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Creativity and language learning

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QQI ELE Conference 2016



in Ireland for English language teaching professionals



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“Where’s your gun – you shot the door!”



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Learning is active, explorative and done in interaction with others.

Effective language learning is built on a balance between communicative competence, linguistic competence and pragmatic competence – “knowing when and how to say what to whom”.

Hymes 1971





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Language teaching “should be built primarily on creating opportunities for students to express and understand meaningful language. However, this proposal is based on the hypothesis that form-focused instruction and corrective feedback are also essential for learners’ continued growth and development.”

Lightbown & Spada 2013



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Language learning is affected by many factors:

- Personal characteristics and experiences
- Social and cultural environment inside and outside the classroom
- The structure of the native and target languages
- Exposure to the target language and opportunities for use
- Type of instruction (meaning- and/or form-focused)





- Adopt a learner-focused, action-oriented, competence-based approach.
- Take into consideration the social and cultural dimensions of language learning.
- Consider and treat each language in the curriculum not in isolation but as part of a coherent plurilingual education.
- Take into consideration the specific needs of the different groups of learners and of the general needs of modern European societies.





Stakeholders are asked to base their aims, objectives and methods on:

- the needs, motivations, resources and characteristics of learners, rather than on the disembodied properties of the language as such;
- what learners are to be enabled to *do* with the language they learn;
- what knowledge and skills they will need in order to be able to use the language in action.

Recommendations



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Stakeholders should give careful consideration to ways in which language learning can not only make learners proficient language users, but also contribute to their broader social and cultural development, and to contribute to the development of their intercultural competence.



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“Creativity extends across all age ranges, all levels of competence, all teaching contexts and all geographical regions. And it applies equally to teachers as well as learners. Creativity is universal...”

Maley 2015

Principles of creativity



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- Creativity doesn't happen in a vacuum.
- Creativity arises from learners' engagement and involvement in an activity.
- Learners need a framework in which to develop creative thinking skills.
- Learners need opportunities to experiment with ideas and language freely and spontaneously.



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The most important resource is the human beings who make up the classroom, the teacher and the learners, with their varied personalities, interests, and abilities. The interaction between students, teachers and others is the breeding ground for creative growth.



Do you have a pet?

Yeah, I have three cats and four kittens. Once I had two frogs and one fish but one of the frogs jumped in the water and smashed up but the other one just died.

So now you have cats.



I have always had cats. One of my cat got kittens for two months.

What are you going to do with the kittens?

I'm going to give them away. Like I did all the other times, it's the fourth time now.

Telling about themselves



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Do you have a hobby?

Yes, I do. It's kayak.

Kayaking in the river?

Yes sometimes – and sometimes in the swimming pool at my father work. He is a teacher. He teach kayaking and he is a... he build things.





Do you have any hobbies, things that you like to do, after school?

Play with my friends, but first I have to go home and let my 2 dogs go out to pee [R: oh, you have 2 dogs?] in the gard.



What's the name of your dogs?

Tinni and Dolly. One's from Iceland, one is ..., I don't know where the other one is from. ... Don't really remember. One is 9 years, that's Dolly, the other one is 7 months old. Yesterday he run off and I was trying to get him back ... and then I got him, he ... was done running around, all ... done running... maybe he was done running for awhile then I try to steer him home, and when we were home, I tried to get him in but he was just there, didn't want to move and I opened the door for him to go in the gard again and then he just peed and goed in.[R: OK] The other one was afraid of somebody would come and steal everything from my house because it was... the door was open. [R: OK] I was so afraid. My other dog was just there watching (hums a tune).

He didn't go away.

No, he's learned it, he's 9 years old. [R: OK] One year older than me.





- Increased motivation to learn the new language
- A sense of ownership and feeling of success
- Recognition of individual and diverse strengths and abilities
- Encourages flexible thinking and resourcefulness





I started talking English when I was 4 years old. It just bang! Just fall into me.

It just fall into you! OK. Do you know anyone who speaks English?

Not that much.

Not that much? Not your Mom or Dad?

No, nobody in my family.

Nobody in your family? So how did you learn English?

Just ... I don't really know how to ... it just...

It just came.

Yeah, I started watching English movies and English people, I was always ... just learning.





1. In which battle did Napoleon die?

His last one

2. Where was the Declaration of Independence signed?

At the bottom of the page

3. The Ravi River flows in which state?

Liquid state

4. What is the main reason for divorce?

MARRIAGE

A+ for creativity

F

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