
RESEARCH ARTICLE

An Analysis of Multimodal Exchange Structure in English Microlecture

Lu Xu

College of Foreign Languages, Jinan University, Guangzhou, China.

Corresponding Author: Lu Xu, **E-mail:** 1481830116@qq.com

ABSTRACT

Based on the theory of speech function and mood, mood metaphor and multimodality in systemic functional linguistics, and analyzes 20 award-winning works in the "2022 Excellent Works Collection and Exchange Activity of Foreign Language Microlecture" of China Foreign Language Microlecture Network, aiming to explore the types of multimodal teacher-student exchange structure in English microlecture. This study shows that there are two main exchange structures in the analyzed corpus: teachers' self-questioning, teacher-student question-and-answer. The results of this study are helpful for English teachers to understand the characteristics and advantages of different exchange structures, improve students' interest in English learning, and create an efficient English microlecture classroom.

KEYWORDS

Exchange Structure; English Microlecture; Speech Function and Mood; Mood metaphor; Multimodality

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1. Introduction

The rapid development of the big data era and the "micro era" has changed the way people acquire and learn knowledge. The rapid development of educational information has given birth to a new learning method- microlecture. Especially since the outbreak of COVID-19, online teaching has become an important way of education. As an important form of online teaching, English microlecture has attracted unprecedented attention in the domestic education field and quickly become a hot topic in the field of education.

However, throughout the research status at home and abroad, there are few studies on the multimodal exchange structure of English microlecture. Therefore, this paper selects 20 award-winning works from the "2022 Excellent Works Collection and Communication Activity of Foreign Language Microlecture" of the China Foreign Language Microlecture Network, uses the qualitative analysis method, takes the speech function and mood, mood metaphor and multimodality of systemic functional linguistics as the theoretical basis, and takes the speech function semantic system as the analytical framework, aiming to explore the multimodal communication structure of English microlecture.

2. Literature Review

2.1 Definition of English Microlecture

Microlecture is a kind of "micro video course" which was first proposed by Professor LeRoy A. McGrew of the University of Iowa and first used by Professor David Penrose of San Juan College, New Mexico (Lu Haiyan, 2014). Hu Tiesheng, a domestic scholar, defines Microlecture as taking video as the main carrier to record the whole process of teaching and learning activities carried out by teachers around a certain knowledge point or teaching link in the classroom teaching process (Hu Tiesheng, 2011). The first national college microlecture teaching competition defined microlecture as "taking video as the main carrier to record the short and complete teaching activities carried out by teachers around a certain knowledge point or teaching link" (Zhao Yonghong, 2014). English microlecture is a branch of microlecture focusing on English learning. English teaching adopts the microlecture

presentation method. It uses 5-10 minutes of students' most concentrated attention to record the key content of the course into 5-10 minutes of teaching video. It uses developed networks and mobile devices to achieve the maximum degree of resource sharing so that students can learn efficiently at any time and anywhere.

2.2 Characteristics of English microlecture

English microlecture has four main features: short video time, easy access, clear objectives, and vivid form.

First of all, the English microlecture video is short. Video is the main presentation mode of English microlecture, and short video time is the main feature of English microlecture. The traditional English classroom teaching time is 40-45 minutes, while the English microlecture teaching time is 5-10 minutes. Research shows that learners' classroom attention time is up to 15 minutes. The goal of English microlecture is to make use of the time when students' attention is most concentrated to explain key knowledge and realize the optimization of the teaching effect.

Secondly, English microlecture is easy to obtain. With the rapid development of modern Internet and information technology, the network has already been closely related to everyone's life. The microlecture takes micro-video as the main carrier and uses the network platform to realize rapid dissemination and sharing. The microlecture video is uploaded to the network sharing platform. As long as learners can connect to the Internet terminal, they can learn at any time and anywhere, regardless of time and place, which greatly improves the learning convenience of learners (Liang Wen, 2016). As a new teaching resource, microlecture is an important supplement and resource expansion of traditional classroom learning. With the popularization and improvement of mobile devices and networks, mobile learning based on micro-class will be more convenient for online learning. At the same time, this has also expanded the audience of microlecture, and everyone has the opportunity to access a variety of online learning resources, which has greatly improved people's learning convenience.

Thirdly, the goal of the English microlecture is clear. Compared with traditional offline English classes, English microlecture time is limited, and teachers must achieve teaching objectives within the specified time, so micro-class is more targeted and targeted. The teacher mainly teaches a specific knowledge point in 5-10 minutes to show a teaching link to help learners achieve learning objectives (Du Xue, 2014). Through the effective combination of sound, image and other methods, the knowledge points can be explained completely and accurately to stimulate students' interest in learning and facilitate students to understand the key and difficult points of learning so as to achieve the teaching objectives.

Finally, the form of English microlecture is vivid. In English microlecture teaching, in addition to using language mode, teachers also use a large number of other modal forms, such as PPT and body language, to explain abstract concepts. Image, text, table and icon modes, together with body language, such as gestures, facial expressions and gestures, constitute visual modes. Visual modality can be divided into the teacher's body movements and courseware content. The teacher's body actions include posture, facial expression, gaze, etc. Courseware content includes text, images, videos, etc. The auditory mode includes language and audio in PPT. At the same time, the selection of teaching content has a clear tendency. It often selects relevant situations for a specific knowledge point. In this specific teaching situation, teachers and students are more likely to immerse themselves in the teaching environment. This is conducive to the improvement of teachers' teaching level and students' professional quality, thus promoting the improvement of students' learning effect.

2.3 Speech Function and Mood

Speech function is an important part of the interpersonal function. The interpersonal function of language refers to the "meaning potential" of the speaker as a participant and is the embodiment of the language participation function. Halliday & Matthiesen (2014:135) pointed out that in the process of exchange, the speaker can change his "speech role" at any time. Although the speech role of language is varied, it has only two basic tasks: giving and demanding. Communication objects in communication can also be divided into two categories: goods & services and information. In the process of verbal communication, the speaker can play various speech roles, such as asking questions, issuing orders, stating his own opinions, requesting understanding, expressing his own feelings, etc. The two variables of communication role and communication object constitute four main speech functions: offer, command, statement and question.

Mood is composed of subject and a finite element, which is the key to the communication of clauses. The subject represents an entity, which is the subject to be expressed by the speaker in the clause. Limiting elements are effective restrictions on the subject. The subject can be a noun or any word, phrase or clause with the characteristics of a noun. The finite element is a part of the verb phrase and is an auxiliary verb that expresses the tense (is, has) or the modality (should, can). The mood is the core of communication, and the rest of the clause is called the residual. The remaining components include three functional components: predicate, complement and adjunct. The position of the subject and the finite element determines the information of mood.

The four speech functions are embodied by different moods. Among them, the three functions of provision, statement and question are closely related to the three specific grammatical structures in the Mood System. Specifically, the declarative function is usually expressed by declarative clauses, the questioning function is expressed by interrogative clauses, and the command function is expressed by imperative clauses. The providing function is related to the choice of modality, not the specific choice of mood. Generally, if the subject is in front of the finite element, the sentence is the declarative mood. The declarative mood is used to provide information to initiate conversational communication or propose negotiation information to initiate conversational communication so that the speaker can take the initiative in the conversation and establish an active role. If the subject is behind the finite element, the sentence is the interrogative mood. The interrogative mood is to ask the listener for information and establish communication. If a sentence has no subject or finite element, it is an imperative sentence. Imperative sentences are often used to express orders. The speaker commands the hearer to do something, implying the unequal social status of both parties in communication. The choice of different mood types reflects different speech functions and shows interpersonal relationships in the process of communication.

Hu Zhuanglin (2005: 124) also pointed out that "The grammar of interpersonal meaning is about the grammar of exchange between the two sides of the conversation, and language is both the information exchanged and the means of exchange. This is the basis of interaction. By making choices in the grammar of this field, the speaker chooses a speech role for himself and also assigns a complementary role to the listener. From the perspective of grammar, each step realizes the speech function of the clause by selecting the mood. Therefore The Mood system is the core of the interaction function and the main means of realizing interpersonal meaning."

Martin (1992: 32-34) integrated the mood system and speech function from the perspective of discourse semantics, forming a functional interpretation of the dialogue model. This research work also complements Halliday's lack of explaining this linguistic phenomenon. Martin also stressed the reasons for building a new model, "Grammar can become an available language resource to express the meaning of a text, which is shown as follows: "First, it can link the initiating step with the responding step, and the responding step can be expressed in the form of omission and substitution; second, it can also be expressed in the form of exchange of goods, services or information; third, it can also be expressed in the two language roles of 'giving' or 'requesting', and the language role of 'requesting' can be expressed in the form of statements, questions and imperative sentences These semantic resources do not exist in isolation in the specific steps of ", so the mood system should be linked with the text".

After empirical conversation analysis, Eggins and Slade (1997) also verified the view that mood can realize interpersonal meaning - they believe that mood can activate, react and construct the power relationship between participants in conversation and are identifying and reflecting social identity, ideology, etc. Li Zhanzi (2002) also affirmed that mood is a grammatical resource for constructing interpersonal meaning and pointed out that only by going beyond the syntactic level and investigating the mode of mood formation and the specific context in discourse as a whole can we grasp the interpersonal meaning of discourse.

2.4 Mood metaphor

Grammatical metaphors can be divided into conceptual metaphors and interpersonal metaphors. Interpersonal grammatical metaphor means that when people use language, in addition to truthfully expressing the objective world, in order to establish interpersonal relationships, determine the turn of speaking, and express their subjective judgments and evaluations on some things. Interpersonal grammatical metaphor can be further divided into modality metaphor and mood metaphor. The phenomenon of transferring from one mood domain to another is called mood metaphor, which reflects the variation of speech functions. One mood has reflected two or more speech functions (Halliday, 2014: 698-700). With different ways of expression, social situations and cultural contexts, mood metaphors expand different semantic functions when dealing with speech acts to deal with different speech acts (Thompson, 2014: 234-237).

Fan Wenfang (2000) pointed out that, in general, the mood system is used to reflect the declarative mood, the interrogative mood, and the imperative mood, which can be reflected by several different moods. We call the common form of speech function consistent expression. However, in the process of real language application, a function of speech can be reflected by several different moods, which is incongruent with speech function.

2.5 Multimodal Exchange structure

"The era background of "Internet plus Education" has laid the foundation for multimodal English micro courses, which has many advantages in promoting teaching. Tang (2021) pointed out that meaning construction using multimodal representation in science learning is always contextualized in a genre. The words, gestures, diagrams, symbols and specific objects used by teachers in class are multimodal factors in classroom teaching. Teachers should make full use of the advantages of multimodal classrooms to achieve the optimization of the teaching effect. Xu (2017)'s research shows that teachers' attitudes and behavioral willingness towards micro-class greatly affect classroom enthusiasm and students' acceptance. Students will also give corresponding feedback

to teachers' teaching methods, thus affecting the perception of both sides. Choi (2016) also clearly shows the charm of interactive narration between teachers and students. Teachers share some stories with students in the teaching process, which will help students become bilingual educators. The story links academic knowledge with teaching experience and enriches students' spiritual world.

Cheung (2021) showed that online teaching tools have played an important role in language teaching in recent years, but how to carry out effective communication in the network environment has not been fully explored. The interaction ability of teachers and students in classroom communication plays an irreplaceable role in improving classroom activity and reducing students' silence. Ni (2021) proposed the effectiveness of teachers' intentional intervention in classroom communication. The research shows that proper teacher intervention and guidance will enable students to invest more enthusiasm in classroom communication. Improving the awareness of classroom dialogue between teachers and students provides an encouraging platform for the development of teachers and students, thus improving the quality of subject teaching. Schnitzler (2021) made it clear that students' perceptual activation, motivation and cognitive participation are closely related to classroom communication between teachers and students. When teachers change their classroom communication discourse, students will feel that their self-help support, ability support and cognitive participation have made great progress. All these indicate that there are still deficiencies in the current research on how teachers and students communicate in online classrooms.

Zhang Delu (2009) pointed out that multimodal discourse refers to the use of hearing, vision, touch and other senses to communicate through language, image, sound, action and other means and symbol resources. In discourse communication, most of the meaning of discourse is reflected by non-linguistic factors, such as paralinguistic features, such as volume, tone, and sound speed; Physical characteristics, such as gestures and facial expressions; Movement and non-physical characteristics, such as PPT, audio equipment, environment, network.

Modality refers to the channels and media of information exchange, including language, technology, image, color, music and other symbol systems (Zhu Yongsheng, 2007). According to Zhu Yongsheng's criterion of multimodal discourse, micro-class has the attribute of multimodal discourse. First of all, the micro-class integrates multimodal forms such as image, voice and text, mainly visual mode and auditory mode. Secondly, micro-class involves a variety of symbol systems, such as text, image and music, and has a multimodal symbol system. Use the multimodal analysis theory to analyze the micro-class video and explore how the language in the micro-class realizes the meaning construction with other symbol systems such as image, voice, action and expression, which can provide a reference for the production of micro-class video, and more effectively apply the micro-class to teaching, so as to have a more comprehensive and accurate understanding of the effectiveness and interactive effectiveness of the micro-class meaning transmission.

3. Multimodal Exchange structure of English Microlecture

In classroom interaction, the exchange between teachers and students can be divided into different units. From step to turn to exchange structure. Moves constitute the smallest unit in the exchange structure, and the combination of moves forms the turn, which makes the exchange more vivid. The combination of turns forms the exchange structure, making the exchange more continuous and natural. Combining the speech function and mood, mood metaphor and multimodal features in English micro-class to analyze how students communicate with each other has great implications for teachers' teaching and students' learning.

3.1 Move

In systemic functional linguistics, the basic unit of conversation analysis is "Move". Similarly, in English microlecture, the communication between teachers and students can also be divided into different steps. Among them, there are six main steps in the teacher's speech: greeting, question, start, progress, end, and thanking. Among them, start, progress, ending and thanking are the necessary steps. Greetings and questions are optional moves which are selected by teachers according to actual teaching needs. In the English microlecture, students have three steps: response, question and statement. These three moves are mainly combined with the teacher's progress moves to promote the development of classroom teaching.

Teacher's moves: **greeting, question, start, progress, end, thanking.**

Greetings : T: Good morning. How are you?

Generally speaking, English teachers will say hello to students at the beginning of the microlecture. Through this move, the teacher can show politeness and leave a good impression on the students. In this way, teachers and students can get familiar with each other, and the atmosphere of the classroom can also become natural and relaxed.

Question : T: What is paraphrasing? A paraphrase is a restatement of the meaning of the text, using your own words without changing the original meaning.

After the greeting, the teacher will point out the teaching theme of this lesson so that students can grasp the key points of learning at the beginning of the class, focus on the content of the class, and quickly grasp the key points of learning.

Start T: Well, let's first take a look at the following example. "Mr Schafer and Miss Zhu, and all of you, are building bridges of understanding that will lead to so much more. And I'm here today because I know that our future depends on connections like these among young people like you across the globe."

Teachers will arouse students' interest through celebrity experiences, short stories or their own life experiences when they begin to explain and then begin to explain in class. This can attract students' attention and make classroom teaching more convincing and vivid.

Progress T: Right. Let's put it in a more descriptive way. He is standing_?

S1: Restlessly

T: This person thought everyone must have hurt his heart_?

S2: pounding.

This move is the most important part of English micro-class teaching. Teachers and students conduct a lot of exchanges and discussions in this move through examples and data. Both sides have completed the main content of classroom teaching, thus helping students understand the key and difficult points of this lesson.

End : T: You are welcome. So next time, try to use anecdotes to illustrate your point. Here are the sentence patterns that you can use. I'm looking forward to your revised version.

In this move, the teacher will finish the class. Teachers often review the classroom knowledge and restate the key content so as to strengthen the impression of key knowledge in students' minds. It also calls on students to actively think and help them cultivate their awareness of self-thinking.

Thanking : T : Thank you very much.

At the end of the class, the teacher will sincerely thank the students. Thank you for your attention and patience in this class.

Students' Moves: **response, question, statement.**

Response : T: In this very short story, what does the baker do every morning during the break of his working?

S: He sneaks away from his oven, cleans the central for flour, and call is wife.

This move is mainly after the teacher puts forward a specific question to the student, the student answers the question. One question and one answer from both sides increases the sense of participation in the English micro-class and makes the network communication more authentic, thus promoting the efficient development of English micro-class teaching.

Question : S: Is it always a virtue for Chinese people to politely deny compliments in different cultures?

T: The responses to compliments may vary greatly.

This move is mainly after the response step. After responding to the teacher's question, the students continue to ask questions about what they don't understand. This step also reflects the students' self-help thinking.

Statement : S: I pretty much like version 3, It is more colloquial and uses a four character Chinese ID.

This move is often combined with the questioning step. Students use this move to state their views and opinions and express their understanding so as to help both parties better exchange information.

3.2 Turn

The turns in English microlecture are combined on the basis of the steps. The following will describe the composition of turns, the process of turn-taking, and the strategies of turn-taking in English microlecture in detail.

First, the composition of the turn. In English microlecture, turn can be composed of words, phrases and sentences. A turn is carried out by teachers and students around a problem. When the problem is solved, it marks the end of the turn. The turn in the English

microlecture is composed of two or more moves so that more than one speech role can be realized, and thus there are multiple speech functions. Teachers and students speak alternately and take turns in the mode change. For example:

- T: In this video, how does the speaker describe the growth of the goalkeeper?
S: By telling us a story.

In this turn, the turn is composed of sentences and phrases. The teacher's question belongs to the progressive move, while the student's answer belongs to the responsive move. The combination of the two moves forms a turn. The conversion of the discussion between the two sides marks the conversion of the turn.

Second the process of turn-taking. In English microlecture, turn-taking is divided into three processes: start, hold and end. Generally speaking, the proposal of a question marks the beginning of the turn, the discussion of the question by both sides belongs to the maintenance of the turn, and the resolution of the question marks the end of the turn. For example:

- T : So the paraphrased version is?
S : Progress in social development depends on the endeavor to bring education to everyone.

In this turn, the teacher's question, "So the paraphrased version is?" is the beginning of the turn. The student's answer "Progress in..." is to keep and end the turn.

Third, the strategy of turn-taking. In English microlecture, turn-taking can rely on verbal and non-verbal means. As far as speech means are concerned, on the one hand, teachers often use call words, such as "Let's..." to make a summary when they end a turn. On the other hand, teachers can also use conjunctions, such as "and, but, however, since" to continue or stop turns. The existence of conjunctions can achieve cohesion between turns. In terms of nonverbal means, turn-taking can rely on body posture, intonation, context and other modes. First of all, when both sides want to end the turn, they tend to deviate from their body positions and make less eye contact. Secondly, when teachers and students want to end the turn, they will lengthen the last syllable or stressed syllable of the segment, and with a long pause, the intonation will decrease. Finally, the context. At present, teachers play an important role in the teaching of classroom knowledge, so the number of teacher turns interrupted is less, and teachers have more opportunities to end turns. For example:

- T: In this very short story, what does the baker do every morning during the break of his working?
S1: He sneaks away from his oven, cleans the central for flour, and call is wife.
T: You are right, With only three phrases. A loving bear who loves his wife so much appears in our mind, which is quite a relevant example of her point.
S2: Are there any other principles?
T: Yes, to tell a good story, there is a very important principle, which is to be descriptive. Which contributes a lot to your vividness. Let's look at the picture together. Can you describe the man in the picture?
S3: He's very nervous.

In the above example, there are three turns. In the first turn, the teacher's question and statement belong to the progressive step, and the student's answer belongs to the response step. In the second turn, the students' questions belong to the questioning step, and the teachers' answers belong to the progressive step. In the third turn, the teacher's question belongs to the progressive step, and the student's answer belongs to the response step. The conversion of the communication problems between the two sides marks the conversion of the turn. The turn is continuously transferred between teachers and students, which is the turn conversion of teacher-student interaction in English microlecture.

3.3 Exchange Structure

On the basis of qualitative research on the collected corpus, the author sums up two kinds of communication structures in English micro-class: teacher's self-questioning and teacher-student question-answering.

3.3.1 Teacher's Self-Questioning

In this exchange structure, a teacher plays two exchange roles. He is not only the seeker of information but also the giver of information. When seeking information, the language function of asking questions is reflected, and the interrogative mood is often used. In response, the speech function of the statement is reflected, and declarative mood is often used. In this exchange structure, there are fewer mood metaphors, and teachers pay more attention to the consistency of speech functions when expressing. Because at this stage, as the initial role of exchange, teachers usually have fixed answers or prepared answers in advance. In this exchange structure, English micro-class teaching is closely related to multimodality. From the perspective of language mode,

English microlecture teachers are good at using the first person (we, us) to close the distance with the audience. From the perspective of visual mode, first of all, the images are mostly presented in close-range lens and head-up view, with the purpose of strengthening the interaction with students. Secondly, the teacher's smile, gaze and gesture in English microlecture are designed to invite students to interact. Finally, the English microlecture also makes full use of colorful pictures, vivid and interesting videos, audio and PPT to attract the audience. The organic combination of language mode and visual mode makes the presentation of English microlecture more vivid and interesting and realizes the effective dissemination of knowledge. The auditory mode mainly includes the teacher's explanation tone and the student's answer tone. Take the following selected paragraphs as an example for specific analysis:

"You raise me, so I can stand on mountains. You raise me up to walk on stormy seas. I am strong when I am on your shoulders. You raise me up to more than I can be."

It sounds beautiful, right? Have you noticed the singer has used a lot of linking in it? So what is linking? When ...

Why do I need to learn linking? Linking is such a common phenomenon that if you pronounce each English word separately when you speak without linking. English speakers may not understand you...

In the above communication, the moves and turns are completed by the teacher alone. At this time, English microlecture teaching is more like a teacher's prepared speech. The teacher completed the six steps of saying hello, asking questions, opening, progress, ending and thanking. At the same time, the transition of turn is completed through the connection between questions so as to promote the development of classroom teaching. At the beginning of the class, the teacher said hello to the students and completed the greeting step. At the beginning of the class, the teacher finished the question step. After listening to a song, I put forward three questions about the song to promote the opening and progress steps, thus promoting the conversion of the three turns and promoting the development of communication. In this dialogue, turns are composed of sentences, and each turn is realized through three links: start, hold and end.

Under this communication structure, the teacher alone realizes the transformation of the communication role and speech function. Under this communication structure, teachers can freely grasp the classroom rhythm and achieve the predetermined teaching objectives. However, due to the lack of interaction with students, this model is not conducive for teachers to grasp the weak points of students for targeted teaching. Mood metaphors are hardly found in the above communication structures because teachers are more likely to answer their own questions in advance.

In the language mode, teachers use the first person "we, us" to close the distance with students. For example, "Welcome to join us..." "We focus on..." "Before we get start..." "Let's listen. Teachers use "we" to let students notice what they will learn in this class together with teachers. The use of continuous "we" can make the bachelor realize that he and the teacher are whole, and the teacher will integrate all students into his teaching. Students can feel that the distance between them and the teacher has shortened. In terms of visual mode, first of all, the teacher attracts students' attention by guiding, smiling and staring at the beginning of the class through gestures; Secondly, in order to explain linking, the teacher played a familiar song at the beginning of the class. The teacher also made a beautiful PPT to explain the knowledge points in the form of animation. Through the organic combination of language mode and visual mode, students can have a deeper understanding of linking.

In a word, the teacher's self-questioning and self-answering exchange structure is conducive to teachers' effective grasp and control of classroom rhythm and can help teachers improve students' concentration in a short time. However, the exchange structure does not integrate students into the communication, which is not conducive to teachers' test of students' learning effect. This exchange structure is not used frequently in English micro-class. Although it fits the purpose of English microlecture to transfer knowledge to the greatest extent in a short time, it lacks the flexibility of exchange between both sides.

3.3.2 Teacher-Student Question-Answering

In this communication structure, teachers and students play different communication roles and discuss one or more issues. When the teacher is the information seeker, the student is the information giver. When students are the seekers of information, teachers are the givers of information. Seekers mainly use interrogative sentences when seeking information, reflecting the speech function of questioning, and use interrogative mood more often. When giving information, the giver mainly uses declarative sentences, which reflect the speech function of the statement, and uses declarative mood. When the roles of the two sides are constantly exchanged, communication is also constantly advancing and deepening.

There are a lot of mood metaphors in this exchange structure, which aims to improve the euphemism, politeness and appropriateness of teacher-student exchange. First, the metaphorical expression of command. Ordinarily, commands are mainly conveyed through imperative sentences, but in English microlecture, teachers will metaphorically convey the softened imperative mood through interrogative mood and declarative mood, making language expression more polite, making the image of teachers more affinity, and thus promoting the relationship between teachers and students. Secondly, the metaphorical expression of questions. The speech function of questions is to seek information, which is mainly realized through questions. The metaphorical expression of question is realized by declarative mood and imperative mood. When the question is conveyed through the declarative mood metaphor, the declarative meaning is added to the question. The speech function of statements is to provide information, which to some extent weakens the intention of seeking information, thus making the expression more polite. In this case, the teacher's question is more tentative, which tactfully reduces the authority of the teacher as an information seeker. Similarly, when the question is conveyed through the imperative mood metaphor, the meaning of command is added to the question. However, because commands are generally associated with status differences, teachers will try to avoid using them in the teacher-student communication of English micro-class to build an equal and harmonious teacher-student classroom. Third, the metaphorical expression of statements. When the statement is metaphorically expressed by the interrogative mood, the interrogative mood is added so that the information of the statement reflects uncertainty. In English micro-class, students often use this form when they are confused. When the statement is expressed by the imperative mood metaphor, it increases the meaning of the command and the credibility of the discourse. This situation is generally used by teachers to convey useful information to students.

In actual English microlecture teaching, mood metaphor is often presented in combination with multimodal elements. Intonation and paralinguistic means such as facial expressions, gestures, body posture and other means of expression help to use mood metaphors in teaching. For example, the question: What did you say? Generally speaking, the falling tone is used. If the rising tone is used with angry expressions and threatening gestures, it is not seeking information. At this time, the interrogative sentence becomes an imperative sentence: "Don't say that to me.", which shows a command embodied by the metaphor of the interrogative sentence.

From the perspective of language mode, English micro-class teachers are good at using the first person (we, us) to close the distance with the audience. From the perspective of visual mode, first of all, the images are mostly presented in close-range lens and head-up view, with the purpose of strengthening the interaction with students. Secondly, the teacher's smile, gaze and gesture in English micro-class are designed to invite students to interact. Finally, the English micro-class also makes full use of colorful pictures, vivid and interesting videos, audio and PPT to attract the audience. The organic combination of language mode and visual mode makes the presentation of the English micro-class more vivid and interesting and realizes the effective dissemination of knowledge. The auditory mode mainly includes the teacher's explanation tone and the student's answer tone. Take the following selected paragraphs as an example for specific analysis:

S1 & S2: Not bad.

S1: But I have a problem with my speech writing. That is, how can I make my illustration more vivid?

T: Oh, I see. Why don't we go to my office together to have a look?

S1 & S2: Okay.

T: Let's go. In your writing, you tend to use too many explanations rather than vivid examples, which is hard to engage the audience.

S1: I see. How can we illustrate our point in a more vivid and effective way?

T: That's a very good question. Steve jobs once said the most powerful person in the world a story-teller. Today I'm going to show you how to provide persuasive evidence with anecdotes.

S2: What is an anecdotes?

T: Anecdotes are widely used by the speakers in their talks. In the following speech about persistence, the speaker said a very good example of using anecdote. Let's go and watch it together.

S2: OK.

"I recruited a goalie from Columbia, South America, one year. Big tall, 6'3" man. You know, he had hands like stone..."

T: In this video, how does the speaker describe the growth of the goalkeeper?

S2: By telling us a story.

There are 13 moves and 5 turns in this communication. There are 6 teacher moves and 7 student moves. At the beginning of the communication, the teacher greeted the students and realized the greeting move. The students' answers to the teacher's greeting belong to the response move. However, the greeting move is not necessary, and the teacher should add or subtract it according to the actual teaching needs. Later, the students' question to the teacher belongs to the question step, and the teacher's response to this question and the subsequent statement belongs to the progressive step. Until the students put forward the next question,

It all belongs to the content of turn "how to make writing more vivid". After that, the two students put forward their own questions to the teacher, "How to vividly display views" and "What is an anecdote". At this time, the students and the teacher realized the questioning step and the progressive step, respectively, and ended the two turns. After playing a video, the teacher asked questions about the content of the video, and the students answered. They realized the progressive move and the response move, respectively. Teachers and students have different combinations of moves to form different turns. In this dialogue, turns are composed of phrases or sentences, and each turn is realized by three links: beginning, keeping and ending. The conversion between turns is realized through speech mode or visual mode, and the continuous conversion of turns constitutes continuous communication. The communication in English micro-class is formed from small to large.

In the above dialogue, teachers and students alternately play different communication roles, realize different speech functions and play different roles. On the one hand, teachers, can clearly understand students' learning difficulties, guide students to discuss problems, mobilize students' enthusiasm for participation, inspire students to think independently, implement the student-centered classroom concept, and gradually achieve their teaching objectives. At the same time, teachers can also understand the students' learning basis and skills and dynamically adjust the content of classroom instruction in combination with the actual learning situation of students so as to detect and fill in the gaps and achieve accurate teaching. On the other hand, for students, can freely participate in classroom communication and directly reflect their doubts in the teaching process, which not only makes students more easily immersed in the classroom atmosphere but also greatly helps students to improve their self-confidence and cultivate their ability to discover problems.

At the same time, mood metaphors also appear in this communication. For example, the teacher said, "Why don't we go to my office together to have a look." reflects the metaphorical expression of command. Let's go to my office together to have a look.

The combination of English micro-class and multimodal also shows great charm. In language mode, the sentence "Why don't we go to my office together to have a look." "Let's go." "Let's go and watch it together." and the sentence "How can we illustrate our point in a more vivid and effective way?" used by the teacher when sending an invitation to the students shortens the distance between the teacher and the students, It creates a relaxed classroom atmosphere. In terms of visual mode, first of all, the teacher smiled amiably and shook hands with the students actively, creating a good image of the teacher. Secondly, in order to help students better understand the knowledge points, the teacher played a TED video to students, which is a common visual modality form in English microlecture, aiming to help students better understand the key and difficult points. The PPT courseware made by the teacher also makes the explanation of knowledge points more clear and intuitive.

In a word, the teacher-student question-and-answer communication structure focuses on the negotiation of meaning between teachers and students and the ability of students to construct knowledge by themselves, which cultivates students' thinking ability. Both teachers and students have participated in classroom communication. Once in a while, they have mobilized the enthusiasm of both parties, more comprehensively demonstrated the coherence and systematicness of classroom communication, and promoted the development of micro-class situations. It allows both parties to express their confusion and opinions more freely and independently and plays an irreplaceable role in the realization of teachers' teaching objectives and the improvement of students' learning ability.

4. Conclusion

On the basis of speech function and mood, mood metaphor and multimodal theory of systemic functional linguistics, this paper makes a qualitative analysis of 20 award-winning works selected in the "2022 Excellent Works Collection and Communication Activity of Foreign Language Microcourse" of China Foreign Language Microcourse Network, and summarizes the two types of multimodal communication structures in English microcourse, as well as the frequency and role of each communication structure, It reveals how teachers and students communicate in English microlecture.

This suggests that English teachers should pay attention to the role of exchange structures in English microlecture, grasp the context and role of different exchange structures, and understand their respective advantages and disadvantages. The teacher's self-questioning and self-answering exchange structure refers to that the teacher, as the information seeker and giver, realizes different moves and turns, promotes the development of communication, and the frequency of use is not high. The teacher-student question-and-answer communication structure refers to that both teachers and students act as the acquirers and givers of information to promote the development of moves, turns and communication. It is the most common form in English microlecture. This structure can stimulate students' enthusiasm for classroom participation, promote the construction of good teacher-student relationships, and achieve the optimization of the English microlecture teaching effect. However, there are still shortcomings in this study on how to better improve the flexibility of English microlectures' exchange and how to combine the

latest network barrage to enhance communication. I suggest combining the bullet barrage that appears online to enhance the real-time communication of English microlectures.

Of course, this paper is far from perfect in the study of the multimodal exchange structure of the English micro-class and needs further research. However, it is hoped that the current research will have some inspiration and help English teachers to grasp the multimodal exchange structure of English micro-class and improve the teaching quality.

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