



Blogging: A multimodal perspective

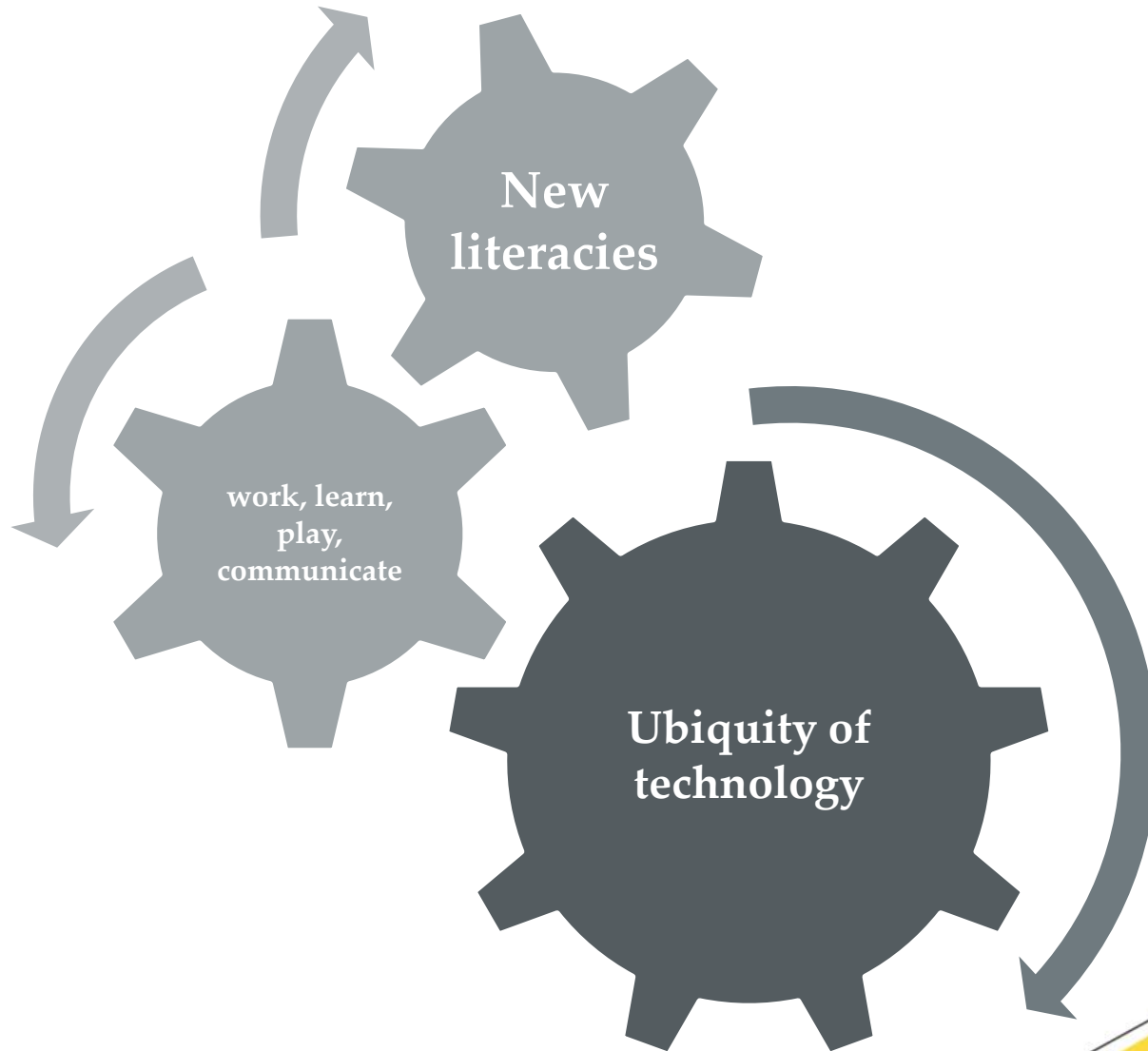
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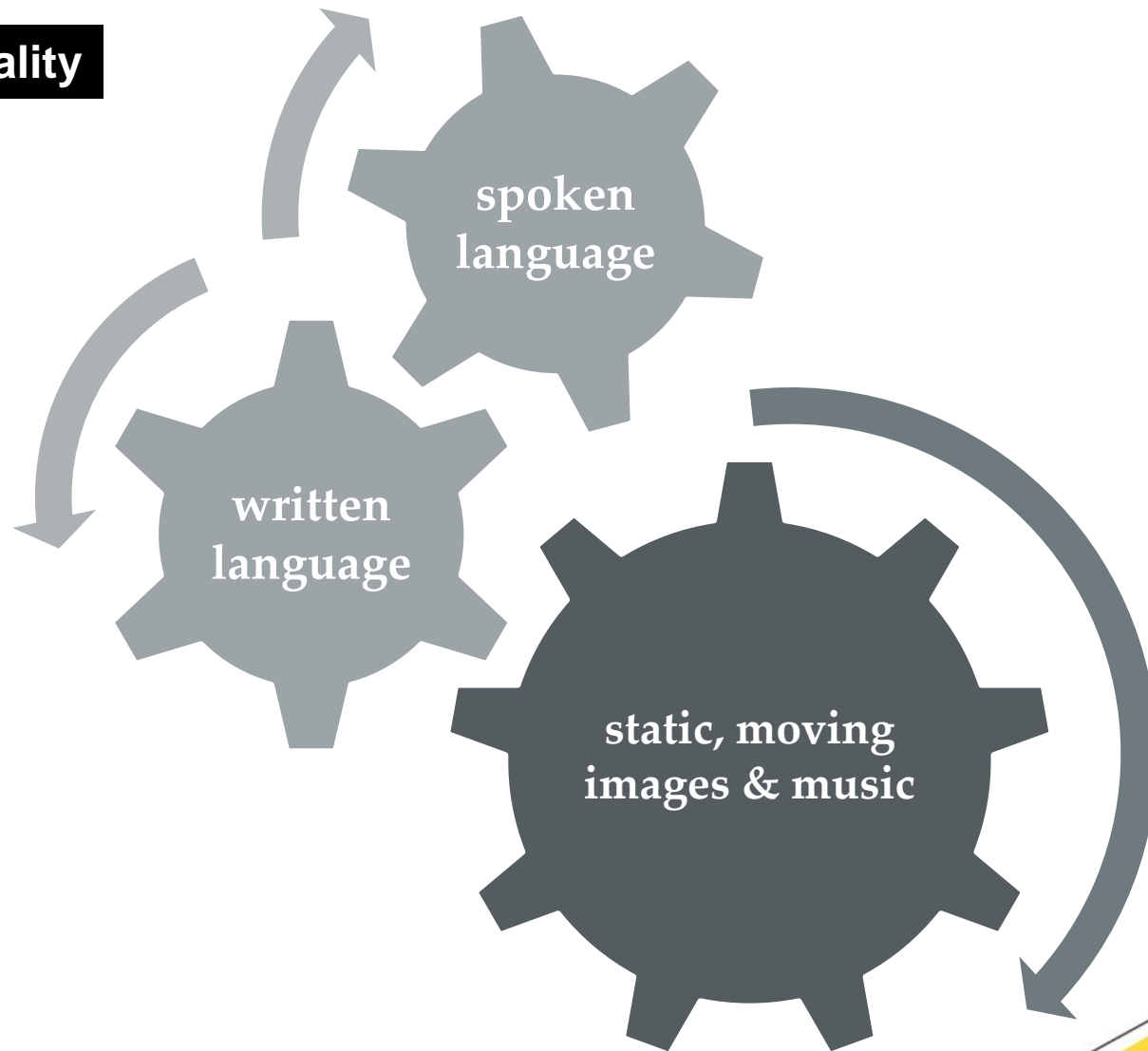
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Introduction



Multimodality





Research questions

How do children make use of multimodality to add an additional layer of meanings in their journal entries?


What do the images and text mean to them?





Literature review

Kress (2000) found that students used different kinds of representational resources, to write their Science report.


- When they were instructed to explain a plant cell that they had observed, they communicated their ideas visually and linguistically through the 'orchestration of semiotic modes' (Kress & van Leeuwen, 2001) with each mode contributing to the overall meaning.
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Literature review

Vincent (2006) found that children who are less proficient with verbal expression responded remarkably to multimodal work.


Guo, Azlinda & Tan (2011) claimed that when multimodal pedagogy was used, students applied their knowledge of meaning-making systems more effectively for an authentic audience.





Methodology


A case study approach was employed to “provide better bases for personal understanding of what is going on” (Stake, 1995)

- field notes
 - textual analysis
 - informal interviews
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Participants

Three ten-year-old children who are studying in the same class

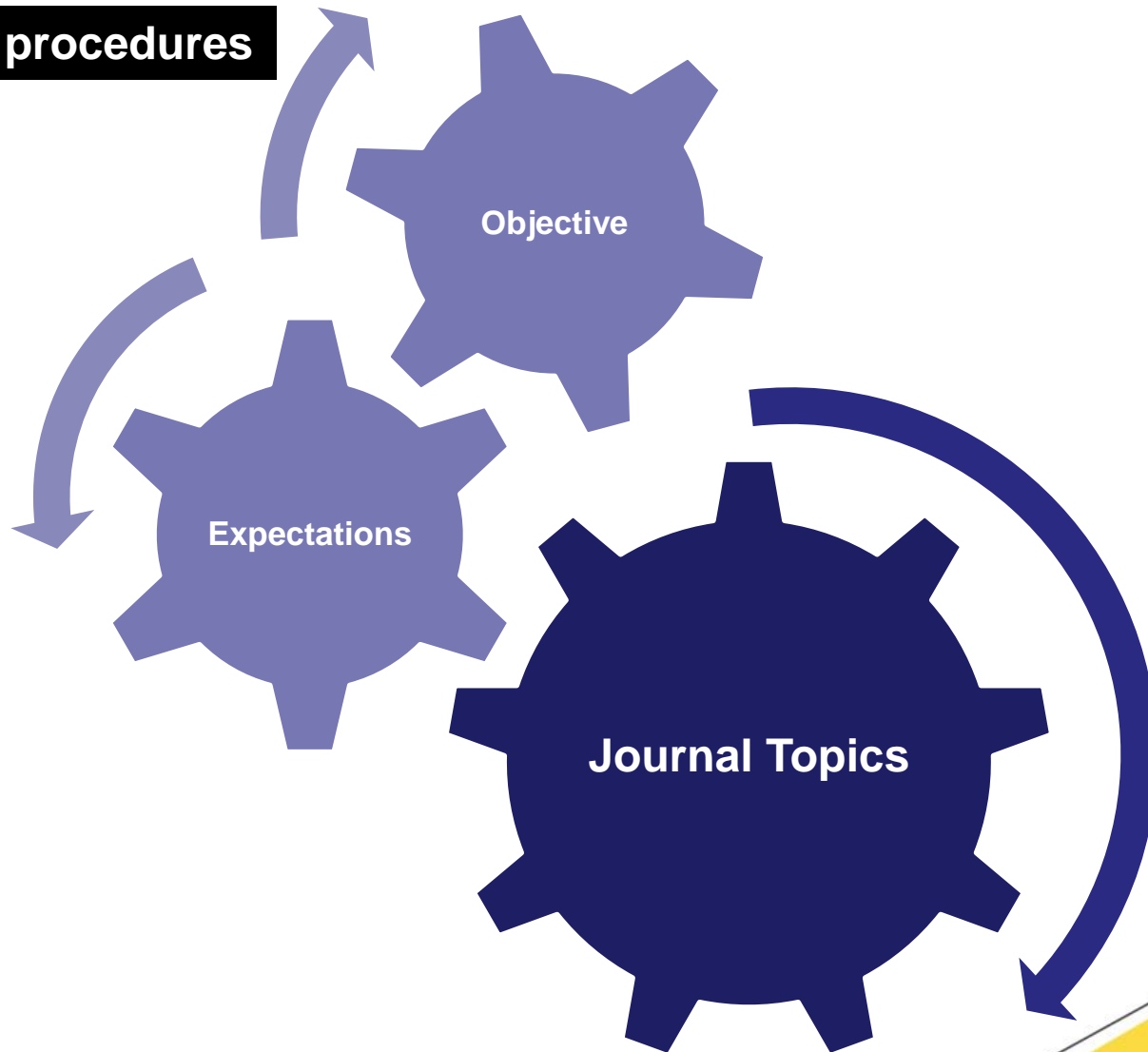
- low, middle and high proficiency group of pupils
 - regular contributors to the journal entries
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Theoretical framework

- **Piercean model – visual representation**
 - icon
 - index
 - symbol
 - **Barthes – image-text relation**
 - anchorage (text elaborates the image)
 - relay (text & image are in complementary relationship)
 - illustration (image elaborates the text)
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Research procedures



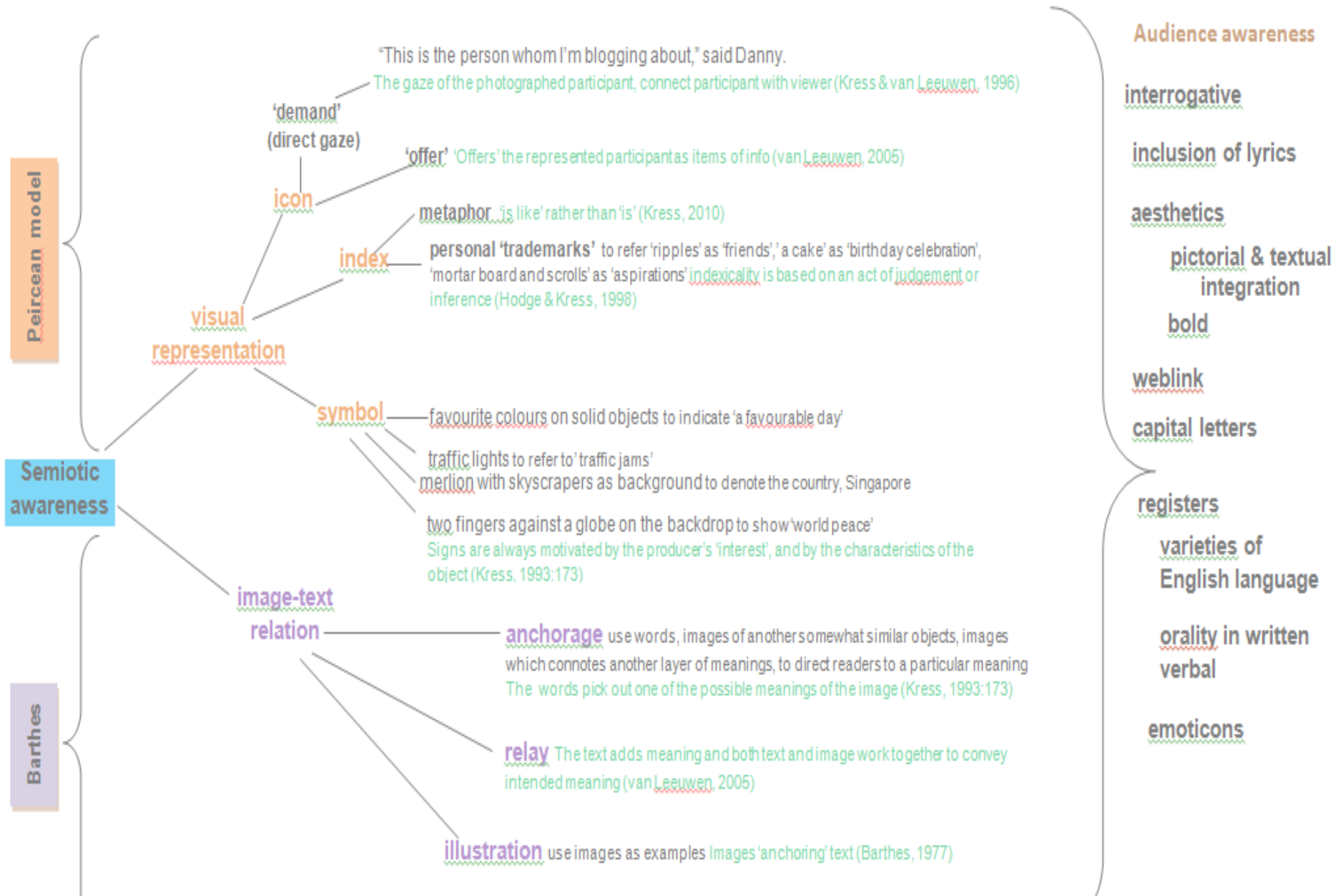


Weblink to pupils' blogs

- www.mylearningpod.org/2011bcps44
- 


Findings

Header
Tree diagram drawn from analysis of the journal entries






Limitations & challenges

- Limited to static visual images.
 - Guidelines to indicate their level of achievement in constructing meanings using various modes (Burke & Hammet, 2009)
 - Teachers need to develop their professional capital on multimodality.
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Implications for language teaching pedagogy

- Children should be taught to make semiotic choices that best fit their intended message.
 - Guidelines to indicate their level of achievement in constructing meanings using various modes (Burke & Hammet, 2009)
 - Teachers need to develop their professional capital on multimodality.
- 




Conclusion

- Although children have a sense of semiotic awareness, they may or may not be explicitly expressed.
 - Making meanings through multiple modes presents a need to redesign learning to allow everyone to cope with multimodality as a new form of literacy.
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Thank you

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