by engaging students' memory. Such results are difficult to achieve in any single model. Thus, how to use the multi-modal teaching model to guide college English translation teaching? The authors propose the following suggestions:

4.1. Designing Multi-Modal Teaching Activities

Multi-modal teaching activities can be elaborated from three aspects by combining visual modality, auditory modality, and tactile modality. Many modern tools now provide a wealth of resources for language teaching. Teachers can use multimedia to display pictures, texts, videos and other information carriers, while explaining translation techniques. In this way, they can consciously encourage and guide students to interact with each other. Teachers can design visual modalities to create corresponding teaching scenarios for student and explain with pictures to strengthen students' understanding of a certain word or sentence pattern in a special context, so that students can grasp the meaning of different languages in cultural differences, thereby improving their translation skills. For example, when designing PPT teaching content, the teacher can design a variety of models such as frames, icons, backgrounds, symbols, graphics, character relationships, and videos, and attach translation materials to visual symbols that are easy to understand. In addition, the teacher should use more body movements, expressions, postures, and gestures to convey visual signals and emotions to students. The teacher can also design auditory modalities to supplement the content of the translated text. First , the teacher pays attention to the intonation, pitch, sound, speed of speech, and vocalization time to help students establish basic concepts in explanation. Then they add music on this basis. For example, students can appreciate some classic poetry translations with beautiful recitations, so that they can have a deeper understanding of abstract literary concepts. In addition, students can also be free to form several groups. After each group member completes the translation task, they can have discussions within the group. Then the group representatives will be selected to make oral reports. Finally, the teacher will make summaries and comments. Designing tactile modes may be rarely used in college English teaching, but compared to fixed teaching models such as visual and auditory modes, it is more dynamic and thus more conducive for students' understanding of

abstract concepts. For example, for abstract English words or sentences, teachers can prepare props for students to stage performances to generate visual cognition. Students can also be organized to simulate corresponding scenes based on translation tasks, such as meetings, short play performances, birthday parties, and interpretations of classics, so that they can use learned English knowledge to solve problems, enrich their memory, and greatly improve their learning enthusiasm.

4.2. Providing Multi-Modal Teaching Resources

Multi-modal translation teaching needs to combine classroom teaching with autonomous learning, so corresponding courseware must be developed. The use of multi-modal teaching courseware can give college students multi-modal cognitive stimulation in the classroom. Its production and application should focus on students' receiving and perception abilities by using multiple media to fully mobilize students' various senses to grasp new knowledge. According to the three principles of multi-modal teaching selection proposed by Mr. Zhang Delu [17], the production of English courseware should follow the principles of adaptability and effectiveness. According to the actual state of students and teaching goals, specific courseware should be produced to achieve multi-modal synergy. Common teaching resources include text, audio and video. For example, text resources can be divided into English news and literary works; audio includes English songs, radio, and recordings; video can be divided into TV shows, movies, TV drama works, etc. Teachers can enhance one of these modalities or use various resources at the same time. In addition, the college can also provide multi-modal teaching platforms, such as English corners, and speech and debate associations, and use the Internet to build MOOCs, TED and other learning platforms. The teacher should reasonably use multi-modal teaching resources and multimedia methods to systematically design college English translation teaching content to break individual student's time, space and geographical constraints, to integrate knowledge learning with media, environment, and social culture, and to improve teaching effect.

4.3. Creating a Multi-Modal Teaching Evaluation System

Nowadays, the traditional final exam, which was the most important or even the only way of assessment, is no longer suitable for the new era, because it makes the original lively learning process rigid and restricts the development of students' independent learning ability, and it cannot objectively and effectively reflect students' true learning competence [16]. Therefore, it is necessary to create a multi-modal teaching evaluation system, so that students can report the learning results, and teachers can test the learning effects. The teacher can organize practical activities through multimedia and network resources, such as translation recitation, film translation and dubbing, newspaper translation and editing, drama translation and performance, debates, and speaking contests. In this way, the teacher can create a real language communication environment for students, mobilize their senses such as seeing, hearing, speaking, touching, and acting to reflect what they are thinking and learning. The multi-modal teaching evaluation system requires both the teacher and students to have strong network resources and information technology application capabilities. At the same time, students also need to have good learning capabilities of coordination, communication and autonomous learning. Therefore, in addition to the assessment of students' language knowledge and abilities, a more comprehensive evaluation standard in teaching evaluation should be added, which not only combines

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test results, but also evaluates practical effects; it is necessary to pay attention to both the results and the learning process; all students should be evaluated while their individual differences should also be recognized. All in all, the introduction of multi-modal concepts into the teaching evaluation system is conducive to cultivating students' good English learning habits and interests, fostering a spirit of cooperation, improving their innovativeness and practical abilities, and promoting students' all-round development under the background of New Liberal Arts.

5. Conclusions

With the development of New Liberal Arts, it is inevitable to combine multi-modality with college English translation teaching for the reform of college English teaching in China and the rest of the world. As the overall curriculum design concept, it can escort the development of new engineering, and realize the unity of "educating people" and "educating talents" to meet the individual needs of students. When multi-modal teaching is introduced into college English translation teaching, the teacher's teaching methods become flexible and changeable. When the effects of multiple senses in the teaching environment are attached importance to and students' practices are assessment after class, students' learning autonomy and enthusiasm will be enhanced, which is conducive to improving the quality and effectiveness of translation teaching. Besides, by constructing a teaching system for cultivating high-quality English professionals, it can effectively enhance students' thinking abilities and creativity, cultivate students' spirit of cooperation in language learning and practice, and cultivate international talents to meet ever increasing international communications.

Conflicts of Interest

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