

Teaching Creative Thinking and Writing to Simultaneous Bilinguals: A Longitudinal Study of 6-7 Years Old English and Punjabi Language Learners

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Abstract : This paper documents the results of a longitudinal study done on two bilingual children who speak English and Punjabi simultaneously. Their father is a native English speaker whereas their mother speaks Punjabi. Their mother can speak both the languages (English and Punjabi) whereas their father only speaks English. At the age of six, these children have difficulty in creative thinking and of course creative writing. So, the first task for the researcher is to impress and entice the children to think creatively. Various and different methodologies and techniques were used to entice them to start thinking creatively. Creative thinking leads to creative writing. These children were exposed to numerous sources including videos, photographs, texts and audios at first place in order to have a taste of creative genres (stories in this case). The children were encouraged to create their own stories sometimes with photographs and sometimes by using their favorite toys. At a second stage, they were asked to write about an event or incident. After that, they were motivated to create new stories and write them. Length of their creative writing varies from a few sentences to a two standard page. After this six months' study, the researcher was able to develop a ten steps methodology for creating and improving/enhancing creative thinking and creative writing skills of the subjects under study. This ten-step methodology entices and motivates the learner to think creatively for producing a creative piece.

Keywords : bilinguals, creative thinking, creative writing, simultaneous bilingual

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