

# **A Workshop on Exploring the Effective Use of Multimodal Texts to Enhance English Language Learning**

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‘Rethinking what is taught, how it is taught, and how learning is assessed’ .

(OCED, 2010)

## Workshop Objectives

- Exploring the **use of multimodal text**
- Using multimodal text to **compose an e-book of my ‘Dream Job’**
- Incorporating multimodal text to capitalize student engagement in **reading the story of ‘Charlie and the Chocolate Factory**

## Review some concepts of multimodal text

- Multimodal text is a strategic use of two or more *communication modes* to make meaning
  - ❖ It can be paper – books, comics, posters, ...
  - ❖ It can be digital – e-books, blogs, slide presentation, webpages, ...

## **Explore how multimodal text can capitalize student engagement**

- ❑ Self-directed Learning – making informed choices within and across the communication modes
- ❑ Reading Across the Curriculum – making connection between reading information text to creating an e-book about individual experience

# **Using Multimodal text to compose an e-book about my 'Dream Job'**

**Cherie Wong and Patrick Fung**

**Ching Chung Hau Po Woon Primary School**

# Connecting Reading and Writing Experiences

## Reading

### Learning objectives

- To strengthen the literacy development in reading across the curriculum

### Reading task

- Reading an information 'How to be a Sports Star' and articles (biographies) of famous people

# Connecting Reading and Writing Experiences

## Writing

### Learning objectives

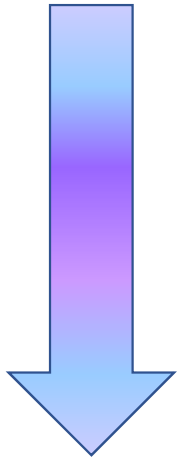
- To apply IT skills in presenting written work and make effective use of software to develop creativity and problem-solving skills as well as self-directed learning

### Writing tasks

- Engaging in a mini-project to pursue famous persons they admire
- Composing an e-book about 'My Dream Job'

# Motivating students to write through creating and processing multimodal texts

**Reading**



**Writing**

Input from Reading Materials

- Ideas: the concept of goals and resolutions, qualities of a sports star and a star pupil
- Language: Use of imperatives to give instructions



Pre-writing Task:

Form a sports team and think of the ways to become very, VERY fit.



Writing Task:

Create an e-book to be shown on the school Open Day on “How to be an Amazing Person”



## Reading Tasks in 'How to be Sports Star'

1. Understanding the main ideas of the book using the cover and the blurb
2. Relating the book content to local context and connecting the topic to students' own experience
3. Helping students to understand the qualities of a good athlete
4. Understanding the importance of good planning in order to achieve goals
5. Learning the importance of good planning to achieve goals and keeping healthy both physically and mentally

## Pre-writing Tasks for composing the e-book

Connecting reading and writing experience:

1. Using graphic organisers to identify the important qualities of famous people
2. Engaging in a mini project to pursue students' own dream

# **Incorporating multimodal text to capitalize student engagement in reading the story of 'Charlie and the Chocolate Factory'**

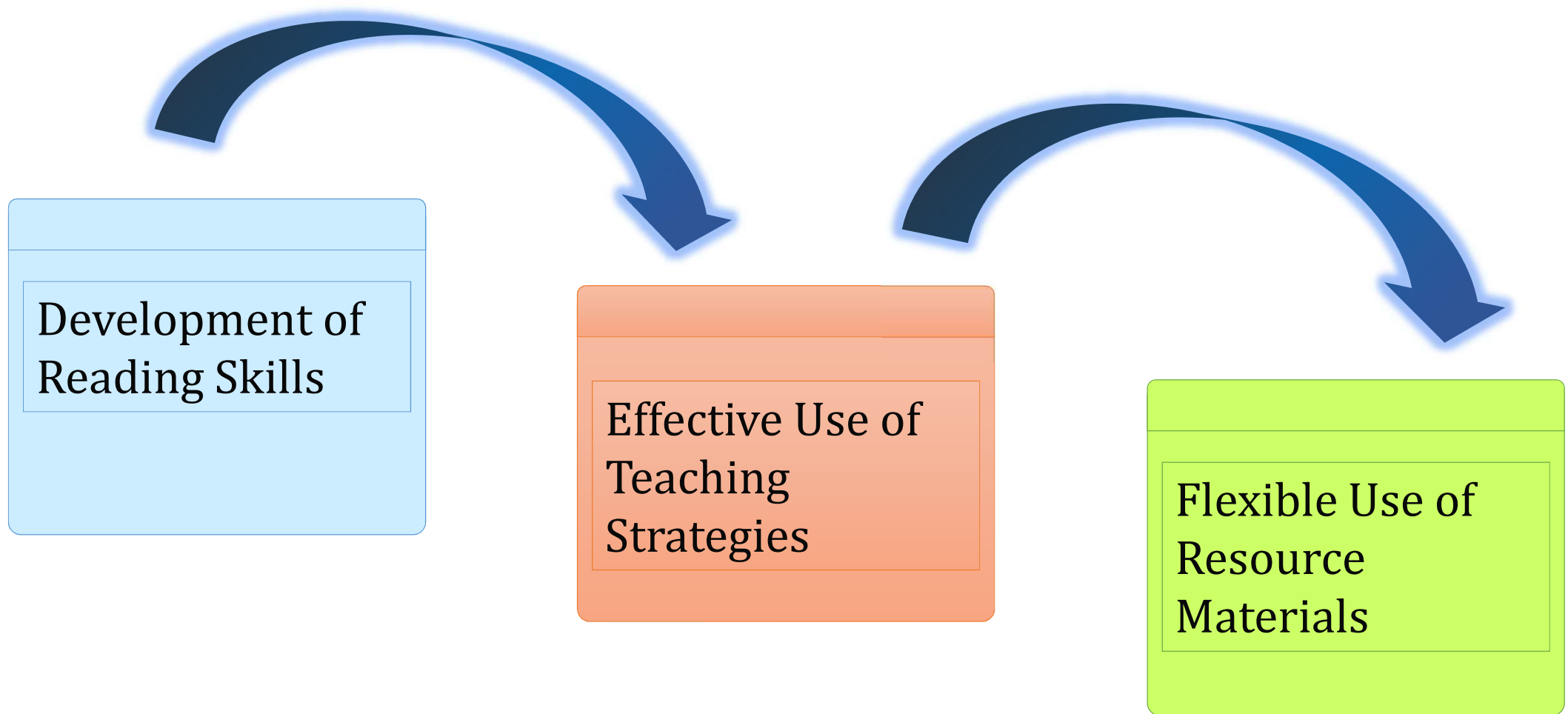
**Cicely SHUM & Karen WONG**

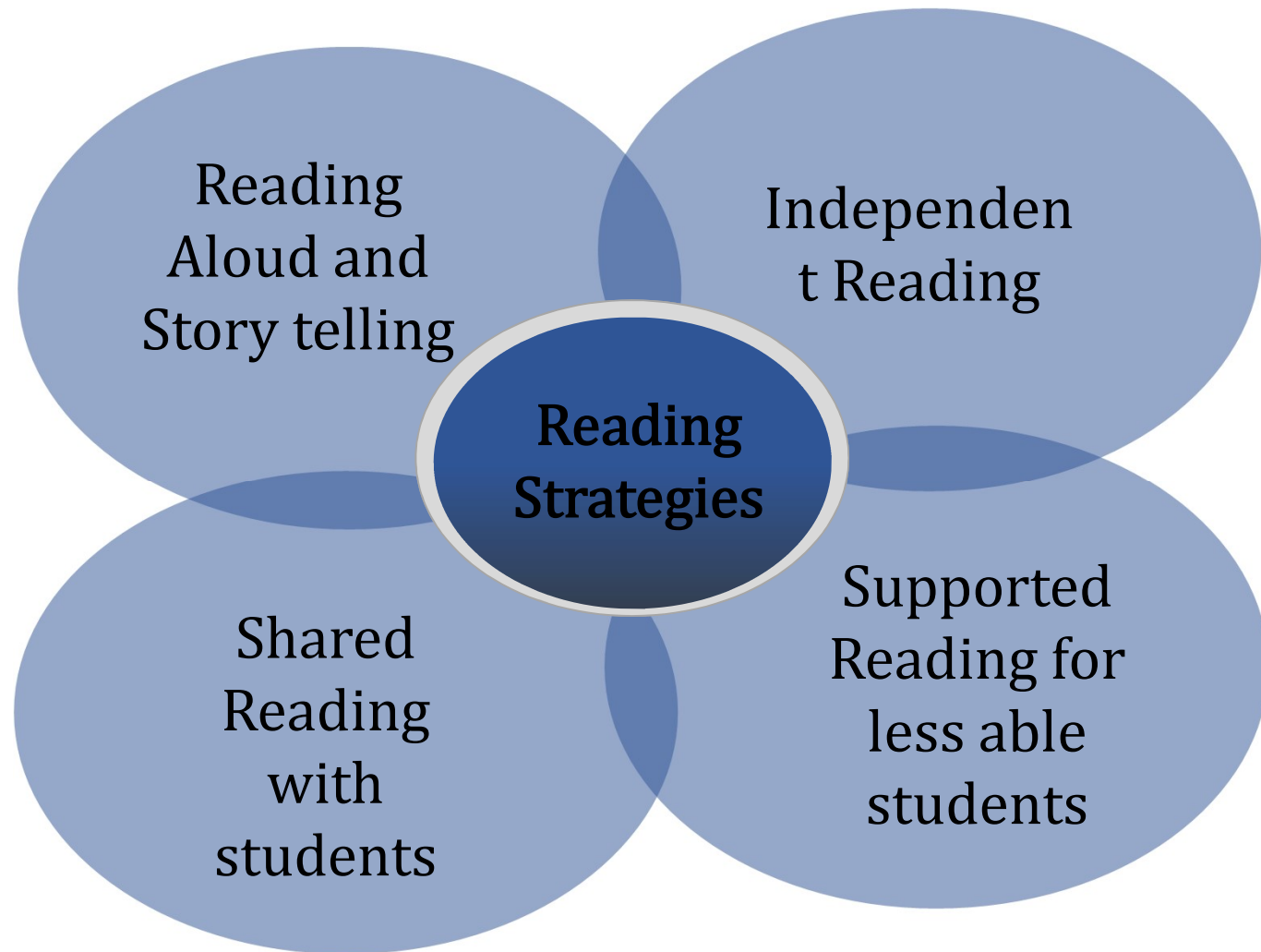
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# Rationale of our Literacy Programme

- Provide multimodal texts and connected learning experiences
- Develop higher order thinking skills, creativity and self-directed learning
- Adopt effective reading strategies such as
  - Reading Aloud & High Frequency Words
  - Making Connection between Ideas and Inference Skills
  - Identifying the main ideas and Making Conclusion

# Considerations in Planning and Implementation





# Effective Reading Skills and Strategies adopted

- Incorporate print (narrative text) and multimodal features of an interactive text to
  - encourage prediction of the content using trailers
  - work out the meaning of unfamiliar words by using syntactic / contextual / pictorial clues and knowledge of the world
  - identify details that support the main idea
  - follow ideas by understanding the use of cohesive devices and making connection between ideas
- Understand intention, attitudes, feelings conveyed in the text by recognizing features such as the choice of vocabulary and use of language