

# A creative space

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# Pre-starter

Fold and tear off a strip (c 1cm.)  
from the long side of your paper  
And put the strip to one side

# Starter

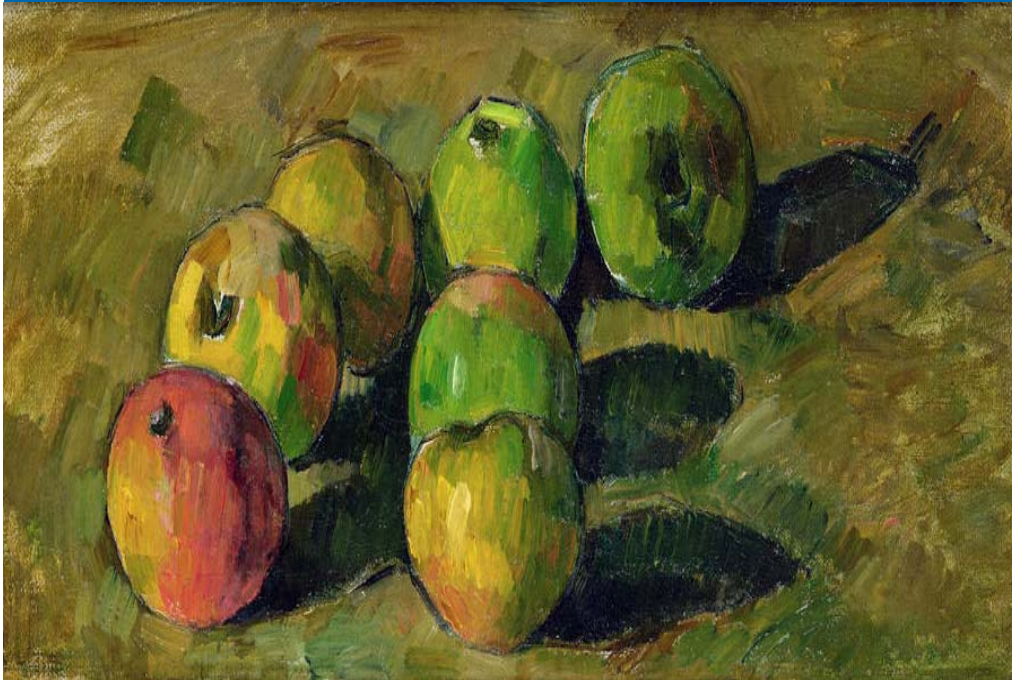
Divide your paper into 4 boxes

Use one box for Questions

Use one box for Statements

Use one box for Negative  
statements

Use one box for any Other sort of  
sentence



*Avec une pomme je  
veux étonner Paris !*

Paul Cézanne

# Your apple starter

You have 50 seconds

Write as many sentences about  
Apples as you can – in any of the  
category boxes

# Useful bits of language

Creating language does not need  
to wait until the end of a sequence

Strategy for recalling these 'tools'  
for 'spontaneous' use

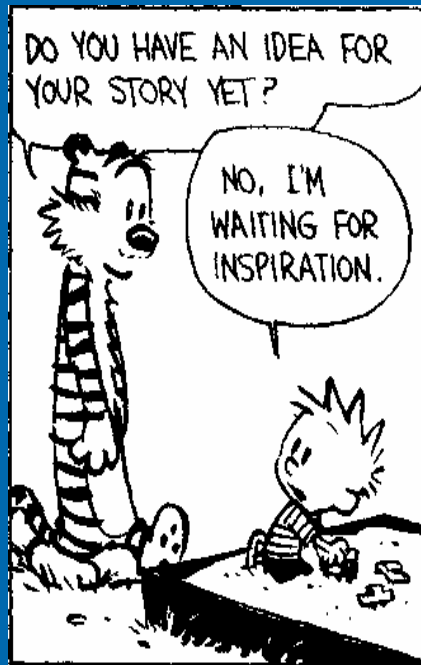
***Language use is a creative act:***  
*we transform thoughts into*  
*language that can be heard or*  
*seen.*

# Aspects of Creativity

Creative teachers / creative learners?

Some principles:

- Audience - Productive language, performance
- Ambience and error
- Stimulus and modelling - Receptive language, Authentic texts, contexts
- Parameters – *Apples*
- Opportunity, time





I went on e-bay and I  
bought ...

A piece of string  
an Aston Martin

A George Osborne mask  
500 bottles of champagne

- Buying an ice cream in Boulogne
- I want my learners to be flexible and confident to keep going

# Implication

- Highly structured objective-driven learning activities can help
- Learners need more than that
- Sometimes we need less structured, more spontaneous, challenging, risky, (but supported) opportunities

➤ *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

# Language is not predictable

- Learners need more than vocabulary and scripts
- In playful context and supportive environment - Put them on the spot
- *What if ....?*

Photos removed

# Change context

- *Make New from Known*
- You don't HAVE to know a lot
- You do have to think about an audience

<http://www.youtube.com/watch?v=ngRq82c8Baw&feature=fvst>

- Say hello
- Ask someone's name
- Tell someone your name
- Ask the way to the toilet
- Wish happy birthday
- Ask the time
- Say what you like
- Say where you live
- Say you have 2 bikes
- Say thank you and you're welcome
- Ask someone's age
- Say 'Just a moment, please'
- Count to 10
- Etc.



# Recycling

.. what you know into different  
format / context

Creative activity is part of  
language learning and use

Making links between contexts  
(*Apples*)

Personal response

‘Topic language’ e.g. personal  
questions

# ASDAN Short Course

## **Making it up**

Create an Information Page about a fictional character – from a book, film, game or programme you know, or from your own imagination - with captions, headings, questions and answers or other text about the character

# Learners creating video to ..

Show what they have learnt and  
understood

Show what they can produce

Use language for a real purpose  
in mixed skill combinations

Transfer language between  
contexts

Organize their thinking and solve  
problems

# Modelling

Show them what you mean  
Using an authentic resource

*What for ..?*

Not always comprehension or  
translation

Listening to improve speaking

# High School Musical

<http://www.youtube.com/watch?v=OMo1Qi5E4WU>

Pronunciation

Intonation

Join in chorus

# Chorus

Se provi a volare .....  
ti accorgi che qualche stella sta lì  
per noi  
e sfiorandole sei più libero

Se provi a volare  
ti\_accorgi che qualche stella sta lì  
per noi  
e sfior-an-do-le sei più libero

# Getting ready to perform = learning

Memorising

Practising

Refining

Evaluating

Making mistakes,  
improving

- Words, spelling?
- Pronunciation, flow
- Adding ideas
- Listening to each other
- Doing it again

# Random

- <http://www.youtube.com/watch?v=aETAPIXAT-w>
- Random things to say:
- *Why isn't phonetic spelled the way it sounds?*



# KS3

- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions ....

- Survey: 10 random things about yourself?
- i love anime  
i suck my thumb still (im 15)  
i dance in the mirror  
i think im oh kay at ddr  
i have big feet
- my name starts with a j  
my mom just called me a pig  
i like to eat regular food with chop sticks  
i just counted down how many more of these i have to do  
i have healthy hair
- <http://answers.yahoo.com/question/index?qid=20080607044253AA8NKVM>

## ➤ 5 Random Things About Yourself + 1 Nice Thing About Another Yelper

- i have a small sock monkey collection
- I make my bed EVERY morning
- I have never eaten a banana in my life.
- I have a black belt in Sudoku.

- <http://www.yelp.com/topic/chicago-5-random-things-about-yourself-1-nice-thing-about-another-yelper>

# A motivating idea creates

- Need to know a piece of language
- Use of the language
- Opportunity to observe the language
- Opportunity to extend the language
- Availability of the language for recycling  
(differentiation by expert)

# Make a phrase ...

- <http://somerandomwords.com>

# Languages : Purpose of study

- The teaching should enable pupils to **express their ideas and thoughts in another language** and to **understand and respond to its speakers, both in speech and in writing.**

# Le matin

- Do a mime in response to the changing text:
- Je me lève
- et puis je me lave la figure
- lentement

- Je me lève
- et puis je me lave la figure
- **rapidement**



- Je me lève
- et puis je me lave **les dents**
- rapidement

- Je me **douche**
- et puis je me lave les dents
- rapidement

- Je me douche
- et je me lave **la figure**
- rapidement

- Je me douche
- et je me lave **les dents**
- rapidement

# DIY

- Now you've seen the structure – make some up
- *What else ..?*

# Personalised content

- My Summer Holiday by Steven Fawkes  
aged quite a lot

# What ARE they talking about?

- developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.
- ?

