

# **Professional Development Programme**

## **Exploring the Creative Use of English in the Senior Secondary English Language Classroom**

**(Event AA: Catering for less advanced English learners)**

**Dr Rona LI, Faculty of Education, HKU**

# Workshop objectives

- To enrich teachers' pedagogical knowledge in conducting differentiated learning activities
- To enhance teachers' capacity to facilitate the analysis of creative elements in literary texts and language arts materials by students of different levels
- To provide examples of micro-activities for teachers to explore the use of language arts materials in senior secondary English Language classrooms

# Rundown

A. What is creativity in an English classroom

B. Effective strategies for promoting creative use of English

1. Adopting a new perspective

2. Connecting different pieces of information

3. Using similes and metaphors

4. Contextualizing task design

5. Appreciating sense of humour

6. Writing to/as an inanimate object

C. Assessing creativity

D. Demonstration of activities to foster creativity

# English Language Education

Key Learning Area Curriculum Guide  
(Primary 1 – Secondary 6)



Prepared by  
The Curriculum Development Council

Recommended for use in schools by  
The Education Bureau  
HKSARG  
2017

## ELE KLA Curriculum Guide (P1-S6) (2017, p.77)

Promoting **creativity** and **original thinking** through:

- Equipping students with strategies to **generate new ideas, reorganise knowledge, seek alternatives purposely, and evaluate ideas and solutions**;
- Encouraging students to **identify problems** instead of always providing them with problems and solutions;
- Giving **autonomy** to students by allowing them to **decide** on how to present their products/ work;
- Encouraging transforming existing knowledge or input into new forms by allowing students to use **different modes of representation**; and
- Displaying/ publishing creative work to create an environment that values **originality**

# The optimised senior secondary English Language curriculum

- Flexible arrangements to cater for learner diversity; multifarious activities to enhance English learning
- To promote creative expression and experimentation with English
- To enrich and extend students' language learning experiences
- To develop students' language sensitivity and cultural awareness, as well as creativity and critical thinking skills
- The creative use of English is **not an add-on**, but an existing part of the school-based English Language curriculum

**A. What is creativity in an English classroom?**

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## ELE KLA Curriculum Guide (P1-S6) (2017, A73)

**Creativity** brings in changes or transformations and is manifested in **new ideas, acts or products**. It emerges spontaneously or through deliberate processes of divergent and convergent thinking. It involves the integration of general or domain-specific knowledge for **a meaningful purpose**.

English Language Education  
Key Learning Area

English Language  
Curriculum and Assessment Guide  
(Secondary 4 - 6)

Jointly prepared by the Curriculum  
Development Council and the Hong Kong  
Examinations and Assessment Authority  
Published for use in schools by the  
Education Bureau HKSARG

2021  
Effective from Secondary 4 in the 2021/22  
school year

## Promoting the Creative Use of English

The promotion of the **creative use of English** helps enrich language learning experiences and it can be achieved through the **effective use of language arts**. In fact, language arts has much to offer in developing students' capability to **appreciate language use, and respond and give expression to real and imaginative experience**. Students' language sensitivity and cultural awareness, as well as creative and critical thinking, can be developed with the use of imaginative texts such as poems, novels, short stories, dramas, films, film scripts, advertisements, song lyrics, and radio and television programmes. To help students progress towards the targets and objectives of the Experience Strand, **teachers are encouraged to use a wide range of language arts materials in the learning and teaching of English and design thought-provoking activities that encourage students to explore and experiment with the creative use of the language.**

(p.43)



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## Promoting the Creative Use of English through Language Arts

To stretch students' potential, promote literary appreciation and develop students' sensitivity to language use, more emphasis can be placed on the creative use of English. When designing the school-based English Language curriculum, teachers can make use of a broad range of language arts materials, such as poems, short stories, films, drama scripts, song lyrics and advertisements, to heighten students' awareness of the language used and effects achieved.

Relevant English learning activities (e.g. choral speaking, drama performance, film appreciation, talks or writing workshops conducted by authors) can be arranged to widen students' language exposure and provide opportunities for them to interact with literary/imaginative texts and explore the creative use of language.

(p.26)

# Do you agree with the following statements?

1. ***Creativity*** is reserved for gifted learners.
2. ***Creativity*** is as important as, if not more important than, knowledge.
3. ***Creativity*** is out of reach in 'regular' classrooms.
4. ***Creativity*** is in-born; it cannot be taught.
5. ***Creativity*** is a generic skill that learners need across disciplines.

Adapted from Sawyer, R. K. (2019). *The creative classroom : innovative teaching for 21st-century learners*. Teachers College Press.

# Defining creativity

According to the NACCCE (1999), **creativity** has the following elements:

**Imagination** - providing an alternative to the expected, the conventional, or the routine; attempt to expand the possibilities of a given situation; to look at it afresh or from a new perspective, envisaging alternatives to the routine or expected in any given task

**Pursuing purposes** - actively engaged in making or producing something in a deliberate way

**Being original** – individual originality (A person's work may be original in relation to their own previous work and output); relative originality (It may be original in relation to their peer group: to other young people of the same age, for example)

**Judging value** - The outcome of imaginative activity can only be called creative if it is of value in relation to the task at hand...There are many possible judgements according to the area of activity: effective, useful, enjoyable, satisfying, valid, tenable.

## What do CREATIVE people have to say about CREATIVITY?

When delivering her commencement address in Harvard where she was awarded her honorary degree, **J.K.Rowling** highlighted the importance of imagination:

**‘Imagination** is not only the uniquely human capacity to envision that which is not, and therefore the fount of all invention and innovation. In its arguably most transformative and revelatory capacity, it is the power that enables us to **empathise with humans whose experiences we have never shared.**’

Source: Rowling, J.K. (2008) The Harvard Gazette - Text of J.K. Rowling's speech  
<https://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/>

Accessed on 27October2024

***Creativity** is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while. That's because they were able to **connect experiences they've had and synthesize new things.***

*Steve Jobs*

Source:

Goodreads.com

<https://www.goodreads.com/quotes/1031045-creativity-is-just-connecting-things-when-you-ask-creative-people>

# Part A What is creativity in an English classroom?

## RECAP

- Definitions of creativity
- How creative people understand creativity
- Teachers are encouraged to use a wide range of language arts materials in the learning and teaching of English and design thought-provoking activities that encourage students to explore and experiment with the creative use of the language (English Language (Curriculum and Assessment Guide (Secondary 4 – 6)

*Do you consider yourself a **creative** teacher?*

*How do you understand/ define **creativity**?*

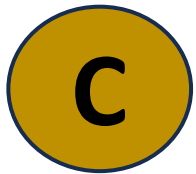
*Share an example of a **creative** activity you've done with your learners recently.*

## **B. Effective strategies for promoting creative use of English**

1. Adopting a new perspective
2. Connecting different pieces of information
3. Using similes and metaphors
4. Contextualizing task design
5. Appreciating sense of humour
6. Writing to/as an inanimate object

# Effective strategies for promoting creative use of English

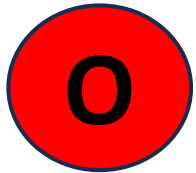
Strategies	Examples of micro-activities
1. Adopting a new perspective	How would Matilda use this smartphone?
2. Connecting different pieces of information	Mnemonics
3. Using similes and metaphors	Metaphors and similes in songs
4. Contextualizing task design	Panda naming competition
5. Appreciating sense of humour	Apologies all around
6. Writing to/as an inanimate object	Writing to COVID-19



Content



Language

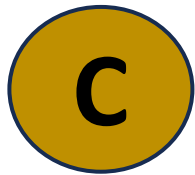


Organization



# 1. Adopting a new perspective

Redefinition – Seeing a known object in a new way; introducing novelty into a context



*(eg. Matilda does not have a smartphone in the story)*

*(e.g. Spiderman does not have a typewriter)*

The novelty of a product can only be understood in terms of a context that is changed in surprising, effective ways by the product.

(Cropley, 2001, p.98)

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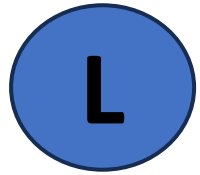
- *Matilda* by Roald Dahl

It is a story of a gifted young girl named Matilda Wormwood, who is often mistreated by her unkind parents and the harsh headmistress, Miss Trunchbull. Matilda discovers she has the power to move objects with her mind and uses this ability to defend herself and her kind teacher, Miss Honey. Through her cleverness and telekinetic powers, Matilda helps Miss Honey reclaim her rightful inheritance and eventually finds a loving home with her.

Summary generated by Co-pilot on 7Dec2024

Other possible characters...

- How would **Santa** use this rocket?
- How would **Spiderman** use this typewriter?
- How would **Shakespeare** use the Internet?



**Asking 'How' questions to inspire students to imagine.**

Discuss with your groupmates and explore how creative use of English is nurtured in this activity. You may use the handout to jot notes.

## 2. Connecting different pieces of information

**Mnemonics** are skills we use to help us remember information more easily. They work by helping us **connect** different pieces of information.

a. Creating a word from the first letters of the corresponding words

Group name

SUPER – Sonia/Ula/Penny/Elaine/Rita

LOVE – Linda/Olivia/Vivien/Eva

FANBOYS - The coordinating conjunctions in English

*for, and, nor, but, or, yet, and so*

*'**Creativity** is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while. That's because they were able to **connect experiences they've had and synthesize new things.**'*

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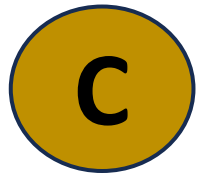
b. Remembering spelling of words

*Accommodation/  
\*Acomodation/  
\*Accomodation*

*There are two bottles of milk in the refrigerator.*

c. Remembering a series of items by creating a 'story'

The eight planets in order in the solar system—*Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*—can be remembered with mnemonics:



***My Very Educated Mother Just Served Us Noodles.***

VeryWellHealth - <https://www.verywellhealth.com/memory-tip-1-keyword-mnemonics-98466>



**Creative use of language - from the word level to the sentence level**

# ‘Big C’ and Ordinary Creativity

‘[There are] two types of creativity, commonly referred to as “Big C” and “little c” creativity, and others (e.g. Kaufman & Beghetto, 2009) distinguished among as many as four types of “C” (big, pro, little, and mini). Early understanding of creativity were based on research involving those who are outstanding in their field, individuals whose works contributed to a major change in one or more areas of human endeavour – the type of creativity often referred to as Big C creativity.’

Treffinger, et al. (2013, p.30)

# Ordinary C for our learners

‘Creative learning provides specific tools and strategies that students can use on their own whenever they encounter situations or challenges requiring them to generate or analyze new ideas.’

Treffinger, et al. (2013, p.41)



# 3. Using similes and metaphors

Starko (2005) identified how creative people **use their imagination to generate original ideas.**

‘Creative people often are able to find parallels between unlike ideas. They take ideas from one context and use them in another context to create a new synthesis, transformation, or perspective. **Metaphorical thinking** makes it possible to use one idea to express another...’ (p.104)

## Defining creativity

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## An example of use of similes – a song by Lenka *Everything at once*

As sly as a fox, as strong as an ox  
As fast as a hare, as brave as a bear  
As free as a bird, as neat as a word  
As quiet as a mouse, as big as a house  
All I wanna be  
All I wanna be  
Oh-oh-oh, all  
I wanna be  
Is everything  
As mean as a wolf, as sharp as a tooth  
As deep as a bite, as dark as the night  
As sweet as a song, as right as a wrong  
As long as a road, as ugly as a toad  
As pretty as a picture hanging from a fixture  
Strong like a family, strong as I wanna be  
Bright as day, as light as play  
As hard as nails, as grand as a whale

All I wanna be  
Oh-oh-oh, all  
I wanna be  
Oh-oh-oh, all  
I wanna be  
Is everything  
Everything at once  
Everything at once  
Oh-oh-oh, everything at once  
  
As warm as the sun, as silly as fun  
As cool as a tree, as scary as the sea  
As hot as fire, cold as ice  
Sweet as sugar and everything nice

As old as time, as straight as a line  
As royal as a queen, as buzzed as a bee  
As stealth as a tiger, smooth as a glider  
Pure as a melody, pure as I wanna be  
All I wanna be  
Oh-oh-oh, all  
I wanna be  
Oh-oh-oh, all  
I wanna be  
Is everything  
Everything at once

Do you think your students can manage using similes/ metaphors in their writing?

Siobhan Haughey won her Olympian medal again! She swims really fast.  
Siobhan Haughey won her Olympian medal again! She swims **as fast as a dolphin**.

I love Taylor Swift. She is talented.  
Taylor Swift is a talented singer and song writer. She is **my divine and legendary goddess**.

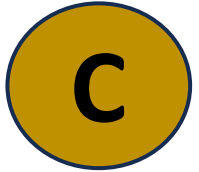
The school canteen is dirty. Students should clear their own rubbish before they leave.  
The school canteen **smells like a dumpster**. Students should clear own their rubbish before they leave.



**Using literary device (eg. metaphors and similes) to express ideas.**

# Creating fresh metaphors

Compare 'mission of a teacher' to ...



Things you see in this classroom	Things at your home
<ul style="list-style-type: none"><li>- A <b><u>lightbulb</u></b> that illuminates the path to wisdom</li><li>- <b><u>Whiteboard</u></b>: Offering a blank canvas for students to explore and express their creativity</li><li>- ...</li></ul>	<ul style="list-style-type: none"><li>- Unlock the <b><u>doors</u></b> to knowledge and discovery</li><li>- <b><u>Legs of the chairs and tables</u></b> – provide support for students to grow and glow</li><li>- <b><u>Couch</u></b> – offer a shelter for students when they need support</li><li>- ...</li></ul>

# Examples of 'Thank-you card to my teacher'

Dear Ms Chan

You are the **sunrise**, bringing light to the dawn.

You are like a **river**, with flowing knowledge where minds are drawn.

THANK YOU.

Dear Ms Chan

You are as strong as **steel**, providing unwavering support to all of us.

You are the **platinum** that is rare and exceptional, leaving a lasting impact on all of us.

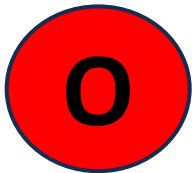
THANK YOU.

Dear Ms Chan

You are the **honey**, sweetening the learning experience with kindness and patience.

You are our **chocolate**, making learning a delightful treat.

THANK YOU.



**Writing a thank-you card by generating coherent ideas following the same theme (eg. nature/ metal/ food).**

# Literary Devices

## PERSONIFICATION



Giving some human characteristics to something that is not human, such as animals, objects and non-living things

e.g. The school is **overjoyed** when we are back. It **spreads its arms wide** to **welcome** us.

## SIMILE



Making comparisons between two things which have something in common, using the words "like" or "as"

e.g. A good teacher **is like a compass**. He always shows students the correct direction and guides them out of darkness when they are lost.

## METAPHOR



Making a statement that says one thing is another, without using the words "like" or "as"

e.g. A teacher **is a gardener** who always nourishes and nurtures students, providing the most favourable environment for them to grow and bloom.

## ALLITERATION



Repeating the same consonant sounds at the beginning of words that are near each other

e.g. I am thankful to the **tender teachers** who **touch** my heart with their hands of love. They **teach** me to **truly trust** myself and **treasure** my time and **talents**.

## HYPERBOLE



Making qualities of people or things stand out by exaggerating them

e.g. My class teacher is the best teacher **in the entire universe!** She never fails to tend to our needs even when she **is drowning in work** and has **a million other tasks** to take care of.

## PARALLELISM



Repeating phrases, clauses or sentences that are similar in structure and meaning

e.g. Teachers encourage **minds to think, hands to create** and **hearts to love**.

If you are to help students develop this writing skill – using similes and metaphors, what kind of input do you think they will need?

How will you scaffold your learners to help them produce?

- Providing examples/ sample sentences?
- Vocabulary input?
- Grammar input?

In what kinds of text do you think students will find this writing skill useful?



# 4. Contextualizing task design

Two baby pandas were born! The Ocean Park has just launched a panda naming competition. Your English teacher is inviting you to join the competition.

## Defining creativity

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# If we can't contextualize it, should we teach it?(Dunn, 1994)

- ‘**Constructivists** hold that learning is an active process during which we construct reality from our experiences [...] Since we live in a world of other people who, of course, have constructed their own realities, and since these same people will communicate with us, we will be continually **sharing multiple perspectives**.’ (Dunn, 1994, p.84)
- The US-based Partnership for 21st century skills (P21) identifies critical thinking skills, **creative thinking skills**, communication skills, and collaboration skills as competencies that are needed in the 21st century. This competence is known as 4C competency. (Supena, et al., 2021, p. 874)
- According to Guo (2016), the 4C model has constructivist, critical, and collaborative characters that complement each other. **The constructivist character in 4C model requires students to be able to formulate hypothesis, test hypothesis, manipulate objects, solve problems, have a dialogue, do a research, answer the questions, express ideas, raise a question, and have a reflection.**



Contextualization of task design provides our learners with opportunities to do just that.

## Designing different tasks for different learners given the same setting

### **For students who have more/ less potential:**

Create two names for the twin babies. Then provide justification of your choice in XXX words.

### **For students who have more/ less potential:**

Create two names for the twin babies. Write a proposal to enter the competition. You need to include the following in your proposal:

- The two names created should illustrate the pandas' relationship as siblings
- Explain the literal meaning of the names and its implication
- Explain how the names demonstrate the 'Hong Kong Spirit'

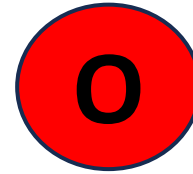
- **Authentic** setting can enable students to write with a real **purpose**
- Students can do some research (on their own/ with teachers' guidance) before they start writing
- Tasks with **no wrong answers** can encourage learners to take risk
- Designing **different tasks for different learners** using the same context (ie. Joining a naming competition)

- L** Choice of words (e.g. creating name for the pandas)
- O** Demonstration of justification of ideas – using conjunctions such as *because and since*)

# Examples of entries in the naming competition

I suggest naming the new-born panda girl "Full Full" **because literally**, 'full' symbolizes abundance and completeness. This name reflects the panda's role in filling our hearts with joy and wonder. "Full" **also** signifies the panda's healthy and thriving state, embodying the hope for a future full of life and prosperity embedded within the Hong Kong spirit. **Overall**, "Full Full" is a name that captures the essence of positivity, growth, and the fulfillment that this adorable panda brings to us.

I suggest naming the new-born panda boy "Ding Ding" **since** it evokes a sense of playfulness and charm. **When reading aloud the name "Ding Ding"**, we **hear** a cheerful and melodic sound, much like the ringing of a bell, symbolizing the joy and excitement this panda brings to everyone. **When hearing this name**, we **feel** the panda's lively and curious nature, always exploring and discovering new things. **When visualizing "Ding Ding"**, we **see** a spirited and energetic panda waving at us.



**Use of cohesive device to connect ideas**

**Use of different senses to organize ideas**

**Use of repetitions to emphasize**

# 5. Appreciating sense of humour

Using a DSE past paper to design a creative English speaking task

Reading passage from 2014 HKDSE Paper 1 (Part A)

*Apologies all around*

What is the value of an apology?

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Reading passage from 2014 HKDSE Paper 1 (Part A)

This story is about how a robot could help people send an apology to someone whom he/ she did wrong. Having accepted an apology, that person would need to record another apology to be sent to another person whom he/she did wrong – Apologies all around.

In this story, one of the creative elements is to measure the value of an apology. In the text, the following examples of bad behaviour that one has to apologize for have different values:

1. Scratching a hover-bike with the car door
2. Stealing two books from the library
3. Cheating on the fourth-year mathematics exam in university
4. Breaking someone's heart (highest value)

## Situation

One day, when you open the door, you see this 'Apology Robot'. After accepting an apology, what would you give the robot? Whom would you like to apologize to? What would you apologize for?

*Get students to form groups of four. Each member of the group would write their bad behaviour that they intend to apologize for on a memo sticker. Then the four members will discuss and rank the four items in order of their value.*

I did not give my seat to an old lady on the MTR train this morning because I was too busy with my smart phone.

I did not attend the Enhancement class my Physics teacher organized for us yesterday. I lied to him saying that I was sick. I was actually playing basketball with my classmates.

My parents were not home last night and asked me to take care of my little brother. After dinner, I gave my little brother \$10 to wash the dishes and told mum that I did the dishes.

I saw my friend logging in his account of an online game and remembered his password. I then logged in and stole all his weapons. He still did not know I did it.





# Show, Do not tell

## Creative use of English

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Creative-Eng/home.html>

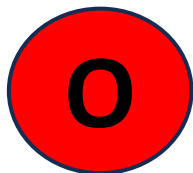
## Show, Do not tell

*We can simply describe the physical reactions of characters to make readers infer their emotions*

Examples of  
bad  
behaviours  
that one  
intends to  
apologize for

I did not give my seat to an old lady on the MTR train this morning because I was too busy with my smart phone.

I did not give my seat to an old lady on the MTR train this morning because I was too busy with my smart phone.  
I avoided making eye contact with her throughout the trip. I was biting my lip and hoped that my teachers and classmates were not on this train.



**Describing physical actions; then facial expressions.**

Many useful ideas on the  
EDB website

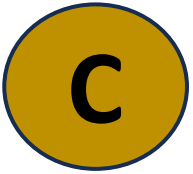
Creative Use of English

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Creative-Eng/home.html>

## Episode 6: Show, Don't Tell



According to Cropley (2001), fostering creativity is an integral part of education and should be a guiding principle for teaching all students... The desire to foster creativity is at the heart of a philosophy or principle that should underlie *all* teaching and learning in all subject areas and at all times. Recommendations are given to teachers who wish to implement relevant good practices in their classrooms:



- ☺ **Demonstrate and appreciate humour**
- ☺ **Support self-initiated questioning and learning**
- ☺ **Allow learners to speak, think and work free of stress and anxiety**

Students need to list their bad behaviours and measure the value of these intended apologies in this discussion task. They need to open up to their peers and measure one another's value of the intended apology.

## **Appreciating sense of humour**

- The ability to see the funny side of situations and be amused
- While 'making a confession' is expected to be a serious matter of concern, students are encouraged to open up and interact free of stress with their peers.

## **Self-deprecating humour**

Self-deprecating humor is a form of self-awareness, but the person using that humor only points out what they think are negative things or things they don't like about themselves, but says it aloud in a funny, joking way. You can joke about something you don't like about yourself physically, or something about your personality.

(University of Pittsburgh - <https://sova.pitt.edu/educate-yourself-self-deprecating-humor/> )

# 6. Writing to/as an inanimate object

Dear COVID,

Thanks for visiting us back in 2019. Your visit was truly enlightening as you made us realize how tiny we human beings are. You taught us resilience and adaptability. Your presence forced us to cherish health, value connections, and innovate in ways we never imagined. Though challenging, you reminded us of our strength and the importance of unity. For these unexpected lessons, we are grateful.

**P.S. Next time, a postcard would suffice.**

- Using a formal and reflective tone when writing to an inanimate object
- Adding a humorous twist

An example – Writing to COVID-19

Dear COVID,

I am glad that you are long gone and I wish that you rest in peace and never come back.

A virus a year took my school life away. Do you know how much damage you'd done? Now go on and get lost!!! Leave me alone, leave HK alone, leave the world alone.

- Using an accusive and dialogic tone when writing to an inanimate object.
- Modifying an old saying and create a new one in the text (e.g. An apple a day keeps the doctor away)

## An example – Writing to Wi-Fi

Dear WIFI,

Oh, how I adore your impeccable timing! Just when I'm about to send an important email, you decide to take a break. Your unpredictability keeps me on my toes, never knowing when you'll grace me with your presence or vanish into thin air. Your ability to turn a simple task into a frustrating ordeal is truly unmatched. Thank you for the countless hours spent resetting routers and reconnecting devices. Life would be far too easy without your delightful quirks. Stay unpredictable, WiFi. It's what makes you so 'special'.

Yours sincerely

An ever-frustrated user

- Using a sarcastic tone when writing to an inanimate object.
- Using figurative language (e.g. personification)

## Writing a letter/ Shooting a video to future me

In a senior secondary classroom, we are teaching students who are about to take the high-stake public examination (e.g. HKDSE). Teachers can design tasks to facilitate goal-setting and self-reflection.

Asking students to write a letter to their future selves can help them:

- send a reminder of their goals to themselves in the (near) future
- devise a timeline to gauge how well they are meeting their goals
- exercise self-reflection

Hicks & Schoenborn (2020, p.39-40)

## Defining creativity

According to the NACCCE (1999), **creativity** has the following elements:

**Imagination** - providing an alternative to the expected, the conventional, or the routine; attempt to expand the possibilities of a given situation; to look at it afresh or from a new perspective, envisaging alternatives to the routine or expected in any given task

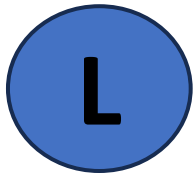
**Pursuing purposes** - actively engaged in making or producing something in a deliberate way

**Being original** - individual originality (A person's work may be original in relation to their own previous work and output); relative originality (It may be original in relation to their peer group: to other young people of the same age, for example)

**Judging value** - The outcome of imaginative activity can only be called creative if it is of value in relation to the task at hand...There are many possible judgements according to the area of activity: effective, useful, enjoyable, satisfying, valid, tenable.<sup>11</sup>

Dear Future Me,

By the time you are reading this letter, you should have received your HKDSE results. I want to remind you that two years ago, when you were still 15 years old, ...



**Using a proverb to enrich the text  
(e.g. Time and tide wait for no man)**

Dear Future Me,

It's the end of the school year and you are about to be promoted to S6. Time and tide wait for no man. When you started your senior secondary study, you promised yourself that...



**Dear Future Me,**

**Ugh...I am writing this because Ms Chan asked me to. When you are reading this, I hope you are not as hopelessly helpless as I am now. I feel terribly tense with the tremendous amount of work to do. Mum has been gloomily grumpy and is deeply disappointed in me. I am woefully worried about the upcoming exam.**



**Tone – sad and pessimistic**

**Use of alliteration to express the negative tone**

If you are to do this task with your class, what do you expect them to produce/ what kind of input will you deliver?

CONTENT

LANGUAGE (e.g.  
tense/ voice)

TEXTUAL INPUT

# Part B    Effective strategies for promoting creative use of English

## RECAP

Strategies	Examples of micro-activities
1. Adopting a new perspective	How would Matilda use this smartphone?
2. Connecting different pieces of information	Mnemonics
3. Using similes and metaphors	Metaphors and similes in songs
4. Contextualizing task design	Panda naming competition
5. Appreciating sense of humour	Apologies all around
6. Writing to/as an inanimate object	Writing to COVID19

- ✓ Creative use of English at the word/ sentence/ text level
- ✓ Creative use of English in different dimensions – Content/Language/Organization
- ✓ Materials teachers may use when fostering creativity
- ✓ Designing different tasks (using the same text/context) to tailor different learning needs

## **C. Assessing creativity**

# Assessment literacy – Assessing creativity

## An example -‘I wish I had a problem’

A first-grade girl named Suzanne Goodin hated one of her chores at home. She hated feeding her cat! Yet, Suzanne liked her cat and she wanted her cat to have food. There was only one thing wrong. She hated washing the cat food spoon. Every time she fed the cat, the spoon ended up covered with squishy, smelly cat food. It was disgusting to wash.

She thought, ‘Aha! This is a problem I can solve!’ And she did. Suzanne invented an edible pet food spoon. The spoon is made of hard pet food. After you scoop the pet food out of the can, you can throw the spoon right in the bowl with the food. The cat can eat it right up!

Source: Starko (2005, p.466)

A team of engineers was trying to design a mechanical tomato picker that didn’t bruise the tomatoes when collecting them. They came up with some really creative solutions , but none worked. Eventually, a few botanists were brought in. Together, they reframed the problem: Why not try to breed a new kind of tomato, one with a skin that’s less likely to get bruised? With this new problem framing, the interdisciplinary team in fact did develop a new type of tomato with a thicker skin that doesn’t bruise as easily.

Source: Adams (2001, p.24)

# An example - 'I wish I had a problem'

An owner of an office building had a problem. His building only had two elevators and his tenants complained that these elevators were too slow. Some were threatening that they would move out. The owner then explored different plans – building brand new elevators or upgrading the existing elevators. But both plans were too expensive. Yet, he could not afford losing his tenants. He then came up with another plan. He thought, 'I need to find a way to make my tenants feel less upset about the waiting.' He installed mirrors on all floors so people felt a bit more at ease when waiting for the elevators. The waiting time *seemed* shorter.

Source: Baer & Kaufman (2012, p.97-98)

- Design of a '**Problem-Finding**' lesson
- Finding of problem → Need to solve a problem  
→ **Using our creativity to solve the problem**

# Assessment literacy – assessing creativity

## Example -‘I wish I had a problem’

- In this ‘Problem-Finding lesson,’ students are presented the following problem.

### Situation

It’s now hot summer. The power company has just informed your school principal that there will be power outage on a regular school day next month. Without power, there will be no electricity, no light, no air-conditioning, etc. The principal invited you to write a proposal making suggestions of what can be done on that day.

Read the following suggestions your students proposed. Which one do you think is the most creative? Why?

Student A

I suggest the school remind all students to bring torches, candles, portable fans, tablets and power banks to school on that day.

Student D

I would suggest the school organize some OLE activities for students. We can go on field trips and visits outside of our school campus on that day.

Student B

My suggestion is we have online lessons on that day. Everyone will stay home and have zoom lessons.

Student E

How about the school principal announces that day as a discretionary school holiday?

Student C

I will use my superpower to provide electricity to the whole school.

Student F

We will go to school as usual and experience a day without power. That is a learning experience for us all.



# What have we learnt from the exercise we did just now?

- Can you easily compromise with your tablemates which student's suggestion is the most creative?
- What could/ should have been done to help colleagues reach a consensus on our judgement?

## What changes would you make to the instruction of this writing task?

*Situation – It's now hot summer. The power company has just informed your school principal that there will be power outage on a regular school day next month. Without power, there will be no electricity, no light, no air-conditioning, etc. The principal invited you to write a proposal making suggestions of what can be done on that day.*

# Assessment of creativity - Some quick tips

1. Ask the right question (Treffinger, et al., 2013)
  - *'How are you creative?'* is more informative than asking 'How creative are you?'
  - Inviting students to justify/ explain their creative answer in an organized manner
2. Develop students' awareness of appropriateness (Beghetto, et al., 2015, p.33-35)
  - Creative students who cannot read the situation risk being labelled disruptive, unruly, or difficult.
  - Successful creators know when to be creative and when not to be creative

# Assessment of creativity - Some quick tips

3. Give clear instructions that align with the corresponding success criteria

Eg. Relevance

Eg. Feasibility

Eg. Responsiveness

4. Guide students to organize their creative ideas

Eg. Show, do not tell

Eg. Choice of conjunctions

Eg. Use of different senses

5. Promote Assessment *as* Learning among learners

- Let students vote for the most creative idea
- Dialogue with students why certain ideas are deemed more creative than others
- Alignment with the success criteria/ Enhancement of students' assessment literacy

# Part C Assessing creativity

## RECAP

- ✓ Nurture questioning techniques
- ✓ Develop students' awareness of appropriateness
- ✓ Give clear instructions/ Let students know our expectations
- ✓ Promote Assessment *as* Learning among learners

## **D. Demonstration of activities to foster creativity**

# Examples of activities to infuse in your classroom to nurture creativity (1)

## The Average child

I don't cause teachers trouble;  
My grades have been ok.  
I listen in my classes.  
I'm in school everyday

My teachers think I'm average;  
My parents think so too.  
I wish I didn't know that, though;  
There's lots I'd like to do.

I'd like to build a rocket;  
I read a book on how.  
Or start a stamp collection...  
But no use trying now.

'Cause, since I found I'm average,  
I'm smart enough you see  
To know there's nothing special  
I should expect of me.

I'm part of that majority,  
The hump part of the bell  
Who spends his life unnoticed  
In an average type of hell.

By Mike Buscemi

## Hot seating

- Teacher-in-role
- The floor takes turns to ask the character questions

- Being constructive in a contextualized task (e.g. Have a dialogue, raise questions, express ideas)
- Being original
- Adopting a new perspective



## Use of questions

- Asking open-ended questions/ asking closed questions
- Asking hypothetical questions/ Using 'if'
- Asking choice questions

Let's try this now.

# **The *Average* child**



## Role on the wall

- Explore the character's feelings
- Show sympathy and empathy
- Be kind and nice

## Other possible tasks...

- Give the average child a gift
- Send the average child a card
- Give the average child a super power to make him/ her special
- Come up with a Word of the Day to improve school life for everyone
- Be the 'Agony Aunt' and write a reply letter to the Average child

# If your students have potential to do more...

## Recognition

By Carol Ann Duffy

Things get away from one.

I've let myself go, I know.

Children? I've had three  
and don't even know them.

I strain to remember a time  
when my body felt lighter.

Years. My face is swollen  
with regrets. I put powder on,

but it flakes off. I love him,  
through habit, but the proof  
has evaporated. He gets upset.  
I tried to do all the essentials

on one trip. Foolish, yes,  
but I was weepy all morning.  
Quiche. A blond boy swung me up  
in his arms and promised the earth.

You see, this came back to me  
as I stood on the scales.

I wept. Shallots. In the window  
creamy ladies held a pose

which left me clogged and old.

The waste. I forgotten my purse,  
fumbled; the shopgirl gaped at me  
compassionless. Claret. I blushed.

Cheese. Kleenex. It did happen.

I lay in my slip on wet grass,  
laughing. Years. I had to rush out,  
blind in a hot flush, and bumped

into an anxious, dowdy matron  
who touched the cold mirror  
and stared at me. Stared  
and said I'm sorry sorry sorry.

Hot seating  
Role on the wall

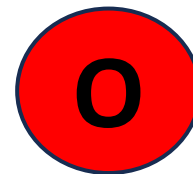
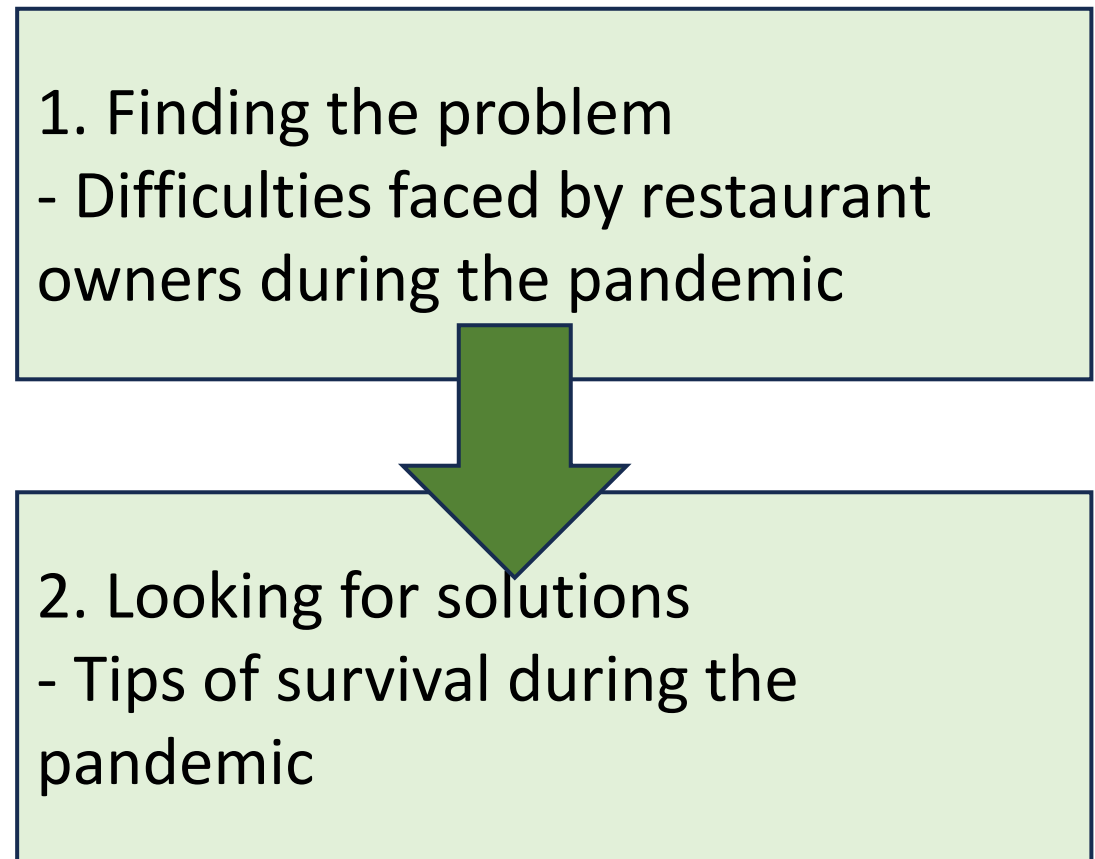
# Examples of activities to infuse in your classroom to nurture creativity (2)

HKDSE 2023 Paper2 Writing Q9

- Adopting a new perspective
- Being constructive in a contextualized task (e.g. formulate hypothesis and solve problem)

You work for *Restaurant Business* magazine. You interviewed a restaurant owner about his/her experiences of running a business during the pandemic.

Write a feature article for the magazine



**Problem-solution approach in an 'as-if world'**

- **Problem 1/ Solution 1**
- **Problem 2/ Solution 2**
- **Problem 3/ Solution 3**



C

Oh, right. I will never forget those pandemic days. **People worked from home and did not eat out.** There were no customers even during lunch hours. I think **people were worried that our chefs might themselves be carrying the COVID virus.** Then they felt unsafe eating our food. Without the customers, **we had no income and we had a difficult time paying the rent.**

# Product approach – showing examples/ counter-examples

Show students examples of solutions below. Ask them to **evaluate** whether these are good and creative solutions or not by giving them stars. Then **co-construct some success criteria** with them.

To encourage people to eat out, we introduced a reward system:

Free salad on Monday  
Free soft drink on Tuesday  
Free soup on Wednesday  
Free coffee on Thursday  
Free dessert on Friday



I designed several AI robots to help me prepare food so customers won't need to worry about my chefs carrying the COVID virus anymore.



### Problem 1

People worked from home and did not eat out.

Solution  
Delivery of take-away meals

Solution

Solution

Solution

## Problem 2

People were worried that our chefs might themselves be carrying the COVID virus.

## Solution

Uploading videos of chefs wearing protective gear and masks on social media.

## Solution

## Solution



### Problem 3

Low income/ Lack of cash flow to pay the rent

### Solution

Sharing rent with some newly-emerged pandemic-related business e.g. packaging for mask production companies

### Solution

### Solution

## **Part D            Demonstration of activities to foster creativity**

### **RECAP**

- ✓ A 'Problem-finding' lesson
- ✓ Peer sharing facilitates exchange of ideas
- ✓ Product approach → letting students know what 'good' solutions are
- ✓ Co-construction of success criteria → empowerment/ enhancement of assessment literacy
- ✓ Encourage students to demonstrate creativity and imagination (e.g. use of dialogues/ use of proverbs in a featured article)

# CONCLUSION

## Objectives of promoting the creative use of English

- To enrich and extend students' language learning experiences
- The creative use of English is **not an add-on**, but an existing part of the school-based English Language curriculum

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## E-Resources

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