

Learning & Teaching with Media & Technology Winter Conference
Genoa, Italia, March 7-9 2013

***Multimodal Communication:
Toward an Integrated Framework
for Language Learning and
Teaching, ICT and Multimodality***

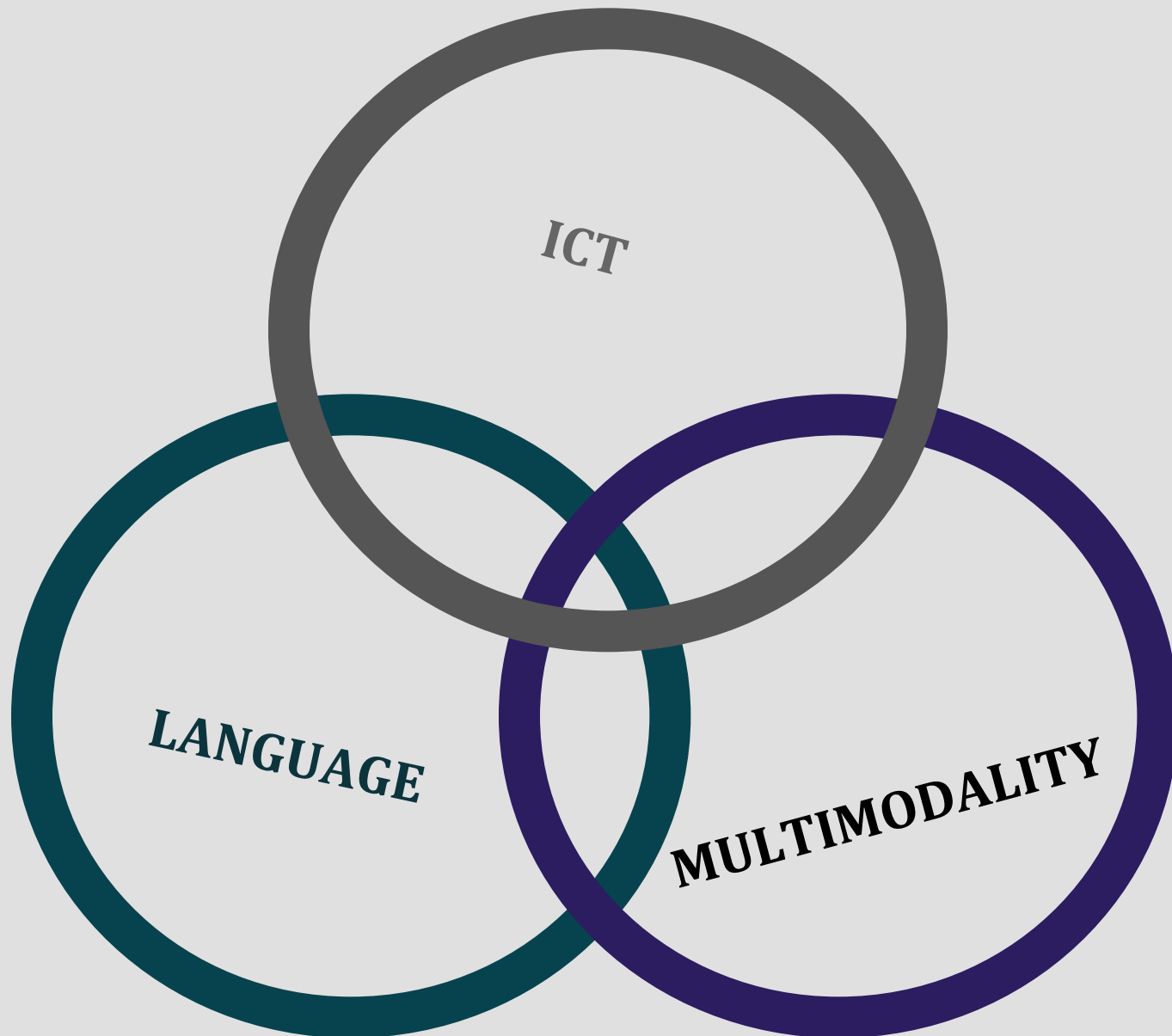
Jeff BOUTIN, Ph.D., University of Quebec (Lévis / UQAR)

N. LACELLE, Ph.D., University of Quebec in Trois-Rivières

M. LEBRUN, Ph.D., University of Quebec in Montreal

N. LEMIELX, University of Quebec (Lévis / UQAR)

Contemporary communication as an integration of...



Mainly due to the massive expansion of information and communication technologies (ICT), the actual (r)evolution of human communication (Buckingham, 2003), which has been a major vector of contemporary life for quite a while now, is finally breaking through one of the last big domains of resistance: applied linguistics, and especially the first language class. Although many linguists and teachers remain quite reserved, indeed skeptical, about ICT exponential developments and digital and virtual mutations in our environment (Lebrun, Lacelle and Boutin, 2012, 13; Piette, 2012, 245), it seems pretty obvious that multimodality (Kress, 1997, 2003, 2010; Jewitt, 2009; Jewitt & Kress, 2008) has firmly reconfigured human communication practices. Consequently, a new conceptualization of the actual reality of communication, rooted on both multimodal epistemology (Kress, 2010; van Leeuwen, 2005) and pragmatical evolution of ICT, is mandatory. This is especially sensitive as [multimodal] literacy and its apprenticeship is central to communication. “Teachers and schools must not only catch up to the wave of technological advancements, they must also be able to map the literacy skills that have worked so well in the last century and recognize the role and position they now play in developing new literacies. Unless [...] schools will always be left behind” (Tan and Tan, 2012, 118).

Based on our own and other empirical findings, this proposition of a brand new framework that reconfigures contemporary communication is somehow biased by our own ideological, epistemological and cultural posture as educators (applied linguists). It tries to integrate into a multi-layered global paradigm 1) *ICT* view as semiotic resources (von Leeuwen, 2005); 2) *communicative actions* such as coding / decoding, comprehension and integration (Cartier, 2007; Giasson, 2011; Gunning, 2010; Reuter, 2000) of semiotic modes; and 3) *multimodality*, characterized as the field of application of social semiotics, thus the communication of meaning (Kress and Jewitt, 2008).

In our presentation, we will expose to the audience and debate this new conceptualization of a *multimodal communication* that aspires to unify the meaning-seeking “*multicomunicator*” to “*multitexts*” in “*multicontexts*”, a triangulation of what Moss, (2008, 85) calls “a tension between the meaning potential of the [multi] text, the meaning of the [multi] context in which it will be read and the resources the [multi] reader brings to that exercise”. In the end, we should put the emphasis on the fact that multimodality offers to communication “a way of exploring the re-mediating effect of computer mediated learning and, in turn, re-thinking learning beyond language” (Jewitt, 2008, 54). Indeed, “Theories of meaning will have to be rethought and remade” (Kress, 2008, 186). This is exactly what we’re modestly trying to achieve with these first sketches of an eventually satisfying model of the multimodal communication of meaning .

A Very Interesting Assertion...

«**It is no longer possible to think about literacy in isolation from a vast array of social, technological and economic factors.**

Two distinct yet related factors deserve to be particularly highlighted. These are, on the one hand, **the broad move from the now centuries-long dominance of writing to the new dominance of the image and**, on the other hand, **the move from the dominance of the medium of the book to the dominance of the screen.**

These two together are producing a revolution in the use and effects of literacy and of associated means for representing and communicating at every level and in every domain.

[...] **what we need are new tools for thinking with, new frames in which to place things, in which to see the old and the new, and see them both newly».**

- **Gunther KRESS**, *Literacy in the New Media Age* (2003, Routledge)

The Core...

multi... MESSAGE

(Discourse -> Meaning -> Multimodality)

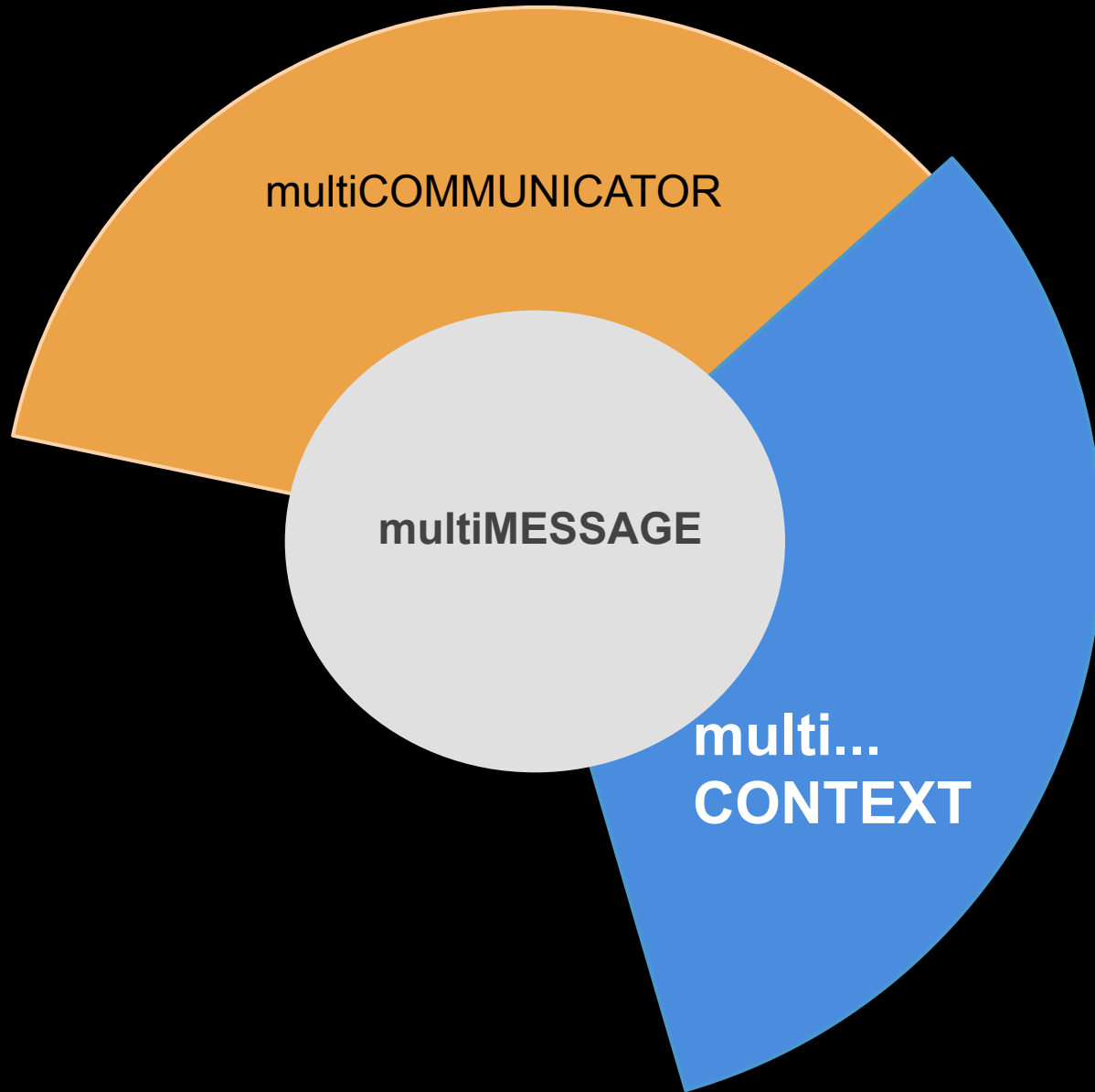
Kress et van Leeuwen (2001)
van Leeuwen (2005)
Halliday (1978)
Kress (1997, 2010)

The Second Stratum...

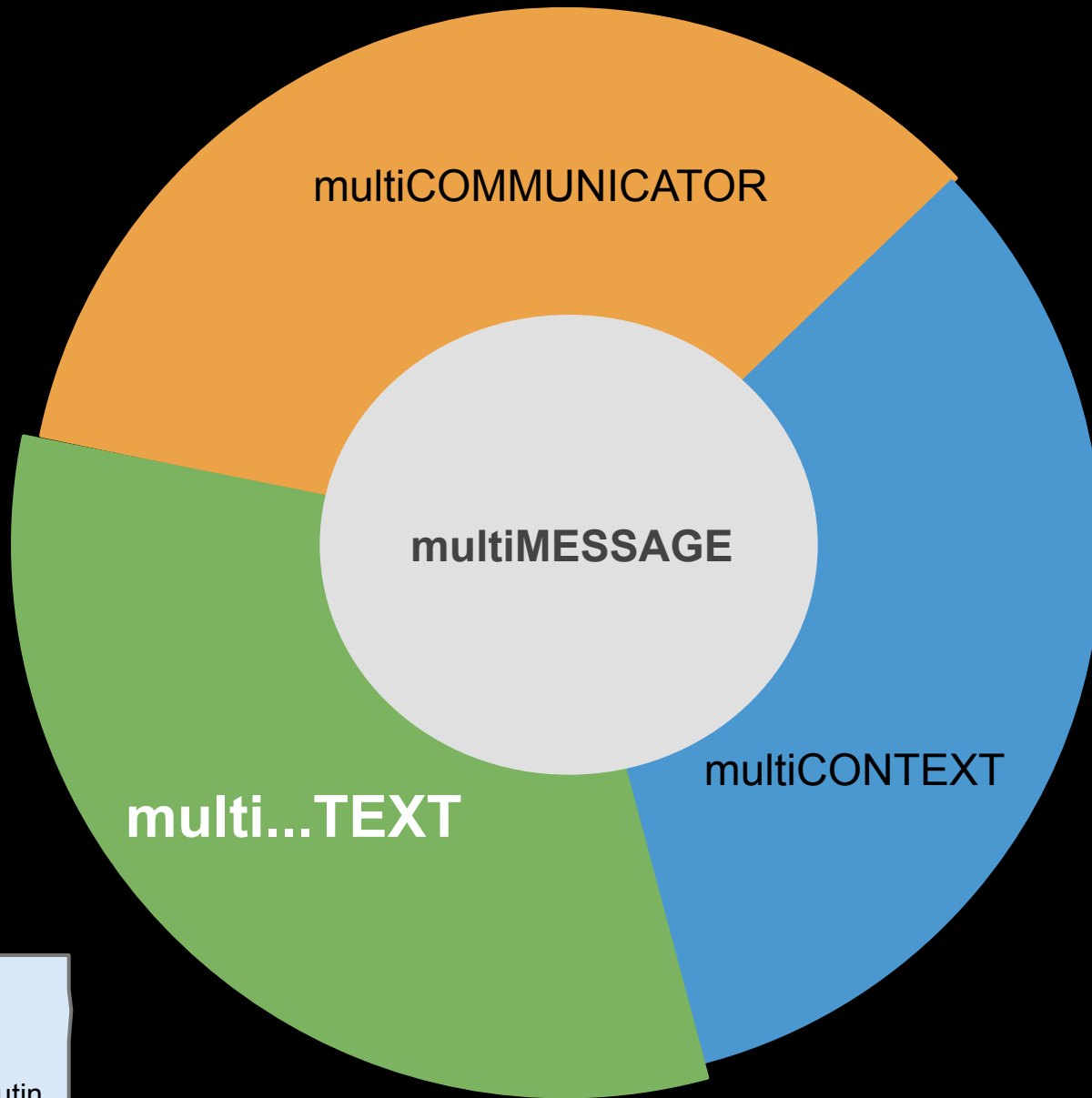
The diagram consists of an orange sector (a portion of a circle) and a white circle. The orange sector is positioned at the top left, and the white circle is positioned below it, overlapping the bottom edge of the orange sector. The text 'multi... COMMUNICATOR' is written in white on the orange sector, and 'multiMESSAGE (Discourse -> Meaning-> Multimodality)' is written in black on the white circle.

multi... COMMUNICATOR

multiMESSAGE
(Discourse -> Meaning-> Multimodality)

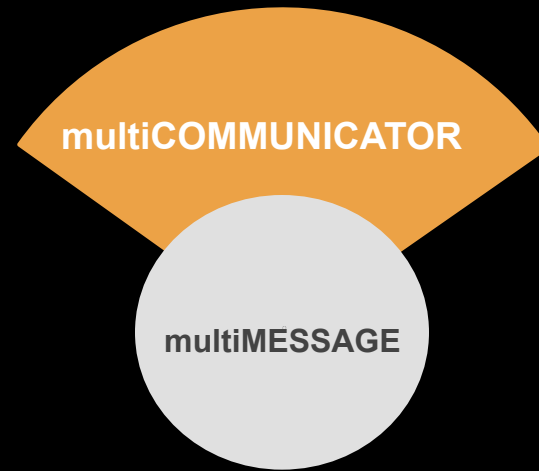


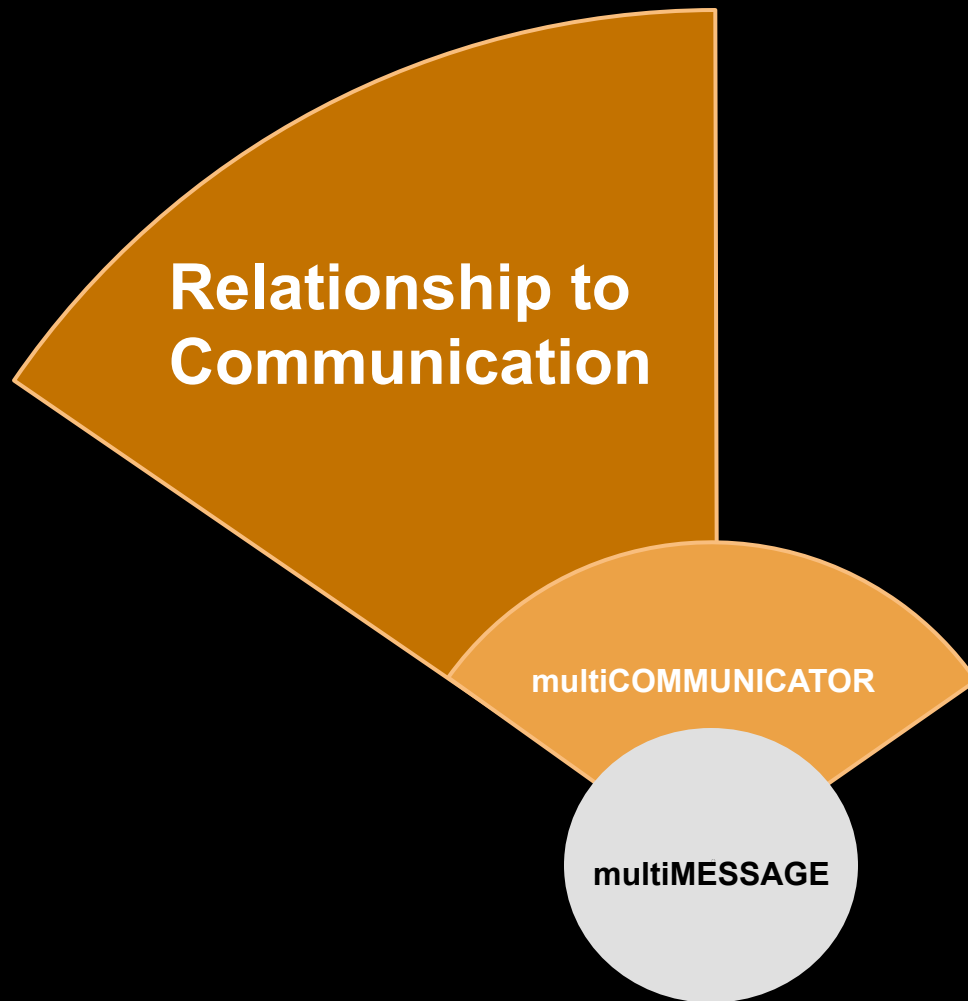
Giasson(2011)
Snow (2002)



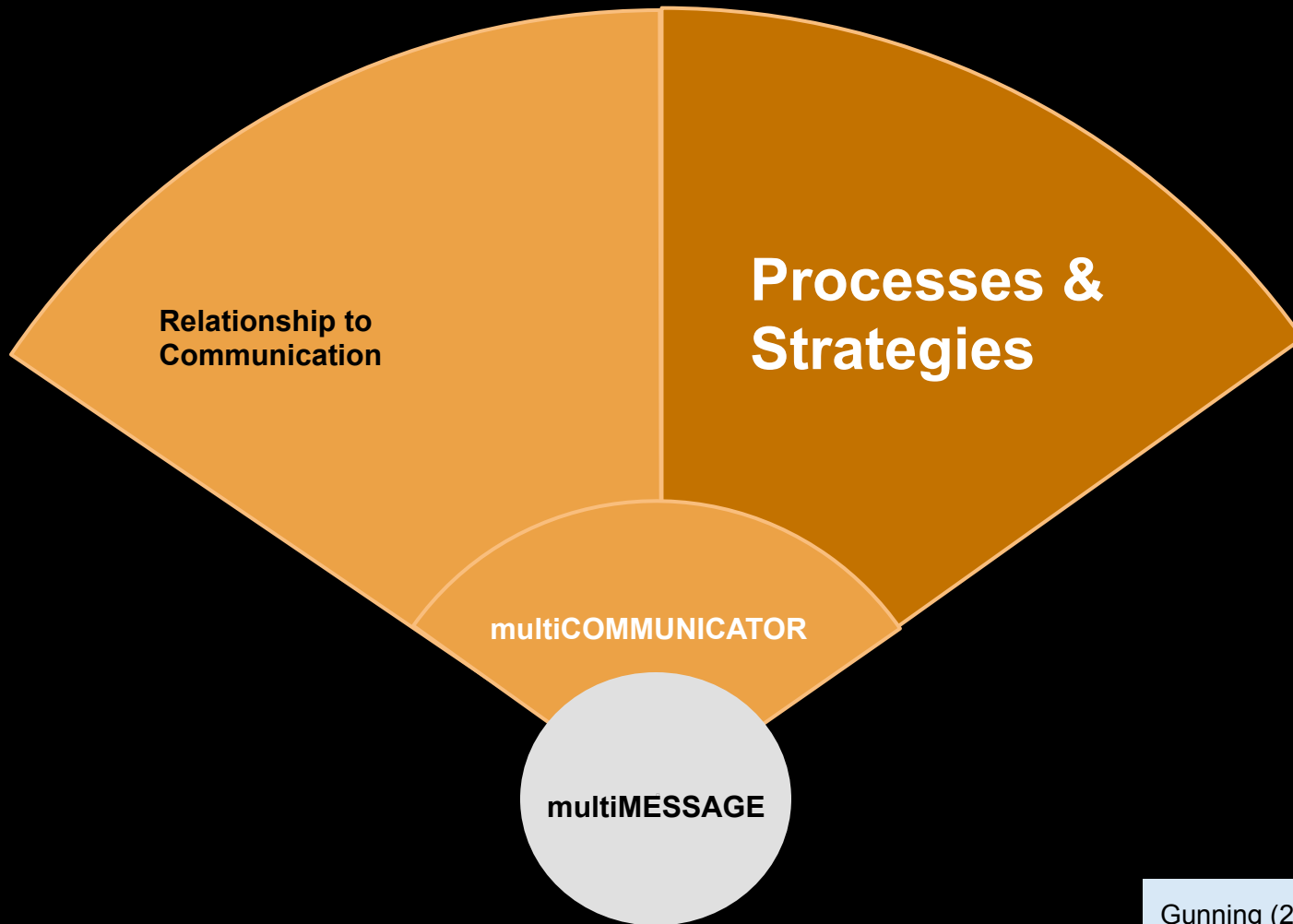
van Leeuwen (2005)
Bateman (2008)
Boutin (2012)
Lebrun, Lacelle et Boutin
(2013)

The Third Stratum...





Barré de Migniac, 2001
Blaser, 2011



Gunning (2000, 2010)
Cartier (2000, 2007)
Snow (2001)
Unsworth & Cléirigh (2009)
Giasson (2011)

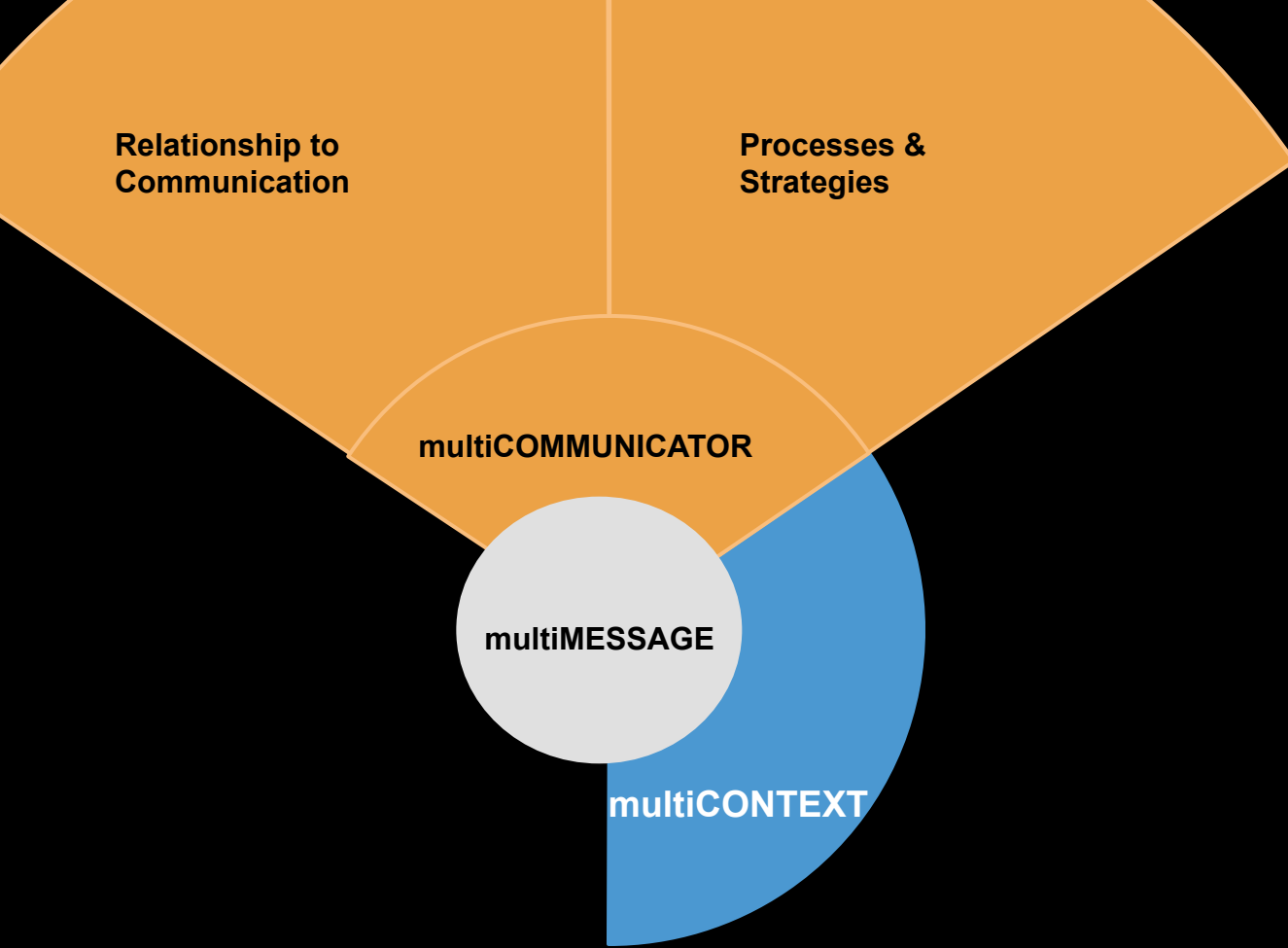
**Relationship to
Communication**

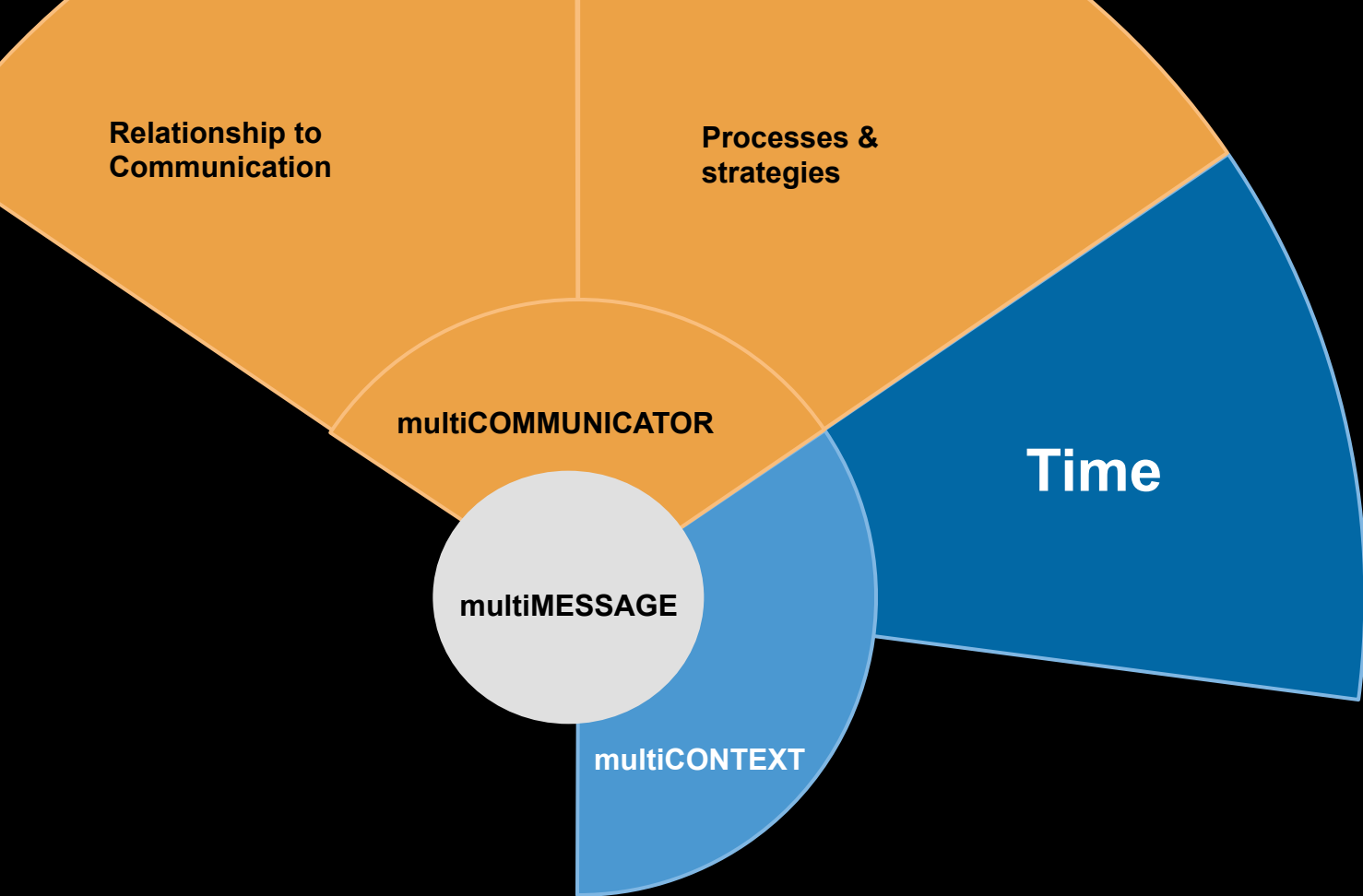
**Processes &
Strategies**

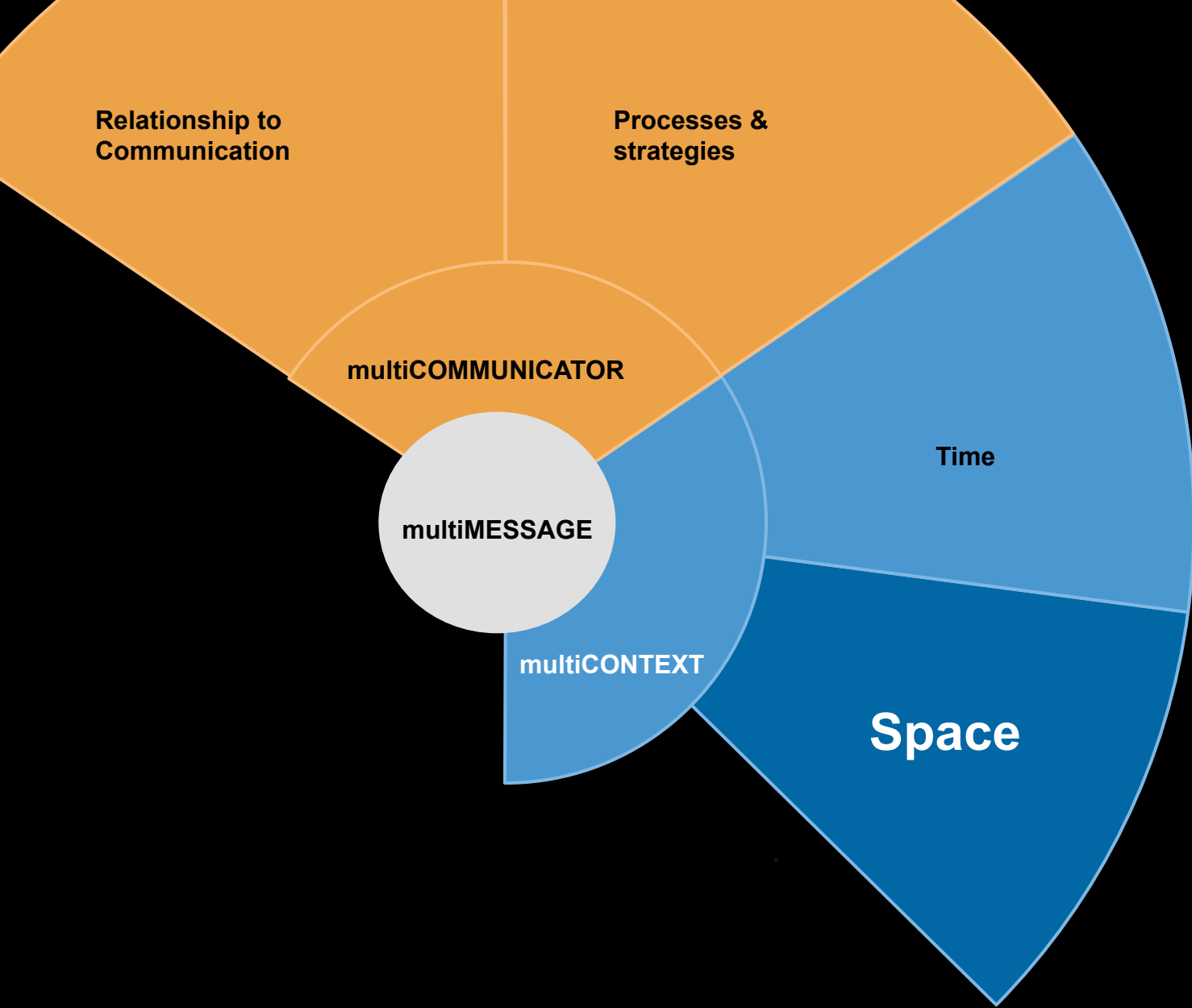
multiCOMMUNICATOR

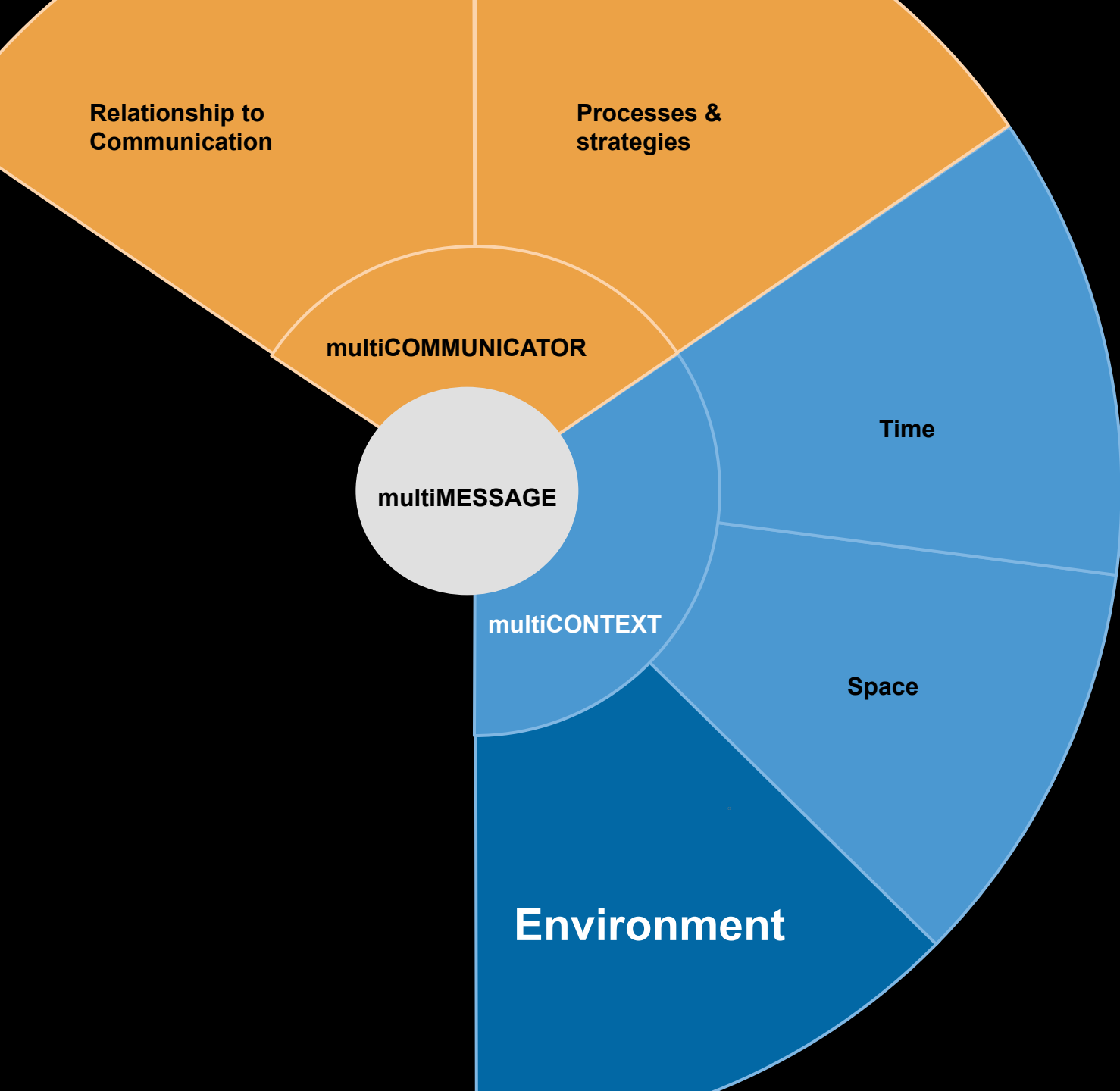
multiMESSAGE

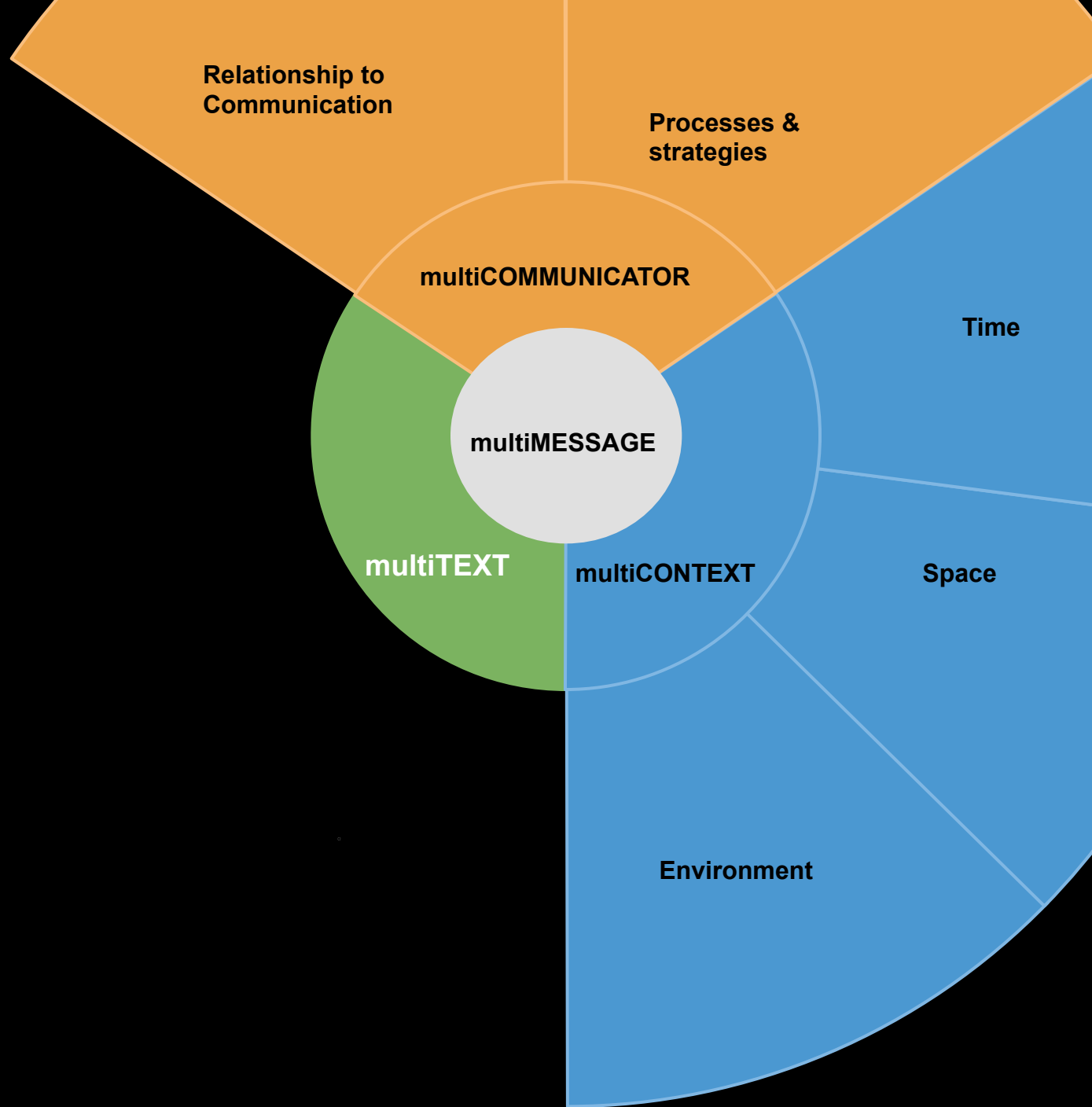
multiCONTEXT



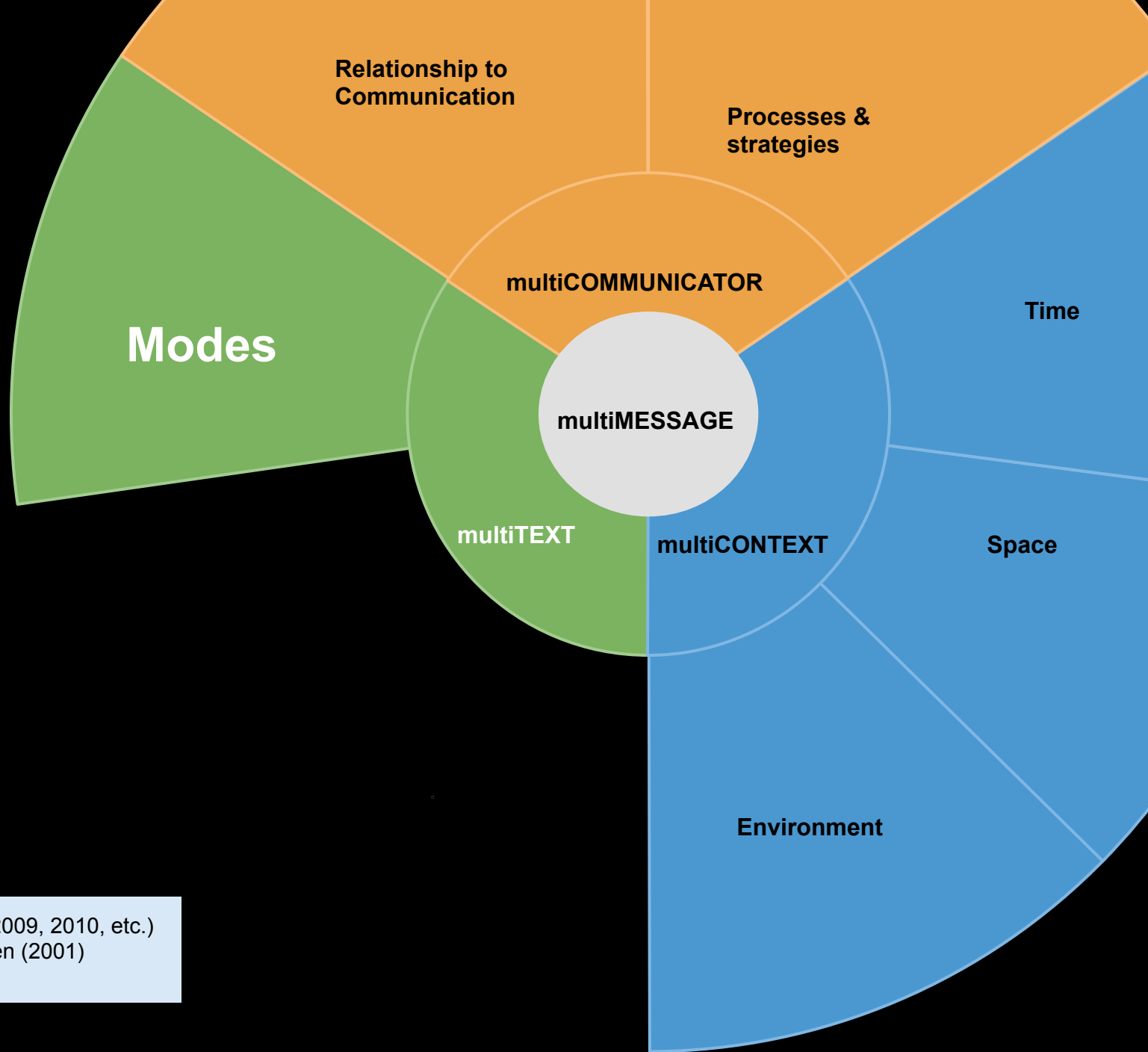




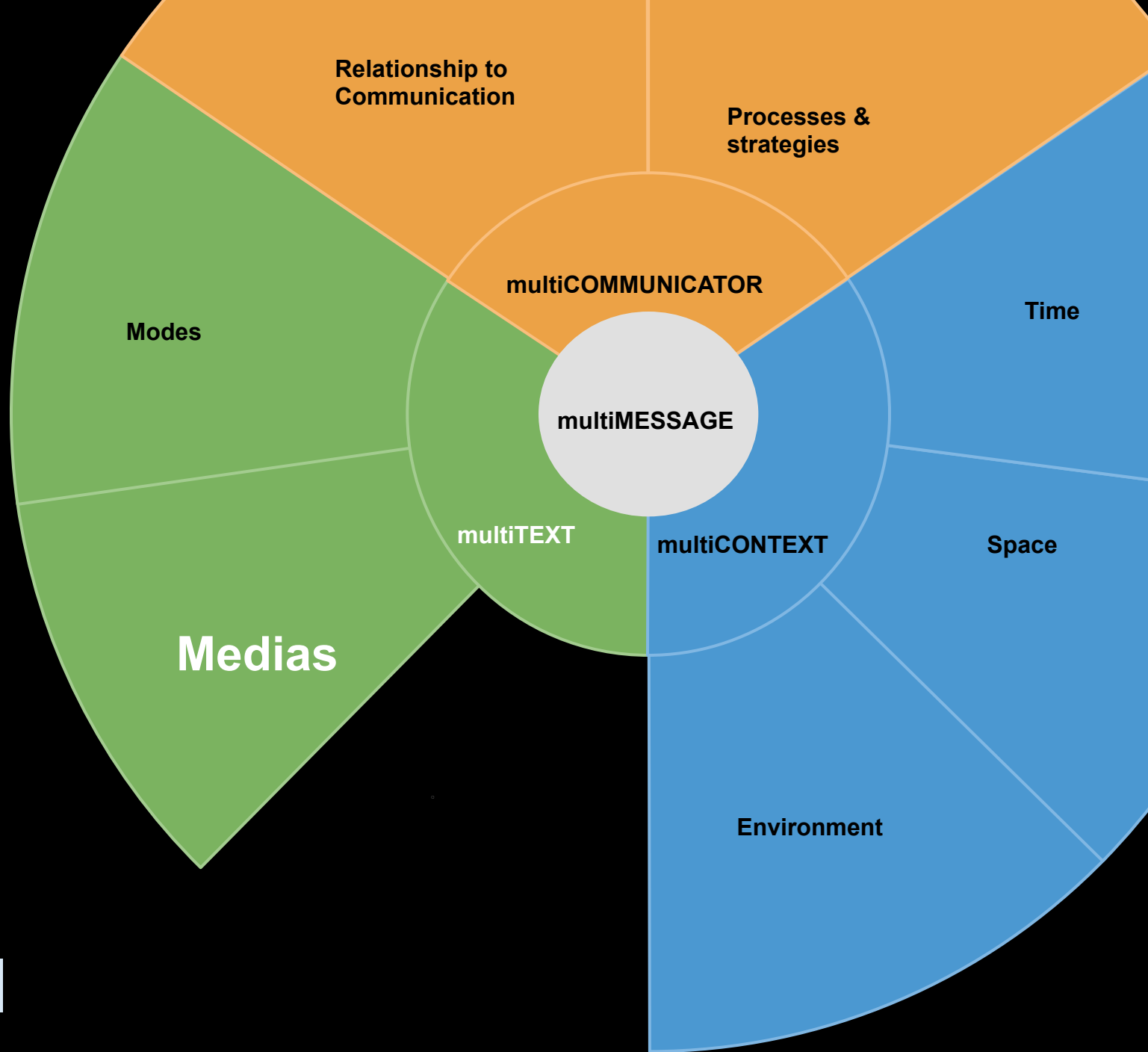


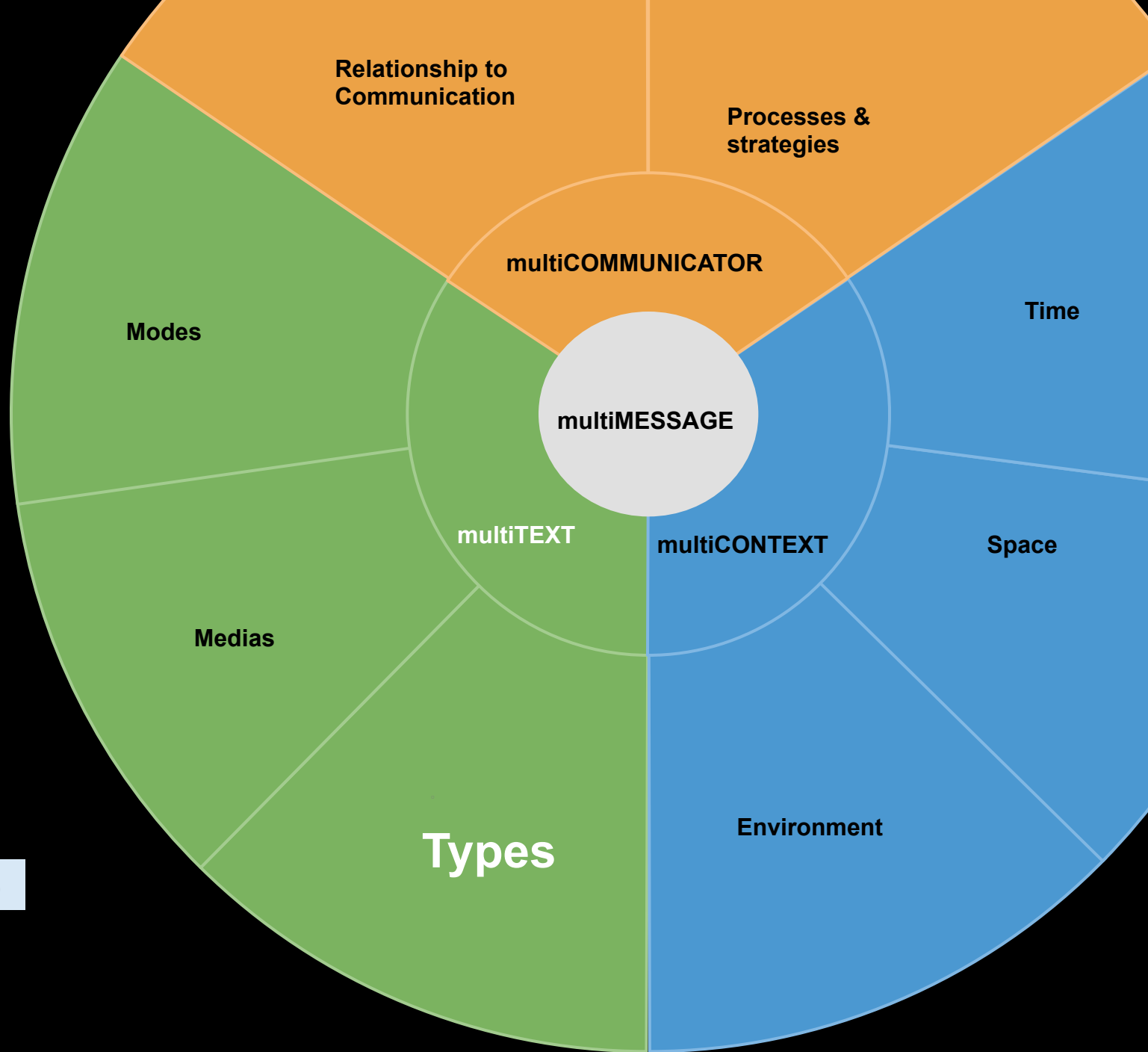


Kress et van Leeuwen (2001)
van Leeuwen (2005)
Bateman (2008)
Doloughan (2011)
Boutin (2012)
Lebrun, Lacelle et Boutin (2013)



Kress (1997, 2001, 2009, 2010, etc.)
Kress et van Leeuwen (2001)
Jewitt (2009)





Adam (2005; 2011)

The Fourth Stratum...

**Psychological
State**

**Relationship to
Communication**

multiCOMMUNICATOR

multiMESSAGE

Giasson, 2011

**Past
Experiences**

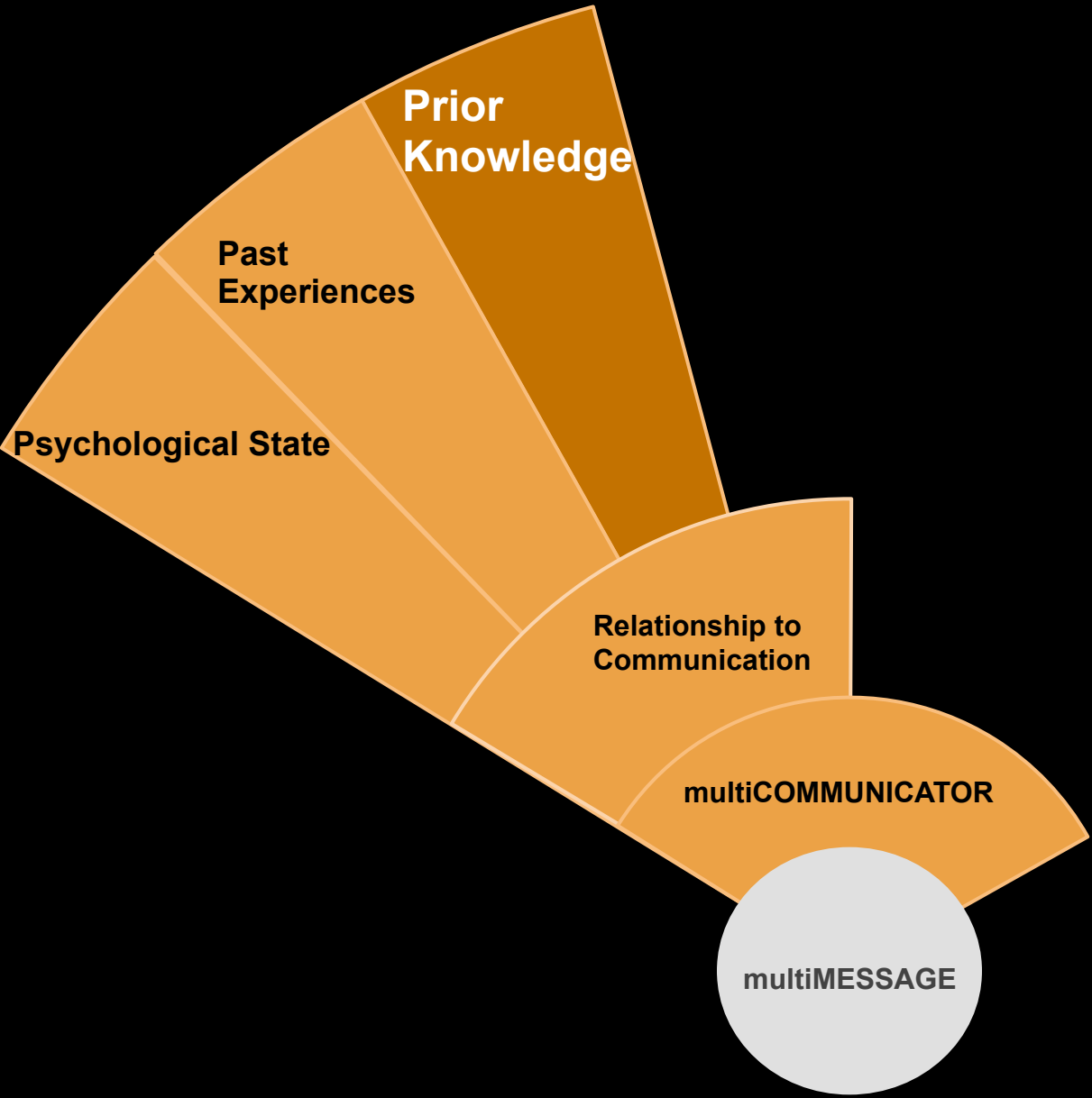
Psychological State

**Relationship to
Communication**

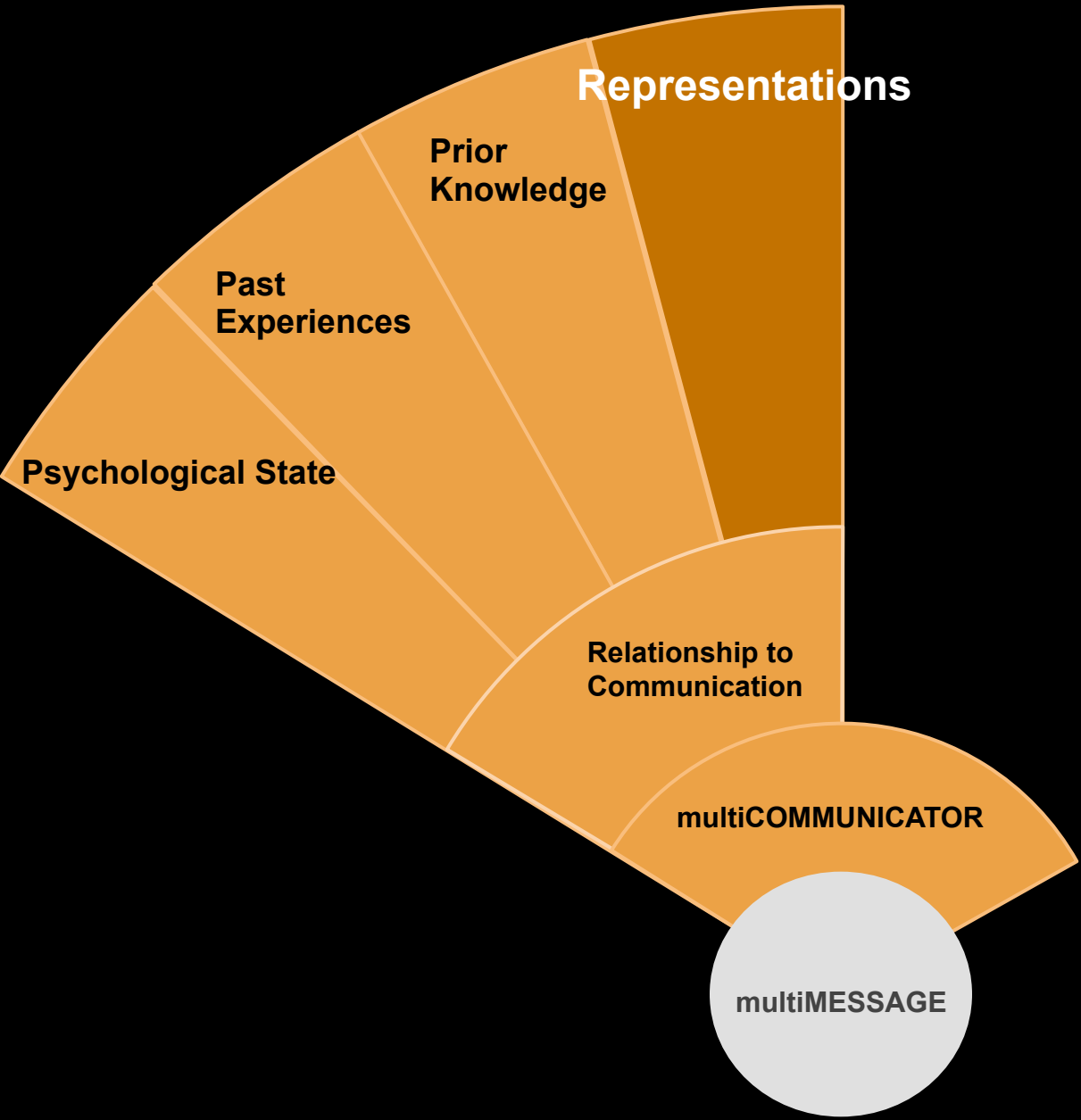
multiCOMMUNICATOR

multiMESSAGE

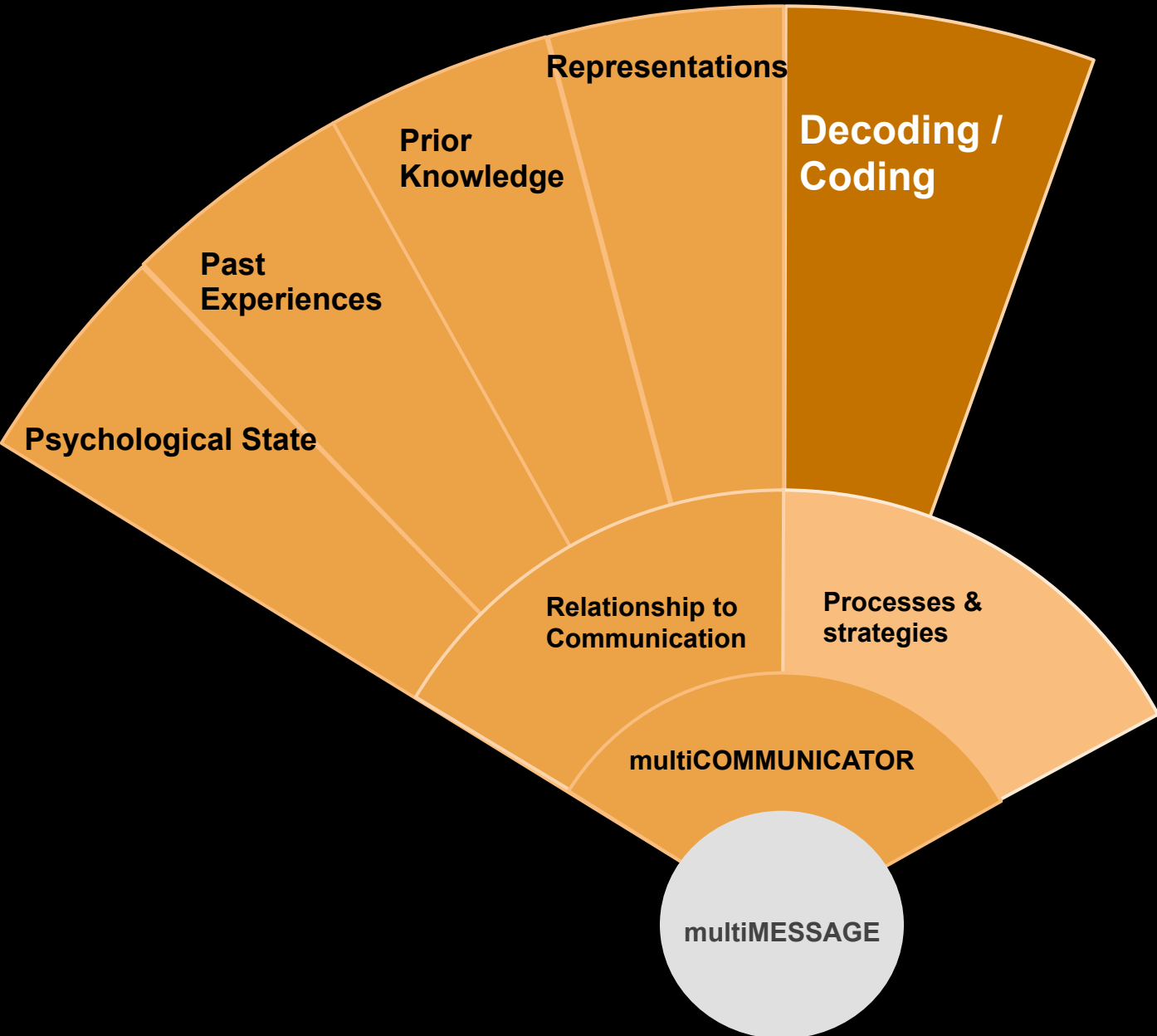
Cartier (2000, 2007)



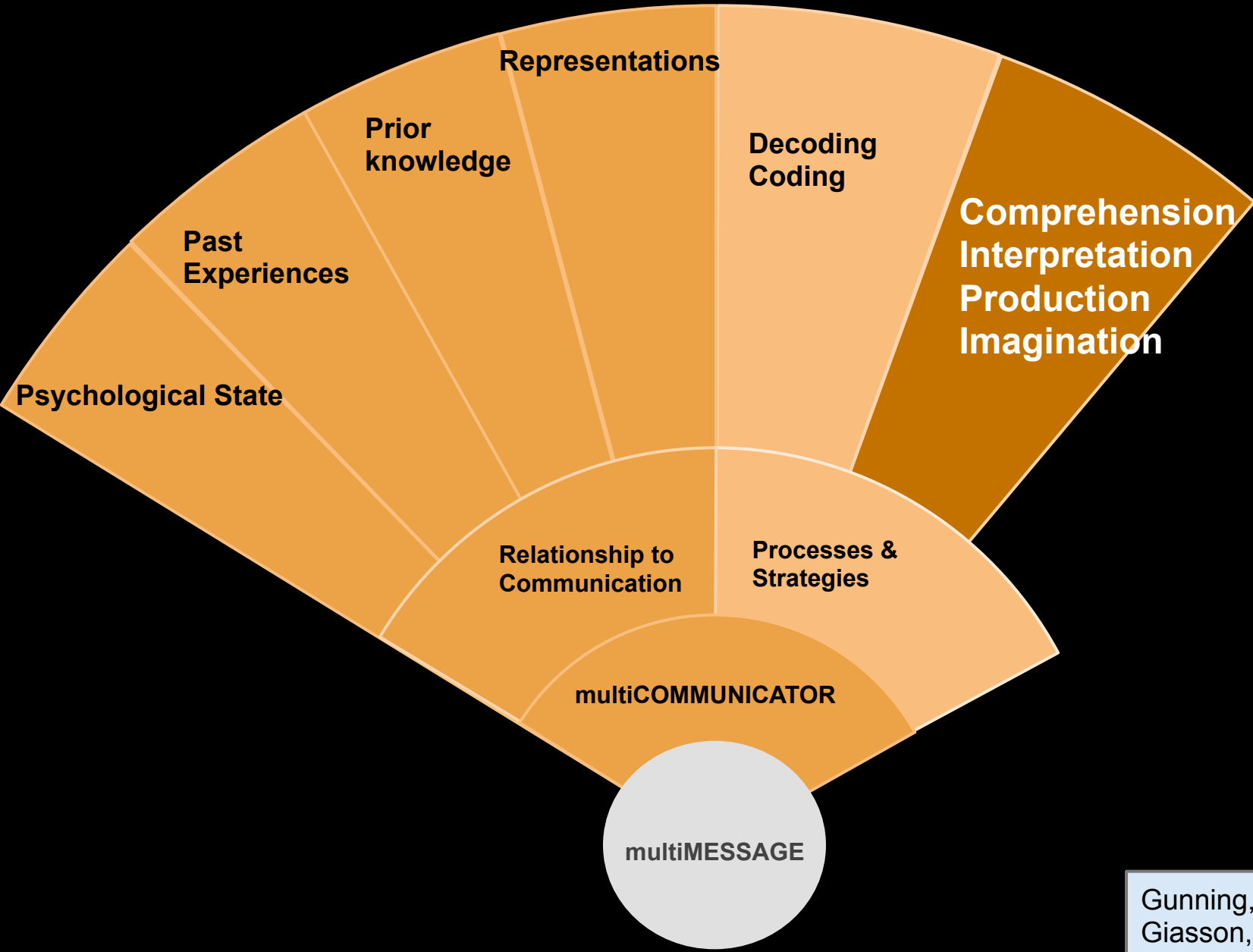
Tardif (1994)
Giasson (2011)



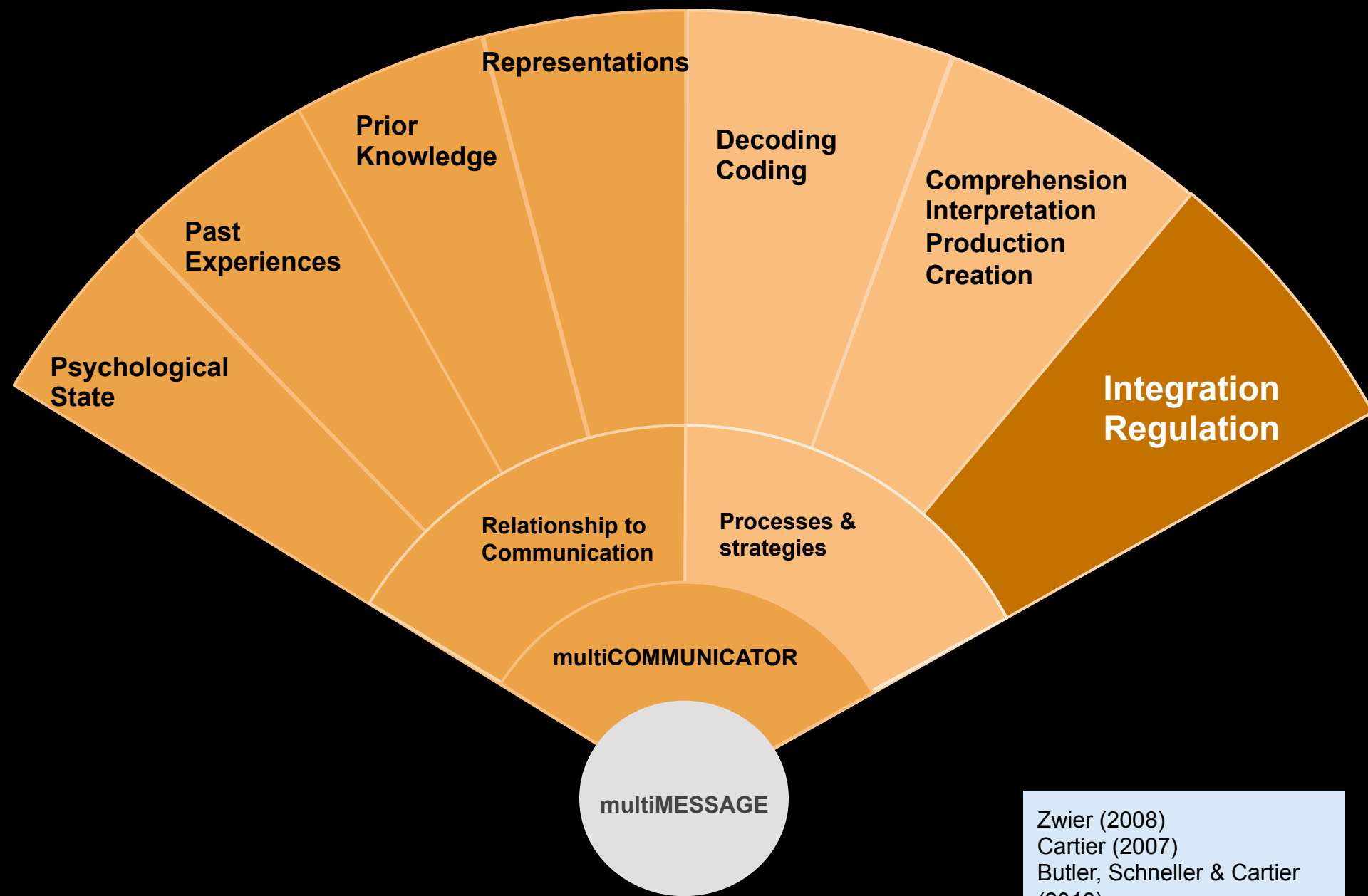
Jodelet (1993)
Fortier (2007)



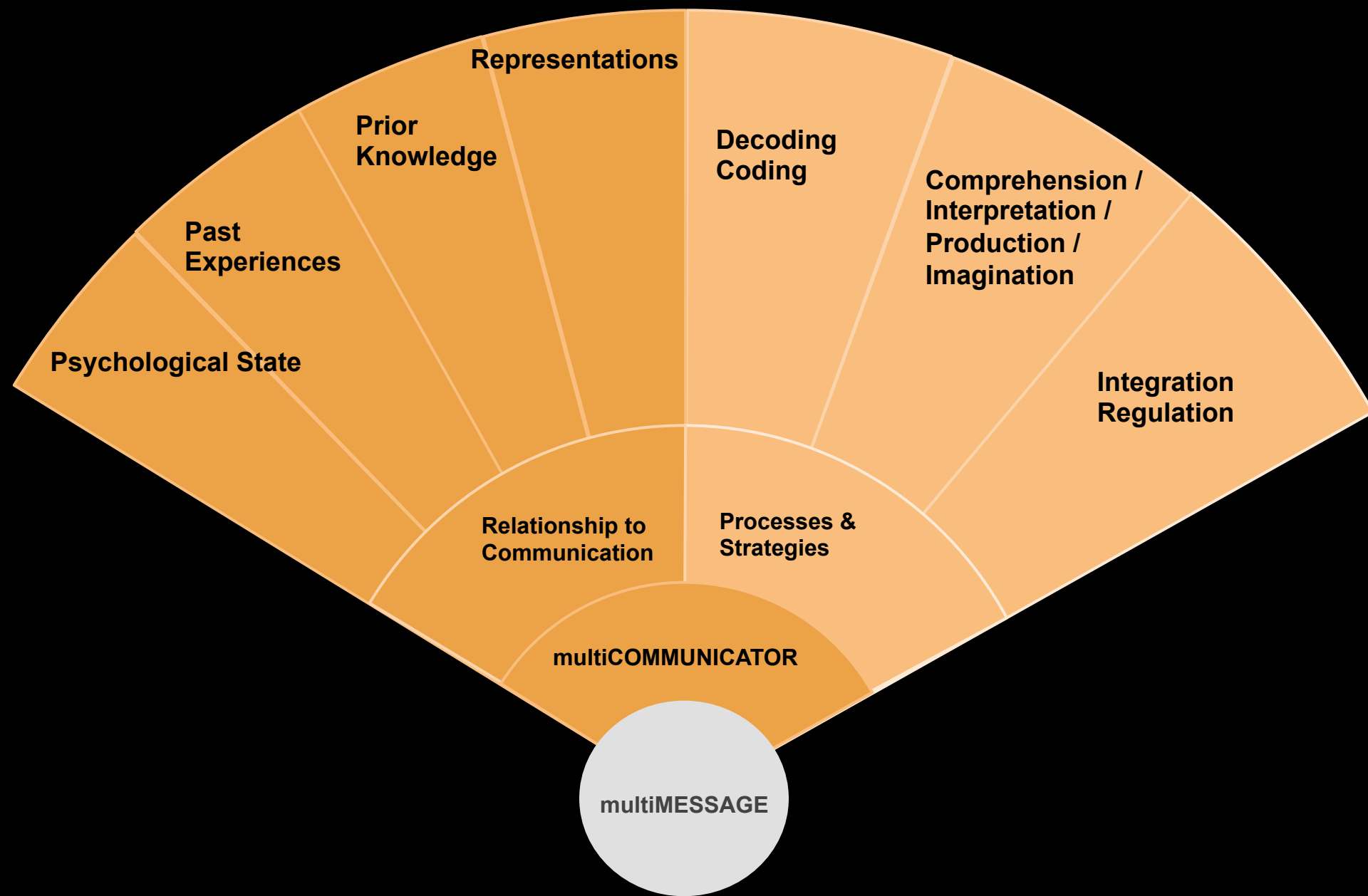
Gunning, 2010
Giasson, 2011

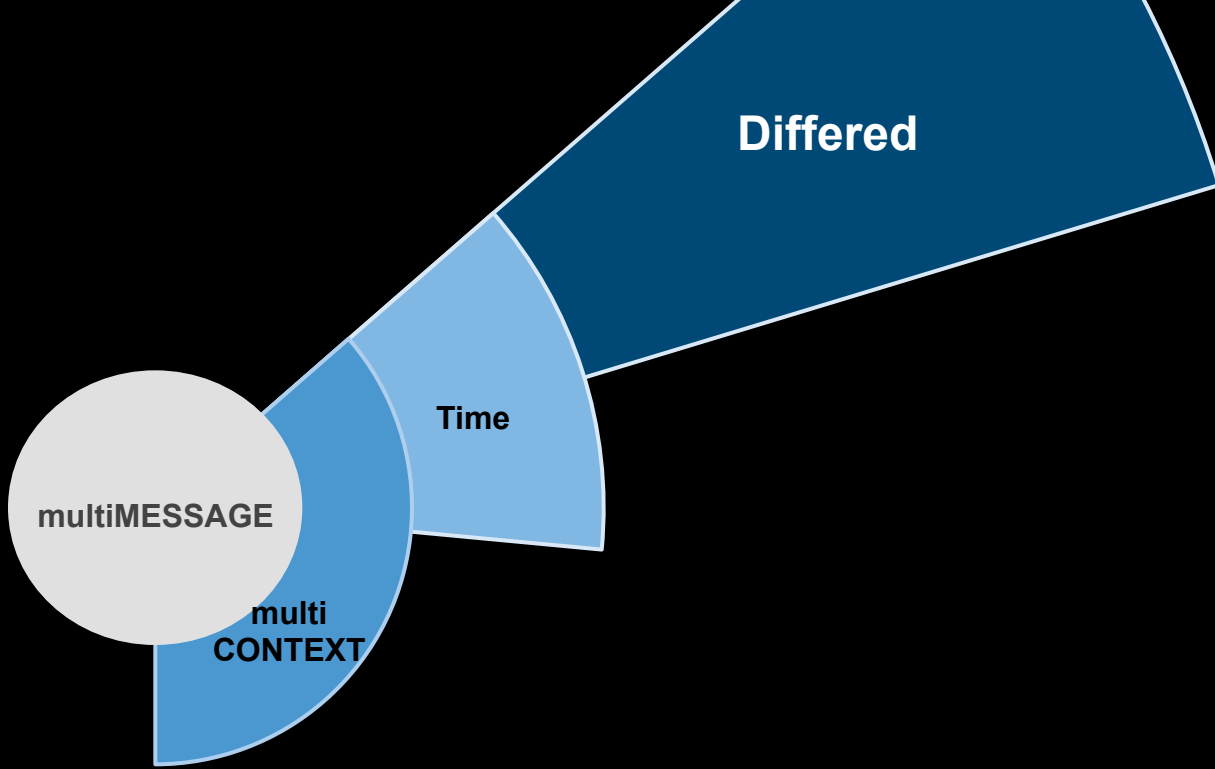


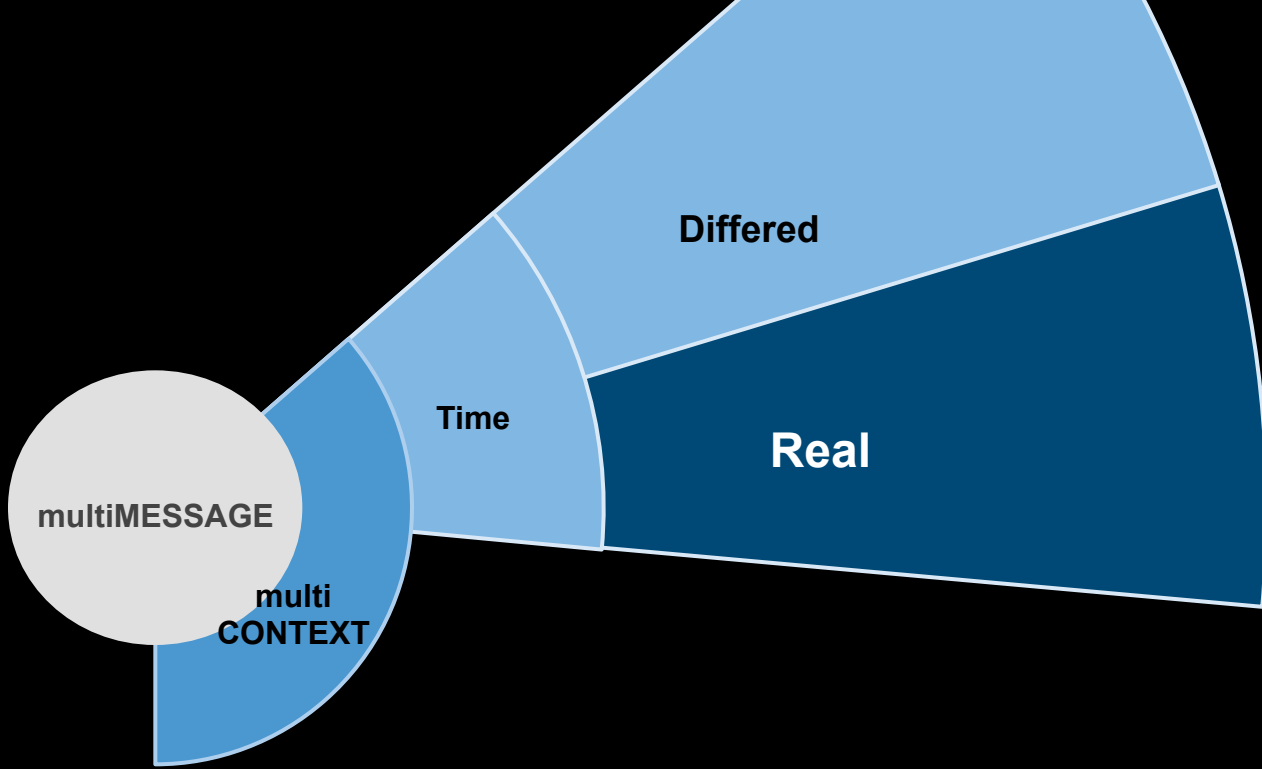
Gunning, 2010
Giasson, 2011

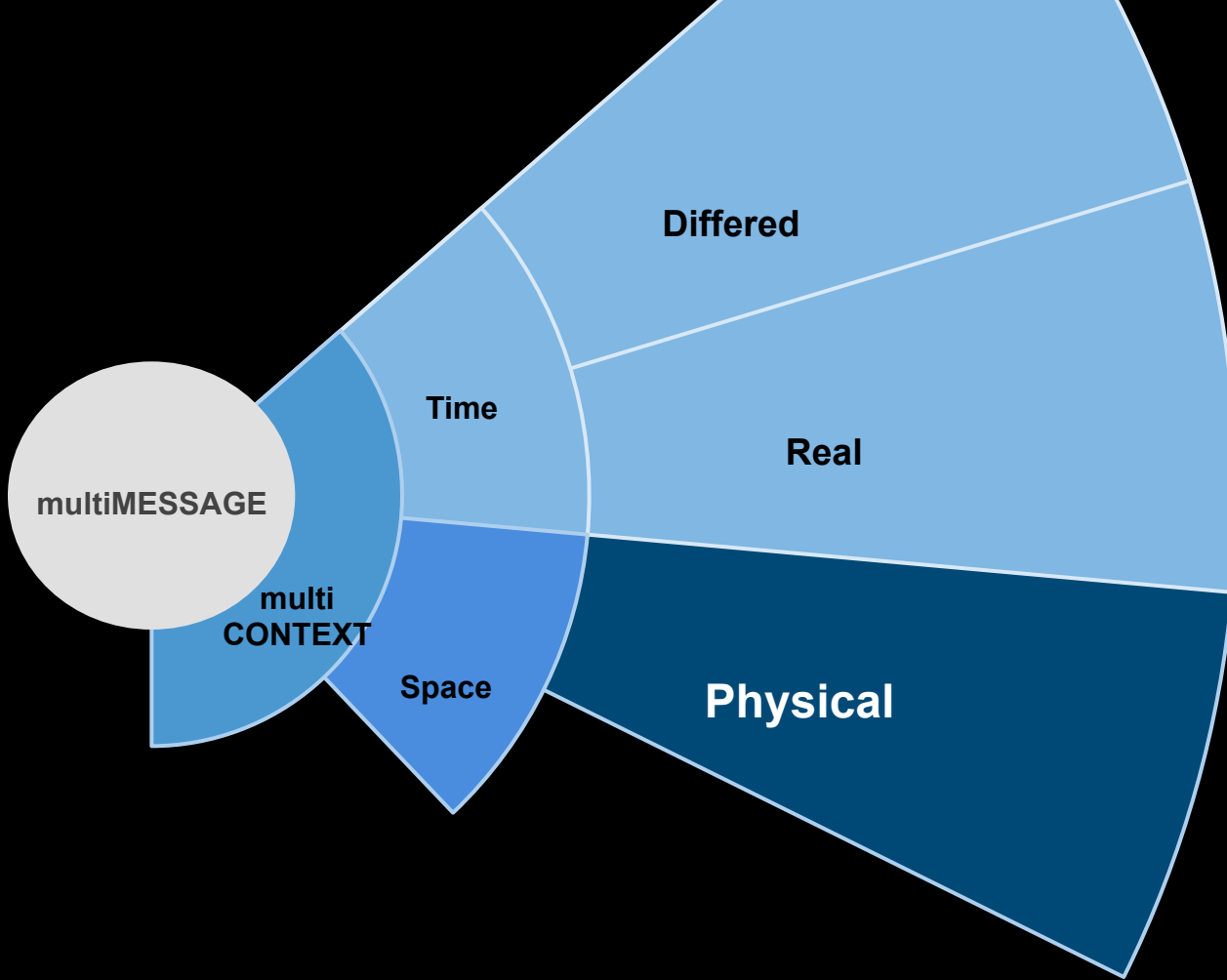


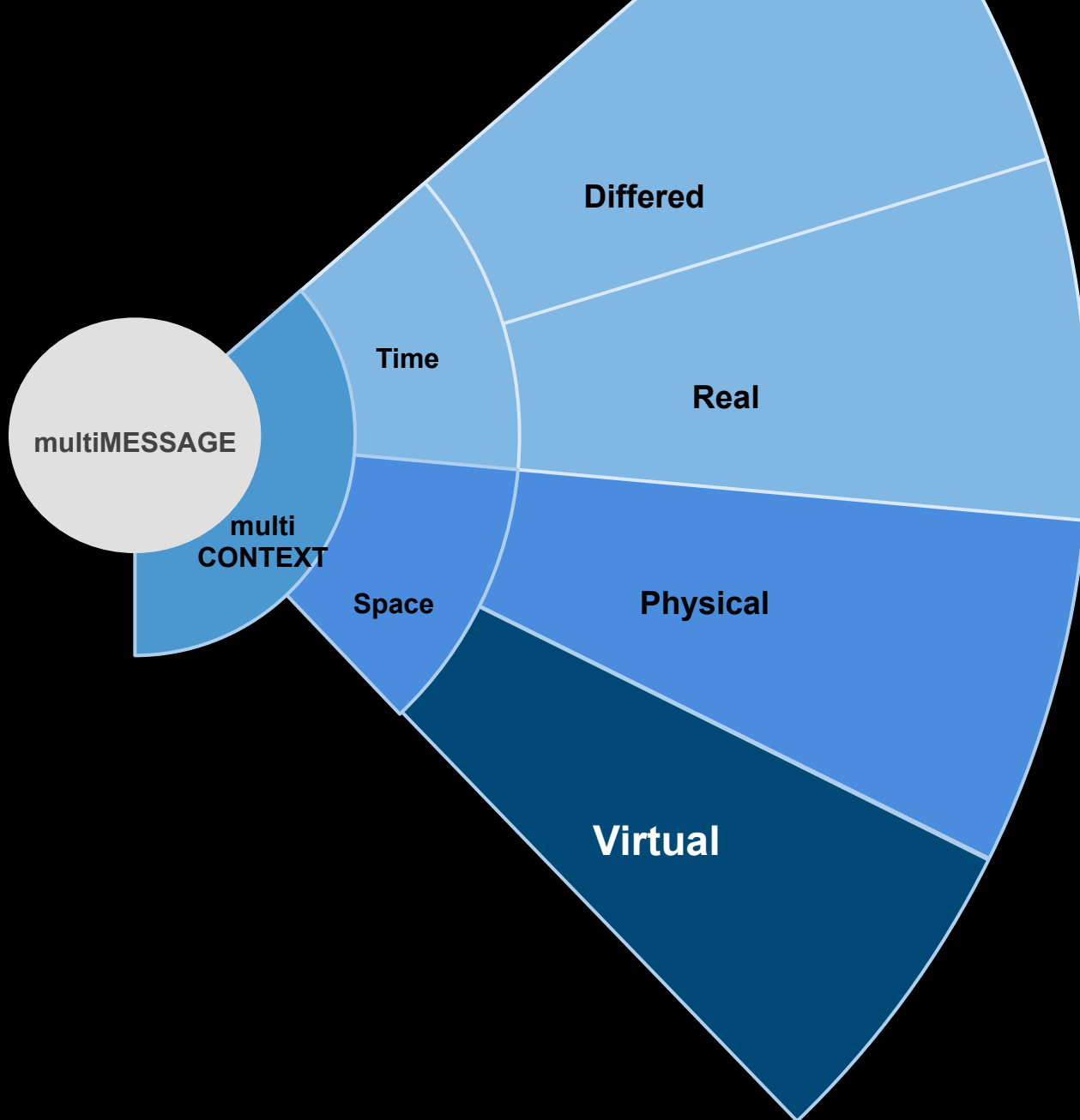
Zwier (2008)
Cartier (2007)
Butler, Schneller & Cartier
(2013)



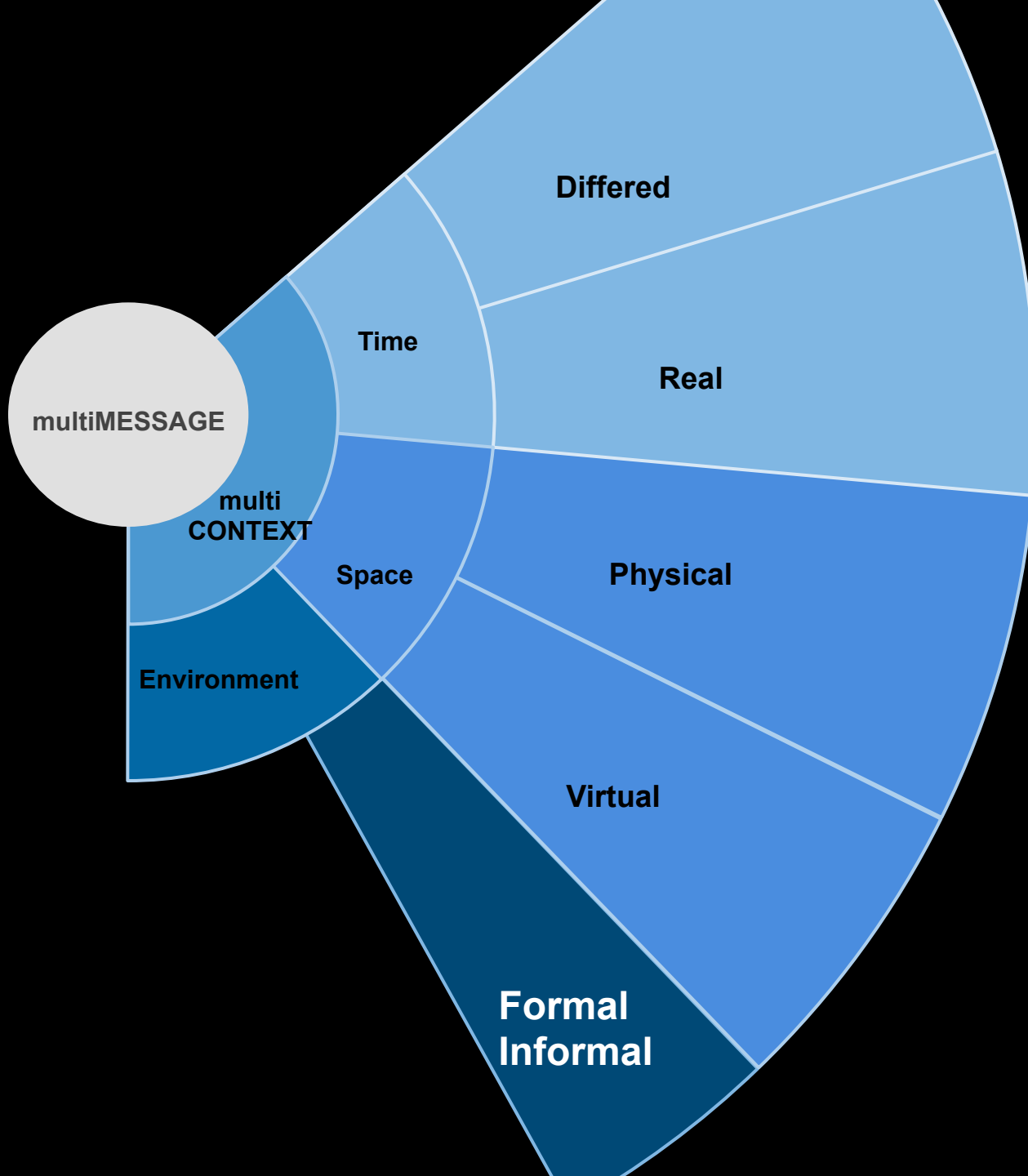


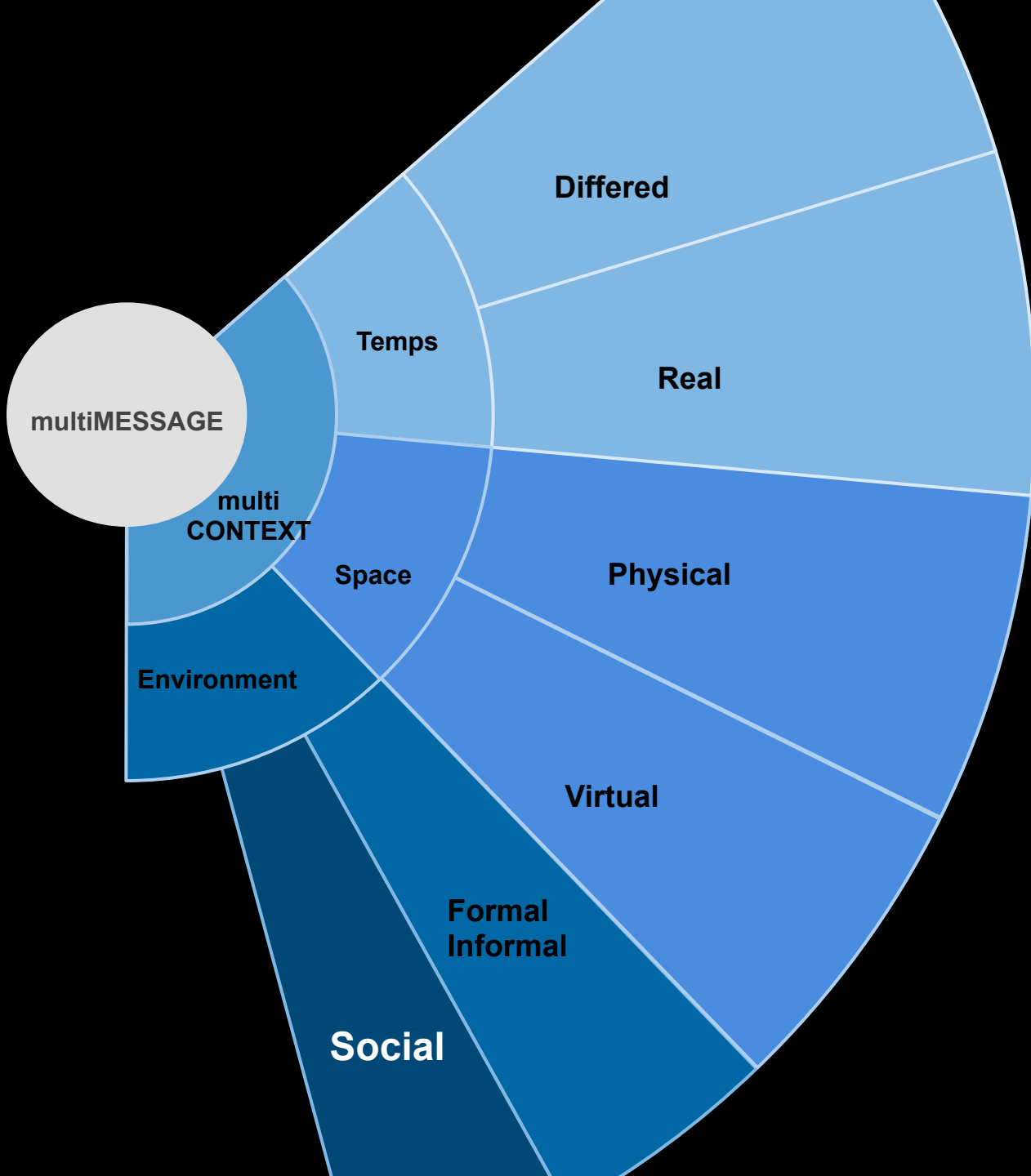


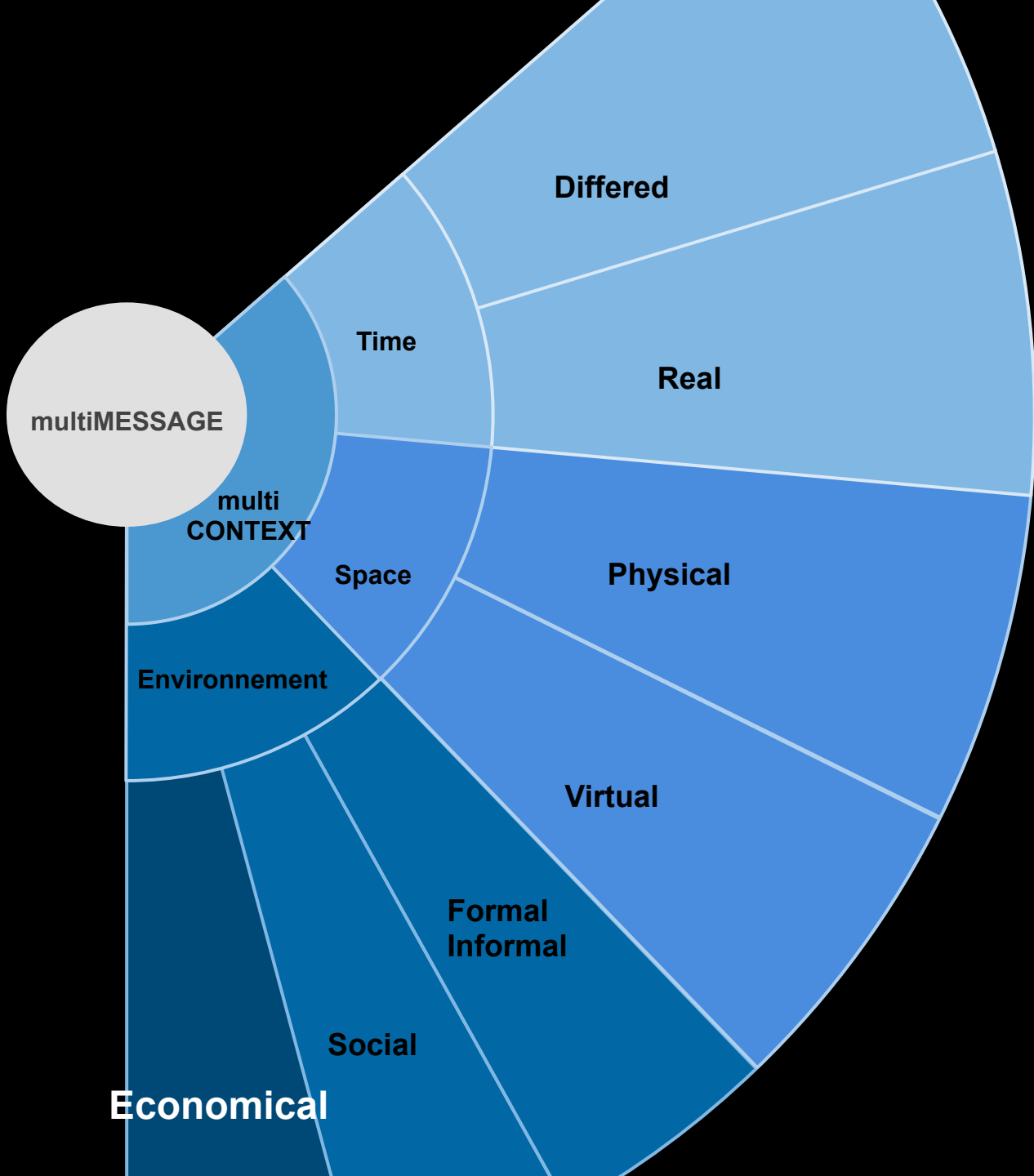




Pimentel & Teixeira, 1993
Castranova, 2007







multiMESSAGE

**multi
CONTEXT**

Time

Differed

Real

Space

Physical

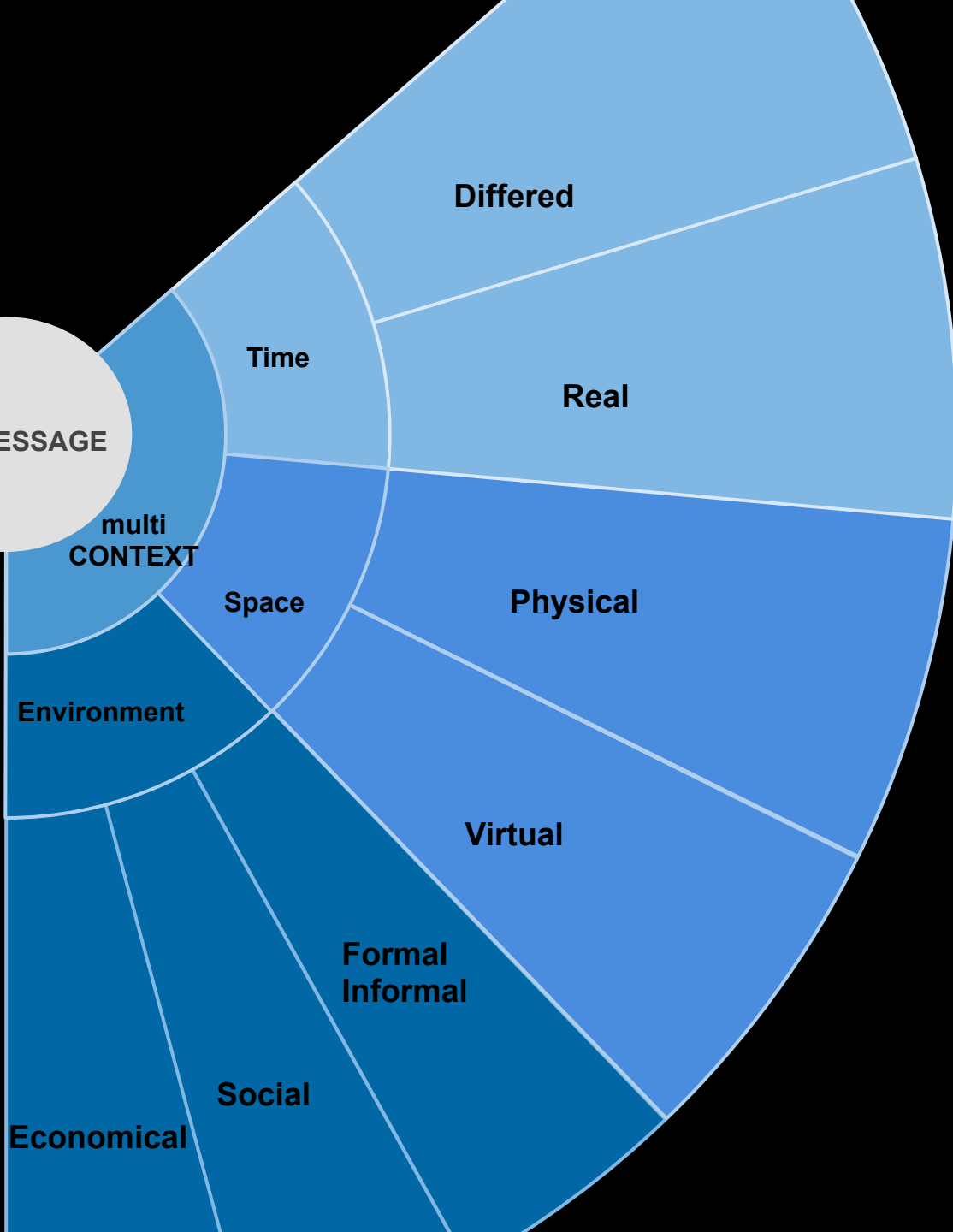
Environment

Virtual

**Formal
Informal**

Social

Economical



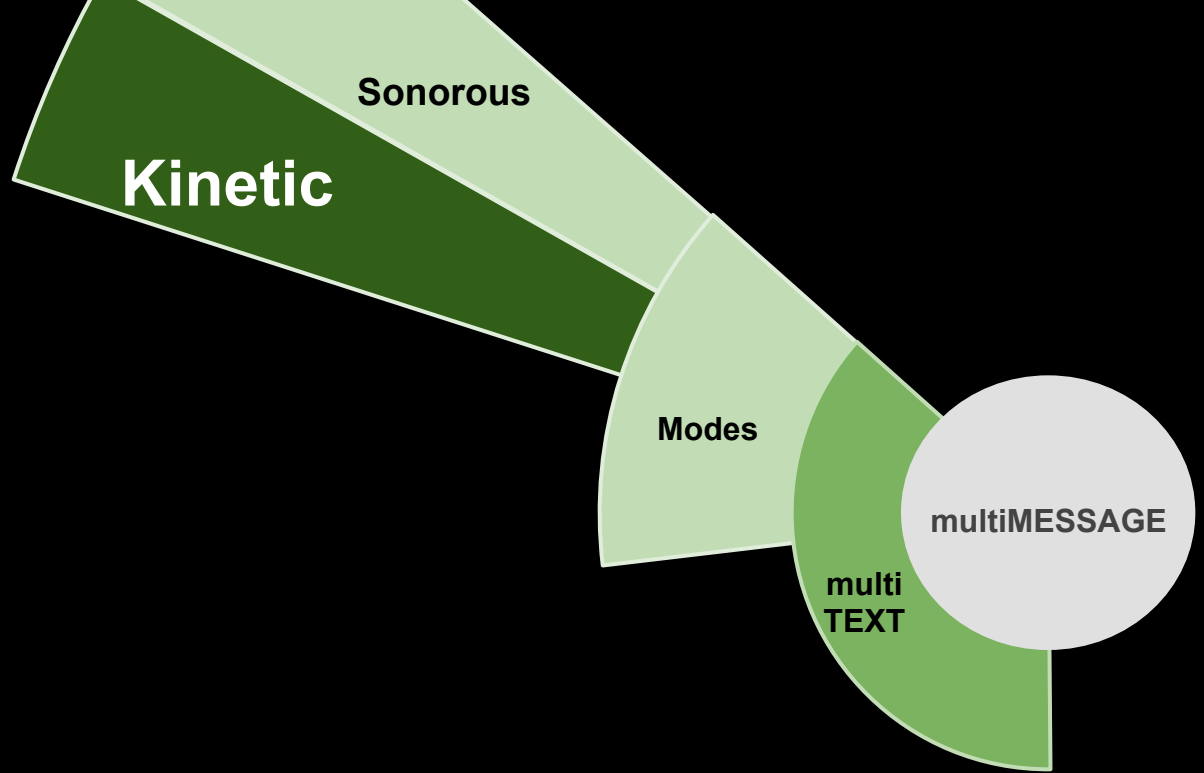
Sonorous

Modes

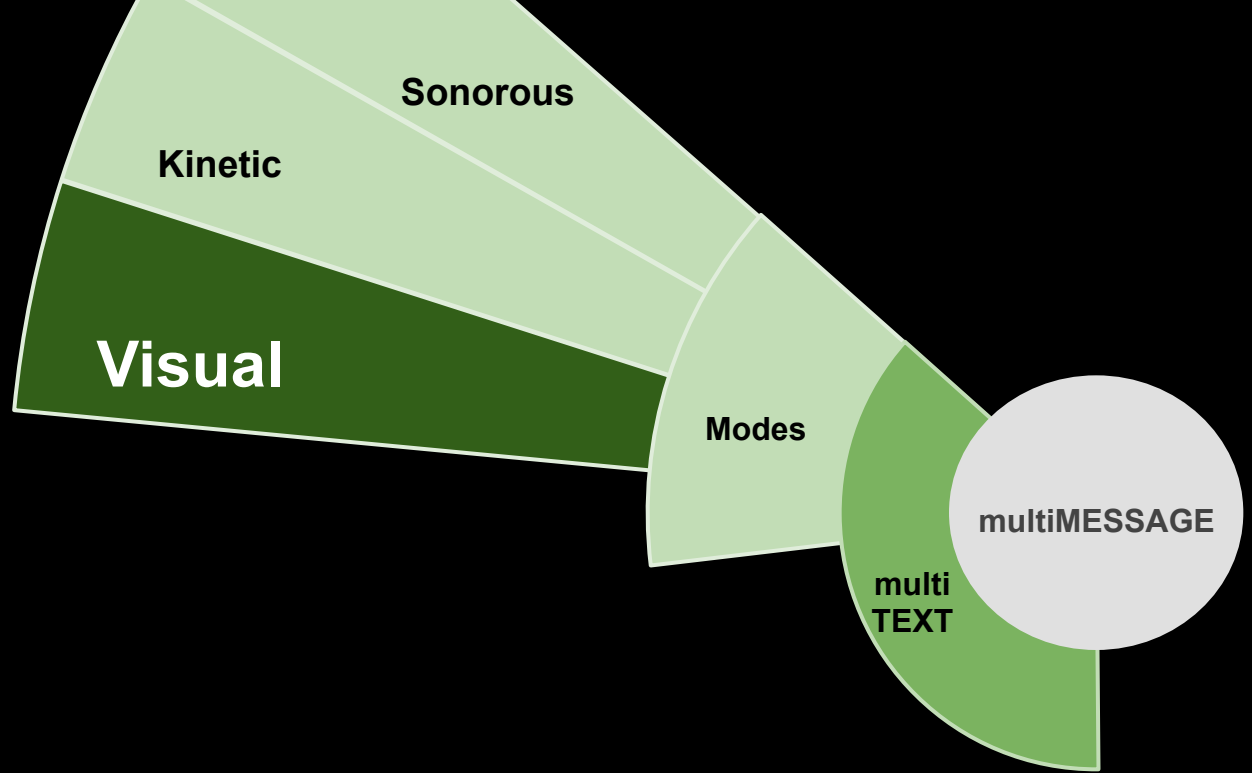
**multi
TEXT**

multiMESSAGE

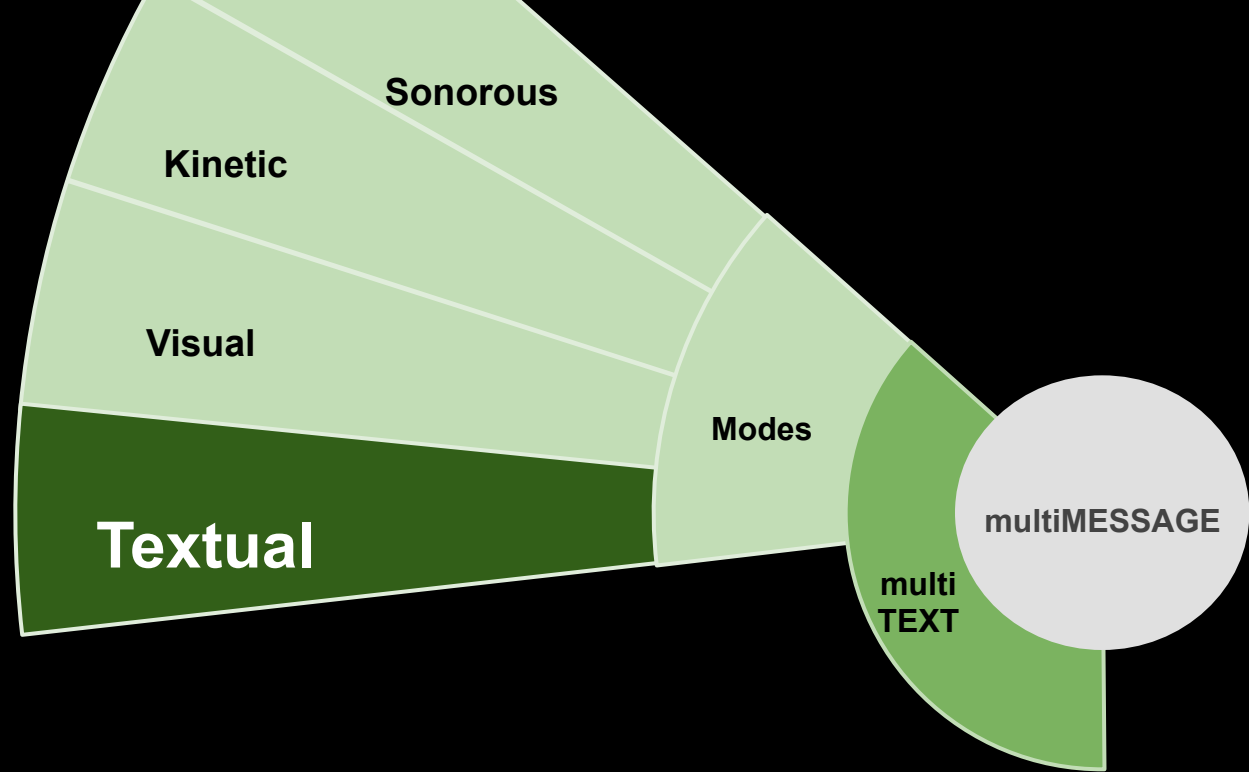
Kress (1997, 2001, 2009, 2010, etc.)
Kress et van Leeuwen (2001)
Jewitt (2009)



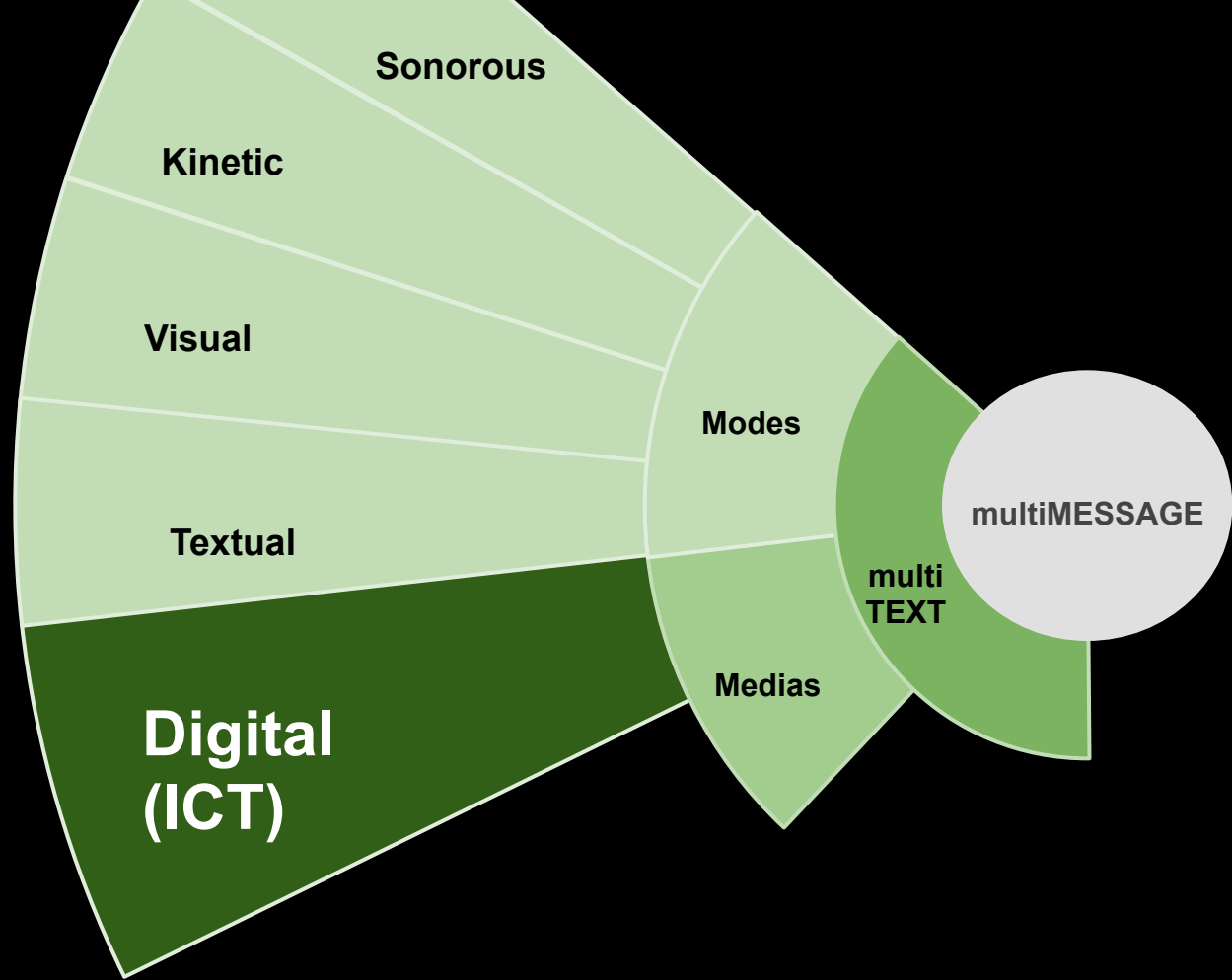
Kress (1997, 2001, 2009, 2010, etc.)
Kress et van Leeuwen (2001)
Jewitt (2009)

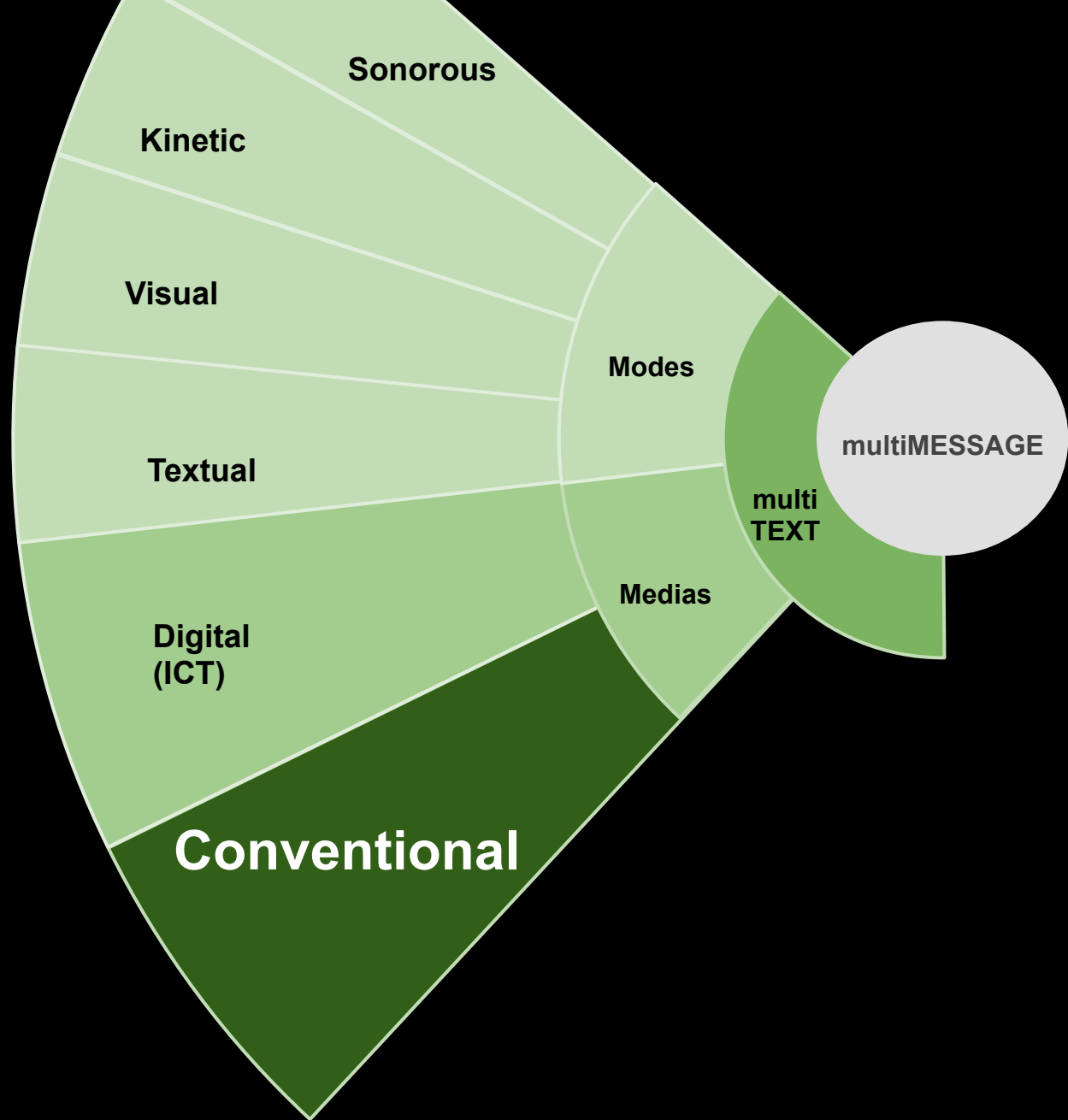


Kress (1997, 2001, 2009, 2010, etc.)
Kress et van Leeuwen (2001)
Jewitt (2009)



Kress (1997, 2001, 2009, 2010, etc.)
Kress et van Leeuwen (2001)
Jewitt (2009)





Sonorous

Kinetic

Visual

Textual

**Digital
(ICT)**

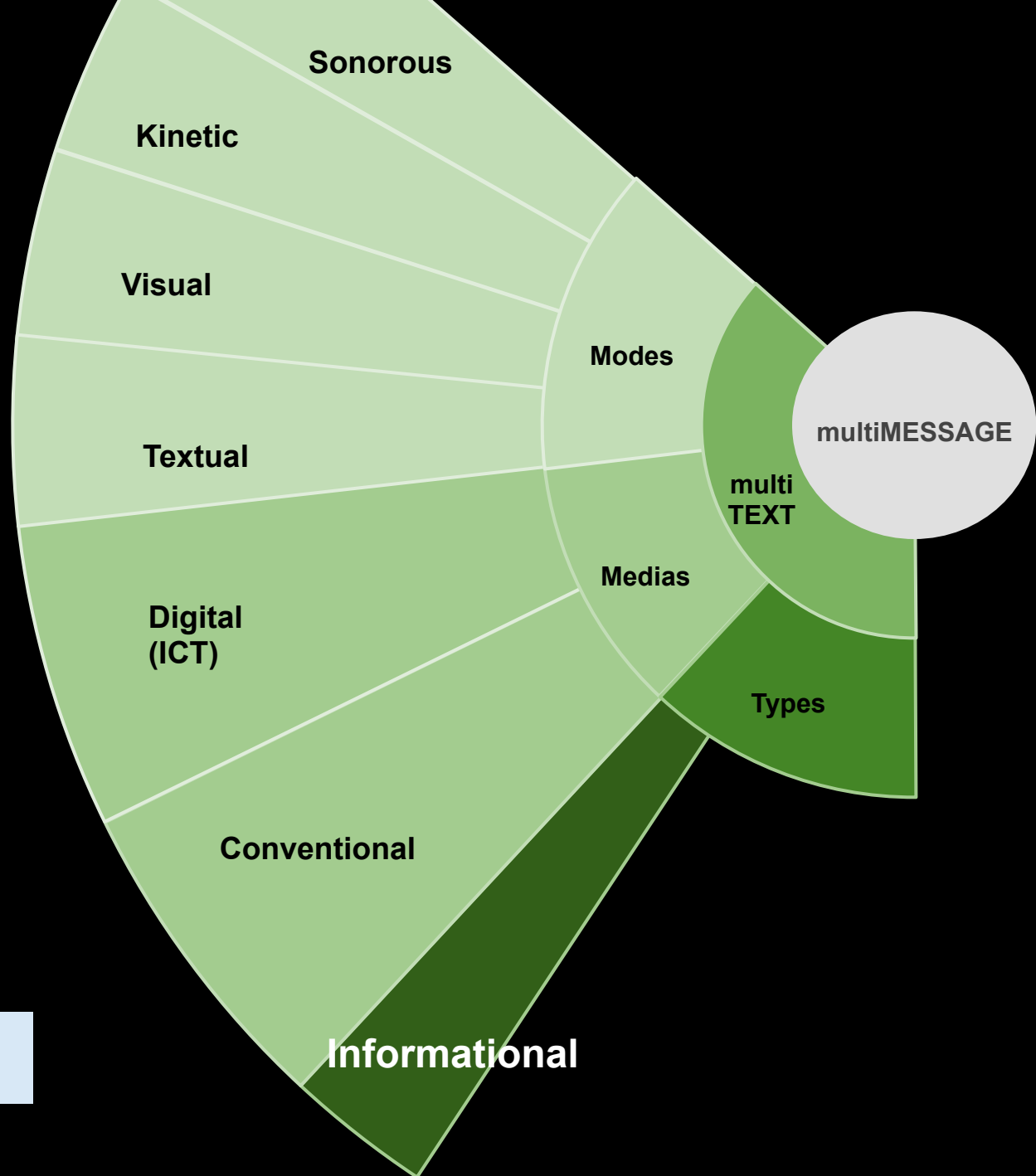
Conventional

Modes

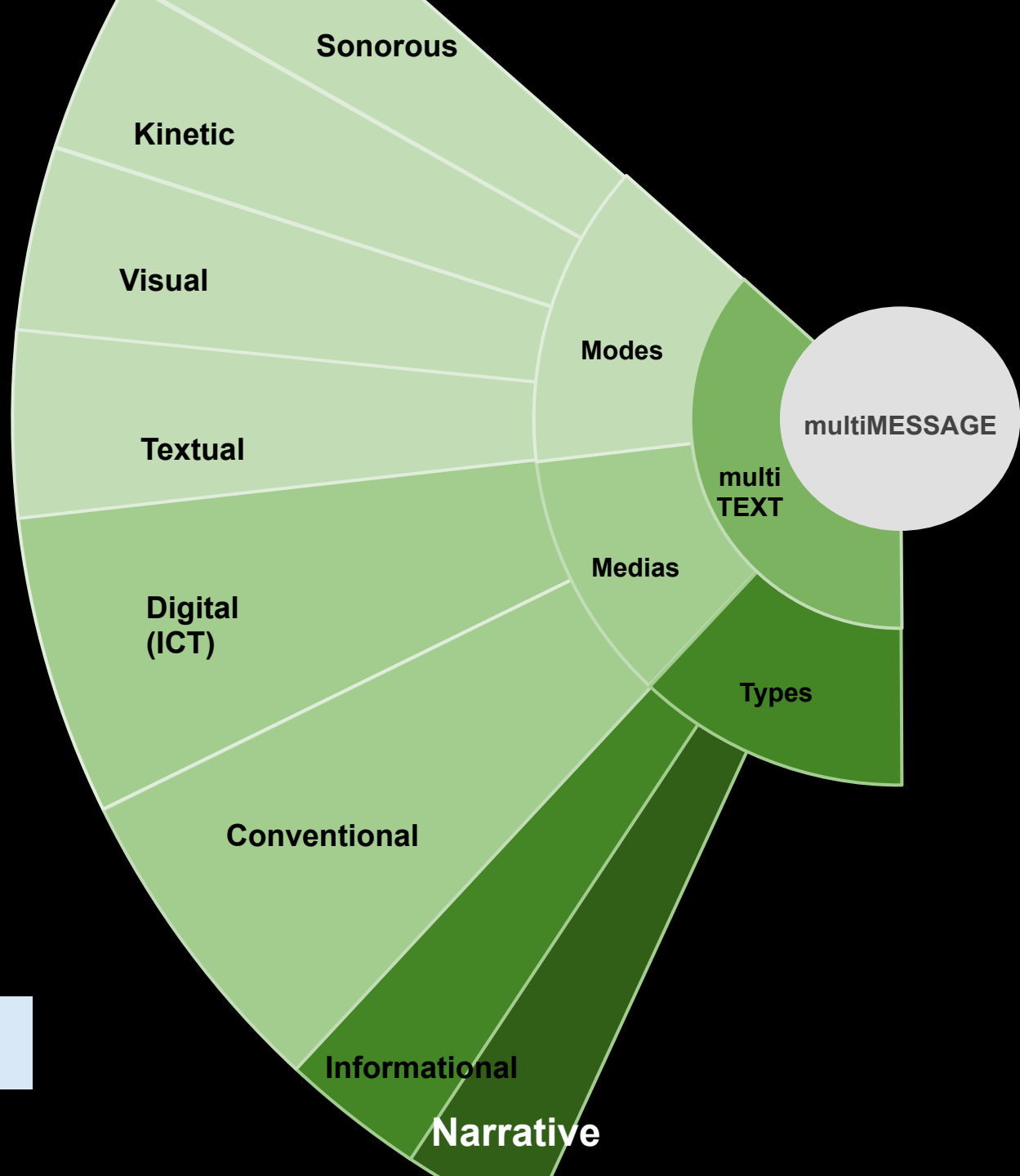
Medias

**multi
TEXT**

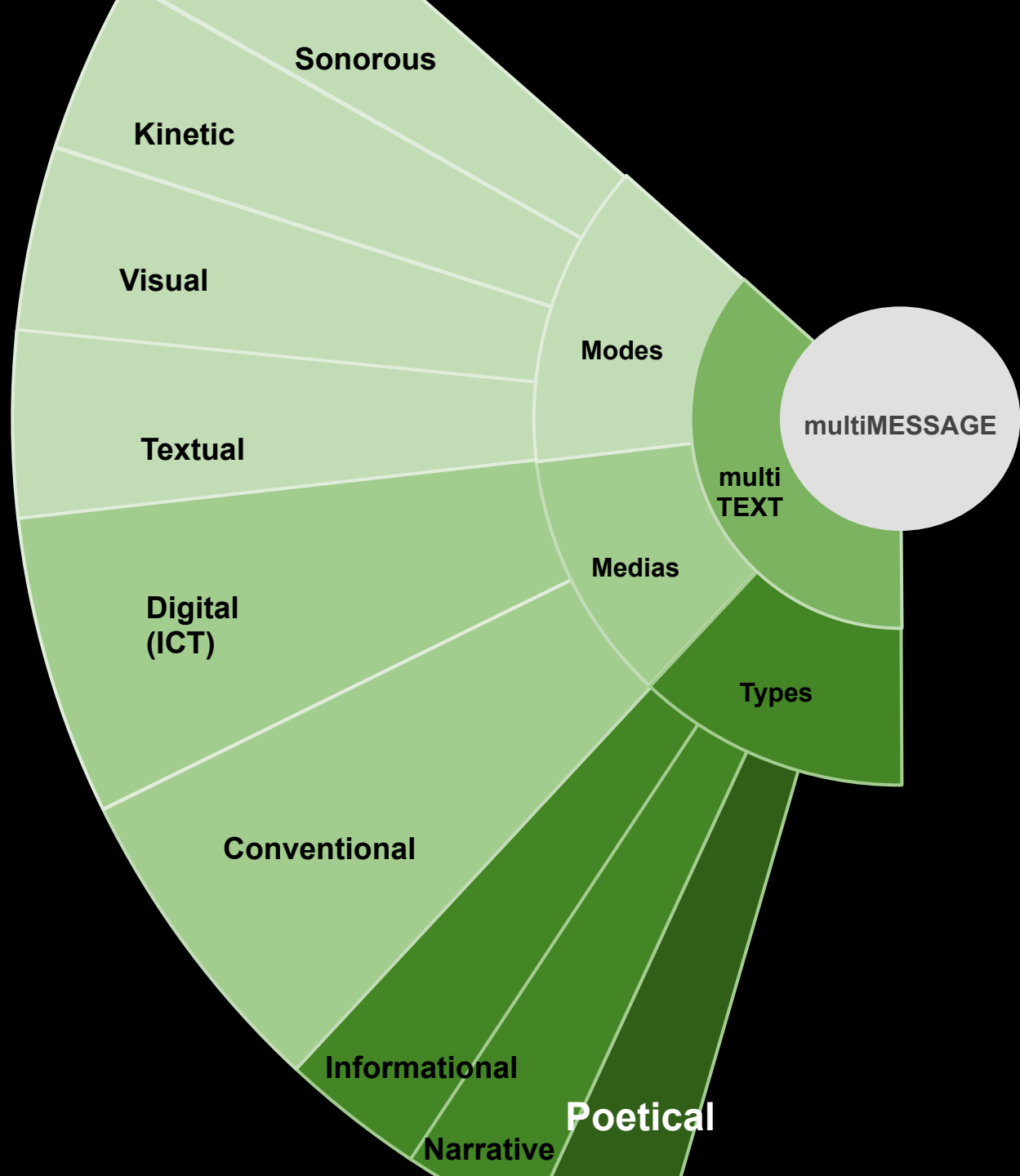
multiMESSAGE



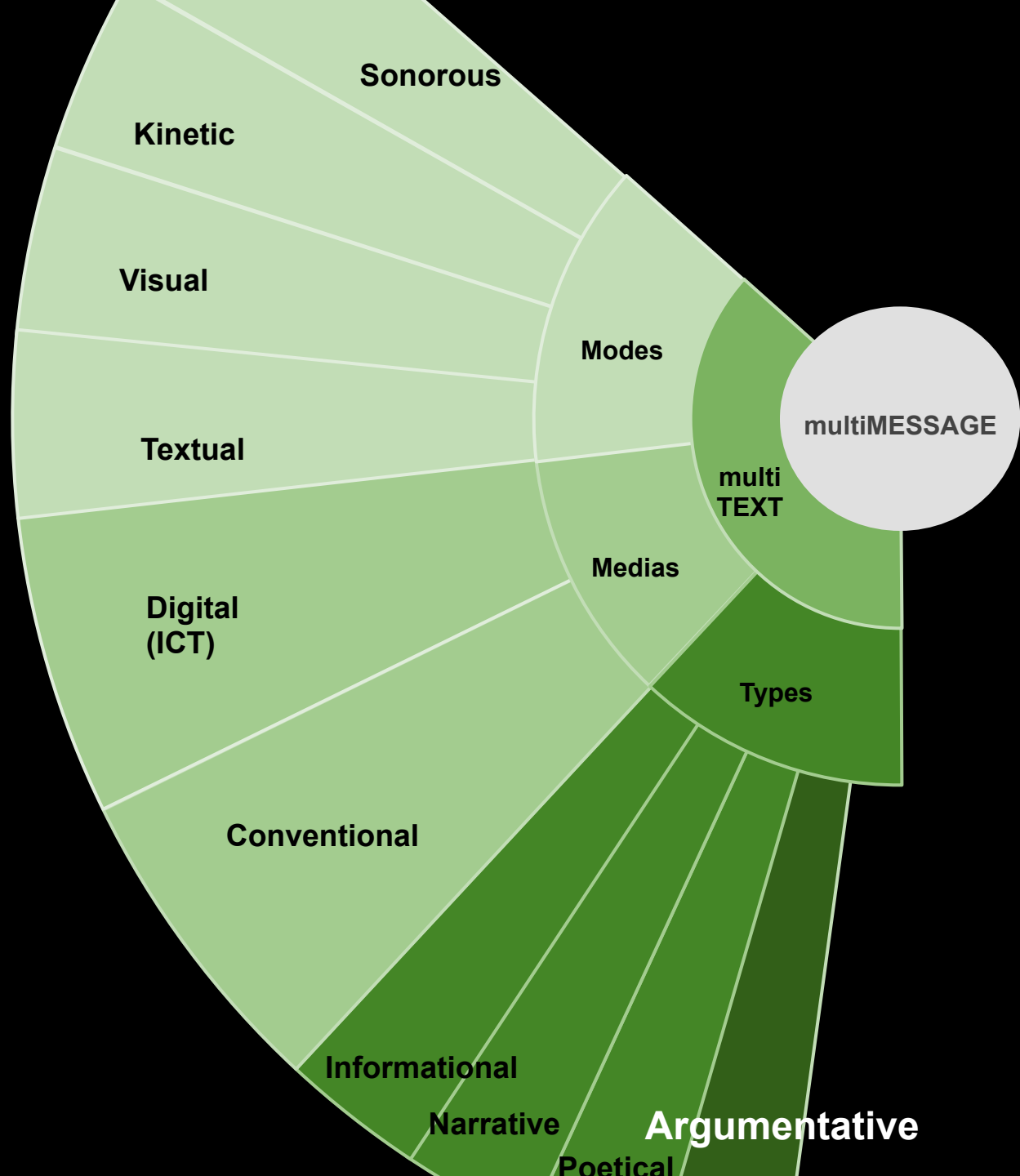
Simard (1996)
Adam (2005; 2011)



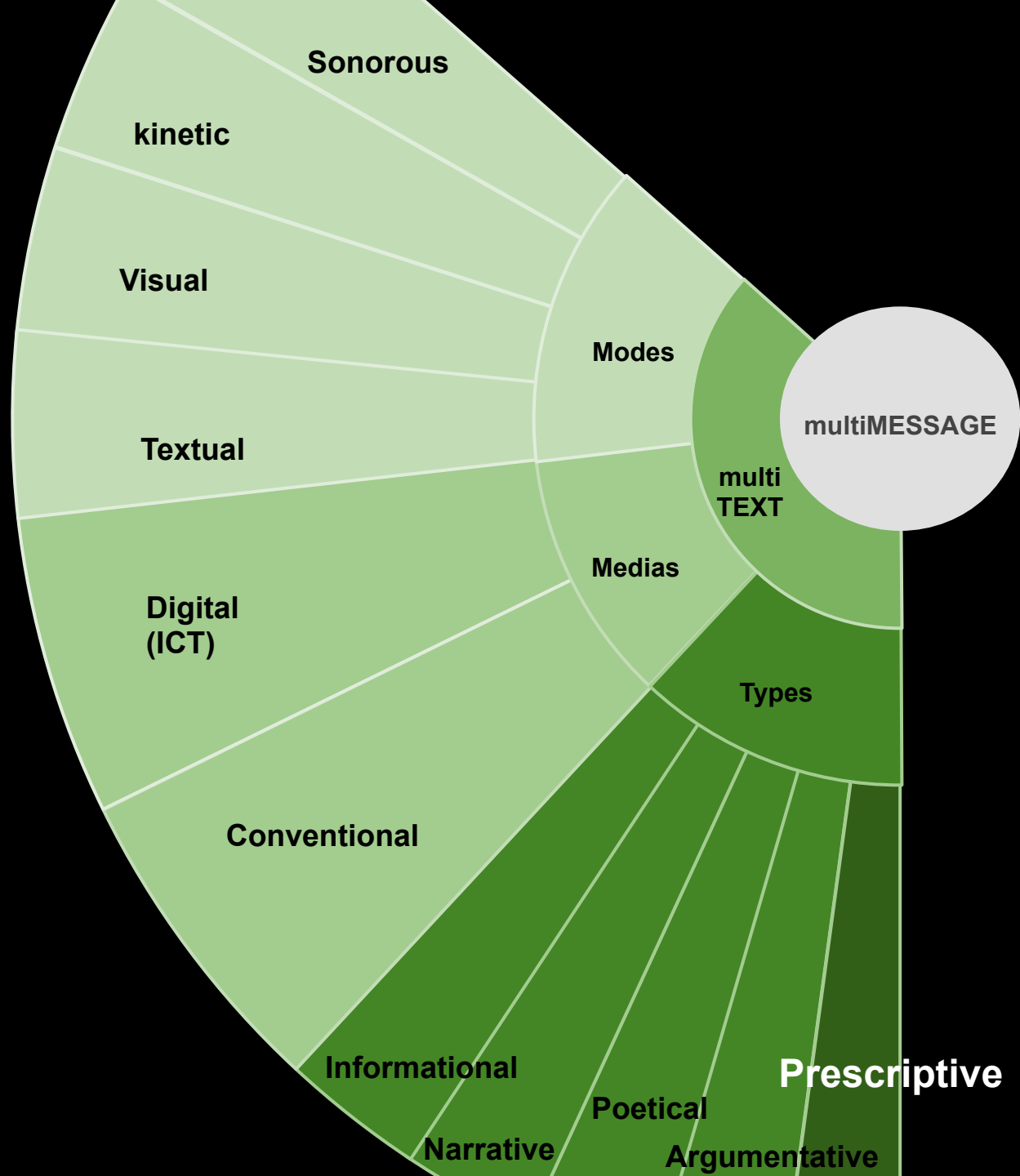
Simard (1996)
Adam (2005; 2011)



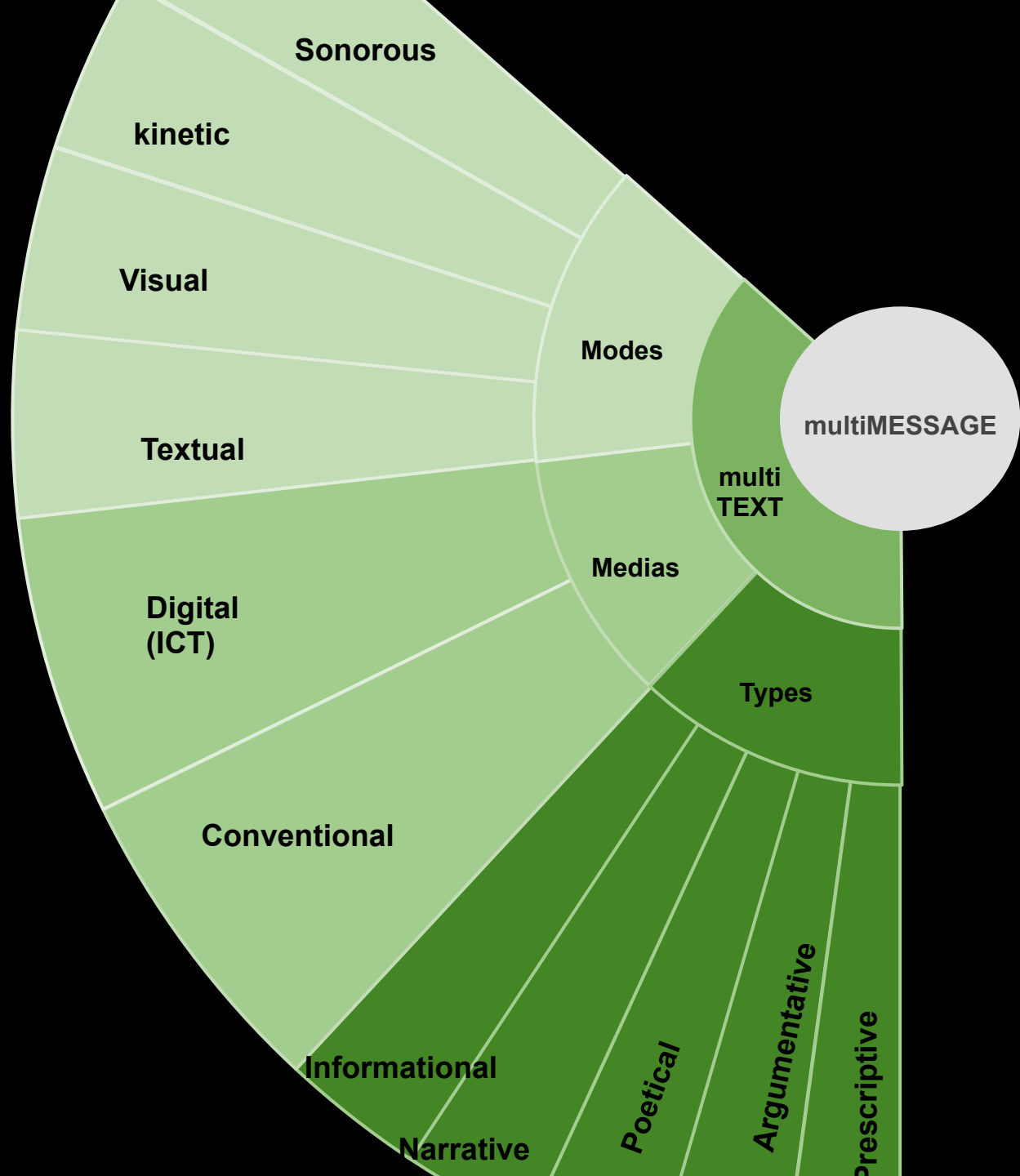
Simard (1996)
Adam (2005; 2011)



Simard (1996)
Adam (2005; 2011)

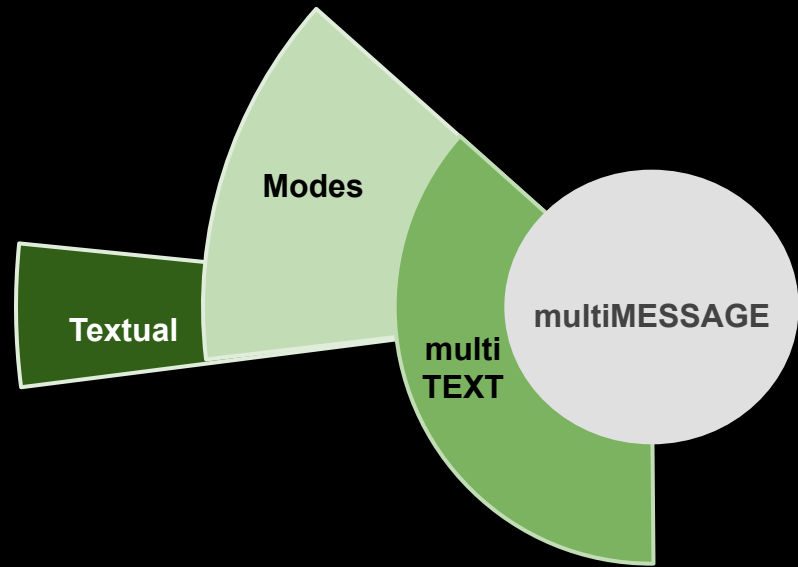


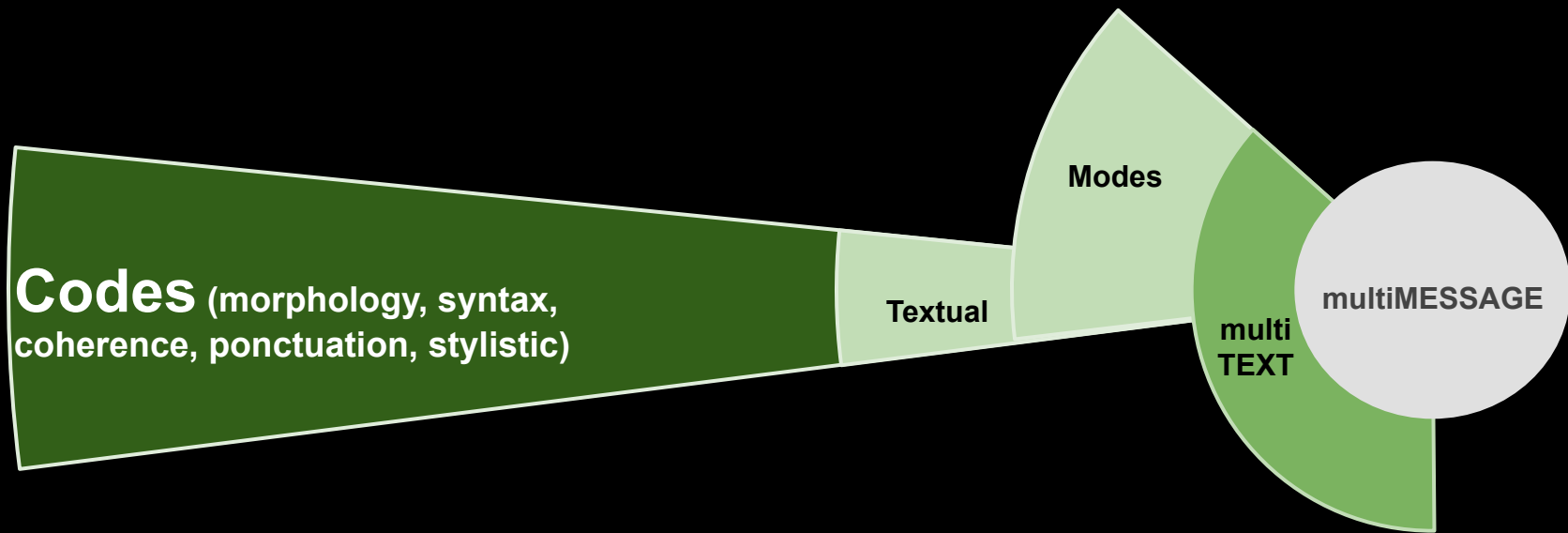
Simard (1996)
Adam (2005; 2011)



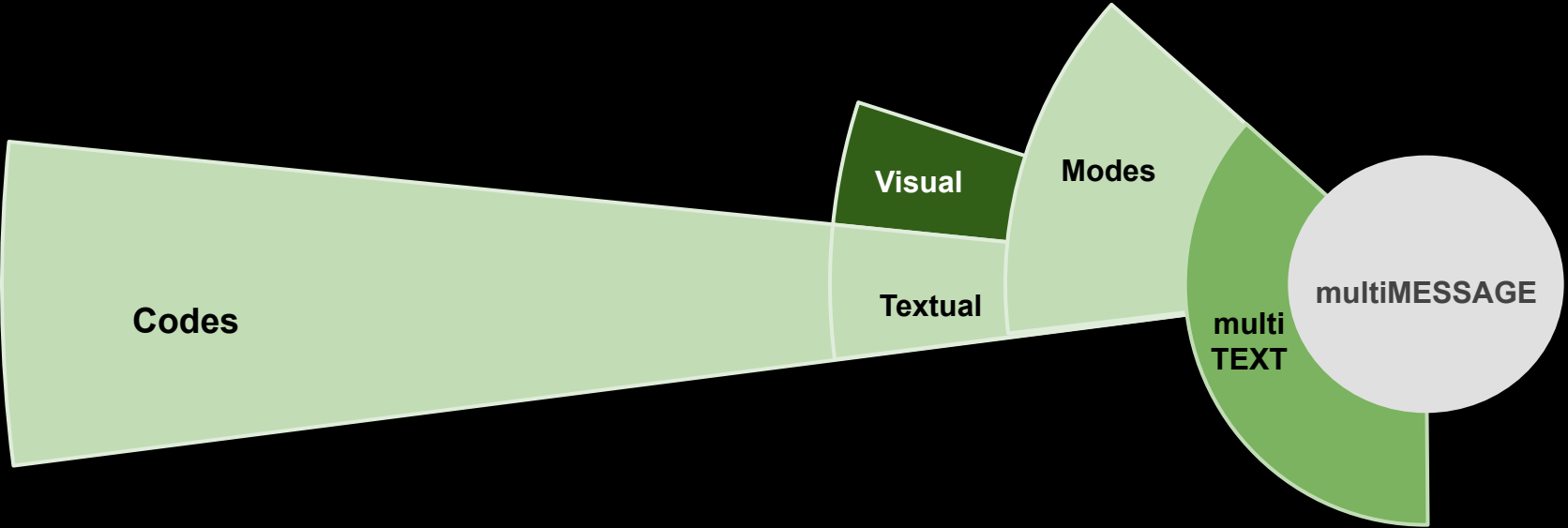
Simard (1996)
Adam (2005; 2011)

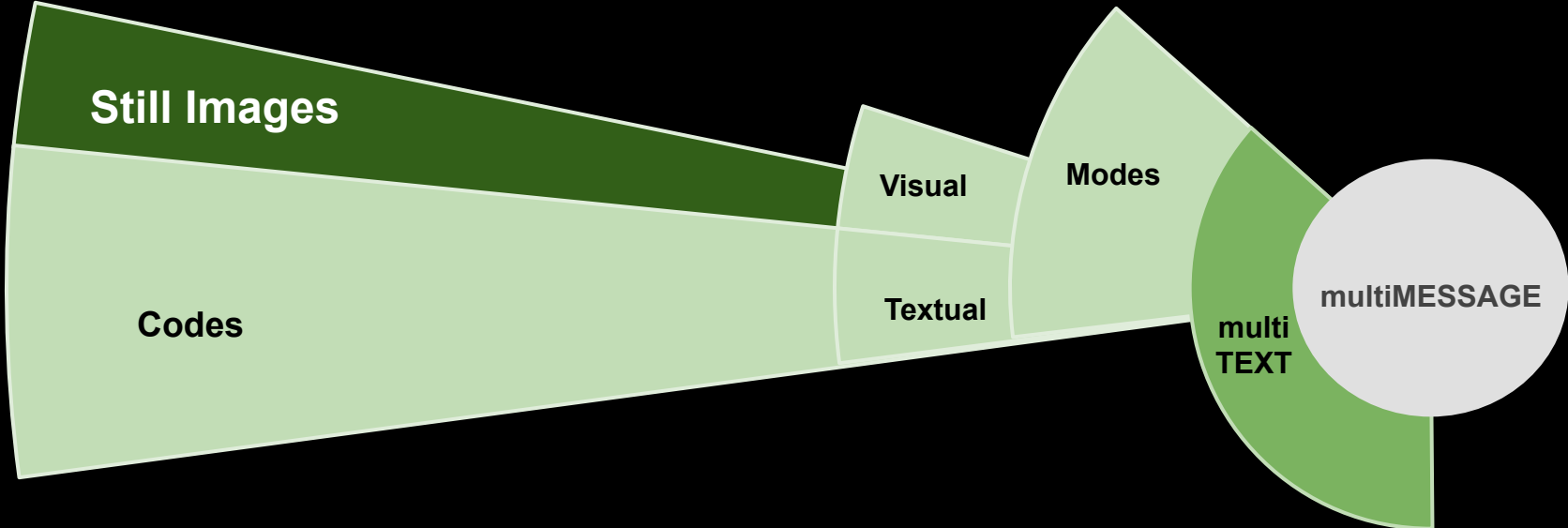
The Fifth Stratum...

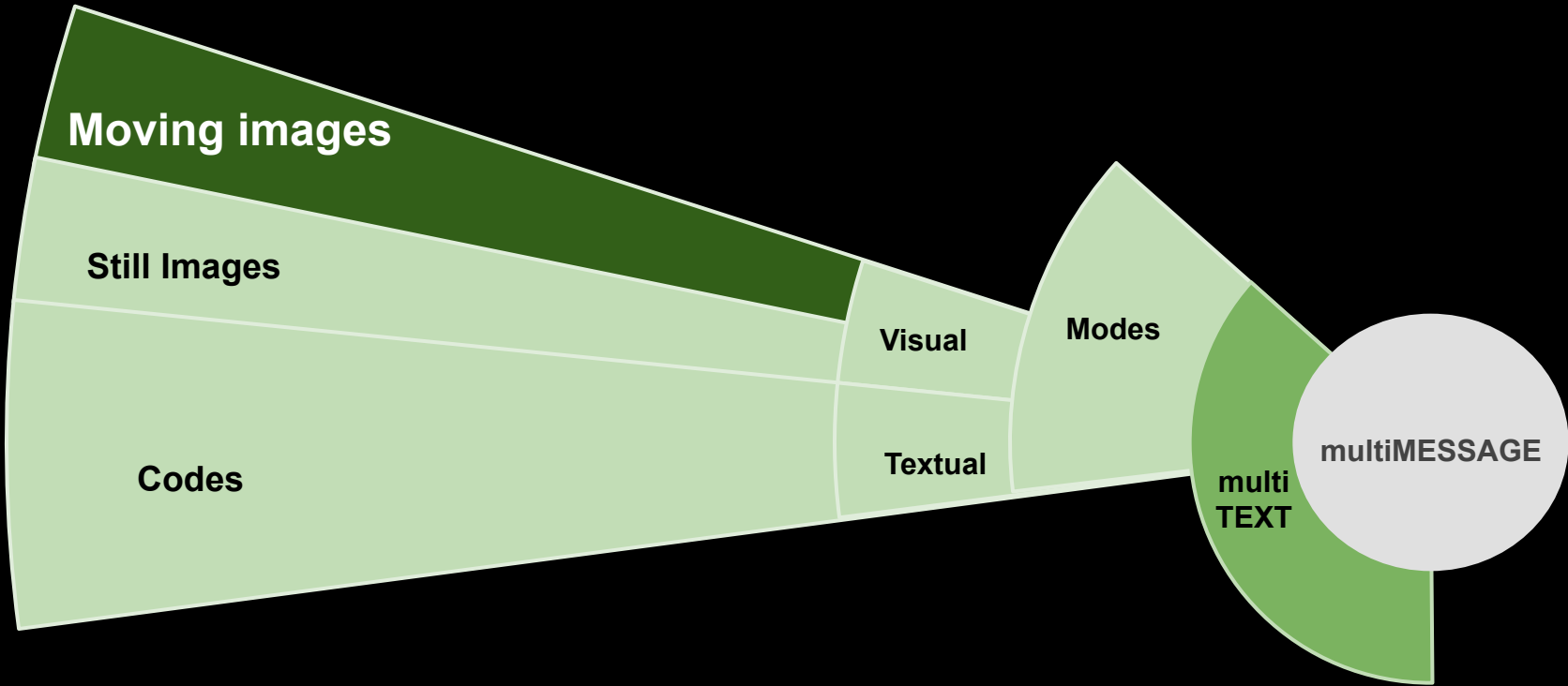




Riegel, Pellat et Rioul (2009)







Moving images

Still Images

Codes

Visual

Textual

Modes

**multi
TEXT**

multiMESSAGE

