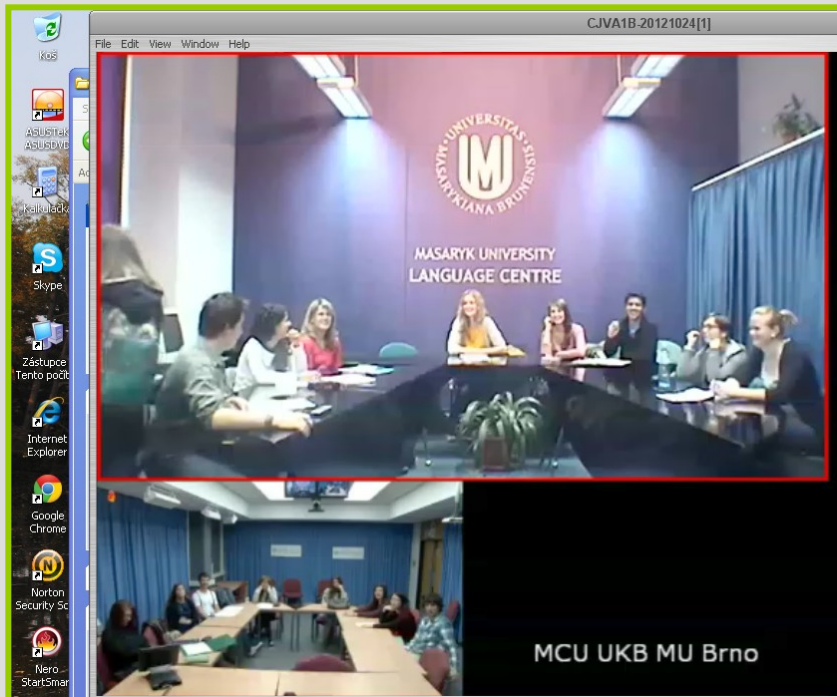


# Creativity in EAP: How far can we go?



Libor Štěpánek  
Masaryk University Language Centre  
[lstep@fss.muni.cz](mailto:lstep@fss.muni.cz)



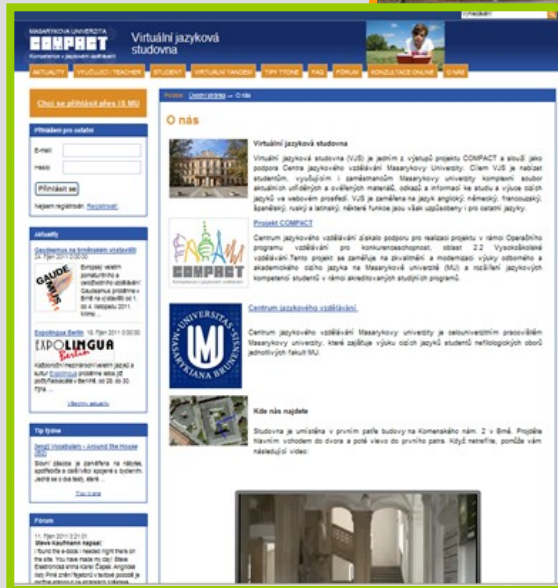
# outline

- CJV MU
- theory
  - creativity
  - language learning
  - community of practice
- examples



# Masaryk University Language Centre

- 45,000 MU
- 10,000 LC
- 100
- 7
- 3



# Creativity?



# Creativity

- is a **complex and multi-faceted** phenomenon, which prevents promotion of a universally accepted definition; (Treffinger *et al.*, 2002)
- is a **function of intelligence** which takes many forms and draws from different capacities. (Robinosn, K., 2009)
- **every individual has it** to some degree;  
(Csikszentmihalyi, 1996)
- **potential** for creativity **is innate** in individuals;  
(Torrance 1970, Runco *et al.*, 2010:362)
- **has levels**, ... we can ask 'how creative' we are;  
(Treffinger *et al.*, 2002)
- people **cannot be taught** creativity but, instead, the right combination of personal characteristics and **an encouraging environment could produce it.**  
(Csikszentmihalyi, 1996; Heindel and Furlong, 2000)



<http://www.youtube.com/watch?v=mddD1yGREKQ&feature=related>

# Why creative language learning?

- “...the use of any language is inherently creative...”
- ... we ..... “...re-define, re-create and/or re-produce things by firstly questioning them, then by looking at them from a fresher, different angle or perspective, and finally by formulating and/or producing a renewed, different alternative of the very thing that is being looked at...”



(Clarke, 2010: p.2)



# Why community-of-practice?

- **Discourse communities:**
  - a top down style within a given hierarchy
- **Communities of practice:**
  - a combination of formal patterns of communication with an informal exchange of information within a negotiated learning environment



(Morgan, 2008: 17)

# situations





# areas of development

fluency

Prove that this chair does not exist (max. 200 words).

flexibility

originality

elaboration



## ■ Vuelo (fluidez de ideas)

Tienes dos minutos para nombrar todas las cosas que puedan volar. (Compara en clase el número de objetos diferentes y la variedad de ideas.)



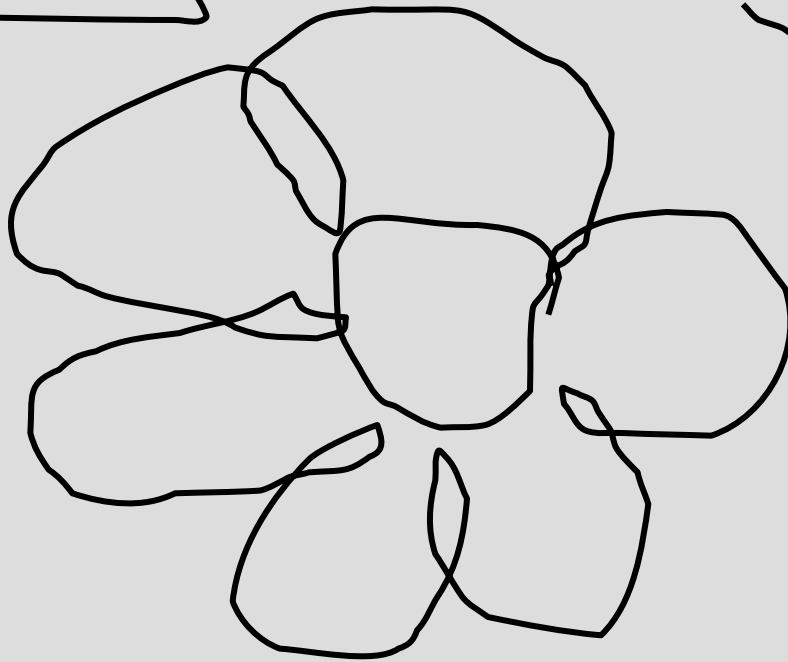
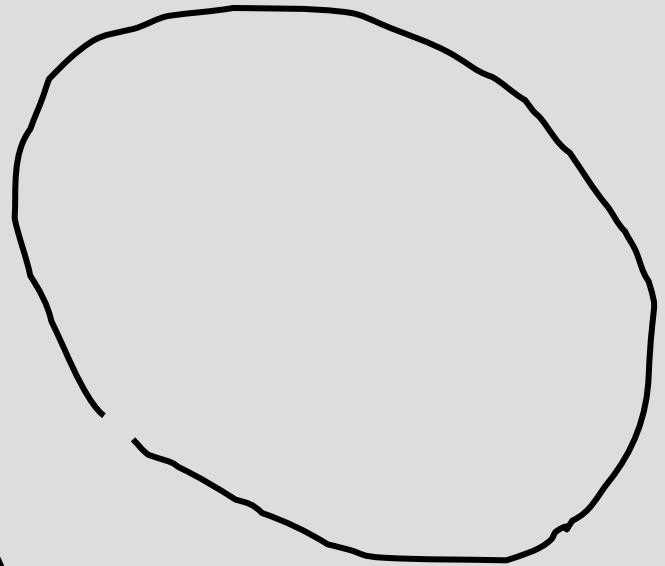
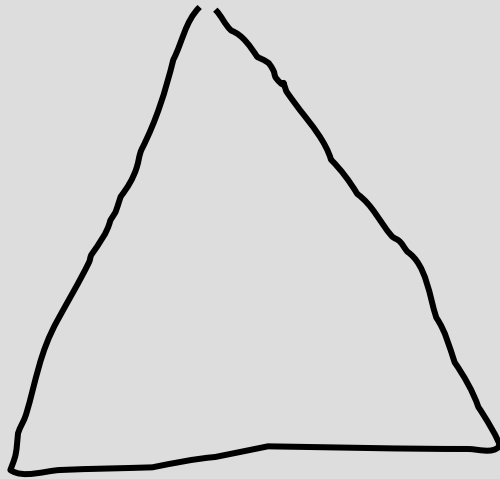
barriers

of  
perception  
environment  
culture  
emotions  
intellect  
expression

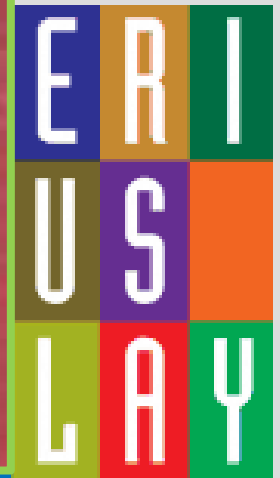


...and some activities...





# Tim Brown on creativity



Adapted from: [http://www.ted.com/talks/tim\\_brown\\_on\\_creativity\\_and\\_play.html](http://www.ted.com/talks/tim_brown_on_creativity_and_play.html)





# syllabus



# syllabus



- Autumn term 2011
  - *reading between the lines*
  - *academic writing style*
- Spring Term 2012
  - *academic paragraph writing*
  - *panel discussion*
- Autumn Term 2012
  - *small talk*
  - *grammar*

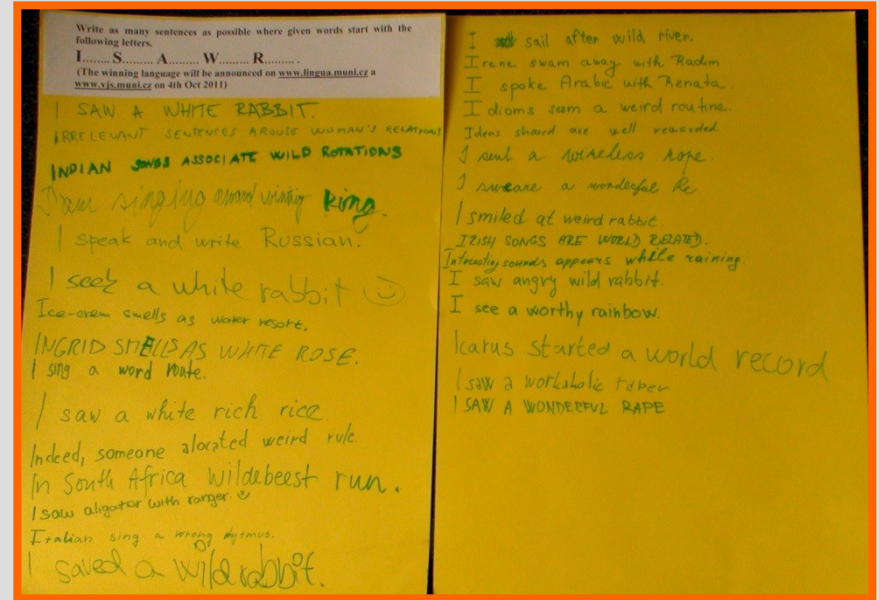


# first session



# first session

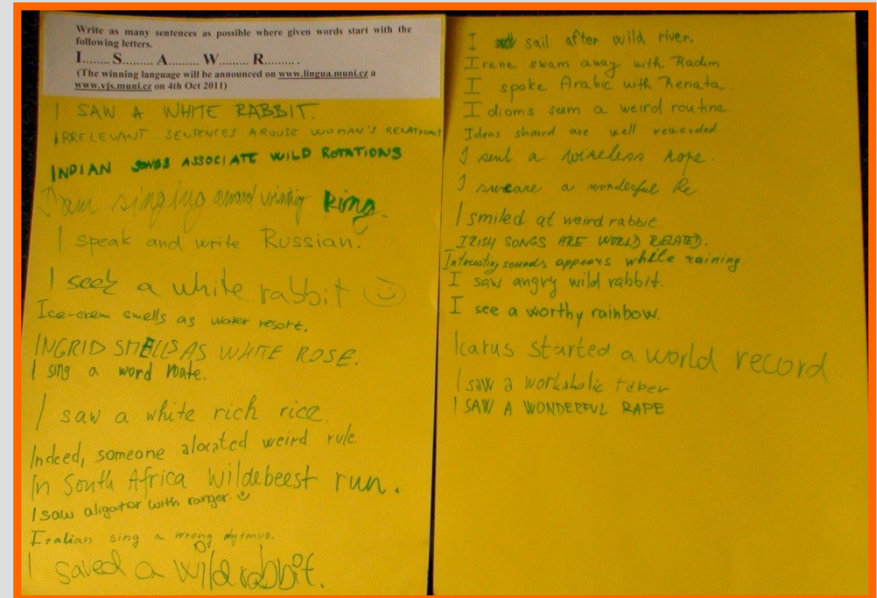
- **expressional fluency**



I.....S.....A.....W.....R.....

# first session

- **expressional fluency**



- **barriers:**

- “ ...it is not academic“
- “ ....it is just a game“
- “ ...it is not creative“
- “ ...I was not sure about spelling of some words“
- “ ...it is not good to use informal words in academic English“
- “ ...my grammar is very bad“



first session

## **adaptive flexibility**

Right now mum is 21 years older than her child.  
In 6 years her child will be 5 times younger than she.



first session

**adaptive flexibility**

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?



# Answer

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

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

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

$$X+6 = 5.25$$

$$**X = -0.75**$$

# Answer

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...

# grammar





# grammar

## Complete the sentences in reported speech.

- John said, "I love this town."  
John said \_\_\_\_\_ .
- "Do you like soccer ?" He asked me.  
He asked me \_\_\_\_\_ .
- "I can't drive a lorry," he said.  
He said \_\_\_\_\_ .
- "Don't waste your money" she said.  
She told the boys \_\_\_\_\_ .
- "What have you decided to do?" she asked him.  
She asked him \_\_\_\_\_ .
- "You should revise your lessons," he said.  
He advised the students \_\_\_\_\_ .

(Adapted from: [http://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-reported-speech.php](http://www.myenglishpages.com/site_php_files/grammar-exercise-reported-speech.php))



# grammar

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(Adapted from: [http://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-reported-speech.php](http://www.myenglishpages.com/site_php_files/grammar-exercise-reported-speech.php))

# grammar



<https://www.youtube.com/watch?v=yMErdpA804Y>



# grammar

THE FOLLOWING **PREVIEW** HAS BEEN APPROVED FOR

Find similar examples of reported speech in your favourite films or videos and share them with your colleagues.

Some Material May Be Inappropriate for Children Under 13



<https://www.youtube.com/watch?v=yMErdpA804Y>



## Task 6

Kvalita akademického textu se liší případ od případu. Příliš formální styl může sklouznout k nesrozumitelné změti odborných termínů, naopak přílišná neformálnost může zapříčinit nepřesnosti a nedorozumění. Přečtěte si následující čtyři texty a rozhodněte, které jsou napsány vhodným, čtivým a kvalitním akademickým stylem.

*Good academic style should not be too formal which can result in incomprehensible 'jargon', nor should it be too informally close to the spoken language. In the following exercise, read the four texts and choose which of them are written in an appropriate, reader-friendly, high-quality academic style.*

- a) Total presence breaks on the univocal predication of the exterior absolute the absolute existent (of which it is not possible to univocally predicate an outside, while the equivocal predication of the outside of the absolute exterior is possible of that of which the reality so predicated is not the reality, viz., of the dark/of the self, the identity of which is not outside the absolute identity of the outside, which is to say that the equivocal predication of identity is possible of the self-identity which is not identity, while identity is univocally predicated of the limit to the darkness, of the limit of the reality of the self). This is the real exteriority of the absolute outside: the reality of the absolutely unconditioned absolute outside univocally predicated of the dark: the light univocally predicated of the darkness: the shining of the light univocally predicated of the limit of the darkness: actuality univocally predicated of the other of self-identity: existence univocally predicated of the absolutely unconditioned other of the self. (Leahy, 1996)
- b) The problem is that discussions vary considerably, depending on a number of factors. Despite some recent research on discussions (especially Lewin et al., 2001), not all these factors are understood. Obviously there is disciplinary variation. For example, some scientists, perhaps especially those in life sciences, believe that a long discussion implies weak methods and results, while social scientists and humanists may well believe the opposite. Another important set of factors concerns the kind of research question that a study attempts to answer, and how successful was the quest. A final factor that leads to variation in the position of the discussion section is the research paper. By the time readers reach the discussion, authors can assume a fair amount of shared knowledge. They can assume (not always correctly) that the reader has understood the purpose of the study, obtained a sense of methodology, and followed along with the results. Authors can use this understanding to pick and choose what to concentrate on in the discussion. As a result, they typically have greater freedom than in the introduction. (Swales, Feak, 2009, s. 268–269)
- c) Much has been learned from efforts to achieve the goals of the World Summit and the Jomtien Declaration in the past decade. Despite the sometimes disappointing numbers and achievements, much more is known about what works in education than was the case a decade ago. What were once innovative ideas and promising pilot projects have become desired reforms and national programmers, successful approaches to particular problems

# reading



## Task 6

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**Find a text in your field of study which you believe represents high quality academic writing.**

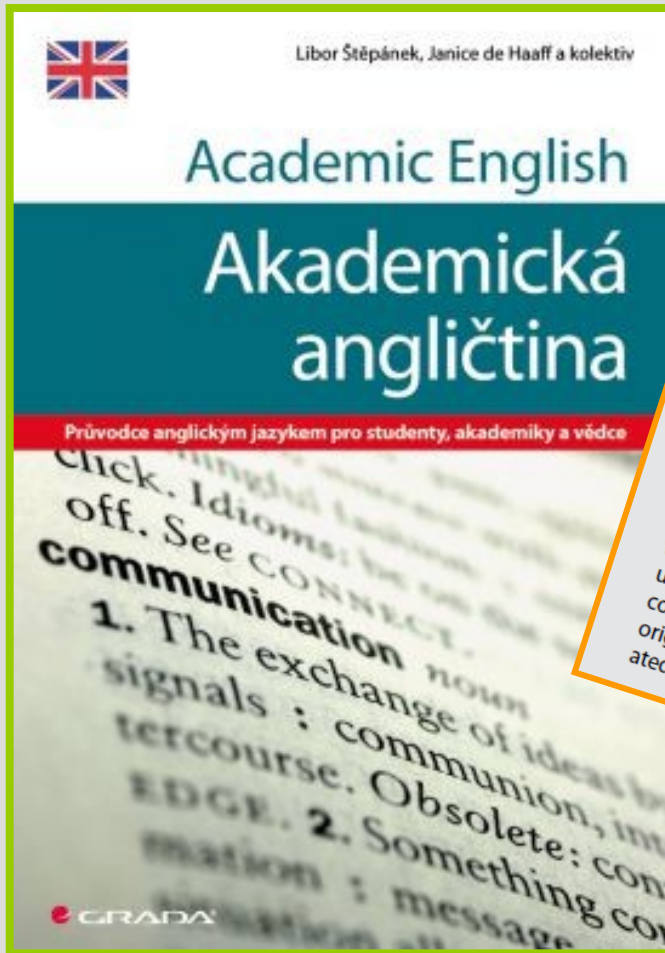
of the self. (Leary, 1990)

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# writing



## Task 15

Přečtěte si následující odstavce a do každého z nich doplňte z možností 1–4 nejvhodnější úvodní větu s hlavní myšlenkou.  
*Choose the best among the four topic sentences given for each paragraph below.*

- a) 1. There are three major differences between a thesis and a dissertation.  
2. Although originality and significance provide some basis for distinguishing a thesis from a dissertation, other qualities need to be considered.  
3. Despite having different names, a thesis and a dissertation are, in fact, very similar in most respects.  
4. It is reasonable to expect that various types of texts, namely essays, theses, and dissertations, share a wide range of common features.
- ... First, both are expected to follow principles of sound research design and implementation. Both also follow the same principles of good academic writing style and are written up in much the same way, sharing as they do similar structure, organisation and formatting conventions. Finally, both require you, as a researcher, to produce a piece of work that is original and adds to the body of knowledge in the field with which your research is associated. (Murray, Beglar, 2009, s. 3)



# writing webquest



<http://www.youtube.com/watch?v=MNsH0RW7lvM>



<http://www.youtube.com/watch?v=mbxKUBsTWF8>

# writing on-line lectures

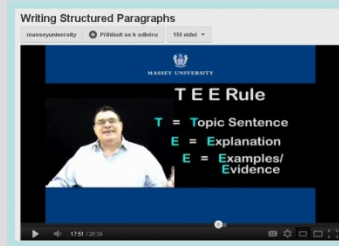


<http://www.youtube.com/watch?v=w183qB0KDFg>





# writing production



**Re: COMPARING/CONTRASTING: texts**  Dosud nehodnoceno

I am going to contrast paragraph written by Lieberman about the city of Lvov and paragraph written in Sage publication "Sexualities". These paragraphs are different enough to contrast them in number of ways.

Firstly, the style. There is a difference between the paragraphs in the selection of writing style. First one, about Lvov, is descriptive. Second one, about sexual education, is argumentative. The paragraph about Lvov contains many details and specific information. For example, the author mentions different names of city, where five different communities lived or the number of inhabitants etc. In contrast, the paragraph about sexual education has given us clear opinion on the taking part of young people in setting the agenda for their sexual education at school. Unlike the first paragraph, the author discusses the pros and cons of this step and clearly claims that the positives prevail. For supporting the final statement the author uses arguments like the fulfillment of needs of the young in sexual education or more involvement of the young in learning process. There are no specific details indeed.

Secondly, the topic sentence. Both paragraphs state in their first sentences the topic of the paragraph. So the reader knows what the rest of paragraph is going to be about. This is the proof that the paragraphs were written by academic stuff.

Thirdly, the closing. In this area, the differences occur again. The paragraph about Lvov states in the closing that Lvov's communities are the result of multiethnic empire existence without even arguing why this information is relevant. In addition, the information about coming under the rule of Poles in 1919 is absolutely off topic. In contrast, second paragraph does better. In the closing sentence is precisely stated that the author's point of view is relevant on the basis of previous arguments in paragraph. So the coherence of paragraph is more likely accomplished in the latter than in the former.

To sum up, these two paragraphs are dissimilar not only in their content, but also in style and topic and closing sentence. The result of contrasting these paragraphs is that second one is more coherent than the first one, because of some misinterpretations in the closing. So I consider the second paragraph as a better example of academic writing.

16. 12. 2011 15:28. Bc. Ivan Bielik (stud FSS MU), ufo\_366293 • [upravit název](#) • [reagovat](#) [přispěvek č. 29860526] --hodnotit--

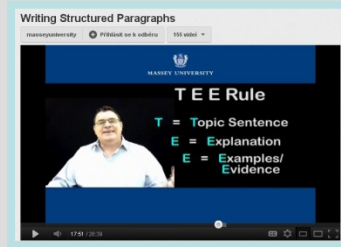
**Re: COMPARING/CONTRASTING: texts**  Dosud nehodnoceno

I chose two paragraphs from the „high quality paragraph“ thread. The first is about Peter Mackridge (Ivana Saxunová) and the second paragraph is about a form of promotion, which is called merchandising (Lucie Petrášová).





# writing peer-review



Re: **COMPARING/CONTRASTING: texts**

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**Peer-review**

Úvodní strana | Skupiny | Úkoly | Report úkolů | Aplikace | Administrace

**Task report**

Vyberte úkol: Academic Text/Peer-review

Smazat úkol včetně prací

Název skupiny: CJVA2B/Y

Termín pro nahrání práce: 23.4.2012  
Termín pro hodnocení práce: 18.5.2012

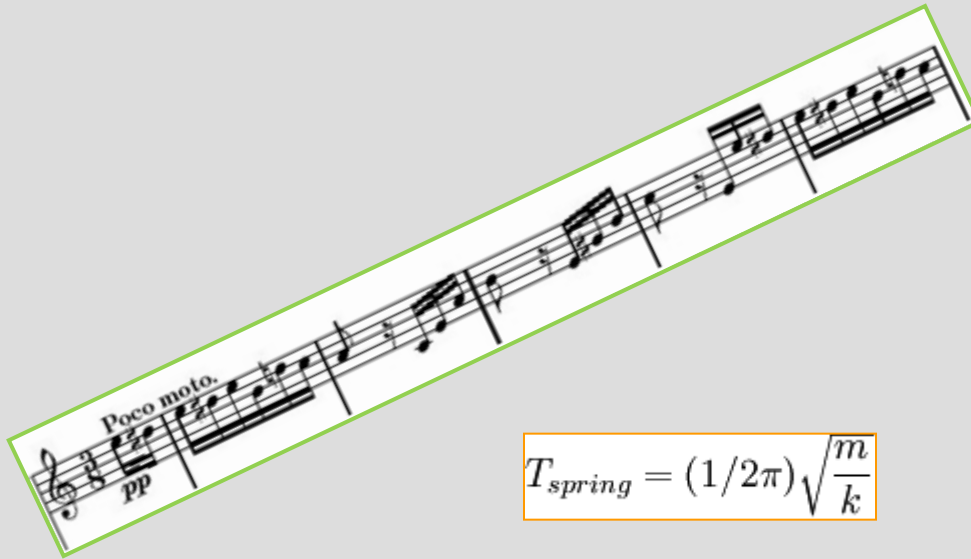
Datum a čas zamčení úkolu 4.4.2012 21:43:40

Jsou texty zamíchány?

Přijetí a jméno studenta / e-mail	Krok 1		Krok 2		Přehled			
	Práce studenta	Datum a čas nahrání	Práce k hodnocení	Datum a čas nahrání	Soubory s hodnocením	Datum a čas nahrání	Hodnocení práce studenta	Datum a čas nahrání
Bačovská Martina 383697@mail.muni.cz	The Metamorphos....docx	22.4.2012 22:46:56	Eating_disorder....docx	23.4.2012 13:49:33	Evaluation Eatn....docx	24.4.2012 04:13:31	abstract.docx	24.4.2012 04:13:31
Bláha Pavel 382923@mail.muni.cz			anj.odt	23.4.2012 20:37:04	Evaluation Ster....docx	24.4.2012 04:13:31	Kafka.docx	24.4.2012 04:13:31
Drábková Lucie 342141@mail.muni.cz	Art and religio....docx	22.4.2012 19:41:18	Greek.docx	23.4.2012 19:13:40			peer feedback_f....docx	24.4.2012 04:13:31
Duchoslavova Andrea 362033@mail.muni.cz			The Metamorphos....docx	22.4.2012 22:46:56	Kafka.docx	24.4.2012 04:13:31	Text_2.docx	24.4.2012 04:13:32
Fojtková Eliška 382779@mail.muni.cz	Standard German....docx	22.4.2012 22:47:04	Attachment theo....docx	23.4.2012 21:58:16	Peer-review 1.docx	24.4.2012 04:13:31	Text_1.docx	24.4.2012 04:13:31
Grmela Tomáš tomas.grmela@mail.muni.cz	Tomas Grmela ,3....docx	22.4.2012 19:38:36	Filmic meanings.docx	23.4.2012 21:46:30	Peer-review 2.docx	24.4.2012 04:13:31	txt 2.docx	24.4.2012 04:13:32
Hegerová Pavla	paja (1).docx	23.4.2012 22:10:44	Filmic meanings.docx	23.4.2012 21:46:30	text_1_filmic_m....docx	24.4.2012 04:13:31	text_1.docx	24.4.2012 04:13:31
			My branch.odt	23.4.2012 18:35:14	text_2_my_branc....docx	24.4.2012 04:13:31	text_2_feedback.docx	24.4.2012 04:13:31
			Standard German....docx	22.4.2012 22:47:04	Text_1.docx	24.4.2012 04:13:31	Babyboxes.doc	24.4.2012 04:13:31



# feedback



$$T_{spring} = (1/2\pi) \sqrt{\frac{m}{k}}$$



# Can we...

- create a community of practice?
- offer diverse settings and materials for diverse styles of learning?
- create real-life-like-situations?
- show barriers?
- train fluency, flexibility, elaboration and originality, *etc.*?



