

**MAJOR PAPER ON FOREIGN LANGUAGES MAJOR. ENGLISH WITH A  
SECOND LANGUAGE.**

**TITLE: THE TEACHING-LEARNING PROCESS AND TEACHER'S  
CREATIVITY DEVELOPMENT.**

**TÍTULO: EL PROCESO DE ENSEÑANZA-APRENDIZAJE Y EL  
DESARROLLO DE LA CREATIVIDAD DEL PROFESOR.**

**AUTHORESS: Silvia Acosta Ramos.**

**TUTORESS: PhD. Martha Margarita López Ruiz.**

**FIFTH YEAR. FULL TIME COURSE**

**Year: 2024**

Copyright©UNISS

Este documento es Propiedad Patrimonial de la Universidad de Sancti Spíritus “José Martí Pérez”, y se encuentra depositado en los fondos del Centro de Recursos para el Aprendizaje y la Investigación “Raúl Ferrer Pérez” subordinada a la Dirección de General de Desarrollo 3 de la mencionada casa de altos estudios.

Se autoriza su publicación bajo la licencia siguiente:

Licencia Creative Commons Atribución-NoComercial-SinDerivar 4.0 Internacional

**Atribución- No Comercial- Compartir Igual**



Para cualquier información contacte con:

Centro de Recursos para el Aprendizaje y la Investigación “Raúl Ferrer Pérez”.  
Comandante Manuel Fajardo s/n, Olivos 1. Sancti Spíritus. Cuba. CP. 60100  
Teléfono: 41-334968

**Acknowledgments:**

I thank my parents for their patience, love and unconditional support.

To my tutoress and the teacher Valero, for their pieces of advices and help, during my preparation.

To my good friend César, who has always been there for me.

## **ABSTRACT:**

The present major paper deals with the development of teachers' creativity in English lessons and its influence on students' motivation for learning the language. Its objective is to evaluate the proposal of a set of activities in order to prove that a creative way of teaching can develop teachers' creativity while teaching the English language at Conrado Benítez García Junior Highschool. For the development of the study, some scientific methods and techniques were put into practice, such as historical → logical analysis, analytic - synthetic method, documentary analysis, which contributed to gather information to determine the theoretical and methodological groundwork that supported the proposal and also empirical methods such as documentary analysis, interviews, a questionnaire, an observation to lessons and a pedagogical test, with the aim of obtaining the results of the proposal. The activities that will be proposed in this major paper are characterized by being integrated with each other as a system to respond to the need of developing creativity in teachers, there's a feedback between them and some are more complex than others. They are characterized by being updated and flexible, adaptable to the III Improvement of Educational System. They're planned with the aim of increasing students' motivation for learning the English language, which is considered a challenge in times of changes, for everyone. They're adapted to the students' needs, their age, likes, real-life situations and proficiency level and they are based on orientation, execution and control. After the application of the proposal, good results were achieved regarding the increase of students' motivation and also, thanks to the improvement of the methodological work, teachers' sense for being creative was developed.

**Key words:** creativity; motivation.

## **RESUMEN:**

El presente artículo aborda el desarrollo de la creatividad de los profesores en las clases de inglés y su influencia en la motivación de los estudiantes para aprender el idioma. Su objetivo es evaluar la propuesta de un conjunto de actividades con el fin de demostrar que una forma creativa de enseñar puede desarrollar la creatividad de los docentes en la enseñanza del idioma inglés en la Secundaria Básica Conrado Benítez García. Para el desarrollo del estudio se pusieron en práctica algunos métodos y técnicas científicas, como el análisis lógico - histórico, el método analítico – sintético y el análisis documental, los cuales contribuyeron a recopilar información para determinar la base teórica y metodológica que sustentó la propuesta y también métodos empíricos como el análisis documental, entrevistas, un cuestionario, una observación a clases y una prueba pedagógica, con el objetivo de obtener los resultados de la propuesta. Las actividades que se propondrán en esta tesis se caracterizan por integrarse entre sí como un sistema para responder a la necesidad de desarrollar la creatividad en los docentes, existe una retroalimentación entre ellos y algunas son más complejas que otras. Se caracterizan por ser actualizadas y flexibles, adaptables al III Perfeccionamiento del Sistema Educativo. Se planifican con el objetivo de incrementar la motivación de los estudiantes por el aprendizaje del idioma inglés, lo que se considera un desafío en tiempos de cambios, para todos. Se adaptan a las necesidades del alumno, su edad, gustos, situaciones de la vida real y nivel de competencia y se basan en la orientación, la ejecución y el control. Luego de la aplicación de la propuesta, se lograron buenos resultados en cuanto al aumento de la motivación de los estudiantes y además, gracias al mejoramiento del trabajo metodológico, se desarrolló el sentido de creatividad de los docentes.

**Palabras claves:** creatividad; motivación.

## **INDEX**

	Page
Introduction.....	1
Chapter I: The English language teaching-learning process. Development of creativity in English lessons .....	8
1.1 The English language teaching-learning process and the teacher's role.	
The development of students'motivation in the English lessons.....	8
1.2 What is creativity in general?.....	12
1.2.1 The creative teacher in the English language teaching-learning process.....	14
1.3 The real state of teachers' creativity in English lessons.....	18
1.4 Proposal of a set of activities to develop teachers'creativity while teaching the English language at Conrado Benítez García Junior Highschool.....	20
1.5 Results of the application of the proposal of activities.....	44
Conclusions.....	53
Recommendations.....	5

## **INTRODUCTION:**

Creativity in English teaching at the international level is crucial for the effectiveness and impact of the educational process, as it provides an innovative and adaptive approach to language learning. In an increasingly interconnected world where English has become the global lingua franca, creativity becomes a powerful tool for addressing teaching challenges and ensuring that students not only acquire basic language skills but also develop advanced communicative competencies and critical thinking abilities.

Incorporating creativity into English teaching allows educators to design learning experiences that capture students' interest and active participation. Instead of relying on traditional and sometimes monotonous methods, creative approaches can transform lessons into dynamic and stimulating environments. For example, role-plays, simulations, debates, and collaborative projects not only make learning more engaging but also help students practice the language in real and relevant contexts. These methods encourage greater immersion in the language, allowing students to use English practically and effectively, which is essential for their communicative development.

Moreover, creativity facilitates personalized learning. Each student has different learning styles and paces, and creative approaches allow lessons to be adapted to these individual differences. Through innovative activities and varied resources, teachers can better address their students' specific needs, contributing to a more inclusive and equitable learning experience. For instance, the use of digital technologies and multimedia resources, such as interactive videos and online learning platforms, provides opportunities for students to engage with the language in ways that suit their interests and strengths.

Creativity also plays a crucial role in developing critical thinking and problem-solving skills. When faced with challenging and creative tasks, students have the opportunity to think critically, analyze situations, and find innovative solutions. These skills are increasingly valued in a globalized environment, where the ability to adapt and think independently is essential. Creative teaching promotes critical thinking by encouraging students to question, experiment, and explore the language in diverse and complex contexts.

In the international context, where cultural and linguistic differences can be significant, creativity in English teaching also helps to overcome barriers and adapt content and teaching methods to different contexts. Creative approaches allow educators to incorporate relevant cultural elements and respect local particularities, promoting more inclusive and effective teaching. This not only enriches language learning but also helps students develop a greater intercultural understanding, which is crucial in a globalized world.

In Cuba, where access to technological resources and educational materials can be limited, creativity in English teaching becomes an invaluable tool. Teachers who use innovative methods not only make learning more dynamic

and accessible but also better adapt to the country's particular circumstances. For example, they can integrate elements of Cuban culture into their lessons, making students feel more connected and motivated to learn.

Creative English teaching plays a crucial role in the holistic development of students. Teachers who employ varied methods, such as educational games, theatrical activities, and collaborative projects, not only teach the language but also foster important soft skills such as communication, teamwork, and empathy. This holistic approach prepares students not just for exams but for life, helping them become more well-rounded and self-confident individuals.

Moreover, originality in teaching can be an effective way to address the needs of students with different learning styles. In a diverse classroom, some students may learn better through visual activities, while others prefer auditory or kinesthetic methods. A creative teacher can design lessons that cater to these differences, ensuring all students have the opportunity to understand and enjoy learning English.

Some authors have significantly contributed to understanding and promoting creativity in English teaching at an international level. Alan Maley is one of them, demonstrating that creativity in language teaching not only enhances student motivation but also facilitates deeper and more meaningful learning. His research and publications, such as *↑Creativity in the Language Classroom↓* (2015), have shown that creative activities can help students develop language skills more effectively and foster a positive learning environment.

Another important author is Ken Robinson, who has argued that fostering creativity in education, in general, can transform learning and teaching. Although his focus is broader, his ideas, as presented in *↑The Element↓* (2009) and *↑Creative Schools↓* (2015), underline that a creative approach can lead to greater engagement and academic success, which is also applicable to English teaching.

Jeremy Harmer is another highly recognized author for demonstrating that incorporating creative activities in English teaching can increase student engagement and enjoyment, as well as improve their language competence. In his book *↑The Practice of English Language Teaching↓* (2007), Harmer discusses how creative techniques can be adapted to different contexts and student needs.

Another important author in the field of English teaching is Penny Ur, who has evidenced that creativity is crucial for maintaining student motivation and for developing practical language skills. In *↑A Course in English Language Teaching↓* (2012), Ur highlights that creative activities allow students to practice the language in more natural and meaningful contexts, which enhances their overall competence.

Jack C. Richards, known for his work in methodology and professional development for English teachers, has shown that creative approaches to English teaching can make learning more interactive and personalized. In his work *↑The Role of Creativity in Language Teaching↓* (2005), Richards explores how innovative methods can be adapted to student needs and make learning more relevant and stimulating.

Similarly, Cuban authors have worked on this topic and contributed new methodologies and approaches to be developed. Albertina Mitjans is an example. In her books *↑Creativity in the English Classroom: What Does It Mean to Be a Creative Teacher?↓* (2015) and *↑Innovation and Creativity in English Teaching↓* (2020), she emphasizes the importance of creativity in the role of the English teacher and offers perspectives on how teachers can integrate creativity into their practices.

Fernando González is another Cuban author who has excelled in the topic of creativity, offering new pathways for English teachers to develop their creative thinking when planning their lessons. Examples of this are his publications *↑Educational Innovation and Creativity in the English Classroom" (2007)* and *↑Creative Strategies for English Teaching" (2010)*.

Héctor García is a Cuban academic known for his work in language teaching and his research in English pedagogy. His work has influenced the implementation of new teaching strategies in the Cuban context, seeking to adapt to student needs and the challenges of the educational environment. In his publication *↑The Teaching-Learning Process of Foreign Languages in Cuban Education" (2003)*, García explores different approaches and methods for teaching foreign languages in the Cuban educational context.

Ana María González is another important Cuban academic whose work has been useful in adapting teaching practices to student needs, promoting creative approaches in the educational process. In works like *"Didactics of English as a Foreign Language: Approaches and Strategies" (2008)*, she explores various didactic strategies for teaching English, including creative techniques that can facilitate learning.

Margarita González has also published several texts and articles addressing English teaching from a practical and theoretical perspective, contributing to the development of better classroom practices. Her work *"Teaching English as a Foreign Language: New Perspectives" (2001)*, has provided new insights into English pedagogy, focusing on how to improve learning effectiveness through creative and adaptive methods.

Nowdays, there's a lack of creativity in English lessons in Junior Highschools what causes not enough motivation on the part of students for learning the

language. That's why a profile was made to teachers at Conrado Benítez García Junior Highschool, in which some potentialities and limitations were determined.

Among the main **potentialities**, it has been identified that teachers have the necessary resources for teaching the foreign language and also they have enough experience when teaching the language.

As **limitations**, teachers don't incorporate teaching resources into their lessons, they continue applying traditional ways of doing it, they don't break with what is standardized and also the limited time for carrying out those activities addressed to develop students'motivation in lessons.

So, taking into consideration this situation, the following **scientific problem** has been stated:

- How can a creative behavior contribute to the development of English teacher's creativity, while teaching the language at Conrado Benítez García Junior Highschool?

To give a solution to the scientific problem stated, the **objective** of this research is: to evaluate a set of activities in order to prove that a creative behavior can boost teachers' creativity while teaching the English language at Conrado Benítez García Junior Highschool.

The **object of study** of this major paper is: the teaching - learning process.

The **field of action** is: English teachers'creativity in Junior Highschools.

To the achievement of the major paper's objective and to solve the scientific problem, the following questions and tasks will guide the current scientific study.

### **Scientific questions:**

- 1- What are the theoretical and methodological bases that support the teaching-learning process and teachers'creativity while teaching English as a foreign language?

- 2- What is the real state of English teachers' creativity at Conrado Benítez García Junior Highschool?
- 3- How can the proposal of creative activities be evaluated for the development of teachers'creativity while teaching the English language in seventh grade at Conrado Benítez Junior Highschool?
- 4- How can we evaluate the effectiveness of the proposal of the activities?

For giving a solution to these scientific questions, scientific tasks will be useful.

#### **Scientific tasks:**

- 1- Determination of the theoretical and methodological bases that support the teaching-learning process and teachers'creativity in the teaching of English as a foreign language.
- 2- Profile for the determination of the real state of English teachers'creativity at Conrado Benítez García Junior Highschool.
- 3- Evaluation of the proposal of creative activities for the development of teachers'creativity while teaching the English language in seventh grade at Conrado Benítez Junior Highschool.
- 4- Effectiveness of the proposal of the activities.

#### **Scientific methods from the theoretical level:**

- **Historical-logical analysis:** it was used to study the evolution of the English teaching-learning process and teachers'creativity.
- **Analytic and synthetic method:** through this method, the presence or lack of creativity on the part of the English teachers was analyzed.

- **From abstract to concrete analysis:** it was carried out with the objective of studying the existing problems when teaching English, regarding teachers' creativity.

### **Methods from the empirical level:**

- 1- **Observation:** it was applied to evaluate the lessons'quality and students'level of motivation and participation in English lessons.
- 2- **Documentary analysis:** it was used to evaluate seventh grade syllabus, lesson plan and activities the teacher develops in English lessons, which made possible the characterization of the methodological work at the time to teach the language and what it is necessary to change.
- 3- **Interview:** to know about the level of students' motivation and to evaluate teacher's creativity while planning lessons.
- 4- **Questionnaire:** to know students' opinion about the English lessons' quality, regarding teacher's creativity.
- 5- **Pedagogical test:** it was carried out as a method to gather information that allowed evaluating the development of teachers'creativity.

### **Method from the statistical-mathematical level:**

- 1- **Percentage analysis:** to analyze the results.

**Population:** 6 English teachers, from Cabaiguán municipality.

**Sample:** 6 teachers working at Junior Highschools.

Group 1, from seventh grade, was selected (41 students, which represents the 35%) so as to evaluate students'participation and motivation as a result of the development of teachers'creativity in English lessons.

**Scientific novelty:** The novelty of this study lies on the proposal of a set of creative activities done by the teacher who acts as a knowledge facilitator that

stimulates active participation of the students. These activities are characterized by being integrated, flexible, updated, according to students'age and proficiency level.

## **DEVELOPMENT:**

### **CHAPTER I: THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS. DEVELOPMENT OF CREATIVITY IN ENGLISH LESSONS.**

This chapter addresses several points, all linked to the necessity and importance of teacher's creativity for planning and developing more dynamic and innovative lessons that allow students to enjoy their learning process, facilitating their language acquisition. Emphasis is placed on the teacher's role as a creative facilitator in the English language teaching-learning process, as well as the need for originality and innovation to enhance students' learning and participation in the classroom. It also explores how to integrate creativity into English lessons to make them more impactful, through creative strategies for teachers to consider. Finally, it reflects on a study about the current state of creativity, whether present or not, in English lessons.

#### **1.1 The English language teaching-learning process and the teacher's role.**

The teaching and learning process in English lessons is fundamental for the comprehensive development of students' linguistic competences. From a methodological perspective, the importance of this process lies in its ability to create a structured framework that guides students in acquiring and applying the language. The implementation of effective didactic methods, such as the communicative approach or task-based learning, allows for deep immersion in the practical use of English, facilitating the internalization of grammatical structures and vocabulary. Moreover, the application of differentiated and adaptive strategies addresses individual student's needs, optimizing the learning process by catering to various forms of knowledge acquisition. Continuous planning and assessment within this process ensure that pedagogical objectives are effectively met, contributing not only to linguistic competence but also to the development of critical thinking and problem-solving skills. Consequently, a well-designed teaching and learning process is essential to ensure that students not only understand the language but can also use it confidently and accurately in real-life contexts.

Firstly, by focusing teaching on the practical and contextual use of the language, these methods help students develop not only linguistic competencies but also interpersonal and cognitive skills. Students learn to express their ideas, collaborate with others, and face communicative challenges, preparing them for more complex situations outside the educational environment.

Furthermore, these approaches promote student autonomy. Instead of relying entirely on the teacher for correction and guidance, students are encouraged to explore, experiment, and self-assess their language use. This not only

enhances their linguistic competence but also boosts their confidence and motivation to keep learning.

Lastly, the communicative approach and task-based learning adapt well to diverse classroom environments, allowing teachers to adjust activities according to students' proficiency levels and interests. This adaptability is crucial in a classroom where students may have different learning styles and cultural backgrounds, enriching the teaching and learning process.

Differentiation is another important aspect of the teaching and learning process, referring to how content is taught, meaning the activities and methods used during lessons to help students process information. This differentiation adapts to each student's learning preferences, using various techniques to address different styles, such as visual, auditory, kinesthetic, and logical.

Continuous planning, assessment, and feedback are essential components of the teaching - learning process in English lessons. These elements not only guide pedagogical practice but also ensure that learning is relevant, effective, and aligned with educational objectives. Through meticulous planning and constant assessment, teachers can adjust their strategies to respond to students' changing needs, while constructive feedback becomes a key tool in enhancing students' linguistic and personal development.

Continuous planning involves designing and adjusting teaching activities to ensure they are consistent with course objectives and students' needs. This includes short, medium, and long-term planning, where the teacher sets clear goals, selects appropriate materials, and designs activities that promote active learning.

An effective lesson plan should be flexible and reflect not only the content to be taught but also how it will be presented, practiced, and assessed. Teachers should consider the classroom context, students' interests, and available resources.

Assessment is a fundamental component of the teaching - learning process as it provides valuable information about students' progress and the effectiveness of instruction. There are two main types of assessment: formative and summative.

Formative assessment is conducted throughout the learning process and is designed to monitor students' progress and provide immediate feedback. It also helps teachers adjust their teaching strategies and allows students to understand their strengths and weaknesses, fostering a more personalized learning experience focused on their needs.

Summative assessment, on the other hand, is used to measure learning at the end of a period of instruction, such as a unit or semester. This type of

assessment includes exams, final projects, and oral presentations that evaluate the overall mastery of the content taught. While summative assessment is crucial for accrediting learning, it should be complemented by formative practices to provide a complete picture of students' progress.

The communicative approach and task-based learning offer numerous benefits but also present challenges that need to be considered. One of the main challenges is the need for adequate teacher training. To effectively implement these methodologies, teachers must be able to design meaningful tasks, manage classroom dynamics, and provide useful feedback that helps students improve their language use.

Another challenge is classroom time management. Communicative and task-based activities often require more time than traditional grammar exercises, which can make it difficult to cover all the curriculum content. Therefore, it is crucial for teachers to carefully plan activities, balancing communicative practice with essential content instruction.

Additionally, the heterogeneity of the group must be considered. Not all students have the same level of proficiency or willingness to actively participate in communicative activities. Teachers must be prepared to adapt tasks and provide additional support to those who need it, ensuring that all students benefit from these methodologies.

The role of the English teacher in the teaching and learning process is multifaceted and crucial to its success. Firstly, the teacher acts as a knowledge facilitator, creating a learning environment that stimulates active student's participation and promotes the practical use of the language. Additionally, the teacher is responsible for designing and implementing pedagogical strategies that respond to the individual and collective needs of the group, adapting teaching methods to different learning styles and competency levels.

The teacher also serves as a guide and mentor, providing constructive feedback that help students identify and correct errors, and improve their understanding and use of the language. Through motivation and emotional support, the teacher can boost students' confidence, encouraging their autonomy and ability to face linguistic challenges.

Furthermore, the teacher must stay updated with trends and advancements in language teaching, incorporating new technologies and innovative methodologies that enrich the educational experience. In summary, the role of the English teacher is integral, encompassing every thing from pedagogical planning to continuous assessment, with the goal of creating an effective and stimulating learning environment that facilitates students' linguistic and communicative development.

## **The development of students'motivation in the English lessons.**

Motivation can be understood as the internal force that drives students to learn, engage, and persevere in the process of acquiring a new language. Without motivation, even the most effective methodologies and advanced resources may be insufficient to achieve educational goals.

A motivated student tends to be more proactive and autonomous in their learning. They do not merely follow the teacher's instructions but actively seek opportunities to improve their skills, whether by practicing with apps, watching series in English, or interacting on online learning platforms. This type of self-directed learning is key to acquire a second language, as continuous contact with English, both inside and outside the classroom, accelerates the process of language internalization.

Motivation not only affects participation and interest but also has a direct impact on academic performance. Motivated students tend to achieve better results in their assessments, as they dedicate more time and effort to studying the language. Moreover, motivation is closely linked to the concept of self-efficacy, which refers to the student's belief in their ability to learn and use English successfully.

Students with high self-efficacy believe in their capacity to master English, which in turn fuels their motivation. This positive cycle is reinforced when students see their efforts producing results, such as improving their grades, communicating more fluently, or better understanding the content.

Motivation also plays a crucial role in reducing language anxiety, a factor that can inhibit participation and learning. Motivated students feel more confident and less afraid of making mistakes, which facilitates language practice and continuous improvement.

To develop and maintain motivation in students, teachers should employ a variety of strategies to make learning English relevant, interesting, and accessible.

Learning objectives should be meaningful and realistic for students. By setting clear goals, such as being able to hold a basic conversation in English or write a professional email, students can visualize their progress and feel that their efforts have a concrete purpose.

Integrating topics and activities that align with students' personal interests can significantly increase their motivation. For example, a teacher might use songs, video games, sports, or current trends as starting points for teaching English, making learning more engaging and relevant.

Giving students some degree of control over their learning, such as choosing project topics or deciding how to present their work, increases their engagement and sense of responsibility. Active participation and autonomy are key to developing sustainable and authentic motivation.

Another very important aspect is educational technologies, such as learning apps, interactive platforms, and multimedia resources, which can transform the learning experience. Tools like Duolingo, Kahoot, or video conferencing platforms to practice with native speakers make learning English more dynamic and accessible. These teaching resources allow the creation of favorable material conditions to meet the scientific demands of the contemporary world during the teaching-educational process. They allow making the contents of each subject of study more objective and therefore, achieving greater efficiency in the process of assimilation of knowledge by students, creating the conditions for the development of capacities, habits, skills and the formation of convictions, enable greater use of the sensory organs. Also, the conditions are created for greater permanence in memory of the acquired knowledge; amount of information can be transmitted in less time; they motivate learning and activate intellectual functions for the acquisition of knowledge; they make it easier for the student to be an agent of his own knowledge and they contribute to set the knowledge acquired.

## **1.2 What is creativity in general?**

From the point of view of Robert E. Franken (2006), ↑creativity is defined as the tendency to generate or recognize ideas, alternatives or possibilities that may be useful in solving problems, communicating with others and entertaining ourselves and others↓.

There are three reasons why people are motivated to be creative: the need for novel, varied and complex stimulation, the need to communicate ideas and values and the need to solve problems.

According to Barbara Kerr, ↑creativity is the ability to make or otherwise bring into existence something new, whether a new solution to a problem, a new method or device, or a new artistic object or form↓.

It may be that intelligence sets the limits on the amount of information a person can learn and retain, while creative thinking provides the flexibility necessary for the original production of ideas. A distinction is sometimes made between convergent thinking (the analytic reasoning measured by intelligence tests) and divergent thinking (exemplified by a richness of ideas and originality of thought).

The Dictionary of the Royal Academy of the Spanish Language (1992) defines creativity as ↑the faculty of creating, the capacity for creation↓.

There is a list of brief definitions on how scholars define creativity:

Amabile (1996) affirms that ↑creativity is much more complex than previously thought↓.

Amabile & Conti (1997) specify that ↑creativity is defined as the production of novel and appropriate ideas↓.

Runco & Cayirdag (2012) state that ↑creativity may be defined as the capacity to transform experience into original and meaningful interpretations↓.

According to Argabright, McGuire & King (2012), ↑creativity is the foundation on which innovation relies↓.

Romey (1970) defines creativity as “the ability to combine ideas, things, techniques or approaches in a new way↓.

Hennessey & Amabile (2010) highlight that ↑creativity is essential to human progress↓.

According to Psychology, creativity encompasses the ability to discover new and original ideas, connections and solutions to problems. It's a part of our drive as humans →fostering resilience, sparking job and providing opportunities for self-actualization.

Arthur Cropley (2019) defines creativity as an aspect of thinking, as a personality constellation and as an interaction in a specific environment between thinking, personal properties, motivation and feelings.

López and Recio (1998) define creativity as ↑a style that the mind has to process information, manifesting itself through the production and generation of situations, ideas or objects with a certain degree of originality. This style of mind aims in some way to impact or transform the present reality of the individual↓.

Getzels and Jackson (1962) interpret that ↑creativity is the ability to produce new forms and restructure stereotypical situations↓.

Goleman, Kaufman and Ray (2000) define it as a ↑←contact with the creative spirit, that elusive muse of good →and sometimes great ideas↓.

From González and Mitjáns'point of view (1989), creativity is defined as ↑the process of discovery or production of something new that meets certain social

demands and in which there exists ↑the link between the cognitive and affective aspects of personality↓.

According to Pesut (1990), ↑creative thinking can be defined as a metacognitive process of self-regulation, in the sense of the human ability to voluntarily modify their own psychological activity and their behavior or process of self-monitoring.

Gardner (1999) states that: ↑creativity is not some kind of fluid that can flow in any direction. The life of the mind is divided into different regions, which I call 'intelligences', such as mathematics, language or music. And a given person can be very original and inventive, even iconoclastically imaginative, in one of those areas without being particularly creative in any of the others↓.

For Guilford, cited in González (1994), ↑creativity is education in the most complete sense and it is the key to the solution of humanity's most pressing problems↓.

From the authoress of this paper view point, creativity is the vocation of doing, putting all the effort into improving and leaving our seal reflected. It is printing in each work that we propose, all the beauty, love and trust in the final result. It is the will to bring changes for the sake of improvement to achieve well-being.

### **1.2.1 The creative teacher in the English language teaching-learning process.**

In the context of education, creativity is necessary for teaching and learning. Teachers need to be creative in teaching to get and retain students' attention and for them to remain motivated in the classroom.

Creative teaching requires teachers to make learning more interesting and effective by using imaginative approaches in the classroom and also make learning more invigorating, meaningful and realistic.

Teacher's creativity in the teaching and learning process of the English language is essential for maintaining a dynamic and effective educational environment. Integrating innovative approaches and creative activities into lesson planning not only enriches the learning experience but also more

effectively addresses the diverse needs and styles of students. This creativity allows for the design of interactive activities and real communication contexts that make language learning more relevant and engaging. Students, when experiencing creative methodologies, tend to engage more actively, showing greater motivation and participation in the learning process. The variety in pedagogical strategies also facilitates adaptation to different paces and competency levels, resulting in a more personalized and effective learning experience. Therefore, teacher's creativity not only optimizes the educational process but also contributes to greater receptivity and enthusiasm from students, promoting a deeper and more lasting learning of English.

Ortiz Ocaña (2005), points out a decalogue of the teacher to take into account and which is showed below:

- ORIGINALITY in teacher's professional projection and imaginative development of the teaching work, making the interesting lessons with unusual elements and curiosity.
- DIVERGENCE in the pedagogical act, posing contradictions and conflicts to the students, carrying out systematic self-reflections about the products of the pedagogical activity and the students, using novel aspects to motivate them.
- FLEXIBILITY in the pedagogical work and freedom of action in the didactic design, accepting opinions, criticism or comments from the students.
- BOLDNESS in the pedagogical process, using a varied and updated bibliography and assuming risky positions, with initiative, independence and autonomy.
- PERSISTENCE and tenacity in efforts, search for new ways when facing an obstacle, dissatisfaction with the achieved goals, satisfaction with successes; insistence on pedagogical ideas that he/she defends even if circumstances do not favor him/her.
- OBJECTIVITY: Be clear and precise in the development of the lessons, have a deep knowledge of the sphere of his/her educational work and the program he/she develops, have scientific and academic security.
- SOLIDITY of educational criteria, substantiating and arguing everything that is explained in the lesson, with self-confidence.

- SELF-DEVELOPMENT on the scientific and pedagogical level, participation in several pedagogical events and scientists with the students, caring about the development of each one of them, showing human and environmental sensitivity.

The creativity process must begin with the teacher himself/herself because without him/her no experience will give the expected results. A creative educator is flexible, devises a way to communicate effectively while capturing attention, generating the desire to learn and solve doubts with creative answers in order to provoke reflection and inquiry. That is to say, the teacher has the ability to motivate students so that they are the ones who work from a creative perspective.

International authors have worked on this topic, contributing to the development of new methodologies.

Alan Maley (2015) states that "creativity in the classroom is not just about using different materials, but about fostering an environment where students feel free to express themselves and explore new ways of thinking."

Ken Robinson (2001) has argued that: "the current education system was designed and conceived for a different age. We need to create a new model that values creativity as much as literacy."

From the point of view of Jeremy Harmer (2015), ↑creative teaching is not about being a born entertainer but about making lessons more dynamic and varied."

Penny Ur (1984) states that "creativity is crucial in designing listening activities that captivate students' interest and cater to their diverse needs. Creative teachers use a variety of strategies to make listening practice both effective and engaging."

According to Jack C. Richards (2005), "creativity in language teaching involves the ability to think outside the box, adapt materials in innovative ways, and create a dynamic learning environment."

Recognized Cuban authors have also dedicated their work to researching and contributing to this topic.

Albertina Mitjáns (2018) has considered that "teacher's creativity is fundamental to develop a learning environment that fosters active participation and critical thinking among students."

According to Fernando González (2007), "encouraging creativity in the English classroom not only enhances students' motivation but also facilitates a deeper and more meaningful understanding of the language."

Alan Maley (2011) states that †creativity is facilitated by a wide variety of inputs, processes and outputs. This implies that teachers need to be open to such variety and willing to 'let go' and to 'have a go' by trying things they have never done before.

Tomlinson and Masuhara (2013), have evidenced that: †most language teachers still rely on coursebooks to provide the activities they will use in the classroom and most coursebooks do not typically provide activities which foster creativity†. It is therefore important that teachers make use of their coursebook as a resource rather than follow it as a script and they develop the confidence, awareness and creativity to adapt coursebook activities in ways which can foster creativity.

The creativity of the teacher is an invaluable resource in the classroom, as it allows for the design and adaptation of teaching strategies that not only capture students' attention but also facilitate a deeper understanding of the language. A creative teacher employs innovative techniques, adapts resources, and proposes activities that make learning a unique and meaningful experience. This approach goes beyond mere knowledge transmission, focusing on the comprehensive development of communicative competencies and the students' ability to apply the language in real contexts.

A creative teacher approaches lesson planning as an opportunity to design unique learning experiences. Instead of following a traditional approach, they integrate innovative elements that spark students' interest and curiosity.

Creativity is also reflected in how the teacher uses multimodal resources, such as videos, songs, podcasts, interactive apps, and social media, to engage students and diversify the ways they access information. For example, using TikTok or YouTube to analyze language in popular content can make it easier for students to relate to their learning.

Projects are a powerful tool for teaching English, and a creative teacher can design projects that integrate students' interests, such as creating a blog, filming a short movie in English, or developing an advertising campaign. These projects foster collaboration, critical thinking, and the practical application of the language.

A crucial aspect of the creative teacher's role is their ability to inspire students by their own example. A teacher who demonstrates enthusiasm for learning, constantly explores new ideas, and is open to innovation motivates their students to adopt a similar attitude toward English and their own learning process. Showing passion for the content and enthusiasm for each new lesson creates a positive and stimulating environment that encourages students to participate actively. Moreover, the teacher fosters a collaborative approach, learning alongside their students and recognizing that teaching is a two-way process. This attitude promotes an atmosphere of respect and collaboration, where students feel valued and motivated to contribute. A creative teacher is always on the lookout for new methodologies and trends in English teaching, such as using artificial intelligence in language learning or integrating mindfulness techniques to improve concentration and language retention.

The authoress of this major paper totally agrees with what was stated above. The creative teacher tries to encourage new and original ideas instead of repressing them, he/she must feel attracted to transform his/her lesson, make it a more captivating and engaging space for students. Creativity goes far beyond the limits, it surpasses everything traditionally put into practice, it has its own, unique style and I believe that it is an essential factor for development, in general, not only in the educational setting.

### **1.3 The real state of teachers' creativity in English lessons.**

According to Mitjáns (1995), the elements indicated as essential in the communication-activity system, which favor the development of creativity in the schools, can be organically structured in a didactic system that constitutes a global strategy for the education of creativity. Such a system implies reanalyzing the objectives of the process and how they will be selected and worked by students, the teaching contents, productive teaching methods, the organization of the teaching process, the nature of teaching and extra-teaching tasks and the guidelines for their implementation, the nature of the bibliography and teaching material and the guidelines for their reading, the learning evaluation and self-assessment system, the establishment of a creative climate that characterizes the entire teaching-learning process and the educational institution as a whole and the collaboration in the development of the teacher's creative potential so that they are capable of implementing this strategy and tend to become examples of creativity for the student.

Nowdays, teachers continue adopting traditional ways of teaching, they hold on it and, in very few cases, they break with that tradition and work on being more creative. The lack of motivation and little interest in participating in English lessons on the part of the students are reflected, which constitutes a reason to make changes in the methodology, work to awaken that interest for learning the language and start making the difference.

To achieve it, the methodological work developed includes the training and courses sponsored by the British Consulate, for teachers of different educational levels, in terms of updating on new trends in language teaching and the alignment of evaluation, regarding the Common European Framework of Reference.

Schools need teachers capable of generating new ideas in order to respond effectively to turbulent external and sometimes internal forces. Teacher should look at things in a different way and not do the same. Members of a teaching staff must create new ways of developing tasks, processes, their lesson planning, as well as projects and syllabus. But it is not enough to illuminate new ideas, it's essential to put these ideas into practice.

#### **1.4 Proposal of a set of activities to develop teachers'creativity while teaching the English language at Conrado Benítez García Junior Highschool.**

From the methodological point of view, a proposal of a set of activities was made. These activities are integrated with each other as a system to respond to the need of developing creativity in teachers, there's a feedback between them and some are more complex than others. They are characterized by being updated and flexible, adaptable to the III Improvement of Educational System. They're planned with the aim of increasing students' motivation for learning the English language, which is considered a challenge in times of changes, for everyone. The incorporation of those activities plays a crucial role in students'motivation as it transforms the learning process into a more engaging and meaningful experience. Elements of role-playing games, problem solving and interaction in pairs are introduced and, at the same time, these activities encourage critical thinking to guess information, while students remain motivated. They're adapted to the students' needs, their age, likes, real-life

situations and proficiency level. These activities not only make the content more accessible and appealing but also allow students to interact with the language in practical and real-life contexts. Finally, they are based on orientation, execution and control. The orientation stage is characterized by determining what and how to teach (for the teacher) and what and why to learn (for the student). To the extent that the orientation corresponds to the needs of the students, the greater their motivation will be to answer the activities. The orientation can be presented in the form of questions, communicative situations, hypotheses and others. In the execution stage, the teacher guides students, according to the steps they've to follow, using the resources that will support the activity and students have a certain amount of time to answer it. Finally, the control stage allows teachers to evaluate students' answers (in oral or written ways) and also it's a time for correcting mistakes in order to improve their vocabulary, grammar and pronunciation. During each activity, the teacher acts as a facilitator, stimulating students' participation.

## **Activity 1.**

**English subject.**

**Grade:** seventh.

**Unit 1.** Hello! What's your name?

**Lesson 10.**

**Title:** "The mystery of hidden identities".

**Kind of activity:** free practice.

**Learning goal:** to write about people's personal information to strengthen respect for others.

**Time:** 15 minutes.

**Procedure:**

1. Lesson begins with the lights slightly dimmed and mystery music in the background. The teacher explains to the students that they will be ↑detectives↓ who must discover the identity of mysterious characters.

2. The teacher will divide the classroom into small groups and give each group a sealed envelope. Inside the envelope there will be several clues about the character's ~~hidden identity~~.
3. Each group will open their envelope and read the clues. They must discuss and use the information to guess the identity of the character. Clues are related to personal information.
4. The teacher will bring some pictures to the classroom so students should match them with the information that describes each personality.
5. Once students have guessed the identity of the character, they will write a complete profile of the character, using the third person singular and present tense clues. They can add additional details to enrich the information.
6. The groups will present their profile to the rest of the class, exposing the clues.
7. After each presentation, the teacher will reveal if the guessing was right. The teacher can surprise students by revealing that some characters are historical figures, current celebrities or even characters from literature, music or film.
8. To close the activity, the teacher will ask students to reflect on how to use personal information in real life and discuss why it is important to be accurate and respectful of others' information.

**Resources:** sealed envelopes with clues and bits of information about different characters, objects related to each character (pictures, props), a projector or whiteboard to present additional visual clues.

**Evaluation:** Mistakes / Points scale:

- Students, who answer, taking into account a correct use of grammar, will receive the highest mark.
- From 3 to 5 mistakes: they get 15 points.
- From 6 to 10 mistakes: the student obtains 12 points (minimum mark).
- 10 mistakes or more: the student fails the evaluation.

1- Identify the character that corresponds to the information provided on each envelope.

A. - Canada.

- March 30, 1968 / Quebec.

- 56 years old.

- Very famous singer.

- French language spoken.

- Single.

B. - Brazilian lyricist and novelist.

- 76 years old.

- Place where he lives: Ginera, Suiza.

- Married.

- His most recognized work is ↑The Alchemist↓.

- Spoken languages: Spanish, French, English and Portuguese.

C. – Los Angeles, California, United States.

- 49 years old.

- He is married.

- He is an American actor and film producer.

- Mostly recognized for his work in Titanic movie.

D. – He is 65 years old.

- Married.

- Italy.

- An Italian tenor.

- His last name is Bocelli.

- He has two children.
- The most successful classical artist of all time.

a) Write each character's personal information. If you know more about these important personalities, you can add information.

## **(ANNEX 6)**

### **Activity 2.**

**English subject.**

**Grade:** seventh.

**Unit 5.** What's your friend like?

**Lesson 3.**

**Title:** ↑The imaginary friend's talent show↓.

**Kind of activity:** free practice.

**Learning goal:** to speak about people's physical and moral characteristics so as to reinforce friendship.

**Time:** 30 minutes.

**Procedure:**

1. The teacher presents the activity as if the students were a talent show presenter. He/she explains that each student (or group) will create an imaginary friend with unique abilities or talents. This friend must be described physically and morally and then presented in a class talent show.
2. Students should begin by imagining their friend. How does she/he look like? How is her/his personality? What is her/his special talent? The teacher gives them time to draw and write a complete profile, describing physical characteristics (height, hair, skin and eyes color, etc) and moral characteristics (kindness, bravery, honesty, responsibility, etc), in third person and present simple. Example: ↑Her friend has long, blonde hair and blue eyes. She is very kind and loves to sing↓.

3. Each student or group must think of a ↑talent act↓ that their imaginary friend will present. The act can be imaginary (such as singing, dancing, doing magic tricks or even an impossible talent (flying, reading minds). They can create a small performance where they themselves represent their friend or narrate what their friend does.
4. The teacher should allow students to rehearse the presentation. They can use simple costumes or props to impersonate their imaginary friend or simply narrate the description and talent while other classmates act or illustrate the scene.
5. The teacher organizes the talent show in the classroom, assigning one area as ↑stage↓. Each group will present their imaginary friend, describing her/his physical and moral characteristics before showing her/his talent. Background music can be added to make the event more exciting.
6. After all the presentations, the class can vote for fun categories like ↑Most Talented Friend↓, ↑Best Description↓ or ↑Most Original Talent↓. There doesn't have to be a winner; the important thing is to celebrate creativity.
7. Finally, the teacher closes the activity by asking students to reflect on what they have learned about describing people and how a friend's talents and personality can influence our relationships.

**Resources:** blank cards or poster board, markers, colored pencils and other art materials, simple costumes or accessories, a stage (can be an assigned area in the classroom), background music for the show.

**Evaluation:**

Mistakes / Points scale:

- Students, who manage to make the performance correctly and have no pronunciation mistakes and have fluency and intonation while speaking, will get the highest mark.
- From 3 to 5 mistakes: they get 15 points.

- From 6 to 10 mistakes: the student obtains 12 points (minimum mark).
- 10 mistakes or more: the student fails the evaluation.

1- Imagine you have to present a talented friend in a ↑Friend's Talent Show↓. Create your friend by writing his/her physical and moral characteristics and also what this friend likes to do. Prepare your presentation to be shown in front of the rest of the class. You can use drawings or prepare a performance by imitating your friend.

### **Activity 3.**

**English subject.**

**Grade:** seventh.

**Unit 3.** What's your house like?

**Lesson 12.**

**Title:** ↑Come to see my house!↓

**Kind of activity:** free practice.

**Learning goal:** to write about the parts of the house and how it looks in order to foster responsibility and love.

**Time:** 20 minutes.

**Procedure:**

1. The teacher will bring the model of a house with each of its parts to the classroom and also cards with the names of each room.
2. After, the teacher will ask students to identify each part of the house and then, they should match them with the right name in the cards that corresponds to each room.
3. Student should analyze each object contained in the house that is shown and they must identify each one.
4. Then, the teacher asks students to make a comparison based on those objects with those in their house.
5. Students should write a paragraph with the description of their house.

**Resources:** the model of a house, cards.

**Evaluation:**

Mistakes / Points scale:

- The student, who identifies each part of the house and describes it without having grammatical mistakes, will obtain the highest mark.
- From 3 to 5 mistakes: they get 15 points.
- From 6 to 10 mistakes: the student obtains 12 points (minimum mark).
- 10 mistakes or more: the student fails the evaluation.

1- After analyzing each part of the house and the objects inside them, write a description of your house. (How it looks? How many rooms are in the house? How many objects are in each room? Which is your favorite room to stay in?)

#### **Activity 4.**

**English subject.**

**Grade:** seventh.

**Unit 2.** What's your town like?

**Lesson 4.**

**Title:** "The envelope game: discover my city↓.

**Kind of activity:** free practice.

**Learning goal:** to speak about places to reinforce the love for the country.

**Time:** 20 minutes.

**Procedure:**

1. Before the lesson, the teacher prepares several envelopes, each with a series of 10 different questions. These questions must be related to where each student lives and must be able to be answered with ↑yes↓ or ↑no↓.

2. Then, the teacher explains the activity to the students and forms pairs. Each pair will receive an envelope with 10 questions. One student in each pair will be the **tinquirer** and the other will answer the questions. After a round, they will switch roles.
3. The **tinquirer** student takes the questions out of the envelope and begins to ask them one by one to his/her partner. The other student can only answer with **yes** or **no**. After each answer, the **tinquirer** writes down the answer on a sheet, trying to imagine what the place where his/her partner lives is like based on the answers.
4. Once all the questions in the envelope have been answered, the students in the pair discuss what they have discovered. The **tinquirer** describes how he/she imagines the place where his/her partner lives based on the answers received.
5. Then, the roles are reversed and they repeat the activity with the same envelope or a different envelope.
6. At the end, each pair can share with the class some of the things they discovered about the place where their partner lives. This encourages the use of third-person structures.

**Resources:** envelopes (as many as there are pairs of students in the class), cards with 10 printed questions, an answer sheet for each student to write their guesses.

### **Evaluation:**

Mistakes / Points scale:

- The student who correctly describes the city where his/her partner lives without having pronunciation mistakes, fluency and intonation while speaking, will get the highest mark.
- From 3 to 5 mistakes: they get 15 points.
- From 6 to 10 mistakes: the student obtains 12 points (minimum mark).
- 10 mistakes or more: the student fails the evaluation.

**INQUIRER STUDENT:** Prepare yourself to ask the envelope's questions about the city where your partner lives in and take notes in order to guess the place is being described. Then, describe the way you imagine the city.

**STUDENT WHO ANSWERS:** Prepare yourself to answer yes/no questions about your city.

### **Activity 5.**

**English subject.**

**Grade:** seventh.

**Unit 7.** What's the weather like?

**Lesson 10.**

**Title:** ↑Travelling with me!↓

**Kind of activity:** free practice.

**Learning goal:** to write about the weather in the seasons of the year to foster responsibility when dressing and love for family.

**Time:** 20 minutes.

**Procedure:**

- 1- First of all, the teacher will bring 4 objects to the classroom, each one corresponding to a certain season of the year (an umbrella, dry leaves, bouquet of flowers and a coat). **(ANNEX 7)**
- 2- Then, the teacher will ask them to choose a particular object and they should identify the season of the year to which it matches.
- 3- Afterwards, the teacher will ask students to think of a place where this season predominates.
- 4- Later, students must imagine they work in a travel advertisement agency.
- 5- They must prepare a written statement, including a description of the weather in the place chosen by them, as well as the clothing worn in each season and the activities carried out by the families.
- 6- Finally, the students talk about what they wrote as if they were making a presentation for the agency they imagined before.

**Resources:** an umbrella, a coat, dry leaves, flowers.

**Evaluation:**

Mistakes / Points scale:

- The student, who manages to correctly identify each season and describe it without having grammatical mistakes, will get the highest mark.
- From 3 to 5 mistakes: they get 15 points.
- From 6 to 10 mistakes: the student obtains 12 points (minimum mark).
- 10 mistakes or more: the student fails the evaluation.
- Students should be able to evaluate themselves and their partners.

1- Imagine you work in a travel advertisement agency and you must expose about how the weather is in a specific country. You should include the clothes people wear and the activities families do during that season. Prepare your presentation in a written way and later, to be spoken.

**Activity 6.**

**English subject.**

**Grade:** seventh.

**Unit 8.** ↑What do you do?↓

**Lesson 5.**

**Title:** Guess my routine.

**Kind of activity:** free practice.

**Learning goal:** to write about daily activities to reinforce responsibility.

**Time:** 15 minutes.

**Procedure:**

1. First of all, the teacher starts by explaining to the students that they are going to participate in a mime activity where they will imitate

different activities from their daily routine, such as ↑brush my teeth↓ or ↑have breakfast↓.

2. After that, groups of 4 or 5 students will be formed, so that there is enough time for everyone to participate in both phases of the activity (act and guess/ write).
3. Each group will select a student who will be the first to perform the mime. This student should think about a daily activity they do and prepare to imitate it without saying a word.
4. The chosen student performs the mime for his/her group, while the rest of the group guesses the activity.
5. Once the group has identified the activity (including the one who performed the mime) must write the complete sentence in their notebooks and later, one of them should write it in the blackboard to be checked by the rest of the classroom and the teacher.
6. After each round of miming, the roles are reversed within the group, so that each student has the opportunity to act and guess.
7. Once all students have had a chance to act and guess, the teacher will bring the class together to review some of the written sentences. The teacher will ask them to share the sentences they wrote and ask if anyone had difficulty when guessing any activity. The purpose of this review, besides learning about daily routine, is to correct any grammatical or vocabulary errors.

**Resources:** blackboard.

**Evaluation:**

Mistakes / Points scale:

- The student, who identifies the daily activity described through the mime and write them without having grammatical mistakes, will get the highest mark.
- From 3 to 5 mistakes: they get 15 points.
- From 6 to 10 mistakes: the student obtains 12 points (minimum mark).
- 10 mistakes or more: the student fails the evaluation.

- Students should be able to evaluate themselves and their partners.

1- Prepare a mime describing your daily routine to be guessed by the rest of your classmates. You should take notes when the rest present their mimes.

## **Activity 7.**

### **English subject.**

**Grade:** seventh.

**Unit 4.** ↑What's mom doing?↓

**Lesson 3.**

**Title:** Let's watch a video!

**Kind of activity:** free practice.

**Learning goal:** to listen about family's daily activities to strengthen love for family and responsibility.

**Time:** 20 minutes.

### **Procedure:**

1. Firstly, the teacher will select a short video (3 or 5 minutes) that shows the daily activities of a family. These activities should be clear and easy for students to follow. The teacher can search YouTube for clips of family programs or use educational videos designed to teach daily routines in English language.
2. The activity will be introduced by explaining that students will watch a video about the family's daily activities.
3. Later, the teacher will play the video on the TV set, asking students to pay close attention and take notes of the activities they watch. The video can be played twice if necessary to ensure that students understand the activities well.

4. While the video plays, students should write down key phrases or words related to the characters' activities. Examples: ↑The mother is cooking breakfast. / The father is reading the newspaper. / The children are playing in the garden↓.
5. After watching the video, the teacher will divide the class into small groups or allow each student to present individually.
6. The teacher will ask students to describe what they watched in the video, using the notes they took.
7. Once all the students have presented, conduct a group discussion about the different activities that were watched in the video. The teacher should ask them if there was any activity they didn't understand well or that they found interesting.
8. Finally, the teacher corrects grammatical or vocabulary errors that students have made during their presentations and reinforces the structures and vocabulary that were used correctly.

**Resources:** TV set or projector with access to a video about a family's daily activities (this can be an educational video or a short clip of a movie or series), notebooks or sheets of paper to take notes.

**Evaluation:**

Mistakes / Points scale:

- The student, who manages to correctly listen and comprehend the activities shown in the video, will get the highest mark.
- From 3 to 5 mistakes: they get 15 points.
- From 6 to 10 mistakes: the student obtains 12 points (minimum mark).
- 10 mistakes or more: the student fails the evaluation.
- Students should be able to evaluate themselves and their partners.

- 1- Watch the following video about a family's daily routine and take notes. After that, you should prepare an oral presentation describing each activity.

## **Activity 8.**

### **English subject.**

**Grade:** seventh.

**Unit 5.** ↑What's your friend like?↓

**Lesson 2.**

**Title:** Describing people.

**Kind of activity:** free practice.

**Learning goal:** to write about people's physical and moral characteristics in order to highlight respect and friendship.

**Time:** 15 minutes.

### **Procedure:**

1. Firstly, the teacher will explain to students that they are going to describe two people using a Venn diagram, which will help them organize information about the physical and personality characteristics of both. The teacher will show an example of Venn diagram on the blackboard, explaining that the area where the circles overlap is for common characteristics, while the non-overlapping areas are for characteristics that are unique to each person.
2. The teacher can ask students to choose two people to describe. These can be characters from a story they have read, well-known public figures or even classmates (with their consent).
3. Students should begin by writing the physical characteristics (height, eye color, hair color, etc.) of the first person in the first circle of the diagram. Then, they do the same with the second person in the second circle. At the intersection of the two circles, students should write the characteristics that both people share.

4. Once all students have completed their Venn diagram, the teacher will ask them to share their results with a partner of the group and how they reached those conclusions.
5. Finally, to reinforce what they have learned, the teacher can ask them to write a short paragraph describing the two people using the Venn diagram's information. Example: ↑Maria has brown eyes and long hair, just like Allison. However, Maria is very outgoing, while Allison is more reserved. Both of them enjoy going to the gym and are very kind↓.

**Resources:** blackboard, sheets of paper with a pre-printed Venn diagram (two overlapping circles), pencils or pens, list of adjectives for describe physical and personality characteristics (optional, for support).

**Evaluation:**

Mistakes / Points scale:

- The student, who describes people without making grammatical mistakes while writing, will get the highest mark.
- From 3 to 5 mistakes: they get 15 points.
- From 6 to 10 mistakes: the student obtains 12 points (minimum mark).
- 10 mistakes or more: the student fails the evaluation.
- Students should be able to evaluate themselves and their partners.

- 1- Think about two people you know well and describe them, concerning common physical and moral characteristics and the ones that each person has particularly. You must fill out the following Venn diagram with those characteristics. At the end, write a paragraph, including them.  
**(ANNEX 8)**

**Activity 9.**

**English subject.**

**Grade:** seventh.

## **Unit 2. What's your town like?**

### **Lesson 7.**

**Title:** My treasured place.

**Kind of activity:** free practice.

**Learning goal:** to write about places'descriptions, including directions so as to foster love and respect for the country.

**Time:** 30 minutes.

### **Procedure:**

1. First of all, the teacher will prepare several pieces of paper with parts of sentences that, when put together, will form the address of different places of the country.
2. After, the teacher will hide the papers in different places in the classroom. The places should be accessible but a little hidden to make the search interesting.
3. Later, the teacher will explain to the students that they are going to participate in a treasure seek in the classroom. Each piece of paper they find will contain a part of a sentences that they must put together to form an address.
4. The class will be divided into small groups (4 or 5 students) and the teacher will give them a set time to find all the hidden slips of paper. Each group must work together to put the pieces together of the sentences and form the complete address.
5. When all the groups have formed their addresses, the teacher will ask them to make a list of adjectives which can describe the place.
6. Later, students should write a paragraph using the adjectives they proposed to describe the place and the reasons why they like or not to visit it.
7. Finally, the teacher will ask students to share their descriptions with the rest of the class, in order to correct grammatical and vocabulary errors.

**Resources:** pieces of paper with parts of sentences, pens or pencils, sheets of paper to write the description of the place.

### **Evaluation:**

Mistakes / Points scale:

- The student, who manages to correctly describe the city without having grammatical mistakes, will get the highest mark.
- From 3 to 5 mistakes: they get 15 points.
- From 6 to 10 mistakes: the student obtains 12 points (minimum mark).
- 10 mistakes or more: the student fails the evaluation.
- Students should be able to evaluate themselves and their partners.

1- Let's play a game! The game is: a treasure seek. Pieces of paper are hidden in different parts of the classroom. You should find them and, in groups, form the sentence with a place's address.

After that, you will write on the sheets of paper a list of adjectives, describing the place and a paragraph in which you must include those adjectives and your opinion about your decision to visit or not the specific place.

## **Activity 10.**

### **English subject.**

**Grade:** seventh.

**Unit 3.** ↑What's your house like?↓

**Lesson 5.**

**Title:** My ideal house.

**Kind of activity:** free practice.

**Learning goal:** to write about the parts of the house while describing them in order to strengthen responsibility.

**Time:** 25 minutes.

### **Procedure:**

1. First of all, the teacher starts the activity by explaining to the students that they are going to design their ideal house. For that, each student should be inspired by a classmate's house to build his/hers.
2. The teacher will divide the classroom into small groups or pairs and allow students to interview their classmates about the parts of their homes that they like or find interesting. Each student should take notes on these parts. The teacher can give them a list of questions to guide the interview, such as: *What do you like about your living room?* or *What is your ideal kitchen like?*
3. Later, the teacher will ask students to draw a plan of their ideal house on poster board or a large sheet of paper. They must include at least three parts or rooms taken from their classmates' houses.
4. After designing their ground floor, students must write a paragraph explaining how they combined parts of their classmates' houses to create their ideal house. They should use descriptive adjectives and explain why they liked those elements.
5. Then, each student presents his/her ideal house to the class. The teacher must encourage the class to ask questions about the choices and description of the houses.
6. At the end, the teacher concludes the activity by reflecting on how the students have practiced their knowledge about describing the parts of the house through the activity.

**Resources:** cardboard or large paper to design the house; optional: printed pictures of different rooms for inspiration.

### **Evaluation:**

Mistakes / Points scale:

- The student, who identifies and describes correctly the parts of the house without having grammatical mistakes, will get the highest mark.
- From 3 to 5 mistakes: they get 15 points.
- From 6 to 10 mistakes: the student obtains 12 points (minimum mark).
- 10 mistakes or more: the student fails the evaluation.

- Students should be able to evaluate themselves and their partners.

1- Firstly, you must interview your classmate to know about his/her house so that you should take notes to choose the parts you liked the most (at least three) and draw your ideal house.

After that, write a paragraph in which you describe your ideal house by comparing it with the one that inspired you. Be ready to present it.

### **1.5 Results of the application of the proposal.**

After knowing about the real state of teachers' creativity and the necessity to improve the methodological work so as to transform lessons into an engaging space, a proposal of a set of creative activities was made. To obtain the results, some methods were put into practice such as interview, questionnaire, a documentary analysis, an observation to lessons and a pedagogical test. These methods were crucial while measuring the changes of students'motivation, opinion about the way teachers do their work and lessons'quality in order to prove that developing a creative way of planning lessons constitutes an essential step to break with the tradition, to start leaving our own seal as professionals, making English language more captivating.

1- A questionnaire was made to students with the aim of knowing students' opinion about the English lessons' quality, regarding teacher's creativity.

Dear student, a research is being carried out about the ways in which English lessons are being taught. Your cooperation is important.

1. Does your teacher use new, enjoyable ways to teach in English lessons?  Yes (20%)  No (80%)
2. Does your teacher change the way he/she teaches, every day?  Yes (15%)  No (85%)
3. Does your teacher use videos, songs in his/her lessons?  Yes (20%)  No (80%)
4. Does your teacher use games that you can participate in?  Yes (30%).  No (70%)

After the application of the proposal, the same questionnaire was made. These were the results:

1. Does your teacher use new, enjoyable ways to teach in English lessons?  Yes (70%)  No (30%)
2. Does your teacher change the way he/she teaches, every day?  Yes (85%).  No (15%)
3. Does your teacher use videos, songs in his/her lessons?  Yes (60%)  No (40%)
4. Does your teacher use games that you can participate in?  Yes (80%)  No (20%). **(ANNEX 2)**

2- English teachers were interviewed in order to evaluate creativity when planning lessons. This interview was made before the application of the proposal:

Dear teacher, a research is being carried out about how the presence of creativity in English lessons influences to achieve greater motivation and participation on the part of students, to obtain better results in their learning. Your cooperation is very useful.

Interview guide:

- 1- Do you include videos, songs or games into your lessons?  
. I must admit I don't usually include them into my lessons.

2- Do you apply different techniques to make content easier to learn?

. I sometimes apply them, but in very few cases.

3- Do you sometimes take the teaching outside of the classroom?

. No, I only plan activities inside the classroom.

4- Do you rely on bibliographies that encourage creativity as a method to enrich your own?

. I really haven't dedicated my attention to something that is very necessary for all professionals, not just for English teachers.

After the application of the proposal, teachers were interviewed again and these were the results:

Dear teacher, a research is being carried out about how the presence of creativity in English lessons influences to achieve greater motivation and participation on the part of students, to obtain better results in their learning. Your cooperation is very useful.

Interview guide:

1- Do you include videos, songs or games into your lessons?

. Yes. I include them as a way to make English learning more captivating and engaging.

2- Do you apply different techniques to make content easier to learn?

. I certainly apply techniques to teach a content in order to encourage students to solve problems, connect and incorporate conceptual knowledge and to develop students' attitudes and values.

3- Do you sometimes take the teaching outside of the classroom?

. Yes, I consider it's a creative way to teach the language, making students feel motivated.

4- Do you rely on bibliographies that encourage creativity as a method to enrich your own?

Yes. I believe that human beings are constantly exposed to change and must know how to face it. Each professional must nourish themselves, be in constant learning, prepare themselves, adapt their work to the context in which they live, read, feel attracted to the search for different and useful ways to teach.

**(ANNEX 3)**

3- An observation was made to an English lesson so as to evaluate students' level of participation and motivation in lessons while learning the language, before and after the proposal of the activities. **(ANNEX 5)**

In order to evaluate different parameters, regarding teachers' creativity, an observation to a lesson was carried out, before and after the application of the proposal. **(ANNEX 5)**

4- A pedagogical test was carried out as a method to gather information that allowed evaluating the development of teachers' creativity, before the application of the proposal of activities.

After an open, demonstrative lesson, presented by the tutoress of this major paper, with the teachers, as part of the methodological work, another pedagogical test was carried out to evaluate the changes produced or not, regarding creativity. **(ANNEX 4)**

## **CONCLUSIONS:**

As a result of the research process and the implementation of the proposal of activities, the following conclusions were reached:

- The importance of teacher's creativity for planning and developing more dynamic lessons that allow students to enjoy their learning process, facilitating their language acquisition. Emphasis is placed on the teacher's role as a creative facilitator in the English language teaching-learning process, as well as the need for originality to enhance students' learning and motivation and also, how to integrate creativity into English lessons to make them more impactful, through creative strategies for teachers to consider.
- In the diagnosis stage, different methods and tools were put into practice, which supported the existence of potentialities and limitations in English teachers, regarding creativity. It was possible to know that nowadays, teachers continue adopting traditional ways of teaching, they hold on it and, in very few cases, they break with that tradition and work on being more creative. The lack of motivation and little interest in participating in English lessons on the part of the students are reflected, which is an important reason to make changes in the methodology, work to awaken that interest for learning the language and start making the difference.
- The proposal of a set of activities was characterized by developing teachers' creativity. These activities are planned with the aim of increasing students' motivation while learning the English language, they adapt to the students' needs, their age, likes and real-life context, taking into account the seventh grade syllabus and they are also based on orientation, execution and control.
- Better results were achieved. Changes in the students' motivation levels were notable after the application of the proposal of activities, in which the teachers' creativity was developed as a key point to improve the English lessons' quality

## **RECOMMENDATIONS.**

After putting all the study, it's recommended to:

- Change the conception of the methodological work.
- Increase the methodological work sessions to generalize the experience obtained.
- Disseminate the results in the field of creativity in other teaching levels.
- Address the proposal to the seventh grade syllabus.

## BIBLIOGRAPHY

- Diccionario de la Real Academia de la Lengua Española. (1992). Madrid, España.
- García, H. (2003). *↑El proceso de enseñanza-aprendizaje de las lenguas extranjeras en la educación cubana↓*. La Habana: Ediciones universales.
- González, A. (1994). PRYCREA. Desarrollo multilateral del potencial creador. La Habana: Editorial Academia.
- González, A.M. (2008). *↑Didáctica del Inglés como lengua extranjera: enfoques y estrategias↓*. Editorial Pueblo y Educación.
- González, F. (2007). *↑Educational innovation and creativity in the English Classroom↓*. ABC Editorial.
- González, F y Mitjáns, A. (1989). *↑La personalidad. Su educación y desarrollo*. La Habana: Editorial Pueblo y Educación.
- González, M. (2001). *↑La enseñanza del Inglés como lengua extranjera: nuevas perspectivas↓*. Editorial Pueblo y Educación.
- Harmer, J. (2007). *↑The Practice of English Language Teaching↓*. Pearson Education Limited.
- Harmer, J. (2015). *↑The Practice of English Language Teaching↓*. Pearson Education Limited.
- <https://britanica.com>
- <https://sites.google.com/site/howscholarsdefinecreativity>
- <https://www.psychologytoday.com>
- [https://www.researchgate.net/publication/266031380\\_Definitions\\_of\\_Creativity](https://www.researchgate.net/publication/266031380_Definitions_of_Creativity)
- <https://www.revista.unam.mx/vol.5/num1/art4.htm>

- Maley, A. (2011). ↑Squaring the circle: reconciling materials as constraint with materials as empowerment, in Tomlinson, B (ed) (2011) ↑Materials Development for Language Teaching (second edition). Bloomsbury Publishing.
- Maley, A. (2015). ↑Creativity in the Language Classroom↓. British Council.
- Maley, A. (2015). ↑The Creative Teacher's Compendium↓, p.48. British Council.
- Mitjáns, A. (1995). ↑Creatividad, Personalidad y Educación↓. Editorial Pueblo y Educación.
- Mitjáns, A. (2015). ↑Creativity in the English Classroom: What does it mean to be a creative teacher?↓ XYZ Editorial.
- Mitjáns, A. (2018), ↑The creative teacher's role in the English teaching↓. ABC Editorial.
- Mitjáns, A. (2020). ↑Innovation and creativity in the English teaching↓. DEF Editorial.
- Ortiz Ocaña, A.L. (2005). “¿Quién ha matado mi creatividad pedagógica?↓ Editorial Magisterio.
- Richards, J.C. (2005). ↑The Role of Creativity in Language Teaching↓. Cambridge University Press.
- Robert, E.Franken. (2006). ↑Human Motivation↓. Thomson Learning.
- Robinson, K. (2001). ↑Out of Our Minds.Learning to be Creative↓. Capstone Publishing.
- Robinson, K. (2009). ↑The Element: How Finding Your Passion Changes Everything↓. Viking Penguin.
- Robinson, K. (2015). ↑Creative Schools↓. Viking Press.
- Tomlinson, B and Masuhara, H. (2013). Adult coursebooks. ELT Journal 67/2:233-249.

- Ur, P. (1984) ↑Teaching Listening Comprehension↓.  
Cambridge University Press.
- Ur, P. (2012). ↑A Course in English Language Teaching↓.  
Cambridge University Press.

## **ANNEXES:**

### **ANNEX 1. Documentary analysis:**

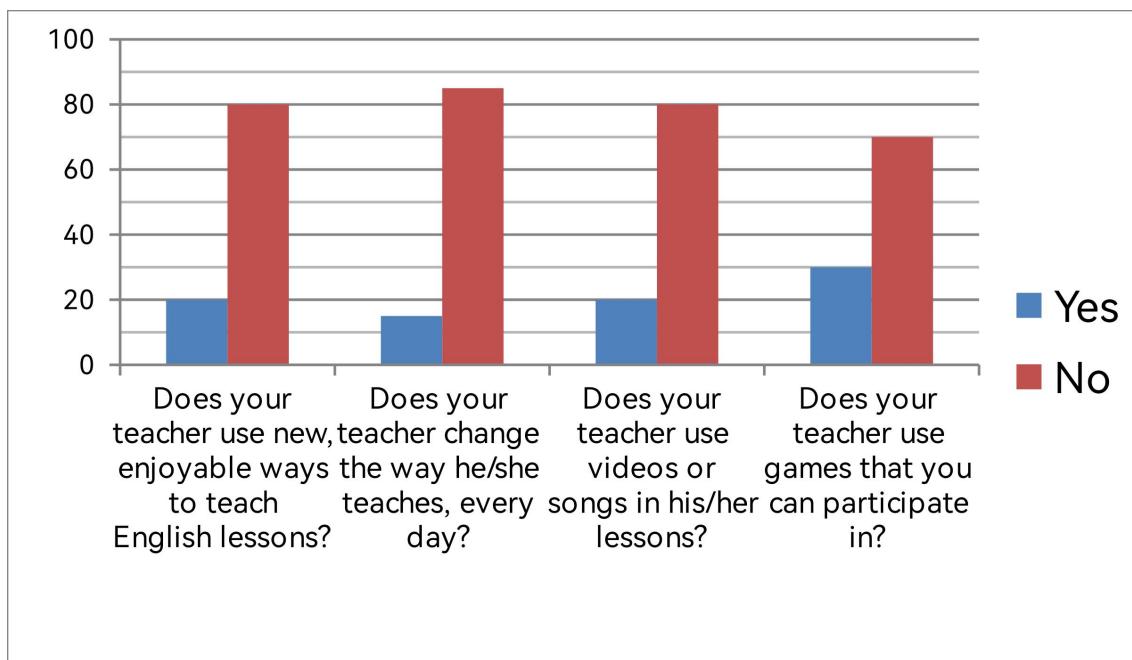
**Objective:** to evaluate seventh grade syllabus, lesson plan and activities the teacher develops in English lessons.

#### **Documentary document guide:**

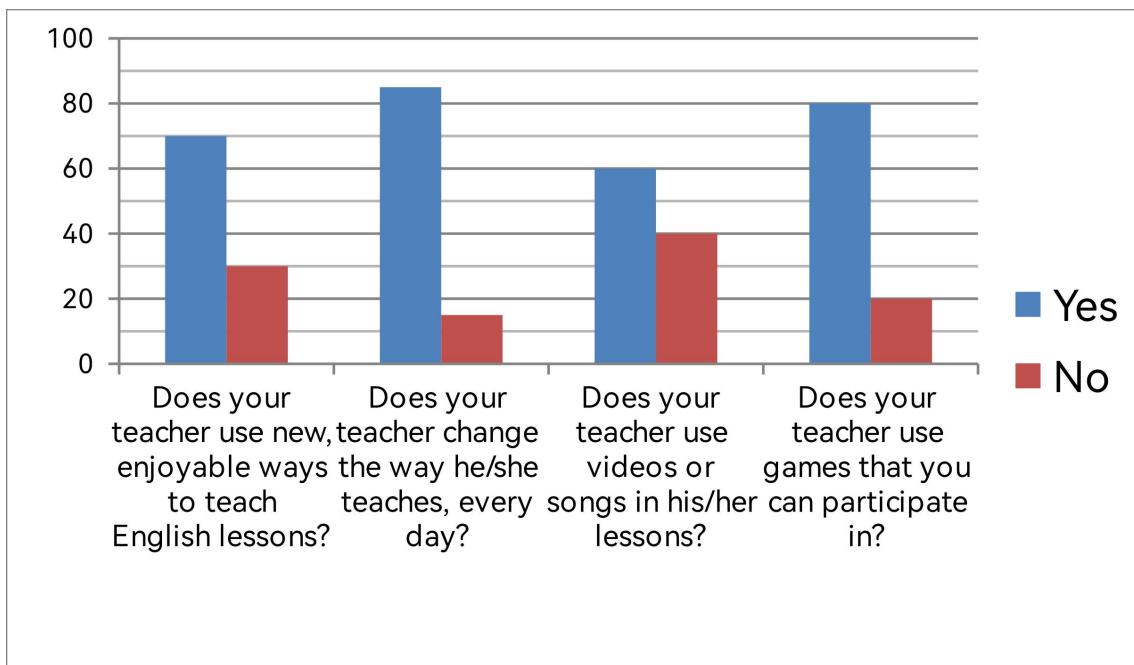
- 1- Existence of lesson plan, using teaching resources.
- 2- The way the syllabus proposes new creative tasks for being incorporated into English lessons.
- 3- Activities the teacher plans to develop students' motivation while learning the English language.

### **ANNEX 2. Questionnaire:**

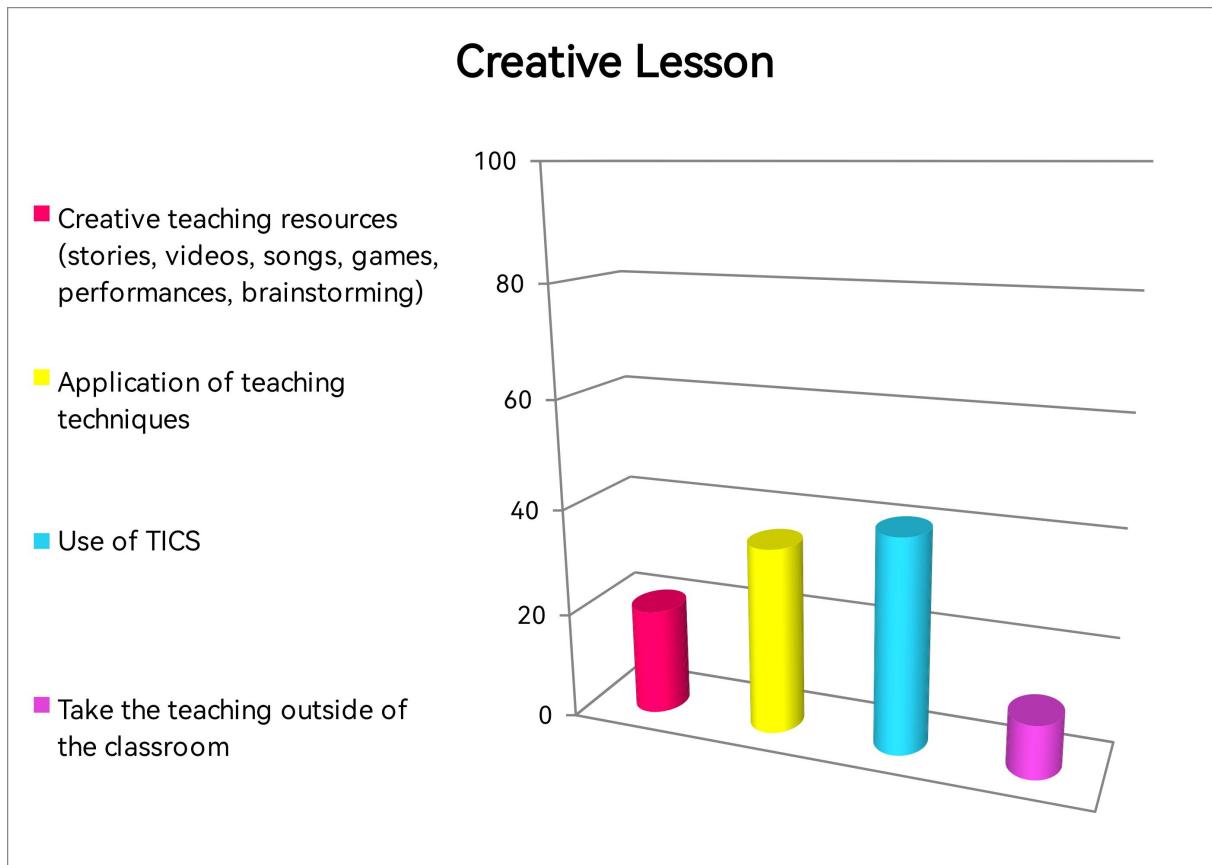
#### **Before:**



## After:

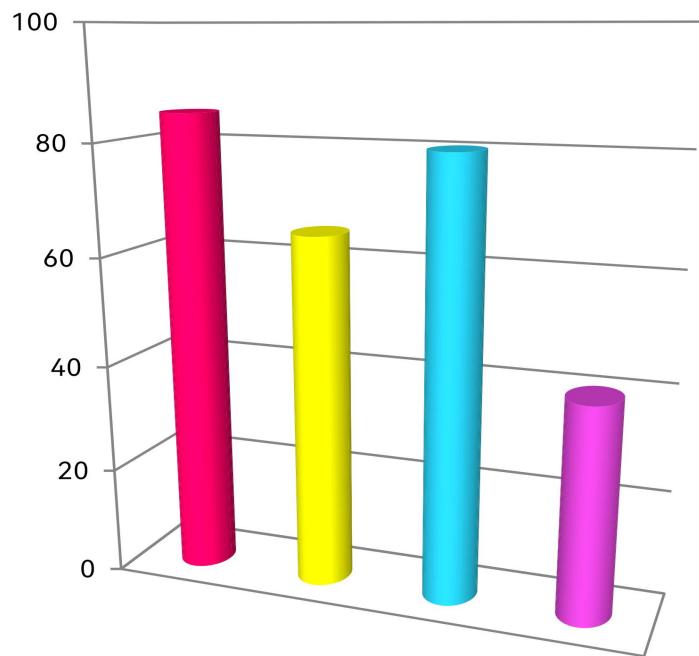


## ANNEX 3



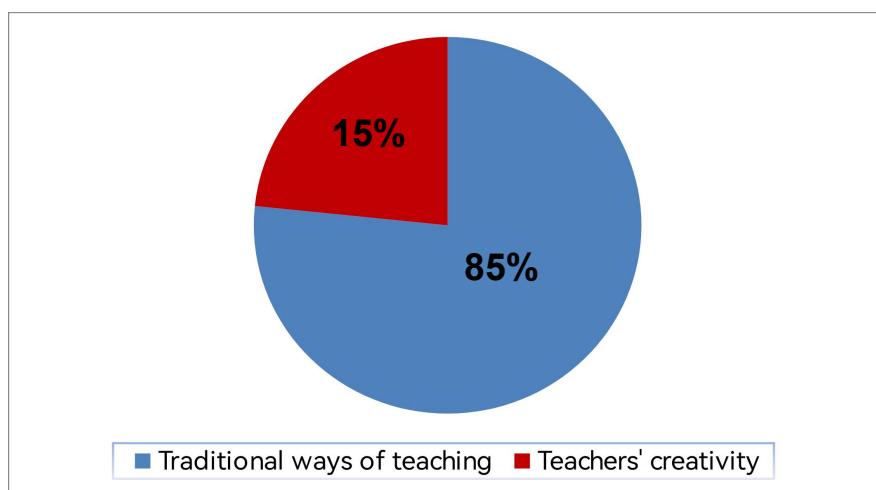
## Creative Lesson

- Creative teaching resources (stories, videos, songs, games, performances, brainstorming)
- Application of teaching techniques
- Use of TICS
- Take the teaching outside of the classroom

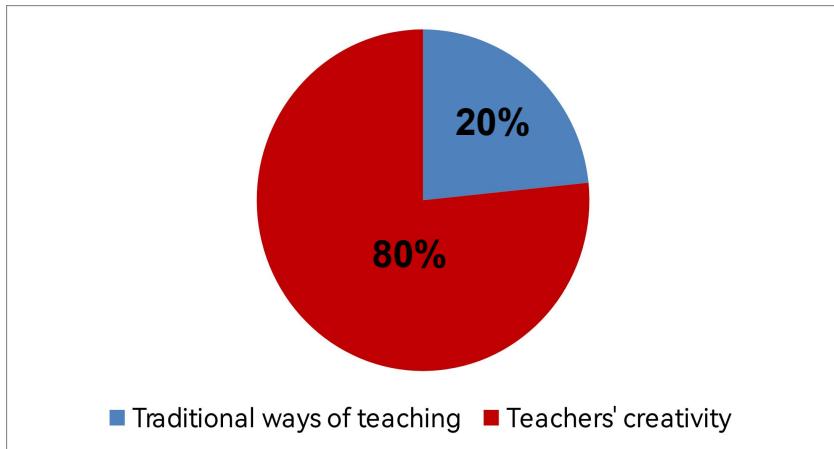


## ANNEX 4: Pedagogical test:

### Before

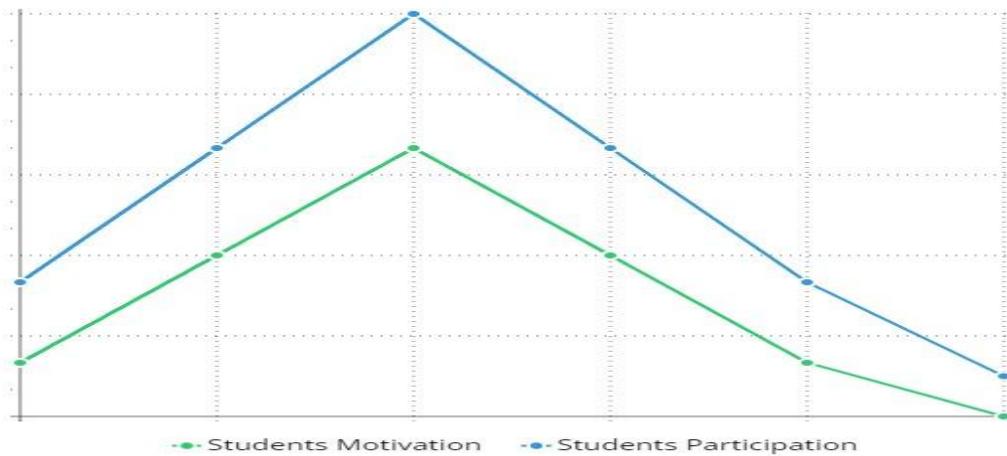


**After:**

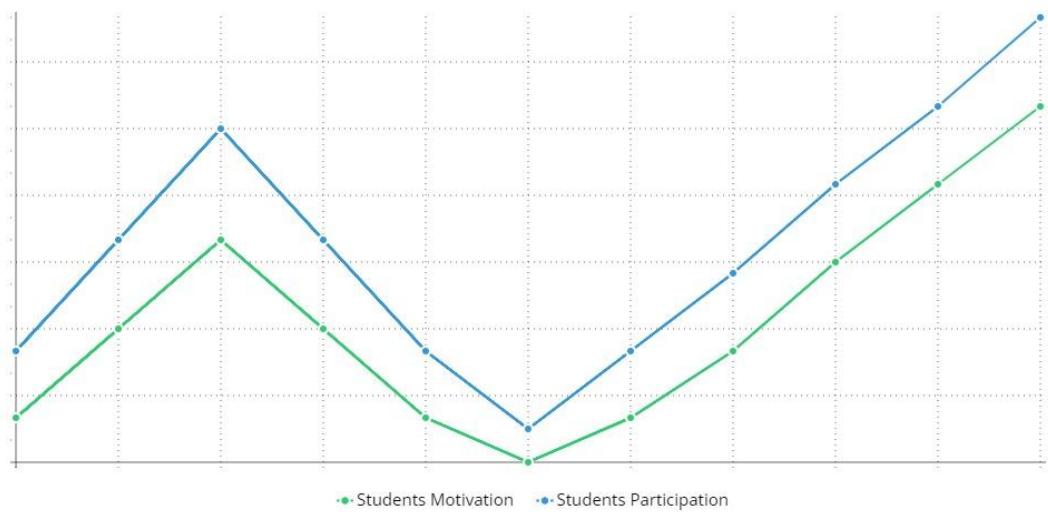


#### **ANNEX 5. Lessons observation:**

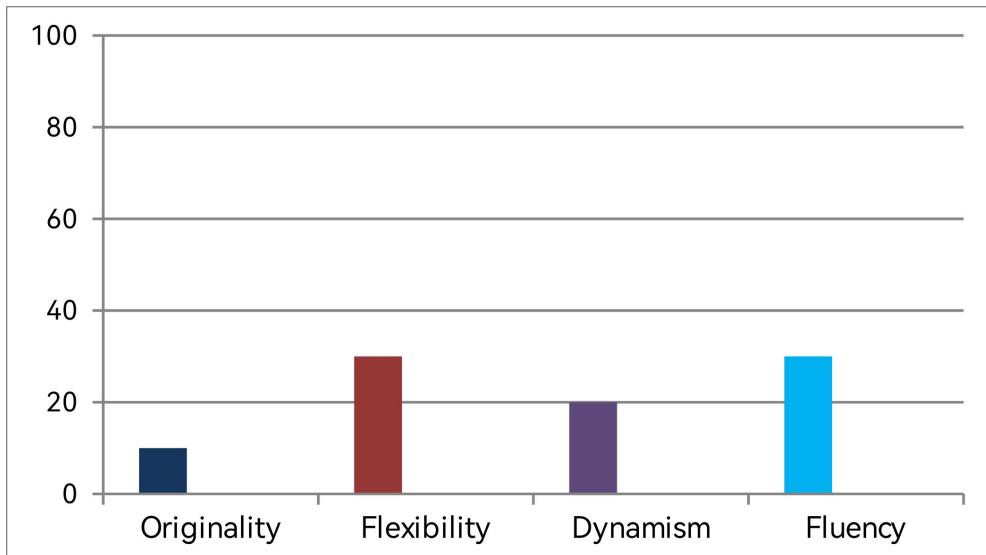
**Before**



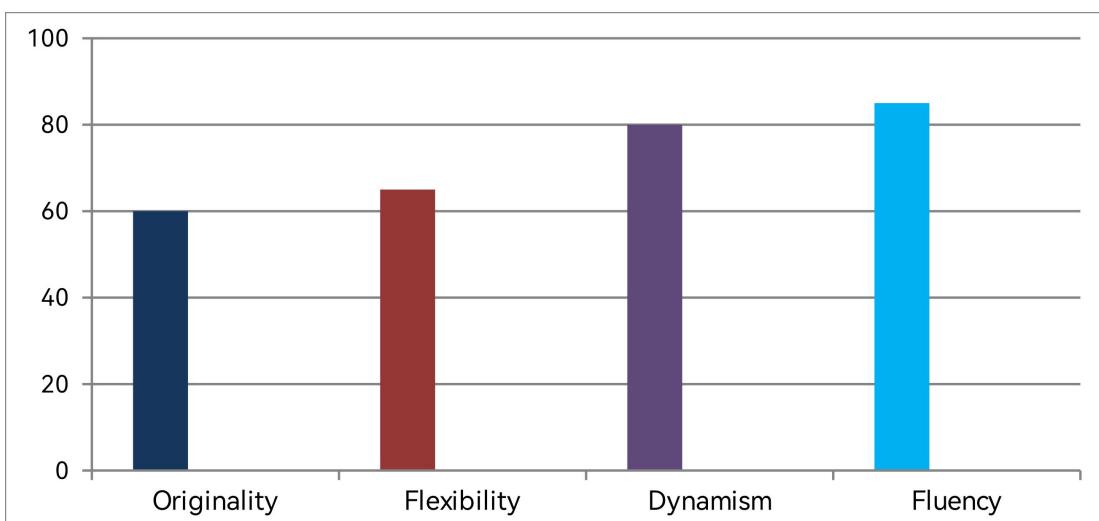
## After



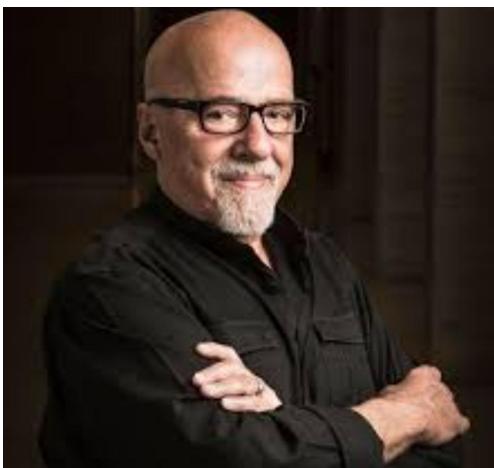
## Before:



## After:



## ANNEX 6



## ANNEX 7





## ANNEX 8

