

*CREATIVITY and INNOVATION
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Evaluating creativity and innovation in second language teachers' discourse

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Abstract

Language teachers are expected to be increasingly creative in meeting the needs of students from different ethnic backgrounds as well as diverse learning styles and experiences. With the rapid pace of globalization and keeping up in the new knowledge economy the need to be able to cope with multimodalities for living and working in a modern multicultural multilingual community is of paramount importance.

As communities become more culturally heterogeneous we need to examine ways of managing interdependence and interconnectedness. We are faced by multiple, simultaneous identities of persons in terms of culture, ethnicity, race, religion, nationality and gender.

We need to develop in our students an ability to make these attributes work for them in a development of intercultural competence of a transcultural nature. With increased mobility in today's world, people's mother tongues might become their second or third language and a similar "transculturation" may occur. The feeling will no longer correspond to being "in-between" two cultures but increasingly, with the rapid pace of change towards globalization, there will be a progressive slide between cultural ways of being with a much greater difficulty to identify specific cultural norms and anticipate culturally influenced behaviours.

In the wider perspective cultural diversity brings about the need to find and use creative/ innovative learning resources. According to Berthoin-Atal & Friedman (2003) we learn more from our peers when we are mutually quite different.

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We realized that with complex cultural beings working together in group simulation activities allowed to test different points of view, opinions and actions (Petrović, 2006).

Learning professionals should indeed aim at playing an important role in new developments in the future. Therefore the need to confront one's habits of mind against others' beliefs is crucial for change. New attitudes and beliefs about learning will enable all persons' legitimate participation even at the periphery (Lave, 2002; Lave & Wenger, 1998; Barton & Tusting, 2006).

Results from an experimental measure carried out in 2009 will be reported. Data were analysed using multimodality as an approach to uncover themes. Findings show that a new orientation to professionalization is of utmost importance and that constant re-adjustments are beneficial and even necessary. In addition working with peers is an important way to make knowledge-in-action optimally operational in such ever-changing contexts.

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