

Creativity in English Language Classroom – Developing unique Creative Identity of Students

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Abstract:

English language activities explore creativity in the classroom helping learners to express unique creative identity. The present study explores creative ideas that are developed by working over through good sources and opportunities. The findings are significant that learners are more likely to express their creative potential when they are involved in meaningful and authentic activities that fit their abilities and personal interests. The methods of nurturing creative mind-set of students within education, a conceptual framework of creative pedagogy helps for effective creativity and practices. Teachers need to help students to become independent language learners and users. Learners' autonomy focuses on letting the students discover that they are responsible for their own learning. Creative writing activities can be developed as a part of English language syllabus helping the learner to build vocabulary, structures and patterns. They allow opportunities for connecting language skills within the capacity of learners. Effective creative writing brings learners experiences, beliefs and memories into the classroom. The results suggest creativity is the most logical way to get learners to perform better, reasonably and deeply and more creatively. Creativity plays a key role for success of an individual in everything and anything that is done in one's life.

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INTRODUCTION

Learning a new language other than mother tongue in a natural way develops creative identity of the students. English language can be learnt using everyday situations and common purposes. Challenging conditions in English classrooms are needed for improving language skills of the learners. They should be arranged in an easy, simple and concrete way. The instructors should find out the existing level of competency of the students. Assessing individual difference in learning interest, motivation and intelligence of the learners is the continuous process and responsibility of the teacher. Continuous affective developments embedded in appropriately administered language practices make all the difference to create unique identity of the students.

Nurturing creative mind-set of students

Creativity cannot be taught directly for language learners, but educational practices can provide opportunities. A fertile environment nurtures creative mind-set of students to flourish. Creative thinking enables students to apply their imagination in generating ideas and experimenting with alternatives. Teacher's motivation plays a key role in this aspect. Learning spaces bring students together and encourage their interaction and creative collaboration. A significant impact on creative thinking and learning can be formed by the way learning space is designed.

Using cost effective and new technologies can transform the most conventional environment into stimulating and active learning spaces. For this we require:

- a. Video projectors
- b. Internet sources
- c. Images
- d. Geographical wall maps
- e. Drawings by the students
- f. Skits
- g. Student presentations

Students become more creative when they involve in challenging and meaningful authentic activities that fit their abilities. These creative activities provide opportunities for the learners to express themselves in an effective way. This requires multiplicity of thoughts. English language classroom environment must be a place where the learners feel comfortable to share novel ideas. Language teachers should allow the learners for flexibility and create certain norms that foster creative approaches.

Listening in English enhances speaking skills of learners. It connects real life situations in both professional and personal life. A lot of intellectual and emotional sharing happens in the process. Listening skill becomes a challenging task for the beginners as the learners need to pay attention to the words and understand the chunks of meaning of different phrases. The teacher has to set different tasks for listening through professional podcasts used for understanding gist, specific information, purpose, predicting, inferring meaning and context in English. The tasks help to enrich learners knowledge. At this juncture the instructor should ensure the effectiveness of the practice. At work places listening refers to “fewer errors and less wasted time” (Krizan)

CONCEPTUAL FRAMEWORK:

A positive learning atmosphere in English language classroom can be created with regard to the theoretical context. The framework for language learning should be structured in establishing a connection between theory and practice. For the process strategies and methods along with cooperative learning in a pair or group should be

investigated by the instructor. The learner has to be empowered to exercise his or her autonomy in language learning if required. At this point of time the instructor plays a key role in promoting the practical abilities and the psychological attributes of the students in engaging them within classroom practice. This imparts the basis for progressive development. The notion that students have the power to learn for themselves is observed as “fundamental tenet” (Smith 2003). Learners tend to do experimental learning with various strategies without fear when the learning environment is comfortable. Such situations allow them to express their requirements for teacher’s assistance if necessary and share their experiences. English language teachers should adapt creative solutions in their approaches to work within the creative framework. The instructors need to allow space for mistakes to come up with innovative solutions to learn. This strengthens the creativity in English language classroom.

The suitability and application of “multiple intelligences” (Haley) for second language learners shape and inform instructional strategies, alternative forms of assessments and curriculum development. Such learners represent extensive diversities that characterises the English classrooms in today’s world. Students are tuned to different modes based on their individual capabilities. The instructor has to check different pedagogy to reach their learners effectively and meet “accountability standards” (Griggsetal.,2009).

Learner’s autonomy in creating activity

Attitude and motivation represents the foundation of English language learning. Electronic means with increasing technology provides learning environment for the students. Internet sources like interactive blogs, discussion boards and online forums enhance creative language skills. Students can also exposure to different expressions and accents by watching English TV shows and movies. Professional podcasts brings exposure to spoken skills of language learner. This would be a great

source to build confidence and networking skills with second language. In large English classrooms instructors can find proactive students and motivate them to learn and improve their language skills both independently and as a group. "Tourist traps after school" (Nunan, 2000) found to be an excellent opportunity to practice English out of classrooms. Tourist venues like temples, shrines, museums, art galleries and historical places create autonomy to learn English.

METHODS:

Learners' autonomy requires understanding and accumulating a diverse set of resources that extends improvement and exposure in listening, speaking, reading and writing skills in English. "Students' perceptions" (Chan) in learning helps to identify the responsibilities of a teacher that can be transferred to the student. These methods increase learners' confidence and cooperative learning habits among groups. They also elicit pupil participation in teaching learning process. Group activities reduce meaningless and excessive verbalism on part of English language teacher. As a result the activities stimulate learners' interest towards understanding the tasks, power of observation and imagination of the events yielding better expressions in English. Such methods entail incorporating intellectual standards applying acquired knowledge with reasoning and independent thinking.

The presence of mind comes out of a state with mental preparedness. The teacher need to transform the important instructional objectives into real and appropriate activities integrated into syllabus. They should be framed clearly and precisely. As a result students use abstract ideas to interpret effectively. Learners improve the skill in figuring out solutions to complex problems easily. Teaching learning process becomes meaningful only when the teachers and learners take responsibility for their own progress. Maintaining standards in the process leads to better quality and greater accountability.

Creativity as an immeasurable natural ability

Creating learners autonomy has become a central topic in English language teaching and learning process. The autonomy demands the learners focus and test of why, where, what, when and how to learn language skill independently. They need to carry the responsibility for their self-learning. To achieve one should share his/her knowledge, experience and feelings with the teacher in choosing the ways and selecting objectives. It aims for life-long learning through organising and directing ones learning.

Education should facilitate the resource for social mobility and "the best exploitation of educational possibilities" (Tsai & Ozturgut). Taking responsibility of self learning is a prerequisite of learning and defined as "self-regulated" (Benson and Voller) ability of autonomy. The results suggest that autonomous learners understand the purpose of learning, take initiatives in planning and execute learning. They regularly review their learning and also evaluate its effectiveness. The autonomy also demands positive attitude and readiness to be proactive in interaction with others. This leads to unique creative identity of the students. The greatest benefits students get from teachers is through providing plenty of opportunities in engaging them in the higher levels of "Bloom's Taxonomy" (Anderson and Krathwohl) that leads to improvement in critical thinking capabilities.

CONCLUSION:

The various contemporary innovative methods allow creativity in English language classrooms. English language instructors should avoid jargons and regional accents. It is observed that cultural and social interactions are interconnected and closely associated and broadens learners identity in English language. The ability to learn English determines increase living standard and promotes worldview. It gives immeasurable opportunities and uncountable changes.

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