Part I

Programme Title	:	Certificate in Professional Development Programme for English Teachers (Saturday Mode) (CWP004)
Programme QF Level	:	6
Course Title	:	Enhancing learning in the English Language KLA with literary and creative genres
Course Code	:	ENG5432
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	30
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	5

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

According to the English Language Education Key Learning Area (KLA) Curriculum Guide (Primary 1 to Secondary 6), the use of literary and creative works serves to complement the subject of English Language and further enhance students' English language proficiency by providing them with opportunities to interact with literary texts and explore the aesthetic, intellectual, cultural and emotional aspects of language learning. This course aims to broaden practising English language teachers' repertoire of knowledge and skills to use a wide range of literary and creative genres to enhance students' learning in the English Language Education KLA. The course will run through five Saturdays and the topics include: (1) drama in English language teaching, (2) exploring visual literacy through graphic novels, (3) creative poetry writing, (4) using children's literature in the English classroom, and (5) reading and writing for pleasure.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, course participants will be able to:

CILO$_1$ Demonstrate knowledge of literary and creative genres introduced in the course;

CILO$_2$ Demonstrate an understanding of the processes and skills involved in facilitating the appreciation, discussion, performance, and production of literary and creative genres introduced in the course; and

CILO3   Make use of literary and creative genres to enhance students' learning in the English Language Education KLA with appropriate pedagogical approaches and strategies.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Drama in English language teaching • The theory of embodiment in language learning: neuroscience, bodily movement and education. • Warm up: getting students in their bodies and in their voices while working on suprasegmental pronunciation. • What is a dramatic situation? How does it serve to create intrinsic motivation? How can we draw a dramatic situation from a text? • Activities for moving from a written text to its concretization in the physical world: Teacher-in-role, tableaux, moving from tableau to bodily movement.	*CILO$_{1,2,3}$*	Seminar, workshop, discussions, collaborative tasks, online discussion forum, teaching demonstrations, lesson planning, design of learning materials

Exploring visual literacy through graphic novels • How can we use visual and sometimes even wordless texts in the English language classroom? • What opportunities do multimodal texts like graphic novels, offer for visual literacy?	*CILOs 1,2,3*	Seminar, workshop, discussions, collaborative tasks, online discussion forum, teaching demonstrations, lesson planning, design of learning materials
Creative poetry writing • Introduction to poetry • Introducing poetry to students (e.g. poets/ poetry collections to get to know, engaging students with different poetic elements and poetry forms) • Teaching creative poetry writing	*CILOs 1,2,3*	Seminar, discussions, collaborative tasks, online discussion forum, poetry writing workshop
Using children's literature in the English classroom • Benefits of storytelling • Different ways to tell stories • Using picture books in storytelling • Conducting literature circles with chapter books	*CILOs 1,2,3*	Seminar, workshop, discussions, collaborative tasks, online discussion forum, teaching demonstrations, lesson planning, design of learning materials
Reading and writing for pleasure • What does it mean by reading and writing for pleasure? • Benefits of reading and writing for pleasure • Pedagogical approaches and strategies that work well for reading and writing for pleasure in the English classroom • Promoting reading and writing for pleasure outside the classroom	*CILOs 1,2,3*	Seminar, workshop, discussions, collaborative tasks, online discussion forum, teaching demonstrations, lesson planning, design of learning materials

4. **Assessment**

Assessment Tasks	Weighting	CILOs
(a) Completion of in-class group work (e.g. group performance and presentations)	Group work (25%)	*CILOs 1 & 2*
(b) Weekly contribution to class blog	Individual work (10%)	*CILOs 1 & 2*
(c) Design a lesson plan with appropriate learning materials which incorporates what you have learned in at least one of the following areas: ➢ Drama in English language teaching ➢ Exploring visual literacy through graphic novels	Individual work (65%)	*CILOs 1,2,3*

➢ Creative poetry writing ➢ Using children's literature in the English classroom ➢ Reading and writing for pleasure		

5. Required Text(s)

Nil

6. Recommended Readings

Latest curriculum guidelines

The Curriculum Development Council. (2017). *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*. Retrieved from https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf

Using drama in English language teaching

DeCoursey, M. (2019). Aesthetic experience and learning. In *Embodied Aesthetics in Drama Education: Theatre, Literature and Philosophy* (pp.37-62). London: Bloomsbury.

DeCoursey, M., & Trent, J. (2016). Stultification and the negotiation of meaning: drama for second language education in Hong Kong schools. *Research in Drama Education, 21*(4), 524-534.

Kao, S., & O'Neill, C. (1998). *Words into worlds: Learning a second language through process drama.* Stamford, CT: Ablex.

Maley, A., & Duff, A. (2005). *Drama techniques: A resource book of communicative activities for language teachers* (3rd ed). Cambridge: Cambridge University Press.

Piazzoli, E. (2018). *Embodying language in action: The artistry of process drama in second language education.* London: Palgrave Macmillan.

Exploring visual literacy through graphic novels

Boerman-Cornell, W., Kim, J., & Manderino, M (2017). *Graphic novels in high school and middle school classrooms: A disciplinary literacies approach.* Lanham: Rowman and Littlefield.

Chase, M., Son, E. H., & Steiner, S. (2014). Sequencing and graphic novels with primary grade students. *The Reading Teacher*, *67*(6), 435-443. Doi:10.1002/trtr.1242.

Jimenez, L. M., & Meyer, C. K. (2016). First impressions matter: Navigating graphic novels utilizing linguistic, visual and spatial resources. *Journal of Literacy Research, 48*(4), 423-447. Doi:10.1177/1086296x16677955

Pantaleo, S. (2014). Reading images in graphic novels: Taking students to a "greater thinking level". *English in Australia*, *49*(1), 38-51.

Creative poetry writing

Addonizio, K., & Laux, D. (1997). *The poet's companion: A guide to the pleasures of writing poetry*. New York, WW: Norton.

Chang, T., Handal, N., & Shankar, R. (Eds.). (2008). *Language for a new century: contemporary poetry from the Middle East, Asia, and beyond*. New York, WW: Norton.

Harper, G. (2008). *Creative writing guidebook*. London: Continuum.

Peary, A., & Hunley, T. C. (Eds.). (2015). *Creative writing pedagogies for the twenty-first century*. Carbondale: Southern Illinois University Press.

Retallack, J., & Spahr, J. (Eds.). (2006). *Poetry & pedagogy: The challenge of the contemporary*. New York: Palgrave Macmillan.

Sellers, H. (2008). *The practice of creative writing: A guide for students*. Boston: Bedford St Martins.

Wiggerman, S., & Meischen, D. (2011). *Wingbeats: Exercises & practice in poetry*. Austin: Dos Gatos Press.

Wiggerman, S., & Meischen, D. E. (2014). *Wingbeats II: Exercises & practice in poetry*. Albuquerque: Dos Gatos Press.

Using children's literature in the English classroom

Agosto, D. E. (2016). Why storytelling matters. *Children & Libraries*, *14*(2), 21-26.

Bland, J., & Lütge, C. (2013). *Children's literature in second language education.* London: Bloomsbury.

Falvey, P., & Kennedy, P. (Eds.) (1998). *Learning language through literature in primary schools.* Hong Kong: Hong Kong University Press.

Hall, L. (1998). *Poetry for life: A practical guide to teaching poetry in the primary school.* London: Cassell Educational Ltd.

Huck, C. S., & Kiefer, B. Z. (2004). *Children's literature in the elementary school*. Fort Worth: Harcourt Brace College Publishers.

Lynch-Brown, C. & Tomlinson, M. (2011). *Essentials of children's literature* (6th ed.). Boston, MA: Pearson.

Mahon, T. (Ed.) (1990). *Using big books to teach English*. Hong Kong: Hong Kong Institute of Education.

Reading and writing for pleasure

Bushnell, A., Smith, R., & Waugh, D. (2020). *Ideas for primary teachers: Writing (100 ideas for teachers)*. Bloomsbury Publishing.

Cremin, T., Mottram, M., Collins, F. M., Powell, S., & Safford, K. (2014). *Building communities of engaged readers: Reading for pleasure*. Routledge.

The Reading Agency. (2015). *Literature review: The impact of reading for pleasure and empowerment*. Retrieved from https://readingagency.org.uk/news/The%20Impact%20of%20Reading%20for%20Pleasure%20and%20Empowerment.pdf

Young, R., & Ferguson, F. (2020). *Writing for pleasure: Theory, research and practice*. Routledge.

7.   Related Web Resources

Books for Keeps (children's book magazine online)
http://booksforkeeps.co.uk/

Centre for Literacy for Primary Education (free teaching resources on teaching poetry, reading for pleasure and writing in primary schools, etc.)

https://clpe.org.uk/clpe/free-resources

Children's Literature in English Language Teaching for Primary Students in Hong Kong (CLELT)
https://sites.google.com/view/clelt/

Introducing and exploring poetry (Scottish Book Trust)
https://www.scottishbooktrust.com/learning-resources/introducing-poetry-in-the-classroom

Teaching resources on drama, provided by The Regional NET Coordinating Team and The NET Section
https://nets.edb.hkedcity.net/page.php?p=36

One City One Book
https://www.onecityonebook.hk/

Picture books in European Primary English Language Teaching
https://pepelt21.com/?fbclid=IwAR2mPmG5xNoPUHAUk3UXgDehIdRaJcOLeL1MUU5ZY1rvwwiGJf2zSEkAkT0

Reading for pleasure pedagogy (Open University, UK)
https://ourfp.org/reading-for-pleasure-pedagogy/

Teaching resources on reading for pleasure (BBC Teach)
https://www.bbc.co.uk/teach/skillswise/reading-for-pleasure/zj37cqt

Using literature-an introduction (BBC Teaching English)
https://www.teachingenglish.org.uk/article/using-literature-introduction

8. **Related Journals**

Children and Libraries
https://journals.ala.org/index.php/cal/index

Children's Literature in English Language Education Journal
https://clelejournal.org/

Language Arts (by National Council of Teachers of English)
https://ncte.org/resources/journals/language-arts/

9. **Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others

Nil

6 April 2022