CREATIVITY IN THE ENGLISH LANGUAGE CLASSROOM
NIK PEACHEY - CO-EDITOR

CREATIVITY IN THE ENGLISH LANGUAGE CLASSROOM
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- Origins of the book
- Nature of creativity
- Importance of creativity in ELT
- Some ideas and activities
“We don’t grow into creativity, we grow out of it. Or rather, we are educated out of it.”

- Ken Robinson
“We don’t grow into creativity, we grow out of it. Or rather, we are educated out of it.”

- KEN ROBINSON
Worrying Trends Within ELT

• class size
• dependence on mass produced course books
• emphasis on exams and exam focused teaching
• big data and computer generated learning pathways
• English as employability skill rather than quality of life enhancement
• over dependence on technology
THE C GROUP

We intend to:

• bring together like-minded professionals so as to build a creative community

• open the group to all those committed to its values and objectives

• publicize creative ideas through articles, books, conferences and workshops, videos, and social media

• share information, materials and expertise with fellow professionals world-wide

• seek cooperation with any organisation which shares our ideas

• offer support and encouragement to individuals in their creative efforts

• influence, wherever possible, publishers, examination providers, accreditation constitutions, etc. to open up to more creative ideas
WELCOME TO THE C GROUP

The C Group is an independent and informal grouping of EFL professionals. It aims collaboratively to share information, promote reflection and inquiry, and encourage action through more creative and open teaching practices.

ABOUT US

The C Group is not so much an organization with a dogma but a collection of individuals and a cluster of ideas – many of which the members

OUR AIMS

Information function: to act as a clearing house for the diffusion of information between and among its members.
WHAT IS CREATIVITY?
WHY IS IT IMPORTANT IN ELT?
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- Language is creative by its very nature. We can express or communicate one idea in many different ways. Furthermore, every expressed or communicated idea can provoke many different reactions. Every single sentence, phrase or word we say or write is created in a unique moment of communication and can be recreated, reformulated, paraphrased or changed according to the goals of the speaker or writer.

- LIBOR STEPANEK
WHY IS IT IMPORTANT IN ELT?

- Linguistic creativity in particular is so much part of learning and using language that we tend to take it for granted. Yet from the ability to formulate new utterances, to the way a child tells a story to the skill of a stand-up comedian, to the genius of a Shakespeare, linguistic creativity is at work.

- ALAN MALEY
HOW DO YOU PROMOTE AND ENCOURAGE CREATIVITY?
**How do you promote and encourage creativity in your classroom?**

Please share any general ideas and suggestions for creating a learning environment in which creativity can flourish in the classroom.

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<tr>
<th>Ideas</th>
<th>Pros and cons</th>
<th>Votes</th>
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<td>Don't have huge expectations that your students will create wonderful work. Appreciate small acts of creation.</td>
<td>Add argument</td>
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**Add idea**
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SOME WORDS OF WISDOM
• Creativity is not for special days and not for a select few; it is a life skill we use on a daily basis. We combine elements of a language in a way that we have never heard before and express thoughts that are truly ours. We make decisions in situations we have never been in before, form our opinions on things we never knew of before. [ed.] Why do we then think that creativity is something extra in our classrooms and not an integral part of what we do?

- JUDIT FEHÉR
• The teacher can significantly increase communicative clarity and expressiveness by giving more value to the characteristics of the voice as a rich medium rather than a mere articulating device for words.

- ANDREW WRIGHT
• Don’t feel you have to have climbed Mount Everest in order to have a story to share! Losing your house keys, having a snake come into your house, having a bad dream and worrying about your grandmother are perfect subjects.

- ANDREW WRIGHT
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SOME IDEAS
The students perform dialogues in character.

- For example, in a dialogue in which A is a salesman in a shoe shop and B is the customer, A is told that he is the ex-husband of B and has not seen her since the divorce.

- Or in a dialogue in which A asks B how to operate her new office computer, B is told that he is in love with A but she doesn’t know this.

- BRIAN TOMLINSON
ON TELLING LIES

• Let students know that you are going to tell a short true personal story but that one detail will be a lie.

• Tell the story of something that happened since you last met the students and do your best to hide the lie among the true details.

• After listening to you, students in pairs guess the lie.

• Find out students’ guesses without letting them know if they’re right or wrong. When all the guesses have been made, reveal the lie.

• Students in groups of three take it in turns to tell their recent story, while the other two listen and afterwards guess the lie.

- DAVID HEATHFIELD
ON BEING AN OBJECT

• Ask students to choose an object they have.

• Give students a sticky note/card each and ask them to write the object they have chosen on their sticky note/card and wear it.

• Explain that they are to become the object on their sticky note/card, i.e. they become their own plate, fork, school bag, etc.

• Give them a minute to imagine what it might feel like to be that

• Ask students to imagine that this is a party of their chosen objects. They mingle meet and chat as these objects.

- JUDIT FEHÉR
ON MUSIC AND IMAGES

• Put learners into small groups and give each group a set of eight to ten pictures.

• Instruct the learners to spread the pictures in front of them so that everyone can see them.

• Tell them that they are going to hear a piece of music. Based on what they hear, feel and see, they are to create a story of their own.

• Play the piece of music for the learners.

• While listening, they can either begin to put the pictures into order.

• Give them enough time to finish their story.

• Ask each group to tell the others their story.

- MARJORIE ROSENBERG
OBJECTS IN A FIRE

• Write about a personal possession/object that you would most want to save in case there was a fire in your house.

• Describe it precisely and explain to your reader why this object is so important to you.
DOWNLOAD THE BOOK

- http://tinyurl.com/nz2bwlm
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Read more

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Thank you
“Creativity needs to be inspired by inspiring leadership that nurtures and appreciates teachers who make the effort to be creative.”

– MARISA CONSTANTINIDES

Thank you