Communication is multimodal, which leads to the adoption of multimodal approaches to analyze artefacts and social interactions (Jewitt, 2009). In education, there is a relatively recent concern with communicative resources available to teachers and learners, which steers away from a traditional language-centred perspective and embraces multimodal views (Kress, Jewitt, Ogborn, & Tsatsarelis, 2014). These studies reveal how meaning is constructed socially by the interplay of different modes. On the other hand, in multilingual educational contexts the concept of translanguaging is central, as it advocates the integration of various languages in discourse (García & Wei, 2014). Thus, communication is built up through the ensemble of speakers’ semiotic resources, where “language” is a dynamic mode determined by speakers’ entire linguistic repertoire.

Recently, Wei (2018) has acknowledged the relationship between translanguaging and multimodality; however, this relationship has not received much attention to date. Our study introduces a critical overview of previous research on these two concepts, and deepens in the knowledge of the complex relationship between them. We contribute to the understanding of connections between diverse modes of meaning-making that may result in pedagogically effective multilingual communicative situations. We align with Cenoz and Gorter (2015), adopting a holistic approach to the study of multilingualism; and with Wei and García (2017), who see multimodality as one of the future directions for translanguaging research.
References


