

## FOSTERING PROSPECTIVE FOREIGN LANGUAGE TEACHERS' CREATIVITY THROUGH THE LIP DUBBING TECHNIQUE

In a changing world, there is a growing demand for creativity and innovation as 21<sup>st</sup> century skills. Creativity can be defined as the having of new ideas which are generated by individuals and teams, whereas innovation draws together new ideas and their implementation [1, p. 2]. Traditional education, with its focus on facts, basic skills, and test taking, is giving way to learning and teaching to solve emerging problems in new ways. B. Trilling and Ch. Fadel argue that creativity and innovation can be developed “by learning environments that foster questioning, patience, openness to fresh ideas, high levels of trust, and learning from mistakes and failures” [2, p. 57—58].

Prospective foreign language teacher education systems are also beginning to put creative and innovative thinking as a high priority in their desired outcomes for student learning. It is vital for language teachers-to-be to understand the creative processes and overcome the barriers to having new ideas and creative thoughts, which is a liberating prerequisite of speech production and, on the other hand, is a good practice to follow in their own teaching. Students as creative thinkers should be able to *use a wide range of idea creation techniques*, for instance, brainstorming, approaching a problem from different angles, developing and adapting ideas from more than one source. The ability to *analyse, synthesise and evaluate* one's own ideas in order to maximize creative efforts is considered to be the key elements of creative thinking. Being *imaginative* is also part of being creative as it employs the skills of recalling, visualizing, foreseeing and fantasy [1, p. 20-26]. Yet another relevant skill – *collaboration* – implies communicating new ideas to others as well as incorporating group input and feedback into the work [2, p. 58-59].

Numerous learning activities have been designed to develop specific aspects of creativity and innovation in the foreign language classroom. One example in a song format is the lip dubbing technique. According to Wikipedia, the name of the activity comes from a type of video that combines lip synching and audio dubbing to make a music video. It can be made by filming individuals or a group of people lip synching while listening to a song or any recorded audio, then dubbing over it in post editing with the original audio of the song [3].

Lip dubbing can be used as an activity for teaching pronunciation to prospective English language teachers, primarily, for these reasons: firstly, it helps students to focus on articulation and sounds in a fun way; secondly, it exploits and develops students' digital literacy skills; and, thirdly, it enables students to think and act outside of the box, using their imagination, that is, to be creative. The objective of the technique is to memorise the song, then to plan and record a lip dub video. Being adapted from [http://www.digitalwish.com/dw/digitalwish/view\\_lesson\\_plans?id=4304](http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=4304)), the step-by-step procedure of the activity can be split into nine steps, each of them emphasizing a certain creating thinking skill (see Table 1).

Table 1.

## Using the lip dubbing technique to foster student creativity

Steps	Procedure	Creative skills involved
1	Students brainstorm different songs and record the audio of them.	Brainstorming as an idea creation technique
2	Students analyse their music preferences and vote for their favourite song.	Analysing one's own ideas
3	Students memorise the lyrics of the chosen song using recalling and visualization.	Recalling and visualizing as an imaginative thinking skill
4	Students watch several lip dub videos and analyse them in order to understand the concept of a lip dub video.	Analysing the information available
5	Students collaborate to make a plan for their lip dub video and foresee an outcome.	Collaboration Foreseeing as an imaginative thinking skill
6	Students put the elements of the song together and lip sync while the music of the song is played.	Synthesising Collaboration
7	Students set the scene for their video by changing or combining elements of reality and record it using the smart phone camera.	Fantasy as an imaginative thinking skill
8	Students work together to make the final video which will have the recorded audio dubbed on top of the action	Collaboration Synthesising Evaluating
9	Students share their video with other students and teachers through video platforms in order to get feedback	Communicating new ideas to others and incorporating feedback into the work

The effectiveness of the lip dubbing technique was experimentally tested with first-year students of the Institute of Philology and Journalism of Ivan Franko Zhytomyr State University. The procedure was based on the popular song “We are the World, We are the Children” and counted as a pronunciation course project. The results obtained testify to a considerable increase in the levels of student motivation, creativity and collaboration, which give grounds to recommend the lip dubbing technique as an effective way of developing prospective foreign language teachers’ creativity.

### REFERENCES

1. The Concise Adair on Creativity and Innovation (Ed. N. Thomas). Viva Books Private Limited, 2006. – 114 p.
2. Trilling, B. 21<sup>st</sup> Century Skills: Learning for Life in our Times / Bernie Trilling and Charles Fadel. Jossey-Bass, 2009. – 206 p.