Systematically Working with Multimodal Data
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Research Methods in Multimodal Discourse Analysis

*Sigrid Norris*
To Alan
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Acknowledgments

The book has taken a substantial amount of time to write and I thank the editors at Wiley for their patience. Many people have been helpful along the way, but if I was naming everyone who had had an impact upon the many pages before you, these acknowledgments would turn into the longest chapter of the book. I think most people who have had contact with me over the last few years, who have asked a question with regard to multimodal data collection, data analysis, reliability of qualitative research, or the like, would have had an impact upon my writing of this book. Here, I would like to thank all of you for your interest, curiosity, and trust in me having an answer to these questions. I do hope that you will find at least some of your answers in the pages ahead and I hope that you will find the book useful. I know that I have promised many a reader that I would answer questions, that I would write a book that explained how I work with data, and I hope that you will not be disappointed.

There are also a few people who I will name and first, some members of the Multimodal Research Center, who have had the greatest impact upon my writing and who deserve special thanks. I thank Tui Matelau, Yulia Khan, and Ivana Rajic for their questions as they were working with the phases and steps and their support in writing this book; a particular thank you goes to Jesse Pirini, who read very early drafts of some sections and who found my writing of the how-to sections for data analysis incredibly useful. Special thanks also go to Jarret Geenen, who visited the Center in early 2017 and was a catalyst in my explaining some theory in great detail. Both Jarret’s input with regard to the need for theory to be covered and Jesse’s input during this early writing stage of phases and steps solidified my thinking. I would also like to thank Elina Tapio and Chloe Grace Fogarty-Bourget, who were visiting researchers at the Multimodal Research Centre and tried out some of the phases and steps for data analysis. They both had valuable feedback and questions with regard to the systematic approach. Further, I would like to thank Edgar Bernad-Mechó, another visiting scholar, who also tried out some phases and steps and who emphasized that I needed to include not only data analysis, but also to outline data collection and transcription in the same book.

Of course, all participants, in our projects have been of utmost importance. Without participants, we cannot do our work. But here, I am most grateful to the participants who are featured in this book. Every participant and every family featured has viewed the videos, tables, and images and permitted them to be published as shown. Featuring color images of real participants and being able to use excerpts of our data to give students and researchers hands-on experience makes this book special. Therefore, I would like to thank the following participants of the studies for their permission to publish
their images, names and videos as part of this book: Abbie O’Rourke, Ali, the Budd Family and the Charko Family, Cameron Fraser, Dunja Vajsakovic, Isla Connors, Dina-Sara Vajsakovic, Edgar Bernad-Mechó, Hana Mlinac, Ivana Mlinac, Ivana Rajic, Jay Nam, Jake Connors, Jo Connors, Luke Norris, Melanie, Michael Evans, Rachelle Ferguson, Shymala Sidharth, Sophie Connors, and Brownderbag Tagaloa.

I would like to thank the Faculty of Design and Creative Technologies, the School of Communication Studies, and the AUT Multimodal Research Centre at Auckland University of Technology in New Zealand for funding the projects and making the writing of this book possible.

I would also like to thank Freiburg Institute for Advanced Studies (FRIAS), University of Freiburg, Germany and the People Programme (Marie Curie Actions) of the European Union’s Seventh Framework Programme (FP7/2007–2013) under REA grant agreement no. [609305] for making the completion of this book possible.

Then, there is family. Family is always most important for my writing. Luke and Kevin, with their humor and light-heartedness as well as the many beautifully prepared meals, particularly by our nutritionist, Luke, always helped me to switch off. Alan, as always, has been more supportive than I can ever explain. He has accompanied me to many destinations from New Zealand to Germany, a ski resort in Austria, a monastery in Spain, the hills of Tuscany, Sicily, Florence, and Rome in Italy, to Chamonix as well as around Nice in France, to Los Angeles and San Francisco in the USA, to Budapest in Hungary, to Stockholm and Lingköping in Sweden, or to Aarhus and Aalborg in Denmark, all the while bearing with me as I was trying to write this book. He sought out hotels that allowed me to continue my writing and has been the kindest companion, who only once stopped me from finishing a section. This was in San Sebastián, where I was typing away, while he had been out and around town. When he came back to the hotel, I was still typing away, but he looked at me earnestly and requested I stop writing and have a look at the beautiful city. How right he was! We had an unforgettable afternoon and evening in San Sebastián and when we left the next morning, I was still happy that I had not finished the section. Now, whenever I come across the section that I did not finish in San Sebastián, I remember our wonderful time there. But this is only one beautiful memory during my book-writing travels and for me, Alan is visible in many parts of this book and I dedicate this book to him.

While so many people have had an impact upon my writing of this book, all shortcomings, of course, are my very own. I do hope that the book will be useful to many students, teachers, and researchers alike and I hope you will enjoy the many examples and forgive the shortcomings.
About the Companion Website

This book is accompanied by a companion website:

www.wiley.com/go/Norris/multimodal-data

The website includes:

- Videos
- Transcript
Chapter 1

Introduction
1.0

Introduction to the Book

Multimodal discourse analysis is an area of research that is becoming more and more widely used in applied linguistics, sociolinguistics, education, psychology, anthropology, business and other applied social sciences. There are a number of multimodal approaches that have sprouted up over the past 20 years (Bateman 2008; Forceville 1994; Jewitt 2002; Kress and van Leeuwen 1996, 1998, 2001; van Leeuwen 1999; Mondada 2006; Norris 2002a, 2004a; O’Halloran 1999; O’Toole 1994; Scollon 1998, 2001a, b; Stöckl 2001). Yet, Multimodal (Inter)action Analysis (Norris 2002a, 2004a, 2011a, 2013a) is the only interdisciplinary approach that has been developed specifically for the analysis of multimodal action and interaction. In this approach, emphasis is placed upon the actions that people take as opposed to the language plus particular non-verbal movements that they produce (Goodwin 1981; Mondada 2014; Scollon 1979), the cognitive work that they do (Anderson 1990; Collins and Quillian 1969; Fodor 1975; Kintsch 1988; Newell and Simon 1976; Tulving 1983) or the psychological expressions that they display (Ekman 1979; Ekman and Friesen 1969). Actions, of course, are embodied and cognitive, psychological and performed with language plus non-verbal movements. In fact, all of the components, the verbal, non-verbal, environmental, cognitive, and psychological come together in our approach to analyzing multimodal (inter)action (Norris 2013a, b). Through systematic analysis of actions and interactions, this approach allows us to gain new insight into human action and interaction in a holistic and comprehensive way, and this book demonstrates how to engage in systematic analysis of multimodal (inter)actions.

What This Book is About

This book illustrates the phases and steps used when engaging in a Multimodal (Inter)action Analysis. The Step-by-Step process outlined here is a guide that shows how you can systematically work with multimodal data. This systematic guide consists of five phases, four of which consist of a number of steps each and one of which consist of a great number of analytical tools. The book emphasizes our working with video data. However, multimodal (inter)action analysts also use this process when working with different kinds of data that include but are not limited to video data. This is shown to some extent in the chapter sections that demonstrate how to use the Step-by-Step guide with examples from an experimental study and a video ethnography. However,
because this book focuses upon video data and the holistic ways to analyze it, other data such as interviews or observational notes may be alluded to, but not worked with here in detail. However, it is important to note that for us, observational notes, text messages, emails, interviews, and diary entries also often are a part of the data collected and analyzed. But now, let us turn to what this book is about.

This book is written for undergraduate and graduate students as well as for emergent and established researchers wishing to engage in multimodal discourse analysis in a theoretically founded and interdisciplinary manner, integrating the verbal and non-verbal with object use and the embeddedness of people with the environment. Some sections of chapters are more geared towards undergraduate students, while other sections of chapters are more useful for Masters students, and again other sections are particularly important for PhD students and researchers wanting to engage in video ethnography. Some chapter sections are absolutely necessary to read for all readers, while other chapter sections are focused to this or that readership. Here, I would like to allude the reader to what is most necessary to engage in for whom to make reading choices and reading assignments easier and clearer for teachers and students alike. The gray boxes contain notes which give a quick overview of which chapters and sections are useful for whom and what to expect to find in them.

**Systematically Working with Video Data: Phases I–V**

**Chapter 1: Systematically Working with Multimodal Data: Introduction**

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<tr>
<th>Note 1</th>
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<tr>
<td>Chapter 1 is a useful read, but <em>not a must-read for undergraduate or graduate</em> students starting out to learn how to conduct a multimodal discourse analysis. PhD students will definitely want to read Chapter 1.1.</td>
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<th>Note 2</th>
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<tr>
<td>Chapter 1 introduces the reader to the book overall, presents a chapter-by-chapter outline, and offers the keen reader a vast amount of references in some of its paragraphs. Without going into too much detail, these references can be used as a guide to delve deeper into the background literature alluded to here.</td>
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Chapter 1, besides first giving a brief overview of what you can find in the chapters to come, quickly sums up other multimodal research areas and the literature background of Multimodal (Inter)action Analysis. Here, you will find an abundant amount of literature referenced and the deliberate reader may want to read some of the texts referred to here. The literature, although quite vast in these paragraphs, is not meant to be comprehensive. Other books and online references are a better place for comprehensive literature reviews (Norris 2015 a–e; Pirini 2017). Also, you will not find me lingering on what has been said or done in many of the referenced texts. Rather, I allude to them in order to lead you to other work if you are inclined to move deeper into the multimodality