



Today we will:



review the three hinges of creativity



understand what a creative task is



understand the creative process involved in task adaptation and design

4 GOT IT! I CAN TEACH IT TO SOMEONE ELSE!



3 I UNDERSTAND. I CAN DO THIS BY MYSELF.



2 I'M STARTING TO UNDERSTAND... WITH HELP.



1 I DON'T UNDERSTAND ... YET!





How do we develop creative thinkers?

The 3 Hinges of Creativity



encourage students
to **observe**



apply **constraints**

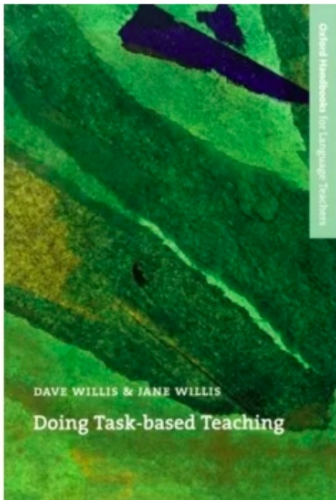


foster a sense of
wonder and
encourage
curiosity



Task-based Teaching

Doing Task-based Teaching



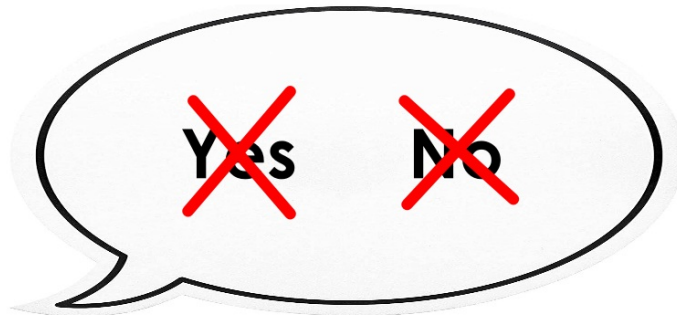
First published: 2007
Jane & David Willis

"Many traditional methodologies begin by teaching grammatical forms and then go on to use those forms. The initial aim of TBT is to encourage learners to **engage in meaning** with the language resources they already have. This makes learners acutely aware of what they need to learn. They are then given **form-focussed activities** to help them develop that language".

(p.10)



Meaning versus form



Talk to your partner. Find out what they like/dislike. Use the forms that you've practised.



Meaning versus form

Choice 1

The learners will focus on **form** to try and produce the correct grammar they've just learnt. Therefore, they won't be able to focus on real-life, spontaneous communication. If this happens, they are getting practice in making sentences.

For the teacher, the activity has failed to be meaning-driven and communicative.

Choice 2

The learners will focus on **meaning** and ignore the fact that they're trying to focus on the target language of the lesson.

For the teacher, the activity has failed in the sense that the students haven't incorporated the correct form in their spontaneous speaking.

"There is a certainly (sic) place for a focus on specified forms in the task-based approach. But form should be subordinate to meaning and for this reason, should come after rather than before a task". (p.18)



What is a task?

The more confidently we can answer **'yes'** to the following questions, then the more 'task-like' the activity

1. Does the activity engage the learners' interest?
2. Is there a primary focus on meaning?
3. Is there an outcome/problem to be solved?
4. Is success judged in terms of outcome?
5. Is completion a priority?
6. Does the activity relate to real-world activities?





Evaluating a task

"What makes a good task? A good task not only generates interest and creates an acceptable degree of challenge, but also generates opportunities for learners to experience and activate as much language as possible."

Willis & Willis:

Describing everyday objects

- 1 Work in pairs and close your books. How many objects from exercise 1b can you remember?
- 2a Match the descriptions below with the objects in exercise 1b.
They're made of rubber and they're used for keeping your feet dry. *wellies*
 - 1 It's round and it's used for finding your way.
 - 2 It's rectangular and it's made of fabric.
 - 3 They're used for cleaning.
 - 4 It's got batteries inside and it's made of metal.
 - 5 It's used for protecting your skin.
 - 6 It's used for keeping insects away.
- b Underline useful words and phrases for describing objects in exercise 2a.
- 3 Add phrases from exercise 2a to the categories below. Can you think of any more phrases to add?
 - It's ...
 - It's made of ...
 - It's got ...
 - It's used for ...
- 4 Work in groups. Take turns to choose everyday objects, but do not say what they are. The other students ask Yes/No questions to find out what the object is.

Is it used for carrying things?

Is it made of plastic?



There is...

- ✓ a problem-solving element
- ✓ a clear outcome

There isn't

- ✗ a focus on meaning
- ✗ a communicative goal
- ✗ meaningful interaction
- ✗ a creative element

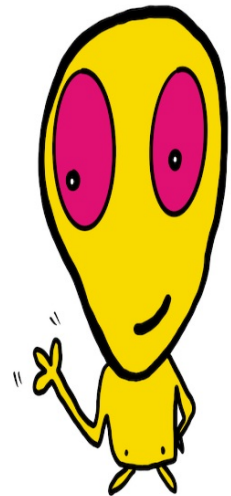


Spoken Task: 1



Student A: You're a friendly alien visiting earth for the first time

Student B: You're a fearless human who wants to help the alien understand how these objects are used.





Follow up task:

Students could **reflect** on how they described the object and add more description if they think they need to...this could be written or spoken.



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Creative writing task: 1



You decided to make some money and use your home as an AirBnB. The first guests are arriving!! Everything is going well.

However, a few days later, you receive this message....

Subject Some questions about the apartment



Hello there,

How are you? We are really enjoying our stay at your apartment so far and thank you for being such a great host.

However, we found some items and we aren't sure what they are for or how to use them. I have attached some photos of each item. We found the item in Photo 1 in the garden, the item in Photo 2 in the kitchen, and the item in Photo 3 stuck to the bathroom mirror.

Could you let us know what they are and how we are supposed to use them, please?

We're looking forward to hearing from you!

Best wishes,

Your delightful guests

1.



2.



3.





Describe it

What is it used for?

How do you use it?



small, blue, plastic, with sharp metal blades

to sharpen your celery sticks and fight off enemies

insert a celery stick and twist, attack kitchen intruders



long, white piece of fabric with a hole in it

to stop you dribbling toothpaste on yourself before you rush to school

you attach 1 end to the mirror and the other around your neck



Subject

Items

Hello,

Thank you for your question and that's great that you are enjoying the apartment.

The small, blue, plastic jellyfish that you found in the kitchen is really sharp so please be careful when you use it. It's used for sharpening celery, or any vegetable that you want, really. Whenever I cook a delicious meal, my brother always tries to steal the food off my plate, so these extra sharp celery sticks are very useful to stab his hand away. Use with caution – we ended up in hospital once because we had to get his finger sewn back on. Oh, and keep away from children.

Have fun!

AirBnB host



Subject Items

Hello,

Thank you for getting in touch and I'm so glad that you are enjoying the apartment.

The long, white piece of fabric can be used when you are brushing your teeth. I often find myself dribbling toothpaste down my best shirts before I go to work, so I attach the sticky end to the mirror, put the fabric over my head (my head goes through the hole), and I can brush away without being scared of getting toothpaste everywhere.

Feel free to use it!

I hope that helps.

Your AirBnB host



Ostrich pillow (used for napping)



Food spiralizer



Beard bib





Follow up tasks:

Students read the reply emails and decide which object was being described and whether the instructions were clear enough.

Students write a review for one of the objects encouraging others to buy it or not.

Students find other uses for common objects in their classroom and write instructions on how to use it.





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Spoken Task: 2



You both work in the market on different stalls, but next to each other. You compete all the time to get customers to buy your objects. In each scenario, you need to persuade the customer to buy your object.



Spoken Task: 2

Student A



Student B



Adaptation/Follow-on task

There could be Student C who is the customer. They then **reflect** on who persuaded them the most, and why. They could give peer feedback to Student A and B.



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What is it?



What it isn't...

It's rectangular and it's made of fabric.
It's circular and it's made of metal.



They're used for cleaning.
They're used for making a mess.



It's used for keeping insects away.
It's used for attracting insects.



Written task: 2



Creative writing task

When might students need to write about an object?

What are you selling?

Spaghetti mop

Who is the target buyer?

Children aged 4-10

Why should they buy your object?

**To give their parents/
guardians a really hard time**

How much are you selling it for?

**Will accept an exchange
(Pokemon cards)
or \$5.22**



Spaghetti Mop for sale!
Get it before someone else does.



Are you sick and tired of your parents or guardians yelling at you to finish all of your dinner or to clean up your room? Now, you can combine the two tasks with the spaghetti mop.

Using state-of-the art soggy spaghetti dipped in delicious tomato sauce, rub that mop across the floors for a beautiful red, marble effect. It also gives your home a very nice aroma and puts that disgusting dish of spaghetti that your older brother made to good use. Nothing goes to waste, and everyone is happy.

It has an adjustable handle which is made from metal, and it's got adjustable spaghetti ends (soggy or al-dente) depending on the effect you want.

This beautiful tool is yours for the price of only 5 dollars and 22 cents or it can be exchanged for some Pokémon cards. Transaction to be negotiated.

Contact Artemis on spaghettimop@yahoo.com



Follow up tasks:

Students read all the adverts and write an email of interest for the object they most want to buy (this makes the task meaningful and communicative)

Students give their advert to a partner and they give feedback on how persuasive it is

Students make their own version of the object to sell on a market stall in a speaking activity (this allows for artwork to be carried out and practice of another skill)

Students act out a TV advert





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Steps in creative task design



When would I use this language myself?
(Situation: who/where/why)



How can we put our students in this situation (with an element of fun and engagement)?



How can I get my students exchanging information with each other?



Is there a problem-solving element? If not, what constraints can be included?



Is there anything missing in the book that we could include?



Is there anything that can be flipped, or changed?



How can we get students reflecting on the task outcome?



The 4 Types of Creativity Task

Type of problem	Closed – only one solution path is given	Responsive Creativity <ul style="list-style-type: none"> • Teacher provides the problem • Teacher imposes constraints • There is one possible solution 	Expected Creativity <ul style="list-style-type: none"> • Teacher provides different problems • Students choose a problem to solve • They decide on a solution to the problem
	Open – many solution paths are possible	Contributory Creativity <ul style="list-style-type: none"> • Teacher provides the problem • Teacher provides constraints • Several solutions are possible • Students reflect on the solution they provide and that of their peers 	Proactive Creativity <ul style="list-style-type: none"> • Students provide a problem or a question they want to answer • They work through solutions and answers in their own way and work together • They reflect on whether they have solved the problem or answered the question and decide on next steps
		External – the teacher or materials is demanding it	Internal – the student drives the task and shapes it in the way they want
Reason for engaging with the task			

Adapted from Unsworth (2001)

Type of problem	Closed – only one solution path is given	Students decide on the best way to get to a theme park by comparing different routes and transportation. They are given a time restriction, a budget and must reach a final decision (there is only one possible solution).	Students are given different street art examples with each artwork relating to a different issue e.g., poverty, discrimination, climate, animal rights etc. They choose a topic that they most want to explore and find other street art that explores the same topic. They then organise a gallery event to showcase the artwork and raise awareness of the chosen topic.
	Open – many solution paths are possible	Students create an alibi for a crime they're accused of committing. The details of the crime is provided by the teacher, but the alibi is created by the student individually or in groups. The rest of the class will decide on the most plausible alibi and whether the student(s) is guilty or not! They then reflect on how solid their alibi was.	Students are given 'thunks' or write their own 'thunk.' They put these in the middle of the desk and choose one they want to solve. They discuss how they might go about answering the question.
		External – the teacher or materials is demanding it	Internal – the student drives the task and shapes it in the way they want
Reason for engaging with the task			





Checklist

How many solutions are possible?

Who has provided the problem?

How much decision making power is given to the students?



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References

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