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Titolo	Multimodal Composing and Multiple Identity Mediations : Adult ESL Writers' Experiences in New York // by Beata Dolina
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Nota di contenuto	Chapter 1: Introduction -- Chapter 2 : Review of the Body of Research -- Chapter 3: Theoretical Framework of the Study -- Chapter 4 : Lucinda, Hassan, Alejandro and their Multiple and Professional Identity Mediation through Multimodality. Data Discussion and Analysis -- Chapter 5: Autoethnography. Multimodality and ESL Teaching -- Chapter 6: Findings -- Chapter 7: Final Reflections Implications of the Study .
Sommario/riassunto	This book examines the experiences of adult ESL (English as a Second Language) learners in New York, paying particular attention to the relationship between their professional identities and multimodal composing practices in English classroom. The author uses an (auto-) ethnographic framework to investigate how previously-constructed identities of a professional nature aided the students in the design of multimodal texts including photographs and written material in English. This small-scale study is contextualised in relation to current research in the fields of multimodality, identity construction and teaching methodology, and the author also draws on Kress' theory of visual semiotics. Finally, the book provides detailed descriptions and

suggestions for multimodal lessons which could be delivered in ESL classrooms in other settings, including multimodal roleplays, theatre games, and model discussion questions and answers. This book will be of interest to ESL/EFL and TESOL researchers and practitioners, as well as pre-service teachers and MA TESOL students. Beata Dolina is an English as a Second Language (ESL) Instructor at Kaplan School of English, USA. She received her doctorate in Education (Ed.D.) from the University of Massachusetts-Amherst in 2015. Her research interests include identity mediations and language learning. .

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