**Lesson plan Inferring Meaning Through Emojis: Exploring Implicit Meaning in Multimodal Digital Communication – Unit 2**

Part of a sequence of lessons to learn about the role of non-verbal adjectives (emojis) in multimodal digital comments.

* Develop an understanding of how meaning in communication extends beyond literal words through the use of contextual cues, such as emojis.
* Recognize the role of multimodal communication, specifically how emojis contribute to deriving implicit meaning.
* Practice analyzing and creating multimodal messages to explore the difference between literal and implicit meanings.

**Skills:** language skills (reading/writing), communication skills, (social) media skills

**Class**: 3rd year

**Material:** PPT, Smartphone/Tablet

**Lesson length**: 45’

**General objectives**

By the end of this lesson, the students will be able to:

* Introduce students to the idea that meaning often extends beyond literal words through multimodal elements like emojis.
* Help students recognise how emojis act as contextual cues, aiding in deriving implicit meanings (inferences).
* Encourage students to practice interpreting and creating multimodal messages by combining text and emojis to convey layered meanings.

**Linguistic Awareness**

* Distinguishing between literal meaning and implicit meaning in communication.
* Understanding how emojis and context influence interpretation (inferences).
* Recognising the role of multimodality in shaping meaning beyond words.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Timing** | **Tasks/topics** | **Objectives** | **Material used** | **How?** | **Who?** | **Linguistics concepts** |
| 7’ | Hook activity | Make students familiar with the idea that meaning is beyond the encoded message. | PTT | Students compare the meaning of an example with and without emojis to determine the impact of emojis on the message. | Teacher/students | Intended meaning |
| 15’ | Comprehension | help students recognize how meaning is inferred beyond literal words. | PPT | Students analyze how emojis serve as contextual cues to convey implicit meanings, such as sarcasm, in multimodal communication. | Teacher + students | Inference  Contextual cues  implicit meaning |
| 13’ | Hands-on activity | help students analyze how emojis clarify or modify meaning and create implicit meaning in communication. | A digital platform | Students create a message without emojis, exchange it with a partner who adds emojis to modify or clarify meaning, and then discuss how the emojis altered the message's interpretation. | Students in pairs/teacher | What is said vs. what is implicit  Inferences |
| 10’ | Discussion | Show how emojis enhance multimodal communication by conveying context, tone, and emotions. |  | Ask students to share a personal experience where emojis helped them understand or misinterpret a message. | Teacher/students | Implied meaning |