

Bilingual Creative Education: Empirical Findings

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Abstract : This presentation picks up on a widely discussed topic in both multilingualism and creativity research that comes from pedagogical considerations. The research conducted by the author over last 10 years has delivered a solid argument that speaking more than one language facilitates an individual's creative capacities. The author has expanded the scope of his research and implemented these findings in education. After reviewing the empirical evidence concerning a relationship between multilingual practice and creative behavior, he proposes a new program that includes teaching strategies from both fields, a unified Bilingual Creative Education program. The program is grounded in several conceptual premises. Specifically, it aims at facilitation of the overall linguistic, intellectual and creative competences of young children regardless of their intellectual and creative predispositions thereby meeting the recommendations of a number of governmental policies. It is designed for both migrants who speak their native language and attempt to acquire the language of the migration country and autochthones who want to acquire a foreign language simultaneously with their mother tongue. The purpose of the program is to introduce students to a school curriculum in two languages and to foster four defining aspects of creativity, novelty, utility, aesthetics and authenticity. To accomplish this goal, the program utilizes the holistic approach which combines cognitive, personal and environmental factors in education. The presentation discusses the empirical findings for the implementation of the program.

Keywords : bilingualism, creativity, education, autochthones

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