Курсова робота

Мультимодальні ігри в сучасних текстах

англійськомовних та українськомовних мемів

Зарицької Юлії Юріївни

студентки групи МЛа 02-20

факультету германської філології і перекладу

денної форми здобуття освіти

Спеціальності 035 Філологія

Науковий керівник

доктор філологічних наук, професор

Ізотова Наталя Павлівна

Національна шкала _____
Кількість балів:_____
Оцінка ЄКТС _____

Київ – 2024

Ministry of Education and Science of Ukraine

Kyiv National Linguistic University

The Department of English Philology and Philosophy of Language

Course Paper

Multimodal Games in Modern English and Ukrainian Memes

Zarytska Yulia

Group MLa 02-20

The Faculty of Germanic Philology and Translation

Full-Time Study

Speciality 035 Philology

Research adviser

Prof. Izotova Natalya

Dsc. (Philology)

Kyiv 2024

CONTENTS

INTRODUCTION

A meme is a dynamic genre of digital culture that combines text, visual and audio elements. This multimodality makes memes a powerful tool for communication, self-expression, and dissemination of ideas. Multimodal games are one of the key techniques used in memes. These games can involve visual, text or audio elements.

The relevance of the study of multimodal games in modern texts of English and Ukrainian memes is due to the fact that memes have become an integral part of online communication, and their influence on society is constantly growing.

The **purpose** of the study is to explore semantics and functioning of multimodal games in modern texts of English and Ukrainian memes.

The following **tasks** will be addressed as part of the research:

- to overview the concepts of multimodality, meme, and multimodal game in light of contemporary linguistics;
- to reveal the semantics of multimodal games in English and Ukrainian memes;
- to explore the role of multimodality in the perception and interpretation of English and Ukrainian memes.

The **object** of the research is the multimodal texts of English and Ukrainian memes.

The **subject** of the course paper is the semantics and functioning of multimodal games in English and Ukrainian memes.

The research methods of the paper comprises semantic-stylistic analysis, multimodal analysis as well as contextual interpretative analysis. and content analysis will be used to solve the tasks.

The coursework includes an introduction, two chapters, general conclusions, a summary, references, and an appendix.

CHAPTER ONE
THEORETICAL PRINCIPLES OF MULTIMODAL GAMES STUDY IN
ENGLISH AND UKRAINIAN MEMES

1.1 The concept of multimodal game in linguistics

In today's world, text memes have become an integral part of Internet culture, and they use multimodality to make their messages more expressive and effective. The concept of multimodality in the context of memes refers to the use of different sensory channels, such as text, images, sound, animation, and others, to create humorous or emotionally charged messages.

First of all, text memes usually use a combination of text and images to convey their message. Text can be used to provide context or commentary, and an image can complement or enhance the humorous effect of a meme. For example, in memes such as "Distracted Boyfriend" or "Woman Yelling at a Cat", images complement the textual content, creating funny situations or memetic images (Zenner, 2018).

Some text memes use animation or video to create the effect of motion or add an extra element of humor. For example, animated GIFs are often used to play short scenes or expressions that help engrave the meme's message (Dawkins, 2006).

Additionally, sound can be an important element in multimodal memes. Sound effects, music or voiceovers can enhance the atmosphere of a meme or give it an additional humorous effect.

Therefore, the multimodality in modern meme texts allows them to be more effective in expressing emotions, humor and ideas. It allows memes to create more complex and meaningful messages that are able to capture attention and communicate with a wide audience in the digital space.

Multimodal play in English and Ukrainian memes is manifested in the use of different media formats (text, images, video, etc.) to create humorous situations, the use of cultural references and linguistic jokes to communicate emotions or ideas.

1.2. Features of memes as multimodal texts

Multimodal texts are those that use a combination of different linguistic and non-linguistic elements to convey information and create impressions. Features of such texts are their ability to communicate using various channels of perception, such as visual, auditory, tactile and others (see Zenner, 2018).

The combination of different linguistic and non-linguistic elements in multimodal texts opens up wide possibilities for the transmission of messages, as it allows creating multi-layered and multi-dimensional means of communication.

First, words in multimodal texts can convey basic information or concepts. They create the basic frame of the text on which the rest of the message is built. Second, images can complement or illustrate the text, add depth and detail to the described situations or ideas. They can also evoke an emotional response and enhance the impression of perceiving the text (Pettis, 2021).

Third, sounds and audio fragments can add atmosphere and mood to the text, create auditory environment effects, or provide additional explanations and comments. Fourth, videos and animations can visualize processes, events, or concepts, helping to better understand the material. They can also create dynamics and add interactivity to the text (Дорошенко, 2014).

The integration of various linguistic and non-linguistic elements in multimodal texts allows creating more complete and effective means of communication that better meet the needs of the audience and contribute to a better understanding of the transmitted information.

Multimodal texts differ from conventional text formats in that they are often more interactive and engaging for the audience. This is due to the inclusion of various interactive elements, such as hyperlinks, buttons, video and audio snippets, which allow readers to actively interact and interact with the content.

First, the presence of hyperlinks and internal cross-references in multimodal texts creates an opportunity for readers to track and explore additional information through clickable elements. This can be useful for further understanding a topic,

researching related topics, or going to sources with more detailed information. Second, the inclusion of buttons or controls allows readers to interact with the content in a more active way. For example, "Next" or "Back" buttons can help organize navigation in multimedia presentations or e-books, giving readers more control over the reading process (see Радзієвська, 1993).

Thirdly, the use of video and audio fragments allows you to create interactive texts that not only convey information, but also involve listeners and viewers in participation. For example, a video can contain exercises for readers, interactive tests or the ability to choose options for the development of the plot. Thus, interactivity in multimodal texts contributes to the active involvement of the audience and increases interest in the perception of content. This creates a more meaningful and exciting perception of information and allows readers to absorb and understand the material presented more effectively (Retskerm, 1993).

First, the use of different media formats allows creating more diverse and creative texts. Images can complement or illustrate text, video can demonstrate processes or events, and audio can provide additional commentary or sound effects. This approach makes communication more dynamic and exciting. Secondly, the integration of different media formats makes it possible to better adapt the text to the needs of different audiences. For example, visually oriented elements may be useful for visual or auditory learning types, while audio or video materials may be more effective for auditory or visual learners (see Chesterman, 1997).

Third, integration with various media formats expands communication possibilities. It allows you to use different channels of perception, such as visual, auditory and kinesthetic, to better convey information and create a fuller and deeper understanding. Therefore, integration with different media formats in multimodal texts expands communication possibilities, providing more diverse, engaging and effective ways of conveying information that better meet the needs of different audiences. This helps improve the perception and assimilation of information, as well as increases interest and interaction with the audience. (see Retskerm, 1993)

Second, the use of music can enhance the emotional impact of multimodal text. Melodies, rhythms, and sound effects can create atmosphere, emphasize an emotional tone, or enhance the mood conveyed by words or images. For example, sad music can enhance the longing or sense of loss in the text. Third, multimodal texts can use video and animation to convey emotion. Moving images can evoke deeper and more intense feelings than mere static images. They can create an atmosphere of dynamics, action or even tension (see Синиця, 2008).

Therefore, due to the use of various media formats, multimodal texts have a great potential to create an emotional impact on the audience. They can evoke various feelings and emotions, giving the text greater emotional content and effectiveness in communication with readers or viewers. Multilevel information in multimodal texts is reflected in their ability to convey information at different levels of depth and detail.

At the first level, words can be basic elements that convey basic information. These can be facts, descriptions, concepts, etc. Words create the basic frame of the text, on which the rest of the information is built. At the second level, images can reinforce or illustrate information provided by words. For example, if the text is describing an object, a picture of the object can help readers better understand what is meant. Images can also be used to create an atmosphere or convey emotions (Дорошенко, 2014).

At the third level, additional media elements can complement and expand the content of the text. For example, video can demonstrate a real-life process or event covered in the text, audio can provide additional commentary or explanation, and graphs or charts can summarize complex data or concepts. Thus, the multilevel of information in multimodal texts allows creating more complete and understandable materials that better meet the needs of the audience. This approach to communication allows you to convey information more effectively and clearly, using different channels of perception and levels of detail. Flexibility and adaptability in the context of multimodal texts are manifested in their ability to adapt to different audiences and communication goals (Shifman, 2014).

First, multimodal texts can be created taking into account the characteristics of a specific audience. For example, if the target audience is children, the text can be visually more vivid and interesting, using fun pictures, animations or games. At the same time, if the target audience is specialists in a certain field, the text can be more technical and in-depth in content, perhaps using complex graphs or diagrams. Second, multimodal texts can be adapted to achieve a specific purpose. For example, if the goal is to attract the attention of the audience to a certain product or service, multimodal text can be created with an emphasis on visuality and emotional impact. If the goal is to explain a complex concept or process, texts can be more textual and use diagrams or videos for better understanding (Yushan, 2013).

In addition, multimodal texts can be adapted for different languages and cultures. Depending on the target audience, texts can be translated or adapted to appropriate linguistic and cultural contexts to communicate most effectively with diverse audiences. Therefore, the flexibility and adaptability of multimodal texts allow them to be effective means of communication, able to achieve different goals and interact with different audiences in different contexts. This ability to adapt makes multimodal texts powerful tools for communication in different areas of life.

In general, multimodal texts are powerful means of communication that use a variety of means of expression to convey messages and create impressions on readers or audiences. They enable a more complete and effective perception of information and can be used in various fields, from education to marketing.

Memes, as multimodal texts, are a unique means of expression that combines different media formats to convey ideas, emotions, and cultural concepts. They become interesting because of their hybridity: text, images, video and audio interact to create a tangible communicative impact. Often, memes use cultural references to create humorous situations or convey certain ideas, and linguistic jokes and ironic expressions make them attractive to the community. These texts also often respond to current events or trends, becoming the object of discussion and interaction on the Internet. And it is thanks to this multimodality that memes are able to effectively

communicate with the audience, making them a powerful means of expressing cultural and social context.

Conclusions to Chapter One

In today's media environment, memes use multimodal elements to create richer and more effective means of communication. This is manifested in the fact that memes combine various linguistic and non-linguistic elements, such as texts, images, videos, audio and others, to convey their message and be perceived by the audience. This approach allows memes to become more dynamic and emotionally meaningful, providing a deeper and meaningful impression of perception. So, the concept of multimodality in modern memes emphasizes their relevance and effectiveness as a means of mass communication and expression of cultural and social ideas.

A game is a form of activity that is recreational, educational, or competitive in nature and usually includes rules or restrictions by which participants operate. In memes, play can be seen in the use of various media formats and cultural references to create humorous or ironic situations that communicate with the audience. Multimodal play in English and Ukrainian memes is the use of different media formats, such as text, images, video, audio and others, to create humorous situations or convey certain ideas. These games can include language jokes, irony, sarcasm, and cultural references, making them effective means of online communication. They can be used to create a sense of community among the audience and elicit reactions to current events or trends.

SECTION TWO

COMPARATIVE ANALYSIS OF ENGLISH AND UKRAINIAN MEMES IN TERMS OF MULTIMODAL GAMING

2.1. Semantics of multimodal games in English memes

In the modern Internet space, English memes have become one of the most popular and effective means of communication and expression of social ideas. They often include multimodal elements that make them richer and more emotionally meaningful. Among these elements, a variety of textual and visual components can be distinguished.

Words in memes are used to convey humor, satire, commentary, or communication in general. They can be parts of witty captions, dialogues, comments, or simply titles that add context to the images. In this example, the meme uses a photo of a man looking at another woman while walking with his girlfriend. The text above the photo describes various temptations that can distract a person from his goal (See fig. 2.1).

(Figure 2.1) "Distracted Boyfriend" meme

Images in English memes play an important role in creating a comic effect or conveying a specific message. They can include photos, drawings, comics, meme patterns, etc. Images can be vivid, expressive, and concise, making them important components of memes. In this example, the meme uses a photo of rapper Drake reacting to different things. The text above the photograph describes his reaction (See fig. 2.2).

(Figure 2.2) "Drakeposting" meme

In addition, English memes often contain video and audio fragments. They can be short videos, audio recordings, sound effects or fragments from movies or popular videos. These audio-visual elements add additional context and emotional expression to memes (see Ross, 2016).

Overall, the discovery of multimodal elements in English memes demonstrates how different media formats combine to create effective and expressive means of communication. These elements interact with each other to create a fuller and deeper understanding and impression of memes that reflect the cultural and social contexts of today's world.

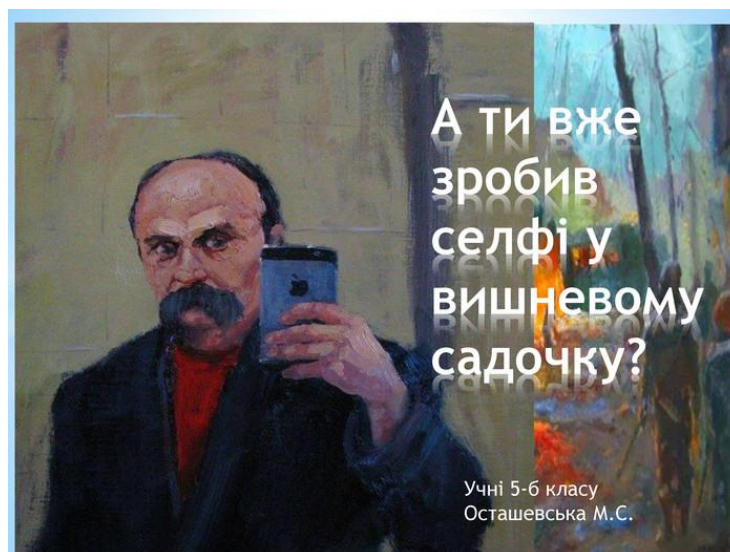## 2.2. Study of Ukrainian memes and their multimodal aspects

The study of Ukrainian memes and their multimodal aspects opens wide opportunities for understanding the influence of memes on the cultural and social context of Ukraine. Ukrainian memes are becoming increasingly popular among Internet users and use a variety of multimodal elements to express ideas, humor, satire, and comment on current events and topics.

The first aspect of the study of Ukrainian memes is the analysis of linguistic components, which include words, phrases, emoticons, abbreviations and other linguistic means used to create humorous or satirical effects. It is important to study which language constructions and expressions are most often found in Ukrainian memes and what role they play in the formation of the communicative content of memes (Бельбас, 2022).
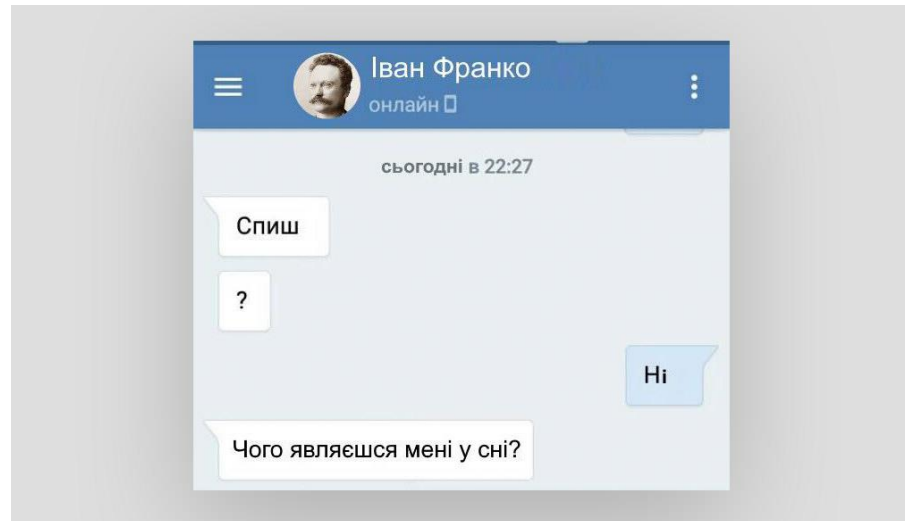
The second aspect is the analysis of visual elements of Ukrainian memes. This includes the study of images, photographs, drawings, comics, and other visual components used to convey messages and create comic effect. Examining the visual aspects of memes will help to understand how different visual techniques are used to create humor, satire, and emotional connection with the audience (See fig. 2.3), (See fig. 2.4), (See fig. 2.5).

(Figure 2.3) "Госпади дапамажи" meme

(Figure 2.4) "Тарас Шевченко" meme

(Figure 2.5) "Іван Франко" meme

In addition, an important aspect is the analysis of other multimodal elements such as audio and video fragments, which may include music, sound effects, short videos, etc. The study of these elements will help reveal the specifics of the use of audio-visual means by Ukrainian memes and their impact on the perception and understanding of memes (https://vm.tiktok.com/ZMMDDn6dj/), (https://vm.tiktok.com/ZMMDDvyPx/).

Therefore, the study of Ukrainian memes and their multimodal aspects is an important step in understanding modern culture and society. This will allow not only to better understand the mechanisms of creation and distribution of memes, but also to open up new opportunities for researching their impact on social processes and the identity of the Ukrainian people.

2.3. The role of multimodal games in creating the audience's emotional response

The role of play in creating an emotional connection with the audience in memes cannot be understated. The game of memes acts as a means of communication and interaction, making them more attractive and engaging for the audience. It provides an opportunity to feel an emotional connection through a shared understanding of humorous or ironic situations.

In many cases, memes play on the emotions of the audience by creating funny, absurd, or simply unexpected situations that cause smiles, surprise, or even

impressions. They can use irony, sarcasm, or humor to actively engage the audience in discussion and sharing. The game can also be based on the use of well-known stereotypes, cultural associations or linguistic trends, which makes memes more accessible to the audience and enhances the emotional response (see Сальохіна, 2012).

In addition, it can be noted that the elements of the game in memes contribute to the formation of a community and a sense of belonging to a certain cultural group. Viewers who understand and interact with memes feel part of a community, which improves emotional connection and fosters mutual understanding (see Zittrain, 2014).

Hence, meme play plays an important role in creating an emotional connection with the audience, helping to maintain an emotional atmosphere, understanding and community among the audience.

Conclusions to Section Two

Identifying multimodal elements in English memes is an important characteristic that determines their effectiveness and audience appeal. English memes often combine different media formats, such as texts, images, videos, and audio clips, to convey a message and evoke emotional responses from viewers. For example, text can complement or comment on an image, and a video or audio fragment can enhance the effect of humor or emotional expression. The presence of various media formats in memes makes them richer and more effective means of communication. They can evoke a variety of emotions, from laughter and pleasure to interest or even sadness. Multimodality allows memes to be more flexible and adaptable to different audiences and situations, making them more universal and accessible to a wide range of viewers. Therefore, the discovery of multimodal elements in English memes is indicative of their complexity and diversity, which makes them so attractive and popular in online culture.

The study of Ukrainian memes and their multimodal aspects is an important step in understanding modern digital culture and its impact on society. The analysis of memes allows us to reveal a wide range of linguistic and non-linguistic elements used for communication and expression of socio-cultural ideas. The identification of multimodal aspects of Ukrainian memes emphasizes their complexity and multifacetedness, which makes them effective means of communication in the online environment. The multimodality of memes allows them to be more saturated, emotionally meaningful and accessible to a wide range of audiences. Understanding the multimodal aspects of Ukrainian memes contributes to a better understanding of the dynamics and characteristics of modern online culture, and also opens up new opportunities for further research in this direction.

Play plays an important role in creating an emotional connection with the audience in memes. It allows memes to be not only comical or interesting, but also to actively interact with viewers, to involve them in the process of perceiving and understanding the content. Meme play can take the form of using humorous scenarios, interactive elements, references to popular cultural and historical contexts, etc. This allows memes to create a strong emotional connection with their audience, fostering a community that actively communicates and interacts through digital media platforms. Thus, the role of the game in memes is to create not only an entertaining, but also an emotionally meaningful experience that contributes to increasing the audience's interest and interaction with the content.

GENERAL CONCLUSIONS

In the conclusion to the term paper on the topic "Multimodal Games in Modern English and Ukrainian Memes", it is worth emphasizing the importance and relevance of the study of multimodal games in modern texts of English and Ukrainian memes. The analysis of multimodal elements in memes allows for a better understanding of how these elements affect perception and emotional interaction with the audience. In particular, the identification of game elements in memes shows their role in creating an emotional connection with the audience, activating empathy and contributing to the formation of the meme community.

The study of multimodal games in memes of the English and Ukrainian languages reveals the multifacetedness and complexity of digital culture, and also emphasizes the importance of further research in this direction. Therefore, the results of the work can be useful for studying the mechanisms of formation of modern Internet culture and the development of digital communication practices.

РЕЗЮМЕ

У курсовій роботі на тему «Мультимодальні ігри в сучасних текстах англійських та українських мемів» розглядається роль мультимодальних ігор у сучасних мемах англійської та української мовами. У роботі аналізується використання різних семіотичних ресурсів, вербального, візуального, аудіального, які, активно взаємодіючи між собою, сприяють конструюванню мультимодального значення. Дослідження розкриває функційний потенціал мультимодальних ігор у створенні емоційного впливу на аудиторію, а також крос-культурну динаміку між англомовним та україномовним Інтернет-просторами. Результати роботи допомагають краще зрозуміти механізми створення сучасних мемів та їх вплив на сприйняття адресатом в онлайн-середовищі.

Ключові слова: мем, гра, гра слів, мультимодальні тексти, мультимодальні аспекти.

REFERENCES

Бельбас Т.О. (2022). *Англомовні політичні інтернет-меми у лінгвістичному аспекті.* Вінниця

Дорошенко К. (2014) *Мовна гра як теоретична проблема.* https://litp.kubg.edu.ua/index.php/journal/article/view/267/261

Радзієвська Т. В. (1993). *Текст як засіб комунікації.* АН України, Ін-т укр. Мови.

Самохіна В. О. (2012). *Жарт у сучасному комунікативному просторі Великої Британії та США.* Харків

Синиця А. (2008). *Концепція «мовної гри» Л. Вітгенштейна. Актуальні проблеми духовності.* Кривий Ріг

Chesterman A., (1997) *Memes Of Translation: The Spread Of Ideas In Translation Theory.* Helsinki

Dawkins R. (2006). *The Selfish Gene.* London: Oxford University Press

Pettis. B. (2021). *Know Your Meme and the Homogenization of WebHistory.* https://mediarxiv.org/urgy7/

Retsker J. (1993). *The theory and practice of translation. In Zlateva (ed.).*

Ross. A. (2016). *The Language of Humour Alison Ross.* https://silo.tips/download/the-language-of-humour-alison-ross

Shifman, L. (2014). *Memes in Digital Culture.* The MIT Press.

Yushan K. (2013). *The phraseology of phrasal verbs in English: a corpus study of the language of Chinese learners and native English writers.* Birmingham

Zenner E. and Geeraerts D., *One does not simply process memes: Image macros as multimodal Constructions.*

https://www.jstor.org/stable/pdf/j.ctvbkjv1f.10.pdf?refreqid=excelsior%3Aa238b1c243150c404d75cb52e5f7a960&ab_segments=&origin=&initiator=&acceptTC=1

Zittrain J. L. (2014). *Reflections on Internet Culture.* https://doi.org/10.1177/1470412914544540

LIST OF ILLUSTRATIVE MATERIAL

1. **https://images.app.goo.gl/MGzpG9YndYibNo68A**

2. **https://images.app.goo.gl/jHPPjbYfZ5pe5N1r7**

3. **https://images.app.goo.gl/53JQQ75KJG2Fpe7J9**

4. **https://www.tiktok.com/@ksn44ik/video/7311592365905612038**

5. **https://www.tiktok.com/@real_popiuk/video/7220926589985508613**

6. **https://images.app.goo.gl/d2fCxEUiqGR5EeEU9**

7. **https://images.app.goo.gl/URZKQEvCGU7xhdqQ6**