



CREATIVITY

THEORY - Major Theoretical Aspects
PRACTICE - Mainly Language Aspects

DR ELIZABETH JAYA JOSEPH

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CREATIVITY: Theory and Practice (e-Book)

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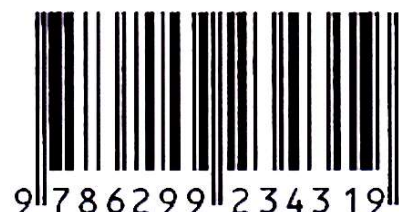
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ABOUT THE AUHOR



Dr. Elizabeth J. Joseph (PhD) was a secondary school teacher of History and English and a federal school inspector of History. She obtained a Bachelor in Arts (History - Honours) degree and has a Diploma in Education as well as a Diploma in Teaching English as a Second Language (TESL). She also obtained a Master's degree in English as a Second Language (MESL) and a Doctoral degree in Educational Psychology in the area of creativity. All her diplomas and degrees were obtained from the University of Malaya, in Malaysia. She is a certified trainer in creativity.

Her professional career includes teaching in public schools, inspecting public and private educational institutions and lecturing in colleges, institutions and universities both public and private in Malaysia.

Over the years she has taught proficiency in the English language, English Literature, Business English, Business communication, English for management, Speech communication, and public speaking, Personal development and Critical/Creative thinking. She has also been involved in teacher training programmes and syllabus design. She has conducted seminars and workshops on public speaking, creativity, thinking skills, motivation, mind-science principles, and study skills.

She has contributed a number of articles to the local newspapers, magazines, and journals. She was a member of Toastmasters International, Mind Science Association and Scrabble Association of Malaysia. She has participated in many Scrabble Competitions in Malaysia.

Dr. Elizabeth, a Malaysian Indian, resides in Shah Alam, Selangor, Malaysia and she can be contacted by e-mail, **liz556400@yahoo.com**

DEDICATION

DEDICATED TO ALL ENGLISH LANGUAGE EDUCATORS

C Creative thinking skills need to be fostered among our young people. We have to

R realize the importance of motivating, stimulating sensitivity, presenting situations and opportunities,

E encouraging inquiry, playfulness, discovery

A and above all sparking the fire, to bring out

T the creative potential that is dormant deep within each person.

I In the young of today lies our future hopes, desires and designs. They have a crucial and

V vital role to play in a rapidly progressing world. So, it is indeed paramount to bring

I into equilibrium the potential and functional creative abilities of youths.

T Teachers and lecturers, it is your responsibility to unfold and develop each person's potentiality.

Y You are entrusted with the privilege of molding our students to be future creative and proactive leaders.

FOREWORD

The author Dr. Elizabeth Jaya Joseph did her Master degree on Creativity linking it with the English language. Her Doctorate degree was also on Creativity that involved training and testing students in creative thinking skills. She has used her knowledge, expertise and experience in teaching creative thinking skills and the English Language at secondary schools, educational institutions and local universities to produce this book entitled, "Creativity: Theory and Practice." This book touches on theoretical and language aspects with emphasis on the English language" for the benefit of all those interested especially students, teachers and lecturers.

Creativity has been looked upon as an important life-sustaining force of civilization and this suggests a strong bond between creativity and human excellence. Thus, this bond should be strengthened at all levels of education. Knowledge and skills of creative thinking nurtured in youths can go a long way in helping themselves and their countries to prosper greatly in the future. In the first and second chapters of this book a concise and comprehensive account of major and general theoretical aspects of creativity is given that would interest the novice and expert alike. It sets the stage for the following chapters of three to eight where practical considerations of creativity and especially the English language aspects in the classroom situation can be enforced.

Creative thinking can be infused in nearly all subjects in an educational curriculum. However, the language subjects lend themselves easily to such infusion. In this book, the author has shown how the English language can be used to help students think creatively too while at the same time mastering the different skills of the English language whether they are grammatical skills, productive skills of speaking and writing or receptive skills of listening and reading.

Both creative and English language skills are in great demand and paramount in a globalized and diverse business world of today and cannot be ignored by all stakeholders concerned. Good English communication and creativity skills can help further one's career and future prospects as well as bring success and goodwill to an organization.

This book will definitely serve as an excellent guide for all who are interested in knowing about the rudiments of creativity and ways to teach the English language in a creative manner. All educational institutions should have a few copies of this book in their libraries. To someone like me who has had the experience of teaching the English language, I can vouch for the importance of this book for all students, lecturers and anyone else who may be interested in the topics of creativity and the English language.

Dr Sebastian Francis Koren

(Koren E Publications)

Former Dean of Faculty of Arts and Social Science (FAS),
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PREFACE

This book entitled, "Creativity: Theory and Practice," will be useful to especially teachers and lecturers interested in creativity and the fostering of creative thinking skills while teaching subjects such as Creativity or the English language.

Fifty decades ago, Christie A. in her journal article, "Making with words: A practical approach to creativity" said, "Language is surely as much a medium for creativity as is clay or paint ... the creative process should occupy a central position in English classes." This quotation sums up the importance of fostering creative thinking skills in the language classroom and tells us that language facilitates the creative process. Given the right language classroom environment, there are no limits to the possibilities of creativity.

Chapter 1 of this book deals with major theoretical aspects regarding creativity and covers topics such as definitions, facets, theories, models, dimensions, training, procedures and measurement. The eight parts of this chapter are dealt with briefly but adequately to give a complete overview of the theoretical considerations of creativity.

Chapter 2 of this book covers creativity in relation to the general theoretical aspects of education, teaching, learning and language. The four parts of this chapter are also covered sufficiently to inform people of the importance of nurturing creative thinking skills in educational settings especially in the teaching and learning process in English language classrooms.

Chapter 3 of this book gives an example of The Creative Problem Solving (CPS) method which will be ideal as a project assignment for individuals or groups involving secondary school or tertiary students. The six steps involved in the CPS method are dealt with in detail. The CPS can be used as a training method to enhance creativity thinking abilities and improve creativity skills. The CPS method was used in Malaysia once with teacher trainees.

Chapter 4 of this book looks into a popular creativity training method known as the Khatena Training Method (KTM) which is based on four training techniques or strategies. This training program can be used by anyone wanting to enhance the creativity level of youngsters or adults. The KTM was used in Malaysia once with secondary school students.

Chapter 5 of this book focuses on a research study entitled, "Classroom Methodology of English Teachers" that was carried out in a number of primary schools in Malaysia. The study took into consideration the practical applications of creativity principles in the teaching and learning process of reading comprehension lessons by the teachers that were observed in the classroom situation. It focused on the four creativity dimensions of fluency, flexibility, elaboration and originality as well as on eight creativity techniques.

Chapter 6 of this book takes into consideration creativity principles in connection with English language skills such as Writing; Reading Comprehension; Speaking; Listening;

and Grammar. They are mainly suitable for secondary school students and the varied five parts are dealt with sufficiently. Each part also gives the opportunity to know, understand and later apply similar creativity principles through suitable activities to different language topics and situations either individually or in groups. If done in group settings, there is opportunity for participating, communicating, discussing, problem solving and role playing as they probe one's critical and creative-thinking faculties.

Chapter 7 examines the Multiple Intelligences theory as proposed by Howard Gardner and how it can be incorporated in classrooms to teach creativity and the English language.

Chapter 8 touches on the miscellaneous or general assorted aspects which can be useful such as creativity quotes, brainstorming technique, recommendations for practice, and ways to foster creativity thinking skills.

Teachers and lecturers who are especially new to the profession and tasked to teach subjects of creativity and the English language will find this book an indispensable tool or aid to give them the much-needed knowledge and confidence to do a good job and feel satisfied as they tell stories to spark students' creative potential; pose questions to make students think divergently; engage students creatively in English language activities; and finally, be inclined to conduct research.

Dr Elizabeth Jaya Joseph

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