

## Multimodal Discourse Analysis in the Teaching of Business written English Course

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**Keywords:** Multimodal; Discourse analysis; “Business English Writing”; Teaching;

**Abstract:** The Business English writing course is designed to train students on how to use written English expressions effectively and smoothly in a business environment and to conduct English communication in order to complete the relevant business communication activities, because Business English writing is practical, but it is not enough to learn and teach according to the textbooks contents. So this paper mainly introduces the multimodal discourse analysis and studies the application of multimodal discourse analysis in the course teaching of business English writing, in order to improve the students' ability of business English writing as well comprehensively improve on the students' English literacy and sublimate the concept of business English writing teaching.

### 1. Introduction

The teaching of Business English Writing is a key part of the higher education system, it is an indispensable in cultivating innovative talents and comprehensive quality talents in the new era especially in the context of today's international and cultural integration, business English writing courses should play its practical value and function in order to meet with the needs of the time because the teaching of business English writing courses need to focus on developing the students' understanding and application of English as the multimodal discourse analysis focuses on cultivating the student's English reading, writing, to the depth of profound thinking in communication, integrity, logical and critical and innovative thereby improving the student's business English writing ability.

### 2. The concept of multimodal discourse analysis

The multimodal discourse study were proposed by Gunthe Kress and Theo van Leeuwen, and its theoretical basis is Halliday's systemic functional linguistics and social semiotics <sup>[1]</sup>.

Multimodal discourses fuse sound, Script with a variety of communication modes, such as images as the based for auditory, visual sense, tactile and other modes of perception to the present teaching content that is multimodal foreign language teaching <sup>[2]</sup>. From the current domestic research on multimodal discourse analysis, multimodal discourse analysis is mostly used for teaching English listening and speaking, and there is very little involved in English writing.

The compulsory subject of the Business English is the Business English Writing course which is design to develop the student's ability to use written English expression effectively and smoothly in the business environment, thereby conducting English communication and complete the relevant business communication activities.

However, the business English writing teaching is in a relatively open teaching environment of higher education, although it also been affected by the test-oriented education for a long time and the educators lack the improvement of all aspects of students' literacy, which is the consciousness and concepts of multi-modal discourse teaching in practical teaching. The teacher's teaching design of business English writing is still old-fashioned but through the design of these teaching contents, we will find out that the teaching activities of business English writing are relatively simple, static and isolated, but the focus of teaching is still on the surface of the language, which Emphasis on non-verbal modalities as the students' autonomous learning and initiative are limited.

### **3. The application of multimodal discourse analysis in the teaching of Business Written English.**

#### **3.1 Multimodal teaching design**

Through the multi-modal instruction design, students can be proficient in the introduction of modal information in the English writing process and flexible through the application aspect. The teachers should carefully design the introduction stage of the business written English course, Teachers can take also take a company as an example to introduce its cultural background, business structure, logo design, etc., and use it as a basis for students to explore in groups, to set up a virtual company and select a certain commodity as the main business, and the members of the group will assigned to perform a reasonable functional division according to the company's situation, the students can even design names for virtual companies and logos design, in the course of this inquiry process, students should make corresponding records and oral presentations.

In the business written English training and tasks, teachers should ask the students to focus on the virtual companies of each group, and write the various business written English themes according to the actual situation of the company. Moreover, in the process of writing, teachers should pay more attention to the addition of multimodal discourse, such as writing, oral presentation, recording, simulation conference discussion, analog video conference, etc.<sup>[3]</sup>.

#### **3.2 Establishing a multimodal curriculum evaluation and assessment method**

The traditional form of assessment and evaluation used in the teaching of business written English courses is mainly based on “text” as the main mode, and “written test” is the main form, this kind of evaluation method is one-sided and cannot urge the students to carry out a comprehensive ability training. The Multimodal curriculum evaluation and assessment methods should set up with the “listening” and “reading” as the modal mode of writing and comprehensively examining the students’ “listening,” “speaking,” “reading,” and “writing”. The comprehensive ability of the other aspects is because the language is not only the carrier of human communication, but also the expression of one or more cultures in other word, the language is closely related to its specific culture and the multi-modal curriculum evaluation method will make them in the social scenes to be specific, smooth and more accurate in communication specific context instead of been “dumb and “literate” in learning English. In addition, for professional knowledge of the business English section you can use pictures, object, physical, the multi-modal interleaving methods such as videos as such the assessment of the students' comprehensive ability is more accurate and comprehensive.

### **4. Practical Case Analysis of Multimodal Business English writing Teaching.**

Taking the content of a personal resume writing as an example, an sample analysis is given in three aspects: (writing process) and post-writing (approval and evaluation)<sup>[4]</sup>. The first is that, before writing, the teachers can present different types of resume to the students, including pure language modal forms, accompanying language modal insertion pictures, artistic word forms, instrumental and environmental modal forms, and so on. At the same time, through the video, picture, and audio recording, the students are introduced to the requirements and opinions of several types of cooperate human resources department on their resumes, through these the students can fully mobilize the various senses before writing, and prepare to write for a variety of sensory writing, teachers organize students to conduct group inquiry cooperation and can play the role of an “viewers” and “interviewers”. Let the students feel the importance of creating a resume and explore several important aspects of their resume, and giving the students a general outline of their CV overview. Teachers can then give the full details writing and analysis of skills based on several classic resume templates.

Then, in the process of writing, the teachers can display the excellent writing of the former students through the PPT, providing a standard reference of the students and further discuss the students according to the relevant content, and refine the content of the resume, in this process,

teachers should pay more attention to the individualized differences of the students and attach importance to cultivating the students' thinking ability. When the student's discussion is coming to an end, the teachers should do a good job of giving the feedback and summarizing the evaluation work, during this process the teachers should pay attention to the use of instrumental and linguistic modalities, so that the students can feel the meaning of construction of multimodal language, thus strengthening the knowledge of the lesson, so as to master the professional elements of your resume writing. After the end of writing, mutual evaluation of students should be carried out, as the mutual evaluation is mainly evaluated from four aspects, namely, writing content, language construction, article structure and decentness, then, the peer review should be completed by using the three-level review mode combined with the review in the text, the commentary in the form of comments, and the overall review at the end of the text<sup>[5]</sup>. This process makes the students become the dominant players in the classroom and learning, and applies the multimodal analysis such as auditory and visual which is more conducive to further constructing the multimodal system of students, and the application of the multimodal discourse analysis is more perfect and skilled.

Finally, for the examination and summary of the final draft of the students, a variety of evaluation methods should be adopted each time the teacher finalizes the final draft of the student's work, a diversified evaluation mode can be adopted, and each time one or two groups of students are selected for face-to-face correction, at least three students' writings would have been reviewed at the third level, and the writing of other students could be roughly approved. After the completion of the written content, the teachers will conduct a simulated interview session according to the virtual company set by the student and the several groups will cross each other and the teacher can as well conduct video shooting in the process to help the students correct their body language and expression content.

## **5. Conclusion**

The multimodal discourse analysis is used in the teaching of business English writing courses, it is conducive to the improvement of students' comprehensive English ability which helps the students to improve in their English communication skills in different dimensions of listening, speaking, reading and writing in the multimodal discourse analysis through the establishment of virtual objects, the students' writing thinking is more stereoscopic, which is conducive to the students' ability to flexibly process information and apply English in different business contexts, and to think about the element of business English writing environment, and constructing the article framework to effectively achieve the purpose of business activities so as to achieve a better teaching results.

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