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Title	Multiliteracies in the Singapore English Language classroom: Lessons and resources - Viewing and representing with advertisements lesson package for Secondary One G3
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# Multiliteracies in the Singapore English Language Classroom: Lessons and Resources

## Viewing & Representing with Advertisements Lesson Package for Secondary One G3



An Institute of



DEV01/18VL Integrating Multiliteracies into the English Language Classroom: Developing an Instructional Approach to Teach Multimodal Literacy (Critical Viewing and Effective Representing of Multimodal Texts)

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# Multiliteracies in the Singapore English Language Classroom: Lessons and Resources

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# About the Lesson Package

*Year of Design: 2020*

*Year of Implementation: 2020 and 2021*

*Co-designed with: Outram Secondary School*

*Teacher co-designer: Ms. Chin Ann Ann (Ann)*

*Intended Level: Sec 1 G3 Course*

*Size: 30 students per class*

## **Introduction**

- Ann is an experienced teacher, who has been teaching for fifteen years at Outram Secondary School. Together with the research team from NIE, Ann co-designed the multiliteracies (ML) lessons on advertisements for a unit of work. The co-design sessions took into account the multiliteracies lessons from Phase 1, the teacher-set goals and instructional emphasis, the constraints of the curriculum, the allocated time for these lessons, and her student learning needs.
- In the discussion with the researchers, Ann identified the multimodal resources to be used and was guided on the learning processes and the pedagogical features of a multiliteracies classroom in the design of the lessons. Advertisements were identified as the texts for viewing and representing, in part motivated by the coverage of visual texts at national assessment.
- The research team observed two lessons (Lesson 3 and Lesson 5), interviewed the teacher post-lesson and conducted a focus-group discussion with a mixed group of 6 students to collect their feedback. Building on the lessons implemented, the reflections from Ann and her students, as well as the feedback of teachers from the second round of lesson iteration, the research team prepared this version of the lesson package.
- The lessons are shared to connect the principles, ideas, and strategies on how engagement with advertisements can develop students' multimodal literacy. The lessons also connect with the teaching principles and teaching processes encapsulated in *EL Syllabus 2020*. Teachers may adapt these lessons based on the different profile and learning needs of their students.

## **Lesson Scenarios**

- Ann focused on advertisements, drawing on the pedagogic metalanguage as a resource to describe and explain aspects of the (a) integral features of advertisements, (b) ways of interaction in advertisements, (c) representation of ideas in advertisements and the (d) interplay of meanings, over a total of 6 lessons of an hour each.
- The lessons are designed around the learning processes for multimodal literacy development (Lim & Tan-Chia, 2023) and they complement and support both the six *Teaching Principles* and the six *Teaching Processes* encapsulated in *EL Syllabus 2020*. These syllabus features are widely known among teachers as CLLIPS (contextualisation, learner-centredness, learning-focused interaction, integration, process orientation and spiral progression) and ACoLADE (raising awareness, structuring consolidation, facilitating assessment for learning, enabling application, guiding discovery and instructing explicitly) respectively.

The learning processes are:

- **Encountering:** In encountering, the teacher designs for affective learning experiences by valuing the students' lifeworlds (New London Group, 1996). The learning process of encountering raises students' awareness by guiding them to respond and reflect on their emotional engagement with the multimodal text. The teacher invites students to bring artefacts or tell stories from their daily contexts as rich resources for discussion.
- **Exploring:** In exploring, the teacher designs cognitive learning experiences by guiding students in identifying and offering textual evidence in their exploration of multimodal texts. The learning process of exploring supports instructing explicitly, where the teacher introduces the pedagogic metalanguage as a resource and models how she will use the concepts to interpret the text, and inductive learning, where students explore the meanings in the text amongst themselves before the teacher synthesises their understandings from their guided discovery activity.
- **Evaluating:** In evaluating, the teacher designs critical learning experiences through guiding students in their analysis of multimodal texts. Students recognise perspectives and evaluate the multimodal text in relation to how successfully it has been created and the values conveyed in the text. The learning process of evaluating is carried out through joint construction of meaning between the teacher and students, amongst students themselves, or as an independent construction of meaning. All these points of engagement are assessment for learning moments.
- **Expressing:** In expressing, the teacher designs embodied learning experiences through offering opportunities for students to apply themselves in the physical acts of meaning-making through their multimodal composing. Expressing can be supported with digital tools and done collaboratively amongst students as social knowledge building and learning-focused interactions. The learning process of expressing empowers students to be active and agentive designers of meaning while it integrates the learning meaningfully for them.

Structuring consolidation occurs each time the teacher wraps up the lesson or the unit of work.

- Ann facilitated the students' encounter with advertisements by activating their prior knowledge. She scaffolded the students' multimodal literacy learning through a combination of explicit instruction and teacher modelling balanced with student inquiry as she guided the students to explore the visual and language features in the texts. The students then evaluated the texts collaboratively before expressing their understanding through multimodal composing of advertisements based on one of three topics.






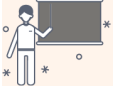

Lesson 1	Integral Features of Advertisements – Visual and Language Features
Lesson 2	Ways of Interaction in Advertisements – Distance, Prominence, Address, Power
Lesson 3	Representation of Ideas in Advertisements – Message, Appeal, Intent
Lesson 4	Interplay of Meanings in Advertisements – Similar and Different Meanings conveyed by Visuals and Text
Lesson 5	Multimodal Composing of Advertisements
Lesson 6	Presentation of Advertisements

### Note on Adaptation

- The lessons are intended for adaptation in response to the readiness, interest, and learning profile of the students.
- Depending on the profile of learners, further and separate lessons may need to be devoted to introducing the pedagogic metalanguage with more examples and teachers' explanation to support students' learning of the concepts and vocabulary.
- The lessons could be integrated, organised, and chunked into segments, to guide students to develop the knowledge, skills and semiotic awareness in multimodal literacy learning (Lim & Tan-Chia, 2023) or for the purposes of blended learning:
  - Learning the Multimodal Skills for Meaning-making (Lessons 1, 2, 3, 4)
  - Expressing the Multimodal Skills for Meaning-making (Lessons 5, 6)
- For weaker students or classes, the necessary scaffolding can take the form of:
  - teacher modelling the systematic deconstruction of multimodal concepts, for example, through show-and-tell activities
  - opportunities for teacher-guided discussion and learning experiences
- The lessons and resources could also be used flexibly to complement the teaching of all other areas of language learning, undergirded by the choice selection of multimodal texts, including the use of multimedia.

### Lesson Design & Learning Processes

- The lessons are designed around the learning processes for students' multimodal literacy development (Lim & Tan-Chia, 2023). The learning processes build on the dimensions of the Learning by Design Framework (New London Group, 1996) which have since been developed as knowledge processes in Cope and Kalantzis (2015), and Lim, Cope and Kalantzis (2022).
- The pedagogical features of a multiliteracies classroom (Lim & Tan-Chia, 2023) are infused into each lesson, where appropriate, and annotated with an icon.

Pedagogical Features of a Multiliteracies Classroom					
	Is Organised by Genre		Has Inductive Learning		Has Artefact Making
	Uses Authentic Texts		Has Collaborative Learning		
	Has Explicit Teaching		Has EdTech Enhanced Learning		

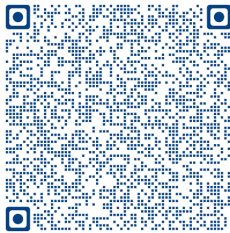
- Attention may not be distributed equally across the learning processes and pedagogical features in every lesson, but all learning processes and pedagogical features will typically be observed within a Unit of Work and across different lessons. Some learning process and pedagogical features figure more prominently in certain lessons than in others, depending on the lesson objectives. For example, at the start of the Unit, students would encounter and explore multimodal texts before evaluating perspectives and expressing their understanding in later lessons.

## Resources

- Lessons 1 – 6 appended here
- Teaching and Learning Resources for Lessons 1 – 6 (Annex 1 a-e, 2a-f)
- Student Artefacts (Annex 3)

## Access resources here

<https://bit.ly/ResourcesLPAd-a>



## References

- Cope, B., & Kalantzis, M. (2015). *A Pedagogy of Multiliteracies: Learning by Design*. Palgrave Macmillan.
- Lim, F. V. & Tan-Chia, L. (2023). *Designing learning for multimodal Literacy: Teaching viewing and representing*. London & New York. Routledge.
- Lim, F.V., Cope, B., & Kalantzis, M. (2022). A metalanguage for learning: Rebalancing the cognitive with the socio-material. *Frontiers in Communication*. <https://doi.org/10.3389/fcomm.2022.830613>
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92.

## UNIT OVERVIEW




<b>Term 1 Week 3</b>	<b>Theme/Topic: The World and I</b>	<b>Class: Sec 1 G3 (ENA)</b>	
<b>Unit: 1</b>	<b>Sub-theme: Modern Gadgets</b>	<b>Lessons: 1 to 6</b>	<b>Duration: 1 hour x 6 sessions</b>
<b>Learner Profile</b>	<p>30 students</p> <p>Students are vocal and enjoy lively discussions. The class is a good mix of students with different readiness and abilities. Most of them have an average command of the language. They have the basic ability to utilize simple applications like Microsoft Word and PowerPoint to create multimodal products.</p>		
<b>Unit Goal</b>	<p><u>Content</u> To examine the content of advertisements.</p> <p><u>Language</u> To discern the meaning and representation of ideas in multimodal resources with understanding and clarity.</p> <p><u>Multimodal Knowledge, Skills and Awareness</u> To deconstruct and reproduce multimodal texts with multimodal features to develop multimodal knowledge, skills and awareness.</p>		
<b>Unit Summary</b>	<p>Examine and deconstruct the visual and language features of multimodal texts found in advertisements.</p> <p>Integrate these visual and language features to culminate in the production of advertisements and to receive peer feedback.</p>		
<b>Adaptative Use</b>	<p>This unit of work is suitable for:</p> <ul style="list-style-type: none"> <li>• developing the knowledge, skills and semiotic awareness in viewing and creating advertisements</li> <li>• introducing the pedagogic metalanguage formally and systematically to students for the first time to describe the multimodal features of texts</li> </ul>		










## LESSON 1 (60 mins) – Lesson on the Integral Features of Advertisements

### Lesson Objectives

- Demonstrate understanding of how an advertisement is created based on purpose, audience, context and culture.
- Identify and demonstrate understanding of the different integral features and components of advertisements and the functions they serve

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Encountering	10 mins      	<p><b>State Lesson Objectives</b> Discuss and state the objectives of the lesson. Focus on how the integral features in advertisements provide the big visual picture.</p> <p><b>Access Ss' Prior Knowledge</b> Arrange with Ss to key in 3 words in Mentimeter which they know about or are related to advertisements.</p> <p><b>Activate Prior Knowledge – Think-Pair-Share</b> Facilitate the learning experience. Ss exchange and view the advertisements brought by their shoulder partners. Each pair to share and compare the advertisements with partner/the class:</p> <ul style="list-style-type: none"> <li>– Why did you choose this advertisement?</li> <li>– Is the advertisements attractive? Why or why not? State 2 reasons.</li> <li>– What do you notice about the advertisements? Is there any interesting feature of the advertisements that drew your attention immediately? (e.g., image, logo, fonts, colour, slogan, product name, etc.)</li> <li>– How does the advertisement make you feel? Why did you feel this way?</li> <li>– What do you think is the purpose of the advertisement?</li> <li>– Who do you think is the intended audience of the advertisement?</li> </ul>	Mentimeter          Variety of advertisements (authentic texts)	Check-in task          Check-in task

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p><b>Extend Ss' Understanding</b>  For example:  If S's response is influenced by colour →  What is the emotion or meaning associated with the choice of colour? What does it draw your attention to?  “Red” – exciting, fiery, passionate  “Yellow” – cheer, sunshine, holiday</p>		
<b>Exploring</b>	<p>20 mins</p>  	<p><b>Activate Learning – Whole-class Approach</b>  Arouse interest by using stories and images (STP).  Show commercials/ advertisements/ images/ visual stimulus that are related to the students' personal or social interests (their lifeworld).  E.g., Handphone – Samsung Galaxy S10 advertisement</p> <p>Deconstruct the advertisement with the class:</p> <ol style="list-style-type: none"> <li>What is the purpose of the advertisements?</li> <li>Who is the target audience?</li> <li>What is the context of this advertisements?</li> <li>What do you think is the message?</li> </ol> <p><b>Introduce Conceptual knowledge</b>  Deconstruct the integral features of advertisements (visual and language features) and the functions they serve with reference to Samsung Galaxy S10, annotating one feature at a time. Annotate the features with the class.</p>	<p>PowerPoint Slides: Annex 1a</p> <p>PowerPoint Slides: Annex 1a</p>	<p>Guided Discovery task</p>
	<p>5 mins</p>	<p><b>Putting the Multimodal Features Together</b>  <i>Group work</i></p>		



Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
	 	<p>S select 1 advertisement from their collection of advertisements brought to class and paste the advertisement on a sheet of paper.</p> <p>Organise the Ss to discuss and analyse the advertisement in a similar manner, annotating the visual and language features of the advertisements and their functions.</p> <p>S representatives will be called upon to share their annotations.</p> <p><i>Individual Work</i></p> <p>Guide Ss to analyse the visual elements of an advertisement (Gong Cha, Polar Chocolate Roll) and note down the visual and language features and their corresponding functions.</p>	<p>Variety of advertisements (authentic texts)</p> <p>Student Handout: Annex 2a</p>	<p>Practice task</p> <p>Text analysis</p>
<b>Evaluating</b>	<p>25 mins</p>  	<p><i>Pair Work</i></p> <p>Refer Ss to the advertisements brought by the Ss or to the Burger King Whooper advertisements to further reinforce the concepts and integral features of print advertisements.</p> <p>Draw attention to the variations of the Whooper advertisements (angriest burger versus Halloween burger) and relate the advertisements to their Purpose, Audience, Context and Culture, semiotic choices and the integral visual and language features.</p> <p>Demonstrate making thinking visible.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>I think this advertisement is about ordering the 'Halloween Whooper' because of the phrase '...' (language) and the capital font size in bold (graphic text) and the image of the whooper with dripping A1 sauce on the chopping board (visual).</li> </ul> <p>All these visual and language features work together to tell us ... (interplay/impact).</p>	<p>PowerPoint Slides: Annex 1a</p>	<p>Further text analysis</p>




Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		Where time permits, Ss could complete an independent analysis and evaluation on 'saving nature'. Alternatively, this activity could be given to high progress learners while Teacher attends to the weaker Ss or the needs of the class.	Student Handout: Annex 2a	




**LESSON 2 (60 mins) – Lesson on Ways of Interaction in Advertisements**








**Lesson Objectives**

- Describe choices made in advertisements using the metalanguage pertaining to ways of interaction: prominence, power, address, distance
- Explain the effects of choices made in advertisements with supporting textual evidence

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks									
<p><b>Encountering</b></p>	<p>10 mins</p>  	<p><b>State Lesson Objectives</b>            Discuss and state the objectives of the lesson. From parts to whole, how to unpack the visual and language features in terms of prominence, power, address and distance in order to interact with the target audience of advertisements.</p> <p><b>Activate Prior Knowledge – KWL Chart (STP)</b>            Review and direct S to self-assess the conceptual knowledge on multimodal literacy learned so far by recalling aspects of the integral features of print advertisements.</p> <p>KWL is used to encourage S to discuss, ponder and anticipate the other aspects of an advertisement that contribute to its appeal and representation of ideas.</p> <table border="1" data-bbox="622 1118 1536 1334"> <thead> <tr> <th data-bbox="622 1118 927 1190">Things you already <u>know</u></th> <th data-bbox="927 1118 1232 1190">Things you <u>want</u> to know</th> <th data-bbox="1232 1118 1536 1190">Things you have <u>learned</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="622 1190 927 1262"></td> <td data-bbox="927 1190 1232 1262"></td> <td data-bbox="1232 1190 1536 1262"></td> </tr> <tr> <td data-bbox="622 1262 927 1334"></td> <td data-bbox="927 1262 1232 1334"></td> <td data-bbox="1232 1262 1536 1334"></td> </tr> </tbody> </table>	Things you already <u>know</u>	Things you <u>want</u> to know	Things you have <u>learned</u>							<p>S's collection of advertisements</p> <p>Graphic organiser</p>	<p>Concept review</p>
Things you already <u>know</u>	Things you <u>want</u> to know	Things you have <u>learned</u>											

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
<b>Exploring</b>	20 mins      	<p><b>Activate Learning – Whole-class Approach</b></p> <p>Show a variety of advertisements.</p> <ul style="list-style-type: none"> <li>– So, who are the advertisements directed at?</li> <li>– How do the advertisements draw the viewers' attention? How do they interact with viewers?</li> </ul> <p>Introduce 'Ways of Interaction' and the concepts of Prominence, Power, Address, Distance. Facilitate the learning experience by first having each pair/group examine one salient visual feature and relate it directly to Prominence, Power, Address, or Distance. Illustrate with reference to any suitable advertisements.</p> <p>Consolidate the discussion by deconstructing the concepts through show-and-tell to bring out the features and connect them to their functions and effects.</p> <p>For example,</p> <ul style="list-style-type: none"> <li>• Introduce prominence by drawing attention to the main visual display of a Subway sandwich, Lotus Biscoff and a Staedtler highlighter and how the subject of the advertisements gained prominence through foregrounding, in comparison to secondary details, with the use of sharp images and colour contrast to arrest attention.</li> <li>• Direct Ss to animal charities, Singapore Army, Flight to Bali to illustrate how the use of direct and indirect gaze can serve to involve viewers/readers in the cause.</li> <li>• Draw students' attention to the use of high/low angles to create impressions of power or vulnerability to evoke emotions by using the</li> </ul>	<p>Variety of advertisements (realia)</p> <p>PowerPoint Slides: Annex 1b</p>	<p>Guided Discovery task</p> <p>Conceptualisation task</p>

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>movie advertisement on The Bourne Ultimatum and Project Samuel for child sponsorship.</p> <ul style="list-style-type: none"> <li>Highlight the range of shots (close/medium/long) used to illustrate intimacy with the subject of the advertisements by using the police scam alert, a writing competition and World No Tobacco Day.</li> </ul>		
Evaluating	<p>30 mins</p>   	<p><b>Putting the Multimodal Features Together</b></p> <p><i>Group work</i> Organise Ss to discuss and analyse the advertisements in a similar manner, annotating the multimodal features of the advertisement to draw out the semiotic choices embedded in the ways of interaction in the texts.</p> <p>Assign groups to analyse either the Apple Watch or the Samsung Gear Watch in terms of how they interact with the audience through Prominence, Power, Address, Distance.</p> <p>Ss discuss and type their response on Google Doc:</p> <ol style="list-style-type: none"> <li>one strategy used in the advertisements</li> <li>effects on the viewer</li> <li>textual evidence</li> <li>effectiveness and appropriateness of the strategy used</li> </ol>	<p>Student Handouts: Annex 2b</p> <p>Google Doc</p>	<p>Practice task</p>



Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks															
		<table border="1" data-bbox="629 347 1352 635"> <thead> <tr> <th></th> <th>Prominence</th> <th>Address</th> <th>Power</th> <th>Distance</th> </tr> </thead> <tbody> <tr> <td>Apple </td> <td>Feature: Effect on viewer:</td> <td>Feature: Effect on viewer:</td> <td>Feature: Effect on viewer:</td> <td>Feature: Effect on viewer:</td> </tr> <tr> <td>Samsung </td> <td>Feature: Effect on viewer:</td> <td>Feature: Effect on viewer:</td> <td>Feature: Effect on viewer:</td> <td>Feature: Effect on viewer:</td> </tr> </tbody> </table> <p data-bbox="618 687 1541 895">Review the information that is keyed into the organiser. Have the class compare the advertisements in terms of the interaction strategies used. Encourage the class to vote on the brand they are likely to buy. Direct Ss to assess the effectiveness of the advertisements and justify with textual evidence.</p>		Prominence	Address	Power	Distance	Apple 	Feature: Effect on viewer:	Feature: Effect on viewer:	Feature: Effect on viewer:	Feature: Effect on viewer:	Samsung 	Feature: Effect on viewer:	Feature: Effect on viewer:	Feature: Effect on viewer:	Feature: Effect on viewer:		Presentation
	Prominence	Address	Power	Distance															
Apple 	Feature: Effect on viewer:	Feature: Effect on viewer:	Feature: Effect on viewer:	Feature: Effect on viewer:															
Samsung 	Feature: Effect on viewer:	Feature: Effect on viewer:	Feature: Effect on viewer:	Feature: Effect on viewer:															







### LESSON 3 (60 mins) – Lesson on the Representation of Ideas in Advertisements



#### Lesson Objectives

- Describe choices made in advertisements using the pedagogic metalanguage provided for the representation of ideas.
- Explain the effects of choices made in advertisements with textual evidence to bring across persuasion through appeal, the communication of intent and the representation of meanings.

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Encountering	10 mins 	<p><b>State Lesson Objectives</b> Discuss and state the objectives of the lesson.</p> <p><b>Activating Prior Knowledge – See Think Wonder (STP)</b> Review and direct S to self-assess the knowledge on multimodal literacy learned so far and to use their prior knowledge to fill in the See-Think-Wonder worksheet.</p> <p>Encourage Ss, for a start, to anticipate, think aloud and raise questions on the different aspects of an advertisement and how advertisements make meaning through creating appeal, expressing intent, and representing literal or implied meaning.</p>	<p>Variety of advertisements (realia)</p> <p>Student Handouts: Annex 2c</p>	Concept review
Exploring	20 mins 	<p><b>Activate Learning – Whole-class Approach</b></p> <p>Show a variety of advertisements.</p> <ul style="list-style-type: none"> <li>– So, what is striking about these advertisements?</li> <li>– How do the advertisements draw the viewer’s attention?</li> </ul> <p>Direct Ss to view 3 different advertisements and correctly match their visual and language features to the 3 types of ‘appeal’ by describing their features and what they seek to do.</p>	<p>PowerPoint Slides: Annex 1c</p>	Guided Discovery task

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>Introduce the Representation of Ideas in an advertisement with focus on 3 features pertaining to</p> <ul style="list-style-type: none"> <li>- Appeal (Authority, Reason, Emotion)</li> <li>- Intent (Economics, Education, Entertainment)</li> <li>- Message (Literal Meaning, Inferential Meaning)</li> </ul> <p>Illustrate with reference to specific visual and language features in the advertisements that bring out the representation of ideas.</p> <p>For example:</p> <p><u>For appeal</u></p> <ul style="list-style-type: none"> <li>• Have Ss match the visual and textual features from 3 advertisements on animal abuse, toothpaste and French fries to the concept of appeal by making distinctions between reason, authority and emotion.</li> <li>• Highlight how celebrities endorse consumer products, such as rice cooker and massage chair, by capitalizing on their personal fame, glamour, or acclaimed expertise (authority).</li> <li>• Use a variety of product advertisements such as on shampoo, washing detergent, quitting smoking and donation to Salvation Army to illustrate the communication of appeal (reason, emotion).</li> </ul> <p><u>For intent</u></p> <ul style="list-style-type: none"> <li>• Have Ss match 3 advertisements on smoking, a learning camp and the use of a humorous advertisement to the concept of intent or purpose in advertisements, namely, the sale or promotion of products and services (economics), to educate or persuade an audience about an issue or a cause (education), and to suggest light-hearted humour or relief (entertainment).</li> </ul>		




Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<ul style="list-style-type: none"> <li>Facilitate understanding of intent by referring to advertisements on chicken essence for mental power, Milo as a beverage, animal abuse associated with animal circus, the need to quit smoking, and a comic advertisement on relieving stress with colouring crayons.</li> </ul> <p><i>For message</i></p> <ul style="list-style-type: none"> <li>Have Ss examine literal and implied meaning embedded in the visuals and text of the advertisements.</li> <li>Refer to Pedigree’s support of animal adoption, flights on Singapore Airlines A330 for comfort and the sale of software services from DHL Global Business Services.</li> </ul>		
<b>Evaluating</b>	<p>10 mins</p>   	<p><b>Putting the Multimodal Features Together</b></p> <p><i>Group work</i> Consolidate the explicit teaching of concepts by having students apply their understanding through practice.</p> <p>Have students annotate the visual and language features of the advertisement to draw out the representation of ideas in the advertisements.</p> <p>Groups are assigned 1 advertisement to focus on Appeal, Intent or Message in the advertisement. They can use their own advertisements or refer to the Handouts again.</p> <p>Review the information that is keyed into Google Doc and clarify the strength of the ideas expressed. Justify with textual evidence.</p>	<p>Advertisements (own) or Student Handouts: Annex 2d</p> <p>Google Doc</p>	Practice task



Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
<b>Evaluating</b>	20 mins  	<p><i>Group Work</i></p> <p>Guide student pairs to compare a series of six advertisements on apparel for men, women and children from Uniqlo. Ss apply their understanding of the use of different appeal strategies to achieve the advertiser’s intended meaning through the common key messages (literal and inferential) communicated to captivate potential buyers’ attention.</p> <p>Questions to help frame the discussion:</p> <ol style="list-style-type: none"> <li>a. Identify the type of appeal in each advertisement. Support with textual evidence.</li> <li>b. Who is the target audience?</li> <li>c. What is the intent of the advertisement?</li> <li>d. Can you identify any literal or inferential meaning?</li> <li>e. Would you want to improve the way the representation of ideas is being conveyed? In what way?</li> </ol> <p>Have Ss evaluate the overall effect of the advertisements. As part of the evaluation, students can suggest ways in which the representation of ideas can be improved to reach its target audience.</p> <p>Arrange for Ss to present their analysis and interpretations in order to surface the corresponding evidence. Consolidate the key learning points from the lesson on representation of ideas.</p>	Student Handouts: Annex 2e (Uniqlo advertisements)	Text analysis          Presentation task


## LESSON 4 (60 mins) – Lesson on the Interplay of Meanings in Advertisements

### Lesson Objective

- Demonstrate how the combination of semiotic choices conveys the interplay of meanings in advertisements.

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Encountering	<p>5 mins</p> 	<p><b>State Lesson Objectives</b> Discuss and state the objectives of the lesson.</p> <p><b>Recapitulate the Metalanguage and Features of advertisements</b> Encourage student pairs to turn and talk about the concepts from previous lessons. Ss reflect on the integral features, ways of interaction and the representation of ideas in advertisements, using the pedagogic metalanguage to describe how they make meaning to capture the audience attention.</p> <p>Have each pair pick any one concept, for example, direct and indirect gaze, and take turns to quiz each other about the concept and the semiotic choices used to illustrate the concept.</p>	Variety of advertisements (realia)	Concept review
Exploring	<p>15 mins</p>  	<p><b>Activating Learning – Whole-class Approach</b></p> <p><i>Using stories and images</i> Model how to identify the various visual and language features in an advertisement. The advertisement can be from the S's collection or the T's repository. Introduce the interplay of meanings between images and text in advertisements.</p> <p>Discuss how semiotic choices and features worked together to communicate similar or dissimilar meanings to create lasting impressions on an audience.</p>	<p>Variety of advertisements (realia)</p> <p>PowerPoint Slides: Annex 1d</p>	

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>Use the Thinking Aloud routine to deconstruct the features identified and draw attention to how the features work together to reinforce similar meanings or suggest different meanings.</p> <p>For example: <u>Similar Meaning</u></p> <ul style="list-style-type: none"> <li>Refer to the different flavours of tea and the consistent taste of great coffee, anytime and anywhere, to illustrate how text and the visuals support each other to reinforce similar meanings.</li> </ul> <p><u>Dissimilar Meaning</u></p> <ul style="list-style-type: none"> <li>Draw attention to ‘Got Milk’ featuring Wolverine (from Marvel Comics) and Superman (from DC Comics) to illustrate how when the text and visuals are unrelated to each other, they can create dissonance in meaning-making.</li> <li>Point out that the effect could be intriguing or disconcerting, for example the suggestion that Wolverine’s superpower came from milk which contained the protein to recharge tired bodies.</li> </ul>		Checks for Understanding
<b>Evaluating</b>	<p>40 mins</p>  	<p><b>Putting the Multimodal Features Together</b></p> <p><i>Group work</i> Organise Ss to form groups and to either select a suitable and rich advertisement from their own or from the T’s collection. (choice)</p> <p>Have Ss collaborate with each other. They identify and discuss the visual and words in their selected advertisement. Supporting reasons are to be provided.</p>	<p>Variety of advertisements</p> <p>Student Handouts: Annex 2f</p>	Text Analysis

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks												
		<p>For example:</p> <ul style="list-style-type: none"> <li>Ss apply their understanding and analyse the advertisement of a famous ice cream, Magnum, and describe how well the image of ice cream oozing from its chocolate crust and the tagline ‘adventure with every bite’ worked together.</li> <li>Study the effect of such juxtaposition and the interplay of meanings on the overall coherence and effect of the advertisement.</li> </ul> <p>Prompts for Ss:</p> <ul style="list-style-type: none"> <li>Identify all the features.</li> <li>What is their appeal and intent?</li> <li>Do the visual and the words work together? How?</li> <li>What is the overall meaning/purpose of the advertisement?</li> </ul> <p>Ss fill in their analysis in the given template:</p> <table border="1" data-bbox="640 943 1505 1123"> <thead> <tr> <th>Features (Visual/Words)</th> <th>Description</th> <th>Analysis</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Have each group present their responses to the class. The rest of the class will be given 1 red and 1 green ice cream stick. After each presentation, if they have understood and agree with the presenters, they show the green ice cream stick. If they do not understand some aspects or have queries, they will show the red ice cream stick.</p>	Features (Visual/Words)	Description	Analysis											<p>Group Presentation</p>
Features (Visual/Words)	Description	Analysis														




Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>The presenters can answer the questions from their peers or the teacher can address the queries and clarify doubt.</p> <p>Sentence starters to help Ss present their responses.  For example:  The overall purpose of this advertisement seems to be...  The image is compared to...  The title helps me see that...</p>		







## LESSON 5 (60 mins) – Lesson on Multimodal Composing of Advertisements

### Lesson Objectives

- Demonstrate how the interplay of visual and text features in advertisements can represent ideas and make meaning to engage an audience.
- Generate, select and organize ideas for writing and representing creatively and critically for a variety of purposes, audiences, contexts and cultures.
- Develop, organize and express ideas coherently, cohesively, creatively and critically in writing and representing to produce texts for a variety of purposes, audiences, contexts and cultures.

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Encountering	15 mins 	<p><b>Set context and recap</b> Tune in with statement of lesson objectives.</p> <p>Have Ss recapitulate all salient multimodal concepts/features from the previous lesson with reference to a familiar advertisement.</p> <p>Use the Thinking Aloud routine for Ss to wonder and articulate out loud what they already knew and had learnt to elucidate and interrogate the features of multimodal texts.</p>	Advertisements (from previous lessons)	Concept review
Exploring	20 mins  	<p><b>Demonstrate learning - integrate viewing with representing</b></p> <p><i>Promote Thinking and Discussion</i> Demonstrate briefly how to create a simple advertisement that employs the different features to convey an idea or a message. The <b>exemplar</b> serves to make visible what is expected and to illustrate how Ss can plan and organise their own representing task.</p> <p>For example: <u>Composing</u></p>	SLS, MS Word  PowerPoint Slides: Annex 1e  Annotated advertisements (exemplar)	



Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<ul style="list-style-type: none"> <li>• Use an on-screen drag and drop function, co-construct with the class an advertisement for the Titanium Pro8, a Huawei mobile phone.</li> <li>• Elicit class responses in identifying and describing where the different features, such as the main visual display, the use of logo, the call to action and the brand and product names should be arranged on the page to suggest the focus of attention. (prominence)</li> <li>• Where appropriate, mix, size and resize the multimodal features to achieve the intended message and meaning for effect.</li> </ul>		
<b>Evaluating</b>	<p>10 mins</p>  	<p><b>Students plan their own advertisements</b> <i>Pair work</i></p> <p>Organise Ss to form pairs.</p> <p>Have Ss brainstorm for a product and product ideas, from one of three suggested product categories, decide on the target audience and agree on the purpose for the advertisements. Direct Ss to ideate the visual and language features to be included in their advertisements with a clear message. Ss may wish to sketch a preliminary advertisement during their discussion.</p> <p><i>Prompts for Ss:</i></p> <ul style="list-style-type: none"> <li>– Decide on what to promote and who you want to showcase it to first.</li> <li>– Decide on the technique you will use to bring out the appeal, intent and message.</li> </ul> <p>Here is an example of a design brief based on 3 product categories:</p>	<p>Student Handouts: Annex 2g</p>	<p>Brainstorming task</p>


Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>Imagine you and your team are in charge of designing an advertisement for an important agency. Your agency distributes products in the following product categories:</p> <ul style="list-style-type: none"> <li>• Food (beverages, snacks, pre-packed meals)</li> <li>• Sports (shoes, gym attire, fitness equipment)</li> <li>• Electronic gadgets (mobile phone, earphones, digital watches)</li> </ul> <p>Your agency brief:</p> <ul style="list-style-type: none"> <li>• Design an outstanding advertisement for <u>one</u> key product (select or propose one).</li> <li>• Use all the visual features and suitable EdTech tools to compose a compelling advertisement.</li> <li>• Be prepared to present and defend your proposed advertisement before agency directors.</li> </ul>		
<b>Expressing</b>	<p>15 mins</p>  	<p><b>Students create their own advertisements</b></p> <p>Have Ss create/write/draw/produce an individual draft of their multimodal composition. They can complete it as homework, using digital tools such as MS Word, Canva or PowerPoint to create their individual multimodal compositions.</p> <p>Remind Ss to upload their completed artefacts onto a digital platform, such as the Student Learning Space or Padlet, for viewing and sharing.</p> <p>Have Ss complete a self-reflection checklist to reflect and assess their own learning.</p>	<p>SLS</p> <p>Self- learning Checklist: Annex 2h</p>	<p>Choice of Advertisement tasks</p> <p>Reflection</p>








## LESSON 6 (60 mins) – Lesson on Presentation of Advertisements (Multimodal Composing)

### Lesson Objectives

- Speak and represent confidently, coherently and cohesively for a variety of purposes, audiences, contexts and cultures.
- Evaluate student artefacts (compositions) with the use of criteria and supporting evidence.

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
<b>Expressing</b>	<p>45 mins</p>    	<p><b>Group Presentations &amp; Peer Assessment</b></p> <p><i>Within-Group Presentation</i>            Organise the Ss to present their artefacts in student groups, identifying their products, providing explanations for their choice of products, and explaining the visual and text features (for example, the main visual display, the focus of attention, the use of logo, graphic text, call to action) incorporated in their compositions to their group mates.</p> <p>Have Ss peer assess the multimodal features illustrated in the advertisement with the use of a Checklist. The Checklist served as a tool for consolidation and review.</p> <p><i>Class Presentation – Individual Representatives</i>            Invite representatives from select groups to present their multimodal compositions to the class to elicit peer feedback.</p> <p>Have Ss vote and justify their choice of the top 3 advertisements with the use of Mentimeter. They can make reference to purpose, the overall ideas and message of the composition, the expression of the multimodal features and their effect on the viewers.</p> <p>Prompts to help the class in their peer evaluation:            – Which multimodal concepts are illustrated in the advertisement?</p>	<p>S uploaded advertisements</p>    <p>Student Handouts: Annex 2i (Checklist to Assess Advertisements)</p>	<p>Peer evaluation</p>

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<ul style="list-style-type: none"> <li>- What stood out for you?</li> <li>- Is it clear to you how the meaning/purpose or intent of the advertisement is communicated?</li> <li>- Do you agree with your friend's analysis? Can you build on his/her response?</li> </ul>		
<b>End-of-Unit Consolidation</b>	15 mins 	<b>Reflection</b> Summarise the key learning points in the Unit.  Direct Ss to write a short reflection on: <ul style="list-style-type: none"> <li>• 1 thing they enjoy learning from the lessons</li> <li>• 1 thing they are still unsure about/ want to find out more</li> <li>• 1 skill they can apply in daily life</li> </ul> Journal reflections may be completed as homework.	Journal	Self-evaluation

Legend:		Pedagogical Features of a Multiliteracies Classroom	
	Is Organised by Genre		Has Inductive Learning
	Uses Authentic Texts		Has Collaborative Learning
	Has Explicit Teaching		Has EdTech Enhanced Learning
			Has Artefact Making