

Enriching Knowledge Series: (1) Exploring and Appreciating English Creative Texts (Primary Section)



Centre for
Applied English Studies

The University of Hong Kong

DENISE WU

Programme Aims

Enriching Knowledge Series

- To analyze the language features and literary techniques in creative texts
- To develop them into teaching materials to promote the appreciation of creative English in the classroom
- To engage in interactive hands-on activities

Overview

Warm-up: Six-word novels

Critical reading and appreciation of creative texts:

- Reinventing traditional genres

- Multimodal literacy skills

Recommendation and application of useful resources

Warm-up

Please get into small groups (around 3-5) and share with one another:

You have a spare 30-minute lesson at the beginning/ the end of the school year.

What will you do with students?

Recall a creative activity that you tried out in class for fun.

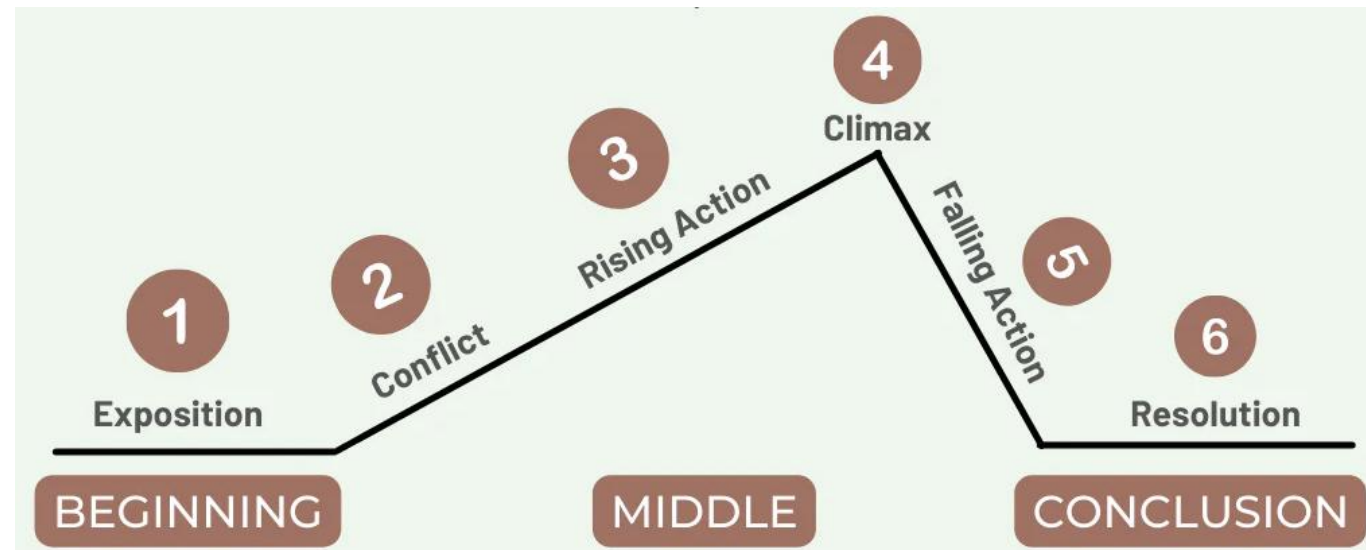
Six-word novels

“For sale: baby shoes, never worn.”

- Possibly by Hemingway, but unverified
- Open to interpretation; get you to wonder **why**
 - 1) The most common POV: Miscarriage/ stillbirth etc.
 - 2) Other possibilities: Too rich; divorce; spare gift...

Six-word novels

Consider the typical story structure and essential elements:



Strangers. Friends. Best friends. Lovers. Strangers.

Six-word novels

The concept:

- A type of flash fiction that tells a succinct but compelling story
- May contain twists and turns, climax, resolution, punchline, surprise endings, cliff hangers...
- Often implies multiple possibilities

Examples:

- *I **still** make dinner for two.*
- *She removed her mask; he left.*

Quick Chat:

- *How many possible implications can you think of?*
- *How do we guide students to infer and articulate the possibilities?*

Six-word novels

Awareness of relevant linguistic features:

Curious? Try it! Injured. Worth it?

Short phrasing/ expressions to pack more clauses in for plot development

“I’m *very* sorry,” he yelled. Insincerely.

Choice of attitude markers



*How would you
end this one?*

**Would, could, should.
Didn’t, didn’t, didn’t.**

Special sentence pattern and grammar,
e.g. Parallel structure

Six-word novels

Awareness of relevant linguistic features:

“Who hurt you?”

“My own expectations.”

Dialogue – two voices

Summer To-Do List:

1. Play.

2. Snack.

3. Repeat.

Play with overall structure and visual elements

Six-word novels

Class activity:

- [whole class] Thinking aloud: Establish criteria of a 'story'.
- [in pairs/ groups] Get students to decide and explain which ones are 'stories':

	Yes or No? Why?
I go to school by bus.	
Three strangers; best friends by graduation.	
My parents do not understand me.	
Right thumb injury makes left-handed painter.	

Pedagogical values

The brevity of this activity promotes

- **creative thinking**: both reading (processing) and writing (productive skills in planning and editing)
- the mastery of **precise diction** (e.g., sensory adjectives) and **syntax**
- being **observant and imaginative** in daily life

But the themes are typically darker – easier to create a powerful end

IMAGE REDACTED:

**Image of a lightbulb to
illustrate an idea.**

What are Creative Texts?

Writing + Imagination

What are Creative Texts?

Writing

the act of preserving an utterance by engraving, imprinting or indeed by writing

What are Creative Texts?

Writing

The symbolic

Longevity

Transportable

What are Creative Texts?

Imagination

Imagination deals
in factual evidence,
alternative factual
scenarios and in
the fantastic

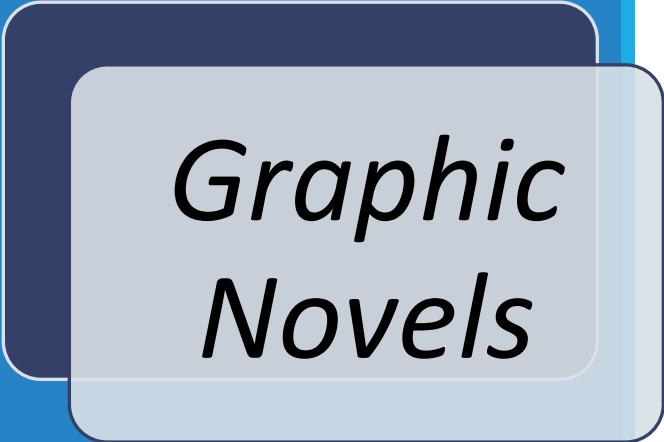
Cause and effect
based

Experiential

Creative Teaching

“Creative teachers are constantly reinventing themselves and their approaches, adapting their teaching styles, resources and strategies to the different contexts in which they find themselves.”

Reinventing traditional genres

A graphic icon for 'Graphic Novels' consisting of a dark blue rounded rectangle behind a light blue rounded rectangle, with the text 'Graphic Novels' in italics in the center.

*Graphic
Novels*

A graphic icon for 'Fan Fiction' consisting of a dark blue rounded rectangle behind a light blue rounded rectangle, with the text 'Fan Fiction' in italics in the center.

*Fan
Fiction*

A graphic icon for 'Reverse Poetry' consisting of a dark blue rounded rectangle behind a light blue rounded rectangle, with the text 'Reverse Poetry' in italics in the center.

*Reverse
Poetry*

Analyzing 2D & 3D texts:

Three-dimension framework (Callow, 2005)

Affective

- Viewers' feelings and emotional responses to the text
- Viewers may bring in their personal experiences to interpret

Compositional

- How texts are constructed and presented (visual-spatial, linguistic, gestural)
- Through the use of symbols, colours, angles, layout, etc.

Critical

- Hidden messages and values
- Social-cultural impact
- How an image positions the viewer to think or feel in a particular way

EDB – Developing Students' Multimodal Literacy in the Secondary English Language Classroom

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/multimodal_literacy.html

Graphic Novels

Book-length narratives told using conventions of a comic book

It includes:

- illustrations
- panels
- word bubbles

IMAGES REDACTED:

A COLLECTION OF BOOK COVERS OF GRAPHIC NOVELS

Graphic Novels



Interdependent combinations - the words and pictures "go hand in hand to convey an idea that neither could convey alone."

The Baby-Sitters Club

Kristy's Great Idea

IMAGES REDACTED:

COVER OF THE
GRAPHIC NOVEL THE
BABY-SITTERS CLUB
KRISTY'S GREAT IDEA

IMAGES REDACTED:

Excerpt From *The Graphic Novel The Baby-Sitters Club Kristy's Great Idea* Introducing The Main Characters

- Main characters: Kristy, Claudia, Mary Anne, and Stacey
- Kristy forms a babysitting business with her friends called the Baby-Sitters Club
- Various themes: problem solving skills, working together as a team, listening to others' ideas, being responsible, being a good friend/sibling, navigating difficult family dynamics etc.
- How can we guide students to understand graphic novels?

IMAGES REDACTED:

EXTRACT OF *KRISTY'S GREAT IDEA*: KRISTY'S MOTHER IS MAKING CALLS TO FIND A BABYSITTER FOR DAVID MICHEL. KRISTY COMES UP WITH AN IDEA.

Context:

Kristy's mother can't find a babysitter for Kristy's youngest brother David Michael. Kristy's two older brothers have ECAs to attend, and Kristy is already babysitting for another family. That's when Kristy comes up with an idea.

IMAGES REDACTED:

EXTRACT OF *KRISTY'S GREAT IDEA*: KRISTY'S MOTHER IS MAKING CALLS TO FIND A BABYSITTER FOR DAVID MICHEL. KRISTY COMES UP WITH AN IDEA.

Application of the Three-dimension framework:
Affective, Compositional, Critical

Let's focus on Affective first!

Affective

- Viewers' feelings and emotional responses to the text
- Viewers may bring in their personal experiences to interpret

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https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/multimodal_literacy.html

Affective

Demonstration and Activity

1. Give your students time to look through the graphic novel/excerpt on their own first.
2. Guide their reading through questions.

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Affective

Example Questions:

1. How does the text make you feel?
2. Why does it make you feel this way?
3. What catches your attention first?
4. How do your eyes move across the graphics?
5. Can you relate to anyone or anything in the text in any way?

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Affective

Question: How does the text make you feel? Why?

Sad?

Frustrated?

Worried?

Excited?

Curious?

Analyzing 2D & 3D texts: Three-dimension framework (Callow, 2005)

Compositional

- How texts are constructed and presented (visual-spatial, linguistic, gestural)
- Through the use of symbols, colours, angles, layout, etc.

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Compositional:

Demonstration and Activity

1. Give your students time to look through the graphic novel/excerpt on their own first.
2. Guide their reading through questions.

Compositional - Example Questions:

Visual-spatial:

1. How do the people in the text look like? Describe their appearance, attire, and hairstyle.

Linguistic:

2. What is special about the word choice/fonts/speech & thought bubbles? (e.g., Why are ellipsis used in several places? Why do we see the repetition of certain questions? Why do we see a lightbulb thought bubble?)

Gestural:

3. What are the people in the text doing? Describe their physical actions and body movements

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Compositional

Question: What is special about the word choice/fonts/speech & thought bubbles? (e.g., Why are ellipsis used in several places? Why do we see the repetition of certain questions? Why do we see a lightbulb thought bubble?)

Ellipsis for pause
and unfinished
speech.

Repetitive
questions to show
that Mom needs to
make several calls
to ask the same
question while
being told by each
person that s/he is
busy.

IMAGES REDACTED:

EXTRACT OF *KRISTY'S GREAT IDEA*: KRISTY'S
MOTHER IS MAKING CALLS TO FIND A
BABYSITTER FOR DAVID MICHEL. KRISTY COMES
UP WITH AN IDEA.

The lightbulb to
indicate internal
dialogue

Compositional

Question: What is special about the word choice/fonts/speech & thought bubbles? (e.g., Why are ellipsis used in several places? Why do we see the repetition of certain questions? Why do we see a lightbulb thought bubble?)

Analyzing 2D & 3D texts: Three-dimension framework (Callow, 2005)

Critical

- Hidden messages and values
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Critical:

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Critical

Example Questions:

1. Whose point of view is the text being presented?
2. What is the purpose of creating the text?
3. What is the main idea of the text? What message does the text try to convey?
4. Will other people view the text differently (like David Michael)?

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Utilize the question to brainstorm with your students about the purpose.

It seems like Kristy came up with an idea hearing Mom's difficulty in finding a babysitter.

What do you think Kristy has come up with?

What can we do when we face obstacles?

Critical

Question: What is the purpose of creating the text?

Group Activity

- Every table is given the same excerpt.
- Work with the people in your tables.
- As a table, produce 1 question for each of the three-dimensions (affective, compositional, critical).
- You should have 3 questions in total, 1 for affective, 1 for compositional, 1 for critical.
- Write them down on the paper.



- You will share your guiding questions and explain them to the table beside you after

Group Activity

IMAGES REDACTED:

EXTRACT OF *KRISTY'S GREAT IDEA*: KRISTY QUESTIONS STACEY ABOUT HER WEEKEND, SUSPECTING SHE WAS DISHONEST ABOUT WHERE SHE WAS. THE DISCUSSION QUICKLY BECOMES HEATED, AND THE FOUR GIRLS START ARGUING LOUDLY AND ANGRILY.

Fan Fiction

IMAGE REDACTED:

AN ILLUSTRATION OF A GIRL WRITING FAN FICTION.

"Writing that continues, interrupts, reimagines, or just riffs on stories and characters other people have already written about" (Jamison, 2013, p.17)

Jamison, A. 2013. 'Why fic?' in A. Jamison (ed.). Fic: Why Fanfiction Is Taking Over the World. Dallas, TX: Smart Pop Books.

Fan Fiction

"attribute new
values to
existing stories"

"create new
textual
relationships"

Leigh, Stevie. 2020. "Fan Fiction as a Valuable Literacy Practice." *Transformative Works and Cultures*, no. 34. <https://doi.org/10.3983/twc.2020.1961>.

Fan Fiction

" a valuable literacy practice because it encourages creativity and literacy appreciation, promotes socialization, offers a platform for self-exploration, and motivates students to advance their writing skills"

Leigh, Stevie. 2020. "Fan Fiction as a Valuable Literacy Practice." *Transformative Works and Cultures*, no. 34. <https://doi.org/10.3983/twc.2020.1961>.

Different Perspectives

IMAGE REDACTED:

***THE COVER OF THE TRUE
STORY OF THE 3 LITTLE
PIGS!***

Class Activities

The True Story of the Three Little Pigs by A. Wolf ([Link](#))

Let's help the Wolf justify (/ 'find excuses' for) his side of the story and prove his innocence:

Why did the wolf 'blow down' the first pig's straw house?

IMAGE REDACTED:

A FEW LINES FROM THE BOOK ARE SHOWN TO EXPLAIN THAT THE WOLF BELIEVED THE PIG WAS NOT VERY SMART BECAUSE HE CHOSE TO BUILD A HOUSE OUT OF STRAW.

IMAGE REDACTED:

**A FEW LINES FROM THE BOOK ARE
SHOWN TO ILLUSTRATE THAT THE
WOLF WAS NOT AT FAULT FOR
KNOCKING THE HOUSE OVER.**

Provide 'plausible reasons' for his actions (blowing the houses down):

1. Sick/ simply sneezing

2. He did knock first but no one answered

+

Blame the pigs:

1. Unwise to build a house out of straw

2. Impolite to ignore his request of borrowing sugar

IMAGE REDACTED:

A FEW LINES FROM THE BOOK ARE SHOWN TO ILLUSTRATE THAT THE WOLF WAS NOT AT FAULT BUT RATHER THE PIG WAS IMPOLITE.

Classroom Activity Sample: Different Perspectives

Students retell the story through a **different character's perspective**.

1. Ask students to **list out all the characters** in the story they are reading about.
2. Have students **choose one character** they would like to re-imagine the story through.
3. Ask students to write down the **key characteristics** of this character and his/her role in the original story.
4. Tell students to write down characteristics this character would use to **describe about himself/herself** and get students to think about **how this may change the story**.

IMAGE REDACTED:

AN EXCERPT FROM *THE TRUE STORY OF THE 3 LITTLE PIGS!* THERE IS A PICTURE OF A WOLF. "BUT NOBODY HAS EVER HEARD THE WOLF'S SIDE OF THE STORY."

Alternate Endings

Suddenly, Cinderella's fairy-godmother appeared behind the ministers. When her eyes locked with Cinderella's, she smiled mysteriously and put a finger to her lips. Then she waved her magic wand and whispered her magic words. Poof! All at once, Cinderella's soiled appearance transformed into the beautiful young girl they had seen the previous night.

"Eep!" The tall minister said, catching the short one, who had fainted.

"Oh dear," Cinderella exclaimed. The fairy godmother pointed her wand at a table and made a glass of icy water appear. Cinderella hurried over to it and brought it to the ministers. The tall one took it, wiping his brow with his other hand. He sprinkled a little on the face of the unconscious one. The short minister's eyes fluttered open and he straightened up, looking around. When he saw Cinderella again, he gasped and slumped against the other man again.

The tall minister sighed. "Come on, Thomas," he said, sprinkling a bit more water on him. Thomas came to again. "Ma-agic," he stammered, pointing a trembling hand at Cinderella. "Witch!"

"I'm not a witch," the girl said calmly. "I simply have a fairy godmother. Look, there she is behind you."

They turned in unison and the fairy godmother smiled wryly and said, "Hi, boys."

After that, the ministers whisked Cinderella off to the palace before her stepmother and stepsisters came back into the parlor. The fairy godmother went with them, as did all of Cinderella's animal friends. Cinderella and the Prince were married without incident, for the fairy godmother had cast a spell on the stepmother and her daughters, causing them to fall into a deep sleep that lasted until the newlyweds were off on their honeymoon.

And yes, Cinderella, or rather, Ella and her Prince did live happily ever after.

IMAGE REDACTED:

**AN ILLUSTRATION OF
THE FAIRY-GODMOTHER
WITH HER WAND.**

Classroom Activity Sample: Alternate Endings

Students **create a new ending** to replace the original ending.

1. Students should have a **strong understanding of the original plot**.
2. Teachers can ask students to **write down the main ideas** in the story.
3. Students can write down any ideas they have for **alternatives**.

Different kinds of endings students can create:

- Explicit endings - all the important questions are answered.
- Implicit endings - **open to the readers' interpretation**.
- Twist endings - the end is **unexpected** (e.g., Harry Potter and the Prisoner of Azkaban, Gone Girl).

Fan Fiction: Common types for primary

Different Perspectives

IMAGE REDACTED:

*THE COVER OF THE TRUE
STORY OF THE 3 LITTLE
PIGS!*

Alternate Endings

IMAGE REDACTED:

AN ILLUSTRATION OF
CINDERELLA, THE
PRINCE, AND THE FAIRY-
GODMOTHER.

Fan Fiction

Task-based learning built on
"**problem solving and play**" (Sauro,
2014, p. 240)

Includes an **array of genres and
styles of stories**

Fanfiction assignments **motivate students to read**,
examine, and think more closely and critically to
make **inferences** and **transform** stories

Poetry

IMAGE REDACTED:

THE REVERSE POEM *PRETTY UGLY*.

Reverse Poetry

Oxymoron + Visual effect

IMAGE REDACTED:

THE REVERSE POEM *PRETTY UGLY*.

Reverse Poetry

A poem which has one meaning read top to bottom (generally pessimistic) and has an opposite meaning read backwards.

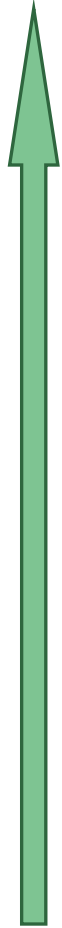


Promoting positive values

Reverse Poetry



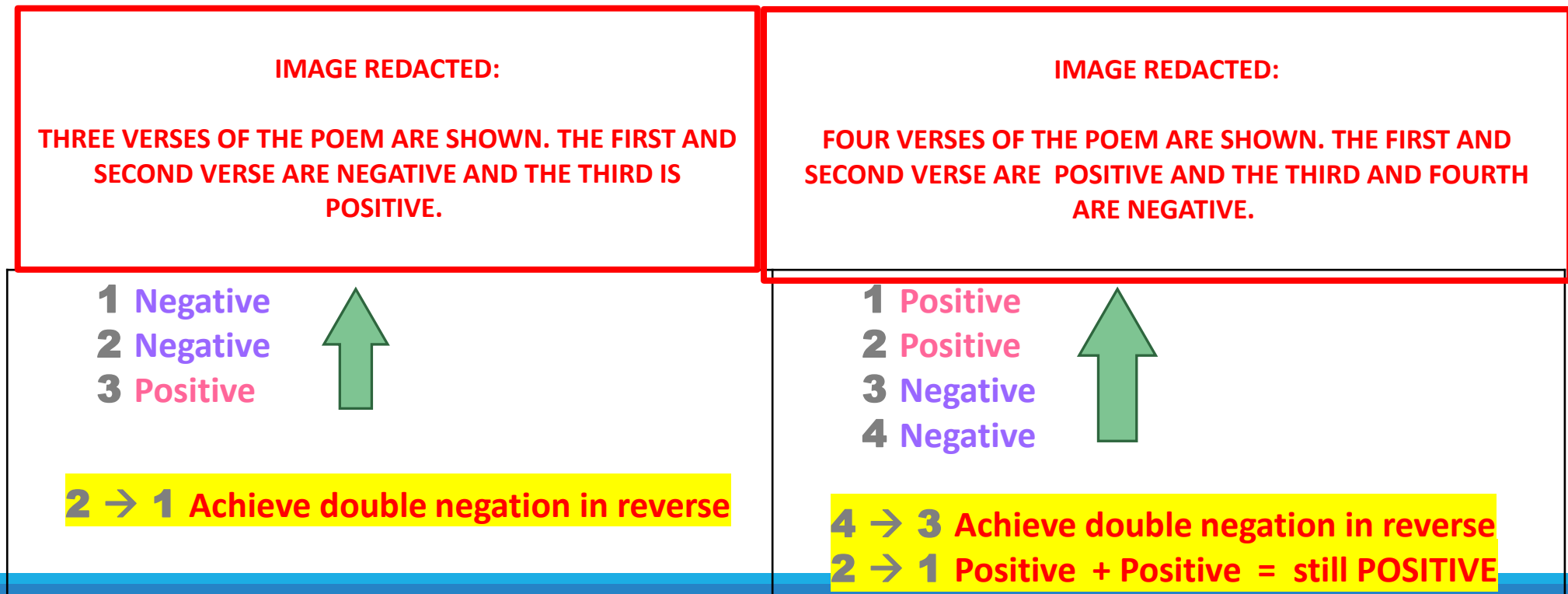
IMAGE REDACTED:
**AN ABRDIGED VERSION OF THE
REVERSE POEM LOST GENERATION.**



Reverse Poems: Decoding meaning and form

Thinking aloud: How does a reverse poem work?

1. Meaning (Semantics): *Meticulously arranged* **CONNOTATIONS**



Reverse Poems: Decoding meaning and form

Thinking aloud: How does a reverse poem work?

2. Form (Syntax/ Grammar): **CONNECTING** ideas

IMAGE REDACTED:

THREE VERSES OF THE POEM ARE SHOWN. **AND** AND
THAT ARE HIGHLIGHTED TO DEMONSTRATE HOW THE
SENTENCES ARE CONSTRUCTED.

IMAGE REDACTED:

FOUR VERSES OF THE POEM ARE SHOWN. **SO**, AND **THAT**
ARE HIGHLIGHTED TO SHOW THE SENTENCES ARE
CONSTRUCTED.

(1) Compound sentence:

Conjunction (e.g. **and/ so**) + Main clause

(2) Complex sentence:

Main clause + **Subordinate clause** (e.g. **that**-clause)

Both **2 → 3** and **4 → 3** are grammatical

IMAGE REDACTED:

THE REVERSE POEM *DYSLEXIA* IS SHOWN.

IMAGE REDACTED:

AN UNTITLED REVERSE POEM ABOUT COVID-19 IS
SHOWN.

More examples to read with your class

Antonyms are a salient feature in reverse poetry

IMAGE REDACTED:

**AN IMAGE SHOWING THE OPPOSITE/ANTONYM WORDS
HEALTHY AND SICK ARE SHOWN.**

Pre-Reading Activity: Learning About Antonyms (an example)

Directions:

1. Create flashcards with "stupid" on one card and "talented" on another, "great" on one card and "failure" on another, (and other words and their antonyms that may not be in the poem e.g., life/death, convince/discourage, wrong/right etc.,)
2. Distribute the flashcards to students and have them find their matching antonym pairs.
3. Each student shares their pair and uses each word in a sentence.

During Reading Activity: Identifying Antonyms in Reverse Poetry

Directions:

1. Distribute copies of the "Dyslexia" poem.
2. Have students highlight antonyms in the poem.
3. Discuss how these antonyms contribute to the meaning of the poem when read in reverse.

IMAGE REDACTED:

THE REVERSE POEM *DYSLEXIA* IS SHOWN.

Post Reading Activity: Exploring Word Family & Parts of Speech -

Directions:

1. Select pairs of antonyms.
2. Create columns for each word family and parts of speech.
3. Fill in the chart with the words from the same family and identify their parts of speech.
4. Discuss how the words can be used in sentences.

Example:

Word: Great

Word Family: Greatness (noun), Greatly (adverb)

Parts of Speech: Adjective (great), Noun (greatness), Adverb (greatly)

IMAGE REDACTED:

THE REVERSE POEM *DYSLEXIA* IS SHOWN.

IMAGE REDACTED:

AN IMAGE OF SEVERAL FUN BUT DIFFERENT STRAWS IN A
CUP IS SHOWN.

Reminder

ADAPT ACTIVITIES TO MATCH
STUDENTS' LEVELS AND ABILITIES

Pedagogical values

- Contextualised grammar teaching
e.g., Connectives and sentence structures
- Synonyms and antonyms
e.g., Opposite descriptions: *beautiful* vs. *terrible, worthless person*
- Application in daily topics and reading from different perspectives
- Promotion of positive thinking and values education

Opportunities

IMAGE REDACTED:

**A PICTURE OF SOMEONE CREATING AN
ILLUSTRATION ON A TABLET TO
SYMBOLIZE CREATIVE WORK.**

Graphic
Novels

Fan
fiction

Reverse
Poetry

Multimodal literacy skills



Churchill, D. (2014). New literacy in the digital world: Implications for higher education.

https://core.ac.uk/display/61010522?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1

“What it means to be **literate in the 21st century** is being reshaped to include not only traditional literacies, that is, reading and writing in print-based environments, but also the **knowledge, skills, and strategies needed for comprehending and communicating via new technologies.**”

Zheng, B., Yim, S., & Warschauer, M. (2018). Social media in the writing classroom and beyond. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching*. Hoboken, NJ: John Wiley & Sons.

Multimodal literacy skills

- New forms of **content creation** facilitated by technological and social developments
- Students' (*new*) way/ medium of **expressing themselves**
- **Visual and digital** components fundamental to **processing (comprehension)** and **conveying (creation) meaning** for successful communication
- Avenues for promoting **self-directed and lifelong learning skills** to tackle novel and ill-defined genres that they may encounter in the future

Common creative contents

- **Mememes**: Messages popularized by the Internet which often take the form of humorous or satirical images and videos, may contain commentary on current affairs
- **Captions**: Eye-catching caption writing for photo-based posting (e.g., Instagram posts)
- **Vlogging and reels**: Short video clips containing sharing of personal life, experience and opinions; persuasive ads.
- **Podcasting and visual/ digital storytelling**: Presenting a narrative through audio or video clips, animations or other special effects like stop motion

Memes

Iconic images of scenes or celebrities (Hollywood stars, influencers, politicians) typically from movies, TV dramas, reality shows, Internet sensations, daily life incidents

IMAGES REDACTED: A COLLECTION OF MEMES CIRCULATED ON THE INTERNET EXEMPLIFYING THE TWO TYPICAL CHARACTERISTICS

Application of a **clever or humorous message/ catchphrase/ quotes** (usually not matching the original context) that **fits** the **mood and semiotic meaning** of the picture

Unpacking the interplay between text and images in memes

SUPPLEMENTARY:

The play on words still works even **without** the visual

IMAGES REDACTED:
"What is the king of all school supplies?"
"The Ruler!"

This pun depends
on the inherent
double meaning
of the word
'RULER'

ESSENTIAL:

The visual element is **integral** to the understanding

IMAGE REDACTED:
"This made me **throw up.**"

- 1) "Throw up" as a phrasal verb
- 2) The action of "throwing" upward as shown in the image

The pragmatics of English wordplay

- A literary device that plays on words/ phrases; meant to be comical or ironic
- Usually short; but may be difficult to comprehend
- May involve world knowledge or contextual understanding

Typically constructed through:

- Inherent double meaning of a word
- Homophones or similar sounding words/ phrases
- Taking a metaphor too literally or misinterpretation

**IMAGE REDACTED:
"BEAR WITH US"**

Educational memes: Motivational quotes visualised

IMAGE REDACTED:

“What matters most is how
you **see** yourself”

IMAGE REDACTED:

“It’s easy to **look sharp** when
you haven’t done any work”

IMAGE REDACTED:

“The power of **stepping away**”

RHETORICAL VS. LITERAL

Classroom Activity Sample 1: Articulating the pun

Wordplay: “seal” (n.)

Literal meaning (in real life)	Metaphorical expression (in the picture)
Food labels: _____ > (<i>eat</i>) _____	Context: Marine life Shark → (<i>eat</i>) Seal (n.)
Seal (n.) broken: The _____ of a _____ having been torn	Seal “broken” = The animal having been _____
Warning _____ not to _____ the product if the “seal is broken”	Warning _____ not to _____ if the “seal is broken”

IMAGE REDACTED:

**"DO NOT CONSUME IF SEAL IS
BROKEN"**

Classroom Activity Sample 2: Matching the types

Prior knowledge:

- Telephone etiquette
- Slang
- Maths

IMAGE REDACTED:

“My wife is going into labour.
What should I do?”

“Is this her first child?”

“No, this is her husband.”

IMAGE REDACTED:

“It’s easy to look sharp when
you haven’t done any work”

IMAGE REDACTED:

“Why are obtuse angles so depressed?”
“Because they’re never right.”

- Double meaning
- Play on sounds
- Misinterpretation

Classroom Activity Sample 3: Creative Captioning

- Application of iconic lines from popular culture to novel scenarios to **form new meanings**
- Describing this photo of a snorkeler with a selfie stick
- **Cross-cultural reference** to lyrics from *A Whole New World (Aladdin)*
- Promoting **intertextuality**

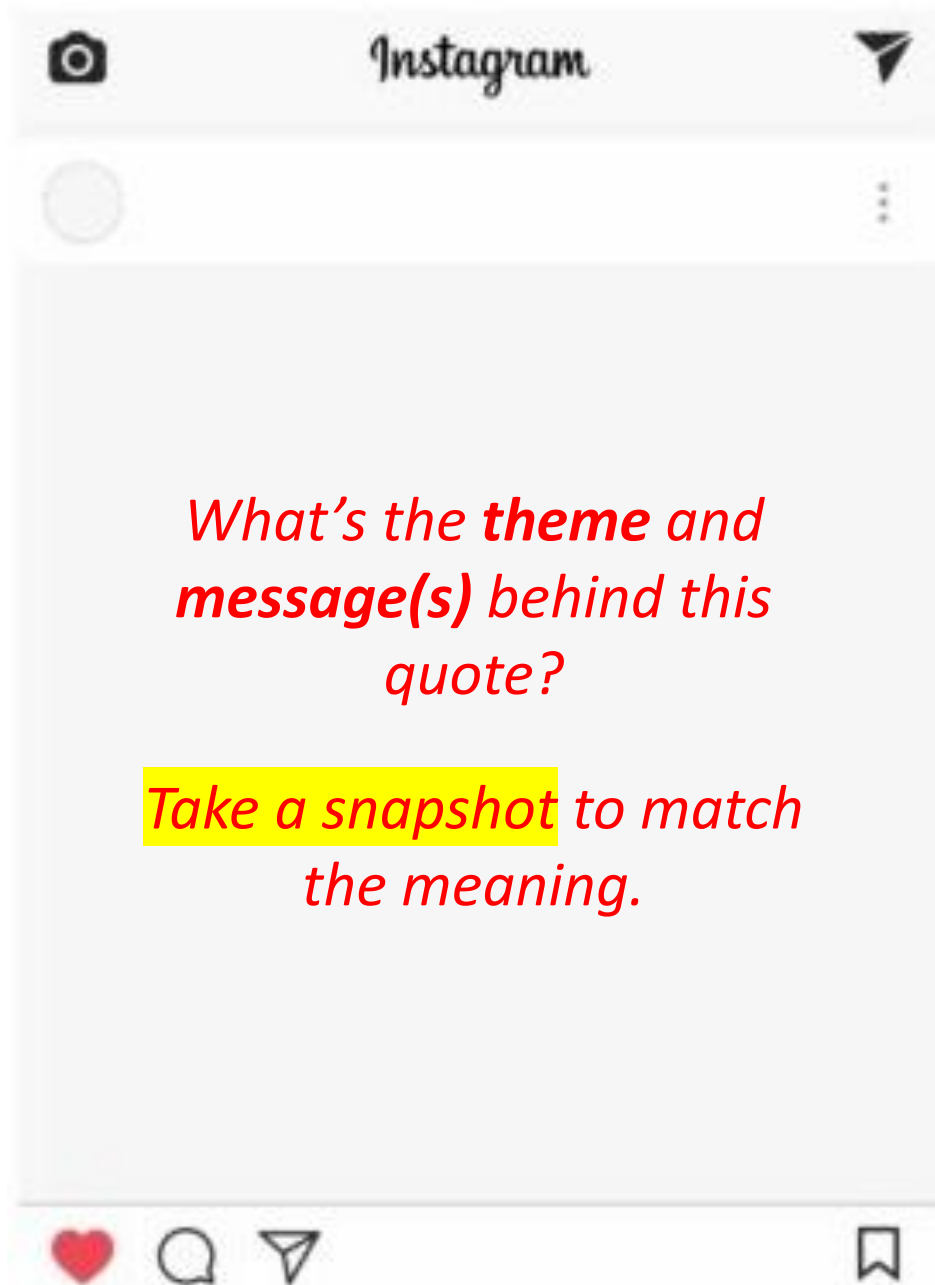
Similarities:

- The snorkeler “shows you the world” through **underwater photography**
- The theme of an **adventurous exploration**

IMAGE REDACTED:

A snorkeler holding an underwater camera.

Caption: “I can show you the world.”

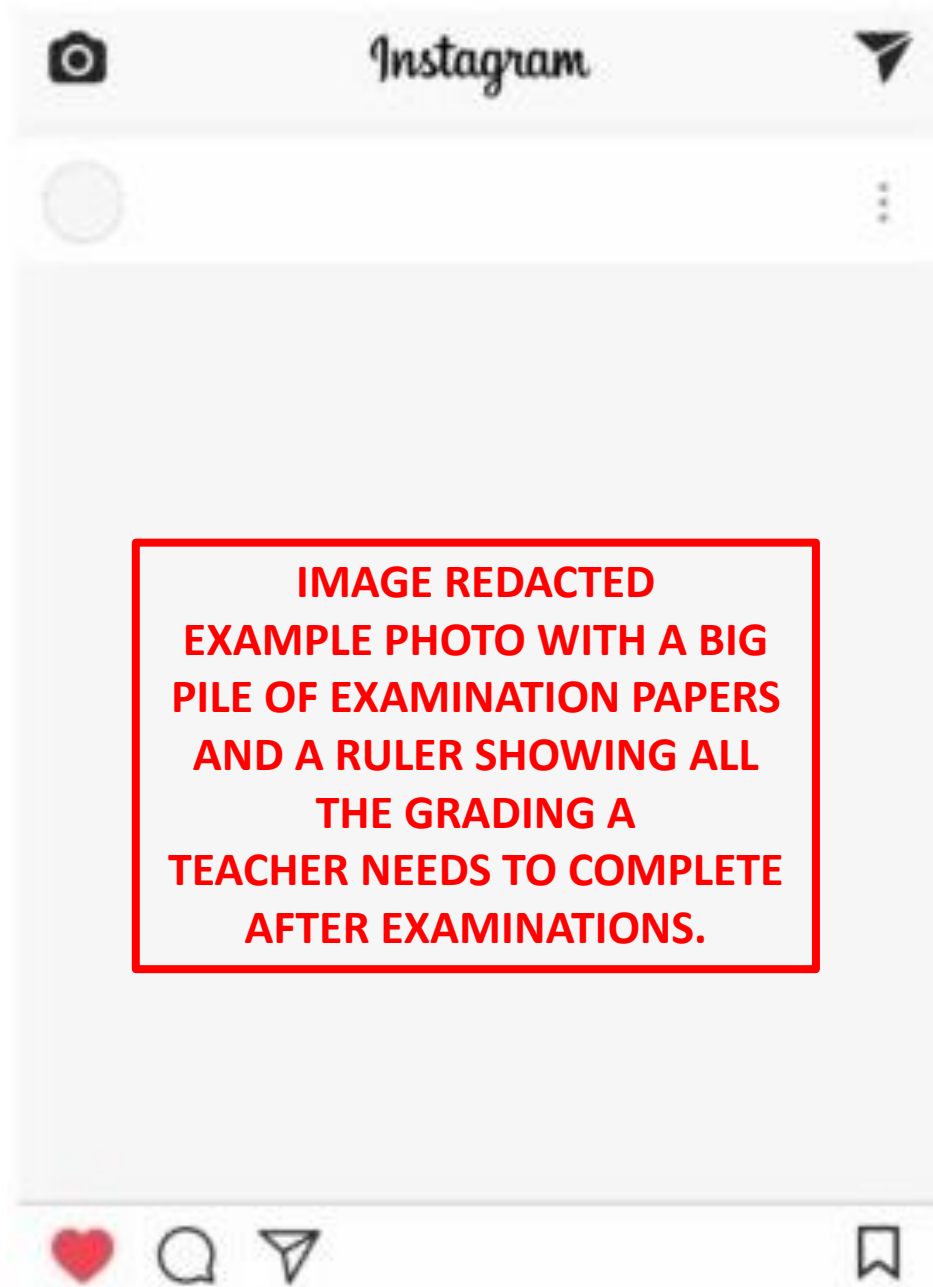


e.g. "I can show you the world." – *Aladdin*

GROUP ACTIVITY

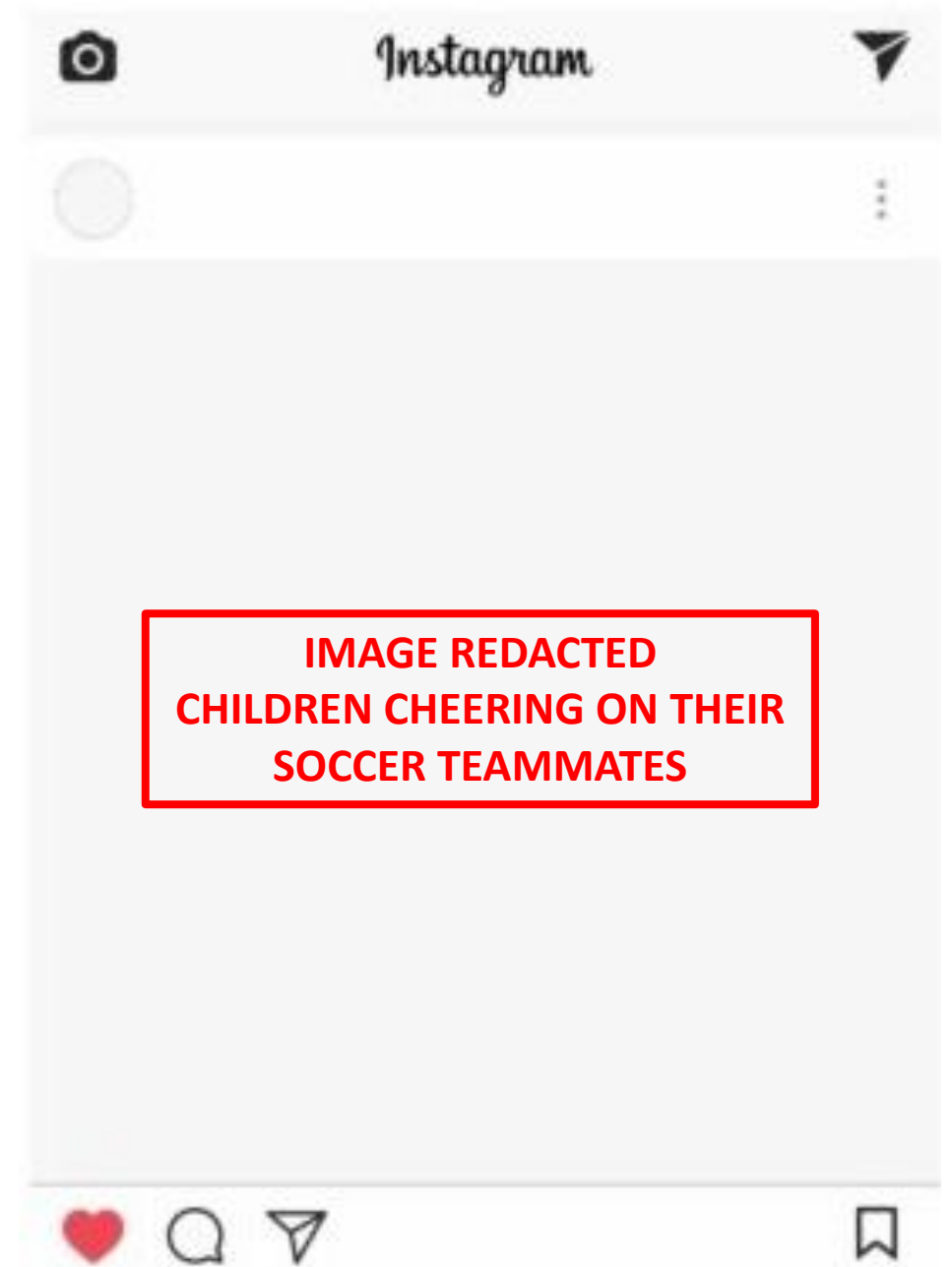
Provide lyrics or movie quotes which advocate positive values/ morals:

- 1** *"There's no place like home." – The Wizard of Oz*
- 2** *"Being there for a child is the most noble thing a toy can do." – Toy Story*
- 3** *"With great power comes great responsibility." – Spider Man*
- 4** *"Some people are worth melting for." – Frozen*



**IMAGE REDACTED
EXAMPLE PHOTO WITH A BIG
PILE OF EXAMINATION PAPERS
AND A RULER SHOWING ALL
THE GRADING A
TEACHER NEEDS TO COMPLETE
AFTER EXAMINATIONS.**

**"With great power comes great responsibility." –
*Spider Man***



**IMAGE REDACTED
CHILDREN CHEERING ON THEIR
SOCCER TEAMMATES**

"Some people are worth melting for." – *Frozen*

Pedagogical values

- Arouse students' **interest**
- Cater to the growing needs of **visual reading**
- Understand wordplay and think more deeply about what they read
- Promote awareness of **intertextuality**
- Build **vocabulary schema** – for junior/ weaker classes, students may just provide as many **#hashtags** as they can – works like a word cloud

Analyzing 3D texts: Three-dimension framework (Callow, 2005)

Affective

- Viewers' feelings and emotional responses to the text
- Viewers may bring in their personal experiences to interpret

Compositional

- How texts are constructed and presented
- Through the use of symbols, colours, angles, layout, etc.

Critical

- Hidden messages and values
- Social-cultural impact
- How an image positions the viewer to think or feel in a particular way

EDB – Developing Students' Multimodal Literacy in the Secondary English Language Classroom

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/multimodal_literacy.html

The Present (2014)

**IMAGE REDACTED
SCREENSHOT FROM THE
ANIMATION**

<https://www.youtube.com/watch?v=3XA0bB79oGc>

The Present (2014)

Exposition

Compositional:

- What is the setting?
- What is the lighting like?
- *(What can you hear?)*
- How would you describe this place?

**IMAGE REDACTED
SCREENSHOT FROM THE
ANIMATION**

The Present (2014)

Rising Action

Affective:

- How does the puppy make you feel?
- Why?
- What quality of the puppy catches your attention?
 - Why do you think the boy is initially hesitant/annoyed at the puppy?
 - How does the boy's attitude towards the puppy change?
 - Can you relate to the boy's feelings from your experience?

**IMAGE REDACTED
SCREENSHOT FROM THE
ANIMATION**

The Present (2014)

Climax

Critical:

- What is the conflict and twist?
- What is the purpose of seeing the puppy continue to approach the boy happily with its ball despite its few falls and tumbles?
- What is the text trying to convey?

**IMAGE REDACTED
SCREENSHOT FROM THE
ANIMATION**

Critical scenes: Storyboarding

**IMAGE REDACTED
6 CRITICAL SCENES FROM THE
ANIMATION**

Critical scenes: Storyboarding

Differentiated tasks

HIGH – writing/ oral:

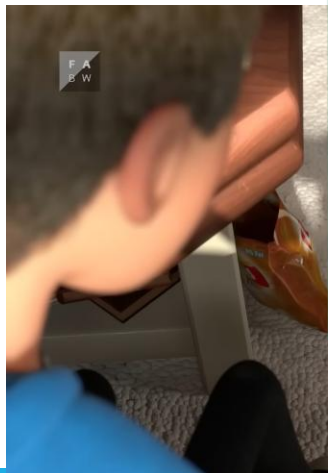
One-line descriptions of each scene

INTERMEDIATE – matching:

A. Conflict/ Problem B. Climax (revelation)

C. Background D. Resolution/ Ending E. Rising action

BEGINNER – put the pictures in the right order



Classroom Activity Samples: Non-fiction

- Language focus
- Visual
- Blurb writing
- Creative Project

IMAGES REDACTED:

**Reels from Lonely Planet's
official Instagram account**

IMAGES REDACTED:

**Photos from Lonely Planet's official
Instagram account –**

Feature: "Where to go in April?"

IMAGE REDACTED:

**An example from the Lonely Planet's
feature: "PELOPONNESE, GREECE"**

Features of a blurb:

- ❖ Attitude markers (adj. + n.) of the key selling points
- ❖ Imperatives to persuade the readers
- ❖ Short attention-grabbing phrases

Let's try!

- Create a **school activity poster** (e.g. Picnic/ Christmas Party/ Talent Show)
- Choose a representative photo
- Come up with a **creative caption** which can demonstrate the **interplay between words and visual elements**
- Print it out and put it up on the school's bulletin boards 😊

(Title) Name the activity

(e.g. HKU Open Day)

Key selling point: 3-5 words

(e.g. Experience university life)

What to do: 2-3 sentences

(e.g. Roam around the HKU campus. Enjoy student-led games and receive special souvenirs. Have a blast!)

Conclusion

IMAGE REDACTED:

**A MINDMAP TO ILLUSTRATE CREATIVE
THINKING.**

Conclusion

Six-word Novels

Graphic Novels

Fan Fiction

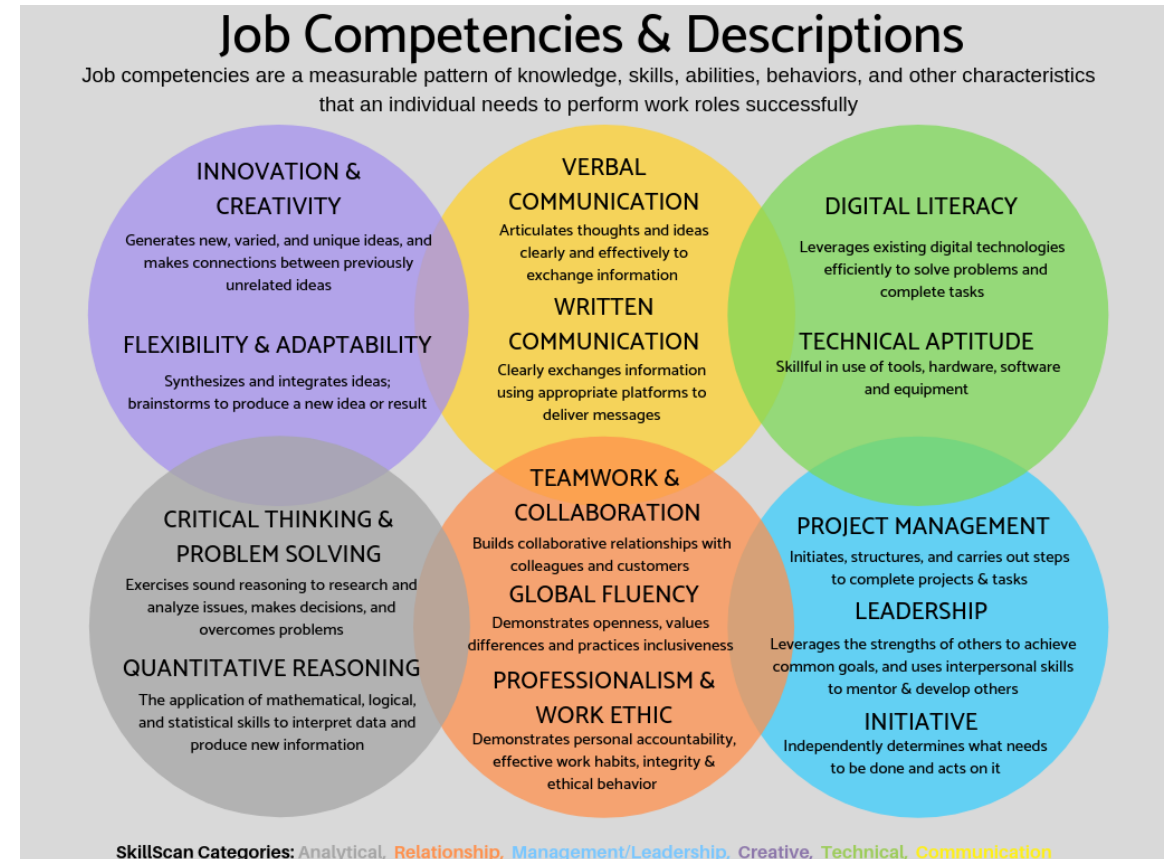
Reverse Poetry

Memes & Captions

Shorts & Reels

Reinventing traditional genres as creative texts to think critically and creatively

- Incorporate creative texts to encourage students to learn and use English through **exposure to everyday texts**
- Encourage teachers to **create meaningful linkage** across learning experiences and materials
- Grow an **appreciation** for creative texts and cultivate their creativity
- Heighten **self-directed** learning

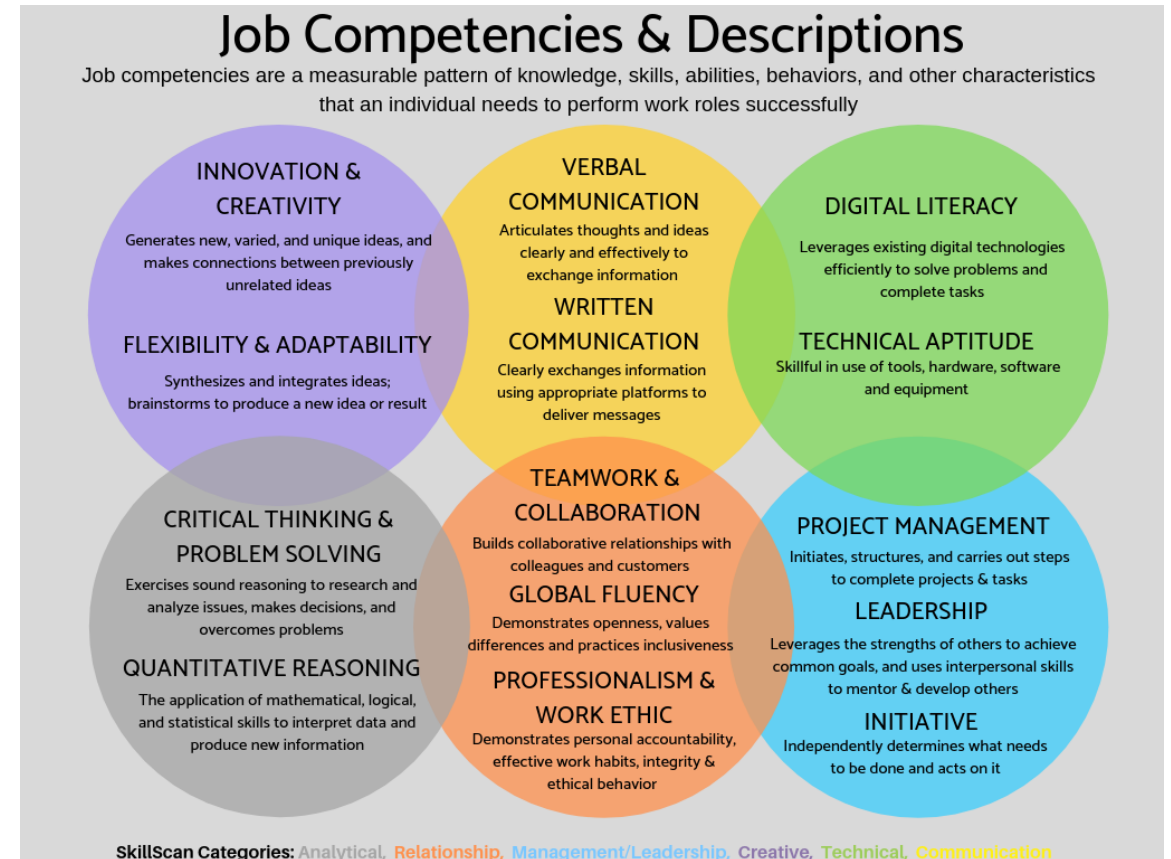


Source: Introduction to New Literacies: What Does It Mean to be Functionally Literate?

<https://www.maine.gov/doe/learning/II/Lit/lit2#:~:text=New%20literacies%20encompass%20ways%20of%20best%20suits%20the%20situation>

Use of new media in the English classroom: Develop in students new literacies needed to succeed in the dynamic environment

- Prepare **future-ready** students equipped with 21st century multimodal communication skills
- Focus on **lifelong learning capabilities** to cope with the ever-changing world
- Start with *short activities and brain teasers* in the classroom!
- Other emerging genres:
 - Podcasting
 - Digital storytelling
 - Video resumes/ essays



Source: Introduction to New Literacies: What Does It Mean to be Functionally Literate?

Creative Teaching

“Creative teachers are constantly reinventing themselves and their approaches, adapting their teaching styles, resources and strategies to the different contexts in which they find themselves.”

“Creative teachers’ pedagogic practice is seen to be most effective when they help children find relevance in their work either through practical application or by making emotional or personal connections.”



Resources

Resources

EDB resources:

[https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/gifted/resources and support/competitions/hkbpa/hkbpa 2122 anthology.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/gifted/resources%20and%20support/competitions/hkbpa/hkbpa%202122%20anthology.pdf)

[https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/multimodal literacy.html](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/multimodal_literacy.html)

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/Creative%20thinking/Creative%20Thinking%20Upper%20Pri.pdf>

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Creative-Eng/Plot%20Sequence%20and%20Narrative%20Techniques_T_PDF.pdf

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Creative-Eng/20220506_12_Plot%20sequence%20and%20narrative%20techniques_PDF.pdf

Other online resources:

<https://diamondbookshelf.com/>

<https://noflyingnotights.com/>

<https://www.publishersweekly.com/>

<https://www.readwritethink.org/>

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