**INFO SHEET #2: MULTIMODAL TEXTS**

**Competency**

**MELC:** Compare and contrast the presentation of the same topic in different multimodal texts.

**Objectives**

After the end of the lessons, the learners are expected to be able to:

1. define multimodal texts;

2. identify different multimodal texts; and

3. compare and contrast the presentation of the same topic in different multimodal texts.

**Key Information**

**MULTIMODAL TEXTS**

A text may be defined as multimodal when it combines two or more of these systems.

* *Linguistic:* vocabulary, structure, grammar of oral/written language
* *Visual*: color, vectors and viewpoint in still and moving images
* *Audio:* volume, pitch and rhythm of music and sound effects
* *Gestural*: movement, facial expression and body language
* *Spatial*: proximity, direction, position of layout, organization of objects in space.

 Many texts are multimodal, where meaning is communicated through combinations of two or more of these modes. Multimodal text can be print, physical or digital.

 Examples of multimodal texts include comics/graphic novels, picture books, newspapers, brochures, print advertisements, posters, storyboards, digital slide presentations (e.g. PowerPoint), e-posters, e-books, and social media, where meaning is conveyed to the reader through varying combinations of visual (still image) written language, and spatial modes. This requires the processing of more than one mode and the recognition of the interconnections between modes. This process is different from the linear reading of print- based texts.



**Receiving Stage –** refers to actual hearing process. In here, the listener has to check him/herself if he/she is able to hear clearly the sounds and other sound points.

**Understanding Stage** – focuses on generating meaning on what has been heard. In here, the connection on communication between the listener and the speaker must be clearly established. This constitutes the idea that the understanding of the speaker must be the same with the listener.

References:

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Tennant, Adrian. (2020). Listening matters: Top-down and bottom-up listening. One-stop English. Macmillan Education Limited. Retrieved from https://www.onestopenglish.com/listening/listening-matters-top-down-and-bottom-up-listening/154567.article

**Proposed Performance Tasks**

**Group Activity:**

* The class will be divided into groups. Each group is tasked to prepare two (2) multimodal texts based on a topic that they find interesting. They will be graded according to the following rubric.

 RUBRIC

 Content -------------------------------- 20

 Coherence and Clarity -------------- 15

 Originality and Creativity ---------- 15

 Total ---------- 50