

“Seed” Project for 2021/22

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

(Project code: NT1121)



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Presentation Outline

Read to Speak (R2S) Project

- Developing Oracy and Literacy Skills in the 21st Century
- A Gap in the Learning Experience
- Project Objectives and Skills Development Framework

Practical School Examples

- Texts – multigenre and multimodal texts
- Talk – conversational, presentational and exploratory talk
- Tasks – deep, meaningful learning experiences



Read to Speak Project Features

Interacting with Multigenre & Multimodal Texts



Encouraging Reflection & Deeper Thinking



Confident and Effective Communicators in the 21st Century

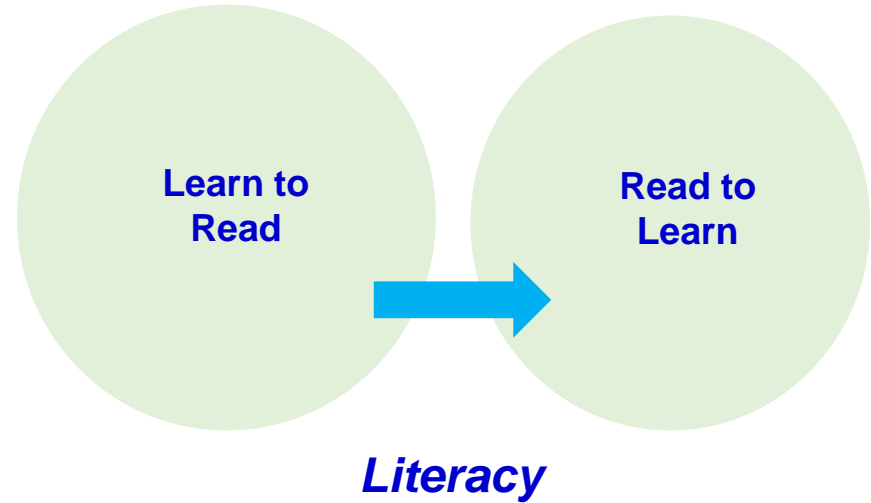
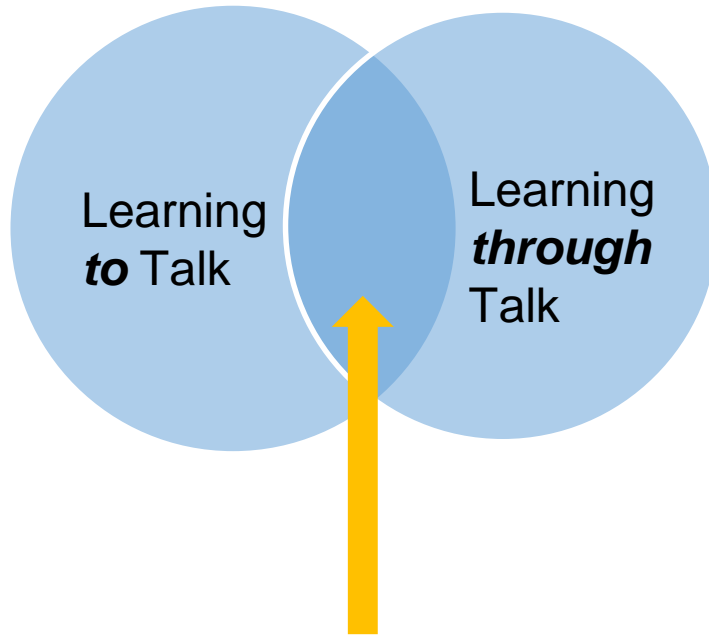


Sharing, Collaborating & Communicating



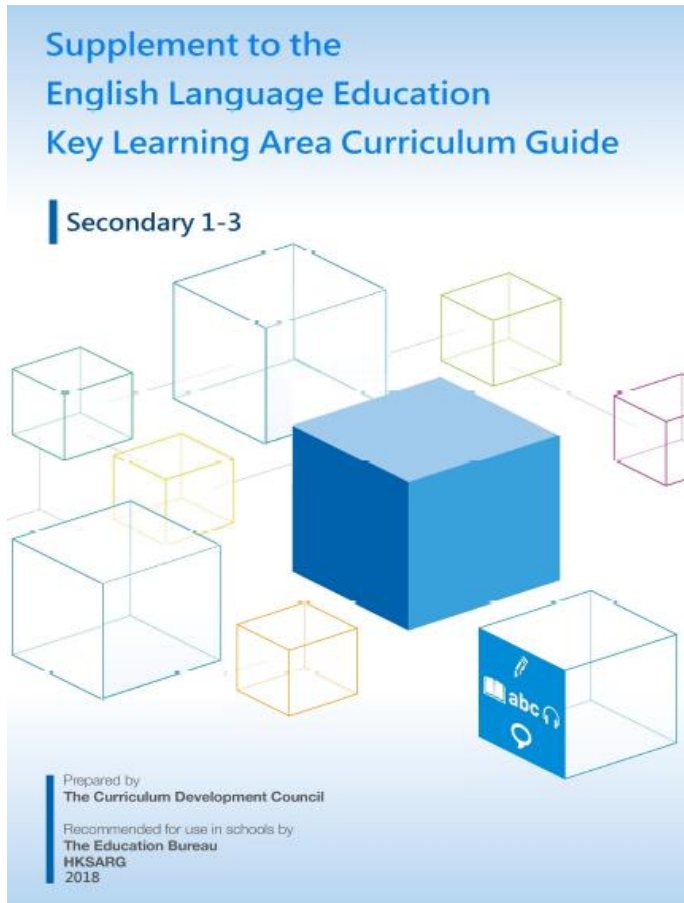
Making Links across Different Areas of Knowledge & Representing Ideas

Literacy and Oracy in Communication



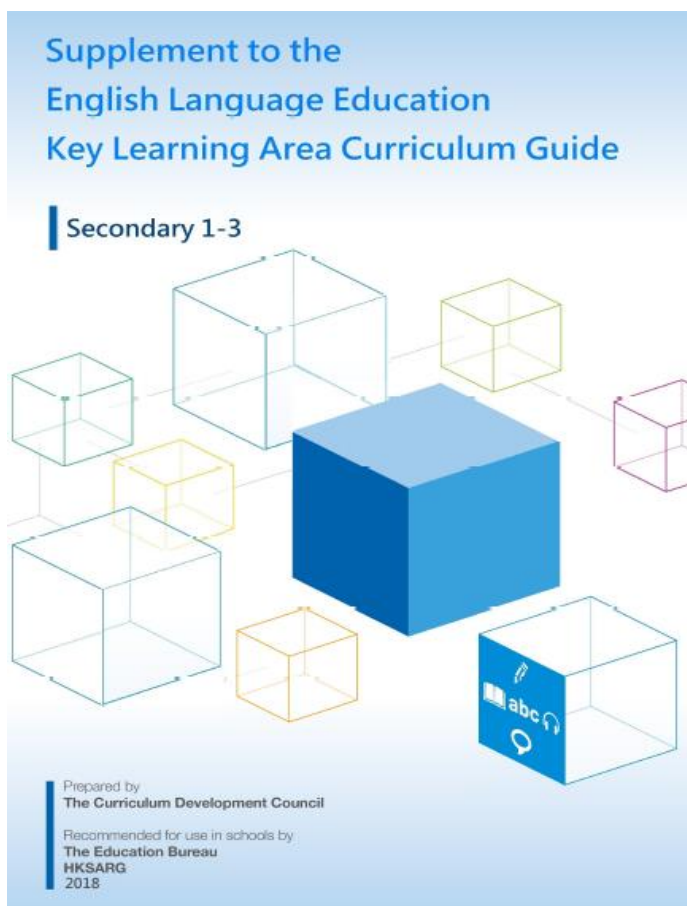
Oracy is characterised as the development and application of a set of skills associated with effective spoken communication.

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 Oracy 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.



Despite its importance...

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



Selection of texts

- Do they provide quality input?
- Do they speak to students?
- Are they authentic models of spoken English?

Planning *talk activities*

- What are some practical considerations?



Conducting *talk activities*

- How do we engage students in speaking activities?

Oracy skills

- How do we teach oracy skills explicitly?
- How do we develop students' confidence?

Read to Speak Project Objectives

The 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**.

Continuum of Classroom Talk Activities

Teacher Lecture

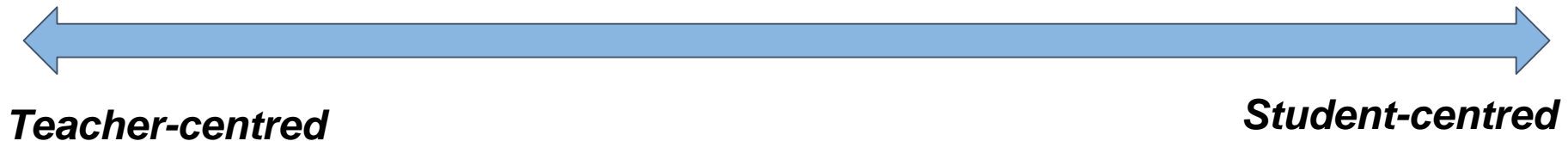
Teacher provides direct content instruction to the whole class.

Structured Interaction

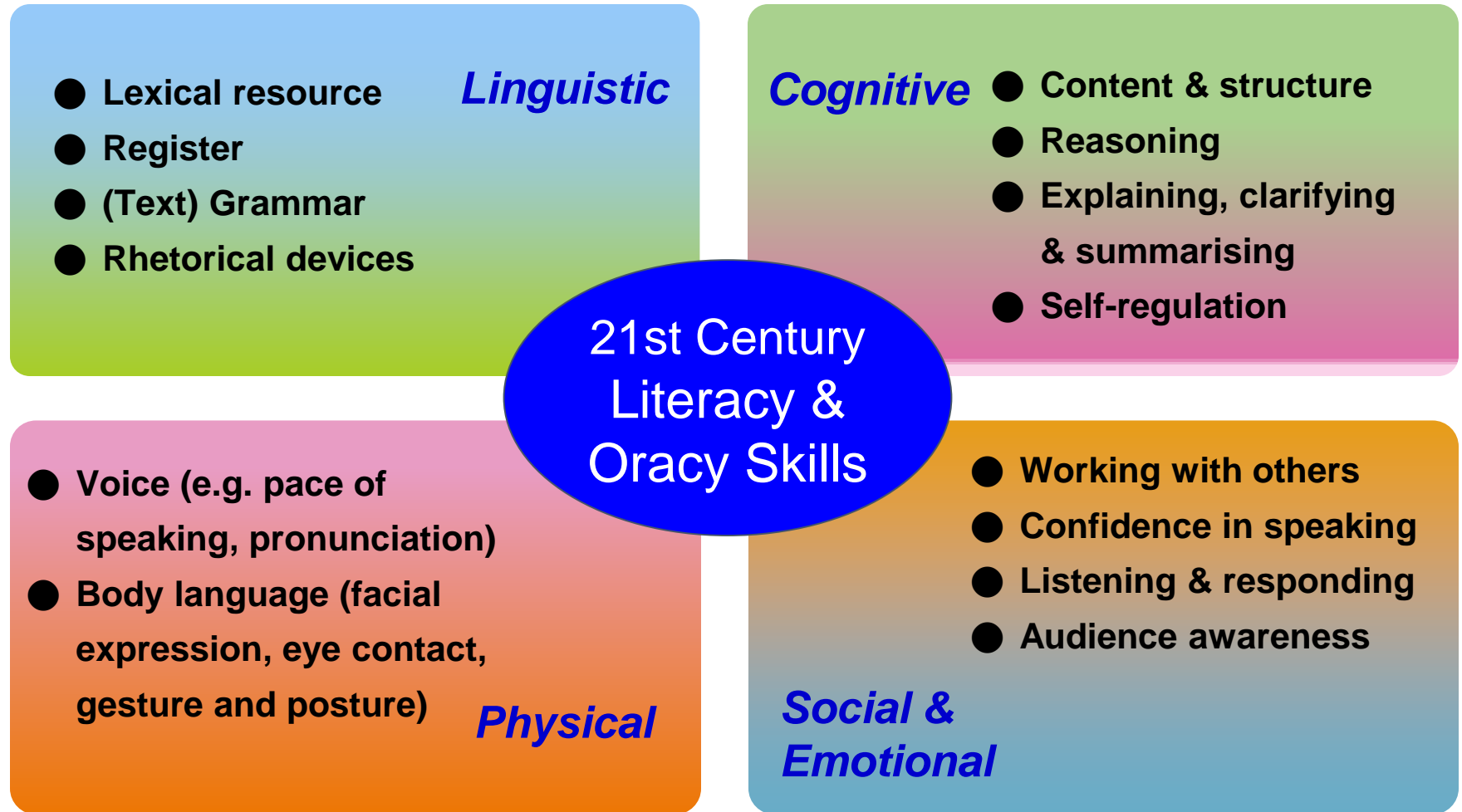
- Teacher provides direct content instruction to the whole class, and often asks students closed-ended, content related questions.
- Teacher engages the whole class with a combination of direct instruction and open-ended questions.
- Teacher encourages pairs, small groups, or whole classrooms full of students to deeply reflect on the understanding of texts.

Student Discussion & Presentation

- Teacher poses an initial reflective prompt or question for students to explore.
- Students engage with each other to co-construct deeper understanding of content matter.



Read to Speak Skills Development Framework



Linguistic, cognitive, physical, social and emotional skills enable **effective communication**, e.g. successful discussion, inspiring presentation / speech.



Effective Communication in the 21st Century

Listen, Read & View



Think & Reflect



Research Questions:


1. What are the effective teaching strategies that promote oracy skills in face-to-face and online learning environments?
2. How can linguistic, cognitive, physical, social and emotional skills combined support students in becoming confident and effective communicators?

Collaborate & Communicate



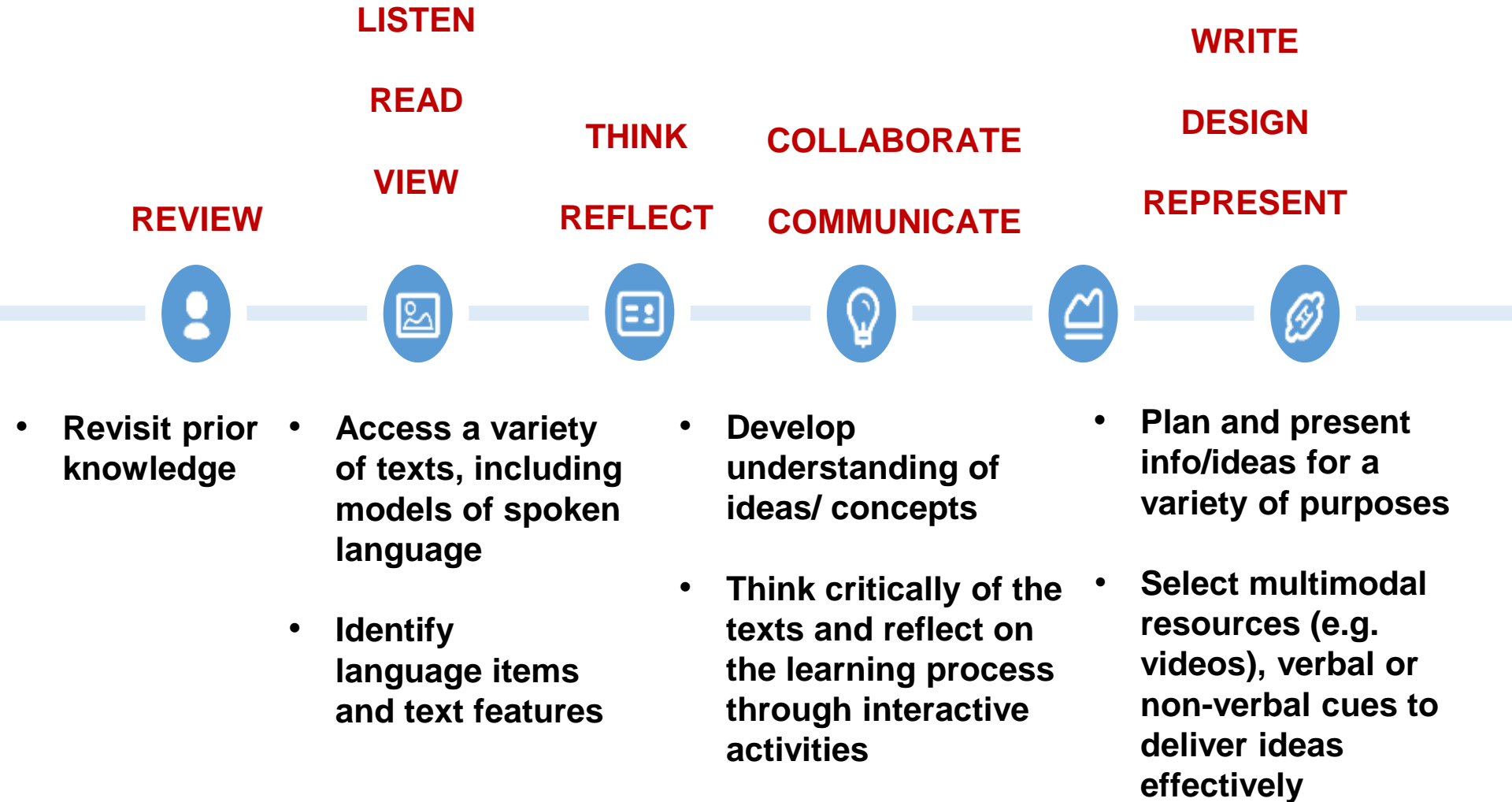
Speak, Write, & Represent



A top-down view of a dark, textured wooden desk. In the top-left corner, there are two pens, one green and one grey. In the top-right corner, there are two sticky notes, one purple and one green. In the bottom-left corner, there are several blue and green paper clips. In the bottom-right corner, there are several colored pencils in blue, yellow, green, and purple. The text "Practical School Examples" is centered on the desk in a white, sans-serif font.

Practical School Examples

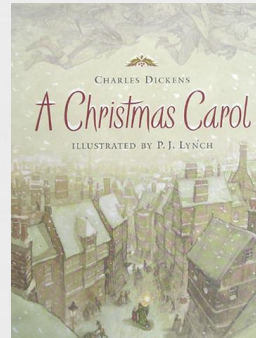
Unit Design



Interacting with Multigenre & Multimodal Texts



Adobe Spark



Story (print version)



TED Talk



Thinglink Page



Book and film presentation

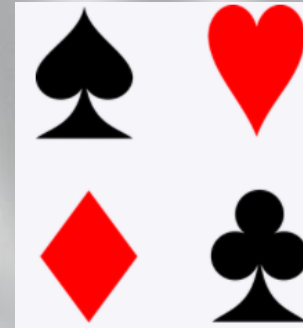
Encouraging Reflection & Deeper Thinking

A unit on Workplace Communication –
S4 students need to learn how to make a sales pitch to promote a product.

The images are similar umbrellas but one is from a convenience store and the other is a brand-name umbrella (that is much more expensive).

Students need to learn some marketing strategies when selling a product.

- ❖ Encourage the use of graphic organisers
- ❖ Promote feedback and reflection



The 4 Suits in feedback (TED-Ed):

- **Heart** feedback is positive but unspecific.
- **Diamond** feedback is positive and specific.
- **Club** feedback is negative and unspecific.
- **Spade** feedback may be negative, but also specific, which makes it helpful.

Source:

<https://blog.ed.ted.com/2017/11/09/how-to-give-effective-feedback-on-a-talk/>

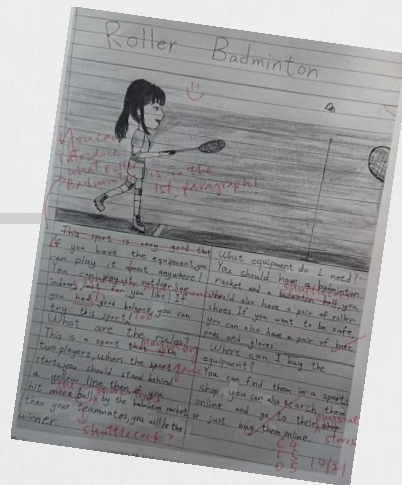
Sharing, Collaborating & Communicating



A range of e-tools, e.g. nearpod, Jamboard, Padlet and Google Workspace (G-Suite) are used to promote sharing, collaboration and communication in both the physical and virtual learning environments.

- ❖ Interactive content and task – opportunities for feedback and interaction
- ❖ Quizzes / tests/ games for checking understanding
- ❖ Discussion and peer evaluation
- ❖ Reflection

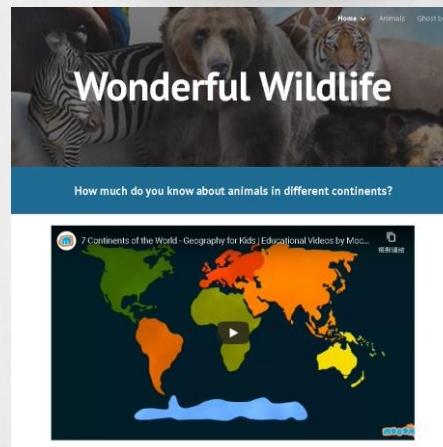
Making Links across Different Areas of Knowledge & Representing Ideas



Topic 1: Unusual Sports

S2 students researched on the topic of unusual sports. They had to read about the history of the unusual sport of their choice; the science behind the sport and how the sport had evolved over time.

They also had to (re)present the ideas in the form of multimedia presentation.

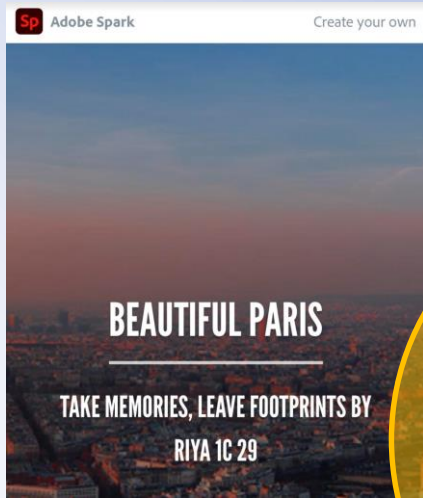


Topic 2: Endangered Animals

The Google Site was created by teachers for S2 students to learn about different perspectives on animal extinction.

[Wonderful Wildlife Website](#)

Project Deliverables



A recount on Adobe Spark Page



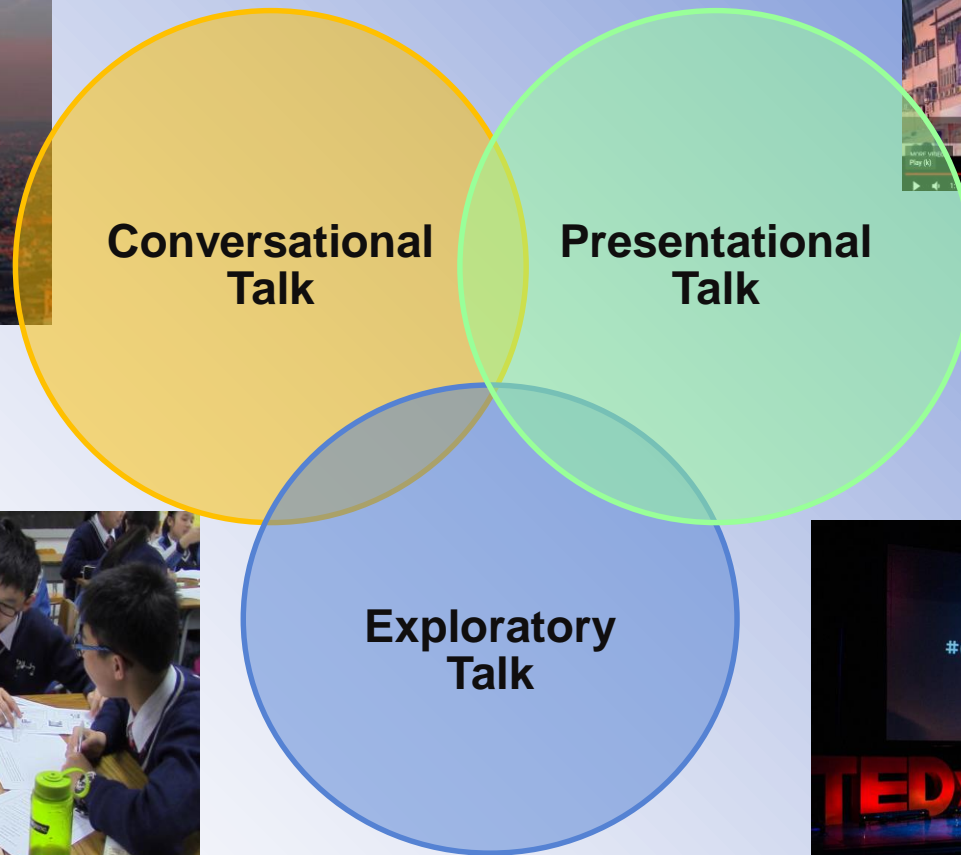
A drama performance



A documentary / narrative film representing ideas



A discussion task to explore different perspectives / roles in a given situation



TED-style presentation on a given topic