Optimising Senior Secondary English Language Series:
(2) Using language arts to promote the creative use of English

Grace Chang
CAES, HKU
March 2023

Warm-up: Share with your neighbours

➢ When was the last time you played a clip/song in class?

➢ What clip/song was it and what did you do with students?

➢ Did it successfully arouse students' interest?

Agenda

1. Refresher quiz
2. Overview of the enrichment components after optimisation
3. Integrating language arts in English lessons
4. Critique of task design
5. Application: Group activity
6. Connecting task design to HKDSE

1. Refresher Quiz

(An online quiz)

Share with your neighbours:

➢ How are the creative use of language/language arts elements featured/incorporated in your own school-based curriculum **after optimisation**? What are the **changes**?

➢ Your experience of teaching **language arts** elements in senior secondary classrooms

2. Overview of the enrichment components under optimisation

➢ Why optimise?	→*Aims*
➢ What are the changes in language arts elements & who are affected?	→*Implications on teaching*
➢ How is it reflected in the public exam?	→*Implications on assessment*

2. Overview of the enrichment components under optimisation

Overall aims of the <u>optimising arrangements</u> of the four core subjects:

- To release lesson time for flexible arrangements to cater for learner diversity

- To create space for schools to devise differentiation measures and making flexible "by class/group" arrangements

(CDC-HKEAA, 2021)

2. Overview of the enrichment components under optimisation

Overall aims of the __enrichment components__:
- To add variety to the English Language curriculum, broaden students' learning experiences and cater for diverse needs and interests
- To develop students' language sensitivity, culture awareness, creativity and critical thinking skills
- To promote creative expression and experimentation with English through language arts

(CDC-HKEAA, 2021)

2. Overview of the enrichment components under optimisation

Enrichment components: <u>How it works</u>

- Starting from 2021/22 Secondary 4 (i.e. HKDSE 2024)
- The 'electives' are fully integrated into the compulsory curriculum as enrichment/extension components
- No restrictions on the number of elective modules and suggested time allocation

(CDC-HKEAA, 2021)

2. Overview of the enrichment components under optimisation

Implications on Teaching:
- Focused and tailor-made differentiation measures
- Schools can select appropriate learning elements for theme-based modules and activities

Example arrangements to support English learning:
- School-based pull-out remedial/enrichment programmes (drama, debating, phonics)
- Co-curricular/OLE activities
- Applied Learning courses

(CDC-HKEAA, 2021)

2. Overview of the enrichment components under optimisation

Implications on Assessment: Paper 2 Writing

- No change to Part A

- Part B: Questions are delinked from the 8 Electives

- Part B: Number of optional questions will be cut down to 4

2. Overview of the enrichment components under optimisation

Implications on Assessment: SBA

- No change to the task types (2 marks: 1 IP + 1 GI)
- No distinction between Parts A and B
- Based entirely on reading/viewing programme
- Number of texts to be read/viewed will be adjusted:

  "Two to four texts, at least one from print and one from non-print in the course of three years ('texts' encompass print, non-print, fiction and non-fiction material)" – 2024 HKDSE English Language SBA Teachers' Handbook

3. Integrating language arts in English lessons

What is 'creative use of English' in SS classrooms?

"Creativity brings in changes or transformations and is manifested in new ideas, acts or products." (CDC, 2017, A73)

Discover	Transform	Invent
Comprehension Appreciation	Recreation New perspective	Generation Application

What is 'creative use of English' in SS classrooms?

Examples of implementation (A74-75) – **Our focus today:**

➤ To provide a wide variety of learning experiences by **exposing students to creative and imaginative texts**, engaging them in **solving real-life problems**, arousing their **interest in visual and performing arts** […]

➤ To provide **opportunities for students to produce creative work and research** into topics of their own interest […]

➤ To facilitate students' **expression of ideas, views and feelings** through various means (e.g. oral, written and performative tasks), provide opportunities for them to **introduce or justify their work, and appreciate others' creative work**

What is 'creative use of English' in SS classrooms?

Demonstration, critique, and hands-on activities

➢ **Materials selection and development**
- o Authentic, applied
- o Fun and engaging

➢ **Pedagogical design**
- o Input: Innovative classroom activities
- o Output: Collaboration on real-life tasks

Share with your neighbours:

➢ What are the **common types** of language arts materials you most frequently use? Why?

➢ Where do you source them?

➢ How do you develop them into a class activity?

➢ What are the **major difficulties** you encountered in integrating language arts materials in your classroom?

3. Demonstration: Class activities

SET 1: THEME-BASED
+ Unit: Cultures of the World
+ Focus: Describing food – Sensory vocabulary

3. Demonstration: Class activities

SET 1: THEME-BASED
+ Unit: Cultures of the World
+ Focus: Describing food – Sensory vocabulary
+ Materials:
    ➢ (1A/B) A scene from a sitcom (audiovisual)
    ➢ (2A) A short poem
    ➢ (2B) An excerpt from an online blog

Main features of the poems:
➢ Alliteration
➢ Onomatopoeia
➢ Action verbs – 'eat'

3. Demonstration: Class activities

SET 1: THEME-BASED

+ **Task design:** Mapping filtered input with target output
+ **Suggested time:**
  ➢ As a lead-in to the theme: 10-15 minutes (input)
  ➢ With an extension task: 30-40 minutes (input → output)
+ **Differentiated scaffolding for different proficiency levels:**
  ➢ A stronger S.5 class *vs.* a weaker S.4 class
  ➢ Pre-teaching vocabulary, playing the clip twice…
+ **Selected focus:** Adjectives, metaphors…

3. Demonstration: Class activities

SET 2: SKILL-BASED
+ Literacy: Reading
+ Focus: Scanning for specific information

3. Demonstration: Class activities

SET 2: SKILL-BASED
+ Literacy: Reading
+ Focus: Scanning for specific information
+ Materials: Several online restaurant reviews

3. Demonstration: Class activities

SET 2: SKILL-BASED + TASK-BASED
Developing it into an ==authentic== activity:
➢ **Task design:** Collaborative research work – ==info gap==
➢ **Real-life ==purpose==:** To analyse key factors so as to choose a restaurant for a class party/for a family member's birthday (S.6: A venue for the Graduation Dinner)
➢ **Post-task (application):** Get students to actually write their own review and upload it to an online platform!

3. Demonstration: Class activities

SET 3: MODULE PLANNING
+ Module: Successful People & Amazing Deeds
+ Motif: Dreams/Aspirations/Career development

Name	(A) **Steve Jobs**	(B) **J. K. Rowling**	(C) **Jeremy Lin**	(D) **Yun-fat Chow**
Occupation	**computer programmer; businessman**	**novelist**	**professional basketball player**	**international movie star**
Challenge(s) he/she once faced	-his product *Lisa* was unsuccessful -he was fired from Apple	-very poor -draft rejected by 12 publishers	-people were racist against him -no team took him -no chance to play in major competitions	-poor -did not know English -first 2 Hollywood films were unsuccessful
Major accomplishment(s)	Pixar Apple Inc.	-wrote the *Harry Potter* series	-enter Houston Rockets -play in the NBA	- 3 Hong Kong Film Award for "Best Actor" - 2 Golden Horse Award for "Best Actor" in Taiwan
Secret(s) to Success	innovative ambitious persistent	optimistic persistent innovative	self-disciplined diligent passionate persistent	diligent ambitious passionate persistent

3. Demonstration: Class activities

SET 3: MODULE PLANNING

+ Module: Successful People & Amazing Deeds
+ Motif: Dreams/Aspirations/Career development
+ Materials:
  ➢ Pre-task: Creative poem
  ➢ Main task 1 Listening: A film trailer or selected scenes (audiovisual)
  ➢ Main task 2 Reading: Several abridged and adapted short stories about celebrities

Discussion: How could this be designed into an **SBA** question/task?

4. Critique of material design

4. Critique of material design

Considerations for selecting Language Arts materials:
- ➢ Appropriateness of content
- ➢ Interest to the reader
- ➢ Amount of cultural knowledge required
- ➢ Density, pace, level and clarity of language
- ➢ How the materials are related to the learning objectives, themes of the learning units or students' learning in other areas

(CDC-HKEAA, 2021)

4. Critique of material design

In selecting films and documentaries:
➢ Degree of visual support
➢ Clarity of sound and picture
➢ The techniques employed in the film/documentary

(CDC-HKEAA, 2021)

4. Critique of material design

SET 4: A brochure from the Tourism Board of South Korea

Background:
- S.4 EMI school, average ability
- 70-minute double lessons
- Lesson objectives:
  - Read and acquire vocabulary about Korean cultures (as a pre-writing task)
  - Practise group discussion skills through co-creating a visual text (poster)

4. Critique of material design

<u>Situation:</u> You are the mentor of the new student-teacher at your school.

He/she has prepared for the double lessons next week.

You now have to give comments on the material design.

Discuss in small groups:
- Strengths: How can the target students benefit from this lesson?
- Weaknesses: What might not work too well?
- Improvement plan: What changes would you suggest? ***OR***
  What alternative activity(-ies) would you propose?

4. Critique of material design

Adjustments and differentiation could be made based on…
- ➢ Lesson time
- ➢ Learning objectives (theme/skill focus) & assessment
- ➢ Students' interest
- ➢ Students' ability level & prior knowledge → Scaffolding
- ➢ Alignment and balance between input & expected output
- ➢ Sequencing – connection to other learning tasks
- ➢ Classroom organization (e.g. think-pair-share, group work)

4. Critique of material design

In-class formative assessment

➢ Plan opportunities for students to apply creativity and critical thinking skills

➢ Use different levels of questions as scaffolding (Bloom's taxonomy)

➢ Evaluate students' performance and ability in appreciating and responding to creative elements in texts

➢ Reflect on our feedback-giving approaches

Framework of Guiding Questions (to clarify, prompt and scaffold presentation and interaction)

Note: *The guiding questions can be used to prompt or extend students' responses or to clarify understanding. The questions increase in level of difficulty according to both their linguistic complexity and the amount and kind of thinking that is necessary to respond to them. Students of different English ability levels can be asked to respond to different levels of questions according to what they can handle. Since the purpose of questioning is to get students talking independently in English, scores should not be based on the level of the question, only on the level of the student's performance in asking or responding. Questions requiring students to assess the structure or the literary value of the text should not be asked.*

Level 1 **General response (Function: recognising general content of text and making connections to prior knowledge/existing experience, but not reliant on having read or viewed text in any depth)**

Guiding questions: *What do you know about X?* *Have you ever seen/been … etc.*

e.g. This film is about birds. Do you like birds? Have you ever been to Mai Po marshes?

Level 2 **Literal response (Functions: naming, describing, recounting, indicating sequence and cause and effect, requiring students to retrieve basic facts about text; mainly material and relational processes)**

Guiding questions: Who, what, where, when, why, how? *(In relation to plot, life history, 'facts' of the documentary etc.)*

(HKEAA, 2021, p. 37)

5. Application: Designing tasks and materials

5. Application: Designing tasks & materials

Get into 6 small groups

- ➢ Each group will be given one authentic text. Identify the creative elements to highlight, and generate ideas as to how it can be incorporated into a theme/skill-based unit.

- ➢ Then, prepare a simple teaching plan using a given template.

- ➢ After 20 minutes of preparations, every 2 groups will join together for cross-group sharing.

5. Application: Designing tasks & materials

Part 1: Small-group discussion & preparations

➢ Decide on the level of students you want to use this with.

➢ Focus: Design a 30- to 40-minute lesson integrating features of the text as a pre-, main, *or* post-task.

➢ If time allows, briefly describe the other steps too.

➢ *Note: Feel free to select a segment of the text, esp. longer ones.*

➢ You may, if inspired, look for relevant additional resources online.

5. Application: Designing tasks & materials

Part 2: Cross-group sharing

➢ Every 2 groups will work together.

➢ Each group will have ~10 minutes to articulate their teaching ideas to the other group;

➢ Then the other group will have ~5 minutes to give comments (2 'good' + 1 'suggested modification') and/or raise questions.

➢ Each round should last about 15 minutes.

Materials
1   A short story – *Death by Scrabble*
2   Lyrics – *Vincent*
3   Two poems – A complaint to TESCO & their response
4   A guide – Ocean Park
5   Book/Film – Selected quotes from *Life of Pi*
6   Two video game reviews

Demonstration:
Compare two classroom activities

6. Connecting task design to HKDSE

6. Connecting task design to HKDSE

➢ Emphasise **cross-text thematic link** and **transferability** of language features/skills

➢ Raise students' **overall language proficiency level** and enrich their knowledge (input) to **support idea generation** (output)

➢ Dissuade them from **rote learning and application** of stock phrases

6. Connecting task design to HKDSE

Mapping the enrichment texts to the Writing Paper

- The <mark>genre</mark> approach: 2020 Part A Q1 Restaurant review

Exam materials and corresponding extracts redacted

6. Connecting task design to HKDSE

Mapping the enrichment texts to the Speaking Paper

- The <mark>thematic</mark> approach: 2015 Set 3.2 "Top Jobs in the World to Consider"
- Part A: "What skills students need for the five jobs?"
- Part B: "What is your dream job?"

Exam materials and corresponding extracts redacted

6. Connecting task design to HKDSE

More on dreams/success:

- 2017 Q2 One opportunity you missed and one that you took
- 2015 Q3 Never too old to live your dreams
- 2012 Part A Q1 Best part of my job and biggest challenge faced

6. Connecting task design to HKDSE

Story writing:

Creating suspense and expressing fears

- 2022 Q8: Storm

- 2020 Q8: Arctic staff disappearing

- 2017 Q3: Wildlife – a lion indoor

Exam materials and corresponding extracts redacted

6. Connecting task design to HKDSE

Describing scenic spots:

- 2024 [SAMPLE] Q2 – Star Ferry

- 2022 Part A Q1 – Adventure Farm

- 2017 Speaking Set 7.2 – 6 photos representing HK

- 2014 Speaking Set 3.3 – Ferris Wheel

Exam materials and corresponding extracts redacted

6. Connecting task design to HKDSE

Working it backwards: What kind of enrichment materials/ activities will be useful for students as pre-writing?

- 2020 Writing Q9 – Xiqu Centre

Exam materials and corresponding extracts redacted

Wrap-up

*Introduce a variety of texts to **stimulate** and **inspire** students*

*Encourage reading **beyond** exam-drilling text types*

Wrap-up

➤ Optimising measures: from eight 'electives' to ***enrichment*** components

➤ Develop a conscious awareness to ***notice*** all kinds of creative elements in everyday ***authentic*** English texts

➤ Explore the ***potential*** of different genres and ***integrate*** them in the core curriculum to maximise ***exposure***

Wrap-up

➢ *Innovate* classroom or real-life, purposeful activities at the senior secondary levels to arouse and sustain students' interest

➢ Collaborative opportunities to promote *Language across the Curriculum (LaC)* and/or the *whole-school approach*, *e.g.*:

- Visual Arts
- Careers Team
- OLE activities
- Competitions, e.g. Speech Festival

Key Documents

CDC-HKEAA (2021). **English Language Curriculum and Assessment Guide (Secondary 4 – 6). [Effective from Secondary 4 in the 2021/22 school year]**
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/English%20Language%20Curriculum%20and%20Assessment%20Guide%20(Secondary%204%20-%206)%20(2021).pdf

CDC (2017). **English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6).** https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf

- Examples 1-28: https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/ELE%20KLACG%202017_Examples%201-28.pdf

HKEAA (2021). **2024 HKDSE English Language SBA Teachers' Handbook.**
https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2024-ELANG_Jun21.pdf

Free Resources

Creative Use of English – 6 sets of posters and activity sheets: https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Creative-Eng/home.html

Language Arts – References and Resources (Secondary Level): https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/resource%20sec_LA.html

The Learning and Teaching of Language Arts at Secondary Level – Exemplars from participating schools: https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/L&T-of-language-arts-at-sec-level.html

Drama in the classroom: https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/networking_drama_part%201.pdf

Drama resources: https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/networking_drama_part%203.pdf

RTHK Radio Drama: http://rthk9.rthk.hk/radiodrama/12songbirds/songbirds.htm

Student Activities

The SOW Motivational Talk Contest – Learning and Teaching Resources:
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/sow/sow_motivation.html

Poetry Remake Competition - Learning and Teaching Materials:
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Poetry-Remake-Competition/2022-23/Competition2223.html

Speak Up – Act Out! On Air! Improvised Drama Competition – Winners' performance with scripts: https://nets.edb.hkedcity.net/page.php?p=483

Hong Kong Schools Speech Festival (English) – Selected poems, story excerpts and dramatic duologue: https://www.hksmsa.org.hk/en/speech-festival/hong-kong-schools-speech-festival-english-speech/

The Hong Kong Budding Poets (English) Award – Training workshops and annual anthology:
e.g., https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/gifted/resources_and_support/competitions/hkbpa/hkbpa_2122_anthology.pdf

References

Carlile, O. & Jordan, A. (2012). *Approaches to Creativity: A Guide for Teachers.* Maidenhead: Open University Press.

Cremin, T., Mottram, M., Collins, F. M., Powell, S., & Safford, K. (2014). *Building communities of engaged readers: Reading for pleasure.* Routledge.

Fisher, R., & Williams, M. (2012). *Unlocking Creativity: A teacher's guide to creativity across the curriculum.* Routledge.

Kohnke, L. (2018). Using comic strips to stimulate student creativity in language learning. *TESOL Journal, 10*(2). https://doi.org/10.1002/tesj.419

Law, L. (2021). Creativity and pedagogy: Is it a final fantasy in the Age of Pandemic? 7 lessons for life on the ground floor [Special issue]. *Journal of Communication and Education, 5*(1), 121-134. http://www.hkaect.org/jce/5(1)/Law_2021_5(1)_pp121-134.pdf

Pantaleo, S. (2014). Reading images in graphic novels: Taking students to a "greater thinking level". *English in Australia, 49*(1), 38-51.

Peary, A., & Hunley, T. C. (Eds.). (2015). *Creative writing pedagogies for the twenty-first century.* Carbondale: Southern Illinois University Press.

Read, C. (2012) Seven Pillars of Creativity in Primary ELT. In: Maley, A. and Peachey, N., Eds., *Creativity in the English Language Classroom*, British Council, London, 29-36.

Tong, S. Y. A. (2011). Assessing English Language Arts in Hong Kong secondary schools. *The Asia-Pacific Education Researcher, 20*(2), 387-394.