

Sensory Research Multimodal Perspectives

Sensory Research Multimodal Literacy in School Science Perspectives on Multimodality Analyzing Multimodality in Specialized Discourse Settings Building Bridges for Multimodal Research Making Meaning Designing Learning with Embodied Teaching Visual and Multimodal Research in Organization and Management Studies Designing Learning for Multimodal Literacy Multimodal Composing in K-16 ESL and EFL Education Multimodal Perspectives of Language, Literacy, and Learning in Early Childhood Multimodal Narratives in Research and Teaching Practices Multimodal Approaches to Research and Pedagogy Perspectives on Multimodality Multimodal Discourse Analysis Translating the Visual Analyzing Multimodal Interaction Teaching Young Learners in a Superdiverse World Multimodality in English Language Learning Multimodal Discourse Analysis Multimodal Communication Communication, Gaze and Autism Visual and Multimodal Research in Organization and Management Studies Mapping Multimodal Performance Studies Organizational Semiotics Multimodal Studies Multimodal Perspectives of Language, Literacy, and Learning in Early Childhood Discourse and Technology Multimodality Multimodal Literacy Parallaxic Praxis: Multimodal Interdisciplinary Pedagogical Research Design Literacy Theories for the Digital Age Beyond the Visual A Multimodal Perspective on Applied Storytelling Performances Design Perspectives on Multimodal Documents Innovation in Language Learning and Teaching The Development of L2 Interactional Competence Multimodality and Classroom Language Dynamics Pragmatics of Discourse Multimodal Literacies in Young Emergent Bilinguals

Getting the books *Sensory Research Multimodal Perspectives* now is not type of challenging means. You could not unaccompanied going when ebook accrual or library or borrowing from your connections to contact them. This is an entirely easy means to specifically acquire lead by on-line. This online proclamation *Sensory Research Multimodal Perspectives* can be one of the options to accompany you afterward having other time.

It will not waste your time. endure me, the e-book will very impression you additional concern to read. Just invest little time to right of entry this on-line proclamation *Sensory Research Multimodal Perspectives* as without difficulty as review them wherever you are now.

Multimodal Perspectives of Language, Literacy, and Learning in Early Childhood Feb 26 2022 Our image-rich, media-dominated culture prompts critical thinking about how we educate young children. In response, this volume provides a rich and provocative synthesis of theory, research, and practice that pushes beyond monomodal constructs of teaching and learning. It is a book about bringing "sense" to 21st century early childhood education, with "sense" as related to modalities (sight, hearing), and "sense" in terms of making meaning. It reveals how multimodal perspectives emphasize the creative, transformative process of learning by broadening the modes for understanding and by encouraging critical analysis, problem solving, and decision-making. The volume's explicit focus on children's visual texts ("art") facilitates understanding of multimodal approaches to language, literacy, and learning. Authentic examples feature diverse contexts, including classrooms, homes, museums, and intergenerational spaces, and illustrate children's "sense-making" of life experiences such as birth, identity, environmental phenomena, immigration, social justice, and homelessness. This timely book provokes readers to examine understandings of language, literacy, and learning through a multimodal lens; provides a starting point for constructing broader, multimodal views of what it might mean to "make meaning;" and underscores the production and interpretation of visual texts as meaning making processes that are especially critical to early childhood education in the 21st century.

A Multimodal Perspective on Applied Storytelling Performances Mar 06 2020 In this volume, Soe Marlar Lwin proposes a contextualized multimodal framework that brings together storytelling practitioners' and academic researchers' conceptions of storytelling. It aims to highlight the ways in which various institutions in contemporary society have been using live storytelling performances as an effective communicative, educative and meaning-making tool. Drawing on theories of narrative from narratology as well as from related fields such as discourse analysis, multimodal analysis, communication and performance studies, the author proposes a contextualized multimodal framework to (a) uncover the potential narrativity of a live storytelling performance through an analysis of narrative elements constituting the story, (b) capture the process of developing actual narrativity through a multimodal analysis of performance features in the storytelling discourse, and (c) highlight the importance of context and dynamics between the storyteller and audience for an achievement of optimal narrativity in a particular storytelling event. The sample analysis shows how the framework not only describes the system governing institutionalized storytelling performances in general but also serves as a useful model to examine individual performance as a unique realization of the general system. The book also offers implications for possible applications of such contextualized multimodal frameworks more broadly across the disciplines.

Multimodality Aug 11 2020 This textbook provides the first foundational introduction to the practice of analysing multimodality, covering the full breadth of media and situations in which multimodality needs to be a concern. Readers learn via use cases how to approach any multimodal situation and to derive their own specifically tailored sets of methods for conducting and evaluating analyses. Extensive references and critical discussion of existing approaches from many disciplines and in each of the multimodal domains addressed are provided. The authors adopt a problem-oriented perspective throughout, showing how an appropriate foundation for understanding multimodality as a phenomenon can be used to derive strong methodological guidance for analysis as well as supporting the adoption and combination of appropriate theoretical tools. Theoretical positions found in the literature are consequently always related back to the purposes of analysis rather than being promoted as valuable in their own right. By these means the book establishes the necessary theoretical foundations to engage productively with today's increasingly complex combinations of multimodal artefacts and performances of all kinds.

Designing Learning for Multimodal Literacy Apr 30 2022 *Designing Learning for Multimodal Literacy* addresses the need to design learning for multimodal literacy in a world that is increasingly saturated with print and digital media. In the current age, communication and interactions on social media are seldom made with language alone but are often accompanied with emojis, images, and videos, making meanings multimodally. Young people, including children, are also increasingly active in making videos of themselves, their ideas, and their experiences as part of their out-of-school literacy activities. In particular, for language teachers, the present shifts in our world require that teachers re-examine what they teach and how they can meaningfully and effectively teach the students in their classes today. At 8 years old, Alden created his own rap music video and shared it with the world. He wrote his own lyrics and set it against the music he remixed and meshed from a music download site. Alden is in your classroom today. As his teacher, what would you teach him? How would you engage him? Alden, and children like him, is the inspiration for why the authors have written this book. The changing times and changing learners place a demand on educators to continually reflect on what and how teachers are teaching their students - to ensure that learning in school remains relevant, relatable, and prepares them for the world of the future. Lim's book outlines how teachers can design learning for multimodal literacy. It is a result of a collaboration between an educational researcher and a curriculum developer, and offers practical resources for practitioners but also design principles and considerations based on practice with a range of students to inform and inspire academics and postgraduate students. It is poised to contribute to the global conversation and interest on how educators can reflect on the zeitgeist of the digital age and design learning for multimodal literacy.

Communication, Gaze and Autism Mar 18 2021 In this innovative book on autism and gaze from a multimodal interaction perspective, Terhi Korkiakangas examines the role of gaze in everyday situations, asking why eye contact matters, and considering the implications of this

crucial question for autism. Since persons on the autism spectrum tend to use it differently and might not engage in eye contact in social situations, gaze is a crucial topic for understanding autism, yet we know surprisingly little about this topic in a real-world context, beyond psychological experiments and the research lab. Drawing on her research on authentic video-recorded social interactions, Korriakangas shows how a multimodal interaction perspective can shed new light on gaze: what an instance of gaze does, and when, why, and for whom gaze 'matters', from both children on the autism spectrum and their social partners' perspective, including teachers and parents. Grounded in the interactional tradition of conversation analysis, the multimodal interaction perspective offers a major contribution to our understanding of autism by examining communication beyond talk and linguistic resources. *Communication, Gaze and Autism* considers both mutual gaze and gaze aversion during talk or silence, alongside facial expressions, gestures, and other body movements, to understand what gaze is used for, and to rethink 'eye contact'. The book includes a methodological introduction, practical tools for doing multimodal interaction research, and empirical findings. It also considers the voices of those people on the autism spectrum from the blogosphere, who suggest that eye contact has less significance for them and represents a communication difference, rather than a deficit. This book is designed for anyone with an academic, professional or personal interest in autism. It will particularly appeal to senior undergraduate and graduate students, researchers and practitioners in the fields of communication, social interaction and autism.

Multimodal Literacies in Young Emergent Bilinguals Aug 30 2019 This book presents research focused on young emergent bilingual children's multimodal meaning-making processes in diverse cultural and linguistic settings. Chapters draw on a range of theoretical frameworks and expand on traditional notions of literacy, especially for students who are working to learn English as a new language. The insights into original research studies will help readers understand the many avenues that one can take as a practitioner in order to ensure that student assets are built upon to promote positive literate identities and learning experiences and, ultimately, to promote literacy success for diverse learners. Each chapter includes practical pedagogical recommendations and implications for teachers that can immediately be applied to classrooms, making the book an essential resource for using multiple modes to teach literacy with diverse student populations.

Multimodal Discourse Analysis Oct 25 2021 This book brings together cutting-edge research on multimodal texts and the "discourses" generated through the interaction of two or more modes of communication, for example pictures of language, typography and layout, body movement and camera movement. The contributors collected within this volume use systemic functional linguistics to analyze how meaning is generated within a series of case studies. The result is a comprehensive survey of the ways in which enhanced meaning emerges through the interaction of more than one mode of communication. *Multimodal Discourse Analysis* will be useful to researchers interested in the application of systemic functional linguistics to media studies, discourse analysis and cognitive linguistics.

Multimodal Discourse Analysis May 20 2021 This book brings together cutting-edge research on multimodal texts and the "discourses" generated through the interaction of two or more modes of communication, for example pictures of language, typography and layout, body movement and camera movement. The contributors collected within this volume use systemic functional linguistics to analyze how meaning is generated within a series of case studies. The result is a comprehensive survey of the ways in which enhanced meaning emerges through the interaction of more than one mode of communication. *Multimodal Discourse Analysis* will be useful to researchers interested in the application of systemic functional linguistics to media studies, discourse analysis and cognitive linguistics.

Organizational Semiotics Dec 15 2020 This edited volume brings together two largely separate fields - organization studies and multimodal social semiotics - to develop an integrated research agenda for the novel interdisciplinary field of 'organizational semiotics'. Organizations, whether for profit, non-profit, or governmental, dominate much of everyday life, and multimodal communication is not only an output of organizations, it is constitutive of them. This volume argues in particular for the importance of organization studies for social semioticians: not just as a site of application, but as a critical contemporary context which requires novel and expanded methods of analysis and critique, and new practices of partnership. The volume addresses a range of institutions and sectors, from civil to retail to medical, from corporations to universities, and reveals how a deep engagement with their meaning-making practices produces insights not just about communication but also about the broader contemporary cultural context in which organizations play such a significant role. Fundamentally, it reveals that the rich analytical and theoretical resources of multimodal perspectives on organizations studies can - and should - make a fundamental contribution to our understanding of organizations in social life. This volume is relevant to social semioticians and organizational researchers, as well as to practitioners and decision-makers in organizations.

Pragmatics of Discourse Oct 01 2019 Discourse is language as it occurs, in any form or context, beyond the speech act. It may be written or spoken, monological or dialogical, but there is always a communicative aim or purpose. The present volume provides systematic orientation in the vast field of studying discourse from a pragmatic perspective. It first gives an overview of a range of approaches developed for the analysis of discourse, including, among others, conversation analysis, systemic-functional analysis, genre analysis, critical discourse analysis, corpus-driven approaches and multimodal analysis. The focus is furthermore on functional units in discourse, such as discourse markers, moves, speech act sequences, discourse phases and silence. The final section of the volume examines discourse types and domains, providing a taxonomy of discourse types and focusing on a range of discourse domains, e.g. classroom discourse, medical discourse, legal discourse, electronic discourse. Each article surveys the current state of the art of the respective topic area while also presenting new research findings.

Multimodal Perspectives of Language, Literacy, and Learning in Early Childhood Oct 13 2020 Our image-rich, media-dominated culture prompts critical thinking about how we educate young children. In response, this volume provides a rich and provocative synthesis of theory, research, and practice that pushes beyond monomodal constructs of teaching and learning. It is a book about bringing "sense" to 21st century early childhood education, with "sense" as related to modalities (sight, hearing), and "sense" in terms of making meaning. It reveals how multimodal perspectives emphasize the creative, transformative process of learning by broadening the modes for understanding and by encouraging critical analysis, problem solving, and decision-making. The volume's explicit focus on children's visual texts ("art") facilitates understanding of multimodal approaches to language, literacy, and learning. Authentic examples feature diverse contexts, including classrooms, homes, museums, and intergenerational spaces, and illustrate children's "sense-making" of life experiences such as birth, identity, environmental phenomena, immigration, social justice, and homelessness. This timely book provokes readers to examine understandings of language, literacy, and learning through a multimodal lens; provides a starting point for constructing broader, multimodal views of what it might mean to "make meaning;" and underscores the production and interpretation of visual texts as meaning making processes that are especially critical to early childhood education in the 21st century.

Multimodal Studies Nov 13 2020 The phenomenon of multimodality has, as Jewitt observes, generated interest "across many disciplines...against the backdrop of considerable social change." Contemporary societies are grappling with the social implications of the rapid increase in sophistication and range of multimodal practices, particularly within interactive digital media, so that the study of multimodality also becomes essential within an increasing range of practical domains. As a result of this increasing interest in multimodality, scholars, teachers and practitioners are on the one hand uncovering many different issues arising from its study, such as those of theory and methodology, while also exploring multimodality within an increasing range of domains. Such an increase and range of interest in multimodality heralds the emergence of a distinct multimodal studies field: as both the mapping of a domain of enquiry, and as the site of the development of theories, descriptions and methodologies specific to and adapted for the study of multimodality. The present volume presents a range of works by an impressive international roster of contributors who both explore issues arising from the study of multimodality and explore the scope of this emerging field within specific domains of multimodal phenomena. Contributors aim to show that each individual work and works in general within multimodal studies represent a dialectic or complementarity between the exploration of issues of general significance to multimodal studies and the exploration of specific domains of multimodality; while characterizing specific works as tending to some degree towards one or other of these main areas of focus. Such a characterization is seen as part of a move towards the identification and thus development of a distinct field of multimodal studies.

Multimodal Approaches to Research and Pedagogy Dec 27 2021 This book brings together social semiotics, cultural studies, multiliteracies, and other approaches in order to theorize very different learning environments, giving visibility to the modal effect in a range of disciplines. It highlights the ideological nature of discursive practices, examines questions of access, and argues for transformation of these practices, with a constant eye on issues of social justice and equity. Contributors argue that we can harness learners' representational resources through making these resources visible, and creating less regulated spaces in the curriculum in which they can be used. Examples from primary education through to adult continuing education are used throughout the text.

Perspectives on Multimodality Nov 25 2021 This volume sign posts several paths of multimodality research and theory-building today. The chapters represent a cross-section of current perspectives on multimodal discourse with a special focus on theoretical and methodological issues (mode hierarchies, modelling semiotic resources as multiple semiotic systems, multimodal corpus annotation). In addition, it discusses a wide range of applications for multimodal description in fields like mathematics, entertainment, education, museum design, medicine and translation.

Discourse and Technology Sep 11 2020 The overarching theme of *Discourse and Technology* is cutting-edge in the field of linguistics: multimodal discourse. This volume opens up a discussion among discourse analysts and others in linguistics and related fields about the two-fold impact of new communication technologies: The impact on how discourse data is collected, transcribed, and analyzed—and the impact that these technologies are having on social interaction and discourse. As inexpensive tape recorders allowed the field to move beyond text, written or printed language, to capture talk—discourse as spoken language—the information explosion (including cell phones, video recorders, Internet chat rooms, online journals, and the like) has moved those in the field to recognize that all discourse is, in various ways, "multimodal," constructed through speech and gesture, as well as through typography, layout, and the materials employed in the making of texts. The contributors have responded to the expanding scope of discourse analysis by asking five key questions: Why should we study discourse and technology and multimodal discourse analysis? What is the role of the World Wide Web in discourse analysis? How does one analyze multimodal discourse in studies of social actions and interactions? How does one analyze multimodal discourse in educational social interactions? and, How does one use multimodal discourse analyses in the workplace? The vitality of these explorations opens windows onto even newer horizons of discourse and discourse analysis.

Analyzing Multimodal Interaction Aug 23 2021 Our perception of our everyday interactions is shaped by more than what is said. From coffee with friends to interviews, meetings with colleagues and conversations with strangers, we draw on both verbal and non-verbal behaviour to judge and consider our experiences. *Analyzing Multimodal Interaction* is a practical guide to understanding and investigating the multiple modes of communication, and provides an essential guide for those undertaking field work in a range of disciplines, including linguistics, sociology, education, anthropology and psychology. The book offers a clear methodology to help the reader carry out their own integrative analysis, equipping them with the tools they need to analyze a situation from different points of view. Drawing on research into conversational analysis and non-verbal behaviour such as body movement and gaze, it also considers the role of the material world in our interactions, exploring how we use space and objects - such as our furniture and clothes - to express ourselves. Considering a range of real examples, such as traffic police officers at work, doctor-patient meetings, teachers and students, and friends reading magazines together, the book offers lively demonstrations of multimodal discourse at work. Illustrated throughout and featuring a mini-glossary in each chapter, further reading, and advice on practical issues such as making transcriptions and video and audio recordings, this practical guide is an essential resource for anyone interested in the multiple modes of human interaction.

Multimodal Literacy Jul 10 2020 <I>Multimodal Literacy challenges dominant ideas around language, learning, and representation. Using a rich variety of examples, it shows the range of representational and communicational modes involved in learning through image, animated movement, writing, speech, gesture, or gaze. The effect of these modes on learning is explored in different sites including formal learning across the curriculum in primary, secondary, and higher education classrooms, as well as learning in the home. The notion of literacy and learning as a primary linguistic accomplishment is questioned in favor of the multimodal character of learning and literacy. By illustrating how a range of modes contributes to the shaping of knowledge and what it means to be a learner, <I>Multimodal Literacy provides a multimodal framework and conceptual tools for a fundamental rethinking of literacy and learning.

Parallaxic Praxis: Multimodal Interdisciplinary Pedagogical Research Design Jun 08 2020 'Parallaxic Praxis' is a research framework utilized by interdisciplinary teams to collect, interpret, transmediate, analyze, and mobilize data generatively. The methodology leverages the researchers' personal strengths and the collective expertise of the team including the participants and community when possible. Benefits include the use of multi-perspective analyses, multi-modal investigations, informal and directed dialogic conversations, innovative knowledge creation, and models of residual and reparative research. Relying on difference, dialogue, and creativity propulsion processes; and drawing on post-qualitative, new materiality, multiliteracies, and combinatorial, even juxtaposing theoretical frames; this model offers extensive research possibilities across disciplines and content areas to mobilize knowledge to broad audiences. This book explains methods, theories, and perspectives, and provides examples for developing creative research design in order to innovate new understandings. This model is especially useful for interdisciplinary partnerships or cross-sector collaborations. This book specifically addresses issues of research design, methodology, knowledge generation, knowledge mobilization, and dissemination for academics, students, and community partners. Examples include possibilities for scholars interested in doing projects in social justice, community engagement, teacher education, Indigenous research, and health and wellness.

Mapping Multimodal Performance Studies Jan 16 2021 This book is a first attempt to map the broad context of performance studies from a multimodal perspective. It collects original research on traditional performing arts (theatre, dance, opera), live (durational performance) and mediated/recorded performances (films, television shows), as well as performative discursive practices on social media by adopting several theories and methodologies all dealing with the notion of multimodality. As a mostly dynamic and also interactive environment for various text types and genres, the context of performance studies provides many opportunities to produce meaning verbally and non-verbally. All chapters in this book develop frameworks for the analysis of performance-related events and activities and explore empirical case studies in a range of different ages and cultures. A further focus lies on the communicative strategies deployed by different communities of practice, taking into account processes of production, distribution, and consumption of such texts in diverse spatial and temporal contexts.

Designing Learning with Embodied Teaching Jul 02 2022 Teaching and learning involve more than just language. The teachers' use of gestures, the classroom spaces they occupy and the movements they make, as well as the tools they use, work together with language as a multimodal ensemble of meanings. Embodied teaching is about applying the understandings from multimodal communication to the classroom. It is about helping teachers recognise that the moves they make and the tools they use in the classroom are part of their pedagogy and contribute to the design of the students' learning experience. In response to the changing profile and needs of learners in this digital age, pedagogic shifts are required. A shift is the evolving role of teachers from authority of knowledge to designers of learning. This book discusses how, using examples drawn from case studies, teachers can use corporeal resources and (digital) tools to design learning experiences for their students. It advances the argument that the study of the teachers' use of language, gestures, positioning, and movement in the classroom, from a multimodal perspective, can be productive. This book is intended for educational researchers and teacher practitioners, as well as curriculum specialists and policy makers. The central proposition is that as teachers develop a semiotic awareness of how their use of various meaning-making resources express their unique pedagogy they can use these multimodal resources aptly and fluently to design meaningful learning experiences. This book also presents a case for further research in educational semiotics to understand the embodied ways of meaning-making in the pedagogic context.

Translating the Visual Sep 23 2021 This book offers insights into the translation and adaptation of illustrated texts in an era in which visual texts are perceived as a dominant perceptual frame for interpreting social and cultural phenomena. Using source texts including illustrated books, comics, graphic novels and animated films, the authors analyze their translations and adaptations to address the works as

multimodal entities, in which even the replacement of one component affects the entire whole. Interviews with the artists - writers, illustrators and animators - will shed more light on the observations. This volume's unique focus on the visual mode and the impact of its replacement on the multimodal whole is a topic that has not attracted as much attention as the translation of the verbal component, and will appeal to students and researchers of translation and adaptation, popular culture, media and communication, and children's literature alike.

Building Bridges for Multimodal Research Sep 04 2022 While multimodality is one of the most influential semiotic theories for analysing media artefacts, the concepts of this theory are heterogeneous and widespread. The book takes the differences between approaches in Germany and those in international contexts as a starting point, offering new insights into the analysis of multimodal documents. It features contributions by researchers from more than 15 nations and various disciplines, including theoretical reflections on multimodality, thoughts about methodological, empirical, and experimental approaches as well as analyses of various multimodal artefacts.

Multimodality in English Language Learning Jun 20 2021 This edited volume provides research-based knowledge on the use, production and assessment of multimodal texts in the teaching and learning of English as an Additional Language (EAL). The book reflects growing interest in research on EAL, with increasing numbers of learners of English worldwide and the growing relevance of EAL to numerous education systems. The volume examines different aspects of English from a multimodal perspective, showcasing empirical research from across five continents and all three levels of education. Applying frameworks based on Multimodal Social Semiotics and Systemic Functional Linguistics, chapters focus on the use and affordances of multimodal texts in pedagogy, literature, culture, text production, assessment and curriculum development connected to EAL. Directing attention to the significance of modes beyond speech and writing in EAL, the volume provides a wide range of perspectives and experiences that can be applied more widely and inspire other practices in the global and diverse field of EAL teaching, learning and assessment. This collection will be of interest to scholars in multimodality, language education, and teacher education.

The Development of L2 Interactional Competence Dec 03 2019 This book presents unique insights into the development of L2 interactional competence through the lens of complaining, demonstrating how a closer study of complaining as a social activity can enhance our understanding of certain aspects of language learning with implications for future L2 research. The volume employs a multimodal, longitudinal conversation analytic (CA) approach in its analysis of data from video-recorded interactions of several elementary and advanced L2 speakers of French as they build their interactional competence, understood as the ability to accomplish social actions and activities in the L2 in context-dependent and recipient-designed ways. Skogmyr Marian calls attention to three key dimensions of complaining in these conversations - its structural organization, the interactional resources people use when they complain, and how speakers' shared interactional histories and changing social relationships affect complaint practices. The volume underscores the fundamentally multimodal, socially situated, and co-constructed nature of L2 interactional competence and the socialization processes involved in its development, indicating paths for new work on interactional competence and L2 research more broadly. This book will be of appeal to students and scholars interested in second language acquisition, social interaction, and applied linguistics.

Sensory Research Jan 08 2023 This volume is a record of the proceedings of a festspiel held to honor Jozef F. Zwislocki for his outstanding contributions to science and to Syracuse University. His contributions to the knowledge of the hydromechanical, neurophysiological, and perceptual mechanisms of the auditory system are truly monumental. In addition, his contributions to the comprehension of the mammalian auditory system include not only landmark ideas, but also many of the experimental findings in psychoacoustics and peripheral auditory physiology that constitute the database which has provided a springboard for research in laboratories throughout the world. His efforts to link physics, biology, and psychophysics to create a basis for our understanding of the nervous system have had an influence that extends far beyond the science of acoustics. Although the purpose of this conference was to recognize the many achievements of Professor Zwislocki, the spirit of the participants was to honor him in a manner that best characterized his lifetime dedication to research, that is, to report the results of their own work. Consequently, this volume is first and foremost a compilation of scientific papers in the area of sensory research. Some are reports of recent experiments and some present an overview of research efforts extending from the past up to ongoing work. His influence can be recognized in all of the contributions and some explicitly describe the ties between their own work and the germinal ideas planted by him. This volume, in reflecting the rapid progress being made in sensory science and written by those who are making it, is a fitting tribute to Zwislocki, who always stood at the forefront of his science.

Literacy Theories for the Digital Age May 08 2020 Winner of the 2017 Edward Fry Book Award from the Literacy Research Association. *Literacy Theories for the Digital Age* insightfully brings together six essential approaches to literacy research and educational practice. The book provides powerful and accessible theories for readers, including Socio-cultural, Critical, Multimodal, Socio-spatial, Socio-material and Sensory Literacies. The brand new Sensory Literacies approach is an original and visionary contribution to the field, coupled with a provocative foreword from leading sensory anthropologist David Howes. This dynamic collection explores a legacy of literacy research while showing the relationships between each paradigm, highlighting their complementarity and distinctions. This highly relevant compendium will inspire researchers and teachers to explore new frontiers of thought and practice in times of diversity and technological change.

Visual and Multimodal Research in Organization and Management Studies Feb 14 2021 This volume brings together two hitherto disparate domains of scholarly inquiry: organization and management studies on the one hand, and the study of visual and multimodal communication on the other. Within organization and management studies it has been recognized that organizational reality and communication are becoming increasingly visual, and, more generally, multimodal, whether in digital form or otherwise. Within multimodality studies it has been noted that many forms of contemporary communication are deeply influenced by organizational and managerial communication, as formerly formal and bureaucratic types of communication increasingly adopt promotional language and multimodal document presentation. *Visual and Multimodal Research in Organization and Management Studies* integrates these two domains of research in a way that will benefit both. In particular, it conceptually and empirically connects recent insights from visual and multimodality studies to ongoing discussions in organization and management theory. Throughout, the book shows how a visual/multimodal lens enriches and extends what we already know about organization, organizations, and practices of organizing, but also how concepts from organization and management studies can be highly productive in further developing insights on visual and multimodal communication. Due to its essentially interdisciplinary objectives, the book will prove inspiring for academics and scholars of management, the sociology of organizations as well as related disciplines such as applied linguistics and visual studies.

Beyond the Visual Apr 06 2020 *Beyond the Visual* is a survey of contemporary approaches to researching a wide range of visual and multimodal phenomena. Building on his earlier book, *Reading the Visual*, Serafini shares resources for conducting multimodal research across the social sciences. Beginning with a comprehensive overview of the theoretical foundations that support the analytical frameworks, the text is organized into two parts—texts and objects, events and spaces—with corresponding analytical approaches. Examples and outlines are provided to help novice and experienced researchers conduct their own studies. Vignettes by some of the most renowned scholars in the field of multimodality research take the reader behind the scenes of various projects to experience the thoughts and decisions that go into conceptualizing and applying the analytical frameworks presented in the book. This resource will enable both students and experienced scholars to acquire new research skills and designs resulting in more rigorous, high-quality research. **Book Features:** Assists researchers and educators to make better connections among theoretical orientations, analytical frameworks, and research designs. Showcases 16 models for conducting research on visual and multimodal phenomena across a variety of social, virtual, and physical contexts. Provides examples of how eminent researchers conceive, design, initiate, and conduct their studies. Explores the research methods cited in the author's previous book, *Reading the Visual*.

Design Perspectives on Multimodal Documents Feb 03 2020 This volume integrates multimodal theoretical frameworks with those from graphic communication and information design and applies this critical synthesis to the examination of the changes and relationships that occur when multimodal documents are distributed across various means and channels of consumption. Drawing on examples from popular

newspapers and store catalogs, the book's specific focus is on documents as sets, here defined as the collective of all the assorted forms of a document published across multiple mediums and modes. This approach affords a multi-layered analysis of multimodal documents more broadly, in addition to engaging in questions about the very definition of a document and the terminology we use in relation to documents, including genres, mediums, and modes. As both a critical examination of the theoretical frameworks employed in literature on documents and a way forward for new approaches to analyzing multimodal texts, this volume is key reading for students and scholars in multimodality, graphic communication, design, media studies, and information science.

Teaching Young Learners in a Superdiverse World Jul 22 2021 This book documents a collaborative action research project in one school where researchers and practitioners worked together to develop multimodal literacies and pedagogies for diverse, multilingual elementary classrooms. Following chronologically from Lotherington's *Pedagogy of Multiliteracies* (2011), this volume picks up after teachers and researchers have learned how to work efficiently as a learning community to offer project-based learning approaches. This edited collection relates how teachers and students of different grade levels, language backgrounds, and abilities developed a shared agenda and created a framework for effective and inclusive practices. Contributors demonstrate that collaboration, creative pedagogical solutions and innovative project-based learning are all essential parts of learning and teaching socially appropriate and responsive literacies in a multimodal, superdiverse world.

Perspectives on Multimodality Nov 06 2022 This volume sign posts several paths of multimodality research and theory-building today. The chapters represent a cross-section of current perspectives on multimodal discourse with a special focus on theoretical and methodological issues (mode hierarchies, modelling semiotic resources as multiple semiotic systems, multimodal corpus annotation). In addition, it discusses a wide range of applications for multimodal description in fields like mathematics, entertainment, education, museum design, medicine and translation.

Multimodal Composing in K-16 ESL and EFL Education Mar 30 2022 This book offers a comprehensive view of multimodal composing and literacies in multilingual contexts for ESL and EFL education in United States of America and globally. It illustrates the current state of multimodal composing and literacies, with an emphasis on English learners' language and literacy development. The book addresses issues concerning multilinguals' multimodal composing and reflects on what the nexus of multimodality, writing development, and multilingual education entails for future research. It provides research-driven and practice-oriented perspectives of multilinguals' multimodal composing, drawing on empirical data from classroom contexts to elucidate aspects of multimodal composing from a range of theoretical perspectives such as multiliteracies, systemic functional linguistics, and social semiotics. This book bridges the gap among theory, research, and practice in TESOL and applied linguistics. It serves as a useful resource for scholars and teacher educators in the areas of applied linguistics, second language studies, TESOL, and language education.

Multimodal Communication Apr 18 2021 This book draws on visual data, ranging from advertisements to postage stamps to digital personal photography, to offer a complex interpretation of the different social functions realised by these texts as semiotic artefacts. Framed within the media environment of the city of Hong Kong, the study demonstrates the importance of social context to meaning making and social semiotic multimodal analysis. This book will be of interest to readers in the arts, humanities and social sciences, particularly within the fields of semiotics, visual studies, design studies, media and cultural studies, anthropology and sociology.

Visual and Multimodal Research in Organization and Management Studies Jun 01 2022 This volume brings together two hitherto disparate domains of scholarly inquiry: organization and management studies on the one hand, and the study of visual and multimodal communication on the other. Within organization and management studies it has been recognized that organizational reality and communication are becoming increasingly visual, and, more generally, multimodal, whether in digital form or otherwise. Within multimodality studies it has been noted that many forms of contemporary communication are deeply influenced by organizational and managerial communication, as formerly formal and bureaucratic types of communication increasingly adopt promotional language and multimodal document presentation. *Visual and Multimodal Research in Organization and Management Studies* integrates these two domains of research in a way that will benefit both. In particular, it conceptually and empirically connects recent insights from visual and multimodality studies to ongoing discussions in organization and management theory. Throughout, the book shows how a visual/multimodal lens enriches and extends what we already know about organization, organizations, and practices of organizing, but also how concepts from organization and management studies can be highly productive in further developing insights on visual and multimodal communication. Due to its essentially interdisciplinary objectives, the book will prove inspiring for academics and scholars of management, the sociology of organizations as well as related disciplines such as applied linguistics and visual studies.

Multimodal Literacy in School Science Dec 07 2022 This book establishes a new theoretical and practical framework for multimodal disciplinary literacy (MDL) fused with the subject-specific science pedagogies of senior high school biology, chemistry and physics. It builds a compatible alignment of multiple representation and representation construction approaches to science pedagogy with the social semiotic, systemic functional linguistic based approaches to explicit teaching of disciplinary literacy. The early part of the book explicates the transdisciplinary negotiated theoretical underpinning of the MDL framework, followed by the research-informed repertoire of learning experiences that are then articulated into a comprehensive framework of options for the planning of classroom work. Practical adoption and adaptation of the framework in biology, chemistry and physics classrooms are detailed in separate chapters. The latter chapters indicate the impact of the collaborative research on teachers professional learning and students' multimodal disciplinary literacy engagement, concluding with proposals for accommodating emerging developments in MDL in an ever-changing digital communication world. The MDL framework is designed to enable teachers to develop all students' disciplinary literacy competencies. This book will be of interest to researchers, teacher educators and postgraduate students in the field of science education. It will also have appeal to those in literacy education and social semiotics.

Analyzing Multimodality in Specialized Discourse Settings Oct 05 2022 Contemporary society has witnessed radical changes in the field of communications in terms of how messages and meanings are disseminated. Digitalization and the Internet have signalled an exponential rise in the circulation of multimodal texts in which different semiotic resources are orchestrated together to construct meaning in all areas of social life, across languages and cultures, and in diverse specialized discourse domains. This has foregrounded the need to examine the semiotic functions, affordances, and issues at stake in a range of multimodal discourse forms, while simultaneously highlighting the importance of critical multimodal literacy in audiences and learners. This volume develops and extends pioneering research on the intersection between multimodality and specialized discourse. Seven newly commissioned studies offer innovative perspectives on multimodal research methodologies and applications in a variety of ESP (English for Specific Purposes) contexts for practitioners and scholars alike. The volume offers a glimpse at future directions in this dynamic and ever-evolving area of investigation focusing on the synergy between verbal and non-verbal modes of communication in the digital age. Each chapter explores an original area of application: academic, economic, scientific, marketing, legal, medical, and political. The contributors approach multimodality from a range of theoretical and methodological viewpoints including synchronic and diachronic corpus-based and corpus-aided studies, critical discourse analysis, and systemic functional linguistics. Analytical tools such as multimodal (critical) discourse analysis, multimodal transcription, and multimodal annotation software capable of representing the interplay of different semiotic modes - speech, intonation, direction of gaze, facial expressions, gesturing, and spatial positioning of interlocutors - are employed. The diversity of research strands contained in the volume illustrates just some of the vast areas of multimodal knowledge dissemination that are still unexplored. As a cornerstone of communication, multimodality needs exploring in all its facets. These contributions aim to further that cause.

Innovation in Language Learning and Teaching Jan 04 2020 This book evaluates the origins of processes of change in language teaching in China, and the factors influencing their success. Examining diverse experiences and drawing on the perspectives of academics from the top institutions in the country, the authors analyse the complex interplay between global and local influences on language policies. Encouraging discussion of the significant education reforms that have taken place in China in recent years, this work will be of interest to students and

scholars of language education, English as a Second Language and applied linguistics.

Multimodality and Classroom Language Dynamics Nov 01 2019 "This practical analytical guide to classroom languaging dynamics in L2 tertiary classrooms integrates multimodality, sociological theory of education and ecosocial semiotic perspectives. It offers a theoretical and methodological framework for conducting multimodal analysis of meaning-making processes in different pedagogical settings. The multimodal investigation of real-time classroom interactivity showcases an embodied coordination of vocalization and gesticulation in classroom interactions, where it varies from students' solo speech in individual presentations, to teacher-student interactions in group discussions, and to student-student interactions in role-play. With a unified conceptual framework articulating both the macro and micro analysis, Shi's book proposes more ecological-based approaches to language and unpacks a multi-scalar analytical framework to open up for an embodied analysis of meaning-making processes in multimodal interaction analysis. The rich systematic analysis built upon the ecosocial semiotic approach illustrates in practice how theoretical frameworks link to empirical data analysis through exemplified analytical processes and practices, and demonstrates the value of how multimodal interaction analysis contributes to the understanding of the cognitive dynamics of languaging activities that take place in L2 educational contexts. The book provides not only a practical methodological guide to multimodal interaction analysis, but also hands-on analytical references to multimodal classroom research in the field. In addition to early career scholars and PhD students, this volume will be valuable for international academics looking for complementary frameworks or approaches to multimodality, particularly in the L2 Asian contexts"--

Making Meaning Aug 03 2022 *Making Meaning* is a synthesis of theory, research, and practice that explicitly presents art as a meaning making process. This book provokes readers to examine their current understandings of language, literacy and learning through the lens of the various arts-based perspectives offered in this volume; provides a starting point for constructing broader, multimodal views of what it might mean to "make meaning"; and underscores why understanding arts-based learning as a meaning-making process is especially critical to early childhood education in the face of narrowly-focused, test-driven curricular reforms. Each contributor integrates this theory and research with stories of how passionate teachers, teacher-educators, and pre-service teachers, along with administrators, artists, and professionals from a variety of fields have transcended disciplinary boundaries to engage the arts as a meaning-making process for young children and for themselves.

Multimodal Narratives in Research and Teaching Practices Jan 28 2022 While already validated by the scientific community, multimodal narratives have the potential for a broader application, especially for improved teaching practices from a professional or a theoretical point of view. Applying multimodal narratives within professional development courses creates a focus on the teaching practices rather than the content itself. *Multimodal Narratives in Research and Teaching Practices* provides educator and researcher perspectives on the use of multimodal narratives as a tool to reflect and improve teaching practices. Covering such topics as professional development, online learning, and teacher education, this publication is designed for educators, academicians, administrators, and researchers.