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### **A Study for Developing Multimodal Literacy of Foreign Students in Presentation**

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#### **ABSTRACT**

The purpose of this study is to plan the educational contents of academic presentation genre, which for the development of Multimodal Literacy of KSL(Korean as a Second Language) college students. Recently, an academic setting at university of South Korea is breaking the lecture driven class by professors and demanding for participation of students in various kinds of ways. Especially, presentation skills are required at university regardless specialties or classes as the presentation utilizing visual materials are routinized. However, foreign students who are not accustomed to these teaching-learning methods are complaining of difficulties in expressing their ideas and knowledge in accordance with academic situation or characteristics of medium. In this study, aspects of presentation are analyzed with materials of 120learners who study Korean for academic purpose and aspects of slideware utilization and features of the presentation are analyzed with the framework of multimodality. For realization of multimodality, interaction between text character and visual material in the slide and intertextual paraphrase of speaker's spoken discourse during the presentation are examined, respectively. With this, 'Education contents' for foreign learners to understand and express multimodal texts by adapting specific media of 'power point program' are explored. Learners can improve not only verbal thinking and verbal expression, but analytical skills, organized thinking required in academic situation and practical use skill of media in the course of design slides and presentation. Therefore, the necessity for the education to adapt and create the aspects of multilayered multimodal signification is suggested.

*Keywords:* academic presentation, multimodal literacy, media education, Korean for academic purpose

#### **Purpose of the study**

The existing presentation-themed study is mainly devoted to speaking section, that is spoken discourse, analysis of phonology, sound, lexicon, syntax, discourse are mainly made. But during the presentation, the audience learns to thoroughly accept not only spoken language of the speaker but the combined message with text and visual sign of the slide. In multimodal literary environment, multiple semiotic repertoire such as movies, pictures, and gestures can be included as design resources(New London Group, 2000). Design is the process of moving their intention and interests in the most appropriate semiotic materials.

Hung(2009) claims that Audio Design, Visual Design, and Linguistic Design is related to their multimodal meaning-making processes and instruction on multimodal genres is required to raise language learners' awareness of multimodal construction of texts. Genre convention is the standard of used specific resources based on the possibility of expression and communication developed by interests, values, history of use, and the particular cultures(op.cit.Kress, 2010, Serafini, 2014:53). Presentation also has expressions appear to lexical structure and typicality showed in the customs of making slide. According to the

principle of intertextuality, persons making slides for academic presentation consciously and unconsciously refer to lots of examples of slides previously made.

Therefore, unless social customs of presentation would not be taught to foreign students, they would likely not follow customs and norms in performing can be accepted in academic discourse community. So if the professor catch and explain the fixed mode of particular genre, it would contribute to eliminating the heterogeneity as a foreigner and quickly adapt to the academic community in Korea. The academic genre should be learned through education and training and set up by integrated analysis of performance data of various groups.

### Methodology

This paper, as seen from [figure 1], focusing on the realization of ‘multimodality’ during the presentation, presentation aspects of learners will be analysed mainly with the slide making(combination of text character and visual materials) and its utilization (communicating by oral presentation with slides).

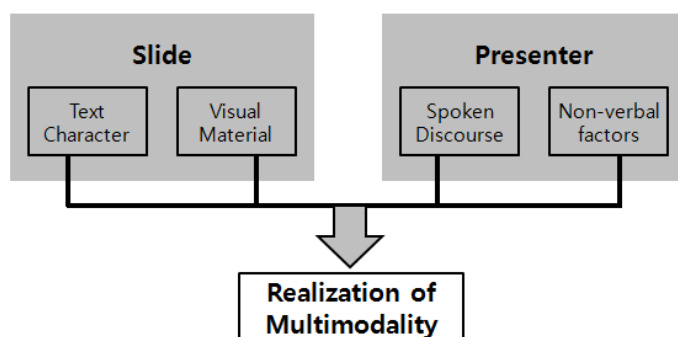


Figure 1. Realization of Multimodality

In this paper, instructional process and result will be analysed after application of established theory which is based on inductively collected and analysed data through action research which is a form of qualitative research to the class of presentation education for foreign students.

- Subject of Analysis : 120 numbers of foreign students have taken Korean advanced courses in 2013-2014
- Analysed data: manuscript, PPT, transferring material, recordings, video
- Number of analysed pieces : total 88 pieces (14pieces of Team presentation, 74pieces of individual presentation)
- Quantity of Analysed data: 1,070 minutes of total presentation time, 1,232 pages of slide

### Findings

In this paper, referring to type classification of Unsworth & Chan(2009), Serafini(2014), Wolff-Michael Roth(2015), aspects of multimodality in the learners’s slide were analysed by dividing 5 phases of ‘Equivalence, Description, Exemplify, Expansion, Supplement’ of text character and visual material as seen from < Figure 2>.

Elaboration			Expansion,	
Equivalence	Description	Exemplify	Expansion	Supplement

Figure 2. Relation between text character and visual material

Interaction between visual materials and written text from learner's data is at the 'equivalence' or 'exemplification' phases have the lowest level of difficulties in most cases. Written text of the slide which is regarded accustomed form also had various kinds of errors in presenting as summary. Stylistic differences also have not been recognized in intertextual paraphrase between literary language and spoken language.

Utilization patterns of visual materials are examined by types. Considering visual grammar that is, 'signification aspects' of visual materials of presentation slide, give examples with the concentration of most marked characteristics. Additionally, with both extremes of abstractness and concreteness, visual materials mainly used by learners were explicated. Utilization of photo materials which have lowest abstraction level is most frequent. Materials which should be restructured by learners such as tables, graphs, smart art, flowing chart, with high abstraction are less used or seen errors. This bespoke that learners are vulnerable to restructure and visualize the original in various ways for the presentation. This suggests that to develop multimodal literacy, requirements of education to select visual materials are suitable for the presentation and restructure them is urgent.

The learners not only fails to distinguish final ending suited to slides but they also do not recognize the difference of genre in colloquial language and literary language, made a mistake to insert expressions only can be used in spoken discourse on the slide. These colloquialisms and superfluousness are not suited for the formal case of academic presentation, these can negatively affect on the reliability of presentation regardless of its contents.

'Also can be said as -', 'There might be many reasons' of learner 'UZB\_3.', 'It seems to be -' of 'KGZ\_1'. These kinds of expression is Hedge represents the ambiguous attitude and politeness, aspects of modalitat, which is one of features of literary styles shown in the academic texts. These representations may be an important marker that differentiates the literary language stated on the slide and colloquial language expressed by a presenter. Hedge representation is a device that effectively lead the audience, by adjusting the distance from the audience and closely interacting with them as presenter becomes the subjects directly facing with audiences. However if hedge is represented on the slide which is visual material, the lack of formality shown and it causes misleading of key. It shows that marks that might make the claim weaken or equivocal should not be used under the broad principals of that only essential information should be summarized on the slide.

### Conclusion

In this paper, 'education contents' for learners to understand and express multimodal texts by adapting particular media of 'power point program' are explored. For that, curriculum areas are set, understanding about slides, knowledge about linguistic symbol, appreciation education and expression education of multimodal texts are extracted as seen from < Figure 3>. Then effectiveness are verified through the application cases in the real classes and learner's review about the classes.

Media	Space of literary activity	Speaker		Audience
Oral presentation	Face to Face	Verbal activity	speaking	listening, viewing
		Nonverbal activity	speaker's eyes, gesture, expression	
Slide	Screen	Verbal activity	writing, presenting	reading, viewing, listening
		Nonverbal activity	pointing	
		Expression education		Understanding education

Figure 3. Education Area of Presentation

To sum up, it is required to train to comprehend the feature and signifying process of multimodal symbol and finally to find the hidden intention from it in the understanding education of presentation. In the expression education, the techniques and strategies of presentation can be acquired through activity of reorganization of manuscript contents, visualization through slide and presentation it. Also education on linguistic knowledge including change of grammar by medias and expressions used for presentation should be fulfilled.

Learners can improve not only verbal thinking and verbal expression, but analytical skills, organized thinking required in academic situation and practical use skill of media in the course of design slides and presentation. Therefore, the necessity for the education to adapt and create the aspects of multilayered multimodal signification is suggested.

This paper has signification in first extension of the presentation education to media education in Korean education research and verification of it's education effect as proved materials which has been applied in the educational practice. In the future, the development of Multimodal literacy which makes to understand and express various kinds of Multimodal texts will become more critical because of increasing of role of communication through media.

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