

« **Intermodality, intermediality and intersemiotic translation: recruiting theoretical concepts to engage the learning body creatively in language education** »

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The concepts and frameworks that educators use to design, explain and assess their teaching strategies or learning scenarios are not just “scholarly abstractions.” Theories can become creative tools and transformative agents that inspire and empower all those participating in a given learning/teaching event. Spatial arrangements may thus be reconfigured, the range of classroom activities broadened, and the common repertoire of attitudes and gestures diversified. Some *learning injuries* might also be healed in the process. Drawing on my own experience, both as a practitioner and a researcher, I will show how the *interpretative potential* of learners (i.e. their ability to understand, perform and resemiotise written or spoken discourse) may develop using the cognitive and socio-cultural resources of intersemiosis. I will also look at reception (i.e. learning attitudes and learner feedback) using data from the various postgraduate programs I have taught: English Studies, General Linguistics, Performance Studies, French as a Foreign or Second Language, English for Academic Purposes.