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**Creative Discourse in The Language Acquisition
Class, Accommodated Thinking Processes and Role
of Technology**

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Abstract

This case study treats to demonstrate how and to what extent a bilingual thinking process favors creativity in the language acquisition class; how bilingually accommodated educative process via creativity favors open-mindedness and what is the role of technology in this process. In order to throw light on the above-mentioned hypothesis various tests and methods (I. a Torrance Test of Creative Thinking (TTCT), II. Likert Tests, and III. a Sociolinguistic Interview) were conducted with Business and Technology University and International Baccalaureate DP students. The results have shown that bilingual thinking processes with technology incorporated and bilingually accommodated language acquisition class favor creativity, and bilingualism and creativity on their behalf foster open-mindedness.

Keywords: Creativity, accommodation, technology, discourse analysis, cognitive linguistics, bilingual thinking processes, open-mindedness