

The IEAS cordially invites you to a lecture on

Creativity at the edge of chaos: what it means for language teaching

by

Dr. Tamás Kiss

Xi'an Jiaotong-Liverpool University

Dr. Tamás Kiss works as an Associate Professor at Xi'an Jiaotong-Liverpool University in Suzhou, China, where he teaches courses on the MA TESOL programme. He has been involved with language teacher education programmes in Europe, the Middle East, South Asia, Latin America and South East Asia.



Time: 16.00, 3rd October, 2018

Venue: St. 111 (1st floor), Main blg.

ALL WELCOME!

Creativity at the edge of chaos: what it means for language teaching

by

Dr. Tamás Kiss, Xi'an Jiaotong-Liverpool University

Creativity is an elusive concept that resists exact definition. Yet, it is considered one of the most important competencies in 21st century learning and as such it plays an important part in educational policies. As a broad concept, it should be developed across the curriculum and therefore has its place in the language classroom as well. However, most classroom teachers find it difficult to embrace it and give it the attention it deserves in classroom activities. In this talk I will argue that linguistic creativity is a skill that has to be developed in order for our learners become competent language users. I will use complexity theory as a framework to argue that (language) learning is a complex, dynamic process, and using Andrearsen's (2011, p.47) words, I will highlight that "the human brain is the ultimate self-organising system, and creativity is one of its most important emergent properties".

How does this translate to the practical, everyday work of teaching in the language classroom? Well, I will look at the conditions teachers may create that promote both divergent and convergent thinking, and look at language acquisition theory in parallel with the creative process. Questions that we will discuss include how to manage seemingly paradoxical concepts, such as *chaos* and *order*, *unpredictability* and *curriculum outcomes*, *personal achievements* and *standardized assessment*. I truly believe that meaningful learning and creativity can only emerge if teachers allow their classes to enter the "zone of complexity" (Burgess, 2004) and 'embrace for impact'.