




Briefing Session

Collaborative Research and Development “Seed” Project: EE0322

**Exploring Strategies for Creative and Academic Writing
in the Secondary English Language Curriculum**



English Language Education Section
Curriculum Development Institute
Education Bureau



Aim of the “Seed” Project

- To explore strategies to enhance secondary students’ creative and academic writing skills

Objectives of the “Seed” Project

- To develop teachers’ knowledge and capacity in:
 - incorporating creative and academic writing elements and strategies into the English Language Curriculum to deepen the learning and teaching of writing and enhance students’ writing skills;
 - adopting effective teaching strategies to guide students to analyse and produce a range of creative and academic texts; and
 - developing students’ generic skills, including creative thinking, self-learning and communication skills, through engaging them in a variety of writing and assessment activities.

Measures to Optimise Senior Secondary English Language Curriculum – In a nutshell

Curriculum

- Adjust the lesson time according to the suggestions in the *English Language Curriculum and Assessment Guide (S4 - 6)* (2021)
- Integrate the Elective Part into the Compulsory Part
- Offer English-related Applied Learning courses
- Promote academic and creative uses of English



Assessment

- Refine the writing paper by reducing the number of questions and delinking Part B from the elective modules
- Streamline the SBA by allowing flexibility in the number of texts to be read and viewed and delinking it from the Elective Part

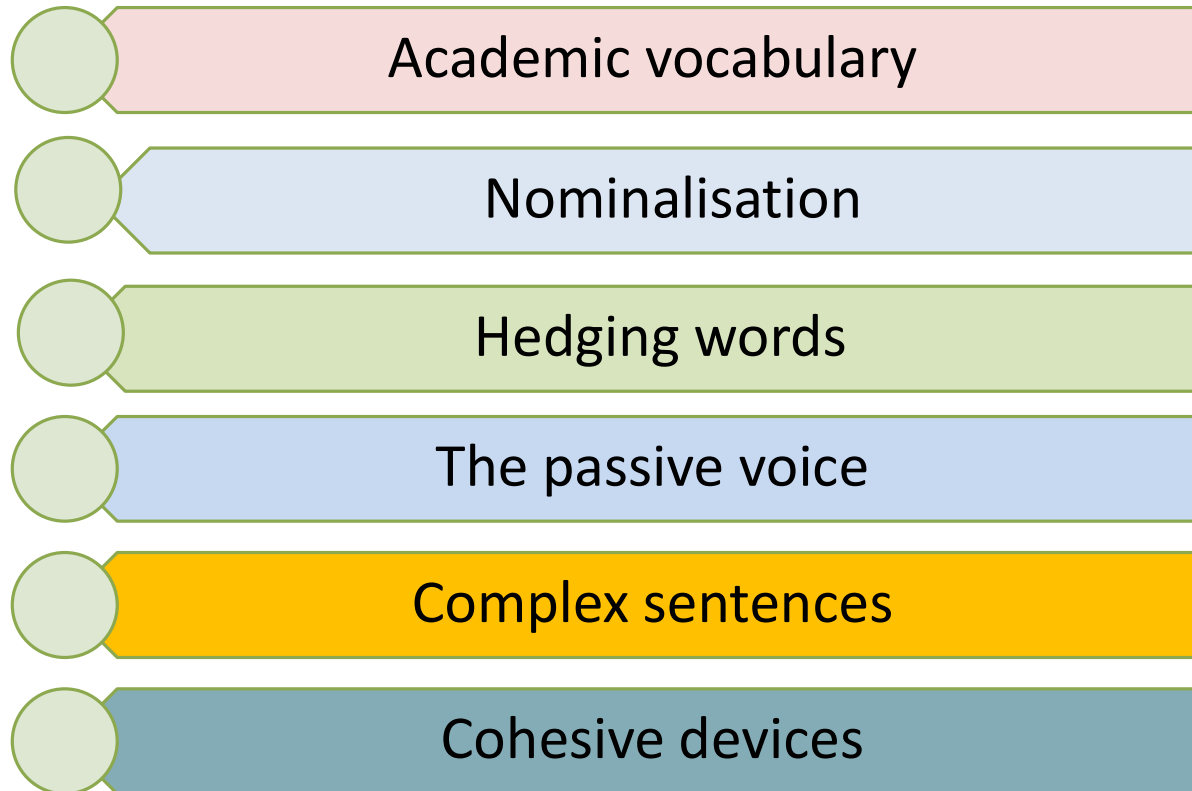


Exploring Academic Use of English and Academic Writing Strategies in the Secondary English Classroom

Characteristics of Academic Texts

- Formal
- Objective
- Precise
- Technical

Language Features that Help Achieve an Academic Style



Reference:

Gibbons, P. (2009). *English Learners, Academic Literacy, and Thinking*. Portsmouth, NH: Heinemann.

Zwiers, J. (2014). *Building Academic Language: Meeting Common Core Standards Across Disciplines* (2nd ed.). San Francisco, CA: Jossey-Bass.

Text Analysis - Awareness-raising and Noticing Activities

HKDSE Practice Paper Reading (Part A)

Title: An Ocean Apart

What are the writing purposes of the text?

- To **persuade** people to **support** / **oppose** keeping animals in zoos and aquariums
- To **provide reasons and supporting details** to justify the arguments/points made

What language features and writing techniques are used to achieve these **rhetorical functions**?

Section of the text that **supports** having zoos & aquariums

Complex sentences:

The embedded phrase “for...” **provides reasons** to support having zoos and aquariums.

Nominalisation:

The noun phrases present the values of zoos and aquariums in a condensed manner to **support the argument**.

[1] Zoos, aquariums and marine parks have been widely and rightly recognised by the public and by governments **for** their long-standing contributions to marine education and protection of ocean wildlife and habitats. Worldwide, good zoos and aquariums host over 600 million visitors each year, and in Hong Kong alone, close to 5 million people visit Ocean Park annually. For all these people, zoos and aquariums are a resource for wildlife education, motivators for environmental stewardship and a place for family recreation.

Parallelism:

The repeated pattern (magic 3) makes the sentence more **catchy** and the points and tone more **forceful**.

Section of the text that **opposes** having zoos & aquariums

Complex sentences:

“No matter how large” is an emphatic structure to make the tone more **forceful**.

Quoting an authority:

It makes the argument more **authoritative and persuasive**.

[10] Moreover, the degree of confinement in aquariums is extreme, **for** no tank, no matter how large, can come close to meeting the needs of animals who spend their lives in social groups swimming long distances in the ocean. Joyce Tischler, of the Animal Legal Defence Fund, described keeping a six-tonne whale in Sea World's tanks as akin to keeping a human in a bathtub for his entire life.

Complex sentences:

- (1) The embedded phrase “for...” **provides reasons** why large animals should not be kept in aquariums.
- (2) The relative clause “who...” gives details about the freedom and social life of animals living in the ocean.
→ **supports the argument** against keeping animals in aquariums

Analogy:

The comparison between a whale in a tank and a human in a bathtub vividly shows the plight of confined animals to **arouse readers' empathy and sympathy**.
→ makes the argument more **persuasive**

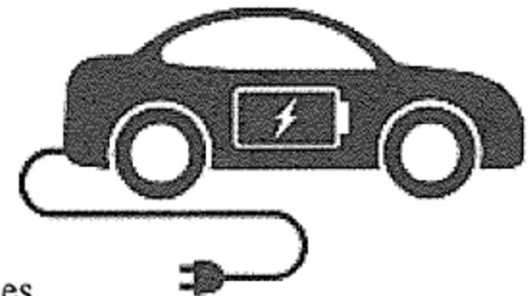
Explicit Teaching of Academic Writing Strategies – An Example

Which **academic language features** can students apply when writing on the following topic?

Although studies show electric cars are more environmentally friendly than petrol cars, less than 3% of all vehicles sold in 2020 worldwide were electric.

Write a letter to the editor of *Hong Kong Post*.

- Discuss why sales of electric vehicles are so low.
- Suggest what can be done to attract more people to drive these vehicles.



(2021 HKDSE Writing Paper: Part B Q2)

Analysing and Approaching the Question with Academic Text Types and Writing Purposes in Mind

Discuss why sales of electric vehicles are so low



What language items can be used to achieve these rhetorical functions?

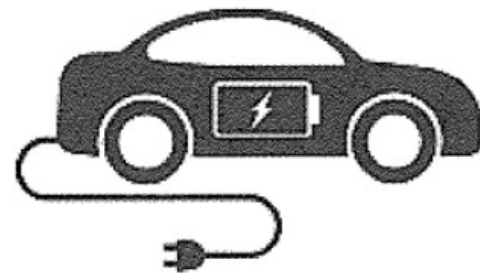
- To **provide reasons** for the unpopularity of electric cars
 - ➔ To **discuss** the disadvantages of electric cars
 - ➔ To **compare and contrast** electric cars and petrol cars

What **organising structure** can be used in this text?
Block? Chain?

Suggest what can be done to attract more people to drive electric vehicles



- To **provide solutions** to the problem (i.e. low sales of electric cars)
- To **persuade** people to drive electric cars



- The passive voice
- to focus on the drivers' views

- Nominalisation
- to condense information

- Hedging words
(modal verbs)
- a softer tone
 - less forceful

Discuss why sales of electric vehicles are so low

When drivers are asked why they prefer petrol cars to electric cars, most of them will express without a second thought that the need to charge is the ultimate reason. While drivers of petrol cars can simply fuel their vehicles in any petrol filling station when necessary, accurate estimation and advance planning on the time and locations of charging is required for drivers of electric cars to avoid interruptions to their journeys. To ensure sufficient power of the battery, it may be necessary for drivers of electric cars to plug their vehicles in whenever they are parked.

- Academic vocabulary
- to give one's views on something

- Complex sentences
- adverbial phrase to modify the manner of "express"

- Complex sentences
- subordinating conjunction to indicate time

Academic vocabulary

- specific terms

Hedging words (modal verbs)

- a softer tone
- less forceful

Hedging words (adverbs)

- to be cautious

Cohesive devices

- signposting words to present another idea

Suggest what can be done to attract more people to drive electric vehicles

Incentives may come in many forms and tax concessions are probably the most common one. A case in point is the entitlement to the first registration tax concessions for owners of electric vehicles in Hong Kong. To encourage the purchase of electric cars, more tax benefits can be provided by increasing tax remission. In addition, toll rates of tunnels can be reduced or even waived for drivers of electric vehicles.

Cohesive devices

- signposting words to give examples

Nominalisation

- to condense information
- to discuss an abstract concept

The passive voice

- to focus on the actions



Exploring Creative Use of English and Creative Writing Strategies in the Secondary English Classroom

What is Creativity?



Discovery – new knowledge and understanding (awareness & sensitivity)
Realise or find out something unnoticed before

Transformation – refreshing change (new perspective/presentation)
Re-create old things to add a breath of freshness and break conventions

Invention – imaginative ideas + practical know-how
Come up with new ideas and present them in original ways

Learning Activities for Students to Explore Creative Use of Language

	Example of Activities
Discovery Close reading and textual analysis (comprehension to appreciation)	<ul style="list-style-type: none"> • Read texts (e.g. a poem, an advertisement, a flyer) to discuss the themes and give personal responses (e.g. choose the most powerful line / impressive part) • Analyse how <u>words</u> (e.g. sensory language, rhyming words, pun) and <u>literary devices</u> (e.g. symbolism) are used to convey meaning and create effects
Transformation Adaptation into another form Rewriting of existing texts (re-creation and re-presentation)	<ul style="list-style-type: none"> • Turn an extract from a novel / short story into a script / conversation • Draw a picture on a poem • Rewrite the lyrics to present another theme • Change a part of the story (add a new character, give a new ending) • Re-write a story using another point of view / narrative voice / plot sequence
Invention Generation of ideas and presentation in engaging ways (production of written and multi-modal texts)	<ul style="list-style-type: none"> • Brainstorm ideas and select quality ones to develop • Learn and practise using different writing techniques in focused ways • Edit writing to polish language, add variety and achieve effects



Common Techniques in Creative Writing

Narrative Techniques (Fictional narratives)	Literary Devices
<ul style="list-style-type: none"> • Characterisation (e.g. round or flat characters, portrayal of their look, thoughts, speech and actions) • Use of setting • Dialogue • Narrative perspectives and point of view (e.g. 1st or 3rd person) • Plot development (e.g. conflict, climax) • Narrative sequence (e.g. foreshadowing, flashback and flashforward) • Strategies for opening (e.g. into the middle or from the end of the event) and closing (e.g. resolution, twist, enigma, cliff-hanger) 	<ul style="list-style-type: none"> • Imagery (vivid & sensory descriptions) • Similes and metaphors • Personification • Symbolism • Contrast • Repetition of words / sentence structures (e.g. parallel structure) • Pun • Repetition of sounds (e.g. alliteration, assonance, rhyming words) • Rhythm (patterns of intonation and stress)

Explicit Teaching of Creative Writing Strategies – An Example

What **writing techniques** and **creative language** can students apply when writing on the following topic?

Your creative writing teacher has given your class the following task and she would like you to use it to write a short story. The stories will be displayed in school during *Creativity in Learning Week*.

You were walking by the Peninsula Hotel in Tsim Sha Tsui when you spotted your brother driving an expensive sports car. The last time you spoke to him, he was looking for a job.

Write a story about how you found out the truth.

(2012 HKDSE Writing Paper: Part B Q7)



Vivid Descriptions – Powerful Adjectives & Sensory Language to Appeal to Our Senses

Senses	Example
Sight	There I saw my brother step out of <u>a fiery red convertible</u> and walked into the classy hotel with <u>white pillars</u> and <u>glowing chandeliers</u> . He wore a stylish slim-fit <u>suit</u> in <u>smoky grey</u> , looking sleek and smart .
Sound	<u>Vroom!</u> His car sped past me and vanished around the corner of the street.
Taste	Seeing how well my brother seemed to be doing, I couldn't help feeling <u>sour</u> and <u>bitter</u> with envy.
Smell	As he passed by, a <u>zesty scent</u> surged and waned – I caught a whiff of his <u>exotic cologne</u> .
Touch	My brother was <u>clean-shaven</u> and his hair was slicked back with gel, looking as smooth as an egg tart .

S.T.E.A.L Characterisation

Speech

What does the character say? How does a character speak to other characters?

My anger and curiosity got the better of me. I confronted my brother bluntly, "How can a jobless man afford such a luxurious car? Where did you get the money?"

Thought

What is revealed through the character's thoughts and beliefs?

Did he win the Mark Six and become rich overnight? Did he borrow money from his friends? My mind was filled with question marks and I figured out the simplest way to find out the answer was to call him.

Effect on others

How does the character treat others? How do other characters interact with the character?

My brother was speechless for a moment, but he then burst into laughter, laughing so uncontrollably that he had to hold his stomach. "I'm just hired as a part-time actor," he explained, "and you are more imaginative than my director!"

Action

What does the character do? How does the character behave?

Thinking about the illegal things my brother might have done to get the money, I stomped my feet and clenched my fist so tightly that my thumbs hurt.

Look

How does the character dress? What does the character look like?

My brother's hair was slicked back with gel, looking as sleek and smooth as an egg tart, while mine was as messy and wiry as a broom. Looking at my brother's glamorous designer tuxedo, I couldn't help feeling pathetic wearing a fake branded T-shirt.

Showing feelings through actions

shocked

- My mouth was wide open.
- I gaped.
- I was taken aback.
- I froze.
- I was motionless and speechless.
- I felt a shiver down my spine.
- My eyes popped out.
- I couldn't believe my eyes.

Exploring Creative Writing Techniques – Crossing over a Range of Text Types

e.g. Using quotes and sayings

Closing: The government should tighten disease control and prevention measures.

The battle against the COVID-19 pandemic is going on and the end is not in sight. This global health crisis is a wake-up call on the importance of tighter disease control to safeguard public health. “Prevention is better than cure” makes both common sense and economic sense. What doesn’t kill us should not only make us stronger, but also wiser. I look forward to the day when I can travel freely without quarantine or seeing a sea of masked faces, and this calls for the collective efforts and wisdom of the world.

To buy or not to buy – that’s the dilemma
(To fly or not to fly, to leave or not to leave)



Closing 2:

“You are what you eat” – unhealthy diet is a leading cause of many health problems. To stop people from falling into the traps of advertising tactics and making uninformed shopping decisions that jeopardise their future health, it is time that the Hong Kong government introduced mandatory warning labels on unhealthy foods.

Writing Techniques:

- Engaging opening and closing
- Closing echoing the opening

To raise public awareness of healthy eating, some countries now legally require food manufacturers to put warning labels on foods that are high in sugar, saturated fat and salt.

- Write an argumentative essay.
- Argue either for OR against the effectiveness of food warning labels in changing people's eating habits.

(2020 HKDSE Writing Paper: Part B Q6)



Creative Use of Language:

- Parallel structures
- Rhetorical questions
- Personification
- Metaphors

Opening:

How alluring are the chocolate bars near the checkout counter! The enticingly packaged chips are beckoning in the snack aisle. Many people, like me, cannot resist the temptation of fatty and sugary foods. Junk food producers are so good at using positive cues to lure consumers, making unhealthy foods look tasty and cool, but these are land mines and time bombs. Some visual reminders and scare tactics are needed to caution consumers against their potential harm.

Closing:

How tempting would the chocolate bar be if the wrapping was slapped with a picture of decaying teeth or a diseased heart? How appetising would the chips look with a big cancer warning symbol on the packing? Junk foods are invitingly packaged and strategically displayed to incite impulse buying. What is a better antidote than quenching the desire with graphic warnings that reveal the naked truth?



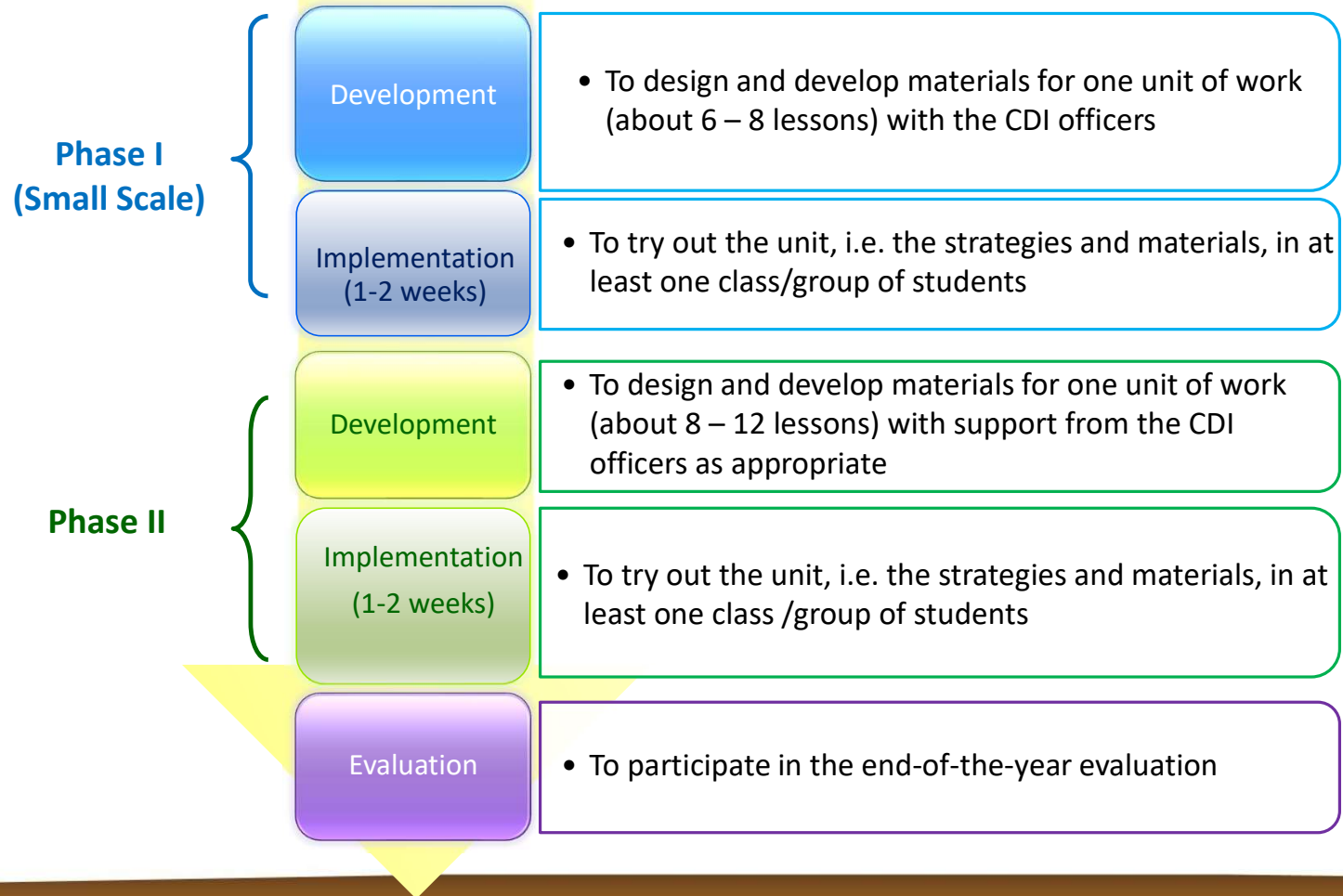
Application for the “Seed” Project

Planning & Implementation of the “Seed” Project

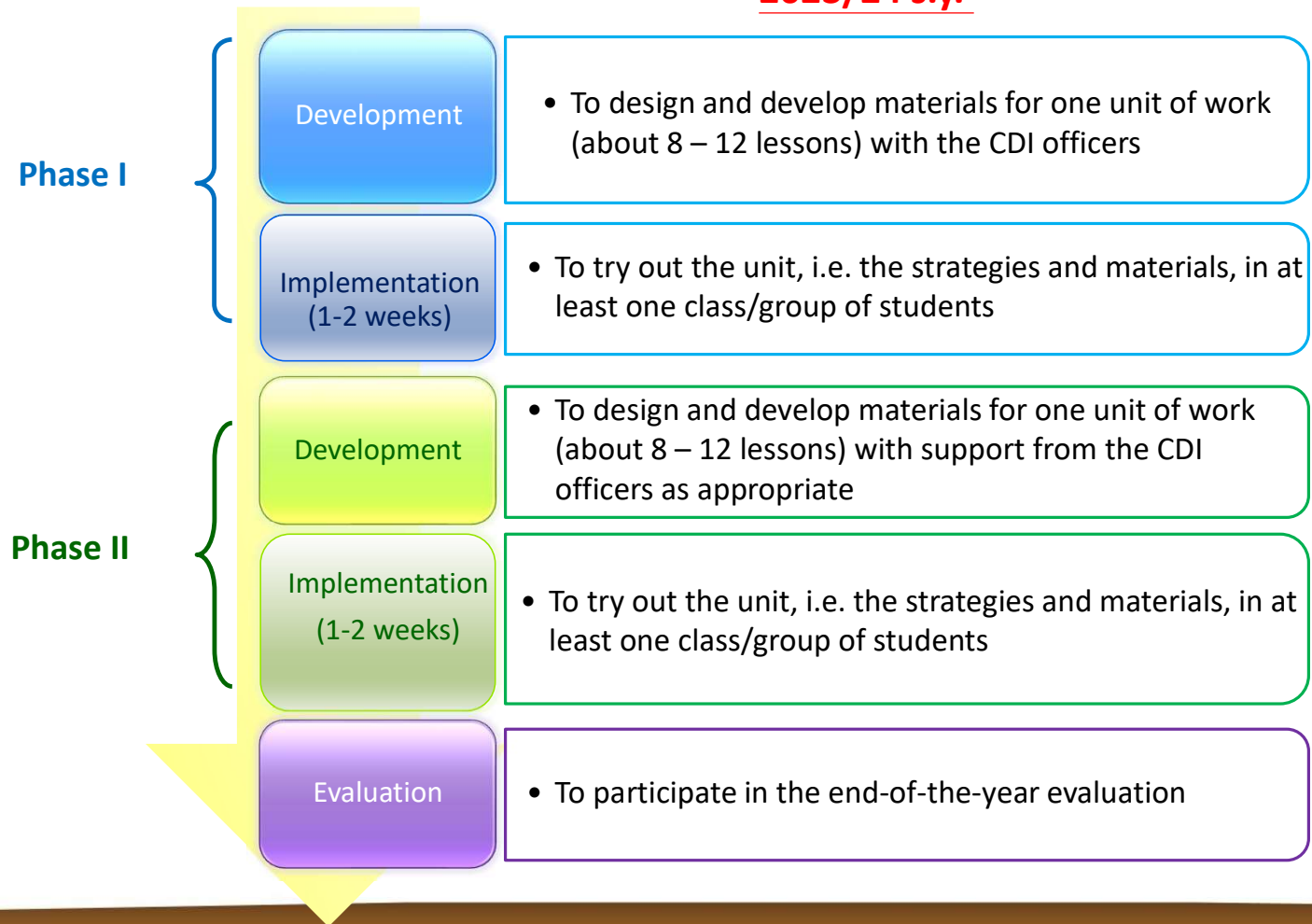
Class Level S3 - 5	School Participation: Up to 2 School Years	
	2022/23 School Year	2023/24 School Year
	<ul style="list-style-type: none">• Conducting the tryout with <u>at least one class/group of students</u>	<ul style="list-style-type: none">• Conducting the tryout with <u>the same/different class(es)/group(s) of students</u>

Planning & Implementation of the “Seed” Project

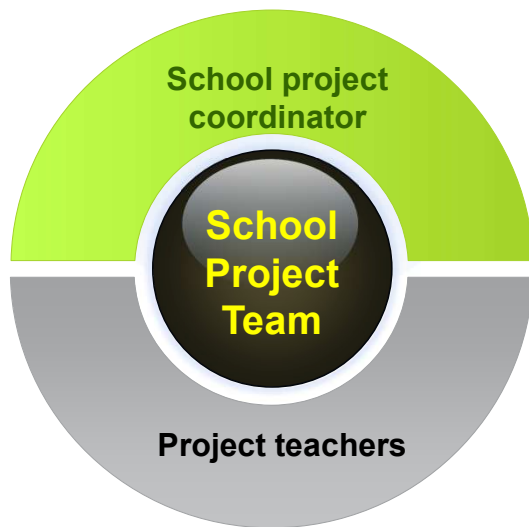
2022/23 s.y.



Planning & Implementation of the “Seed” Project 2023/24 s.y.

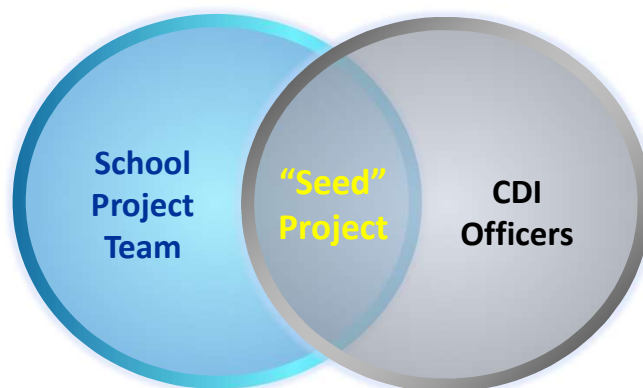


The “Seed” School is Expected to:



- nominate one experienced and committed English teacher to be the school project coordinator, and where possible, identify more teachers to be the members of the project team;
- build on the school's existing reading / writing programmes and incorporate the tryout into the school-based English Language curriculum; and
- assist in the collection of evidence (by supporting classroom observations, including video-recording the tryout lessons and interviewing students / teacher(s)) on the impact on student learning.

Role of the School Project Team



- Identifying entry point(s) for the “Seed” Project
- Working in collaboration with the CDI officers to identify suitable texts and resources for the units of tasks/learning activities
- Developing and trying out teaching strategies, tasks and materials
- Producing deliverables including four units of tasks to enhance students’ creative and academic writing skills in the secondary English classroom
- Collecting evidence (by supporting classroom observations, including video-recording tryout lessons and interviewing students / teacher(s)) on the impact on student learning
- Disseminating good practices for teachers’ professional development

Benefits for the “Seed” School

The “Seed” school will

- build up the capacity of the English Panel in enhancing students’ creative and academic writing skills in the secondary English classroom; and
- gain an insight into how to enhance the learning and teaching of writing and develop a holistic plan for curriculum development.

Teachers from the “Seed” school will

- develop the competence in developing effective strategies and resources to enhance students’ creative and academic writing skills.

Application

School Application Form

Education Bureau Circular Memorandum No.1/2022 Staff Interflow Schemes 2022 (Appendix C in duplicate)

<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM22001E.pdf>

Appendix C
Page 1 of 2

Education Bureau
Staff Interflow Schemes 2022

School Application Form
(To be completed by School Heads)

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 1/2022 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 3 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau's drop-in box (Box no.: ED801 – Staff Interflow Schemes 2022) located at the 2/F Entrance, East Wing, Central Government Offices, 3 Tim Mei Avenue, Tamar, Hong Kong. Please specify "Application for Interflow" on the envelope. Application for interflow arrangement to commence in August/September 2022 should reach HRM Unit of EDB's drop-in-box on or before 10 March 2022.

Participation in Collaborative Research and Development ("Seed") Projects 2022/23 School Year

Part I: My school wishes to take part in the following "Seed" Project(s) in 2022/23:
(Please refer to Appendix A(26) for the information on "Seed" projects.)

No.	Title of "Seed" Project	Project Code	Name of CDI Section	Please list all other projects in which the school is participating (e.g. QEF, SBSS, etc.) for CDI's reference.
1.				
2.				
3.				

Part II: School information

School Name : _____

School Address : _____

Telephone No. : _____ Fax No. : _____

Contact Person: *Mr/Ms _____

Telephone No. : _____ Fax No. : _____

E-Mail Address: _____

Signature of School Head : _____

Name of School Head : _____

(in BLOCK letters)

Date : _____

* Please delete where inapplicable.

EDBCM No. 1/2022

Appendix C
Page 2 of 2

Please provide the following details for each project separately.

Part III: Proposal Details

Please discuss the project that you are applying for with the relevant Section of CDI, and submit a proposal with the following details on A4 sheet(s):

- Title of "Seed" Project with project code
- School particulars (e.g., reasons for conducting the project, commitment of teachers, willingness to share findings with other schools, previous experiences in school-based curriculum projects)
- Proposal details (e.g., objectives, how the project fits in with the curriculum needs of your school, availability of resources, action plan with schedule, expected deliverables and evaluation methods)

Part IV: Secondment of Teachers (Please complete this part for "Seed" Projects provided with Seconded Teachers.)

Please tick in the appropriate box below:

- ☐ My school does not wish to nominate any teacher for secondment to the CDI to participate in its "Seed" Project(s).
- ☐ My school wishes to nominate the following teacher(s) for secondment to the CDI to participate in its "Seed" Project(s) (please also submit the completed Appendix B and its Annexes 2 and 3 for each teacher nominated):

No.	Name of Teacher	Project code
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1.

2.

* Please

Submit a Project Proposal including the following:

- title of "Seed" project with project code
- school particulars
- proposal details
(provide details on A4 sheets)

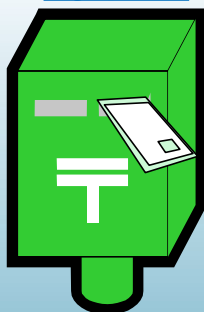
Appendix C
(pp.68 & 69 of
CM 1/2022)

EDBCM No. 1/2022

Deadline for Application
10 March 2022 (Thursday)

Return the **application form (Appendix C)** with
a project proposal to:

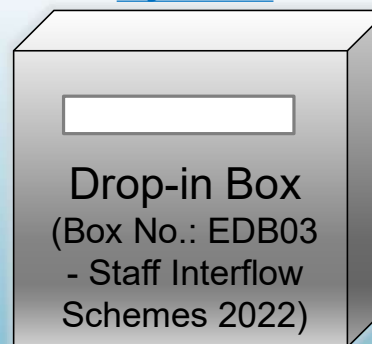
By post



EDB Human Resource Management Unit,
4/F, East Wing, Central Government Offices,
2 Tim Mei Avenue, Tamar, Hong Kong
(Application for Staff Interflow Schemes 2022)

or

By hand



Located at 2/F Entrance,
East Wing, Central Government Offices,
2 Tim Mei Avenue, Tamar,
Hong Kong

Results of the applications will be announced in **June 2022**.

Enquiries

Project Specific

 Ms Elizabeth WONG

English Language Education Section
2892 5873

General

 Mr Edward LAI

Life-wide Learning Section
2892 5824