

**A Design for Life: Values Education in English Language Education
Read to Speak Project**

**Designing Authentic Tasks for Students to
Articulate their Understanding of Social
Issues through the Read to Speak Project**

Clementi Secondary School

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School Context

Clementi Secondary School

- CMI School
- Band 1 Government School

Participants

- Form Two
- Mixed abilities
- Low motivation levels in English Language
- From a wide range of socio-economic backgrounds



Background of the Project

Second year working on the Read to Speak Project

Students

Participated in R2S Project in 2020-2021 school year

More able to analyse and create their own multimodal texts

Increased engagement through multimodal texts and oracy tasks

Teachers

Better understanding of backward planning and scaffolding through multiple readings or viewings

Greater awareness of educational apps and online platforms for virtual learning for collaboration purposes

Increased use of peer assessment



The Oracy Framework

Cognitive

- Able to reason
- Able to explain
- Able to evaluate ideas

Linguistic

- Able to put words together in an effective way to share opinions and feelings with an audience

Physical

- Able to pronounce clearly and project voice
- Able to employ body language and eye-contact effectively

Social & Emotional

- Able to speak fluently and confidently to an audience
- Become empathetic, discerning and creative

Design of the Unit

Reading

5. Complete the table using the information in paragraph 3 & 4.

Year of establishment:	<u>Bakery</u>
Type of organization:	
Founder:	
Social purpose:	
Location:	
The most popular products they sell:	

Writing

Read the sample letter below and answer the following questions

24th February 2022

Dear Ms Cheng,

I am Chris Wong, the secretary of the Clement Secondary School Community Service Club. I am writing to invite you to give a talk at our school about your social enterprise. The Clement Secondary School Community Service Club would be honored if you could come to our school on Friday 30th April, from 2 p.m. to 3 p.m. and introduce iBakery to our students.

Our students know there are too many needy people in our community, but most of us do not have enough experience of helping them, and we know too little about their problems. Therefore, we are inviting speakers from different social enterprises to give students more information on how social enterprises help the needy people in Hong Kong.

We would like you to include the following details in your talk. First, giving a brief introduction to your organisation and the people whom you help would be great. Next, can you also explain when and why iBakery started and how iBakery gets its funding? Also, I wonder if you could share with us the successes that you have had.

Please let us know by 3 March whether you are able to give a talk to our students. Should you require any special arrangements, please contact us, as we would be happy to assist you. We sincerely hope that you will accept our invitation. We are sure our students will be interested in hearing more about your social enterprise. Please contact me if you need any more information.

Yours sincerely,
 Chris Wong
 Chris Wong
 Secretary
 Clement Secondary School Community Service Club

- : it formal or informal writing?
- Identify the language style and features of the letter. (For Q, 9, Would you consider adding an example from the text to show what each means?)
-) formal language
e.g. The Clement Secondary School Community Service Club would be honoured
 -) modal verbs for politeness
e.g. ...if you could come to our school on Friday 30th April
 -) imperative verbs with 'please' to make requests for action
e.g. Please contact me if you need any more information.
 -) indirect questions to ask for information
e.g. I wonder if you could share with us the successes that you have had.

Thematic Vocabulary & Ideas Development

Speaking

2. Date: _____ Name: _____

1.3 Social Enterprise
<https://www.youtube.com/watch?v=3m0u7u3020>

1. Watch the video about a social enterprise and answer the following questions.

- What does the speaker think you can find if you look beyond sounds?
- Complete the statement from the video, "We don't look at _____, we look at _____".
- Here is a summary of the beginning of the video, complete it with information from the video.
Edi Sang Chuen is the _____ of Project Dignity. He came to _____ The social enterprise has been running in Singapore for over _____.

2. Think about the social enterprise in the video and answer the following questions.

What is the name of the social enterprise?	
Which group of people do they help?	
Does the social enterprise sell a product?	
Does the social enterprise offer a service?	
What is the product or service?	

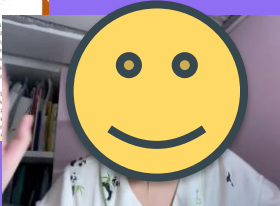
Exploratory Talk

2M Create your social enterprise!
Divide into your groups to discuss how to run your social enterprise.

Group 1	Group 2	Group 3	Group 4
1. How will your social enterprise help this group of people?	2. What help do this group of people need? They need some work to make money.	3. How will your social enterprise help this group of people?	4. Will your social enterprise sell a product or offer a service? What is the product or the service?
2. Will your social enterprise sell a product or offer a service? What is the product of the service?	3. How will your social enterprise help this group of people?	4. Will your social enterprise sell a product or offer a service? What is the product or the service?	5. How will your social enterprise help this group of people?
3. How will your social enterprise help this group of people?	4. Will your social enterprise sell a product or offer a service? What is the product or the service?	5. How will your social enterprise help this group of people?	6. Will your social enterprise sell a product or offer a service? What is the product or the service?
4. Will your social enterprise sell a product or offer a service? What is the product of the service?	5. How will your social enterprise help this group of people?	6. Will your social enterprise sell a product or offer a service? What is the product or the service?	7. How will your social enterprise help this group of people?

Final Task: Letter of Invitation

Final Task: Presentational Talk



Reading and Writing Tasks

Implementation in Term 2

5. Complete the table using the information in paragraph 3 & 4.

iBakery	
Year of establishment:	
Type of organization:	
Founder:	
Social purpose:	
Location:	
The most popular products they sell:	

11. Read the last paragraph and complete the table below:

	Farmfresh330	Chef's Noodles
Type of business:		
The group of people they help:		

Unit Design: Implications for Reading

- Term 1 implementation, the use of multiple readings helped students to understand the text at a deeper level

6. Prefix and suffix

Some words are formed with prefixes (words added at the beginning) or suffixes (words added at the end). For example:

Unemployment (noun) = un- (prefix) + employ (verb) + -ment (suffix)

Can you spot examples of such in text 2? Note them down in the table below.

Word	Prefix	Word
E.g.: unemployment	un	employ

2. Use of adjectives in this text is effective to persuade readers to understand social enterprises help disadvantage groups of people in Hong Kong. Are they positive or negative? Can you find some examples?

Adjectives	Positive (tick if appropriate)	Negative (tick if appropriate)
E.g.: happy	✓	
self-confident (line 30)	✓	
Independent (line 30)	✓	
Productive (line 31)	✓	
Keen (line 34)	✓	
Eager (line 38)	✓	

Unit Design: Implications for Writing

Final Writing Task: Letter of Invitation to a KOL, to represent a Social Enterprise.

Read the sample letter below and answer the following questions

24th February 2022

Dear Ms Cheung,

I am Chris Wong, the secretary of the Clementi Secondary School Community Service Club. I am writing to invite you to give a talk at our school about your social enterprise. The Clementi Secondary School Community Service Club would be honoured if you could come to our school on Friday 30th April, from 2 p.m. to 3 p.m. and introduce iBakery to our students.

Our students know there are too many needy people in our community, but most of us do not have enough experience of helping them, and we know too little about their problems. Therefore, we are inviting speakers from different social enterprises to give students more information on how social enterprises help the needy people in Hong Kong.

We would like you to include the following details in your talk. First, giving a brief introduction to your organisation and the people whom you help would be great. Next, can you also explain when and why iBakery started and how iBakery gets its funding? Also, I wonder if you could share with us the successes that you have had.

Please let us know by 3 March whether you are able to give a talk to our students. Should you require any special arrangements, please contact us, as we would be happy to assist you. We sincerely hope that you will accept our invitation. We are sure our students will be interested in hearing more about your social enterprise. Please contact me if you need any more information.

Yours sincerely,

Chris Wong

Chris Wong
Secretary
Clementi Secondary School Community Service Club

8. Is it formal or informal writing?

9. Identify the language style and features of the letter. (For Q. 9, Would you consider adding an example from the text to show what each means?)

(a) formal language

e.g. The Clementi Secondary School Community Service Club would be honoured

(b) modal verbs for politeness

e.g. ...if you could come to our school on Friday 30th April

(c) imperative verbs with 'please' to make requests for action

e.g. Please contact me if you need any more information.

(d) indirect questions to ask for information

e.g. I wonder if you could share with us the successes that you have had.

Unit Design: Implications for Speaking

Collaborative Routines

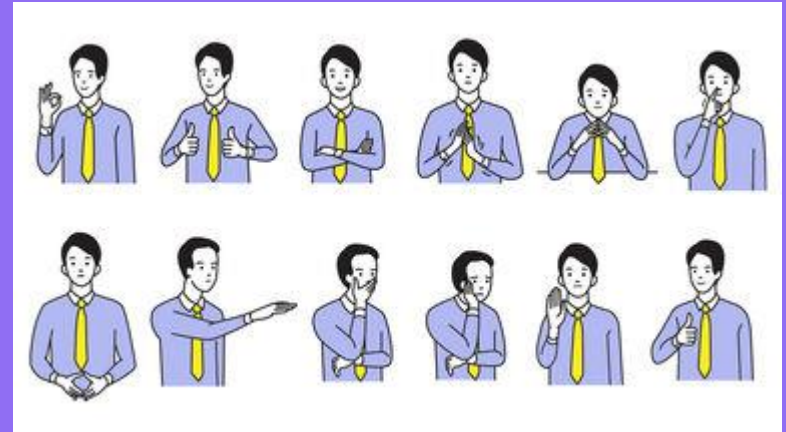
Round robin was used during the first term implementation. It aimed to develop students' awareness of eye contact and body language when they were presenting.

A focus on the physical elements of the oracy framework was deemed critical.

Think Pair Share

Small group discussions

Padlet



Types of Talk: Conversational, Exploratory and Presentational

Cameron, S., & Dempsey, L. (2016)

Additional content input - Multimodal text exploring a local social enterprise

Extra formative assessment - short video presentations (Google Classroom)

Peer assessment

Tasks focused on exploratory talk as students used language creatively in a discussion.

Authenticity &
Collaboration

2. Date: _____ Name: _____ ()

A Social Enterprise

(<https://www.youtube.com/watch?v=jmesDoKWAjE>)



1. Watch the video about a social enterprise and answer the following questions.

a) What does the speaker think you can find if you look beyond yourself?

b) Complete the statement from the video, 'We don't look at their _____, we look at their _____'.

c) Here is a summary of the beginning of the video, complete it with information from the video.

Koh Seng Choon is the _____ of Project Dignity. He comes from _____ . The social enterprise has been running in Singapore for over _____ .

2. Think about the social enterprise in the video and answer the following questions.

What is the name of the social enterprise?	
Which group of people do they help?	
Does the social enterprise sell a product?	
Does the social enterprise offer a service?	
What is the product or service?	

Speaking Component: The Process

Students' linguistic knowledge - vulnerable groups

Exploratory talk was encouraged by students negotiating what can be done to help the various vulnerable groups.

Collaboration

**Vulnerable people –
How can we help each group?**



the homeless



the elderly



the poor



the disabled



ex-offenders

Speaking Component: Final Task

Students in groups created their own social enterprise.

Padlet was utilised to share ideas.

Students selected a KOL (influencer)

to promote their social enterprise.

Students acted as the influencer in

their final video presentations

(Presentational Talk).

The screenshot shows a Padlet board with the following content:

ROBERTSON Craig Donald + 6 • 2mo
2M Create your social enterprise!
 Discuss with your groupmates to share ideas for your own social enterprise.

Group 1

How will your social enterprise help this group of people?

Will your social enterprise sell a product or offer a service? What is the product or the service?

1.The poor people

- Need opportunity:Job to earn money
- I will give them a chance to get a job to earn money
- Sell the bread or some food

Group 2

enterprise help this group of people?

Will your social enterprise sell a product or offer a service? What is the product or the service?

The lonely people

The elderly people who don't have there family take care
 We will give them a room for they use they can play at the room ,can sleep , can cook we don't care
 Product is the room
 Service : we will give them daily necessities

Group 3

2. What help do this group of people need?
 They need some work to make money.

3. How will your social enterprise help this group of people?
 Our social enterprise will train them in life skills so that the can find some jobs to make money.

4. Will your social enterprise sell a product or offer a service? What is the product or the service?
Yes,We will set up a company or factory and train tham in life skills such as manual skill,service skills. Than we will let them work in our

Group 4

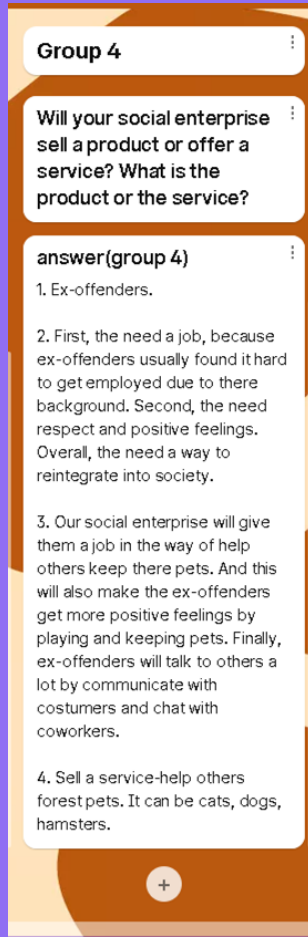
or the service?

answer(group 4)

- Ex-offenders.
- First, the need a job, because ex-offenders usually found it hard to get employed due to there background. Second, the need respect and positive feelings. Overall, the need a way to reintegrate into society.
- Our social enterprise will give them a job in the way of help others keep there pets. And this will also make the ex-offenders get more positive feelings by playing and keeping pets. Finally, ex-

Example of Students' Social Enterprises

Creativity &
Collaboration



The screenshot shows a mobile application interface with a dark blue background. At the top, there is a header 'Group 4' with a three-dot menu icon. Below it is a question: 'Will your social enterprise sell a product or offer a service? What is the product or the service?'. The answer is displayed in a light blue box with a three-dot menu icon. The answer is numbered 1 through 4.

Group 4

Will your social enterprise sell a product or offer a service? What is the product or the service?

answer(group 4)

1. Ex-offenders.
2. First, the need a job, because ex-offenders usually found it hard to get employed due to there background. Second, the need respect and positive feelings. Overall, the need a way to reintegrate into society.
3. Our social enterprise will give them a job in the way of help others keep there pets. And this will also make the ex-offenders get more positive feelings by playing and keeping pets. Finally, ex-offenders will talk to others a lot by communicate with costumers and chat with coworkers.
4. Sell a service-help others forest pets. It can be cats, dogs, hamsters.

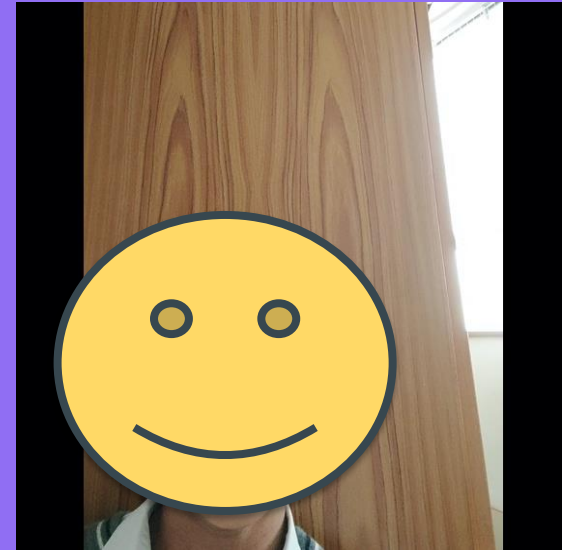
- Students were able to express their opinions and give reasons (Cognitive Domain).
- Exemplifies students' thematic vocabulary development, e.g. 'reintegrate into society' (Linguistic Domain).
- Shows students' awareness of empathising with others and their social and emotional awareness as they want the ex-offenders to play with pets to develop 'positive feelings' (Social & Emotional Domain).

Developing Students' Non-verbal Communication

Students produced short video presentations to introduce Dignity Kitchen.

These videos were used as an awareness raising task focused on body language and eye contact through **peer assessment**.

Students were able to successfully identify peers' errors with regards to the physical and social & emotional elements in the oracy framework (Physical, Social and Emotional Domains).



Final Product – Video Presentation about a Social Enterprise

Students demonstrated an increased awareness of their eye contact and body language, and expressed a sense of responsibility towards the disadvantaged.



Students had opportunities to:

- Communicate, collaborate, and create
- Use exploratory and presentational talk
- Gain exposure to a variety of multimodal texts
- Participate in peer assessment
- Empathise with different vulnerable groups
- Express a sense of responsibility towards their environment.



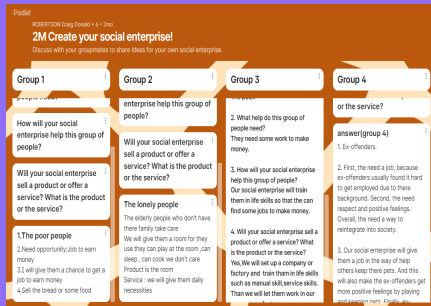
Recommendations

1. Use authentic texts.
2. Add more spoken elements to all lessons.
3. Focus on the three types of talk: conversational, exploratory and presentational.
4. Videos are not only for engaging students in a topic.
5. Give students ample opportunities for collaboration.



Read to Speak: Meeting the Goal

Interacting with Multiple Genres & Multimodal Texts



Sharing, Collaborating & Communicating



Confident and Effective Communicators in the 21st Century

Encouraging Reflection & Deeper Thinking



Making Links across Different Areas of Knowledge & Representing Ideas

Thank you

Questions and feedback

References

Cameron, S., & Dempsey, L. (2016). *The Oral Language Book*. S&L Publishing Ltd.