

**“Seed” School (2017/18)**

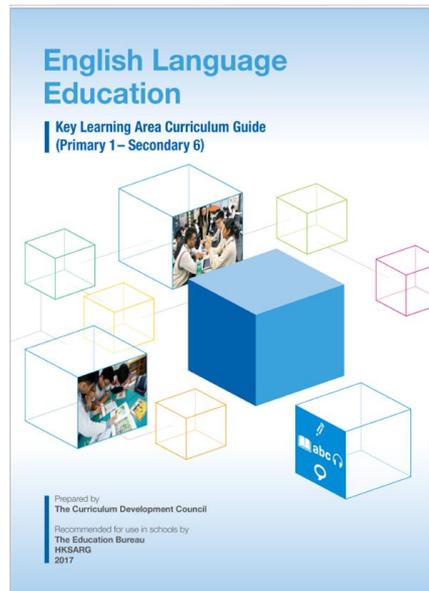
**Project Code: EE0117**

**Supporting Junior Secondary Students’  
Literacy Skills Development:  
Processing and Creating Visual Texts**

**4 July 2018**

**English Language Education Section  
Curriculum Development Institute  
Education Bureau**

# Major Updates of the ELE KLACG (P1-S6)



(CDC, 2017)

Literacy Skills Development

e-Learning & Information Literacy

Integrative Use of Generic Skills

Values Education

Extending from Assessment for Learning to Assessment as Learning

Learning and Teaching of Text Grammar

STEM Education (including entrepreneurial spirit) & Reading across the Curriculum

Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

# Aim of the “Seed” Project

- To develop students’ literacy skills through promoting the use of visual texts.

## Objectives of the “Seed” Project

- To develop teachers’ capacity in:
  - exploring the effective use of print and non-print visual texts (e.g. posters, advertisements, videos) in supporting students’ development of reading and writing skills;
  - adopting effective teaching strategies to guide students to process and produce visual texts and engage them in the critical analysis of how visual texts can be exploited to achieve different communication purposes; and
  - designing suitable learning, teaching and assessment activities to develop students’ abilities to process and create visual texts with the use of e-learning resources (e.g. e-platforms, application software, mobile devices).

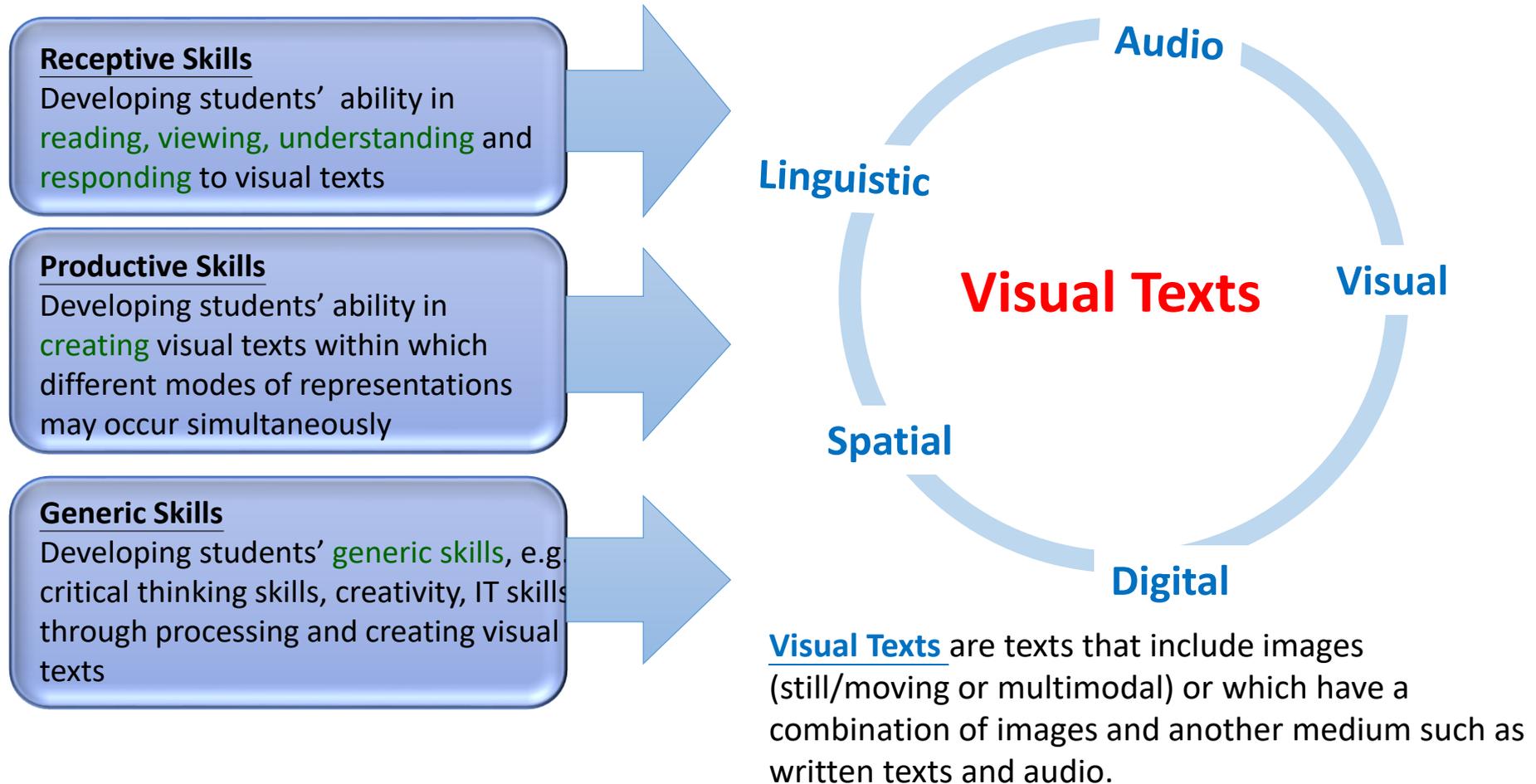
# Literacy Skills Development

# Living in a World where **Visual Images** are Becoming Increasingly Important

TV Commercials  
Websites      Advertisements  
Books  
Films      Posters

Information is presented as a combination of words and images.

# Developing Students' Ability to Process and Create Visual Texts



- Walsh (2010). Multimodal literacy: What does it mean for classroom practice? *Australian Journal of Language and Literacy*. 33(3), 211-239.
- Department of Education WA (2013). *First Steps: Viewing Resource Book*. The Government of Western Australia.

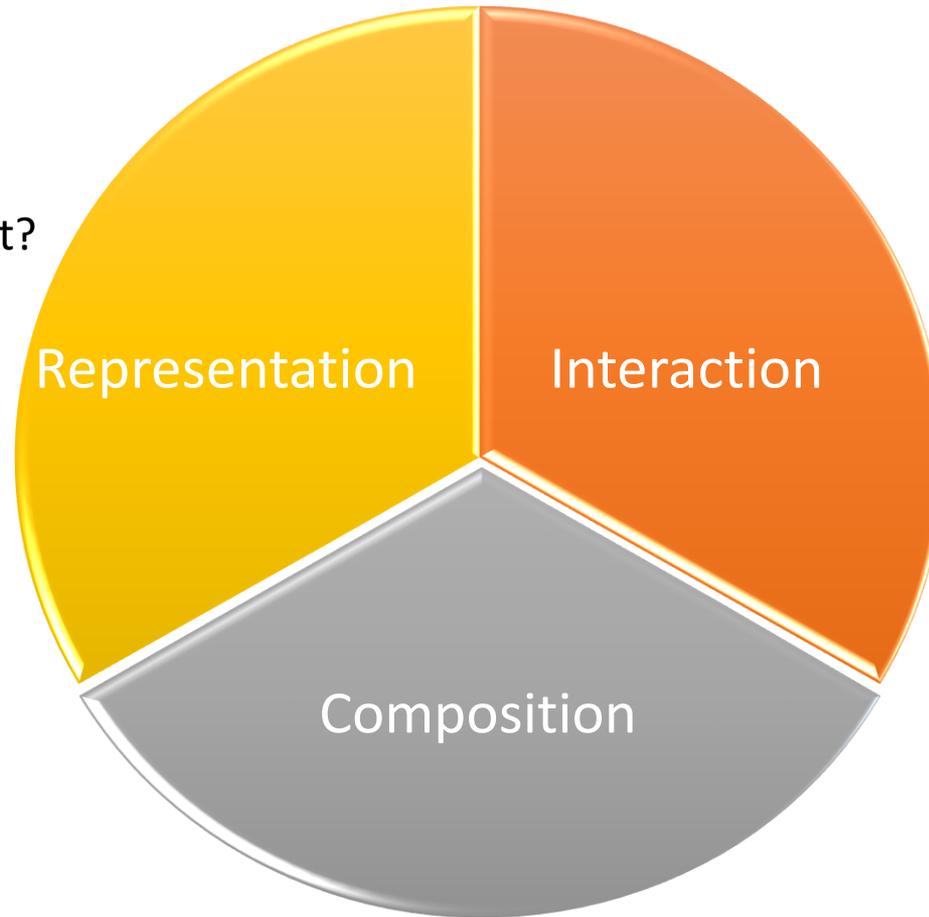
# Communicative Purposes of Visual Texts

## (Examples)

- Travel websites (To explain)
- Films (To entertain)
- Cooking shows (To instruct)
- TV Commercials (To persuade)

# Analysing Visual Texts

1. What information does the text present?  
(e.g. Who? Where? When? What is happening?)

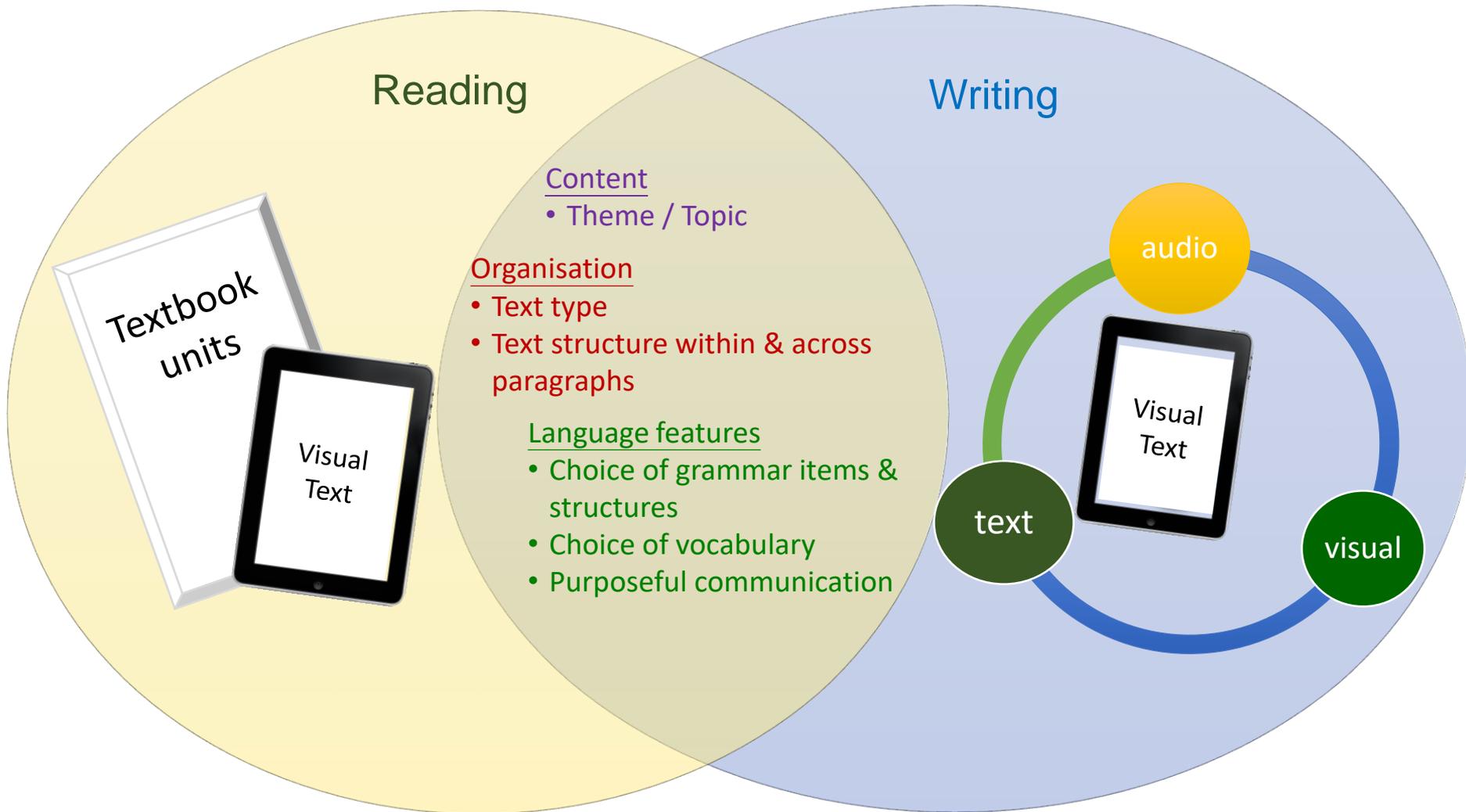


2. How is the viewer connected to the text?  
(e.g. the relationship between the characters/ with viewers, the message to be conveyed)

3. How does the text format affect the meaning?  
(e.g. framing, colour, music, layout, design)

- Kress G. & Van Leeuwen T. (1996). *Reading Images: The Grammar of Visual Design*. Routledge, London.
- Department of Education WA (2013). *First Steps: Viewing Resource Book*. The Government of Western Australia.

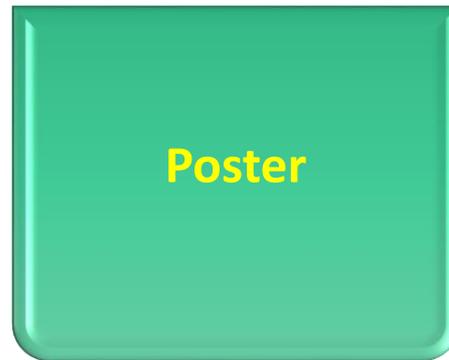
# Connecting Reading and Writing



# e-Learning & Information Literacy

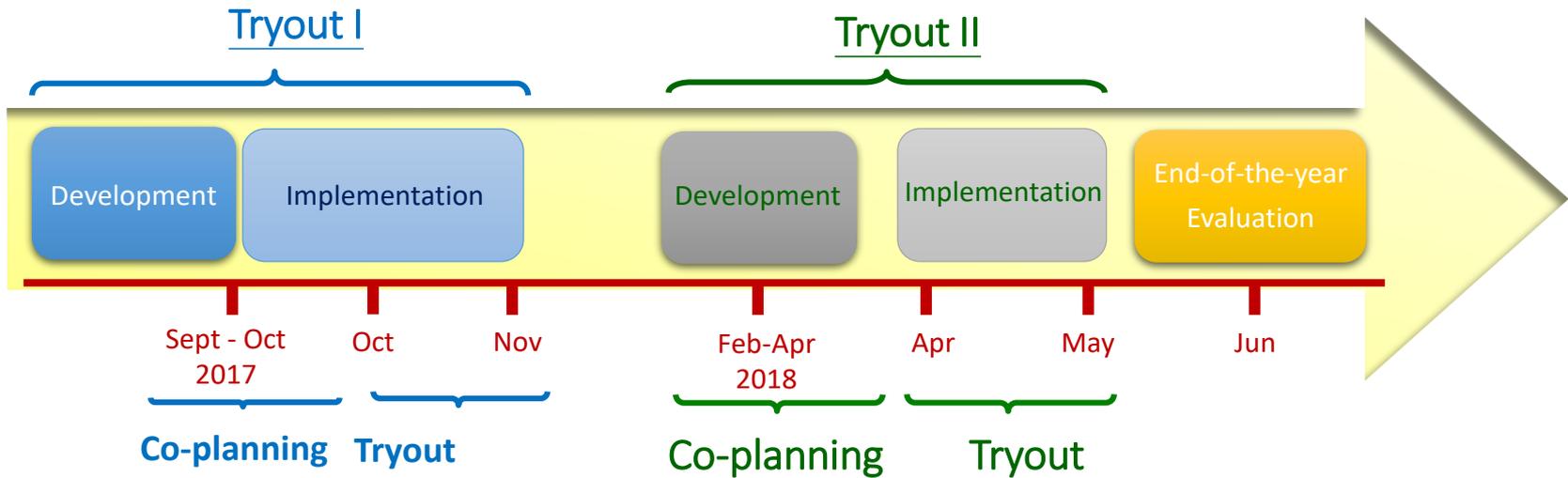
# Creation of Visual Texts

- Identify an important message to convey
- Evaluate which visual and verbal features are effective in conveying the message
- Select effective features to include in the visual text

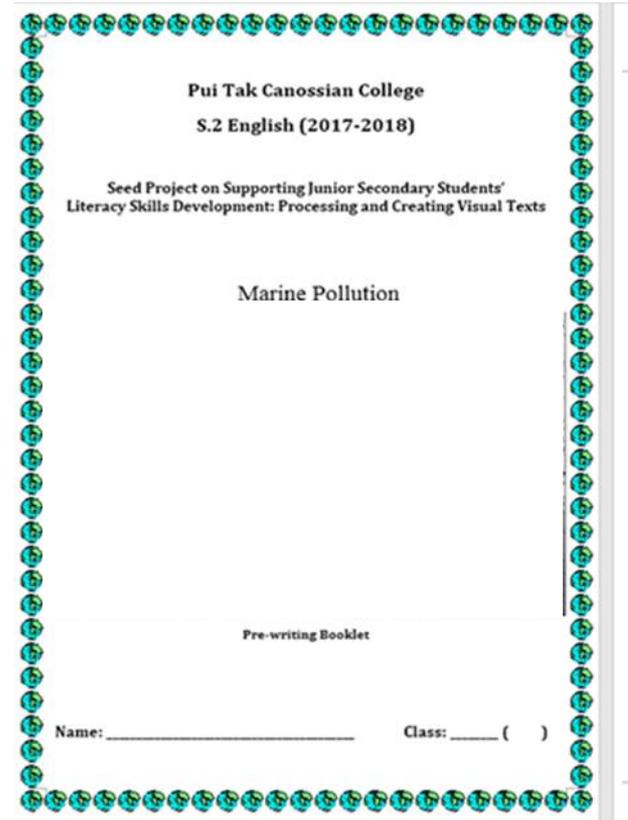
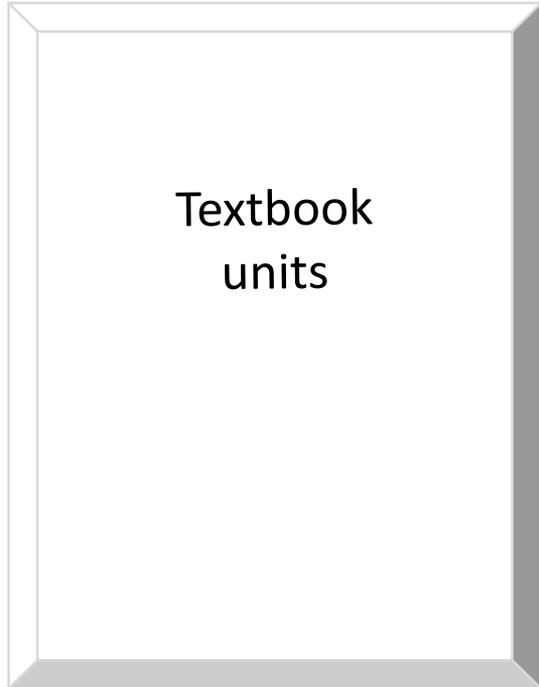


# The Implementation of the “Seed” Project

# Planning & Implementation of the “Seed” Project



# Integrating the “Seed” Project into the School-based English Language Curriculum



# Processing Visual Texts

# Tryout 1

# Analysing Visual Texts

## Representation

1. What information does the text present?

(e.g. What is wearable tech? What are the features and functions? Examples?)

- Video

<https://www.youtube.com/watch?v=hrLX8Woiak8>

- Infographic

<https://www.getelastic.com/the-rise-of-wearable-tech-infographic>

- Article

The Rise of Wearable Technology

# Analysing Visual Texts (Wearable technology)

## Interaction

2. How is the viewer connected to the text?

(e.g. the relationship between the characters/with viewers, the message to be conveyed)

- The convenience and benefit wearable tech can bring
- A positive impression of wearable tech  
(It's hip / amazing / magical  
-> create a desire for ownership)

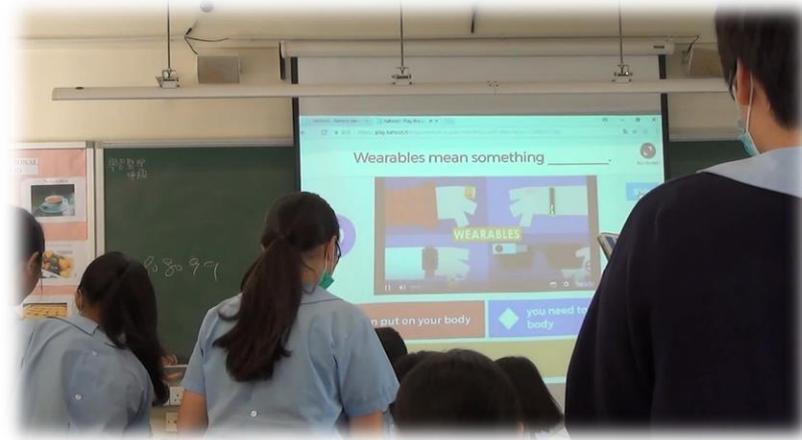
Communicative functions:

- to describe
- to promote

# Analysing Visual Texts

## Composition

3. How does the text format affect the meaning?  
(e.g. framing, colour, music, layout, design)



## Video

Visual effects: cute animation, colourful presentation

-> the fun element, target at young people

Visual aids: explain concepts and vocabulary (sci-fi accessories, hologram)

Audio input: voiceover

-> Multi-modes of representation to facilitate understanding

-> how to write an attractive introduction (e.g. rhetorical question, friendly tone)



# Audio Input

Good morning, everyone. Today, I would like to talk about wearable technology. I will first talk about what it is. Wearable technology, or in short, wearable tech, refers to smart electronic devices that can be worn on our bodies. These include...

***Introduction – Version 1***

So, do you know those super fancy sci-fi movies? You know, the one in which you just tap a badge to teleport to another world; or project a cool hologram from your watch? But futuristic things like that aren't so futuristic at all. You can actually get some of those sci-fi accessories already.

***Introduction – Version 2***

# Analysing Visual Texts

## Composition

3. How does the text format affect the meaning?  
(e.g. framing, colour, music, layout, design)

## Infographic

Visual features, graphic design (a comparison table between articles and infographics)

Present information with charts, graphs, data and headings

Lower language demand

-> Make information simpler and easier to digest

# Analysing Visual Texts

## Composition

3. How does the text format affect the meaning?  
(e.g. framing, colour, music, layout, design)

## QUESTION 4 - EFFECTIVENESS

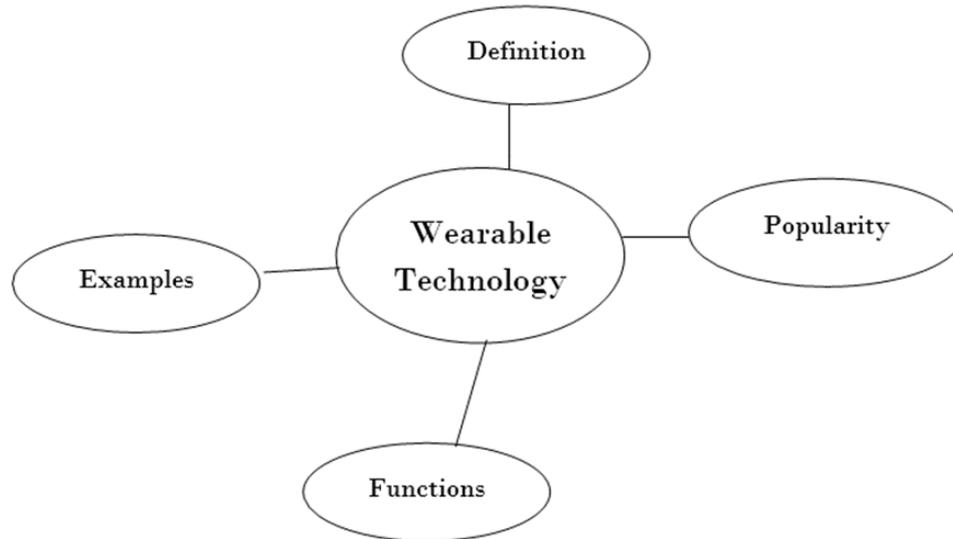
Which one  
is more  
effective?

	<b>Article</b>	<b>Infographic</b>
Format of the text	<ul style="list-style-type: none"><li>Linear presentation</li><li>Fewer / no pictures</li></ul>	<ul style="list-style-type: none"><li>non-linear presentation</li><li>More pictures</li></ul>
Presentation of words	<ul style="list-style-type: none"><li>More consistent font size</li><li>Usually in black</li><li>In paragraphs</li></ul>	<ul style="list-style-type: none"><li>Font size may vary</li><li><u>Colourful</u> presentation</li><li>In bullets</li></ul>
Presentation of figures	<ul style="list-style-type: none"><li>In words</li><li>Without pictures</li></ul>	<ul style="list-style-type: none"><li>With charts</li><li>With pictures</li></ul>
Density of the information	<ul style="list-style-type: none"><li>More Dense</li></ul>	<ul style="list-style-type: none"><li>Less Dense</li></ul>

# Analysing Visual Texts

<http://www.ivan.cash/infographic-of-infographics/>

(C) *Under the guidance of your teacher, draw a mind map with the phrases different classmates have jotted down.*



# Analysing Visual Texts

## Composition

3. How does the text format affect the meaning?  
(e.g. framing, colour, music, layout, design)

## Graphic organiser

Understand the text structure

- > Deconstruct reading texts to make comprehension easier
- > Make use of mind maps to give presentations
- > Apply organisation skills in writing plans to improve text structure



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Group 1 - Smart Watches

Group 2 - Smart Bracelets

Group 3 - Smart Glasses

Group 4 - Smart Clothing

# Vocabulary building

## **Fashion items**

Flared Jeans

Power Blazers

Denim Jumpsuits

Sheath Dresses

Knee-High Boots

Polka Dot Dress

Ascot Blouses

Leopard Print

Maxi Dresses

Swing Coats

Batwing Sleeves

Mini Skirts

## **Definitions**

Jeans that are bell-shaped and wider from the knees downward

Blazers with very thick pads that make wearers look like having broader shoulders

One-piece garments with sleeves and legs

Dresses that fit close to the body

Boots that rise to the knee

Dresses with large circles on it

Woman's upper garments with a broad necktie

Pattern of the fur of animals

Ankle-length flowing dresses

Coats cut so as to swing when wearers move

Long loose sleeves with tight wrist, resembling the wings of a bat

Very short skirts with hemlines several inches above the knees

*How to search for pictures in "Google":*

<b>Group 1 - Fashion in the 50s</b>		
<i>Fashion trends of the 50s:</i>		
e.g. Polka dot dress	1.	2.

<b>Group 2 - Fashion in the 60s</b>		
<i>Fashion trends of the 60s:</i>		
3.	4.	5.

<i>Fashion trends of 70s:</i>		
6.	7.	8.

<b>Group 4 - Fashion in the 80s</b>		
<i>Fashion trends of the 80s:</i>		
9.	10.	11.

The fashion decade I belong in is \_\_\_\_\_.

In that decade, the fashion trends are

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<https://goo.gl/FXplis>

Effective Use of  
e-Learning Resources to Support Students in  
Creating Visual Texts

# Creation of Visual Texts

- Identify an important message to convey
- Evaluate which visual and verbal features are effective in conveying the message
- Select effective features to include in the visual text



You are reading the article again and trying to identify its structure. Complete the table by filling in the blanks.

<p><b>1. <u>Title</u></b></p> <p>- trends &amp; functions</p>	<p style="text-align: center;"><b>Aerochromics:</b></p>
<p><b>2. <u>Introduction</u></b></p> <p>- the problem</p> <p>- an interesting _____ to draw readers' attention</p>	
<p><b>3. <u>Body Paragraphs</u></b></p> <p>- a general introduction to the product and its _____</p> <p>- the element(s) of the fashion _____ in the 50s</p> <p>- how the product _____</p>	
<p><b>4. <u>Conclusion</u></b></p> <p>- summarize the _____ of the fashion item</p> <p>- encourage the readers to _____ the product</p>	

*Understanding the content of the article*

Complete the diagram below for the product "Aerochromics"

*Element in the 50s / 60s / 70s / 80s  
(Circle one)*

(1) What is the vintage fashion trend?

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*New Technology*

(2) How does the product help its wearer?

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(3) How does it work?

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*Proposed Product*

(4) What is the name of the clothing?

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# Language Input

Complete the following introduction to trendy fashion items with the adjectives.

1) *Selfie Sunglasses*

2) *Little Black Dress*

3) *Go-to purse*

## (2) Making use of rhetorical questions

A rhetorical question is a question that you ask without expecting an answer. When you ask a rhetorical question, you want people to think what you are saying, or draw their attention to it.

Copy the two questions that appear in the article in the table below.

Types of Questions		Examples from the article
<i>Yes/no question</i>	Closed questions with only two possible responses: "Yes" or "No", which starts with an auxiliary verbs like "Do/Does/Did", "Is/Am/Are"	
<i>Wh-word question</i>	A question that starts with a question word like "who", "where", "why", "how"	

## (3) Making use of figures

Including figures (number, percentage, etc.) in your article can make it more convincing. Circle the figures that appear in the article.

Form two sentences based on the information given below.

British – own more than five jeans

Draw your creative old-meets-new fashion item below. You may make use of the cloth and/or materials that are distributed to you by your teacher. You may also use a fashion design app. Take a photo of your design with the iPad for creating the video.

*Name of the fashion item:* \_\_\_\_\_

FASHION DESIGN  
FLAT SKETCH

Source of input to enrich  
content of students' creative  
output

### Task 6: Creating a video

After improving the draft, you want to turn the article into a video by applying the techniques of creating infographics.

Watch the video below to learn about the key to creating an infographic.

<https://youtu.be/43wOSLfOLWg>

#### Key points to remember when creating an infographic

1. Keep the design \_\_\_\_\_.
2. Use an eye-catching \_\_\_\_\_ scheme.
3. Display your information \_\_\_\_\_.

3

Watch the video on "~~Aerochromics~~" shirts and tick the appropriate boxes to indicate the features of an effective infographic.

<https://youtu.be/m8gprKGyp8U>

#### Features of the above infographic

**POLKA DOTS**  
fun  
youthful  
high fashion  
make you young  
popular in the 50s

**Aerochromics**  
change color when  
exposed to various  
pollution levels in  
the air.

- Long paragraphs with a lot of information
- Short paragraphs with just enough information
- With more pictures
- With fewer pictures
- Words in black
- Words in different colours
- Figures (e.g. numbers) presented in paragraphs
- Figures (e.g. numbers) presented in charts

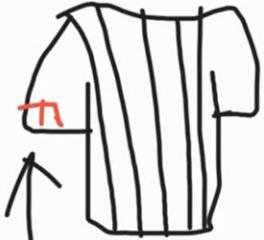
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Guidelines for creating digital infographics

Video clip:  
lesson demo



The shirt is very useful and make you convenient. When it was raining. The shirt will change the colour, this is very amazing. Another function is the shirt had a small button. When you turn on the button, it will change the temperature in the shirt, when you are hot. The shirt will keep you cool.



button

t dress? How can we make  
the recently release a new

### Electronic knee high boots



This electronic knee high boots can test air pollution outdoor.



You may change the colour what you like .It will spray some water when you are hot .It will also make you warm when you are cold .It has a thermometer inside the hat and it can check your body temperature. 🌸

# Tryout 2

# Analysing Visual Texts (Marine Pollution Environmental Conservation)

## Representation

1. What information does the text present?

(e.g. Who? Where? When? What is happening?)

- The importance of the Ocean
- Individual plastic waste
- Seriousness and significance of marine pollution
- Animals it affects
- Call for action: reduce plastic waste

Task 2 What is your environmental impact?

What did you throw away in the past seven days? Try to write down all items you threw away last week.

# My Rubbish Bin Log

<b>MONDAY</b>	
<b>TUESDAY</b>	
<b>WEDNESDAY</b>	
<b>THURSDAY</b>	
<b>FRIDAY</b>	
<b>SAT</b>	
<b>SUN</b>	

Check the fact sheet and write down how long it takes to break down the rubbish.

### Fact Sheet – Debris breakdown

#### TRASH THAT LASTS

How long does it take for debris to break down in the marine environment?

Paper products	2-12 weeks	Leather	50 years
Wool sock	1-5 years	Aluminum can	80-200 years
Wood	1-3 years	Plastic bottle	450 years*
Plastic bag	10-20 years*	Fishing line	600 years*
Tin can	50 years	Glass	1 million years
Polystyrene	450 years*	Plastic 6 pack ring	400 years
		Apple Core	2 months
Nylon Fabric	30-40 years	Banana Peel	2-5 weeks
Cotton Shirt	2-5 months	Rubber shoe sole	50 – 80 years

Quantify individual waste for self-reflection

# Presentation Slides

## Task 4 Attending a Talk

Your teacher attended a talk organised by World Wildlife Fund to learn more about environmental issues. He/She would like to invite you to attend another talk of the same series. Read the text below and answer the questions.

- ◇ The Earth would look completely different if there was no ocean here!
- ◇ Without the ocean, what colour do you think it would be?

The ocean is the source of most life on Earth. Without the ocean, we would not survive.

It is necessary for the rainfall to evaporate from the ocean, which makes the water cycle complete.

- ◇ 50% - 70% of the oxygen in the atmosphere comes from the ocean.
- ◇ It is crucial for life to have enough oxygen accumulated in the atmosphere to develop and be sustained on land.

Whale watching has become one of the most popular recreational activities.

You are what you eat – what will happen if the fish you eat are contaminated by your own toxic waste?

Outline main ideas

Pre-teach language items

# Sample text: Speech

You decided to attend the talk. The speaker explained to the audience why it is important to protect the ocean.  
Read the text below.

Ladies and gentlemen,

Language items

Persuasive language

Spoken language

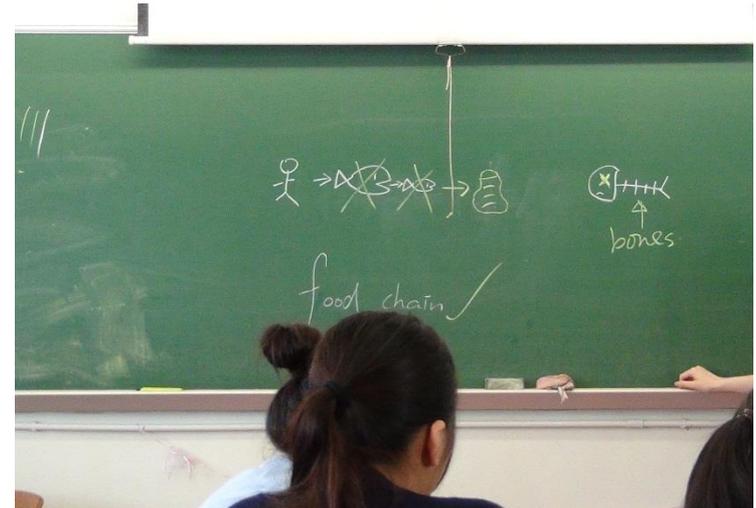
Connect reading and writing:  
Text type  
Content  
Contextualised language input  
Persuasive strategies

# Vocabulary building

## Task 7 Vocabulary Building

Use your online dictionary or Wikipedia to familiarize yourself with the words below. (You can find these words in the tape script of the video on pages 18–22.)

e.g. <i>alarming</i>	adj.	<i>making you feel worried</i>	<i>Example: The rainforest is disappearing at an alarming rate.</i>
1. <i>biodegradable</i>			
2. <i>extinct</i>			
3. <i>harmful</i>			
4. <i>the food chain</i>			
5. <i>entangled</i>			
6. <i>species</i>			
7. <i>survive</i>			
8. <i>starve</i>			
9. <i>The Great Pacific Garbage Patch</i>			
10. <i>dump</i>			



## Prefixes and Suffixes

A prefix is a letter or a group of letters that appears at the **beginning** of a word and changes the word's original meaning.

Prefix	Meaning	Examples ( <i>add two more examples yourself</i> )
de-	down, off, away from	defrost, demotivate, decompose
dis-	not, opposite of	disagree, disappear, discard
en-	cause to, put into	encode, enclose, entangle
re-	again	return, reuse, reborn

A suffix is a letter or a group of letters that is usually added onto the **end** of words, to change the way a word fits into a sentence grammatically.

Suffix	Meaning	Examples ( <i>add two more examples yourself</i> )
-able	can be done	enjoyable, comfortable, biodegradable
-ful	full of	cheerful, helpful, harmful

## Language items

- ✓ Present Perfect (has/ have + p.p.)  
e.g. Marine pollution has become our grave concern.
- ✓ Adjective phrases (It is important/ crucial/ necessary for sb. to do something)  
e.g. It is essential for us to make a difference.

- ⊕ ✓ Conditionals (Types 1 & 2)

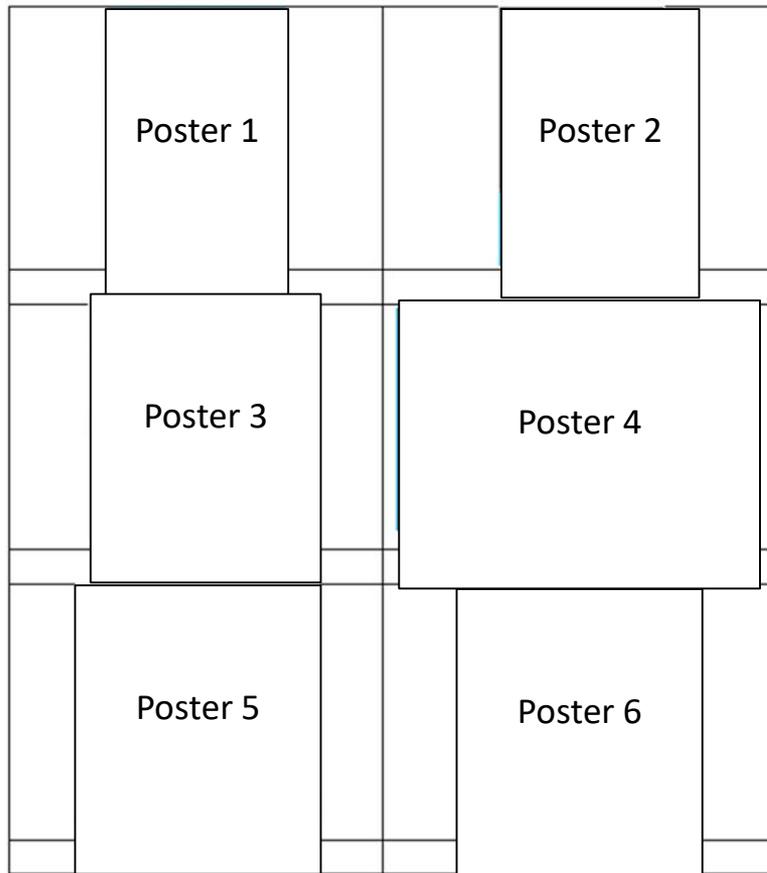
	If clause (conditional)	Main clause (result)
<b>First conditional (Type 1)</b> <b>Likely future events</b>	If you throw the plastic bottle into the sea,	it will stay there for over 450 years!
<b>Second conditional (Type 2)</b> <b>Imaginary situation in the present or future</b>	If there was no ocean here,	the Earth would look completely different.

# Posters

S2 English (2017-2018)

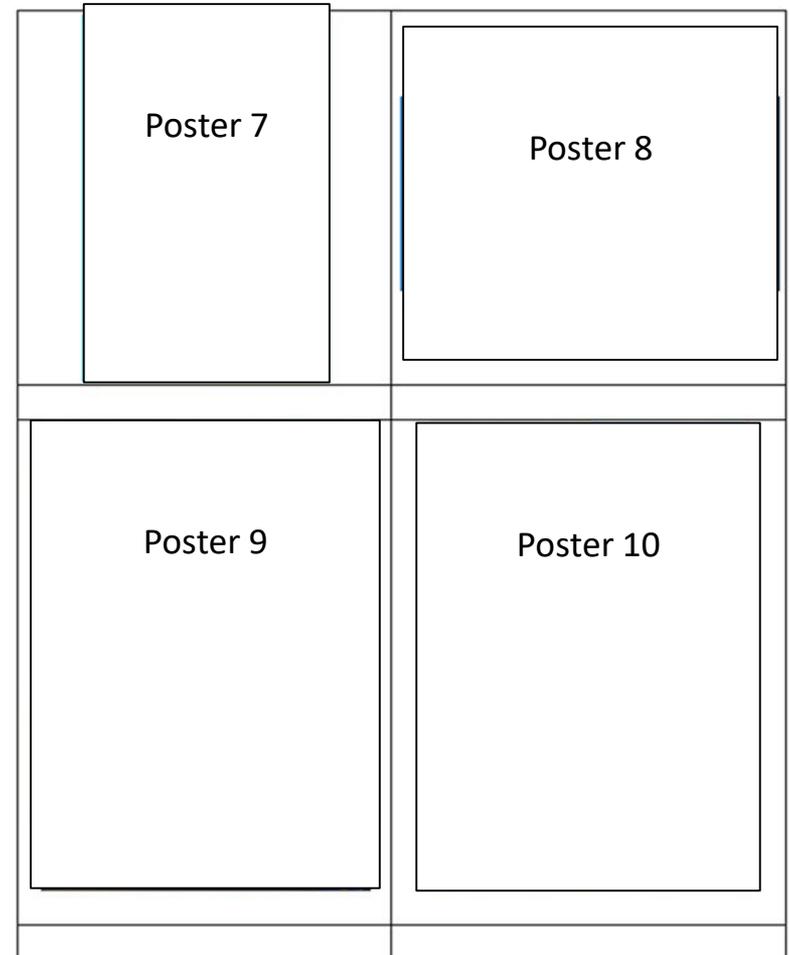
## Task 4 Processing and Creating Visual Texts

Read the posters below. What elements of posters can you identify? How do they communicate a message? Share your views with your group members.



5

S2 English (2017-2018)



6

# Analysing Visual Texts

## Interaction

### 2. How is the viewer connected to the text?

(e.g. the relationship between the characters/with viewers, the message to be conveyed)

#### Message to be conveyed – reduce plastic waste

- It takes years or even hundreds of years to decompose plastic waste
- Plastic waste ends up in the ocean and causes serious pollution and suffering of marine life
- Plastic waste poses a hazard to marine life
- Actions should be taken to reduce plastic waste



# Analysing Visual Texts

## Composition

### 3. How does the text format affect the meaning? (e.g. framing, colour, music, layout, design)

Identify the persuasive techniques used in the posters and fill in the spaces provided. (Tip: Could be more than one)

<b>You message</b>	Personification	Parallel structure
<b>Catchy phrase (Alliteration)</b>	<b>Imperatives</b>	Repetition
Conditional (If-clause)	<b>Rhetorical question</b>	<b>Catchy phrase (Rhymes)</b>
Idiom	<b>We message</b>	<b>Metaphor</b>
Curiosity	Asking for a <u>favour</u>	Threat
Shock / surprise	<b>Emotional appeal</b>	Simile
Contrast		

Another important element of posters is the graphic design. Information is presented through visual objects and symbols. It is a form of visual persuasion by designing and arranging images effectively to go with the text on purpose.

Study the posters again. What are the purposes of the images in the posters?

How do the images influence the reader?

## Visual Literacy Skills

Framing

Form/Shape

Focus

Gesture

Colour

Juxtaposition

Point of view

Line

Size                      Typography                      Emotional Appeal                      Rule of Thirds                      White space

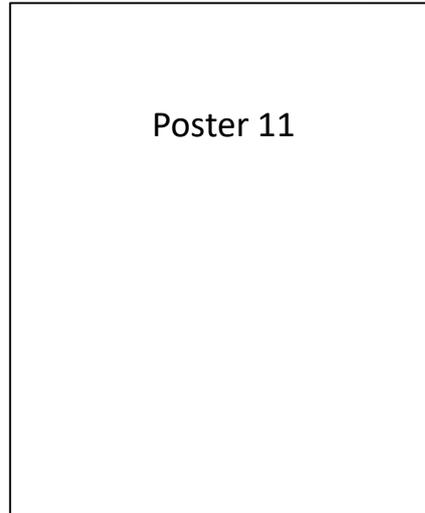
Pictorial metaphor                      Meaning Transfer                      Connotation                      Visual symbolism                      Implied Claim

# Analysing Visual Texts

## Composition

3. How does the text format affect the meaning?  
(e.g. framing, colour, music, layout, design)

Study the poster below and answer the following questions.



1. What is in the frame?
2. Where is the focus?
3. From whose point of view do we see it?
4. How does the angle influence us?
5. What is the significance of the colours?

Effective Use of  
e-Learning Resources to Support Students in  
Creating Visual Texts

# Creation of Visual Texts

- Identify an important message to convey
- Evaluate which visual and verbal features are effective in conveying the message
- Select effective features to include in the visual text



Seed Project on "Supporting Junior Secondary Students'  
Literacy Skills Development: Processing and Creating Visual Texts"

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

**Situation**

You are going to give a speech in the school assembly during the Environmental Week to encourage your schoolmates to take action against marine pollution. Draft your speech and design a poster to promote marine conservation.

**While-writing**

To better express your ideas on the topic, you are going to familiarize yourself with the following language items:

- ✓ Adjectives (e.g. It is important/ crucial/ necessary for sb. to do sth.)
- ✓ Conditional sentences (Types 1 & 2)
- ✓ Present Perfect (i.e. has/ have + p.p.)
- ✓ Vocabulary (Pre-writing Booklet)

**Task 1 Using adjectives to express opinions**

1. We can use *It is + adjective + for + somebody + to do something* to express our opinions. Some common adjectives we can use in this pattern are *important, crucial, necessary,*

e.g. It is essential for us to make a difference.

✦ Search for a picture of marine pollution. Describe the picture and express your view using "It is + adj

..."

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**Task 2 Using conditional sentences to talk about possibilities**

2. Conditionals (Types 1 & 2)

	If clause (conditional)	Main clause (result)
<b>First conditional (Type 1)</b> Likely future events	If you throw the plastic bottle into the sea,	<u>it</u> will stay there for over 450 years!
<b>Second conditional (Type 2)</b> Imaginary situation in the present or future	If there was no ocean here,	<u>the</u> Earth would look completely different.

We use a type 1 conditional sentence to describe a condition that is likely to happen.

E.g. If we \_\_\_\_\_ (not take) actions to reduce our current pollution levels, there \_\_\_\_\_ (be) even more plastic in our ocean!

✦ Search for a poster of marine pollution and describe the situation by using a type 1 conditional sentence to talk about the possible situation and result.

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We use a type 2 conditional sentence to describe imaginary situations or a condition that is less likely to happen. We often use this structure for advice giving.

E.g. If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (not use) the plastic utensils from now on.

✦ Search for another picture of marine pollution and express your views using a type 2 conditional sentence to help improve the situation.

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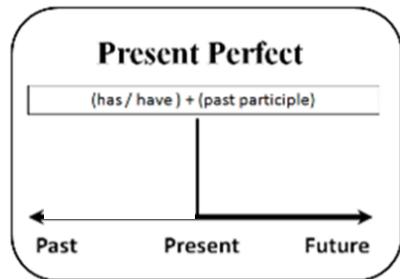


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### Task 3 Using Present Perfect

3. We use the present perfect tense (i.e. *has/have + p.p.*) to talk about an action that started in the past and continues up to the present or has a present result.

e.g. Marine pollution has become our grave concern.



Make two sentences about marine pollution using present perfect tense with the word given:

1. \_\_\_\_\_ since  
\_\_\_\_\_
2. \_\_\_\_\_ for  
\_\_\_\_\_

- ◇ After seeing all the heartbreaking pictures, you start looking for the causes of marine pollution and you learn that the increasing plastic production is one of the major causes. Make a sentence using the present perfect tense to describe the graph below.

#### Plastic Production

Your sentence (use present perfect tense)

---

---

---

---

### Prefixes and Suffixes

A prefix is a letter or a group of letters that appears at the **beginning** of a word and changes the word's original meaning.

Prefix	Meaning	Examples ( <i>add two more examples yourself</i> )
de-	down, off, away from	defrost, demotivate, decompose
dis-	not, opposite of	disagree, disappear, disallow
en-	cause to, put into	encode, enclose, entangle
re-	again	return, reuse, reborn

A suffix is a letter or a group of letters that is usually added onto the **end** of words, to change the way a word fits into a sentence grammatically.

Suffix	Meaning	Examples ( <i>add two more examples yourself</i> )
-able	can be done	enjoyable, comfortable, biodegradable
-ful	full of	cheerful, helpful, harmful

+ Follow the steps below to create the poster.

✓ Step 1: Find relevant images about marine pollution



✓ Step 2: Put your message into words

You buy, the sea pays



Poster

## What effective strategies are used in the poster?



Yeung Lok Ting

If - T1 to highlight possible result



You message

Good use of colours: Black (death) and red (blood)

Good use of idiom

## How to improve the poster?



1

2

3

Use fish bone

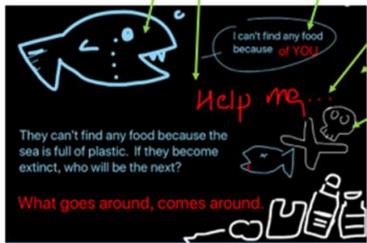
Add seaweed full with rubbish

Use blood drops

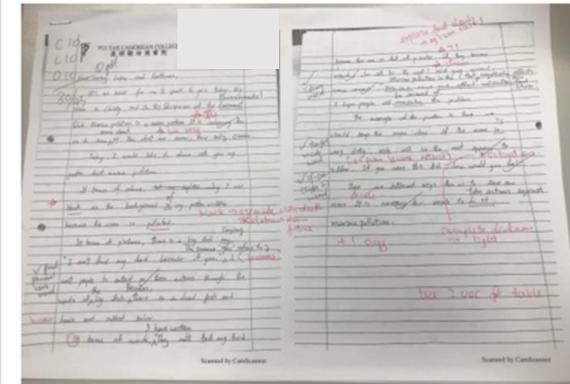
Use the horror style

Turn it into a food chain: Fish eats rubbish, humans eat fish, all poisoned

Add "SOS:"



## The Horror Style





You message

I can't find any food because of YOU

Help me...

They can't find any food because the sea is full of plastic. If they become extinct, who will be the next?

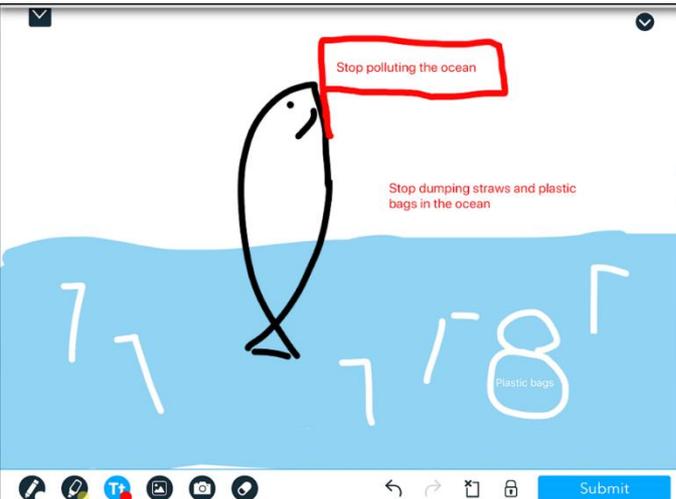
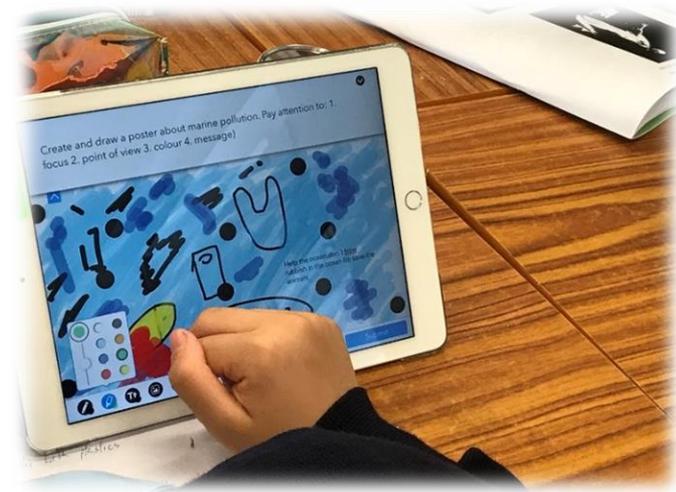
What goes around, comes around.

Good use of colours:  
Black  
(death/pollution)  
and red  
(blood/danger)

If – Type1 to highlight possible result

Good use of idiom

Video clip:  
lesson demo ▶



What **effective strategies** are used in the poster?



Chui Hoi Ki

3

Good use of space to get audience think more

Use of rhymes



Chui Hoi Ki

4

What **effective strategies** are used in the poster?



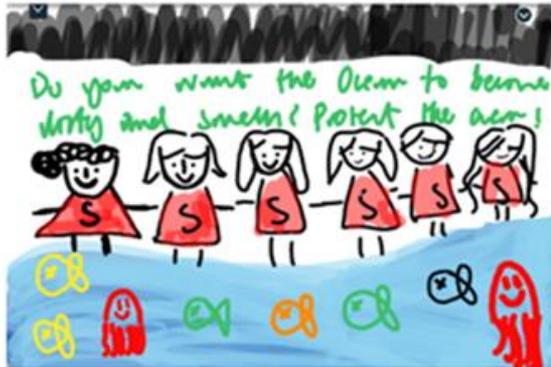
Kiki Ting

Imperative



Kiki Ting

What **effective strategies** are used in the poster?



Cheng Sam Yu

1

Use of contrast: black and blue      Colourful presentation – eye-catching to audience      Use of rhetorical question



The crosses represent that the fish are sick of the environment

Cheng Sam Yu

2

What **effective strategies** are used in the poster?



Cheng Siu Chi

Pleading for help + imperative



Cheng Siu Chi

What language items have been applied effectively?

Stop polluting the sea!

( )

We still have time to fix what we have damaged.

( )

13

When the amount of waste decreases, our waste problem will gradually be under control.

( )

If we keep dumping plastic to the ocean, the sea animals will suffer.

( )

14

It is necessary for us to take action against marine pollution and organize activities to protect the sea.

( )

Be a part of the solution, not the pollution.

( )

We are going to get a taste of our own medicine.

( )

15

• Rewrite this conditional sentence:

How would you feel if people dump trash in your home?

Which grammar item?

Which type?

What are the verb forms?

Rewrite:

Rewrite this sentence to make it a rhetorical question:

Would you like to imagine that we, human beings can't breathe?

How to improve the poster?



# Post –writing Speaking Activity

- ❖ unlimited speaking practice
- ❖ getting the quiet ones heard
- ❖ facilitating peer learning and self-directed learning

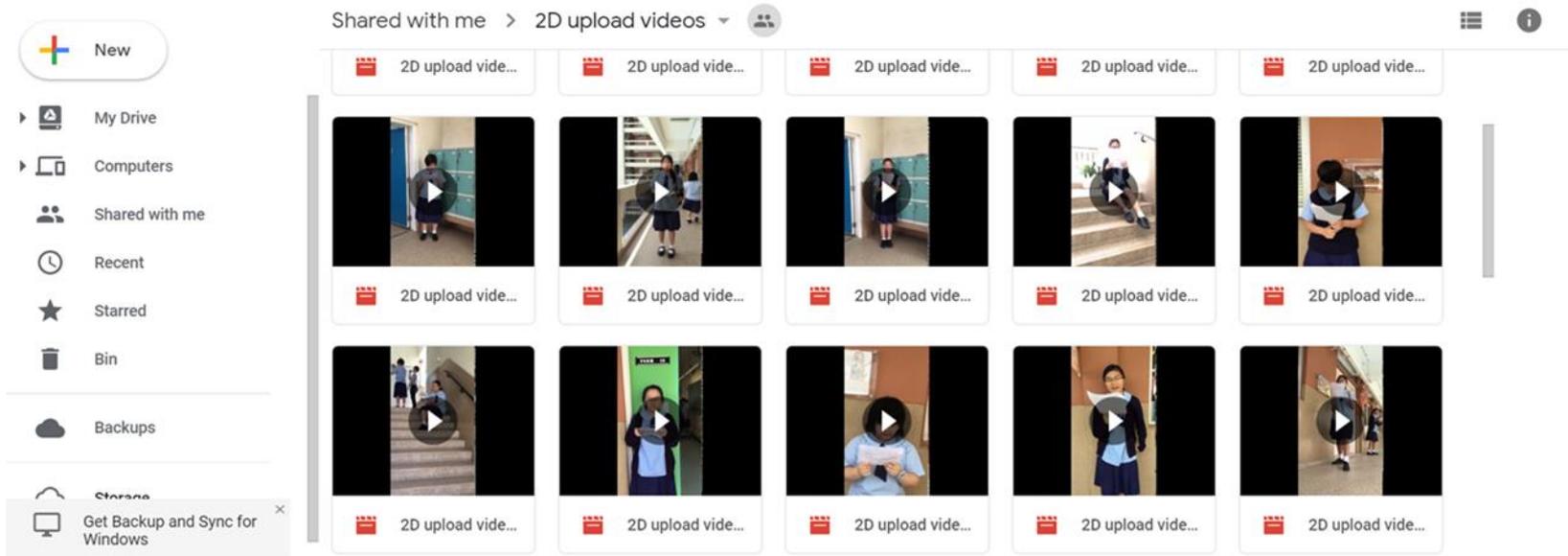


- ❖ reviewing recording as self-evaluation
- ❖ celebrating successes



# Facilitating Peer Evaluation with the Use of e-platforms

- ❖ making students be more aware of the assessment criteria
- ❖ displaying an overview of students' opinions



# Impact on Teachers and Students

# Impact on Teachers

e-Learning has enhanced lesson dynamics, allowed instant feedback and more interactions among teachers and students.

The use of visual texts has greatly enhanced students' creativity which makes marking their writing a pleasurable task.

A sense of ownership of learning was strengthened with the incorporation of e-resources, in particular in the process of creating their own visual texts.

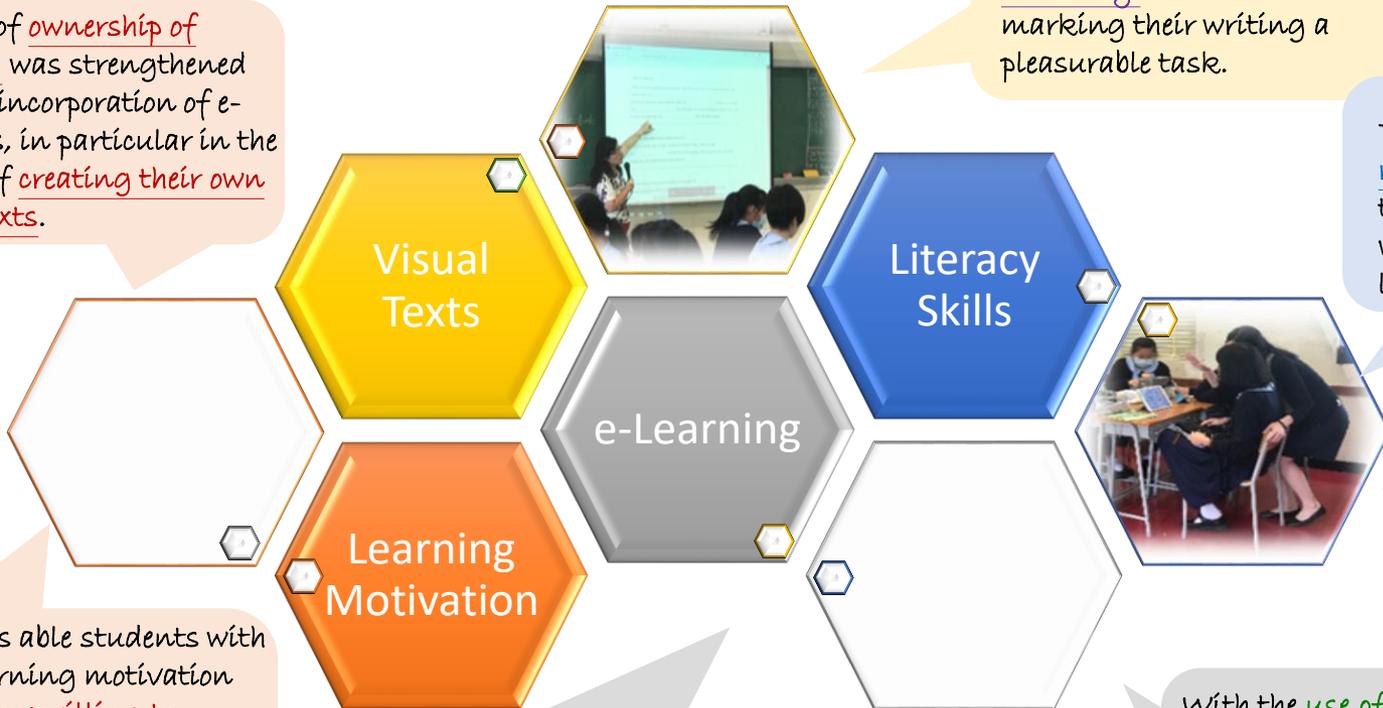
The connection between reading and writing tasks was strengthened with contextualised learning tasks.

I'm delighted to see that students are able to apply the language items and persuasive strategies learnt in the year-end writing exam.

With the use of the app, students have become more engaged in the learning tasks as their work would be shared on the e-platform and evaluated by their peers.

Many of the students were critical about their speaking performance in doing the recording for their videos / presentations and made improvement to their work appropriately.

The less able students with low learning motivation were more willing to participate in the learning activities and complete the tasks with the support of visual texts.



# Impact on Students

## (Data from Questionnaires)

- The use of visual texts can enhance the development of students' literacy skills.

### Data Collected from Pre-tryout Student Questionnaires

Often / Sometimes

1(i)a I find reading in English difficult because of

a) the content of the text

62%

b) the vocabulary used in the text

66%

c) the grammar used in the text

57%

### Data Collected from Post-tryout Student Questionnaires

Strongly Agree / Agree

1(ii)e The visual features (e.g. graphics, layouts, colours, fonts, charts) in the text can help me understand the use of persuasive strategies (e.g. metaphors, emotional appeal, contrast) better.

91%

1(iv) Reading/Viewing visual texts helps me understand the text features and presentation of ideas in the texts more easily.

85%

2(i)a I can apply the content I have learnt from the reading materials, including visual texts, in the writing tasks.

85%

2(i)b I can apply the language items and structures I have learnt from the reading materials, including visual texts, in the writing tasks.

84%

2(i)e I can apply the organisation I have learnt from the reading materials, including visual texts, in the writing tasks.

84%

# Impact on Students

- The use of visual texts can enhance the development of students' literacy skills.

## Data Collected from Post-tryout Student Questionnaires

2(iv) The experience of creating visual texts (e.g. posters, videos) can help

a) enrich and organise my ideas in writing

b) enhance my vocabulary learning

c) enhance my confidence in speaking

d) develop my research skills

e) develop my generic skills (e.g. creativity, problem-solving skills, critical thinking skills, communication skills, collaboration skills).

2(vi) Creating visual text can help me put my message across more effectively.

Strongly Agree / Agree

89%

91%

93%

91%

84%

94%

# Impact on Students

📌 The use of visual texts can enhance the development of students' literacy skills.



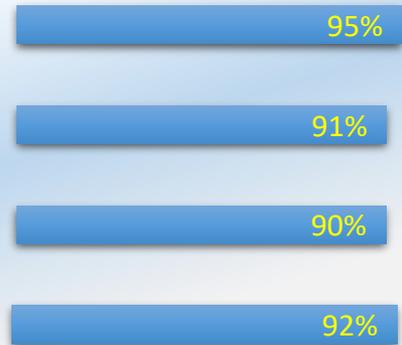
# Impact on Students

❖ e-Learning can enhance the development of students' literacy skills.

## Data Collected from Post-tryout Student Questionnaires

Strongly Agree / Agree

- 1(i)d The use of the Internet (e.g. Google search, online dictionaries) can help me understand the text more easily.
- 1(i)e The use of e-platforms/apps (e.g. Edpuzzle, Kahoot, Nearpod, Google Classroom, Explain Everything) can help me understand the text more easily.
- 2(vii) I enjoy creating visual texts in my writing activities.
- 3 I enjoy e-learning activities in English lessons.



# Impact on Students

## Data Collected from the Post-Tryout Student Interview

Learning  
motivation

### Literacy skills

I would use the visual features, language items and text structure learnt in my future writings.

The visual texts provided the context to help us better understand the use of language items (e.g. the causal relationship in conditionals).

I could understand the main ideas of the reading text more easily when the teacher highlighted the main ideas to us using graphic organisers and visual texts.

I did not want to read written texts, but I was willing to take the first step with the support of images and videos.

We were more engaged in reading tasks using visual texts.

The visual texts helped me visualise ideas and new words. I can remember the language items and persuasive strategies better.



# Impact on Students

## Visual texts

## Data Collected from the Post-Tryout Student Interview

The creation of visual texts allowed us to unleash our creativity and gave us huge satisfaction.

The visual texts helped us understand the reading texts better, especially when there are many unfamiliar words.

I have learnt the persuasive strategies through visual texts and I will use them in my writing to impress my readers.

## e-Learning

It was fun to learn with the apps (e.g. Kahoot, Nearpod) which gave us instant feedback and allowed more interaction.

We have developed research skills and self-learning skills as we searched for information and checked definitions using online resources to become independent learners.

# Demonstrating Learning Outcomes in the Yearly Writing Examination

Question A 1

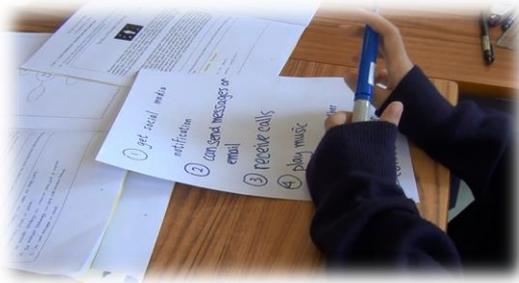
<sup>pictures or</sup>  
 Good Morning, Ladies and Gentlemen,  
<sup>✓ Greeting</sup>  
 It's an honor to speak to you today. My name  
 is \_\_\_\_\_ I'm President of the Environmental  
<sup>✓ adj phrase</sup>  
 Club. It is important for us to understand that  
<sup>✓ vocab</sup>  
 pollution has a negative impact on us. If the <sup>Type 1</sup> pollution  
 problems get worse, it will have a great impact  
 on us. We will all suffer <sup>from</sup> them.  
<sup>✓ Rhetorical</sup>  
 How can we <sup>save our</sup> change the beautiful ocean? We can  
<sup>hold</sup>  
 open some activities. Sometimes, teachers can <sup>★</sup>  
<sup>recycle</sup>  
 teach some classmates to use less some rubbishes. <sup>uncountable</sup>  
 On Saturday or Sunday, present and daughters or  
 friends  
 parents?  
 WRITE ON EVERY OTHER LINE

<sup>✓ pictures and</sup>  
 go to <sup>Join some</sup> environmental activities play some games, draw  
<sup>club</sup>  
 listen some pollution has negatives impact on us.  
<sup>✓ to-inf. create</sup>  
 phrase To create a clean and healthy city, We should  
 We need to protect the ocean.  
 recycle, reduce and reuse. We can use less  
<sup>✓ Plural!</sup>  
 plastic bags, plastic bottles and plastic boxes.  
 I hope to build all of you. Let's take the  
<sup>more</sup>  
 action together star from today.  
 Thank you!  
 (180 words)  
 A nice speech.  
 Keep it up.  
 2 problems  
 WRITE ON EVERY OTHER LINE



# Future Plans

- Developed materials to be integrated into the new school-based English Language Curriculum
- Use of visual texts and e-learning integrated with learning and teaching across levels and cross-curricular learning (LaC)
- Introduction of assignments and assessments with visual features



**Task 2: Sketch an infographic about the Micro:bit**

You have a better idea of creating an infographic about the features and functions of your Micro:bit to be used in daily life. Now you decide to sketch one with all the elements that you have identified in the previous task.

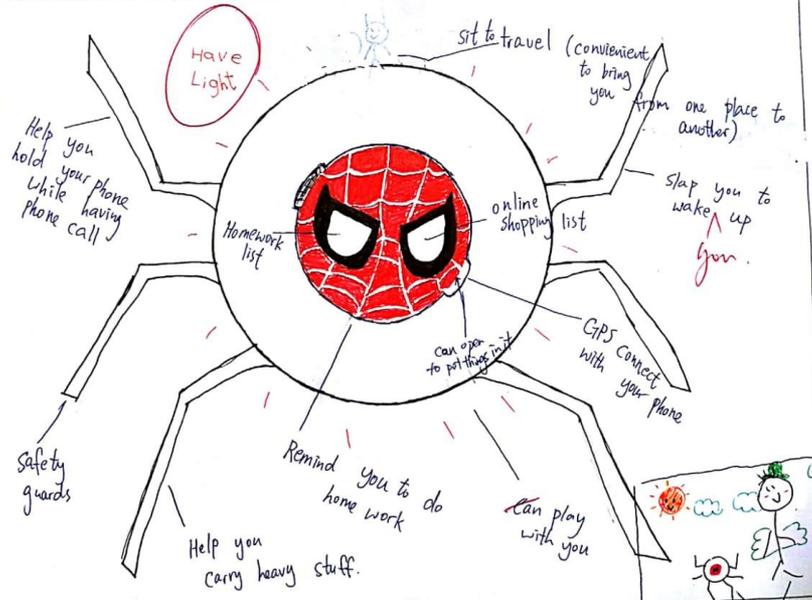
Name: Joyful Spidy

19

A brief introduction of your Micro:bit and its 2-3 most eye-catching selling points:

Joyful Spidy is a new up-to-date robot until 2018. It is made of PTCC. It can help PTCC students a lot. Nowadays students need to carry heavy things to go to school. This robot can help students to carry schoolbags and also other heavy things and other special functions. We have this idea from Spiderman. Because I think Spiderman is strong. Students can buy this robot in the hall after exam with special discount from \$2000 - 18000. There is also 2 years maintenance. Hope you enjoy the time with Joyful Spidy!

Features and functions of your Micro:bit in both words and pictures. (Time to show off your creativity!)



**Task 2: Sketch an infographic about the Micro:bit**

You have a better idea of creating an infographic about the features and functions of your Micro:bit to be used in daily life. Now you decide to sketch one with all the elements that you have identified in the previous task.

- ask a Q

Name: dreaming ice cream

\$410

17-11

A brief introduction of your Micro:bit and its 2-3 most eye-catching selling points:

Do you want a robot to help you in daily life? If you are looking for, you will need these things. This robot is latest and versatile. This robot has a lot of functions and can help you in daily life. This robot was designed in Hong Kong and made in China. It have 7 functions and now was on sale! \$410 only.

Features and functions of your Micro:bit in both words and pictures. (Time to show off your creativity!)

