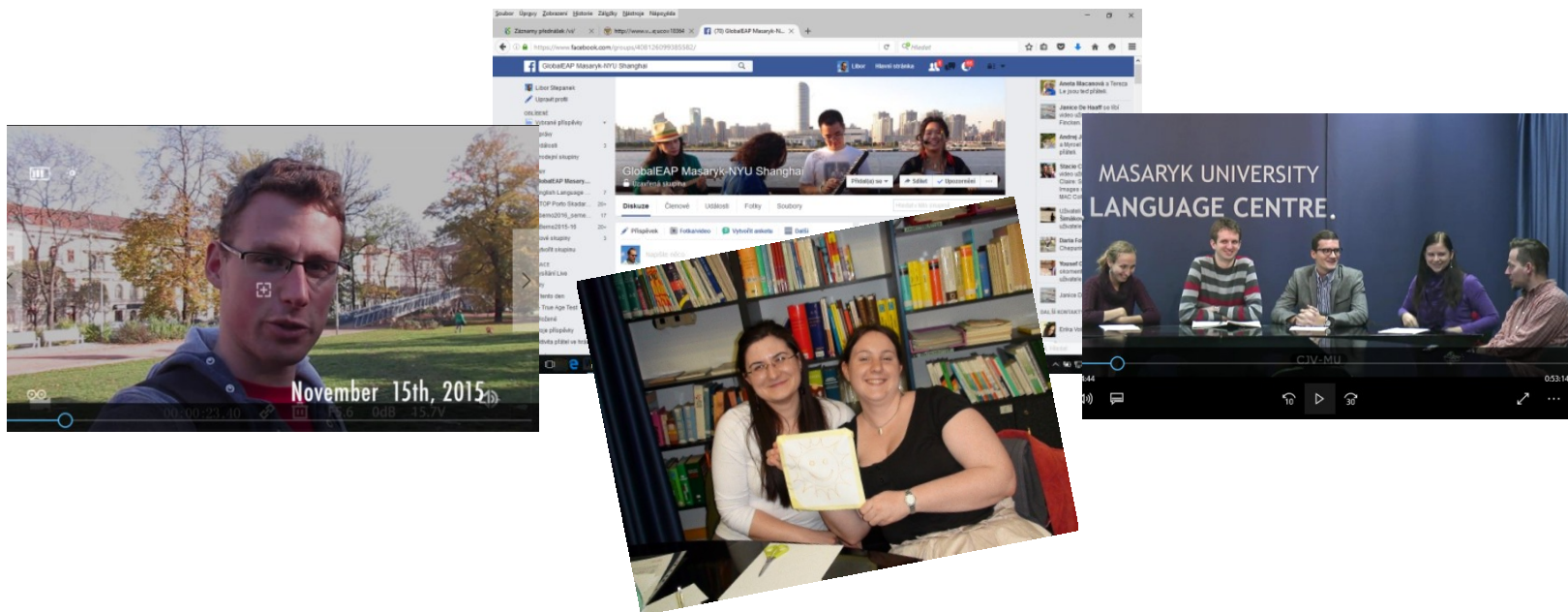


Creative Approach to Language Teaching



Libor Štěpánek, Masaryk University, Brno,
libor.stepanek@cjv.muni.cz

agenda

- intro to theories



- creative approach to language teaching
 - situations
 - barriers

creativity ...

“...the use of any language is inherently creative...”

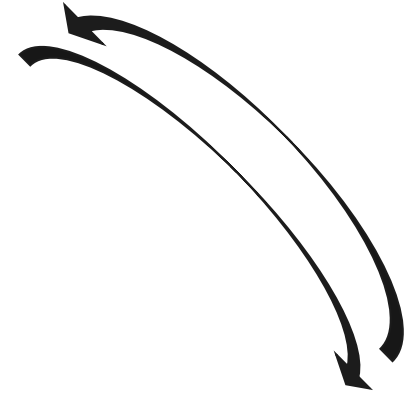
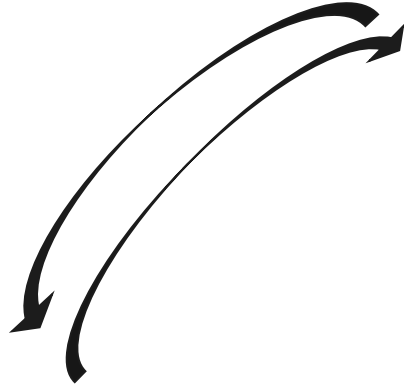
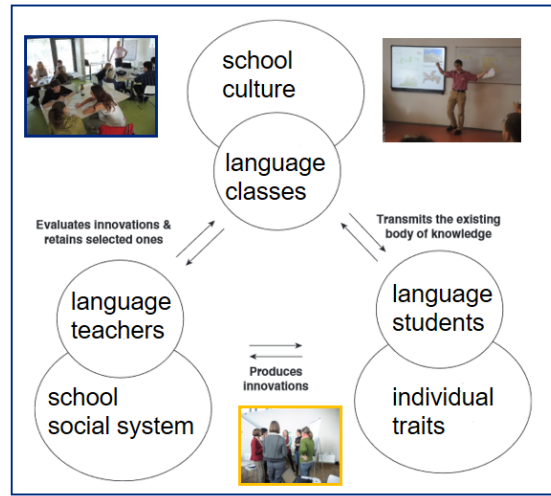
M.A. Clarke, 2010

“...creativity is about change, is about thinking,
is about thinking to a new system....”

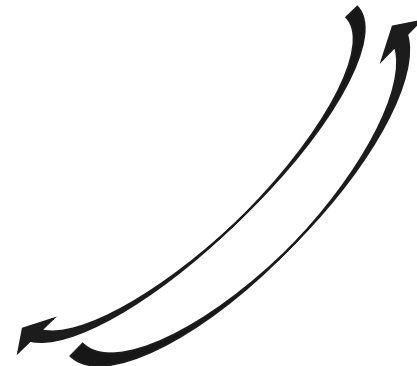
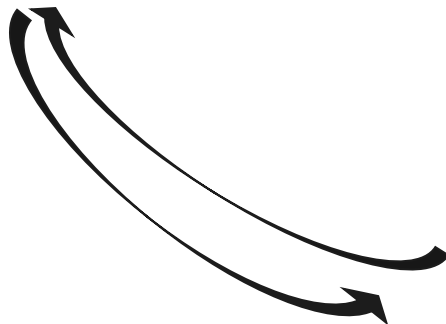
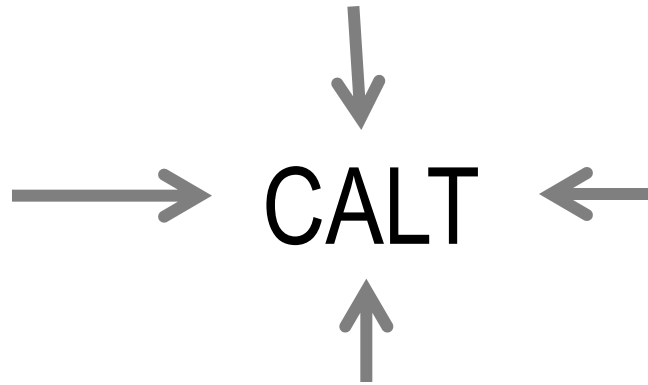
L. de Brabandere, 2014

“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*

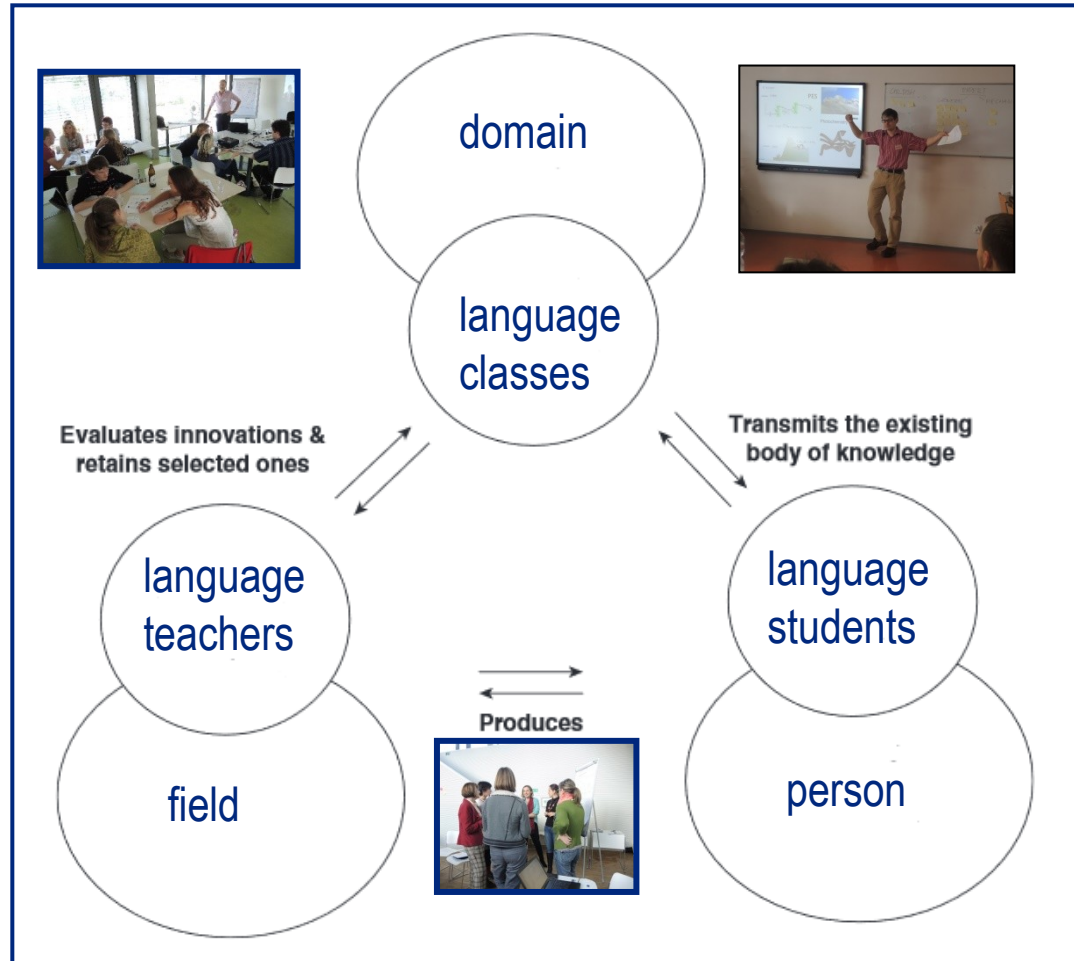


CLEAR SITUATIONS	UNCLEAR SITUATIONS	
<p>Level of difficulty: 1</p> <p>Example: Sending a text message</p> <ul style="list-style-type: none"> - one does not have to think long what to do - there is no original way to do it - there is only one way to do it 	<p>Level of difficulty: 2</p> <p>Example: A not reacting data projector</p> <ul style="list-style-type: none"> - the problem must be identified - then an automatic way of handling the problem is applied - there is one way of dealing with the given problem 	CLEAR SOLUTIONS
<p>Level of difficulty: 3</p> <p>Example: 4% increase of students in courses</p> <ul style="list-style-type: none"> - there will be more students at university than last year - it is necessary to find ways to provide the same quality of education - there are many ways to achieve that goal 	<p>Level of difficulty: 4</p> <p>Example: Tertiary Education Reform</p> <ul style="list-style-type: none"> - such situations are often introduced by "something must be done before it gets too late..." - what the situation looks like is not entirely clear (due to lack of information, for instance) - what should be done is not clear either 	



framework

M.Csikszentmihalyi



thinking strategies

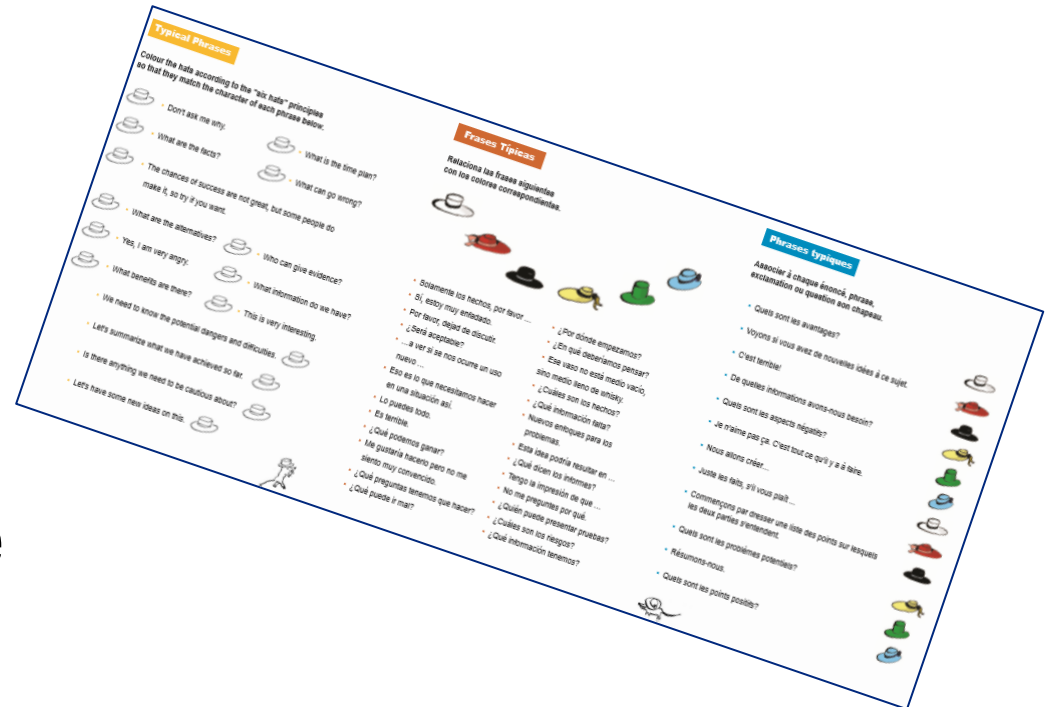
Edward de Bono

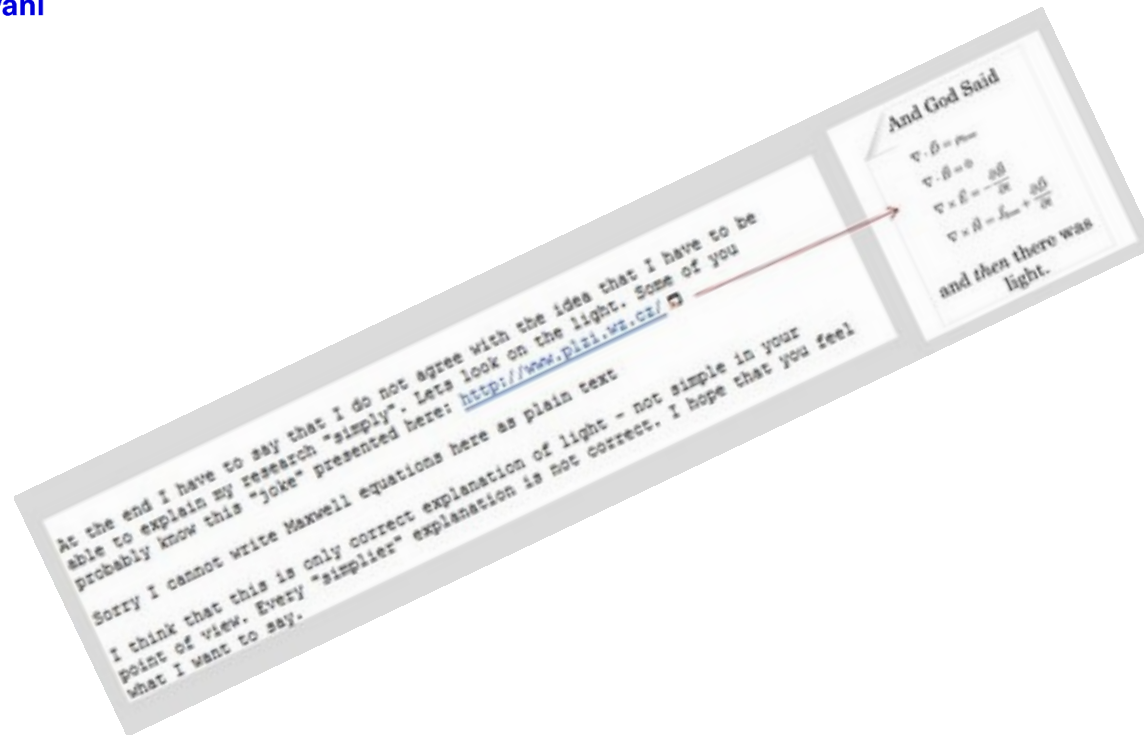




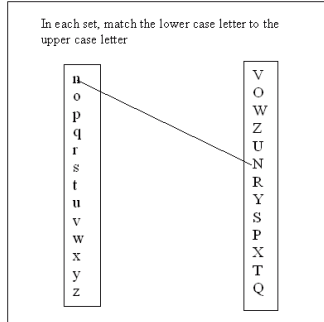
Adapted from: <https://www.youtube.com/watch?v=-8xK3w4mvr4>

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





...I **hope** that you **feel** what I want to say. ...



clear situation, clear solution

Bill Krouwel



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.

Correct the equation below without changing anything that is written.

$$XI + I = X$$



$$X = I + IX$$

Correct the equation below without changing anything that is written.



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



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:

$$\begin{aligned}5*(X+6) &= (X+6)+21 \\4*(X+6) &= 21 \\X+6 &= 5.25 \\X &= -0.75\end{aligned}$$

At present the child is:

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



There are clear disparities between the treatment of white and other non-white drug users in the USA. A recent survey of the US Public Health Service estimated that 75% of illegal drug-users in the US were white, 13% Afro-American, and 9% Hispanic. Yet, in New York State, 93% of all drug-possession offenders sent to prison were Afro-American and Hispanic; in California, it was 72%.

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



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

Movie Segments to Assess Grammar Goals: The Curious Case of Benjamin Button 3rd Conditional - Windows Internet Explorer

http://moviesegmentstoassessgrammargoals.blogspot.cz/2009/01/the-curious-case-of-benjamin-button-3rd.html


Movie Segments to Assess Grammar Goals

Movie Segments to Assess Grammar Goals contains movie segments and activities to assess or practice grammar. Here you will find the movie segments, challenging exercises. Here you will find the movie segments, printable worksheets with answer key for each of them. You can use your own grammar activities with the DVDs you have. They are posted regularly. Teaching grammar with movie segments is highly motivating.

Jan 25, 2009

The Curious Case of Benjamin Button: 3rd Conditional

This is a great movie with a lot of food for thought. This scene is narrated by Benjamin Button (Brad Pitt) and it makes the understanding of the message easier. I connect this scene to the conditional sentence: the 3rd conditional.



<http://moviesegmentstoassessgrammargoals.blogspot.cz/>

- Write the sentences above using past unreal conditionals.




- Now watch the movie segment and check your answers.



And if only one thing had happened differently....

Find similar examples ofin your favourite films or videos and share them with your mates.



Re: Grammar video/film links ❄️

Dear colleagues,

Here are some examples of the grammar items we reviewed last week. It was quite hard to find them in my favorite series, however, I don't mind watching them again for school purposes. Some of the examples may not be that academic but the point of the forum is to see them working in different contexts. Thus, I think this will help us use them differently.

From Breaking Bad:

Unreal Situations- Walter and Jesse are discussing how to defend themselves from the drugdealer who buy their special drug.

Breaking Bad S2e01 - 16:03 mins - "No, if he'd wanted to kill us, he would have done it at the junkyard."

<http://geektv.me/watch/22733> 📺

It starts around 0:34

<https://www.youtube.com/watch?v=uS11P0U1d1M>

Part II

So another example of - Conditional Sentence Type 2

Pretty much almost every third sentence or so is CS 2

<https://www.youtube.com/watch?v=fmMu20RiwRA>

And here starts around 00:47 CS 3, hopefully... It contains an interesting point of view on the original Star Wars trilogy.

https://www.youtube.com/watch?v=EZnsOZsA7_4

30. 3. 2015 15:34 (změněno 1. 4. 2015 08:55), Tereza Mezenská (stud FF MU), [učo 383746](#) • [upravit název](#) • [reagovat](#)



Re: Grammar video/film links

Great job Tereza. I just realize your example involving unreal possibility is the second conditional. We discussed the third one which is actually less possible than the second and more complex to structure as well. I saw the difference and looked it up for the conditionals, I didn't know it before. Great input.

1. 4. 2015 00:24, Issis Castro (stud FF MU), [učo 440223](#) • [upravit název](#) • [reagovat](#) [příspěvek č. 56043921]



Re: Grammar video/film links

A. Unreal conditions

Here's a clip from this song I found on youtube. Just listen to the lyrics.

<https://www.youtube.com/watch?v=J8MECVxrc3s>

<https://www.youtube.com/watch?v=idgy89IF4-k>



https://www.youtube.com/watch?v=QX_oy9614HQ#aid=P-2VyS3L_P0

input

video


theory

first draft (c)


final version (i)

peer-review



 **Re: ABSTRACTS**

The Marshmallow test was conducted to study the reaction of children's behavior and their self-control. Children from age four to six are placed in an area with a chair, a table, and one marshmallow for five minutes. In the experiment, the psychologists waited up to see if the children could resist the temptation. The results showed that 1/3 of the children were rewarded with the second marshmallow while 2/3 ate the first one before they could get their second. The meaning of the experiment demonstrated how the temptation in young children is strong and how the human's mentality is easily influenced.

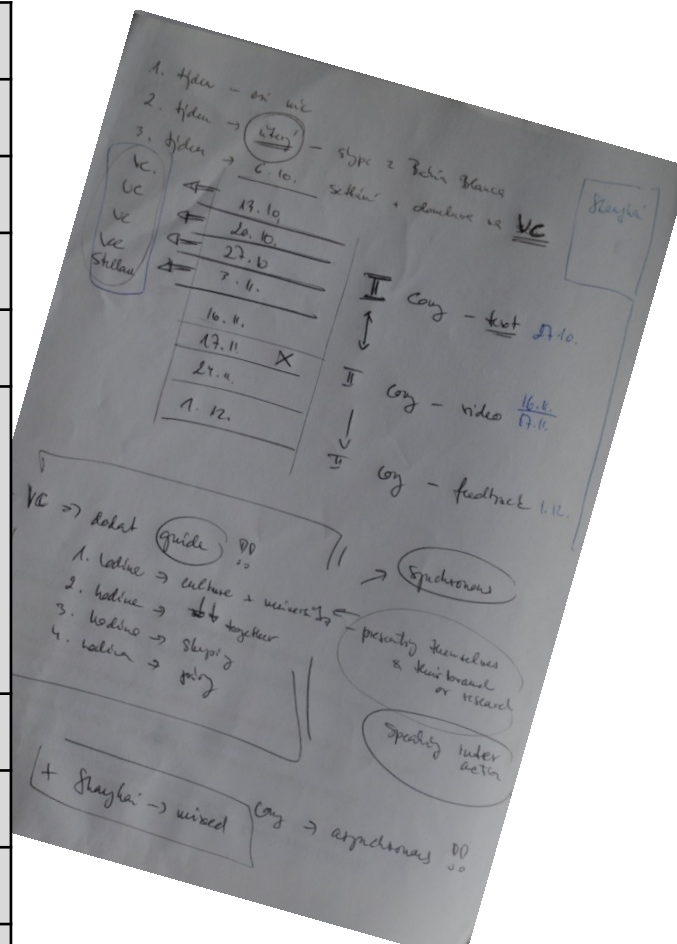
 **Re: ABSTRACTS**

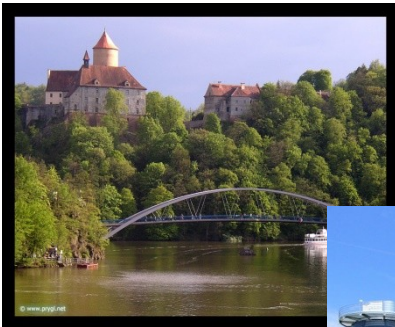
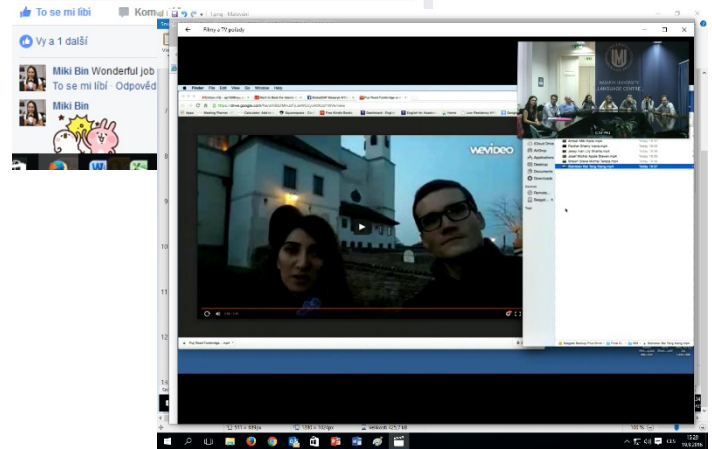
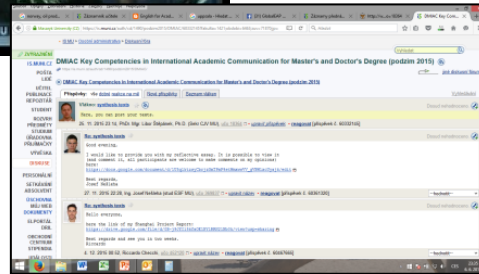
The aim of this study was to find out how much patience young children have in the age of three till seven. The experiment was conducted in a classroom where the children got the instruction. The patience is measured by eating or not eating the marshmallow. Eventually there is a tendency that young children do not have enough patience to resist eating the marshmallow.

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		









We grow our children out of creativity...

barriers

of
perception
environment
culture
emotions
intellect
expression



... reactions of...

- *One of the world leading figures is the Pope. (Chinese)*
- *Are you planning the trip in winter? (Argentinean)*
- *How old are you? (Korean)*

... reactions of...

- *One of the world leading figures is the Pope. (Chinese)*
- ***What is the Pope?***
- *Are you planning the trip in winter? (Argentinean)*

- *How old are you? (Korean)*

... reactions of...

- *One of the world leading figures is the Pope. (Chinese)*
- ***What is the Pope?***
- *Are you planning the trip in winter? (Argentinean)*
- ***Yes, I'd like to arrive in August.***
- *How old are you? (Korean)*

... reactions of...

- *One of the world leading figures is the Pope. (Chinese)*
- ***What is the Pope?***
- *Are you planning the trip in winter? (Argentinean)*
- ***Yes, I'd like to arrive in August.***
- *How old are you? (Korean)*
- ***Do you mean Korean or international age?***

Can you name human senses in a foreign language?



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

“ ...it is not academic“

“it is just a game“

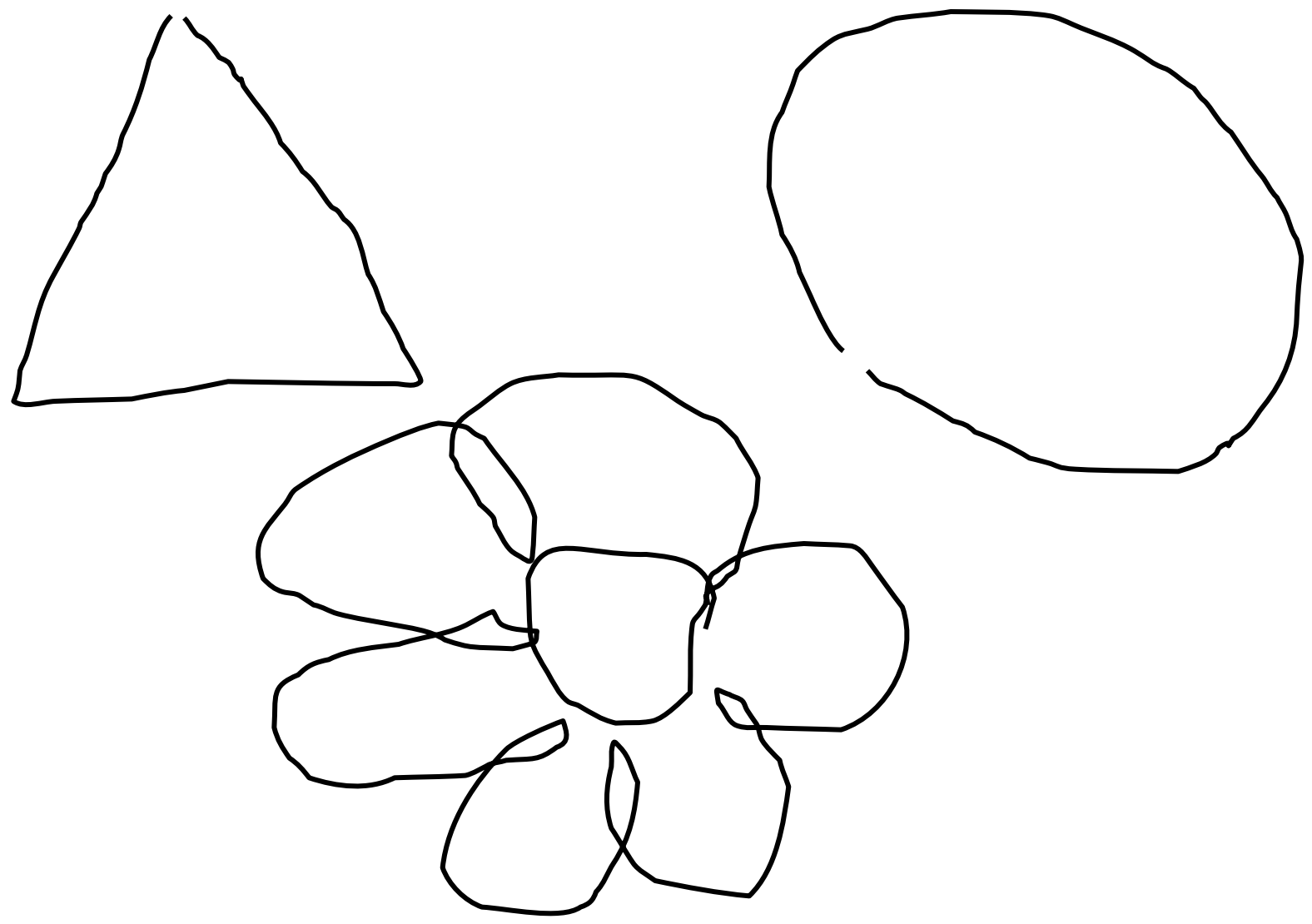
“ ...it is not creative“

“ ...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“





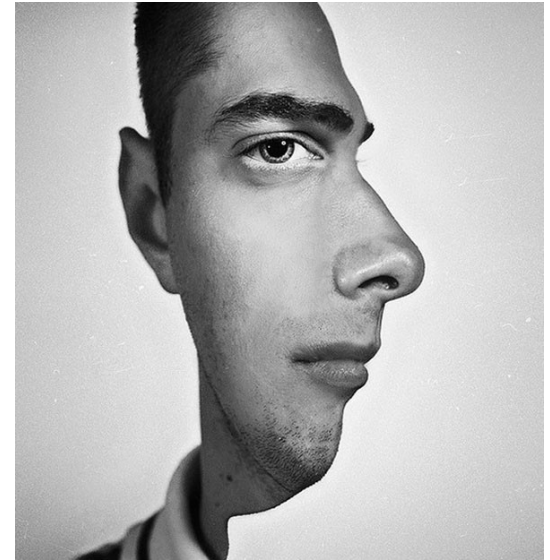


Adapted from: http://www.ted.com/talks/tim_brown_on_creativity_and_play.html

spontaneous flexibility

1) Out of the five words below, choose two of them which have most things in common.

CAR – WIFE – MOBILE – PIANO – PET



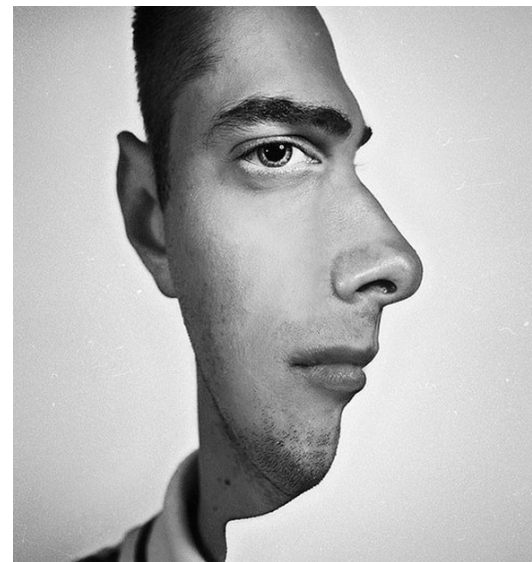
http://www.google.cz/imgres?hl=en&authuser=0&biw=1183&bih=626&tbn=isch&tbnid=_vSl4g7E9RKhwM:&

spontaneous flexibility

1) Out of the five words below, choose two of them which have most things in common.

CAR – WIFE – MOBILE – PIANO – PET

2) What do schools and cats have in common?



http://www.google.cz/imgres?hl=en&authuser=0&biw=1183&bih=626&tbn=isch&tbnid=_vSl4g7E9RKhwM:&

ORIGINALITY

Once, Taimur Khan was really bored. He summoned the best fortune tellers of Bagdad and asked them to tell him how many years he would live. The first one said twenty years, the second thirty and the third one fifty years. Taimur Khan had all of them executed, cut their heads off. Then he summoned a famous astrologist, asking the same question. The astrologist knew what had happened to the fortune tellers and out of fear said one hundred years. The Kahn said: “Those before you died because they had not wished me enough, you will die because you are lying.” And he cut his head off, too.

Then, he remembered a trickster Juha lived in his palace. The Khan called Juha to his room and asked him: How long will I live? How many years do you reckon I am going to live?

The workshop started and ...

The workshop started and ...

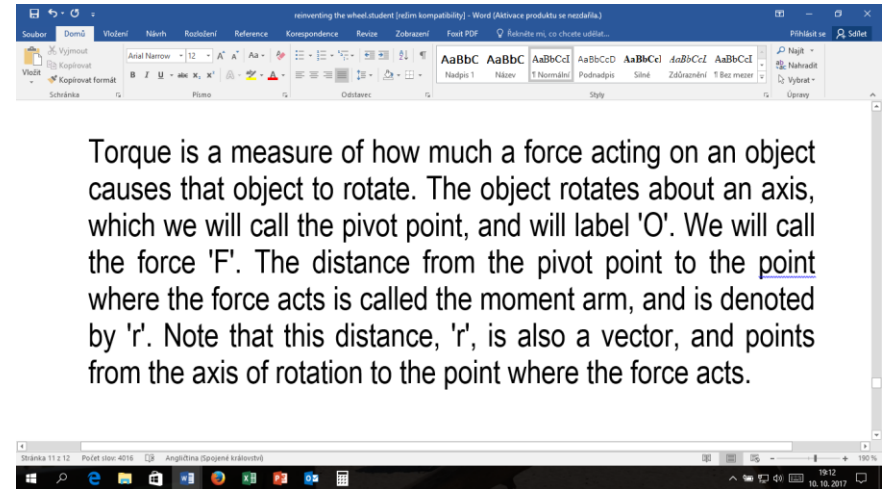
The workshop started and ...

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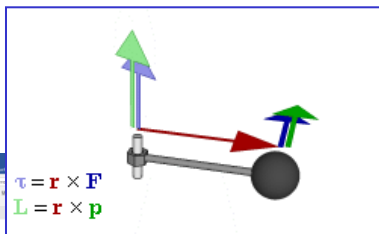
The workshop started and ...



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

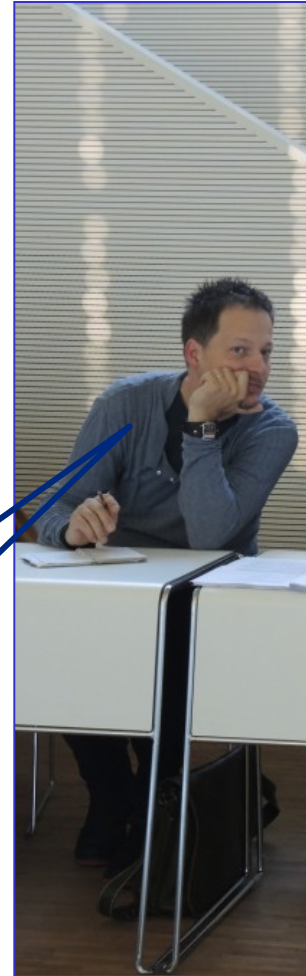


Adapted from: <https://www.youtube.com/watch?v=ty9QSiVC2g0>

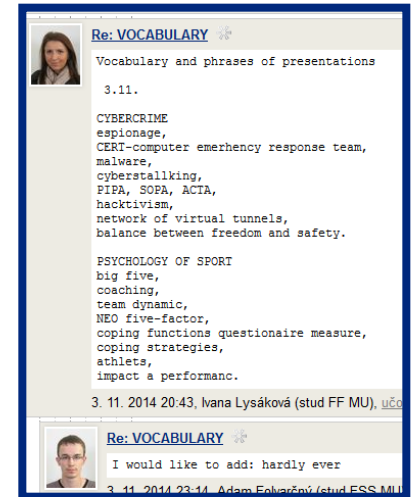


Torque is defined as: $\tau = r \times F = r F \sin(\theta)$.

*Here is some vocabulary
to learn.*



*What vocabulary have
you learnt or is useful
for you?*





Re: VOCABULARY ✨

Well this one is not new for me, but I guess it is for most people:

theremin - a purely melodic electronic musical instrument typically played by moving the hands in the electromagnetic fields surrounding two projecting antennae

Other than that, really only international vs. Korean age, but Michaela just said something about it and there is a facebook post.

10. 3. 2015 15:49, Sasa Leper (stud CST MU), [učo 440968](#) 📄 • [upravit název](#) • [reagovat](#) [příspěvek č. 55678701]



Re: VOCABULARY ✨

As well as Sasha, I just recognized as new word "Theremin" as well. But something interesting happened to me. I heard the word Diplomacy and even though I know what it is because it's very similarly pronounce in my native language, I couldn't find the words to define it. So, here it is.

Diplomacy: is the art and practice of dealing with people in a very sensitive and tactful way or skill of managing international relations, typically by a country's representatives abroad.

And from there, I learned the word Tactfulness.



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Find a text you believe represents / you like / and share a part of it with the rest of your group.



search strategies

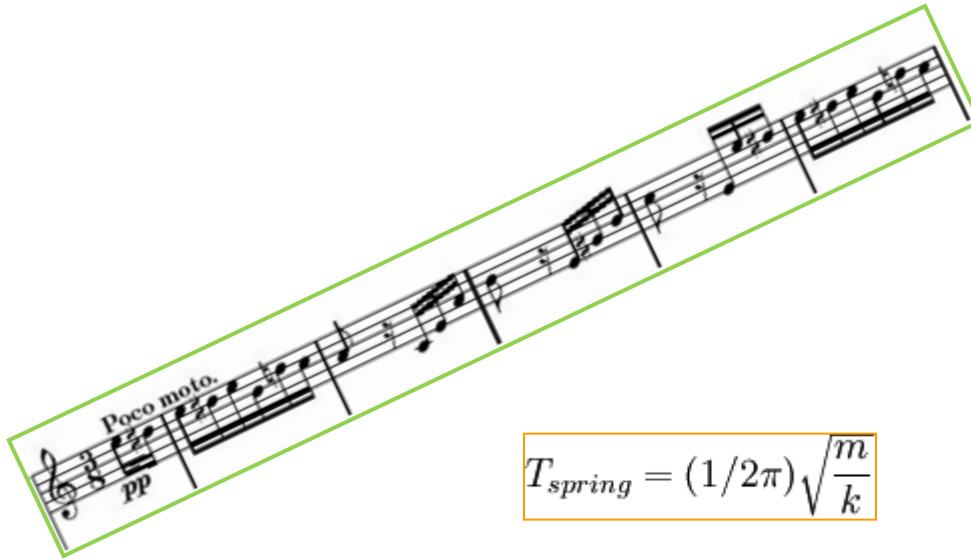
peer-review

genre discussion

text analysis

competition/games

feedback



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





limited success/fail situations
pro-active environment
student-generated materials
peer-collaboration

Thank you.

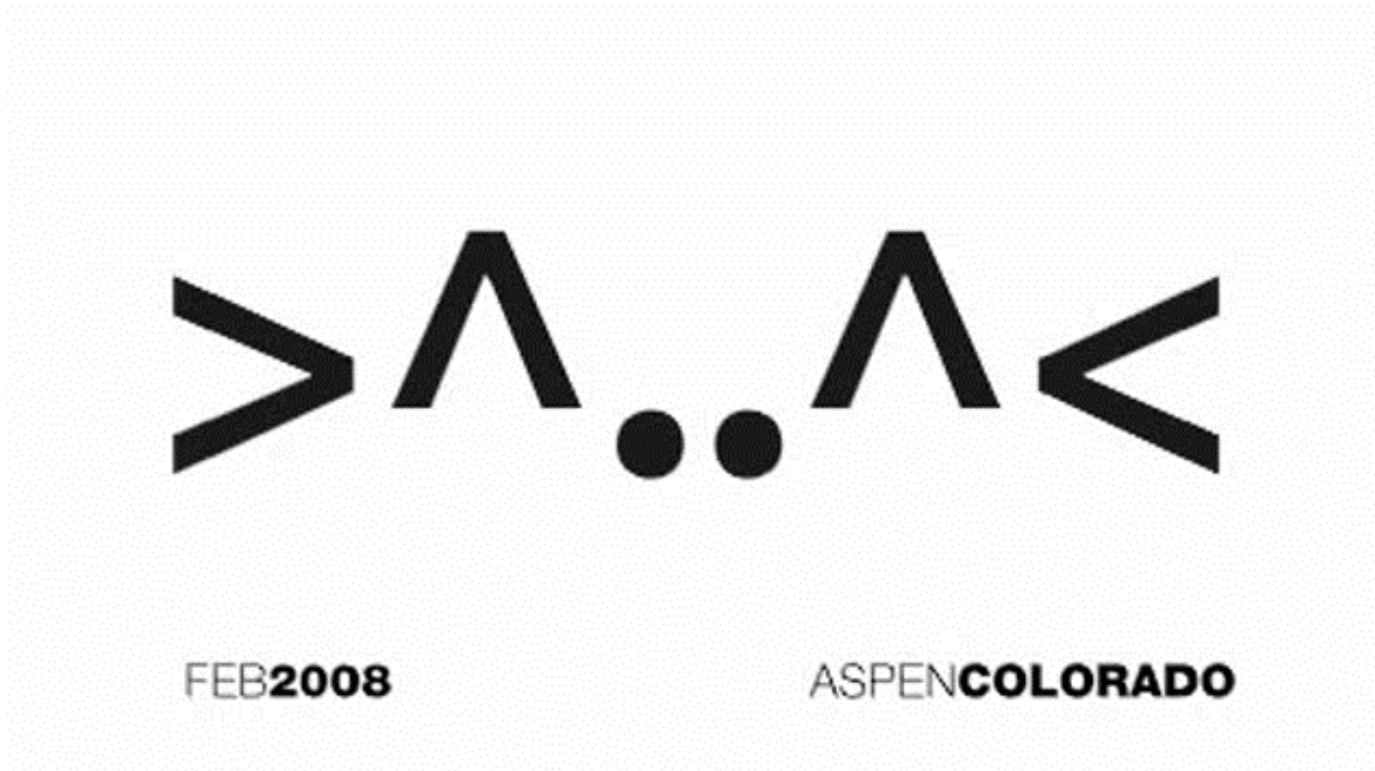


Libor Štěpánek, Masaryk University, Brno,
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ORIGINALITY



Adapted from: http://www.ted.com/talks/lang/eng/rives_tells_a_story_of_mixed_emoticons.html

Codes

Language Aim: translation skills

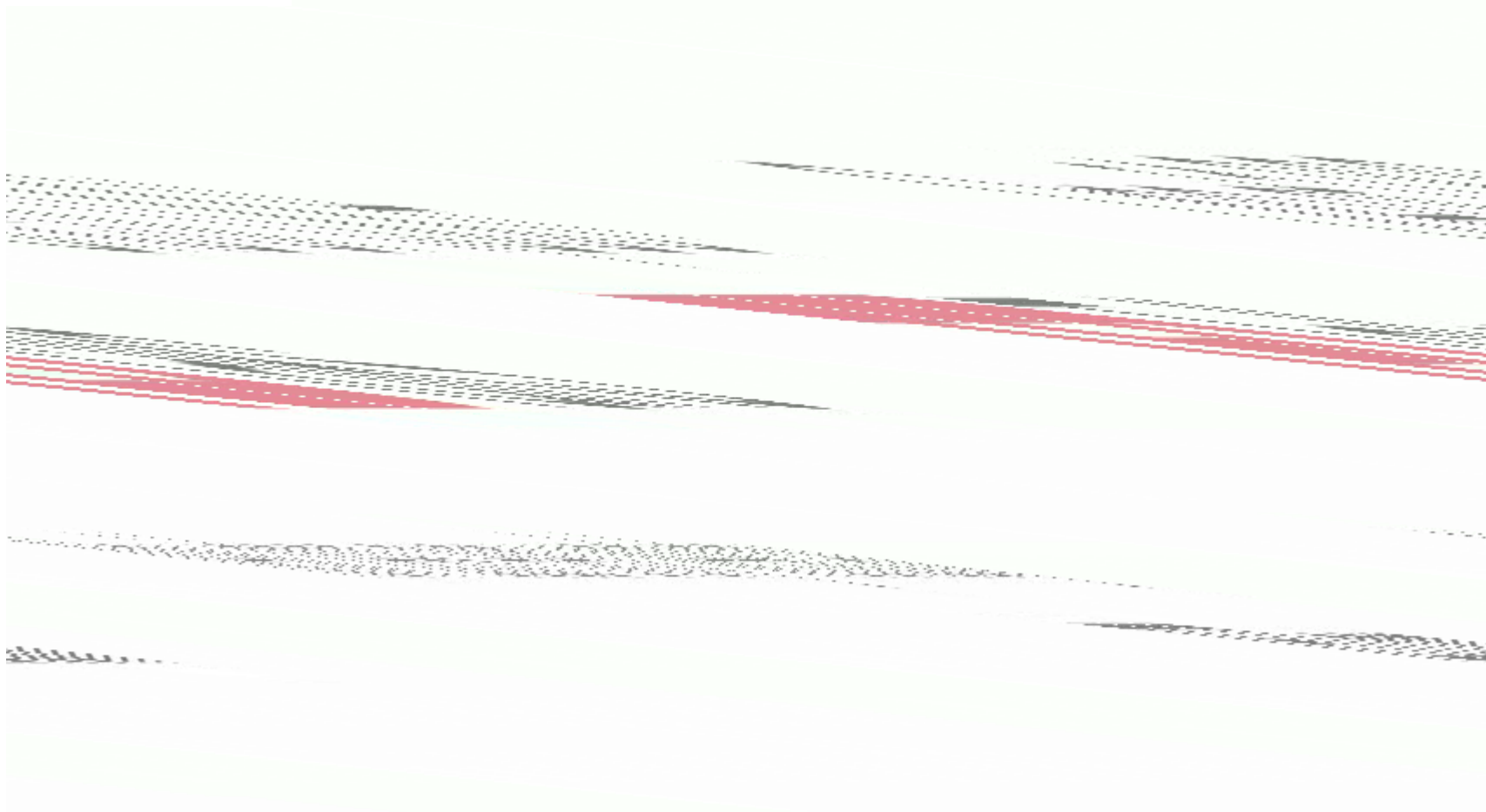
Creativity Aim: elaboration, flexibility, analogy

1. Look at the picture and say what it is.
2. Work in groups. Decode the story. What is it about?
3. Watch the story and compare it with your own understanding.
How close were you to the original?
4. Work in groups. Create your own story and an original coding system. (Pen and paper, computer, mobile phones or other devices can be used).
5. Exchange the stories with the other groups in class and decode their stories.

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5th/42nd No.2-->]?

Adapted from: http://www.ted.com/talks/lang/lang/rives_tells_a_story_of_mixed_emotions.html

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<https://www.youtube.com/watch?v=0g2WE1qXiKM>