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BACHELLOR ON EDUCATION ON FOREIGN LANGUAGES MAJOR. ENGLISH
WITH A SECOND LANGUAGE;

Teacher's creativity in English Lessons

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Resumen

El propósito del trabajo de investigación fue enfocado en la creatividad del profesor en las clases de inglés en la Secundaria Básica Pedro Lantigua Ortega en el grupo 8vo- 1., mediante el cual se propone una serie de actividades enfocadas en mejorar la creatividad del profesor en las clases. Esto es a través de métodos, estrategias, y actividades didácticas con las cuales logren cambiar la rutina y crear un ambiente favorable en el aula. Entonces para la investigación se aplicó las encuestas a 38 estudiantes del grupo 8vo-1. A través del análisis e interpretación de resultados se llegó a la siguiente conclusión: los profesores no son creativos ni utilizan recursos a la hora de impartir sus clases. Para lo cual se recomendó la implementación de actividades didácticas, dentro de las cuales tenemos crucigramas, puzzles y actividades interactivas.

Palabras claves: creatividad, actividades didácticas, inglés, investigación, profesor.

Abstract

The purpose of the research work was focused on the creativity of the teacher in the English lessons at Pedro Lantigua Ortega Junior High School in the 8th-1 group, through which a series of activities focused on improving the creativity of the teacher in the lessons. This is through methods, strategies, and didactic activities with which they manage to change the routine and create a favorable environment in the classroom. Then for the investigation the surveys were applied to 38 students of the 8th-1 group. Through the analysis and interpretation of results, the following conclusion was reached: teachers are not creative or use resources when teaching their classes. For which the implementation of didactic activities was recommended, within which we have crossword puzzles, puzzles and interactive activities.

Keywords: creativity, didactic activities, English, research, teacher

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Dedication

I dedicate this thesis to my parents, Yamelkis Yhanes y Rodolfo Soris, for their unconditional love and unwavering support throughout my journey. Their belief in me has been my greatest motivation. To my boyfriend Roberto Carlos Leon , thank you for your patience, encouragement, and for always being my rock during the challenging moments. Your love and support have made this journey even more meaningful. To my friends, who have shared in my joys and challenges, your companionship has been invaluable. And to all those who have inspired my curiosity and passion for learning, this work is a reflection of your influence in my life.

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Introduction

Creativity in the educational system is of significant importance in relation to innovations, the development of thought, educational changes, and the creative attitude of students. Therefore, there must be creative environments where it is sought to promote unconventional educational processes that stimulate the student to investigate, explore, know, learn and deepen an area of knowledge, taking advantage of the possibilities offered by the environment.

Since creativity is fundamental in the curricular objectives, it is the task of the teacher to plan dynamic and non-passive classes, where students must be imaginative, where novel actions predominate, guaranteeing the acquisition of theoretical and practical knowledge and the improvement of their professional skills.

The innovative and creative teacher has a flexible disposition toward people, decisions, and events; not only tolerates changes, but it is open to them more than other people; it is receptive to ideas and suggestions from others, whether they are superiors, colleagues or inferiors; values the differential fact; easily adapts to the new without offering excessive resistance; is involved in innovation projects. (De La Torre and Violant, 2002, p. 4)

The concept of creativity is a very broad term. But can be said that it is linked to innovation, originality and spontaneity. In addition, it is one of the most important capacities of the human being for its integral development, since it has value both in art and in daily life. This is reaffirmed and corroborated by different theorists of which we highlight:

De la Torre (1998) defines it from an educational point of view, through three levels of approach to creativity, which are: results, process and person-environment relationships. According to Gervilla (2003), in his book "Applied creativity. A commitment to the future" there are several authors who give the definition of creativity, such as the one given by Kraft (2005), for him creativity is the ability to think beyond his ideas, through the combination of knowledge acquired with witty thoughts.

According to the article by Esquivias (2004), various definitions are also indicated according to authors such as Guilford (1978), who defines it as something that implies fleeing from the obvious to produce something new.

As can be seen, the concept of creativity is a natural capacity of people that helps us to find effective and innovative solutions. It is also a capacity that can be developed in the educational field, since as Menchén Bellón (1998) points out, creativity can be discovered, activated and stimulated.

In short, in what refers to the Foreign Language we must promote creativity based on the oral expression of the students since this implies generating innovative ideas that help to carry out tasks and situations that arise in the classroom in an original way. In this way, students are motivated to learn, being generous, rewarding, giving them moral support and moving them away from shyness to express themselves orally.

According to Jones & Richards (2020) in their book, *Creativity in Language Teaching: Perspective from Research and Practice*, creativity is strongly linked to motivational issues so that creative teachers and students are more and better motivated by the work that are making. Likewise, the creative teacher is original and highly appreciated and followed by the students. Obviously, it is at an advantage to train creative students. The authors define creativity in its main aspects: novelty, originality and ability to solve problems; They relate it to culture and language teaching and highlight the essential role of creativity to create new learning scenarios outside and inside the classroom, and thus offer new learning opportunities from digital technology, humanistic learning and the benefits of Languages for the individual and society.

Escobar, Hernández & Victorovna (2020) consider that creativity is produced from a set of directed and structured educational influences, to develop the main personological elements in the process of discovery or production of something new, in order to comply with the demands of a certain social situation; where the unity of the cognitive and the affective is considered an essential principle. It coincides with (Medina, et al., 2019), who point out that the formation and development of creativity will ultimately depend on the psychological contents formed and particularly structured in the individual, based on the multiple influences in which participates as an active subject. Likewise, they highlight the idea that creativity fosters the

development of the human intellect to find answers and solutions to problems; One of the characteristics of human beings is considered to be potentially creative.

The main function of the Foreign Language teacher is to provide their students with a stimulating environment in which the self-discovery of creative abilities and their expression in this language is favored.

Using activities in which students create and communicate gives way to the development of students' creative thinking, to the construction of reality, so that students are immersed both individually and collectively in the learning of the Foreign Language.

The most effective way to work in the classroom is through songs, tales, stories, dramatizations, games or information search within a fun and motivating context. In addition, including creativity, effort and entrepreneurship, work in pairs, and collaboration and interaction between students will favor the integration of the four Foreign Language skills.

The role of the teacher in a classroom is to carry out the teaching-learning process, but he must also unleash the potential of the students, organize them, motivate them, represent the institution and be the change factor that society needs. (Rodriguez, 2005).

As a result of the research applied to students from Pedro Lantigua Ortega, were detected some potentialities and limitations which are the result of the methods applied to gathered information.

Among the principal potentialities:

- Students are motivated in activities carried out in English Language
- Students learn English easily
- Teachers follow established programs

The main limitations detected are:

- Lack of originality in the lessons by the teacher
- Little use of audio-visual media in English lessons
- Limited use of role games and team work

Taking into consideration this polemic situation, the problem is: How to better the teaching learning process by using teachers' creativity in English lessons?

The Study object is the Teaching – Learning – Process of English as a foreign language

The field of action is creativity in the teaching of English

To give a solution to the scientific problem, the objective of this research is: To evaluate the effectiveness of the proposal of activities, to better the teaching learning process by using teachers' creativity in English lessons.

Scientific questions /Scientific tasks

Scientific questions	Scientific tasks
1- What are the theoretical and methodological bases that support the creativity in English lessons?	1- Find methodological and theoretical bases that support the creativity in English lessons
2- What is the real state of teachers`creativity in English lessons?	2 Diagnosis or profile of the real state of teachers` creativity, at Pedro Lantigua Ortega Junior High School
3 What teaching activities can be used to improve the creativity of teachers in English lessons at Pedro Lantigua Ortega Junior School?	3- Proposal of activities for the development of creativity in English lessons at Pedro Lantigua Ortega Junior High School
4- How can we evaluate the effectiveness of the proposal?	4- Validation of the proposal

For the investigation, the whole enrollment of eighth grade was selected as population. This grade has a general enrollment of 186 students,

The sample selected for the current study was group (8th 1) with a roll of 38 students representing 20,44 % of the eight grade

For solving the scientific tasks of the research, we have used some methods and techniques from the theoretical, empirical and mathematical methods

Theoretical Methods

Historical -logical analysis: it was used to study the evolution of the teaching-learning process of English as a foreign language

Analytic and synthetic method: through synthetic analysis, The teacher's creativity.

Through the analysis, synthesis and abstractions of the problem identified on the development of teacher's creativity and the proposal of activities to solve the problem.

Induction and deduction: It was used during the research process and allowed us to see the teachers' limitations and thus propose activities to solve the problem raised.

Empirical methods

Survey:

It was applied to the students selected as sample, to know their opinion about English lessons

Interview:

It was applied to students to know teacher's creativity in English lessons

Observation:

It was applied when we observe the lesson in the eighth group 1

Mathematical methods:

Percent calculation. It was applied when we calculate the percentage of students for the sample

Some methods and techniques from the scientific investigation were applied to know about the teachers' creativity in English lessons. To know the problem we applied surveys to 38 students, to two teachers and we observed English lessons.

Scientific novelty: it is based on the proposal of activities to strengthen teacher's creativity in English. These activities are not only grounded in contemporary educational theories that emphasize the importance of creativity in the teaching-learning process but are also tailored to address the specific needs and challenges faced by English teachers today. By implementing these activities, it is expected that teachers will be able to incorporate more innovative and dynamic methods into their

classes, thus fostering a more engaging and effective learning environment for students. This approach aims not only to improve the quality of English teaching but also to encourage teachers to explore new ways of teaching, adapt to different learning styles, and respond to the demands of a more personalized and student-centered education.

CHAPTER I: METHODOLOGICAL AND THEORETICAL BASES THAT SUPPORT THE CREATIVITY IN ENGLISH LESSONS

At present, any profession that involves a certain amount of responsibility, professional and social ethics; it requires effort and permanent research in integrated fields, so that they can exercise it with a preparation in the field of each specialty. Thus, for example: the doctor must be trained in medical sciences, the lawyer in legal sciences and the economist in economics; Therefore, it is necessary that the teacher must have a professional profile deepened in educational sciences and experience in the proper use of methodological strategies to teach the student; capable that he can acquire his knowledge without major problems or limitations, what's more, they can acquire it with interest and thinking about how beneficial and important it means for the integral formation of people to have a good level of knowledge about creativity in the teaching-learning process of the English language.

In recent decades, the issue of teacher creativity has been treated and studied by dissimilar researchers, including: Guilford, J. P. (1976); Logan, L.M., Logan V.G. (1980); Martínez Llantada, Martha (2000), Domínguez, E. (2014) and among other distinguished writers. They all converge in their research on topics such as the characteristics of teachers who show high levels of creativity in their performance, the need for the teacher to be highly creative, the epistemological criteria about professional pedagogical activity and its creative character, the creative potentialities of every teacher and its development in the professional activity Creativity is conceived as a cognitive process characterized by originality, usefulness or adaptation to the context, and novelty to solve problems.

The starting point is consistent with that proposed by Treffinger (1995), according to which all people are potentially creative; creativity can be expressed in all people in a wide range of areas; creativity tends to manifest according to the interests, preferences or style of the person; a person's creative potential can be enhanced through training or instruction. However, all of this is not to say that all people can come up with creations that mark a creative milestone (like Mozart or Edison), but all people can learn their skills and creative thought processes, and thereby improve their products of meaningful way. The possibility of becoming creative depends to a

great extent on the environment in which the individual develops and, specifically, on the class environment. While it is true that all people can be creative to a greater or lesser extent, and that this capacity is trainable, the probability of developing this potential depends on the characteristics and conditions of their social environment, largely established by the teacher.

Education should be the guideline to promote the search for correct methodologies, correct areas, techniques and tools that are used by trained, specialized teachers with a vision of the future, which allow progress with extra-school criteria, look at the educational system as a strength that it has to offer many results and benefits in social, economic and cultural spheres.

Education is not an isolated event as has been discussed, it must be associated with the development of each human being, society and nation based on specific needs and processes of human and intellectual formation; in which the creative abilities of knowledge or the theoretical fulfillment of programs and planning should potentiate the intrinsic value that education has for the development of peoples.

The term creativity is the one that is frequently used in psychology, not only because it is the most understood, but also because it is the most inclusive and gives the idea of the concept that one wants to apprehend.

Although the concept of creativity is something incomplete, different Cuban authors have specified the fundamental elements of this broad, inclusive and controversial concept. Thus A. Mitjáns, 1989, expresses that creativity is the process of discovery or production of "something new" (at least, for the one who produces it), which meets the demands of a certain social situation, in which it is expressed. the link between the cognitive and affective aspects of personality.

If we go deeper into creativity, it would be said that it is also a capacity of the human being, this means saying that it constitutes a system of abilities, skills and competences organized with the purpose of fulfilling a task or activity, but with clarity and rationality of things and their behaviors.

In recent decades the term creativity has gained relevance and importance as an area of study in the educational field. In this sense, the most adopted theories take up the process as the key to achieving significant learning for the training of students. In

the educational scenarios, the training of future professionals with the ability to think and create in situations and problems that arise on a daily basis is specified as an end. For this, the school constitutes an active, playful space that promotes teaching-learning situations using divergent thinking, by the teacher and the student.

It seems clear that if you want to encourage creativity in the classroom, it is necessary to create an environment of trust where the student perceives that the emission of imaginative ideas does not lead to rejection. In this sense, the creative teacher must meet the following characteristics: be open to communication, act with empathy, be flexible, receptive to the expression of novel ideas, imaginative and have a positive attitude towards creativity; In addition, it must enable a positive relationship with students, establishing a democratic class atmosphere, together with their perception that they have the capacity to take responsibility for their work (Esquivel, 1995; Whitlock and DuCette, 1989).

The skills that make up the core of creativity are: intelligence, originality and work. Intelligence is the ability to understand information and to the extent that the information is expressed in ideational structures, it allows us to establish something new and/or novel.

- **Intelligence**

It is the ability to understand, assimilate, process information and use it appropriately. It is the ability to process information and is closely linked to other mental functions such as perception or the ability to receive said information, and memory or the ability to store it.

Emotional intelligence is the ability to recognize one's own feelings and those of others, and the ability to manage them.

Intelligence is the ability to relate knowledge that we possess to solve a certain situation.

- **Originality**

The ability to produce new and non-traditional things, as well as to produce unexpected responses, this is not about saying new things, but about saying them in a way that makes it seem like they have never been said. So originality is finding the unique or different solution to those that had already been found before.

- **Job**

The term work for thousands of years was known as torture, punishment, etc.

Until very few years ago it was considered as effort, nowadays it is considered as synonymous with labor.

The teacher must achieve investigative independence in his students, motivating them to be creative when it comes to expressing their ideas in each situation, the teacher must be very creative when proposing objectives in their classes and, above all, knowing how to apply methods, ways and techniques that are conducive to stimulating creativity, using different resources with a propitious climate so that it arises easily.

The teacher must have a close relationship with the students, using frequent communication where he gives his students confidence when it comes to expressing their ideas, feelings, which is capable of motivating them at all times, recognizing the ideas they have expressed.

In general, most teachers in one way or another, create stimulating conditions for creativity to flourish in students, it is then when the teacher must prepare more to teach developer lessons, and be able to discover who the students are. creativity enhancers.

Teachers have the option of setting the standard of innovation in the school, they are the ones who know the problems of the students and can creatively redirect their teaching habits, examples and activities.

When we talk about creativity in learning, it is important to talk about play. The game is the first activity from childhood to adulthood, through which reality is expressed, explored and investigated. Mónica Sorín says: "Playing is building a creative space that generates healing and health. It is opening the doors through the child, to the adult creator that he will be".

Nowadays, the creative game is a necessity. It allows to articulate the relationship between the "exterior and the interior" creates a space for spontaneity and for the rich expression of affections.

It will favor the integration of the group, it creates the necessary climate of joy, camaraderie, relaxation and confidence while developing psychic processes that

make up the creative capacity, it will be carried out between one or two and the age of the students, characteristics must be taken into account. and relation to the task. Examples of games: Presentation, observation of pictures, auditory, tactile, communication games, imitation, etc.

English teachers frequently use songs as a medium in their classes. This is not surprising, since there is an abundant literature in favor of the use of songs in ESL classes. Jalongo & Bromley, 1984; McCarthy, 1985; Martin, 1983; Mitchell, 1983; Jolly, 1975, state that music in the language classroom serves to incorporate new vocabulary and grammar, improve spelling and develop language skills (reading, writing, oral expression and listening comprehension).

Songs give us the opportunity to develop 'automaticity', which is the fundamental cognitive reason for using music in the classroom. Gatbonton and Segalowits (1988) define automaticity as a component in achieving fluency in the spoken language, which includes knowing what to say and producing ideas in a language fluently, without pauses. The use of songs in all their dimensions helps to automate the development of the language process. It was always believed that automation was achieved through a process of endless and monotonous repetition in non-communicative environments. With the development of new studies it has been shown that automation is essential, but new methods make it possible to achieve it more effectively. Music in the classroom is an excellent way to achieve this. Similarly, it occurs with the use of word games, crossword puzzles and puzzles.

For all of the above, creativity induces participatory actions by students, construction of meanings from knowledge and personal knowledge, commitment to action; but above all, creativity in education poses the challenge of a qualitatively different teacher, a teacher-animator who energizes the class, turns it into a party where everyone learns from everyone, where everyone builds meaning, where everyone expresses themselves in original and creative ways. A teacher-animator of creative and human expressions of the development of creative potentialities.

Benefits of creativity in learning

Creativity favors the process of apprehending knowledge since it enhances the development of critical and abstract thinking, as well as the ability to solve problems in different contexts.

In the same way, it promotes leadership, security, participation and integration with their peers. Some benefits of creativity in teaching and apprehension of knowledge:

- By allowing yourself to be creative, confidence is strengthened, connecting with yourself to pursue your dreams. (Cameron, 1992).
- Increases awareness of oneself, by feeling free to express oneself, a characteristic that stimulates the creative process. (Bean, 1994).
- By actively stimulating children's creativity, you are automatically providing them with many ways to express their emotions. (Bean, 1994).
- Improves the ability to solve problems with what they find and seek solutions through different alternatives (Gerville, 2003).
- The self-realization of the human being has to do with the development of their potentialities, therefore, for their maximum development, it is essential to stimulate one of their most specific and own qualities, such as creativity (Torre, 2003).

In the Teaching-Learning process

In the Teaching-Learning process, a productive climate must be created where the knowledge that is being worked on achieves solutions to the problems presented, fostering a work culture for the development of creative and reflective thinking. The teacher should encourage developer learning and teach students not to be shy when solving a problem. The school must contribute and promote educational activities that allow the development of creativity, developing workshops, methodological debates with the heads of areas and guiding teachers, to train and prepare them in the domain and knowledge of skills, methods, ways of creativity so that the teacher can apply creative educational strategies in order to improve the educational teaching process.

In the teaching-learning process, the creative climate is very important, but it is the teacher who is in charge of creating the conditions for it to exist. In the classroom you should always avoid, by all means, not following a routine or making the process a monotonous act that does not favor creativity and therefore the search for the new.

Final reflection

A creative teacher must show a great development of his right, creative hemisphere and his left, logical hemisphere. That essence of joy, spontaneity, love, charisma, human sense, enjoying the profession is necessary.

Likewise, it is essential that the teacher has the characteristics, skills, aptitudes and attitude to generate a change of thought in their students.

The creative teacher faces great obstacles that on several occasions can demotivate, but it is at this moment where the love for the profession is evident; some of the obstacles are: the structure of the curriculum, teaching and norms of the educational system; where you will meet parents who continue to affirm "the old education was the best" unaware that today demands an education in the formation of XXI century skills, and for this it is essential to empower the student in group work, the creativity, leadership, initiative among others and not continue preparing people for the 21st century with conceptions of the 19th century.

Other major obstacles are questions such as: What does it take to be a creative teacher? Why include creativity in education? Will creativity affect my planning? Does being a creative teacher mean more work? I have always worked the same way, so why think about creativity? It is here, in the face of the avalanche of questions, where the love of being a teacher stands out, since it has characteristics such as: sensitivity, joy, imagination, flexibility, without fear to change, leadership, innovators and many more characteristics that should be transmitted to the student, generating the need to provide innovative solutions.

The creative teacher has to be ready to redefine, reinvent and relearn along with their students, who are a source of inspiration that allows them to discover, experiment and generate new things. In the educational process, the teacher-student relationship is very important, the teacher must not forget that he meets a new generation on a daily basis; with different thoughts, attitudes and aptitudes and therefore new perceptions of the world.

Creativity is an essential tool for English teachers, as it allows them to enrich their students' learning experience and help them develop critical thinking and problem-solving skills. Creativity will find new and original ways to present concepts and ideas,

which can help students better understand the material and stay engaged in the learning process. One of the main benefits of creativity in the English classroom is that it allows teachers to make learning more fun and engaging for students. By incorporating creative activities and projects, teachers can help break the monotony of learning and make the learning process more enjoyable and satisfying for students. This can help increase student interest and motivation, which in turn can lead to better learning outcomes. Additionally, creativity can also help students develop critical thinking and problem-solving skills. By challenging students to think differently and find new solutions to problems, teachers can help students develop critical thinking and problem-solving skills. This can be especially helpful for students who may be struggling with these skills, as it provides them with an opportunity to practice and improve these skills in a supportive environment.

Nowadays in Cuban schools the III Renewal of The English Subject is put into practice. It is a comprehensive educational reform of great importance for the country. Its main goal is to enhance the quality of education, adapting to the current and future needs of Cuban society. This process focuses on updating curricula, improving teacher learning, strengthening the connection between schools and community, the incorporation of digital tools and technological resources, the implementation of new teaching methodologies that promote more active and participatory learning among students.

The methodological work is described in terms of the III Improvement as the system of activities that is permanently and systematically designed and executed by the management teams at the different levels and types of Education, to raise the political-ideological preparation of graduate and training teachers through the teaching-methodological and scientific-methodological directions, in order to put them in a position to efficiently direct the pedagogical process.

Methodological work is an essential component of the educational project of educational institutions and modalities, and in general of the transformation process that is promoted in them; Therefore, it is closely related to all the management work carried out in the centers, with a view to applying scientific procedures that make this work stronger.

The activities carried out as part of the methodological work are aimed at preparing the teaching staff to achieve the goal and objectives of the level, without ignoring the diversity in which the educational process takes place (each student, group, grade, cycle, school), and consequently, train them so that they can adapt the general guidelines to the specific situations that arise in each place.

The methodological work achieves its expression in a strategy that is the result of the interaction between internal factors (managers, teachers, students) and external factors (family, community) as agents, the latter, which interact in the most close to the child and the school.

Chapter II: PROPOSAL OF ACTIVITIES OR THE DEVELOPMENT OF THE CREATIVITY IN ENGLISH LESSONS AT PEDRO LANTIGUA ORTEGA JUNIOR HIGH SCHOOL

During my teaching training practice at Pedro Lantigua Ortega Junior High School syllabus of the English subject was analyzed, a survey was conducted with the students with the objective of knowing if they liked the subject, how easily they learned English, and if it was easy for them to learn it with the methods used by the teachers, visit different classes where you analyze the teaching methods of the school's English teachers. Taking into account the above aspects We detected that students are motivated with activities in English, students learn English easily, but teachers do not use the necessary resources to motivate their class, such as photos, videos, and dynamic games.

This instrument was elaborated taking into account the teacher's creativity in English lessons

Survey conducted with 38 students from Pedro Lantigua Ortega Junior High School with the objective of knowing the real state of creativity of the English teacher in their lessons (annex 1)

Are English teachers creative in their lessons?

Always: 2 students (5%)

Sometimes: 1 student (3%)

Rarely: 2 students (5%)

Never: 33 students (87%)

Do the teachers use images or visual materials in their Lessons?

Always: 1 student (3%)

Sometimes: 3 students (8%)

Rarely: 1 student (3%)

Never: 33 students (87%)

Do the teachers conduct role-playing games or interactive activities in class?

Always: 0 students (0%)

Sometimes: 2 students (5%)

Rarely: 1 student (3%)

Never: 35 students (92%)

Analysis:

The survey results indicate a clear dissatisfaction and concern among the students regarding the teaching methodology employed at their school. With 87% of the students considering that the teachers are not creative in their classes and do not use images or visual materials, and 92% reporting that role-playing games or interactive activities are never conducted, there is an urgent need for innovation and adaptation in the way teaching is approached. These data suggest that the majority of students might be receiving a more traditional education, less adapted to modern methods that promote active participation and meaningful learning.

Survey conducted with 2 teachers from Pedro Lantigua Ortega Junior High School with the objective of knowing the real state of creativity in their lessons(annex 2)

Are you creative when you teaching English lessons?

Always: 0 teachers (0%)

Sometimes: 0 teachers (0%)

Rarely: 1 teacher (50%)

Never: 1 teacher (50%)

How frequently do you use images or visual materials in your lessons?

Always: 0 teachers (0%)

Sometimes: 0 teachers (0%)

Rarely: 1 teacher (50%)

Almost never: 1 teacher (50%)

How frequently do you conduct role-playing games or interactive activities in your lessons?

Always: 0 teachers (0%)

Sometimes: 0 teachers (0%)

Rarely: 1 teacher (50%)

Never: 1 teacher (50%)

Analysis:

The survey results indicate a lack of creativity and the use of modern pedagogical tools in the teaching methodology of the evaluated teachers. Both teachers (100%)

rated themselves as either slightly creative or not at all creative in their classes, with a 50% distribution in each category. Regarding the use of images and visual materials, both teachers reported doing so rarely or almost never (50% each). Additionally, one teacher never conducts role-playing games or interactive activities, while the other does so rarely (50% each). These results suggest that the lack of creativity and limited use of visual tools and interactive activities could be demotivating students, highlighting the need to innovate and adapt the way of teaching to make their lessons more attractive and effective.

An observation of lessons was carried out and the following results were obtained (annex 3)

In my observation of English lessons at Pedro Lantigua Ortega Junior High School, I identified a gap between the students' initial enthusiasm for the subject and their gradual disinterest. Despite the students' apparent enjoyment of English, the teaching practices observed were notably devoid of visual stimuli, role-playing activities, and opportunities for teamwork. The lack of these dynamic and engaging instructional methods seems to be a significant factor in the students' waning interest in the subject. Without the infusion of these creative and interactive elements, the classroom environment may not be sufficiently stimulating to maintain the students' curiosity and motivation to learn English.

The proposal of activities is constituted by ten activities and its objective is to solve the teacher's problems with creativity in English lessons. The proposal is part of the eighth grade English program. The program has 10 units with a total of 80 class hours.

Among the objectives of the course in eighth grade are to demonstrate their political-ideological training through responsible behavior in the exchange with classmates in activities that take place in class and outside the school context, where English is used to communicate short and simple messages about personal life and tastes, ask for help, including directions, act out a situation read, heard or seen on video or TV. Assume a responsible attitude towards their own learning through the use of learning strategies that help them understand and express themselves, such as listening and practicing the pronunciation of written words, using the dictionary, fundamentally the

bilingual one, seeking help asking for clarifications and repetitions, In addition, reflection and self-evaluation of their own progress under the guidance of the teacher. Taking into account the surveys applied and the visits to different lessons, the proposal of activities is aimed at helping teachers to make their lessons more dynamic, since creativity is a valuable tool for English teachers, since it can help make the learning process is more attractive and effective for students. By incorporating creative activities and teaching methods, teachers can help students develop a passion for the language and improve their English skills.

Taking into account the problem raised, my activities have the following characteristics:

- Flexible: because they adapt to any group taking into account the class profile.
- Integrated: because they allow the integration of language skills with values
- Concrete: because they are based on my diagnosis.
- Dynamic: because they involve teamwork and pair work, they also include role-playing, which makes the class environment more creative

The activities have three stages: orientation, development and checking the student's activity. In the orientation the teacher explains to the students what to do, how to do it and why to do it. In the development the teacher asks the students to do it. Then the teacher checks the student's activity, the teacher checks what the students are doing individually pairs or in groups, also the teacher stimulates your students to go on practicing and assess the students .

Proposal of activities

Exercise 1

Title: All about me

Unit 1 Back to school (Review)

Lesson 1

Learning goal: to speak about personal information so as to foster friendship.

Communicative functions: talking about personal information

Organization: in pairs

Time: 15 minutes

Resources: pictures

Orientation

The teacher will explain to the students that they are going to speak about personal information (name, age, occupation and nationality)

Then, the teacher is going to explain the importance of introduce yourself and to meet new people.

The teacher will provide the necessary vocabulary to speak about personal information (My name is..., I am ... years old, I am a teacher/student)

Then, the teacher is going to say that they will do an exercise in which they must to imagine that they meet someone and they need to introduce themselves.

The teacher will say that to do the exercise the student can go to the workbook and see the expressions that are there.

Development

The teacher will set a communicative situation so as to refer to the activity.

The teacher will show a picture about He7she and a friend, and the teacher will say:

She is my friend Laura. When I met her I needed to introduce myself and a said: My name is Thalia. I live in Trinidad. I am 21 years old. I am Cuban. I am a teacher.

Then, the students have to imagine that they meet a new friend and they need to introduce themselves.

Checking the student' activity

The teacher will provide help. The teacher is going to help the students who cannot answer.

Then the teacher will check the exercise orally taking into account a good pronunciation

Evaluating the activity

The teacher will bring a little box for the students to evaluate the activity. Inside the box there will be pieces of paper of phrases written on them.

Today I felt.

I learned... with this activity.

Then, the teacher says to the students: Remember that in the lesson we work with introduce yourself and the importance od to meet new people and to be friendly.

Exercise 2

Title: Guess who it is

Unit 1: Back to school (Review)

Lesson 4

Learning goal: to speak about describe someone so as to foster friendship

Communicative functions: talking about characteristic physically and morally related to someone.

Organization: in group

Time: 20 minutes

Resources: Blackboard and pictures

Orientation

The teacher will explain to the students that they are going to speak about characteristic physically and morally related to someone.

Then, the teacher provides the necessary vocabulary to describe someone (tall, medium height, short, thin, overweight, fat, handsome, pretty, good-looking, quiet, talkative, funny, serious, nervous, calm, intelligent, smart, noisy, green eyes, blue eyes, blonde, curly hair, straight)

The teacher is going to say the students that they will do and exercise in which they must to describe someone. To do this exercise the students can go to the workbook and see the expressions that are there.

Development

The teacher shows a picture to the students, and she says: she is my mother. She is short and thin. She is pretty. She is funny. She has blonde hair and brown eyes. She is intelligent.

Then, the teacher divides the group into two teams and she explains that in the exercise one member of the team describes physically and morally one member of the opposing team and the others has to guess who it is.

Checking the student's activity

The teacher stimulates the students and suggests what to say.

The, the teacher will check the pronunciation and the correct use of the vocabulary to describe someone.

Evaluating the activity

The teacher will bring a little box to the student to evaluate the activity, inside the box there will be pieces of paper with phrases written on them, and the students have to complete the phrases.

Today I felt...

I learned ... with this activity.

Exercise 3

Title: A journey through my Day!

Unit 1: Back to school (Review)

Lesson 7

Learning goal:

Communicative functions: talking about activities people do every day.

Organization: individual

Time: 20 minutes

Resources: Blackboard and pictures

Orientation

The teacher will explain to the students that they are going to speak about activities people do every day

Then, the teacher provides the necessary vocabulary to speak about it (get up early, have breakfast, go to school, do homework, have lunch, take a shower, watch TV, read book, study math, do exercise, play card, play guitar, take a walk)

The teacher is going to say the students that they will do and exercise in which they have to make sentences taking into account the frequency with which they do the given activities. To do this exercise the students can go to the workbook and see the expressions that are there.

Development

The teacher shows a picture to the students and she/he says : He is my brother Jose. He always gets up at seven o'clock. He goes to school every day. He practices sports twice a week. He never watch TV shows.

Then, the teacher explains that in the exercise the students have to mark how often they do the activities that appear in the table and then make sentences with what they selected.

Activities	Always	Usually	Sometimes	never
Get up at 7 o'clock				
Watch TV after dinner				
Do homework after school				
Cycle in the afternoon				
Read books				
Play on the cellphone				
Go to bed at 10 o'clock				

Checking the student's activity

The teacher stimulates the students and suggests what to say.

The teacher will check the activity orally taking into account the pronunciation and the correct use of the vocabulary related to activities people do every day

Evaluating the activity

The teacher will give the students a box to the students and inside there will be a question

- Do you like the activity?
- Did you enjoy the activity?
- Do you learn something new?

Then, the students will answer the questions.

Exercise 4

Title: Let's talk about likes.

Unit 2: What do you like?

Lesson 2

Learning goal: To speak about likes and dislikes so as to foster love and respect to others.

Communicative functions: talking about likes and dislikes

Organization: individual

Time: 15 minutes

Resources: pictures

Orientation:

The teacher will explain to the students that they are going to speak about likes and dislikes (leisure activities). Then, the teacher is going to explain the importance about leisure activities and doing them well.

Then, the teacher provides the necessary vocabulary to speak about likes and dislikes (swim, listen to music, read a book, and play videogames).

The teacher is going to say that they will do an exercise in which they must to talk about likes and dislikes according to the pictures that the teacher shows. To do the exercise the students can go to the workbook and see the expressions that are there.

Development

The teacher shows a picture about a girl swimming in the beach and the teacher says: She is my friend Laura. She lives in Trinidad. She likes to swim in the beach.

The students have to make a sentence orally and then, they will write the sentence.

Checking the student's activity

The teacher will provide help. The teacher is going to help the students who cannot answer.

Then the teacher will check the sentence first orally and then in writing taking into account a good pronunciation and a correct use of the verbs to express likes and dislikes.

Evaluating the activity.

The teacher creates conditions for the students to evaluate their progress

The teacher makes a scale of an formative character where the students evaluate themselves.

1. Zero participations
2. One participations
3. Two participations and good pronunciation
4. More than three participations
5. Five participations, excellent pronunciation and vocabulary.

Then, the teacher says to the students: Remember that in the lesson we work with leisure activities and must be loving and respectful with people while we do them.

Exercise 5

Title: A delicious recipe!

Unit 3: Let's have a party

Lesson 6

Learning goal: To write simple text giving instructions to make a recipe to focus on the importance of healthy food.

Communicative functions: To write simple messages to give instructions

Organization: in pairs.

Time: 20 minutes

Resources: Pictures and TV set.

Orientation

The teacher will explain to the student that they are going to write a recipe with some ingredients. Then, the teacher is going to explain the importance of healthy food.

The teacher provides the necessary vocabulary to write a recipe.

Verbs like: mix, stir, bake, boil, fry, add, cut

Kitchen utensils: bowl, spoon, knife

Measure: cup, teaspoon, tablespoon

Then, the teacher is going to say the students that they will write a recipe taking into account the ingredients given.

Development

The teacher shows a picture on the TV set and she says:

It is mango smoothie. It is my favorite recipe.

Ingredients

1 ripe mango

1 cup of milk

1 tablespoon of sugar

Ice cubes

Instructions

First, peel the mango and cut in small pieces. Put the mango pieces milk and sugar into a blender and add some ice cubes. Then turn on the blender and mix everything until smooth. Finally pour the smoothie into and enjoy it.

Then the teacher divides the group in pairs and the students have to make a recipe taking into account some of the following ingredients.

Ingredients

Orange, lemon, mamey, chocolate, Ice cubes, water, sugar, milk.

Checking the student's activity

The teacher will provide help to the students who cannot the answer. Then, the teacher check the exercise taking into account the correct use of the vocabulary.

Evaluating the activity

The teacher will write some phrases on the blackboard and the students have to complete then orally.

Today I learned...

Today I felt....

Exercise 6

Title: Help me!

Unit 4: How can I get to?

Lesson 3

Learning goal: to speak about directions and to guide people so as to foster help others.

Communicative functions; give direction

Organization: individual

Time: 15

Resource: picture

Orientation: The teacher will explain to the students that they are going to speak about give directions. Then, the teacher is going to explain the importance of giving directions and to help others.

The teacher provides the necessary vocabulary to give directions (turn right, turn left, on the right, on the left, across from, go straight ahead, next to).

The teacher is going to say the students that they will do an exercise in which they must to guide a car to reach their garage. To do the exercise the students can go to the workbook and see the expressions that are there.

Development.

The teacher will set a communicative situation so as to refer to the activity. He/ she says: My friend Carla used to life in Havana City, but she moved to Sancti Spiritus and she doesn't know how to get to her new garage. Can you help her?.

The students have to guide Carla to her garage orally.

Checking the student's activity.

The teacher will provide help to the students. The teacher stimulates the students and suggests what to say.

Then, teacher will check the directions orally taking into account a good pronunciation and a correct use of verbs related to going directions.

Evaluating the activity

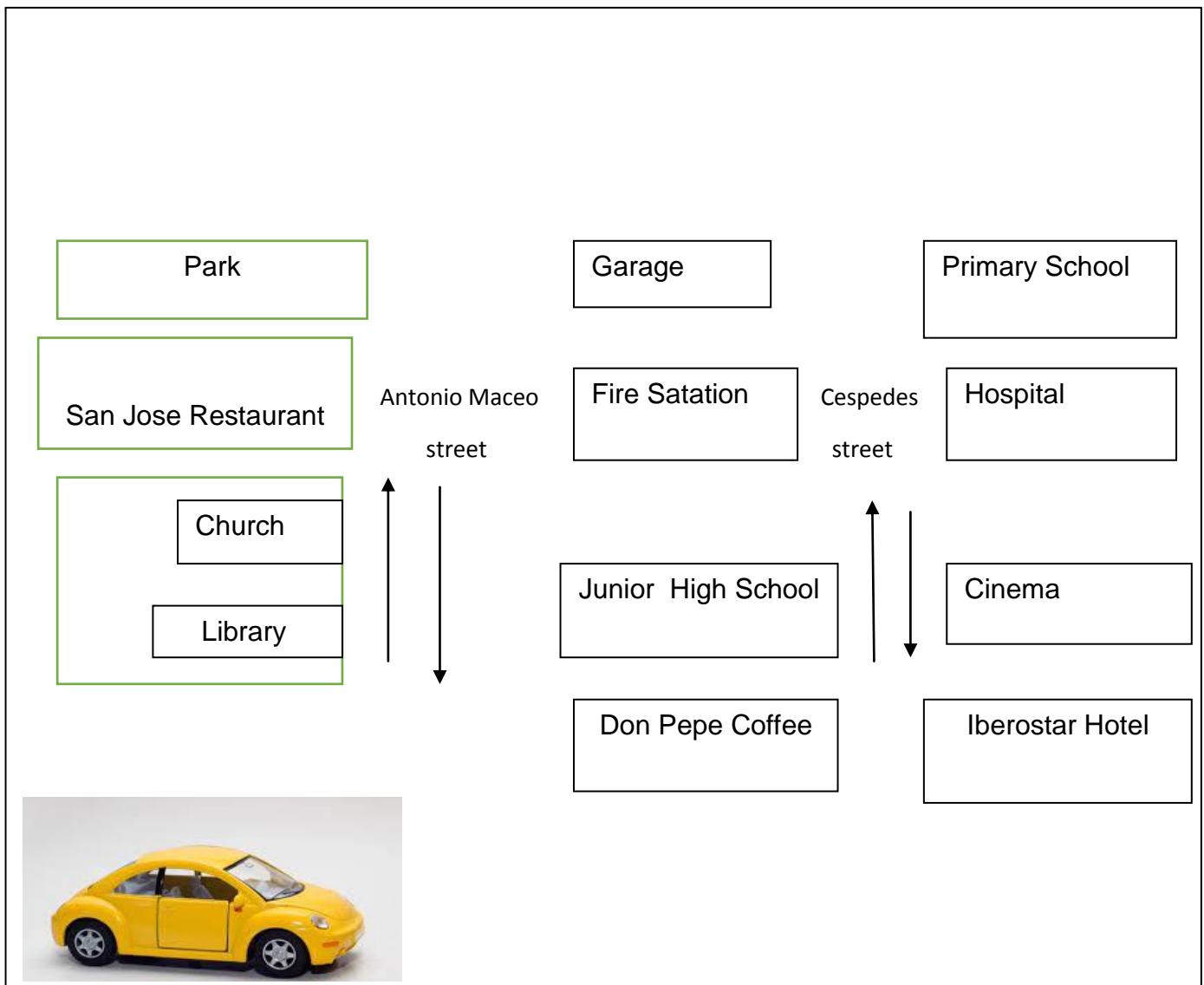
The teacher will bring a little box for the students to evaluate the activity. Inside the box there will be pieces of paper of phrases written on them.

Today I felt.

I learned... with this activity.

I could improve...

Then, the teacher says to the students: Remember that in the lesson we work with how can I give directions and we must help others.



Exercise 7

Title: Describing places

Unit 4: How can I get to

Lesson 2

Learning goal: to write simple text about your favorite place.

Communicative functions: Write paragraphs describing your favorite place.

Organization: individual

Time: 20 minutes

Resources: Pictures

Orientation

The teacher will explain to the students that they are going to describe your favorite place.

Then, the teacher provides the necessary vocabulary to describe places. (Amazing, fantastic, beautiful, lovely, boring, interesting, unique, contemporary, historic, old city, noisy, peaceful, touristy)

The teacher is going to say the students that they will do and exercise in which they have to describe her/his favorite places.

To do the exercises the students can go to the notebook and see the expressions that are there.

Development

The teacher shows a picture to the students, and she says: It is the romantic museum. It is my favorite place. It is beautiful and old. It is an interesting place.

Then, the teacher says the students that in the exercise they have to describe their favorite place and then they will read their paragraphs in front of the classroom.

Checking the student's activity

The teacher will provide help to the student. The teacher stimulates the students and suggests what to say.

Then, the teacher will check the paragraph in a written and in an oral way, taking into account a good pronunciation and a correct use of the vocabulary related to describe places.

Evaluating the activity.

The teacher will write some phrases on the blackboard and the students have to complete them orally.

Today I learned...

Today I felt....

Exercise 8

Title: Future trip

Unit 5: Planning a weekend trip

Lesson 2

Learning goal: To speak about future plans in simple future being responsible

Communicative functions: Talk about near future

Organization: individual

Time: 20 minutes

Resources: Pictures and TV set.

Orientation

The teacher will explain to the student that they are going to speak about simple. Then, the teacher provides the necessary vocabulary related to simple future (The near future is employed to discuss future actions, plans and intentions. You need to add the phrase going to after the appropriate form of the verb to be, example: I am going to , you are going to , we are going to . Then add the base form of the main verb in infinitive to convey the intended action. You can use time expressions next week, next weekend, next month, next year. Example: I am going to visit my friend next week.

The teacher is going to say the students that they will do and exercise in which they have to create and story in simple future. To do the exercise the students can go to the notebook and see the verbs and expressions that are there.

Development

The teacher shows a picture and she says:

It is Varadero. I am going to visit Varadero next weekend. I am going to enjoy a lot my trip. I am going to swim on the beach. I am going to eat pizza. I am going to visit Josone Park. It will be an amazing trip.

Then the teacher says to the students that they have to use the words provided below to write a short story in simple future and add details to make the story interesting.

Word list:

Visit, meet, eat, travel, buy, enjoy.

Checking the student's activity

The teacher will check the exercise on the blackboard and orally, taking into account good pronunciation and good written vocabulary.

Evaluating the activity

The teacher will bring a little box to the student to evaluate the activity, inside the box there will be pieces of paper with phrases written on them, and the students have to complete the phrases.

Today I felt...

I learned ... with this activity.

Exercise 9

Title: Let's practice sport

Unit 8: Preparing for the Olympic games

Lesson 3

Learning goal: To speak about different types of sports so as to foster practice sports to maintain us healthy.

Communicative functions: Talk about types of sports

Organization: individual

Time: 20 minutes

Resources: blackboard

Orientation

The teacher will explain to the students that they are going to talk about different types of sports. Then the teacher is going to explain the importance of practice sports because it helps us to stay healthy.

The teacher provides the necessary vocabulary to speak about sports (tennis, baseball, volleyball, football, water polo, gymnastics, soccer, badminton)

Then, the teacher asks the students if they would like to solve a puzzle.

The teacher will explain to the students that in the exercise they will have to find different type of sports on the puzzle and the puzzle appears on the blackboard.

Development

The teacher will present the poster with the puzzle.

Then, the teacher will set a communicative situation and he/she will say: My mother gave me a puzzle. I need your help to find the words hidden there.

Find the following words in the puzzle

-tennis	- soccer
-baseball	- badminton
-basketball	- cricket
-volleyball	- football
-gymnastics	- waterpolo

B	A	B	T	O	C	W	O	B	U	F	G	G	W	B
O	Z	A	M	N	V	L	W	R	S	T	Y	G	A	O
C	G	S	D	S	O	C	C	E	R	X	M	S	T	F
B	Y	K	T	R	L	I	O	R	Z	N	E	S	Y	F
P	M	E	E	C	L	A	G	H	M	B	H	L	M	L
D	N	T	N	O	E	M	E	L	A	A	B	X	I	L
F	A	B	N	O	Y	B	A	L	L	C	R	B	T	A
W	S	A	I	S	B	T	L	C	P	Q	N	O	T	B
O	T	L	S	R	A	B	C	L	R	I	C	K	E	T
S	I	L	T	O	L	C	F	V	I	M	O	R	W	O
Q	C	O	N	E	L	R	P	T	T	E	T	U	H	O
H	P	B	A	D	M	I	N	T	O	N	C	K	E	F

Checking the student's activity

The teacher will provide help and stimulate the students.

Then, the teacher will send the students to find the words hidden in the puzzle on the blackboard.

The teacher will insist on the importance of practicing sports to stay healthy.

Evaluating the activity

The teacher will give the students a little box and inside there will be pieces of paper with phrases and the students will have to complete the sentences.

- Today I felt
- I learned ... with this activity

Exercise 10

Unit 5

Title: Fashion style

Lesson 3

Learning goal: to speak about clothes being responsible and respectful with others

Communicative function: Talking about clothes.

Organization: in pairs

Time: 20 minutes

Resources: pictures

Orientation

The teacher will explain to the students that they are going to talk about different types of clothes.

Then, the teacher shows a picture of different clothes and provides the necessary vocabulary to talk about it (jeans ,scarves, handbag, hats, shirt, T-shirt, skirt, blouse, dress, shorts, coat, sneakers, boots, sandals, heels)

The teacher is going to say the students that they will do an exercise in which they have to describe clothes and give personal opinions.

To do the exercises the students can go to the notebook and see the expressions that are there.

Development

Then, the teacher tell the students that in the exercise they will make a dialogue about fashion preference, discussing the types of clothing they like and what they wear for different occasions.

Checking the student's activity

The teacher will provide help to the student. The teacher stimulates the students and suggests what to say.

The students can ask:

Do you prefer casual or formal clothes?

Do you prefer wearing jeans or shorts?

How do you choose your outfits every day?

What types of clothes do you like?

Then, the teacher will check the dialogue taking into account a good pronunciation and a correct use of the vocabulary clothes

Evaluating the activity.

The teacher will write some phrases on the blackboard and the students have to complete them orally.

Today I learned...

Today I felt....

The previous activities are a function of both the teachers and the students because when teachers use role plays, dynamics, and use teaching aids in their lessons, they help students develop critical thinking, problem-solving, and communication skills. These activities also encourage active participation, collaboration, and idea sharing, which can improve the learning environment and motivation. Additionally, creative activities allow students to apply their language knowledge in real, authentic contexts, which can improve their ability to communicate in English

RESULTS

The main objective of this research was a proposal of activities to improve the teaching-learning process using the teacher's creativity in English lessons.

The research was carried out at Pedro Lantigua Ortega High School in eighth grade, we took group 8 or 1 as a sample.

After the application of the activities, we conducted surveys with teachers and students, we also observed English lessons with the aim of verifying the results of the proposed activities.

Survey conducted with 38 students from group 8 – 1 (Annex 4)

Have teachers implemented creative activities in the lessons?

Yes: 32 students (84%)

No: 6 students (16%)

Do teachers sometimes use images in these activities?

Yes: 26 students (68%)

No: 12 students (32%)

Do they conduct role-playing games in the lessons?

Yes: 29 students (76%)

No: 9 students (24%)

Do you feel motivated in the lessons due to these creative practices?

Yes: 35 students (92%)

No: 3 students (8%)

The survey results reveal several significant aspects regarding students' perceptions of creative activities in their classes:

Implemented Creative Activities:

84% of the students (32 out of 38) confirmed that teachers have introduced creative activities in the classes. This indicates a widespread adoption of innovative and participative teaching methods, which is positive for fostering a dynamic and engaging learning environment.

Use of Images:

68% of the students (26 out of 38) reported that teachers use images in some of these activities. The use of images can be an effective tool to enhance understanding and retention of information, as well as to make classes more visual and appealing.

Role-Playing Games:

76% of the students (29 out of 38) indicated that they participate in role-playing games in the classes. Role-playing games can be an excellent way to engage students in the learning theme, promote cooperation, and develop social and communication skills.

Motivation in lessons:

92% of the students (35 out of 38) feel motivated in the lessons due to these creative practices. This high percentage suggests that creative activities are not only well-received by students but also have a positive impact on their motivation to learn.

Overall, these results indicate that educational strategies centered on creative activities, such as the use of images and role-playing games, are effective and highly valued by students, significantly contributing to improving their classroom experience and motivation.

Survey conducted with 2 eighth grade teachers

Do you use images in your classes?

Always: 1 teacher (50%)

Sometimes: 1 teacher (50%)

Never: 0 teachers (0%)

Do you conduct role-playing games in your lessons?

Always: 1 teacher (50%)

Sometimes: 1 teacher (50%)

Never: 0 teachers (0%)

Do you incorporate teamwork in your lessons?

Always: 2 teachers (100%)

Sometimes: 0 teachers (0%)

Never: 0 teachers (0%)

Do you consider these activities help the students' motivation to learn?

Always: 2 teachers (100%)

Sometimes: 0 teachers (0%)

Never: 0 teachers (0%)

Analysis of the Results:

The survey results show that both teachers use creative practices in their classes, albeit with different frequencies. One teacher uses images and role-playing games in all their classes (50%), while the other does so only sometimes (50%). However, both teachers incorporate group work in all their classes (100%). These practices are seen as very positive for students' motivation, promoting an interactive and participative learning environment. The variability in the use of images and role-playing games suggests that there is room to standardize these practices to maximize their impact on students' motivation and learning.

An observation of lessons was carried out and the following results were obtained (annex 6)

During my observation at Pedro Lantigua Ortega Secondary School, I observed that the students have interest in the English subject. The teachers have incorporated effective teaching strategies that resonate well with the students. They frequently use visual aids such as images to make the lessons more engaging and to help students better understand the material. Additionally, the teachers regularly conduct role-playing games, which not only make the lessons entertaining but also help students practice their language skills in a practical context. Furthermore, the teachers encourage teamwork by assigning group projects and activities, fostering a collaborative learning environment. These diverse and interactive teaching methods have significantly boosted the students' motivation and enthusiasm for learning English.

CONCLUSIONS

Creativity is an inherent quality in the teaching of excellence in the English language in the current contexts in which the world lives. It requires teachers, students and specialists to analyze the social contexts in which it develops in order to carry out the pedagogical and cultural changes that it seeks to better satisfy the communicative, interactive and intercultural needs of society.

Creativity favors the process of apprehending knowledge since it enhances the development of critical and abstract thinking, as well as the ability to solve problems in different contexts. In the same way, it promotes leadership, security, participation and integration with their peers.

The creative teacher has to be ready to redefine, reinvent and relearn along with their students, who are a source of inspiration that allows them to discover, experiment and generate new things.

Therefore, it is necessary to make a root change in the thinking, acting and being of people, a process that begins in our first school "the house" and of course in our first years of schooling, therefore, it is important that education is directed towards the search for pedagogical models, strategies and innovative teaching methods. Education is facing a great challenge and it's aware of the importance of creative capacity as a necessary condition that leads human beings to reflect on their knowledge, action, reality and responsibility.

Recommendations

We recommended continuing investigating about this topic to motivate teachers to foster creativity in English lessons, to extend this proposal to other subject and to spread it, to others teachers for its application.

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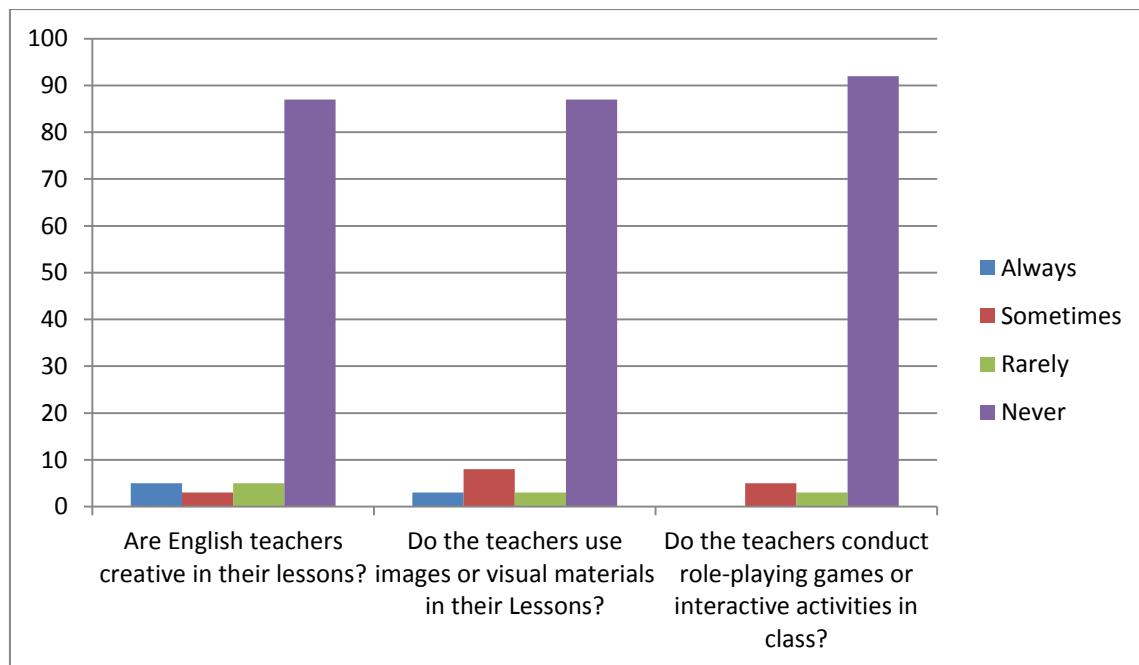
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ANNEXES:

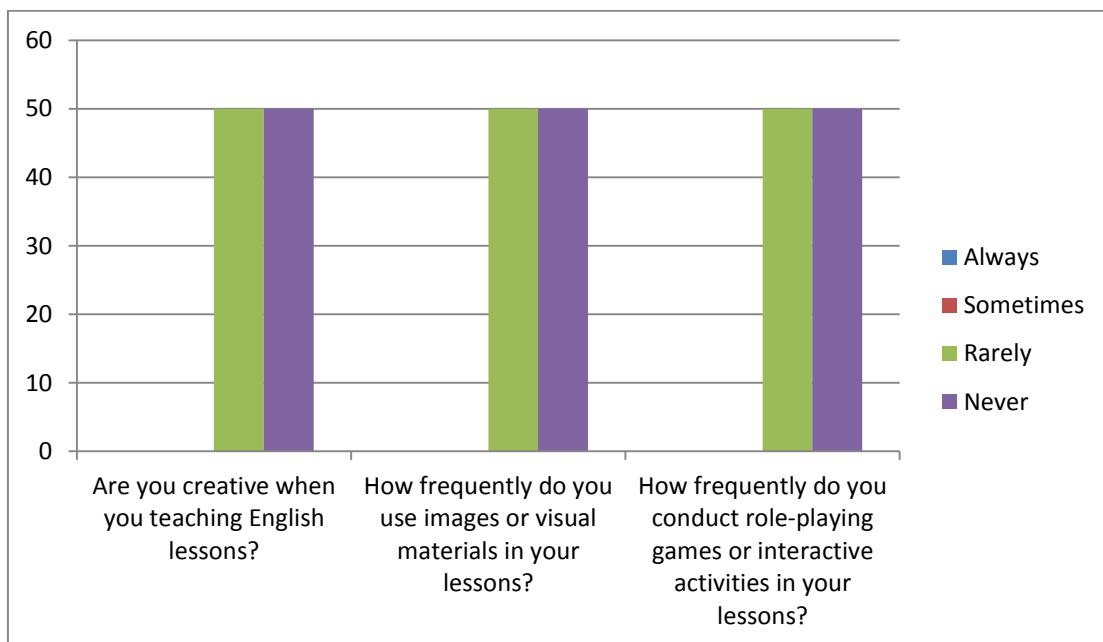
Annex 1

Survey conducted with 38 students from Pedro Lantigua Ortega Junior High School with the objective of knowing the real state of creativity of the English teacher in their lessons



Annex 2

Survey conducted with 2 teachers from Pedro Lantigua Ortega Junior High School with the objective of knowing the real state of creativity in their lessons



Annex 3

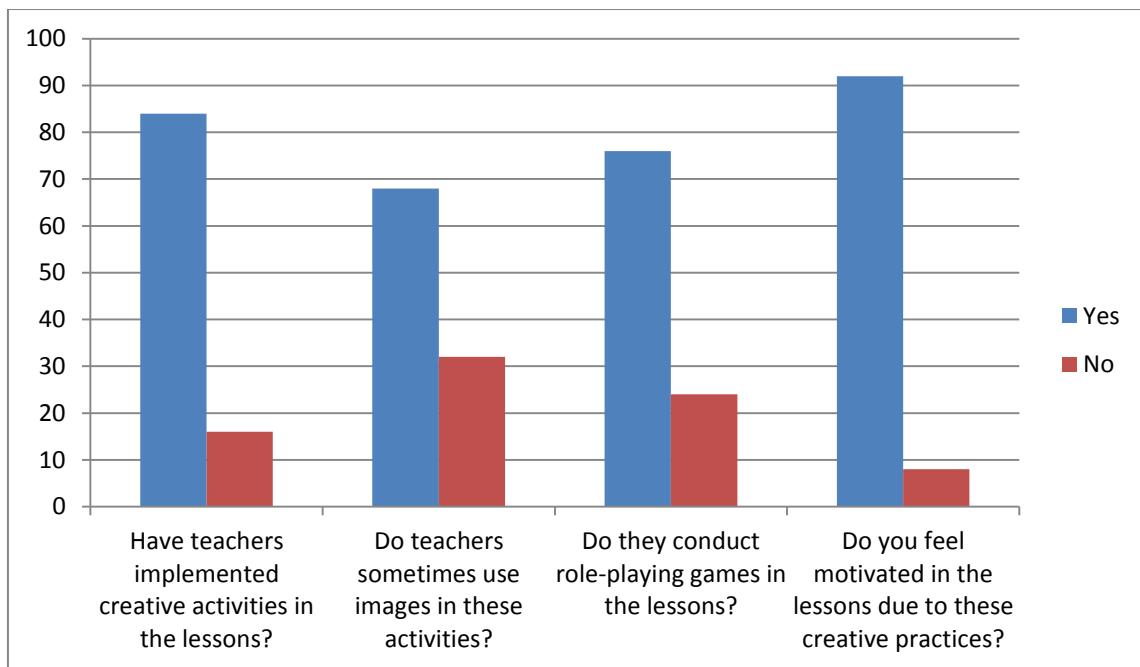
Observation of English lessons at Pedro Lantigua Ortega Junior High School

Objective: To know the real state of English Lessons

	Is observed	Is not observed	Is partially observed
Students like the English subject	X		
The teacher uses images in his lessons		X	
The teacher does role-playing games in his lessons		X	
The teacher encourages teamwork		X	
The teacher motivates the students through his lessons			X

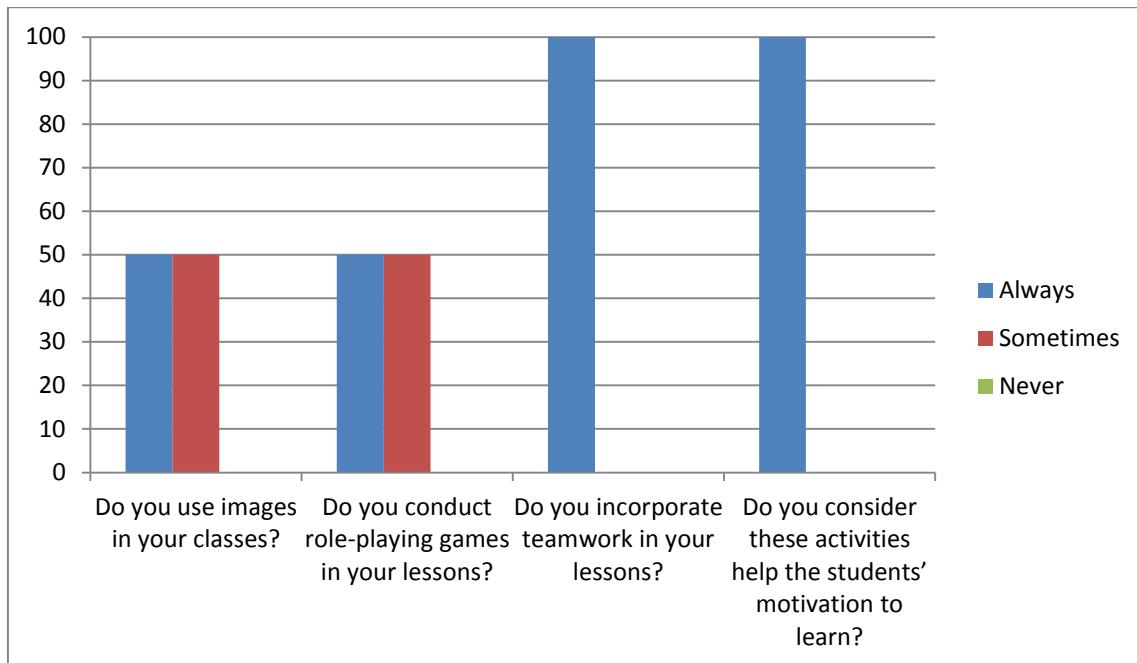
Annex 4

Survey conducted with 38 students from group 8 – 1



Annex 5

Survey conducted with 2 eighth grade teachers



Annex 6

Observation of English lessons at Pedro Lantigua Ortega Junior High School

Objective: To know the effectiveness of the proposal of activities

	Is observed	Is not observed	Is partially observed
Students like the English subject	X		
The teacher uses images in his lessons	X		
The teacher does role-playing games in his lessons			X
The teacher encourages teamwork	X		
The teacher motivates the students through his lessons	X		