

**PROFESSIONAL DEVELOPMENT  
PROGRAMME:  
DEVELOPING STUDENTS'  
CREATIVITY AND NEW LITERACY  
SKILLS THROUGH LANGUAGE ARTS  
ELECTIVE MODULES**

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# WELCOME

Introduction and Housekeeping

What we will be doing in today's workshop

Warm-up to a creative mindset: the chopsticks game

Brief debrief:

What sort of **thinking** did you use just now in the game? What did you **need** in order to play the game? What do your chopstick creations **tell us about the nature of creativity?**

# DEFINING CREATIVITY (ACCORDING TO THE ELE KLA CURRICULUM GUIDE (P1 – S6) (CDC, 2017)), A73-75

‘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.’

From: [https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE\\_KLACG\\_P1-S6\\_Eng\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf)

Accessed November 29<sup>th</sup>, 2018

# THE LANGUAGE ARTS ELECTIVES AS ORGANISING UNITS FOR TODAY'S ACTIVITIES – WE SHALL FOCUS MORE ON MODULES 1-3 TODAY, BUT THERE ARE OTHER SUGGESTED ACTIVITIES TOO

	Related activities/ text types	Generic skills, including creativity and/or New Literacy skills
Learning English through Drama	Process drama, including hot seating, one minute theatre, plot generator	Creativity Critical thinking
Learning English through Short Stories	Plot generator, six word stories	Creativity Critical thinking
Learning English through Songs and Poems	Visualisation of characters from the selected poem	Creativity Multimodal Literacies
Learning English through Popular Culture	Posters, short stories, adverts	Multimodal Literacies Tactics in the mass media

# THREE PRINCIPLES OF CREATIVITY

1. Creativity is not just an optional component in language teaching...it is seen as *central* to successful teaching and learning
2. Discussions of creativity go beyond traditional notions of 'creative language –the real text of linguistic creativity is whether or not *we are able to use language* to “pull off” situated meaning and discourses and to portray ourselves as certain kinds of people
3. Creativity is *social and collaborative*

Jones and Richards 2016: 6 - 7

**SO....**

Is creativity for everyone?

Is everyone creative?

# LEARNING MORE THAN LANGUAGE

‘When we learn a new language, we’re not just learning new vocabulary and grammar, we’re also learning new ways of organizing concepts, new ways of thinking and new ways of learning language. Knowing two language is much more than simply knowing two ways of speaking’

- Bialystok and Hakuta 1994: 122

**What do Hong Kong students know when it comes to English? Lets take a look at the most recent DSE English results:**

[http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam\\_Report/Examination\\_Statistics/dseexamstat17\\_5.pdf](http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam_Report/Examination_Statistics/dseexamstat17_5.pdf)

**DSE results from 2012-2017 can be accessed here:**

[http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam\\_Report/Examination\\_Statistics/dseexamstat17\\_7.pdf](http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam_Report/Examination_Statistics/dseexamstat17_7.pdf)

# ACTIVITY 1:

## ON-RAMPING THROUGH GENRE PLAY

### Definition of *on-ramp*

- a ramp by which one enters a limited-access highway

<https://www.merriam-webster.com/dictionary/on-ramp>

Accessed 23rd October 2018

[www.plot-generator.org.uk](http://www.plot-generator.org.uk)

Let's spend some time creating and sharing our own stories using Plot Generator.

- How were you creative?
- Did you 'play' with the conventions of the language arts text which you created?
- Was this small-scale creativity?
- How might this activity be useful for demotivated students seeking to enter the DSE 'highway'?

# FROM TEXT TO CONTEXT: TAKING PLOT GENERATOR MULTI-MODAL

- Open a PPT presentation (or equivalent) on your device.
- Let's take the first paragraph of two from your short story and type it on the first slide or two on the PPT.
- Bland and dull in terms of being a big block of text?  
Maybe.
- Now substitute the first paragraph with no more than two images and then tell the story to another pair at your table – creativity requires *divergent thinking*.

# WRAP-UP FROM ACTIVITY 1

## CREATIVE RESPONSE IS...

Playful

Unique

Connected to various forms of literacy as per the Churchill et al (2010) model

Culturally relative

Q: What do you say to a member of the grammar police who has hurt themselves?

A: Their, there, they're

## **ACTIVITY 2: NEW LITERACIES AND CREATIVITY *EMBODIED*: USING PROCESS DRAMA STRATEGIES TO RESPOND CREATIVELY AND CRITICALLY TO POETRY**

New Literacies are made possible by the use of digital technology in activities such as that just carried out, but New Literacies do not **necessarily have to involve use of digital technologies – they are social and multi-modal in nature.**

# WHY PROCESS DRAMA?

“One of the key advantages that drama pedagogy can bring to the language classroom is its recognition of the centrality of the body in the learning process.”

Winston, J. (2012) p 4.

We will now use process drama strategies to explore the social, multi-modal and embodied nature of learning. Mike Buscemi’s poem *The Average Child* will be our stimulus text for this exemplar. The strategies and sequence are laid out on your *handout*.

**WRAP-UP FROM ACTIVITY 2:  
CREATIVITY IS ALSO COGNITION *EMBODIED***

# FROM POETRY TO OTHER TEXTS -

Discussions point:

How could these strategies be used in relation to other language arts texts and/or multimodal texts?

# ACTIVITY 3: SHORT-FORM 'NANO' RESPONSES - CREATIVITY BY ALL, FOR ALL, WITH ALL: ONE-MINUTE PLAYS AND SIX-WORD STORIES

We will engage in two 'nano' forms of creative writing – **one-minute plays** and **six-word stories**.

Both are **nimble** creative forms in which a wide variety of multiple perspectives and experiences can be expressed – and can also be successfully created by less able/motivated students.

## CREATIVITY BY ALL, FOR ALL, WITH ALL: ONE-MINUTE PLAYS AND SIX-WORD STORIES

Dramatic activity can also be considered a form of multimodality, in which messages are delivered in gestural and spatial modes.

In terms of working across LA electives, the skills for creating a six-word story, (conciseness, using words *precisely* to evoke an image in the reader's mind) can be transferred to slogan writing in the *Learning English through Popular Culture* elective module.

# MOVING FROM 'MINI-C' TO THE DSE WRITING PAPER.

In the DSE writing paper, students are under to generate content in a limited time – as you have done today.

I understand that in Part 2 of the Writing Paper, students need not write a play, short story, poem, song or meme, but they do need to be able to *generate ideas and write under pressure*.

The prompts here are to help students do so as well as respond creatively.

# EXAMINERS' COMMENTS IN RESPONSE TO THE DSE WRITING PAPER 2017

- + Some simple sentences are accurately constructed
- + Sentence based errors in complex sentences are commonplace
- + Intermittently relevant
- + **Ideas are repetitive**
  
- + Read the questions carefully to find out the requirements of the task
- + Relevance is one of the criteria which helps markers differentiate original from memorised materials
- + Pay attention to accuracy of language
- + Avoid using low-frequency linguistic features
- + **Read as widely as possible and be familiar with different text - types (e.g. letters to the editor, reports of various kinds, short stories and other literature) and try to become aware of what writers do in these texts**
- + Spend time on **planning** and proof-reading answers

# **WRAP-UP FROM ACTIVITY 3 MOVING FROM 'MINI-C' TO THE DSE WRITING PAPER.**

Students need to plan their work before they start writing

In these exercises, we need to try to respond creatively (and accurately!), but planning is also very important.

# WHAT IF...?

## THE CREATIVE TEACHER

Nothing is more important than the teacher exemplifying the habits, behaviours and thinking they want students to demonstrate. They need to exemplify creative traits such as curiosity and the development of creative skills.

***How might some of today's activities and ideas be adapted and fine-tuned for use in your own professional context?***

**QUESTIONS**

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# CURRICULAR REFERENCES

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