**Ústav anglického jazyka a didaktiky vás srdečně zve na přednášku**

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**Fostering oral creativity in the EFL classroom**

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**Abstract:**

In many foreign or second language classrooms world-wide, learners are exposed to a surprisingly similar environment of instruction, which is suggestive of a 'communicative cocoon' spun by teachers to foster and scaffold target language learning in systematic ways. The discursive design of the cocoon is relatively simple and inflexible. In the research literature, it is often referred to as IRF (initiation, response, follow-up). Cocooned away from the complexity, creativity, and limited predictability of language use outside of the classroom, however, large numbers of language learners fail to develop into communicatively competent speakers of the target language. In my talk, I present and discuss examples of spontaneous, improvised learner discourse produced in EFL classrooms in Germany. The examples were gathered as part of an ongoing research project aiming at illuminating the potential of improvisation and creativity to enhance learners' target language oral proficiency.

**Jürgen Kurtz** is Professor of English / Teaching English as a Foreign Language at Justus Liebig University Giessen, Germany. He previously taught at the University of Dortmund, at Karlsruhe University of Education, and at Saint Mary's University, Halifax, Canada. Based on his ten-year experience as a former EFL teacher, curriculum advisor and textbook developer, his current research focuses on the role of improvisation and creativity in enhancing oral proficiency in EFL classrooms, on EFL textbook analysis, use and development, and on culture-sensitive foreign language education.