

**RESEARCH TITLE**

**Role of Creativity and Innovations in Teaching English Language  
Faculty of Education Teachers -University of Kordofan**

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**Abstract**

This study was carried out in University of Kordofan – Faculty of Education during ( 2021 - 2022),to identify the role of creativity and innovation in English language teaching. The study used the descriptive analytical method. A questionnaire was used for data collection, besides the references, books and web sites . The sample of the study represented by 50 teachers of English language selected randomly from a population 200 teachers, whereas 85 students were selected from 340 students in Faculty of Education -the final semester. Data were analyzed by Statistical Package for Social Sciences (SPSS) -Version 16. The study attained the following results; creativity and innovation help teachers to find out strategies to deal with unexpected and complex situation ( 90%).Innovation in teaching English language compel students to use a high level of thinking to solve problem and become independent (82%). Using videos and other technological materials motivate students to create new things and enhance their talents (86%). Teachers sometimes give students chances to show their innovation in the classroom (88%). Using practical activities promotes innovative thinking of students (92%). Good environment affects students' performance and develops their imagination (86%) . It was concluded that creativity and innovation play vital role in teaching English as a foreign language .The study recommended that; the necessity of using modern technological means in presenting lessons due to their great impact on promoting the students level in English as a foreign language , as well as helping them to invent new things and enhance their talents.

## دور الإبداع والابتكار في تدريس اللغة الإنجليزية كلية التربية - جامعة كردفان

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### المستخلص

أجريت هذه الدراسة بولاية شمال كردفان -محلية شيكان خلال الفترة (2021-2022) للتعرف على دور الإبداع والابتكار في تدريس اللغة الانجليزية. استخدمت الدراسة المنهج الوصفي التحليلي. وتم استخدام استبيان لجمع البيانات بالإضافة إلى المراجع والكتب والمواقع الالكترونية . وقد تم إختيار عينة الدراسة المتمثلة بـ(50) معلماً للغة الإنجليزية عشوائياً من مجموع 200 معلماً . تم تحليل البيانات بواسطة برنامج الحزم الإحصائية للعلوم الإجتماعية ( SPSS ) - الإصدار 16. وقد توصلت الدراسة إلى عدة نتائج منها : أن الإبداع والابتكار يساعد المعلمين على إيجاد استراتيجيات للتعامل مع المواقف المعقدة وغير المتوقعة (90%) . إن الإبتكارات في تدريس اللغة الإنجليزية تجبر الطلاب على استخدام مستوى عالي من التفكير لحل المشكلات (82%) . أن استخدام مقاطع الفيديو والمواد التكنولوجية الأخرى يحفز الطلاب على ابتكار أشياء جديدة وتعزيز مواهبهم (96%) . يعطي المعلمون الطلاب أحياناً فرصاً لإظهار إبتكاراتهم في حجرة الدراسة (88%) . أن إستخدام الأنشطة العملية يعزز التفكير الإبداعي للطلاب (92%) . و أن البيئة الجيدة تؤثر على أداء الطلاب وتنمي خيالهم (86%) . وخلصت الدراسة إلى أن الإبداع والابتكار يلعبان دوراً حيوياً في تدريس اللغة الإنجليزية كلغة أجنبية. وأوصت الدراسة بضرورة استخدام وسائل التكنولوجيا الحديثة في تقديم الدروس لما لها من أثر كبير في الارتقاء بمستوى الطلاب في اللغة الإنجليزية كلغة أجنبية ، وكذلك مساعدتهم على ابتكار أشياء جديدة وتعزيز مواهبهم .

## Introduction

Creativity and innovation are becoming increasingly important for the development of 21<sup>st</sup> century knowledge society. They contribute to economic prosperity as well as to social and individual wellbeing and are essential factors for a more competitive. Education is seen as control in fostering creative and innovation skills. This paper provides an overview of the theoretical foundations for creativity and innovation in the context of education. It emphasizes the need to encourage the development of student's creative and innovative potential. The upsurge of new media and technologies learners use in their everyday lives can be exploited in creative and innovative way and contribute of formal and informal learning.

## Statement of the Problem

The world is changing, however some teachers still teach in a way that was invented in the industrial revaluation, they do not follow innovation and creativity in teaching English language. They use old methods that do not help their students to communicate successfully.

### Questions of the Study

1. What is the role of innovation and creativity in teaching English language?
2. To what extent that critical thinking motives students to innovate and create something, new?
3. How can creativity and innovation in teaching English help solving student's problem?

## Hypotheses of the Study

The study hypothesized that:

1. If teachers apply creative methods in teaching English this will contribute to increasing student's motivation.
2. If the students follow critical thinking, they will achieve good results.
3. If teachers use creativity and innovation in teaching English that will help them solving problems.

## Significance of the Study

This study is considered significant because, it is encouraging students to think creatively and produce creative ideas. Also it uses a wide range of idea creation techniques, such as brain storming. it helps in promoting learner independence, performance.

## Objectives of the Study

The main objectives of the study are:

1. To demonstrate the advantages of applying creative and innovation methods in teaching English.
2. To illustrate the conditions which determine the best material and activities involve teaching English language in academic environment.
3. To encourage students to think about their own creativity and innovation and how to develop them.

## Delimitations of the Study

The study was limited to improve innovation and creativity in teaching English as foreign language at University of Kordofan during the academic year 2020-2021.

**Key words :** Creativity , innovation, performance ,competence ,critical thinking, problem solving.

## Literature Review

### Creativity and innovation

Oxford dictionary defines that; "creativity is the ability to make or produce new things, specially using skills or imagination (2006:183) innovation is something new that has been introduced (2006:410). Kenneth Robinson (2009:92) says that is to invent new technologies or discover new branches of knowledge. Creativity and innovation are the ability to solve problems in new ways. Amabile (1989:4) claims that a view of creativity as having expertise in a field along with high level of divergent skills. Kozam (2009:22) says that creativity as a human endeavor does not have to be novel or of value.

### Creativity and Innovation Skills

Roger Vonoech's (2009:59) mentioned that one of the most effective way to develop creative skills is through design challenge projects in which students must invent solutions to real world problems such as designing a solar vest that can charge a cell phone when worn in the sun.

Critical thinking and problem solving, communication and collaboration and creativity are three top drawer skills sets in our toolbox for learning work and live in the 21<sup>st</sup> century. Powering these learning and innovation skills are the knowledge tools and technologies of our times.

### The Objectives of Creativity and Innovations Skills

Ernest Boyer(2009:61)stated that it is no longer enough simply to read and write, students must also become literate in the understanding of visual images also student should be able to: think Creatively

- Use wide range of idea creation techniques such as brain storming.
- Create novel, new and worthwhile ideas.
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
- Working creatively with others.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives, incorporate groups input and feed back into the work.
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

Implement innovations.

Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

### **Critical Thinking and Problem Solving**

Lauren and Megan (2009:86) clarified that critical thinking and problem solving are considered by many to be the new basics of 21<sup>st</sup> Century learning. Recent research in cognition the science of thinking has punctured a time. Honored tenet of teaching that mastering context must come before an attempt to put it to good use. Applying skills like critical thinking, problem solving and creativity to the content knowledge increase motivation and improves learning outcome. Teachers have been taught in education schools and enshrined in the famous "Taxonomy for learning" first knowledge, then comprehension, application, analysis, then synthesis and finally evaluation.

The revised version of taxonomy uses the update terms remember, understand, apply, analyze, evaluate, and create "these process can be learned at the same time or even reverse order" further more research has shown that combining many of these thinking skills improve learning outcomes.

### **Critical Thinking and Problem Solving Skills**

Rresnick and Hall (2009:52) mentioned that students should be able to:-

- Reason effectively -Use various types of reasoning (inductive-deductive) as appropriate on the situation. -Use systems thinking.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.-Make judgment and decisions.
- Effectively analyze and evaluate evidence, arguments, claims and beliefs,-Analyze and evaluate major alternative points of view.
- Synthesize and make connections between information and arguments.
- Interpret information and draw conclusions based on the best analysis.
- Reflect critically on learning experiences and processes.
- Solve different kinds of non-familiar problems in both conventional and innovative ways -Identify and ask significant questions that clarify various points.

### **Intentional Creativity**

X ,Danel , Beghetto and Kaufman(2013:1) mentioned that teachers are reading up on the basic of creativity and watching video that compare traditional lessons to those that require creative e thinking . Still many educators feel that a piece is missing; precisely how to teach creativity and incorporate creative thinking in their classrooms.

### **Creativity from Potential to Performance**

Wool folk (2007:2) cited that creative instruction can be used to promote achievement across content areas, establish long term learning, encourage creative thinking and problem solving and foster motivation and engagement. Creative lesson build on critical thinking, they require students to use both divergent and convergent thinking as Robinson has noted divergent thinking when there is only right idea, both are necessary



for creativity. Student uses divergent thinking to generate different solution to problem or challenge and then uses convergent thinking to decide which one will provide the best result.

### **Creative Student**

XERRi ,Danel (2016:5) described two types of creative people Big C creative people those who are eminent in their field or domain and whose work often leads to change. Many students do not think to themselves as creative, they believe that creativity is beyond their reach and think. Creativity is something that very few people engage in. As a result of this newfound a kind idea and become willing to engage in day to day. Creative thinking activities and undertake creative products. They create realistic expectations about themselves regarding their ability to produce creatively. Dweck (2006:5) noted that creative lessons instill excitement and interest and as student become more engaged, they put out more effort. Also add students who have fixed mindset believe effort and engagement make a difference they believe they are born with a certain potential and it does not change, so they are always in danger of being measured by failure.

Creativity can be viewed as a cognitive style or preference just as some students prefer to think critically using analytical or evaluating thinking, and other prefer to use factual knowledge.

### **Students who Thinking Creatively**

X , Danel & Tomlinson,B (1999:6) clarified students who think creatively as : Express ideas other students do not think of. They like to choose their own way of demonstrating understanding. Also ask questions that may seem off. Even enjoy open –ended assignments and prefer to discuss ideas rather than facts. Hence, they prefer to try new ways of approaching problem rather than accepted ways.

### **Creating the Classroom Climate**

Drapeau (2011:30) stated that the starting in creative learning experience is the classroom and environment Basic conditions of a creative learning class room include providing a safe environment, supporting unusual ideas, providing choice, utilizing strategies and techniques, encouraging multiple solution, incorporating novelty, and providing constructive feedback. Student who learn in a creative environment are exposed to creative activities and assignments, and observe their teacher modeling creative thinking will become more creative thinkers Sternberg and Williams (1996:7) A creative learning environment that embraces students and engagement a long with critical thinking and creative skills is essential to student achievement. The creation of a truly creative learning environment is deliberate teachers who want to see significant effects from their use of creative teaching strategies. Beghetto 2010 and Clark (2006:7) said that in order to make thinking skill instruction explicit, teachers guide student learning by naming the thinking skill in the lesson, describing how to do it well and providing student with feedback that helps student think creatively about the content. In the creative classroom students recognize the relationship between the content they are studying and how they think about the content. Anderson (2000:7) claimed that for example, when students brain storm reasons for immigration laws but

also what brain storming means and how to do it well. Rubrics or feedback tools are essential for assessing both student's content knowledge and their creative skills using tools also helps student see that thinking creatively about the content is as valued as content knowledge.

### **Cultivating Ideas and Action**

Maley, and Johnson,S (2010:94) said that innovation ideas come from a slow hunch sudden insight, or pure chance. Sometimes one idea mingles with another idea to form a hunch and it turns into something new. Sawyer (2006:94) innovation can come from collaborating with others or from having the time to explore one's thoughts alone. Inspiration can come from everyday sources, passions and interest, or the un conscious mind. Many innovations are the result of solving problem, making improvements and real life investigation, other combine existing innovations. Wanger (2012:94) interviewed innovations and found a commonality: they all visualized their ideas and mentally figured out what they needed to do to achieve their goals. Govindaragan (201:94) says that innovation prevents creativity from going state. Our creativity enables us to come up with great ideas, our innovation enables us to execute them.

### **Promoting Innovation in the Creative Classroom**

Fincher and Sorkrn(2010:95) explain that the innovation in the classroom often occur as part of problem based unit. Student identifies problems or challenges based on a given scenario, conduct investigations and develop an innovative solution. This is the nature of innovation. It serves a purpose, responds to an identified need and provides a solution.

To support students" practice in this area of creativity, ask guiding questions such as the following: What is the need? What is the problem or challenge in this situation? What is different? Is you innovation worth pursuing? How is your work or idea different from other work or ideas that have been tried or done before? What is the solution? How and why do you think your idea is solution to a problem? what is problematic? What problem might surface or a result of your innovation and how will you address them?

To help student understand what it takes for a creative idea to become something real, teachers model the innovation process.

### **Teachers in the Creative Classroom**

Sawyer (2006:98) noted that the most important creative insights typically emerge from collaborative teams and creative circles there is school of thought that believes creativity social. For student to be able to work together effectively and take the leaps of faith require for innovative thinking, they need to be in an environment that is accepting of creativity and risk taking.

Students need to feel that is okay to make mistakes and that mistakes are necessary on the road to innovation.

As with other creative thinking skills, teachers can help student become meta cognitively aware of the innovative process. Establishing meaningful definitions and creating shared language surrounding innovation will help students understand the

process as well as the importance of innovation and innovative thinking. The shared language promotes innovative thinking by using language that innovators use. Teachers in the creative classroom can encourage innovation several other ways. For instance, they give students physical space to innovative create "think tank" area in the classroom where students can either go individually or gather to explore and exchange ideas. They give students time to ponder. They also let students decide what and how to measure success. Recognize students for their effort as well as their success.

### **Targeting Innovation within Creative Standards**

Alloway (2010:103) cited that it is nearly impossible for students to be creative about the content if they do not know or cannot remember content. Some techniques and strategies that can help students remember, include creative activities, avoiding informational overload helping students categorize information, utilizing graphic organizers and designing experiential real life learning lessons. As with other areas of creative thinking, innovation can help students gain a deeper understanding of content to be able to come up with an innovative solution to a problem.

### **Encourage Innovative Thinking**

Robinson (2011:101) mentioned that innovation is the process of putting original ideas into practice. When introducing students to the concept of innovation, teachers can hook students' interest by discussing the U.S patent office and its role in recognizing true innovation.

A brief discussion about the patent office can help students understand that some ideas fail, or simply are not innovative enough. So, many innovations, however are successful and do end up as products or ideas that make difference about 60% of ideas submitted for patent approval are approved. Then introducing the idea of the formal patent approval process reinforces. Student understands of innovation as a response to a need or problem. This approach can be used in different content area to spring board students' exploration of the innovative process.

After students explore the relationship between innovation and patents they are ready to apply the innovation process.

### **Lessons Designing to Target Creativity and Innovation**

Jensen (2013:58) mentioned that to successfully engage in innovation, students need day to day executive function skills such as self-control, processing attention, and memory capacity and sequencing.

The teacher introducing a new unit that addresses the CCSS for interpreting informational texts and for speaking and listening as well as the standard for evaluating or refining technological solution that reduces impacts of human activities in natural system.

The teacher shares examples from real life to illustrate how someone takes an idea and turns it into an innovative idea or an innovation.

The teacher explains that students will use five step innovative processes to develop their innovations. Students work together to collect and share facts and to brain storm ideas. The teacher makes sure the groups are heterogeneously mixed and that the



student's personalities complement each other. In the second stage of the process when student evaluate ideas, they work together to generate criteria using eliminate and defend strategy. Then they work on their own to decide on the one idea that they think is best.

The final stage in this activity is "talk show" where students ask and answer questions about each other's innovation. In addition to discussing their idea with a partner, students write their responses to the questions.

Providing students with feedback helps to become more effective innovative thinkers.

### **Creativity and Problem Solving**

X , Danel and Noller (1979:17) claimed that creative problem solving as: having an element of newness and being relevant by problem we mean any situation which presents a challenge, offers an opportunity or is a concern. By solving we mean: devising ways to meet or satisfy the problem.

Creative problem solving is necessary, when there is a discrepancy between what exists and desired situation. It often involves finding solution that is either unknown or not commonly used. Students use creative problem solving skills, when developing original ideas, creating innovations, and improving their own products. Like other area of creativity, also it can be used to help students think more deeply about content.

### **Creativity in Language Teaching**

Jones and Richards (2016:79) edited collection creativity in language teaching. Perspectives from research and practice testify to the growing interest in creativity within AL and language teaching.

Jones reminds us that it is not creative persons or creative products which are of most importance but the tension between what we want to do and what language will allow us to do.

Language is rule, governed. This saves us time and effort but it also a constraint, Stokes (2005:79) but constraints offer possibilities for rule.

Language is situated meaning is to a large extent governed by contextual features. Language is dialogic, in other words, utterances and sentences are interdependent. Graves (2016:80) argues that teachers need to develop an in depth understand of the dimensions to be better able to "change the rules " Graves (2016:177). Oller Head and Burns (2016:80) argued that in creativity as resistance setting out the problems faced by teachers wishing to exercise a degree of creativity "many language teachers have to separate within considerable educational constraints controlled by rapid changing prescribed materials and pre specified outcomes.

### **Method of the Study**

This study used the descriptive analytical method .The data were collected through questionnaire. In addition, books, references periodicals and websites.

## Data Analysis and Discussion

**Table No.(1) Creativity and innovation help teachers to find out strategies to deal with unexpected and complex situations.**

Option	Frequency	Percentage
Agree	45	90%
Disagree	3	6%
Not sure	2	4%
Total	50	100%

Table No. (1) above shows that the respondents who agreed to the idea that creativity and innovation help students to find out strategies to deal with unexpected and complex situation, represented 90%, whereas 6% disagreed , and 4% of them were not sure . Hence, Creativity and Innovation help teachers to find out strategies to deal with unexpected and complex situations.

**Table No.(2) Innovation does not encourage teachers and students to explore research and use all tools to discover something new.**

Option	Frequency	Percentage
Agree	10	20%
Disagree	38	76%
Not sure	2	4%
Total	50	100%

It is clear that table no. (2), explains that "Innovation does not encourage teachers and students to explore research and use all tools to discover something new" 20% of the respondents agreed, while the majority 76% disagreed and 4% were not sure. This means innovation does not encourage them to discover something new.

**Table No.(2) Innovation in teaching English compels students to use a higher level of thinking to solve problems and become independence.**

Option	Frequency	Percentage
Agree	41	82%
Disagree	4	8%
Not sure	5	10%
Total	50	100%

It is clear from table No, (3) that 82% of the respondents agreed that innovation in teaching English compels students to use a higher level of thinking to solve problems and become independence and 8% of them respondents disagreed but 10% were not sure to the idea.

**Table No.(3)Teachers intentionally to employ techniques in their classroom to encourage the development.**

Option	Frequency	Percentage
Agree	42	84%
Disagree	5	10%
Not sure	3	6%
Total	50	100%

It is observed from the table no.(4) above that 84% of the sample agreed that teachers internationally not employ techniques in their classroom to encourage the development of creativity, whereas 10% of them disagreed and 6% were not sure about the idea.

**Table No.( 5)**

**Teachers never demonstrate creativity in their classroom successfully.**

Option	Frequency	Percentage
Agree	15	30%
Disagree	21	42%
Not sure	14	28%
Total	50	100%

The table No.(5) illustrates that 30% of the respondents agreed that teachers never demonstrate creativity in their classroom successfully while 42% of them disagreed , and 28% of them were not sure , this indicates that teachers make great efforts to demonstrate their creativity inside classroom.

**Table No.(6) Using videos and other technological materials motivate students to create new things and enhance their talents.**

Option	Frequency	Percentage
Agree	48	96%
Disagree	2	4%
Total	50	100%

The table No. (6), confirmed that 48% of the respondents agreed that using videos and other technological materials motivate, only 2% of them disagreed with the idea. This means that using visuals instruments motivate students and enhance their talents.

**Table No. (7) Teachers sometimes give students chance to show their innovation in their classroom.**

Option	Frequency	Percentage
Agree	44	88%
Disagree	3	6%
Not sure	3	6%
Total	50	100%

It is obvious from table No. (7) that 88% of the respondents agreed , 6% of them disagreed and were not sure. It means that the teachers sometimes give students chance to show their innovation in their classroom.

**Table (8)**

**Learners centre approach should be used to enhance creativity.**

Option	Frequency	Percentage
Agree	34	68%
Disagree	4	8%
Not sure	12	24%
Total	50	100%

Table No. (8) above shows that the respondents who agreed to the idea that learners centered approach should be used to enhance creativity represented 68% and those who disagreed were 8%, while 24% of them were not sure.

**Table (9)**

**Using practical ways promotes innovative thinking and increase students achievement.**

Option	Frequency	Percentage
Agree	40	80%
Disagree	6	12%
Not sure	4	8%
Total	50	100%

The table (9) displayed that 80% of respondents agreed that using practical ways promotes innovative thinking and increase students achievement. Whereas 12% of them disagreed, only 8% of them were not sure. Therefore, using practical way

promotes innovative thinking and increase students achievement.

**Table (10)**

**Good environment affects students performance and develop the standard of imagination for themselves and their teachers**

Option	Frequency	Percentage
Agree	46	92%
Disagree	3	6%
Not sure	1	2%
Total	50	100%

It is evident from table No, (10) that 92% of the respondents agreed that good environment affects students' performance and develop the standard of imagination for themselves and their teachers. And 6% of the respondents disagreed. Only 2% of them were not sure.

## Results

1. Using videos and other technological materials motivate students to create new things and enhance their talents (96%).
2. Designing lesson on creativity and innovation allows students access to learning new skills (84%).
3. Creativity and innovation help students to find out strategies to deal with unexpected and complex situations (90%).
4. Teachers do not intentionally employ techniques in their classroom to encourage the development of creativity (84%).
5. Using practical ways promotes innovative thinking and increase students achievement (80%).

## Recommendations

In the light of the previous results the research conductor recommended the following:

1. Teachers should encourage students to practise English Language to improve their performance.
2. Modern technical instruments should be used in teaching for increasing the development of language skills and students intense interest.
3. Creative classroom environment should be adopted to provide opportunities for innovation thinking group problem solving.
4. Shared learning experience that can help students connect with each other, fruitful, and become more independent.
5. To have a good out comes teachers should create atmosphere of competition between students and give them great incentives for the best idea.



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