

Language and multimodality in instructive contexts

Workshop at the ÖLT 2024 in Innsbruck

During formation, in everyday working life, but perhaps most of all in our leisure time, we find ourselves in communication situations in which we want to benefit from the *knowing that* (knowledge) and *knowing how* (experience) of people with relevant training. In these instructive contexts, i.e. in teaching and learning situations or in all forms of practical guidance, a well-considered use of communicative means guarantees the achievement of the intended goal: the personal progress of the learner. Prototypical instructional contexts are, for example, music, art or sports lessons for individuals and groups, rehearsal work with a view to coordinated performances and concerts, training for sports competitions, life coaching and much more. In these communicative situations, there is a hierarchical but cooperative relationship between the interactants from the outset. The communication that takes place between them via verbal and non-verbal means has certain characteristics and is also based on certain accompanying media: these include training materials such as textbooks and audio books, picture and comic instructions, online tutorials and the like.

The aim of this thematic workshop is to address the communicative means and media that are increasingly found in instructive communication situations. This applies not only to the linguistic level (multilingualism and codeswitching, discourse markers, figurative language etc.), but also to paraverbal (prosody) and non-verbal communication (diagrams, facial expressions, gestures, body movements, proxemics etc.) and the manipulation of published material (script, scores, images etc.). The following key questions could be in the foreground:

- How are the realization of an instruction, the overarching (instructional) goals and the interactional projects in which they are embedded connected?
- What materials provide us with information about the course of instructional communication situations?
- From a methodological perspective: What can quantitative and qualitative analyses of communication in instructional contexts look like?
- How do verbal and non-verbal signs interact with regard to the intended purpose of communication? In which contexts are the verbal or the physical dimension used more?
- To what extent do multimodal gestalts develop, i.e. relatively stable patterns that are constant across different contexts?
- How does the knowledge and power imbalance manifest itself in the instructor-instructee-interaction?
- Do specific instructional formats emerge in specific interaction settings? What role do play dimensions such as didactic orientation, knowledge asymmetries, institutional frameworks / goals?

Please send your relevant abstract (around 300 words) to Monika.Messner@uibk.ac.at and Marco.Agnetta@uibk.ac.at by **September 30, 2024**. We look forward to productive discussions at the ÖLT in Innsbruck.