Multimedial and multimodal tasks in ESP: examples of use as scaffolding tools in a scientific communication course at Master's level.

Susan Birch-Bécaas & Mélanie White
Département Langues et Cultures, Université de Bordeaux
Laboratoire Cultures, Education, Sociétés (LACES EA 7437)

Today's graduate students and scientists need to be able to use and produce a wide variety of genres (Carter-Thomas & Rowley-Jolivet 2020). It is important for them to be able to recontextualise their research and adapt their discourse for both specialist and more lay audiences as the dissemination of science to the general public becomes a central issue. The mastery of disciplinary discourse genres therefore involves more than written texts (Hafner & Pun 2020) and yet, as Plastina points out "this evolution from print-based to multimodal information has still not received sufficient attention in the field of ESP" (2013: 372). The emerging needs of students have been summed up as follows, "in order to make meaning according to their interests and to engage in the remaking of resources and the design process, language learners will have to become competent in both switching linguistic codes and switching semiotic modes and to do so consciously." (Hampel & Hauck 2006: 12).

The aim of this paper is to show how multimedial and multimodal material can be used as efficient scaffolding tools in an ESP class. More particularly, we will analyse tasks used as part of a scientific communication course for students in the second year of a Master's in biology degree. Multimodality, as defined by Van Leeuwen (2014), refers to the integrated use of different semiotic resources in texts and communicative events. Analysis of multimodal genres therefore raises awareness of how visual, oral and written modes can be combined and how meaning is constructed. By creating multimodal artefacts students practice switching from one mode to another and integrating the different semiotic resources to acquire greater rhetorical adaptability. Indeed, it has been shown that multilingual scholars tend to differentiate less between the written and oral modes of communication (Carter-Thomas & Rowley-Jolivet 2001). Intermediary tasks can thus be used to draw attention to these differences. Here we will focus on the comparison of a written abstract with a video abstract to illustrate this move from written to oral and visual communication strategies. Learners explore how to combine linguistic and other semiotic resources and to interact with their visuals and with their audience in order to direct attention (Plastina 2013). Another task, that of the scientific poster, allows students to experiment with transitioning between different modes of scientific communication as it raises awareness of the semiotic specificities of each disciplinary genre. The students also switch from

producing a written research proposal abstract to the oral presentation of their internship where they have to talk us through their research and decide what to write on their slides, what to show us and what to tell us. The aim of this study is therefore to see how switching between different modes and integrating various semiotic resources supports and scaffolds both the acquisition of disciplinary genre knowledge and the development of language skills and communicative competence in an ELF context. We will describe the needs of the students, the learning objectives, pedagogical approach and tasks used to support meaning making in a multimodal environment.

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Authors

Susan Birch-Becaas is an ESP lecturer at the University of Bordeaux where she coordinates courses for students of public health. Her research interests are the analysis of scientific discourse and its applications for written and oral scientific communication courses. She is also interested in multimodal digital genres in science, content and language integrated courses (CLIL) and blended learning courses. susan.becaas@u-bordeaux.fr

Mélanie White is an ESP lecturer at the University of Bordeaux. She teaches and coordinates courses at Master's levels in human sciences (educational sciences, STAPS) and health sciences (biology, orthoptics). Her research interests are the design of blended learning courses and online courses as well as the use of multimodality in ESP. Through these lenses, she addresses questions of student engagement, online and in class interaction, and temporality. melanie.white@u-bordeaux.fr

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