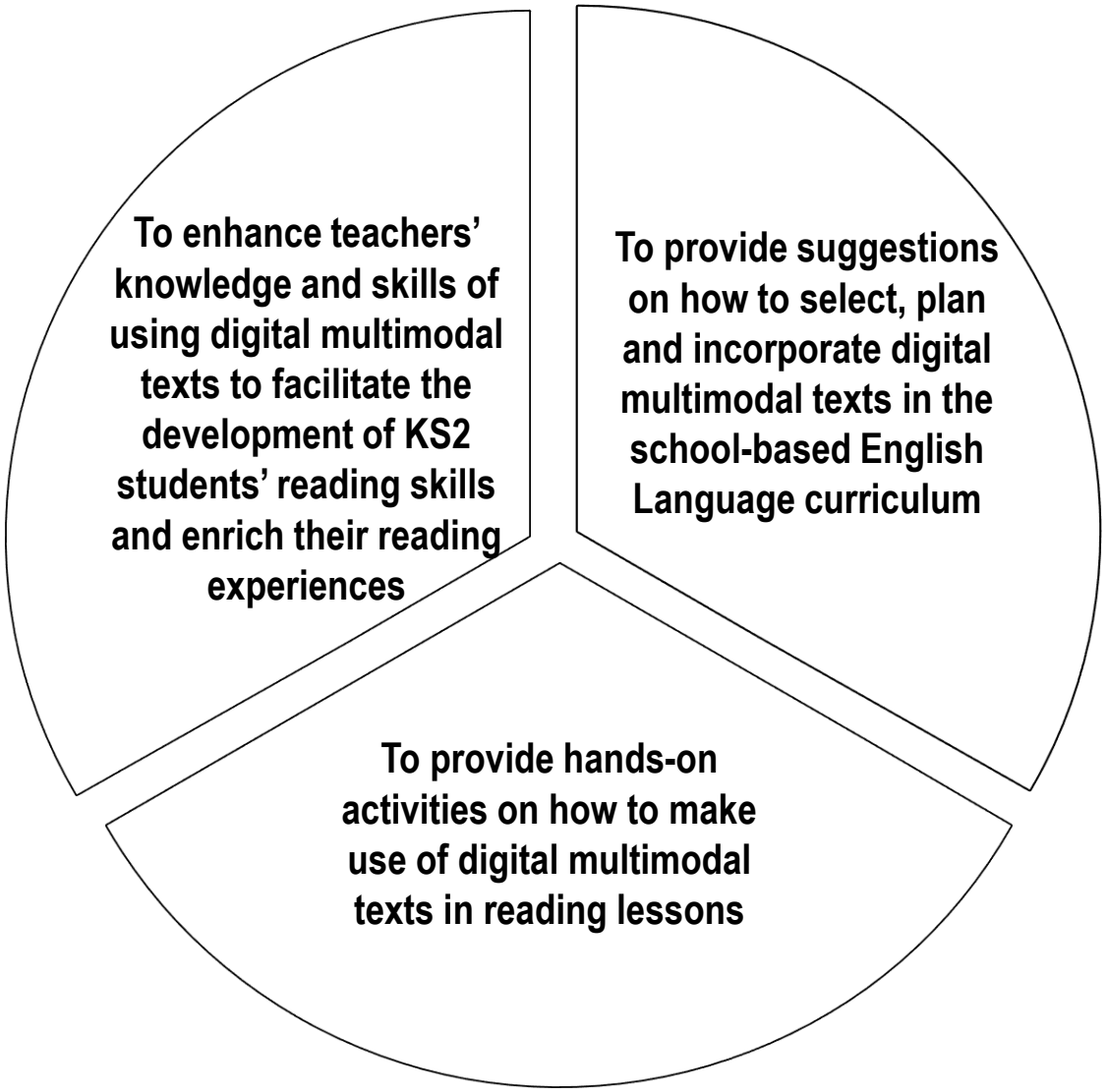
Enriching KS2 Students' Reading Experiences through the Use of Multimodal Texts

English Language Education Section
Curriculum Development Institute
Education Bureau
June 2018

Workshop Objectives



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

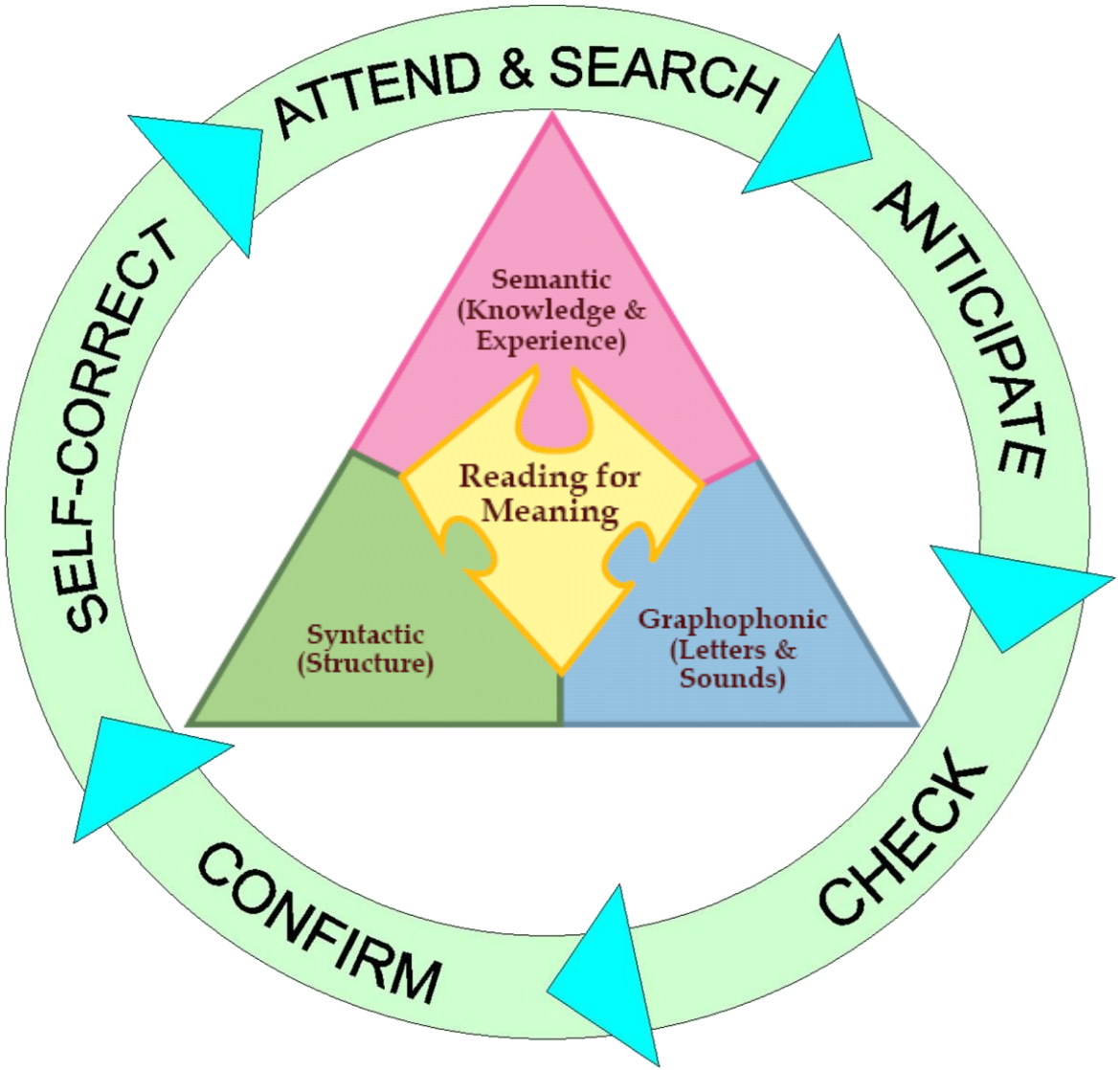
Hands-on practice

Understanding KS2 students' progressive development of reading skills

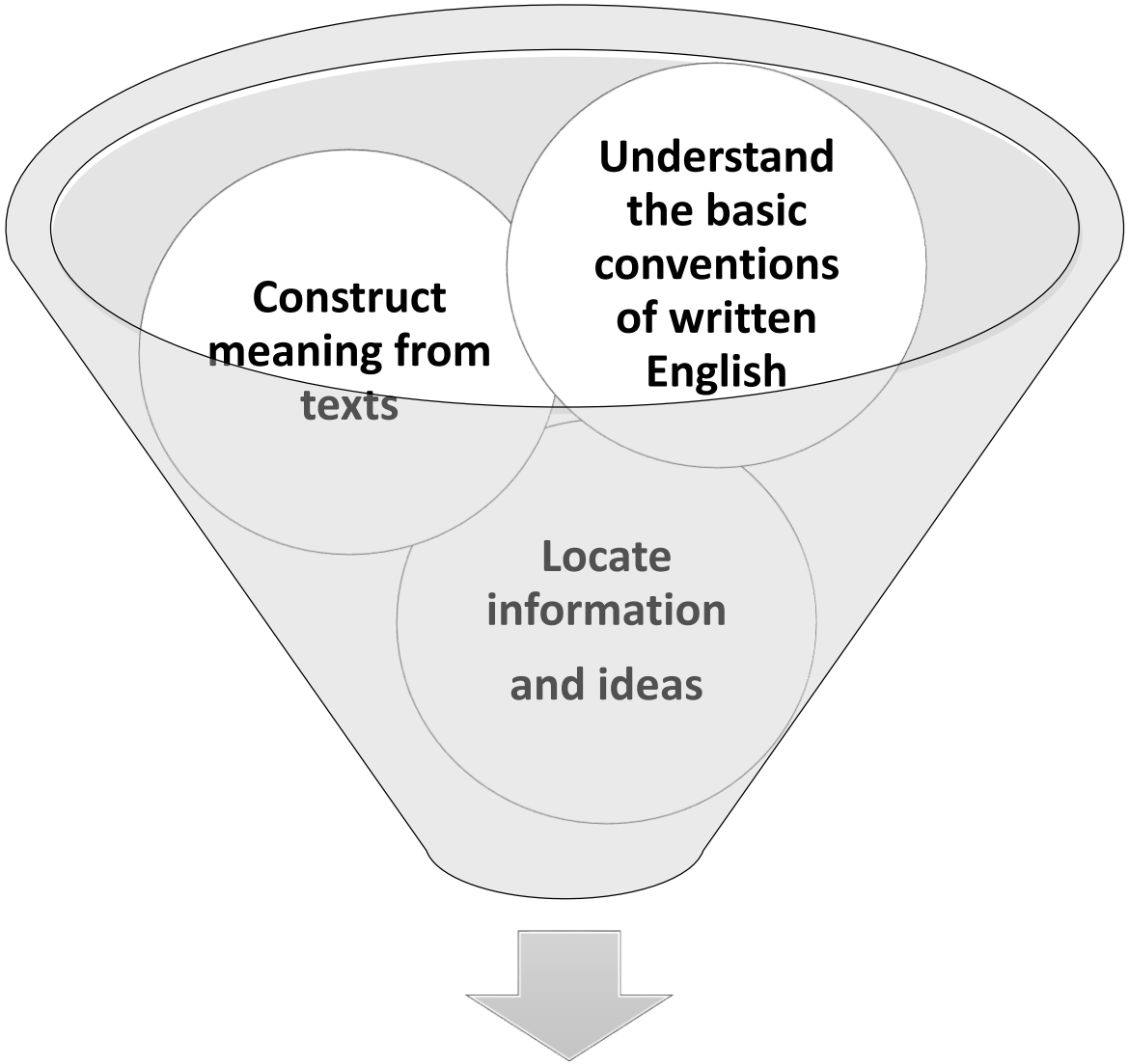
“Reading is much more than the decoding of black marks upon a page; it is the quest for meaning and one which requires the reader to be an active participant”

(Cox, 1991, p.133)

The Reading Process & Strategies



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



Key Reading Skills

English Language Curriculum Guide (P1-6) (CDC, 2004), pp.55-57

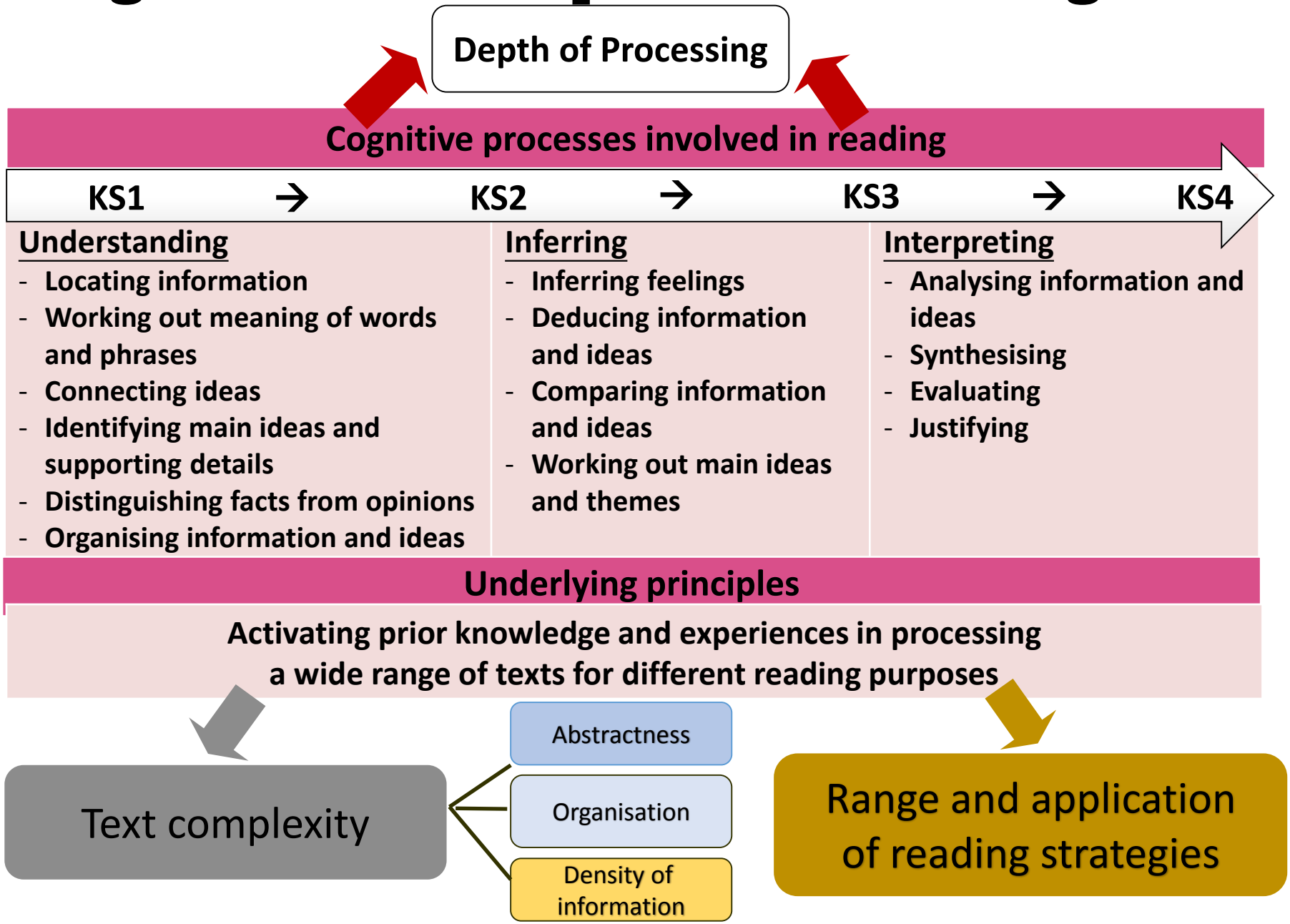
The Development of Reading Skills across Different Key Stages of Learning

KS1 → KS2 → KS3 → KS4

- **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?**

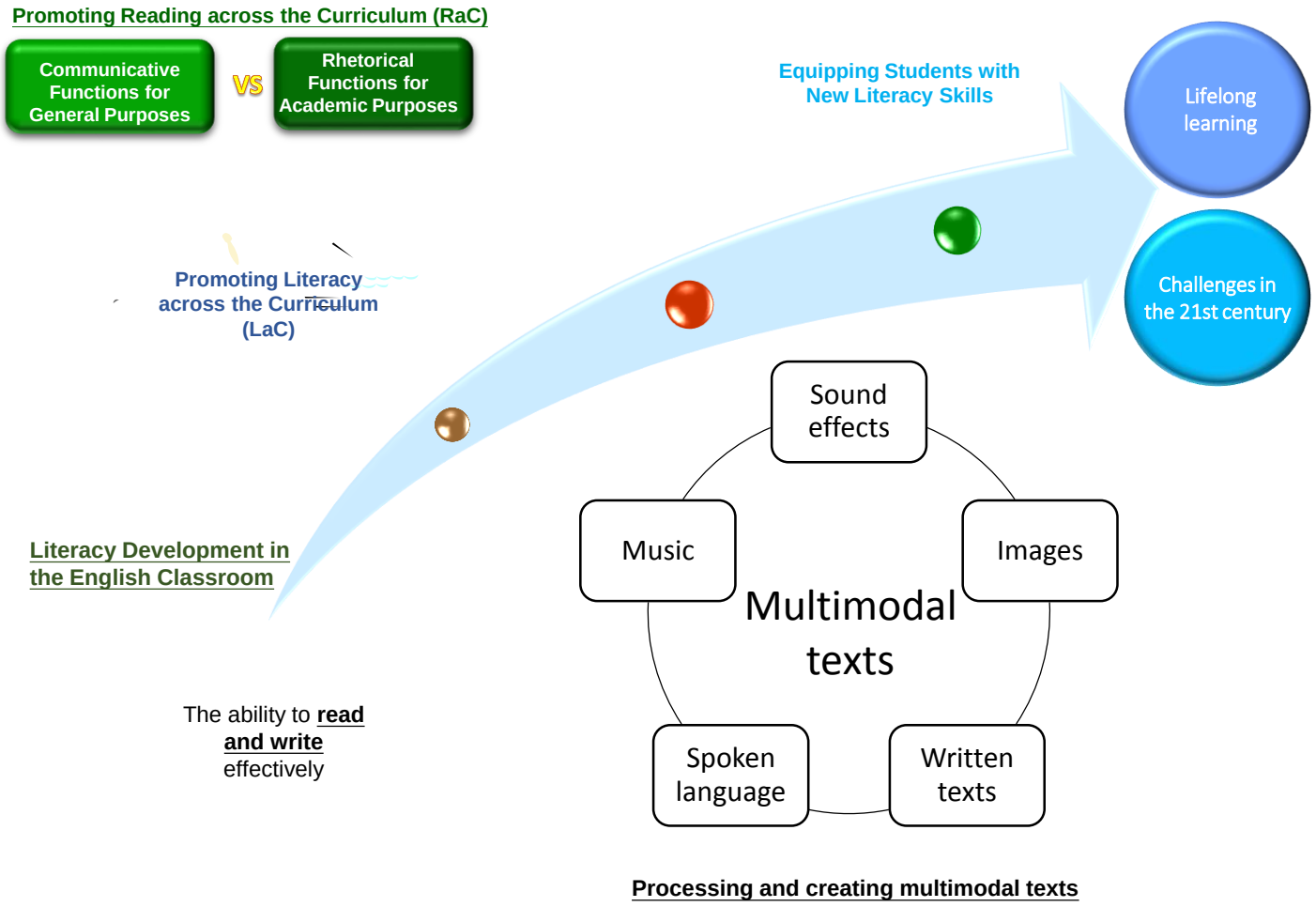
- Students' **interests** change.
- Students have **more experiences and knowledge to draw on** when reading.
- Students gain **more exposure to different types of texts** in L1 and L2.
- Students become **more independent and self-directed.**
- Students develop **more skills and strategies** to help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

Progressive Development of Reading Skills



Exploring the role of digital multimodal texts in promoting reading and enriching KS2 students' reading experiences

Literacy Development in the English Classroom

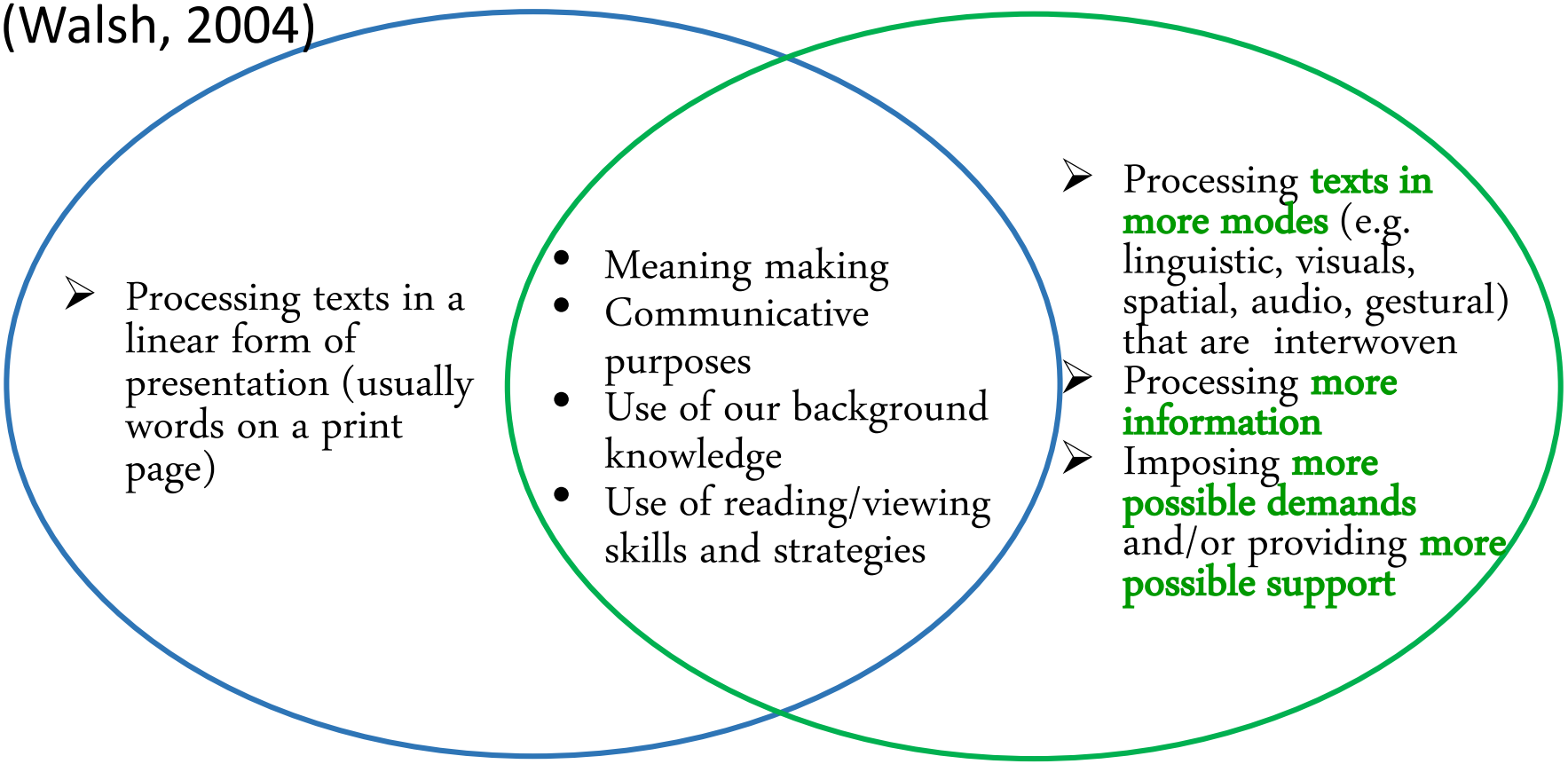


Students' literacy experiences inside and outside the classroom

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

Inside the classroom	• Teacher-selected • Selected for language learning • Often followed up with comprehension exercises/activities • Need to read even if they find the text boring or don't like it • Often textbook-based • Often monomoodal or limited multimodal texts (images and texts) • Inauthentic reading experiences
Outside the classroom	• Student-selected • Selected based on students' own interest • Usually no follow-up • Stop reading if they get bored or don't like the book • Wide range of sources – newspapers, magazines, notices, story books, games, on-line resources • Increasingly multimodal (various modes) • Authentic reading experiences

"**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)

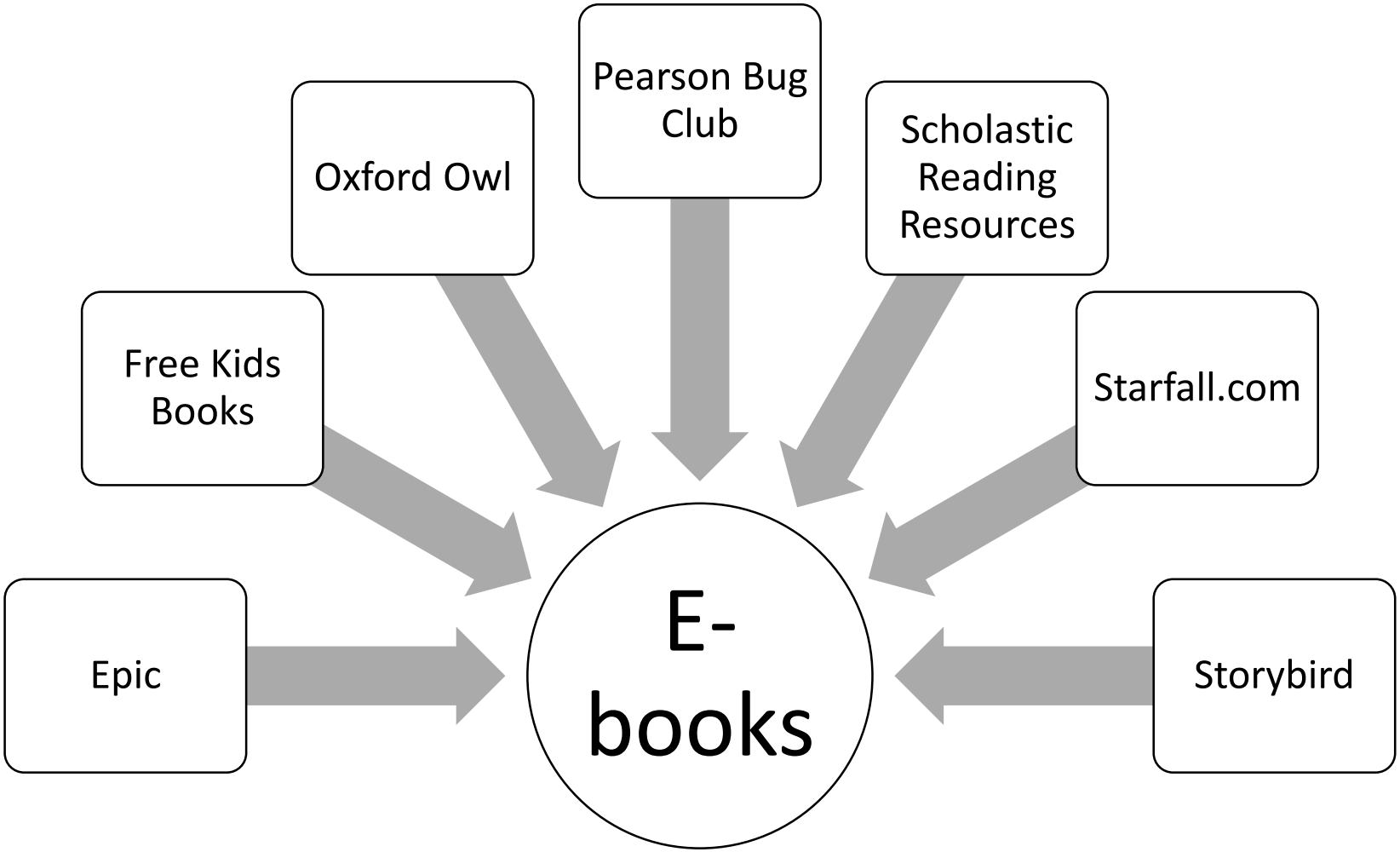


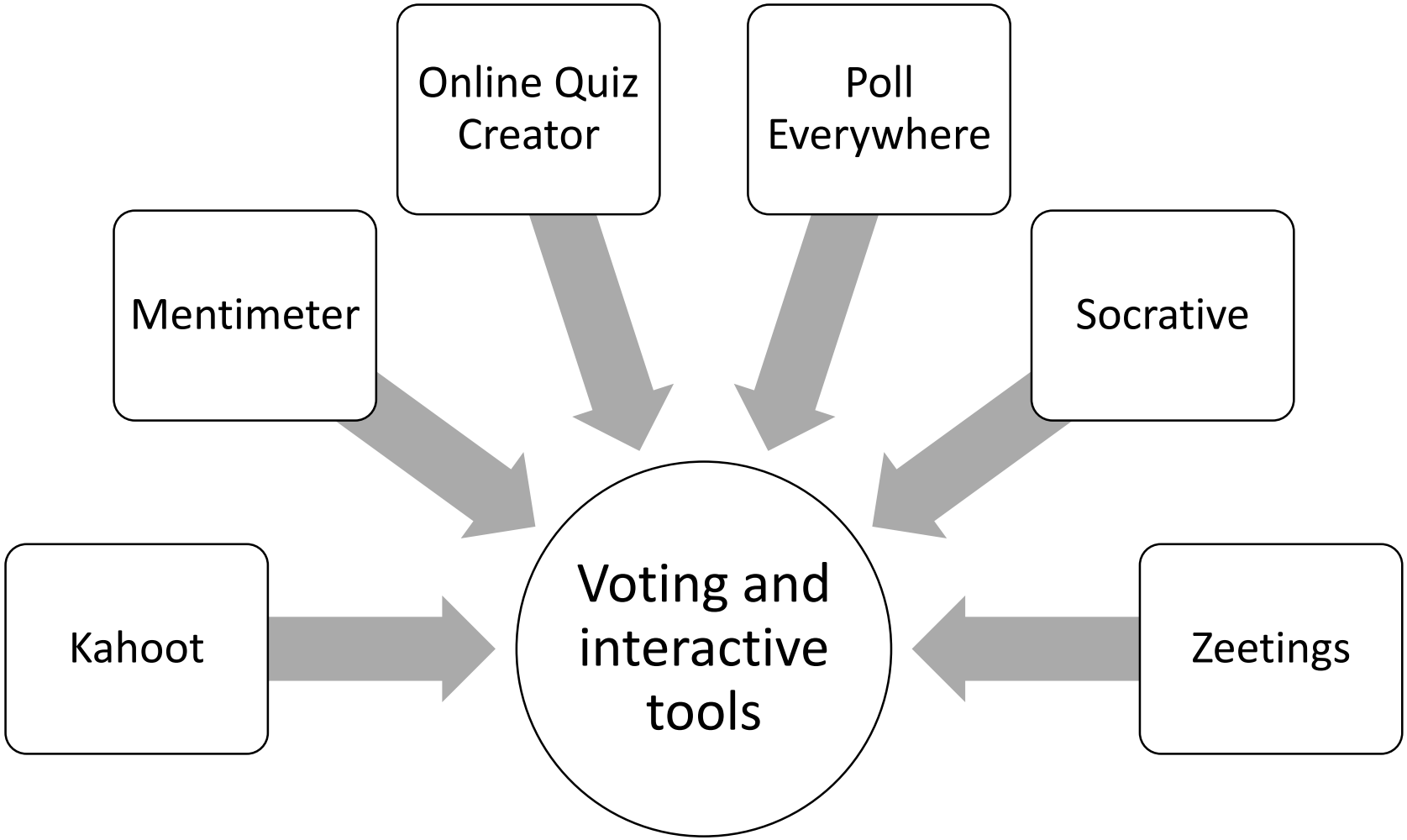
(Digital) Multimodal Texts

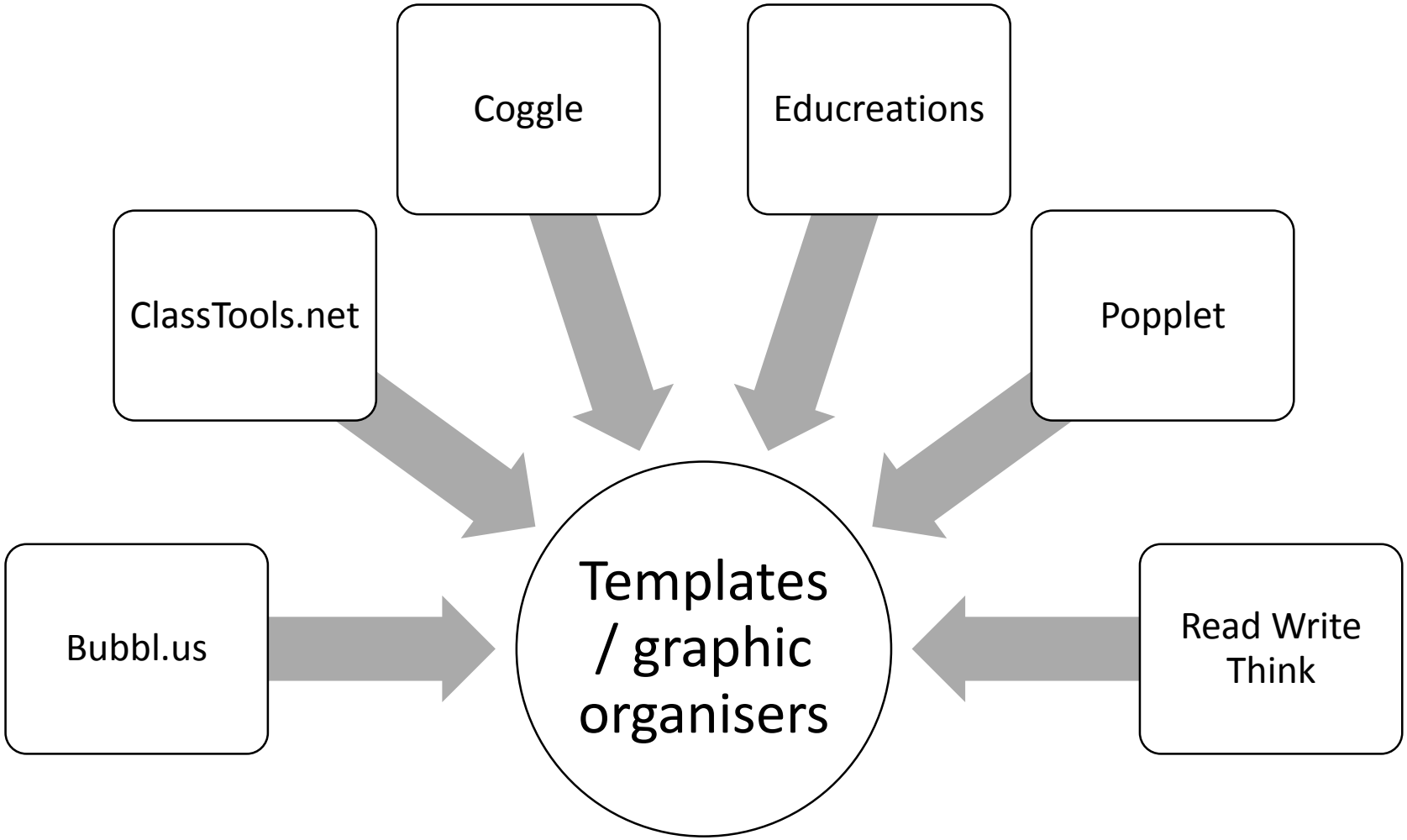
Increasingly, **multimodal** refers to **digital** and **'on screen' texts** and we are moving from just reading to **'reading and viewing'** or **'reading, viewing and interacting'** with various other actions involved, such as decoding, responding, interpreting, analysing, browsing, searching, navigating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

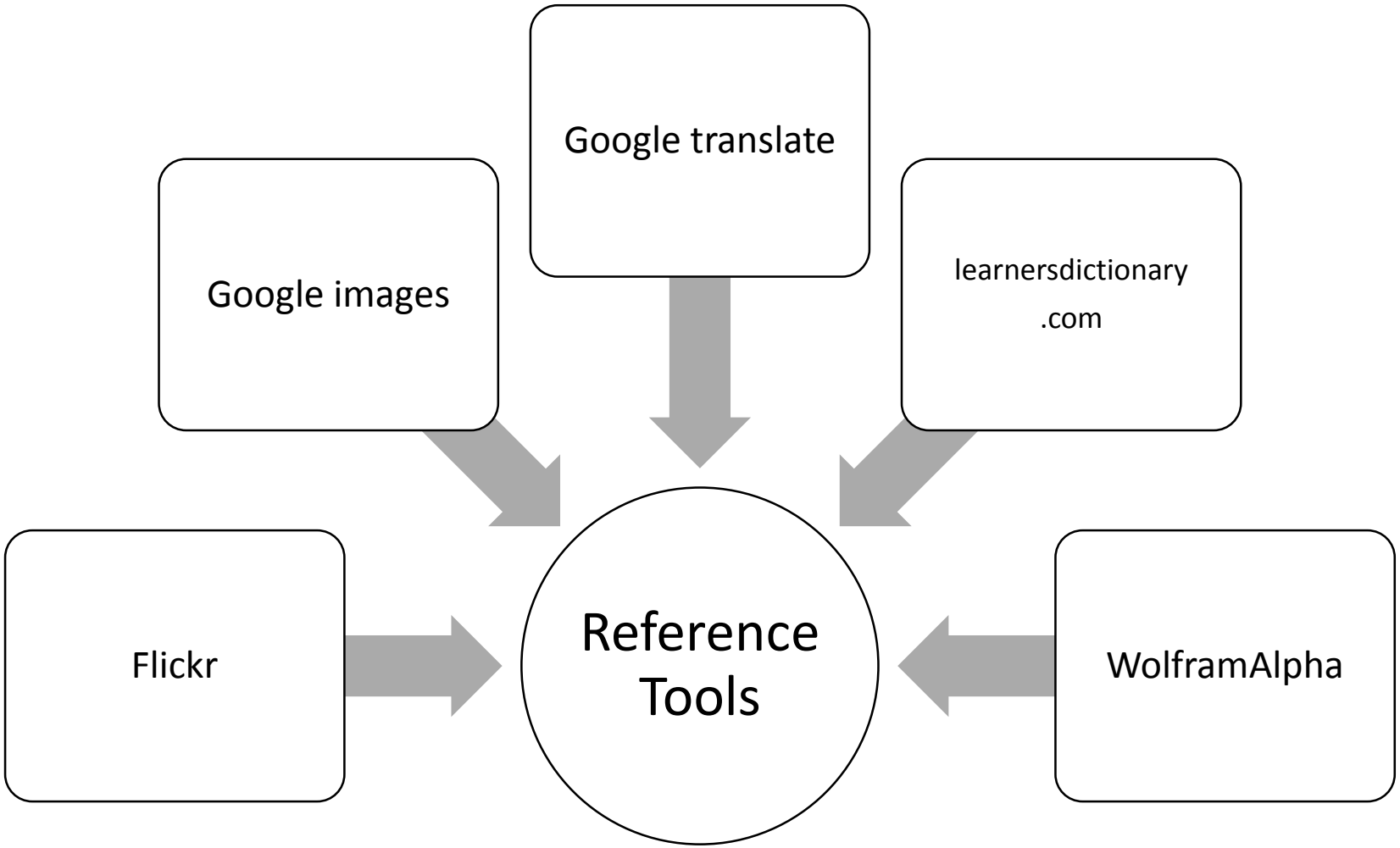
How do we prepare our students to **read, view and interact with digital multimodal texts?** How do these texts help them **develop reading skills?**

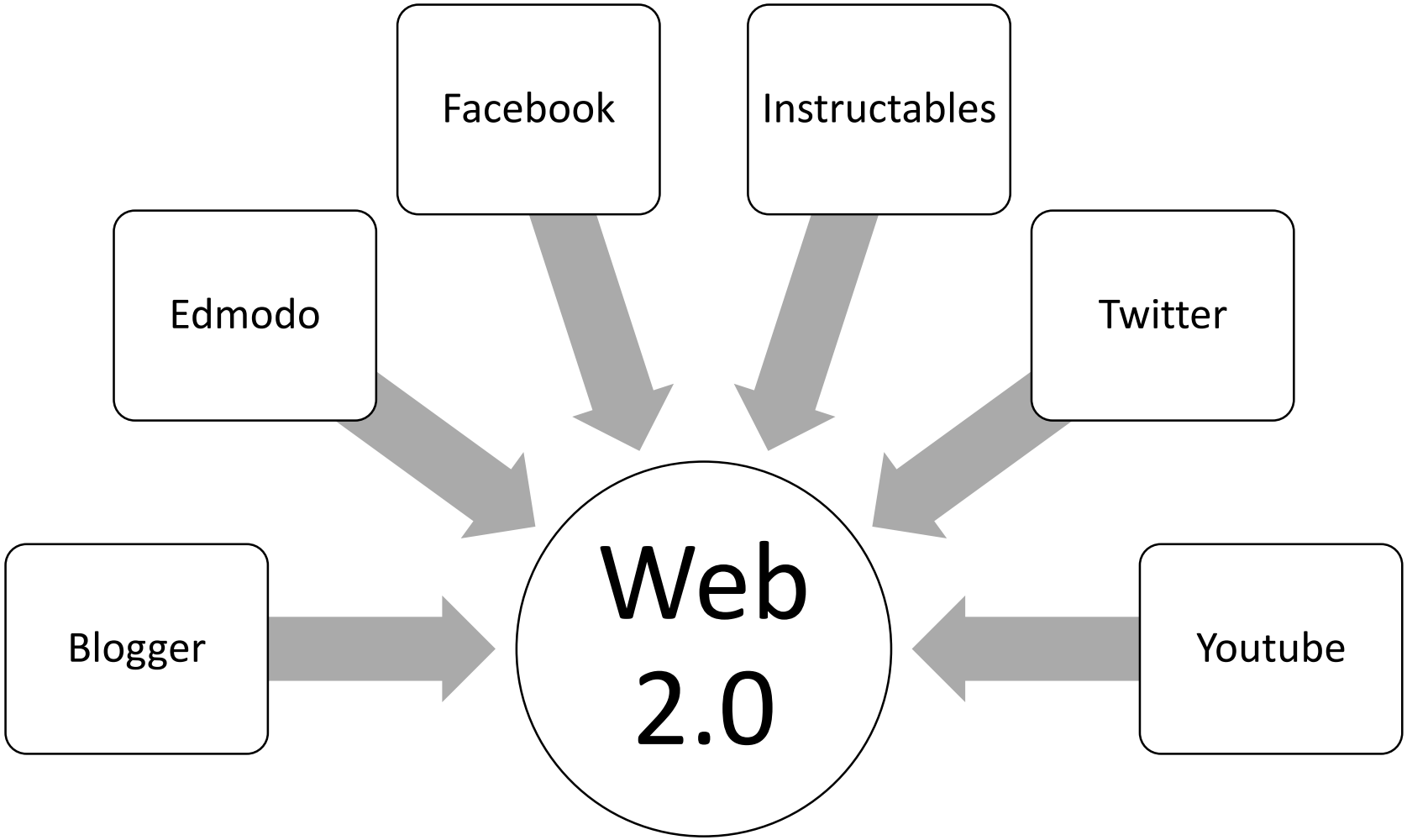
Selecting appropriate digital multimodal texts and e-learning tools for KS2 students

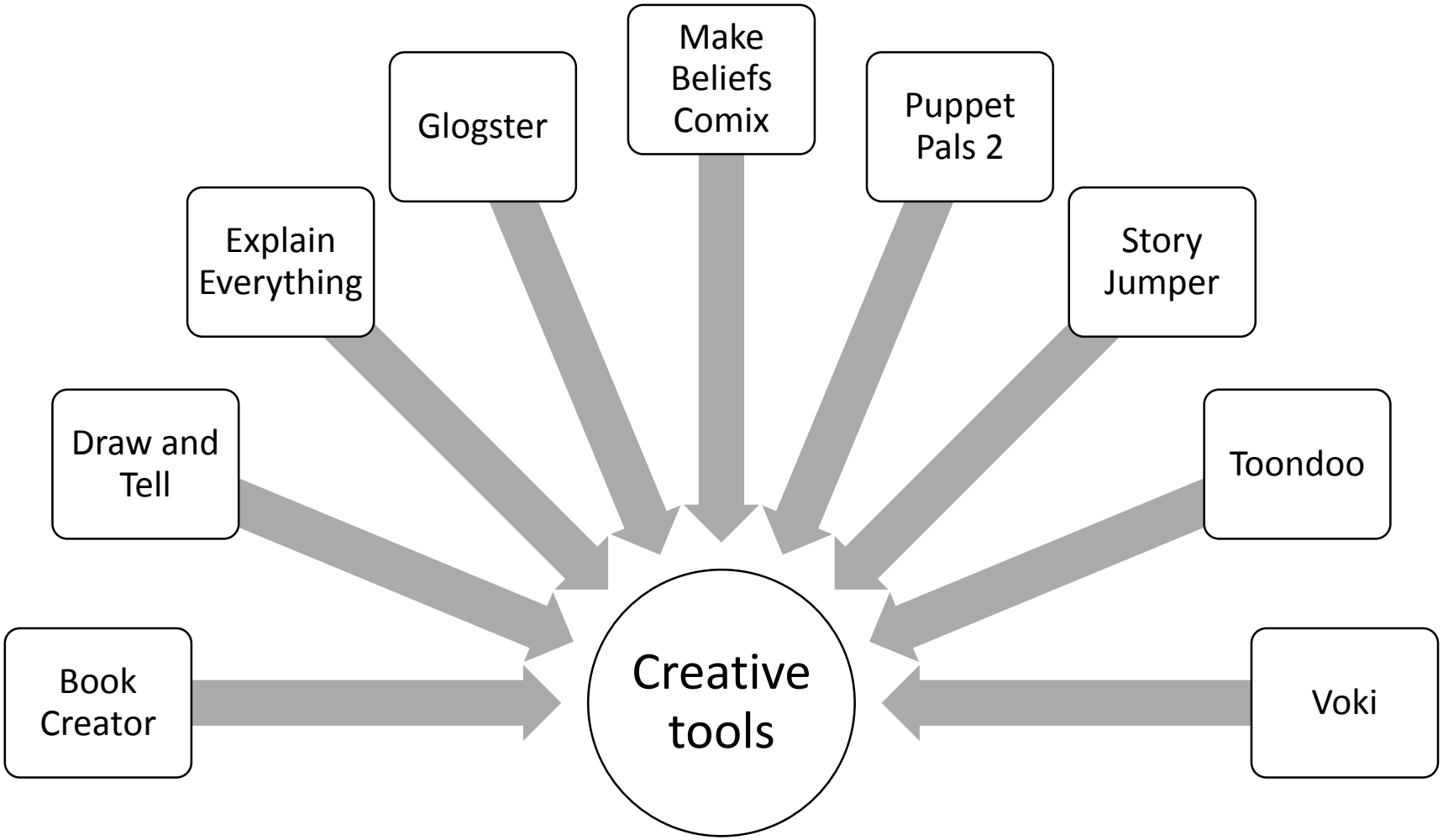

Pearson Bug Club
Oxford Owl
Scholastic Reading Resources
Free Kids Books
Starfall.com
Epic
E-books
Storybird

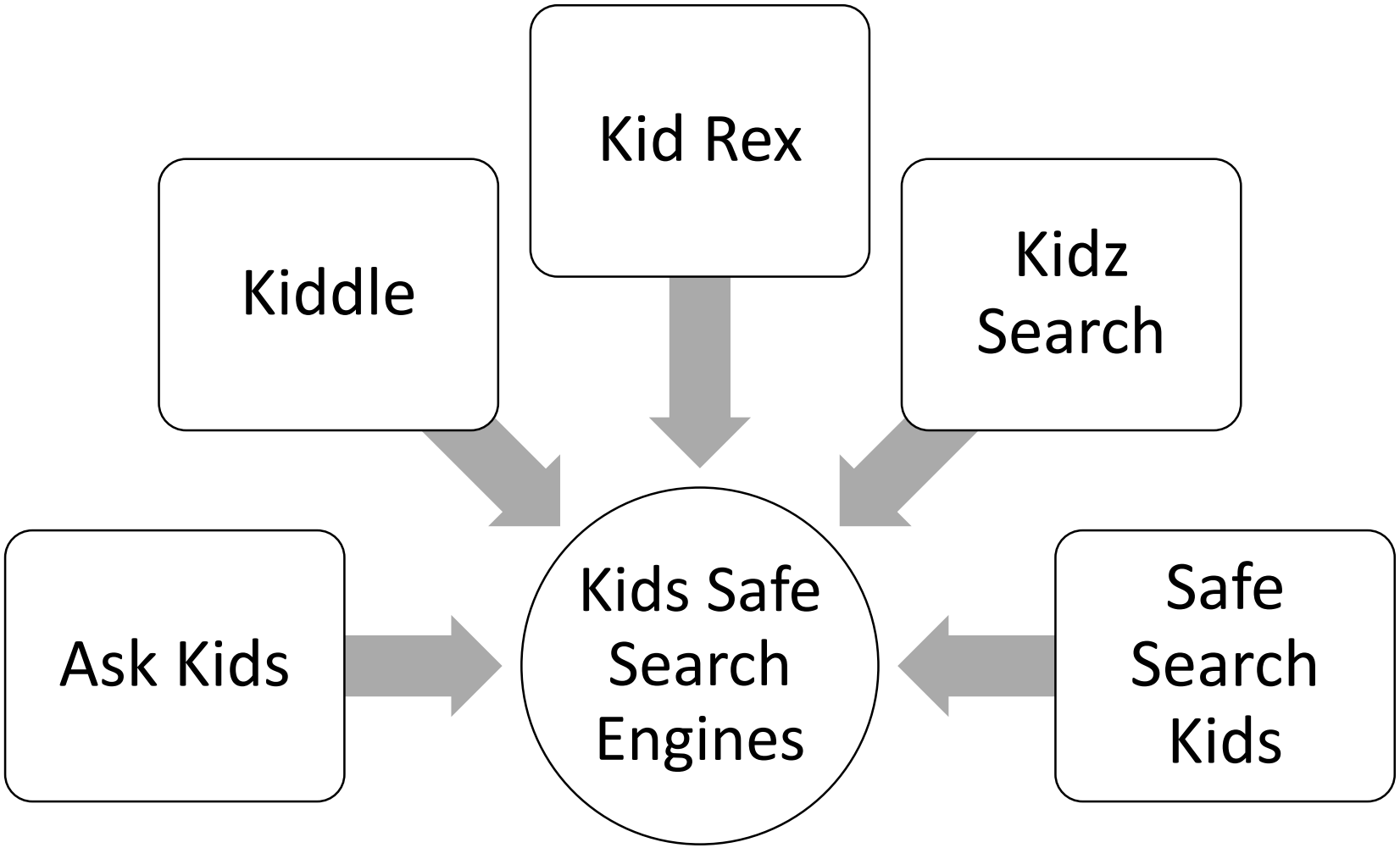

Online Quiz Creator
Poll Everywhere
Mentimeter
Socrative
Kahoot
Voting and interactive tools
Zeetings

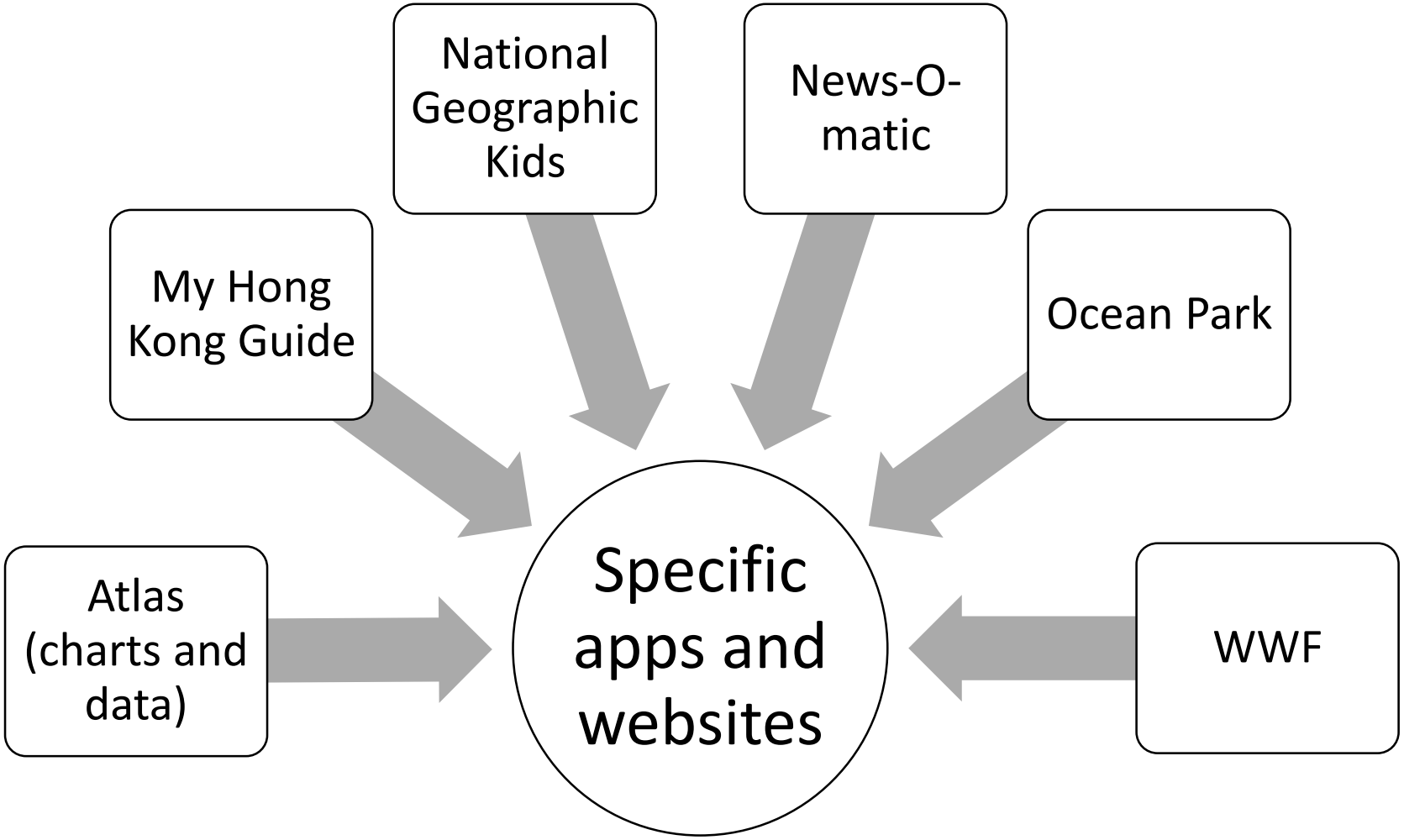

Coggle
Educreations
ClassTools.net
Popplet
Bubbl.us
Templates / graphic organisers
Read Write Think


Google translate
Google images
learnersdictionary
.com
Flickr
Reference
Tools
WolframAlpha


Facebook
Instructables
Edmodo
Twitter
Blogger
Web 2.0
Youtube


Make Beliefs Comix
Glogster
Puppet Pals 2
Explain Everything
Story Jumper
Draw and Tell
Toondoo
Book Creator
Creative tools
Voki


Kid Rex
Kiddle
Kidz Search
Ask Kids
Kids Safe Search Engines
Safe Search Kids


National Geographic Kids
News-O-matic
My Hong Kong Guide
Ocean Park
Atlas (charts and data)
Specific apps and websites
WWF

Characteristics of Quality e-Learning Resources

Involving good models of English use

Supported by teaching approaches based on sound pedagogical principles

Consisting of user-friendly design, and appropriate graphics, sound and animation to increase students' motivation and support learning

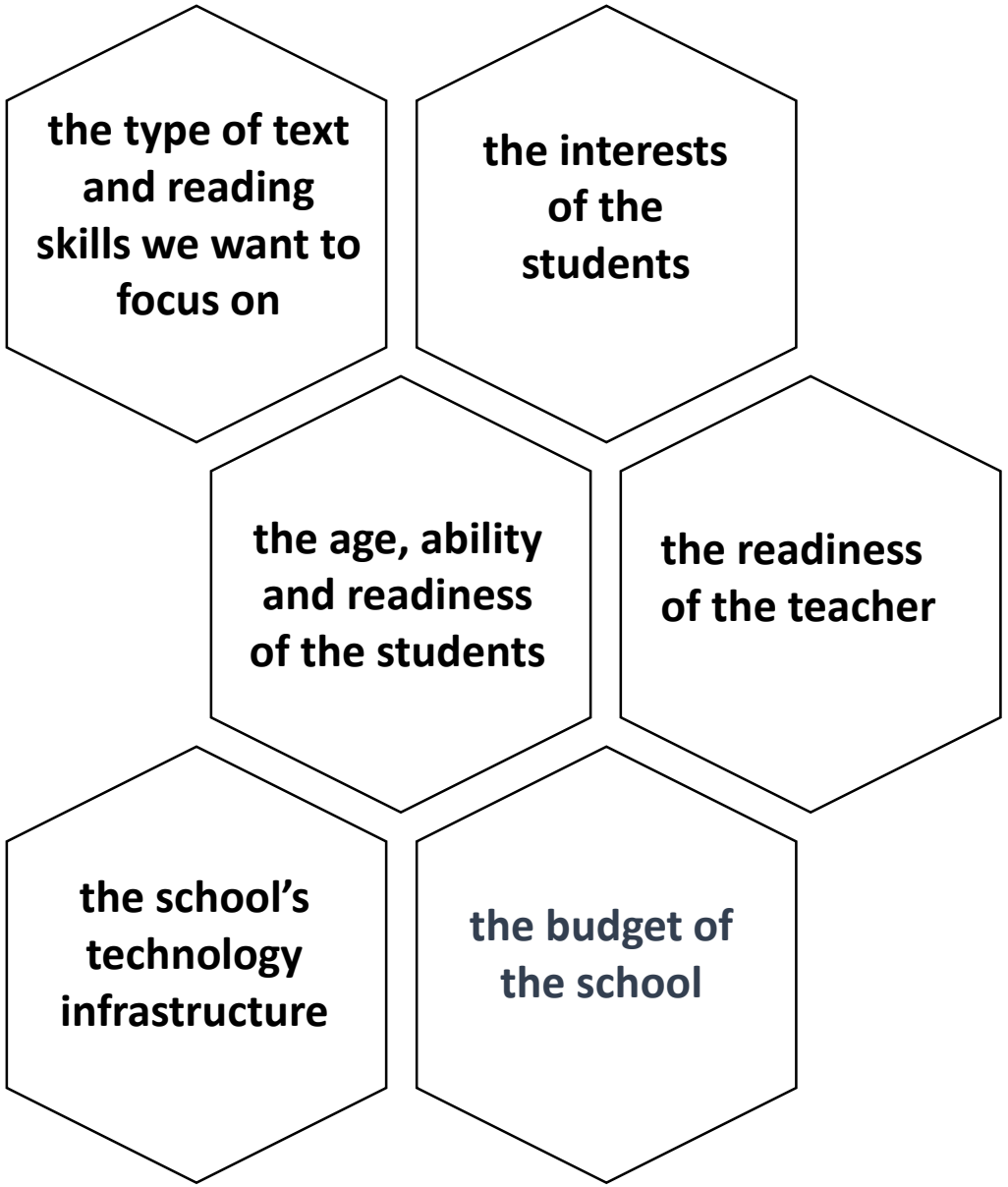
Promoting the integrated use of language skills

Promoting interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them

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)

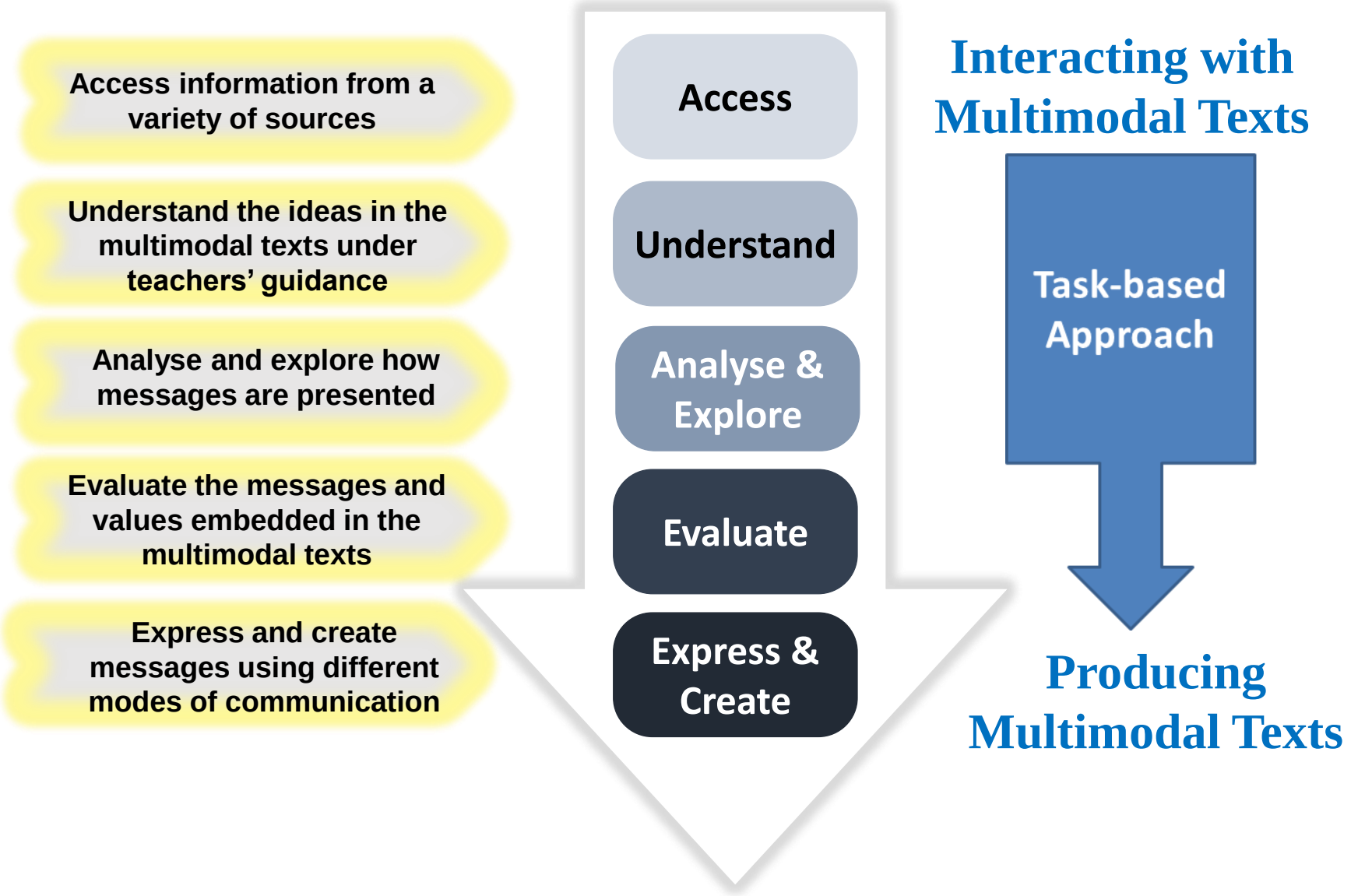
Consideration for Selecting Appropriate e-Learning Resources



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:



EXAMPLE 1

P4

G.E. Programme

Knowing me, Knowing you

Reading Workshops

Chrysanthemum

Relationships

Print

Narrative Text

(Poem)

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

Print & E-book (audio & animation)

Narrative Text

(Story)

Print

Information Text

(Exposition)

Writing Task

Write a story about Chrysanthemum studying at my school

"Chrysanthemum"

"Relationships"

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?

Enriching students' world knowledge

Book Content

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

P6

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

"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?**

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")

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?*

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**
- ✓**…**