

---

Title	Multiliteracies in the Singapore English Language classroom: Lessons and resources - Viewing and representing with <i>Making Ice Cream</i> lesson package for Primary Four
Author(s)	Lim Fei Victor, Tan-Chia Lydia, Nguyen Thi Thu Ha, Tan Jia Min, Lim Lay Cheng Lynn and Khairunnisa bte Khairudin

---

Copyright © 2022 Office of Education Research (OER), National Institute of Education, Nanyang Technological University (NIE NTU), Singapore

# Multiliteracies in the Singapore English Language Classroom: Lessons and Resources

## Viewing & Representing with *Making Ice Cream* Lesson Package for Primary Four



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

Lim, F. V., Tan-Chia, L., Nguyen, T. T. H., Tan, J. M., Lim, L. C. L., & Khairudin, K. B. (2022). *Multiliteracies in the Singapore English Language Classroom: Lessons and Resources – Viewing and Representing with “Making Ice Cream” for Primary Four*. National Institute of Education, Nanyang Technological University, Singapore.

© Integrating Multiliteracies into the English Language Classroom, Office of Education Research, National Institute of Education, Nanyang Technological University, 2022

This lesson package focuses on viewing and representing with instructional texts for Primary Four English Language. It is an outcome of the project 'Integrating Multiliteracies into the English Language Classroom' (DEV 01/18 VL) funded by the Singapore Ministry of Education (MOE) under the Education Research Funding Programme and administered by the National Institute of Education (NIE), Nanyang Technological University, Singapore. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the Singapore MOE and NIE. This research has received clearance from the NTU-Institutional Review Board [IRB-2019-2-038].

## RESEARCH TEAM

### PRINCIPAL INVESTIGATOR

Dr. Fei Victor Lim  
Assistant Professor  
English Language and Literature  
National Institute of Education  
Nanyang Technological University

### CO-PRINCIPAL INVESTIGATORS

Dr. Alexius Chia  
Senior Lecturer & Associate Dean  
English Language and Literature  
National Institute of Education  
Nanyang Technological University

Dr. Csilla Weninger  
Associate Professor  
English Language and Literature  
National Institute of Education  
Nanyang Technological University

### RESEARCH FELLOW

Dr. Lydia Tan-Chia  
National Institute of Education  
Nanyang Technological University

Dr. Thi Thu Ha Nguyen  
National Institute of Education  
Nanyang Technological University

### RESEARCH ASSISTANT

Ms. Jia Min Tan  
National Institute of Education  
Nanyang Technological University

### COLLABORATORS

Mr. Charles Matthew Peters  
Master Teacher/English Language  
English Language Institute of Singapore  
Ministry of Education

Dr. Jonathon Adams  
Senior Specialist  
English Language Institute of Singapore  
Academy of Singapore Teachers  
Ministry of Education

Dr. Phillip Alexander Towndrow  
Senior Research Scientist  
Office of Education Research  
National Institute of Education  
Nanyang Technological University

### PROJECT CONSULTANT

Dr. Len Unsworth  
Professor in Education  
Australian Catholic University

### ACKNOWLEDGEMENTS

Special thanks to the School Leaders, Heads of Department, Senior/Lead Teachers, Teacher-Participants and Students of Sembawang Primary School, Teck Whye Primary School, Bukit View Secondary School, Kranji Secondary School and Outram Secondary School

---

# About the Lesson Package

Year of Design: 2020

Year of Implementation: 2020 and 2021

Co-designed with: Teck Whye Primary School

Teacher co-designers: Ms. Lim Lay Cheng Lynn, Ms. Khairunnisa bte Khairudin (Nisa)

Intended Level: Primary 4

Size: 40 students per class

## Introduction

- Lynn, who has been teaching English in Teck Whye Primary School for 10 years, and Nisa, a teacher of English for 5 years in the same school worked closely with the research team from NIE in the co-design of the multiliteracies (ML) lessons. The co-design sessions took into account the ML lessons from Phase 1, the **teacher-set goals** and instructional emphasis, the constraints of the curriculum, the allocated time for these lessons, and the **student learning needs**.
- In the discussion with the researchers, the teachers 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 the lessons. **Instructional videos** were identified as the texts for viewing and representing. The teaching of instructional videos has been incorporated in the lesson series based on the STELLAR reader 'Making Ice Cream'.
- The research team observed three lessons from each teacher (Lessons 1, 2 and 7), interviewed the teachers post-lesson and conducted focus-group discussions with mixed groups of 6 students to collect their feedback. Building on the lessons implemented and based on the reflections from the teachers 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 and print 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

- Both Lynn and Nisa introduced their students to procedural text with an instructional video and an instructional print text on *Making Ice Cream*, drawing on the pedagogic metalanguage as a resource to describe and explain aspects of the (a) integral features of digital and print texts, (b) ways of interacting in the texts, (c) representation of ideas in the texts and the (d) interplay of meanings across semiotic modes in digital and print texts to convey similar or dissimilar meanings with regard to procedures, over 9 lessons of 45 minutes 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 agentic 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.

- Lynn and Nisa guided the students in their encounter and exploration of the semiotic choices made in the instructional video, such as gaze (direct versus indirect), camera angle (high, low or eye-level), camera shot (long shot or close shot) and perspective (insider's versus outsider's) in Lessons 1 and 2. In Lessons 3 to 5, the students focused on the content and language components of the instructional print text *Making Ice Cream* and on making a comparison between the two media forms, video and print text, based on the common topic of making ice cream. This was followed by Lessons 6 to 9 on guided representing, where students made product review videos.

Students learnt how to create a storyboard to plan the video content. They also learnt how to use the mobile phone to take specific types of shot with an awareness of the semiotic choices of angle, shot and perspective to produce a product review. The students created their video artefacts and represented them to the class in Lesson 9 of the unit.

Lesson 1	Multimodal Features of Instructional Videos
Lesson 2	Guided Viewing and Digital Technologies Knowledge Base
Lesson 3	Supported Reading & Viewing of STELLAR reader <i>Making Ice Cream</i>
Lesson 4	Digital versus Print Texts
Lesson 5	Language Features of Instructional Texts
Lesson 6	Design Thinking
Lesson 7	Storyboard Design and Multimodal Composing
Lesson 8	Multimodal Production (Video)
Lesson 9	Presentations

### **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 teacher’s explanation to support the 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– 4)
  - Expressing the MM Skills for Language Learning (Lessons 5)
  - Expressing the MM Skills for Student Composing, Production and Presentations (Lessons 6 – 9)
- For weaker students or classes, the necessary scaffolding can take the form of
  - Teacher modelling the systematic deconstruction of multimodal concepts for viewing digital texts, for example, through show-and-tell activities, and offering her perspective and examples of composing and producing multimodal instructional videos.
  - 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.

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		

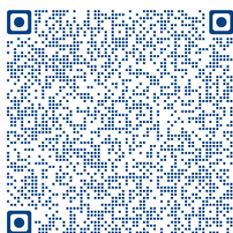
- Attention may not be distributed equally across the learning processes and pedagogical features in every lesson, but all learning processes and pedagogical features will typically be observed within a Unit of Work and across different lessons. Some learning process and pedagogical features figure more 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, 7, 8 and 9 are appended here
- Teaching and Learning Resources for Lessons 1, 2 and 7 (Annex 1 a-c, 2a-d)
- Student Artefacts (Annex 3)

Access resources [here](#)

<https://bit.ly/ReLPMakingIceCream>



### References

- 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.
- Lim, F.V., Cope, B., & Kalantzis, M. (2022). A metalanguage for learning: Rebalancing the cognitive with the socio-material. *Frontiers in Communication*. <https://doi.org/10.3389/fcomm.2022.830613>
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92.

## UNIT OVERVIEW

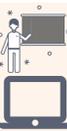
<b>Term 3 Week 6,7</b>	<b>Theme/Topic: Instructional Texts</b>	<b>Class: P4-4/4-5</b>	
<b>Unit</b>	<b>Sub-theme: Making Ice Cream</b>	<b>Lesson: 1 to 9</b>	<b>Suggested Duration: 45-60 mins x 9 sessions</b>
<b>Learner Profile</b>	40 students Primary 4 mixed-ability students		
<b>Unit Goal</b>	<p><u>Content</u> To comprehend and produce instructional texts.</p> <p><u>Language</u> To identify and use the language features of an instructional text.</p> <p>To write a script for a review video and read the script while making the video.</p> <p><u>Multimodal Knowledge, Skills and Awareness</u> To identify the use of Distance (shot), Address (gaze), Power (angle) and Perspective to analyse multimodal texts - instructional text (video) and instructional text (with illustrations).</p> <p>To design a storyboard with drawings and voice-over script.</p> <p>To produce a review video based on the storyboard.</p>		
<b>Unit Summary</b>	<p>Examine and deconstruct the visual and language features of instructional texts.</p> <p>Plan, design and produce an instructional video, making purposeful choice of different types of shot, angle, gaze and point of view, together with an accompanying script for voice over.</p>		
<b>Adaptative Use</b>	<p>This unit of work is suitable for:</p> <ul style="list-style-type: none"> <li>• developing the knowledge, skills and semiotic awareness in viewing digital and print texts</li> <li>• introducing procedural text and its features, both language and multimodal</li> <li>• juxtaposing multiple perspectives on an event or episode (e.g., making ice cream) for heightened engagement with the students' lifeworld</li> </ul>		

## LESSONS 1 and 2 (90 minutes) – Lesson on Multimodal Features of Instructional Videos

### Lesson Objectives

- Introduce the visual and language features of instructional texts
- Introduce the concepts and pedagogic metalanguage for describing digital texts

Learning Processes	Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
<b>Encountering</b>	10 mins  	<b>State Lesson Objectives</b>  <b>Introduce the Topic</b> Have Ss watch the first one minute of the selected instructional video on <i>Making Ice Cream</i> , to familiarise them with the features of instructional texts and to make predictions about the video and the ingredients used in the recipe.  Have Ss identify features of instructional texts based on their observations from the video.	Student handout: Annex 2a  Video: <i>Making Ice Cream</i> <a href="https://www.youtube.com/watch?v=xze8atBaVEY">https://www.youtube.com/watch?v=xze8atBaVEY</a>	Viewing task
<b>Exploring</b>	20 mins   	<b>Activate Learning (Guided Viewing)</b> <i>Viewing</i> Have Ss watch the video again and notice how the camera was used. Ask Ss to pay attention to a guided viewing question, for example: <ul style="list-style-type: none"> <li>• <i>Do you think that the camera man stood in the same place or did he move around to capture different shots and scenes?</i></li> </ul> <i>Post-viewing (Think-Pair-Share)</i> Guide Ss to identify features of the procedural text based on their initial observations of the list of ingredients and their measurement, kitchen paraphernalia, and the procedures for mixing and freezing the ice cream.	Video: <i>Making Ice Cream</i>  PPT slides: Annex 1a	Guided discovery task   Discussion task

Learning Processes	Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		<p>Direct them to notice how the video presenter created interest and ease in understanding the steps of making ice cream through the semiotic choices and camera positions working in tandem to produce the YouTube instructional video.</p> <p>Suggested prompts to facilitate a discussion:</p> <ul style="list-style-type: none"> <li>• <i>Did the cameraman stand in the same place or did he move around to capture different shots and scenes to make his point?</i></li> <li>• <i>Where do you think the camera was positioned when the focus was on the ingredients?</i></li> <li>• <i>How do you think the cameraman was holding the camera when he gazed directly onto the presenter's face? Was he holding it high/low/at eye level?</i></li> <li>• <i>Did the camera zoom in/out at any point in the video?</i></li> <li>• <i>Where/Who was the presenter looking at when she was testing the taste of her homemade ice cream? What was she trying to communicate?</i></li> </ul>		
	<p>25 mins</p>  	<p><b>Introduce the Concepts and Metalanguage</b></p> <p>Use another set of screenshots from a familiar movie, <i>Toy Story</i>, to explicitly teach the pedagogic metalanguage related to ways of interaction in digital text through semiotic choices that express Distance (shot), Power (angle), Address (gaze) and Perspective.</p> <p><i>Show &amp; Tell</i></p> <p>Use a mobile phone to quickly demonstrate shifts in camera positions and angles to capture shots, distances, gaze and points of view. Explain their effects on meaning- making and the message in the text.</p>	<p>PPT slides: Annex 1b</p> <p>Student handout: Annex 2b</p> <p>Mobile phone</p>	

Learning Processes	Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
<b>Evaluating</b>	25 mins 	<b>Apply the Concepts and Metalanguage</b> <i>Group Work</i> Organise Ss into groups to practise identifying and analysing the 4 key ways of interaction in digital text, namely, shot, angle, gaze and perspective, using another set of screenshots from The Muppet Movie.  Ss discuss the effect of the semiotic choices of shot, angle, gaze and perspective in the given screenshots on an audience.	Student handout: Annex 2c	Practice task
<b>Consolidation</b>	10 mins	<b>Conclude the Lesson</b> Have Ss think about why understanding how a camera is used would be important to appreciating the content of an instructional video.		Review task

### Note to Teachers

- The lesson on the multimodal features of an instructional video was followed by supported reading of an instructional text, a reader on *Making Ice Cream* from the primary STELLAR curriculum.
- The focus of the reading was on the content and language components of the text.
- The recount in the print text will provide the procedures and a script for making ice cream that was also explained in the instructional video.
- As the students read the text, make connections to the print and video media and compare how text-image combinations in the print text contrast with the text-image-motion-sound integration in the video in creating a multimodal composition.

## LESSON 7 (60 minutes) – Lesson on Storyboard Design and Multimodal Composing

### Lesson Objective

- Generate, select and organise ideas and images to create storyboards for representing a food review to suit the purpose, audience, context and culture of the composition.

Learning Processes	Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
<b>Encountering</b>	10 mins  	<b>State Lesson Objectives</b>  <b>Introduce the Topic: Storyboard</b> Guide Ss on design thinking by illustrating the phases of Empathy to understand the audience, Define to develop the message, Ideate to brainstorm possibilities and Prototype to create a draft. Use examples of authentic storyboards to illustrate the process.  Show Ss how to apply design thinking to create a storyboard of their own as part of the preparation for video production. Explain what a storyboard is, co-construct its features and state its purpose/function.	Website of storyboard examples: <a href="https://www.studiobinder.com/blog/storyboard-examples-film/">https://www.studiobinder.com/blog/storyboard-examples-film/</a>  PPT slides: Annex 1c	
<b>Exploring</b>	10 mins  	<b>Model the Steps to Create a Storyboard</b> Play the <i>Making Cupcake</i> video clip from 0:29 to 0:51. After viewing the video clip, project a blank Storyboard Template on the whiteboard and demonstrate how the sequence from 0:29 to 0:51 of the <i>Making Cupcake</i> video clip can be re-presented as a storyboard.  Elicit responses from the Ss. As Ss co-construct the procedures for the storyboard, note down their suggestions of shot, angle, gaze and point of view on the Storyboard Template projected on the whiteboard. Use simple sketches (e.g. stickman figures) to represent each scene in the template. The storyboard, as a visual representation, will provide a simple and practical plan of action for Ss' digital composing.	Video: <i>Making Cupcake</i> <a href="https://www.youtube.com/watch?v=xze8atBaVEY">https://www.youtube.com/watch?v=xze8atBaVEY</a>  Student Handout (Storyboard Template): Annex 2d	Guided representing task

Learning Processes	Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
<b>Expressing</b>	25 mins    	<p><b>Artefact Making – Creating a Storyboard</b></p> <p><i>Pair Work</i> Distribute handouts of a blank storyboard template to S and explain the task:</p> <ul style="list-style-type: none"> <li>• <i>Create a storyboard which serves as a plan for the filming of a review video.</i></li> </ul> <p>Have Ss create their own storyboard based on a common class topic (for example, a food/product review). Ss may choose an alternative based on their own interest, such as making slime, baking chocolate chip cookies, making a two-tiered sandwich, preparing a healthy snack. Compose a storyboard to indicate where the camera angles will be positioned in each scene and visualise the effects of the shot, angle, gaze and perspective on the story or message and idea they want to convey.</p> <p>Have Ss brainstorm the content of their video, identify the target audience as students like themselves, and interview their classmates to understand their needs and interest in the product.</p> <p>Have Ss decide on the message to be represented in their product review before brainstorming the ways to present their content.</p> <p>In summary, Ss are to:</p> <ul style="list-style-type: none"> <li>• decide on the topic and content of their instructional video;</li> <li>• decide on how the camera will be used in each scene and the effects of the choices of shot, angle, gaze and point of view;</li> <li>• complete the storyboard with simple drawings to show the scenes and camera position, and write the script for the voice over when producing the video.</li> </ul>	Student Handout (Storyboard Template): Annex 2d	Representing task

Learning Processes	Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
	10 mins 	<b>S Present their Storyboards</b> Ss present and share their storyboards in groups. Invite feedback to reinforce the the position of the camera and the clarity of instructions.	Student artefacts: Annex 3	Presentation task
<b>Consolidation</b>	5 mins	<b>Conclude the Lesson</b> Give quick comments on Ss' storyboards.		



Learning Processes	Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
		Direct Ss to write a short reflection on: <ul style="list-style-type: none"> <li>• 1 thing they enjoy learning from the lessons</li> <li>• 1 thing they are still unsure about/ want to find out more</li> <li>• 1 skill they can apply in daily life/other subjects</li> </ul> Journal reflections may be completed as homework.	Journal	Self-evaluation

Legend:		Pedagogical Features of a Multiliteracies Classroom	
	Is Organised by Genre		Has Inductive Learning
	Uses Authentic Texts		Has Collaborative Learning
	Has Explicit Teaching		Has EdTech Enhanced Learning
			 Has Artefact Making