

Experimenting with Claymation: how can multimodal pedagogy assist low-level literacy, adolescent, English language learners?

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Session Overview

- Context and background to this study
- Language and literacy challenges facing EAL/D learners
- Practical Aspects of the Claymations Process with links to language learning
- 3 student cameos
- Benefits of Claymation for EAL/D students
- More to explore



The Context for EAL/D learners

Context: Milpera State High School, Brisbane



Challenges for adolescent learners of English as an additional language or dialect (EAL/D), with low literacy backgrounds:

- mastering English as an additional language,
- communicating in academic contexts.

An issue for *all* teachers:

- *“All teachers are responsible for teaching the language and literacy demands of their learning areas. EAL/D students require specific support to build the English language skills needed to access the general curriculum” (ACARA, 2013, p. 2 our emphasis).*

How can multimodal pedagogy assist these learners?

Multiliteracies Approach:

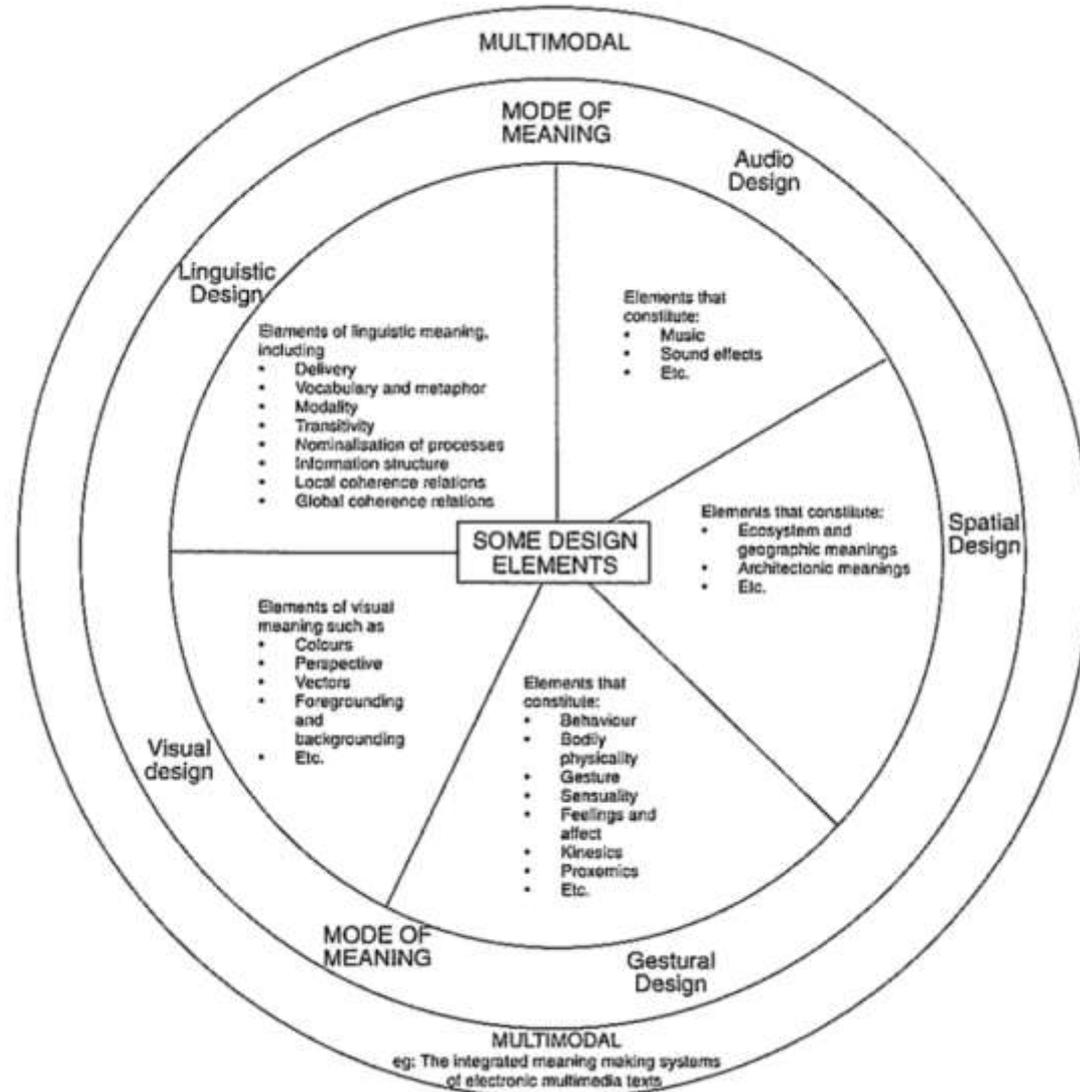
- Student-centred, active-learning principles (Agency: ownership, engagement and collaboration) (Kalantzis & Cope, 2012);
- Creating texts using *linguistic, visual, spatial, audio, oral, tactile and gestural* design elements
- Can include teacher providing explicit instruction



Claymation:

- Using stop-motion filming of clay figures to produce a movie
- Uses a “synaesthetic” or “mode-shifting” approach, bringing together different modes to represent and communicate meaning.
- Engages low-literacy learners

Elements of Multiliteracies Design



Claymations: Step by Step Process

Stages in the Process

- Stage 1: Reading and analysing the text
- Stage 2: Creating the storyboard and selecting the frames
- Stage 3: Creating the models
- Stage 4: Writing the dialogue (the Author's Chair)
- Stage 5: Filming
- Stage 6: Narrating the story
- Stage 7: Editing the DVD
- Stage 8: Post Activity

Pedagogic Stages in the Claymations Process and associated language learning opportunities

See handout

Stages in the Process	Student Activity	Language Learning Opportunities
Stage 1 Reading and analysing the text	<ul style="list-style-type: none"> Read and discuss the novel "The Big Wave" Develop conceptual understanding of real life events (tsunami, volcanic eruptions) Consolidate structural understanding of narrative patterns Discuss plot, characters, theme, complication, resolution etc. Consolidate vocabulary Explore similarities between plot events and students' previous experience Role play small scenarios from the book 	<ul style="list-style-type: none"> Building knowledge of the field Establishing a vocabulary base Extending reading strategies such as skimming, scanning, predicting Checking understanding of narrative structure Exploring and sharing prior learning and concepts Enacting key moments to highlight events and relationships in the text
Creating the storyboard	<p>Pair work</p> <ul style="list-style-type: none"> draft the content of each frame sequence storyboard drafts to match timeline in novel <ul style="list-style-type: none"> illustrate and write captions for each frame <p>Class work</p> <ul style="list-style-type: none"> synthesise the storyboard drafts into one group agreed text agree four scenarios for clay modelling sequence the scenarios 	<ul style="list-style-type: none"> expressing ideas in words and pictures Catering to different learning styles (visual, linguistic and design literacies) Working in pairs fosters collaborative learning Students voicing their opinions promotes ownership of the work Opportunity for discussion and critical thinking Creating an active learning environment
Creating the models	<ul style="list-style-type: none"> create clay characters for each scenario make the scenery compose the scenarios with characters and scenery together sequence the scenarios ready for filming 	<ul style="list-style-type: none"> exploring creativity through clay modelling Learning through kinaesthetic/hands-on experience Discovering new talents Improving fine motor skills
Writing the dialogue	<ul style="list-style-type: none"> write dialogue for the models/ scenarios practise storytelling in preparation for voice recording 	<ul style="list-style-type: none"> using language appropriate to the characters; awareness of dialogue structure; opportunity to experiment with dialogue choices and potentially transform dialogue for effect; understanding the balance of direct speech and narration
Filming	<ul style="list-style-type: none"> design different backdrops for the filming manage the camera shots learn new technical skills film the storyboard scenarios manipulate the models to create the animation 	<ul style="list-style-type: none"> learning camera management techniques developing leadership skills working as a team understanding the requirements of an animation sequence

Stage 2: Creating the storyboard

Students worked in pairs to create illustrations, captions and a short description for each of 6 frames.

Language Learning Opportunities:

- *Discuss important events to include*
- *Express ideas in words and pictures*
- *Working in pairs creates opportunities for dialogue*
- *Caters to different learning styles*



Stage 4: Writing the dialogue (the Author's Chair)

The Author's Chair – reading ideas aloud and negotiating story elements collaboratively

Language Learning Opportunities:

- *Awareness of dialogue structure*
- *Negotiating story elements from each pair to build up the Claymation storyline*



Creating the model characters

*Modelling in clay
allows students
to explore their
creativity and
develop new
talents*



Language Learning Opportunities

Filming

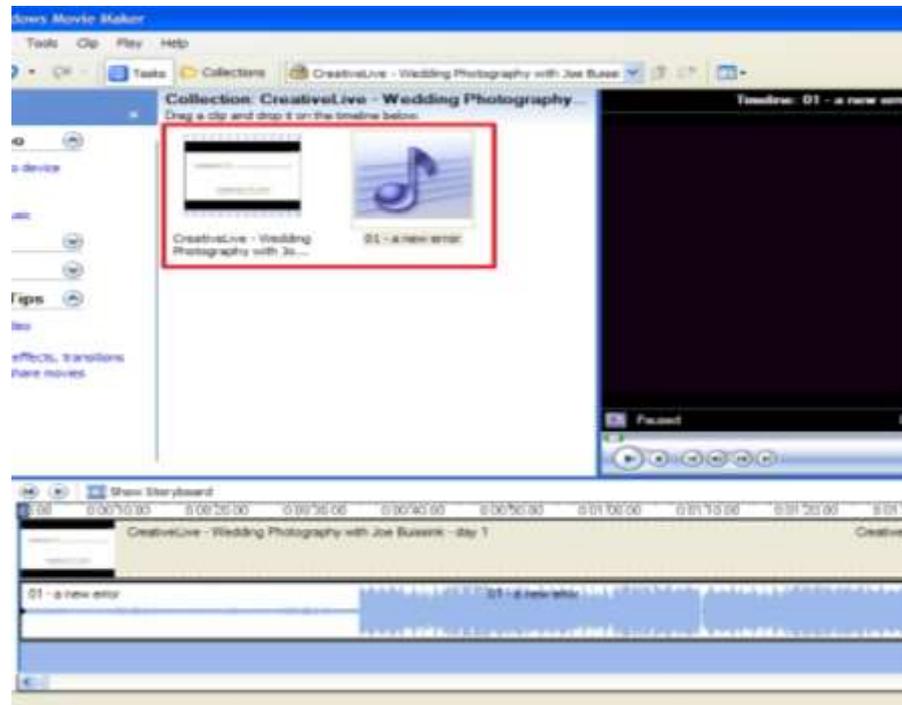
Students learn new technical skills and co-operate to film the storyboard scenarios which have been created in clay.

- Learning camera techniques – visual language (technical terms)
- Understanding the requirements of an animation sequence as a text type



Editing the DVD

Students discuss and debate the film sequence, voice opinions; sound effects are added



The Students

Jae-Sun <ul style="list-style-type: none">• born in Korea• 14 years old• ESL Bandscales level 2	Egide <ul style="list-style-type: none">• born in Burundi• 15 years old• ESL Bandscales level 1	Semret <ul style="list-style-type: none">• born in Eritrea• 14 years old• ESL Bandscales pre-level 1
		
<p>Jae-Sun learnt to:</p> <ul style="list-style-type: none">• Be comfortable collaborating• Take a leadership role• Apply new skills• Share knowledge• Communicate with his peers	<p>Egide learnt to:</p> <ul style="list-style-type: none">• Gain confidence• Engage as a group member• Sustain focus and concentration• Engage with the task through tactile design• Share ownership	<p>Semret learnt to:</p> <ul style="list-style-type: none">• Value her own ideas• Contribute significant ideas to the group story• Work with a partner• Engage positively• Accept praise for her efforts

A range of **language learning opportunities** (Gibbons, 2002) involved in the process (refer to Table)

Key Multi-literacies outcomes for the 3 students:

Agency - Engagement

Collaboration

Design - integrating the range of modalities

Summary of benefits of the Claymations project for these students

Technical Design skills – preparing students for being able to contribute in mainstream high school literacy projects.

Affective benefits:

Discovering student talents; self-confidence; self-esteem; class cohesion; positive classroom atmosphere;

MIs.

Read all
about
it.....

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FEATURE ARTICLE

Multiliteracies Pedagogy

CREATING CLAYMATIONS WITH ADOLESCENT, POST-BEGINNER ENGLISH LANGUAGE LEARNERS

Erika Hepple, Margaret Sockhill, Ashley Tan, & Jennifer Alford

Claymations can creatively blend digital media with foundational literacy teaching. The process empowers and engages low level literacy ELL students. This approach is adaptable to any literacy classroom.

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Adolescent English language learners (ELLs) who arrive in Australia with low literacy backgrounds face significant challenges in achieving sufficient English language skills to engage successfully with the literacy demands of mainstream classes (Gearon, Kostogriz, & Miller, 2009). These students' language and literacy challenges are not just the concern of specialist English language teachers,

but of all teachers. As stipulated in the recently launched Australian National Curriculum (ACARA), "All teachers are responsible for teaching the language and literacy demands of their learning areas. EAL/D (English as an Additional Language/Dialect) students [synonymous with ELLs] require specific support to build the English language skills needed to access the general curriculum" (ACARA, 2013, p. 2, *our emphasis*). This is therefore a topic of inherent relevance to all teachers.

The relationship between learning an additional language and learning to be academically literate in high school is central to this paper. Progress in content area literacy is dependent on *knowing about language* and how it works at discourse and clause level (Macken-Horarik, 1998), and knowing that each content area has different attendant literacy practices (Fang & Schleppegrell, 2010). For example, English, as a content or subject area, involves varying text types or genres—imaginative and factual, in print and multimodal form—and each type has specific, predictable language features that construct meaning. Knowing the actual language elements (e.g., word order, tenses, general academic and domain-specific



Explore more....

1. MULTILITERACIES:

✓ Kalantzis , M. , & Cope , B. (Eds.). (2001). *Transformations in language and learning: Perspectives on Multiliteracies* . Melbourne, Australia : Common Ground .

✓ O ' Rourke , M. (2005). Multiliteracies for 21st Century Schools . *ANSN Snapshot Occasional Paper, 22* . Lindfield, NSW : Australian National Schools Network .

2. CLAYMATION TECHNIQUES AND PROCEDURES:

✓ <http://www.makeuseof.com/tag/create-claymationstopmotion-video>

✓ http://www.ehow.com/how_2051098_createclaymation-movie.html

3. DIGITAL LEARNING:

✓ Avila , J. , & Moore , M. (2012). Critical Literacy, Digital Literacies, and Common Core State Standards: A Workable Union? *Theory Into Practice* , 51 (1), 27 – 33 .

- Thank You