Multimodal literacy learning opportunities were most often enabled in the classroom curriculum when the students’ knowledge and multimodal interests took primacy. Multimodal literacy must take into account all modes of communication and the various ways in which these modes can be read, viewed, produced, responded to, and understood. The central notion of making meaning is the idea that people communicate through a range of modes that go beyond language to include, speech, sound effect, image, gesture, movement, gaze and music.

In today’s world being literate means being able to read and write and create a range of multimodal texts. At the heart of multimodal literacy learning is the notion that students are active designers of meaning. This designs process reflects the students’ interests and “encourages imagination, vision and problem solving”.

Multimodal literacy is an important aspect of education today as it encourages students to understand the ways media shapes their world. By letting students’ multimodal analysis, you provide the access to a more complex way to read all the text they encounter. However, while students have some experience analyzing traditional alphabetic texts, they often have difficulty transferring what they know about analyzing these texts. And teaching students to analyze multimodal texts can be challenging as students have grown accustomed to viewing such texts as entertainment or basic sources of information without considering their meaning or context. Because analyzing multimodal texts is not intuitive, students need explicit instruction in order to gain multimodal literacy. Just as we teach students to perform a close reading or textual reading analysis on alphabetic texts, it’s important to provide students with help them bring a critical eye to multimodal texts.

Here are some examples of our lessons using multimodal literacy:

1. From the selection the Dead Men’s Path by Chinua Achebe

(Making Meaning Activity)

* The teacher groups the students into three. Each group will have to perform any of these tasks:
* Poem writing
* Song
* Infograpics
* The content of the tasks shall reflect preserving one’s culture amid the ongoing technological advances.
1. From the selection AFRICA by David Diop, Tone and mood of the Author

(Making Meaning Activity)

* The teacher divides the class into three (3) groups and let them perform the tasks.
* Group 1-the students will present a 2-minute skit about the message of the poem.
* Group 2- the students will make a 2-minute jingle that will justify the tone in the poem.
* Group 3-the students will make a poster about the mood of the poem
1. From the lesson tricksters Viewed as an Animated Short Film(Fiction) and Informative Video (Non-Fiction)

(Making Meaning Activity)

* The students will be grouped into 2.
* Group 1- TRICKSTER TV

Create a talk show interviewing a trickster tale character (Non-Fiction)

* Group 2- TRICKSTER DRAMARAMA

Create a one-minute presentation starring trickster characters