

The question of whether creativity is content-free or content-restricted is one of the most important educational issues as well as psychological issues. If there is general creativity that may be applied across disciplines, educators should focus on translating general creativity into each area. Correspondingly, if there is domain specific creativity that may arise differently for each domain, research and educational effort should be conducted to define the components of domain related creativity and to develop programs to cultivate domain specific creativity.

If there is domain specific creativity, is there any creativity related with language? What should be taught and how to be taught in language classroom for enhancing this kind of creativity? Most of studies on creativity focused on general creativity even though there have been different perspectives toward it such as creativity as product, creativity as process, and creativity as personality. However, since multiple intelligence theory was suggested by Gardner (1984), the possibility to educate 'linguistic creativity' has been proposed. According to Gardner, linguistic intelligence is the capacity to use words effectively whether orally or literally, the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Meanwhile, he distinguishes linguistic creativity from linguistic intelligence. By reviewing the lives and the works of geniuses, he pointed that most of linguistic geniuses such as Freud and Einstein used words in unique way, which is different from Eliot who used words deciding allusions and making sounds. Different from intelligence, domain specific creativity should be judged by the *field*, which means the people who can understand

relevant symbol system in the domain. It implies the importance of the teachers' roles in the language classroom.

In this presentation, a model of creativity will be introduced which has been developed based on the multiple intelligence as well as three different perspectives on general creativity. Its application in language classroom will be also discussed.