

# Creative EAP



## Changing the dynamics of teaching

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**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....”

de 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 ...”

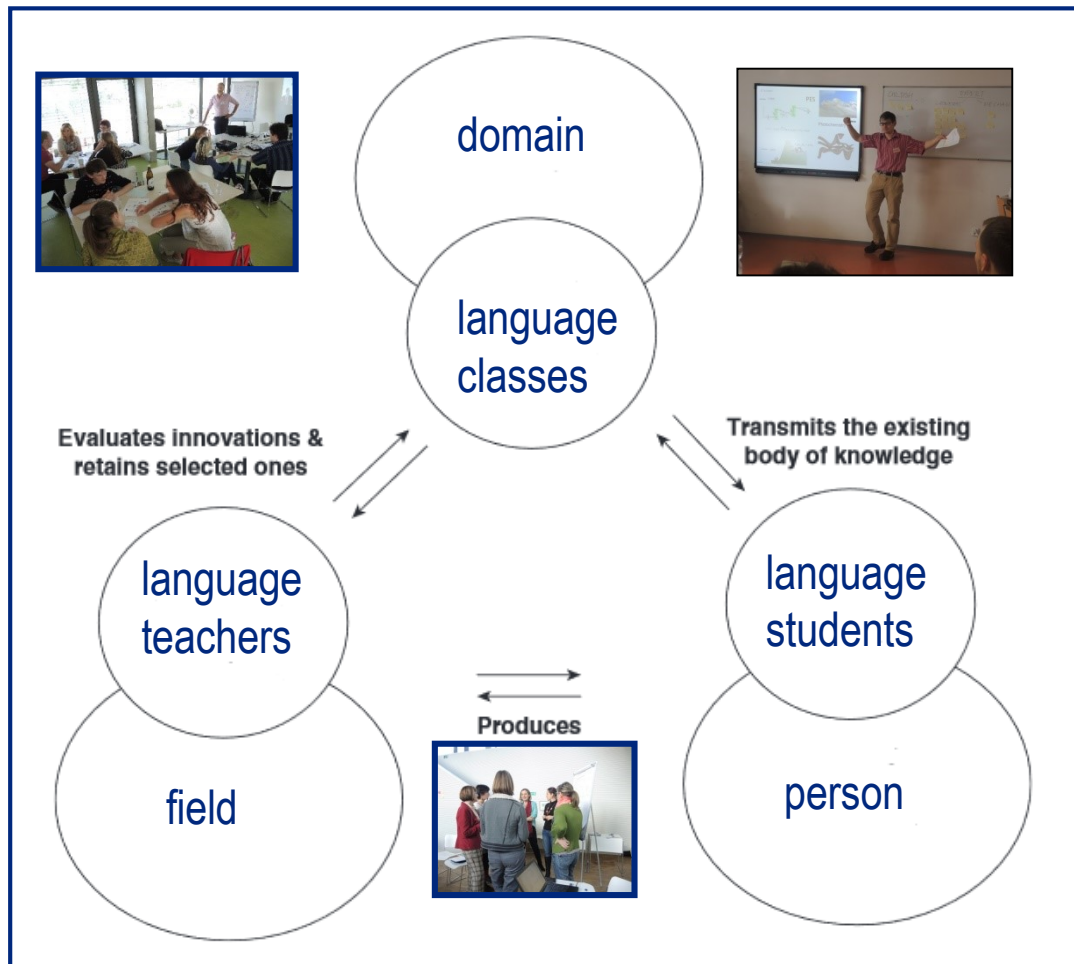
Robinson, K. 2009; Csikszentmihalyi, M. 1996; Torrance 1970, Runco *et al.*, 2010; Treffinger *et al.*, 2002; Heindel and Furlong, 2000





# framework

M.Csikszentmihalyi





# thinking strategies

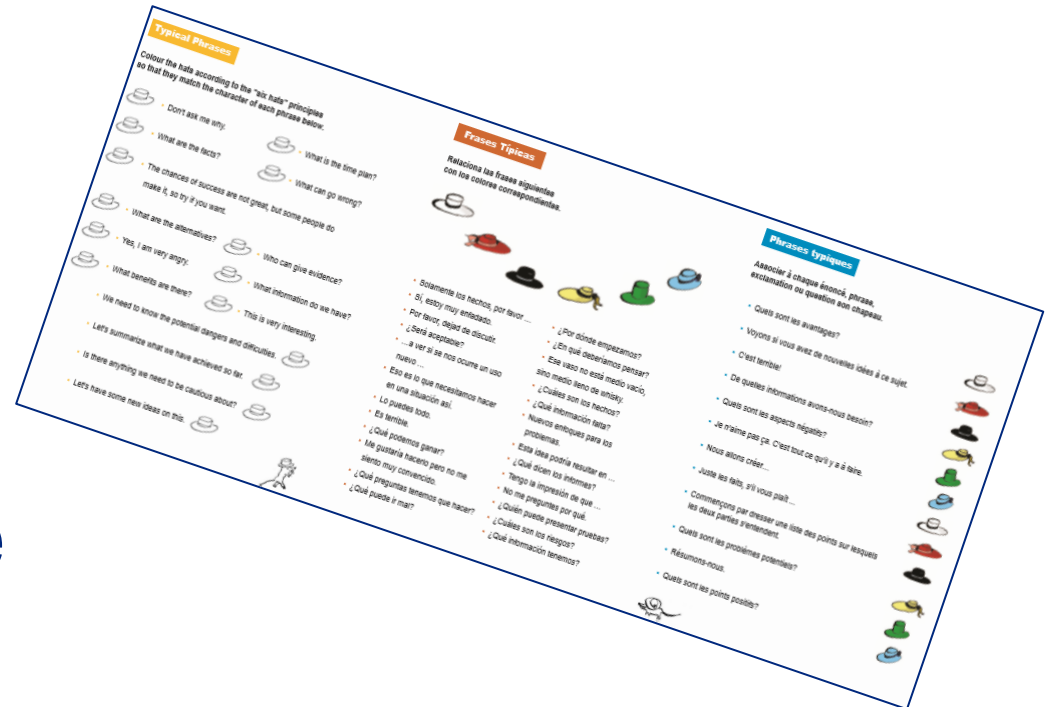
Edward de Bono





Adapted from: <https://www.youtube.com/watch?v=-8xK3w4mvr4>

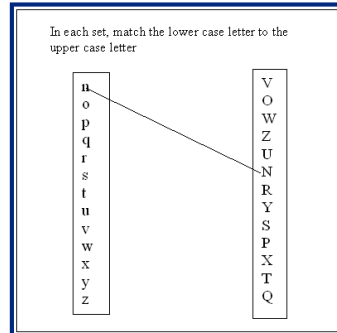
- limitations of research
- methodology
- acknowledgements
- future plans
- sign-posting language





# situations

Bill Krouwel



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.





LANGUAGE  
CENTRE  
*Masaryk University*



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:

$$5*(X+6) = (X+6)+21$$

$$4*(X+6) = 21$$

$$X+6 = 5.25$$

$$X = -0.75$$

At present the child is:

three quarters of a year before being born.  
...and three quarters of a year is nine months...







Adapted from: <https://www.youtube.com/watch?v=NeXIV-wMVUk>



Adapted from: <https://www.youtube.com/watch?v=ty9QSiVC2g0>





<https://www.youtube.com/watch?v=Lf8YMr0EbNE>







<https://www.youtube.com/watch?v=Lf8YMr0EbNE>





# space and environment

## Beard and Wilson

**is** MASARYK UNIVERSITY INFORMATION SYSTEM  
**Discussion Group of the Course**

• IS MU > Personal Administration > Discussion Groups

**HIGHLIGHT**

IS.MUNI.CZ  
MY MAIL  
PEOPLE  
TEACHER  
PUBLICATIONS  
REPOSITORY  
STUDENT  
TIMETABLE  
COURSES  
STUDIES  
DOCUMENT  
OFFICE  
ENTRANCE  
EXAMS  
NOTICEBOARD  
**DISCUSSION**

**DMIAC Key Competencies in International Communication**

Posts | New posts | Threads (filter)

**Uppsala group 1:00pm**  
all (3) | highly rated | reacting to my posts  
24. 9. 2015 12:59, PhDr. Mgr. Libor Štěpánek, Ph.D. (Sokr C.J.V. MU), ufo\_18364  
[přispěvek č. 59311071]

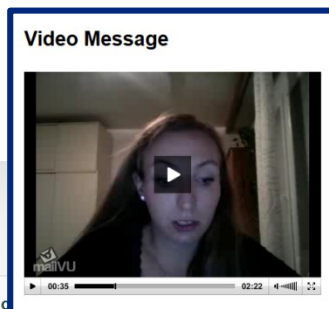
**Uppsala group 2:00pm**  
all (3) | highly rated | reacting to my posts  
24. 9. 2015 13:00, PhDr. Mgr. Libor Štěpánek, Ph.D. (Sokr C.J.V. MU), ufo\_18364  
[přispěvek č. 59311076]

**Uppsala group 3:00pm**  
all (7) | highly rated | reacting to my posts  
24. 9. 2015 13:01 (last modified 24. 9. 2015 20:30), PhDr. Mgr. Libor Štěpánek, Ph.D.  
[přispěvek č. 59311085]

**BAHIA BLANCA: TEXTS**  
all (13) | highly rated | reacting to my posts  
24. 9. 2015 20:32, PhDr. Mgr. Libor Štěpánek, Ph.D. (Sokr C.J.V. MU), ufo\_18364  
[přispěvek č. 59317154]

**Facebook groups for**  
all (2) | highly rated | reacting to my posts  
9. 10. 2015 13:22, RN  
[přispěvek č. 5955395]

**VC communication**  
all (5) | highly rated | reacting to my posts  
13. 10. 2015 21:34, PhDr. Mgr. Libor Štěpánek, Ph.D. (Sokr C.J.V. MU), ufo\_18364  
[přispěvek č. 5955395]



**Research into financial literacy**

**Aim, aspects and main ideas**

Four months ago my diploma thesis was presented during Final studies in the Faculty of Economics and Administration. This thesis was being prepared during my graduation from the study. My aim was to conduct own research to find out the average level of literacy, predictors of this level as well as different groups of people. The target audience were young people having permanent residence in the Czech Republic.

In spite of the fact I was satisfied with the results of the thesis, there are still a lot of things to be investigated and explained. This claim or idea has resulted in topic of my dissertation. In this thesis I would like to analyse the factors (predictors, indicators) of financial literacy level. It is not necessary to prove that they exist some gaps between particular groups of people. But the essential target is to find out what are the causes standing behind the different level of financial literacy. In other words, what are the profiles of people having



Seznamy přednášek / V / X | http://www.v.kucos18364 / X (70) 0

https://www.facebook.com/groups/408126099385582/

**GlobalEAP Masaryk-NYU Shanghai**

Libor Štěpánek  
Upravit profil  
Omluvené  
Výbrání příspěvků  
Zerky  
Události  
Prodejní skupiny

**GlobalEAP Masaryk-NYU Shanghai**  
Uživatelská skupina

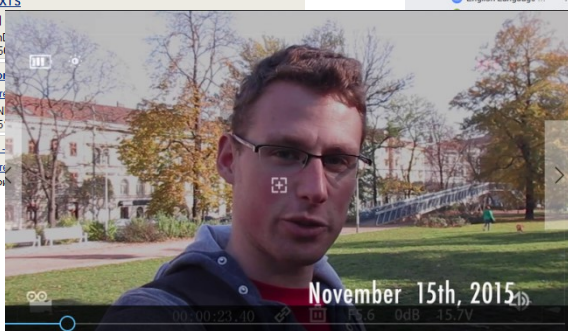
**MASARYK UNIVERSITY  
LANGUAGE CENTRE.**

**DISKUSE** Členové  
Přispěvek  
Fotky  
Napište něco...

**NEJEDNÁVNÁ AKTIVITA**  
Ivan Puškar  
12. listopad 2015  
Hey guys, below you can find the video:  
https://drive.google.com/

22:33  
16. 9. 2016

05:14





# videoconferencing

2004



2006-2008



2009



**Aberystwyth**

UK, Canada, USA,

Spain, Finland, Germany, China ...







## Masaryk University

...a standard method....

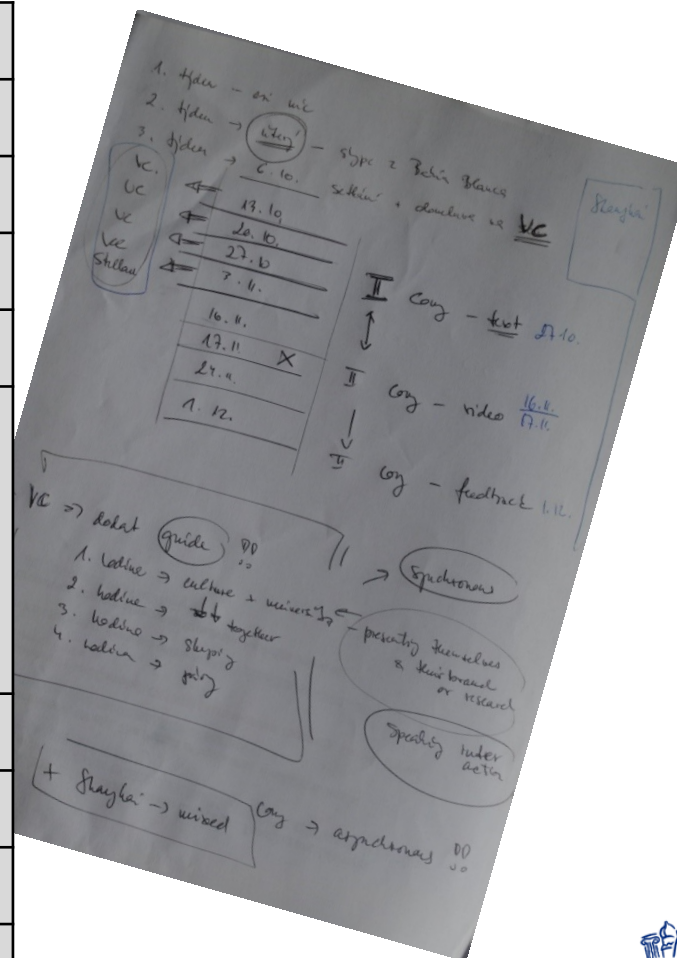
- simulations (e.g. international law cases)
- intercultural sessions
- specific skills sessions
  - academic writing (feedback and discussions)
  - academic presentations – audience, ICT use





# Key Competencies in International Academic Communication

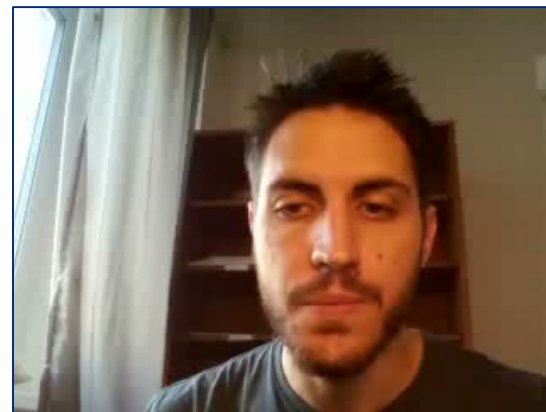
dates	ARG	SWE	CHINA
22/9	introductory session		
29/9	start		
6/10			
13/10		VC	15/10 VC
20/10		VC	project work in individual groups
27/10	text	VC	
3/11		VC	
10/11		follow-up	
17/11	video		
24/11	reflection session		
1/12			VC
8/12	feedback		synthesis
15/12	summary / course feedback		



## 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

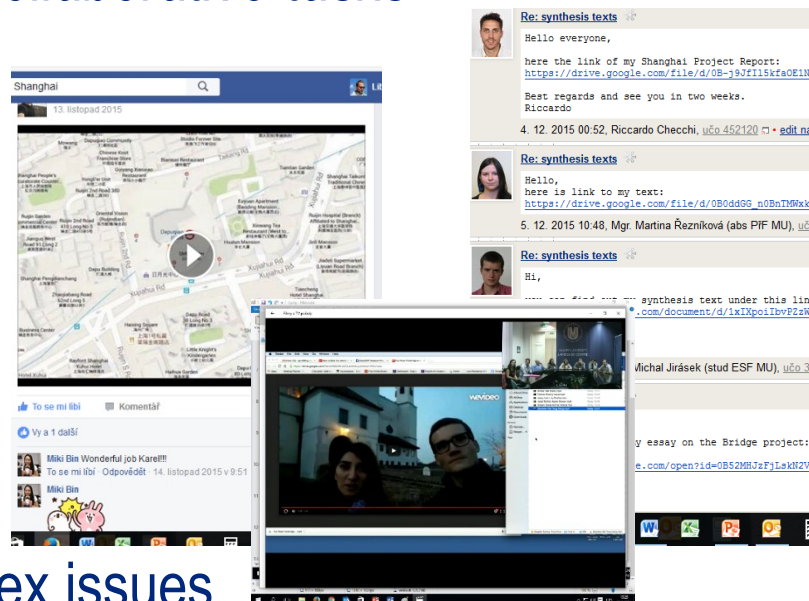
(philosophical, social, cultural and practical aspects)

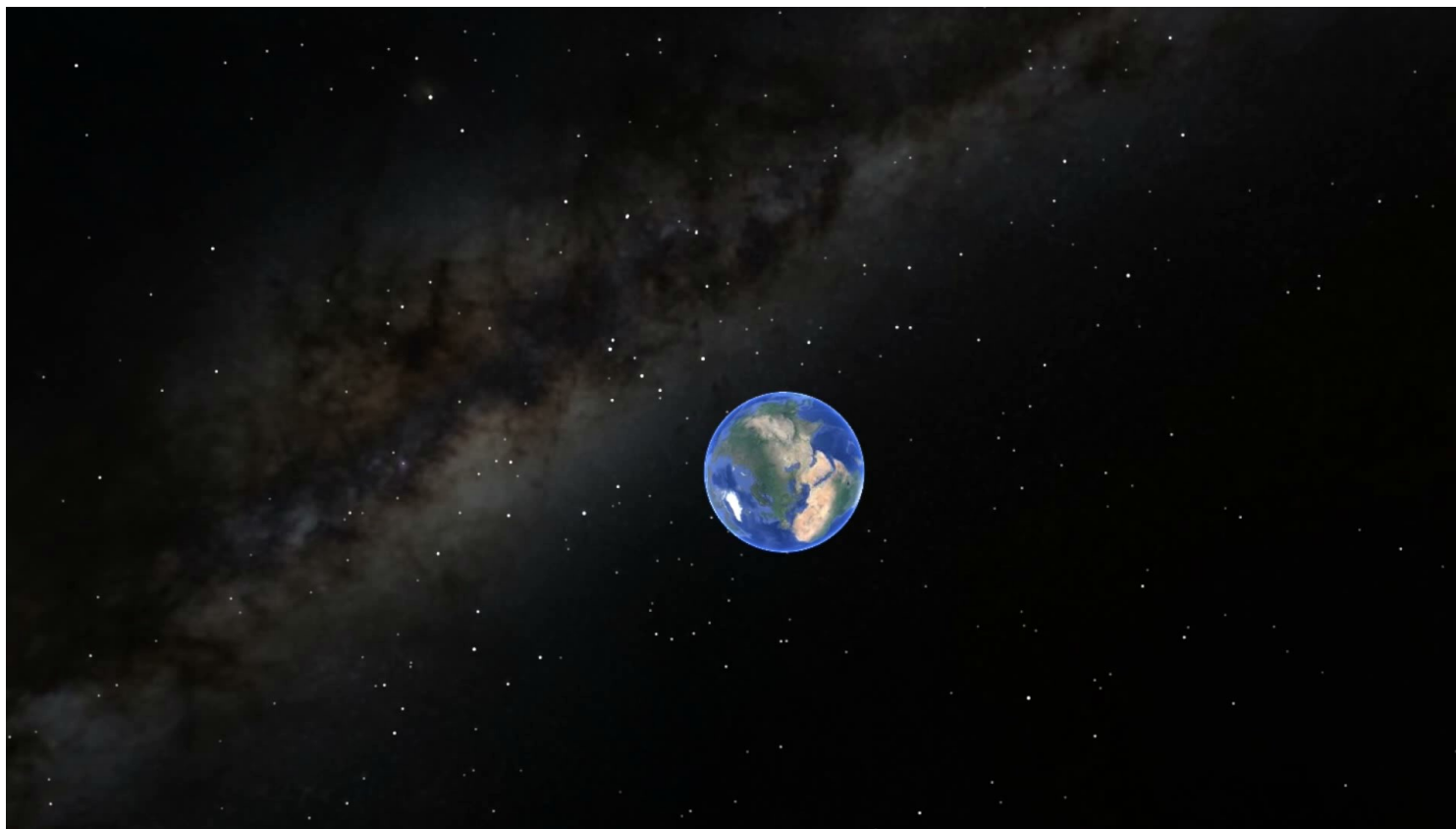
**Form:** *synchronous/asynchronous combination, informal small teach communication, international teamwork, collaborative tasks*

**Activities:**

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

**Learning outcomes:** synthesizing complex issues,  
task oriented communication



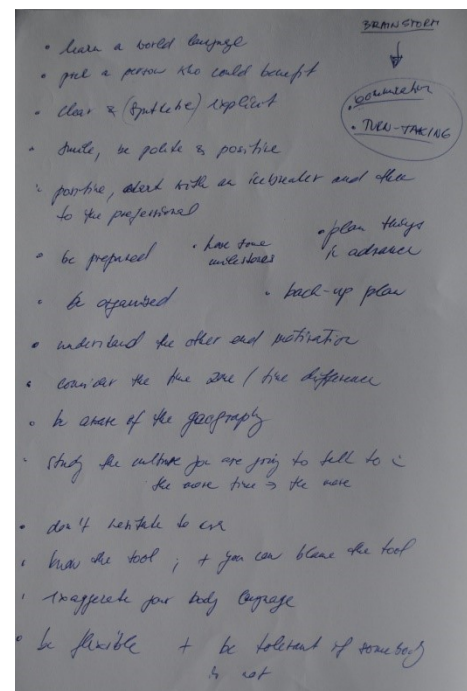






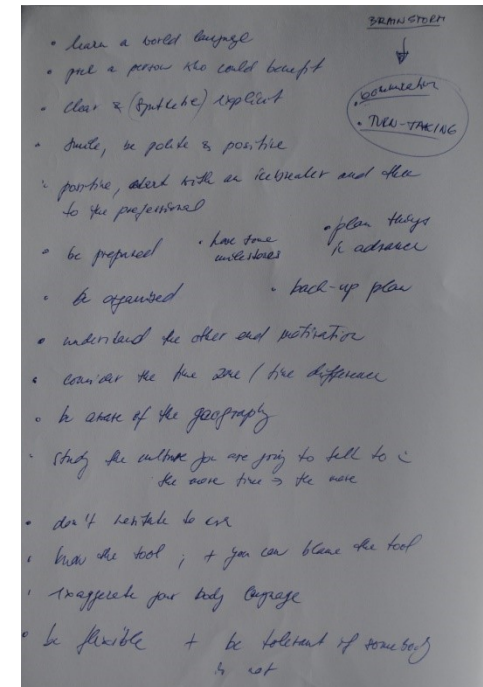
- learn a world language
- be clear and explicit
- smile, be polite and positive
- start with an icebreaker and then move to the point
- be prepared
- be organised
- have some back-up plan
- try to understand the other end's motivation
- consider the time zone / differences
- study the culture you are 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

## summary session



- learn a world language
- be clear and explicit
- smile, be polite and positive
- start with an icebreaker and then move to the point
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- **have some back-up plan**
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## summary session







teachers



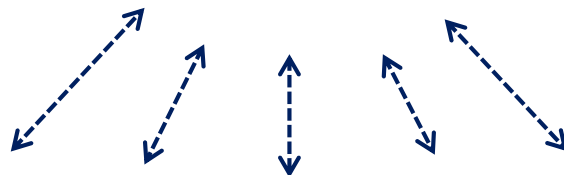
reflection  
sharing

- *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

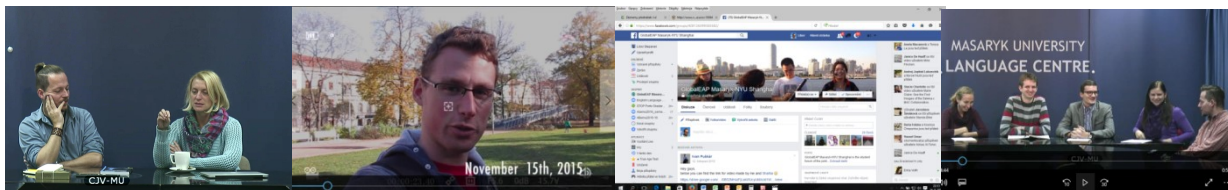


complex and creative (authentic) environment

in-class and out-of-class activities

limited success/fail situations

student collaboration



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