CRITICAL VIEWING
A SYSTEMIC APPROACH
WORKSHOP OBJECTIVES

Participants will:

- learn the meta-language to describe the components in an advertisement and understand how these choices realise specific meanings.
- explain their interpretation of the advertisement by citing textual evidences as support.
- identify the messages and ideologies in an advertisement and examine them critically.
Teachers will:

- Teach pupils how to actively construct meaning from non-print texts that they view
- Help pupils to comprehend closely & critically a variety of different types of texts
- Teach pupils to think critically & reflect on what they view to become critical viewers...

(EL 2010 Syllabus, pg 29)

Students will apply a critical lens to visual texts (media messages) and support their interpretation with textual evidences
OVERVIEW

ENGAGE
CRITICAL VIEWING
SYSTEMIC APPROACH

EXPLORE
IMAGE-LANGUAGE INTERACTIONS
IDEOLOGIES & VALUES

EXTEND
PERFORMANCES OF UNDERSTANDING
CRITICAL VIEWING
CRITICAL VIEWING
BUILDING THE FOUNDATION

“Sustained and wide exposure to multimodal text of various types and forms will help pupils strengthen listening and viewing skills that complement reading, speaking and representing skills, and help build a strong foundation in oral language.”

EL 2010 Syllabus
RELEVANCE ACROSS EL AND DIFFERENT SUBJECTS

- Beyond the viewing and representation exam component
- EL: Thematic approach
- Skill set: Inference and interpretation skills
- Other subjects: Literature | Humanities | Chemistry
SO WHAT?

- Prevalence of multimodal texts
- Critical readers
No one grows Ketchup like Heinz.
## AUDIENCE

<table>
<thead>
<tr>
<th>SAMPLE QUESTION</th>
<th>WHAT YOU MUST DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which group of people will this advertisement appeal to? Which part of the text and visuals tells you this?</td>
<td>Explain which part of the text and visuals would appeal to the audience.</td>
</tr>
</tbody>
</table>
## PURPOSE AND MAIN MESSAGE

<table>
<thead>
<tr>
<th>SAMPLE QUESTION</th>
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<tbody>
<tr>
<td>What is the purpose of this advertisement? OR</td>
<td>Explain how the visuals and text seeks to persuade or inform readers about the main message.</td>
</tr>
<tr>
<td>What does this advertisement seek to do?</td>
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</tbody>
</table>
### EFFECT ON AUDIENCE

<table>
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<th>SAMPLE QUESTION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>What effect does the particular visual/ phrase have on readers?</td>
<td>Explain how the text and/or the visual elicit(s) a specific emotion, thought or action in readers</td>
</tr>
</tbody>
</table>
5 MIN BUZZ

- What are some benefits and/or challenges you faced in teaching critical reading and viewing?
SYSTEMIC APPROACH
This pedagogical approach stems from Michael Halliday’s *Systemic Functional Theory*.

The *Systemic Approach* is an extension to the teaching and learning of media messages.

Developed jointly by researchers from the *Multimodal Analysis Lab*, NUS and specialists from the *Educational Technology Division*, MOE.
Take every minute of every period of every day with your students. From guiding them from primary school to secondary school to getting them to cope with eight subjects when they are used to just four to encouraging them to have a serious go at sports and the arts. Chances are, not all of those minutes will be significant. But imagine if just one of those minutes becomes a moment. A moment when you get through to a student, when you make that connection, when you make a difference.

You’ll be amazed at the difference you can make.

A teacher may not remember when he makes a difference. A student will never forget.
DESIGN (VISUAL)

- MAIN VISUAL DISPLAY
  Largest & most prominent

- FOCUS OF ATTENTION
  Stands out most

- LOGO
  Graphic representation of company
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DESIGN (LANGUAGE)

- **HEADLINE**
  Largest & most prominent text

- **SLOGAN**
  Memorable catch phrases

- **BRAND NAME**
  Name of brand, company
DESIGN (LANGUAGE)

- PRODUCT NAME
  Name of product

- MAIN TEXT
  Details & description

- SUB-CATEGORIES
  Bulleted points
DESIGN (LANGUAGE)

- CALL TO ACTION
  Command to do something

- CALL & VISIT
  Contact details
It's Your Time.  
It's Your Game.  
It's Your Grip.

This is just one of the possible grips we can put in your hands. Discover your grip — soft/medium, or firm — at winngrips.com
SAVE WATER. SAVE LIFE.
My name is Tyler,
and in nine years I’ll be an alcoholic.

I’ll start drinking in middle school, just at parties. But my parents won’t start talking to me about it until high school. And by then, I’ll already be in some trouble. The thing is, my parents won’t even see it coming.

START TALKING BEFORE THEY START DRINKING
Kids who drink before age 15 are 5 times more likely to have alcohol problems when they’re adults.
To learn more, go to www.stopakohlalabuse.gov or call 1.800.729.6686
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THE ONLY WITNESS WON'T TALK.

WOMEN SUFFERING FROM DOMESTIC VIOLENCE NEED YOUR HELP.
amnesty.hu

AMNESTY INTERNATIONAL
MODE

DESIGN

AUDIENCE

ATTRACTION

MESSAGE

APPEAL

REPRESENTATION

PROMINENCE

ADDRESS

DISTANCE

POWER

HIGH ANGLE

LOW ANGLE

NO ANGLE
DO YOUR CHILDREN RESPECT YOU?

OR FEAR YOU.

FIND THE STRENGTH TO STOP DOMESTIC VIOLENCE

CALL 01482 613 403
or visit strengthtochange.org

CONFIDENTIAL ADVICE FOR MEN IN HULL
Tell me "Y"

10 BILLION ACTIVE SHIROTA STRAIN PROBIOTICS

Only Yakult has over 10 billion unique Shirota strain probiotics

The unique probiotics - Lactobacillus acidophilus, can withstand gastric juice and bile to reach the intestines alive. It increases the number of good bacteria and suppresses the growth of bad bacteria, thus helping to maintain a healthy digestive system. Now you know why Yakult is the No.1 probiotic drink in Singapore and commands a market share of about 70%.

Yakult (Singapore) Pte. Ltd.
7 Serangoon Avenue, Singapore 758523 Tel: 6798 1033/Fax: 6798 1933
BEAUTY
dugro. It makes perfect cents.

Get a $15 dugro Gift Voucher with every $100 purchase* of Dumex dugro products.

*Single or accumulated receipts

All the goodness in every cup.
- EzyDigest™
- IcFOS
- DHA, AA
- Maxi-Q™
- Omega 3 & 6
- Taurine & Choline

Exclusively at:

FairPrice FairPrice finest FairPrice Xtra

www.dumex.com.sg
INDIVIDUALITY
BRAND'S®

It Pays To Be Alert

Essence of Chicken

Net Weight: 6 bottles x 68ml

INTELLIGENCE
POPULARITY
LITERAL: FedEx Delivers Vase
FedEx Express delivers vases.

INFERENTIAL DELIVERS FRAGILE ITEMS SAFELY
No one grows Ketchup like Heinz.
EXPLORE
INTERACTIONS OF LANGUAGE AND IMAGES

SIMILAR MESSAGE

Reinforcement
COFFEE IS NOT JUST BLACK
INTERACTIONS OF LANGUAGE AND IMAGES

DIFFERENT MESSAGE

Play
Sarcasm
Irony

Breakdown
Ambivalence
Confusion
IRONY
CONFUSION
EXTEND
Introduction of Selected System Choices

- Teacher introduces:
  - how to identify system choices
  - possible interpretations of each design elements

Pre-Annotation: Personal Response to Selected Text

- Teacher elicits responses (personal) w.r.t. text from class

Annotation: Making sense of Selected Text

- Students annotate text using a structured worksheet to guide their analysis
- Students discuss their interpretation as a pair/group

Post-discussion

- Students present their interpretations to the class
- Teacher facilitates a discussion on meanings made, links between ideas and embedded social values in the advertisement
1) What does the advertisement aim to communicate?

2) What interesting things do you notice about the advertisement?

- Why foreground *personal* response?
  - empowering students’ responses
    - Teachers ≠ oracle
  - gauging student prior knowledge
(Collective) response made visible

- suggestion: to note all responses on whiteboard
  (exploratory talk: w/o value judgement, interesting points could be pursued/clarified)
- reference point for annotation exercise
- collation of divergent views
# Annotation

**Making Sense of Selected Text**

3. **Annotation**

<table>
<thead>
<tr>
<th>System Choices</th>
<th>Effect</th>
<th>Link</th>
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<tbody>
<tr>
<td>Which of the system choices have you found?</td>
<td>How does the choice affect you (the viewer) in terms of:</td>
<td>How do these points link with others you have identified?</td>
</tr>
<tr>
<td></td>
<td>a) attracting or directing your attention?</td>
<td>How does it work together to communicate certain ideas?</td>
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<td>b) engaging your emotions?</td>
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ANNOTATION
MAKING SENSE OF SELECTED TEXT

- Identify system choice elements
  - Deliberate choices
- Effect on audience
  - Provide evidence and anchor to these interpretations
- Links: use more scaffolding
- For upper sec
  - Immediate connections to previously cited points
4. Drawing the ideas together from part 3, write a paragraph about what the advertisement seeks to communicate. Provide evidence for your interpretation.

- Reorganisation, persuasion, synthesis of ideas
DISCUSSION ABOUT EMBEDDED SOCIAL VALUES

- one or two points of interest identified earlier: debate
- advertisement relates and communicates certain values held by society
- needs questioning?
20 MIN TASK

- Using the advertisement and the tasks you have set earlier in the workshop, design one lesson useful for your class.

Suggestions:
- select one element to focus on
- include assessment tasks
  - create a “plus one” assessment tasks beyond the typical examination questions
    - Explain how the language and visuals create/invoke an emotional response in the viewer.
    - Explain what the language and visuals suggests about the creators’ opinion regarding the issue.
RESOURCES!

Multimodal Literacy

3. Teaching & Learning Resources

LESSON RESOURCES

Presentation Slides at Jurong West Secondary School, English Department (Download) by Educational Technology Division, Ministry of Education

Presentation Slides at National Institute of Education, ‘Redesigning Pedagogy 2013 Conference’ (Download) by Educational Technology Division, Ministry of Education

Professional Development Slides on Systemic Approach to Teaching of Images (Download) by Educational Technology Division, Ministry of Education

https://tinyurl.com/etd-mm2
RESOURCES!

https://tinyurl.com/opal-mmlc
victor_lim@moe.gov.sg
grace_dong@moe.gov.sg
tan_ching@moe.gov.sg
THANK YOU