EDB Professional Development Workshop

Effective Use of Multimodal Texts in Developing Primary Students' Integrated Skills

Get to know each other

Ask the colleagues sitting nearby:

- **Which school do you work at?**
- **What year groups do you teach?**
- **Do you use the internet in your classroom? Why/not? How?**
- **Anything else you want to know.**

Today's schedule

9:00 am Introductions and aims

9:15 am Multimodal texts: What and Why?

9.35 am Demonstration 1: Digital adverts for critical thinking

10:10 am Demonstration 2: A short film for storytelling skills

BREAK

10:55 am Demonstration 3: E-books for integrated skills

11.20 am Exploring other sources of multimodal texts

12:00 pm Wrap up

A multimodal text combines……

"…two or more semiotic systems. There are five semiotic systems in total:

- **Linguistic:** vocabulary, generic structure and grammar
- **Visual:** colour, vectors and viewpoint in still and moving images
- **Audio:** volume, pitch and rhythm of music and sound effects
- **Gestural:** movement, speed and stillness in facial expression and body language
- **Spatial:** proximity, direction, position of layout and organisation of objects in space"

(adapted from Anstey and Bull, 2010)

Bullying is

NEVER OK!

Different font colours

Capitals for emphasis

Looking into camera
makes personal contact

Easily recognisable
gestures

Imperative makes
message stronger

Tell

someone

Reaching out
to the audience

Logo makes
it look official

http://www.carelpress.co.uk/

Let's watch a digital multimodal text.

Which semiotic systems will this advert use to get its message across?

Live Bolder, McDonalds advert
https://www.youtube.com/watch?v=7szKcGAbXgo

Let's watch a digital multimodal text.

Which semiotic systems will this advert use to get its message across?

Digital technology allows texts to use all five semiotic systems to express meaning.

Why use multimodal texts in the classroom?

"While many young people in Hong Kong are active and enthusiastic consumers of multimodal texts in their out-of-school lifeworlds, these new multimodal texts and textual practices have not been fully exploited in schools and classrooms."

From Margaret Lo and Matthew Clarke HKU study 2010

Multiliteracies and technology enhanced education

Why use multimodal texts in the classroom?

"While many y... ...are active and ent... ...s in thei... ...l tex... exp...

Multimodal texts are authentic, i.e. the students read them outside the classroom.

...Study 2010

M... ...ed education

Is reading multimodal texts the same as reading print-based texts?

When 'reading' a powerpoint, you often have to listen to and read words at the same time.

When 'reading' pictures, the eye is drawn to colour, size, part closest to you, etc

When watching a video, the eye has to follow moving images and you listen to words, music and other sounds.

When reading a screen, several kinds of multimodal text may appear simultaneously, requiring 'radial browsing'.

(Bearne et al, 2007)

Is reading multimodal texts the same as reading print-based texts?

When 'reading' a picture, you draw on your pa...

When 'reading' a ... text, you often ... and read ... time.

...

important ... words ... sounds.

There is often more information from different (sometimes unreliable) sources, so:

• skimming and scanning are important skills

• the reader must be selective and critical.

...007)

From the primary curriculum guide:

Reading skills for KS1

"recognize format and language features of some common text types, e.g. signs, stories. Guess meaning of unfamiliar words by using contextual or pictorial clues"

Listening skills for KS2

"understand the speaker's intention, attitude and feelings through their choice and use of language, gestures and facial expressions"

Multimodal Texts: When and Why?

At the beginning of the lesson to:

- engage learners
- set context for a vocabulary or grammar lesson
- activate schemata
- review previous lesson

In the main body of the lesson to:

- engage learners
- practise integrated skills
- notice grammar / vocabulary
- practise grammar / vocabulary

At the end of the lesson to:

- engage learners
- reward learners
- review lesson
- set homework task

Selection criteria for multimodal texts

1. —— ———— **objectives** ———— **?**

2. —— ———— ———— —— **interests** —— **?**

3. — —— ——— — **challenge** ———— **?**

4. — — **age** ———— **?**

5. — —— **technology** —— **?**

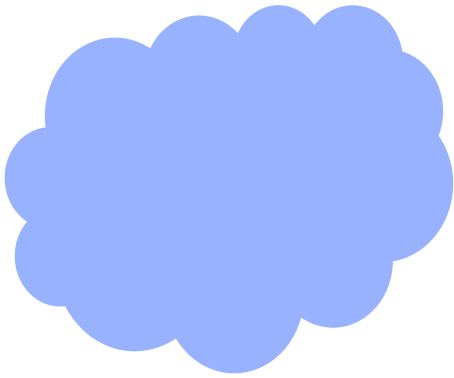6. —— —— ———— **copyright?**

Let's design a cereal box!

Colour?

Character?

Copy?

Brand?

Free gift?

Reflection

1. What were the learning objectives of this cereal ad lesson?

2. Could you use it with your learners? Would you need to adapt the material to suit your learners? Why? How?

Integrated skills: What and why?

It is authentic to integrate skills in the classroom.

Integrated skills: What and why?

The four skills are reading, writing, listening and speaking.
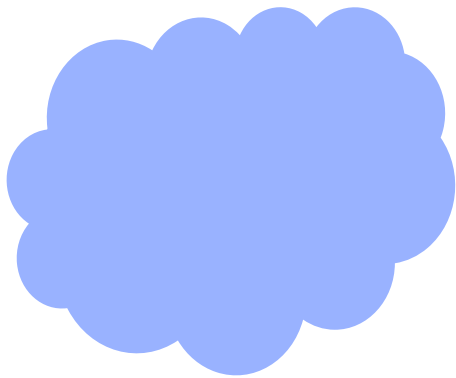
Do we integrate them in our daily lives?

Think of an example.

Demonstration 2: Exploiting a short film to practise integrated storytelling skills

This demonstration is based on a short film called SOAR by Alyce Tzue, hosted on Kieran Donaghy's FILM ENGLISH website .

Hope you enjoy it:

http://film-english.com/2016/01/25/soar/

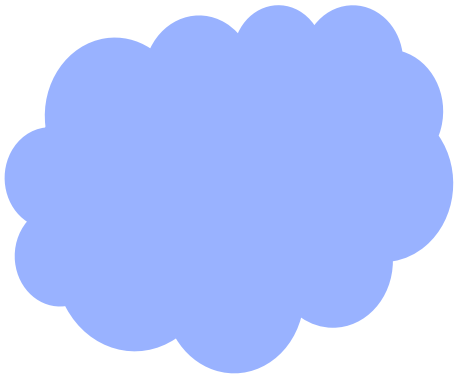**Demonstration 2: Exploiting a short film to practise integrated storytelling skills**

Reflection

1. What were the learning objectives of the lesson based on a short film?

2. Could you use it with your learners? Would you need to adapt the material to suit your learners? Why? How?

Demonstration 3: Exploiting an e-book to practise integrated skills

This demonstration is based on an e-book called 'Happy Birthday, Winnie' by Valerie Thomas and Korky Paul, hosted on:

http://www.oxfordowl.co.uk

Reflection

1. What were the learning objectives of the lesson based on an e-book?

2. Could you use it with your learners? Would you need to adapt the material to suit your learners? Why? How?

Techniques for exploiting digital multimodal texts

- **Play sound only**
- **Play images only**
- **Show text with / without sound and vice versa**
- **Pause to predict**
- **Focus on facial expressions for emotion**
- **Focus on sound track for meaning**
- **Focus on language (grammar / vocabulary / register)**
- **Read / listen and use information to complete a task**
- **Zoom in / out**
- **Write script / dialogue / story (practising cohesive devices / appropriate tenses)**
- **Criticize / evaluate the text**
- **Consider the author's / creator's intentions**
- **Explain why you enjoyed / didn't enjoy the text**

Can you add to this list?

Exploring other sources

Explore these sources of multimodal texts and consider their suitability for your context:

Short films

http://film-english.com

E-books

http://www.storylineonline.net/

News

http://www.bbc.co.uk/newsround

TEFL websites

http://peer.edb.hkedcity.net/

learnenglishkids.britishcouncil.org

learnenglishteens.britishcouncil.org

Remember to consider learning objectives, learners' interests, level of challenge, age appropriacy, use of technology and copyright.

Exploring other sources

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Wrap Up

- **Digital multimodal texts are becoming the norm outside the classroom.**

- **Reading multimodal texts effectively requires practice.**

- **Multimodal texts can be exploited in a number of ways to satisfy a number of learning objectives.**

- **Multimodal texts are engaging and effective sources for language learning.**

**Please complete
the evaluation
and feedback form.**

**Have fun with multimodal texts
and**

THANK YOU for coming!