Multimodality in language education – implications for teaching

# Details

## Year

Not reported

## Scope

Local

## Countries

Sweden

## Type

Empirical research – Qualitative

## Methodologies

## Other Methodology

Teacher logs

## Researched Groups

Children

## Children Ages

Adolescents (14-18 Years old)

## Informed Consent

Consent not mentioned

## Ethics

Ethical considerations not mentioned

## URL

https://www.designsforlearning.nu/articles/10.16993/dfl.127/

## Data Set Availability

Not mentioned

# Goals

"This article aims to discuss how a multimodal social-semiotic approach to meaning-making can contribute to language education." (Authors, 127)