

MULTILITERACIES AND SECOND
LANGUAGE EDUCATION



Multimodal Literacy in English as an Additional Language in Higher Education

Edited by Mercedes Querol-Julián
and Inmaculada Fortanet-Gómez



Multimodal Literacy in English as an Additional Language in Higher Education

Multimodal Literacy in English as an Additional Language in Higher Education addresses three key aspects of multimodal literacy in higher education: identifying what is understood by multimodal literacy, its teachability in the EAL context, and how to integrate multimodal competence into professional development programmes.

This edited collection provides a diverse and international perspective on multimodal literacy development in both students and teachers in higher education settings. The volume is organised into three parts: the first examines the concept of multimodal literacy at university level from different perspectives; the second focuses on students, with examples of how multimodal literacy pedagogies in EAL courses can be meaningfully applied; and the third explores the design and implementation of EAL teachers' professional development programmes which promote and enhance multimodal literacy. *Multimodal Literacy in English as an Additional Language in Higher Education* paves the way for the integration of multimodal literacy theories and practices in the different EAL curricula.

This innovative volume brings together both theory and practical application and is essential reading for researchers, postgraduate students, and teachers and teacher trainers in the fields of language teaching, language learning, and education.

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Series Editor: Gabriela C. Zapata

Designed cover image: HAAANZ/Shutterstock

First published 2025

by Routledge

4 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge

605 Third Avenue, New York, NY 10158

Routledge is an imprint of the Taylor & Francis Group, an informa business

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Inmaculada Fortanet-Gómez; individual chapters, the contributors

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British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-032-55274-3 (hbk)

ISBN: 978-1-032-55121-0 (pbk)

ISBN: 978-1-003-42987-6 (ebk)

DOI: 10.4324/9781003429876

Typeset in Galliard

by codeMantra

Contents

<i>List of figures and tables</i>	<i>vii</i>
<i>List of contributors</i>	<i>ix</i>
<i>Preface</i>	<i>xiii</i>

PART I

Conceptualising multimodal literacy in higher education 1

- 1 Multimodal literacy at the university: the ins and outs of educating in English as an additional language 3
INMACULADA FORTANET-GÓMEZ AND MERCEDES QUEROL-JULIÁN
- 2 Infographics, inter-semiosis, and multimodal literacy in science education 20
LEN UNSWORTH
- 3 Designing for multimodal literacy and socio-emotional learning through digital multimodal composing 43
YINGXUE LIU AND FEI VICTOR LIM
- 4 Multimodality and transposition in collaborative language learning 67
ANASTASIA-OLGA (OLNANCY) TZIRIDES, VANIA CARVALHO DE CASTRO, BILL COPE AND MARY KALANTZIS

PART II

Multimodal literacy pedagogies in EAL courses 87

- 5 A multimodal assessment grid to guide the design and evaluation of instructional video tutorials 89
DACIA DRESSEN-HAMMOUDA AND CIARA R. WIGHAM

6	Multimodality and mathematics literacy: knowledge visualisation and construction through a bilingual mobile learning app	127
	ESTHER KA-MAN TONG AND ANGEL M. Y. LIN	
7	Assessing multimodal discourse in digital storytelling for ESP: from theory to practice	154
	ALEXANDRA SANTAMARÍA URBIETA AND ELENA ALCALDE PEÑALVER	
8	Enhancing multimodal literacy in ESP: a focus on digital multimodal composition for video game reviews	171
	VICENT BELTRÁN-PALANQUES AND NURIA EDO-MARZÁ	
 PART III		
	Multimodal literacy pedagogies and professional development	187
9	Developing multimodal interactional competence in EMI lecturers: reflexive practice in an online international programme	189
	MERCEDES QUEROL-JULIÁN	
10	Multimodal and digital literacies in EME professional development programmes to promote students' interaction and engagement	204
	NATALIA NORTE	
11	Multimodality in EAL teacher education: an example from the Norwegian context	235
	SIGRID ØREVIK, AUD SOLBJØRG SKULSTAD AND SOPHIA DIAMANTOPOULOU	
	 <i>Index</i>	 255