

5th International Webinar on Multimodal Discourse Analysis

Book of Abstracts

GRAPE

Group of Research for Academic and Professional English

Universitat Jaume I (Castelló, Spain)

16-17 Nov. 2023

Invited speakers

(in alphabetic order by the speaker's surname)

Multimodality Studies in International Contexts: Contemporary Trends and Challenges

Natasha Artemeva¹ with Liliana Vásquez Rocca² and Chloë Grace Fogarty-Bourget¹

¹ Carleton University, Canada

² Universidad Andrés Bello, Chile

The field of multimodality studies has been expanding internationally in the face of recent unprecedented global challenges, such as COVID-19, and their impact on the way humans communicate and make use of meaning-making resources. The presentation reviews the major antecedents of contemporary approaches to multimodality and highlights the trends that expand on the established approaches—Social Semiotics, Multimodal Discourse Analysis, and Multimodal (Inter)action Analysis—by complementing them with additional analytical frameworks. It concludes by offering a brief historical review of the current developments in multimodality in some areas of Global South such as South Africa and Central and Latin America.

BIO NOTE



Natasha ARTEMEVA

School of Linguistics & Language Studies
Carleton University (Canada)

Natasha Artemeva, PhD, is Professor, School of Linguistics & Language Studies, Carleton University, Canada. She specializes in genre studies, theories of learning, and multimodality. She co-authored (with J. Fox) Reconsidering Context in Language Assessment (Routledge, 2022). Among other volumes, she co-edited Genre Studies around the Globe (Inkshed, 2016) and Multimodality Studies in International Contexts: Contemporary Trends and Challenges (Routledge, 2024).

A Multimodal Interdisciplinary Engagement with Kress's Social Semiotic Concept of Agency

Sophia Diamantopoulou
UCL Institute of Education, UK

Drawing on examples from my research in museum and classroom settings, I attend to the concept of agency as of paramount importance in the design of our semiotic work. Agency in social semiotics is distinctly oriented to a social agenda and understood as the meaning makers' engagement with the rhetorical aspects of their design and with the discourses of the various institutions that regulate their work. This multimodal social semiotic theorization of *agency* is exemplified through several multimodal texts ranging from student's movement in the math classroom, their drawings in an archaeological site and their picture books in the English classroom, to visitors' movement in museums.

BIO NOTE



Sophia DIAMANTOPOULOU

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Sophia Diamantopoulou is an associate professor at the UCL Institute of Education and has previously worked as a teacher across several learning sites. She is a member of the UCL Centre for Multimodal Research and a co-creator of the international seminar series Multimodality Talks. Her interests and publications lie in the fields of visual communication, social semiotics, museum education, and embodied learning. She is in the editorial board of Multimodality and Society and Museums and Society.

Digital Multimodal Composing: Rationale, Challenges and Design

Christoph A. Hafner

Department of English, City University of Hong Kong

It is now generally accepted that communication and language activities, including writing (or perhaps better, 'composing'), are multimodal processes that give rise to multimodal 'products'. Consequently, some scholars have argued that language teachers should see themselves not just as promoting competence with the written word but also as facilitating multimodal digital design, and that doing so results in many benefits to learning. In this presentation, I sketch the outlines of an increasingly popular pedagogical approach known as 'digital multimodal composing' (DMC). I provide a rationale for the adoption of DMC, elaborate on common challenges, and exemplify a possible design.

BIO NOTE



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Christoph A. Hafner is Associate Professor in the Department of English, City University of Hong Kong and President of the Asia-Pacific LSP & Professional Communication Association. He has published widely on English for specific purposes, digital literacies, and language learning and technology. His latest book is Understanding Digital Literacies: A Practical Introduction (2nd edition) (Routledge, 2021, co-authored with Rodney Jones).

Multimodality and Learning: Desiderata for Future Research

Fei Victor Lim

National Institute of Education (Singapore)

I map the research terrain of multimodality and learning in three dimensions - multimodality *for* learning, multimodality *as* learning and multimodality *in* learning. Multimodality *for* learning involves the use of multimodal resources to support language and disciplinary learning. Multimodality *as* learning extends literacy beyond language, with a focus on students' multimodal literacy skills as well as multimodal assessment issues. Multimodality *in* learning focuses on teachers' orchestration of multimodal resources in the classroom as embodied teaching. It also includes studies on the multimodal critical discourse analysis of classroom resources as well as the use of multimodal learning analytics and artificial intelligence for analysing students' signs of learning and measuring engagement in the learning process. With each dimension, I outline the desiderata, that is things desired, as future research directions.

BIO NOTE



Fei Victor Lim

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Fei Victor Lim is Associate Professor at the National Institute of Education, Nanyang Technological University, Singapore. He had led research projects as Principal Investigator on multiliteracies, multimodal discourse analyses, and digital learning. He is an editor of Multimodality and Society and an associate editor of Asia Pacific Journal of Education, Computers and Composition, and Designs for Learning.

Group for Research on Academic and Professional English: Analysing Multimodality with New Tools and New Perspectives

Noelia Ruiz-Madrid & Inmaculada Fortanet-Gómez
GRAPE coordinators, Universitat Jaume I (Castelló, Spain)

Multimodality has been the focus of the research of GRAPE since 2005. We started with multimodal discourse analysis of the lecturers' discourse, which we have developed to integrate it with EMI research. Eventually, our projects moved to the pedagogical application of multimodal research. During all these years, a number of tools were used for this research, such as ELAN, Multimodal Video Analysis, PRATT, Atlas.ti, etc. However, the need for a more user-friendly tool led us to the development of GRAPE-MARS, our own software for multimodal analysis.

BIO NOTE



**Mª Noelia
RUIZ-MADRID**

Universitat Jaume I
Castelló (Spain)

Dr. Mª Noelia Ruiz Madrid is Head of the Department and Senior lecturer in the Department of English Studies at Universitat Jaume I (Castellón, Spain), where she teaches both undergraduate and postgraduate courses in the areas of EAP, ESP and EFL methodology.

Her research interests are related to Multimodal Discourse Analysis, EMI and CLIL, and ICT applied to language learning. She has published in JEAP, Discourse Studies, Language and Communication, Ibérica, Multimodal Communication, Routledge, Springer and Peter Lang, among others.



**Inmaculada
FORTANET-GÓMEZ**

Universitat Jaume I
Castelló (Spain)

Dr. Inmaculada Fortanet-Gómez is full professor in English Studies at Universitat Jaume I (Castellón, Spain), where she co-chairs the Group for Research on Academic and Professional English (GRAPE).

She has more than 100 articles and chapters published in high-ranked journals and books. Her research interests are related to multimodal discourse analysis, CLIL, and Content and Language Integrated Learning in Higher Education.

Applied Multimodality: multimodality for technology & technology for multimodality

Rebekah Wegener
Universität Salzburg (Austria)

Multimodal research is crucial to a number of different areas of technology development. Application in these areas calls for a well developed theory of multimodal interaction as well as good models and datasets that can be utilized in building technology. But this requires technological support through the development of tools that can help multimodal researchers in modeling, data collection, processing and analysis, such as annotation and corpus tools. I will first discuss the different areas where multimodal research is being applied in technology before looking at how technology can be used for tool development to further research in multimodality.

BIO NOTE



Rebekah WEGENER
Universität Salzburg, Austria

Rebekah Wegener holds a PhD in Linguistics as well as two degrees in Cognitive science/psychology & Linguistics. Her research focuses on multimodal interaction in context, computer mediated communication and human computer interaction. Previously, she was in language technology and medical informatics; working on developing tools for data collection & annotation and on building and annotating large datasets for industry and government.