Looking Beyond Communicative Competence: Developing semiotic agility in online (and offline) environments.

Rick Kern
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A young man has just accompanied a young woman to her apartment and he says to her:

“You have a phone here.”
scenario 1
A: You have a phone here
B: Yeah, it’s modern
A: Oh ... I wouldn’t have imagined

scenario 2
A: You have a phone here
B: Yeah, my number is 04.83.35.36.09
A: Oh, so I can call you then

scenario 3
A: You have a phone here
B: Yeah, it’s modern
A: (laughs) Well shoot, I was hoping you would give me your number!

scenario 4
A: You have a phone here
B: Yeah, my number is 04.83.35.36.09
A: Um, okay, but I wasn’t asking for your number
A: wuz^  
B: nmhu?  
i gotta homeworks now  
Did you get the orange juice I made for you?
Design
Material Resources

Design
1. 20:03:34 D: 昨天发你的.....懂我意思嘛?

2. 20:03:40 Kaiyee: 嗯...
3. 20:04:03 Kaiyee: 你do也用廣東話講啊。

4. 20:04:04 Kaiyee: _-
5. 20:04:14 D: 因話說出来怪怪的
6. 20:04:19 D: 你懂吧?
7. 20:04:22 Kaiyee: 噢噢。明白
8. 20:04:32 D: 真的懂。?? 厉害....
9. 20:04:37 Kaiyee: 😊

10. 20:04:43 D: .. 真的懂吧?
11. 20:04:49 Kaiyee: 當然啦 -_-
12. 20:05:01 D: 就是没必要这样麻对不 对......

好幼稚

13. 20:05:17 Kaiyee: 嗯。
14. 20:05:23 Kaiyee: 聽日你返唔返學啊
15. 20:05:31 D: .....我听日吾返学
16. 20:05:37 D: 返学无野做
17. 20:05:41 Kaiyee: 噢. 好多人都唔返
18. 20:05:43 D: 你他媽的广东话真厉害
19. 20:05:45 D: 好犀利!
20. 20:05:45 Kaiyee: 啊哈哈哈
21. 20:05:49 D: 个个都返返
22. 20:06:00 D: 无senior返...有一个...yukong
23. 20:06:08 Kaiyee: _______
24. 20:06:35 D: 所以今日 ....我咪主动同你讲野咯

[the message I sent you yesterday.....you got my meaning?]
[uh...]
[how come you said it in Cantonese]
_- (slightly perplexed)
[it sounds weird to say it in Mandarin]
[you got it?]
[uuhuh. I understand]
[you really got it. ?? You’re good...]
😊 (puzzled)
[you really got it, right?]
[of course] -_- (slightly perplexed)
[it’s like there is no need to be like this right.....so childish]
[mhm]
[are you going to school tomorrow]
[......i’m not going to school tomorrow]
[there is nothing to do at school]
[uh. a lot of people are not going]
[damn, your Cantonese is really good]
[so good!]
[ahahahaha]
[everybody is not going]
[no senior is going...one person is...yukong]
-_______- (perplexed)
[that’s why today .... i just stepped up to talk to you]

(Lam 2009, p. 388-389)
Αθήνα

Athina  Αθήνα

Aθήνα
In Greek: Αγαπητέ κύριε Κουτσογιάννη,
Το μέγεθος του αρχείου στο οποίο αποθηκεύονται τα μηνύματα
tου ηλεκτρονικού σας ταχυδρομείου έχει περάσει το όριο των
30000 Kb. Για την καλύτερη λειτουργία του
γραμματοκιβωτίου σας, πρέπει να σβήσετε τα μηνύματα της
θυρίδας σας στον εξυπηρετητή.

In Greeklish: Agapite kurie Koutsogian
To mezehs tou arxeiou sto opoio apothenkontai ta minumata
tou elektronikou sas taxudromeioun eixe parasei to orio twv
30000 Kb. Gia tin kaluteri leitourgia tou
grammatokibwtiou sas, prepei na sbise ta minumata tis
8uridas sas ston e3upireti.

Graphic (4)
θ represented by 8
ξ represented by 3

Phonetic (21)
v represented by n
η represented by i

English translation: Dear Mister Koutsogiannis, Your mail box size has exceeded the 30000 Kb limit. For the best operation of your mail box, please delete some messages from the mail server.
### Numbers and Words…

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Principles

1. Meanings are situated and relational, not autonomous.
   Develop learners’ awareness of how reframing and recontextualization affect meaning.

2. Language, literacy, and communication rely on both convention and invention.
   Show the importance of social conventions in discourse, but also how people adapt conventions and resources for individual and collective purposes.

3. The medium matters.
   Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.

4. Texts and communication are always multimodal.
   Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.

5. Language, technologies, and texts mediate between the social and the individual; between ourselves and real and imagined worlds.
   Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.
Principles

1. Meanings are situated and relational, not autonomous.

Pedagogical Goals

Develop learners’ awareness of how reframing and recontextualization affect meaning.
Questions differentiating types of meaning:

• referential
• metaphorical
• structural
• intertextual
• social
• personal
• symbolic
• ideological
Principles

2. Language, literacy, and communication rely on both convention and invention.

Pedagogical Goals

Show the importance of social conventions in discourse, but also how people adapt conventions and resources for individual and collective purposes.
Principles

2. Language, literacy, and communication rely on both convention and invention.

Pedagogical Goals

Show the importance of social conventions in discourse, but also how people *adapt* conventions and resources for individual and collective purposes.

*Reflecting on conventions*
Principles

2. Language, literacy, and communication rely on both convention and invention.

Pedagogical Goals

Show the importance of social conventions in discourse, but also how people adapt conventions and resources for individual and collective purposes.

Reflecting on conventions

Using and adapting conventions
Principles

3. The medium matters.

Pedagogical Goals

Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.
Principles

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Pedagogical Goals

Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.

Reflecting on language forms and their material contexts
Principles

3. The medium matters.

Pedagogical Goals

Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.

Reflecting on language forms and their material contexts

Reflecting on relationships between past and present technologies of literacy
Principles

3. The medium matters.

Pedagogical Goals

Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.

Reflecting on language forms and their material contexts

Reflecting on relationships between past and present technologies of literacy

Reflecting on relationships among mediums, social practices, and ideologies
Principles

4. Texts and communication are always multimodal.

Pedagogical Goals

Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.
**Principles**

4. Texts and communication are always multimodal.

**Pedagogical Goals**

Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.

*Reflecting on the interaction of linguistic and non-linguistic elements*
Principles

4. Texts and communication are always multimodal.

Pedagogical Goals

Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.

Reflecting on the interaction of linguistic and non-linguistic elements

Developing rhetorical skills in a range of modes
4. Texts and communication are always multimodal.

Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.

**Reflecting on the interaction of linguistic and non-linguistic elements**

**Developing rhetorical skills in a range of modes**

**Developing awareness of codes and how digital environments work**
Principles

5. Language, technologies, and texts *mediate* between the social and the individual; between ourselves and real and imagined worlds.

Pedagogical Goals

Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.
Principles

5. Language, technologies, and texts *mediate* between the social and the individual; between ourselves and real and imagined worlds.

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Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.

*Understanding the role of mediation in learning*
Principles

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Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.

*Understanding the role of mediation in learning*

*Evaluating the authenticity and validity of information*
Principles

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Pedagogical Goals

Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.

*Understanding the role of mediation in learning*

*Evaluating the authenticity and validity of information*

*Recognizing how people create social identities*
**Principles**

5. Language, technologies, and texts *mediate* between the social and the individual; between ourselves and real and imagined worlds.

**Pedagogical Goals**

Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.

- **Understanding the role of mediation in learning**
- **Evaluating the authenticity and validity of information**
- **Recognizing how people create social identities**
- **Acknowledging aesthetic dimensions**
Heuristic Questions for a Relational Pedagogy
Conclusions
Raghda Dr Marina hayaty ezayek 3amla eih ana fy e7temal kebeer a2ady shahr 8 f masr "BRobably BRobably :D:D wa7ashtyny awy bgd ta3aly zakryly I need your help Dr :D March 24 at 10:38 am

2 represents ⬤

3 represents ﺔ

5 represents خ

7 represents ح

shahr 8 refers to August
**Raghda**
Dr Marina hayaty ezayek 3amla eih ana fy e7temal kebeer a2ady shahr 8 f masr
"BRobably BRobably :D:D wa7ashtyny awy bgd ta3aly zakryly I need your help Dr :D

March 24 at 10:38 am

**Marina**
b2a a3daly kol da f amrica w te2oulili BRobably!!ya far7ety :D:D bs ya rab brobably di
teb2a sure isaaa :) ya benty dana me7taga elly yezakerly..5alas ayam el da7 di 5elset wa walet wa entahet m3 enteha2 el skol :D ta3ali b2a plzzzzzzz..miss uuuuuuuu (K)(K)

March 24 at 10:57 am
Raghda Dr Marina hayaty ezayek 3amla eih ana fy e7temal kebeer a2ady shahr 8 f masr "BRobably Brobably :D:D wa7ashtyny awy bgd ta3aly zakryly I need your help Dr :D
March 24 at 10:38 am

Marina ba2a a3daly kol da f amrica w te2oulili Brobably!!ya far7ety :D:D bs ya rab brobably di teb2a sure isaaa :) ya benty dana me7taga elly yezakerly..5alas ayam el da7 di 5elset wa walet wa entahet m3 enteha2 el skol :D ta3ali b2a plzzzzzzz..miss uuuuuuuu (K)(K)
March 24 at 10:57 am

Huda e5ssssssssss 3alekiiiiii ya ragnaadaaaaaaa b2a ray7a t2ouly le marena enk gaya masr we we han 3aleki t3ady 3alaya fel profile ely gmbaha t2oulyly ana kaman...ba2a a3raf a5barek men profilat el nass!!!!!!!!!!!!
March 25 at 4:06am