

# “Seed” Project for 2020/21

## **Read to Speak: Developing 21<sup>st</sup> Century Communication Skills through Interaction with Multigenre and Multimodal Texts (R2S)**

**(Project code: NT1120)**

8 February 2020

NET Section, CDI, EDB



# Effective Communication in the 21<sup>st</sup> Century

## 1 Listen, Read & View



## 2 Think & Reflect



It's **WHAT** you say and  
**HOW** you say it that matter!

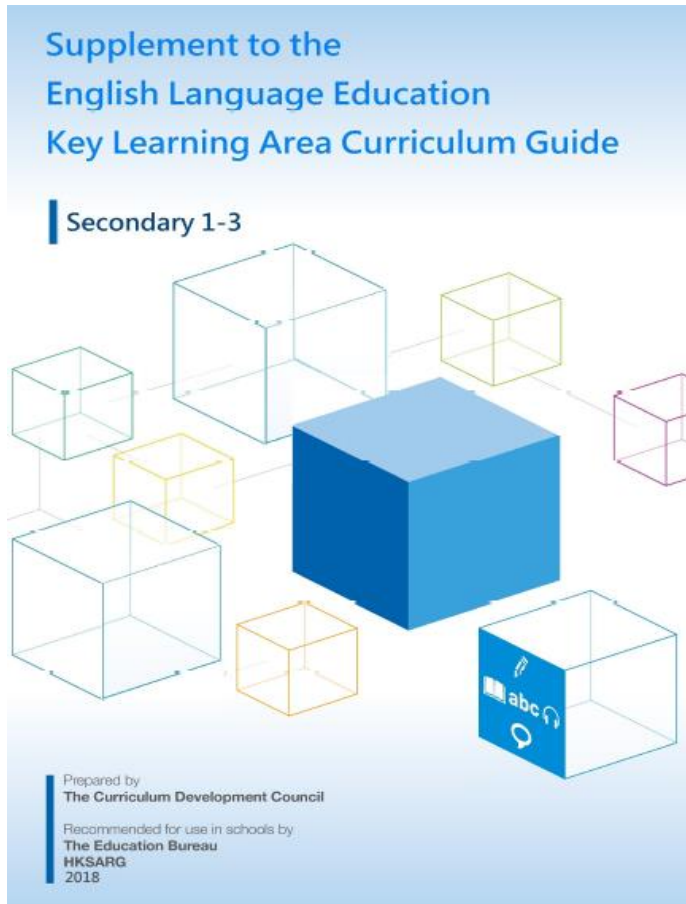
## 3 Collaborate & Communicate



## 4 Speak, Write, & Represent



# Curriculum Links

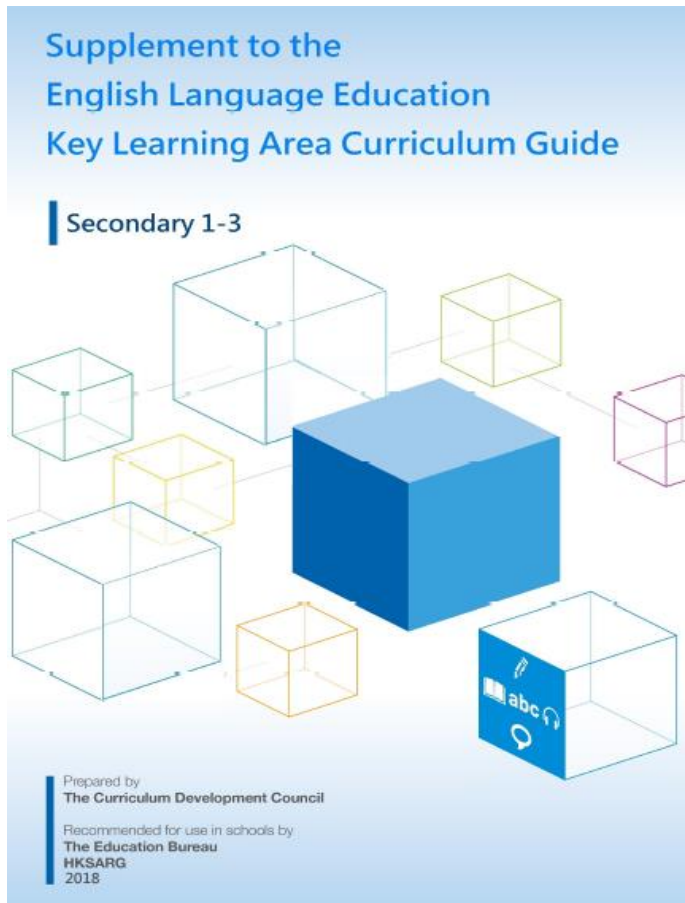


Key words: language skills integration & development, real-life communication

- **Speaking** plays an important role in everyday life. **In real-life communication**, the most direct way to communicate is through speech.
- **Oral interactions** are often indivisible from the learning and teaching activities of an English task, and as such, speaking activities can be well integrated into any listening, reading or writing tasks to support the development of different language skills.
- Conducting **speaking activities** on a regular basis can help students improve their fluency and communication skills and raise their awareness of the particular structural or intonation patterns or lexical items used for different communication purposes.

(p.15)





- Students should be exposed to as wide **a variety of authentic spoken English** as possible if they are to understand spoken English as it occurs in the real world, not just classroom English specially developed for teaching.
- A variety of **text types** (e.g. speeches, advertisements, announcements) and **listening purposes** (e.g. listening for academic development, listening for interactive conversational exchanges, listening for enjoyment) should be introduced to help students prepare for real-life applications.  
(pp.5 – 6)

Listening and speaking, in particular, are essential oral communication skills.

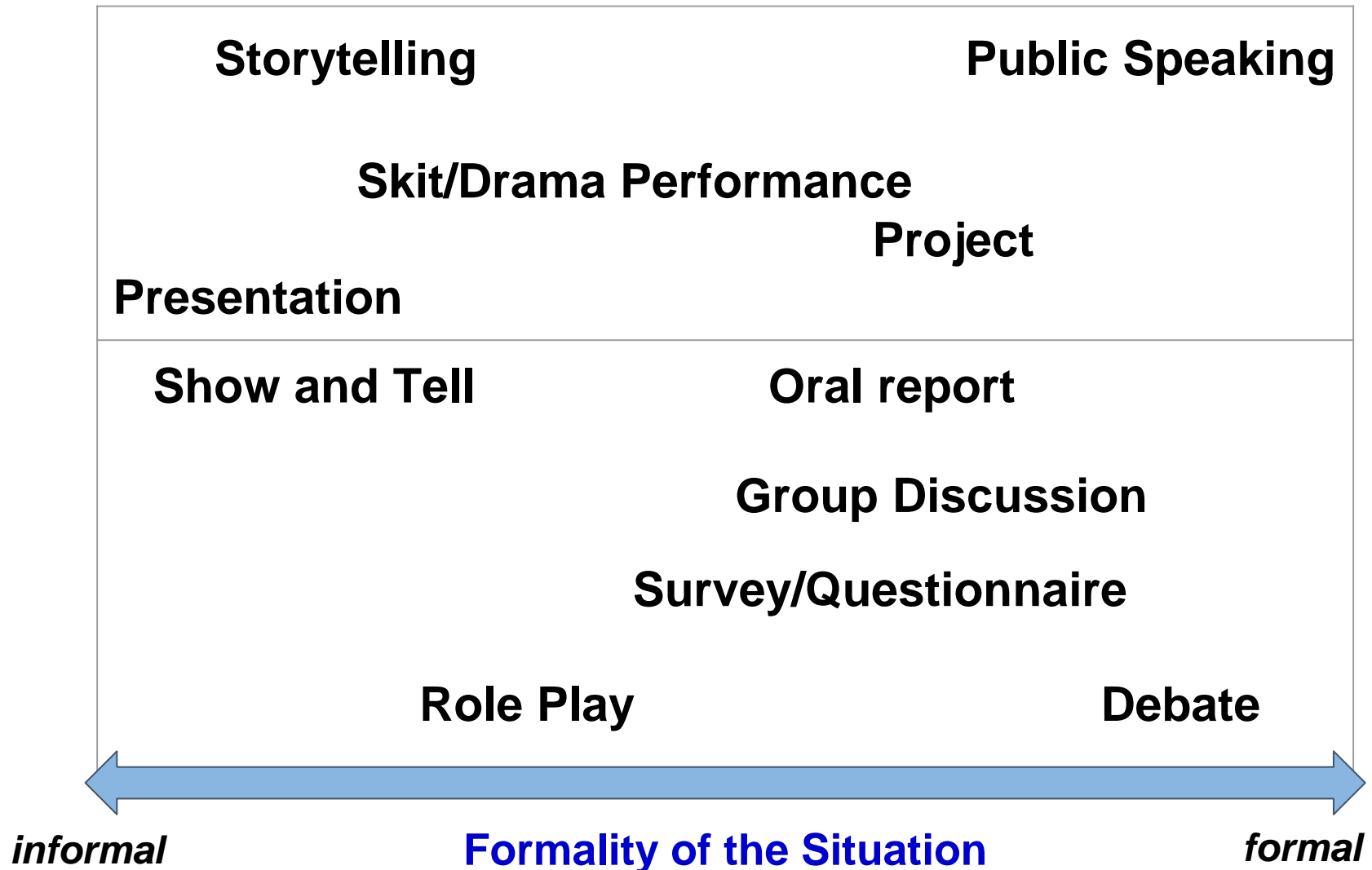
# The Importance of Speaking in English Language Learning

Regular participation in fun, purposeful and authentic speaking activities

- supports the development of listening, reading and writing skills;
- promotes deeper thinking;
- improves student engagement and collaboration; and
- helps retain learning.



# Examples of Speaking Activities in English Language Classroom



# A Gap in the Learning Experience

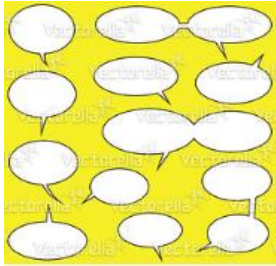
A lot of students want to **speak English fluently and confidently** ... yet they don't get enough **practice**.

It is not easy for students to come up with **ideas** when they are asked to talk about **unfamiliar topics**.

Even with some ideas about a given topic, our students do not quite know how to **put words together in a meaningful and effective way** to share thoughts, opinions, and feelings with an audience.



# Common Concerns for Teachers...



- How do we select texts that provide students with quality input and authentic models of effective communication?
- How do we better engage students in speaking activities?
- How do we teach speaking skills explicitly?
- What are some considerations for planning speaking activities in the classroom?
- What are some strategies for developing students' confidence in oral communication?



# The Objectives

*Read to Speak* project aims to enhance teachers' ability to:

- design **units of work** around **multigenre and multimodal texts** with **structured interactive activities** to promote oral communication and collaboration skills that enrich student learning;
- help students explore **the features of multigenre and multimodal texts** focusing on those aspects that stimulate oral communication, e.g. the author's intention, message and perspectives, audience, and techniques;
- explore ways of **selecting suitable multigenre and multimodal texts** and **using them to enhance students' ability to make links across different areas of knowledge**, to develop and evaluate ideas, as well as to apply these skills to the assigned oral communication tasks; and
- support students in doing **self and peer assessment for/as learning**.



# *Read to Speak*

● Receptive Skills

● Productive Skills

1. Listen, Read & View

2. Think & Reflect

*Developing 21st Century  
Communication Skills*

3. Collaborate &  
Communicate

4. Speak, Write &  
Represent

**Student-Centred Learning Environment:**  
Using Cooperative Learning Structures to Develop  
Language Proficiency and Communication Skills

# A Traditional Language Classroom **vs.** Cooperative Learning Structures



**vs.**



- Lower level of student engagement
- Teacher-centred approach to classroom learning

- A more effective communicative context for natural language interaction
- Well-defined roles for students to participate in learning activities
- Higher level of cooperation and communication in the classroom



# Structuring Interaction to Promote Collaboration and Communication

- With **Kagan's Structures**, all students are expected to participate in learning - participation is required by the Structures.
- There is a direct connection between student participation, engagement, communication and subsequent language learning.
- Some Kagan's Structures commonly used in the English language classroom are:

**Think Pair Share**

**Round Robin**

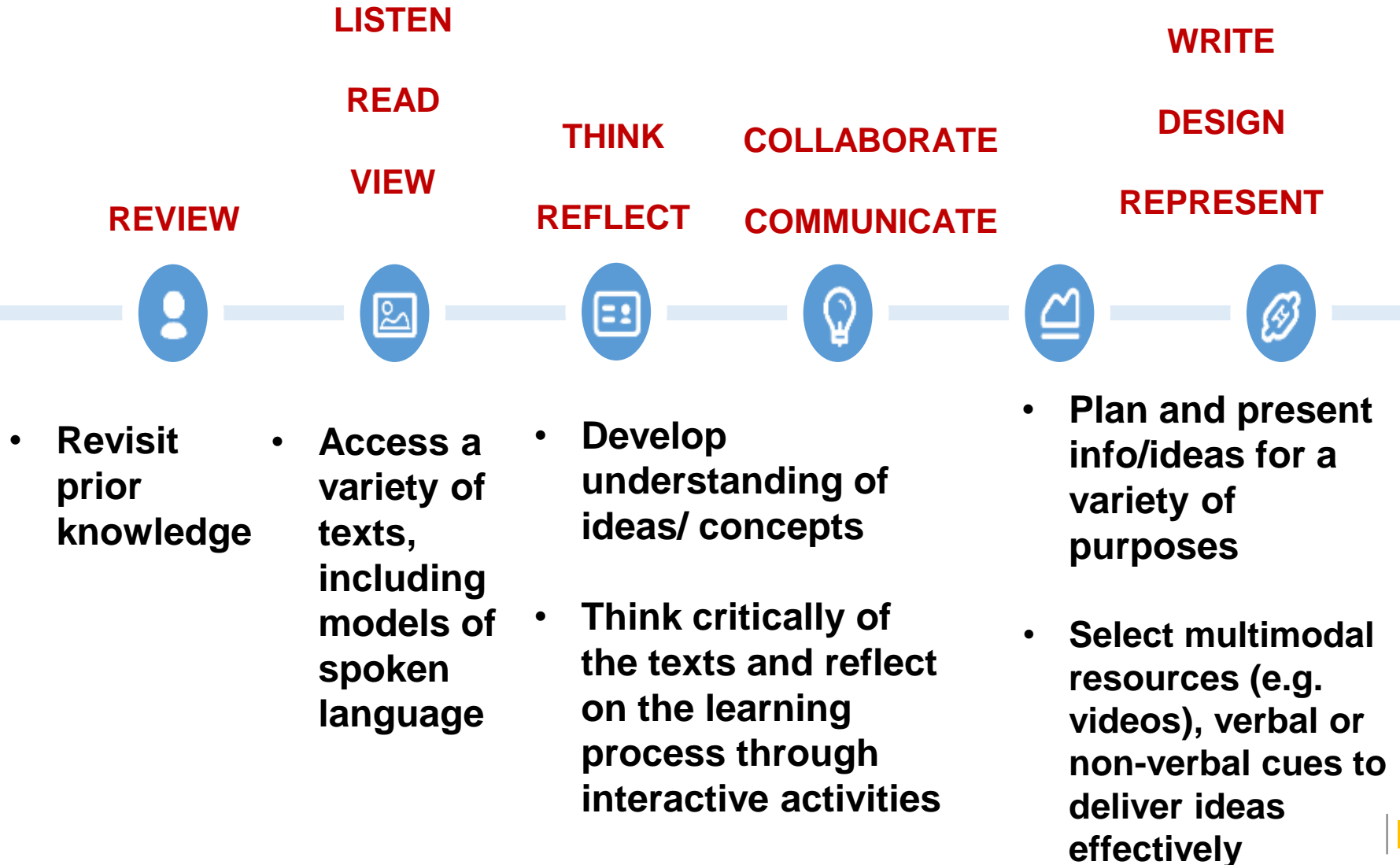
**Rally Coach**

**Match Mine**

**Numbered Heads Together**



# Unit Design



# A Sample Unit Design

## S2 Unit

Module: Technology

Theme: Different types of apps, their designs, functions and user experience/usability

Main Task: Students develop an idea for a new app and write a speech with multimodal support (using PPT, Prezi, Google Slides, or other presentation software) to promote the app to the class



# 1. Listen, Read & View

Selecting texts for listening, reading and viewing:

- Textbook article on popular apps
- Apps for studying and productivity (videos)
- App reviews & ratings (websites)
- TED Talk: A 12-year-old app developer – Thomas Suarez

Students will learn:

- vocabulary related to technology with a focus on blended words, e.g. camcorder (camera + recorder);
- pronunciation of words, intonation and stress
- language conventions (e.g. grammar)

Students will develop foundational listening, reading and viewing skills in the course of learning.

## DOWNLOAD MOBILE APP



The Happiness Planner App  
<https://youtu.be/6zWvgnfyE>



TEDTalk  
<https://youtu.be/Fkd9TWUtFm0>





## 2. Think & Reflect

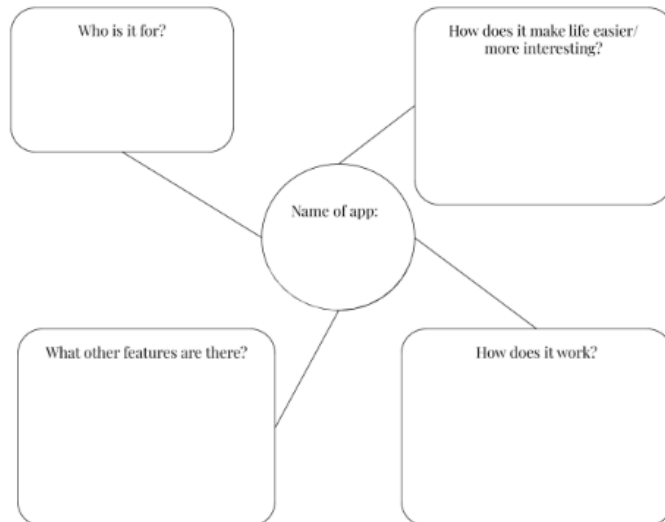
After reading a range of apps and reviews, students learn to evaluate the information and think critically about the design and functionality of those apps.

They learn to develop an idea for a new app:

- *Who is it for?*
- *How does it make life easier?*
- *How does it work?*
- *What other features are there?*

Name \_\_\_\_\_ Class \_\_\_\_\_ ( ) Date \_\_\_\_\_

B. Take notes to help you present the app to your classmates.





- Learning activities that reinforce the understanding of the selected texts and provide practice opportunities for speaking with accurate pronunciation and appropriate intonation
- Opportunities for students to generate, discuss and articulate ideas appropriate to the purpose, audience and context



### **3. Collaborate & Communicate**

In groups, students take turns to share their initial ideas, including design and functionality, of a new app.

After collecting the peer feedback, students refine their app design.

## 4. Speak, Write & Represent

- Students write a speech promoting the app and create a multimodal presentation (with PPT, Prezi, Google Slides or other presentation software) to enhance the presentation.
- Students reflect on and evaluate the multimodal resources they used to convey the message (e.g. images, captions, background music, design elements).
- Students do peer evaluation focusing on the effectiveness of the presentations (language, content, organisation, delivery, design elements).



# ***Read to Speak: Project Features***

**Interacting with Multigenre & Multimodal Texts**



**Encouraging Reflection & Deeper Thinking**



**Developing Students' 21st Century Communication Skills**



**Sharing, Collaborating & Communicating**

**Making Links across Different Areas of Knowledge & Representing Ideas**



# *Read to Speak*

## Effective Communication in the 21st Century



21st century literacy development is no longer limited to the development of reading and writing abilities, as students need to learn how to analyse, synthesise and evaluate information, as well as to present ideas and concepts clearly and coherently to a specific audience in written, spoken and multimodal forms of communication.



# Project Timeline (2020/2021)

Jun - Jul 2020	Setting up the support
Sep - Nov 2020	Professional development (e.g. school-based workshop on Kagan's Structures and Classroom Routines) + Baseline observation and data collection
Nov 2020 - Jan 2021	Co-planning for trial lessons + implementation + review
Feb - Mar 2021	Co-planning for a unit of work
Mar - Apr 2021	Implementation
May - Jun 2021	Review + evaluation + data collection



# Personnel Involved in the 'Seed' Project

## Support from the School Senior Management

Project  
Teachers,  
including the  
NET

School  
Project  
Coordinator

Regional NET  
Coordinators

# Application Details & Procedures

Please refer to **Appendix C** of the EDB Circular Memorandum **No. 6/2020**



**Closing date for application:**

**9 March 2020**

School Application Form to be completed 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.)



# Enquiries

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## Project-related

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# THANK YOU!

Please contact us for more info!

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