ENHANCING LEARNING THROUGH THE MULTIMODAL TEACHING APPROACH IN CHINESE-AS-A-SECOND LANGUAGE CLASSROOMS

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ABSTRACT

In the 21st century, meaning making is a multimodal act and as such, in teaching and learning, multimodal perspectives need to be considered. Besides language, meanings in classroom discourse are conveyed through other semiotic resources like images, sound and the teacher's body language such as facial expressions, gaze, gestures, and postures. This article aims to study how the various semiotic modes were used by National School Chinese Language teachers in Malaysia to construct interpersonal meanings, via the construction of the teacher's roles and the handling of the teacher-student relationship, to promote learning amongst non-native speakers of Mandarin in Chinese as second language (CSL) classrooms. This research draws on theories developed by the School of Systemic Functional Linguistics (SFL) for the analytical framework. Classroom observations, interviews and video recordings were used to collect data for the present research. Participants in this study were four CSL teachers from four national primary schools in Selangor and 63 students who attended the Level 4 CSL course in the schools. Lessons in the four schools were observed, video recorded, and transcribed verbatim. Findings showed that teachers had effectively adopted the multimodal teaching approach, drawing attention to the roles of teachers, in particular, the handling of the relationship between teachers and students to promote language learning and acquisition. These findings suggest that interpersonal meaning is a critical factor that needs to be considered by a teacher. Many teaching instances that occurred in the classrooms showed the deployment and co-deployment of various semiotic resources in constructing interpersonal meaning to enhance teaching and learning. The findings of this study will benefit teachers of not only CSL classes but teachers of other disciplines, developers of teaching and learning programs as well as researchers in the field of multimodal discourse.

Keywords: Multimodal discourse analysis (MDA), interpersonal meaning, Chinese as a second language, classroom

INTRODUCTION

In the 21st century, meaning making is a multimodal act and as such, in teaching and learning, multimodal perspectives should be considered. Besides language, meanings in classroom discourse are conveyed through semiotic resources like images, sound and the teacher's body language such as facial expressions, gaze, gestures, and postures. This study uses the Multimodal Discourse Analysis (MDA) approach to explore how Chinese as a second language (CSL) teachers construct interpersonal meanings in CSL classrooms through the employment of various semiotic resources which include verbal and nonverbal representations. MDA is the analysis of the different semiotic modes in a text or communicative event for meaning making. MDA involves construing diversified cultural, linguistic and non-linguistic features. It is an approach to comprehend representation and communication, encompassing more than language. According to Hodge and Kress (1988, p. vii), "meaning resides so strongly and pervasively in other systems of meaning, in a multiplicity of visual, aural, behavioral and other codes, that a concentration on words alone is not enough". MDA provides concepts and methods to study the interaction between the embodying of meaning and construing context via multiple modes of representation and communication (Kress, 2000, p. 337). Kress (2000, p. 337) also points out, "It is now impossible to make sense of texts, even of their linguistic parts alone, without having a clear idea of what these other features might be contributing to the meaning of a text". Therefore, the aim of multimodal analysis is to integrate and correlate the representational, interactive and textual meanings in a context.

The present study examines the teaching of the CSL specifically in national primary schools to non-native speakers of Mandarin, who belong to different ethnic groups, namely, Malay, Chinese, Indian and other minorities whose mother tongue is not Mandarin. The CSL course in this study is better known in Malay as *Bahasa Cina Sekolah Kebangsaan* (BCSK). The BCSK course is a second language course offered as an elective subject to national school students.

The notion of interpersonal meaning proposed by Halliday (1978), adopted by this study, is associated with the speaker's negotiation of power (intrusion into an exchange of values, influence others), role enactment (doing something, context of situation), and establishing relationship (attitude, judgement), which is stated as follows:

> *The interpersonal component represents the speaker's meaning potential as an intruder. It is the participating function of language, language as doing something. This is the component through which the speaker intrudes himself into the context of situation, both expressing his own attitudes and judgements and seeking to influence the attitudes and behavior of others. It expresses the role relationships associated with the situation, including those that are defined by language itself, of questioner-respondent, informer-doubter and the like. These constitute the interpersonal meaning of language. (p. 112)*

In the social communication of power negotiation, role enactment and relationship establishment, as explained by Halliday (1978) the interpersonal meaning speakers construct is mainly indicated by the way they engage in a communicative exchange and express their attitudes and judgements on the aspects of exchange, and the way they try to influence the attitudes and behaviour of others in the communication. The forms and outcomes of the interpersonal meaning construction are also

relevant to classroom communication. This research investigated how teachers used the multimodal teaching approach to deliver their lessons and to build rapport with students in classrooms.

REVIEW OF LITERATURE

Application of Multimodal Discourse Analysis (MDA) in research began in the mid-1990s. Since then, much research has been carried out, analysing various semiotic modes such as texts for advertising (Cheong, 2004; Fauziah, 2010; Kress & van Leeuwen, 1996, 2006), films/videos (Baldry, 2004; Bonsignori, 2018; Iedema, 2001; O' Halloran, 2004), display arts (Alias, 2004; O'Toole, 1994, 2004) and webconferencing (Satar & Wigham, 2017). Applications of MDA to study meaning-making practices (acts, texts and artifacts) communicated in classroom and online teaching and learning have also gained much scholarly attention in recent years. Among them, some researchers studied teaching and learning materials like textbooks, teaching aids, printed and electronic texts (Abraham & Farías, 2017; Chaudhary & Mohan, 2019; Chen, 2009; Guo, 2004; Khanum & Theodotou, 2019; Lemke, 1998; Magnusson & Godhe, 2019; Phengsuai & Suwanarak,2020; Reyes-Torres & Raga 2020; Unsworth, 2001, 2007). Others examined classroom discourse, where Bawa (2018), Chen, Guo, Freebody and Hedberg (2005), Kress, et al. (2001), Lemke (2000), and William, et al. (2019) studied science classrooms; O'Halloran (2000, 2004, 2005) observed mathematics classrooms; Bao (2017), Bourne and Jewitt (2003), Julinar (2019), Kress et al. (2001, 2005), Nilavu (2019), The London Group (1996), and Unsworth (2001), investigated discourse in English classrooms; Shi (2017) explored the multimodal approach used in CSL classrooms. Hood (2011) studied teachers' body language in Australian classroom discourse, and Lim (2011) investigated the pedagogic discourse of General Paper, a subject in a Junior College in Singapore.

However, the number of MDA studies conducted in Malaysia is still small. Among them, Heng (2017) explored the construction of interpersonal meanings through multimodal elements of teacher talk and teachers' body language in Chinese as second language classrooms (CSL) in Malaysian primary schools. Noor Dalina (2011) conducted a multimodal analysis of a female athlete in a Malaysian English language daily. Fauziah (2010) performed a Systemic-Functional multimodal analysis on Malaysian business brochures. Seetharam (2015) investigated the effects of using multimodal approaches in meaning-making among ESL students in a private school in Penang. Tay (2007) investigated two English language learners who developed literacy practices using English multimodal texts.

Taken as a whole, most previous research which employed MDA to explore meaning making via the co-deployment of various modes in classroom discourse was done in science, mathematics, and English language classrooms, and to the best of the knowledge of the present investigator, not much research has investigated meaning making in CSL classrooms despite the large number of learners studying Chinese as a second language.

OBJECTIVE OF THE STUDY

To bridge the gap, the present research therefore adopted the MDA approach to study how the various semiotic modes were used by the National School Chinese Language teachers in Malaysia to construct interpersonal meaning. Interpersonal meaning construction refers to the communication act that the teacher and students use to establish, negotiate and represent their roles in the teacher-student relationship to promote learning amongst non-native speakers of Mandarin in CSL classrooms. Two research objectives relating to this goal are stated as follows: (1) to study the co-deployment of linguistic and non-linguistic semiotic resources in constructing interpersonal meaning in CSL classrooms; and (2) to study how the construction of interpersonal meaning can enhance the learning of CSL. It is hoped that the findings of this study can contribute to the body of knowledge regarding the phenomenon of multimodal discourse and the teacher-student interpersonal relationship in CSL primary school classrooms in Malaysia.

THEORETICAL FRAMEWORK OF THE STUDY

The main theories underpinning the present study are based on the Systemic Functional Linguistics (SFL) (Eggins & Slade, 1997; Eggins, 2004; Halliday, 1978, 1994; Halliday & Matthiessen, 1999; Hood, 2011; Kress et al., 2001, 2005; Lim, 2011; Martin & White, 2005; Martinec, 2001), and Multimodal Interactional Analysis of Norris (2004).The present research analysed the data collected from the CSL classroom to interpret the interpersonal meaning of teacher talk through turn-taking, amount of talk, and content of talk, including the attitudinal resources used in teacher talk to construct interpersonal meaning and deliver the content, using the analytical frameworks developed by Eggins & Slade (1997) and Eggins (2004). It examined the interpersonal meaning mediated through teacher's actions (body language), drawing on the studies of nonverbal representation that examined facial expressions, gaze, gestures, and postures, transcribed and analysed via Martinec's (2001) affect system, and modality system. These two non–verbal representation systems of Martinec's (2001) are derived from the Halliday's SFL (Halliday, 1985,1994; Halliday & Matthiessen, 1999). Gesture analysis is based on the analytical approaches proposed by Hood (2011), Lim (2011), and McNeill (1992). Next, the study analysed the co-deployment of multisemiotic resources to determine how these resources support teaching. This analysis employed the multimodal analysis approaches introduced by Kress et al. (2001, 2005). The analytical framework is derived from Halliday's notion of language as social semiotics (Halliday, 1978). Norris's (2004) Multimodal Interactional Analysis was also used to transcribe and analyse the meaning negotiation in classroom communication in order to determine the semiotic resources realised in the teaching and learning of CSL, and investigate ways in which the linguistic mode (teacher talk) was co-deployed with the actional mode (teacher's action) in teaching.

Figure 1 presents the theoretical frameworks and data analysis procedures employed in this study. This research first conducted a linguistic analysis, followed by a non-verbal analysis. These two analyses were used to determine what semiotic resources the teachers used during a certain period of time, and how the linguistic and non-verbal resources were deployed to perform certain tasks, and how these tasks helped the teachers to fulfil multi-facet teacher roles (teacher as an instructor, learning facilitator, evaluator, motivator, disciplinarian and value-bearer) and build teacher-student relationships.

Verbal Analysis		Nonverbal Analysis		Multimodal Discourse Analysis
The Notion of Interpersonal Meaning: Halliday (1978, 1985/1994), Halliday & Matthiessen (1999, 2004) Amount of talk, turn-taking: Eggins & Slade (1997), Eggins (2004);		Facial expressions: Martinec's (2001)- affect system; Postures: Martinec (2001) - modality system; Gestures: Hood (2011), Lim (2011), and McNeill (1992); Gaze: Harrigan (2008, p.137)		Kress et al. (2001, 2005): Social Semiotic Multimodality; Norris (2004): Multimodal Interactional Analysis.

Figure 1. The theoretical frameworks of this study

METHODOLOGY

This section describes the participants, data collection and the data analysis of this study.

Participants

Participants in this study were four CSL female teachers aged between 30 and 33 from four national primary schools in Selangor and 63 students who attended the Level 4 CSL course in the schools. The four teachers and CSL classrooms were identified as Teacher A, B, C, D and Class A (25 students), B (20 students), C (5 students), D (13 students) respectively.

Data Collection

This study employed mainly classroom observations and interviews to collect data. Teacher talk and student talk were recorded, transcribed verbatim according to the actual sequence of the teacher-students interaction in the class as recorded. Both teacher talk and student talk in classroom were transcribed mainly based on the audio data recorded from classroom observations. After the transcription, the transcripts were counter checked with the video recording data to ensure that all important information was included. For the sake of comparison, all the teachers were requested by the researcher to teach the same topic during the classroom observations. The topic was "Mulan", a female warrior who joined the army to fight for the country in her father's place. It is a Chinese legend, extolling the virtues and bravery of Mulan who disguised herself as a man and fought in combat for 12 years. She has become an iconic character in Chinese culture.

Classroom observations

Video recording was the primary data collection method in this study. This method was used because it facilitated the recording of different modes used in the classrooms for teaching and learning. By replaying and reviewing carefully the recording several times, all interactions, and hence all modes of communication could be identified and checked repeatedly in the interests of validity and reliability, as the researcher could ensure the comprehensiveness and accuracy of data transcription. As this study examined teachers' use of multimodal teaching approaches to capture the multi-faceted roles in each class to construct the interpersonal relationship with students, the video camera was used to focus primarily on the activities of each teacher. The entire lesson of each teacher was recorded. Each recording took about 30 to 40 minutes. In total, four lessons were recorded. The total recording time for the four classes was about 2 hours 30 minutes.

Interviews with teachers and students

All interviews were audio-recorded and transcribed for analysis. The four teachers who participated in this study were interviewed by the researcher to elicit the reasons for their co-deployment of various semiotic resources in their CSL classrooms. The teachers were asked to explain why they used certain teaching moves and language, particularly regarding the meaning the teachers intended to construct by integrating various semiotic resources at a particular teaching moment.

For the interviews with students, 23 students identified by the teachers were interviewed. During the student interview sessions, the selected students were asked to provide more details about the semiotic resources deployed and co-deployed by their teachers in class while teaching, and also to state their feelings about their teachers' teaching practices. After the discussion of 'what' semiotic resources were being used, students were asked to explain 'how' their teachers carried out their teaching tasks via the selected modes. The students were also required to explain 'why' the semiotic resources were used in particular ways by the teachers.

Data Analysis

The nature of modes in meaning making can be vastly different. As such, different transcription and analytical approaches suggested by experts in the fields were adopted (See Figure 1). The following describes in detail the various data analysis methods used in this study.

Transcription of Multimodal video data

The video data were transcribed according to the multimodal video transcription method used by Kress et al. (2001, pp. 33-37) and Norris (2004, pp. 65-66). These two methods share a common approach. First, they analyze meaning making of all single modes. Then, based on a particular activity, they analyze the meaning making of combined modes. Later, they merge the results from the analysis of all factors (speech, acts, and artifacts) to get the overall picture. Hence, the interplay of multi modes will be seen. In other words, a multimodal approach of analysis will be accomplished.

According to Norris (2004, p. 65), transcribing video data is a complicated undertaking. It always involves multiple methodological steps. She holds that, the challenging task of multimodal transcription is to translate the visual and audio aspects into some textual format. She believes that some detail of a communication mode is better represented in an image form rather than in a word description. For instance, to describe a posture of a teacher, the textual description may occupy a large space and is thus not economical. However, if represented by a photo or video clip, the rich interactional meaning signaled by the posture can be seen and understood. In order to provide a clearer 'picture' of the real-time action in detail, often, a picture is needed, as a picture is worth more than thousand words.

Analysis of teacher talk

The present study analyses, interprets and explains the interpersonal meaning of teacher talk through turn-taking, amount of talk, and content of talk. Halliday's SFL model (1978, 1985, 1994; Eggins, 2004) was used to analyse interpersonal meaning constructed in teacher talk. Interpersonal meaning is meaning pertaining to roles and social relationships among the interactants. The procedures for analyzing appraisal that reveal attitudes of the speakers in conversation introduced by Eggins and Slade (1997) were also adopted in this study for analyzing appraisal resources in teacher talk. The four steps are: identifying appraisal items; classifying appraisal items; summarizing appraisal choices; and interpretation of the appraisal items (pp. 137-138). All of the data were analyzed using descriptive statistics, which included frequency distribution and percentage distribution.

Facial expression analysis

Facial expression data in this study were analysed based on Martinec's (2001) System of Affect. The present research decided that only those primary facial expressions closely related to the lesson content and research objectives would be studied, namely anger, happiness, sadness, fear, and surprise. The analysis on smiling (happiness) and frowning (anger or sadness) was done in detail in terms of the percentage (%) of their duration of occurrence in contrast to total teaching and learning time. In addition, some facial expressions used in teaching will also be discussed using samples.

Posture analysis

The teachers' postures were analysed according to Martinec's (2001) modality system. Posture is body positioning and direction. In this study, the posture data were categorized according to the way teacher positioned the direction of her body and her body positioning, such as showing a very tense body/relaxed body position; using open (limb apart)/ closed (arm closed) posture and leaning forward/ backwards while talking to students. The duration of each direction realised was calculated. For discussion and reporting purposes, pictures of teachers' postures will be provided, with accompanying statistics.

Gaze analysis

Gaze in this study adopted the definition and analysis method introduced by Harrigan (2008). Thus, teacher's gaze refers to the ways in which the teacher makes eye contact, looks, glances, and gives visual attention while teaching. In the present study, the gaze analysis examined the teacher's frequency of looking and the total duration of looking at the students or other directions. The number of times and the time taken (in seconds) by the teacher to look at the students were recorded and counted. The findings will be presented in a table form.

Gesture analysis

The researcher combined gesture analysis methods developed by the Systemic Functional Approach (Lim, 2011; Hood, 2011) and McNeill's (1992) model to analyse various gestures used in the classrooms. Computer software Cyberlink Powerdirector 10 was used to capture the photographs of the teacher's gestures. These still images of gestures were categorized following the categorization methods introduced by Lim (2011), McNeill (1992) and Hood (2011). First, the researcher classified the teacher's gestures into two major groups, namely, Performative Gestures and Communicative Gestures (Lim, 2011). After the gestures were classified into two categories, only the Communicative Gestures were analysed, as the teacher's communicative gestures were interpersonal meaning oriented. After the gestures were categorized, the frequency and percentage of each type of gestures were counted, and the data were presented in tables. Some of these photographs will also be included in the discussion of research findings. These images provide a better picture of the types and ways in which the teachers used these gestures in constructing interpersonal meaning in CSL classrooms. For the purpose of investigating how gestures accompany the teacher's spoken language make meaning, McNeill's (1992) gesture taxonomy was used to classify teacher's gestures. The analysis used Hood's ideas on how gesture functions to engage students in learning and to intensify a message or action, as those teaching moves mediated interpersonal meaning.

Analysis of the co-deployment of multisemiotic resources in constructing interpersonal meaning

Interpersonal meaning is the meaning of the roles enacted by the participants in communication and the social relations between participants (Halliday, 1978, 1994). The roles enacted by the participants in communication were determined by the communicative tasks performed by the participants. For example, some usual communicative tasks relating to social roles played by a teacher in classroom teaching as an instructor, learning facilitator, evaluator, motivator, disciplinarian and value-bearer, are shaped by the communicative tasks of instruction, guidance, evaluation, motivation, classroom management and value inculcation carried by a teacher. When a teacher is fulfilling her multi-faceted social roles, it is very natural for the teacher to co-deploy verbal and body language to perform the tasks that realise the roles. Therefore, when the verbal behaviour is accompanied by the nonverbal behaviour (body language) concomitantly in classroom interaction that makes sense for pedagogical, managerial and communicative purposes, teachers in fact employ multimodal approaches in making meaning. To analyse the interpersonal meaning construction via instances of the teacher's resorting to multisemiotic resources to realise several teacher social roles and fostering intimacy relationship, theories of SFL were used. The

discussion section uses educational and psychology theories to justify the analysis and argument. The use of a combination of theories from various schools of thought enriched the research theoretical frameworks of this study. This can be considered as one of the strengths of the study. By using this theoretical framework in analysis, a comprehensive evaluation of interpersonal meaning construction could be accomplished. The co-deployment of teacher talk and teacher's nonverbal expressions in constructing interpersonal meaning will be discussed in the following section.

In this analysis, the computer software Cyberlink Powerdirector 10 was used to capture the teacher's gestures, facial expressions, postures, and use of space from the video recording. As a result, in the transcription, whenever necessary, the image from the data was put side by side to analyse the relevant teacher talk as shown in Table 1.

Table 1

Sample Transcription on Teacher's Talk and Action

Time	Teacher talk	Image	Remarks
011818	我要给你们看几个图画。 I would like to show you some pictures.		

RESULTS AND DISCUSSION

In the classroom context, interpersonal meaning construction refers to the communication act that the teacher and students use to establish, negotiate and represent their roles related to the teacher-student relationship. As the present research adopts the MDA approach, the realisation of interpersonal meaning through various semiotic modes is discussed. It starts with the discussion on the construction of interpersonal meaning through the co-deployment of linguistic and non-linguistic semiotic resources, followed by the impact of the interpersonal meaning constructed on the teaching and learning of CSL.

In the CSL classrooms observed, teachers fulfilled many roles in their teaching, namely, as instructors, facilitators, evaluators, motivators, disciplinarians and managers. The following sections examine teachers' nonverbal expressions in terms of their co-deployment with verbal expressions in their roles as instructors, facilitators, evaluators, motivators and classroom managers in the course of constructing interpersonal meaning.

The Teacher as an Instructor

Instruction covers the activities that impart knowledge and skills. A teacher who is assuming her role as an instructor draws on her authority to plan and organize the content and sequence of a lesson (stages) to regulate the pace of teaching (exchange of turn-taking and duration of talk), as well as to determine who will be invited to participate in learning (participant involvement). The instructor is the centre of teaching and learning in class. Thus, when the teacher assumes the role of instructor in teacher-centred instruction, the teacher is an effective model of the target language and an important source of information on the topic of the lesson for students. The discussions below show how the teachers in the study co-deployed various semiotic resources in making meanings.

The CSL students in the Malaysian schools are introductory-level learners of the Chinese language. Chinese is not their mother tongue, but is a second or foreign language. As such, they do not have basic knowledge of the target language. Although they have been studying Chinese for more than three years, they know few Chinese characters. In order to help the students gain a better understanding, and to master what has been taught by the teachers; besides explaining in words, the teachers also use body language to enhance their teaching.

The recorded classroom data showed that, while introducing new words, teachers often used gestures to help students understand their teaching. Some examples of the co-deployment of teacher talk and gestures in teaching are shown in Figure 2 and Figure 3. Pictures, shown in Figure 2, were the iconic gestures used by the teachers to teach new words. An iconic gesture refers to a concrete event, object, or action that also refers to speech at the same time (McNeill, 1992, p. 77). The gestures represented the meaning of "riding a horse 骑马" (Picture 1), "shooting an arrow 射箭" (Picture 2), "tying her hair up 把头发绑上来" (Picture 3), and "praising 称赞" (Picture 4). The explanation of each gesture is provided below the pictures.

1	2

"骑马" (Horse riding)
[The teacher holds her two fists and moves them up and down to demonstrate the act of horse riding]

"射箭" (Archery)
[The teacher holds her two fists, pulls them forward to demonstrate the act of shooting an arrow]

"把头发绑上来" (Tie her hair up)
[The teacher holds her hair up and acts as if she is tying up her hair.]

"称赞" (To praise)
[The teacher praises by giving the thumbs up]

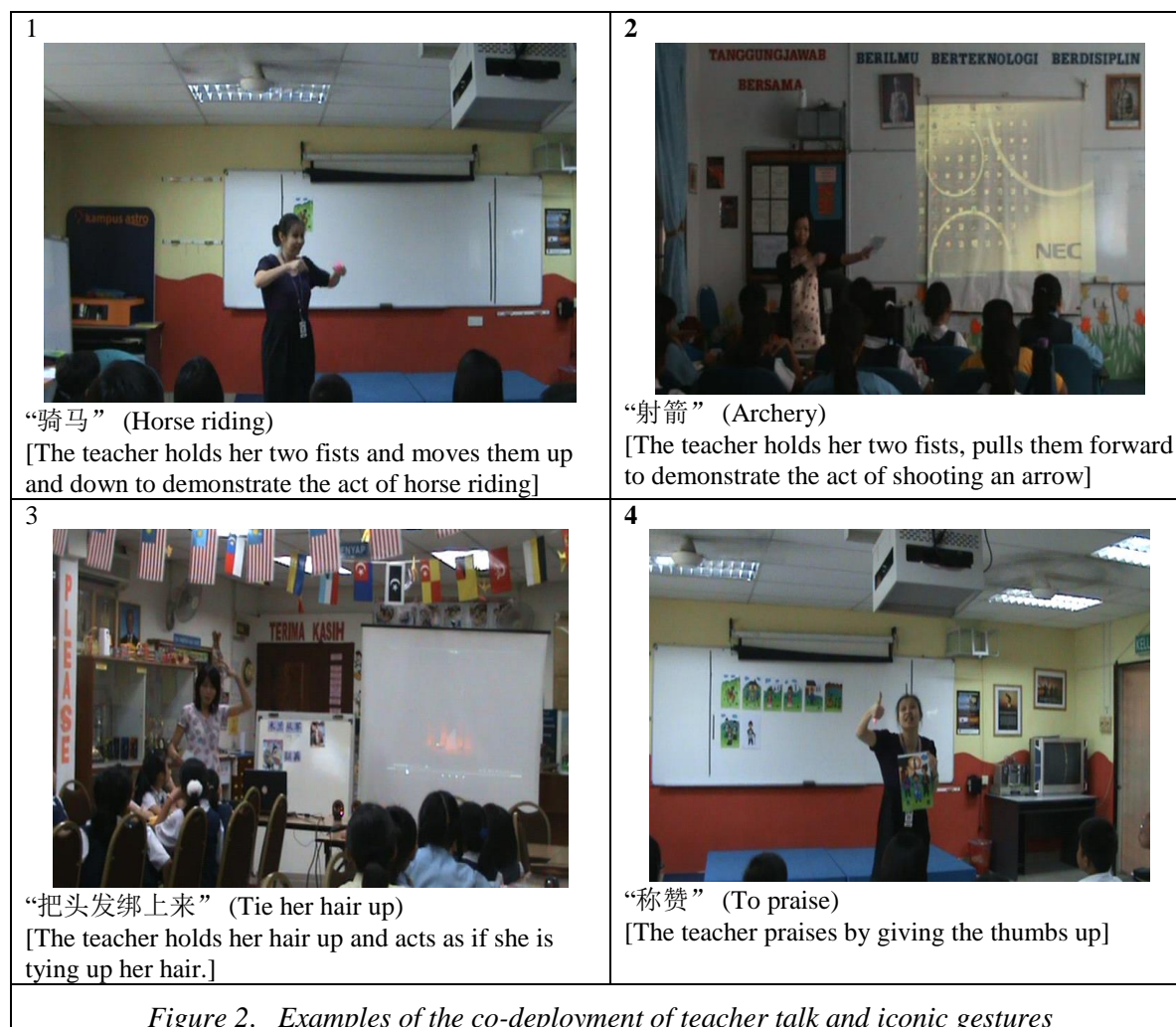*Figure 2. Examples of the co-deployment of teacher talk and iconic gestures*

Figure 3 shows several examples of the co-deployment of teacher talk and the metaphoric gestures about abstract ideas. Metaphorics are similar to iconics; however, they represent abstract ideas as opposed to actions or concrete objects (McNeill, 1992, p. 77). When introducing abstract words, teachers also employed gestures to aid in their expression of ideas. For instance, Teacher C used both hands to show a symbolic heart shape " " to mean "爱" (love) (Picture 1). When introducing the word "想" (think), Teacher D raised her index finger on her right hand and put it close to the edge of her temple and made a few circles to indicate "think" (Picture 2). When Teacher B mentioned that Mulan's brother was very young "很小", she used a palm-down action to mean a "little boy" (Picture 3). To introduce the word "老" (old), she bent her back and acted like an elderly person to enable students to understand the meaning of "老" (old) (Picture 4). The gestures and body movements used to convey the meanings mentioned can be seen in Figure 3. The metaphoric gestures shown in the following pictures could be understood by most of the students, as these are commonly used in the Malaysian context. The examples given show that the teachers used iconic (e.g., riding a horse, shooting an arrow, tying her hair up, praising) and metaphoric (e.g., 'young' boy, 'old' people, 'love') gestures to represent meanings of the lexical items taught in classes.
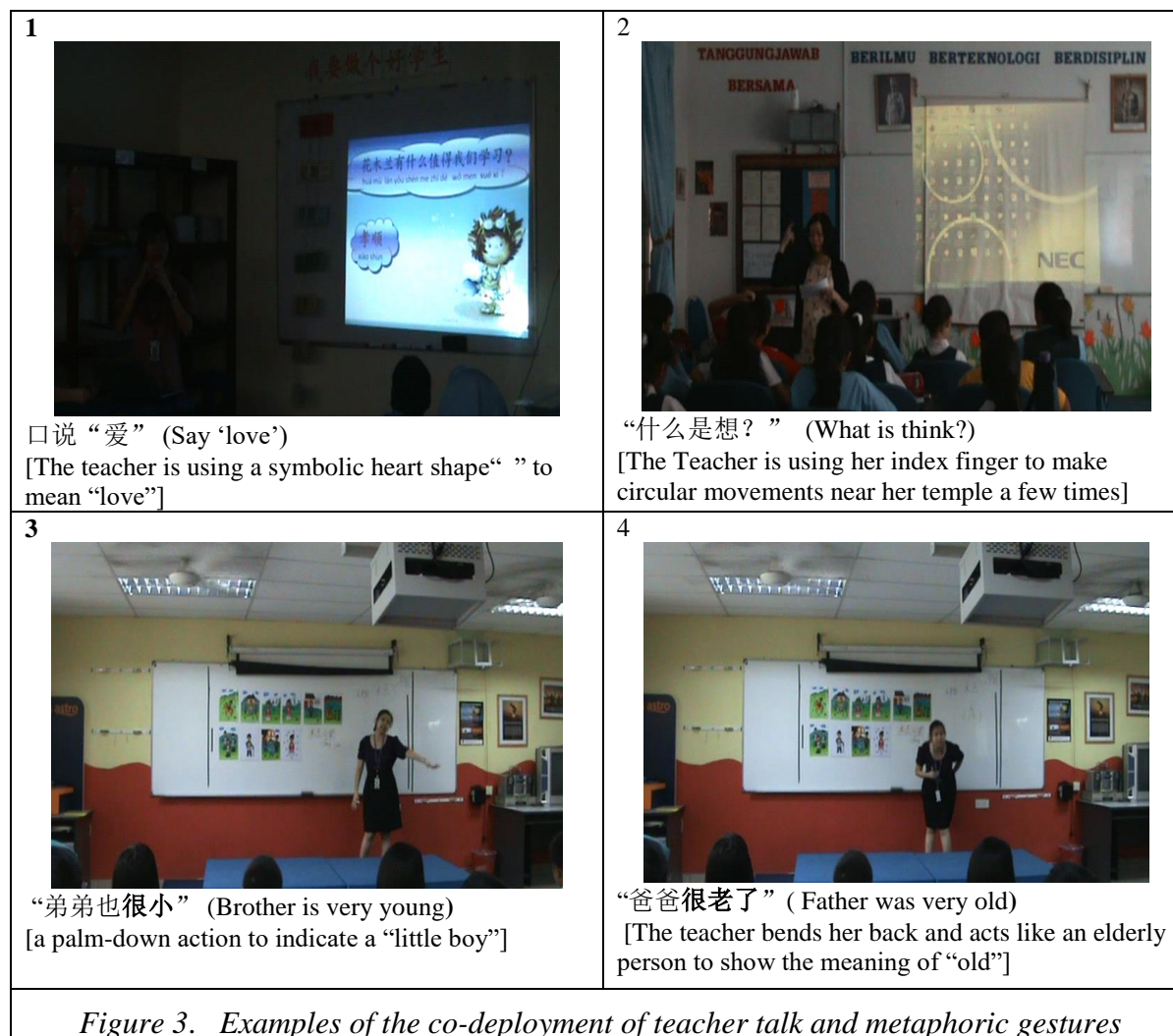
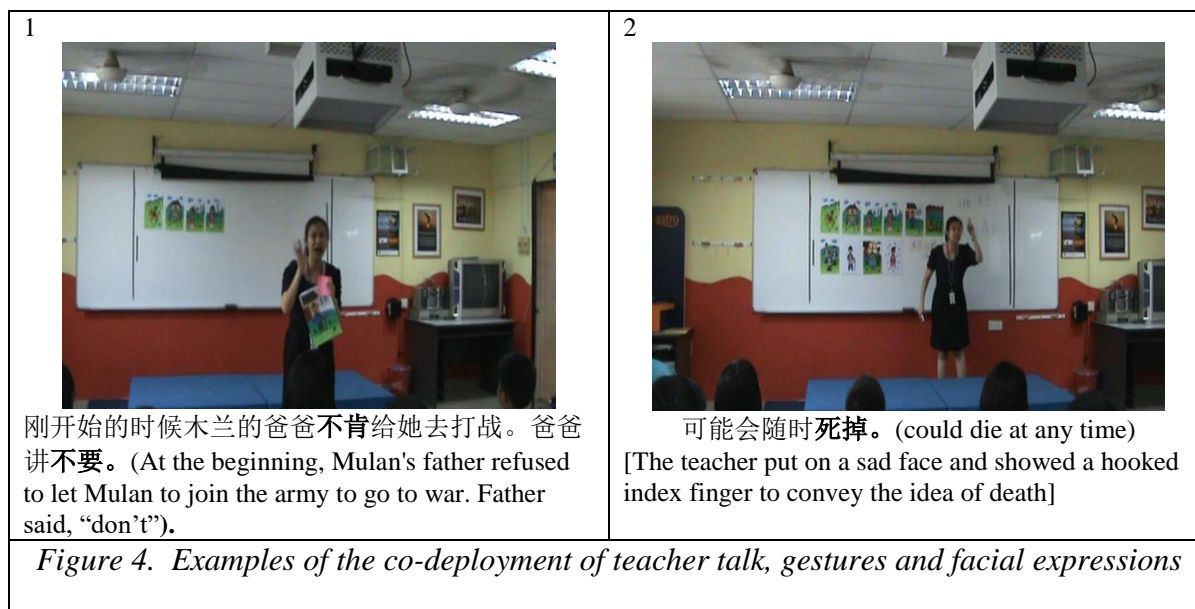| 1	2
口说 "爱" (Say 'love') [The teacher is using a symbolic heart shape " " to mean "love"]	"什么是想？" (What is think?) [The Teacher is using her index finger to make circular movements near her temple a few times]
3	4
"弟弟也很小" (Brother is very young) [a palm-down action to indicate a "little boy"]	"爸爸很老了" (Father was very old) [The teacher bends her back and acts like an elderly person to show the meaning of "old"]

Figure 3. Examples of the co-deployment of teacher talk and metaphoric gestures

Apart from the co-deployment of teacher talk and gestures, teachers sometimes also used their facial expressions to convey meaning and ideas in classroom instruction. The combination of semiotic modes helped students to understand and master the content of the lesson. Teacher B was very expressive and used a lot of facial expressions in teaching, and her facial expressions often changed according to the content of her talk. Figure 4 shows some examples of the co-deployment of teacher talk, gestures and facial expressions in teaching. For example, when Teacher B spoke of Mulan joining the army, she said "Mulan's father refused to let Mulan join the army, to go to war", and then she raised her hand and said, "爸爸讲不要 (Father said, 'don't')". At that particular time, the teacher also put on a sad face. She frowned and shook her hand a few times to express Mulan's father's disapproval (Picture 1). As Teacher B said, "War is very dangerous, 可能会随时死掉" (Death can come at any time), she showed a sad face, and stretched her index finger, bent it to form a hook-like shape (Picture 2) to convey the idea of "death". These actions expressed Mulan's father's concern. The combination of several modalities employed by the teacher to express emotions was to enhance the students' enjoyment and understanding of the vocabulary and story.

1	2
刚开始的时候木兰的爸爸**不肯**给她去打战。爸爸讲**不要**。(At the beginning, Mulan's father refused to let Mulan to join the army to go to war. Father said, "don't").	可能会随时**死掉**。(could die at any time) [The teacher put on a sad face and showed a hooked index finger to convey the idea of death]

Figure 4. Examples of the co-deployment of teacher talk, gestures and facial expressions

In conclusion, as an instructor, multimodal teaching approaches were used by the CSL teachers in delivering their lessons. It was observed that in their role as instructor, the teachers frequently co-deployed linguistic and non-linguistic semiotic resources in teaching. For instance, besides verbal explanations, teachers used pictures and gestures while introducing new words. Some teachers also used facial expressions and body movements to enhance student learning. From the educational perspective, these actions helped students to associate words with images, words with actions, and intonations with the gestures. According to Woolfolk and Margetts (2013, p. 221), these linkages promote long-term memory for learning certain content. Thus, making associations as done by the teachers of this study is a useful approach to help students in learning, specifically when the learning of new experience can be associated with students' experiences. Teachers' awareness of students' needs would help in establishing a good relationship with their students and thus enhance learning.

The Teacher as a Facilitator

Facilitation is the act of making learning easy or easier. It is the process of lowering the threshold for acquiring knowledge or skills (Soukhanov, 1992, p. 683). As a facilitator, the teacher tries to alleviate students' anxiety in learning, providing resources and comprehensible input, offering necessary help to students to complete a learning task, and modifying the level of difficulty of a particular task. The common strategies used by a teacher in the role of a facilitator are repetition, code-switching, resorting to other modes of representation (mode-switching), and making suggestions about how students may proceed in an activity. They are mostly verbal strategies.

In CSL classrooms, students may feel anxious about not being able to give prompt responses to the teacher's questions, or be fluent enough to express their ideas and feelings in the target language. The classroom observations showed that students were allowed to code-switch when responding to the teacher. Students may resort to code-switching because of limited knowledge of Chinese vocabulary in order to respond fully in the target language. As non-native

speakers, students are allowed to use words in their first languages (L1) - Malay or English - to replace Chinese words. Use of code-switching can help them to reduce their level of anxiety when articulating their responses.

From the teacher's interview data, code-switching was revealed as a teaching strategy to facilitate students' learning. Teacher B, C and D revealed that without using Malay or English, the weaker students could not understand the lessons. They felt that code-switching was necessary. Generally, teachers started their lesson with the target language, Chinese, then occasionally, when needed, code-switched from Chinese to Malay or English to explain some of the content, such as new Chinese words or sentences. Often, that involved direct translation from Chinese into the students' first language. Some students interviewed from each class disclosed that the use of code-switching in teaching CSL was very important to facilitate learning, and they saw it as their teacher's way of being understanding of their needs. This finding is consistent with Neo's (2011) finding. Neo (2011) studied the types, the incidences, and reasons for code-switching in national and Chinese primary mathematics classrooms in Kelantan. These findings suggest that teachers' code-switching is an important teaching strategy when dealing with students with limited language proficiency. Use of students' L1 can make teaching more effective, and classroom discourse more relevant to students' needs, specifically through encouraging active involvement in learning.
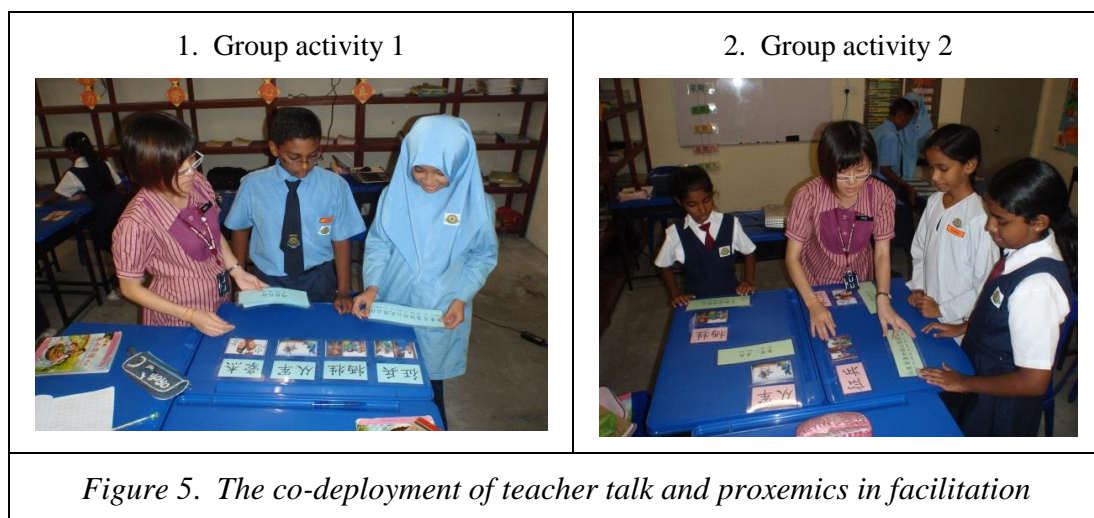
Besides code-switching to facilitate student learning, "mode-switching" is also another strategy to facilitate student learning. An example of mode-switching is the use of semiotic resources other than the linguistic mode (for example, an actional mode) to facilitate students' understanding of words instead of only using the verbal mode to explain, for example, a new word. Mode-switching offers the students the opportunity to achieve success and it promotes the establishment of self-efficacy in students. For instance, knowing that the students lacked Chinese vocabulary at the elementary level, Teacher A understood that some students were unable to explain meaning in Chinese for the words "射箭 (shooting an arrow)" and "骑马 (riding a horse)". Hence, in order to facilitate learning, she asked the students to show their understanding of the two words by demonstrating the relevant actions.

Therefore, the use of multilingual (code-switching) and multimodal (mode-switching) resources in teaching and learning has the advantage of making meaning in various forms. CSL teachers should use these resources to facilitate student learning. As a good learning facilitator, the teacher recognizes the learning needs of students. Thus, the teacher's code-switching and mode-switching strategies help to reduce learning anxiety in students, and to lower the level of difficulty of a task. In using these strategies, the teacher was able to foster learning and help less able students to succeed.

Another nonverbal approach to promote intimacy between interactants is proxemics, i.e., the use of space to create the sense of closeness. Instructional proxemics refers to the use of space and spatial design in the instructional environment. This approach is commonly seen when a teacher acts as a facilitator. During a group activity, the teacher walks around the class and offers to facilitate student's learning when needed. In the present study, it was observed that the teacher

approached students to provide guidance and information, or check on the progress of group activities.

Teacher C liked to conduct group learning activities. The video recording data showed that the relationship between this teacher and the students was close. She often approached students to facilitate the completion of tasks assigned. This move of approaching students to offer help could promote rapport between the teacher and her students. As held by Andersen and Andersen (2005, p. 114), "distance can be both an indication and a cause of closer interpersonal relationships". It does not mean every time after assigning work to students, the teacher needs to move around to get close to students to facilitate learning. However, when the teacher does so, it will foster closer ties between the teacher and the students over time. Pictures in Figure 5 show the teacher facilitating students in completing group learning activities. During the interview with the students, the researcher was told that they liked the teacher to spend time with them as they could sense the close relationship between them and the teacher. Proxemics is a powerful nonverbal resource for enhancing interpersonal closeness between interactants if used wisely. Teachers should make the most of this resource to promote classroom solidarity.

| 1. Group activity 1 | 2. Group activity 2 |

Figure 5. The co-deployment of teacher talk and proxemics in facilitation

The Teacher as an Evaluator

A teacher assuming her role as an evaluator assesses her students' responses and how well students are performing. It involves judging student's academic and behavioural qualities from the ways students present their ideas and actions. Evaluation is also seen through the feedback given to students. The strategies used in evaluation encompass giving prompt correction, asking questions, assigning values to students' responses, and suggesting feasible ways of doing things correctly or making things look better.

It was observed that when teaching, teachers posed questions to attract students' attention, to enhance their thinking skills and to check their understanding of the lesson taught. The data showed that many of the questions posed were to evaluate the students' understanding of the content. When asking questions or assessing students' answers, the teacher's verbal expressions were accompanied by nonverbal expressions.

For example, teachers would call out a student's name to get him/her to respond to a question and at the same time, they would use the palm-up gesture to invite other students to participate (Pictures 1 & 2 in Figure 6). According to Hood (2011), gestures can be used to engage students in classroom teaching and learning activities. The use of a supine-hand (palm-up) gesture means "inviting student voices into the discussion". Once the teacher had identified a student to respond, she would look expectantly at the student to show that she was looking forward to the student's response (Picture 3).

Sometimes when the teacher disagreed with the student's answer, she would speak through her body language. This can be seen in a short dialogue between Teacher A and her students in a question-and-answer session, as shown in the example below:

# 63 T	:	她代替她爸爸去打战，对吗？为什么她代替她爸爸去打战？
		[She went to war, in her father's place, right? Why did she replace her father?]
# 64 SS	:	因为她爸爸病了.
		[Because her father had fallen ill.]
# 65 T	:	因为她爸爸病啊？**你又知道她爸爸病**？她爸爸老了, 是吗？
		[Because her father had fallen ill ah? **How do you know her father was ill**? Her father was old, wasn't he?]

In this case, when the teacher asked students why Mulan went to war in her father's place, students answered that it was because of her father's illness. Although Teacher A disagreed with the answer given by the students, she did not express her disagreement verbally. According to Martinec's (2001) Modality system, "unwillingness is realized by holding the body at a backward angle". As shown in Figure 6 (Picture 4), Teacher A leaned back and pulled away to create a distance between her and students and looked at the students. She then suggested an alternative answer by posing a tag question "Her father was old, wasn't he?". The use of non-verbal communication instead of verbal discourse in this case was intended to avoid criticism which might embarrass the student. Thus, student's face was not threatened.
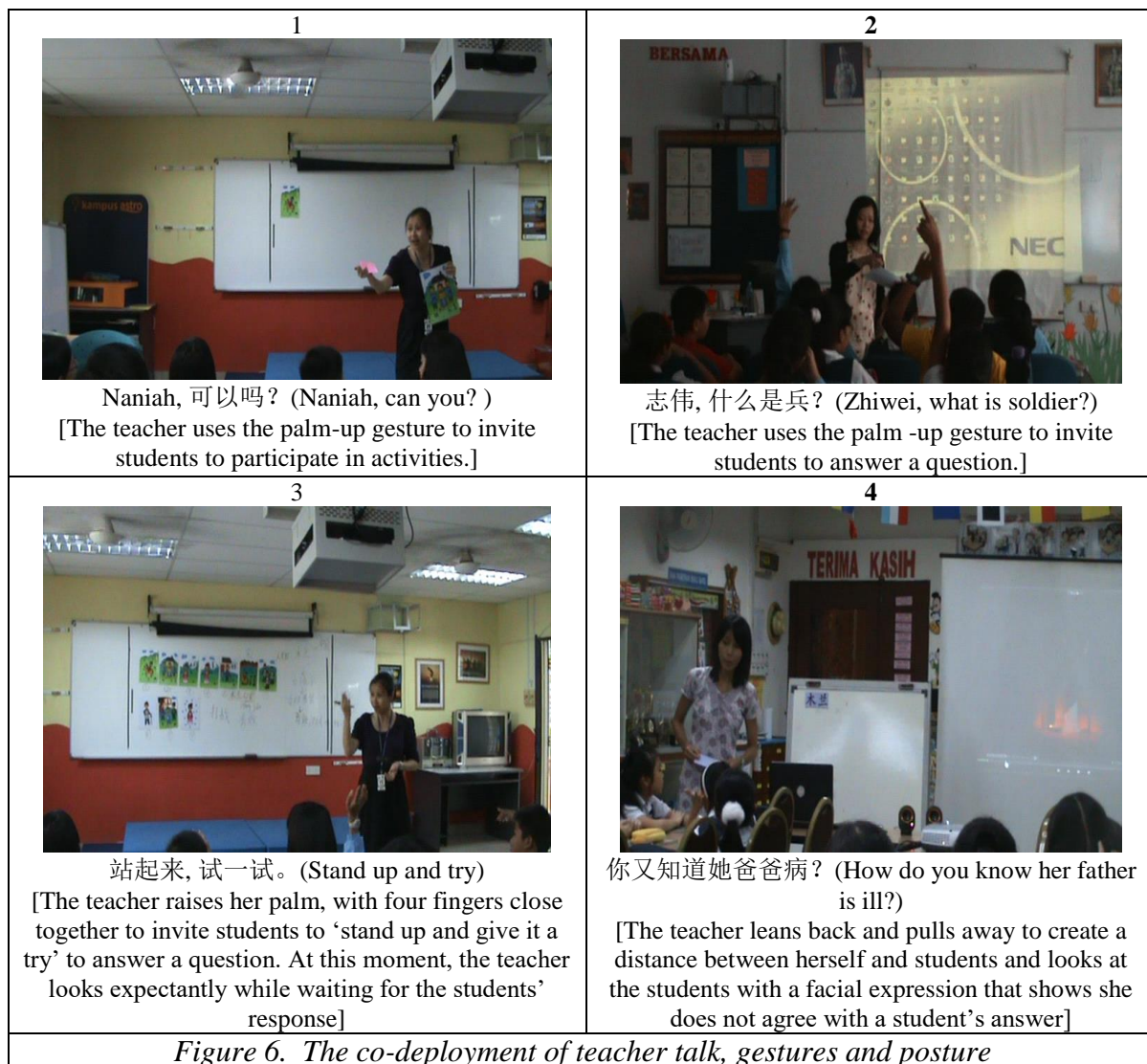
Figure 6. The co-deployment of teacher talk, gestures and posture

The Teacher as a Motivator

According to Moore (2007), there are two types of motivation, namely intrinsic versus extrinsic motivation. Intrinsic motivation is what learners bring to the learning environment, which is, their internal attributes - attitudes, values, needs, and personality factors while extrinsic motivation originates outside the individual and is concerned with external, environmental factors that help shape students' behaviours (p. 265). Therefore, a teacher assuming her role as a motivator articulates visions that help to awaken students' learning needs or give students some encouragement such as rewards which can lead to response strengthening, helping to shape students' personal qualities which are admired by the public.

An example of motivation to encourage students to enhance or at least to maintain their good academic and behavioural qualities is to praise the students for their excellent participation

and good behaviour in class. The praise can be realized in verbal and nonverbal forms. The verbal praise includes the use of compliments and encouraging statements such as "很厉害" (excellent), "好" (good), "全部都对啊, 很好啊" (All correct, very good), "进步了很多" (you have improved a lot), and sometimes in English: "good", "very good", "congratulations", "well-done" or in Malay "tahniah" (congratulations). A teacher's praise is an effective tool to motivate students in learning. It allows the teacher to selectively encourage different aspects of production or output by students. For example, the teacher may praise a student to commend him or her for the efforts, accuracy, or to boost the student's performance. The nonverbal praise includes showing a "thumbs-up" gesture, smiling at students or giving an encouraging look; or giving the students a round of applause, incentives and rewards. Rewards include symbolic tokens like grades, marks and titles; and materials like icons, money and presents. Applauding is a popular extrinsic motivation used by a teacher to motivate students to learn.

Students who have performed well and received recognition from their teachers and friends develop interest in the subject and the teacher. For instance, Teacher C frequently showed appreciation for students' good performance by applauding. When a student performed well in the class activities, sometimes Teacher C led the class in giving a round of applause to encourage the student. Sometimes Teacher C asked the students to applaud their friends. Besides applauding, Teacher C also used the "thumbs-up" gesture to compliment her students for good performance. Applauding and giving the "thumbs-up" gesture are semiotic resources employed to show appreciation for the students' good performance (refer Figure 7). Two examples of Teacher C showing appreciation are given in Table 2. In #52C, Teacher C asked students to applaud their friend; in #185C, Teacher C led the class in applauding and in Figure 8, Teacher C asked the students to applaud their peer, Marina, for a good attempt.

| Table 2 | | | |
Examples of Teacher C Leading Students in Giving A Round of Applause to a Student			
#52C	T	:	啊 *Mengorbankan*。好，给 B 一个掌声. (学生鼓掌) [Ah, *Mengorbankan* (Sacrifice). Good, give B a round of applause. (Students clapping hands]
#185C	T	:	对。给 Nadiah 一个掌声（老师领先鼓掌, 学生跟着鼓掌） [Right, Give Nadiah a round of applause (Teacher led the clapping of hands, other students followed)]

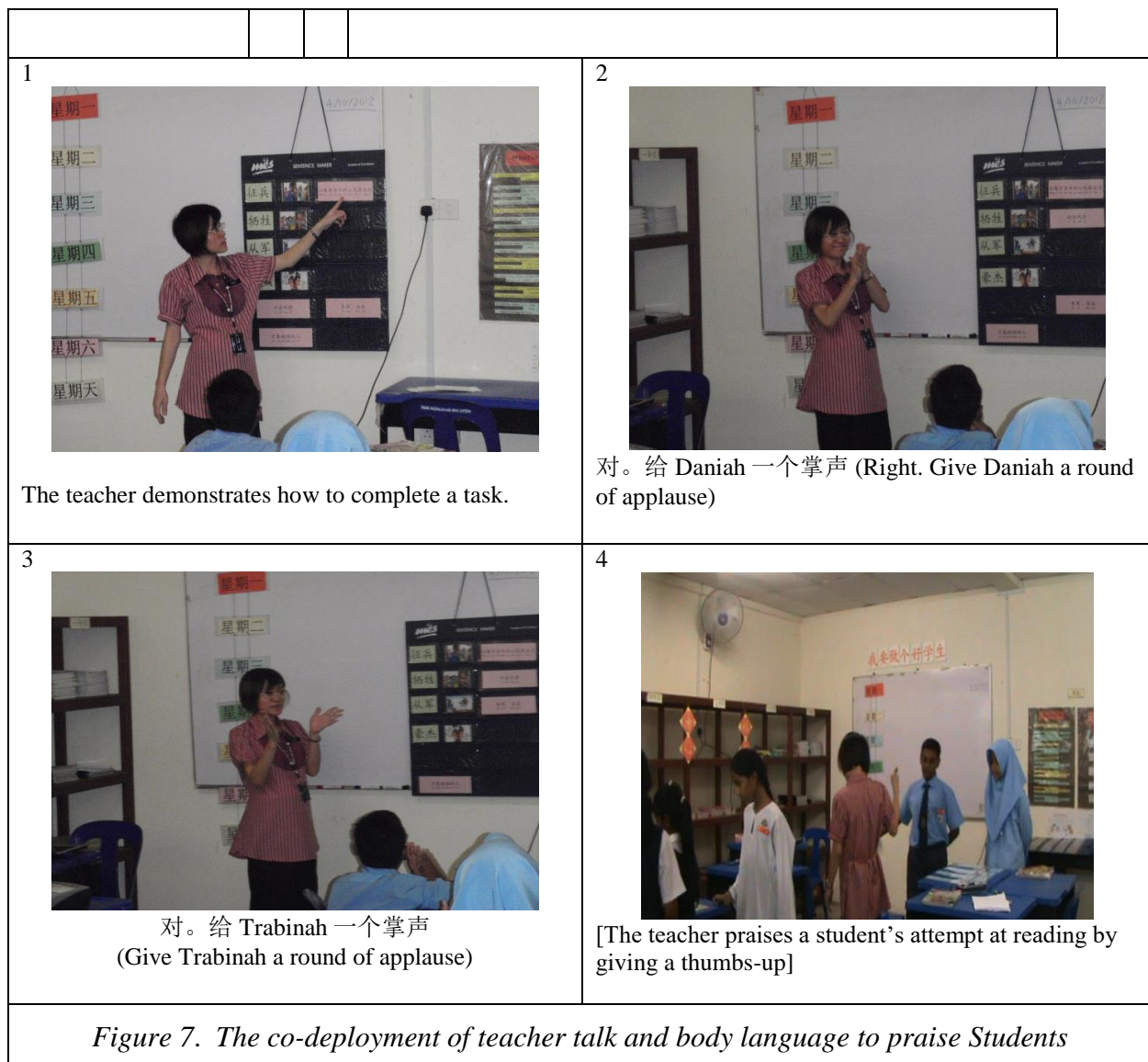|		
1 The teacher demonstrates how to complete a task.	2 对。给 Daniah 一个掌声 (Right. Give Daniah a round of applause)	
3 对。给 Trabinah 一个掌声 (Give Trabinah a round of applause)	4 [The teacher praises a student's attempt at reading by giving a thumbs-up]	

Figure 7. The co-deployment of teacher talk and body language to praise Students

Woolfolk and Margetts (2013, p. 354) hold that providing incentives and rewards through presents, marks, stars, stickers, and other reinforcements for learning is an attempt to motivate students by extrinsic means. In the interview, the students of Class B revealed that apart from the verbal praise given by their teacher; they really liked the stickers given by the teacher. Sometimes Teacher B also drew stars in their exercise books to motivate them. Students Class C disclosed that Teacher C also drew stars or stamped "well-done" on their exercise books or gave small presents to students. For students from school A, in addition to verbal praise, a student said that she liked the teacher patting her shoulder when saying 'you are right'. The students of high ability from Class A and D disclosed that they had received presents from their teachers as a token of encouragement. Various forms of reinforcement would certainly have an impact on learning.

The Teacher as a Manager

Eggin (2004) argues that the analysis of turn-taking can reveal the power and relationship of participants in conversation. Classroom management relates to maintaining classroom order and managing students' discipline. It includes turn-taking allocation by the teacher to allow students to participate in classroom activities. The teacher usually sets certain rules for students to follow in classroom interaction.

The following example shows that students were taught to respect the teacher's power in controlling students' turn-taking when participating in the learning activities set up by the teacher. It is well known to Malaysian students that teachers have the authority to control turn-taking in class and decide which student is allowed to assume the turn to talk or do things. This authority puts the teacher in control of the classroom conversation and learning activities. It was clear that the students in the classes observed had been taught to raise their hands to attract the teacher's attention and to let the teacher decide who would be allowed to participate in a conversation or learning activity.

For example, students in Class A and Class B in this study had to raise their hands before asking questions or answering questions. Students were only allowed to talk, with the permission of their teacher (Pictures 1 & 2 in Figure 8). Picture 3 shows Teacher A stopping students from telling their friends the answer in class by putting her index finger on her mouth and saying, "If you have seen (the movie), then you (action), just keep quiet". When answering questions in the exercise given by their teacher, the students were also required to write down their names on the answer sheets (Picture 4). Some examples of nonverbal expressions co-deployed in the teacher's classroom management style are given in Figure 8. The co-deployment of teacher talk and body language in classroom management indicated the use of power by the teachers to maintain classroom discipline.

Students making unnecessary noise can affect the teaching and hence are reminded to stop doing so. To control student discipline in class, Teacher A placed her index finger on her mouth for a moment and then pointed her index finger to the ceiling, holding it for a while (Pictures 3 in Figure 8). It was a symbolic action to order students to keep quiet. Teacher A told the researcher during the interview that school teachers were used to employing this gesture to control students. She said when students were noisy, she only needed to stand in front of the students, place her index finger on her mouth and hold that gesture for a moment and then raise her hand, to indicate to the students to keep quiet. She said that everybody in her school knew the meaning of this gesture.

1	2
谁可以猜？告诉我。(Who can guess? Tell me.) [The teacher raises her hand to invite students to answer an open question. It also serves as reminder to students to raise their hands if they want to answer questions.]	谁可以告诉我？(Who can tell me?) [The teacher raises her hand to invite students to answer an open question. It also serves as reminder to students to raise their hands if they want to answer questions.]
3	4
如果你看过了，那你就 (动作), 心里面知道就好。(If you have seen (the movie), then you (action), just keep quiet.) [Teacher A stops students from telling their friends the answer in class by putting her index finger on her lips.]	写上名字。(Write down your name.) [The teacher instructs the students to write down their names on the answer sheets by pointing to a column in the handout.]

Figure 8. The co-deployment of teacher talk and gestures in classroom management

Classroom discipline is important to learning. Malaysian students who are not paying attention to the teacher's teaching are disruptive, and they may be punished by the teacher. The research data showed the teachers used nonverbal resources to indicate to particular students that she was aware that they were not paying attention. One of these resources includes staring at students to get students' attention. According to Moore (2007, p. 176), direct eye contact or a stare can also be used to change behaviour. He holds that a stare used in conjunction with silence can be quite useful in getting the attention of misbehaving or inattentive students. During the interview, the teachers revealed that sometimes they stared at students who were not paying attention or who were noisy in class. For example, during a class, it was observed that once, Teacher A stopped

talking abruptly and stared at a particular student who had misbehaved in order to attract the student's attention. Other students followed the direction of the teacher's gaze to look at the particular student. The signal sent by the teacher through the gaze can generate a powerful warning. Data from the interviews with teachers and students confirmed that the 'staring' strategy was a regular nonverbal action used by the teachers for classroom management. Students identified by the gaze would realize their wrongdoing and then promptly behave themselves. This type of gazing is a type of non-affinity behaviour, but it helps teachers to control classroom discipline.

To sum up, the examples discussed above have shown that the instructional approaches used in the classrooms were multimodal. In order to help the students to understand the content, besides teacher talk, teachers often used their body language to enhance teaching. From the interpersonal perspective, the data showed that teachers employed teacher talk to negotiate power and foster solidarity relations with the students in the classroom. The control in turn-taking and the teacher's appraisal of student's performance were used as indicators to manage the power negotiation and solidarity in relationship establishment. Teacher talk also revealed the ways teachers represented their power and status as teachers via their enactment of their roles as instructors, facilitators, motivators, evaluators, and managers. Kirch (1979, p. 423) points out that knowledge of nonverbal communication should be used by foreign language teachers to help students reach a fuller stage of acquisition. The present research findings indicate that CSL teachers are capable of using nonverbal cues to help students to comprehend messages. The findings also showed that nonverbal behaviours were used to attract attention, to mark units, in which utterances were produced, providing additional context to activate and recall words, thoughts and ideas. These functions of nonverbal communication in foreign language teaching and learning had been highlighted by Allen (1999, pp. 470-471).

CONCLUSION

This study examined how the various semiotic modes were used by the national school Chinese language teachers in Malaysia to construct interpersonal meanings via the construction of the teacher's roles and the handling of the teacher-student relationship to promote learning amongst non-native speakers of Mandarin in CSL classrooms. Many teaching instances that occurred in the classrooms indicate that the deployment and co-deployment of various semiotic resources in constructing interpersonal meaning can enhance teaching and learning. The research findings showed that the new generation of teachers, who were highly skilled at applying information and communication technologies (ICT) in teaching, turned traditional teaching approaches into a multimodal one by employing several modes in their teaching. Besides verbal expression, teachers also used non-verbal modes (e.g., PPT, video clips, images, gaze, gestures, facial expressions, postures) to make their lessons clearer and more interesting. Other findings showed that CSL teachers were, to some extent, multilingual. Hence, they could code-switch between Chinese, Malay and English, they appraised students positively through the use of judgement resources and were creative in negotiating the various resources at every stage of their teaching. Strategies employed to fulfil various teacher's roles were identified to realize teacher affinity. They included remembering students' names, code-switching to facilitate learning, smiling frequently, and establishing frequent eye contact. Such affinity behaviours of the teachers have positive effects on the teaching and learning of CSL, in reducing learning anxiety, increasing motivation and interest

in learning, developing student's confidence, instilling good behaviour and developing student's discipline. These in turn help establish a close rapport and a meaningful teacher-student relationship, creating a conducive learning environment for teaching and learning.

It is hoped that the present study has illuminated research through its findings and that educators specifically in Malaysia, can gain insights into the multimodal teaching approach and creation of interpersonal meaning to further enhance teaching and learning of not only CSL but also other languages. This is timely as the Education Ministry of Malaysia, in its Education Blueprint, has called for the learning of more languages in line with the country's aspiration to become a developed nation in the near future.

The data of this study were obtained from only four teachers and four national primary schools in the state of Selangor, and thus may not be representative of the entire primary school population, in other words, many other schools which offer CSL classes in Malaysia. Future research should examine more schools and participants so that the findings may be reflective of teaching practices that are representative of schools that offer CSL classes in Malaysia. Similarly, classes that teach languages other than Chinese as a second language could also be investigated and perhaps a comparative study can be conducted to examine findings using different multimodal frameworks and compare them with the findings of the present study.

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