Creative EAP

Changing the dynamics of teaching

Libor Štěpánek, Masaryk University, Brno, CZ
(libor.stepanek@cjv.muni.cz)
creative framework
creative thinking strategies
creative situations
creative spaces
creativity ...
“...the use of any language is inherently creative...”

Clarke, M.A., 2010
“…creativity is about change, is about thinking, is about thinking to a new system….”

deb Brabandere, L., 2014
…being creative involves doing something…

Ken Robinson, 2001
“Creativity is a natural function of intelligence of every individual that takes many forms, has different levels and draws from a variety of capacities …“

Robinson, K. 2009; Csikszentmihalyi, M. 1996; Torrance 1970, Runco et al., 2010; Treffinger et al., 2002; Heindel and Furlong, 2000
framework
M. Csikszentmihalyi

domain
language classes

Evaluates innovations & retains selected ones

Transmits the existing body of knowledge

language teachers

field

language students

person

Produces
thinking strategies
Edward de Bono
- limitations of research
- methodology
- acknowledgements
- future plans
- sign-posting language
situations
Bill Krouwel

In each set, match the lower case letter to the upper case letter:

In each set, match the lower case letter to the upper case letter:

clear situation, clear solution
unclear situation, clear solution

clear situation, unclear solution
unclear situation, unclear solution
Put these verbs into the Past Tense:

1. She eats all the chocolates.
2. They go the bus stop.
3. He goes shopping on Fridays.
4. I am happy at the weekends.
5. She is fifteen years old.
6. They are students in London.
7. I have a new bicycle.
8. Mustafa has seven old books.

1. She ....... all the chocolates.
2. They ....... the bus stop.
3. He ....... shopping on Fridays.
4. I ....... happy at the weekends.
5. She ....... fifteen years old.
6. They ....... students in London.
7. I ....... a new bicycle.
8. Mustafa ....... seven old books.
Right now mum is 21 years older than her child. In 6 years her child will be 5 times younger than she.

Where is daddy?
If in 6 years the mother will be 21 years older than and 5 times as old as the child, then:

$$5 \times (X+6) = (X+6) + 21$$
$$4 \times (X+6) = 21$$
$$X + 6 = 5.25$$
$$X = -0.75$$

At present the child is: three quarters of a year before being born. …and three quarters of a year is nine months…
Well, it's clarified.

https://www.youtube.com/watch?v=Lf8YM0EbNE
space and environment

Beard and Wilson
videoconferencing

2004 Aberystwyth

2006-2008 UK, Canada, USA,

2009 Spain, Finland, Germany, China …
Masaryk University

...a standard method....

- simulations (e.g. international law cases)
- intercultural sessions
- specific skills sessions
  - academic writing (feedback and discussions)
  - academic presentations – audience, ICT use
# Key Competencies in International Academic Communication

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BAHÍA BLANCA (ARGENTINA)

Topic: your research / branch of studies
Form: asynchronous, academic communication, peer-focused, writing and speaking

Activities:

a) Write a piece of academic text. (1,000 words)

b) Record a spoken summary of a text you receive from a student of Bahía Blanca University. (1-5 mins)

Learning outcomes: language focus, diversity of discourses and language use in spoken and written production
UPPSALA (SWEDEN)

**Topic:** intercultural communication (exploring strategies)

**Form:** synchronous (mainly), videoconferencing sessions in small groups; asynchronous informal writing, international teamwork

**Activities:**
VC I – introduction to different cultures
VC II – critical incidents
VC III – social and cultural identities
VC IV – contemporary issues

**Learning outcomes:** strategies for intercultural communication, spoken interaction / production
NEW YORK UNIVERSITY, SHANGHAI (CHINA)

**Topic:** bridge as an allegory to communication  
(philosophical, social, cultural and practical aspects)

**Form:** synchronous/asynchronous combination, informal small teach communication, international teamwork, collaborative tasks

**Activities:**
- a) team formation
- b) videoconference – introduction
- c) bridge concept exploration
- d) video production

**Learning outcomes:** synthesizing complex issues, task oriented communication
- learn a world language
- be clear and explicit
- smile, be polite and positive
- start with an icebreaker and then move to the point
- be prepared
- be organised
- have some back-up plan
- try to understand the other end’s motivation
- consider the time zone / differences
- study the culture you are going to communicate with
- don’t hesitate to ask
- know the tool of communication (and be ready to blame it! 😊)
- exaggerate your body language
- be flexible
- be tolerant if somebody is not
- learn a world language
- be clear and explicit
- smile, be polite and positive
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- Masaryk University publication on videoconferencing in HE language education (2017/2018)
- LSE publication on technologies in HE language education (2017)
CREATIVE EAP

working together  ←  learning together

complex and creative (authentic) environment
in-class and out-of-class activities
limited success/fail situations
student collaboration
Sources