
Title	Multiliteracies in the Singapore English Language classroom: Lessons and resources - Viewing and representing with advertisements lesson package for Secondary Two G2
Author(s)	Lim Fei Victor, Tan-Chia Lydia, Nguyen Thi Thu Ha, Tan Jia Min and Shafiq Kuthupdeen

Copyright © 2022 Office of Education Research (OER), National Institute of Education, Nanyang Technological University (NIE NTU), Singapore

Multiliteracies in the Singapore English Language Classroom: Lessons and Resources

Viewing & Representing with Advertisements Lesson Package for Secondary Two G2



An Institute of



DEV 01/18 VL Integrating Multiliteracies into the English Language Classroom: Developing an Instructional Approach to Teach Multimodal Literacy (Critical Viewing and Effective Representing of Multimodal Texts)

Multiliteracies in the Singapore English Language Classroom: Lessons and Resources

Lim, F. V., Tan-Chia, L., Nguyen, T. T. H., Tan, J. M., & Kuthupdeen, S. (2022). *Multiliteracies in the Singapore English Language Classroom: Lessons and Resources – Viewing and Representing with Advertisements for Secondary Two G2*. National Institute of Education, Nanyang Technological University, Singapore.

© Integrating Multiliteracies into the English Language Classroom, Office of Education Research, National Institute of Education, Nanyang Technological University, 2022

This lesson package focuses on viewing and representing with advertisements for Secondary Two G2 English Language. It is an outcome of the project 'Integrating Multiliteracies into the English Language Classroom' (DEV 01/18 VL) funded by the Singapore Ministry of Education (MOE) under the Education Research Funding Programme and administered by the National Institute of Education (NIE), Nanyang Technological University, Singapore. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the Singapore MOE and NIE. This research has received clearance from the NTU-Institutional Review Board [IRB-2019-2-038].

RESEARCH TEAM

PRINCIPAL INVESTIGATOR

Dr. Fei Victor Lim
Assistant Professor
English Language and Literature
National Institute of Education
Nanyang Technological University

CO-PRINCIPAL INVESTIGATORS

Dr. Alexius Chia
Senior Lecturer & Associate Dean
English Language and Literature
National Institute of Education
Nanyang Technological University

Dr. Csilla Weninger
Associate Professor
English Language and Literature
National Institute of Education
Nanyang Technological University

RESEARCH FELLOW

Dr. Lydia Tan-Chia
National Institute of Education
Nanyang Technological University

Dr. Thi Thu Ha Nguyen
National Institute of Education
Nanyang Technological University

RESEARCH ASSISTANT

Ms. Jia Min Tan
National Institute of Education
Nanyang Technological University

COLLABORATORS

Mr. Charles Matthew Peters
Master Teacher/English Language
English Language Institute of Singapore
Ministry of Education

Dr. Jonathon Adams
Senior Specialist
English Language Institute of Singapore
Academy of Singapore Teachers
Ministry of Education

Dr. Phillip Alexander Towndrow
Senior Research Scientist
Office of Education Research
National Institute of Education
Nanyang Technological University

PROJECT CONSULTANT

Dr. Len Unsworth
Professor in Education
Australian Catholic University

ACKNOWLEDGEMENTS

Special thanks to the School Leaders, Heads of Department, Senior/Lead Teachers, Teacher-Participants and Students of Sembawang Primary School, Teck Whye Primary School, Bukit View Secondary School, Kranji Secondary School and Outram Secondary School

About the Lesson Package

Year of Design: 2020

Year of Implementation: 2020 and 2021

Co-designed with: Kranji Secondary School

Teacher Co-designer: Mr. Shafiq Kuthupdeen

Intended Level: Sec 2 G2 Course

Size: 40 students per class

Introduction

- Shafiq, who has been teaching English at Kranji Secondary School for 8 years, worked closely with the research team from NIE to co-design the multiliteracies (ML) lessons. The co-design sessions took into account the ML lessons from Phase 1, the **teacher-set goals** and instructional emphasis, the constraints of the curriculum, the allocated time for these lessons, and the **student learning needs**.
- In the discussion with the researchers, Shafiq 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 one lesson (Lesson 1), 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 and based on the reflections from the teacher and students, and the feedback of teachers from the second round of lesson iteration in 2021, 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

- Shafiq 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 interacting in advertisements, and (c) the representation of ideas in advertisements over a total of 5 lessons of 70 minutes 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 agentic 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.

- Shafiq facilitated the students' encounter with advertisements by activating their prior knowledge. He scaffolded the students' multimodal literacy learning through a combination of explicit instruction and teacher guidance as students explore the visual and language features of the texts. The students then evaluated the texts collaboratively before expressing their understanding through multimodal composing of advertisements based on one of three topics.

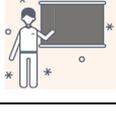
Lesson 1	Integral Features of Advertisements – Visual and Language Features
Lesson 2	Ways of Interaction in Advertisements – Prominence, Address, Power, Distance
Lesson 3	Representation of Ideas in Advertisements – Message, Appeal
Lesson 4	Multimodal Composing of Advertisements
Lesson 5	Presentation 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 teacher’s 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 (MM) Skills for Meaning-making (Lessons 1, 2, 3)
 - Expressing the MM Skills for Meaning-making (Lessons 4, 5)
- For weaker students or classes, the necessary scaffolding can take the form of:
 - teacher modelling the systematic deconstruction of MM 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		

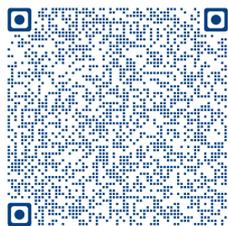
- Attention may not be distributed equally across the learning processes and pedagogical features in every lesson, but all learning processes and pedagogical features will typically be observed within a Unit of Work and across different lessons. Some learning process and pedagogical features figure more 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 – 5 appended here
- Teaching and Learning Resources for Lessons 1 – 5 (Annex 1 a-e, 2a-i)
- Student Artefacts (Annex 3)

Access resources here

https://bit.ly/ResourceLPAd_b



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

Term 2 Week 3, 4	Theme/Topic: Advertisements		Class: Sec 2 G2 (NA)
Unit: 4	Sub-theme: School and the Wider Community	Lessons: 1 to 5	Duration: 70 mins x 5 sessions
Learner Profile	<p>40 students</p> <p>The class is a good mix of students with different readiness and abilities. They have the basic ability to utilize simple applications like Microsoft Word and PowerPoint to create multimodal artefacts.</p>		
Unit Goal	<p><u>Content</u> To examine the content of advertisements</p> <p><u>Language</u> To discern the meaning and representation of ideas in visual 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>		
Unit Summary	<p>Examine and deconstruct the visual and language features of multimodal texts found in advertisements.</p> <p>Integrate these visual and language features in the production of advertisements to express an understanding of these features and to receive peer feedback.</p>		
Adaptative Use	<p>This unit of work is suitable for:</p> <ul style="list-style-type: none"> • developing the knowledge, skills and semiotic awareness in viewing and creating advertisements • introducing the pedagogic metalanguage formally and systematically to students for the first time to describe the multimodal features of texts 		

LESSON 1 (70 mins) – Lesson on the Integral Features of Advertisements – Visual and Language Features

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>State Lesson Objectives</p> <p>Activate Prior Knowledge Ss bring or upload their own advertisements and briefly observe and share their examples with their shoulder partners.</p> <p>Examples of prompts to guide students:</p> <ul style="list-style-type: none"> – Why did you choose this advertisement? Where did you find it? – Is the advertisement attractive? Why or why not? State 2 reasons. – What do you notice about the advertisement? Is there any interesting feature of the advertisement that captured your attention immediately? (e.g., image, logo, fonts, colour, slogan, product name, etc.) – How does the advertisement make you feel? Why did you feel this way? – What is the purpose and intended audience of the advertisement? 	<p>Students' own advertisements</p> <p>PPT slides: Annex 1a</p>	Check-in task
Exploring	20 mins  	<p>Activate Learning</p> <p>Introduce the types of advertisements, the integral visual and language features of advertisements, and the functions of each component with reference to the specific examples brought by students (e.g., main visual display, focus of attention, logo, use of graphic text, brand name, product name, lists, call to action and contact information).</p>	<p>PPT slides: Annex 1a</p> <p>Student handout: Annex 2a</p>	Guided Discovery task

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
			Students' own advertisements	
Evaluating	30 mins    	Reinforce Learning <i>Pair work</i> Have Ss first work with their shoulder partners to identify and label the visual and language features of 2 advertisements provided – McDonald's Angus Third Pounder and Starbucks' Tiramisu Frappuccino. Reconvene for whole class discussion. <i>Evaluation</i> Have Ss discuss with their shoulder partners and reflect on the visual and language features they think are integral to advertisements and explain why. Reconvene for whole class discussion.	Student handout: Annex 2b PPT slides: Annex 1a Student handout: Annex 2c	Labelling task Evaluation task
Consolidation	10 mins 	Wrap-up Summarise the visual and language features of advertisements.		

LESSON 2 (70 mins) – Lesson on Ways of Interaction in Advertisements – Prominence, Address, Power, Distance

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
Encountering	30 mins  	<p>Recap Previous Lesson Briefly revise the visual and language features of advertisements.</p> <p>State Lesson Objectives</p> <p>Activate Prior Knowledge Explore and explain the ways of interaction in advertisements:</p> <ul style="list-style-type: none"> – Prominence (size, foreground, colour contrast) – Address (gaze) – Power (angle) – Distance (shot) <p>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, including those students brought with them.</p>	PPT slides: Annex 1b Student handout: Annex 2d Students' own advertisements	Guided Discovery task
Exploring		<p>Activate Learning Consolidate the discussion by deconstructing the concepts through show-and-tell to bring out the features and connect them to their functions and effects. For example,</p> <ul style="list-style-type: none"> • Introduce prominence by drawing attention to the main visual display of a McDonald's sandwich and a Nikon camera and how the subject of 	PPT slides: Annex 1b Student handout:	Conceptualisation task

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>the advertisements gains prominence through foregrounding, and layout and size of the display, in comparison to secondary details. Prominence is also aided with the use of sharp images and colour contrast to arrest attention.</p> <ul style="list-style-type: none"> • Direct Ss to the blood donation drive, the National Centre for Domestic Violence, and the Disabled Peoples Association to illustrate how the use of direct, indirect and an absence of gaze can serve to involve viewers/readers in the cause. • Draw students' attention to the use of high/low angles to create impressions of power or vulnerability to evoke emotions by using the campaign advertisements from SPCA, the Strength to Change and Spotify. • Highlight the range of shots (close/medium/long) used to illustrate intimacy with the subject of the advertisement by using the advertisements on women, smoking and from California Adventure. 	Annex 2d	
Evaluating	30 mins 	<p>Analysing and Comparing Interaction Strategies <i>Group Work</i> Organise Ss into groups of 3 to 4. 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 with text and an audience.</p>	Student handout: Annex 2e	Practice task

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>Have groups analyse how Nike and Adidas promote the same type of product (sportswear) but apply the interaction strategies differently through their interpretation of Prominence, Address, Power and Distance.</p> <p>Suggested prompts are used to guide the discussion:</p> <ul style="list-style-type: none"> • <i>What is the advertisement promoting?</i> • <i>What type of angle/gaze is used and to what effect?</i> • <i>How is colour contrast used and to what effect?</i> • <i>Which advertisement is more effective? Why?</i> <p>Reconvene for whole class discussion.</p>		
Consolidation	10 mins 	<p>Wrap-up Summarise the ways of interaction in advertisements.</p> <p><i>Individual Work</i> Have students complete their answers on the Student Handout (Questions 1 – 5).</p>	Student handout: Annex 2e	Practice task

LESSON 3 (70 mins) – Lesson on the Representation of Ideas in Advertisements – Message and Appeal

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 out appeal and the representation of ideas.

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Encountering	20 mins   	<p>Recap Previous Lesson Briefly revise the ways of interaction in advertisements.</p> <p>State Lesson Objectives</p> <p>Activate Prior Knowledge <i>Pre-viewing</i> Organise Ss into groups of 3 to 4. Ss are to spot the use of authority, reason and emotion and how they are communicated in the video clip.</p> <p><i>Viewing</i> Play 3 video commercials that use authority, reason and emotion to appeal to viewers.</p> <p><i>Post-viewing</i> Ss discuss and attempt to identify and differentiate the ways the 3 video clips appeal to viewers. Reconvene for whole class discussion.</p>	<p>Video clips: Authority (1:31): www.youtube.com/watch?v=po0jY4WvClc Reason (2:28): https://www.youtube.com/watch?v=hs1HoLs4SD0 Emotion (4:07): www.youtube.com/watch?v=3811HJkkTt8</p>	Viewing task and guided discovery
Exploring	10 mins	<p>Activate Learning Draw Ss' attention to the representation of ideas in advertisements.</p>	PPT slides: Annex 1c	

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 2 features pertaining to</p> <ul style="list-style-type: none"> - Appeal (Authority, Reason, Emotion) - Message (Literal, Inferential Meanings) <p>Illustrate with reference to specific visual and language features in the advertisement that bring out the representation of ideas.</p> <p>For example:</p> <p><u>For appeal</u></p> <ul style="list-style-type: none"> • Have Ss identify and examine 3 advertisements on The Sky Difference (live sport), the Galaxy SIII (cell phone), and the Child Health Foundation (smoking) and make the distinction between authority, reason and emotions in the communication of appeal and its intended effect on the viewers. <p><u>For message</u></p> <ul style="list-style-type: none"> • Have Ss examine literal and implied meaning embedded in visuals and the text of the advertisements. • Refer to Pedigree's support of animal adoption and FedEx Express Service to raise Ss awareness of the distinctions in meaning. 	<p>Student handout: Annex 2f</p>	
<p>Evaluating</p>	<p>30 mins</p>  	<p>Analyse the Representation of ideas</p> <p><i>Group Work</i></p> <p>Organise Ss into groups of 3 to 4.</p> <p>Guide students to compare the 3 advertisements from Skechers that separately use authority, reason or emotion to appeal to buyers.</p> <p>Have students apply their understanding of different appeal strategies to achieve the advertiser's intended meaning through the key ideas/messages</p>	<p>Student handout: Annex 2g</p>	<p>Text analysis</p>

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>(literal and inferential meaning) communicated to capture potential buyers' attention.</p> <p>Questions to help frame the discussion:</p> <ul style="list-style-type: none"> • <i>What is the type of appeal used?</i> • <i>Who is the target audience?</i> • <i>Does the advertisement convey literal or inferential meanings?</i> • <i>How would you improve the representation of ideas in order to depict meanings more impactfully to capture buyers?</i> <p>Reconvene for whole class discussion.</p> <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 capture its target buyers.</p> <p>Arrange for Ss to present their analysis and interpretations with corresponding evidence to support their responses.</p>		<p>Presentation task</p>
Consolidation	<p>10 mins</p> 	<p>Wrap-up</p> <p>Summarise the appeal strategies and use of literal and inferential meanings to express ideas/message in advertisements.</p>		

LESSON 4 (70 mins) – Lesson on Multimodal Composing of Advertisements – Creating Advertisements

Lesson Objectives

- 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
Exploring	30 mins  	<p>Recap Previous Lessons Briefly revise the types of appeal and representation of ideas in advertisements.</p> <p>State Lesson Objectives</p> <p>Teacher Modelling: Guided Representing Decide on a product or a service to promote. Model step-by-step how to select and integrate appropriate visual and language features, interaction features, and strategies for appeal and depiction of message to create a advertisement. Elicit responses in identifying and co-constructing these features.</p> <p>Use a Think-Aloud procedure to walk S through the considerations for selecting specific multimodal features, and what effects/impact these will have on the target audience by wondering and articulating out loud what students already know and have learnt by the end of the Unit of Work.</p>	Advertisement created by T (annotated)	
Expressing	35 mins 	<p>Apply Learning: Student Artefact Creation <i>Pair Work</i> Organise S into pairs. Show Ss a list of 3 purpose statements:</p>	PPT slides: Annex 1d	Representing task

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
	 	<ul style="list-style-type: none"> • To convince your schoolmates to sing the National Anthem with pride • To persuade your schoolmates to keep the school compound clean • To convince your schoolmates to join a particular CCA <p>Ss decide on one of the purpose statements, and plan their advertisements using the Planning Template provided.</p> <p>Ss to discuss and consider:</p> <ul style="list-style-type: none"> • the visual and language features in their advertisements • the ways of interaction in the text in order to engage their audience • the types of appeal and representation of ideas to utilise in their multimodal composing to convey their intended ideas/message <p>Ss compose their advertisements on MS Word or PowerPoint.</p> <p><i>Extension (Optional)</i> Ss write an analysis of the potential impact of their advertisements on their target audience.</p>	Student handout: Annex 2h	
Consolidation	5 mins 	Wrap-up Ss continue working on their advertisements as homework if they require more time to complete the task.		

LESSON 5 (70 mins) – Lesson on Presentation of Advertisements

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 rubrics and supporting evidence.

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Expressing	20 mins  	<p>State Lesson Objectives</p> <p>Peer Evaluation of Student Artefacts S display their completed advertisements on laptops. Each pair of Ss to exchange laptops with another pair and provide comments on each other's advertisements using the Peer Evaluation Form. Each pair will evaluate the work of another pair.</p>	Peer Evaluation Form: Annex 2i	Peer evaluation task
	40 mins  	<p>Presentation of Student Artefacts</p> <p><i>Pair Work</i> Select 5 pairs of Ss to briefly present their advertisements to the whole class. More pairs could be selected, if time permits. Invite different pairs to share their feedback and suggestions for improvement. Give further comments to Ss presenters and peer evaluators where appropriate.</p> <p><i>Individual Work</i> Have Ss peer assess each other's work using the scoring Rubrics. The descriptors on the rubrics allow Ss to revise the multimodal concepts related to the integral features, ways of interaction and representation of ideas in advertisements.</p>	<p>Student artefacts: Annex 3</p> <p>Assessment Rubrics for advertisements: Annex 2e</p>	<p>Presentation and evaluation task</p> <p>Peer assessment task</p>

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		Have Ss submit their completed Planning Template and advertisements together with the accompanying set of Rubrics.		
End-of-Unit Consolidation	10 mins 	<p>Reflection Summarise the key learning points in the Unit.</p> <p>Direct Ss to write a short reflection on:</p> <ul style="list-style-type: none"> • 1 thing they enjoy learning from the lessons • 1 thing they are still unsure about/ want to find out more • 1 skill they can apply in daily life <p>Journal reflections may be completed as homework.</p>	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