

IMPROVING FUTURE ENGLISH TEACHERS' CREATIVITY THROUGH TASKS

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Abstract:

Creativity is a crucial skill for future English teachers, enabling them to develop engaging, dynamic, and effective language learning environments. This study explores how task-based learning (TBL) can enhance creativity among future educators by requiring them to design and implement innovative teaching techniques. The study involved 100 part-time students from ISFT, who were tasked with creating unique methodologies for teaching language skills, applying them in real classroom settings, and reflecting on their experiences. The findings indicate that task-based activities significantly improve teachers' ability to develop innovative strategies, enhance student engagement, and foster self-reflection, making them more adaptive educators.

Keywords: Creativity, task-based learning, English language teaching, innovation, future teachers, methodology.

Introduction

Creativity is one of the most valued competencies in the field of education, particularly for English teachers who must engage diverse learners with different linguistic backgrounds. Research suggests that creative teaching fosters higher motivation, better retention, and more profound student engagement [7]. However, traditional teacher training programs often emphasize theoretical knowledge over practical creativity.

This study investigates how task-based learning (TBL) can enhance creativity in future English teachers by requiring them to develop, apply, and reflect on

innovative teaching strategies. The study focuses on 100 part-time students from ISFT, who designed unique methods for teaching language skills and implemented them in classroom settings.

Literature Review

Creativity in Teaching

Creativity in teaching involves generating original, flexible, and effective approaches to instruction [9]. Bloom's taxonomy [1] suggests that creativity is a higher-order cognitive skill, essential for problem-solving and innovation. Developing creativity among teachers ensures they can adapt lessons to diverse learning needs.[4]

Task-Based Learning (TBL) and Creativity

Task-Based Learning (TBL) is an instructional approach that encourages learners to engage in real-world tasks, fostering active learning and creativity [6]. By incorporating creative tasks into teacher training, educators can develop innovative teaching techniques that promote student engagement and improve learning outcomes.[5]

Previous Studies on Creativity in Teacher Training

Studies indicate that problem-solving tasks and reflection-based learning significantly enhance teacher creativity [6]. Research by Smith and Reinders [8] demonstrated that pre-service teachers who engaged in task-based methodology development exhibited higher levels of adaptability and originality in lesson planning.

Methodology

The study involved 100 part-time students at ISFT, all enrolled in "The Methodology of teaching foreign languages" course. These participants were selected based on their enrollment in language teaching methodology courses. During the course,

participants were required to:

Develop innovative techniques for teaching language skills (listening, speaking, reading, writing).

Implement their designed methods in a real classroom setting.
Reflect on their experiences and assess their effectiveness.

Data collection of the research are:

Surveys: A pre- and post-task survey measured changes in participants' perceptions of their creative teaching abilities.

Classroom Observations: Faculty members assessed participants' classroom execution.

Reflection Reports: Students wrote reflections on their experiences, evaluating challenges and successes.

Analysis Methods

A mixed-method approach in this research was used:

1.Quantitative: Surveys analyzed using descriptive statistics.

2.Qualitative: Reflection reports thematically analyzed for insights into creativity development.

Results and Discussion

After conducting this research, we have found the following findings:

Enhanced Creativity: Post-task survey results showed a 40% increase in self-reported creative confidence.

Student Engagement: Classroom observations revealed that students responded more positively to creative tasks.

Adaptability: Reflection reports indicated that participants became more flexible and innovative in their teaching methods.

Creativity Improvement Areas

Area of Improvement	Percentage Increase (%)
Self-reported creative confidence	40%
Student engagement	35%
Classroom adaptability	30%

(Bar graph showing improvements in creativity, engagement, and adaptability among participants.)

The following challenges have been identified:

Some participants initially struggled with generating unique ideas.

Time constraints limited the extent to which tasks could be refined before classroom implementation.

Examples of Innovative Teaching Techniques

Gamification: Some participants used game-based learning activities, such as vocabulary treasure hunts, to engage students interactively.

Storytelling: Others implemented narrative-based lessons, encouraging students to create and share their own stories in English.

Technology Integration: A few students designed digital quizzes and online collaborative writing activities to foster creativity.



Findings align with Richards and Rodger[6], who suggested that experiential learning fosters creative teaching methodologies. Additionally, Ellis [2] highlighted the effectiveness of TBL in promoting deeper learning through engagement and innovation.

Conclusion

This study demonstrates that task-based learning is an effective methodology for enhancing creativity among future English teachers. By engaging in real-world instructional design and reflection, teachers develop essential skills that improve

their adaptability and teaching effectiveness. [3]Future research should explore long-term impacts of TBL on teacher creativity and student learning outcomes.

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