

晋 中 学 院

本科毕业论文（设计）

题 目 多模态跨文化交际课程维度下动态语
篇分析—以“文学与消费”主题为例

院 系 外语系

专 业 英语

姓 名 张璐

学 号 1802111332

学习年限 2018 年 9 月至 2022 年 7 月

指导教师 要文静 副教授

申请学位 文学学士学位

2022 年 4 月 18 日

Acknowledgements

With the completion of this paper, four years of college life is coming to an end. The four-year study in Jinzhong University is a precious memory and journey in my life. I would like to express my sincere gratitude to all those who have helped me.

First and foremost, I have a strong desire to express my deep appreciation to my supervisor--Vice professor Yao Wenjing, who aroused my interest in Multimodal Discourse Analysis. Under her valuable guidance and support, I learned relevant theories, mastered data analysis techniques and finished this paper.

Finally, I would like to thank my parents who have encouraged me physically and spiritually and my friends who have helped me selflessly.

Where there is a will, there is a way. In the future, I'll keep learning and never give up.

Dynamic Discourse Analysis of Intercultural Communication Course from Multimodal Dimension

--Take the Theme of “Literature and Consumption” as Example

Name: Zhang Lu Supervisor: Yao Wenjing

Abstract: In the 1990s, multimodal discourse analysis (MDA), which emerged in the field of western linguistics, provided a new perspective for the study of dynamic discourse. The limitation of traditional discourse analysis is that it analyzes discourse singly from pure language, which ignores that social meaning is constructed through a variety of symbol resources such as graphics, music, etc. in communication. As a consequence, MDA arose and was widely applied in various fields, such as foreign language teaching, drama film and son on. In China, the research on the application of MDA to the cultivation of intercultural communication competence is rich in theoretical aspects, but relatively few in practice, which requires in-depth analysis and study.

With the development of globalization, the communication between different regions and countries is becoming more and more frequent. It is an inevitable trend to improve intercultural communication competence. The paper is guided by Zhang Delu 's theoretical framework of MDA, mainly using annotation software ELAN 6.2 for quantitative and qualitative analysis. In the course of intercultural communication for English majors of grade 19 in Jinzhong University, five videos themed "literature and consumption" are selected as the corpus to annotate and analyze verbal and non-verbal modes so as to explore the use and mutual relations among different semiotic modes. This paper aims to improve students' intercultural awareness and the competence of second language learning by using multimodal cooperative relations for reference.

Keywords: MDA; intercultural communication; ELAN; second language learning

多模态跨文化交际课程维度下动态语篇分析

——以“文学与消费”主题为例

学生姓名：张璐 指导教师：要文静

摘 要： 20 世纪 90 年代，兴起于西方语言学领域的多模态话语分析为人们研究动态语篇提供新视野。传统话语分析单从语言的角度分析话语的局限性，忽视了在交际活动中，社会意义是通过多种符号资源来构建的，例如图像、音乐等符号系统。于是，多模态话语分析应运而生，广泛地应用于各个领域，例如外语教学、影视戏剧等。把多模态用于跨文化交际能力培养的研究理论方面丰富，而实践方面目前国内相对较少，需要深入分析和研究。

随着全球化的发展，不同的地区与国家之间的交往日益频繁，提高跨文化交际能力成为一种不可避免的趋势。该研究以张德禄的多模态话语分析框架为指导，使用定量和定性分析的方法，运用多模态视频分析软件 ELAN 6.2，选取晋中学院英语专业 19 级学生跨文化交际课程中以“文学与消费”为主题的 5 个视频为语料对语言模态和非语言模态进行标注和分析，以探究学生在跨文化交际中不同符号模态的使用情况和相互关系，以期学生在跨文化交际中借鉴使用多模态协同关系，从而提高跨文化交际意识和二语学习能力。

关键词： 多模态话语分析； 跨文化交际； ELAN 多模态分析； 二语学习

Contents

Acknowledgements	1
Abstract in English	2
Abstract in Chinese	1
I Introduction	1
II Literature Review	2
III Multimodal Dynamic Discourse Analysis of Intercultural Communication Video	6
3.1 Research purpose	6
3.2 Research subject	6
3.3 Research methods	8
3.4 Research procedure	10
IV The Result and Analysis of the Research	12
4.1 Analysis of verbal modes	12
4.1.1 <i>Prosody</i>	12
4.1.2 <i>Speed</i>	15
4.1.3 <i>Repetition</i>	17
4.2 Analysis of non-verbal modes	18
4.2.1 <i>Eye contact</i>	18
4.2.2 <i>Facial expression</i>	20
4.2.3 <i>Head movement</i>	22
4.2.4 <i>Body language</i>	22
4.2.5 <i>Thematic content</i>	23
4.3 The influence of discourse analysis on second language learning	26
V Conclusion	28
Bibliography	32
Appendix	34

I Introduction

Language has long played an important role in communication, which is a dominant mode in the construction of meaning. Nevertheless, various modalities are involved in the process of human communication, such as body language, images, music, audios, eye contact and so on. In order to make up for the limitations of traditional discourse analysis, linguists had found a new research perspective -- multimodal discourse analysis (MDA), which was put forward by western scholars at the end of the 20th century. From the perspective of social semiotics, it focuses on various semiotic resources and explores how they interact together to construct meaning and make communication successfully. At the beginning of the 21st century, multi-modality had been widely used in foreign language teaching in China which had become a popular research topic in many fields of MDA. Some scholars and academics in the field of education are interested in exploring the cultivation of college English intercultural communicative competence from the perspective of multimodal discourse. Although MDA has been widely used in English teaching and has rich theory in cross-cultural communication, there are relatively few videos of intercultural communication are used to study through qualitative and quantitative methods. Therefore, further research is needed.

With the development of globalization, a good command of intercultural communication competence is conducive to enhancing the competitiveness of countries. In the 20th century, our country proposed that the ability of intercultural communication should be considered as an indispensable part of examination and cultivation of talents' qualities, which is also clearly regarded as the main goal of college English teaching according to a series of teaching programs and teaching requirements (Liu, 2017). In order to improve students' awareness of intercultural communication and second language learning, this paper selects 5 videos with the theme of "literature and consumption" shot by the English majors of Grade 19 in Jinzhong University as the data to explore the distribution features of different modes. Zhang Delu's Multimodal Discourse Analysis Media System (Zhang, 2009) is used as the theoretical basis.

Video analysis software ELAN 6.2 is mainly used to annotate and analyze data. Research methods such as quantitative and qualitative approaches are used to explore the

relationship among various modes and study the influence of different modes on second language learning. ELAN is a multi-media annotation software which can accurately annotate verbal, visual and auditory modes. The selected videos, including verbal modes and non-verbal modes, are typical dynamic discourses. The former is made up of prosody, speed and repetition; the latter is consisted of eye contact, facial expression, head movement, body language and thematic content. The analysis is mainly carried out from three aspects: verbal modal analysis, non-verbal modal analysis and the influence of discourse analysis on second language learning. Verbal and non-verbal language will be focused in this paper in order to explore the distribution and coordinated use of various semiotic symbols so as to put forward effective suggestions to improve students' intercultural awareness and strategies.

What's more, this paper also puts emphasis on second language learning and makes students pay more attention to their pronunciation, intonation and rhythm accompanying with proper and decent non-verbal language to make their speeches logical and easy to understand.

II Literature Review

The study of discourse analysis began in 1952. Harris, an American structuralist, published an article called *Discourse Analysis* in a magazine, which marked the beginning of discourse analysis (Harris,1952). The key terms related to MDA, theoretical basis and the studies of multimodal discourse analysis abroad and at home will be discussed as follows.

It is important to understand some terms before understanding the nature of MDA. They are mode, medium, modality and multimodality. Mode relates to the way of communication such as oral mode, written mode and so on (Halliday, 1985). In our daily life, the meaning of most discourses is constructed through multiple modes rather than a single one. For example, students use verbal and non-verbal modes to construct the meaning and improve effectiveness of communication in the selected videos. Medium is the technology used in communication, in other words, a tool or material mean to send message, such as text produced by printed or handwritten means, speech sounds and so on. (Scollon and Levine, 2004). In this research, students use PPT including pictures, videos and background music to convey information, which is also a kind of medium. Our sense of

sight, hearing, touch, taste and smell are different modes of perception while the eyes, ears, hands, tongue and nose are media (Hu, 2007). Zhu Yongsheng probes into the production of human sensory modes. As life evolved, human gradually gained 5 different sensory channels which later developed into 5 kinds of modalities (Zhu, 2007). A discourse that uses two or more modes simultaneously is called “multimodal discourse”. He also states that multimodality involves more than two modalities in the progress of meaning construction. Students use verbal and non-verbal modalities such as prosody, eye contact and so on in intercultural communication videos which are typical multimodal dynamic discourses with certain research significance.

Scholars have proposed the definitions of multimodal discourse from different aspects. A multimodal discourse is any kind of discourse in which meaning is realized by more than one kind of symbol encoding (Kress & van Leeuwen, 1996). Multimodal discourse refers to the use of auditory, visual, tactile and other senses, as well as the use of language, image, sound, action and other means and symbolic resources for communication (Zhang, 2009). To put it differently, language is a social sign, in addition to it, there are non-language symbols such as pictures, videos, music, etc. which coordinate together with language to construct social meaning. Non-verbal symbols are also meaningful resources. The expression of discourse meaning is realized by rich semiotic symbols. In the process of social communication, modes involved are independent and interactive, but the focus on only one single mode cannot explain and construct the whole social meaning of communication discourse. MDA is a technique or method for analyzing a digital video loaded with multimodal activities by a computer program (Gu, 2007). In fact, ELAN can be used as a technological tool to annotate and analyze audio and video recordings. MDA has become popular in many fields in recent years, such as linguistics, language teaching and so on. This paper will focus on the cultivation of intercultural competence and second language learning from the perspective of MDA.

Intercultural communication refers to the communication between native speakers and non-native speakers (Xiao, 2019), as well as any people with different language and cultural backgrounds. Intercultural communication competence is mainly reflected in interpersonal interaction competence, including communicators' mastery of grammar and language knowledge, their ability to appropriately adopt social norms, behavior patterns and value

orientation in line with the target culture and effectively and consciously to achieve communicative goals in the concrete context. Lustig and Koester (2013) put forward three main aspects of intercultural communication, namely, knowledge, purpose and skills of intercultural communication. Toomey, a linguist, proposes that the process of cross-cultural communication is actually a process of communicating and exchanging information with relevant knowledge and skills (Toomey, 2017). Intercultural communication competence is the ability to properly deal with the problems encountered in intercultural communication, respect the customs and lifestyle of different regions, countries and nations, smoothly promote regional cooperation and connection (Wang, 2019). It is necessary to have intercultural communication courses for English-major students to improve their intercultural competence and second language learning.

The theory of multimodal discourse analysis is based on systemic functional linguistics (Halliday, 1978) and visual grammar (Kress and Leeuwen, 1996/2006).

Halliday considered language as the social semiotics, which regards language as one of the numerous semiotics and all kinds of symbolic systems can be used in social communication. There're 3 meta-functions of language, namely, ideational function, interpersonal function and textual function (Halliday, 1985).

In 1996, Kress and Leeuwen extended the metafunction theory of Halliday to visual grammar including representational, interactive and compositional meaning. Kress and Leeuwen (2001) held that all modes whether it is visual or auditory, just like language, interact together to form patterns of social resources in the course of social use. They also studied the relationship between mode and media, and their grammatical framework for analyzing visual images provided theoretical basis and analytical method for multimodal discourse analysis.

Based on above theories, Zhang Delu proposed a comprehensive theoretical framework of MDA including cultural, situational, content and expressional level (Zhang, 2009). On expressional level, language and non-language are important media. Language is consisted of pure language and paralanguage. Non-language includes physical and non-physical language such as instrument and environment. Accompanying language plays subsidiary or supplementary roles, including sound, tone, pitch and so on. They play significant roles in the construction of meaning. In this paper, students use an auditory tool-- background music,

visual tools like images, text, etc. and tools integrating the auditory with visual senses such as PPT and videos.

The grammatical relations of each mode can be divided into complementary relation and non-complementary relation from the formal level (Martin 1992). Only one mode is not enough for the clear expression of the communicator's overall meaning, thus, other modes are needed to play complementary, reinforcing and coordinating roles to facilitate the full transmission of meaning and help the listeners understand the discourse (Zhang, 2009). One of research aims is to explore the mutual relationship among different modes, hence the relations of modalities developed by Zhang Delu will be used as theoretical basis of this research. Usually one mode is not sufficient to convey the whole meaning, other modes are needed to participate in the construction of complete meaning. This kind of relation is called complementary relation, and others are called non-complementary relation.

In the end, it is necessary to review the application of MDA in teaching abroad and at home. It began to be used in language teaching in the early 21st century. Stein (2000) put forward the multimodal teaching method after introducing relevant theories into teaching. Royce (2002) further introduced this theory into second language teaching and proposed "multimodal teaching methodology". Jewitt (2006) observed teachers' resource allocation on rhythm and interactivity when using interactive whiteboards, analyzed the discourse design and teaching principles of them, and explored the relationship between multimodal reading and writing, teaching methods and modern technology in classroom teaching. Hu Zhuanglin (2007) studied multimodality and meaning construction from theoretical and practical perspectives. Zhu Yongsheng (2007) studied the theoretical basis and research methods and significance of multimodal discourse. Li Dongyan and Xu Guohong (2011) explored how different social semiotic modes work together to improve efficiency in classroom teaching. Ning Jianhua (2019) studied the use of various modes by excellent English teachers in different teaching stages and advised teachers to focus on modal relationships to improve teaching efficiency. From the above, it can be seen that scholars at home and abroad focus on in-depth research on the modes used by teachers and their interactive significance from the perspective of multimodal dynamic analysis. It shows that this theory has significance and influence on teaching research.

III Multimodal Dynamic Discourse Analysis of Intercultural Communication Video

After the presentation of above parts, it is time to discuss the relevant research. In this part, research purpose, research subject, research methods and research procedure will be presented one by one exhaustively. Based on the Zhang Delu's theoretical framework of MDA, this paper will explore the distribution and interrelations of verbal and non-verbal modes used by 5 students in videos so that some feasible advice will be proposed to improve students' second language learning and arouse the awareness of using more effective and better communication strategies to accomplish communication activities.

3.1 Research purpose

This study aims to discover the use and distribution of different modes used in the intercultural communication videos with the expectation that it will be conducive to the further exploration of this topic. One of the objectives is to make students obtain multimodal relations which have positive effects on their intercultural competence, to realize the importance of application of modalities and relevant theories, and to choose different modes appropriately to facilitate the successful composition of meaning. This research also aims to answer how semiotic modes cooperate together to form meaning so as to achieve successful intercultural communication effectively.

What's more, it also provides reference and inspiration for teachers to use multimodal teaching in intercultural communication course. This study has two aspects of significance. As for theoretical meaning, it broadens the field of MDA by conducting study from a novel perspective. It provides reasonable advice for students when they have an intercultural communication. With regard to practical meaning, it reveals successful intercultural communicators' modal selection strategies, with a view to providing reference for the successful construction of meaning under this theme, so as to enhance students' competence of intercultural communication and second language learning. For those students who want to increase their efficiency of communication by using all kinds of modes, they will get inspiration from it.

3.2 Research subject

The research selects 5 intercultural communication videos themed "literature and consumption" shot by 5 English major students from Jinzhong University. Students are

shown two argumentative writings, one is written by Philip Nel, an American author, entitled *Literature, Marketing and Harry Potter*, and another is by Xu and Wang, two Chinese authors. These two passages tell the phenomenon of literature commercialization and the authors try to explain it, appealing people to treat the consumption of literature rationally and create works with their own styles. Harry Potter is a series of 7 novels written by J. K. Rowling. However, they began to commercialize after they became popular around the world. People spend their money on stationary, food and games related to literature crazily. Thus how to deal with the relationship between literature and marketing is an issue worth thinking. Then, videos of students talking about literature and consumption are recorded after students ponder deliberately. In selected dynamic discourses, students utilize intercultural knowledge as well as strategies and demonstrate relevant awareness and competence. However, there're also some problems such as mispronunciation, excessive repetition, incorrect stress and pauses in the process of communication, which can be corrected if students further improve their ability of second language learning. The following will introduce the characteristics of the selected five students in detail.

Student A speaks at a moderate speed clearly. She has skills to search for related information and create PPT with logical layout. However, there are some repetition in her speech because of her inaccuracy in the pronunciation of some words. Her facial expressions, eye contact and body language are not rich.

Student B has a relatively good knowledge of phonetics. She uses various intonations, correct pronunciation and stress. She is an outgoing girl and shows rich facial expressions to express her emotions and attitudes during her speech. Nevertheless, her speed is little fast, which makes it difficult to understand.

Student C is a boy who uses different kinds of tones to express his feelings. He plays a video about "literature and consumption" to expand views and horizons of the audience, which is worthwhile. He often keeps a poker face during the speech. He is not familiar with his speech material so he is hesitant with the correct pronunciation of certain words.

Student D performs an impromptu speech, which is more natural and comfortable. She has a good spoken English because she uses correct liaison, intonations and rhythm. However, she has unconscious head movements during her speech, which is bad habit.

Student E search for all kinds of materials related to the topic and creates PPT with

logical structure before the speech. She shows rich facial expressions such as confident, smiling and serious expressions to convey her attitudes. But she has many problems in phonetics, such as wrong pronunciation, stress and rhythm, causing her speech broken.

3.3 Research methods

This research is based on Zhang Delu's Synthetic Theoretical Framework of MDA. In order to conduct quantitative and qualitative analysis of videos, ELAN 6.2 is used as the technical tool in this study. ELAN is the abbreviation of EUDICO Linguistic Annotator, which is an annotation tool for audio and video recordings and can be downloaded for free. From the introduction of official website (<https://archive.mpi.nl/tla/elan>), the annotation can be a sentence, a comment, or a description of any feature observed in the media and the documents are stored in an XML format (EAF). ELAN can annotate video files with multiple tiers. It can simultaneously annotate and analyze the communicator's language, sound, image, gesture, posture, facial expression, etc. (Wang and Wen, 2008). Compared with other analysis tools, ELAN has many advantages: 1) It can loop and pinpoint to 0.01 seconds exactly; 2) Users can define unlimited types and tiers; 3) It can define, annotate and collect data, etc. Based on Zhang Delu's Multimodal Discourse Analysis Media System, this research mainly focuses on the following modes shown in Table 3.1.

Table 3.1 Modes used by communicators in intercultural videos

Verbal modes	Pure language	Speech
	Paralanguage	Prosody
		Speed
		Repetition
Non-verbal modes	Physical	Eye contact
		Facial expression
		Head movement
		Body language
	Non-Physical (Thematic content)	Background music
		Video
		Text & Images

In order to make the process of annotation and analysis concise, some abbreviations are used to represent different modes. Based on Norris's multimodal interaction (Norris, 2004) and Wang Lifei and Wen Yan's code scheming (Wang and Wen, 2008), the abbreviations of this research will be shown in the following table.

Table 3.2 Coding Scheme

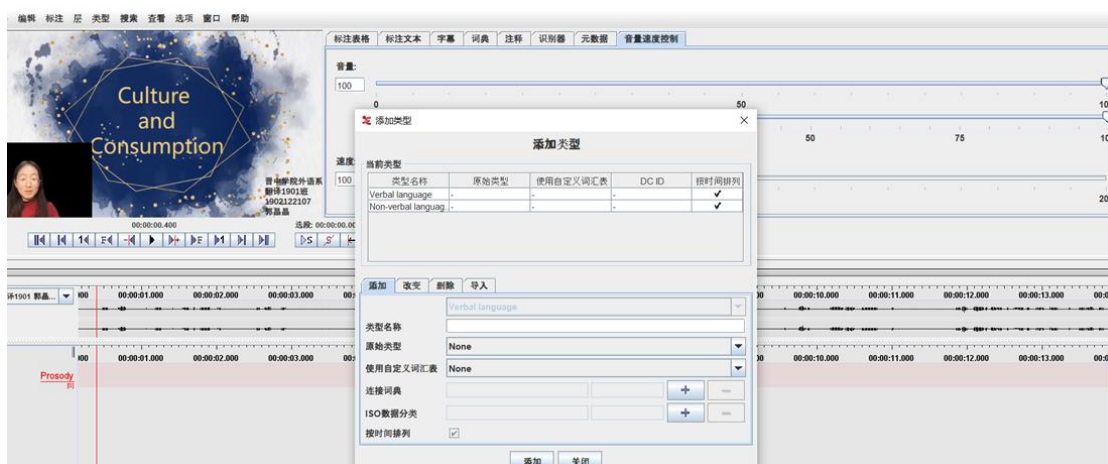
Code	Meaning	Code	Meaning
1.[PL]	Pure language		
2. Prosody /P-/			
Intonation /PI-/			
[IF]	Intonation fall	[IR]	Intonation rise
[IRF]	Intonation rise & fall	[IFR]	Intonation fall & rise
3. Speed			
[FS]	Fast speed	[SS]	Slow speed
[NS]	Normal speed	[P]	Pause
4. Eye contact			
[LAP]	Look at the PPT	[LAF]	Look at the front
[LL]	Look to left	[LR]	Look right
[LD]	Look down	[GU]	Glance up
5. Facial expression			
[FS]	Face smile	[FSe]	Face serious
[PF]	Poker face	[FC]	Face confused
[C]	Confident		
6. Head movement			
[HL]	Head turns to the left	[HR]	Head turns to the right
[NH]	Nod head	[HS]	Head shake
7. Body language			
[BF]	Body moves forward	[BR]	Move body to the right
[HM]	Hand movement		
8. Thematic content (PPT)			
[BGM]	Background music	[PT&I]	Text & Images
[PV]	Video	[PT]	Text

3.4 Research procedure

In this part, research procedures will be introduced in detail, which involve 5 steps.

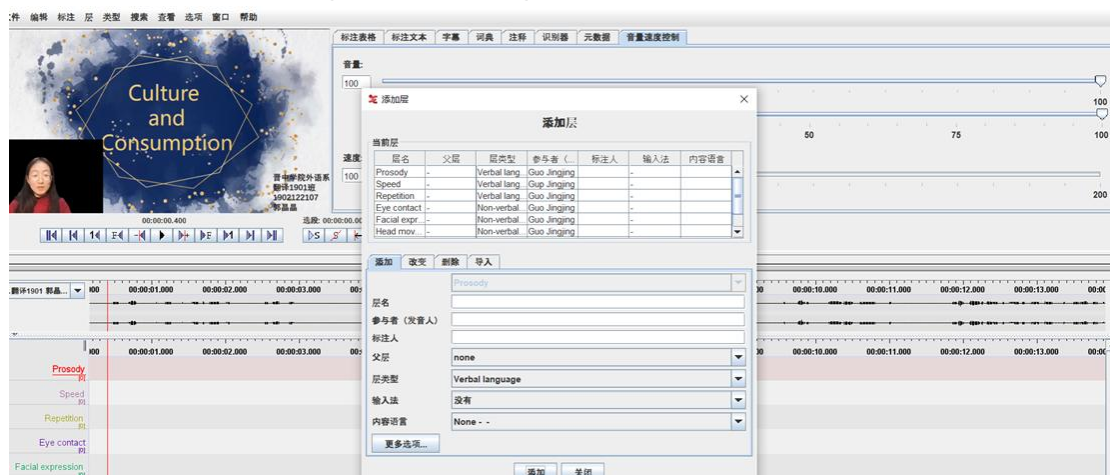
Firstly, define types of language before ELAN's multimodal analysis. Choose "Type" after entering the interface, and then click "Add type". In this research, 2 types of language will be defined and they are verbal and non-verbal language.

Figure 3.1 Defining 2 types of language in ELAN



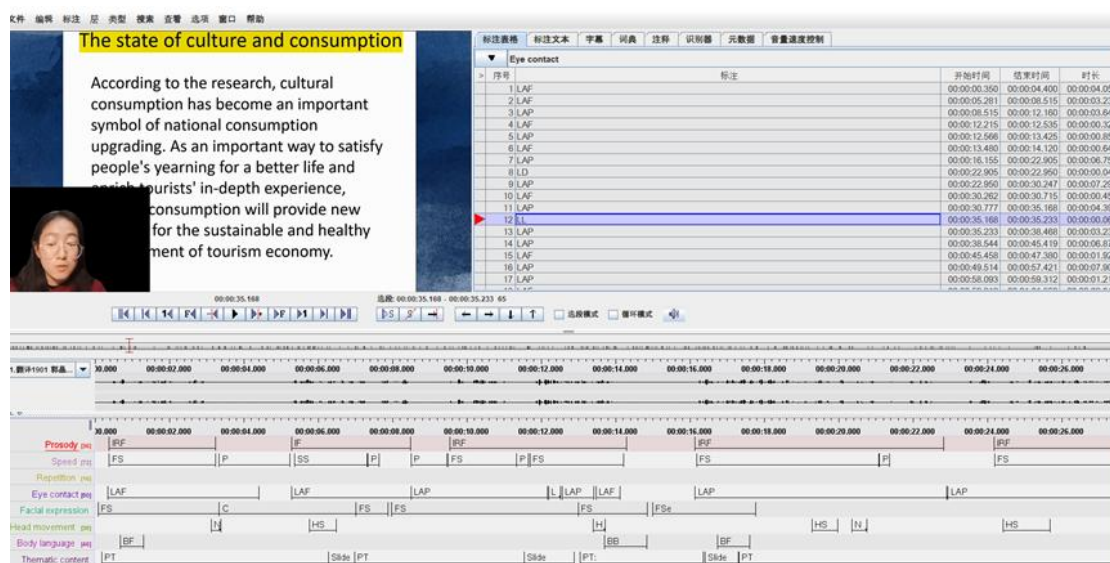
Secondly, create the tier. Each type involves different tiers, namely, modes such as prosody, gesture, images, etc. Firstly click "tier", then choose "Add Tier", complete menus such as "Tier Name", "Participant", "Tier Type", etc. one by one (Figure 3.2). For example, "prosody" is chosen as a tier which belongs to verbal language. Firstly, code "prosody" in the right place and put the speaker's name in the "Participant" menu. Then, choose "Verbal language" which was defined in the first step.

Figure 3.2 Creating different tiers in ELAN



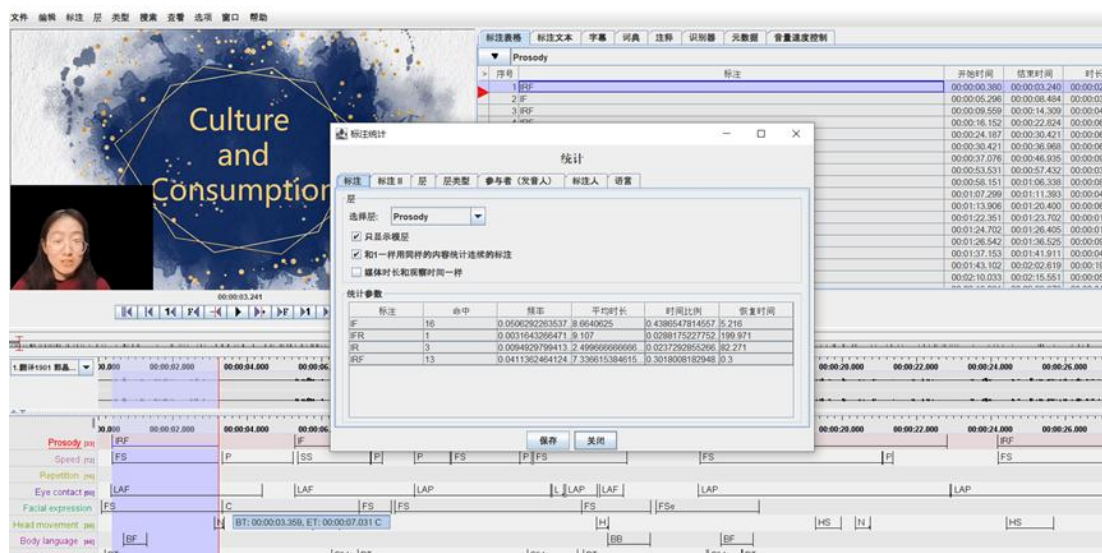
Thirdly, annotate the video. It is the most critical and energy consuming part. Each mode needs to be annotated carefully. For example, when prosody is chosen as the target mode, start the video and pause it till the feature of this mode disappears and then double click the chosen “interval” to annotate code such as [IF], which means that there is an intonation fall. Figure 3.3 is an example of the process of annotation.

Figure 3.3 An example of the process of annotation



Finally, analyze the data. After all the work is done, it's time to analyze data and make a conclusion. Click “View” and then choose “annotation statistics”. Tables will be shown before your eyes. You can change the tiers, types, etc. and download data according to your demands. Figure 3.4 presents the data of prosody.

Figure 3.4 An example of annotation statistics of prosody



The annotation software ELAN makes the analysis of the use and distribution of verbal and non-verbal modes more comprehensive and concrete. It records frequency of occurrence, duration, etc. of each mode. As an exact technological tool, it makes the research result and conclusion more meaningful and authentic. Compared with other tools, ELAN can define, edit, delete and add annotations in dynamic discourses. Video location can be accurate to 0.01 seconds and users can play the annotated fragment in a loop (Wang and Wen, 2008). What's more, users define types and tiers according to their needs. It is easy to operate this tool and export data.

IV The Result and Analysis of the Research

In the previous parts, specific research design has been presented, especially the use of ELAN and annotation of data. In this part, the data of 5 annotated videos will be analyzed from the perspective of the use and relationship of different modalities. The analysis is made up of 2 parts. Verbal modes will be presented firstly, which involve prosody, speed and repetition. And analysis of non-verbal modes will be discussed, which are composed of eye contact, facial expression, head movement, body language and thematic content.

4.1 Analysis of verbal modes

Verbal modes are classified into pure language and accompanying language. They involve the engagement of verbal and auditory senses. In this part, the latter will be focused on. The following parts will respectively analyze prosody, speed and repetition of each student to find out the features and distribution of different modes to find out the problems existed in students' intercultural communication so as to provide some English learning suggestions.

4.1.1 Prosody

Prosody is related to intonation in phonetics. Intonation means the fall or rise of the pitch of the voice during communication (Meng, 2006). Intonation is used to express the speaker's feelings, emotions, attitudes, meanings, etc. There're different patterns of intonation in English such as rising, falling, rising-falling and falling-rising tone. Commonly, the falling intonation is used to show definiteness and completeness, which often appears in declarative, exclamatory sentences and so on. Rising tune means that the pitch rises from the stress of the last content word of the sentence and goes up in pitch, which signals

uncertainty or doubt. Rising intonation sounds more friendly and approachable. Falling-rising tune is used in unfinished parts of sentences. It is used to indicate contrast, implication, disagreement, regret, apology and so on (Meng, 2006). Different intonations convey the speaker's attitudes, and promote the communication. There're mainly 4 types of intonation in this research. As shown in the established coding scheme, "IF", "IR" and "IRF" respectively stands for falling tune, rising tune and rising-falling tune.

For student A, she uses falling intonation up to 17 times and rising-falling tone 8 times. Declarative sentences are common in her speech. She is used to using the falling tone to introduce the theme, the status of cultural consumption, etc. When she wants to stress or attract the attention of audience, she uses rising-falling tone. For example, when she describes the graph shown in the PPT, she says "The biggest increase ↗ is 2013 ↘." and "With the development of time ↗, network literature... ↘" (00:00:22.493-00:00:24.333). She'd better use more types of sentences such as interrogative, imperative sentences to make her speech rhythmic and attracting.

Figure 4.1 The use of prosody by student A

统计参数								
标注	命中	最小时长	最大时长	平均时长	中间时长	总标注时长	标注时长...	恢复时间
IF	17	3.07	12.001	6.773	7.091	115.147	34.651	0.19
IRF	8	3.546	18.909	9.594	8.129	76.75	23.097	22.483

Student B uses 3 types of intonation. At the beginning of the speech, she says "Hello, everyone ↗. Today my topic is 'Literature and consumption'. ↘" The use of the first rising tone arouses the interest of the audience and the next falling tone makes audience aware of the speech topic. She asks a question with rising tone--"So what about literature consumption ↗?" which makes audience think the phenomenon of literature commercialization and follow the communicator to find the answers. Student B could use more rising intonation in her intercultural communication to attract attention and make speech more active and lively.

Figure 4.2 The use of prosody by student B

统计参数								
标注	命中	最小时长	最大时长	平均时长	中间时长	总标注时长	标注时长...	恢复时间
IF	23	2.967	14.273	8.367	7.866	192.443	59.377	11.6
IR	2	4.666	5.2	4.933	4.933	9.866	3.044	40.8
IRF	11	2.733	9.7	6.101	5.333	67.109	20.706	2.43

In addition to using intonations, student C uses significant stress. The first stress appears when he says “in recent years” because the repetition of the former wrong pronounced word. Other stresses fell on the key words such as “Harry Potter”, “film”, etc. to show relevant and important information. He said “Now ↗ ,let’s check out this video. ↘ ” before he plays the video. The use of rising-falling tone captures the interest of audience and make them aware that a video is about to be shown.

Figure 4.3 The use of prosody by student C

统计参数								
标注	命中	最小时长	最大时长	平均时长	中间时长	总标注时长	标注时长...	恢复时间
IF	6	5.5	16.114	8.9	7.587	53.4	19.597	7.999
IR	1	1.5	1.5	1.5	1.5	1.5	0.55	6.444
IRF	6	2.444	9.611	6.277	7.22	37.662	13.822	3.944
S	4	0.547	1.302	1.088	1.252	4.353	1.598	28.511

Student D is good at using various intonations, which makes her speech quite fascinating and convincing. The use of falling tone makes her statement more clearly. The amount of rising tones reaches 6 times, among which are interrogative sentences used to ask questions and interact with the audience. However, she should learn rules of liaison, rhythm, stress, etc. to improve her spoken English fluently.

Figure 4.4 The use of prosody by student D

统计参数								
标注	命中	最小时长	最大时长	平均时长	中间时长	总标注时长	标注时长...	恢复时间
IF	15	1.553	14.776	7.971	7.135	119.566	52.006	6.09
IR	6	1.707	4.105	2.979	2.962	17.876	7.775	8.16
IRF	12	1.01	12.92	5.815	5.06	69.777	30.35	10.88

Student E almost uses all types of intonations, but some of them are Chinglish which sound strange. The falling intonation is annotated 16 times, mostly in declarative sentences to illustrate a fact. She puts stress on wrong syllables, causing wrong intonation. The stress of “economy” (00:00:45.645) is on the second syllable, but her stress falls on the first syllable. “Palace” is pronounced as “please” wrongly (00:01:41.273). It is a common phenomenon because less focus on word stress and pronunciation among Chinese students.

Figure 4.5 The use of prosody by student E

统计参数								
标注	命中	最小时长	最大时长	平均时长	中间时长	总标注时长	标注时长...	恢复时间
IF	16	1.632	20.375	8.664	7.394	138.625	43.587	5.296
IFR	1	9.107	9.107	9.107	9.107	9.107	2.863	200.051
IR	3	1.351	4.445	2.5	1.703	7.499	2.358	82.351
IRF	13	2.86	19.517	7.337	6.234	95.376	29.988	0.38

After the upwards analysis, students are advised to use different intonations correctly according to their intentions and attitudes in order to attract attention of the audience. The falling tunes are quite common in their speeches to state facts and phenomena. In order to improve their second language learning, they should use a variety of sentence patterns to make their speeches vivid. Practice makes perfect. Students should accumulate more knowledge of word stress and phonetics in their daily study in order to master correct intonation.

4.1.2 Speed

In the intercultural communication, normal speed is relaxing and easy to understand. Too slow speed makes the audience feel bored and tired and too fast speed sounds confusing. A pause is also called a break or a stop. Pauses do not occur randomly, but at sense-groups dividing the speech into grammatical or lexical sections. Pause is inevitable in the speech. When there is a comma, dash, or colon between two sense-groups, pauses should be made. Pauses are used for the purpose of clarity, emphasis or taking a breath (Meng, 2006). Excessive and unnecessary pauses indicate that the speaker is unfamiliar with the content of the speech and does not master correct pronunciation of words. The phenomenon of wrong pauses is not conducive to the smooth and fluent progress of the whole speech. Audience will doubt the truthfulness of the speech and lose patience and interest gradually. According to videos of 5 students, there're mainly 4 types of speed. Figure 4.6 shows the distribution proportion of speed mode used by students.

Normal speed accounts for one half of student A's speech, which sounds comfortable. In general, her speech is fluent. She pauses when a sentence finishes or a new part starts. The proportion of pause, fast or slow speed is small. Student A has a good command of her speed and pauses.

Apparently, there is a big proportion of fast speed in student B's talk. She uses pauses

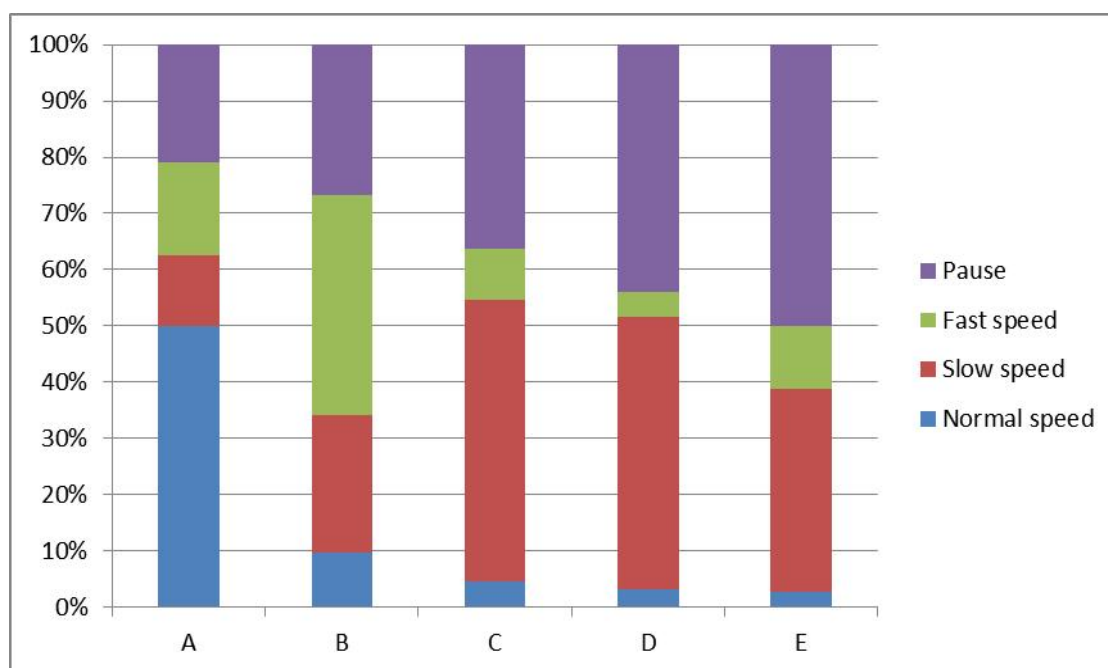
for the purposes of clarity, for example, she says “We can call it || literature consumption (00:01:22.454).” When she stops for a short time, the audience are dying to know what she would say next. If student B slows down her speed, the speech will be better.

The overall speed of student C is slow. He pauses when he is not familiar with material that he has prepared or forgets the correct pronunciation of a word. For example, he says “Many writers have also made a considerable income in this way. (00:00:42.603)” word by word with certain pauses because he is not familiar with content of his speech. And he pauses to think how to pronounce “deficiency” (00:01:26.760). He should understand his material well in advance and speak with linking skills.

The speed of student D is slow, accompanying with a lot of pauses. Compared with others, she doesn’t gaze at her materials but presents an impromptu speech so she slows down in order to think and talk at the same time. However, she should speed up a bit and avoid inappropriate slowness or hesitation.

The last student has a lot of pauses. She seems not understand the material on the PPT. She stops to think how to pronounce some difficult words such as “peripheral”, “heroism”, “dominate”, etc. She should find out the phonetic symbols and stress of unfamiliar words before the speech. Too many pauses can’t make her speech go smoothly.

Figure 4.6 The distribution proportion of speed mode



From the above analysis, it shows that students should avoid too fast or slow speed and incorrect pauses. They should control speed so that their speeches are easy to understand. To avoid talking too slow, students should be familiar with speech materials, including pronunciation of words and phonetic rules. In daily oral English practice, students should pay attention to the correct use of speed and pause.

4.1.3 Repetition

Many reasons cause repetition. Correct repetition is used to emphasize or impress listeners, while incorrect repetition is mostly due to wrong pronunciation or oral slip. When speakers realize their wrong pronunciation of some words, they will stop and think for a moment, and then pronounce the word correctly. From table 4.1, it is easy to see that repeated words are nouns, verbs, adjectives, prepositions and so on. Sometimes they repeat certain words because of unconscious slip of the tongue. For example, student A repeats “involvement” (00:01:06.650) when she realizes the former wrong pronunciation. Student B repeats “encourage” because of a slip of the tongue. C repeats “deficiency” after he realizes that it is a noun. E repeats a lot of times, but her repeated words are still mispronounced. It suggests that she is not familiar with the proper pronunciation and stress of words, causing poor spoken English. To be a successful communicator, a key step is to master proper pronunciation of words.

Table 4.1 Repetition of five students

A	B	C	D	E
use-uses twenty-twenty-nine pro-provincial orth-orthodox on-on li-literary in-involvement en-entertainment c-culture as-aesthetic a-attention 29-2019	ne-activity co-encourage	re-rapidly deficient-deficiency	literatures-literature works	J-Japan ex-expressions have- have a hero-heroism in-indirectly mu-museum p-palace pro-process pur-pursue com-competition" repeat "in-depth" se-severe su-superman ter-team the second-the third

Through the above table, it shows that student A and E repeat many times, which will reduce the persuasiveness of their speeches. A slip of the tongue or two is normal; too many will reveal their unfamiliarity with the speech material and lack of phonetic knowledge or confidence. There are some suggestions for second language learners as follows. Firstly, they should collect useful information related to the topic and familiarize themselves with it as much as possible. Secondly, they'd better look up sounds and phonetic symbols of unfamiliar words to avoid confusion for the listeners. Last but not least, they should focus their attention to reduce unconscious slips of the tongue, as well as build confidence during the speeches.

4.2 Analysis of non-verbal modes

Verbal modes have long been considered important, but non-verbal modes cannot be ignored. They also play an indispensable role in the construction of meaning. In this research, students' eye contact, facial expression, head movement, body language and thematic content will be annotated and analyzed one by one.

4.2.1 *Eye contact*

Eye contact is an indispensable way to convey information. Since the research of intercultural communication is presented in a form of video, the student's upper part of the body is facing to the camera. When the student looks at the front (camera), it means that he or she gazes at the audience. When the speaker's eyes are away from the front and to the left, right, left or down, it means that he or she is looking away from the audience and paying attention to material related to the speech (PPT) or external environment. If the speaker gazes straight ahead, the audience will pay more attention to his speech and think along with him, which is conducive to enhancing the credibility of the speaker, and to achieve the best communicative effect and successful interaction. In figure 4.7, "others" represents "glance up", "look down" and so on. These phenomena occur when the speaker's eyes leave the camera and turn to other directions. To study the data better, they are named as "Others". Too little eye contact with audience will cause listeners to lose interest and wander off.

For student A, the proportion of "looking at the PPT" is 40% while "looking at the front" is 50%, which are basically the same. She uses a special filming means, including screen recording tools and front-facing camera, which makes her eyes seem to be looking straight ahead, but on closer inspection there are saccade or glance (10%). This strategy

works well throughout the presentation.

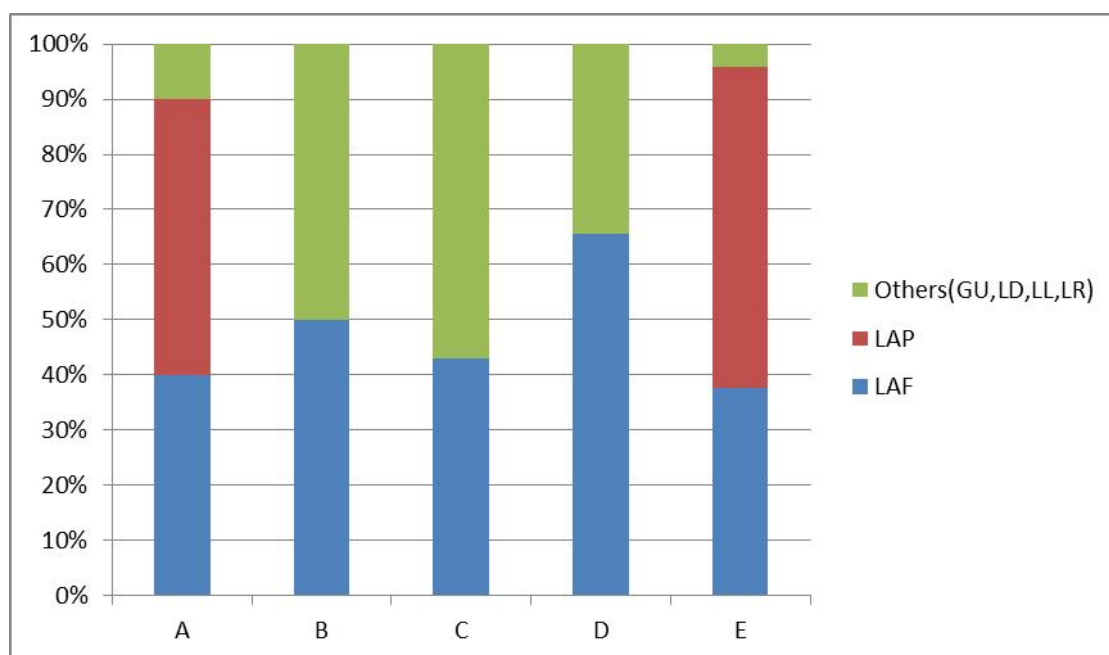
The PPT of Student B isn't been presented. It seems that her speech material is above the camera. Sometimes she glances up (50%), sometimes looks at the front (50%). She shows an overall good impression. She is expected to reduce the movement of eyes.

For student C, "Looking at the front" takes up 42.8% and "Others" 57.2%. His speech material seems to be to the left of the camera so he constantly looks left. He gives a feeling of drowsiness, which is easy to make people bored.

The percentage of gazing at audience is up to 65.4% and "others" 34.6%, which means student D keeps an eye on the audience during her speech (36 times). She understands the importance of proper eye contact in intercultural communication. It contributes to the construction of social meaning and the transmission of information.

Student E spends most of her time on PPT. It is not conducive to the interaction and communication with the audience.

Figure 4.7 The distribution proportion of eye contact



According to the figure, only student D spends more than half the time looking at the front, namely, at the audience, which is conducive to achieving interactive meaning with the audience. However, student A and E obviously spend most of their time looking at

PowerPoint. They rely on PPT in their presentations, causing the process of speeches unnatural. Student B and C have some unconscious eye contacts such as glancing up or looking at different directions, which give people the impression of being unprofessional. As we all know, eyes are the windows to the soul, through which we can communicate, convey information and express our inner thoughts. Students should use eye contacts appropriately to get the audience's attention.

4.2.2 Facial expression

Facial expressions reflect speakers' attitudes, emotion and intention intuitively. In the annotated videos, some communicators are expressive; others are not good at showing emotion. When the speaker intends to show his politeness and decency, he smiles; when he asks a question, he shows confusion to guide audience to think and contemplate thoroughly and when he explains the situation of commercialization of literature, he seems serious. Facial expression runs through the whole communication and appropriate use is conducive to the interaction with the audience.

A's facial expressions are few. There are two points worth analyzing. At the beginning of speech, she says "Today, my topic is literature and consumption." confidently to attract the audience's attention. After introducing three parts of the speech, she smiles, implicating that the first part will begin. It is advised that she should show more facial expressions in the talk when she expresses her attitudes and emotions.

B has rich facial expressions. She smiles before playing videos related to literature (00:01:23.841, 00:02:49.848). She shows confused expression accompanying with slow speed, which means that she isn't familiar with what she has said (from 00:00:53.267 to 00:01:02.334). She says "How to protect the society is facing a common grim issue." with serious facial expressions to convey her concern for the future of literature and resonates with the audience.

The facial expressions of student C are annotated up to 7 times. They are confused (2 times), serious (1 time) facial expressions and poker face (3 times). When he introduces himself, he shows a poker face without expression (from 00:00:04.050 to 00:00:12.930). This kind of unenthusiastic communication will make the audience feel distant. On the contrary, a big smile will increase intimacy with the audience and create a positive and harmonious atmosphere. His facial expression is serious when he points out "The success of

Harry Potter's novel and films is a strong connection between literature and consumption". The use of it makes listeners think about the success of literature and their derivatives.

Student E smiles many times which shows that she really loves to talk about this topic. However, she also feels confused 9 times. For example, when the PPT cannot be switched to the next slide and she clicks the mouse, there is confusion on her face. When she is not familiar with text or pronounces wrongly, she also feels confused. Confused facial expressions should be avoided in intercultural communication because they reduce the audience's trust in the truthfulness of the speech.

Table 4.2 Facial expression of five students

Participants	Tiers	Amount	Frequency	Average Duration	Proportion	Recovery Time
A	C	1	0.0030104069769192098	4.09	0.01231256453559956	0.03
	FS	1	0.0030104069769192098	1.594	0.00479858872120922	19.457
B	C	5	0.015427051643598082	9.1558	0.14124699943845534	9.133
	FC	4	0.012341641314878466	5.56975	0.06873985671354434	15.333
	FS	6	0.0185124619723177	5.26133	0.09740023325702085	2.43
	FSe	1	0.0030854103287196164	13.346	0.041177886247092	310.76
C	FC	2	0.007340877308247108	5.9355	0.04357177726310071	25.819
	FSe	1	0.003670438654123554	10.333	0.03792664261305868	61.404
	PF	3	0.011011315962370663	15.656	0.17240050358418335	4.01
D	C	2	0.008700304945688346	8.71	0.075779656076945	17.833
	FC	5	0.021750762364220865	7.62840	0.16592351561922247	10.83
	FS	2	0.008700304945688346	6.34	0.05515993335566411	6.07
	FSe	4	0.017400609891376692	3.22725	0.05615611827194543	8.16
E	C	2	0.006328653294222255	4.3755	0.02769102248886948	3.279
	FC	9	0.02847893982400015	12.6028	0.35891691427522676	97.27
	FS	8	0.02531461317688902	4.76975	0.12074437620046642	0.0
	FSe	1	0.0031643266471111276	2.754	0.00871455558614404	4.927

Though the above table, it shows that student B, C and E have rich facial expressions, thus their speeches are relaxing and approachable. However, student A and C don't show emotion most of the time. Facial expression is also an important factor to convey the speaker's attitudes accompanying with their discourse. Students should be outgoing and show rich inner feelings during the communication.

4.2.3 *Head movement*

Some typical head movements appear in communication such as “shaking”, “nodding”, “to the left” and “to the right”. The speaker nods head to express his agreement, approval and stress. Nevertheless, shaking head and turning to the right or left are bad habits in intercultural communication and give the audience a sense of casualness. And they are probably unconscious. In general, these unconscious actions should be avoided in order to show the communicator’s decent and professional behavior. Besides learning professional knowledge, they should also train their appearance in intercultural communication.

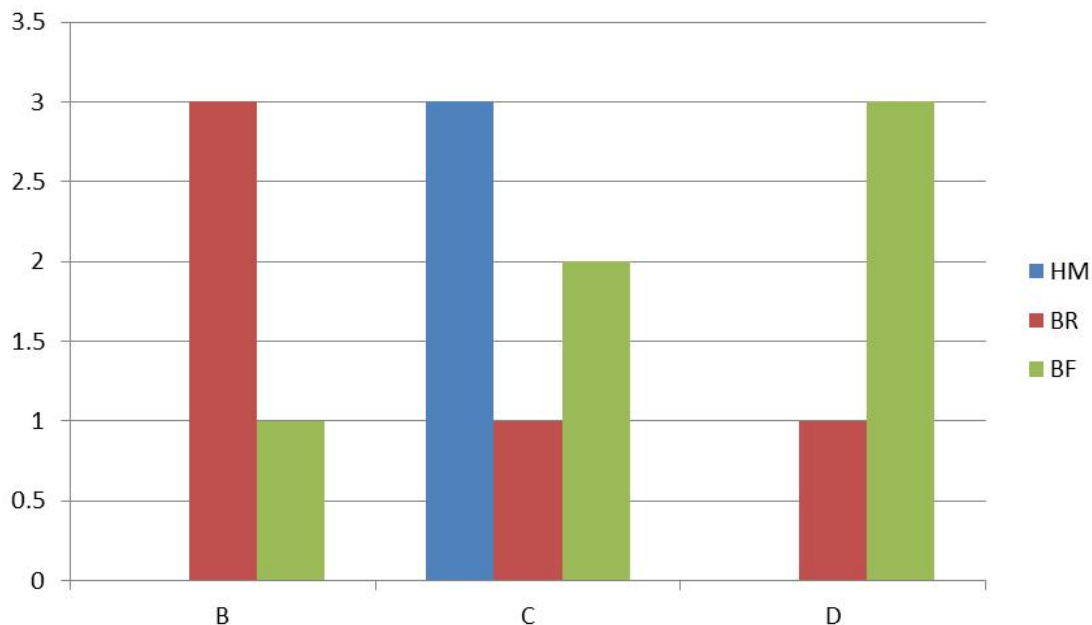
The slight movement of student A’s head is due to speak, which does not affect her appearance. Student B and C try to read their speech material above the cameras or move heads to form a rhythm to suit speed of their speeches, so their heads shake. However, high frequencies of shaking will have a negative effect on intercultural communication. Student B nods head in order to stress word while C show his approval. Student D has the most head movements among five students. Her head seems to move and nod every second. This may be due to her slow speech and personal habits. Most of her speech time is to express her own views, so this phenomenon happens. Too much head movement makes her look unprofessional and leads to failed communication. She should speak fluently, not nod along with each word. All in all, head movement is also an indispensable mode to show personal attitudes, which plays an important role in successful communication. However, unconscious and meaningless head movements should be avoided in order to create decent communicative images.

4.2.4 *Body language*

Most of the videos show the upper bodies of speakers, and only limited movements can be observed such as hand movement, body forward and body rocking. In fact, posture of body and gestures are useful means to improve the construction of meaning. In intercultural communication, students should have a decent posture and construct interactive meaning through meaningful modes. In this research, body movements of student A and E are not shown in the figure 4.8 because student A doesn’t have the annotated movement and E has too many body movements such as forward and backward. When she moves close to and away from the camera, the body appears to move to and fro, which makes no sense for the construction of social meaning. Obviously, these unconscious movements should be avoided

to present a decent behavior. In contrast, the body movements of the other three students are worth studying. Body movements of three students are selected in the figure 4.8.

Figure 4.8 Body movements of 3 students



From the above figure, body movements are quite few, mainly the body rocking to different directions such as right and forward. Significantly, student C use hand movements. Norris (2004) classified gesture into 4 types: iconic, metaphoric, deictic and beat gestures. Student C uses metaphoric gesture to represent the abstract concept --“literature and consumption” (from 00:01:10.055 to 00:01:11.715). The use of gestures can concretize abstract meanings. Gesture is an important and indispensable aspect of communicator’s comprehensive qualities. Gesture plays an important role in communication which cannot be replaced by spoken language. What’s more, students are advised to use more gestures to assist their pure language and achieve the utmost interactive meaning with the audience. Students should be encouraged to use meaningful body language to help the construction of social meaning to create a lively atmosphere.

4.2.5 Thematic content

The last mode to be studied is thematic content, including text, images and videos. According to the data collection, it can be found that 5 students use these modes at different levels. The presentation of PPT helps the audience understand the speech content of speakers well. Text is the content presented on the screen and a kind of visual material. The

size, color, and layout of word are various for different purposes. For example, large fonts are for emphasis, and neat layouts are for clarity and logicity. Images appear with explanatory text, and capture attention of the audience to comprehend easily. The audience's mind momentarily relax when the pages of PPT slide. The audience can recall the knowledge on the previous page or guess what will be discussed on the next page. Videos are concerned with visual and auditory modes and made up of music, images, etc. The use of videos is a good choice because videos leave a deep impression vividly.

The PPT of student A is quite delicate and eye-catching. In her video, "text" is annotated 8 times, "text & image" 1 time, "slide" 8 times and "video" 1 time, and for a total of 18 times. She introduces the scale of Chinese literature users with the help of chart. From the graph, it is easy to find that the biggest increase was 2013 and the number of users continues to grow every year. In the end, a video is played, telling status quo, advantages and position of network literature and personal attitudes of a famous writer. This video broadens the horizons and knowledge of the audience. She uses PPT to complement her speech to have a positive effect on transmitting information intuitively.

Figure 4.10 The use of thematic content by A

统计参数								
标注	命中	最小时长	最大时长	平均时长	中间时长	总标注时长	标注时长...	恢复时间
PT	8	0.864	51.728	21.875	18.898	175.003	52.664	0.16
PT&I	1	17.0	17.0	17.0	17.0	17.0	5.116	71.593
Slide	8	0.562	4.181	1.233	0.777	9.865	2.969	21.031
V	1	129.095	129.095	129.095	129.095	129.095	38.849	203.206

Compared with other speakers, student B uses background music throughout the communication, creating a relaxing atmosphere. However, music should be played at an appropriate volume. The music is louder than the sound of her speech, making it uncomfortable to listen to and unintelligible. She uses text only one time, which is at the beginning and covering the theme, the class and her name. The introductory text gives relevant information about the communicator and her topic. Two videos are about literature abroad and at home. The first video is a fragment of *Pride and Prejudice*. The second video is about Chinese literature. By comparing them, the audience feel the great difference of literature in different countries directly. In this way, the purpose of cross-cultural

communication can be truly achieved and differences in literature among different cultures can be felt and comprehended.

Figure 4.11 The use of thematic content by B

统计参数								
标注	命中	最小时长	最大时长	平均时长	中间时长	总标注时长	标注时长...	恢复时间
BGM1	1	79.932	79.932	79.932	79.932	79.932	24.662	3.0
BGM2	2	62.001	136.269	99.135	99.135	198.27	61.174	109.665
PT	1	0.5	0.5	0.5	0.5	0.5	0.154	0.0
PV	2	15.733	26.334	21.034	21.033	42.067	12.979	82.932

Student C only uses text and video mode one time respectively. Text appears at the start of the video, demonstrating the speaker's name, class and topic. As a intercultural communication, the text on the first PPT slide preferably be in English. He shares a video about some key plots of Harry Potter, which stimulates audience's interest in fantasy literature.

Figure 4.12 The use of thematic content by C

统计参数								
标注	命中	最小时长	最大时长	平均时长	中间时长	总标注时长	标注时长...	恢复时间
PT	1	2.87	2.87	2.87	2.87	2.87	1.053	0.04
PV	1	154.0	154.0	154.0	154.0	154.0	56.516	97.0

Student D solely uses text covering the topic. It lasts for 2.1 seconds. In fact, she doesn't prepare the PPT and gaze at material on the screen, which make her pay attention on the front and decrease frequency of the movement of eyes. The speech is abstract for the audience to grasp so it is better to use images, key words or videos. In order to support her views, searching for videos about literature is useful. In addition to communicative competence, it is also important to improve the abilities of information searching and multimedia application.

Figure 4.13 The use of thematic content by D

统计参数								
标注	命中	最小时长	最大时长	平均时长	中间时长	总标注时长	标注时长...	恢复时间
PT	1	4.96	4.96	4.96	4.96	4.96	2.157	0.03

In student E's video, the combination of text and images is used up to 6 times. It is obvious that she is good at gathering information about literature and consumption. When

she introduces American's manga industry and comics represented by Marvel, she also uses the images of Iron Man and Spiderman to give the audience an intuitive impression. It is a complementary relation between verbal mode and image mode. In explaining abstract concepts or to audience who has no relevant knowledge, the communicator should present illustrative and vivid pictures to make his speech easier to understand.

Figure 4.14 The use of thematic content by E

统计参数								
标注	命中	最小时长	最大时长	平均时长	中间时长	总标注时长	标注时长...	恢复时间
PT	8	0.389	50.104	14.136	6.607	113.086	35.557	0.19
PT&I	6	5.278	46.241	31.181	34.638	187.086	58.824	49.681
Slide	10	0.7	3.749	1.451	1.22	14.51	4.562	6.28

According to above figures, most of students are good at creating PPT to facilitate their intercultural communication. They also apply images, text and videos to show more details about the topic. However, student C and D don't spend too much time on creating their PPT. They are advised to show some key words or structures to make speeches understandable and logical. Students are encouraged to improve their abilities of information search and creation of PPT.

4.3 The influence of discourse analysis on second language learning

A second language is acquired through study after mastery of the mother tongue. This language can be a foreign language or another language within the country (Qi, 1993). For example, English is the second language for students in videos. This research provides some perspectives for second language learning.

The distribution of different modes is analyzed in the previous part. The most common mutual relation of them is complement. In videos of 5 students, the main mode is pure language, which is abstract, but 5 students use other modes to assist. Table 4.3 shows some examples. Therefore, students should use multiple modes to work together for the construction of meaning no matter in the intercultural speech or second language learning. Second language learner should know that pure language is not enough to transmit information. Paralanguage including intonation, speed and pitch, body language such as facial expression, gesture, posture, eye contact, etc. as well as non-physical modes made up of tools and environment play a significant role in expressing speakers' attention and

emotions. Proper use of paralanguage can complement, assist and strengthen the expression of language. The principles to be applied are harmony, naturalness and consistency. Students should master knowledge of multimodal discourse and take advantage of the interrelationships among different modes to show the best communication. In second language learning, students should make full use of different modes and use their relations to get best results.

Table 4.3 Complementary relation between verbal and nonverbal modes

	Time duration	Verbal modes	Non-verbal modes
A	00:00:00.190- 00:00:04.340	Today, my topic is literature and consumption. (falling intonation and normal speed.)	Confident facial expression. She looks at the front. The topic is shown on the PPT.
B	00:00:42.363- 00:00:45.436	So, what about literature consumption?(rising intonation)	She presents a confused facial expression. Her body moves forward and looks at audience. Background music.
C	00:01:01.661- 00:01:11.550	The success of Harry Potter's novel and films is a strong connection between literature and consumption.(falling intonation, the stress of "film" and "strong")	His facial expression is serious. He uses metaphoric gesture to represent the abstract concept --"literature and consumption".

According to the collection and analysis of data, it is easy to find some problems existed in the expression of students' second language. Of course, each student has his own shining points. Student A and B have relatively good and fluent spoken English because their proper uses of prosody, liaison and other phonetic skills. Facial expressions of student B are various, which form a complementary relation with the main mode-- pure language. Confident expression conveys her good communication skills. Student C uses some gestures when he wants to highlight or explain some information. Student A and E have skills to create delicate PowerPoint courseware, which makes their speeches more logical and clear. Student D has an impromptu speech, which is worth advocating because it makes the process of communication more natural and relaxing. However, they also have some wrong behaviors, and some suggestions are put forward accordingly. For example, student A

should enrich her facial expressions based on her attitudes and attention to grasp the attention and interest of audience. Student B will be a successful communicator if she slows down her speed and use more gestures to make her speech vividly. Student C and D are advised to fast their speed because too slow speed will cause people drowsy. Student D also should decrease her unconscious head movements. Student E should improve her spoken English and master correct pronunciation skills.

As for second language learning, there are some suggestions. In order to make communication better, students should learn phonetics, which is a compulsory course for English majors. Pronunciation covers sounds, phonetic symbols, stress, rhythm and intonation (Wang, 2006). Each of them is indispensable. Liu Jianlin (2006) summed up and discussed some phonetic phenomena which should be paid special attention to in English listening and speaking skills, such as sound change, ellipsis and linking. Feng Ping (2008) put forward some concrete methods to strengthen pronunciation learning and promote the development of listening and speaking communicative competence. Generally, we put stress on content words such as nouns, adjectives, adverbs, etc. Structural words are unstressed. Correct use of intonation makes the meaning of utterance complete and clear. Student E puts the stress on the wrong place, thus causing the phenomena of pause, slow speed and repetition. However, they should be avoided in the intercultural communication. What's more, second language learners should attach importance to English phonetics because it greatly affects oral communication. It is important for English majors to understand and apply pronunciation, rhythm and intonation in practice. After learning theoretical knowledge, they should strike while the iron is hot to improve their oral English and communicative competence.

All in all, students should use various modes and apply the theory of MDA to improve their second language learning.

V Conclusion

This research is based on Zhang Delu's theoretical framework of MDA and the video annotation tool—ELAN 6.2 which is used for collecting and analyzing data. In the selected videos, 5 students show their own characteristics and construct meaning by using verbal and non- verbal modes. The detailed data are shown in different forms such as tables and figures

so as to compare and analyze easily. The annotated verbal modes involve intonation, speed and repetition. Non-verbal modes are divided into eye contact, facial expression, head movement, body language and thematic content. With regard to the last mode, speakers use PowerPoint to assist their communication. Text, images, background music and videos are used by the students in the research.

On verbal level, the intonation mode is studied firstly. Students use a large proportion of falling intonation in their speech because they use a lot of declarative sentences to frequently state the situation, fact, and phenomenon and so on. They should use more patterns of sentences to achieve interactive meaning with audience. A change in pitch is more likely to attract the attention of the audience. At the same time, the speaker can interact with audience by using various intonations such as rising, rising-falling and falling-rising tones. They can use rising tone in special questions, disjunctive question, etc. For example, they can say “What do you think of the phenomenon of literature consumption?” and “Literature consumption is a double-edge sword, isn’t it?” to interact with audience.

As to speed, there are 3 types of speed. Normal speed makes audience feel comfortable. Too fast speed without apparent pauses sounds tiring. When the speaker’s speed is slow, audience will feel sleepy and bored. In order to control the speed, students should understand sense-groups, which refer to groups of words divided by meaning and grammar. There is no arbitrariness in sense-groups, and the logical meaning between them is closely related (Meng, 2006). A good communicator should know phonetic rules well. It is necessary to master sound changes in connected speech such as liaison, assimilation and elision. If students follow these rules, their speech will be more smooth and native.

Improper repetition should be avoided in communication. In this research, many repetitions are caused by wrong pronunciation or error in speaking rather than for emphasis. When students realize their wrong pronunciation, they will repeat and correct it. To make communication successful, students had better familiarize themselves with the content and look up phonetic symbols before their speeches. Otherwise, hesitation will have a negative influence on the speech. For example, the speaker may lose his confidence after many repetitions and the audience will lose their patience and trust gradually.

Non-verbal modes include body language and non-body language such as PPT and

videos. All kinds of cultural phenomena and social behaviors play a medium role of transmitting information all the time, therefore we communicate in a vibrant way not only by speaking, but also by postures, gestures and other body language (Cheng, 2005). In this research, students' facial expression, eye contact, head movement and body language work together to realize the interactive meaning. At the beginning of the speech, the speaker shows smile and look at the front, namely, the audience. It is a decent image and an indication that the speech is about to start, making a good impression on the audience. In the process of communication, the speaker should decrease unnecessary head shaking and body rocking which are meaningless for the construction of social meaning. It is of great importance to have the awareness of using body modes correctly. For example, students should make eye contact with audience instead of gazing at other directions. Effective eye contact conveys a large amount of information to achieve interactive meaning. Glancing up and down are seen as inattentive, giving the audience a bad impression. Facial expressions show the speaker's attitudes and emotions. Poker face is not advocated because it makes the speech monotonous and uninteresting. Smile makes people relaxed and creates a warm atmosphere; the speaker shows serious look on his face when he mentions thought-provoking social phenomena and confused look when he asks relevant questions. As to head movement, students should nod to express the agreement or shake their heads to express disagreement. Slight head shaking and frequent nods are not conducive to intercultural image. When it comes to gesture, students in this research use very few gestures. Iconic gestures are used to simulate a concrete thing in the real world. On the contrary, metaphoric gestures are applied to represent abstract concepts. Beat gestures are like meter and rhythm in music and are used to emphasize information in speech. Deictic gestures refer to past or future events (Norris, 2004). Gesture is a kind of comprehensive mode, and gestures accompanying with speech usually make the description more objective and visualized or play a vital role to emphasize (Guan, 2021). Last but not least, PPT is a special tool that combines visual and auditory modes. Text makes the speech logical and highlights some information by using different size or color of words. Image mode is used to concretize abstract concepts and music mode creates a harmonious atmosphere conducive to communication.

The relationship between verbal and non-verbal modes is mainly complementary

relation. Students are expected to learn relevant theory to enrich the relations of modalities.

Based on the analysis of data, some suggestions are put forward as follows. For students, in addition to developing their spoken English, they also need to have awareness of using the relations among various semiotic modes to construct interactive meaning. In second language learning, students should master a knowledge of phonetics and improve information literacy skills, which are helpful learning strategies. For teachers, they are expected to apply the theory of MDA and provide successful communication examples for students.

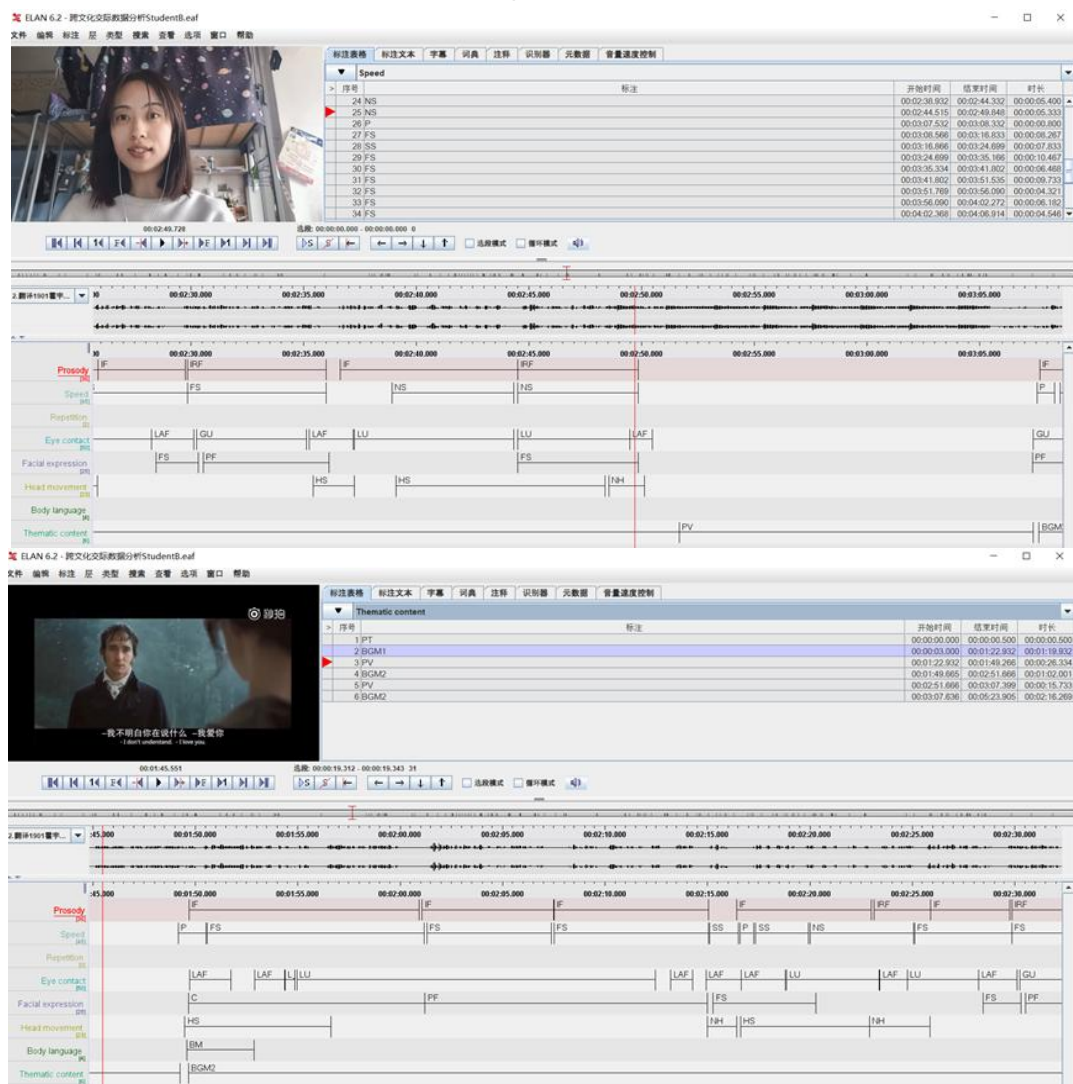
Although the annotation of data is quite careful, there still exists some limitations in the research. Only 5 students are selected as research subjects, which can't represent the general modal use of all English majors in intercultural communication. Annotation is a complex process in which subjectivity is inevitable, causing some inaccuracy in results. In future research, more dynamic discourses will be added as data to make results more reliable.

Bibliography

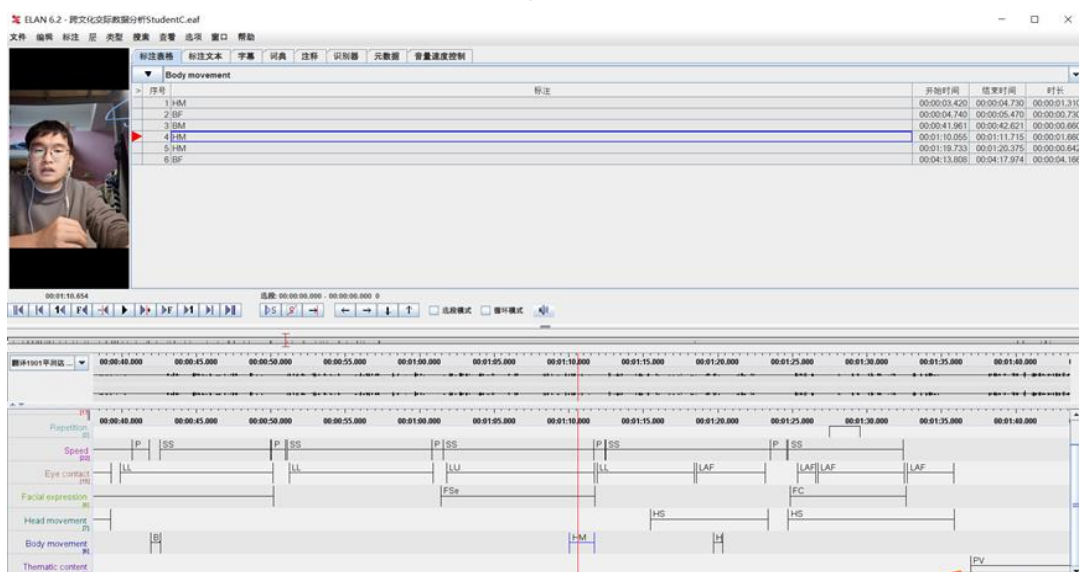
- Halliday, M.A.K. (1978). *Language as social semiotic: the social interpretation of language and meaning* [M]. Baltimore: University Park Press.
- Halliday, M.A.K. *Introduction to Functional Grammar* [M]. London: Arnold, 1985.
- Halliday. M. A.K., & Matthiessen, C.M. (2008). *An Introduction to Functional Grammar*. London: Edward Arnold.
- Harris, Z. 1952. *Discourse analysis* [3]. *Language* 28: 1-30.
- Jewitt, C. (2006) *Technology, Literacy and Learning: A Multimodal Approach*. Routledge, London & New York.
- Kress G & van Leeuwen, T. (1996/2006). *Reading Images: The Grammar of Visual Design* [M] . London: Routledge.
- Kress G & van Leeuwen, T. (2001). *Multimodal discourse: the mode and media of contemporary communication* [M]. London: Arnold.
- Le Vine, Philip and Ron Scollon (eds.). 2004. *Discourse and Technology: Multimodal Discourse Analysis*. Georgetown University Press. Lemke Online Office.
- LUSTIG, KOESTER. *Develop and Evaluate the Effects of Multimodal Presentation System on Elementary ESL Students* [J]. *Turkish Online Journal of Educational Technology*, 2013 (6): 78.
- Martin, J.R. *English Text: System and Structure* [M]. Amsterdam: John Benjamins, 1992.
- NORRIS S. *Analyzing Multimodal Interaction: A Methodological Framework* [M]. New York: Routledge, 2004.
- Royce, T. *Multimodality in the TESOL classroom: Exploring visual-verbal synergy* [J]. *TESOL QUARTERLY*, 2002, 36(2). 191-205.
- STEIN P. *Rethinking resources : Multimodal pedagogies in the ESL classroom* [J]. *TESOL Quarterly*, 2000, 34(2): 333-336.
- Thompson, G. *Introducing Functional Grammar* [M]. Foreign Language Teaching and Research Press, 2008.
- TOOMEY. *A multimodal serious -game to teach fractions in primary school* [M] .medical informatics Europe, 2017.
- William Grabe, *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press, 2009

- 程同春. 非语言交际与身势语 [J]. 外语学刊, 2005 (02): 35-38.
- 冯萍. 英语听说与语音知识 [J]. 科学咨询 (教育科研), 2008 (12): 37.
- 顾曰国. (2007). 多媒体, 多模态学习剖析. 外语电化教学, (2), 3-12.
- 管乐. 基于ELAN的演讲视频多模态互动机制研究——以一则TED教育类演讲视频为例 [J]. 北京科技大学学报(社会科学版), 2021, 37 (05): 499-510.
- 胡壮麟. 社会符号学研究的多模态化 [J]. 外语教学与研究, 2007 (1): 1-10.
- 刘建林. 掌握语音知识 提高听说技能 [J]. 英语知识, 2006 (11): 37-38.
- 刘安洪. 多模态交互教学模式下大学英语跨文化交际能力的培养研究 [J]. 重庆文理学院学报(社会科学版), 2017, 36 (03): 88-91.
- 李冬艳, 胥国红. 优秀大学英语教师课堂的多模态话语分析 [J]. 语文学刊 (外语教育与教学), 2011 (10): 98-100.
- 孟宪忠. 英语语音学 (第三版). 华东师范大学出版社, 2006.
- 宁建花. 大学英语教学大赛优秀教师的多模态话语特征——以第七届“外教社杯”全国大学英语教学大赛为例 [J]. 山东外语教学, 2019, 40 (03): 62-77.
- 戚雨村等. 语言学百科词典[M]. 上海辞书出版社, 1993.
- 王立非, 文艳. 应用语言学研究的多模态分析方法 [J]. 外语电化教学, 2008 (03): 8-12.
- 王蔷. 英语教学法教程 (第二版) [M]. 北京: 高等教育出版社, 2006, 5.
- 王婷. 大学英语教学中如何利用多模态交互教学模式培养大学生的跨文化交际能力 [J]. 西部素质教育, 2019, 5 (10): 96-98.
- 肖芳英. 多模态交互教学模式下大学英语跨文化交际能力的培养研究[J]. 智库时代, 2019 (52): 214-215.
- 张德禄. 多模态话语分析综合理论框架探索 [J]. 中国外语, 2009, 6 (01): 24-30.
- 张莉, 孙来麟. 我国多模态话语研究综述 [J]. 教育教学论坛, 2015 (45): 225-227.
- 朱永生. 多模态话语分析的理论基础与研究方法 [J]. 外语学刊, 2007 (05): 82-86.

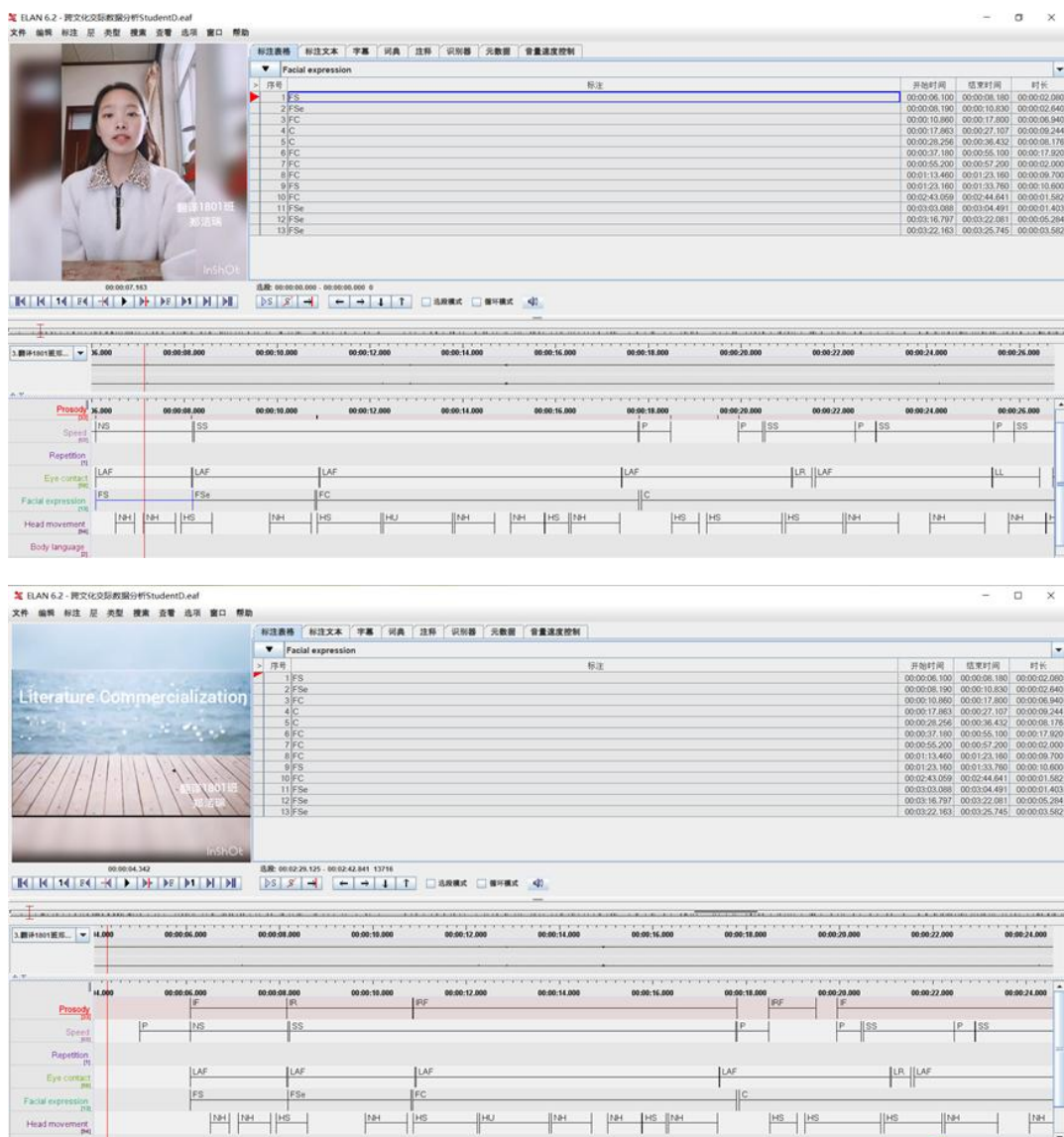
Annotated fragments of student B



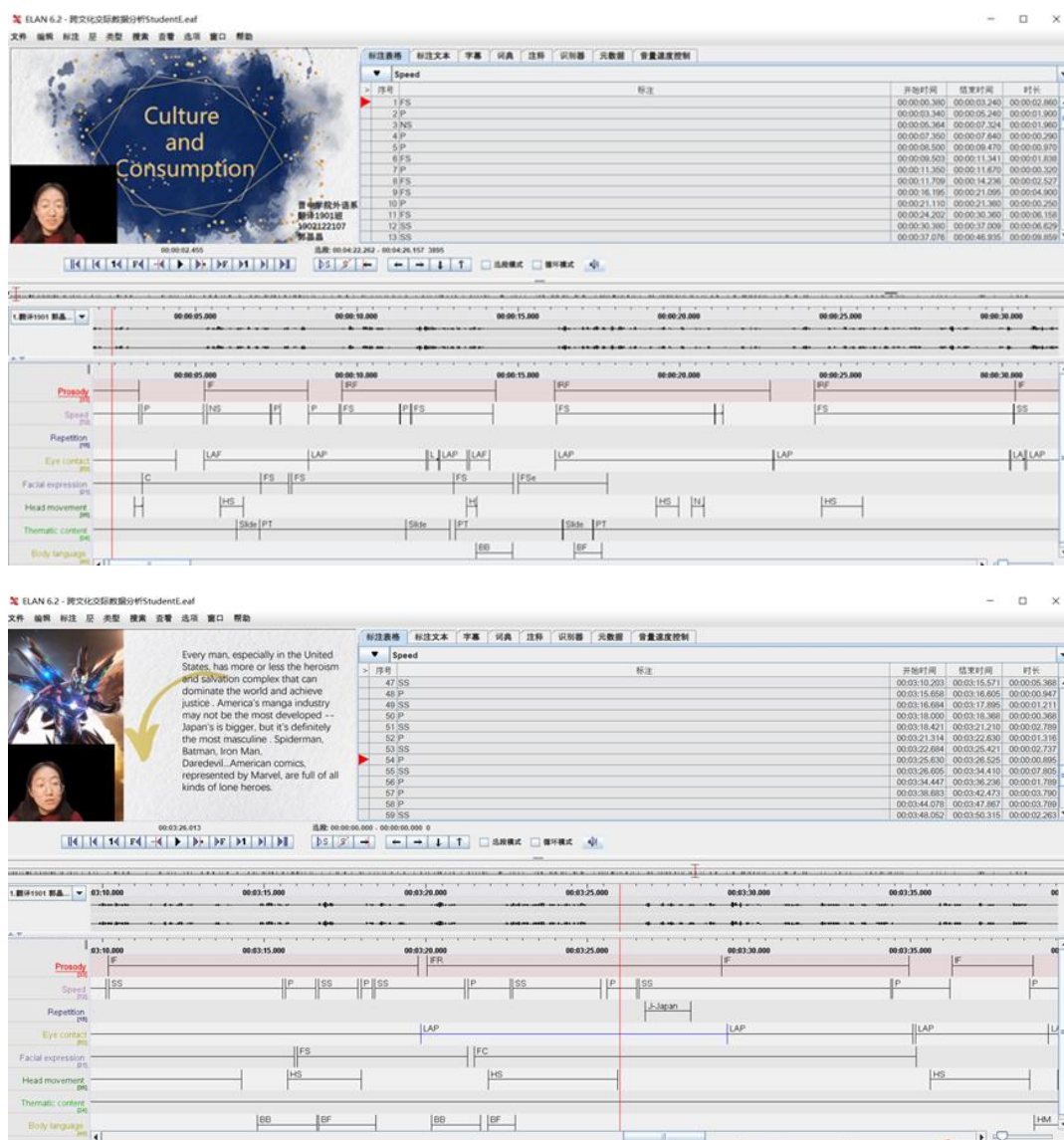
An annotated fragment of student C



Annotated fragments of student D



Annotated fragments of student E



2022. 4.16 张璐论文第三稿评语及定稿意见

该生认真书写论文第三稿，按照时间节点和论文要求提交，论文基于 Elan 软件分析跨文化交际课程视频中的多模态动态语篇特征，论文结构完整，论文研究过程符合要求，论文动态语篇特征数据完备，论文图表清晰，论文语言文字表达清楚，论文格式准确，完成论文态度端正，予以定稿，同意该生论文参加外语系统一论文查重，注意论文重复率。如论文查重率符合规定，同意参加 2022 届毕业生论文答辩。

指导老师：要文静

2022.04.18