

## **From Audio to Visual - Multimodal Activity and Young Learners' Engagement in an English Lesson: A Social Semiotic Perspective**

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This paper subscribes to the view that learners' visual representations – as distinct from their spoken or written responses – provide valuable evidence of comprehension. Furthermore, these representations, it is believed, also offer rare insights into learners' emotional, expressive and physical responses; their affective engagement.

The paper will focus on the visual work produced by young learners of English in Brunei. Using multimodal methodology, it will juxtapose selected elements of the stimulus text – an audio recording of a narrative - alongside learners' visual interpretations. In so doing, the representational choices of learners and their motivations, will be opened up for analysis.

The paper will demonstrate methods of multimodal analysis drawn from the social semiotic theories of communication of Kress and van Leeuwen (1996) as developed at the UCL Institute of Education, Centre for Multimodal Research, London. As such, the paper aims to demonstrate the usefulness of the social semiotic perspective for educational research concerned with learners' engagement.