

CRITICAL THINKING, CREATIVITY AND LINGUISTIC COMPETENCE

Panacea to Ineffective Teaching and Improper Learning

By

Onebunne, Jude IfeanyiChukwu

Department of Educational Foundations

School of Education

Federal College of Education (Technical), Umunze, Anambra State, Nigeria

juno_anyi@yahoo.com, juno.anyi@gmail.com

&

Igwe, Pantaleon KanayoChukwu

Department of Educational Foundations

School of Education

Federal College of Education (Technical), Umunze, Anambra State, Nigeria

igwepantaleon@yahoo.com

&

Okpaneje, O T

Department of Physics Education

School of Sciences

Federal College of Education (Technical), Umunze, Anambra State, Nigeria

ookpaneje@hotmail.com

Abstract

Teaching and learning are simultaneous in the practise of Knowledge acquisition and are synonymous concepts in the delivery of educational instruction. Unless you have the power of critical analysis, linguistic competence and communication, of course, what you know as knowledge remains and dies with you. But knowledge which is power, as such is to be shared and communicated in an acceptable civilized language. Therefore, the teacher and the learner of any form of knowledge must be competent with the language of instruction. This paper, therefore, using the method of critical review and exposition finds out that the teacher must as well as the student be critical, creative, proficient, fluent and be able to grapple, fathom out and grasps with the language of teaching and learning. Many students are academically poor, *reasonably down as without common sense* and the teacher instructionally halting because they lack the needed competency and power of critical review in their different scholarly dispositions. Equally this paper recommends effective-creative literacy and proper linguistic mastery and disposition if sound knowledge must be transferred and received.

Keywords: Critical Thinking, Creativity, Linguistic Competence, Teaching, Learning.

INTRODUCTION:

Appreciation of Critical Thinking

Critical thinking is a technique for evaluating information and ideas for deciding what to accept and what to believe. It involves reflecting on the validity of what you have read in light of our prior knowledge and understanding of the world (Onebunne, J: 2015: 1). Thinking critically involves being open minded using judgement and discipline to process what you are learning about without using your personal biases or opinion detracts from the arguments. It involves being rational and aware of your own feeling on the subject - being able to reorganise your thoughts, prior-knowledge and understanding to accommodate new ideas or viewpoints.

Critical Thinking (CT) involves reading a text with a deeper and serious sense of understanding. To be able to delve from the known to the unknown, get informed and develop our ideas, being able to scrutinize circumstances, knowing what to accept and what not to accept. It is, therefore, the very foundations of true learning and personal development. Critical thinking can be studied as a subject so that people will come understand through it how to read, what to read, why we read, when to read and where to read (Onebunne, J: 2015:i, 2).. It helps them intensify reading and improve learning and read extensively to get informed. It helps to internalise reading and be able to bring home what have been studied in the school.

Attempt at Defining Creativity

Creativity, the quality of being creative or the ability to create, is defined as the tendency to generate or appreciatively recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, entertaining ourselves and others. Creativity, therefore, is a concept of achievement which abhors mediocrity, tepidity, patchiness, jaggedness, poorness of scholarship and care-free approach to inspired activities. Creativity involves the production of novel, fresh and useful ideas and products (Mumford,

2003: 107-120.). It encouraged enterprise, productivity and fecundity. It is a phenomenon whereby something new and valuable is created (such as an idea, a joke, a literary work, a painting or musical composition, a solution, an invention etc.). Creativity, therefore, spells novelty, uniqueness, innovation, newness.

Creativity is the ability to produce something new through imaginative ingenuity and skills, whether a new solution to a problem, a new method or device, or a new artistic objects or form. The term generally refers to a richness of ideas and originality of thinking. In our age more than ever, there are creative efforts, creative resources and creativity augmented by science and technology (Gabora, 1997).

Most importantly and of special need, there is an application of creativity to improve the effectiveness of teaching and learning processes. Creativity is any act, idea, or product that changes an existing specialty or that transforms an existing realm into a new one. What counts is whether the novelty he or she produces is accepted for inclusion in the realm. This ongoing formation program and the consequent exam are part of this creativity.

Linguistic Competence

The English Language is undoubtedly the most important legacy of the British Colonial masters to Nigeria. From being a catalyst for political emancipation, the English Language has now apparently become the catalyst for nationalism, political consciousness and intertribal comprehensibility.

It is the tool for social, political and educational expression in this multi-ethnic, multi-racial country. In other words, the English Language is today in Nigeria the language of business, commerce, education, the mass media, literature, science and technology and much of internal as well as external communication. For purpose of government and administration, English is the official language in Nigeria. Government records, administrative instruction and minutes, legislations, court records and proceedings are all in English.

The entrenchment of English in the Nigerian community is most noticeable in the field of education. Since the products of the schools will be absorbed into types of employment where English is the official medium of communication, proficiency in English is a necessary qualification. In the secondary school, English has continued to remain the pivot among the core subjects. It is used as

a medium of instruction, and studied as a subject. This 'double action' of English in the secondary school curriculum according to Shaibu (2006:45), is supposed to equip the secondary school leavers with the required proficiency in order to achieve one of the central specific aim of secondary education which is according to the Federal Government of Nigeria National Policy on Education, in section 4:20 (a): "To provide all primary school leavers with opportunity for education at a higher level, irrespective of sex, social status, religious or ethnic background". Success in the effective use of English language by students largely determine success in the achievement of this objective and vice versa.

MASTERING THE LANGUAGE OF INSTRUCTION

Again the command of English, that is, the level of spoken English of present day teachers is drastically falling and deteriorating. Some teachers find it very difficult to proficiently express themselves in simple clear English in and outside the classroom. In some community secondary schools or even in most urban centres, the performance of qualified teachers of English language is relatively poor. Surprisingly, some teachers use vernacular in the teaching process.

I was growing up as a child to believe that teachers know and understand every word of the English language. In our local communities then, teachers are seen as living encyclopaedia, thus, a teacher in a community is a sign that no human being, including the white man, can intimidate with the English language, for he is called upon to stand and challenge whosoever the personality is. But recently, the reverse is the case, as some teachers are linguistically incompetent. Every teacher must be linguistically competent.

English as a Second Language (ESL) is very vital in the Nigerian educational system because it is used in the teaching of other subjects in the curriculum except perhaps, the local languages. It then forms the backbone of every subject in the curriculum, from the pre-primary through the tertiary levels of education. In the recent times, the rate of failure in English Language or the rate of poor-performance in both internal and external examination have been alarming and disturbing.

How can the teacher, through whom the National policy should be implemented, be incapacitated by language? He finds it very difficult to internalise and bring

home his subjects. The students on the other hand, see the topic as abstract and therefore very difficult to comprehend. This has brought about a strong decline in our education and the society at large as no state can rise above the quality of their teachers. What tool must the teacher use to bring about the above said mission?

According to Chomsky (1965:56), linguistic competence is the ideal language system that makes it possible for speakers to produce and understand an infinite number of sentences in a language, and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected by grammatically irrelevant conditions such as speech error. He says:

Linguistic theory is concerned primarily with an ideal speaker - listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors in applying his knowledge of this language in actual performance.

Linguistic competence is the system of linguistic knowledge often possessed by native speakers of a language. It is in contrast to the concept of linguistic performance, the way the language system is used in communication. Functional theories of grammar tend to dismiss the sharp distinction between competence and performance, and particularly the primacy given to the study of competence.

One's competence is defined by the grammar or set of language rules, that is represented mentally and manifested based on his or her own understanding of acceptable usage in a given linguistic idiom. Therefore, grammatical competence defines an innate knowledge of rules rather than knowledge of items or relations. According to Chomsky, it is regarded to be innate because one does not have to be trained to develop it and will still be able to apply it in an infinite number of unheard examples.

CREATIVE READING, THINKING AND WRITING

Thinking identifies man as a rational being as such. Reading and more, writing prove our literacy. It is evident from our own experiences that language controls thinking, learning and all other mental processes and behavior, as well as acting upon and shaping human personalities and mood... language is an

inescapable and all pervasive element of every classroom. The language, however, endures if it is written down. A look into the classroom will convince every educationist that the most common thread holding all areas of the curriculum together is language (mother tongue and second language). We teach using a language, read by means of a language and write through a language. Suffice it to say, like Confucius cited in Eyisi (2004:11) that

If the language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what ought to be done remains undone; if this remains undone, morals and arts deteriorate; if morals and arts deteriorates, justice goes astray; if justice goes astray, the people will stand out in helpless confusion. Hence, there must be no arbitrariness in what is said. This matters above everything.

What Eyisi is trying to say is that once there is alteration in our speech, every other part of the society suffers the consequence. In other words, one can be a very intelligent teacher, but because he is impeded by language he either teaches the wrong thing or ends up not given sufficient explanation to what has been said. This hinders learning. Likewise the students who are the products of the teacher are either half-baked for lack of adequate knowledge or quacks, claiming to be what they are not. In all the society suffers.

ENGLISH FOR LINGUISTIC COMPETENCE

Language is a generally known means of communication. Communication through language distinguishes man from other creature with whom he shares the surface of the earth. It is a known fact that the English language in Nigeria today has become the tool which facilitates understanding and peaceful co-existence. Hence, it reduces the fear of domination and marginalisation in a linguistically heterogeneous society like Nigeria. English language today has become the major tool with which learning can take place. This is not to say that learning does not take place with other languages, rather, the point being made here is that the science of the much needed technological subjects make use of the English language to communicate ideas and to thrive. In this regard, the English language occupies a prestigious place in the Nigerian society.

The National Policy on Education ascribes plenty of roles to the English language. Ezeme (2011:1) cited that:

The entrenchment of English is perhaps most noticeable in the field of education. Since the products of the schools will be absorbed into types of employment where English is the official medium of communication, proficiency in English is a necessary qualification. The preeminent position of English in the field of education is likely to remain for a long time. In the secondary school, English has continued to remain the pivot among the core subjects. It is used as the medium of instruction and studied as a subject.

Ezeme is simply saying that of all the role played by English language, its role in the educational system is paramount, since the system is responsible for the production of people who work in all other bodies. Ezeme believes that English language is a veritable tool in the hands of all teachers. This simply means that English language is a tool without which teaching and learning will be strongly jeopardised in the classroom, in a multilingual state like Nigeria. For Ezeme (2011:3) English is the window to the wider world. He says:

To say that English affords a window on the world is to emphasize its relevance for the world of economic growth, advanced technology and applied science. It helps to frame discourses on any scientific specialism, hypothesis, reasoning chains, inferences, verification and deductions. Scientific English in the main relates to concrete laboratory situations and workshop.

It simply means that English is the link with which we reach out to the international community and participate actively to the economic growth of the global village. Its implication is that if English must be used, it must conform to what other nations of the world called English for better comprehension and participation.

CHALLENGING GOALS

Some of the challenges affecting the achievement of the above goals are:

1. Qualification of teachers.
2. Lack of critical thinking
3. Lack of Creativity
4. The method of teaching and learning the language.
5. Poor use of instructional materials.

Qualification of Teachers

Several eminent educationists and researcher have asserted that the performance of students is to an extent largely dependent on the academic and professional qualification of their teachers. Ejiaka and Ezechi citing Dent (1947:44) have pointed out conclusively that:

No nation with due regards for its civilization and culture could dream of giving national education anything but the finest priority in the allocation of its mental and spiritual resources ... None but the finest and the fittest among its people ought to be allowed to engage in the supremely important task of educating the young who constitutes national assets upon which the value of all other assets absolutely depend on.

From his findings, he clearly affirmed the need for teachers to be well qualified, emphasising that, "teachers as organizers and disseminators of knowledge must be properly trained but we do not have good schools to produce them".

Proceeding on professional qualification of language teachers as one major cause of second language learning problems in schools, Oyetunji (1984:56) pointed that, "the number of untrained teachers of English in West Africa is still very large and discouragingly alarming ... when the standard of teachers is low, one wonders what the reprobates will teach the students".

In clear terms, what the above language educators are emphasizing is the importance of proper training, to improve the standard of ESL teaching and learning, since professional qualification of teachers is one of the factors which militates against or poses great difficulty to ESL learners.

Thus, the need for well qualified teachers in the Nigerian educational system with more regards to language teacher cannot be over emphasized. It thus suggest that the only sure way out of the problem of poor performance as precipitated by the quality of staff, in other words, teachers in primary and secondary schools, are a holistic professionalization and eradication of provision for auxiliary teachers at all levels of the educational system.

From the above views of eminent educationists so far consulted, something is glaring especially when we cast retrospection on the earlier view of Oyetunji who posited that nonprofessional or unqualified teachers are "reprobates" who has no concise or precise knowledge of the psycho-social levels of their pupils.

Conclusively, one would understand so far that it has been unveiled that one of the major problems/difficulties which ESL/L2 learners encounter arises from being taught by unprofessional poorly trained teachers of English.

Students who have two bad teachers in a row will never recover. Schools that need good teachers the most, such as schools in disadvantaged areas, often have the worst teachers. Students who struggle in public schools also struggle in college or never manage to get into college. This reinforces the cycle of poverty.

Some unqualified teachers ineffectively teach students, preventing them from earning the grades needed to pass a class. This leads to some students dropping out of high school. Other unqualified teachers pass students too easily, causing the students to graduate with high school diplomas but inadequate skills. Employers notice the lack of skills among graduates and opted for a test of aptitude reasoning to be able to distinguish between the skilled and the unskilled.

Lack of critical thinking

Nigeria is running an educational system that has not been able to curb societal problems and challenges. The reason is not that the courses are not wonderfully selected or properly analysed. The problem is that the students or graduates have not been able to relate what is taught in the classroom to their different places of operation. A good number of them have not been able to understand the relationship between what is taught in the classroom and the problem at the office or place of work. Sometimes, our artisans are better equipped because their thought process was allowed to develop on the process of learning.

Through Montessori nursery and primary schools, most nursery and primary has been equipped with the application of Quantitative Aptitude (reasoning) as a subject in their curriculum. The Quantitative Aptitude is a nursery logic with syllogism that leads to possible conclusion. But in our secondary schools, the gap is experienced. There is no follow up to this logic whose foundation was laid at infant. And in our universities, we introduce Logic and Philosophy as a course. Thus, the child is not able to understand why mathematics is studied as a subject and compulsory as well. He does not understand mathematics as a day to day activity needed in all sphere of life. He does not see the relevance between

his subjects and the society. Therefore, the student device so many negative means to see that he makes high scores and come out with wonderful grades. But surprisingly, could not make impact in the society.

Critical thinking is the only thing that can bridge this gap created by our curriculum planners, which have brought death to our resources - human and material. If understood by teachers and students, the students will see the need to bend down and study, bearing in mind that whatever challenge that was not properly dealt with, will challenge him at the end of the tunnel.

Critical thinking teaches a variety of skills that can be applied to any situation in life that calls for reflection, analysis and planning. Today, one of the most important criteria for success in College is the ability to think independently while being logical at the same time. Often students are asked to present papers on their subject matter or in liberal arts. Knowledge of critical thinking skills enables students to not only outline their papers coherently with a logical structure, it also helps them reason and present their thoughts in an organised and persuasive manner.

Research suggest that a more in-depth focus on enhancing critical thinking skills in secondary schools, can add academic rigour and increase the scores on the standardized assessments. By utilizing activities to enhance critical thinking, students are better able to understand why something has occurred as opposed to just understanding what has occurred.

Lack of Creativity

Creativity is a spice of responsible teaching and learning. A creative teacher is simply a maker: an image maker, a builder, co-creator, a motivator, an inspiration. Being creative is a natural disposition of every right thinking human being in response to the biblical injunctions and demands (cf. Gn.1:28ff; Mtt.10:1ff, 28:19f). A creative teacher is a happy teacher, a vibrant one and one with a great sense of fulfilment. Such person is a determined, disciplined and well defined staff. In order to be creative, a teacher needs to be able to view things in new ways or from different perspectives. Among other things, a creative teacher needs to be able to generate new possibilities or new alternatives. Tests of creativity measure not only the number of alternatives that people can generate but the uniqueness of those alternatives. The ability

to generate alternatives or to see things uniquely does not occur by chance; it is linked to other more fundamental qualities effective teaching and proper learning.

A creative teacher instils values in students and inspires them as well while non-creative, dull or lazy teacher expires and at worst, enthrones mediocrity and breeds half-baked students. All who study creativity agree that for something to be creative, it is not enough for it to be novel: it must have or be of value, or be appropriate to the cognitive demands of some living situations. Therefore, there are three reasons why people are motivated to be creative:

1. need for novelty
2. need to communicate ideas and values
3. need to solve problems

Method of Teaching and Learning

Marjorie (1966:4) was cited as saying that the major problem which teachers in training and many untrained teachers of English language face is not "what to teach" or "when to teach" but "how to teach this second or foreign language". What Marjorie is saying is that the problem is not the content that is, what to teach, because in his own views, this is already defined and prescribed by the educational boards of the state. It is not also with when to teach, because this is also prescribed, rather that the issue in contest according to him is the method of teaching and learning, i e the teaching methodology or in his own words "how to teach".

Scholars and linguists agreed that one major difficulty of second language learning is the poor level of teacher qualification or the issue of quacks in the teaching profession. The view of Marjorie, corroborate the assertion of Oyetunji earlier quoted, that poorly trained or unskilled teachers lack the teaching methodology which is auxiliary and indeed critical to effective language teaching and learning. Marjorie (1966:4) further noted that:

Second language learning has problems that non-professional teachers encounter, which is exemplified in how shall we begin to teach this strange sounding language to our pupils such that they learn well enough to speak, to read and to write it so that they can use it.

He went further to argue that the question is answered.

By the use of appropriate, congenial teaching/learning methods which stimulate the interest of the learners and place him in an eagerness for the appreciation of learning the target language.

Concluding, he advised that practical approaches in the learning of the second language are very crucial and expedient. From the above, one notices the height of preparedness on the part of skilled and seasoned English as a second language teacher as they tend to tackle the problems of second language learning via forging out a congenial teaching method.

Furthermore, if any meaningful objective must be realised in any curriculum development plan or lesson plan, that the primary selection of pupils activities (including creative and game activities) should be the contribution the activity will make to the growth of one or more phases of the language development. If we agree that habitual control of vocabulary and language patterns is essential for communication and that pupils' activities is fundamental to learning, the instructor must make provision for a well-rounded, varied, stimulating series of activities which will help pupils towards language mastery.

In clear terms, the method of teaching matters or is very crucial if any crucial learning can take place. In sum, if teaching of English by English as a foreign language teachers is so demanding, what then should we expect of English as a second language who themselves are non-native English speakers? Therefore, ESL teaching is such a herculean task which requires esoteric approach by careful instructors to groom appropriately.

Everyone has a way they learn best that is affected by environment. Children are affected in different ways. Elements that affect learning style include emotional, physical, sociological, psychological and environmental elements. Environment affected by the conditions of the classroom environment. Students' responses to environmental stimuli are biological, and different children are elements that have an effect on learning style are sound, light, temperature and design.

Most children can learn in an instructional environment that emphasizes their learning style strengths. Each child has a preferred style of learning that can

be measured reliably. Learning styles include visual, or learning by sight; auditory, or learning by hearing; tactile, or learning by touching and doing; or kinaesthetic, which is learning through movement. When a teacher provides an environment, approaches and resources that match a student's learning style, students have better attitudes and achieve higher scores; they retain more of what they learn and enjoy the process of learning. Because students have different learning styles, teachers need to provide an environment that accommodates a variety of learning preferences.

The Creative Student and Teacher

Other researchers of creativity see the differences in creative people as cognitive processes of dedication to problem solving and developing expertise in the field of their creative expressions. It all depends on commitment and openness to lasting legacies and research. Hard working people study the work of people before them and within their current area, become experts in their fields and then have the ability to add to and build upon previous information in innovative and creative ways. A creative teacher, as a committed researcher, will produce innovative students. A careless shepherd begets careless sheep. One characteristic of creative people, as measured by some psychologists is the ability of a person to generate a diverse assortment, yet an appropriate amount of responses to a given situation. Theories of creativity, however, dwell more on the dominant factors why some people are creative than others. Such factors are identified as process, product, person and place. People with these 4ps are seldom more creative than others. *Process* shows the cognitive approaches that try to describe thought mechanisms and techniques for creative thinking and process. *Creative Product* has to do with productive attitude that encourages one for other attempts which involves the ability to produce more. The nature of creative *person* considers the intellectual capabilities and general behavioral habits. *Place* takes cognizance of the nature-nurture circumstances in which creativity is bound to flourish.

DECLINING SIGNS OF CREATIVITY IN TEACHING AND LEARNING

There are many disturbing signs of a steadily declining state of creativity in teaching and learning. It all started when people who have no interest in holistic

education of our generation and the generation next came into teaching probably as their plan B and at worst, as 'birds of passage'. It all started immediately education ceased to be a vocation and then a profession. It continues when a teacher is reminded of what he should do and remains as a teacher is forced to do her sole job of teaching. Any hope? Where is the hope when the general cry now is Quality Assurance? Where is the hope when everyone is bemoaning the falling standard in education and the steadily rolling out of an incredible number of paper graduates from our Universities? Where is the hope when the colossal opportunity extolled in-service training is seen as witch haunting and the craze for just pass mentality colours the initiative. Where is the hope when students are dying in want of knowledge (cf. Hos.4:4ff) and often, confronts and directs the source of knowledge by correcting, reminding and teaching the teacher who comes to teach? Where is the hope when most of our teachers, with their instructional materials are simply outdated? Where is the hope when a subject teacher cannot boast of a single basic quality text book as a *vade me cum* for effective teaching and consequent proper learning? Where is the hope when teachers are no more models but rather wolves among lambs? Where is the hope when our so called educational policies do not favour nor guarantee sound teaching and learning? Where is the hope when education is no more lucrative; and worse still, where is the hope with the disturbing glaring absence of male figure at the cradle of our teaching and learning: Nursery & Primary Schools? Indeed, the fearful list is unending without prejudice to the educational revolution and renaissance which we are now witnessing in Anambra State courtesy of Mr. Peter Obi, the Emeritus Governor of Anambra State, Nigeria, a man whose implementable leadership styles via ANIDS have brought fame and guaranteed peace to his generation next.

USE OF INSTRUCTIONAL MATERIAL.

Several people have written on the importance of instructional resources to teaching. Oluyori (1986:52) while stressing the importance of instructional technology commented that, "If the recently introduced system (6-3-3-4) in accordance with National Policy on Education is to be a success, then instructional technology has a role to play". Balo (1971:43) commented that, "audio-visual materials, as integral part of teaching-learning situations help to bring about permanent and meaningful experience".

He said that, they provide first-hand experience where possible or of vicarious one where only that is feasible. In enumerating the factors that could be responsible for varying intra-and inter-school/academic achievement, Coombs (1970:176), listed four important factors including the acute scarcity of instructional resources which he said constrained educational systems from responding more fully to new demands'. He claimed that

In order to do their part in meeting the crisis in education, educational systems will need real resources that money can buy, they will need a fuller share of the nations' manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They will need buildings, equipment and more learning materials.

On human resources, various educators for example, Ukeje (1970:47) and Fafunwa (1969:36) have written extensively on the prime importance of teachers to the educational development of any nation be it simple, complex, developed or developing. From the writings of these educators, one can infer that, "Whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over-emphasized".

Assuming that necessary facilities are adequately provided for, the environment is conducive to learning, the curriculum satisfies the needs of the students and the students themselves have interest in learning, learning cannot take place without the presence of the teacher.

Resources are sources of input for language learning-that is, instances of language which present the learner with materials to develop learning. They are away of exposing learners to different modalities of language use; spoken, written, technologically mediated; to different registers; and to input beyond that provided by the teacher. Traditionally, the main resource for input has been the textbook, and this may be supplemented by authentic texts from a range of sources: written texts, video or audio texts, music, multimedia, etc.

PREPARING THE EFFECTIVE PERSONALITIES FOR CREATIVE TEACHING AND LEARNING

There are many characteristics of the creative personality according to Franken, (3rd Ed. 1993: 58-73). Creative individuals have a great deal of energy, but they are also often quiet and at rest. They tend to be smart, yet also naive at the same time. Creative individuals have a combination of playfulness and discipline, of responsibility and irresponsibility. As Creative individuals, they alternate between imagination and fantasy at one end, and rooted sense of reality at the other. Creative people, therefore, seem to harbor opposite tendencies on the continuum between being extroverts and introverts. Creative individuals are remarkably humble and proud at the same time. However, they are always courageous but very obedient. Creative individuals, to a certain extent, are rigid about life. Generally, creative people are thought to be rebellious and independent. Most creative persons are very passionate about their work, yet they can be extremely objective about it as well. The openness and sensitivity of creative individuals often exposes them to suffering pain yet enjoys a great deal of satisfaction.

CONCLUSION

The results of this article and its discussion have been shown. They confirm that Critical thinking, Creativity and linguistic competence lay a solid foundation for communicative competence. Where this is lacking, it results to poor proficiency of the target language which gives birth to poor teaching and learning. Therefore the following conclusions could be drawn: that students' poor performances were basically as a result of a poor foundation given to them with regard to being creative and thorough with life. The teacher must as well as the student be critical, creative, proficient, fluent and be able to grapple, fathom out and grasps with the language of teaching and learning. Many students are academically poor, uncritical and the teacher instructionally halting because they lack the needed competency and power of critical review in their different scholarly dispositions. There should effective-creative literacy and proper linguistic mastery and disposition if sound knowledge must be transferred and received.

REFERENCE

Albert, R. S.; Runco, M. A. (1999: 6). "A History of Research on Creativity" in Sternberg, R. J. *Handbook of Creativity*. Cambridge University Press.

Eyisi J.C., *Common Errors in the Use of English*, Onitsha: Africana First Publishers, 2004

Federal Ministry of Education, Nigeria, *National Policy on Education*, Lagos, 1981.

Gabora, L (1997). "The Origin and Evolution of Culture and Creativity".

Kozbelt, Aaron; Beghetto, Ronald A. and Runco, Mark A. (2010). "Theories of Creativity". In James C. Kaufman and Robert J. Sternberg. *The Cambridge Handbook of Creativity*. Cambridge University Press.

Lubart, T. I. (1999). "The Concept of Creativity: Prospects and Paradigms". In ed. Sternberg, R. J. *Handbook of Creativity*. Cambridge University Press. ISBN 0-521-57285-1

Marjore C., *English as a Second Language for Primary Schools Teachers*, NY: Harper and Row, 1996.

Obi-Okoye, A.F.(Ed.) "Language and National Reconstruction" in *Anambra-Nigerian Studies in Languages*(ANSIL Series), A book of Reading in Language and Literature, Markudi: CESTA Printers and Pub. Ltd, 1999.

Mumford, M. D. (2003). Where have we been, where are we going? Taking stock in creativity research. *Creativity Research Journal*, 15, 107-120.

Okonkwo T.I., A Second Language as a Vehicle for Expressing Two Cultures: English in Contact with Igbo, in *Anambra-Nigerian Studies in Languages* (ANSIL Series), A book of Reading in Language and Literature, Markudi: CESTA Printers and Pub. Ltd, 1999.

Onebunne JI and Ikwuagwu BO (2016) *Linguistic Competence: A Panacea for Effective Teaching and Learning* , A Project Submitted to the Post-Graduate School of University of Nigeria for the Award of Post Graduate Diploma in Education, Unpublished, 2016.

Onyeagba C.C., et al., *Essential of Language and Communication Skills*, Umunze: Annyco Press, 2011

Oyetunju, N.O., *Principles and Practice of Teaching English in West Africa*, London: Macmillan Ltd., 1971

Plato, *The Republic*, Book X - wikisource: [The Republic/Book X](#)

Robert E. Franken, (1993), *Human Motivation*, 3rd ed., Brooks/Cole, ISBN-10: 0534156126

Runco, Mark A.; Albert, Robert S. (2010). "Creativity Research". In James C. Kaufman and Robert J. Sternberg. *The Cambridge Handbook of Creativity*. Cambridge University Press. ISBN 978-0-521-73025-9.

Ward, T. (2003). "Creativity". In ed. Nagel, L. *Encyclopaedia of Cognition*. New York: Macmillan