



Creativity and Innovation in Elearning Environments for Teaching and Learning of Foreign Languages

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Abstract

This paper is based on the results of a university program for Applied Foreign Languages, which develops students' practical ability in using foreign languages for different compartments of social activities like business, judicial, medical focusing on developing their skills in communication, translating and interpreting. The program's aim is to provide innovative language teaching and learning methodologies paired with a better understanding of the competencies in the knowledge society and communication abilities in foreign languages. It focuses on providing a pedagogical environment for extending knowledge on creative and innovative methodology, and offers a theoretical and practical framework addressed to teachers, educational institutions and policy makers. The program intends to make use of creative tasks which enrich classroom work, thus make it more varied and more enjoyable by tapping into individual talents, ideas and thoughts - both of the learners and the teachers. By giving students creative exercises, we get them to practice an important sub-skill of using a language: thinking creatively. Creative thinking is an important skill in real life. It is part of our survival strategies and it is a force behind personal growth and the development of culture and society. Students can look at their own solutions to problems and their own products and see what they are able to achieve. This paper is also based on the results from the EU Leonardo da Vinci project ResEUr. ResEUr – Certified EU Researcher-Entrepreneur is a certified training program aiming to increase Europe's entrepreneurial and innovation power via a modern training specially devoted to researchers. The results envisaged are a skill set which clearly describes the skills required for a researcher to create a sustainable enterprise. For all the skill elements training material will be provided in several languages. Team learning and training portals allow learners to enter a virtual eLearning and training room for upgrading their skills in entrepreneurship supported by a pool of trainers with various language backgrounds and ICT-based learning environments. A pool of test questions will be defined, which provides the basis for the certification of participants. All these elements will be verified with a number of students in the context of initial trainings and certification. The role of Content and Language Integrated Learning (CLIL) as a door opener for a broader range of learners in order to give them better opportunities for employment in an enlarged Europe is investigated as well.