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

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Warm-up: Share with your neighbours

Please form small groups of 3-4

Your experience of integrating language arts elements in the classroom:

➢ 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?

Objectives of the workshop

➢ To enrich teachers' pedagogical knowledge and effective strategies for promoting creative use of English

➢ To explore ways to facilitate students' engagement with creative elements in literary texts and language arts materials and extend their overall language learning experiences

➢ To engage in hands-on activities of bite-size task/ lesson design

Programme Agenda

1. Lead-in & 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

Refresher

Quiz time!

(An online quiz)

2. Overview of the enrichment components under optimisation

➢ Why optimise?	→ *Aims*
➢ What are the changes in language arts elements & who are affected?	→ *Implications on learning and 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 <u>enrichment components</u>:
- 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)

Share with your neighbours

<u>Creative use of English after optimisation:</u>

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

➢ Your experience of **teaching language arts** elements in your senior secondary English Language classroom

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)

2.5.3 Enrichment Components

To add variety to the English Language curriculum, broaden students' learning experiences and cater for their diverse needs and interests, the following elements are to be incorporated:

Language Arts Elements[3]	Non-language Arts Elements[3]
Drama	Sports Communication
Short Stories	Debating
Poems and Songs	Social Issues
Popular Culture	Workplace Communication

Schools are encouraged to use the above elements to extend and deepen learning and enrich students' language learning experiences. Based on school contexts and students' needs, teachers are free to decide which of the above elements to teach, the breadth and depth of teaching, as well as the amount of time to be allocated to the enrichment components. The incorporation of these elements in the school-based curriculum aims to widen students' language exposure and heighten their language and cultural awareness, as well as to provide opportunities for application and integrative use of language and generic skills (e.g. creativity, critical thinking skills, communication skills).

The above elements can be flexibly and easily integrated into different modules of learning suggested in this Guide.

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 question options 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:

Table 1: SBA Requirements

	S4	S5	S6
Number and type of texts to be read / viewed	**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)		
Number, % and timing of assessment tasks	**Two** tasks, one for group interaction and one for individual presentation, with one to be undertaken during the second term of S5 and one anytime during S6 (15%). Each task is weighted 7.5%.		

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?

- The creative use of English is not an add-on/ a separate component, but an existing, integral part of the English Language curriculum
- Teachers should explicitly highlight and discuss the creative elements at the word and textual levels with students in various types of texts

Share with your neighbours:

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

➢ Where do you source them and 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. Integrating language arts in English lessons

'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

3. Implementation: 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. Implementation: 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. Implementation: Class activities

SET 1: THEME-BASED

Short discussion:

+ Brainstorm alternative ways to engage students in appreciating and responding to the creative elements in these texts
+ You may consider differentiated tasks to address learner diversity (which suit the students in your own teaching context)

3. Implementation: Class activities

SET 2: SKILL-BASED

+ Literacy: Reading
+ Focus: Scanning for specific information
+ Materials: Several online restaurant reviews

3. Implementation: 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. Implementation: Class activities

SET 2: SKILL-BASED + TASK-BASED

Short discussion:

+ How can this support students' **creative writing** at the word and textual levels?
+ You may consider differentiated tasks to address learner diversity (which suit the students in your own teaching context)

3. Implementation: 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	- Hong Kong Film Award for "Best Actor" - 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

Values Education: Latest framework

EDUCATION BUREAU CIRCULAR MEMORANDUM No. 183/2023

From: Secretary for Education   To: Heads of Primary and Secondary Schools

Ref: EDB(CD/MCNE)/ADM/150/1/2(4)

Date: 14 December 2023

(Please circulate this circular memorandum to all members of the School Management Committee/ Incorporated Management Committee, Parent-teacher Association and all teachers)

Enriching the *Values Education Curriculum Framework (Pilot Version)* –

Optimisation of "Priority Values and Attitudes"

Details

3.   Currently, the Education Bureau (EDB) has recommended a series of PVAs, including **"Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy"** and **"Diligence"**, for schools to develop a school-based values education curriculum that effectively addresses different foci of values education through "diversified strategies", "mutual co-ordination", "organic integration", "natural connection", "learning within and beyond the classroom", and "whole-school participation" approaches in accordance with their

Values Education: Latest framework

SET 3: MODULE PLANNING
+ Alignment with the "cognition", "affection" and "action" framework
+ Example of iconic personalities with exceptional qualities

- *"Values education is the education of "love" emphasising **the balanced integration of "knowledge (cognition), emotion (affection), and action (practice)"***
- *"Schools must deepen students' **understanding of and identification with proper values** and attitudes, as well as encourage them to **practise and promote these values and attitudes** in their daily lives"*
- *"through conducting appropriate school-based values education curriculum planning and organising **comprehensive, interactive, authentic, reflective and practical learning activities**…"*

3. Implementation: 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

3. Implementation: Class activities

Short discussion:
+ How could this be designed into an **SBA** question/ task (IP/GI)?
+ You may consider differentiated tasks to address learner diversity (which suit the students in your own teaching context)

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:
- ➤ CMI school, S.4 class, average ability
- ➤ 40-minute pre-writing lesson
- ➤ Lesson objectives:
  - • Read and acquire vocabulary about Korean cultures
  - • Co-create a blurb in groups

4. Critique of material design

Situation: You are the mentor of the new student-teacher at your school. He/she has chosen a material and prepared for a lesson next week. You now have to give comments on the teaching of creative elements.

Discuss in small groups:
- ➤ Strengths: What **creative elements** can students acquire from the activity (e.g. sensory language, figures of speech)?
- ➤ Weaknesses: What **might not work** too well and why?
- ➤ Improvement plan: What **changes** would you suggest/ what kind of **scaffolding** could be provided to students?

Application

Phrasal level – Make input explicit:

(A brochure from the Tourism Board of South Korea)

Image and text redacted

Application

Text level – Develop **genre awareness**:

(Sample blurb from a guidebook)

Image and text redacted

Application

Image and text redacted

5. Application: Designing tasks and materials

Compare two classroom activity designs for *Vincent (Starry, Starry Night)*

A typical/ traditional task:

(A lyrics video of Vincent (Starry, Starry Night))

Text redacted

Matching

Lyrics	
A	Starry, starry night paint your palette blue and gray
B	Swirling clouds in violet haze
C	Colours changing hues Morning fields of amber grain
D	Weathered faces lined in pain
E	Portraits hung in empty halls Frameless heads on nameless walls
F	Like the strangers that you've met Ragged men in ragged clothes
G	Now I think I know How you suffered for your sanity. . .

Images redacted

+ Meaning at the sentence level
+ Appreciation of the lyrics in context

Potential for cross-curricular collaboration with **Visual Arts**

➜ Promote a **Language-across-the-Curriculum (LaC)** approach

5. Application: Designing tasks & materials

Get into 4 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 developed as a main task (or even incorporated into a theme/skill-based unit).

➢ Then, prepare a brief teaching plan using a given template.

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

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

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 20-minute main task integrating creative features of the text.

➤ If time allows, briefly describe the other steps like pre- or post-task 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.

6. Connecting task design to HKDSE

6. Connecting task design to HKDSE

➢ Emphasize **cross-text thematic link** and **transferability** of language features/ skills acquired from a variety of creative texts

➢ 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

➢ Highlight the opportunity for the creative use of language across different text types and writing topics

6. Connecting task design to HKDSE

Mapping the enrichment texts to the Writing Paper

- The genre approach: 2020 Part A Q1 Restaurant review

HKDSE materials 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: …You may want to talk about: What skills students need for the five jobs
- Part B: "What is your dream job?"

HKDSE materials 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 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

HKDSE materials 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

HKDSE materials redacted

Application

Guided writing for weaker students:

(2022 Part A Q1 Adventure farm)

Text level: Structure	Word level: Vocabulary
_____ _____ the Adventure Farm, you'll see the Main Station that…	_____ _____ the train at Waterfall Station
_____ _____ to the Lake Side, … *or* _____ you're at the Lake Side …	_____ _____ _____ visiting the Farmers' Market

Application

Guided writing for weaker students:

(2022 Part A Q1 Adventure farm)

Text level: Structure	Word level: Vocabulary
Upon entering the Adventure Farm, you'll see the Main Station that…	**Hop on** the train at Waterfall Station
Crossing over to the Lake Side, … *or* **Once** you're at the Lake Side …	**Don't leave without** visiting the Farmers' Market

6. Connecting task design to HKDSE

Working it backwards: What kind of **enrichment materials/ activities** could be useful for **persuasive** texts (letter of advice, speech, etc.)?

HKDSE materials redacted

Sheryl Sandberg's Commencement Speech at the University of California, Berkeley

Text and image redacted

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*

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

➢ Encourage *reading beyond exam-drilling text types*

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

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

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