

# *Using Multimodal Materials in Language Arts*

**eLearning Series: The Effective Use of Multimodal Materials in Language Arts to  
Enhance the Learning and Teaching of English at the Junior Secondary Level**

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# Today's Workshop Rundown

**Part 1: Introduction and Initial Experience-sharing (<http://eteachers.online>)**

**Part 2: Principles and Practice of Using Multimodal Materials in L.A.**

**Short Break (10 minutes)**

**Part 3: Extended Experience-sharing**

**Part 4: Q&A and Discussion**

# Recommended Online Resources:

<http://eTeachers.Online>

by The Department of English Language Education, EdUHK



# **Part 1 - Introduction**

Integrating Traditional Curriculum Objectives,  
Language Arts, New Literacy and eResources

# Agenda: Integrating Traditional and New Elements of English language learning

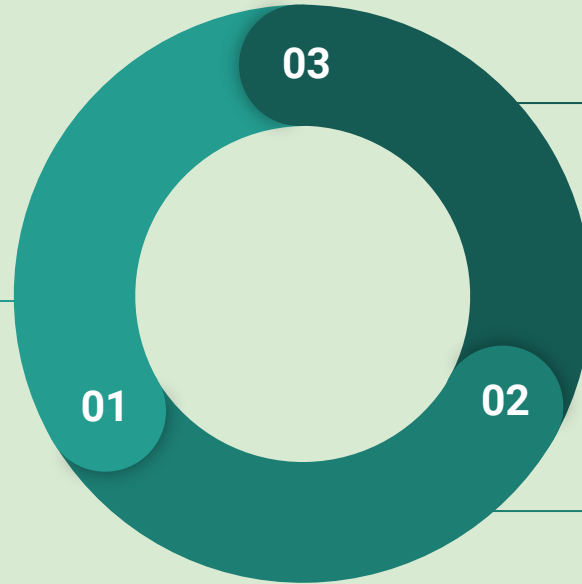
With the expansion of technologies and multimodal learning content, teachers must consider how to **integrate traditional content and objectives** with the **continually emerging newer elements** of the English curriculum:

- **Traditional language arts content:** poems, songs, short stories
- **Multimodal materials:** apps, websites, online learning platforms
- **New literacies:** blogging, digital storytell, online multimedia expressions
- **Effective strategies** to enhance students' understanding of language arts
- **Effective use of technology** to enhance teaching and learning approaches

# The Need for Organic Integration of Traditional L.A., New Literacy and e-Resources

## 1. Traditional Language Arts

Topics and language objectives from the compulsory part of the curriculum are revisited and practiced in the traditional L.A. Electives.



## 3. e-Resources

e-Resources provide an ever-expanding ocean of opportunities for discovering resources, hosting learning activities and student interactions, and for sharing/publishing students language processes and products.

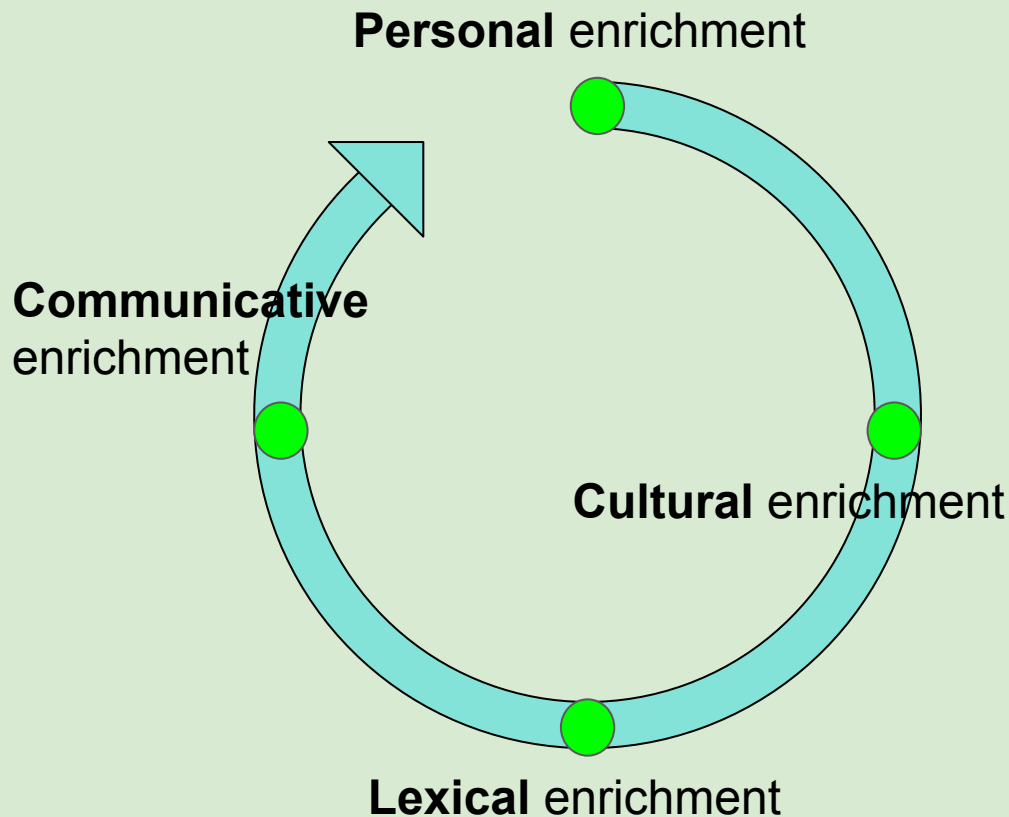
## 2. Multimodal Material and the New Literacy

New literacies and multimedia introduce ways to combine language with graphic, audio and video representations, allowing more creative learning, practice and communicative opportunities.

# Language Arts in the HK curriculum

Each of these areas enhances the other in an **interaction** of **language**, **ideas**, and **personal response**.

A **creative and cooperative learning environment** maximizes the benefit of L.A. teaching.



# How Important is the “New Literacy”?

“We’re in the midst of **a literacy revolution** the likes of which we haven’t seen since Greek civilization.”

~ *The New Yorker*

# Examples of ‘New Literacies’

New Literacy text types and language activities relevant to secondary students:

- blogging
- digital storytelling
- maintaining a website
- reading, writing and commenting on fan fiction
- collaborating on and writing wikis (and webquests)
- conducting and collating online searches
- podcasting and videocasting
- processing and evaluating online information
- participating in online social networking spaces
- creating and sharing music videos
- photoshopping images and photo sharing

(Wikipedia “New Literacies” definition)

# Multimedia and Multimodality:

## New Platforms and Text Types

- Websites
- eBooks
- Audiobooks
- Advertisements
- Vlogs and Podcasts
- Social Media: Instagram, Facebook, etc

# New literacy in the English curriculum

“Traditionally, ‘literacy’ refers to **the ability to read and write effectively to achieve desired goals** or outcomes and develop one’s knowledge and potential. With the rapid development of IT and social media, ‘literacy’ **has taken on a new meaning as texts are no longer a linear form of presentation limited to words but are composed of various modes of communication** (e.g. images, animations, sounds, graphics). **Students, therefore, need to be equipped with new literacy skills** to process and create multimodal texts in which messages are conveyed in different modes (e.g. linguistic, audio, visual, gestural, spatial), and the skills to search for and manage information.”

- *English Language Education Key Learning Area Curriculum Guide (2017)*, p8

# Multimedia and Multimodality 1:

## Artist Introductions (Vincent Van Gogh)

Consider:

- Sound
- Colour
- Motion
- Framing
- Focus
- Language
- Meaning

Video Short Biography

# Something for everyone: there is a wide range of ways to reflect on the personal experience of art

1. **Label** a Van Gogh painting with as many words as possible (word level).
2. Write a **caption** for the painting as a picture (sentence level/text type).
3. Write a **short dialogue** between two characters with the picture as the setting (sentence level/text level).
4. Write a **short short\* story** in which the dialogue takes place (sentence level/text level).
5. Imagine some **personal characteristics** of the artist who painted the picture (word level).
6. Write a **short diary entry** by the artist on the day he or she painted the picture (sentence level/text level).
7. Write a **short imaginary biography** of the artist (sentence level/text level).
8. Read a **short biography** of the artist (text level).
9. Find a painting that represents something about **your own personal characteristics** and add them to the painting (word level).
10. Write a **400-word memoir** of an experience in your life that uses your painting as an illustration (sentence level/text level).

\* A very short story, usually less than 1000 words, often with a sharp focus on character or plot.

# Multimedia and Multimodality 2:

## The Diary of Anne Frank

Consider:

- Sound
- Colour
- Motion
- Framing
- Focus
- Language
- Meaning

# Part 2 - Planning

## Planning Language Arts Lessons with Multimodal Materials and eResources

Step 1: Consider the Framework

Step 2: Consider the Technology

Step 3: Consider the Content

Step 4: Consider the Process

Step 5: Consider the Product

# Planning for Multimedia and Multimodality:

## **Step 1 - Consider the Framework**

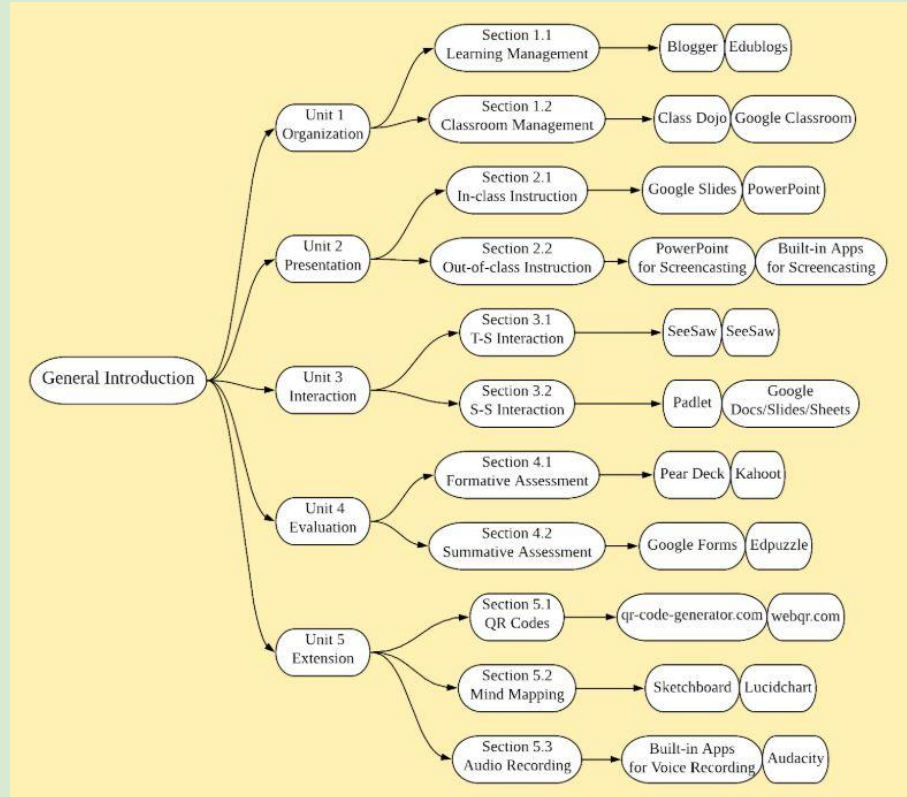
**TPACK** is a useful framework for planning, as a way to balance the considerations of technology, pedagogy and content knowledge.

# Planning for Multimedia and Multimodality:

## Step 2 - Consider the Technology

### Initial Questions:

1. What technology do you know how to use and prefer to use?
2. What technology must you use, if any?
3. What technology is user-friendly for you and your students?
4. What teaching & learning skills does the technology support / enhance / extend? (Refer to graph for examples.)



# Integrative Teaching Approaches for Language Arts and eResources: Spotlight on eResources

LA Principles	Examples	Platforms
<p><i>To increase students' language practice, confidence and fluency:</i></p> <p><b>Design language arts activities which recycle prior learning</b></p>	<ul style="list-style-type: none"> <li>• Review portfolio of prior learning to extend topics; undertake new tasks</li> <li>• Create a final multimedia presentation of learned material</li> <li>• Watch flipped class videos using prior content or language</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Google Drive</b></li> <li>• <b>Blog or Site</b></li> <li>• <b>Edpuzzle</b></li> <li>• Youtube</li> <li>• Adobe Spark Video</li> </ul>
<p><b>Design grammar-in-context activities with authentic, creative and digital texts</b></p>	<ul style="list-style-type: none"> <li>• Read biography of hero, celebrity or historical figures</li> <li>• Write biographical sketch</li> <li>• Write digital diary or fanfiction sketch</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Blog or Site</b></li> <li>• <b>WebQuest/Online resource</b></li> <li>• Traditional book</li> </ul>
<p><b>Design activities with both top-down and bottom-up language objectives</b></p>	<ul style="list-style-type: none"> <li>• Music video review</li> <li>• Movie trailer review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Edpuzzle</b></li> <li>• Youtube</li> </ul>
<p><b>Design language activities with graphic, video, audio and text features</b></p>	<ul style="list-style-type: none"> <li>• Read and write graphic novels</li> <li>• Video and podcasting</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Blog or Site</b></li> <li>• Adobe Spark Video</li> </ul>
<p><b>Design activities that include a balanced focus on language form, meaning and analysis</b></p>	<ul style="list-style-type: none"> <li>• Reading autobiographical memoir</li> <li>• Writing personal memoir (e.g. paradigm shift)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WebQuest/Online resource</b></li> <li>• <b>Blog or Site</b></li> <li>• Traditional book</li> </ul>

# **Planning Goal: Choosing Core Apps for Multimodal Teaching and Learning Activities**

**G-Suite**

**Edpuzzle**

**Padlet**

**Peardeck**

# MY 3 "CORE APPS"

WHICH ONE OF THESE FOLLOWING APPS WOULD YOU LIKE TO KNOW MORE ABOUT?

## PEAR DECK

For teacher-led synchronized **presentations**, immediate feedback, collaboration, etc.

## PADLET

For student individual, pair or group **collaborative sharing**, text discussion, response, rating, etc.

## G-SUITE:

SLIDES, SHEETS, DOCS, FORMS,  
BLOGGER, SITES...

For the integration of a variety of tools:

# Recommended “Core Apps” for IT Integration

For a ‘virtual classroom’ teacher LMS: **Google Classroom or Blogger**

For integrating videos into lessons: **EdPuzzle**

For monitoring student participation and feedback: **Pear Deck**

For encouraging student to student interaction: **Padlet**

For collecting student feedback/conducting assessment: **Google Forms or Kahoot!**

# Planning for Multimedia and Multimodality:

## **Step 3 - Consider the Content**

The Secondary curriculum introduces a variety of language arts content. Which one of the follow text types do you use most often in your teaching?

- **Short stories**
- **Reading selections**
- **Poetry**
- **Song Lyrics**

# Planning for Multimedia and Multimodality:

## Step 3 - Consider the Content

Creatively ***blending*** traditional genres, language objectives, and text types with visual, video, digital and other interactive media can take place in single lessons, units, elective classes or across the curriculum.

**Three effective ways** to integrate Traditional Language Arts and New Literacy is through:

- **Graphic Novels**
- **Fan Fiction**
- **Life Writing**

# Graphic Novels

## What are Graphic Novels?

Graphic novels are stories that rely heavily or entirely on visual images to convey story elements such as setting, plot and character. They are written for all ages, on a wide range of topics and with varying degrees of difficulty ( like traditional print stories). **Many of the learning objectives of Drama can be addressed with Graphic Novels.**

Lost & Found, by Shaun Tan

# Why Teach Graphic Novels?

- Graphic texts are more accessible and can encourage reading.
- Graphic texts can be used to appeal to the reluctant, disengaged or struggling reader.
- Graphic texts offer sophistication of plot and theme without complex language.
- Graphic texts encourage students to use and apply previously learned language to describe, discuss and analyze stories.
- Graphic novels offer opportunities to teach more content rather than less because so much is covered in just a few pages.

# Visual literacy: a complement to text

- **Young people are used to making meaning from visual input.** This is an essential source of information for ‘digital natives’.
- **Pictures tell a thousand words.** Think of all the visual texts to which we are exposed. We rarely find text without graphic support.
- **We live in a visual age.** Visual literacy, the ability to “read” images, is increasingly a critical life skill. Learning to analyze - and create - visual support is essential in a digital age.

# Visual literacy: a complement to text

Challenges for English teachers:

- How can teachers build on students' skill of interpreting visual texts in order to enhance language learning?
- What elements are involved in 'reading' an image, and how can teachers help students develop the skills to do so thoughtfully?

# Reading graphic novels: Reading Illustrations

Questions about illustrations:

- What does this illustration depict?
- What story might it illustrate?
- What is the mood? How is this conveyed?
- What does the setting tell you about the socio-cultural background?
- How might this illustration position its readers? Who might it include or exclude?

*Topic-relevant  
photo here*




# See, Think, Wonder

- Where is this?
- What is the man doing?
- Where is he going?
- Why?
- Describe what he's looking at.
- What would you call the animal?
- What feeling does the creature give?
- What do you expect the story to be about?

*Topic-relevant  
photo here*

# Sample Lesson Ideas for Graphic Novel *The Arrival*

Teaching with Graphic Novels in Secondary Schools: A unit plan using <i>The Arrival</i>		
<b>OUTCOMES</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>Read and respond to <i>The Arrival</i>.</li> <li>Use drama to highlight/portray significant events/themes/moods in the text.</li> <li>Identify social issues in <i>The Arrival</i>– migration, refugees, loneliness, etc.</li> <li>Identify the key features of texts: graphic novels, newspaper reports, informal letters, short narratives</li> <li>Deploy above features to produce new texts: newspaper reports, letters, <a href="#">refugee stories</a>.</li> </ul>		
		
<b>Specific language focus:</b> <b>Text types</b> Refugee stories Newspaper reports Letters	<b>Functions/grammar</b> Identifying who, what, when and where. Recounting key events. Describing people; appearance and personality. Writing dialogue	
<b>Assessment possibilities:</b> Work samples: Worksheets as evidence of ability to identify typical/unusual aspects of a graphic novel; stories, as evidence of general writing standard and ability to follow the format of a newspaper article, short narrative and letter; summaries of classmates' stories as evidence of listening ability, and ability to analyse a story. Anecdotal records: of spoken contributions in group tasks Performance notes: Role-plays- evidence of rehearsed speaking ability.		
Orientating task/s	Teaching notes/steps	Resources
1. Introduce ideas of travel and migration  2. Using prediction skills	<p>The teacher introduces the cover of the graphic novel <i>The Arrival</i> and uses the See, Think, Wonder framework (<a href="http://www.visiblethinkingpzs.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html">http://www.visiblethinkingpzs.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html</a>)</p> <p>This can be done by projecting the single image on the screen or giving each group a large sheet of paper with the image on it and asking them to write down their ideas using sticky notes around it.</p> <p>Teacher generates a list of ideas based on what students see (observation), what they think (inference) and what they wonder (question).</p> <p>Teacher uses ideas generated by the students to create a concept map of words – migrant, traveler, refugee, journey, foreign,</p>	Book: <i>The Arrival</i> , with multiple copies of the cover image or a visualizer to project the image. Large sheet of paper for concept maps. Sticky notes

[The complete unit plan can be found at this link.](#)

[More materials for teaching \*The Arrival\* are available at this link.](#)

Thanks to my colleagues Dr Bidisha Banerjee and Dr Jeff Clapp for sharing their ideas and material!

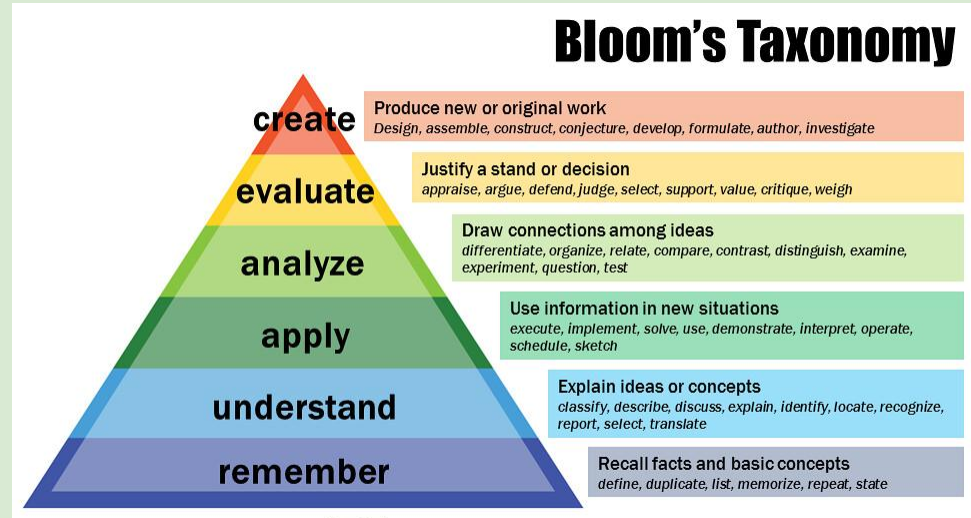
# Online Resources for Teaching with Graphic Novels

- <http://dw-wp.com/>
- <https://sites.google.com/a/uAlberta.ca/fanfiction-for-literacy/>
- <https://www.cultofpedagogy.com/teaching-graphic-novels/>
- <http://www.edudemic.com/teaching-graphic-novels/>
- <https://www.nytimes.com/2007/12/26/education/26comics.html>
- <https://www.pinterest.co.uk/pin/4785143331912227>

# Planning for Multimedia and Multimodality:

## Step 4 - Consider the Process

Consider **Bloom's Taxonomy** as a useful reference for choosing objectives that raise the level of expectation for students' higher order thinking.



# Integrative Teaching Approaches for Language Arts and eResources: Spotlight on Student TASKS

New Literacy Genres	Correspondence to LA Electives	Potential Platforms	Potential Tasks
Graphic Novels	<ul style="list-style-type: none"> <li>Drama</li> </ul>	<ul style="list-style-type: none"> <li>Google Drive</li> <li>Blog</li> <li>Adobe Spark Video</li> <li>Youtube</li> <li>Edpuzzle</li> </ul>	Use elements learned from graphic novels to create a storyboard for a dramatic performance. Record and edit it.
Fan Fiction	<ul style="list-style-type: none"> <li>Popular Culture</li> </ul>	<ul style="list-style-type: none"> <li>Youtube</li> <li>Edpuzzle</li> </ul>	Research a favourite celebrity and include him or her in a scene (or ending) from a story such as <i>Harry Potter</i> or <i>Hunger Games</i> .
Writing Your Life	<ul style="list-style-type: none"> <li>Short Stories</li> </ul>	<ul style="list-style-type: none"> <li>Traditional book</li> <li>Online resource</li> <li>Blog or Website</li> <li>WebQuest</li> </ul>	Write a fictional short story modeled on a short-short story and based on an important real-life experience. Blend with a digital platform.

# Recommended References:

***The Teacher's Guide to Media Literacy: Critical thinking in a multimedia world***

by Cindy Scheibe and Faith Robow, Corwin Press 2012

***Digital Storytelling in the Classroom: New media pathways to literacy, learning and creativity***

by Jason B. Ohler, Corwin Press (2nd Edition) 2013

## **Part 3 - Experience Sharing**

# Connect to your own life:

What was the most **positive** :) experience you've had with online or blended teaching?

What was the most **negative** :( experience you've had with online teaching?



# EXPERIENCE SHARING

## The lessons I learned after a month of online teaching:

1. Expect problems to occur and remain flexible (have a Plan B).
2. Alternate the presentation, participation and activities modes to keep the pace comfortable.
3. Allow students to interact in a variety of ways during presentations (T-C, T-S, S-S)
4. Do not use synchronous mode for all activities; also assign asynchronous activities
5. Assign students to random and non-random groups in breakout discussions - have groups keep a record of what happens
6. Encourage students to share their own online learning experience.
7. Choose “core apps” that work for both synchronous and asynchronous activities
8. Keep students actively engaged from start to finish
9. Hold online office hours for students to follow up with questions or problems.

# PADLET.COM

## What is it?

A collaborative platform for teachers and students to easily share and interact with each others ideas, answers, documents, replies and much more.



## Pros:

Feature-rich, with many settings to adjust format of padlet, user permissions, posting preferences, rating options, design and more.

User- friendly

Reliable for Mainland students.

## Cons:

Limited to three padlet with free version per username.

Unlock all features and unlimited padlets with subscription

# PADLET.COM

## Sample Padlet:

In this padlet, I invited a class of BEd students to introduce and share e-Books that they made on Book Creator.

Members of each group would read and comment on the features of their group mates e-Books.

<https://padlet.com/timhk/qxly5d9u5lb>

# OUR PADLET: MY E-LEARNING TIP

## Activity:

For our sharing padlets, please share your own tip or suggestion for what has worked well for you while teaching online.



<https://padlet.com/timhk/8atfjb4e6var>

# Learn more...

## Padlet.com

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There are several introductory videos on Padlet's website to get you started.

[padlet.com](https://www.padlet.com)

We have also made a short step-by-step guide to getting started.

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Here is what I took away from today's workshop. Please write an outcome, comment or question.