Prof. Nicole Nau, Lecture on “Writing and literacy”, 21 January 2016

Task: Find combinations of the written mode with other modes

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| WRITTEN plus… | Examples from life | Use in language learning/teaching |
| ORAL | * reading aloud (for example, reading to children) * discussion over a newspaper * taking notes (on the phone, in a lecture) * announcement in a train: on a screen by the door and through speakers | * dictation * reading aloud (for example, dialogues in a text book) * learning vocabulary by reading and pronouncing * teacher talking and writing on the board |
| VISUAL | * picture books * advertisements * web-pages * icon plus word (on doors, on screens…) * photographs with descriptions * exhibitions in a museum with descriptions * movie with subtitles (+ ORAL, AUDIO, GESTURAL) | * flashcards with word and picture * drawing with words * using colors to highlight words or constructions in textbooks * describing pictures, writing a story using pictures as cues |
| AUDIO | * sounds accompanying messages on an electronic device (computer etc.) * background music in a slide show, on a web-page (+ VISUAL) * opera with titles (+ VISUAL, ORAL, GESTURAL) | * electronic sounds as feedback to test questions (“clapping” for right answer etc.) * listening to a song and writing down the lyrics (+ ORAL) * reading with background music |
| TACTILE | * touch screens (+ VISUAL) * tasting while reading the description of the food or drink, for example, while cooking according to a recipe, or when wine-tasting * taking something into the hand and reading what is written on it (for example, items in a supermarket) * handling books (opening and closing, turning pages, following the lines with your fingers while reading…) * maybe writing is always tactile, as you do it with your hands, whether handwriting or typing? | * writing on the partner’s back * domino with vocabulary |
| GESTURAL | * words on t-shirts etc.; tattoos * finger alphabet * reading together in bed or on the sofa, touching someone (for example, when reading to children, or when reading with your partner) | * reading with gesturing * acting a story that is read to the students |
| FEELING | * diaries * reading prayers | * free writing |
| SPATIAL | * layout of printed pages (newspapers, books…); layout of “pages” on a screen * road signs; writing on buildings; street names; etc. (all kinds of signs in public space) | * having vocabulary items attached to furniture * using layout in textbooks, for example, new vocabulary besides a text * poster with alphabet or words in the classroom * running dictation |

**Description of the modalities by Cope & Kalantzis (2009: 178-179)**

WRITTEN: “Written language: writing (representing meaning to another) and reading (representing meaning to oneself)—handwriting, the printed page, the screen”

ORAL: “Oral language: live or recorded speech (representing meaning to another); listening (representing meaning to oneself)”

VISUAL: “Visual representation: still or moving image, sculpture, craft (representing meaning to another); view, vista, scene, perspective (representing meaning to oneself)”

AUDIO: “Audio representation: music, ambient sounds, noises, alerts (representing meaning to another); hearing, listening (representing meaning to oneself)”

TACTILE: “Tactile representation: touch, smell and taste: the representation to oneself of bodily sensations and feelings or representations to others that “touch” one bodily. Forms of tactile representation include kinaesthesia, physical contact, skin sensations (temperature, texture, pressure), grasp, manipulable objects, artefacts, cooking and eating, aromas”

GESTURAL: “Gestural representation: movements of the hands and arms, expressions of the face, eye movements and gaze, demeanours of the body, gait, clothing and fashion, hairstyle, dance, action sequences (Scollon, 2001), timing, frequency, ceremony and ritual. Here gesture is understood broadly and metaphorically as a physical act of signing (as in “a gesture to . . .”) rather than the narrower literal meaning of hand and arm movement”

FEELING: “Representation to oneself may take the form of feelings and emotions or rehearsing action sequences in one’s mind’s eye”

SPATIAL: “Spatial representation: proximity, spacing, layout, interpersonal distance, territoriality, architecture/building, streetscape, cityscape, landscape”

Background reading: Section “Modalities of meaning” = pages 178-182 of this article:

Bill Cope & Mary Kalantzis (2009) “Multiliteracies”: New Literacies, New Learning, *Pedagogies: An International Journal*, 4:3, 164-195. [find it here: <http://newlearningonline.com/_uploads/pedagogiesm-litsarticle.pdf>]