

# **Analyzing Multimodality in Specialized Discourse Settings**

Innovative Research  
Methods and Applications

Edited by

**Veronica Bonsignori**

*University of Rome "Foro Italico", Italy*

**Belinda Crawford Camiciottoli**

*University of Pisa, Italy*

**Denise Filmer**

*University of Pisa, Italy*

Series in Language and Linguistics



VERNON PRESS

Copyright © 2022 by the authors.  
All rights reserved. No part of this publication may be reproduced, stored in a retrieval system,  
or transmitted in any form or by any means, electronic, mechanical, photocopying, recording,  
or otherwise, without the prior permission of Vernon Art and Science Inc.  
[www.vernonpress.com](http://www.vernonpress.com)

*In the Americas:*  
Vernon Press  
1000 N West Street, Suite 1200,  
Wilmington, Delaware 19801  
United States

*In the rest of the world:*  
Vernon Press  
C/Sancti Espiritu 17,  
Malaga, 29006  
Spain

Series in Language and Linguistics

Library of Congress Control Number: 2021947359

ISBN: 978-1-64889-103-8

Product and company names mentioned in this work are the trademarks of their respective owners. While every care has been taken in preparing this work, neither the authors nor Vernon Art and Science Inc. may be held responsible for any loss or damage caused or alleged to be caused directly or indirectly by the information contained in it.

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked the publisher will be pleased to include any necessary credits in any subsequent reprint or edition.

Cover design by Vernon Press.  
Cover image: Morguefile.com, 2021.

# Table of contents

<b>List of figures</b>	v
<b>List of tables</b>	ix
<b>Foreword</b>	xi
Marina Bondi <i>University of Modena and Reggio Emilia, Italy</i>	
<b>Preface</b>	xvii
Belinda Crawford Camiciottoli <i>University of Pisa, Italy</i>	
Veronica Bonsignori <i>University of Rome "Foro Italico", Italy</i>	
Denise Filmer <i>University of Pisa, Italy</i>	
<b>Chapter 1</b>	
<b>Corpus-assisted Approaches to Online Multimodal Discourse Analysis of Videos</b>	1
Anthony Baldry <i>University of Messina, Italy</i>	
Deirdre Kantz <i>University of Pavia, Italy</i>	
<b>Chapter 2</b>	
<b>Video Abstracts in EMP: A Corpus-Based Approach to the Analysis of Rhetorical Structure in Multimodal Medical Genres</b>	23
Francesca Coccetta <i>Ca' Foscari University of Venice, Italy</i>	

<b>Chapter 3</b>	
<b>The I-you Connection in Humanities and Social Sciences</b>	
<b>Lectures: Multimodal Insights</b>	45
Belinda Crawford Camiciottoli	
<i>University of Pisa, Italy</i>	
<b>Chapter 4</b>	
<b>Using Google Talks in ESP Educational Settings: A</b>	
<b>Multimodal Approach</b>	65
Elisa Mattiello	
<i>University of Pisa, Italy</i>	
<b>Chapter 5</b>	
<b>Representations of the Ideal Workplace in Multimodal</b>	
<b>Texts: Employer Branding on the Career Pages of</b>	
<b>Corporate Websites</b>	91
Costanza Cucchi and Francesca Seracini	
<i>Università Cattolica del Sacro Cuore of Milan, Italy</i>	
<b>Chapter 6</b>	
<b>“What are Miranda Rights?”: The Case of Video FAQs on a</b>	
<b>Criminal Law Firm Website</b>	115
Gianmarco Vignozzi	
<i>University of Pisa, Italy</i>	
<b>Chapter 7</b>	
<b>“As my Right Honourable Lady knows...”: A Multimodal</b>	
<b>Critical Discourse Analysis of Prime Minister’s Question</b>	
<b>Time Comparing Margaret Thatcher and Theresa May</b>	141
Veronica Bonsignori	
<i>University of Rome “Foro Italico”, Italy</i>	
Denise Filmer	
<i>University of Pisa, Italy</i>	
<b>Contributors</b>	165
<b>Index</b>	171

# List of figures

Figure 1.1. The 21 subcorpora making up the overall CHS corpus	4
Figure 1.2. The 21 subcorpora ranked by share	4
Figure 1.3. Metadata for the ASH Resources subcorpus	5
Figure 1.4. Video # 3 Subcorpus 1: A frame from Sequence 4	6
Figure 1.5. Interactive online questionnaires strengthened analysis of selected videos	7
Figure 1.6. A multisemiotic transcription of a video sequence	8
Figure 1.7. Group 10 ‘whole video’ search results with links to video sequences	9
Figure 1.8. Focusing on sounds in a multisemiotic questionnaire	12
Figure 1.9. Online annotation: adding data about functions, e.g., speaker roles in videos	14
Figure 1.10. Using a 50 sec. video clip to request authorization to rectify a discrepancy	15
Figure 1.11. The bar chart shows an example of analytics produced by a <i>Google Form</i>	16
Figure 1.12. Final results for speaker tags in the CHS corpus	16
Figure 1.13. Cross-corpus comparison of sounds	17
Figure 2.1. Comment on VA left by a layperson	29
Figure 2.2. Composition of the MedVAC	31
Figure 2.3. Sequence annotation in <i>OpenMWS</i>	32
Figure 2.4. Subphases identified in the corpus and their occurrences in the soundtrack and in the videotrack	34
Figure 2.5. Examples of semiotic resources employed in the VAs to provide findings	35
Figure 2.6. Use of graphical-visual representations in ITEM 2 (bottom part) and its corresponding RA (top part)	37
Figure 3.1. Sample of <i>I want you</i> concordance lines	52
Figure 3.2. Dispersion plot of all <i>I-you</i> patterns	55
Figure 3.3. <i>I want you to rest assured</i>	57

Figure 3.4. <i>They are questions I want you to be thinking about</i>	58
Figure 3.5. <i>I will be offering you a sampling</i>	59
Figure 4.1. Sample concordance lines for <i>game</i>	72
Figure 4.2. Word Sketch of <i>game</i>	73
Figure 4.3. Sample concordance lines for <i>growth</i>	76
Figure 4.4. Non-transactional action representation of <i>growth in the U.S. GDP</i>	77
Figure 4.5. Transactional action representation of a company's <i>profitable growth</i>	78
Figure 4.6. Classificatory representation of <i>China's urban (vs. rural) population growth</i>	78
Figure 4.7. Analytical representation of <i>the world's population growth</i>	79
Figure 4.8. Symbolic representation of <i>knowledge expansion</i>	79
Figure 4.9. Symbolic representation of <i>growth investing</i>	80
Figure 4.10. Symbolic representation of the <i>increase in women's literacy</i>	80
Figure 4.11. Iconic gesture representing <i>fastest growing companies</i>	81
Figure 4.12. Deictic gesture showing the <i>evolution of organisms</i>	82
Figure 4.13. Metaphoric gesture showing <i>knowledge expansion</i>	83
Figure 4.14. Multimodal transcription of West (2017)	84
Figure 5.1. Example of cover features from Adecco (Adecco, 2020)	100
Figure 5.2. Example of noticeboard text from Adecco (Adecco, 2021)	100
Figure 5.3. The Adecco Group <i>Career</i> section: conceptual image (Adecco, 2020)	105
Figure 6.1. Types of question in the <i>Florida Law</i> video FAQs	121
Figure 6.2. Sample of the concordances of "you" in the <i>Florida Law</i> video FAQs	124

---

Figure 6.3. Popularizing strategies in the <i>Florida Law</i> video FAQs	126
Figure 6.4. Reproduction of the landing page of Florida Law video FAQs	130
Figure 6.5. Reproduction of the presentation of the video FAQs on the landing page	131
Figure 6.6. Reproduction of the question part of the video FAQs	131
Figure 6.7. Attorney answering a question	132
Figure 6.8. Iconic gesture for “I shoot someone”	133
Figure 6.9. Iconic gesture for “aggravated battery”	134
Figure 6.10. Beat emphasizing the adverb “simply”	134
Figure 6.11. Beat emphasizing the adverb “typically”	135
Figure 6.12. Indexical gesture of enumeration	135
Figure 7.1. Clip 1, Video 01, Thatcher and the word <i>choice</i>	152
Figure 7.2. Clip 1, Video 01, Thatcher – multimodal analysis of part of a tricolon	155
Figure 7.3. Clip 2, Video 05, May – persuasion by contrast	158
Figure 7.4. Clip 2, Video 05, May – gesture with a representational function	160



## List of tables

Table 1.1. Progress made by the students in the analysis of online videos (mid-March end of September 2020)	11
Table 2.1. Moves and their discourse functions (Nwogu, 1997, p. 125)	25
Table 3.1. Yale lecture dataset	50
Table 3.2. Distribution of verb forms in <i>I-you</i> patterns	53
Table 3.3. Multimodal analytical framework in ELAN	56
Table 4.1. The most frequent lemmas in the Google Talks Business/Economics Corpus	71
Table 4.2. Multi-word terms/phrases in the Google Talks Business/Economics Corpus compared with English Web 2013 enTenTen13	75
Table 5.1. The Employer Branding Multimodal Corpus	97
Table 5.2. Amount of text	99
Table 5.3. Topics and facilities	99
Table 5.4. Strategies to present information	101
Table 5.5. Engagement markers	102
Table 5.6. Function realized by the images on the 5 <i>Career</i> webpages	104
Table 5.7. Top 10 corporate values in the <i>Corporate Subcorpus</i>	107
Table 5.8. Top 10 corporate values in the <i>Employee Subcorpus</i>	109
Table 6.1. <i>Florida Law</i> video FAQs corpus	118
Table 6.2. Top-50 wordlist of <i>Florida Law</i> video FAQs	123
Table 6.3. Top-50 keywords in <i>Florida Law</i> video FAQs	125
Table 7.1. PMQs dataset	148



# Foreword

Marina Bondi

*University of Modena and Reggio Emilia, Italy*

The volume presented here offers new insights on the intersections between specialized discourse and multimodality. It brings together two fields of study—discourse and multimodality—that are increasingly illuminating each other. The growing awareness that communication is multimodal has led to the development of tools for the analysis of multimodal meaning, but the different strands of research have often kept the verbal and non-verbal elements of communication somewhat separate, with discourse studies often limiting their attention to the verbal component and multimodal studies often centering on the need to develop tools for the analysis of the visual component. It is high time that we looked at communication—and specialized communication in particular—in a more wholistic perspective, whether in spoken or written forms, especially now that digital communication has created so many environments capable of combining freely elements of written and spoken discourse with audio and video elements.

Digital technologies play a key role in the studies presented in this volume, both as tools for analysis and as the actual object of language investigation. In this latter perspective, the texts analyzed in the volume include websites and different types of videos (from forms of public communication to OpenCourseWare delivered by educational institutions). Digital forms of communication offer new challenges and new possibilities for communication research, combining different forms of multimodality and interactivity in the creation of new communicative formats and in the development of those traditional genres that have migrated to the Web. The digital transformation has contributed greatly to widening the spectrum of communicative forms in different fields of specialized communication as well as in educational settings. The rapidly changing formats of computer-mediated communication include websites, electronic books and journals, video-channels and many other formats, with their different affordances (Boyd, 2010) and medium factors (Herring, 2007), including the opportunity to combine text with image and/or video.

In particular, the Web has greatly increased the communicative tools available for mediating specialized knowledge to lay audiences (Garzone, 2019; Herring et al., 2013; Miller & Kelly, 2017). The transfer of knowledge to a wider audience or to other professionals is felt to be an important driver of the socio-economic development of contemporary society, at a time when the whole

knowledge system seems to be influenced by a number of changes, not only technological, but also economic and distributional (Cope & Kalantzis, 2014). In a knowledge-based society, great attention is paid to making research relevant to society at large and to transferring knowledge within and across communication settings in ways that involve active learning processes, so that knowledge can be used to favor personal growth or to change practices or viewpoints.

The present volume manages to cover a wide range of communicative situations centering on how the construal of meaning goes hand in hand with using multimodality in order to re-contextualize information for the purpose. Whether we are talking about political communication, corporate communication, health communication or academic discourse and educational settings, multimodality is an essential element of knowledge sharing. Digital formats have increased the possibility of integrating different semiotic systems as meaning-bearing resources (Jewitt et al., 2011; Kress & van Leeuwen, 2020), thus also increasing the communicative power of texts and allowing for different kinds of interpretative tools on the part of users.

The literature on popularizing discourse has long paid attention to writer-reader relations (e.g., Calsamiglia & Ferrero, 2003; Myers, 1991, 2003) and to communicative strategies such as definitions, exemplifications, repetitions, reformulations, analogies and metaphors (Calsamiglia & Van Dijk, 2004), leading up to a focus on the processes of recontextualization and reconceptualization of knowledge (Bondi et al., 2015). The main purpose of this volume is to improve our understanding of the role played by multimodality in knowledge dissemination, by analyzing a wide enough range of contexts that can illuminate the main principles involved in the different contexts, from public communication to education.

From a methodological point of view, while keeping in mind issues of multimodal transcription (Baldry & Thibault, 2005) and a focus on multimodal genres (Bateman, 2008), different approaches are explored in the volume: multimodal social semiotics, multimodal discourse analysis, multimodal critical discourse analysis and multimodal interaction analysis. Most studies involve different digital technologies, from corpus tools to multimodal annotation tools. A particularly interesting area they contribute to is the educational perspective. Most chapters reflect—in different degrees—the need to develop an awareness of the role of multimodality so as to build comprehension skills using this awareness to achieve a fuller understanding of multimodal texts.

Multimodal research has long emphasized the need to teach multimodal literacies (Bezemer & Kress, 2008; Cope & Kalantzis, 2020; Jewitt, 2008; Jewitt & Kress, 2003; Kress, 2003, 2010), but the systematic attempt to define a *Common Framework of Reference for Intercultural Digital Literacies* (CFRIDiL) (Sindoni et al., 2019) is much more recent and still needs to be implemented widely. The

present volume offers a small but significant contribution in this direction, showing not only how multiple semiotic resources contribute to meanings and therefore how multimodality supports the process of knowledge communication, but also how the process of understanding can be supported by a heightened awareness of the role of multiple meaning-making modes, and by developing multimodal literacy skills in students and citizens in general. The opening chapter of this volume, for example, presents a well-structured model of corpus-assisted approach to online multimodal discourse analysis, reporting on teaching that was offered to different groups of undergraduate students to develop their digital and multimodal literacy in a study of health communication. Along similar lines, but with a specific focus on educational materials, Chapter 3 offers an insightful study of forms of engagement in OpenCourseWare published by Yale University.

The different sources involved in knowledge dissemination inevitably influence the purposes and the formats used. Different organizations will be interested in the role that websites can play in knowledge dissemination (see Chapters 5 and 6 in this volume), while universities and researchers may acknowledge the need to see dissemination as a strategic mission participating in the production of OpenCourseWare (Chapter 3) and general outreach activities (e.g., Talks at Google, Chapter 4), or in the promotion of individual studies (Chapter 2). Institutional communication is particularly interested in mediating expert knowledge to citizens, for example at critical times (cf. Chapter 7). In matters of health or social care, the process also involves social campaigns and communication with or between individual citizens, patients and their families (cf. the variety of materials used in the study presented in Chapter 1).

The volume is the result of intensive work carried out over the past few years by the Pisa research group as part of a wider project on knowledge dissemination ('Knowledge dissemination across media in English: continuity and change in discourse strategies, ideologies, and epistemologies' PRIN 2015 no.2015TJ8ZAS). As coordinator of that project, I am particularly happy to be able to present this volume, which witnesses constructive collaboration between different universities and between scholars at different stages in their academic career, and can thus be seen as an important example of dialogue across institutions and across generations. As Founding Director of the interuniversity research center called CLAVIER (Corpus and Language Variation In English Research) I am also happy to see yet another book that springs from the intense activity of the CLAVIER group, currently linking researchers with a focus on corpus linguistics and language variation in a discourse perspective at the Universities of Bari, Bergamo, Calabria, Florence, Milan, Modena and Reggio Emilia, Pisa, Rome "La Sapienza", Roma TRE, Siena

and Trieste. It is our belief that the complexity of contemporary specialized communication requires constant collaboration and openness to new perspectives, like those offered here.

### References

- Baldry, A., & Thibault, P. (2005). *Multimodal transcription and text analysis*. Equinox.
- Bateman, J. (2008). *Multimodality and genre: A foundation for the systematic analysis of multimodal documents*. Palgrave Macmillan.
- Bezemer, J., & Kress, G. (2008). Writing in multimodal texts: A social semiotic account of designs for learning. *Written Communication*, 25(2), 166–195.
- Bondi, M., Cacchiani, S., Mazzi, D. (Eds.) (2015). *Discourse in and through the media: Recontextualizing and reconceptualizing expert discourse*. Cambridge Scholars.
- Boyd, D. (2010). Social network sites as networked publics: Affordances, dynamics, and implications. In Z. Papacharissi, (Ed.), *A networked self* (pp. 47–66). Routledge.
- Calsamiglia, H., & Ferrero, C. L. (2003). Role and position of scientific voices: Reported speech in the media. *Discourse Studies*, 5(2), 147–173.
- Calsamiglia, H., & Van Dijk, T. (2004). Popularization discourse and knowledge about the genome. *Discourse & Society*, 15(4), 369–389.
- Cope, B., & Kalantzis, M. (2014). Changing knowledge ecologies and the transformation of the scholarly journal. In B. Cope & A. Phillips (Eds.), *The future of the academic journal* (pp. 9–83). Chandos Publishing.
- Cope, B., & Kalantzis, M. (2020). *Making sense. Reference, agency, and structure in a grammar of multimodal meaning*. Cambridge University Press.
- Garzone, G. (2019). *Sharing professional knowledge on Web 2.0 and beyond: Discourse and genre*. LED Edizioni.
- Herring, S.C. (2007). A faceted classification scheme for computer-mediated discourse. *Language@Internet* 4 (article 1). <https://www.languageatinternet.org/articles/2007/761>.
- Herring, S., Stein, D., & Virtanen, T. (Eds.) (2013). *Pragmatics of computer-mediated communication*. DeGruyter.
- Jewitt, C. (2008). *Technology, literacy and learning: A multimodal approach*. Routledge.
- Jewitt, C., & Kress, G. (Eds.) (2003). *Multimodal literacy*. Peter Lang.
- Jewitt, C., Bezemer, J. and Kress, G. (2011). Annotation in school English: A social semiotic historical account. *National Society for the Study of Education Yearbook*, 110(1), 129–152.
- Kress, G. (2003). *Literacy in the new media age*. Routledge
- Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.
- Kress, G., & Van Leeuwen, T. (2020). *Reading images: The Grammar of visual design* (3rd ed.) Routledge.

- Miller, C. R., & Kelly, A. (Eds.) (2017). *Emerging genres in new media environments*. Palgrave.
- Myers, G. (1991). Lexical cohesion and specialized knowledge in science and popular science texts. *Discourse Processes*, 14(1), 1–26.
- Myers, G. (2003). Discourse studies of scientific popularization: Questioning the boundaries. *Discourse Studies*, 5(2), 265–279.
- Sindoni, M.G., Adami, E., Karatza, S., Marenzi, I., Moschini, I., Petroni, S., & Rocca, M. (2019). *The Common Framework of Reference for Intercultural Digital Literacies*. <https://www.eumade4ll.eu/wp-content/uploads/2020/02/cfridil-framework-linked-fin1.pdf>



# Preface

Belinda Crawford Camiciottoli

*University of Pisa, Italy*

Veronica Bonsignori

*University of Rome "Foro Italico", Italy*

Denise Filmer

*University of Pisa, Italy*

The analysis of specialized discourse has close ties to traditional functional approaches to language study that highlight variation determined by situational and social factors of communication, as well as the topic and community of users involved (Gregory & Carroll, 1978). However, interest in specialized discourse among both language researchers and practitioners has been on the rise since the 1990s following Swales' (1990) notion of genre analysis for applications in the field of English for Specific Purposes (ESP). With this approach, texts are analyzed according to recurring linguistic and rhetorical features, with particular reference to communicative purpose and the shared knowledge and experiences of discourse community in which they are used. A similar emphasis on the nexus between language and practice can be seen in Lave and Wenger's (1991, p. 85) concept of *community of practice* within learning environments in which "language is part of practice, and it is in practice that people learn".

Gotti's (2003) definition of specialized discourse brings together the approaches described above and further elaborates some key factors related to its sphere of application. Specifically, he characterizes specialized discourse as:

[...] the specialist use of language in contexts which are typical of a specialized community stretching across the academic, the professional, the technical and the occupational areas of knowledge and practice. This perspective stresses the type of user and the domain of use, as well as the special application of language in the setting. (p. 24)

With reference to the level of specialization of the discourse participants, Gotti (2008) further described two different communicative situations that can be broadly characterized as expert-to-expert vs. expert-to-non-expert. The first involves specialists addressing other specialists to report information or debate issues within a context of their shared knowledge and expertise. However,

specialized discourse can also refer to situations in which specialists address non-specialists, typically in educational settings in order to explain specialized terminology, for example. While the first case entails “exposition” and the second case entails “instruction”, both reflect a “specialist use of language” (Gotti, 2008, p. 27), and thus can be considered instances of specialized discourse.

It is also important to note the multifaceted nature of specialized discourse (Gotti, 2008), which is not limited to merely lexical variation linked to different content areas or disciplines but also encompasses particular morphosyntactic, textual, semantic, and pragmatic features. Moreover, for a comprehensive understanding of specialized discourse, the analysis should include non-verbal elements that may contribute to its distinctiveness. For example, in the specialized discourse associated with scientific communities, non-verbal semiotic resources (e.g., diagrams, graphs, tables) have been shown to be distinguishing features that support the interpretation of the verbal text. (Lemke, 2002).

The contribution of non-verbal forms to meanings in specialized discourse is likely to assume an increasingly prominent role thanks to ongoing technological advances that facilitate the creation and reproduction of multimodal texts across domains of usage. Indeed, contemporary society has witnessed radical changes in the field of communications concerning the ways in which the dissemination and distribution of messages and meanings occur (Castells, 2010; Iedema, 2003; Kress, 2010). Digitalization and the Internet have signaled an exponential rise in the circulation of multimodal texts in which semiotic resources are orchestrated to construct meaning in all areas of social life, across languages and cultures, and in diverse specialized discourse domains. This has foregrounded the need to examine the semiotic functions, the affordances, and the issues at stake in a range of multimodal discourse types (Jewitt, 2015), while simultaneously highlighting the importance of critical multimodal literacy in audiences and learners (Kalantzsis & Cope, 2013; O’Halloran et al., 2015). Specifically in the context ESP, multimodal texts offer a wealth of pedagogical opportunities that go beyond mere linguistic competency (Ackerley & Coccetta, 2007; Bonsignori 2016, 2018; Knight, 2011; Querol-Julián, 2010). Thus, the ever-expanding variety of multimodal resources in specialized discourse settings, require further and deeper exploration. Yet, as observed by Belcher (2006), Prior (2013), and Plastina (2013), the role of multimodality in ESP settings remains a relatively underexplored area of research.

This volume comprises a selection of papers presented at an international conference held in Pisa in November 2019 entitled *Knowledge Dissemination*

*and Multimodal Literacy: Research Perspectives on ESP in a Digital Age*.<sup>1</sup> The conference brought together scholars from various countries who shared their research focusing on multimodality in the context of ESP in higher education settings. Specific conference themes included: research-informed analyses of multimodal/multimedia genres for ESP; corpus-assisted approaches to multimodal discourse analysis for ESP; multimodal corpora for ESP: design, methods, and applications; multimodal critical discourse analysis for ESP; and innovative multimodal ESP materials/methodologies for professional and linguistic development. The seven studies selected for this volume reflect these themes by offering innovative perspectives on research methodologies for increased multimodal understanding and/or applications across a variety of specialized discourse domains of interest to scholars and practitioners alike. The volume thus offers a glimpse at future directions in this dynamic and ever-evolving area of investigation that focuses on the synergy between verbal and non-verbal modes of communication in specialized discourse in the digital age. Each chapter explores an original domain of application and/or discourse genre; academic, economic, scientific, marketing, legal, medical, and political. The contributors approach multimodality from a range of theoretical and methodological viewpoints including synchronic and diachronic corpus-based and corpus-aided studies, critical discourse analysis, and systemic functional linguistics. Analytical tools such as multimodal (critical) discourse analysis, multimodal transcription, and multimodal annotation software capable of representing the interplay of different semiotic modes (i.e., speech, intonation, direction of gaze, facial expressions, hand/arm gesturing, and spatial positioning) of interlocutors are employed.

The volume opens with Chapter 1, “Corpus-assisted approaches to online multimodal discourse analysis of videos”, where Anthony Baldry and Deirdre Kantz report on the nascent field of student-led construction and annotation of online video corpora. This chapter describes the cross-degree participation of students from medical and language-related degrees in the construction and exploration of a corpus of videos on the theme of Community Health Services. It reflects on the changing identity of healthcare services in English-speaking countries and reports on the contribution that this approach has made when stimulating students’ awareness of such services made possible by corpus-based comparisons of online videos. As such, the chapter describes the benefits for different groups of undergraduate students who, in the wake of Covid-19,

---

<sup>1</sup> The conference was organized under the auspices of the interuniversity research project “Knowledge dissemination across media in English: continuity and change in discourse strategies, ideologies, and epistemologies”, financed by the Italian Ministry of Education, Universities, and Research (PRIN 2015 no.2015TJ8ZAS).

need to gain as wide a vision as possible of the communication challenges raised by public health issues. More generally speaking, the chapter reflects on: key issues in multimodality such as the tools and methods used in the construction and annotation of searchable online video corpora; the value of learner analytics in allowing students, besides teachers, to search for and manage corpus data within a formative approach to self-assessment; promotion of students' digital and multimodal literacy and critical appreciation of service-oriented teamwork. Ultimately, the chapter is a reflection on the changing role of learner-centered and student-as-researcher methodologies in online pedagogical practices.

In Chapter 2, "Video abstracts in EMP: A corpus-based approach to the analysis of rhetorical structure in multimodal medical genres", Francesca Coccetta investigates the genre of video abstracts as a form of knowledge dissemination, that is, as an example of how researchers transcend the confines of research articles and reach an audience extending well beyond the members of their own research community. Yet this comes at a price for both researchers and ESP analysts: the former need to acquire specific competences to produce texts that make full use of a range of semiotic resources deployed in such media, while the latter need to develop methods for analyzing them for both research and teaching purposes. So, this chapter focuses on the video abstract, a four-to-five-minute film giving a snapshot of a research article by presenting the study's background, methods used, results, and implications of the research using the affordances provided by the film format (e.g., images, animations, sounds, oral and written discourse). In particular, the study investigates a corpus-based method of analysis of the video abstract genre to gain insights into the construction of this emergent genre.

Research on the interpersonal features of lecture discourse has shown that lecturers' use of the personal pronouns *I* and *you* are important linguistic means of establishing and maintaining rapport with student audiences, while rendering largely monologic discourse more dialogic in nature. Therefore, in Chapter 3, Belinda Crawford Camiciottoli's study "The *I-you* connection in Humanities and Social Sciences lectures: Multimodal insights" builds on this knowledge by expanding the analysis of the *I-you* connection in university lectures in humanities and social sciences disciplines to encompass the non-verbal dimension. *I-you* patterns were investigated in a dataset of six video-recorded lectures by integrating corpus methods and multimodal annotation software. Results showed that lecturers used *I-you* patterns (e.g., *I want you, I'm going to tell you*) to engage with the audience towards enhanced understanding and overall lecture experience. The verbal production of *I-you* patterns also co-occurred with other semiotic resources (e.g., prosodic stress, gaze direction, and hand gestures) in rich multimodal ensembles to shape and reinforce

interpersonal meanings. No clear discipline-related trends in the lecturers' use of *I-you* patterns were detected. The findings can be applied in EAP/ESP settings to help L2 students to improve their lecture comprehension by becoming more aware of how disciplinary experts convey interpersonal meanings, also in the context of the specialized discourse communities to which they aspire in their post-academic careers.

Chapter 4, "Using Google Talks in ESP educational settings: A multimodal approach" by Elisa Mattiello, analyzes a small specialized corpus consisting of 10 Google Talks in the domains of business and economics from a multimodal perspective. It investigates how different (verbal and visual) semiotic modes are combined in Google Talks and, therefore, how these videos can be used as multimodal ESP materials for linguistic improvement and professional development. Drawing on the notion of intersemiotic complementarity, the study shows how verbal features can be integrated with still and moving visuals (charts, images, photographs, videos) and hand gestures (iconics, deictics, metaphors) either to represent concrete data and figures, to explain more abstract concepts, or even to provoke the audience's emotional reactions. The study demonstrates that, although each mode has its specific affordance, in Google Talks different modes synergistically concur to meaning-making and successful communication. Therefore, in ESP educational settings, they can be employed to develop students' multimodal awareness in meaning-making processes, as well as to teach them how to exploit modes beyond verbal language to produce effective domain-specific text.

In Chapter 5, "Representations of the ideal workplace in multimodal texts: Employer branding on the *Career* pages of corporate websites", Costanza Cucchi and Francesca Seracini investigate Corporate websites as sophisticated tools targeting multiple addressees through different channels. This study aims to determine how multimodal texts available on the Careers section of corporate websites use presentation and involvement strategies to attract and inform the viewers and to communicate corporate values. The research was carried out on the Employer Branding Multimodal Corpus, which comprises both texts in which the companies describe themselves and state their values, and employee testimonials. The broad framework for the analysis of websites devised by Pauwels (2012) was applied and a corpus-assisted discourse studies approach (Partington et al., 2013) was used to analyze the corpus. The study also considered the visual component of the webpages, focusing on the ideational function realized by the images (Kress & van Leeuwen, 2006). Results shed light on the involvement devices used by the companies on their websites, and reveal that values such as positive interpersonal relationships, learning opportunities, creativity, innovation and inclusiveness are emphasized both through linguistic and visual elements.

Chapter 6, “‘What are Miranda rights?’: The case of video FAQs on a criminal law firm website” by Gianmarco Vignozzi, aims to identify the specific linguistic devices and semiotic means that distinguish a peculiar popularizing genre that is often embedded in law firm websites, i.e., the video FAQs (frequently asked questions). Specifically, this paper is a case study of the video FAQ section of the website of an American law firm specializing in criminal law. The analysis shows that these expert-to-non-expert short videoclips in which lawyers answer set questions about crucial legal issues are rather unique as the specialized and professional knowledge they disseminate primarily has a promotional and engaging function. In fact, legal facts tend to be verbally and nonverbally popularized to reach the audience effectively.

Finally, in Chapter 7, “‘As my Right Honourable Lady knows...’: A multimodal critical discourse analysis of Prime Minister’s Question Time comparing Margaret Thatcher and Theresa May”, Veronica Bonsignori and Denise Filmer present the preliminary results of a pilot study on the multimodal construction of meaning in Prime Minister’s Question Time (PMQs) during the premierships of Margaret Thatcher and Theresa May. The analysis focuses on two significant moments: May’s last PMQs, a week before her resignation (22nd May 2019), and Thatcher’s PMQs held one month before her resignation (18th October 1990). Extracts drawn from original television recordings are examined, accounting for verbal and non-verbal cues using the multimodal annotation software ELAN (ELAN, 2020). The multimodal critical discourse analysis framework (Machin & Mayr, 2012), and the discourse-historical approach (DHA, Reisigl & Wodak, 2001) provide the theoretical backdrop necessary to address the following research questions: 1) In which ways do semiotic and verbal resources work together to produce meaning (Jewitt, 2014; Kress, 2013) in PMQs featuring Thatcher and May? and 2) How do these women leaders compare in terms of communicating political messages and disseminating “knowledge” in the context of the predominantly male parliamentary culture? Initial findings indicate that, despite occasional similarities regarding the employment of rhetorical strategies for persuasion, the two women leaders have very different ways of delivering their message, both on the verbal and non-verbal levels, thus producing an altogether different effect on their interlocutor and audience.

The contributions presented in this volume develop and extend pioneering research on the intersections between specialized discourse and multimodality. The diversity of research strands contained in the volume illustrates just some of the vast areas of multimodal specialized discourse that are still unmapped. As a cornerstone of communication, multimodality needs exploring in all its facets. This volume aims to further that cause.

## References

- Ackerley, K., & Coccetta, F. (2007). Enriching language learning through a multimedia corpus. *ReCALL*, 19(3), 351–370.
- Belcher, D. (2006). English for specific purposes: Teaching to perceived and imagined futures in worlds of work, study, and everyday life. *TESOL Quarterly*, 40, 133–15.
- Bonsignori, V. (2016). Analysing political discourse in film language: A multimodal approach. In V. Bonsignori & B. Crawford Camiciottoli (Eds.), *Multimodality across communicative settings, discourse domains and genres* (pp. 189–211). Cambridge Scholars.
- Bonsignori, V. (2018). Using films and TV series for ESP teaching: A multimodal perspective. Special Issue of *System*, 77, 58–69. <https://doi.org/10.1016/j.system.2018.01.005>
- Castells, M. (2010). *The rise of the Network Society: The information age, economy, society, and culture*, Volume I. Blackwell.
- ELAN (Version 5.9) [Computer software]. (2020). Max Planck Institute for Psycholinguistics, The Language Archive. <https://archive.mpi.nl/tla/elan>
- Gotti, M. (2003). *Specialized discourse. Linguistic features and changing conventions*. Peter Lang.
- Gotti, M. (2008). *Investigating specialized discourse*. Peter Lang.
- Gregory, M., & Carroll, S. (1978). *Language and situation: Language varieties and their social contexts*. Routledge and Kegan Paul.
- Iedema, R. (2003). Multimodality, resemiotization: Extending the analysis of discourse as multi-semiotic. *Visual Communication*, 2(1), 29–57.
- Jewitt, C. (2014). *The Routledge handbook of multimodal analysis*. Routledge.
- Jewitt, C. (2015). Multimodal analysis. In A. Georgakopoulou & T. Spilioti, (Eds.), *The Routledge handbook of language and digital communication* (pp. 69–84). Routledge.
- Kalantzsiz, M., & Cope, B. (2013). Multiliteracies in education. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 3963–3969). Blackwell.
- Knight, D. (2011). The future of multimodal corpora. *Revista Brasileira de Linguística Aplicada*, 11(2), 391–415.
- Kress, G. (2010). *Multimodality. A social semiotic approach to contemporary communication*. Routledge.
- Kress, G. (2013). Multimodal discourse analysis. In J. P. Gee & M. Hanford (Eds.), *The Routledge handbook of Discourse Analysis* (pp. 35–50), Routledge.
- Lave, J., & Wenger, E. (1991). *Situated learning. Legitimate peripheral participation*. Cambridge University Press.
- Lemke, J. L. (2002). Multimedia semiotics: Genres for science education and scientific literacy. In M. J. Schleppegrell & M. C. Colombi (Eds.), *Developing advanced literacy in first and second languages: Meaning with power* (pp. 21–44). Erlbaum.
- Machin, D., & Mayr, A. (2012). *How to do Critical Discourse Analysis: A Multimodal Introduction*. SAGE Publications.

- O'Halloran, K. L., Tan, S., & Marissa, K. (2015). Multimodal analysis for critical thinking. *Learning Media and Technology*, 42(2), pp. 1–24 DOI: 10.1080/17439884.2016.1101003.
- Partington, A., Duguid, A., & Taylor, C. (2013). *Patterns and meanings in discourse: theory and practice in corpus-assisted discourse studies (CADS)*. John Benjamins.
- Pauwels, L. (2012). A Multimodal framework for analyzing websites as cultural expressions. *Journal of Computer-Mediated Communication*, 17, 247–265. <https://doi.org/doi:10.1111/j.1083-6101.2012.01572.x>
- Plastina, A. F. (2013). Multimodality in English for specific purposes: Reconceptualizing meaning-making practices. *Revista de Lenguas para Fines Específicos*, 19, 372–396.
- Prior, P. (2013). Multimodality and ESP research. In B. Paltridge & S. Starfield (Eds.), *The handbook of English for specific purposes* (pp. 519–534). Wiley-Blackwell.
- Querol-Julián, M. (2010). Multimodality in discussion sessions: Corpus compilation and pedagogical use. *Language Value*, 2(1), 1–26.
- Reisigl, M., & Wodak, R. (2001). *Discourse and discrimination: Rhetorics of racism and antisemitism*. Routledge.
- Swales, J. M. (1990). *Genre analysis. English in academic and research settings*. Cambridge.

PAGES MISSING  
FROM THIS FREE SAMPLE

## Contributors

Formerly Full Professor in English Linguistics, University of Messina, **Anthony Baldry** continues to explore the intersemiotic evolution of sociomedical and other socially-impactful genres with reference to online video corpora having recently edited a volume with Francesca Bianchi and Anna Loiacono entitled *Representing and Redefining Specialized Knowledge: Medical Discourse* (2019), volumes such as *Multimodality and Multimodality in the Distance Learning Age* (2000), *A Multimodal Approach to Text Studies in English: The Role of MCA in Multimodal Concordancing and Multimodal Corpus Linguistics* (2005), *Multimodal Transcription and Text Analysis: A Multimedia Toolkit and Coursebook* (2010/2006 with Paul J. Thibault) testify to his long-standing interest in the role of online distance learning in helping young people to deepen their thinking about society's multimodal meaning-making processes which have led to his participation in a series of EU projects, including the *Living Knowledge (EU 7th Framework)* project with its special focus on cultural diversity.

**Veronica Bonsignori** is a Research Fellow in English Language and Linguistics at the University of Rome "Foro Italico". She received a PhD in English Linguistics (2007) from the University of Pisa. Her interests are in the fields of pragmatics, audiovisual translation, multimodality, and ESP. She has published several articles in national and international journals and collections. She has also authored two monographs: *English Tags: A Close-up on Film Language, Dubbing and Conversation* (2013) and *Introduction to Ellipsis in English Texts and Discourse* (2018) and co-edited the volume *Multimodality Across Communicative Settings, Discourse Domains and Genres* (2016) with Belinda Crawford Camiciottoli. Her most recent publications include "Using films and TV series for ESP teaching: A multimodal perspective" (*System*, 2018), "A multimodal analysis of spoken medical English in expert-to-expert interaction in TV programmes" (*Ibérica*, 2019), and "Specialized and culture-bound knowledge dissemination through spoken tourism discourse: Multimodal strategies in guided tours and documentaries" (with Gloria Cappelli, *Lingue e Linguaggi*, 2020). She is currently part of the Editorial Board as Review Editor of the international journal *Multimodality of Communication*.

A tenured Assistant Professor at Ca' Foscari University of Venice in English Language and Translation, **Francesca Coccetta** holds a doctorate in English Linguistics from Padua University where she specialized in multimodal corpus studies. Her research interests center on multimodal discourse analysis of domain-specific discourses, video corpus construction and annotation,

English language teaching, and computer-assisted language learning. Her publications testify both to her special interest in scientific and medical English, which she taught at the University of Pavia in the early part of her career, and to her long-standing interest in corpus-based multimodal analysis of video genres. They include: “Enriching language learning through a multimedia corpus” (2007, with Katherine Ackerley), “Multimodal functional-notional concordancing” (2011), “Medical CLIL (Part II): How the body works” (2012), “Access to discourse in English through text analysis. A preparatory guide for undergraduate students” (2016), “Developing university students’ multimodal communicative competence” (2018), “Old wine in new bottles. The case of the adjacency-pair framework revisited” (2019), “A corpus-based approach to the analysis of the video abstract genre” (2020), “Medical video abstracts: A web genre for research accessibility and visibility” (2020), “Multimodal corpora and concordancing in data-driven learning” (in press) and “Video abstracts: Methodological reflections when analyzing a nascent genre and its associated scientific community” (in press). She has presented many papers on these research areas in seminars and congresses in Europe and Australia.

**Belinda Crawford Camiciottoli** holds a PhD in Applied Linguistics from Universitat Jaume I, Castellón de la Plana, Spagna. Her research focuses primarily on corpus-assisted discourse analysis to investigate the lexicogrammatical, discursive, pragmatic, rhetorical, intercultural, and multimodal features of discourse in academic, professional, and digital settings, with applications for teaching English for Specific Purposes. She has over 90 publications including the monographs *The Language of Business Studies Lectures* (John Benjamins, Pragmatics and Beyond New Series, 2007) and *Rhetoric in Financial Discourse. A Linguistic Analysis of ICT-mediated disclosure genres* (Rodopi, 2013). She has published extensively in leading international journals including *Journal of Pragmatics* (Elsevier), *English for Specific Purposes* (Elsevier), *Journal of English for Academic Purposes* (Elsevier), *Text & Talk* (De Gruyter), *Discourse & Communication* (Sage), *Pragmatics and Society* (John Benjamins), *Intercultural Pragmatics* (De Gruyter), *Discourse, Context & Media* (Elsevier), *System* (Elsevier), *International Journal of Business Communication* (Sage), *Business and Professional Communication Quarterly* (Sage), and *Journal of Research in Reading* (Wiley-Blackwell). She was invited to contribute to the Wiley-Blackwell *Encyclopedia of Applied Linguistics*, the *Routledge Handbook of English for Academic Purposes*, and the *Routledge Handbook of Corpora in English Language Teaching and Learning*. She serves as a reviewer for numerous international journals and is a member of the Editorial Board of *English for Specific Purposes* (Elsevier) and the Advisory Board of *Language Value*.

**Costanza Cucchi** has a PhD in Applied Linguistics and Communication, and is an Associate Professor in English Language and Translation at the Faculty of Scienze Linguistiche e Letterature Straniere at Università Cattolica del Sacro Cuore (Milan). Her current research interests include the use of English in professional settings, the relationship between language and national identity, and English as a Lingua Franca. In particular, her publications concern national identity as manifested in texts, cross-cultural differences in the websites of European companies, non-native EU parliamentary discourse, classroom and virtual exchanges as means of enhancing intercultural awareness, vague language as an involvement strategy. Her latest publications on corporate websites are “National cultures on European corporate homepages in English: A linguistic analysis” (*International Journal of Business Communication* 2019) and “English versions of corporate websites. A linguacultural contrastive study of German and Spain” (*Lingue e Linguaggi* 2019). She teaches courses in English Linguistics, Professional Communication and Communication Strategies in English and holds workshops in intercultural communication for Master Students. She is a member of the scientific board of the Master in Corporate Advisory and Intercultural Resources, jointly set up by the Faculty of Scienze Linguistiche e Letterature Straniere and the Faculty of Scienze Bancarie, Finanziarie e Assicuratriche. She taught English at the Faculties of Scienze Economiche and Scienze Bancarie.

**Denise Filmer** is a Research Fellow in the Department of Philology, Literature, and Linguistics at the University of Pisa, where she also teaches ESP in the Department of Political Science. She holds a PhD in Translation Studies (Durham University UK). Her research focuses on ideology in translation, political discourse, journalistic translation, audiovisual translation, gender and sexuality in media discourse, intercultural mediation, and cross-cultural pragmatics. She is the author of two monographs, *Translating Racial Slurs: Last Linguistic Taboo and Translational Dilemma* (2012), and *Italy's Politicians in the News. Journalistic Translation and Cultural Representation* (2021). Recent publications include “Linguistic representations of homosexual identity in *Bohemian Rhapsody* and *Rocketman* across English and Italian linguacultures” (*Textus*, 2021), and “Salvini, stereotypes and cultural translation: Analysing Anglophone news discourse on Italy's ‘little Mussolini’” (*Languages and Intercultural Communication*, 2021).

**Deirdre Kantz**, a graduate of the Scuola Superiore per Interpreti e Traduttori, University of Trieste, has worked as a Foreign Language Assistant in the University of Pavia specializing in English in the biomedical sector since 2001. She also lectures at the University of Genoa on courses for pharmacy students. Her publications have investigated specialized areas of syllabus design in biomedical contexts such as multimodality, student-led corpus construction and

subtitling, regarding which she has given many presentations at congresses in various parts of Europe.

**Elisa Mattiello** is an Associate Professor of English Language and Linguistics at the University of Pisa. She holds a Ph.D. in English Linguistics from the same University, where she teaches undergraduate courses of ESP. In 2014, she was Visiting Research Fellow at the University of Vienna, Austria, and in 2016 she was awarded the AIA (Italian Association of English Studies) Book Prize for her monograph *Extra-grammatical Morphology in English: Abbreviations, Blends, Reduplicatives, and Related Phenomena* (2013, Berlin/Boston, De Gruyter). Her research focuses mainly on English word-formation and lexicology, with particular attention to the creative mechanisms that are used to coin new words in English. She has published in leading journals, including *Linguistics*, *Lingua*, *Languages in Contrast*, *Language & Communication*, *International Journal of Language Studies*, *SKASE Journal of Theoretical Linguistics*, *Studia Anglica Posnaniensia*, *Neologica*, *Lexis*, *Discourse, Context & Media*, *ESP Across Cultures*, *Lingue e Linguaggi*, and *Italian Journal of Linguistics*. She authored the monographs *An Introduction to English Slang* (Polimetrica, 2008), *Extra-grammatical Morphology in English* (De Gruyter, 2013), *The Popularisation of Business and Economic English in Online Newspapers* (Cambridge Scholars Publishing, 2015), and *Analogy in Word-formation* (De Gruyter, 2017). From 2012 to 2014, she was part of the Editorial Board of the Project *Bibliography of Metaphor and Metonymy* (John Benjamins). She is currently part of the Editorial Boards of the *International Journal of English Linguistics* and *Cambridge Scholars Publishing*.

**Francesca Seracini** has a Ph.D. in Linguistic Sciences, and is a Researcher at the Faculty of Scienze Linguistiche e Letterature Straniere at Università Cattolica del Sacro Cuore (Milan). Her main research areas are professional and institutional communication in English (in particular, employer branding, legal English in legislative and popularised texts), specialised translation (in particular, legal translation, phraseology, quality in translation, translation universals), corpus linguistics (in particular, corpus-based practice in specialised translation teaching and learning), specialised English in movie language (in particular, the language of leadership, modality in courtroom examinations). She teaches courses in Specialized Texts and Communication Strategies in English. She also teaches Professional English to Master students specializing in Human Resource Management and Corporate Advisory. Her background includes professional experience working in the HR department of large multinational companies both in Italy and the UK.

**Gianmarco Vignozzi** is a Research Fellow in English Language and Linguistics at the Department of Philology, Literature and Linguistics of the University of

---

Pisa. He holds a Ph.D. in English language from the University of Pisa (2019), where he teaches legal English at the Department of Law. His main research interests are in the area of audiovisual translation, corpus stylistics and English for specific purposes (legal and political domains). Among his latest publications are a monograph on the language of British and American TV political interviews (Cambridge Scholars Publishing, 2019) and another on the representation of formulaic language in Disney animated films (Odoya, 2019).



# Index

## A

academic communication, 27  
academic discourse, 28  
academic speech, 46  
analytics, xx, 1, 2, 15, 17, 19, 20

## B

Baldry, Anthony, 1, 2, 3, 7, 11, 12,  
15, 19, 23, 25, 27, 30, 117, 119,  
120, 130, 131, 132, 137  
biomedical studies, 20  
body posture, 46, 65, 86  
Business English as a Lingua  
Franca (BELF), 98

## C

Calsamiglia, Helena, 115, 116, 119,  
126, 127, 136  
CHS corpus, 2, 4, 13, 16, 17, 19  
community of practice, xvii, 145  
conceptual image, 97, 105  
concordance, 50, 51, 69, 72, 75,  
118, 122, 125  
corpora, 3, 18, 19, 68, 69, 74, 83,  
106, 122  
corporate websites, 91, 92, 93, 95,  
103, 167  
corpus, 1, 2, 3, 8, 11, 13, 16, 17, 18,  
19, 20, 24, 25, 27, 30, 32, 33, 39,  
45, 48, 49, 50, 60, 67, 68, 69, 72,  
74, 83, 86, 94, 97, 111, 112, 116,

117, 118, 122, 125, 126, 127,  
128, 129, 136, 137, 165, 167,  
168, 169  
corpus analysis, 112, 116, 118  
corpus-assisted, xix, xxi, 1, 166  
Corpus-Assisted Discourse  
Studies (CADS), 97  
corpus-based, xix, xx, 1, 2, 18, 19,  
23, 24, 27, 30, 32, 39, 67, 68, 69,  
75, 118, 166, 168  
cover homepage, 96  
co-verbal gestures, 51, 56, 57, 60  
Critical Discourse Analysis (CDA),  
2, 141, 142, 146  
critical multimodal literacy, xviii

## D

definition, xvii, 28, 119, 126, 127,  
128, 136, 153, 156  
(de-)legitimizing strategies, 147,  
161  
dialogic, 45, 46, 48, 49, 66  
Digital Literacies, 2  
digital medical genres, 38  
discourse structure, 40  
discourse-historical approach  
(DHA), 142, 146

## E

education, xix, 2, 3, 10, 26, 28, 39,  
47, 116, 149, 150, 151, 153, 154,  
156, 157

ELAN, 51, 55, 56, 142, 149, 152,  
154, 161  
employee testimonials, 91, 93,  
109, 110, 111  
employer attractiveness, 92, 111  
employer brand, 92  
employer branding, xxi, 91, 92, 93,  
97, 111, 112  
Employer Branding Multimodal  
Corpus, 91, 97, 111  
engagement markers, 96, 102  
English for Academic Purposes  
(EAP), 45, 46, 47, 60, 166  
English for Medical Purposes  
(EMP), 2, 3, 5, 7, 9, 12, 13, 15,  
18, 19, 20, 23, 24, 26, 38  
English for Specific Purposes  
(ESP), 23, 24, 38, 45, 46, 47, 60,  
65, 66, 67, 68, 83, 85, 86, 166,  
169  
European English, 98  
exemplification, 13, 119, 125, 126,  
127, 136  
expert-to-expert, xvii, 165  
expert-to-non-expert, xvii, xxii,  
132

## F

facial expression, xix, 46, 51, 65,  
86, 120, 148, 149  
functional approaches, xvii

## G

gaze, xix, xx, 27, 45, 46, 51, 56, 58,  
60, 86, 120, 132, 133, 137, 148,  
149, 153, 154, 161  
gender, 50, 55, 60, 143, 144, 145,  
150, 161, 167  
generic structure potential (GSP),  
30, 33, 39

genre analysis, xvii, 30  
gesture, xx, xxi, 27, 45, 46, 51, 55,  
56, 57, 58, 60, 65, 67, 68, 69, 70,  
75, 81, 82, 83, 84, 85, 86, 117,  
119, 120, 133, 134, 135, 137,  
141, 146, 147, 148, 149, 151,  
152, 153, 154, 157, 159, 160,  
161  
gesturing, xix, 51  
Google Drive, 3, 5  
Google Talks, xxi, 65, 66, 67, 68, 69,  
71, 75, 83, 86  
group project work, 19  
G-Suite for Education, 3

## H

Halliday, M. A. K., 68, 69, 86, 146  
Hasan, Ruqaiya, 30  
head, 27, 148, 149, 152, 153, 154,  
161

## I

interpersonal meanings, xxi, 45,  
46, 51, 60  
interpersonal relations, 46, 111  
intersemiotic complementarity,  
xxi, 66, 68, 86  
intonation, xix, 51, 133, 147, 148  
involvement strategies, xxi, 91, 92,  
94, 99, 102

## J

Jewitt, Carey, xviii, xxii, 2, 23, 65,  
66, 67, 69, 70, 130, 142, 146

## K

Kendon, Adam, 55, 58, 133, 135,  
139, 149

Kress, Gunther, xviii, xxi, xxii, 63,  
76, 77, 79, 80, 91, 96, 102, 117,  
119, 120, 130, 131, 132, 137,  
142, 146

## L

L2 students, xxi, 45, 46, 60  
learner-centered, xx, 1  
lecturer-audience relationship, 46,  
49  
lectures, xx, 3, 15, 19, 45, 46, 47, 48,  
49, 51, 53, 54, 55, 60, 65, 66, 67,  
77, 166, 167  
legal knowledge, 116, 117, 136

## M

May, Theresa, xxii, 141, 142, 144,  
145, 146, 148, 149, 156, 157,  
158, 159, 160, 161, 162  
McNeill, David, 51, 56, 65, 67, 70  
mediatization, 143  
medical communication, 3, 24, 27,  
38  
medical knowledge, 38, 39  
monologic, xx, 45, 48, 49, 67  
multimodal annotation software,  
xix, xxii, 45, 51, 55, 142  
Multimodal Critical Discourse  
Analysis (MCDA), xix, , xxii, 2,  
13, 18, 19, 20, 142, 146  
Multimodal Discourse Analysis  
(MDA), xix, 1, 23, 68, 117, 118,  
119, 148, 165  
multimodal ensembles, xx, 45, 51,  
55, 56, 57, 58, 60, 137  
*multimodal literacy*, xviii, xix, xx,  
1, 38, 46, 65, 66, 67  
multimodal transcription, xix, 84,  
165

multimodality, xviii, xix, xx, xxii, 1,  
45, 46, 65, 66, 67, 68, 92, 116,  
145, 165, 167  
multisemiotic corpus, 23, 30  
multisemiotic questionnaires, 3,  
11

## N

narrative images, 97, 106, 111  
noticeboard homepages, 96  
noticeboard texts, 101, 102

## O

O'Halloran, Kay, xviii, 66, 67, 146  
online video corpora, xix, xx, 1, 2,  
16, 19, 165  
OpenCourseWare, 49  
*OpenMWS*, 3, 5, 6, 8, 13, 14, 15, 17,  
18, 27, 33, 39

## P

paraphrase, 103, 129  
persuasion, xxii, 142, 148, 151, 158  
phasal analysis, 12  
pitch, 51, 147  
political discourse, 141, 142, 143,  
144, 145, 146, 148, 162, 167  
popularization, 66, 68, 86, 116,  
117, 119, 126, 127, 131, 136,  
137, 143  
post-it texts, 101, 111  
presentation strategies, 96, 99, 100  
Prime Minister's Question Time  
(PMQs), xxii, 141, 142, 143, 144,  
148, 150, 157, 162  
project work, 5, 14, 15, 18, 19  
pronouns, xx, 45, 46, 48, 96, 122,  
133

prosody, 56, 86, 147, 149, 152, 154,  
159, 161  
proxemics, 66, 67, 70, 130

## R

reformulation, 126, 128, 129, 136  
rhetorical strategies, xxii, 47, 116,  
142, 148, 149, 151, 158, 161  
rhetorical structure, xx, 23, 24, 25,  
37, 47

## S

searchable online corpora, 3  
self-assessment, 1, 13, 20  
semiotic modes, xix, xxi, 46, 60, 61,  
65, 66, 67, 120  
semiotic resources, xviii, xx, 12, 23,  
32, 35, 39, 45, 46, 57, 60, 146  
simulations, 19  
spatial positioning, xix  
stress, xx, 45, 51, 56, 57, 60, 149,  
151, 152, 153, 154, 159, 161  
subcorpus, 5, 6, 10, 12, 13, 97, 106,  
107, 109, 110  
subphase instances, 33  
subphase *types*, 30, 33, 38, 39  
*subphases*, 30, 31, 33, 34  
systemic functional linguistics, xix

## T

Thatcher, Margaret, xxii, 141, 142,  
143, 144, 145, 146, 147, 148,  
149, 150, 151, 152, 153, 154,  
155, 156, 157, 161  
Thibault, Paul J., 7, 11, 12, 23, 25,  
30, 117, 119, 120, 130, 131, 132,  
137, 166

## V

value proposition, 92, 93  
Van Dijk, Teun A., 115, 116, 119,  
126, 136, 141, 146  
Van Leeuwen, Theo, xxi, 23, 65, 67,  
69, 70, 91, 96, 103, 117, 119,  
130, 131, 132, 137, 146, 147  
video abstract, xx, 19, 23, 24, 27,  
28, 30, 166  
video corpus, 2, 3, 17, 18, 19, 20,  
165  
video FAQs, xxii, 115, 117, 118,  
119, 120, 121, 122, 123, 124,  
125, 126, 128, 130, 131, 132,  
133, 136, 137  
visual icons, 131  
visual mode, 68, 77

## W

WMatrix, 97, 106, 107, 108, 109

