

Seed Project Briefing Session

NT0219

Developing Junior Secondary Students' Capability to
Understand, Respond to and Create
Multimodal Texts in English

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How has literacy changed in the 21st Century?

<https://www.thisiscolossal.com/2017/02/the-rise-of-the-image-every-ny-times-front-page-since-1852-in-under-a-minute/>

Description of 'Seed' Project

This 'Seed' project began in the 2017/18 school year and was extended for a second year in the 2018/19 school year. It will be extended for a third year in the 2019/20 school year and new schools are invited to apply.

We will continue to explore the effective use of multimodal texts in the school-based English language curriculum at Key Stage 3 with new and current project schools.

'Seed' project schools in the 2019/20 school year will be invited to apply for continued school-based support from the Regional NET Coordinating Team at the NET Section, EDB in the 2020/21 school year.

What are multimodal texts?

Multimodal texts involve **the strategic, purposeful use** of two or more **modes of communication** to make meaning.

A text with different modes of communication could include images, gestures, music, spoken language and written language.

Let's have a look...

Examples of Multimodal Texts (print):

- Children's picture books
- Comic books
- Graphic novels
- Posters
- Advertisements
- Flyers

Examples of Multimodal Texts (digital):

- Websites
- Wikis
- Blogs
- Social media pages
- Online games
- Online videos

‘Seed’ Project Objectives (for Teachers)

The objectives of the ‘Seed’ Project are to:

- engage teachers in curriculum planning and task design with a focus on **integrating multimodal texts** into the school-based English language curriculum;
- enhance teachers’ **multimodal literacy knowledge and skills**; and
- develop teachers’ **strategies for teaching multimodal literacy**.

‘Seed’ Project Objectives (for Students)

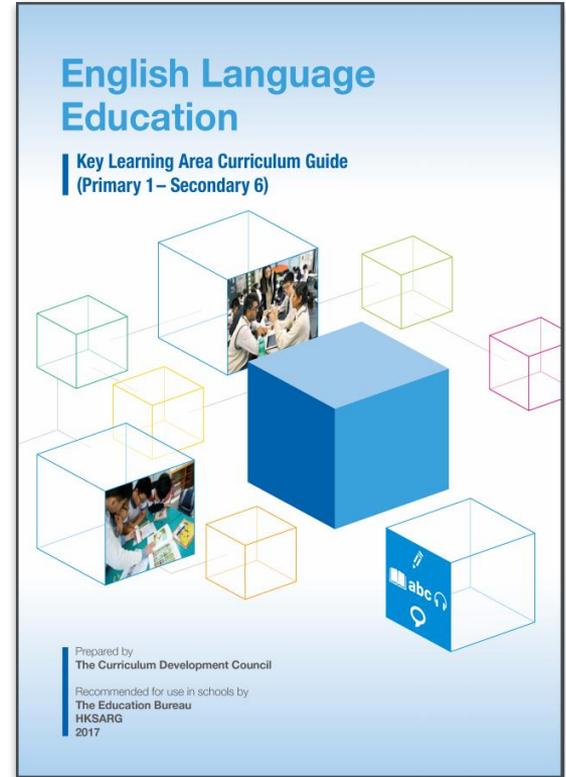
The objectives of the ‘Seed’ Project are to:

- develop students’ **multimodal literacy knowledge and skills** when they **view**, **understand** and **respond to multimodal texts** in English;
- enable students to **collaborate** and **create multimodal texts**; and
- develop students’ abilities in self and peer **assessment for/as learning**.

Curriculum Links

“With the rapid development of information technology 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.”

- CDC Supplement to the ELE KLACG (S1-S3) 2018, p.49



Curriculum Links

Reading (viewing/listening)

“**The use of multimodal texts** provides students with an opportunity *to explore how images, graphics, photos and videos with sound are combined to convey a message effectively to the intended audience...*”

The use of **multimodal texts** that are electronically linked suggests different pathways for reading and hence allows much greater reader autonomy. Opportunities should be provided to develop navigational skills and search skills to facilitate the reading process and reading skills development.”

- CDC Supplement to the ELE KLACG (S1-S3) 2018, pp. 33-34

Writing (designing/speaking)

“**Creating a multimodal text** is a complex meaning design process. It requires students *to make meaning by strategically combining different modes of communication (e.g. linguistic, audio, visual, gestural, spatial)...*”

In creating a **multimodal text**, students learn to use a range of software... to incorporate visual and audio features to contribute effectively to the meaning of a written text, e.g. incorporating pictures of ingredients and a video that demonstrates the cooking steps to accompany a recipe.”

- CDC Supplement to the ELE KLACG (S1-S3) 2018, p. 58

Research Questions and Preliminary Observations

1. What are the most effective means of integrating **the use and creation of multimodal texts** into the school-based English Language curriculum?
 - Selecting themes and texts conducive to designing authentic multimodal tasks
 - Using Serafini's 3E Framework (Expose, Explore, Engage) to design units that focus on reading, responding to and creating multimodal texts
 - Using a backwards planning approach to scaffold student learning (e.g. focusing on text features/modes of communication, target vocabulary/language structures, and multimodal literacy skills) and to prepare them for the final tasks
 - Collaborating with Computer Literacy teachers and IT technicians at the school to familiarise English teachers and students with online platforms and applications that allow users to create and share multimodal texts

Research Questions and Preliminary Observations

2. What teaching and assessment strategies will best support the development of students' skills to make sense of and create multimodal texts?
 - Using effective 'Cornerstone' texts to **expose** students to a particular type of digital multimodal text (e.g. blogs, digital stories, infographics) and to raise awareness about how various modes of communication (e.g. written text, images, sound, design elements) are used to convey meaning/persuade an audience;
 - Using effective 'Mentor' texts to give students opportunities to further **explore** a particular type of digital multimodal text and the various modes of communication used to convey meaning/persuade an audience;
 - Using online platforms and applications to **engage** students in creating digital multimodal texts that allow them to demonstrate their understanding of how various modes of communication are used to convey meaning/persuade an audience; and
 - Using assessment tools with specific criteria to **engage** students in self reflection, peer feedback and peer evaluation.

3E Framework for Instruction with Multimodal Texts

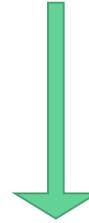
Subject matter, multimodality and text grammar

Exposure to a variety of multimodal texts

Exploration of the subject matter, multimodal elements and text grammar used to create and organise multimodal texts

Engagement in the production of multimodal texts for authentic and meaningful purposes

Consumer



Producer

Technology

Accessing texts from a variety of **digital** sources

Exploration of the functions of relevant apps/software

Competence in the use of technology

Adapted from: Serafini, F. (2014)

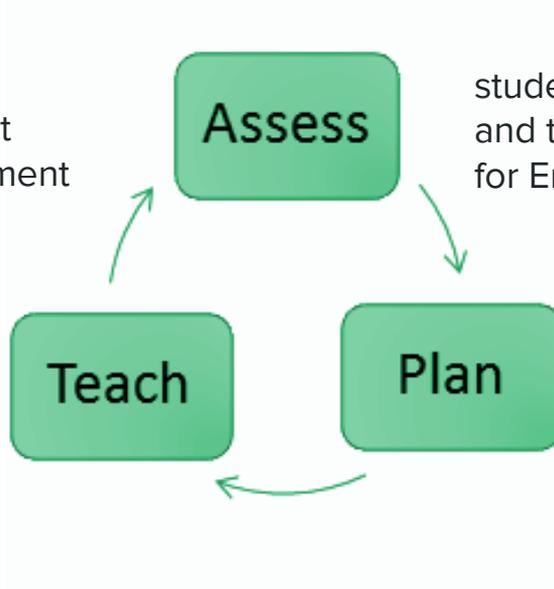
Useful Techniques

- How words and images are combined to convey a message
- How the choice of design elements draw our attention
- The effect created by combining different modes of communication (e.g. shock, mismatch, humour)

<https://digitalsynopsis.com/inspiration/60-public-service-announcements-social-issue-ads/>

Assess Plan Teach

Self reflection/assessment
Peer feedback/assessment
Teacher feedback/assessment



students' readiness to learn in English and their comfort with using technology for English language learning.

Students **read/view**, **understand** and **respond to** multimodal texts with teacher support.

Students **collaborate** and **write/create** a digital multimodal presentation with teacher support.

a unit of work on a particular theme with **reading/viewing** activities based on multimodal texts; and

a culminating task involving the **writing/creating** of a digital multimodal presentation.

Unit Plan based on the 3E Framework

Year level: _____ Unit theme: _____

Central Focus: _____ Cornerstone Text(s): _____

Learning objectives	Language Focus
A. Exposure (Launching the unit)	
B. Exploration (Lessons and Learning Experiences)	
C. Engagement (Culminating Projects)	

Name: _____

Class: _____ ()

Date: _____

Storyboard: _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Experience-sharing

Year level:	S2	Unit theme:	
Central focus:	Reporting events	Cornerstone text(s)	Officer Flora Chu's Journal
Learning objectives:		Language focus:	
<ul style="list-style-type: none"> add meaning to a text via a variety of modes of communication review and reflect on own and peers' work products be aware of the elements and modes of a particular text type 		<ul style="list-style-type: none"> Use of past perfect tense to indicate sequence Use of modal verbs 'may', 'might', 'could' to indicate possibility 	

A. Launching the unit (Exposure)

Cornerstone text 1: Officer Flora Chu's Journal (p. 52 Aristo First 2B)

1. comprehension through multiple readings
2. notice and identify modal verbs
3. notice and identify examples of past perfect tense
4. use of video presentation to highlight multimodal elements
5. use EDpuzzle to reinforce variety of modes used

Cornerstone text 2: Tall news from around the world (p. 53 Aristo First 2B)

1. consider layout of Journal article; location of multimodal elements
2. consider other examples of such texts which include various modes of communication
3. consider how different text types vary in tone, dramatization,

Cornerstone text 3: News briefs (SCMP, The Standard, Chinese paper)

3E considerations (Exposure)

- *a working definition of the genre or text format being studied*
- *design features text structures*
- *visual and literary devices used*
- *the purposes served by these texts in particular contexts*

Experience-sharing

B. Lessons and Learning Experiences (Exploration)

Mentor text Student Sample - hackers

1. Consider spark version of 'Hacker' text (presented on Google classroom)
2. Identify features and elements of this ensemble (include in comments)
3. evaluate effectiveness of this ensemble (comment and evaluate these elements)

3E considerations (Exploration)

- *point out textual, visual and design elements of the multimodal ensembles being studied*
- *develop the vocabulary or metalanguage for discussing and analyzing the textual, visual and design elements in these multimodal ensembles*
- *tag labels/multimodal/design elements (dot points, A, B, C) Title 'Tall news from around the world'*
- *Mentor text 'Hacked to bits'*
- *begin to shift from consumer to producer*

C. Culminating Projects (Engagement)

1. construct 'police brief' using given facts and structure or use a provided text
2. use spark page to include additional modes of communication which add to impact/appeal/clarity of message
3. upload to Google classroom/see saw
4. pick three favourites and score using Google Sheet
5. Use Spark post to create a 'meme'
6. upload to Facebook or other social media if appropriate

3E considerations (Engagement)

- *Ss make choices about the design production and distribution of texts*
- *Use technology*
- *The teachers' responsibility to understand how visual images and multimodal ensembles work in both print and digital environments.*
- *Ss demonstrate and make visible what they have learned.*
- *Ss consider audience and purpose*

Experience-sharing

- Create a step-by-step tutorial for students
- Teach students to create their work using an explicit approach
- Develop a scoring rubric to assess students' work
- Provide support and scaffolding

Ideas for Final Tasks

- Film and edit interviews with tourists in Hong Kong and create an infographic about tourists' preferences.
- Create a short promotional video about one tourist attraction in Hong Kong.
- Write a blog introducing your school to incoming S1 students giving them advice about how to succeed.

Useful Multimedia Applications

- PPT 2016 (for self-running slideshows/ instructional videos)
- Google Apps (Docs, Slides, Forms)
- Blogger (for creating blogs)
- Adobe Spark (Video, Page, Post)
- WeVideo (for editing videos in the cloud)
- iMovie (for editing videos with an iPad)
- Storybird (for creating stories inspired by illustrations)
- Canva (for designing posters, flyers and infographics)

Links to the Curriculum

- Using language arts, e.g. film
- School-based assessment (SBA)
- Lifewide learning: using the multimedia technology
- Generic Skills, especially:
 - Communication
 - Collaboration
 - Creativity
 - Critical thinking
 - Information technology
- Language across the curriculum

Project Timeline (2019/20)

Jun - Jul 2019

Setting up the support

Sep - Nov 2019

Professional development + Baseline observation and data collection

Nov 2019 - Jan 2020

Co-planning for trial lessons + implementation + review

Feb - Mar 2020

Co-planning for a unit of work

Mar - Apr 2020

Implementation

May - Jun 2020

Review + evaluation + data collection

RNCT - Project School Collaboration

- Regular co-planning meetings
- Professional development workshops on topics such as:
 - Reading, understanding and responding to multimodal texts
 - Using multimedia applications to produce multimodal texts
 - Film appreciation and film production
- Lesson observations
- Co-teaching lessons
- Email / telephone correspondence

Secondment Post

- One secondment post (**50% secondment = 2.5 days/week**) is attached to the MmTxts 'Seed' project in 2019/20
- The seconded teacher will work with the RNCT at the NET Section to support the project by:
 - developing learning and teaching resources;
 - organising professional development workshops; and
 - offering the perspective of English teachers in schools.
- Interested English teachers should submit an application form by **5 March 2019**

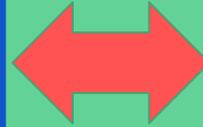
Personnel Involved in the 'Seed' Project

Support from the School Senior Management

Project
Teachers,
including the
NET



Seconded
Teacher-cum-
School Project
Coordinator



Regional NET
Coordinators

Project Proposal

Appendix C of the EDB Circular Memorandum **No.5/2019**

Deadline for Application:
5 March 2019

School Application Form to be completed in duplicate by School Heads and sent to:

**EDB Human Resources
Management Unit at 4/F,
East Wing,
Central Government Offices,
2 Tim Mei Avenue, Tamar**

(Part IV does not need to be completed.)

MmTxts 'Seed' project description



<https://drive.google.com/file/d/1Ca049eSD2kZ3fO52RUoa3V66pi9Y0SCd/view?usp=sharing>

Enquiries

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Project-related

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Thank you!
