Sigrid Norris,
Carmen Daniela Maier (Eds.)

INTERACTIONS, IMAGES AND TEXTS

A READER IN MULTIMODALITY

Interactions, Images and Texts

A Reader in Multimodality

Edited by
Sigrid Norris and Carmen Daniela Maier

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MOUTON

Sigrid Norris and Carmen Daniela Maier (Eds.)
Interactions, Images and Texts

Trends in Applied Linguistics

Edited by
Ulrike Jessner
Claire Kramsch

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Contributors

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John Bateman is professor of Applied Linguistics at Bremen University where he has been researching issues of multimodality in various media for several years. He has published widely in the area, with recent books focusing on annotation methods for static page-based documents and the application of functional semiotics to the audiovisual moving image. He is currently head of the Bremen Institute for transmedial Textuality Research (BItT) and is developing multimodal semiotics further for film, illustrated documents and comics.

Jeff Bezemer is Senior Research Fellow at the Institute of Education, University of London and Deputy Director of MODE, a node of the National Centre for Research Methods that is focused on developing multimodal methodologies for researching digital data and environments (mode.ioe.ac.uk). He has published in the areas of workplace learning and professional communication; multimodality, literacy and pedagogy; multilingualism and education; and multimodal research methods.

Ingrid de Saint-Georges is an Associate Professor at the Faculty for Language and Literature, Humanities, Arts and Education at the University of Luxembourg. Her main research area is workplace learning and communication, usually approached from an ethnographic, multimodal and mediated discourse analytical perspective. Recent edited volumes and special issues include Multilingualism and Multimodality: Current Challenges for Educational Studies (2013, with J-J. Weber), Les compétences langagières dans la formation et dans la vie professionnelle – Transitions et transformations (2011, with Wyss, et al.), Les objets dans la formation et les apprentissage (2010, with D. Adé).

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Jarret Geenen's doctoral research has been focused on the actions, interactions and learning trajectories which manifest in the sport of kitesurfing. Empirical interests also include the sociocultural construction of space/place and the ways in which cultural tools and/or mediational means affect perception, interpretation and knowledge construction.

Alison Gibbons is Senior Lecturer in Stylistics, Language and Literature at De Montfort University in Leicester (UK). She is the author of Multimodality, Cognition, and Experimental Literature (Routledge 2012) and co-editor of Mark Z. Danielewski (Manchester University Press 2011; with Joe Bray) and the Routledge Companion to Experimental Literature (Routledge 2012; with Joe Bray and Brian McHale).

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Carey Jewitt is Professor of Learning and Technology and Head of the Culture, Communication and Media Department at the Institute of Education, University of London. Her research interests are the development of visual and multimodal research methods, video-based research, and researching technology-mediated interaction. She is Director of MODE – Multimodal Methods for Researching Digital Data and Environments, a NCRM Node, funded by the ESRC (Mode.ioe.ac.uk) and Crossing Boundaries, an ESRC funded project that explores the synergies between research methods in the arts and social sciences. Carey is a founding editor of the Sage journal Visual Communication, and her recent publications include The Sage Handbook of Researching Digital Technologies (2013) with Sara Price and Barry Brown, The Routledge Handbook of Multimodal Analysis, Second edition (2013) and Technology, Literacy and Learning: A multimodal approach (Routledge, 2008).

Rodney H. Jones is an Associate Professor in the Department of English at City University of Hong Kong. His research interests include health communication and digital literacies. He is co-editor (with Sigrid Norris) of Discourse in action: Introducing mediated discourse analysis (Routledge, 2005) and author of Health and risk communication: An applied linguistic perspective (Routledge, 2013).

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David Machin is Professor of Media and Communication at Örebro University, Sweden. He has published numerous books and journal papers mostly in the field of Critical Discourse Analysis, looking at text, sound, images and 3-D objects such as Introduction to Multimodal Analysis (2007), Analysing Popular Music (2010), Language of Crime and Deviance (2012) and How to do Critical Discourse Analysis: A Multimodal Introduction (2012). He is Editor of the international peer reviewed journal Social Semiotics.

Carmen Daniela Maier is Associate Professor, member of the Knowledge Communication Research Group and of Center for Corporate Communication at School of Business and Social Sciences, Aarhus University, Denmark. Among her latest publications are "Visual Evaluation in Film Trailers" in Visual Communication

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Sigrid Norris is Associate Professor of Communication Studies and Director of the Multimodal Research Centre at Auckland University of Technology. She is the author of Analyzing multimodal interaction: A methodological framework (2004), rosarot und schwarz. Gedichte (2008), and Identity in (inter)action: Introducing multimodal interaction analysis (2011). Further, she is the co-editor of Discourse in Action: Introducing mediated discourse analysis (2005) and editor of Multimdoality in practice: Investigating theory-in-practice-through-methodology (2011). Besides these books, Sigrid has published on multimodality and on identity production in a great variety of Journals and edited volumes. Her main research interests are the theoretical/methodological development of multimodality and multimodal identity production; and she is the founding editor and editor-in-chief for the international journal Multimodal Communication.

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Yuling Pan is Sociolinguist and Principal Researcher at the U.S. Census Bureau. Her research areas include linguistic politeness, intercultural communication, and cross-cultural studies. Her numerous publications include Politeness in Chinese

Face-to-face Interaction (Ablex), Professional Communication in International Settings (with Suzanne Scollon and Ron Scollon, Blackwell Publishing), Politeness in Historical and Contemporary Chinese (with Dániel Z. Kádár, Continuum), and Chinese Discourse and Interaction: Theory and Practice (co-edited with Dániel Z. Kádár, Equinox).

María Jesús Pinar Sanz is a lecturer in Linguistics and Discourse Analysis at the University of Castilla-La Mancha (Spain). Her research interests are in multimodal discourse analysis. Within this field she has explored a variety of genres, ranging from comic books to political billboards and children picturebooks from a cognitive and/or systemic functional linguistics perspectives. She has published several articles on the generic structure of political ads and the relationship between the visual and verbal elements not only in political billboards but also in comic books and children's narratives.

Jesse Pirini is a PhD Candidate at AUT University in Auckland, New Zealand, and a member of the Multimodal Research Centre. He applies multimodal research approaches to social action. His current research focuses on heart disease and lifestyle. He is especially interested in how people who have experienced a heart event express agency within their social and physical environments.

Suzie Wong Scollon is an independent researcher based in Seattle. Her latest book is Intercultural Communication: A Discourse Approach, Third edition, co-authored with Ron Scollon and Rodney Jones.

Hartmut Stöckl is professor of English and Applied Linguistics at Salzburg University. His main research areas are in semiotics, text linguistics/stylistics, pragmatics and multimodal communication. He is particularly interested in the linkage of language and image in modern media and an aesthetic appreciation of advertising. His latest edited volumes are: Bildlinguistik (2011), Medientheorien und Multimodalität (2011), and Werbung – Keine Kunst!? (2012).

Sabine Tan is a Research Associate at the Multimodal Analysis Lab, Interactive Digital Media (IDMI) at National University of Singapore. Her primary research interests include (critical) multimodal discourse analysis, visual communication, and social semiotics.

Theo van Leeuwen worked as a film and television producer in his native Holland and Australia. Later he studied linguistics in Sydney and Paris, and variously taught film production, media studies and semiotics at Macquarie University, the London College of Printing and Cardiff University. Currently he is Professor of Media and Communication and Dean of the Faculty of Arts and Social Sciences at the University of Technology, Sydney. He has published widely in the areas of

social semiotics, critical discourse analysis and multimodality. His books include Reading Images – The Grammar of Visual Design (with Gunther Kress); Speech, Music, Sound; Introducing Social Semiotics; Global Media Discourse (with David Machin); and Discourse and Practice – New Tools for Critical Discourse Analysis and The Language of Colour. He is a founding editor of the international journal Visual Communication.

Paul White is senior lecturer in Advertising Creativity at Auckland University of Technology and programme leader of New Zealand's only university ad school. He is also a founder member of the Multimodal Research Centre.

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1 Introduction

We are seeing a fast increase of interest in multimodal communication in various departments from business and design, communication studies and linguistics, psychology and sociology to health. This rise of interest also brings with it an interest in teaching multimodality in the undergraduate and the graduate classroom.

At the 2010 international conference titled *Multimodality, Mediation and Practice* held by the Multimodal Research Centre at Auckland University of Technology in New Zealand, scholars from a variety of approaches to multimodality attended. Due to the breadth and depth of presentations, a lively discussion about the emerging field of multimodality resulted and a number of lecturers and researchers lamented the fact that there is no Reader that can trace and encompass the increasing variety of approaches.

Discussing the need for such a book further after the conference, we decided to write/edit one that would give a taste of the breadth of theoretical, methodological and analytical issues in the area of multimodality. Thus, *Interactions, Images and Texts: A Reader in Multimodality* was conceived. It has taken some time to bring together all of the various authors and to actually put this Reader together, but we hope that it will prove useful for the undergraduate and postgraduate classroom, as well as to emergent researchers and researchers new to the field of multimodality. You will find the book equipped with key terms for each chapter that are defined in the alphabetised glossary for a quick reference. The terms were listed and defined by the particular authors and the names of the ones who defined them are listed in the glossary. We have decided to explicate exactly who defined a particular term as we find more and more examples in the literature where the seemingly *same terms are used differently* by different authors. This way, we hope to have alleviated some terminology confusion and enable the reader to understand the terms as the author(s) intended.

There is a short list of further readings at the end of each chapter. These readings are suggested by the author(s) who wrote the particular chapter, and are therefore, very useful suggestions when you become interested in reading more about specific topics. After these reading suggestions, each author has provided the reader with a project idea. These project ideas allow the book to be easily used as a teaching tool or as a guide for self-study. With these further readings, possible projects and an alphabetic glossary at the end of the book, we hope to have made the book useful for the various levels.

We have structured the book into four sections: I. *Multimodal theory and methodology: How are they developed?* Here, the reader will find personal accounts of some leading figures in the field of multimodality. These chapters are written in different styles, recounting some aspects of how, when, or why these theories or methodologies came about. We believe that it will be an interesting and varied read, where the reader will gain an insight into these authors' personal stories. In this section, the readers can discover the personal accounts of Suzie Wong Scollon about developing mediated discourse and nexus analysis, of Sigrid Norris about developing multimodal (inter)action analysis, of Theo Van Leeuwen about developing social semiotics, and of John Bateman about developing multimodal genre analysis.

In section II, *Multimodal theory and methodology: What are their facets?* we offer theoretically and methodologically focused chapters using and/or explaining the theories/methodologies developed by the scholars from the first section. These chapters are structured in the way discussed above, with key terms listed after the introduction of each chapter, further readings following the conclusion, and project ideas following the further readings. In this section, Rodney Jones explains and exemplifies in detail how mediated discourse analysis can be performed. Nexus analysis is the focus of Yuling Pan's chapter, while Najma Al Zydjaly introduces the main aspects of geosemiotics, and Jesse Pirini addresses multimodal (inter)action analysis. Carmen Daniela Maier investigates a new genre of corporate videos using a social semiotic approach, while Tuomo Hiippala closes this section with a multimodal genre analysis using the GEM model.

In section III, *Conducting multimodal research*, we present chapters that go into more depth in how-to do multimodal analyses and that illustrate the practical side of multimodal research. This section opens with Carey Jewitt's chapter on aspects of multimodal research. Kay O'Halloran and Victor Lim Fei elaborate in their chapter on the systemic functional approach, presenting in detail the primary methodological tools needed for this type of analysis. Acknowledging the challenges of multimodal transcription, Jeff Bezemer concentrates on explaining how he dealt with transcription in his case study. How to analyse webpages is the question posed by John Knox and Emilia Djonov in their chapter. Rick Iedema familiarizes the reader with a participatory approach to sensemaking of visual data, illustrating the consequences of involving practitioners in video-based research. This section of the book closes with two chapters co-written by Sigrid Norris, Jarret Geenen, Thomas Metten, Tui Matelau and Jesse Pirini who investigate the role of the researcher and aspects of ethics when collecting video data.

Then, in section IV, *Sample analyses*, we showcase smaller analysis chapters that give the reader a good understanding of the breadth of uses of multimodal

research methodologies. Jarret Geenen offers an analysis of extreme sports, Tui Matelau analyses Maori woman identity, while Arianna Moriani provides the reader with an example for the study of film advertising posters in her chapter. Hartmut Stöckl presents specific guiding principles needed for the multimodal analysis of typography. Sabine Tan turns to the analysis of news, while Volker Eisenlauer approaches Facebook, explaining the disempowering effects of the standardized options of the online environment upon its users. The communicative aspects of space in action are described by Paul White, while Gill Abousnnouga and David Machin focus on monuments. Ingrid de Saint-Georges addresses mediated discourse analysis referring to embodied learning and emerging social and professional identities. In Maria Jesus Pinar's chapter, the focus is on comic books, while Alison Gibbons elaborates on aspects of multimodality in literature in the section's last chapter.

In this section, we, the editors, introduce each chapter briefly, giving the reader a quick overview of the thematic orientation, the theoretical or methodological orientation, and the linkages to other similar chapters. Here, too, we provide key terms, further readings and a project idea.

The book can be read in various ways so that you can, as with any book begin to read from the first to the last section. But you may also, for example, begin working with one analysis chapter, find the links to other similar chapters and then move from there to the linked methodology in section two or the practical chapters in section three and read the personal accounts of those authors whose framework you are most interested in. Thus you may well be skipping back and forth between sections. We structured the book in this way on purpose, as we wanted this Reader to be a useful book that is adoptable by as many kinds of ways of teaching/learning as possible; allowing the teacher/student to decide which way is best for them.

As mentioned in the beginning, the idea and the content of this book were inspired by the insights that we gained during our discussions at a conference with other fellow researchers interested in teaching and working with various aspects of multimodality. It is our hope that this Reader will stimulate more discussions at conferences as well as in journals and classrooms across disciplines and geographical borders, driving multimodality research forward.