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**THE ARCTIC
UNIVERSITY
OF NORWAY**

Multimodality - Literacy Practice - English

/ OBJECTIVES AND QUESTIONS

How is multimodality involved when educators design literacy events in the English classroom, and to what extent can this be seen in the pupils' sign making?

- What makes up the multimodal ensemble in the literacy practice of English (in these selected literacy events)?
- How do the pupils make use of the modes available to them when they *write* an assignment?

/ METHODS

An enthographic approach to data collection allows me to "observe literacy events as they happen in people's lives, in particular times and places" (Barton, 2007, p. 52), in this case year 10 English, by means of video filming with head-mounted cameras worn by pupils, field notes, interviews and pupils' assignments.

My analysis spirals hermeneutically between detail (represented by each cogwheel in the model) and the whole, and oscillates abductively between social semiotic multimodal theory and empirical data.

/ PRELIMINARY RESULTS

- A range of modes is used in the teacher's design, primarily to accommodate different learning styles.
- Written and spoken modes are dominant when it comes to assessment.
- Visual mode is given explicit attention in the learning process.
- Whether images are appreciated or even recognized as meaningful parts of pupils' multimodal assignments, i.e. the learning otucome, is more ambiguous.

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Images: colorbox.com, Anne Fyhn (profile photo), Ingrid Jakobsen (classroom image).

/ THEORETICAL FRAMEWORK

Modes other than *written* and *spoken* language play important roles in children's learning in school, even in language learning.

Modes always appear in ensembles based on the interest of the maker, and read or re-designed by the person who interprets that ensemble (Bezemer & Kress, 2016). Social semiotic multimodal analysis takes into account the choice and interaction of modes, and the meanings that result from these combinations. Furthermore, in a literacy event each multimodal text and learning activity, represented by cogwheels in the model below, interacts with the others, creating what can be seen in a larger scale as another layer of multimodal ensemble.

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