

A creative space

Teacher creativity and Learner creativity

Differences between teaching creatively and teaching for creativity

Creativity in another language

- making something happen
- spontaneity - **Saying what you want to say**
- doing something with intention

Confident and flexible learners – priorities for teachers?

Ambience and mood

Communication and motivation

Attitude to error

Stimulus, example, modelling

Creating an audience

Creative space

What can I/they do with it?

NACCCE report on Creativity

Imaginative activity is the process of **generating something original**: providing an **alternative** to the expected, the conventional, or the routine. It is ... essentially generative

Creative activity involves **playing** with ideas and trying out possibilities.

Creativity involves ... an **evaluative** mode.

The creation of something new is not accomplished by the intellect alone but by the play instinct. The creative mind plays with the objects it loves.

CG Jung

Everything fits a naked body except a little pair of shoes

My Uncle George

Creative Behaviours

- questioning and challenging
- making connections and seeing relationships
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes

How does getting ready for Performance help?

- Linking sound to writing, 'spelling', script
- Other literacy links, including gap filling
- Potential for spotting things in the text: rhymes and patterns
- Authentic basis for listening
- Opportunity for emotional engagement
- Stimulus for expressing opinions

- Lots of repetition and refinement
- Positive ambience
- Memorising
- Practising
- Evaluating
- Making mistakes, improving

Stimulating references

<http://www.teachingenglish.org.uk/articles/creativity-language-classroom>

Language use is a creative act: we transform thoughts into language that can be heard or seen.

Compensation strategies ... use creative and often imaginative ways of expression

... **some people cannot learn at all if they are not allowed to be creative.**

Creative work in the language classroom can lead to genuine communication and co-operation.

Judit Fehér, Pilgrims, UK

<http://homepage.ntlworld.com/vivian.c/Writings/Papers/CreativeUse.htm>

For from being a minor part of language, innovation may be language at its most typical; nearly every sentence produced or understood is new in the sense that one has never said or heard one identical.

... the most dangerous emphasis is that on learning by heart.

... It is unlikely that this ability (*to be able to produce and understand sentences never previously encountered*) can be acquired by teaching techniques that make use of habit formation and stimulus response association.

V.J. Cook

David Sedaris: *Me talk pretty one day*

Pfeifen des Windes - Goethe

Es ragt ins Meer der Runenstein,
Da sitz' ich mit meinen Träumen.
Es pfeift der Wind, die Möwen schrein,
Die Wellen, die wandern und schäumen.

Ich habe geliebt manch schönes Kind
Und manchen guten Gesellen—
Wo sind sie hin? Es pfeift der Wind,
Es schäumen und wandern die Wellen.

<http://www.youtube.com/watch?v=Y5jSBK0FfUQ>