

Exploring *Synaesthesia* ↗

In Language Learning, Teaching, and Research



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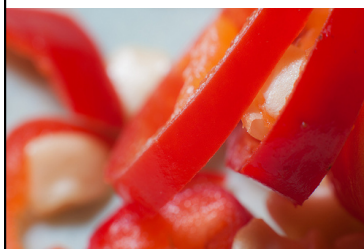
GDUFS-HKPU
2nd Multiliteracies Workshop
18 May 2015

Outline

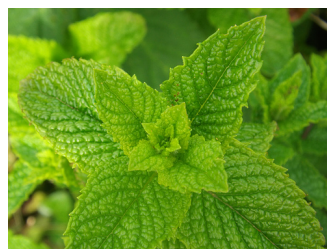
- Defining and Experiencing Synaesthesia
- Synaesthesia: Potentials and Problems for Language and Literacies Education
- Concluding Suggestions for Further Consideration and Research
- Open Discussion

'Synaesthesia'

"When stimulation of one sensory modality automatically triggers a perception in a second modality in the absence of any direct stimulation to this second modality" (Harrison & Baron-Cohen, 1997: p. 3)



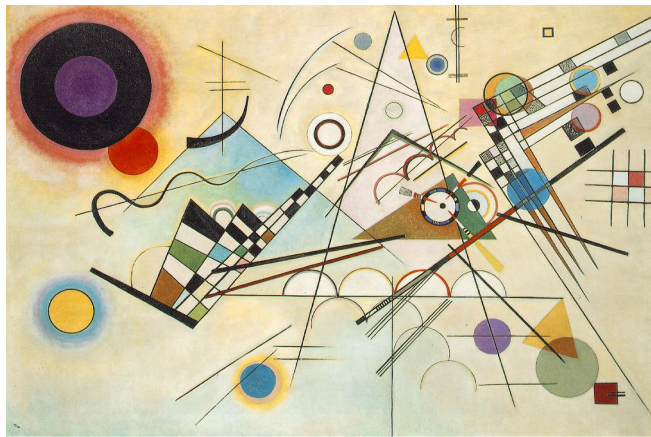
Tim Sackton (Flickr)



Simone Wildman (Flickr)



Colorado Rancher Suffers Traumatic Brain Injury, Becomes Accidental Genius (ABC News)



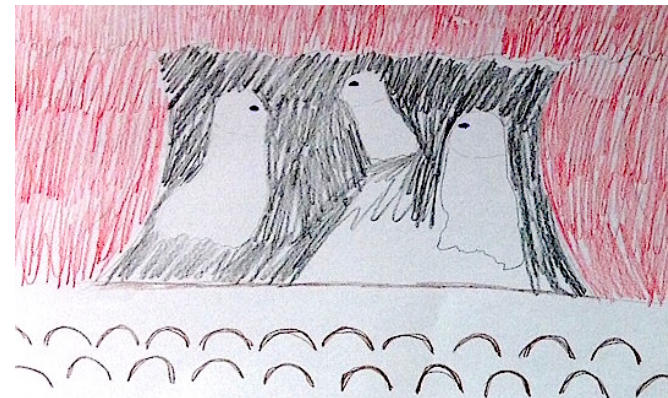
Composition VIII (1923)

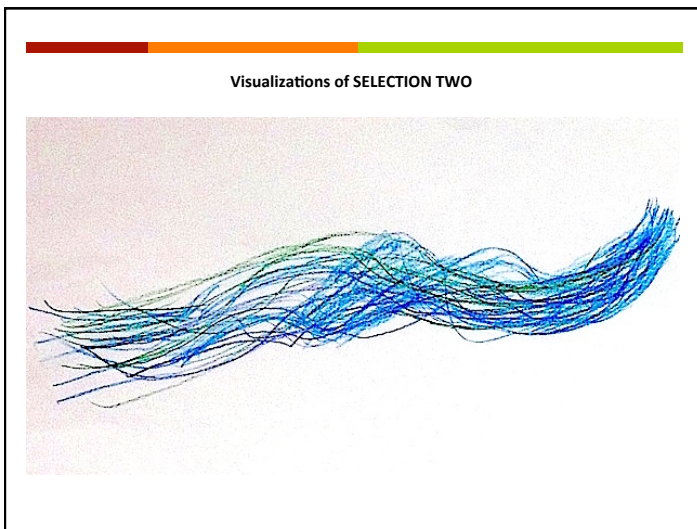
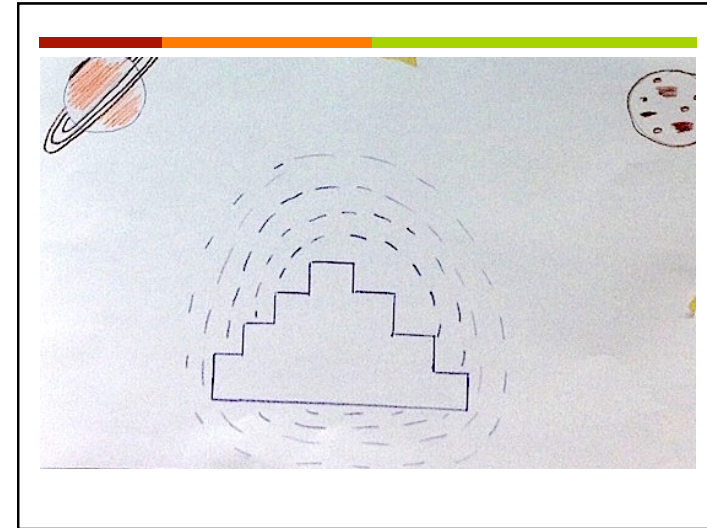
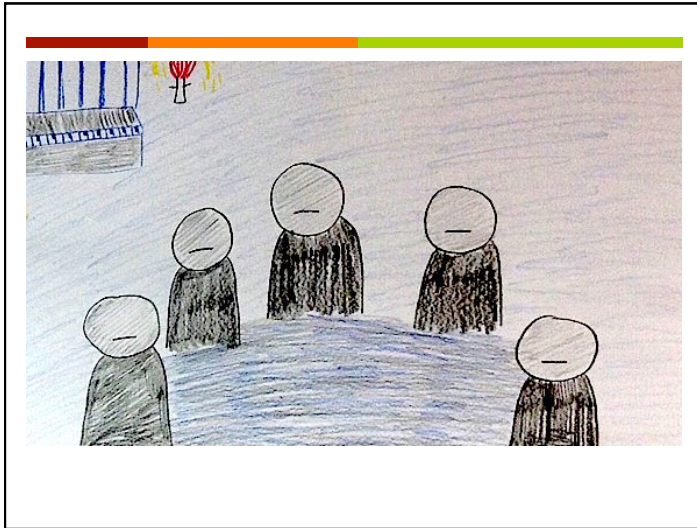
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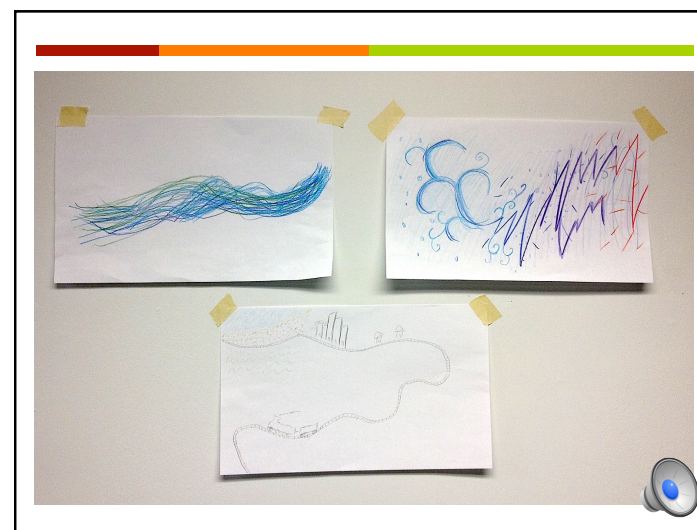
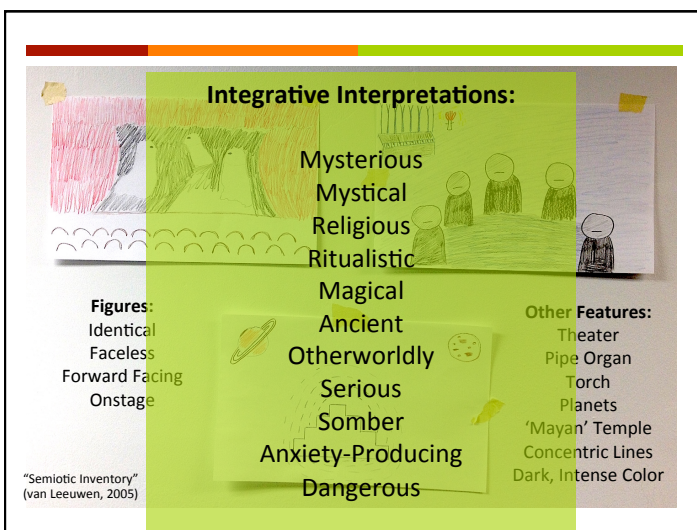
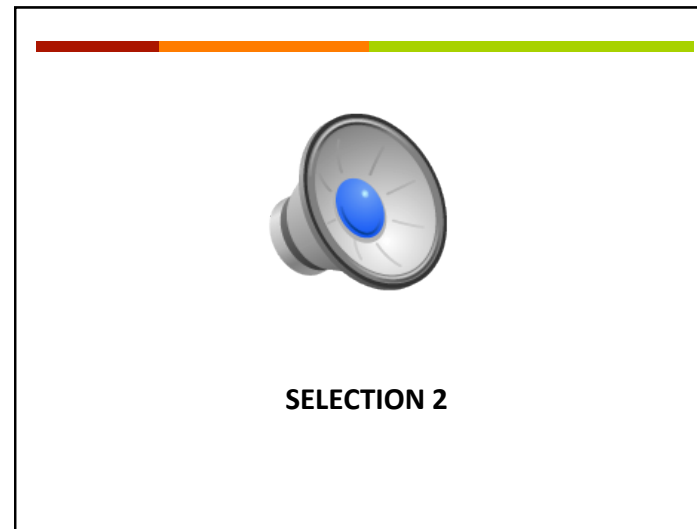
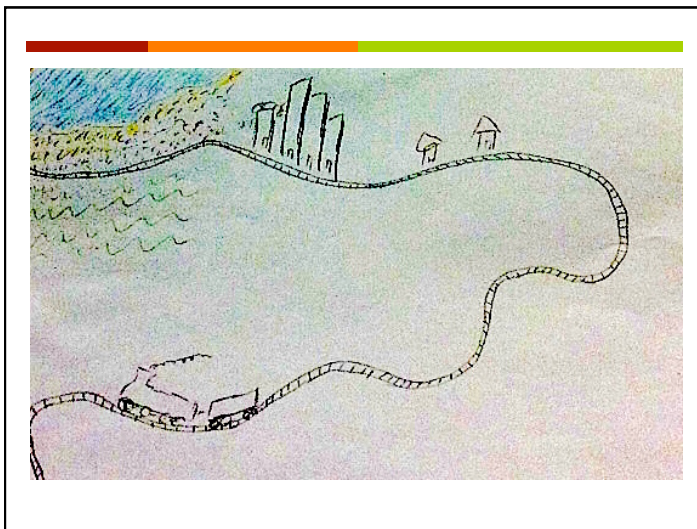
Experiencing *Synaesthesia*: Listen and Visualize

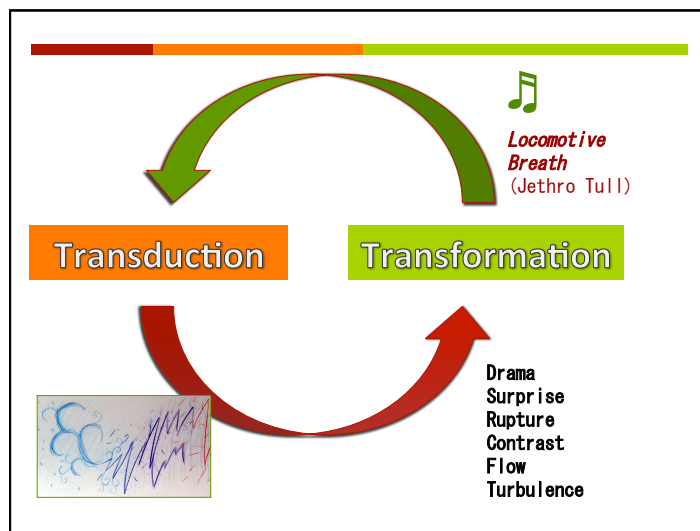


SELECTION ONE







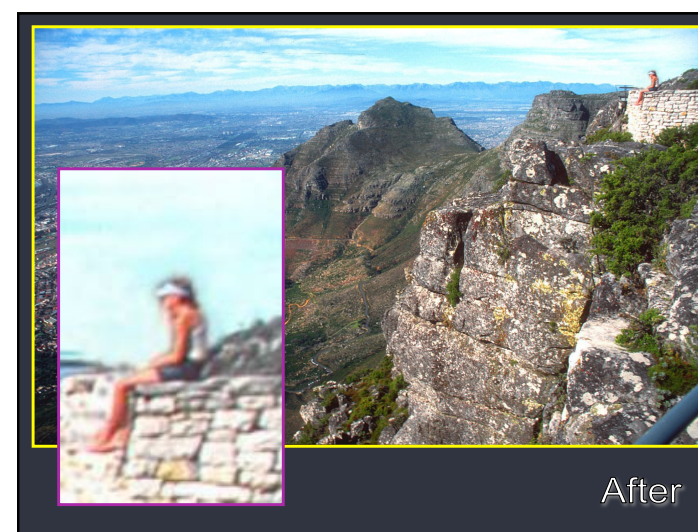
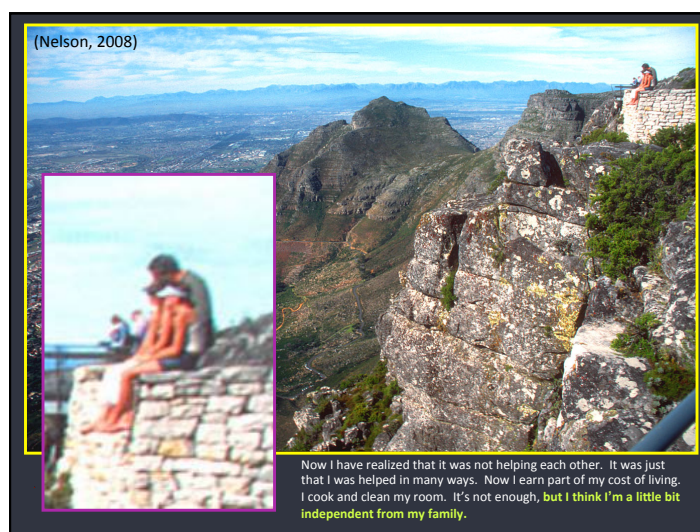


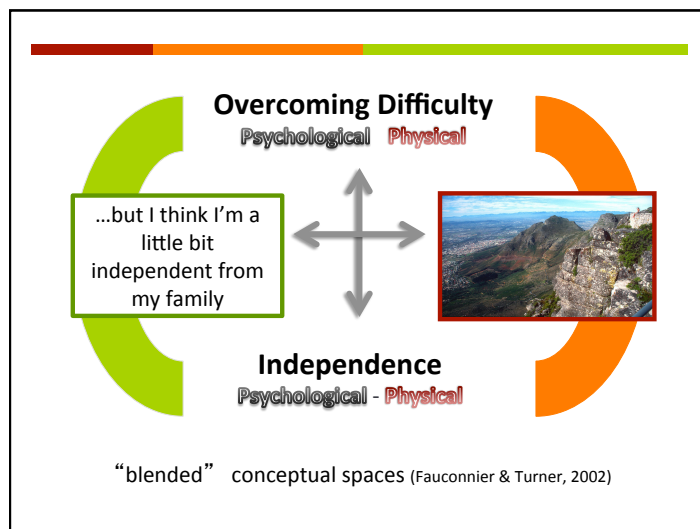
Kress's (2003) concept of **Synaesthesia**

A New Theory of Meaning

"While **transformation** operates on the forms and structures within a mode, **transduction** accounts for the shift of semiotic material ... across modes. This relates entirely to the (psychological) processes of **synaesthesia**, which clearly have a **semiotic analogue**. It is in the realm of synaesthesia, seen semiotically as transduction and transformation, that much of what we regard as creativity happens" (p. 36, *emphasis added*).

Cf. "multiplying meaning" (Lemke, 1998);
"resemiotization" (Iedema, 2003); "meaning making trajectories" (Kell, 2006); "logogenesis" (Halliday, 1998; Klein & Unsworth, 2014)





From *Communicative* to *Symbolic Competence*

Symbolic competence should lead teachers to view language and culture, that is, grammar and style, vocabulary and its cultural connotations, texts and their points of view, as inseparable.

Language learners should slowly understand that communicative competence does not derive from information alone, but from the symbolic power that comes with the interpretation of signs and their multiple relations to other signs.

(Kramsch, 2006; cf. van Lier, 2004)

Languageing as “self-scaffolding”

(Swain, 2003, 2006;
cf. Bruner, 1983; Wood, Bruner & Ross, 1978)

Multimodal Languageing

Digital Story Telling

Places My Mum Fondly Remembers

(Towndrow, Nelson & Wan Fareed, 2012)

For Further Consideration and Research

- Expansion of 1) fine-grained description and analysis of situated synaesthetic learning in action and 2) broader, more varied theoretical work on multimodal meaning making and literacies
- Elaboration of multimodal, 'relational' second/foreign language pedagogy (Kern, 2000, 2015)
- Creation and implementation of appropriate teacher education regimes
- Examination and reform of educational policy at various levels

Thank you!

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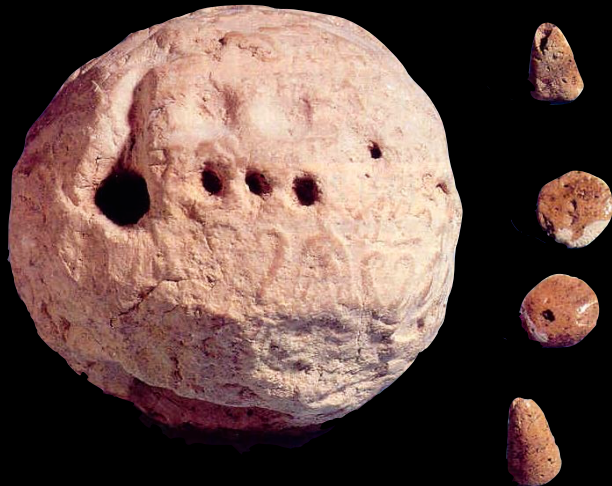
Transforming Language and
Learning From and For the 'Good':
An **Axiological** Perspective
on Multiliteracies and FL Education

Mark Evan Nelson
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GDUFS-HKPU 2nd Multiliteracies Forum
19 May 2015

value studies: “classifying
what things are good and
how good they are.”

(Schroeder, 2012, n.p.)



Google's
new

**Knowledge
Vault**

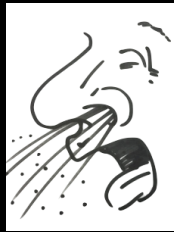
Outline

- The origins of my interest in aesthetic and semiotic value
- Case studies in value: *Where aesthetics, ethics and semiotics collide*
- Value in Multiliteracies and Second/Foreign Language Education

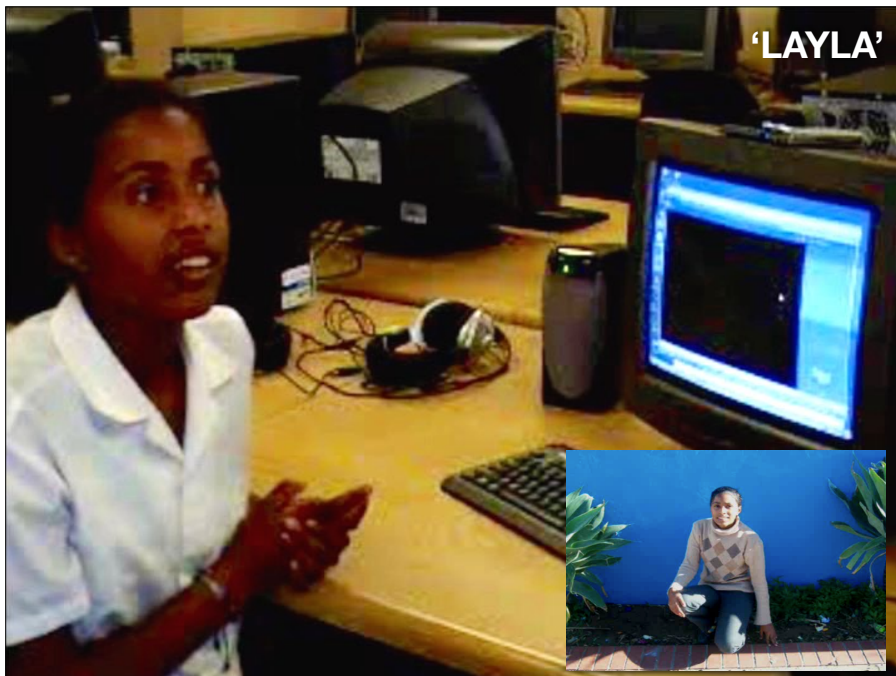


Kress (2003, 2010)

- Sign maker's interests
- Available resources or 'designs' (NLG, 1996)
- Semiotic affordances and constraints
- Modal 'logics'
- Epistemological commitment



Latour (1994, p. 32)



"My name is Layla, and I am a proudly SA girl that's thirteen years of age and loves taking long luxurious bubble baths. As a teenage girl, I also loves taking walks and playing in our street. My hobbies are modeling and singing. We also have ten chickens and two dogs that love chasing them. I actually lives in Cape Town, but did move to [Kaap] to finish the primary school. I love to model just like Tyra Banks and to sing just like Mariah Carey. Ciara aren't too bad either. My role model is my mum. I really love her. My dad is also my role model, but my second one. **One day I want to be a nurse and a part-time model** for a magazine. I have planned my whole future, but it's all in the Lord's hands. Thank you."



“One day I want to be a nurse and a part-time model for a magazine.”

Layla:

I want to be a nurse and a part-time model, and I think I can do both at the same time. And I will show the world that there are times for everything. Time to play and time to...

Mark:

And the picture that you chose to show the idea of being a nurse, why did you pick that one instead of some other nurse picture?

Layla:

The person that's on the picture is Christina, I think, but she's famous, famous and kind of like a model also, so the modeling thing comes together. When I put the picture of Christina Aguilera, it's the meaning of two but it's one picture. She's famous and she's like a nurse. And I want to be famous and a nurse, that's why I put the pictures together. The clothes that she is wearing is like a nurse but she is like modeling the clothes and advertising the things that she has on. It's two, but it's one person and that's why the modeling and the nurse can be one.

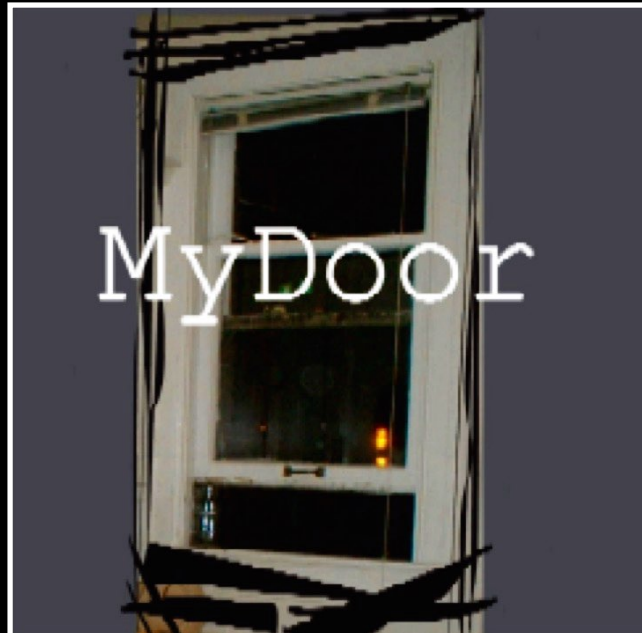
“We were pointed...to “Miss SA Teen” with the Sketchers ad with a nurse ... [which was] to our tired brains, quite alarming. Particularly when ‘read’ so to speak, against the backdrop of our understanding of the [Bay Academy] Culture...They are combating media images that are aligned with illegal and illicit behavior on the part of men and women. In particular with women they argue for conservative dress. This came up earlier in the year when it was very warm and one of the undergraduates came to [Bay Academy] in a tank top and short shorts.”

(Field Notes (CA), November 6, 2008)



- "She likes it because she feels that the nurse is being very friendly towards that girl ... she likes it because they are pretty and the nurse appears to be caring."
- "She says she doesn't like it because she doesn't like the way the clothes are, she doesn't like the clothes ... they are too less."
- "She says 'when I see this profile, I feel that the world has really changed. She says she thinks the models are turning into nurses'."

(Recorded Group Discussion)



Yayoi:

I tried to find a door, like a door's picture, but I couldn't find a good one.

Mark:

You couldn't find anything that satisfied you?

Yayoi:

Yeah, so I found a picture of a window, It's kind of, *it's clearly a window, it's not a door at all. But it also has a good meaning for me. Just open it and look at many things, different each second*, so it's kind of like my door.

Language learners should slowly understand that communicative competence does not derive from information alone, but from the symbolic power that comes with the interpretation of signs and their multiple relations to other signs.

(Kramsch, 2006; cf. van Lier, 2004)

Thank you!

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