香港浸會大學
HONG KONG BAPTIST UNIVERSITY

中語
心文 語文中心
LANGUAGE CENTRE

Effective Use of Multimodal Texts to Develop Students' English Language Skills and Cater for their Diverse Learning Interests and Needs at Primary Level

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Workshop Objectives

Explore Diverse Multimodal Texts
To discover a variety of multimodal resources that can be utilised in the primary English classroom

Expand Pedagogical Strategies
To gain a broader range of teaching strategies for incorporating multimodal texts, fostering engaging learning experiences for your students

Enhance Multiliteracy Competence
To develop methods for supporting your students' multiliteracies, including listening, speaking, reading, and writing, through engaging multimodal activities

Address Learning Diversity
To learn innovative approaches for using multimodal texts that cater to diverse learning needs

Engage in Practical Activities
To participate in hands-on sessions where you can experiment with selected multimodal texts, designing effective teaching tasks to enhance your students' English language skills and creativity

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Modes of Multimodality

Linguistic	Encompasses both written and spoken language, including vocabulary usage, grammar, and sentence structure, providing the foundation for effective communication
Audio	Incorporates various sound elements such as music, sound effects, silence, and the manipulation of volume and rhythm, enhancing the auditory experience
Visual	Involves still and moving images, diagrams, colors, page layouts, framing, camera angles, movement, and lighting, all contributing to visual storytelling
Gestural	Includes actions, physical movements, eye contact, facial expressions, and body language, which convey meaning and emotion beyond words
Spatial	Focuses on the arrangement of environmental and architectural spaces, including the positioning and organisation of objects, as well as direction and distance, influencing perception and interaction

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Print-based vs. Multimodal Texts

Engagement

Accessibility

Information
Retrieval

Interactivity

Adaptation for
Interests

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Examples of Multimodal Texts for Teaching English

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1. Linguistic

- **Picture Books**
- **Novels**
- **Short Stories**
- **Poetry**
- **Textbooks**
- **Articles**
- **Blogs**
- **Newsletters**

A Treasury of Literary Classics -
Chinese Fables and Tales Series (1)

Instruction:

Read the Chinese story and answer the following questions.

Yu the Great Tamed the Waters

Click here to read the text.

1. People had to escape to the mountaintops because …

A. there was a great flood.
B. there were a lot of hills and valleys.
C. there was heavy rain.
D. they were homeless.

Your answer: [Type A, B, C or D]

[Explanation / Hints]

Yu the Great Tamed the Waters

1.   Long, long ago, people suffered a lot from great floods. Sometimes they were so severe that even the houses collapsed, and crops and livestock were destroyed. Many people were left homeless and forced to flee to mountaintops. People's lives were hard at that time.

2.   Emperor Yao, who had always been known for his benevolence, did not want the people to suffer, so he appointed a distant relative named Gun to tackle the floods. Gun did everything possible to stop the ruthless floods. He spent nine years building embankments to block the raging water. However, this traditional way didn't work well. Powerful floodwater breached the dike and brought disaster to the people. As the days passed, the floods continued. Therefore, the successor Emperor Shun appointed Gun's son Yu as the commander-in-chief of flood control. Yu was clever, witty, hard-working, serious and responsible. He was also cordial and amiable to others. Having faith in his words, he was deeply loved by the people.

3.   Yu understood that apart from blocking the flood, he should also do a good job in diverting the rivers. He led the people to go over the mountains, erecting wooden pillars as markers to measure the location and characteristics of the mountains and rivers. He also dredged and widened the rivers so as to divert the floods to the sea in the east.

4.   No matter how hard and tiring the work was, Yu did his best to control the water so that the people could have a stable life. He always reminded himself to be frugal, and would rather live in a shabby room, and spend all the savings on water control. After getting married for four days, he hurriedly left his beautiful wife and continued to fight side by side with his companions. During the years he was away from home, Yu had passed by his home three times, but he didn't allow himself to go inside and meet his family for fear of delaying his enormous task, even when he heard the wailings of his newborn son.

5.   After years of hardship, Yu finally succeeded in opening roads to mountains and dredging big rivers. Not only were the floods stopped, but even the arid areas were also nourished by the rivers. The earth restored its prosperous scene, and the people finally enjoyed good years. Yu made selfless dedication to the people and became a hero highly admired and supported by them. They even called him Yu the Great to express their profound respect for him. Being impressed with the result of Yu's flood control techniques and his attitude towards work, Emperor Shun chose Yu to be the successor to the throne after him. Yu the Great then founded the first dynasty in Chinese history: the Xia*.

*The Xia Dynasty refers to a dynasty in ancient Chinese

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Lit%20Classics_Pri/Yu%20the%20Great%20Tamed%20the%20Waters.html

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2. Audio

- **Audiobooks**
- **Podcasts**
- **Songs and Lyrics**
- **Voice recordings**
- **Language Learning Apps**

https://emm.edb.edcity.hk/bookshelf/ele-
fest/tradchinfest/ChingMingFestival/PartA.html

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3. Visual

- **Graphic Novels**
- **Comics**
- **Infographics**
- **Illustrated Vocabulary Cards**
- **Posters**
- **Advertisements**

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/website/posters/index.html#posters

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4. Gestural

- **Video Clips**
- **Role-Playing Activities**
- **Storytelling Performances**
- **Charades**
- **Presentations**

Winning Entries of the Story to Stage Puppetr...

N by NET Section EDB

https://www.youtube.com/playlist?list=PLWzv16oC0Y2sQoDtp0nI-OmGe3l6s9VcO

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5. Spatial

- **Classroom Displays (e.g., word walls)**
- **Interactive Whiteboards (for collaborative activities)**
- **Interactive Learning Spaces**

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Task-Based Approach to Multimodal Literacy

The task-based approach develops students' literacy and language skills in meaningful contexts, enabling them to process and create multimodal texts through practical tasks.

1. **Access and Engage:** Facilitate students' access to various multimodal texts, encouraging initial engagement and curiosity

2. **Comprehend and Analyse:** Guide students in understanding and analysing the elements of multimodal texts, focusing on how different modes work together to convey meaning

3. **Explore and Interpret:** Encourage exploration of multimodal texts, prompting students to interpret messages and themes presented through various modes

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Task-Based Approach to Multimodal Literacy

The task-based approach **develops students' literacy and language skills in meaningful contexts, enabling them to process and create multimodal texts through practical tasks.**

4. **Evaluate and Critique:** Foster critical thinking by having students evaluate the effectiveness and impact of different multimodal texts, considering audience and purpose.

5. **Express and Create:** Provide opportunities for students to express their understanding by creating their own multimodal texts, combining different modes to convey their ideas

6. **Collaborate and Share:** Promote collaborative learning by having students work in groups to create and present their multimodal projects, facilitating peer feedback and discussion

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Practising Multimodal Literacy & Catering to Diverse Learning Needs

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Embracing Learner Diversity

> Every class is made up of individuals who are different in terms of motivation, learning styles, preferences, needs, interests and abilities. Teachers can cater for learner diversity through effective curriculum planning and appropriate learning, teaching and assessment strategies.

(ELE KLACG (2017) - p. 72)

- Gifted learners
- SEN students
- Motivation
- Learning styles
- Interests
- Abilities
- Preferences

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Strategies to Embrace Learner Diversity

> Effective strategies should be devised to support the development of the less able students and to maximise the potential of the more able ones in learning English, for example, by:
>
> - creating enhancement or enrichment activities such as storytelling competitions and creative writing workshops for both the more able and the less able students;
> - devising remedial and intervention programmes to help the less able students catch up with school work; and
> - incorporating e-learning to address the learning needs of students with diverse abilities and learning styles, engage students in active and self-paced learning and create more opportunities for co-operative learning.

(ELE KLACG (2017) - p. 73)

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Recommendations for Developing and Integrating Multimodal Texts

Invest Time and Effort
Emphasise that meaningful improvement in catering to diverse learners requires dedicated time and effort in developing and adapting materials

Collaborate with Colleagues
Encourage teachers to work together to share resources and strategies for creating multimodal texts that engage all learners

Utilise Existing Resources
Suggest leveraging available multimodal resources and adapting them to fit specific classroom needs

Experiment with Technology
Suggest exploring different technologies and platforms that can facilitate the creation of multimodal texts

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Making Texts Multimodal - Exploring Technologies

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Approaches to Develop Multimodal Texts

AI Text Generators
Summarise texts, generate discussion questions, or create customised tasks based on student needs

Text-to-Audio Tools
Utilise tools to convert written texts into audio formats for auditory learners

Interactive Educational Tools
Create interactive activities with tools to transform traditional writing task into engaging and immersive learning experiences

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Aesthetic Touch on Static Materials

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Creating infographics

SHORT DICUSSION
- Have you used any infographics for teaching before?
- If so, what topic did you teach with infographics?

Take a look at the infographics on the right, how can we use them to implement in-class activities with the topic "Healthy Eating"?

Content Points?

Purpose of infographic?

Graphic Points?

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Creating a word cloud from a text

Potential Activities:

- **Pre-lesson brainstorming**
  - Students could have a quick prediction about the content of the upcoming text they are going to read or listen to based on the word cloud. They may also check any new vocabularies that are unknown before they delve into reading and listening.

- **Post-lesson Revision**
  - After finishing reading the text you prepared for the students. A word cloud could be shown to them and see if they remember the vocabularies learnt and the main points of the text.

- **In-class Activities (topic research)**
  - A word cloud with keywords could be first prepared for students regarding a topic that you want them to further research. Then, ask them about what they already know about the topic implied in the word cloud, and provide them with online research tools to look for more. They will then present their findings by using the keywords as prompts.

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Creating a mind map

Potential Activities:

- **Grammar Practice**
    - Illustrate different grammar concepts students learnt from the unit on a mind map, such as parts of speech (nouns, verbs, adjectives), sentence structures, or tenses. Students can connect related grammar rules and examples for better understanding.

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Videos

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Creating animated presentation videos

Teachers can leverage platforms like **iMovie, Clipchamp, Canva and PowerPoint** to create engaging presentation videos that enhance students' learning experiences. The use of visuals, animations, and interactive elements can foster a dynamic learning environment that caters to various learning styles.

Benefits:
Increase engagement
improve visual understanding
Encourage interaction

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Doing Revision

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Creating digital flashcards

Platforms like **Quizlet**, **Anki** and **AI image generators** can be used to create and personalize flashcards.

Benefits of flashcards
- Learn Vocabulary
- Assessment
- Collaborative Learning
- Independent Study
- Fun and Games

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Story-building

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Creating digital stories

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Collaboration

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Utilising collaborative tools (I)

Google Docs

- **Collaborative Writing**: Write together on a shared document.
- **Feedback/Comments**: Easy feedback on each other's work.
- **Vocabulary Lists**: Create and share word lists together.
- **Group Tasks**: Work on projects as a team.
- **Fun Formatting**: Use colors and images to enhance writing.

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Utilising collaborative tools (II)

Padlet

Visual Brainstorming: Students post ideas and resources visually.

Interactive Discussions: Engage through comments and reactions.

Multimedia Integration: Share images, videos, and links.

Flexible Layout: Organize content freely and creatively.

Topic Exploration: Generate ideas and research collaboratively.

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Demonstration on Creating Multimodal Texts – KS1

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Key Features of Classkick to Produce Multimodal Texts

Editing mode (for teachers)

Editing Tools	Activity Creation Tools		Assessment Setting
• Pen tool • Highlighter tool • Eraser tool	Teachers can add: • Text • Symbol and emoji • Line • Link • Image (or real-time pictures taken by the devices)	Functions also include: • Record your own audio • Manipulative tool (moving objects around the page) • Fill-in-the-blanks • Multiple-choice-questions • Text-to-speech generator	• Marks indicator for each page

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Key Features of Classkick to Produce Multimodal Texts

Lesson mode (for both teachers and students)

Editing Tools	Activity Tools		Question Raising
Student can answer the questions with: • Pen tool • Highlighter tool • Eraser tool (Teachers can also use the tools to provide feedback on students' work)	Both teachers and students can add: • Text • Symbol and emoji • Line • Link • Image (or real-time pictures taken by the devices) • Audio	Assisting lesson with: • Text-to-speech generator	• Raise hand for teacher's or peers' assistance

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Demonstration on Creating Multimodal Texts – KS2

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Curriculum
Planning

1. Vocabulary

2. Grammar

3. Descriptive Writing

4. Multimodal Presentation

Famous Scientists

Preface

Reading Tasks

Writing Tasks

Download

$E = mc^2$

https://emm.edb.edcity.hk/bookshelf/ele/famoussci/Main/Main.html

Choose a scientist below and learn more about him/her

Li Shizhen
1518 - 1593

Galileo Galilei
1564 - 1642

Isaac Newton
1643 - 1727

Thomas Edison
1847 - 1931

Marie Curie
1867 - 1934

Albert Einstein
1879 - 1955

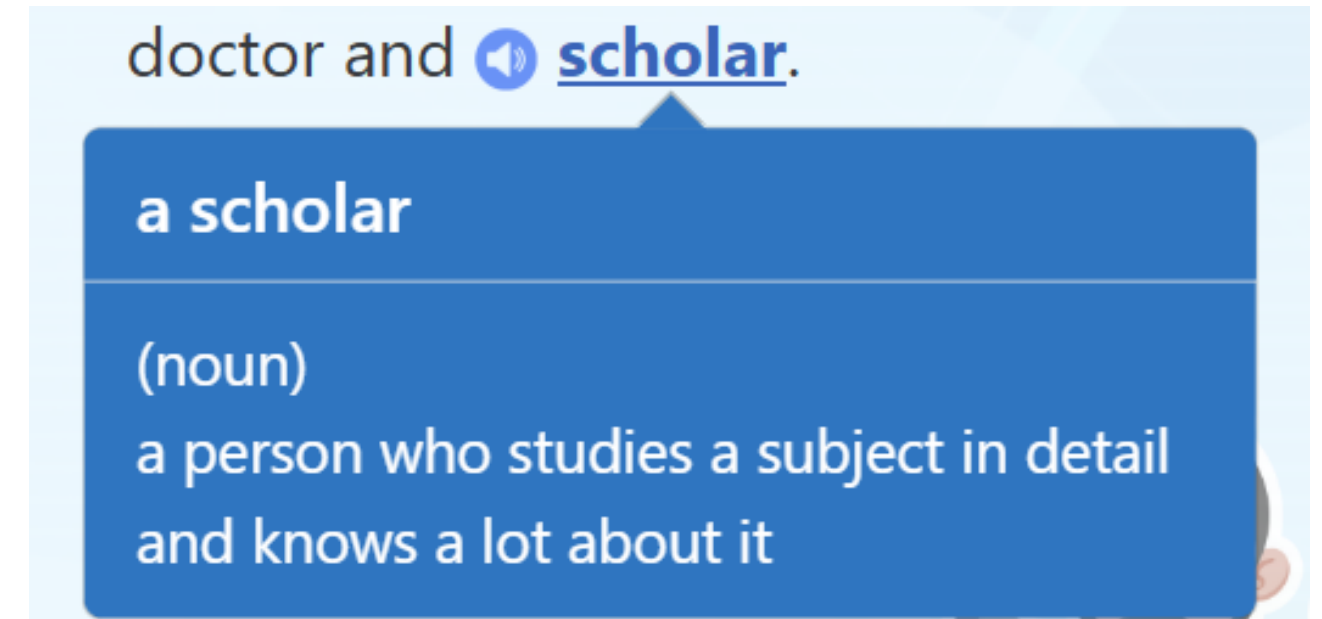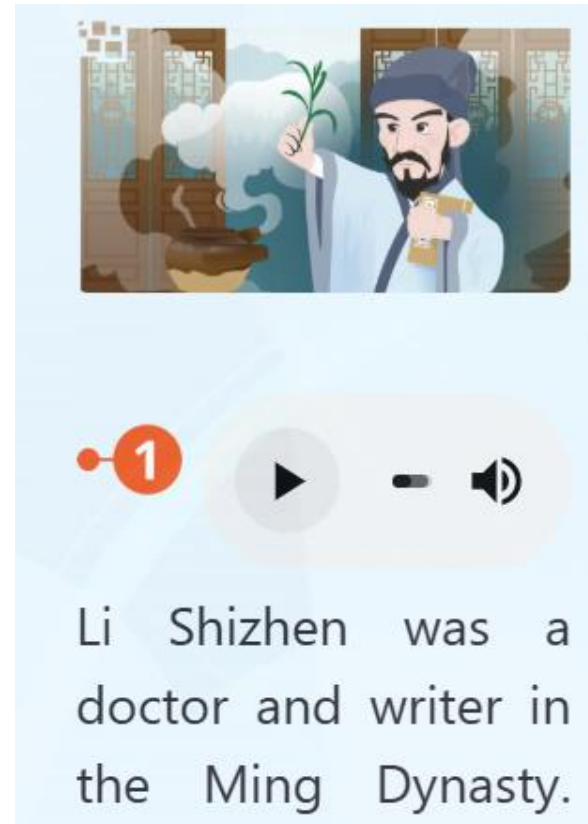https://emm.edb.edcity.hk/bookshelf/ele/famoussci/Main/Mai

Features of the e-books

1. Self-Directed Learning

2. Audio Read-Aloud

3. Mouseover Glossary

4. Exposure to Various Text Types

5. Answer-Checking Functions

doctor and 🔊 **scholar**.

a scholar

(noun)
a person who studies a subject in detail
and knows a lot about it

Li Shizhen was a doctor and writer in the Ming Dynasty.

Part C

Answer the following questions by clicking the best option.

1. Li Shizhen wanted to become a doctor because he ___.
   a. passed the civil service exam ✗
   b. was fascinated by his father's work
   c. followed his father on medical calls
   d. followed his father to the mountains to pick herbs

(Hint: You can find clues in paragraph 3.)

A Resource Kit for **Promoting Positive Values and Attitudes through English Sayings of Wisdom**

Cherish what we have

SOW a grateful heart

SOW a proactive attitude

SOW an optimistic mind

Empathy · Perseverance · Diligence · National identity · Responsibility · Commitment · Law-abidingness · Integrity · Care for others · Respect for others

Sayings of Wisdom

Learning from Inspiring People and their Experiences
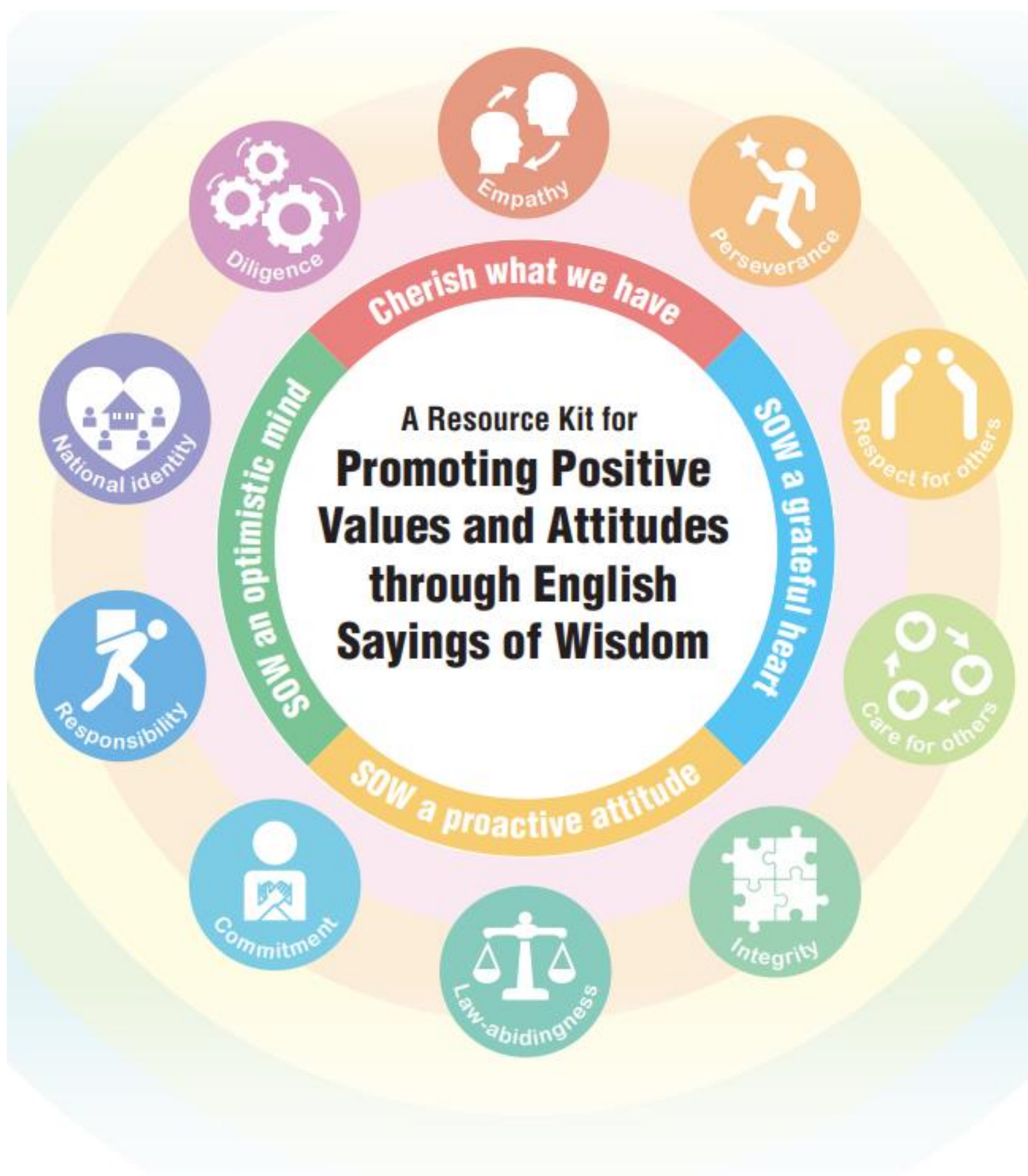
The Biography of Li Shizhen

Empathy

Perseverence

Commitment

Responsibility

Diligence

Effective Ways to Adapt Materials for the Classroom

Vocabulary, Grammar & Writing

1. Describing people / Proper Values and Attitudes
2. Tenses for past description
3. Writing sentences to practise learnt skills

Text Types & Creative Activities

- Infographics, biographies, mind maps, timelines, digital stories, posters
- Student-created projects and discussions

Summary & Recap

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Recommendations for Developing and Integrating Multimodal Texts

- They involve good models of English use;
- The teaching approach is based on sound pedagogical principles;
- The design is user-friendly, and graphics, sound and animation are used appropriately to increase students' motivation and support learning;
- The activities promote the integrated use of language skills; and
- The resources promote interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them.

(ELE KLACG (2017) - pp. 102-103)

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