# FOSTERING CREATIVITY: EUL TEACHERS' PERCEPTIONS, STRATEGIES & EXPERIENCES IN EFL CLASSROOMS

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**ABSTRACT**
This research provides an overall view of European University of Lefke teachers' perceptions on creativity, the strategies those teachers use to teach creatively and experience they have observed in EFL classrooms. Using a qualitative approach to discover three university teachers' opinions, strategies and experiences, a study was held in North Cyprus at European University of Lefke's English Preparatory school. The sample group consists of three teachers who were chosen according to their teaching experiences. It was not only determined to find out the university teachers' views, thoughts and opinions but also to examine the teaching experiences and techniques they use to teach creatively. The focus of the study is to discover whether teachers use creativity or teach creatively in order to teach effectively. Additionally, it assesses teacher perceptions on their learning styles in the classroom to see whether teachers use creativity and teach creatively. Through the examination a triangulation method and the use of interviews and reflective reports to these three EFL teachers, a triangulation research was used as it was believed that it increases validity by incorporating several viewpoints based on fostering creativity.
**Keywords:** Creative teacher, teaching creatively, creativity, effective teaching.

**INTRODUCTION**
It can be estimated that learning a language could be and indeed is one of the most influential and remarkable aspect in education. This could conceivably be why English is spoken and taught in nearly all parts of the world, since it is accepted that 'English' is utterly known to be an international language. English has been taught in a number amount of countries in the interest to communicate whether it is in consideration for learning a new language, for a profession, to develop oneself or to interact in the modern world of technology.

As formerly established above, there are several of cases in which one could consider to acquire a language. It is clear that for the sake to master a language for whatsoever purpose, one can in fact benefit in taking courses. These courses are provided by associations which require a curriculum to match the students' learning objectives. Consequently, a reasonable number of course books are produced for associations to teach English as a foreign language. These course books are known to be essential in education along with teaching. Institutions provide these course books which are followed by syllabuses for teachers to follow by. However, few teachers enter the classroom without textbooks such as the author of book 'Teaching Unplugged' (Thornbury, 2009); her book illustrates various techniques that could be taught in the classroom without a course book to teach English in English Language Teaching. It is aimed to have a conversation-driven lesson which it engages students to what they need to master rather than what course books regard the teacher to accomplish. Additionally, it is likely to diminish the perceptions of teachers and create a new approach in teaching. On the other hand, (Tomlinson, 2011 and Masuhara, 2011) both conclude that 'course books' supply distinct teaching techniques and preparation for teachers to accompany by. Another critic indicates "Course books are designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for student", (Mares, 2003: 130). For instance, assuming that an inexperienced teacher was given a course book and he had to follow it throughout the semester, it is made

obvious that it will be in fact, easier for the teacher to associate instead granted that the same teacher was not given a course book. However, that is not to declare that all course books and the materials which are provided in the course book are suitable to use in the classroom. It is highly believed that one must not become a "slave" to the course book and indeed create materials to make the lesson enjoyable for students. There is a possibility that there are sections in the course book that teachers may not wish to apply or may insist on using their own materials to generate a pleasant atmosphere for learners' to engage in. Nevertheless, many teachers may encounter difficulty when generating materials to use to teach creatively.

Since "effective teachers are often creative ones" (Reilly, Lilly, Bramwell, Kronish, 2011) teachers need to provide engaging activities or books that are known to be creative in order to be effective. Based on these problems given, a study was held out in North Cyprus to university teachers based on their thoughts and views related with teaching creatively.

Course books are known to be important in education as a result institutions purchase certain course books to be taught at their school or university. The important factors still, are that some books may not sum up to the learners' needs or could be irrelevant to work is being taught therefore, teachers' could develop materials but it is not only about developing materials yet it is to generate materials which are effective to use in the classroom. The course books and syllabuses only provide a guideline to what could be taught however, that is not to declare that everything in the book should be taught. From personal experience, it has been made clear that some sections in the course book are uninteresting for both teacher and student. Subsequently, both teachers will lose interest and the students could in fact lose motivation.

Furthermore, this study is believed to alter teachers' perceptions based on their knowledge and use of creativity in the classroom through assessing reflective reports and interviews. The expectation of the study is to prove the usefulness of generating creative materials and how adapting small sections the book could help to teach creatively to encounter an effective atmosphere in the learning setting.

## Clarifications of Creativity

When an individual considers reasoning the word 'creativity', surely a number of definitions may come to mind, in reverse maybe visual descriptions such as photographs, colours and words will in fact appear in their imaginations. Nevertheless, what seems to be the correct interpretation is clearly without doubt questionable, as a variety of authors describe creativity in diverse manners. A few examples to prove this could be critics such as Bohm (1998 as cited in Gomez, 2007) who mentions that "creativity is, in my view, is something that is impossible to define in words". This quotation could be accepted to be accurate as creativity could be perceived otherwise in the eyes of authors particularly because it is assumed that creativity has to be done rather than clarified or defined. Reid and Petocz (2004 as cited in Gomez, 2007) stated that creativity is seen in various ways and different disciplines, for instance, in education, it is labelled as 'innovation', in mathematics 'problem-solving', in business 'entrepreneurship' and lastly in music characterized as 'performance or composition'.

## The Role of Teaching Creatively in EFL Classrooms

"Education is the most powerful weapon which you can use to change the world" (N. Mandela. 1993). This term could be used to inspire some students however, how teachers teach in the classroom can vary as different beliefs and perceptions are made about teaching along with creativity. There are a number of methods and techniques to use in the class to adapt and engage students to learn a particular topic. Additionally, whatsoever the situation a teacher needs to be capable of engaging students into the lesson as it is part of their profession. The word creativity in education is defined as, "creativity is a *skill*, an *ability* to make unexpected connections and to generate new and appropriate ideas", and thus, some requirements need to be compelled in this situation. Whatever the position, teachers must assemble numerous strategies to become professionally developed and creative teacher they can be in the classroom to create an effective environment for students to engage in (Laske, 1993). In order to teach creatively one must understand the meaning of the term creativity. For instance, some teachers may ask students to use their creativity to design a project, or ask students to respond in a creative way however, some teachers might not explain the actual meaning of creativity thus, a deficiency of meaning of this concept may leave both teachers and students to define creativity differently (Laske, 1993).

It is believed that a teacher must in fact consider being the best one can be in the classroom with teaching as creatively as one can teach. Since "effective teachers are often creative ones" (Reilly, Lilly, Bramwell, Kronish, 2011) it is crucial that teachers know how to escape difficult situations when the students are not focused along aside when the lesson plan does not work.

Laske (1993) declares that the importance of the role of a teacher for creativity in education may put more pressure on the teachers as the priorities may increase at times. As teachers are required to cover the curriculum and are demanded to meet standards and follow a given syllabus. Teachers must do the given duties a teacher is expected to do and are required to be creative, innovative, effective and lastly expected to teach in entertaining formats and methods.

As previously mentioned, if creative teachers are known to be an effective teacher then it is to assert that creative teachers have enormous roles to play in the classroom; as creative teachers are assuredly expected to be effective ones. Based on the research from the literature, it is considered that there are various factors to proceed when attempting to teach creatively in order to teach effectively in the classroom. The following sections will provide valuable factors of material development for the sake to teach creatively in English Foreign Language classrooms.

**Teacher Behaviour**

Teacher behaviour has to be one of the most crucial factors in education as it has been witnessed a number of times that the role of teacher affects the students performance or even views. For instance, if a teacher enters a classroom with while negative thoughts on the topic or negative opinions about students then this will alter student performance to attend the class as well as participating in the lesson.

Rogers (2006 as cited in Kaufman & Sternberg, 2010) determines traits which identify effective teaching. The teacher:

- Appears to be self-confident, patient and good humoured
- Displays a genuine interest in the topic and pupils' progress
- Gives clear explanations and instructions, pitched at a suitable level and also outlines the purpose and relevance of the work
- Makes an effort to engage pupils and sustain their attention
- Is aware that her/his voice and actions can significantly facilitate pupils' attention, interest, motivation and co-operation
- Monitors the progress of each lesson and monitors general and individual behaviour as it affects teaching and learning
- Makes a conscious and willing effort to encourage pupils in their effort and progress and gives thoughtful praise and encouragement. The teacher:
  - 〉 is aware of the small as well as the more involved expressions of encouragement;
  - 〉 ensures encouragement is focused on descriptive comment;
  - 〉 acknowledges the effort and struggle in pupils' progress;
  - 〉 Avoids qualifying the encouragement or feedback.
- Minimises any management of distracting and disruptive behaviour by keeping attention focused on the central business of teaching and learning
- Addresses potential disruption to learning by thinking through classroom management issues preventatively. Things to consider include:
  - 〉 Organisational issues;
  - 〉 lesson materials and their distribution;
  - 〉 Engaging pupils' interest; - time management;
  - 〉 planning how to deal with typical disruptions

*The information is taken from Robertson (1996)*

As it is now accepted that creative teacher are in fact effective ones, it has been made clear to assert that teachers need to follow Robertson (1996) characteristics of teacher behaviours in order to become effective to teach creatively in the classroom.

**Classroom Atmosphere**

Another important factor in teaching creatively is the classroom atmosphere. One example of this could determine the placement of the chairs in the classroom. For instance, if the classroom has a seating plan which is uncomfortable for students or uncomfortable for the teacher to teach in this will in fact de-motivates students thus it may lead lack of teacher and student motivation so it could cause teachers not to teach effectively in order to teach creatively. A further example can also be the classroom setting of class, for example, the walls, number of visual equipment, posters. Whether the walls are not colourful for children or do not have an environment of a language classroom for adults then this could cause lack of performance, may seem boring or could affect student performance. The number of visual equipment (i.e. posters, pictures) is also essential in a classroom let alone a language classroom. If teachers are aimed to teach creatively, they must catch student attention and what better way than to hang or put up posters on the walls of the classroom to make students feel involved and engaged in the lesson as well as making them feel comfortable in a sense so they could enjoy the lesson. A disadvantage of these traits could be that the association may not afford such equipment as posters, pictures and exciting books however; the important role persists on the role of the teacher. Whether the association is economically developed or not the main role of teaching creatively leads to the role of the teacher in the classroom.

**Classroom Climate**

Teaching effectively is one of the main factors a teacher should consider when requiring to teach creatively. Nevertheless, what some teachers may not realise is that in order to teach effectively it is not only based on given materials such as, textbooks or not only based on the teachers' performances either, it is also based on the classroom climate. Classroom climate is "closely associated with learning environment and it is seen as a major factor of classroom behaviour and learning" (Djigic & Stojiljkovic, 2011). As explained previously, it is not only the teachers' performance or the materials that should be taken inconsideration. Adelman & Taylor (2005) suggest that "classroom climate is perceived quality of the setting. It emerges in a somewhat fluid state from the complex transaction of many immediate environment factors (e.g., physical, material, organizational, operational, and social variables)". Classroom climate is known to have an important role as it requires teachers to have mutual respect with the students. "Mutual respect and understanding is also the essential element of classroom climate that represents stimulating learning environment" (Miller & Pedro, 2006).

Adelman & Taylor (2005) also list key concepts of classroom climate which include, "(a) social system organization (b) social attitudes, (c) staff and student *morale*, (d) power, control, guidance, support, and evaluation structures, (e) curricular and instructional practices, (0 communicated expectations, (g) efficacy, (h) accountability demands, (1) cohesion, 0) competition, (k) the "fit" between key learner and classroom variables, (1) system maintenance, growth, and change, (m) orderliness, and (n) safety". As previously stated, classroom climate has a lot of factors to acknowledge and it is clear that to maintain a positive classroom climate schools need to provide the given key concepts. The question that should be examined is "how could teachers use classroom climate to teach creatively?"

As well as providing key concepts of classroom climate, Adelman & Taylor (2005) also lists key points to 'promoting a positive classroom climate'. They list eight (8) points that they have found in the literature which teachers could use in the class or schools to provide a positive classroom climate, they are as follows:

- a welcoming, caring, and hopeful atmosphere;
- social support mechanisms for students and staff,
- an array of options for pursuing goals;
- meaningful participation by students and staff in decision Making;
- transforming a big, classroom into set of smaller units that maximize intrinsic motivation learning and are not based on ability or problem-oriented grouping-,
- providing instruction and responding to problems in a personalized way;
- use of a verity of strategies for preventing and addressing problems as soon as they arise;
- a healthy and attractive physical environment that is conducive to learning and teaching,

As clearly stated from the key points that Adelman & Taylor (2005) listed, the school staff, classroom environment such as, the seating arrangements, posters etc., the textbooks, to the understanding of teacher student relationship should in fact be taken inconsideration. The following sections point out personal key features that also need to be examined when designing materials that are aimed to teach creatively in English Foreign language classrooms.

**Syllabus**

There are a number of ways to develop a syllabus in language teaching however, not every material or book is suitable for teaching but this will be explained further on. One of the most important factors when designing a syllabus is to be familiar with what the interpretation of a syllabus design actually is. In Nunan's book (1988) he lists several opinions which are made by different critics which define syllabus design, only the quotes from Nunan's book which are thought to be the most essential will be listed. They are as follows:

1. "[The syllabus] replaces the concept of 'method', and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom". (Yalden 1984: 14as cited in Nunan 1988, p. 5).
2. "... the syllabus is simply a framework within which activities can be carried met: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken". (Widclowson 1984: 26 as cited in Nunan 1988, p.6).
3. "Any syllabus will express—however indirectly—certain assumptions about language, about the psychological process of learning, and about the pedagogic and social processes within a classroom". (Breen 1984: 49 as cited in Nunan 1988, p.6).

These perceptions explain how teachers can also supply with the help of the syllabus to create an aim for the students. One must develop materials which are aimed at satisfying the learners' needs. If this is not concluded as the aim of the teacher then the goal to teach effectively will not be accomplished. As quoted in point 2 a framework of activities should be designed which could be accomplished in the classroom. Another factor that should be considered is also the language input which is presented in the syllabus such as, real language for example, the Natural Approach, using natural language when teaching a language rather than grammatical structures like the Grammar Translation Method (GTM).

Another matter that should be acknowledged when designing a syllabus is the difference between a syllabus design and the curriculum. Stern (1984) cited in Nunan (1988, p.5) established the difference between a syllabus and a curriculum "I would like to draw attention to a distinction . . . between curriculum or syllabus, that is its content, structure, parts and organisation, and, that in curriculum theory is often called curriculum processes, that is curriculum development, implementation, dissemination and evaluation. The former is concerned with the WHAT of curriculum: what the curriculum is like or should be like; the latter is concerned with *whom* and *how* of establishing the curriculum". This assumption is known to be accurate as when creating a syllabus in language teaching, one must know how to contrast between a syllabus design and also a curriculum. Allen (1984: 61) states curriculum as, ". . . curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. A syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter for methodology)" (Allen 1984: 61 as cited in Nunan 1988, p.6).

As seen before, a syllabus could have numerous definitions and also important intentions in language teaching. It is estimated that before generating, creating or adapting a syllabus one should consider their objectives. The teacher plays an essential role in a syllabus design. Bell (1983 as cited in Nunan 1988, p.7) declares, "That teachers are, in the main, consumers of other people's syllabuses; in other words, that their role is to implement the plans of applied linguists, government agencies, and so on. While some teachers have a relatively free hand in designing the syllabuses on which their teaching programmes are based, most are likely to be, as Bell suggests, consumers of other people's syllabuses". An institution

could have a syllabus but the difference between a curriculum and syllabus is that a syllabus is the materials but a curriculum is the system to for the staff to follow by.

**Learner Needs**

As noticed in the previous section, a number of essential elements were mentioned when designing syllabuses. It is estimate that when designing a course book or any materials of such, one major priority of material development is, in fact, learner needs. In order to generate or evaluate materials for a language classroom or any course of that matter, a teacher should consider analysing the age, level or what the learner wants to use the language for. Teachers need to bear in mind that one of the most important priorities in teaching is obviously the learner, so, if the learner's needs are not matched to what is being taught then, it is highly believed that there is no point in actually teaching if it does not provide what the student needs the language for. A good example of this is, for instance, take a group of accountants wanting to learn English to develop themselves for their profession in the bank company to communicate with English speakers, if these adults want to learn English for a particular purpose, like, to improve their English for English speaking customers, then the materials should provide a balance between listening and speaking which is a communicative based syllabus rather than materials which are used to measure their skills in proficiency level as institutions do in preparatory schools or at foundation levels. One cannot provide any type of material just for the sake of teaching a language; a teacher should meet the needs of the students in order to make a difference, achieve and also pursue their goals in his or her profession. The relationship between the learning process and the learners' need also needs to be considered. The reason being is because the teacher should be expected to have necessary information about the student such as the way they learn. This is due to the fact that everyone is different and everyone has different learning styles. It is believed the teacher should not expect students to understand what he or she has said or what they course book provides them. Lastly, if learner needs' are not matched then this could cause frustration, lack of motivation, stress and also anxiety not only for the learner but the teacher will also be affected for that matter. As it was mentioned, the teacher is the main concern when teaching creatively in the class however; if learner needs are not matched then the teacher's goal to provide materials which are meant to teach creatively in language classroom will not be accomplished.

**Developing Materials which Aim to Teach Creatively in EFL Classrooms**

Over the years, a couple of problems have been witnessed in teaching some of which are thought to be problems such as textbooks and textbook evaluation. One of the problems that have occurred most of the time is the materials, they have not match students need or either are too difficult, too easy or the materials may seem boring to teach for the teacher and uninteresting to the students. Although, textbooks are considered to play an enormous role in teaching is thought that a creative teacher should not in any way follow textbooks regularly due to the fact that creative teachers should develop their own materials to draw attention to students' participation. "Effective teachers are often compared to –and share the same characteristics of creative teachers" (Laske, 1993). Real objects, pictures, videos and other innovative resources should be used to inspire and engage students to the topic. Laske (1993) indicates that the creative and effective teacher relies on sources to use which include ICT but also realia, manipulative and innovative recourses and claims that creative and effective teachers do not need textbooks. This quotation is known to be correct as a teacher whom develops and adapts materials is known to be superior to the teacher whom follows a pacing or a textbook. This is due to the fact that some materials that are provided in the textbook may not meet students' needs. In order to generate materials to match students' needs one must follow a guide to evaluate materials. The following section will mention the required elements and points that teachers need when evaluating materials in EFL classrooms.

To conclude it is curial that teachers remember the factors that it is suggested in here as it is thought to be that these factors should be followed in a language learning environment to teach creatively. It is important that teachers consider these factors when teaching creatively in classrooms.


**METHODOLOGY**

The present study investigated the perceptions of three EFL teachers who teach at Intermediate level classes. The teachers who are teachers teaching English in the English Preparatory school of EUL in

North Cyprus were asked to write down reflective reports about how they teach creatively in their classrooms. These teachers were given a two week period of time to write their reflective memos and at the end were asked to be interviewed by the researcher based on their views and thoughts on teaching creatively. Teacher one is a newly graduated teacher who has been a teacher for eight months. Teacher two is the person who out of the three teachers has a medium length of experience compared to the other two and lastly teacher three has the most years of teaching experience. A qualitative research design is chosen for the present study for several reasons. Considering the objective of the inquiry was to discover teachers' perceptions based on teaching creatively the researcher found it useful to use a qualitative approach. The researcher wanted to know what the participants' overall views and thoughts were and since the intention was aimed at classifying different beliefs, perceptions and actions approaching teaching creatively of the individuals chosen to participate. For instance, it is claimed that "qualitative researchers want to know how and why behaviour occurs. In contrast with most quantitative studies, qualitative methods look for the *process* through which behaviour occurs, not just the outcomes or products. For example, while quantitative research can document the effect of teachers' expectations on student achievement, qualitative studies would be appropriate for understanding *how* teachers' expectations affect students' achievement and behaviour" (McMillan, 2004, p.258).

There were two stages that were accomplished in this study. The first (stage 1) was based on the reflective reports that were collected daily according to the teachers' lessons. The second (stage 2) of data collection was the semi-structured interviews that were questioned and answered by the participants.

**Data Analysis**

Reflective reports were to outline the teachers' perceptions about creativity and teaching creatively. In order to obtain data they were asked to write freely about how they teach creatively and what they think about creativity.

Semi structured interviews were used to identify the participants' perceptions and thoughts towards teaching creatively.

The following main questions were asked to the teachers.
1. In your own words explain what you think creativity is?
2. What is your view on creativity and using it the classroom?
3. How would you use creativity in your class?
4. How do you motivate students? Do you think this has anything to do with teaching creatively?
5. What is your view on teaching creatively?
6. Do you believe that materials play a major role in teaching?
7. What are the techniques you use in the classroom when you see that students are no longer interested?

**Analysis of the Reflective Memos**

This section illustrates the importance of teaching creatively in language classrooms. Teachers were given the chance to write down their reflection based on their 50 minute lesson during a two week period of time.

After analysing the three teachers that were given reflective reports to write down their experiences based on how they taught creatively in their class, showed that all participants have common teaching techniques. It was declared that teaching creatively consists on some essential features like, materials, seating arrangements, learner needs', teacher behaviour and classroom atmosphere.

It was revealed that the teachers adapted from the book and added materials to create a different atmosphere in the learning setting for instance, participants claimed to teach creatively by using materials such as, flashcards, pictures and dividing paragraphs into small sections. As a general comment, it can be said that teacher were aware of how to use creativity in their classes and how to teach creatively in order to teach effectively.

Through the analysis of the reflective reports collected by the teachers, it was displayed that teachers changed their students' seating positions according to the activities accomplished in the class. One example can be that the teachers all stated that they put students into groups of four in order to create a more collaborative atmosphere to generate an active learning and teaching climate.

As an overall analysis of the reflective reports which were given to teachers to write down their teaching experiences on teaching creatively in their classrooms. It was examined that all teachers took the advantage of using extra ordinary materials that are different from the course book that lack from meeting students' needs, developing different activities and engaging students to feel at ease by placing them in an unusual seating position.

## RESULTS AND DISCUSSION
### Analysis of the Interviews
The following part represents the main questions that were asked to three teachers. The teachers were given nicknames for confidential purposes.

**Research Question 1:** To what extent are teachers' perceptions based on creativity and teaching creatively?

Teachers comments based on creativity were overall positive and all the teachers were well aware of what the difference between creativity and teaching creatively was. The teachers told the researcher that their classes had at least 25 students. Teachers were aware of when to use creativity in the classroom when asked. When the teachers spoke of the difference between creativity and teaching creatively they knew exactly what to say about creativity and teaching creatively.

### *Teaching creatively and creativity*
When the interviewer asked questions related with creativity and teaching creatively the participants knew the difference between creativity and creatively teaching. They all stated that creativity was defined as something that was not used before or it was known to be more general however they stated that teaching creatively was bringing creativity into the classroom. When asked what to do with teachers who were not aware of the differences of creativity and teaching creatively they mentioned that teachers may not know.

Although Julia is not clarified as an experience teacher, she knew and was very confident when speaking about creativity and teaching creatively.

Julia: *"bringing up a new thing which wasn't seen before. I can say that based on the books that I've read so far. We were teaching in a more traditional way and then we started to look for new techniques because of the development of technology, development in teaching and learning English. I can say that there is difference between past and present. How we used to teach and now. It was more traditional, book-based. However, now if I can make the comparison we as teachers are more dynamic, we are more active but not only us as teachers but also the learners. We are expected to be active teachers, and our learners are meant to be autonomous and active learners. Creativity can be any form of materials, realia, for example, real objects, even the seating arrangements in the class could affect the learners. Most students are accustomed to sit in a traditional row, but this is not an effective way of seating because the contact between the teacher and the students and students to students will not be in the expected level. Therefore, to make it creativity they can sit in zones, for example, similar to a u-shape. Creativity has something to do with the teacher behaviour, materials, even the seating arrangements in the class"*.

Throughout the interview, Julia was giving good examples of what she does in the classroom to create a creative environment for students to learn in. She stated that creativity has a connection with teacher behaviour, seating positions, materials and even using real-life objects. Although, teacher 2 and teacher 3 gave similar answers their answers were not as detailed as Julia's answers. Out of the three teachers, Julia is the one with less hours of teaching but she has the most students because she teaches EPS (English for Specific Purposes) English. Here are teacher 2's (Barbara's) and teacher 3's (Selma's) answers to comparison to Julia's statements.

Here is her statement of what she thinks creativity and teaching creatively is.

Barbara: *"It is creating an enjoyable activity or activities. I like being creative. Generally, I try to change the activities which are in the book. I try to make them (activities) more enjoyable for my students. To make students enjoy and attend that activity. Creativity is being creative, creating, let's say, constructing something and producing something. However, let's say, teaching creatively how you use that creativity*

*in the class, body language, with your activities, how you do it. How you acquire it. It is definitely useful beneficial for both us and students. Everyone should use it".*

Barbara teaches two classes, with a maximum number of 26 students in her classes. From what was observed in the interview, Barbara was very keen to teach and knowledgeable on the topic compared to Selma the third teacher.

Selma identified creativity and teaching creatively as follows:

Selma: *"We can change something, for example if we have the book. If we are going to read the passage and answer the questions, I can change the situation into a game. I would use creativity in my class when something doesn't go well. Maybe according to the students' level and according to student needs' I can change the activity. Creativity I think you can change something and make it new. In teaching creatively you can teach creatively. Creativity is something more general however, teaching creatively is creative teaching".*

Selma stated that she also, like Barbara, has two classes and the same amount of students in her class. Although, she did not comment as much as Julia or Barbara, she like them, gave good key points to what creativity and teaching creatively is. As it is shown, three out of three teachers are aware of the difference between creativity and teaching creatively.

***Teacher behaviour:***

All three participants stated that a positive behaviour affected students' performance. The teachers claimed that if a teacher does not react in a positive way towards students then this could have an impact in their learning. All teachers also confirmed that just by smiling at students will create motivation which will alter students' performance. They suggested that if a teacher displays a positive attitude towards students and if the teacher is self-confident and good humoured then it will lead to effective teaching and creative teaching.

Julia*: "What makes a good teacher? In my opinion, a teacher should be warm so that students find the ease to reach you in any case when they have problems or in any case. A teacher not should but must be organized. So, organization, being friendly, funny and caring. They shouldn't ignore our students. We need to be reflective; we need to ask ourselves what can be done to improve our lessons".*

Julia seemed as a very positive teacher and she was eager to teach. Although, she had been a teacher for 8 months, she was well aware of how to teach effectively.

Barbara:*"I try to give them positive reinforcement. For example, very good, excellent, I smile towards them. Let's say, I try to give them some responsibilities, I make them a lead of a group to motivate them. We should be friendly towards our students, we should be warm, and we should be enthusiastic about teaching and learning. We should give clear instructions. We should be well prepared".*

Barbara stated that giving positive reinforcement was also a good way to engage students to take part in the lesson. Being well prepared and giving clear instructions is also a good way of teaching creatively.

Selma: *"a positive person is what makes a good teacher, you must smile. We should always help them in every way. We should use gestures, mimes, games in the classroom to make students more engaged in the lesson. I've never been an authoritative teacher but when we say 'authority' people think it is negative because when I walk in to my class I don't say that I'm the boss in here, you have to listen to me. But I think it is positive I never shout at my students and I always smile towards them".*

Selma also shows attitudes to her classes when she walks in and as stated she is always positive and 'never' shouts at her students.

As stated previously it was clear that the teachers that took part in the interview were well aware of how not to teach in a negative 'traditional way' of learning and instead how to teach effectively. Selma also stated that even the way you look as in the way you dress could affect students' performances in class.

**Research Question 2:** To what extent are teachers' perceptions on the importance of teaching creatively? Teachers were asked a number of questions to discover the importance of teaching creatively and once again all teachers gave similar answers. Although, these teachers were familiar with teaching creatively, they also stated that not everyone taught creatively. Their answers were what they believed had to be done accomplished in order to promote teaching creatively and to use it in the classroom.

Julia: *"In today's world, where the concepts are active learning, creativity, effective teaching and I can name some more. These concepts are discussed. The class environment has an effect on the students' performances. Smiling meaning that I'm open for their criticism, listening to their problems, telling them it is normal and playing games. I don't think that this technique was used before so it is teaching creatively. I can't say that I use creativity in every class because the condition, the mood, topic, the day, the seating positions and even my mood can change the atmosphere of the whole class. So I can't say that I use creativity in each lesson. This is a concept that I'm still learning, I'm a new teacher, I have 8 months of experience far but I can say that once I teach a topic I can improve in the same lesson but with different students. Raising awareness about creatively could be a good way of making other teachers aware of teaching creatively it can be with the help of workshops, with the help of seminars, with conferences. It should be practise based rather than theory based. To say yes to your question I am limited because I will need to go and ask every teacher about their opinions but based on my experience and knowledge I can say that I'm trying to do my best, I think they should do workshops related with creativity so that teachers could go and attend these workshops to teach creatively".*

Julia spoke a lot about her classes and how to raise awareness on teaching creatively. All three teachers declared that they use creativity in the class when their lesson is either boring or when they thought the lesson was not going to be as expected.

Barbara: *"It is definitely useful beneficial for both us and students. Everyone should use it. To promote teaching creatively maybe we should attend conferences, workshops".*

Selma: *"I don't think every teacher knows about teaching creatively or the difference between creativity and teaching creatively. I think workshops should be done because it helps teachers know how to use creativity in the class in order to teach creatively. I think this will have a good effect on both teachers and students".*

Although Barbara and Selma did not speak as much as Julia, they all gave a short comment on how institutions should provide workshops to promote teaching creatively to teachers which may not have an idea about what creativity and teaching creatively is, they suggested that every teacher needs to be effective and from this teaching creatively is known to be effective. When asked 'when' to use teaching creatively all participants identified that they will use teaching creatively depends on the atmosphere of the class, the topic of the day for instances, if it is a considered as a 'boring' topic or a 'different' one in the eyes of students, the mood of the teacher or the book that is when the interviewed teachers stated that they will use creativity in the classroom.

**Research Question 3:** To what extent are teachers' perceptions on the importance of material development?

As seen in the literature another important factor to teach creatively aside teacher behaviour and characteristics of the teacher was also material development. A few questions were asked related to the books that the teacher used in the classroom and how their institution curricular.

*Materials*

Teachers were mentioned that creative teaching also had a link with materials, such as, course books, flash cards etc. which are used in the classroom. All interviewed teachers suggested that they follow a pacing with is given to them however some of the activities that are given in the book are not known to be effective as they suggested that they are pair work or individual work.

Julia: *"I don't think everything in teaching should rely on the book. Rather than following the same procedure that it is suggested in the book. I try to change some parts of it. For example, if it says 'fill in the blanks with the correct word or if the book suggests students 'ask your partner when his/her birthday is', I will try to change in a way to make it more fun. For example, I will get them to walk around and ask each other as a whole activity rather than just ordinary pair work. If it says read the text I'll change it into a listening activity. I don't think materials play the 'major' role, as a language teacher and a new teacher if you want to be a creative teacher, we shouldn't rely all on the text books. Why? Because, we know that methods and books are in our hands already made and this gives us teachers a kind of confidence, so, based on the confidence I take advantage of I won't create something new because I rely on the book/materials which this will be boring. How am I meant to develop myself as a teacher, if I don't*

*push myself to create new things rather than relying on the same materials? These materials are used every time, which is why I try to change my materials because it gets boring for me and my students I think this is teaching creatively because to me creativity means creating and generating new things and creating alternatives and text books are already done and offered to be used but if I want to develop myself then I have to change some things in the book in order to make it creative and effective learning'.* Julia indicated that teaching creatively does not only have require new ideas and activities that should be done by the teacher, she also specified that in order to teach creatively teachers need to develop themselves rather than following a text book. When Barbara was asked if materials played a major role on teaching she mentioned that the text book was important especially, when materials are linked to using real-life situations.

Barbara: *"Of course they play a major role because they are, let's say, related with real-life, they are real-life materials they interest students more. of course because they help us more, for example, if we are teaching vocabulary and if we use some flashcards as a material, they understand, they get the meaning easily. When we have an activity. I change that activity..... In an enjoyable way. Imagine that we have a reading text in paragraphs, in parts, for example, instead of asking one of the students to do the whole paragraph I separate them in to two groups, I give them one paragraph. I give one paragraph to each group. I ask them to discuss, to read it in their groups and then they will give feedback to each other, to make it more enjoyable".*

Selma statement with material development linked with creativity is as follows:

Selma: *"No, I don't think I'll change anything but I sometimes change the activity as in the way it is ordered according to the students' moods. If they are tired and the topic is grammar I will start with speaking just to wake them up. I will try to make it more fun."*

As shown the teachers seem as they like the book nevertheless they mentioned changing the activities according to the students' mood, the topic of that day and also if the activity did not work or is boring.

***Learner Needs'***

In order to make a creative lesson or to teach creatively one of the most important factors is to match learner needs' in teaching. If certain materials or activities are given in the book for instances, such as, the reading texting, the writing topics and speaking topics may not match learner needs' which will lead to lack of concentration, motivation for both teachers and students and will also lead to low performance.

Here are what the teachers stated related with materials and whether they match the learner needs'.

Julia: *"In terms of the language used and the level of the students. I can say yes! The book does match the learners' needs' because the level of the book matches exactly the students' level. If I think in terms of what they are interested in then no, because some students are interested in sports but other may not be, some of them may be interested in cooking. There are many students with different learning styles with different perspectives and with different skills".*

Barbara mentioned that the course book that is used in their institution is useful however, some certain activities could be changed as it may be boring for students and since teaching creatively relies on effective teaching then it would not be creative if the materials do not match learner needs'.

Barbara: *"of course but sometimes we should change some activities. Some pair work activities or maybe some communicative activities. They're boring. It says for example, say a sentence and show your reaction or maybe in the vocabulary part, try to remember. How many you remember, so, it's boring"*

Selma also gave a good key point, she identified that the book was useful however, it had a lot of activities and reading parts related with Britain, which that is not to say that the course book is not appropriate but she mentioned that her students will get bored constantly talking about Britain in speaking activities and continuously reading about Britain. Her opinion on learner needs' is as follows:

Selma:*"I think sometimes this book does not matter the students' needs because sometimes the book speaks about a different culture, for example, it always talks about The U.K and sometimes they don't know things related with Britain and when they don't know if can become boring for them so they start complaining and loose interest".*

**Research Question 4:** To what extent are teachers' views on the obstacles to teach creatively?
*Classroom Atmosphere*
To create an atmosphere which the teacher could teach creatively, one of the important factors to recognize is the classroom atmosphere. This depends on the teacher's behaviour, seating arrangements to even the number of students in class. The reason being is that if students do not feel comfortable in the classroom and when students are not comfortable this may lead to low performance both on the teacher and the students. The three participants declared that their environment was a very important factor when considering teaching creatively and especially the teacher. Here is what Julia had to say about the environment.

Julia: *"the classroom environment does not depend on only the factors outside the class but it's more dependent on inside the classroom for example, the teacher. The teacher takes the attention off certain things and takes the attention of each student. There are student who play with their phones, students who listen to music, students who talk in the corners so we can change that kind of situation by calling a student to sit in a different place or maybe making the weaker students sit with the stronger students to create a kind of positive, warm and collaborative learning environment".*

When Barbara was asked whether she thought that the classroom environment was an important factor to teaching creatively, she gave a slight different answer to Julia.

Barbara:*"YES! Of course the environment!* The environment is really important *of course, it starts with both the student and teacher. If the teacher is positive then the students will be positive, and, it also sometimes depends on the activities as well creative activities as well".*

When Barbara was asked whether she had posters, pictures or any sort of visual materials in her class or on the walls, she asserted that there was nothing on her classroom walls however this should be taken in consideration as it is essential to recognize when one wants to teach creatively.

Selma: *"I think that the classroom environment could affect the students' performances. For example, even the air conditioner one day it didn't work and students started complaining how hot it was and how they couldn't concentrate. The student desks and the chairs as well, this is also very important".*

**CONCLUSION**
This study presented evidence that teaching creatively in EFL classrooms play a major role when teaching and learning a language. Teachers defined the difference between creativity to be a more general idea; however they stated that teaching creatively was related to bringing up new ideas when teaching as well as being unique and ordinal ones. It was made clear that teachers knew the importance of creativity and teaching creatively even though they did not use it all the time. As the teachers also declared in the It is important to acknowledge that may be few teachers are keen on trying to teach creatively and also using creativity in their classrooms. It is hoped that this research has changed the reader's view of creativity and teaching creatively and also recognized how teaching creatively could affect student performance in the class. It is also important to acknowledge that the course books used are not always communicative even though they have been said to be. Furthermore, this thesis provides information related with teaching creatively through developing materials.

**IMPLICATIONS AND SUGGESTION**
This study uses a triangulation research to analyse the perception of teachers based on using materials to teach creatively. A qualitative method was held to examine three university teachers that taught English. Two stages were held to examine teachers' perceptions based on creativity and teaching creatively, the researcher had the teachers write daily reflective reports for the duration of two weeks and then later on asked questions to the participants by using interviews. Teacher identified the key features they used in the class and also pointed out their views relate with teaching creatively. The study showed that it was possible to generate an initial explanatory model of instructors' conceptions about the teaching and learning of the creativity in their courses. True to the form of reflective memos, the previous stage utilized a small sample to gain insight into the nature of the interested conceptions. The results, however, were preliminary and cannot be generalized easily. Although the initial explanations from the previous stage

met all of the relevant criteria for viability (Clement, 1999), the results were preliminary, and some parts were too vague and incoherent to be considered as a complete model that is representative of EFL instructors. This convergent study has shown that it is possible to take a part of the initial stage and refine it with an expanded way of gathering data. One of the major implications of this convergent study is that the initial stage can serve as a productive framework from which to study instructors' conceptions about teaching creatively in more detail. Several aspects served to increase the reliability of the findings that described the conceptions (the analyses over smaller segments of transcripts, articulation of more explicit descriptions of the terms, refinements of factors, and triangulations of reflective memos and interview questions). As research has shown, teaching a foreign language is a complex, dynamic activity that involves uncertainties and errors. It requires teachers to make many decisions on what to do, when to do it, how to best do it, and whether to do it at all. These decisions are managed by creative teachers.

The instructors in this study, however, did not describe teaching creatively in very much detail. They also did not describe the processes equally, or in much detail. These may be consequences of their expertise. Just as experts in other fields can perform tasks with little conscious thought, the instructors in this study can look at a topic and immediately know what approach would be most appropriate. As a result of their expertise, these instructors appeared to have automated much of the process of teaching, as well as teaching creatively.

**Suggestions**

One of the key factors when listening to the views and thoughts of the participants in the interviews was the factor that the teachers declared that they knew when to use creativity and how to teach creatively but when the researcher asked what could be done to promote teaching creatively to teachers who may not know where to start, the results all lead to the same answers, which were, workshops. In order to promote teaching creatively, a professional development programme could be presented once a month to the teachers at their institutions. Another key feature that could be acquired to promote creative teaching could also be to have extra activities to replace the sections of the course book that are considered to be boring or which may cause lack of motivation and student performances.

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