Enriching KS2 Students’ Reading Experiences through the Use of Multimodal Texts

English Language Education Section
Curriculum Development Institute
Education Bureau
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Workshop Objectives

To provide hands-on activities on how to make use of digital multimodal texts in reading lessons

To enhance teachers’ knowledge and skills of using digital multimodal texts to facilitate the development of KS2 students’ reading skills and enrich their reading experiences

To provide suggestions on how to select, plan and incorporate digital multimodal texts in the school-based English Language curriculum
Workshop Overview

- Understanding KS2 students’ progressive development of reading skills
- Exploring the role of digital multimodal texts in promoting reading and enriching KS2 students’ reading experiences
- Selecting appropriate digital multimodal texts for KS2 students
- Planning and using digital multimodal texts to facilitate KS2 students’ reading skills development and enrich their reading experiences

Break

School sharing

Hands-on practice
Understanding KS2 students’ progressive development of reading skills
“Reading is much more than the decoding of black marks upon a page; it is the quest for meaning and one which requires the reader to be an active participant”

(Cox, 1991, p.133)
The Reading Process & Strategies

ATTEND & SEARCH

ANTICIPATE

CONFIRM

SELF-CORRECT

Semantic (Knowledge & Experience)

Reading for Meaning

Syntactic (Structure)

Graphophonics (Letters & Sounds)

L.I.F.T Literacy Instruction For Teachers (English Language Education Section, CDI, EDB 2007), p.8
Key Reading Skills

- Construct meaning from texts
- Locate information and ideas
- Understand the basic conventions of written English
The Development of Reading Skills across Different Key Stages of Learning

- What is the difference between teaching reading at different key stages?
- How do our students change?
- How does the focus change?
- How does our role change?

- Students’ interests change.
- Students have more experiences and knowledge to draw on when reading.
- Students gain more exposure to different types of texts in L1 and L2.
- Students become more independent and self-directed.
- Students develop more skills and strategies to help them tackle words and texts.
- Students shift from ‘learning to read’ to ‘reading to learn’.
Progressive Development of Reading Skills

Depth of Processing

Cognitive processes involved in reading

<table>
<thead>
<tr>
<th>KS1</th>
<th>→</th>
<th>KS2</th>
<th>→</th>
<th>KS3</th>
<th>→</th>
<th>KS4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>Inferring</td>
<td>Interpreting</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Locating information</td>
<td>- Inferring feelings</td>
<td>- Analysing information and ideas</td>
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<tr>
<td>- Working out meaning of words and phrases</td>
<td>- Deducing information and ideas</td>
<td>- Synthesising</td>
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<tr>
<td>- Connecting ideas</td>
<td>- Comparing information and ideas</td>
<td>- Evaluating</td>
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</tr>
<tr>
<td>- Identifying main ideas and supporting details</td>
<td>- Working out main ideas and themes</td>
<td>- Justifying</td>
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<tr>
<td>- Distinguishing facts from opinions</td>
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<tr>
<td>- Organising information and ideas</td>
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Underlying principles
Activating prior knowledge and experiences in processing a wide range of texts for different reading purposes

Text complexity

Abstractness

Organisation

Density of information

Range and application of reading strategies
Exploring the role of digital multimodal texts in promoting reading and enriching KS2 students’ reading experiences
Literacy Development in the English Classroom

Promoting Reading across the Curriculum (RaC)

Communicative Functions for General Purposes

Rhetorical Functions for Academic Purposes

Promoting Literacy across the Curriculum (LaC)

Literacy Development in the English Classroom

The ability to read and write effectively

Multimodal texts

Sound effects

Music

Images

Spoken language

Written texts

Processing and creating multimodal texts

Equipping Students with New Literacy Skills

Lifelong learning

Challenges in the 21st century
## Students’ literacy experiences inside and outside the classroom

### How are students interacting with texts inside and outside the classroom?

<table>
<thead>
<tr>
<th>Inside the classroom</th>
<th>Outside the classroom</th>
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<tbody>
<tr>
<td>• Teacher-selected</td>
<td>• Student-selected</td>
</tr>
<tr>
<td>• Selected for language learning</td>
<td>• Selected based on students’ own interest</td>
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<tr>
<td>• Often followed up with comprehension exercises/activities</td>
<td>• Usually no follow-up</td>
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<tr>
<td>• Need to read even if they find the text boring or don’t like it</td>
<td>• Stop reading if they get bored or don’t like the book</td>
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<td>• Often textbook-based</td>
<td>• Wide range of sources – newspapers, magazines, notices, story books, games, on-line resources</td>
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<tr>
<td>• Often monomodal or limited multimodal texts (images and texts)</td>
<td>• Increasingly multimodal (various modes)</td>
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<tr>
<td>• Inauthentic reading experiences</td>
<td>• Authentic reading experiences</td>
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“Multimodal Texts are those texts that have more than one ‘mode’ so that meaning is communicated through a synchronization of modes. That is, they may incorporate spoken or written language, still or moving images, they may be produced on paper or electronic and may incorporate sound” (Walsh, 2004)

- Processing texts in a linear form of presentation (usually words on a print page)
- Meaning making
- Communicative purposes
- Use of our background knowledge
- Use of reading/viewing skills and strategies

- Processing texts in more modes (e.g. linguistic, visuals, spatial, audio, gestural) that are interwoven
- Processing more information
- Imposing more possible demands and/or providing more possible support
(Digital) Multimodal Texts

Increasingly, **multimodal** refers to **digital** and ‘on screen’ texts and we are moving from just reading to ‘reading and viewing’ or ‘reading, viewing and interacting’ with various other actions involved, such as decoding, responding, interpreting, analysing, browsing, searching, navigating and hyperlinking.

How do we prepare our students to read, view and interact with digital multimodal texts? How do these texts help them develop reading skills?
Selecting appropriate digital multimodal texts and e-learning tools for KS2 students
Voting and interactive tools:

- Kahoot
- Mentimeter
- Online Quiz Creator
- Poll Everywhere
- Socrative
- Zeetings
Reference Tools

- Google translate
- Google images
- learnersdictionary.com
- Flickr
- WolframAlpha
Specific apps and websites

National Geographic Kids

My Hong Kong Guide

News-O-matic

Ocean Park

Atlas (charts and data)

WWF
## Characteristics of Quality e-Learning Resources

<table>
<thead>
<tr>
<th>Involving good models of English use</th>
<th>Supported by teaching approaches based on sound pedagogical principles</th>
<th>Consisting of user-friendly design, and appropriate graphics, sound and animation to increase students’ motivation and support learning</th>
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<tbody>
<tr>
<td>Promoting the integrated use of language skills</td>
<td>Promoting interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them</td>
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*English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), p.103*

“…any use of technology needs to be integrated into your lessons, and it needs to support your language aims. There is clearly no point in using technology for technology’s sake. Unless it enhances the lesson in some way, don’t use it.” (Hockley, 2015)
Consideration for Selecting Appropriate e-Learning Resources

- The type of text and reading skills we want to focus on
- The interests of the students
- The age, ability and readiness of the students
- The readiness of the teacher
- The school’s technology infrastructure
- The budget of the school
Planning and using digital multimodal texts to facilitate KS2 students’ reading skills development and enrich their reading experiences
Pedagogy to Enhance Literacy Development

To plan and develop learning, teaching and assessment activities for a unit of work:

- Access information from a variety of sources
- Understand the ideas in the multimodal texts under teachers’ guidance
- Analyse and explore how messages are presented
- Evaluate the messages and values embedded in the multimodal texts
- Express and create messages using different modes of communication

Interacting with Multimodal Texts

Task-based Approach

Producing Multimodal Texts
**Example 1**

**G.E. Programme**

- Knowing me, Knowing you

**Reading Workshops**

- *Chrysanthemum*
- Relationships

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**Print & E-book (audio & animation)**

**Narrative Text (Story)**

- Writing Task
  - Write a story about Chrysanthemum studying at my school

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**Print**

**Narrative Text (Poem)**

- Introducing the theme: making friends
- Learning vocabulary items about activities they do with friends

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**Print**

**Information Text (Exposition)**
Reading Skills and Strategies
- Introduce book concept by using the information in the cover and blurb
- Use an e-book with animations, voice over and background music to facilitate students’ understanding of the main idea of the story:
  - Divide the e-book into several parts: setting, the problems faced by Chrysanthemum and the resolution
  - Set questions for students to find out more about the text while viewing the e-book
  - Play the relevant parts of the e-book
  - Ask students to read the printed text of the relevant part to find out / confirm answers to the questions
- Understand intention, attitudes, feelings conveyed in a text by recognising features such as the choice of vocabulary and use of language

3 focus questions:
- What makes a good name?
- What is a friend?
- Do you think Victoria is a friend of Chrysanthemum? Why?

Connecting one’s personal experience to the text, e.g. If you were Chrysanthemum’s teacher, what would you do to solve the problem?

Vocabulary Building Skills
- Use synonyms to help students understand the meaning of unknown words in authentic readers (e.g. “jealous” is similar to “envious” & “begrudging”)

Forms and Functions
- Use adjectives & adverbs to describe feelings, e.g. absolutely perfect

Text Types
- Recognise the features of a story

Writing Task
- Write a story about Chrysanthemum studying at my school

Applying Generic Skills in a complementary manner, e.g. critical thinking skills, creativity, communication skills
EXAMPLE 2

G.E. Programme

What do you want to be?  The best job for me

Reading Workshops

Guide Dogs

Print
Narrative Text
(story, with news articles incorporated)

Print
Exchanges
(Interview)

E-book
(Interactive text)
Information Text
(Exposition)

- Introducing the theme: the most suitable jobs
- Learning vocabulary items about jobs and adjectives describing people

Writing Task –
Design an information leaflet about guide dogs
Reading Skills and Strategies
Use different e-features (e.g. masking, highlighting) of an interactive text to
• encourage prediction of the content using pictorial clues and the title of the text, as well as personal experience
• work out the meaning of unfamiliar words (e.g. volunteer, bumpy terrain, obstacles, harness, navigate) by using syntactic/contextual/pictorial clues and knowledge of the world
• identify details that support main ideas (e.g. characteristics of guide dogs)
• follow ideas by understanding the use of cohesive devices and making connection between ideas (e.g. how guide dogs are trained)

2 focus questions:
• Do you think you and your family can raise a guide dog puppy?
• What should we do when we see guide dogs on the street?

Connecting one’s personal experience to the text, e.g. Have you ever met any guide dogs on the street? Do you want to look after guide dog puppies?

Vocabulary Building Skills
• Use word formation, word association and affixes to help students decode the meaning of unknown words in an authentic text (e.g. “blinded”, “blindfolded”, “partially sighted”, “overhead”)

Forms and Functions
• Use of action verbs to describe duties of guide dogs

Enriching students’ world knowledge

Text Content

Writing Task –
Design an information leaflet about guide dogs

Applying Generic Skills in a complementary manner, e.g. critical thinking skills, creativity, communication skills
Some suggested techniques for exploiting digital multimodal texts

- Play sound only
- Show images only
- Show text with / without sound and vice versa
- Pause to predict
- Zoom in / out
- 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
- Write script / dialogue / story (practising cohesive devices / appropriate tenses)
- Explain why you enjoyed / didn’t enjoy the text
- Criticise / evaluate the text
- Consider the author’s / creator’s intentions
- ...