
Title	Multiliteracies in the Singapore English Language classroom: Lessons and resources - Viewing and representing with <i>The Lost Thing</i> lesson package for Secondary One G1
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Multiliteracies in the Singapore English Language Classroom: Lessons and Resources

Viewing & Representing with *The Lost Thing* Lesson Package for Secondary One G1



An Institute of



DEV01/18VL Integrating Multiliteracies in 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

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About the Lesson Package

Year of Design: 2020

Year of Implementation: 2020 and 2021

Co-designed with: Kranji Secondary School

Teacher Co-designer: Ms. Grace Maria Lee

Intended Level: Sec 1 G1 Course

Size: 22 students per class

Introduction

- Grace has been teaching English to students of diverse learning profiles from Secondary 1 to 4 for the last 6 years at Kranji Secondary School. She has relatively more experience supporting students from the G2 and G1 classes. The research team from NIE co-designed with Grace the multiliteracies (ML) lessons with digital texts 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, Grace 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 lessons. A print narrative and a short video were identified as the texts for viewing, while an oral presentation of a personal recount was set as the task for speaking and representing.
- The research team observed two lessons (Lesson 1 and Lesson 2), 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, 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 digital texts 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

- Grace focused on a picture book, *The Lost Thing* by Shaun Tan, and a video version of the story, drawing on the pedagogic metalanguage as a resource to describe and explain aspects of the (a) integral features of print and digital texts, including sound and movement, (b) ways of interaction in digital texts, (c) representation of ideas in digital texts and the (d) interplay of meanings across semiotic modes to convey similar or dissimilar meanings, over a total of 2 out of the 8 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.

- Grace scaffolded the students' multimodal literacy learning through a combination of explicit instruction and inquiry as she guided the students to explore the print and digital versions of the *'The Lost Thing'* in Lessons 1 and 2. Students compared the story in the print and digital medium and discussed the differences in meanings made. In Lessons 3 and 4, students focused on the language features of a personal recount. In Lessons 5 and 6, the

students applied the skills they learnt through designing a slideshow to describe their hobby. For the rest of Lessons 7 and 8, the students presented their artefacts to the class.

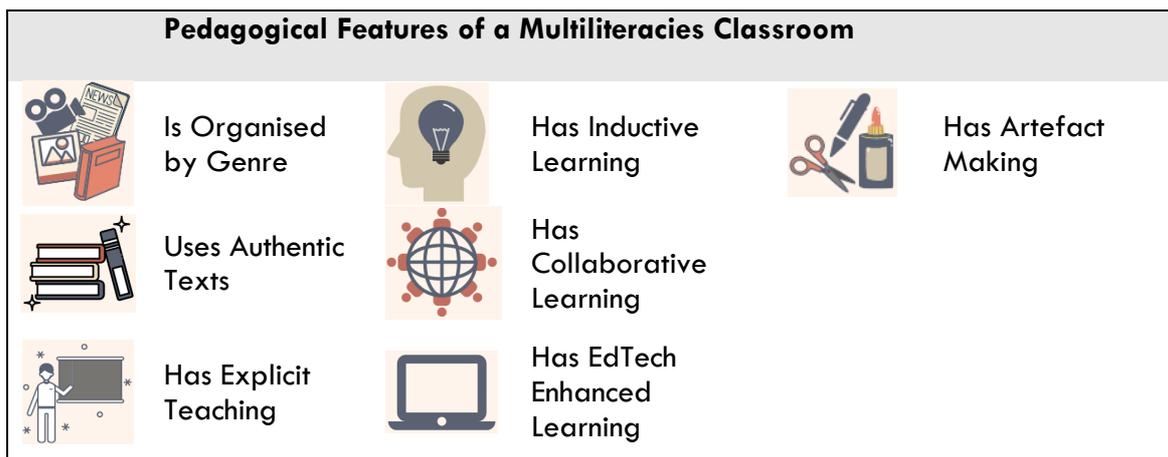
Lesson 1	Reading the Picture Book
Lesson 2	Viewing the Video Clip
Lesson 3	Language Features of Personal Recounts
Lesson 4	Responding to Personal Recounts
Lesson 5 - 6	Guided Representing
Lesson 7 - 8	Presentation

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 (MM) Skills for Meaning-making and Text Comparison (Lessons 1, 2)
 - Expressing the Multimodal Skills for Language Learning (Lessons 3, 4)
 - Expressing the Multimodal Skills for Student Composing and Presentations (Lessons 5 – 8)
- 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 and offering her perspective and reading of the story or use more than one thematically related story to juxtapose meaning.
 - Opportunities for teacher-guided discussion and learning experiences which could be paired with familiar print-based strategies for boosting comprehension when reading and viewing digitally, for example, the use of Retelling, Directed Reading, Thinking Activity and Reciprocal Teaching.
- 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.



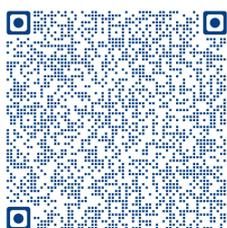
- Attention may not be distributed equally across the learning processes and pedagogical features in every lesson, but all learning processes and pedagogical features will typically be observed within a Unit of Work and across different lessons. Some learning process and pedagogical features figure more 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, 2, 5 – 8 appended here
- Teaching and Learning Resources for Lessons 1, 2 and 5, 6 (Annex 1 a-e, 2a-f)
- Student Artefacts (Annex 3)

Access resources here

<https://bit.ly/ReLPTheLostThing>



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- 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.
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- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92.

UNIT OVERVIEW

Term 1 Week 3	Theme/Topic: Growing Up	Class: Sec 1G1 (NT)	
Unit: 2	Sub-theme: Alienation and Isolation	Lesson: 1 to 8	Suggested Duration: 1 hour x 8 sessions
Learner Profile	<p>22 students</p> <p>The students are from the lower track course. They have the basic ability to utilize simple applications like Microsoft Word and PowerPoint to create multimodal products.</p>		
Unit Goal	<p><u>Content</u> To examine the content and features of a personal recount on ‘<i>The Lost Thing</i>’ in print and digital medium.</p> <p><u>Language</u> To reinforce understanding of the language features of a personal recount.</p> <p><u>Multimodal Knowledge, Skills and Awareness</u> To examine features of a digital text.</p> <p>To contrast features of a digital text with its print version.</p> <p>To produce multimodal texts (oral presentation of a personal recount) with multimodal features to bring out the message and meaning to a target audience.</p>		
Unit Summary	<p>Examine and compare the multimodal and semiotic features of a personal recount in print and digital modes.</p> <p>Present personal recounts using multimodal tools to engage an audience.</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 print and digital texts • providing and juxtaposing multiple perspectives on a story for heightened engagement with the students’ lifeworld 		

LESSON 1 (60 mins) – Lesson on Reading the Picture Book - Narrative in Print

Lesson Objectives

- Process and comprehend, analyse and evaluate age-/year level-appropriate print narrative texts by focusing on literal and inferential meaning, and the characters in the story.
- Identify the language features in the print narrative text.

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Encountering	5 mins	<p>State Lesson Objectives Discuss and state the objectives of the lesson.</p> <p>Activate Prior Knowledge Show the title '<i>The Lost Thing</i>' and get Ss to predict what they imagine the story of The Lost Thing might be.</p>	<p>PowerPoint slides: Annex 1a</p> <p>Student handout: Annex 2a</p>	Prediction task
Exploring	40 mins  	<p>Activate Learning – Directed Reading and Thinking Activity</p> <p>Project the story text and read it aloud. The print-text-only version is to allow students to exercise their imagination and to focus on the story, in the absence of visual cues.</p> <p>Direct Ss to</p> <ul style="list-style-type: none"> • draw what the Lost Thing might look like on their graphic organiser • predict what will happen next in the story <p>Think-Pair-Share Ss share their drawings and predictions with shoulder partners. Conduct a quick check of their responses.</p>	<p>PowerPoint slides: Annex 1a or Student Handout (Text): Annex 2b</p> <p>Student handout: Annex 2a</p>	Text comprehension task

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>Continue to read aloud the rest of the story text from pages 3 - 6. Pause at relevant points of the story to seek clarification from Ss and elicit questions and responses.</p> <p>For example:</p> <ul style="list-style-type: none"> • Page 2: Who is lost? What are the emotions associated with being lost? • Page 2/3: Who is Pete and how would you describe his reaction? • Page 3: The narrator decided to take the Thing home with him. What might account for his parents' concern? What objections did they raise? • Page 4: Are you finding ... Federal Department of Odds and Ends. Does this chunk of text gel with the rest of the story? What kind of text is this? • Page 5: Who is the "tiny voice" and what does it suggest? • Page 5: Eventually the narrator found "the right place" for the Lost Thing. Could you visualise what it might look like? • Page 6: How did the story end? How was the ending communicated to you? • What else could you say about the Lost Thing, the characters and their surrounding as described in the text? • What else would you like to know? • What else could have enhanced the impact of the story for you? <p>Review and summarise the organisational structure of the story (personal recount) and how the author brings out the story, its theme, its twists and turn.</p>		

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Evaluating	15 mins  	Text Response Distribute a handout or refer Ss to an e-handout of the story at this point in the lesson. Direct Ss to: <ul style="list-style-type: none"> • review the story and plot the sequence of events • reflect and critically note down their thoughts and feelings towards the Lost Thing • picture the “right place” for the Lost Thing and describe it to each other • underline words they are not sure about and look up their meaning Extension Show Ss or project a picture book version of the print text. Discuss the effectiveness of print in bringing out the finer nuances and meaning of the story.	Student handout: Annex 2a Student handout: Annex 2b	Practice task

LESSON 2 (60 mins) – Lesson on Viewing the Narrative in Video Clips (Digital Text)

Lesson Objectives

- Identify and demonstrate understanding of the different integral features in a digital text.
- Contrast the differences between a digital and print texts.
- Develop critical listening and viewing by focusing on literal and inferential meaning, higher-order thinking and evaluation.

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Encountering	10 mins 	<p>State Lesson Objectives</p> <p>Recap and Reread Guide Ss to verbally recap the story of ‘<i>The Lost Thing</i>’ and to re-read the text. Clarify meaning of words Ss are unsure of (these vocabulary items will be addressed when they do their comprehension task).</p> <p>Guide Ss to notice the language features of personal recounts (use of pronouns and adjectives).</p>	<p>Student handout: Annex 2b</p> <p>PowerPoint Slides: Annex 1b</p> <p>Student handout: Annex 2c</p>	Story review
Exploring	35 mins 	<p>Activate Learning – Text Comparison</p> <p>Guided Pre-Viewing Encourage Ss to pay attention to the visual details in the video clip:</p> <ul style="list-style-type: none"> • <i>How is the Lost Thing presented in the video?</i> • <i>How are different modes used in the video? Pay attention to the use of colours, shapes, music, and actions.</i> • <i>How do animation and text work together?</i> <p>Viewing of Short Video Clip ‘The Lost Thing’ Play the full video clip of ‘<i>The Lost Thing</i>’.</p>	<p>PowerPoint Slides: Annex 1b</p> <p>Student handout: Annex 2b</p> <p>Movie Clip (The Lost Thing)</p>	Guided viewing task

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
	   	<p>Allow Ss to have their copy of the story for reference.</p> <p>Post Viewing <i>Pair Work</i></p> <p>Organise Ss into pairs. Ss describe the Lost Thing as presented in the video clip and compare their own drawings of the Lost Thing with the one shown in the video clip.</p> <p>Plot their responses on the student handout or an e-template. (Some possible responses - enormous/huge/big/many legs or limbs/limbs that look like tentacles/bells/look like elephant trunks/red metal body)</p> <p>Unpack the short video clip for discussion with the class, paying particular attention to the visual, audio, spatial and gestural cues/features and how they collectively capture the event in the story, express intimacy with the viewers, and create the mood, affect, attitude and dramatisation through motion in the story.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>How does the video clip version of the story help you experience the story, setting, characters and their actions? How different is the experience from reading the text?</i> • <i>How do you feel about the boy's world and the Lost Thing's world?</i> • <i>Pay attention to mood (colour/lighting), affect (facial expressions) and attitude (gestures/body language) – What is the mood and overall representation of ideas in the video clip when the Lost Thing found the “right place”?</i> (refer to the depicted objects, use of colours, music, lighting, gestures, body language) • <i>How did the producer represent the mood to the viewers?</i> 	<p>https://www.youtube.com/watch?v=ILUxUrijpyg</p> <p>Student handout: Annex 2c</p>	<p>Guided text comparison task</p>

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Evaluating	10 mins 	<p>Putting the Multimodal Features Together</p> <p><i>Pair Work</i></p> <p>S to discuss the moving images in a similar way, linking the ideas and message to the meanings conveyed through the visual/audio/spatial/gestural modes.</p> <p>S to prepare their responses for class sharing.</p> <p>Prompts:</p> <ul style="list-style-type: none"> • Which text is more interesting to you? Why? • Compare the two texts (picture book and the video clip). List the similarities and differences specifically in terms of mood, affect, attitude and dramatisation. • After watching the video clip, what do you think the author is trying to tell the viewers? What is the moral of the story? What ideas come to mind? How is meaning communicated? (infer from the contextual clues and visual features in the video clip) • What further thought would you add? Which aspect of the video appeal to you most? Besides the Lost Thing, what else can be lost? • How does the video and its multimodal representation enhance the narrative? • Summarise the ways of interaction in the video used by the producer to communicate his ideas, message and meaning. Was there anything lost in the translation from text to video/digital text? <p>Conclude by having Ss revisit their sketches of the Lost Thing in comparison to the video rendition of the character in multimodal images.</p> <p>Note:</p>	<p>Student handout: Annex 2c</p> <p>PowerPoint Slides: Annex 1b</p>	<p>Practice task</p> <p>Presentation</p>

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		Different S pairs could choose to focus on specific sections of the video clip for comparison and contrast for this task.		Differentiated task
	5 mins 	Text Response Distribute comprehension worksheet. Ss to prepare the answers at home for class discussion at the next lesson. <i>Alternative Task:</i> Provide screen shots of the images from the video. Ss craft their personal responses to the story or its theme.	Student handout: Annex 2d	
Evaluating	≥60 mins or more  	Extension Task To reinforce the lessons on multimodal digital literacy, have the students move from an experience of the narrative in print to an explicit study of the narrative as a digital text. Direct Ss' attention to specific freeze frames of the animation clip and apply use of the pedagogic metalanguage in greater depth in relation to aspects of the digital text. For example: <ul style="list-style-type: none"> - Have Ss evaluate the video as a digital medium, comparing its multimodal features to print in terms of its integral features, ways of interaction and representation of ideas, and the interplay of meanings across the semiotic modes. Compare and recount the similarities and differences between the two types of texts (print and digital). 	Movie Clip (The Lost Thing) https://www.youtube.com/watch?v=ILUxUrijpyg	Close textual analysis

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<ul style="list-style-type: none"> - Have students consider, for example, the setting and location, characters and their style of dramatization, and the narrative arc embedded in the digital text. <p>In terms of interest and semiotic choices, guide Ss to analyse and evaluate the interaction strategies used to engage viewers on the multimodal digital platform. Have Ss turn and talk about the effect of prominence, and the techniques used to direct gaze, create mood, and convey power relationships between the Lost Thing and the narrator.</p> <p>Ss could also explore how the digital text orchestrates the shift in narrative perspective from the protagonist to the Lost Thing and conjures a sense of distance between the characters and the people in the landscape, and how gestures, dramatic style, the range and pace of movements and sound effects create the artistic moments and ambience in the video which were not available on print.</p> <p>Additionally, have Ss evaluate what is lost in translation from print to digital mode and what is gained with the shift in modes and platforms from print to multimodal representation, and how this impacts message and meaning, whether on print or on video.</p> <p>Conclude the lesson with students reflecting on three key learning points in relation to their views on the affordances of digital platforms in telling stories.</p>		

LESSON 5 - 6 (60 mins x 2) – Lessons on Guided Representing: Design for Students’ Oral Composing of Personal Recount

Lesson Objective

- Speak and represent confidently, coherently and cohesively for a variety of purposes, audiences, contexts and cultures.

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Expressing	<p>10 mins</p>  	<p>State Lesson Objectives</p> <p><i>Individual Work</i> Introduce the oral presentation task. Ss to prepare for a 3-min oral presentation of a personal recount. Ss could recount a game or hobby to the Lost Thing and his family in order to acquaint the lost things with what human creatures do.</p> <p>Have Ss plan and brainstorm on their choice of game or hobby, explain what the game/hobby is and how it works, including recount of experiences with the activity.</p> <p><u>Alternative Task:</u> Ss to choose one of the following topics for their oral presentation:</p> <ol style="list-style-type: none"> 1. Recount a time when you felt frightened. 2. Recount a time when you felt anxious. 3. Recount a time when you felt lonely or out of place. <p>Ss to choose up to 3 images to represent their experience, and weave these images into their oral presentation. Ss express these images on PowerPoint slides and explain why they choose these images during their oral presentation.</p>	Instructions for multimodal composing	Preparation task

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Exploring	25 mins  	Teacher Modelling Make Assessment Rubrics for Oral Presentations available to Ss. Model an oral presentation for the class. Explain exactly what to look for in the oral presentation with reference to the Assessment Rubrics: For example: <ul style="list-style-type: none"> • There should not be reading from the script. • There must be effective and purposeful use of gestural and audio modes for audience engagement. • Images should be carefully selected and presented to complement the personal recount. Record the oral exemplar and make the video recording available for Ss' reference after the demonstration.	Student handout (Assessment Rubrics): Annex 2f	
Expressing	25 mins 	Planning and Composing Ss make a final selection of their topic, sketch the images they will use to illustrate their game/hobby and compose their talking points on the Planning Sheet to be used during Presentation. Ss to complete their Planning Sheet as homework as part of their preparation for the oral presentation.	Student handout (Planning Sheet): Annex 2e	Design and representing task

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
	60 mins	<p>Feedback</p> <p>Review student's completed Planning Sheets and provide feedback on how to improve on the presentation. Students will refine the content of their oral presentation based on the teacher's feedback.</p> <p>Peer feedback can also occur synchronously.</p> <p>Production</p> <p>Ss proceed to produce their slides and consolidate the content of their oral presentation.</p>	Student draft (Planning Sheet): Annex 2e	Feedback and Multimodal Production

Learning processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>Reflection Direct S 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 or use of Mentimeter	Self-evaluation

Legend:		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		