



Analysing intermodal relations and dialogism in primary school multimodal compositions

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The writing process, not least in primary school, is an act of ongoing interactions and meaning-making on different levels, not just external and contextually defined, but internal, making writing and the subsequent text dependent on the authors own conceptualisations of how to make meaning (Bakhtin, 1986; Bhatia, 2015). In other words, the act of writing rests not on reproductive exercises of emulating some generic linguistic form, but on how writers perceive and understand linguistic forms and conceptualise these as dialogic through their life experiences (Björk, 2023). It is however important to point out, as Kress (1997) does, that linguistic forms may be combined in a plethora of ways to make meaning, making writing and semiotic work multifaceted. However, the alphabetical meaning-making still constitute the primary grounds for educational evaluation, grading, and enactment of instructional practices during early school years, risking that other meaning-making competencies of the children may be overlooked.

The purpose of this theoretical paper is to propose a framework for analysing intermodal relations in primary school writing focusing on the relation between drawings and alphabetical text. The framework is based on a model proposed by Daly & Unsworth (2011) but adapted for analysis of primary school utterances. Empirical examples to visualize the framework were collected within a larger research project led by Åsa af Geijerstam, Uppsala university. The paper further deals with the theoretical conceptualisation of primary school multimodal compositions and the dialogic qualities of intermodal semiosis – or the interplay between various semiotic resources – especially.

Keywords: Intermodal relations, Primary school writing, Analytical framework

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