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Chinese Listening and Speaking Classroom Research base on Framework of Multimodal Interactive Analysis

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Abstract: With the advent of the information age, people's communication behavior tends to be multimodal. The new communication mode puts forward new requirements for Chinese listening and speaking classroom teaching. Under the background of globalization, more and more foreign-funded enterprises set up overseas factories in China and send employees to China to provide technical support. In order to meet the needs of employees' life and business in China, many companies provide Chinese language training for their employees. Chinese listening and speaking courses, which can effectively improve the level of Chinese communication, have become the main type of courses. Taking the multi-level and multi-modal interactive framework as the research framework, this paper analyzes and studies the Chinese listening and speaking class with examples, and explores the effective combination path of Chinese listening and speaking class and multi-modal interactive teaching mode. It is found that the use of reasonable modal configuration, ensuring the main role of high-intensity modes and ensuring the principal position of students in the teaching process can improve teaching efficiency, increase students' concentration time and effectively improve students' listening and speaking skills.

Keywords: Multi-modal; Interactive Analysis Framework; Listening and Speaking Course; Classroom Interaction.

1. Introduction

With the rise of multimodal conversation analysis, the multimodal teaching model has gradually come into people's research field of vision, and people begin to pay attention to how the various modes involved in classroom communication express meaning. On this basis, multimoda l interaction analysis came into being, and the research scope is focused on the usage rules of various modes involved in communication in actual social activities. Language is no longer the only mode mobilized when communicative behavior occurs, and many other modes outside language begin to participate in people's communicative behavior and affect the communicative outcome. Language classroom teaching is multi-modal, so the multi-modal teaching model is gradually known and applied by language teachers. With the increasing development of international Chinese teaching, international Chinese teachers are required to rely on textbooks and take students as the teaching lead, make full use of various modal resources presented in the classroom environment, combine multi-modal teaching with actual classroom teaching, and improve the effect of Chinese classroom teaching.

Under the background of globalization, the business and trade activities between China and other countries are becoming more and more frequent, and more and more overseas enterprises are opening branches in China to promote economic development. In order to better explore the Chinese market and strengthen economic and trade exchanges with China, Samsung Semiconductor of South Korea established a China branch office in Xi 'an City in 2019. Since then, it has been sending Korean employees to China to provide technical support for the branch. The Korean employees selected for the China branch will first participate in a three -month Chinese training program in Korea and pass the Korean Chinese Test TSC, so they have a certain foundation for Chinese learning. In order to meet the communication and business needs of employees in China, Samsung (Xi 'an) Company provides a three-month Chinese listening and speaking training program for Korean employees working in China. The training frequency is three times a week, and the training form is one-to-one listening and speaking class. The training place is in the company. Chinese listening and speaking class is a special training course to cultivate students' listening and speaking skills. The teaching process can be divided into listening training in which teachers play listening materials and communication training in which teachers and students interact with each other. In Listening and speaking Chinese as a foreign language, the effective use of multi - moda l interactive teaching mode can enhance students' interest in learning, attract students' attention, and improve the teaching efficiency of listening and speaking class.

This paper takes the multi-level and multi-modal interactive analysis as the research framework and the Chinese listening and speaking course conducted by Samsung (Xi 'an) Company as the research example to explore the effective combination path of Chinese listening and speaking course and the multi-modal interactive teaching framework, in order to improve the teaching effect of Chinese listening and speaking class.

2. The Theoretical Framework of Multimodal Interactive Analysis

Sigrid Norris first constructed the basic theoretical framework of multimodal interaction analysis, arguing that activity is the basic research unit of multimodal interaction analysis. In addition to language, in the real communication scene, many factors such as the eye contact between the two parties and the environment in which the communication takes place will affect the communicative purpose. The basic framework can explain the various factors that affect the purpose of communication in the real communication scene; It holds that material entities play an extremely important role in the process of communication, and expounds the different behaviors of different communicative modes at different levels.

It holds that the modes and the configuration of modal structure will have different effects on the result of communication. Jewitt (2009) listed multimodal interaction analysis as one of the three main methods of multimodal research, distinguishing the degree of attention in an activity. Zhang Delu and Wang Zheng (2016) no longer limited their research on multimodal interaction analysis to the internal environment of language, but started from the research framework of systemic functional linguistics, and built a multi -level and multimodal interaction analysis framework from the five research levels of cultural context, situational context, interactive discourse, mode and media.

In the framework of multi-level and multimodal interaction analysis, cultural context is the cultural background in which social communication activities are conducted, and it is the key level for communication activities to be carried out. It determines the tradition of communication and the social ideology in which communication is conducted. Situational context concretely reflects the cultural context from three aspects: the scope of communication, the tone of communication and the way of communication. Interactive discourse is determined by situational context, which refers to the specific types of activities, the way of organizing activities and the degree of attention in activities. The framework of multi-level and multimodal interaction analysis considers that activities, attention/awareness, means and intervention points belong to the research scope of interactive discourse. Mode is the embodiment of interactive discourse. In communication, the modal density and the configuration of modal structure are also different according to different communicative purposes. Media, as the carrier of modes, has four characteristics: physical, sensory, existential and structural.

3. Chinese Listening and Speaking Classroom Analysis under the Framework of Multi-Modal Interactive Analysis

Chinese listening and speaking classroom teaching is mainly based on the mobilization of teachers and students' auditory mode and oral mode, supplemented by the application of picture mode, text mode and some non-physical modes, which has the characteristics of multi-moda l teaching environment. On this basis, the author combined the multi-modal interactive analysis framework and took the three-month Chinese listening and speaking training course for Korean employees of Samsung (Xi 'an) Company as an example to verify the effectiveness of combining the multi-modal interactive analysis framework with Chinese listening and speaking class, and explore the efficient teaching mode of Chinese listening and speaking class.

(1) Cultural context. Cultural context is the key level of communication activities, which determines the tradition of communication and the ideology of communication. In order to meet the communication and business needs of Korean employees in China, Samsung (Xi 'an) Company provides one-to-one Chinese listening and speaking training courses for employees. The teaching goal of the course is to cultivate students' listening and speaking skills, and to use Chinese in accordance with the specific context and Chinese cultural way of thinking. In listening and speaking class, it is mainly divided into vocabulary teaching, listening training and oral practice for teacher - student interaction around a certain theme. The selection of the theme is in line with the needs of daily communication and business conversation. Taking the Tto-Korean Chinese textbook as an example, the vocabulary and dialogue exercises in this lesson are all centered on the number theme. The teaching goal of this lesson is to require students to master the vocabulary r elated to number, measurement, time, etc., to accumulate the corpus of inquiring time and inquiring quantity, as well as the characteristics of Chinese number culture.

(2) Context of the situation. Situational context is the specific expression of cultural context, which refers to the scope, tone and mode of discourse in communication. Every employee of Samsung (Xi 'an) Company can participate in the Chinese training course, and the teaching materials used are the Korean Chinese textbook TSC Basics. This paper takes the fourth lesson of the second part of “TSC Basics" as an example. The discourse scope followed in the classroom communication is the teaching content centered on the number theme in Chinese, including the teaching of new words and dialogue exercises. The Chinese listening and speaking class is for the Korean employees of Samsung (Xi 'an) Company. The teaching tone is one to one. Teachers and students usually sit face to face, which helps students immerse themselves in the actual communication environment in class. Before coming to China, all the Korean employees have received a six-month Chinese training and passed the corresponding listening and speaking test before coming to work in China. Therefore, the level of the teaching objects is at the same level as HSK3. The classroom teaching language is mainly Chinese, assisted by English and Korean to explain and interpret difficult vocabulary and grammatical structures. The mode of speech in the teaching is determined by the teaching environment. The teaching activities are carried out in the company's internal conference room, which is equipped with tables and chairs, whiteboard and multimedia projection equipment.

(3) Interactive discourse. Interactive discourse includes the specific types of activities, the way of organizing activities and the degree of attention paid to activities. Situational context determines interactive discourse, thus determining teaching activities and steps. Chinese listening and speaking course is a complete multimodal discourse, in which the teaching process can be divided into three stages, namely pre-task stage, mid-task stage and post-task stage. The objectives of the three teaching stages are subordinate to the overall teaching objectives of listening and speaking course, that is, to train students' listening and speaking skills. The micro-objectives of each teaching stage are different, so different activities become foreground high-level activities in different teaching stages. Each high-level activity does not necessarily appear in a linear order, and sometimes it is embedded or superimposed on each other. Teachers need to flexibly use different activity means to organize and connect each foreground high-level activity.

Take the Chinese listening and speaking course teaching of employees in Samsung (Xi 'an) as an example. In the pre-task stage, the teaching goal is to let students understand the background knowledge of this course and complete the learning of relevant language knowledge. At this stage, the classroom activities are mainly explained by the teacher, with blackboard writing and PPT as auxiliary teaching means. In this stage, the teacher is the main body of classroom activities, and the focus of students' attention is the teacher's activity discourse. When the teacher explains, the teacher's classroom discourse becomes the foreground high-level activity and the focus of students' attention. When the teacher needs to use PPT and

pictures to show the teaching content, the teacher uses eyes, gestures and other indicative means to change the foreground high-level activities, and PPT and pictures become the focus of students' attention. In the task stage, the teaching goal is to complete the communication exercises between teachers and students on the topic of this lesson. The classroom activities are dominated by dialogue exercises between teachers and students, and students become the main body of the class. In this teaching stage, the focus of students' attention is how to use the language knowledge learned in this section to complete communication correctly, and students' discourse activities become high-level activities in the foreground. At the same time, teachers need to evaluate and revise students' performance, and teachers' discourse becomes a high-level activity in the foreground. In order to enable students to focus on communicative practice activities to consolidate the classroom effect, teachers will not immediately correct students' language bias, so that students' discourse will always be in the foreground high-level activities, so that students can focus on language practice, in-depth understanding and absorption of language knowledge. In the post-task stage, the teaching goal is to summarize and consolidate what has been learned in this lesson. At this time, the main body of the class is transformed into the teacher, and the teacher's discourse, PPT and pictures become high-level activities in the foreground through mutual embedding or superposition, and the focus of students' attention will also change.

(4) Modes and media. The mode is the concrete embodiment of interactive discourse, and the medium is the mode that carries the communicative meaning. In the teaching process, choosing the right mode and matching correctly is conducive to the realization of teaching objectives. Listening and speaking are the main teaching activities of listening and speaking class, which occupy the center of students' attention in class and belong to high-level activities. Take the explanation stage as an example, teachers need to explain relevant language knowledge, and timely match pictures and words to help students understand the content. At this stage, the oral mode is the dominant mode, and the teaching mode is relatively simple. In this teaching stage, students learn language knowledge mechanically and passively, with low participation, low enthusiasm for learning, and decreasing attention along with the teaching process. In the dialogue practice activities between teachers and students, students need to imitate and practice a lot of oral English in order to improve their communicative ability. At this time, the dominant modes in teaching change to oral mode, auditory mode, and some body modes commonly used in communication such as sign language and eye fixation. The oral communication activities of teacher-student interaction belong to high modal density activities, and all modes are in the structure configuration of mutual cooperation. In the teacher-student interactive teaching stage, students have strong communicative goals and actively acquire language knowledge. Students are the subjects of this teaching activity, with high participation in class, attention and enthusiasm for learning at a high level.

In listening and speaking class, auditory mode and oral mode are the dominant modes in class, which play a major role in classroom communication and are high-intensity communication modes. The body mode and other picture and text modes are in a subordinate position, and the dominant mode and subordinate mode sometimes appear synchronously and sometimes are embedded in each other, cooperating to complete the classroom communication. With the development of teaching activities, in order to achieve the teaching objectives of different links, teachers need to use different means to mobilize students' different modes to participate in learning and change the focus of students' attention. Teaching activities are realized through a series of media. Teachers use different media to attract students' attention and give communicative meaning to media to complete teaching activities.

4. Problems in Chinese Listening and Speaking Class and Suggestions for Improvement

This paper takes the multi-level and multi-modal interactive framework as the research framework and combines it with a teaching example of Chinese listening and speaking class to explore the path of combining Chinese listening and speaking class with multi-modal teaching mode. Through the observation of students' classroom learning state and the recording and observation of teaching effect, it is found that the problems in Chinese listening and speaking class include: (1) the frequent change of modal structure configuration makes students unable to concentrate. In Chinese listening and speaking class, auditory mode and oral mode play an important role in the interaction process. Different teaching objectives make different activities become secondary high-level activities, which need to mobilize different modes. However, various sub-level teaching activities do not always follow the linear law, and various sub-level teaching activities are sometimes embedded in each other and sometimes superimposed on each other. Teachers use various means to mobilize students' modes and change the focus of attention. At this time, students' attention will shift frequently between various modes, so that they cannot concentrate their attention for a long time, affecting the teaching effect. (2) The training of listening and speaking communicative skills is insufficient, which leads to the reduction of classroom effectiveness. In Chinese listening and speaking class, listening and speaking skills are the focus of classroom teaching. If teachers' pay too much attention to the input and output of listening and speaking skills while ignoring the teaching of students' basic language knowledge, students' language ability cannot be effectively improved in class. (3) Students' main position in the classroom is ignored, and students' passive learning reduces teaching efficiency. The teaching objectives of different stages of classroom teaching are different. Sometimes, in order to complete the teaching objectives, teachers will ignore the subject status of students in the classroom, and students just passively input language knowledge, which leads to the boredom of the classroom and thus reduces the efficiency of students' learning.

In this regard, based on the multi-level and multi-modal interactive analysis as the basic framework, the author believes that the teaching status of Chinese listening and speaking can be improved from the following aspects. Firstly, the scientific and effective configuration of modal structure is the key to improve the teaching effect of listening and speaking class. In addition to the dominant mode, listening and speaking class also involves the application of a variety of modes. Teachers should allocate various modes reasonably to avoid modal redundancy or repetition, thus wasting teaching resources, distracting students' attention and affecting teaching effect. Secondly, in addition to the scientific modal structure configuration, different sub-level teaching activities have

different teaching objectives. Teachers should try to choose a leading mode to complete the teaching objectives, so that high-intensity mode plays a major role in teaching and is conducive to the realization of teaching objectives. Finally, we should strengthen the overall cultivation of students' language ability, make classroom teaching more efficient, at the same time, pay attention to students' main position in the classroom, and give full play to students' subjective initiative in learning. It can make students pay more attention in the learning process and have a deeper understanding of the teaching content, so as to improve the teaching effect.

5. Conclusion

Chinese listening and speaking course is a form of course to quickly improve learners' listening and speaking communication skills, which is in line with the learning goals of foreign business people working in China. With multi-level and multi-modal interactive analysis as the research framework and Chinese listening classroom teaching examples as the research object, the author believes that in order to give full play to the multi-modal Chinese listening and speaking classroom, we should pay attention to the scientific allocation of teaching modes in the classroom to ensure that high-intensity modes play a major role in the teaching process. Paying attention to the learning and strengthening of students' basic language knowledge and ensuring students' main position in teaching activities are conducive to improving the teaching effect.

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