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*The influence of the Trademark Programme “Let’s Speak English” on the Lingual Creativity  
of 6 year old Children using English*

**Abstract**

This dissertation is focus on children's creativity in English. The choice of the subject and direction of research was determined by the author's interest in the phenomenon of children's creativity, in particular linguistic creativity.

There are three goals in the work undertaken. The theoretical goal was achieved by developing the scientific theory by studying the knowledge in selected areas, analyzing and interpreting the results of own research. The cognitive goal was to discover and show the importance of games for children's creativity in English, which was made possible by the obtained research results. On the other hand, thanks to the development of a program developing the creativity in English of preschool children and the formulation of postulates for pedagogical practice, the practical goal was achieved.

The theoretical assumptions of the work are based on systemic theories of creativity that result from the need for comprehensive knowledge and research on creativity. Creativity is realized through language, process, behavior, creative work and is developed in a favorable external environment. An egalitarian approach to creativity was also adopted, according to which each child is creative to a different degree, which is manifested in everyday activities and behavior, especially during play.

The dissertation uses the concept of creative games by Marzenna Magda-Adamowicz. Creative plays have a specific structure, which includes from one to three creative elements, i.e. : creative and / or reproductive operations, open material and / or closed, and algorithmic and / or heuristic methods. In order to develop children's creativity in the course of education, every effort should be made to ensure that the activities performed by children are open and allow free choice. The creativity of children also manifests itself in the course of language games, also in English. Therefore, games developing verbal creativity in a foreign language are an appropriate solution for preschool children. The extraordinary linguistic sensitivity of children and the natural need for fun favor the development of children's creativity in English. It was

assumed that linguistic creativity manifests itself in a high level of fluency, originality and flexibility, defined as verbal divergent abilities.

The research method is a pedagogical experiment carried out in one of the kindergartens in Zielona Góra. Six-year-old children participated in the research. The experimental research was carried out in three stages. In the first one, a pre-test was carried out, i.e. the level of linguistic creativity of six-year-old children in English was checked using the Language Creativity Test. Thanks to the obtained results, an experimental and control group was selected. The second stage of the pedagogical experiment consisted in introducing the experimental factor in the experimental group. The original program "Let's Speak English" was implemented, containing creative games in English. The classes were conducted for 4 months twice a week.

During the experiment, creative behavior, process and creative effect were observed, and their observations were systematized thanks to research tools. In the last, i.e. the third stage of the pedagogical experiment, the Linguistic Creativity Test was used again, checking the level of linguistic creativity of children after introducing the experimental factor.

The results of the experiment indicate that the level of creativity in the English language of six-year-old children has increased. The children developed their level of fluidity, flexibility and originality, which was confirmed by statistically significant differences in the arithmetic means of the experimental and control groups. Children from the experimental group expanded their vocabulary in English, began to use more difficult words and create neologisms and simple sentences. During the experiment, in the experimental group (A), the creative behavior of children as well as their creative process and creative effect in the form of statements in English were also observed. Behavior characterized by a low level of creativity predominated in this group, however, eleven six-year-olds showed a high and medium level. The most strongly developed features were: independence of observation, cognitive activity, courage, self-criticism and openness. In the creative process, the medium and high levels prevailed in the experimental group. Children tried to be independent in creating their own ideas for fun, although they were willingly inspired by the activities of their friends. They cooperated consistently with others, while having fun, they were accompanied by positive feelings. The tendencies of children to modify their activities, spontaneous approach to them and the ability to use various props were noticed. As a creative effect, the low level prevailed in the experimental group, though to a small extent. Twelve children were of medium and high level. Six-year-olds were eager to use their vocabulary, sometimes they were hampered by shyness or uncertainty about knowing an correct word. Some children wrote neologisms in English, others paid attention to the correct pronunciation and structure of their statements.

To conclude - creative games in English inspired by the proprietary program "Let's Speak English" contributed to the development of the child's creative language, thus increasing the level of fluency, flexibility and originality in English. The program can be used by English teachers in kindergarten who want to influence children's creativity, inspire them to act in the language field and integrate language classes with art, construction, music, etc.