

# **Education Bureau Professional Development for Teachers A/Y 2014-15**

## **Effective Use of Multi-modal Texts in Developing Primary Students' Integrated Skills**

**Wednesday 6<sup>th</sup> May 2015**

**2.00pm - 5.15pm**

# What is a multimodal text?

**Linguistic: comprising aspects such as vocabulary, generic structure and the grammar of oral and written language**

**Visual: comprising aspects such as colour, vectors and viewpoint in still and moving images**

**Audio: comprising aspects such as volume, pitch and rhythm of music and sound effects**

**Gestural: comprising aspects such as movement, speed and stillness in facial expression and body language**

**Spatial: comprising aspects such as proximity, direction, position of layout and organisation of objects in space.**

# Why use multi-modal texts?

**‘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 class rooms’**

**(From Margaret Lo and Matthew Clarke study 2010)**

# What the curriculum guide says

## Listening skills for KS2

**‘understand the speaker’s intention, attitude and feelings through their choice and use of language, gestures and facial expressions.’ (you can’t get this from an audio)**

# Considerations when selecting multi-modal texts

**Learning objectives**

**Learners' needs and interests**

**Level of difficulty**

**Age appropriacy**

**Media**

# Demo 1 – adverts, story telling

# Reflection

**What did the four adverts have in common?**

**What language did the activities and skills did the activities practise?**

**How did the activities become more challenging?**

# Reflection

**To what extent were the adverts chosen suitable in these categories?**

- **Learning objectives**
- **Learners' needs and interests**
- **Level of difficulty**
- **Age appropriacy**
- **Media**



# Demo 2 – Critical Thinking

**What happens in the ad?**  
**What is the ad actually saying?**  
**What does the ad want me to do?**  
**What do you think of the birds’  
behaviour? Why?**

# Reflection

**How were the four skills practised in the demo?**

**What was the vocabulary introduced?**

**How were the SS encouraged to think critically?**

**‘Do you think your students would be able to answer these questions? Why/why not? What help would they need?’**

# Demo 3 – Create your own advert

# Reflection

**What skills were integrated in this demo?**

**What was the language focus?**

**Would this work in your classroom? What level?**

**Thank you!**