# Conceptualizing Creativity: Leading to an Efficacious EFL Teaching

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**Abstract:** *Creativity in teaching focuses on a comprehensive outlook that develops innovative skills and a reflective approach inside the classroom. Creativity in English Language teaching is language teachers' attempt to promote active learning to attain credible learning outcomes. Creativity is a bunch of innovative skills that are required to produce original and new ideas in teaching. Creative teaching strategies are far better as compared to conventional methods, and they make learning more practical as they build ample self-confidence in the learners. This research sought to establish the role of the use of Creative teaching strategies in teaching and learning of English as a Foreign Language (EFL). It, therefore, aims to investigate that the EFL teachers are predisposed to inculcate different teaching techniques inside their classrooms, and they are fully aware of the merits of adopting creative teaching skills. They are also keen on gaining professional satisfaction and relief provided by this approach of teaching. The prime concern of this research is to evaluate whether Creative teaching strategies used by language teachers have crucial roles in enhancing the teaching and learning of the English language at the Undergraduate level. It further illuminates the significance of Creativity in English Language Teaching (ELT). The authors have based this research on a descriptive survey and have carried it out at King Khalid University (KKU), Abha, Kingdom of Saudi Arabia (KSA). The authors have used a simple random sampling technique to select the teachers of English from various female undergraduate colleges of the KKU campus. In this study, a series of questions are created and combined, to measure a particular trait. That particular trait is the acquisition and preference to use Creative teaching techniques by the teachers of EFL to female undergraduate students at King Khalid University. Their opinions and experiences in an EFL classroom for enhancing language learning helped the authors in collecting the required data. The authors have used descriptive statistics to compare the efficacy of Creative Methods in the teaching of English to Arabic speaking undergraduate students. The results of this study eloquently manifest the mindset of EFL teachers who are aware of their role as facilitators to save their students from plunging into the sea of*

*monotony and boredom. This research also postulated that generating a culture of Creativity in EFL classrooms exhibits multiple rewards: including student motivation, a compatible atmosphere, pleasant learning, enhancing teacher's confidence, and expertise. It further throws light on the importance of Creativity in English Language Teaching as it makes the teaching process quiet engaging whereas the instructors also achieve the learning objectives. Creativity plays a role in making the language classroom student-centered, where the students not just memorize theory or concept but get involved in a feedback session, collaborative learning, and employ creative and critical thinking skills.*

**KEYWORDS***:* creativity, innovative teaching, creative strategies/techniques, classroom teaching, teaching methodology

## INTRODUCTION

The prime concern of this research is to evaluate whether Creative teaching strategies used by language teachers have many roles in enhancing the teaching and learning of the English language at the Undergraduate level. It further illuminates the significance of Creativity in English Language Teaching (ELT). Creativity in English Language teaching is language teachers' attempt to promote active learning to attain credible learning outcomes. Creativity is a bunch of innovative skills that are required to produce original and new ideas in teaching. This study also draws the attention of a language teacher on how they can execute and implement the Creativity in the language teaching process to facilitate learning and achieve effective learning outcomes. It is vivid that in an EFL class the active learning is always affected using conventional teaching strategies. Through the conventional teaching strategies, the leaners only retain theoretical and conceptual knowledge that further makes the learners passive and leads the learning process to boredom. But creative teaching strategies involve effective techniques that can transfer knowledge into practical application. Hence, the Creative teaching techniques involve the learners in the learning process, make their participation active, motivate them, and boost their self-confidence. Creativity plays a role in making the language classroom student-centered, where the students not just memorize theory or concept, but get involved in a feedback session, collaborative learning, and employ creative and critical thinking skills. Creative teaching strategies enable learners to gain a realistic treaty of the knowledge they have acquired. Creativity also enhances the learner's problem-solving capabilities. Hence, stepping outside the umbrella of conventionality and boredom is necessary for the English teachers. An EFL classroom constitutes a diverse group with variegated cognitive skills and learning qualities, to promote learning**.** We need a student-centered activity that can add to the learners' confidence, motivation, and make their complete engagement in the learning process. Creative strategies help the teachers to apply what he or she feels is appropriate for the learners.

In a Creative classroom, the teacher communicates with the learners and provides guided opportunities so that the learners can explore more. The findings of this research throw light on how efficiently language teachers use Creativity and to what extent they get the benefit of it. It also illustrates the language teachers' knowledge of various creative teaching strategies and which strategies they practice more in their language classrooms.

**Theoretical Framework:**

**What is Creativity: definition and meaning?**

Creativity is a set of original and indigenous skills that are required to produce fresh and new ideas in the teaching process. It is stepping outside the umbrella of conventionality and boredom and seeking innovation for better learning. Creativity always remained an eluding concept or idea, and different scholars and researchers strived to define it in numerous ways. Arthur Koestler (1964) in his book *The Act of Creation* mentioned that Creativity is not the creation of something out of nothing; it is an act of reshuffling and reorganizing the items that are already in existence. While explaining Creativity he asserted that creativity "uncovers, selects, re-shuffles combines, and synthesizes already existing facts, ideas, faculties, and skills. The more familiar the parts, the more striking the new whole" (p. 120).

Csikszentmihalyi (1996) views a multidimensional aspect of Creativity, which is possible to achieve through the interaction of individual skills functioning in a particular domain. This interaction or involvement of the students in a given task leads to the state of 'flow', which in turn makes them feel more stimulated to gain a creative outcome.

Naiman (1998, as cited in Avila) said that Creativity is an activity of changing imaginative ideas into reality. He viewed that Creativity includes two processes: thinking and then producing, and innovation is the execution or the output of a plan.

Sternberg, Kaufman, & Pretz (2002) asserted that creativity "is the ability to produce work that is novel (i.e., original, unexpected), high in quality, and appropriate (i.e., useful, meets task constraints) (p.1)".

Fisher (2004) viewed Creativity as the contribution of three different elements: people, process, and products. These elements altogether define Creativity in a complete sense. He further explained that Creativity has four salient features:

- The ability to solve problems in a novel and fruitful ways,
- Detecting new meanings and links in items and establish the relations between them
- Possessing the creative and ingenious thoughts on any given issues.
- Constructing, new learning strategies implementing imagination and experience.

Maley (2015) defines creativity as an episode "born of discipline and thrives in a context of constraints" (p. 6). Maley further describes that creativity constitutes an act of "making something new" (p.7).

Creativity is thinking "out of the box", offering novel and innovative ideas and guiding a new way to solve any problem (Read, as cited in Maley, A., and Peachey, N., 2015, p.29).

**Role of creativity in language teaching**

From the above discussion, it is evident that creativity is not only confined to the field of fine arts, but it can be related to any area. As Maley (2015) says, Creativity extends across all age ranges, all levels of competence, all teaching contexts, and all geographical regions, and it applies equally to teachers as well as learners. Creativity is universal. Hence creativity can be easily incorporated in an English Language Teaching classroom. The creative learning process can lead to good learning achievement in a language classroom. A teaching process based on innovations and inquiry is more interesting rather than memorizing information. Recently, many scholars and researchers came up with their view on how creativity affects language learning.

Richards (2013) described that creative teaching is a form of effective language teaching. It benefits both the language teachers and the learners. While employing a creative teaching method, a teacher gains the root of ongoing professional re-establishment. Since the learners are more involved, feel satisfied, and become fruitful, it makes the teacher more motivated to teach. It helps the learner's ability to develop novel ideas and creative thinking skills. It further enhances their motivation level and self-esteem.

Maley (2015) commented that creativity improves student's "self-esteem, confidence, and self-awareness" which finally results in "more committed and more effective learning" (p.9). Hence creativity can be viewed as a reviving and stimulating experience.

According to Read (2015)

> Through the integration of creative thinking in English lessons, children develop relevant cognitive skills, such as observing, questioning, comparing, contrasting, imagining, and hypothesizing, that they need in all areas of the curriculum. They also develop meta-cognitive skills, such as an ability to evaluate and reflect critically on their performance and learning outcomes. (p. 29).

Clare (2016) mentioned that:

> Creativity is at the heart of genuine learning. You can teach objectives, but if you fail to engage the learners' creative processes, then real learning is likely not to be there. Creative communication comes from the heart, so getting learners to communicate something

meaningful to them, that is valuable and holds a personal significance, will encourage a deeper kind of learning. (p.55).

Bao (2018), in his book: *Creativity and Innovations in ELT Materials Development: Looking beyond the current design,* proposed various methods, techniques, and proposals to use learning materials in a creative way to motivate the learners and involve them fully in the learning process. He further stressed that with plentiful and creative materials, students not only learn well but also able to identify varied modes to become linguistically ingenious and unconventional.

While talking about Creativity in English Language Teaching Xerri &Vassallo (2016) commented that:

> Creativity is a democratic phenomenon that all teachers and learners may embrace both as individuals and collaboratively because its strength lies in the interaction of the qualities these possess. However, fostering learners' creativity in the classroom is well-nigh impossible if one does not identify oneself as a creative practitioner. (p.3)

Keeping in view the above discussed theoretical framework and explanations it is apparent that to incorporate creativity and creative teaching in an EFL classroom, the language teacher must be a creative one. First, he or she must act as a facilitator, not as a delegator. He or she must be a risk-taker, confident, and imaginative with a good background knowledge that enables them to bring a creative constitution to teaching. On the contrary, the learners should also be indigenous and flexible enough to show a creative perspective in their learning process. Above all, the role of the teachers is very vital as with the help of their creative approach they must motivate the learners and make them feel confident in the language classroom. Creative teachers are those who are capable enough to bring out effective teaching. As Maley (2015) viewed, it is not only the teaching materials which tend to be creative, but it is the one who uses it. The teacher plays a crucial role in making teaching more creative. Maley further pointed out that if the teacher is not creative then the best teaching materials can turn out to be ineffective. A creative teacher should be resourceful enough and should make use of an eclectic choice of methods (Richards, 2013) to incorporate creativity. Creativity fosters through a blend of various teaching methods.

To explore this tendency and choice of the English Language Teachers towards adopting Creative teaching techniques, the authors have designed research. The results of this research clearly showed the inclination of EFL teachers to take on Creative teaching strategies in an EFL classroom.

**Research Design**

The authors have designed this study on a descriptive survey, and a series of questions are created and combined, to measure a particular trait. That particular trait is the acquisition and preference

to use Creative teaching techniques by the teachers of EFL to female undergraduate students at King Khalid University. The authors have collected their opinions and experiences in an EFL classroom for enhancing language learning. The authors have intended to measure the teacher's perspective in favor of using some creative techniques in their classrooms (first half of the questionnaire shown in Table.1). The opinion of the teachers is measured through the Likert type items (second half of the questionnaire shown in Table.2).

**Sampling and Tools**

This piece of work consists of a comprehensive questionnaire suitable for a descriptive survey research design. The data is collected from 20 participants who are EFL teachers, currently teaching in various female undergraduate colleges of King Khalid University, Abha, Saudi Arabia. These teachers are selected using a simple random sampling style. They have a good experience of teaching the Intensive English Program at Undergraduate level and are capable enough of designing and implementing the Creative Teaching Techniques in their EFL classrooms. The questionnaire was filled online via a google form, and this process of data collection roughly took two weeks. The participants provided valid proof of utilizing and reporting their Creative Teaching Techniques with surety and affirmation by doing crosscheck and filling the questionnaire form per their professional teaching practices.

**Procedure**

The data intended to analyze is quantitative. The first part of the questionnaire measures the experience of the participants regarding the use of some creative techniques. The data obtained was expected to respond whether, and how frequently the language teachers use creative teaching techniques. The statistics used to analyze this part of the data include frequency and percentages. The authors have presented the results in the frequency distribution table after analyzing in MS Excel. (Table.1)

In the second part of the questionnaire, the collected data presumes to reply to questions on the function and contribution of Creativity in enhancing the teaching and learning of English as a foreign language. The second part of the questionnaire has Likert response items. The Likert items are usually in the form of a series of questions, and there is a possibility of choosing five or less than five scales by the participants. In this study four scales are chosen to measure the responses.

N. Boone and A. Boone (2012) told that: **"**Likert (1932) developed a procedure for measuring attitudinal scales. The original Likert scale used a series of questions with five response alternatives: strongly approve (1), approve (2), undecided (3), disapprove (4), and strongly disapprove (5)."

Likert did not analyze the individual questions. He has made a composite score (sum or mean) from four or more Likert type items.

The authors have intended to create a series of questions, and they have calculated a composite score to prove a dominant trait i.e. Creative teaching benefits are prioritized by the EFL teachers. The procedure of analysis is the Likert Scale Analysis. The Likert scale is analyzed at the interval measurement scale. Descriptive statistics recommended for the interval scale items include the mean for central tendency and standard deviations for variability. This part of the questionnaire uses Ordinal data that comprises the mean and standard deviation, and the mode of analysis is SPSS (Table.2).

**RESULTS AND DISCUSSION**

The objective of the authors is to prove and highlight the use of creative teaching techniques by EFL teachers. This objective is very much in favor of the hypothesis that provides an effective wielding of teaching techniques by the EFL teachers. The first table below shows the results of the targeted questions in the first part of the questionnaire. It includes some basic teaching techniques that EFL teachers apply in their classrooms.

**Table 1. What are some of the following teaching techniques that you have used (or you will plan to use in future), to promote Creativity as Educators in your EFL Classrooms**

| Teaching Techniques | Used (N=20) | | Not Used (N=20) | | Will use in future (N=20) | |
|---|---|---|---|---|---|---|
| | Frequency | Percentage (%) | Frequency | Percentage (%) | Frequency | Percentage (%) |
| **1-**Using effective strategies to enhance Creativity (like aids of media, art, technology, etc.) | 20 | 100 | 0 | 0 | 0 | 0 |
| **2-**Using creative models (e.g. instructional plan) inside the classroom | 15 | 75 | 1 | 10 | 3 | 15 |
| **3-**Employing 'Build and Innovate techniques' (e.g. posing a problem and come up with a solution) to enhance learning**.** | 17 | 85 | 2 | 15 | 0 | 0 |
| **4-**Providing freedom of expression to the students by implementing 'Freewriting 'activities. | 17 | 85 | 3 | 10 | 1 | 5 |
| **5-**Encouraging curiosity among the students through 'brainstorming or brain sketching' exercises. | 20 | 100 | 0 | 0 | 0 | 0 |
| **6-**Implementing collaborative learning (e.g. pair work, simulations, and games) inside | 17 | 85 | 1 | 5 | 2 | 10 |

| the class | | | | | | |
|---|---|---|---|---|---|---|
| **7-**Using communicative teaching method (e.g. role-playing activities) | 15 | 75 | 3 | 15 | 2 | 10 |
| **8-**Providing room to the learners to explore their imaginative ideas applying 'Story Board Technique'. | 7 | 35 | 7 | 35 | 6 | 30 |
| **9-**Involving learners directly in teaching through activities like 'Chunking' and 'Loci'. | 5 | 25 | 14 | 70 | 1 | 5 |
| **10-** Utilizing 'Realia' (connecting words with the real-life situation) to encourage Vocabulary learning. | 19 | 95 | 1 | 5 | 0 | 0 |

The majority of the respondents favored the technique of *using aids of media, art, and technology* i.e. 20(100 %). The same result is for using *brainstorming and sketching exercises* i.e. 20 (100 %). *Utilizing "Realia"* is the second dominant activity, i.e. 19(95%). *Building and invite techniques, providing free writing activities, pair work, simulations, and games* are identified by 85% of the participants in their implementation in the class. *Storyboard technique* 7(35%) and *chunking & Loci* 5(25%) are the lowest used techniques. The reason is that some teaching techniques are new and not familiar with the teachers in some institutions. Secondly, these techniques are memorizing techniques, most probably used only by the vocabulary teachers. So, the percentage of *storyboard technique* increases in the last column where the participants have planned to use this technique in the future, i.e. 6(30%). It is explicit in table.1 that *"chunking" and "Loci"* are fewer familiar techniques and are not used by the majority of the participant, i.e. 14(0%). The participants are inclined towards *using creative models* (15%), *implementing collaborative learning* (10%), and *communicative teaching methods* (10%) in the future. So, it is crystal-clear that there is a dominant tendency of using those creative teaching techniques in EFL classrooms that they are not using recently. The teachers are responsible for their profession and are keen enough to fulfil their roles beyond the traditionally assigned classrooms.

In Table 2, the questions are analyzed based on the opinion of the participants. As all the items in the questionnaire are generalized collectively to prove that the use of Creativity is helpful and beneficial for the EFL teachers and the students as well, the Likert scale is adopted to measure this. The Likert Scale items are analyzed on the SPSS to show the Minimum, Maximum, Mean, and Std. Deviation.

There are four responses against each question, and the responses coded to Likert Scale items are:

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**Strongly Agree=4, Agree= 3, Disagree= 2, Strongly Disagree= 1**

**Table:2 Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Participants | 20 | 1 | 20 | 10.50 | 5.916 |
| Q1 | 20 | 3 | 4 | 3.60 | .503 |
| Q2 | 20 | 2 | 4 | 3.25 | .550 |
| Q3 | 20 | 3 | 4 | 3.60 | .503 |
| Q4 | 20 | 3 | 4 | 3.45 | .510 |
| Q5 | 20 | 3 | 4 | 3.65 | .489 |
| Q6 | 20 | 2 | 4 | 3.40 | .598 |
| Q7 | 20 | 2 | 4 | 3.35 | .587 |
| Q8 | 20 | 3 | 4 | 3.35 | .489 |
| Q9 | 20 | 3 | 4 | 3.35 | .489 |
| Q10 | 20 | 2 | 4 | 3.25 | .716 |
| Total | 20 | 29.00 | 40.00 | 34.2500 | 3.80961 |
| Valid N (listwise) | 20 | | | | |

In the above table. 2, as all the questions are analyzed based on the opinion of the participants. It is intelligible that the use of Creativity in EFL classrooms is highly prioritized by the participants. They either "strongly agree" or "agree" to the given advantages of Creativity.

In table 2, the N=20 with Mean value of 10.50 (s=5.916), shows that the participants favored the benefits of Creativity inside an EFL classroom. As the highest value on the scale is 4(strongly agree), so the Mean value is between 3.25 and 3.60, indicates that the respondents favored the rich utility of using Creativity in EFL classrooms.

In all the questions, the standard deviation (s) is less than 1, so it is clear that the agreement on the positivity and supremacy of Creativity in teaching EFL students is high.

The majority of the teachers viewed the advantages of using creative teaching strategies. Through the results of the survey, it is comprehensible that creative teaching strategies create rooms for the teachers to teach language in a meaningful context. It provided students with chances to develop their skills. It keeps the students motivated and saves them from boredom. The teachers have identified that Creativity in teaching widens the vocabulary knowledge of the students. It bridges

the gap between a student and a teacher. One of the major issues of an EFL classroom is the significant communication gap between teachers and students that leads to boredom and distraction. Creativity fosters a student-teacher relationship. Since learner gets exposure to a wide area of teaching, teaching goals may be achieved easily.

**Some recommended creative teaching strategies for EFL teachers:**

The EFL teachers should carry out such strategies that engage the learners inside the classroom. The authors advise the teachers that during their teaching, they should have a combination of techniques that address all the English language skills i.e. Reading, Writing, Speaking, and Listening innovatively. "If methods are appropriate on the kind of subject and learners being taught, certainly; success in teaching is at hand" (Gonzales, Bautista, 2019, p.120). The teachers need to come out of the traditional teaching style (using a marker and a board). They should focus on making their class entertaining, interesting, and fun with imparting the required knowledge to the students. The authors have discussed a few teaching techniques and activities, which will help EFL teachers. These techniques are open to modifying and adjusting according to the level of the students and the classroom environment.

**Role-play activities:** These activities are fun and help improve Speaking and Listening skills. The teacher will ask the students to take the role of someone else and speak in a dialogue form. They may role-play their favorite celebrity or their class fellow and choose any tense in speaking. These activities maintain the interest and motivation of the learners. The teachers may modify this technique by promoting collaborative learning, e.g. pairing them in groups and giving a common goal. It will improve cognitive learning and inculcate the spirit of socialization. Teachers can provide a few pictures from a magazine, and each group should be asked to prepare a story and role-play that story in the classroom.

**Format Freedom strategy:** This type of teaching strategy may help EFL teachers in enhancing learner's interest in writing. The students may have the freedom to choose any format for writing a paragraph or any practice assignment. The Freedom of Format means, they may present their work in the form of a poster, video, or poetic verses. If the students get a choice, they will struggle for creative writing. Again, this strategy needs modification according to the level of the class and the interest of the learners.

**Method of Loci:** The Method of Loci is primarily a memorizing technique. It is a very effective aid for storing and retrieving words and ideas. It promotes vocabulary learning and expands the students' creativity. Its fruitfulness lies in visualizing mental images or illustrations and relates it with the item that requires memorization. The more realistic the image is, the more productive the method will be. In a language classroom, the students find it more interesting, fun, and stimulating. In the beginning, the teacher can start with simple words, i.e. the objects in a classroom and

gradually move on to more complex ideas, for example, to prepare a speech on any general topic. This technique works to wonder in an EFL class.

**Encourage-Questions technique:** This type of strategy improves the Listening and Writing skills of the learners. The teacher can dedicate a wall to the students to write their questions on some topics from the lessons. The students will write on a wall designed for them, to ask questions like: "Why are things like that?", "Can this be done better?" etc. This technique is a part of the problem-solving technique. It can help teachers to address the common issues in the class as well as the students, will be satisfied. The students will be encouraged to listen to the lectures carefully as they must generate questions on that topic in the end. They probably may need to take notes to compose ideas for creating questions.

**Story-board technique:** This type of teaching technique improves the Writing and Reading strategy. The teacher writes and reads a story on a storyboard. The students also write their stories using the same idea, tenses, parts of speech, and vocabulary, etc. This technique has another way; the teacher can leave some blanks in the story and give some hints. Students have to complete these blank spaces by using their creative ideas. It is upon the teacher to modify this technique according to the skills needed to practice. The story reading and listening have always been a favourite activity of young children, and this practice inside the EFL classroom can enhance the motivation and interest of the students in the topics. There is a scope of creativity and imagination.

**Technology-based Audio-Video activities:** These types of activities are modern, and teachers can utilize the interest of learners by using technology in their classrooms. There are many audio and video clips on YouTube that help in practicing the Listening skill. Students can get podcasts from the teachers to improve their comprehension. There are multiple podcasts, tailored accordingly to improve EFL learning. Teachers can advise students to create their podcasts to improve their speaking skills. There are lots of Apps that provide opportunities to the teachers to engage their students in practicing various EFL skills. It needs careful observation and supervision on the part of the teachers, that the learners should be focused while using their cell phones or tabs inside a classroom and not distracted by the technology.

Numerous other teaching techniques are created by those EFL teachers, who are keen enough to make their classes lively and dynamic. The only limit is the teacher's imagination and capability to incorporate these techniques with their course books or teaching materials prescribed for their class.

**CONCLUSION**

Based on the above findings and discussion, we can easily conclude that in the current scenario of EFL teaching, the role of teachers is fundamental. The teachers need to be facilitators, initiators,

and supporters of creating their premises of knowledge in their way. So, the use of creative teaching strategies can help a language teacher in a real sense.

EFL learners are always looking for divergence and newness. They get bored and unmotivated. They start thinking about their EFL classroom as a confined place, full of boredom. Now the EFL teachers must recognize the student's demand for variation and comprehend their diverse learning styles. As this research signifies, they must opt for creative teaching strategies. Creative teaching strategies are more realistic as it promotes retention and boosts confidence in the learners. It also snaps boredom and facilitates the learners in obtaining more new concepts. The EFL teachers included in this research showed their belief in creating and adopting innovative techniques to meet the demands of the EFL learners. It is also worth mentioning here that the creative teaching techniques included in this research are not the last and final strategies. They are continuously evolving, and there is always room for restructuring and remodelling of Creative teaching strategies by competent EFL teachers. Creativity is a very comprehensive skill that develops students' knowledge and understanding of the optimum level.

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## <u>Appendix</u>

## Research Questionnaire

## Conceptualizing Creativity- Leading to an Efficacious EFL Teaching

All of us as English Language teachers are aware of the teaching methodologies that are comprehensive and productive in attaining learning outcomes. Sometimes we need to be innovative and we gain satisfaction as well as desired learning outcomes after taking some risks. Stepping outside the umbrella of conventionality and boredom is sometimes necessary for the English Teachers. Here we set out on a journey of new discoveries and this striving force takes us towards the land of Creativity where there is a lot to discover and apply in our day to day teaching. Our topic today is also based on conceptualizing creative teaching. We can define it as: Creativity is a bunch of innovative skills that are required to produce original and new ideas in teaching. Your opinion is highly valued and will be used only for the research purpose.

# What are some teaching techniques that you have used in your classroom (or you will plan to use in future), to promote Creativity as Educators in an EFL Classroom?

1) **Using effective strategies to enhance Creativity (like aids of media, art, technology etc.)**

◯ Used  ◯ Not used  ◯ Will use in future

2) **Using creative models (e.g. instructional plan) inside the classroom**

◯ Used  ◯ Not used  ◯ Will use in future

3) **Employing '*Build and Innovate techniques'* (e.g. posing a problem and come up with a solution) to enhance learning.**

◯ Used  ◯ Not used  ◯ Will use in future

4) **Providing freedom of expression to the students by implementing '*Free writing'* activities.**

◯ Used  ◯ Not used  ◯ Will use in future

5) **Encouraging curiosity among the students through '*brainstorming or brain sketching'* exercises.**

◯ Used  ◯ Not used  ◯ Will use in future

6) **Implementing collaborative learning (e.g. pair work, simulations, and games) inside the class**

◯ Used  ◯ Not used  ◯ Will use in future

7) **Using communicative teaching method (e.g. role-playing activities)**

◯ Used        ◯ Not used     ◯ Will use in future

**8) Providing room to the learners to explore their imaginative ideas applying '*Story Board Technique'*.**

◯ Used        ◯ Not used     ◯ Will use in future

**9) Involving learners directly in teaching through activities like 'Chunking' and 'Loci'.**

◯ Used        ◯ Not used     ◯ Will use in future

**10) Utilizing 'Realia' (connecting words with real life situation) to encourage vocabulary learning.**

◯ Used        ◯ Not used     ◯ Will use in future

## What are the advantages of Creativity in an EFL classroom?

**1) It explains the language in a meaningful context.**
- agree
- strongly agree
- disagree
- strongly disagree

**2) It addresses effectively the heterogeneous groups of students with individual differences.**
- agree
- strongly agree
- disagree
- strongly disagree

**3) It makes the students to pay more attention and stay motivated.**
- agree
- strongly agree
- disagree
- strongly disagree

4) **It provides fresh learning opportunities to the class.**
- agree
- strongly agree
- disagree
- strongly disagree

5) **The teacher feels more confident and satisfied.**

- agree
- strongly agree
- disagree
- strongly disagree

6) **The students actively participate in the lessons.**

- agree
- strongly agree
- disagree
- strongly disagree

7) **The students get the chances of developing their personal skills effectively.**

- agree
- strongly agree
- disagree
- strongly disagree

8) **The boring routine of everyday lectures with the same techniques is replaced with variegated and new techniques of learning.**

- agree
- strongly agree
- disagree
- strongly disagree

9) **Creativity also increases the scale of vocabulary learning and it improves with communication opportunities.**

- agree
- strongly agree
- disagree
- strongly disagree

10) **The relationship of teacher and student improves and the teacher gains popularity and credibility.**

- agree
- strongly agree
- disagree
- strongly disagree

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*Thanks a lot*