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Poetry Teaching and Multimodality: Theory into Practice

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ABSTRACT

This article discusses the theoretical concepts underpinning a multimodal approach to poetry teaching and considers a number of ways in which this can be adopted in practice. It discusses what is entailed by the concept of multimodality and examines the claims made about the benefits of employing a multimodal approach. It reviews the literature on multimodality and examines how teachers may blend a variety of techniques and resources in order not just to engage their students with poetry but also to activate language learning. In particular, this article examines how by tapping students' visual and digital literacy skills they are enabled to create video poems, podcasts, hypertexts and wikis, all of which represent new ways of using language and experiencing poetry. Through constant reference to the research carried out so far, this article seeks to show how by means of a multimodal approach poetry can act as a springboard for the development of students' language proficiency and creative engagement.

KEYWORDS

Poetry; Multimodality; Student Engagement; Digital Technology

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