

**Regional NET Coordinating Team's "Seed" Project Experience-sharing Session:
Re-imagining English Literacy Development for the 21st Century**



Read to Speak:

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

Read to Speak Skills Development Framework

- Lexical resource
 - Register
 - (Text) Grammar
 - Rhetorical devices
- Linguistic*

- Cognitive*
- Content & structure
 - Reasoning
 - Explaining, clarifying & summarising
 - Self-regulation

21st Century
Literacy &
Oracy Skills

- Voice (e.g. pace of speaking, pronunciation)
- Body language (facial expression, eye contact, gesture and posture)

Physical

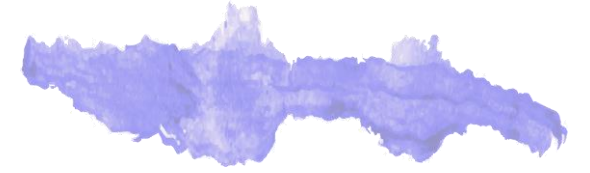
- Working with others
- Confidence in speaking
- Listening & responding
- Audience awareness

*Social &
Emotional*

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



Unit Design



LISTEN

READ

THINK

COLLABORATE

WRITE

DESIGN

REVIEW

VIEW

REFLECT

COMMUNICATE

REPRESENT

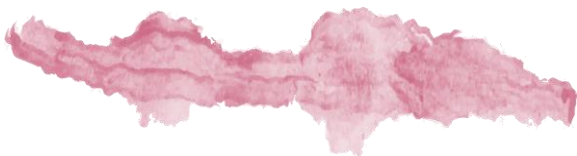


- Revisit prior knowledge

- Access a variety of texts, including models of spoken language
- Identify language items and text features

- Develop understanding of ideas/ concepts
- Think critically of the texts and reflect on the learning process through interactive activities

- Plan and present info/ideas for a variety of purposes
- Select multimodal resources (e.g. videos), verbal or non-verbal cues to deliver ideas effectively



Project Timeline

Setting up: collection of baseline data, lesson observations, school-based workshops, initial planning

Stage 1



Stage 2
Co-planning meetings

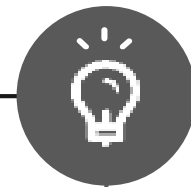


Implementation of target unit(s)/lessons

Stage 3

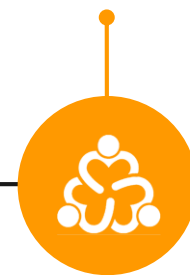


Stage 4
Project evaluation



Experience Sharing

Stage 5



Experience Sharing



Kowloon True Light School

Mr Cheung Pak ki

Assistant Principal & English Panel Chair

Mr So Ka Leung Kevin

English Teacher



Overview

- The school's existing speaking modules: rationale and design
- Problems identified with the current design
- The new design after SEED
- Reflection on the new design
- Q&A

The school's existing speaking modules: rationale and design

Read to Speak (S1-S3, 6 sets in a term)

- A reading text as the input
- Graphic organizer to check understanding
- Stakeholder groups
- A complex scenario as the background of the task
- A speaking task: debate, youth forum, interviews
- Peer/Self evaluation

SWOT, problems identified with the current design

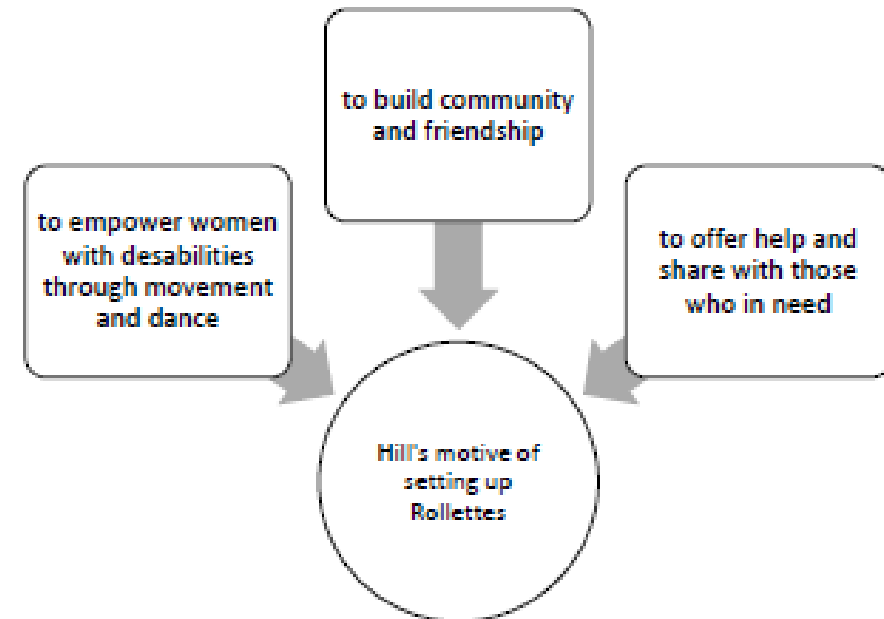
- Absence of warm-up or lead-in activities
- Too much reading and overwhelming information gaps
- Stakeholder-bound task design

Problems identified with the current design

- Absence of warm-up or lead in activities

1. Pre-lesson task

Read the article and complete the following graphic organizer. Whilst reading, you should also check the meaning of words that you are unfamiliar with and highlight key information. You may write notes in the margin.



Problems identified with the current design

- Too much reading and overwhelming information gaps

Set 5

Kowloon True Light School
S2 English
Read to Speak

How this wheelchair dancer reconnected with her body after a life-changing injury

In 2009, professional dancer [Chelsie Hill](#) was paralyzed from the waist down while a passenger in a drunk driving accident. With her world turned upside down, she knew she needed a change to feel like herself again. "I felt the need for friends who understood my new life. I had lost so much and wanted to feel normal again," the now 28-year-old tells HelloGiggles. So, about a year after her injury, she reached out to some women who were also in wheelchairs to see if they [wanted to dance](#) along with her. Then in 2012, the small group became an official dance team who called themselves Rollettes—and the rest is history.

As the founder of Rollettes, Hill has been doing everything and anything to empower women with disabilities through [movement and dance](#). "For the last few years, we have been traveling all over the US and world performing at all different events. We also have our annual event every year where hundreds of women come to L.A. for a weekend of workshops, seminars, and dance, called Rollettes Experience," she says. Due to the coronavirus (COVID-19) pandemic, Hill's business has looked a little different lately—but she says it's been even more satisfying. "We are doing more virtual dance classes, girls' nights, and hangouts than ever before," she explains. "Even though we can't physically be together, all of the Rollettes family around the world feels more connected than ever."

At the end of the day, Hill wants the Rollettes community to continue to feel that bond, whether they're dancing remotely or in-person. After all, that was the main reason why she started the dance company in the first place: to build community and friendship. "When you have a diagnosis or injury, it can feel all-consuming sometimes, and having women around you that understand is so relieving in a way," she says. "Plus, you all have something in common so you can laugh about things and joke about things you maybe can't with others. It's a special bond and my goal was to try and give that to every girl out there who needs it."





Problems identified with the current design

● Stakeholder-bound task design

2. Discussion

Some parents complain students nowadays are not courageous enough to face difficulties and challenges. To deal with this problem, the school is going to use 'Perseverance, secret of all triumphs' as the theme of this year. Work in groups of four and discuss the questions below. You will each be assigned a role. You will have to respond to and consider other participants' views when you make your argument. You may jot notes in the space provided below.

Topic: Do you think students are not courageous enough to face difficulties and challenges?

You will be assigned one of the following roles. You must think about the discussion from that perspective rather than follow your personal opinions. Plan your argument accordingly. Use points from the article as well as your own ideas.

Roles:

A: a social worker	B: a chairperson of the Student Union	C: a representative of the Parent Association	D: a teacher representative
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Original Preparation WS

Role:

Stance: Agree/Neutral/Disagree

- Point 1:

- Point 2:

Reason / Elaboration:

Reason / Elaboration:

Evidence:

Evidence:

- Rebuttals

Possible arguments from others:

Your counterarguments:

Evidence:

2. Discussion

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New design

- Warm-up activities
- Multimodality input
- Building blocks: how each task helps students achieve the final task
- Final task: content and language (Communicative purpose)

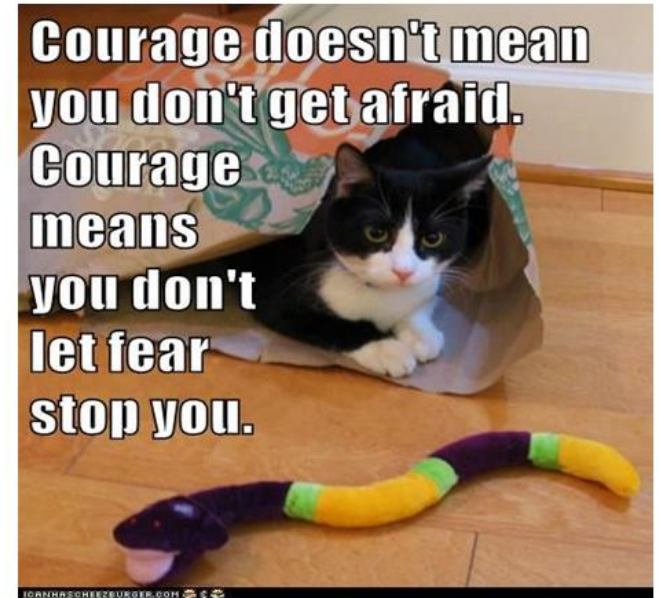
Warm-up activities

- Memes for cognitive support

Support in Cognitive Domain

- > Content & reasoning
- > Explaining, clarifying & summarising

What is **courage**?



- Look at the memes above. Describe what you can see.

Warm-up activities

- Wordles
for vocab input

Support in
Linguistic Domain
-> Lexical resource

*Pre-Task Three: Words about Courage



Study the words in the image. use a dictionary to check meaning if you are uncertain.

After you have read the article, select 4-5 of the words (you can alter the word form) to describe Chelsie Hill. Work with a partner



Multimodality input: Videos

Content Input

-> Background info and linking back to courage

Story of Chelsie Hill

- Watch the following video clips and read the text in Set 5 of the Speaking booklet to complete the following table.
- <https://www.youtube.com/watch?v=yUWDccmAhOA>
- https://www.youtube.com/watch?v=Gblm7d_rCZI

Support in **Cognitive Domain**

- > Content & reasoning
- > Explaining, clarifying & summarising

Modified Final task: Decision-making Task

New
Design

Situation

You are the members of the Student Union. In order to promote perseverance as a virtue, your teacher has proposed interviewing Chelsie Hill in an upcoming school assembly. However, there are split opinions in your group. Therefore, you have to discuss and see if you can reach a consensus and make a decision.

Original
Design

Some parents complain students nowadays are not courageous enough to face difficulties and challenges. To deal with this problem, the school is going to use 'Perseverance, secret of all triumphs' as the theme of this year. Work in groups of four and discuss the questions below. You will each be assigned a role. You will have to respond to and consider other participants' views when you make your argument. You may jot notes in the space provided below.

Topic: Do you think students are not courageous enough to face difficulties and challenges?

Roles:

A: a social worker

B: a chairperson of the
Student Union

C: a representative of
the Parent Association

D: a teacher representative

Final task

- Organization support
-> Aspects of argument
- Aligning with our school's future direction
-> Deeper Thinking Skills:
Problem solving/ Decision Making

You have 2 minutes to prepare for the discussion. Focus on the three aspects below and write notes if necessary.

	A	B	C	D
<i>Stance</i>	<i>Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Disagree</i>
<i>Aspect of argument</i>				
<i>Technicality</i>				
<i>Relevance to students</i>				
<i>Relevance to the theme</i>				
<i>Other</i>				

Support in Cognitive Domain

-> Structure

-> Explaining, clarifying & summarising



CLD: Discussion task: Decision-making Task

- It is Courage week soon. In order to promote perseverance as a virtue, your teacher has proposed interviewing a guest speaker in an upcoming school assembly. See if you can reach a consensus and make a decision.

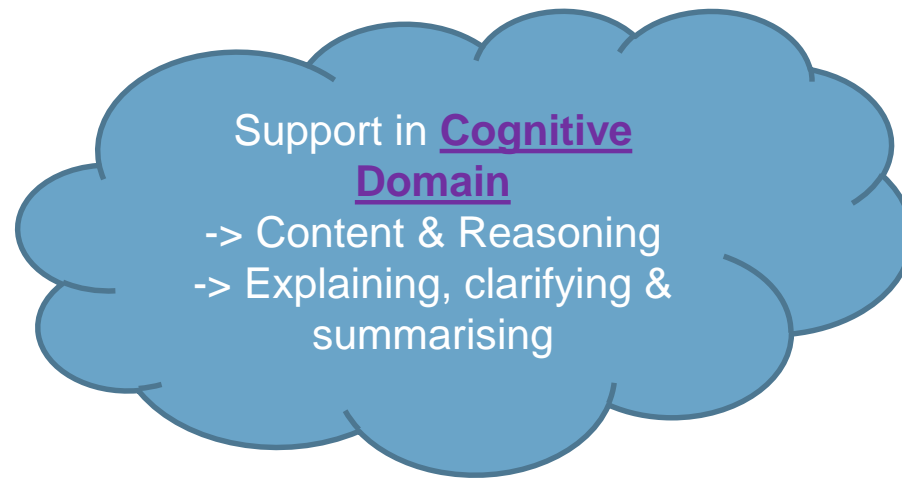
- Two options for you:

1) Chelsie Hill

2) Joyce Cheng Yan-yee

CLD: Multimodality input: Videos & Pictures

Content
Input



Language Takeaway

- Language
 - Disagreeing
 - Clarifying

Support in Social & Emotional Domain
-> Listening & responding

Support in Linguistic Domain
-> disagreeing and clarifying in discussion

Support in Cognitive Domain
-> Explaining & Clarifying

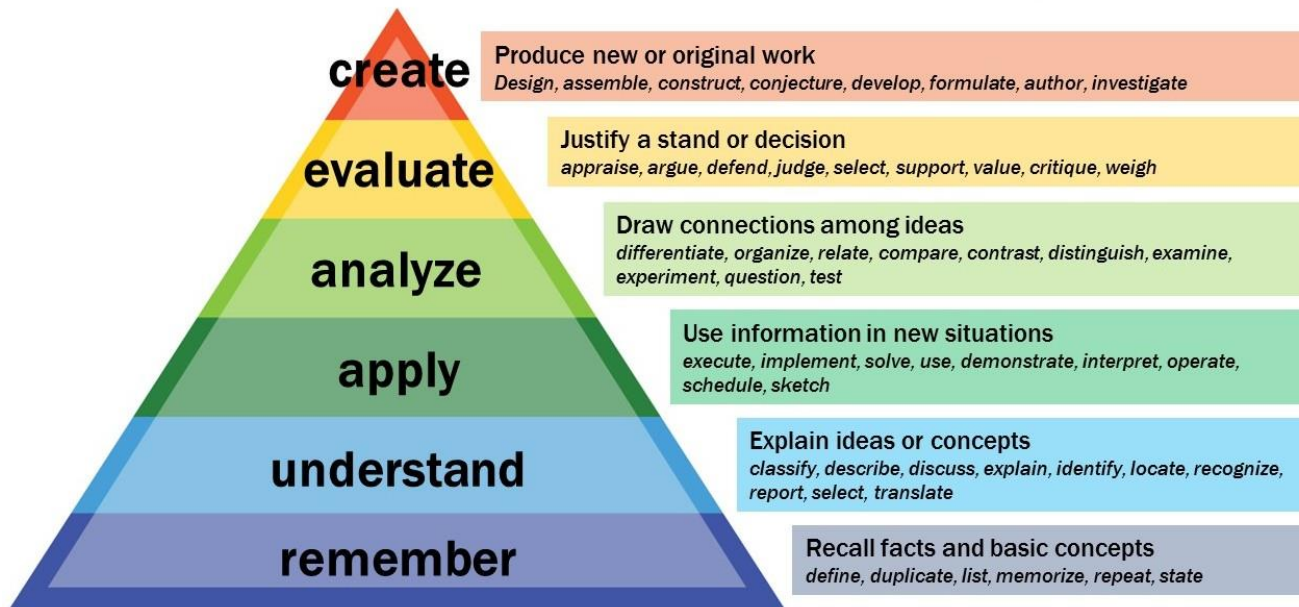


CLD: Learning activity: Interview Q&A

Come up with 5 questions that you could ask Chelsie Hill. Avoid yes/no questions. A small number of “information” questions (2-3) are acceptable. However, focus on open-ended questions (at least 2).

Apply+ Analyze+ Evaluate+ Create

Bloom's Taxonomy



Level of questioning (1 is most preferred)

1. If you weren't a dancer, what would you like to be and why?
2. How was your life after being paralyzed?/ How did you feel after the car accident?
3. When did you become a dancer? / When did you start the organization?
4. Are you a dancer?

Peer Evaluation



CLD: Peer evaluation element

- I Each member of your group should focus on ONE area to evaluate
- I Make notes to give advice to the presenting group – try to focus on specific examples

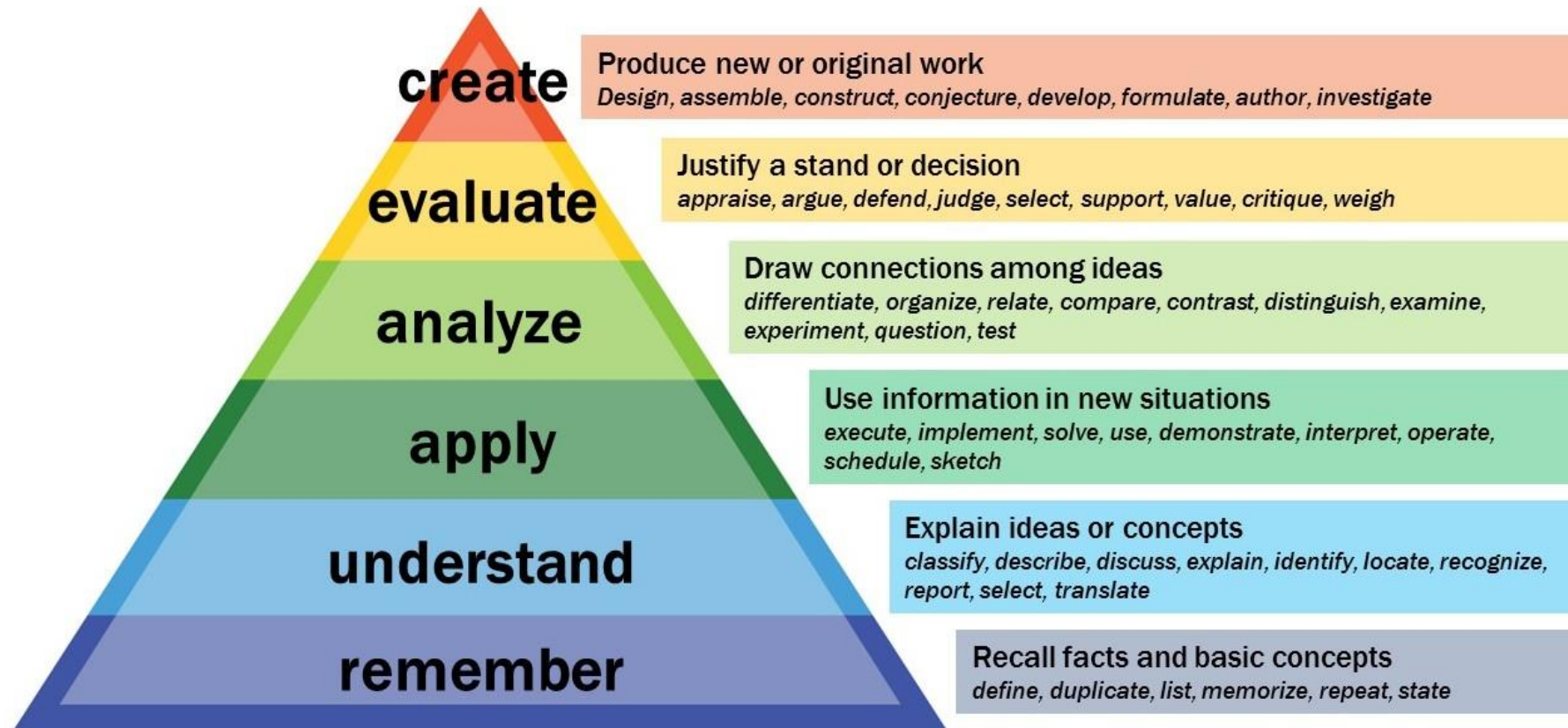
Area of focus	<u>Content</u> – Are ideas relevant to the task?	<u>Delivery</u> – volume, intonation, body language etc	<u>Target language</u> – are strong questions used?	<u>General language</u> – vocab, tense, parts of speech, sentence patterns etc.
Positive aspects				
Advice to improve				

Reflection on the new design

- Modifications have to be made **based on students' levels**

Do not write off simplicity / be obsessed with complexity

Bloom's Taxonomy



The way forward

- ◆ Less can be more, but the devil is in the details.
- ◆ Pre-lesson tasks have to be assigned.
- ◆ Teachers speak less, but speak precisely when it comes to timely feedback.
- ◆ A target language point or skill must exist.