# Catering for Learner Diversity Using Multimodal Texts

Janice Li, Native-speaking English Teacher
Dorcas Cheung, English Teacher
CCC Kei Chi Secondary School

# OVERVIEW

- School Context
- Rationale for Participating in the Project
- Theoretical Frameworks for:
  - Teaching with Multimodal Texts
  - Catering for Learner Diversity
- Term 1 Implementation (Oxford New Treasure Plus Unit 3: Fun with Food)
  - Output Task: Cooking Demonstration Video
- Term 2 Implementation (Oxford New Treasure Plus Unit 6: Let’s Celebrate)
  - Output Task (GE): Blog Entries about a personal experience of a festival
  - Output Task (Speaking): Individual Google Slideshow Presentation on a festival
- Evaluation and Reflection on our Professional Learning Journey

# SCHOOL CONTEXT

CCC Kei Chi Secondary School

- A subsidised CMI school in Kwun Tong
- 5 S1 English groups
  - Ability-streaming applied
  - Split Speaking / G.E. lessons
  - School-based Speaking Curriculum
  - Oxford New Treasure Plus 2nd Edition
- Initial adoption of e-learning (Eng. Dept)
  - iPads
  - Google Suite for Education
- New to multimodal literacy / using online interfaces in English
- First-time participation in an EDB school support project

# RATIONALE FOR PARTICIPATION

- ➔ Updates in the English Language Education KLACG (2017)
  - *…understand, interpret and analyse a variety of written and multimodal texts…* (KS 3 & 4)

- ➔ Learning Style Self-Assessment (*Howard Gardner's Theory of Multiple Intelligences*)
  - Visual-spatial strand > Picture-smart
  - Intrapersonal strand > Self-smart
  - Naturalistic strand > Environment-smart

# RATIONALE FOR PARTICIPATION

➔ Our School aims to develop more on:

- E-learning
- Self-access / Self-directed learning
- Differentiated Instruction
- Catering for learner diversity
- Cross-curricular language learning

# 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, 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)

# BACKWARDS PLANNING MODEL

# POST-BASELINE OBSERVATIONS: CATERING FOR LEARNER DIVERSITY

- Images, Videos, Blogs, Slideshows
- Storyboards (Drawings)
- Links and QR Codes
- Teacher Demonstration & Modelings
- Physical / Tactile activities / Drama

- Charts
- Tables
- Graphic Organizers

# Unit 3: Fun with Food

**CCC Kei Chi Secondary School**
**2018/19 MmTxts 'Seed' Project**

**Year level:** S1

**Unit theme:** Unit 3 Fun with Food

**Central Focus:** Reading a recipe; a cooking demonstration

**Cornerstone Texts:**
1. Video/transcript of a cooking demo (*tong yuen*: glutinous rice balls with sesame paste in sweet soup) (p.65)
2. Recipe for mango mochi (p.68)

| Learning objectives | Language Focus |
|---|---|
| In this unit, Ss will be able to:<br>• Understand the steps in instructions<br>• Sequence the steps in a recipe<br>• Identify the different modes of communication used in a cooking demonstration video that help viewers understand how to prepare a dish<br>• Write a script for a cooking demonstration based on a recipe and prepare the dish (hands-on experience in the kitchen/shopping)<br>• Create a short video or multimodal presentation with a digital device or computer using different modes of communication (e.g. photos, video, voiceover narration, captions, subtitles, background music, design elements) to demonstrate how to prepare a dish<br>• Speak with accuracy and expression and with an awareness of audience | • Vocabulary: popular food items, ways of cooking, adjectives describing food (pp. 66-67, 74-76)<br>• Countable and uncountable nouns (p. 78)<br>• Talking about quantities, *e.g. how many/much, some/any, a piece of..., a tablespoon of..., a cup of...* (pp. 68, 79)<br>• Abbreviations, *e.g. tsp = teaspoon, tbsp = tablespoon, ml = millilitre* (p. 68)<br>• Sequencing words, *e.g. First/Firstly/To start with, Second/Secondly, Third/Thirdly, Then/Next/After that/Afterwards, Lastly/Finally* (p. 84)<br>• Making suggestions, e.g. "Let's...", "Shall we...", "Why don't we..."; "How about...?" (p. 85)<br>• Giving directions/using imperatives (pp. 68, 84) |

**A. Launching the unit (Exposure to target texts/multimodal texts: recipes/cooking demonstrations)**

**Steps:**
1. Warm up: Talking about favourite dishes for the Chinese New Year holiday
2. Ss listen to the video of the cooking demonstration on p. 65 (*tong yuen*: glutinous rice balls with sesame paste in sweet soup), and with T support notice/discuss how different 'modes of communication' are used to demonstrate how to prepare the dish.
3. Ss read the transcript of the video, and with T support notice/discuss the target language structures.
4. Ss read the mango mochi recipe on pp. 66-69 with T support. See suggested procedures at this link: https://docs.google.com/document/d/1wZPdvK_lL7Qj6FXk5YKQSeqAMjSXKRYtNt_rV-_eWd0/edit?usp=sharing
5. Vocabulary building: popular food items, ways of cooking and adjectives describing food (See NTP pp. 74-76)

**CCC Kei Chi Secondary School**
**2018/19 MmTxts 'Seed' Project**

**B. Lessons and Learning Experiences (Exploration of mentor texts/multimodal texts: recipes/cooking demonstrations)**

**Mentor texts:**
- Listening activity (See NTP p. 84)
- Videos of cooking demonstrations created by Ts
- Scripts of cooking demonstrations created by Ts
- Selection of recipes, e.g. frozen banana popsicles, garlic bread, red white and blueberry fruit salad.

**Steps:**
1. Ss complete listening activity on NTP p. 84 and focus on sequencing words and abbreviations
2. Ss view videos, and with T support notice/discuss multimodal elements
3. Ss read scripts, and with T support target language structures
4. Ss work in groups of 3 and select a recipe from a list of options to prepare for the final task that follows.
   - Option 1: Ss consider how to modify the ingredients/directions in the recipe to make the dish healthier
   - Option 2: Ss write an original recipe for a fusion dish combining a local dish with a Western-style dish, e.g. *cha siu* pizza

**C. Culminating Project (Engagement)**

**Assessment rubrics:**
- Self assessment/reflection form
- Peer assessment/feedback form
- Assessment rubrics for script and multimodal presentation

**Final task** - A cooking demonstration of a recipe (group work)
1. Ss select a recipe from a list of options and make some modifications / Ss create a recipe for a fusion dish (stronger classes?)
2. Ss write a script for a cooking demonstration based on the recipe / storyboard ??
3. Ss create a multimodal presentation demonstrating how to prepare the recipe they have selected

https://drive.google.com/open?id=1Lzf21LFzv87lkxyJn4cCx-hwmVuUz0zRXHJgQDmo0WU

Final task: Students create a cooking demonstration video based on a simple recipe

# MULTIMODAL LITERACY SKILLS

## The multimodal literacy skills promoted through Unit 3: Fun with Food

Ss will:

- understand how different modes of communication in a cooking demo video create meaning
- write a script for a cooking demonstration based on a recipe and prepare the dish (hands-on experience in the kitchen/shopping)
- create a short video with a digital device using different modes of communication (e.g. photos, video, title, captions, subtitles, voiceover, background music, design elements) to demonstrate how to prepare a dish.

*"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, for example, 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

# UNIT 3: Fun with Food

| 3E Framework | English lessons | Speaking lessons |
|---|---|---|
| Exposure | Ts launch the unit with cornerstone texts:<br>- a cooking demo video *(tong yuen)*<br>- the transcript of the video<br>- a simple recipe for *mango mochi* | Another cornerstone text with a familiar context from YouTube<br>- Mango Mochi Video |
| Exploration | Ss explore the language, text features and 'modes' of communication in mentor texts:<br>- T-created cooking demos<br>- Cooking demo transcripts<br>- A selection of simple recipes<br><br><u>Note</u>: Ss explore the functions of Adobe Spark video in the co-taught Speaking lessons | 1st Round: IT class in English (Adobe Spark Video)<br><br>2nd Round: Teaching of Word Stress, Intonation, Natural Conversations elements with Teacher Demo Video Scripts (streamed) |
| Engagement | Ts engage Ss in writing scripts for a cooking demo based on a simple recipe and creating a cooking demo video with Adobe Spark Video | Applying word stress & intonation and Imitating the video-making process<br>- Ss own scripts |

# Unit 3 Teaching Materials and Teacher Demo Videos

Cornerstone Texts (Oxford NTP 1A)

A video about a cooking demo from the textbook publisher resources

*cooking demonstration (video)*

A recipe from the textbook

*recipe (text)*

High-ability students:
Complex dish; highly interactive

Average students:
Simpler dish; some interactions

Weak students:
Simple dish;
procedural-based

## Teacher Video Script for Average and Weak students

Name: _____( ) Class: S1____Grp: ____ Date: _____

**Unit 3 Project Preparation**

**Video-making Script for <Shredded trio cold appetizer>**

| | | |
|---|---|---|
| 1. | Ms Hung | Ms Cheung, why do you look unhappy? |
| 2. | Ms Cheung | My kids refuse to eat veggies…..how can I help them? |
| 3. | Ms Hung | Young kids nowadays don't like eating vegetables because they are bitter. Recently, I learned have got a tasty veggie recipe. Let's try to cook the dish together. |
| 4. | Ms Cheung | That's good. What is the name of the dish? |
| 5. | Ms Hung | It's called 'Shredded trio cold appetizer'. |
| 6. | Ms Cheung | It sounds difficult. What do we need to do to prepare it? |
| 7. | Ms Hung | No, it is simple. First, we need to prepare 200 grams of celery, 200 grams of carrots, 140 grams of vegetarian chicken and 2 tablespoons of white sesame. |
| 8. | Ms Cheung | Will we add some sauce to the dish? |
| 9. | Ms Hung | Sure. You can find the following seasoning easily at home. We need half a teaspoon of mushroom powder, half a teaspoon of salt and 1 tablespoon of sesame oil. |
| 10. | Ms Cheung | I look forward to cooking the dish now!! Let's get started immediately. |
| 11. | Ms Hung | Okay!!!<br>Wash the celery. Then, peel and wash carrot. Can you please help me wash the vegetarian chicken and shred all of it? |
| 12. | Ms Cheung | (*10 mins later*) Done. What is the next step? |
| 13. | Ms Hung | Boil a pot of water. Add the mushroom powder and salt. When the water is boiled, cook the carrot in the soup for 3 minutes. Set aside. Ms Cheung, can you cook the celery for 1 minute and the vegetarian chicken for 30 seconds? |

## Teacher Video Script for High-ability students

**Unit 3 Project Preparation**

**Video script for Hong Kong-style Homemade French Toast**

| | | |
|---|---|---|
| 1. | **Mr Ho** | Miss Janice why are you dressed with an apron? |
| 2. | **Miss Janice** | I am trying to make one of my childhood favourite dishes according to this family recipe. The dish is like French Toast, only that it is not deep-fried but only lightly fried. |
| 3. | **Mr Ho** | (to the camera) Oh my god! She is going to be a devil in the kitchen! I have never seen her cook…except with the microwave. |
| 4. | **Miss Janice** | Mr Ho, can you give me a hand? I don't want to set the place on fire! |
| 5. | **Mr Ho** | Okay, for everyone's safety, let me take a look…<br>Hmm…so you have a pack of eggs, a loaf of bread, a bottle of cooking oil, a bottle of maple syrup, a brick of butter, and a box of blueberries. Do you really need so much of everything? |
| 6. | **Miss Janice** | I guess not…I think 4 eggs and 3 slices of bread are enough. For the cooking oil and the maple syrup, I am not going to use the whole bottle, a few teaspoons will do. |
| 7. | **Mr Ho** | Yeah, I think you probably will just use a bit of the butter right? |
| 8. | **Miss Janice** | Totally! And for the blueberries, I bought them just to make the dish look a bit healthier and more colourful. |
| 9. | **Mr Ho** | Alright, so let's get started! According to the recipe, we should break the eggs and beat them first. That's easy, let me do it! |
| 10. | **Miss Janice** | Thanks! I can never crack the eggs properly. While you do that, why don't I trim the crust off these slices of bread and cut them up into squares? I guess 3 slices will do? |
| 11. | **Mr Ho** | Yup, you only want to make a snack right? 3 slices will do.<br>Okay done! Here's the beaten eggs. |

## Group-based Speaking Lessons After-class Support

Integrating Regular GE and Speaking Lessons (Streamed Teaching Materials and Demos for Unit 3)

## Higher-ability groups

**Unit 3 Cooking video script**

3)Yoyo's group

| | |
|---|---|
| James | Hey, Cyrus, Allen, Yoyo. What are you doing in this kitchen? |
| Cyrus | We are preparing a present for Miss Cheung. |
| James | Why do we give her a present? Christmas is over! |
| Yoyo | Don't you know that Miss Cheung's birthday is coming? |
| James | Oh... I have no idea about it! So, what are you all making now? |
| Allen | We are making some garlic bread for her because Miss Cheung once told us that her favorite snack is garlic bread. |
| James | Really? I feel so excited! I like cooking too! |
| Yoyo | What are the ingredients of this dish? |
| Cyrus | We have some bread rolls, 80g butter, 2 cloves of garlic, 1.5 tablespoons of dried parsley, and some salt. |
| Allen | Okay, everything is ready, let's start. First, cut the bread rolls into halves. Then, add garlic, a teaspoon of parsley and a very small pinch of salt into the butter and mix them well. |
| Cyrus | Next, spread the mixture on the bread. At last, bake the bread in an oven until it is golden brown and crispy. |
| | (AFTER 2 MINUTES) |
| Yoyo | Whoa! Done! They are ready! Look, they look crispy! |
| Allen | Smells great!! |
| Cyrus | We have done a fabulous job! Let's have a try! |
| Allen | It is yummy. What do you think? |
| James | This dish is also a healthy snack. No wonder Miss Cheung likes eating it so much. |
| Yoyo | Don't waste time. Let's go and find her immediately. Let her try this freshly baked garlic bread. |
| James | She must be surprised with our SPECIAL birthday gift! |

## Group-based Speaking Lessons After-class Support

## Lower-ability groups

Group 4

Group members: Kiki, Clare, Jack, Winson, (Mandy)
Dish: Vegetables and egg fried rice

① = intonation
② = word stress
③ = pronunciation

Winson: Hi! Jack. What are you thinking of?
Jack: Hmmmm.....I'm thinking about what I can cook for my mom.
Clare: Why do you want to cook for your mom?
Jack: My mom's birthday is coming soon.
Kiki: Oh! I have a good idea.
Jack: What is your idea?
Kiki: Fried rice.
Clare: There are many different types of fried rice. Which one can Jack cook?
Winson: Jack, you can cook vegetables and egg fried rice.
Jack: Ummm.....That's a good idea!
Clare: I love vegetables and egg fried rice. When I was little, my mom cooked fried rice for me. I feel it tastes yummy. She is busy so I seldom try the fried rice now.
Jack: So what ingredients should I prepare?
Kiki: You need to buy one broccoli, one onion, 3 eggs, some oil, soy sauce, salt and black pepper.
Jack: Anymore things I need to prepare?
Clare: Yes, you miss the most important thing – rice. I think you should prepare 3 cups of cool cooked rice.
Kiki: If you want the rice to smell good, you also need to add some cloves of garlic.
Winson: Let's get started. What is the first step?
Kiki: First, cut the onion into thin slices. Cut the broccoli into small slices and beat the eggs.
Winson: May I help you beat the eggs?
Kiki: Sure.
Clare: Next, mince the garlic.
Jack: I mince the garlic.
Clare: Great! Next, boil the water and put the broccoli into the hot water for 3 minutes.
Winson: Is the next step to heat wok until hot and add the oil?
Kiki: Yes, you are so smart. Then, add the garlic into the wok and add the rice and stir 2 – 3 mins until it's hot.
Clare: After that, add the egg mixture and soy sauce to the rice and stir-fry for 2 – 3 mins. Finally, season with salt and black pepper and serve immediately.
Jack, Winson: Yeah! Done!
Kiki: Let's try it.
Clare, Jack, Winson: Yummy!!
Jack: I will cook this for my mom for sure. Thanks for your help.

Teaching Materials of Unit 3 Speaking Lessons; Unit 3 Students' Work Samples

Teaching Materials of Unit 3 Speaking Lessons; Unit 3 Students' Work Samples

# Unit 6: Let's Celebrate

**CCC Kei Chi Secondary School**
**2018/19 MmTxts 'Seed' Project**

**Year level:** S1

**Unit theme:** Unit 6 Let's Celebrate!

**Central Focus:** Blog entries about festivals and celebrations (personal recount)

**Cornerstone Texts:**
1. Video about festivals (information text) p.29
2. 'Great start to the New Year!' blog entry (personal recount) p.34

| Learning objectives | Language Focus |
|---|---|
| In this unit, Ss will be able to:<br>• identify the main idea of a text<br>• infer the meaning of unfamiliar words<br>• recount events<br>• analyse/evaluate the various modes of communication in a digital multimodal text (blog entry)<br>• create a digital multimodal text with various modes of communication that conveys a personal experience | • Vocabulary: festive food and activities; idioms and expressions related to festivals (pp. 38-40)<br>• Quantifiers, *e.g. a loaf of... , a bunch of..., a slice of ...* (p.42)<br>• Order of adjectives (p.43)<br>• Verbs + to-infinitives (p.46)<br>• Other: Use past tense verbs for personal recounts |

**A. Launching the unit (Exposure to target texts/multimodal texts: blog entry)**

**Cornerstone texts:**

**1. 'Great start to the New Year!' blog entry (personal recount) p.34**
- Pre-reading activity (Skimming / Identifying text type and main theme/purpose)
  - Ss skim the text features (e.g. title, photos, captions, paragraphs) and identify what type of text it is (blog entry / personal recount) and what the main theme of the text is (the blogger's personal experience on New Year's Day in Korea)
- While-reading activities (Identifying main idea/supporting details)
  - Ss read and identify the main events that happened to the blogger on New Year's Day in Korea (Use wh- questions: *who, what, where, when, why*)
- Post-reading activities (Text grammar)
  - Ss re-read the text, highlight the verbs and notice the verb tense (past tense) and verb + infinitive structures, e.g. *wanted to see a film* (lines 11-12) and *tried to tell my cousins* (line 17)
  - Ss re-read the text, highlight the adjectives and notice the order of adjectives (lines 3, 7, 14);
  - Ss re-read the text and find examples of quantifiers for food items, e.g. *a pot of ..., a plate of...* (lines 8-9)
  - Ss complete comprehension questions on p. 35

**2. 'Great start to the New Year!' Adobe Spark Page blog:** https://spark.adobe.com/page/yOJCYj4KZw4aJ/
- Ss view the Adobe Spark Page blog and compare the experience of viewing the blog with reading the text on p. 34.
- Ss take notes in a T-chart on modes of communication (with teacher support)

**CCC Kei Chi Secondary School**
**2018/19 MmTxts 'Seed' Project**

**B. Lessons and Learning Experiences (Exploration of mentor texts/multimodal texts: recipes/cooking demonstrations)**

**Mentor texts:**
**Teacher-created Adobe Spark Page blogs: 'Monkey Buffet Festival' / 'Thanksgiving'**
- Ss view the Adobe Spark Page blog and explore the modes of communication: https://spark.adobe.com/page/AdUwbjxEKpjF6/
  - Photos: What messages do the photos convey? Why were those photos selected?
  - Layout: Why some photos are in a grid, others are in glideshow and others are in split layout?
  - Font: Why some fonts are large and some are small?
  - Colours: What colours are used? Why?
  - Other: hyperlinks, videos, illustrations, etc. Why are they in the blog?
- Ss analyse/evaluate the choices that the blogger made to convey the message to the audience.

**C. Culminating Project (Engagement)**

**Speaking task:**
- Individual presentation with visual support (using Google Slides) about a favourite festival (see p. 52 Speaking / text type: individual

**Final task**
- A blog entry based on a personal experience during a festival (see pp. 34, 53-57 / text type: personal recount)

**Assessment rubrics:**
- Self assessment/reflection form
- Peer assessment/feedback form
- Assessment rubrics for script and multimodal presentation

https://docs.google.com/document/d/1EJPKebk4J9QtgsP-nAty5uaz8Tz8vpeaqejrsWfVPtI/edit?usp=sharing

Final task: Ss create a blog about a personal experience during a holiday/festival

# MULTIMODAL LITERACY SKILLS

## The multimodal literacy skills promoted through Unit 6: Let's Celebrate

Ss will:

- analyse/evaluate the various modes of communication in a digital multimodal text (blog entry)
- create a digital multimodal text with various modes of communication to convey a message effectively

*"Access to easy-to-use digital production tools and resources has significant implications for literacy development and practice, and should be exploited to develop students' literacy skills and their abilities to express themselves in diverse modes of communication through the use of new technology."*

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

# UNIT 6: Let's Celebrate

| 3E Framework | English lessons | Speaking lessons |
|---|---|---|
| Exposure | Ts launch the unit with cornerstone texts:<br>- Blog entry (Oxford NTP 1B)<br>- Adobe Spark Page blog (same text in digital format) | ● Thanksgiving Blog<br>● Thanksgiving Google Slideshow (Cornerstone Text)<br>● Teacher Demo |
| Exploration | Ss explore the language, text features and 'modes' of communication in a mentor text:<br>- T-created Adobe Spark Page blogs (text type: personal recount)<br><br>Note: Ss also explore the functions of Adobe Spark Page with teacher support. | ● Teacher Demo Mind-map<br>● Self-access Learning video (Google Slideshow)<br>● "Peer" Assessment on Teacher |
| Engagement | Ts engage Ss in writing blogs about a personal experience during a festival or holiday with Adobe Spark Page | ● Creating own Slideshow<br>● Completing own Mind-map<br>● Progressive Peer Assessment and Feedback |

# A. Exposure to blog entries (cornerstone texts)

A reading text entitled “Great start for the new year” taken from the reader

https://spark.adobe.com/page/yOJCYj4KZw4aJ/

Our reading lessons were structured in 3 phases : Pre-reading, While-reading and Post-reading. Students read the passage “Great start to the New Year” in the textbook with teacher support.

The target reading strategy was using the text features to identifying the main idea of the text.

Students were also asked to identify the different ‘modes’ in the text used to communicate the blogger’s experience, e.g. written text, pictures, design elements.

Exposure: Students read a blog entry about a personal experience during a festival

Students then viewed a digital version of the blog created with Adobe Spark Page.

Students compared the experience of viewing the digital blog with the blog in the coursebook. They took notes in a T-chart comparing the ‘modes’ of communication used in each version of the text.

Exposure: Students view a digital version of the blog focusing on the ‘modes’ of communication

# B. Exploration of blog entries (mentor texts)

1. Monkey Buffet Festival Blog (Reading lessons)

https://spark.adobe.com/page/AdUwbjxEKpjF6/

2. Thanksgiving Festival Blog (Speaking lessons)

A blog entry on the Thanksgiving Da
(Adobe Spark Page)

Students viewed a blog entry created with Adobe Spark Page by their teacher about a personal experience during a festival or holiday.

Students explored the language, content and organisation of ideas, as well as the ‘modes’ used to communicate the experience in the blog created by their teacher.

Exploration: Students explore the ‘modes’ of communication in a blog created by their teacher

Name: _____ Class: _____ (  )

# Adobe Spark Page

**Adobe** Spark is an easy to use design app. Start from beautiful customizable templates, pick from thousands of free photos, add text to photos and videos, change themes and so on.

(A) Exploring

## Monkey Buffet Festival

(An Adobe Spark Page created by Miss Cheung ☺)

Work in pairs. View the blog and explore the modes of communication.

| | | |
|---|---|---|
| 1) Photos: | ◆ What messages do the photos convey?<br>◆ Why were those photos selected? | |
| 2) Layout: | ◆ Why some photos are in a grid, others are in glideshow and others are in split layout? | |
| 3) Font: | ◆ Why some fonts are large and some are small? | |
| 4) Colours: | ◆ What colours are used? Why? | |
| 5) Other: hyperlink, video, illustrations, etc. | ◆ Why are they in the blog? | |

Exploration: Students explore the various functions available in the Adobe Spark Page application

# C. Engagement with Adobe Spark Page

**Draft your blog entry about personal experience**

Now draft your blog entry about your personal experiences in about 100 words. Use your notes and the writing plan below to help you. You can also use the words and expressions on page 6 to help you.

| | |
|---|---|
| **Date** | _____ |
| **Title**<br>**What** is your entry about? | _____ |
| **Opening**<br>1. What festival did you celebrate?<br>2. Who did you celebrate?<br>3. Where did you celebrate the festival? | _____<br>_____<br>_____<br>_____<br>_____ |
| **Body**<br>1. What festive activities did you take part in?<br>2. Where did you go?<br>3. What festive food did you eat? | _____<br>_____<br>_____<br>_____<br>_____ |
| 4. Did anything special happen? | _____<br>_____<br>_____<br>_____<br>_____ |
| **Ending**<br>1. Did you enjoy the festival?<br>2. How did you feel? | _____<br>_____<br>_____ |

*Use past tense / adjectives/ fun and informal tone

**Edit your blog entry about personal experience**

Read your blog entry about your personal experience and put a tick in the boxes.

| | 3 | 2 | 1 |
|---|---|---|---|
| **PAT** | | | |
| 1. I used the appropriate tone. | | | |
| 2. I knew who my audience was. | | | |
| 3. I understood the purpose of my writing. | | | |
| **Content** | | | |
| 1. I talked about what happened. | | | |
| 2. I described the festive activities. | | | |
| 3. I wrote about how I felt during the festival. | | | |
| **Language** | | | |
| 1. I used the past tense and time expressions correctly. | | | |
| 2. I used adjectives to describe the items and activities. | | | |
| **Organisation** | | | |
| 1. I included the features of a blog entry. | | | |
| 2. I developed my ideas using my writing plan. | | | |
| **Design** | | | |
| 1. I included photos in my blog. | | | |
| 2. I included hyperlinks and videos. | | | |
| 3. I used different fonts in each part. | | | |
| 4. I used different layout options. | | | |

After students explored how their teachers used various ‘modes’ in a blog to communicate a personal experience about a festival, they were given a chance to create their own blogs with Adobe Spark Page.

Engagement: Students engage in creating blogs about a personal experience during a festival

Chinese New Year
https://spark.adobe.com/page/v0iWfxO7jeUNN/

Mid-Autumn Festival
https://spark.adobe.com/page/Wxu3WgBTiHEKz/

Christmas
https://spark.adobe.com/page/Sqet2Bt5nyX1b/

Dragon Boat Festival ** (The best Adobe Page)
https://spark.adobe.com/page/q3LYVnViAZCCr/

Samples of student work: Blogs about a personal experience during a festival

Name: Cyrus ( ) Class: S1_____ Group: _____ Date: _____

**CCC KEI CHI SECONDARY SCHOOL**
**S1 ENGLISH LANGUAGE**
**SEED PROJECT UNIT 6 INDIVIDUAL PRESENTATION**
**MY FAVOURITE FESTIVAL**

festive (adj)
festival (n)

**Part 1**

**Exposure: SAMPLE PRESENTATION**

celebrate (v) celebration (n) (s)

**Listen and watch Ms Janice's presentation and complete your assigned tasks.**

**Part 2**

**Exploration: Google Slideshow**

**Watch Ms Janice's Google Slideshow and share what "ingredients" she has used for making this presentation.**

**Theme**

**Transition: Slide Transition**

Teaching Materials of Unit 6 Speaking Lessons

**CCC KEI CHI SECONDARY SCHOOL**
**S1 ENGLISH LANGUAGE**
**UNIT 6 INDIVIDUAL PRESENTATION (MY FAVOURITE FESTIVAL)**
**SPEAKING - PEER ASSESSMENT RUBRICS**

**I am**_____ **from Class**_____**, Group**_____ .

**Today (**_____**), I listened to** _____ **from class**_____.

**Part A: Presentation Rating** ☺ ☺ ☺ ☺ ☺

**Part B: Speaking and Presentation Skills**

| | Criterion | ☺ | ☺☺ | ☺☺☺ |
|---|---|---|---|---|
| Pronunciation & Delivery | His/Her voice is loud enough. | | | |
| | He/She pronounces English sounds and words clearly. | | | |
| | He/She changes his/her intonation and talks at the right speed. | | | |
| Communication Strategies | He/She uses friendly body language. | | | |
| | He/She uses eye contact when presenting. | | | |
| Design and Presentation | There are multimodal elements in his/her presentation. ☐ Font Size ☐ Colours ☐ Theme ☐ Layout ☐ Slide Transition ☐ Object Animation | | | |
| | He/she uses Google Slideshow with the presentation well. | | | |

**Part C: What I learnt from my classmate's presentation:**

- His / her favourite festival is _____
- A festive food item he / she talked about: _____
- A festive activity he / she talked about: _____

# Teaching Materials of Unit 6 Speaking Lessons
# (Differentiated Learning; Assessment as Learning; Self-access after-class support)

# A Glimpse of our Speaking Lessons

Teacher Demo Presentation

Differentiated Progressive Peer Assessment Tasks

- Forms
- Verbal Elicitation

**TEACHER FEEDBACK WITH RUBRICS**

**PEER ASSESSMENT FORMS (DIFFERENTIATED TASKS)**

Students' Work Sample with Teacher's Feedback and Peer Assessment Feedback

Name: LauTsin Harry ( 16 ) Class: S1 D Group: 1 Date: 28th May 2014

**CCC KEI CHI SECONDARY SCHOOL**

**S1 ENGLISH LANGUAGE**

**SEED PROJECT UNIT 6 INDIVIDUAL PRESENTATION**

**MY FAVOURITE FESTIVAL**

*Upload your Google Slideshow to Google Classroom Assignment*

**Part 4**

**Engagement: SAMPLE PRESENTATION**

**Listen and watch Ms Janice's presentation and complete your assigned tasks.**

# John Harry’s Favourite Festival: Dragon Boat Festival

## Festive food that I eat:

- Some Rice Dumplings
- A bowl of Sesame Balls
- A plate of Spring Rolls

# Festive Activities that I do

1. Watching Dragon Boat races on the TV
2. Having a family reunion

# PROFESSIONAL LEARNING JOURNEY

**Lesson Planning / Pedagogy**

- Valuable experience in lesson planning (Frameworks)
- Alignment of Speaking Lessons and GE Lessons
- Be realistic and active in re-modeling the teaching plan / the implementation of the Project
- Teacher-centred → Student-centred

**Teaching with Multimodal Texts**

- Improved multimodal literacy knowledge and skills in teaching English
- Multimodal elements / e-learning are not a taboo of the teaching industry
- Multimodal texts as a lesson enhancement / facilitator to learning English

**Catering for Learner Diversity**

- Be ready to cater to learners' needs ON THE SPOT
- Don't overestimate OR underestimate your students
- Scaffolding to cater to learner diversity

# CONSTRAINTS AND CHALLENGES

**Time**

- Extra time and effort required to create mentor texts for modeling
- Students need time to learn how to give constructive peer feedback
- Teachers must be available to provide post-lesson support

**Curriculum Planning**

- Working with a tight teaching schedule/ completing the Scheme of Work
- Sustaining student learning
- Using technology in teaching English in CMI school settings

**Technical / Logistical Issues**

- Solving different kinds of IT problems
    - Adobe Spark Video & Adobe Spark Page
    - Google Classroom, Google Drive & Google Slides
- Arranging time and venue for group work after school

# THE WAY FORWARD...

- Cross-curricular planning in the beginning of the year
- Sustain the use of eLearning and multimodal texts in teaching after the Project
    - Re-think > Revise > Recycle
    - Adopting the framework / planning approaches in other units with using multimodal elements in the teaching process with “Catering for learner diversity” as a focus
- Create platforms to showcase student work
- Professional community sharing, e.g. Regional Cluster Meetings, Experience-sharing Sessions

# UNIT 3 EXHIBITION FOLDERS

- Unit 3 Teaching Materials
  - Speaking Lesson Worksheets
    - Pronunciation Support Sound Clip
  - IT Lessons (Adobe Spark Video)
  - Teacher Demo Videos
  - Regular GE Lessons
    - Reading Worksheets
    - Writing Worksheets + Storyboard
    - Tactile activities

- Unit 3 Students’ Work Samples (Graded as High, Average, Weak)
  - Video Scripts
  - Videos

# UNIT 6 EXHIBITION FOLDERS

- Unit 6 Teaching Materials
  - Speaking Lessons
  - Teacher Demo Blogs
  - Teacher Demo Slideshow
  - Google Slideshow Guiding Video
  - Regular GE Lessons
    - Viewing and Reading Worksheets
    - Writing Worksheets

- Unit 6 Students’ Work Samples
  - Speaking Mind-maps with Teacher Feedback and Peer Assessment Forms
  - Google Slideshows
  - Blogs

# Thank you!

Janice Li, Native-speaking English Teacher
Dorcas Cheung, English Teacher
CCC Kei Chi Secondary School