Effective Use of Multimodal Texts in Enriching Students' Learning Experiences

Mrs LAI CHAN Ching-yan Sammi
Deputy Head of English Department
Homantin Government Secondary School

© TemplatesWise.com

What is multimodality?

- Scan the QR code
- Input three adjectives to describe the use of multimodality in language teaching.

Why multimodality?

Multimodality at HGSS: Authentic Learning Experience

Authentic Learning Experience

Authentic Learning Experience

3E Framework for Instruction with Multimodal Texts

Subject matter, multimodality and text grammar		Technology
Exposure to a variety of multimodal texts	Consumer	Accessing texts from a variety of digital sources
Exploration of the subject matter, and multimodal elements and text grammar used to create and organise multimodal texts		Exploration of the functions of relevant apps/software
Engagement in the production of multimodal texts for authentic and meaningful purposes	Producer	Competence in the use of technology

Adapted from Serafini, F. (2014)

School Context

- Medium of Instruction: 2 EMI and 2 CMI classes
- Language ability: elementary to intermediate
- Motivation: mostly extrinsic
- Resources: Longman English EDGE
- Challenges:
  - ✔ Unfamiliar context
  - ✔ Very difficult vocabulary in the reading texts
  - ✔ Challenging grammar practices

Why multimodality?

Collaboration with the NET Section

	2017-18	2018-19
Level of Students	S.2	S.2
Classes	3 (2 EMI and 1 CMI)	4 (2 EMI and 2 CMI)
Modules	Term 1: • Great Storytelling (Core Text: Jenny's Station) Term 2: •Let's Get Involved (Core Text: An Enterprising Solution to Social Problems)	Term 1: • Great Storytelling (Core Text: Jenny's Station) Term 2: • The Unexplained (Core Text: Aliens Among Us?) • Let's Get Involved (Core Text: An Enterprising Solution to Social Problems)

Multimodality, Authenticity and Values Education

A textbook reading text entitled “An enterprising solution to social problems”

Progression of Learning

- Responding to images (Critical viewing)
- Comparison of reading experience
- Creating a Spark Page / Spark Video to promote an activity jointly organized by the school and a social enterprise

Important social issues in HK

Expanding textbook explanations of social issues based on the images they select and study.
Students select an image about a social issue/problem in HK that they care about. They note and describe details; perform a simple analysis that leads to more reflections.

1. Identify and describe details
   Sample questions:
   - *Describe what you see.*
   - *What do you notice first?*
   - *What is the physical setting?*
   - *What other details can you see?*

2. Make personal connections
   Sample questions:
   - *How do you feel when seeing this picture/image?*
   - *Does this image remind you of your personal experiences?*
   - *Has something like this ever happened to me?*

3. Ask questions about the source
   Sample questions:
   - *Why do you think this image was made?*
   - *Who do you think was the audience for this image?*
   - *Where do you find this image?*
   - *What can you learn from this image? / What does this image tell you?*

3H33_MAN YAU XIAN
13 Apr

1.i see many elderly in this image .
2.i notice many elderly.
3.they are very lonely.
4.the ageing population in hong kong is so seriou.
5.yes,when i go to the part or others place i can see m...

1 attachment

9 class comments

3H20_TSZ LING LI
13 Apr

This picture show the ageing population.I see some elderly sit in the park.I notice a elderly women who is looking forward lonely first.I can feel that they are lonely in the picture.They only can go to the park and talk with their friends.They do not have another things to do .

1 attachment

6 class comments

3H21_CHOI PING LIN

How are the reading experiences different?

A textbook reading text entitled “An enterprising solution to social problems”

(1) *Textbook unit on a social enterprise, iBakery*

(2) iBakery official website

http://ibakery.tungwahcsd.org/

Final Task

- Situational
- Creating a Spark Page
- Assessment rubrics

Multimodality, Authenticity and Values Education – English Morning Assembly

Multimodal elements:
visual, linguistic, audio,
spatial and gestural

Multimodality, Authenticity and Values Education - Cookie Making at iBakery

Multimodality, Authenticity and Values Education – Life Planning Activity

Multimodality, Creativity and Multimedia

- Theme: The unexplained
- Genre of reading text: Story
- Final production: An animated e-book
- Cross-curricular collaboration: English and Visual Arts

Multimodality, Creativity and Multimedia – E-book

- Modelling: Teacher created an e-book from the reading text in the textbook (Book Creator)
- Learner-centered: Stories written by students and illustrations drawn by students
- Scaffolding: Teaching of features of stories through multiple readings

3E Framework for Instruction with Multimodal Texts

GRR Model

Multiple readings of the same texts

Exposure

- Film reviews created by teachers
- Students' Google survey results

Exploration

- Graphic organizer in analyzing the reading text
- Multimodal version of the textbook reading text
- Analysing images

Multimodal elements in the language classroom

Engagement

- Creating a Spark Page for his favourite film

Google Classroom as a learning platform

My favourite films

Practising various lexical fields, e.g. emotions. Narrative tenses for storytelling.

- Students describe different images from *Inside out*, and they write simple description for those images.

Images from the film “Inside Out”

- Students are given some scenes from *Inside out*, and they write down some responses.

A worksheet with images from

the film “Inside Out”

The poster of the film “Inside Out”

Task 4: Ask Questions about the Source

A poster of the film “Working After Hurricane”

- Why do you think this image was made?
- Who do you think was the audience for this image?
- Where do you find this image? (Newspaper, information leaflet, blog, movie scene, etc.)
- What can you learn from this image? / What does this image tell you?

Limitations and Challenges

People:

- Teachers' capacity
- Panel members buy in
- Students' readiness

Room:

- Collaboration among teachers
- Time
- Syllabus

Environment:

- Limitations of hardware

Reflection

- In general, students agree that multimodality boosts their motivation in learning English and enhances their learning experience
- Though some students may be reluctant to produce multimodal texts, they show positive opinions in the incorporation of multimodality in language classrooms

- Assessment rubrics: student-centered rubrics about subject matter and multimodal elements

Contact

- Email address: lccy@hmtgss.edu.hk
- Facebook page: To be confirmed

Expose our students to various multimodal texts,
guide them to explore,
provide opportunities for them to engage in the production,
and see them fly!
Thank you for listening!

© TemplatesWise.com