

**Novelty and Creativity in Teaching English: Teachers' Perceptions of Secondary
Schools**

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for Master of Education in English**

**Submitted by
Deepak Babu Pun Magar**

**Faculty of Education
Department of English Education
Kirtipur, Kathmandu, Nepal**

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2022

T.U. Regd. No.: 9-2-490-54-2011

Fourth Semester Examination

Roll No.: 7428029/074

Date of Approval

Thesis Proposal: 2021/08/22

Date of Submission: 2022/02/01

Declaration

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2022/01/31

.....

Deepak Babu Pun Magar

Recommendation for Acceptance

This is to certify that **Mr. Deepak Babu Pun Magar** has prepared the thesis entitled **Novelty and Creativity in Teaching English: Teachers' Perceptions of Secondary Schools** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2022/02/01

.....

Dr. Tara Datta Bhatta (Supervisor)

Professor

Department of English Education

Faculty of Education

Tribhuvan University, Kirtipur,

Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following

Research Guidance Committee.

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Tara Datta Bhatta (Supervisor)

.....

Professor

Member

Department of English Education

Tribhuvan University, Kirtipur

Mr. Resham Acharya

.....

Teaching Assistant

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 2021/08/22

Evaluation and Approval

This thesis has been evaluated and approved by the following **Research Evaluation and Approval Committee**.

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Chandreshwar Mishra

.....

Professor

Expert

Department of English Education

Tribhuvan University, Kirtipur

Dr. Tara Datta Bhatta (Supervisor)

.....

Professor

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 2022/02/27

Dedication

Dedicated to my parents

for the exceptional love, endless support and sacrifices.

Acknowledgements

I am heavily indebted to those personalities whose invaluable thoughts have enriched my thesis study. I wish to extend my special appreciation and humble gratitude to my supervisor, **Dr. Tara Datta Bhatta, Professor**, Department of English Education for his proper guidance, invaluable feedbacks and counsels.

I am equally thankful to **Dr. Gopal Prasad Pandey, Reader and Head**, Department of English Education and **Mr. Resham Acharya, Teaching Assistant**, Department of English Education, for their insightful views, reviews and encouragements during the viva of my proposal for this thesis. Similarly, I would like to express my sincere gratitude to the external supervisor, **Dr. Chandreshwar Mishra, Professor**, Department of English Education, for his astute suggestions, feedbacks and encouragements during the viva of this thesis.

I also acknowledge the support and cooperation of the respondents who contributed a lot by providing the data I needed. They were truly generous, and deserve sincere thanks for providing me their precious time sharing their views. I am also grateful to **Mr. Guru Prasad Paudel, Teaching Assistant**, Department of English Education, and **Mrs. Madhavi Khanal**, administrative staff at Department of English Education, T.U., Kirtipur, for their generosity and ever encouraging support.

I also wish to extend my warm love to my colleagues for their supportive ideas. I appreciate the tireless works of the principals in my sample schools as well who granted me the possible help throughout my study. I also remember all the authors whose ideas have been cited in this study. I would also like to extend my hearty appreciation to my family and the well-wishers for their whole hearted support and cooperation.

Deepak Babu Pun Magar

Abstract

This is a study on the teachers' perceptions on novelty and creativity in teaching English in the secondary. It aims to explore the facts on how teachers perceive that teaching learning activities should be carried out to promote students' novelty and creativity in the English language classrooms. This study has explored varieties of ELT materials and resources that can be used for promoting students' novelty and creativity. It was based on the survey research. The data for the study were collected from 40 secondary level English language teachers. The results from this study indicate that the call for novelty and creativity in teaching English in classroom can be addressed through the use of appropriate teaching techniques and strategies accompanied by effective teaching materials and resources. In nutshell, the study reveals the secondary school teachers' perceptions that students' novelty and creativity can be enhanced by the use of various teaching learning methods and strategies aided by various teaching materials and resources. The study also gives an overview that the use of such teaching methods and strategies along with the use of proper teaching materials and resources, transforms the traditional classrooms, and can be very motivating and interesting to the learners.

This thesis is composed of five prime chapters. Each of these chapters consists of some specific content of the study. The first chapter is the introductory part; the second chapter includes the review of literature; the third chapter is related to methodology; the fourth chapter is the detailed analysis and interpretation of the data; and the fifth chapter concludes this study.

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List of Acronyms and Abbreviations

3D: Three-dimensional

CALL: Computer Assisted Language Learning

CDs: Compact Discs

CSD: Creative Study Design

ELT: English Language Teaching

Ibid.: In the same place

L₂: Second Language

MALL: Mobile Assisted Language Learning

MoE: Ministry of Education

MSNSs: Mobile Social Network Sites

RTM: Regular Teaching Method

SAMR: Substitution, Argumentation, Modification, and Redefinition

Chapter I

Introduction

This chapter consists of the introductory part under different sub-headings. These include background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

Background of the Study

We live in the world of constant changes. Not only are the human lives, the entire phenomenon is affected by the change of time. So, the concept of teaching has also come to be changing from time to time. At present, teaching, particularly in the English language classroom, demands novelty and creativity. Novelty is something that is new, and thus, interesting. Creativity, on the other hand, is defined to be an act of breaking out of the established patterns in order to look at things in a different way (de Bono, 1993). This indicates that novelty and creativity in English language teaching is the use of novel ways to promote students' rational and creative thoughts enabling them to go beyond the usual and step outside the box.

The need of novelty and creativity is for survival and adaptation. The history of our species can be mapped with reference to key creative breakthroughs: agriculture, the wheel, writing systems, printing – a cumulative and constantly proliferating series of discoveries and inventions (Maley, 2015, p.9). This shows that novelty and creativity help us to deal with the change we encounter in our lives.

In ELT, there is a greater need of novelty and creativity. Language learners sense it very much awkward to understand the ceaselessly changing language teaching and learning trends around the world. So, for this, the language teachers can make the use of novel and creative ways in making the learners feel comfortable in

learning. Novelty and creativity, in such learning context, stimulate and motivate the learners. They also help to improve students' self-esteem, confidence and self-awareness. Students get to realize or sense their self-worth consequently leading them to committed and more effective learning. They get to exercise their own creative capacities strengthening their mental capabilities. To be precise, novelty and creativity in teaching can transform the English language classroom into fun. This is why, Yagcioglu (2017, p. 89) regards creativity as an inevitable factor in teaching English as a second or foreign language.

Despite the fact that novelty and creativity in teaching English can be a boon in teaching learning activities, English language classrooms in the secondary schools in Nepal still lack novelty and creativity enhancing tasks and activities. In spite of the demand of novelty and creativity in teaching English, teachers have not been able to incorporate proper novelty and creativity in their teaching. They have not been able to instill students' minds with rich novel and creative ideas. There is a general perception of teachers that novelty and creativity need to be emphasized in teaching English, but, they are unable to make it happen in the classroom. In fact, a classroom needs to be well-facilitated in order to develop students' novelty and creativity. But, the classrooms in our context are poorly managed. They are not properly equipped. They lack the materials and resources those are considered utmost for novelty and creativity. Similarly, the teachers also lack proper strategies and interventions required to promote students' novelty and creativity in the ELT classrooms. Thus, this aspect of teaching English needs to be addressed with a high concern.

Statement of the Problem

Novelty and creativity have become keywords in the present day language teaching. Teaching is not limited to the preaching of book contents only, rather it is

going in-depth and beyond the box. Teaching in a traditional way is considered to be doomed. So, there is the call for novelty and creativity in language teaching with the use of a wide variety of materials. This has ultimately demanded the incorporation of novelty and creativity in teaching English as well. However, there are still a number of debates regarding the trend of teaching English in classrooms. There are some teachers who insist on the use of conventional teaching in ELT. They assert that the use of instructional materials in teaching English makes it time consuming only. But, people also put up their voices for novel and creative teaching in ELT. They argue that novelty and creativity are necessary for survival. For this, they advocate for the use of creativity enhancing novel strategies, tools and materials. As a matter of fact, this has evolved as a subject of grave consideration to the English language educators, experts and learners throughout the world.

Change in language teaching is inevitable, so, there have been several changes in teaching methods, techniques and strategies, and in the development of materials. This is why, the concept of novel and creative teaching has long been in practice in the global scenario, and the Nepalese teachers have also begun its practice very recently. However, research works in taking account of the use of materials, resources and appropriate strategies in bringing novelty and creativity in language teaching are very rare to find in the Nepalese context. There are merely a handful of research articles mentioning about some particular classroom activities for students' creativity. But, there is no evidence of any significant study done in this very concern. Thus, my research study, aimed at exploring the facts about the English language teachers' actual perceptions on this matter, would attempt to broaden the concept of novelty and creativity in English language teaching in the Nepalese context.

Many language teachers are still found to be strangled in this issue. Thus, through this research study, I want to discover the clear concepts on novelty and creativity in teaching English by examining on how the Nepalese teachers have been attempting for developing novelty and creativity in their English language teaching, and what strategies, materials and resources have they been using in doing so. I want to point out the diverse ways employed by the teachers for novelty and creativity enhancement in ELT. I wish to find out the techniques of novel and creative teaching in English Language classroom, and the materials and resources applied in doing so.

Novelty and creativity in teaching English stands as an exploratory subject in the Nepalese context at present. Hence, I chose this particular topic because I believe this area of study possesses a considerable niche that needs to be looked in depth. To be precise, I chose this subject because it has opened a room to discover a number of things in this matter.

Rationale of the Study

An abundance of researches have been carried out in the field of creativity in English language teaching in the global context. Despite this, there are very rare instances of such researches in the South Asian context; say less the Nepalese context. Thus, the current research would contribute in a significant basis. Novelty and creativity in ELT is a field that needs more empirical research and this current research of mine attempts to contribute to this.

Despite the eye-catching increment in the national literacy rate, people still lack language skills and creativity. So, it seems essentially required to investigate the existing condition of ELT in the school system in Nepal. The Ministry of Education (MoE) has also stated that it's imperative that education in the twenty-first century give children creative and practical life lessons instead of just bookish knowledge

(Rauniyar, 2013). So, this research is highly important in the Nepalese context as it would open the door for the empirical researches in this topic in the time to come. This research would also prove to be important because it would help to explore how novelty and creativity are being incorporated into teaching English in the national context. Through the research, I have attempted to discover facts about the existing methods, techniques, materials and resources those are being practiced by teachers in secondary schools. I was determined to conduct a deeper study in exploring the individual perceptions of teachers on these diverse aspects. I have laid my attention on finding out the new and inventive ways of teachers used in the English language classroom. I believe my study would prove to be a milestone in discovering the facts about English language teaching in the Nepalese context. In addition to this, this study could also be a source of information and idea for a great number of teachers who seem to be worried wondering about how novelty and creativity can be enhanced in English language classroom. I believe that my efforts would provide a handful of facts and information on this issue to the ones in need.

Objectives of the Study

The overall objective of this research was to find out the perceptions of teachers on teaching strategies and the instructional materials and resources to develop novelty and creativity in the English language classroom. Specifically, the study was carried out with the intention to accomplish the following objectives:

- i. To explore teachers' perceptions on novelty and creativity in teaching English.
- ii. To investigate the materials and resources used to promote students' novelty and creativity in classrooms in teaching English.
- iii. To suggest some pedagogical implications.

Research Questions

This study was oriented to explore the answers to these key research questions:

- i. What is novelty and creativity in teaching English in the eyes of teachers?
- ii. What attempts/efforts did they carry out to promote their students' novelty and creativity in English language classroom?
- iii. What types of resources, materials and strategies did teachers use to enhance novelty and creativity in English language classrooms?

Delimitations of the Study

This study had the following limitations:

- i. The study was limited within the secondary level schools in the south-western part of Kathmandu valley.
- ii. The study was limited to forty teachers teaching English to ninth and 10th graders in different schools in Kathmandu valley.
- iii. The study was limited to the analysis of the teachers' perceptions on novelty and creativity in ELT classroom and their practices of various strategies in order to enhance students' novelty and creativity along with the materials and resources used in doing so.

Operational Definition of Key Terms

The key terms used in this study have been defined briefly here in this section.

Novelty: Novelty is the quality of being new that is often striking, original and unusual. It refers to something that has not been experienced before. In my study, novelty refers to the novel ideas incorporated by English language teachers in their classrooms.

Creativity: Creativity is a phenomenon whereby we generate ideas, alternatives or possibilities that may be useful in solving problems. It is the act of turning imaginative ideas into reality. It transforms an existing domain into a new one. In my study, creativity refers to the English language teachers' development of ideas in ELT classrooms to do things in different ways.

ELT: ELT refers to the phenomenon of teaching English language to the learners.

Teaching learning materials and resources: Teaching learning materials and resources refer to the materials and resources that aid students in learning and teachers in their teaching. These materials are primarily used to facilitate the teaching and learning activities in the classrooms. In my study, teaching learning materials and resources refer to the tools used to aid teaching and learning in ELT classrooms.

Teaching strategies: Teaching strategies denote the methods and techniques adopted by teachers in their classroom teaching. Such strategies are basically chosen and implemented to avoid the boredom of perennial teaching. In my study, teaching strategies refer to the teaching methods applied by teachers in ELT classrooms.

Chapter II

Literature Review

This chapter provides a review of the literature and secondary data that already exists in relation to novelty and creativity in teaching English. Accordingly, this chapter will initially discuss the overview of novelty and creativity; it will then move on to discuss the concepts of novelty and creativity in teaching English. This chapter will also put forth the idea of using a coursebook as a source of novelty and creativity in itself. The idea of novelty and creativity is entirely based on two fundamental factors: teaching strategies and teaching materials and resources, thus there will also be an analysis of teaching activities, strategies, materials and resources that promote students' novelty and creativity in the English language classroom. This chapter also includes the implications of the reviewed literature for this study and the conceptual framework of this thesis study.

Review of Related Theoretical Literature

Overview of Novelty and Creativity

Novelty and creativity have long been noted as the ultimate forces that drive civilization forward (Hennessey & Amabile, 2010, as cited in Juillerat, 2010, p.1). Novelty is typically defined as the production and implementation of an idea (Naiman, 1998), while creativity is defined as a multi-faceted quality that includes newness/originality, immediacy, wonder, curiosity/play, inspiration, unpredictability, relevance, flow (*a mental state when we lose ourselves in a book, writing or a certain task*), constraints, and finding/making connections (Maley, 2016). Novelty can be broadly thought of as new ideas, new ways of looking at things, new methods or products that have value. It contains the idea of actually producing or doing something differently, making something happen or implementing something new.

Creativity, on the other hand, is the process of turning imaginative ideas into reality (Naiman, 1998). It is the generation of ideas that are both novel and useful (Amabile, 1988). Both of these terms are intertwined with each other. It is also said that a novel idea always includes creativity in it.

Novelty and Creativity in Teaching English

Novelty and creativity are considered to be the defining factors in teaching English. Maley (2016) asserts that creativity is important in language learning as it stimulates, engages, and motivates students in a deep sense, ultimately improving the students' self-esteem, confidence and self-awareness. According to this author, creativity is an integral part of problem solving and critical thinking. She suggests that the practice of creativity in language classroom helps to address social issues beyond the classroom environment. Similarly, Naiman (1998) claims that novelty in teaching English is important as it helps to foster an idea-friendly environment that encourages students to develop their imagination, unleash breakthrough ideas, and generate solutions. It results in a thriving, funny and productive learning. Thus, they are supposed to bring fun and enthusiasm in the teaching and learning activities in the English language classroom.

Coursebook as a Source of Novelty and Creativity it itself

Many novice teachers are found to be strangled in between teaching and creative teaching. Tomlinson (2015) states that the coursebook can be used as a creative material in itself. According to the author, the coursebook contains humongous of creative knowledge, and asserts that the teachers should be able to open up that creativity through closed activities included in the book. The author suggests the teachers to use these activities to instill creativity in the students. These activities include: *Lead-in texts*, *Readiness activities*, *Discovery activities* and *Peer*

activities. Hence, Tomlinson opines that every teacher, either an absolute beginner or an experienced, using the aforementioned activities, can make an English language classroom creative even through the use of a coursebook only.

Strategies/Activities to Promote Novelty and Creativity

There are a number of strategies and activities that can be used to promote novelty and creativity in the English language classroom. Based on the review of literature I have made, they are described in brief as follows:

Creating Favorable Environment. Various studies have shown that novelty and creativity in teaching English can be developed through the creation of a favorable environment. Maley (2016) mentions that the teachers should create favorable environment for creativity to happen. For this, she talks about the general and the generic factors of creativity. According to her, the general factors include establishing a non-judgmental atmosphere for students, providing students with varied diets/activities, and most importantly, applying the four golden principles: Acknowledge, Listen, Challenge, Support. The generic principles include use of heuristics (*trying new things to see how they work out rather than applying a formula with a pre-determined outcome*), of constraints, of random and associate principles, and of the divergent thinking principle.

Engaging Students in Novelty and Creativity Boosting Lessons/Activities. Read (2015) asserts that creativity does not happen in a vacuum and adds that there is always something that stimulates students' novel and creative thinking. She states that students' creativity arises from their engagement and involvement in creativity fostering activities. Thus, she advocates for the use of seven distinct pillars of creativity in ELT. These pillars/principles of creative teaching include: building up students' positive self-esteem, presenting oneself as a model of creativity, offering

children's choices, using questions effectively (*questions for remembering concept, understanding, applying, analyzing, evaluating and creating new concept*), making connections, exploring ideas, and encouraging critical reflection.

Similarly, Formosa and Zammit (2016) state that creativity should be nurtured like a child. They assert that teachers should plan for creativity while planning their lessons. For this, they advise teachers to go beyond the confines of a course book and plan accordingly. The authors recommend some ways that can be used to enhance students' creativity in the English language classroom. These include: engaging students in drama and mime, doing things upside down, giving importance to students, use of art attack, and personalization. They strongly opine against the myth that creativity is for the few who are blessed with artistry. Rather, they advocate that creativity can be mastered by everyone, and thus, assume that the teachers should nurture creativity in the students through their engagement in different novel and creative activities.

Designing Activities Based on Multiple Intelligence. Gardner (1983) envisioned the multiple intelligence model in which he asserts that human beings have eight different types of intelligences termed as visual-spatial, bodily-kinesthetic, musical-rhythmic, verbal-linguistic, logical-mathematical, naturalistic, interpersonal, and intrapersonal intelligence. Thus, the teacher should reflect upon multiple aspects to satisfy students' learning objectives and styles, preferences and expectations. Grounded on this theory, Bailey and Krishnan (2015) state that a teacher aware of these intelligences can draw upon students' existing strengths; and can help them develop their other intelligences along with the verbal-linguistic intelligence. The authors talk about several of such activities as: creating postcards, name placards, guided drawing, grocery store flyers, guess the item activities, pronunciation

awareness raising, fluency relay, vocabulary flip cup, narrating photos, and personal event timeline. They assume that such activities activate and may even develop students' various intelligences. Thus, a creative English language classroom should incorporate varieties of such activities conducted in novel ways.

Using Innovative Tasks and Activities. Innovation in teaching and learning English has emerged to be the topic of intense discussion in the English language community for some years. Thammineni (2012) enumerates several innovative activities that students can practice in order to develop their creativity in English language classroom. These activities include task-based activities, contests, language games, video or movie sharing, media literacy, translation and CALL (Computer Assisted Language Learning) programs.

Using Literature Creatively. Several studies on novelty and creativity in teaching English have predominantly discussed about the use of literature in the English language classroom (see, for example, Hewings, Prescott, & Seargeant, 2016; Maley & Peachey, 2015; Van, 2009, as cited in Dianawati & Mulyono, 2016, p. 40). The varieties of such activities include the use of drama (e.g. Boudreault, 2010; Galante & Thomson, 2016), creative writing such as poetry (e.g. Hanauer, 2012), and short stories and fiction (e.g. Liaw, 2001, Ibid.).

Besides these, there are also some other specific creative activities under literature that can be used to promote students' novelty and creativity in the English language classroom. Ritlyova (2014) states that the creative use of literature can be a significant way of promoting students' novelty and creativity in ELT classrooms. She strongly advocates the idea that literature plays a very important role in fostering creativity skills if teachers properly motivate their students. For this, she suggests some activities that can help teachers in promoting their students' creativity through

the literary texts. These activities include: story-telling games, TV or radio interviews, music workshop, autobiographical sketch, making up dialogues, story completion, character description, book cover design, making posters, searching for differences, preparing scripts for radio programs, etc

Using Novel Strategies. To enrich students with novel and creative ideas, there should be the use of novel strategies in the English language classroom. Kurtz (2011) introduced the 'improvisational classroom tasks and activities' as a novel and creative strategy for English language teachers. Specifically, this strategy was proposed to develop students' language skills in oral proficiency. The author opines that the teacher can make the use of three specific patterns of speaking as mentioned below:

- i. A scripted opening part or lead-in intended to break the ice and to reduce speaking inhibitions among learners
- ii. An unscripted middle part leaving enough space for a wide range of spontaneous ideas and interpretations, topics and improvised learner-learner exchanges
- iii. A scripted final part with which the improvised dialogue can be brought to an end once the participants feel that they cannot or do not want to go any further

The author claims that the use of these strategies in teaching speaking enhances students' oral proficiency in English language. He stresses that students develop their creative speaking skill if they are engaged in such activities time and again.

Materials and Resources to Promote Novelty and Creativity

Teaching materials and resources have a crucial role in developing the quality of education (Tomlinson, 1998). They are very important in language teaching

because they facilitate the direct association between sounds and their symbols and also the words and objects they represent (Akintunde & Danlami, 2018, p. 24). At present, there is the trend of using varieties of materials and resources so as to bring novelty and creativity in the English language classroom. These materials and resources, based on my review, are mentioned as follows:

Audio, Visual and Audio-Visual (Traditional and Modern) Materials and Resources. Nowadays, teachers are found to be using different types of teaching materials and resources to enhance creativity and novelty in teaching English. As cited in Akintunde and Danlami (2018), Azikwe (2007) classifies these materials and resources into three major categories as defined below:

Audio Materials and Resources. The audio materials and resources are those that appeal to the senses of hearing and touch. They consist of:

- Records and record players
- Tapes and tape recorders
- Language laboratories
- Radio

Visual Materials and Resources. These are resource materials and resources that appeal to the sense of sight and touch as well as the sense of smell. They are:

- Non-projected materials: chalk, board, adhesives
- Pictorial materials: charts, pictures
- 3D aids and materials
- Projected materials
- Film strip slide projector
- Laboratory equipment and apparatus
- Books

Audio-Visual Materials and Resources. Teaching materials and resources that fall under the audio-visual category appeal to the senses of sight, hearing and touch.

Such materials and resources include:

Sound-stripe projector

Television

Video-tape recorder

Akintunde and Danlami (Ibid.) further add that the effective use of such resources and materials facilitates students' construction of understanding through inquiry enabling them in exploring, questioning, identifying, analyzing, synthesizing and evaluating information. But they also assert that these materials should be relevant, usable, suitable, acceptable, accessible and practical to the students. According to the authors, the use of such materials and resources helps in enhancing novelty and creativity in teaching.

Digital Materials and Resources. Digital literacy, at present, seems to be inseparable from creativity. So, a number of prior studies have claimed that English language teaching should incorporate the use of various digital materials and resources in order to bring novelty and creativity in students. The range of these digital materials and resources includes the following:

Mobile. Hockly N. (2016) argues that ELT should incorporate Mobile Assisted Language Learning (MALL) as a part of lifelong education. For this, she mentions that the teachers should apply Puentedura's SAMR (Substitution, Argumentation, Modification, and Redefinition) model (2010) to design mobile learning activities for students. According to the author, this model describes the use of mobile technology in learning tasks, from the simplest to the more complex and innovative ones. She states that engaging students into such integrated activities

transforms the traditional classroom tasks. The students get to practice intensive language activities with no loss of motivation. This novel way in teaching develops students' creativity. Hence, students should be allowed to carry mobile phones to their classrooms, and they should be incorporated in lessons by setting meaningful tasks. Hockly claims that the use of mobile can significantly enhance students' creativity in a novel way; and thus, adds that students should be permitted to use such tools based on the proper classroom management techniques.

Mobile Social Network Sites (MSNSs). Supporting the concept of MALL, Ketabi and Kavoshian (2017) forward their views on the utility of Mobile Social Network Sites (MSNSs) as an innovation in ELT. The authors, in their paper, mention that the use of MSNSs can enrich students with different novel and creative ideas. They make the mention of some mobile social networking technologies in this regard. These include: mobile blogging, messaging (instant web-based messaging), wikis (modifiable collaborative web page), video conferencing, podcasting, vodcasting, E-portfolios, virtual staffroom, etc. The authors assert that MSNSs create valuable learning environment in the field of ELT. This is because the wide exposure to the internet world helps students to accumulate prodigious knowledge, more importantly novel and creative in many ways.

Other Digital Innovations. Baloch (2014) also advocates for the use of digital innovations in the English language classroom to develop students' creativity. She asserts that there should be the application of several novel technologies in the ELT classroom. These include interactive books and CDs, talking pens, electronic dictionaries and translators, virtual conferencing rooms and digital libraries. She claims that engaging students into such innovations encourages and motivates them to learn language creatively. Further, she stresses that learners can connect themselves to

the international learners' community of English and gain the exposure to basics of language.

These articles have highlighted the precise meanings of the terms 'creativity' and 'novelty' in teaching English. Essentially, they have emphasized on the fact that teaching should be conducted in a creative and novel way incorporating the application of proper teaching techniques, and effective materials and resources. They have also focused on the fact that creativity-friendly environment is of utter importance in enhancing students' novelty and creativity. They have made the mention of some major principles that ought to be taken into acknowledgement in creativity enhancement. They have also shown how teaching has transformed into a modern form involving the use of teaching and learning assisting technologies. Besides, they have also clarified on the multiple areas of students' creativity and the ways to ensure them. Thus, this wide range of knowledge can be very much relatable to my research study. I believe that these articles can be the basis for much of the information required to my research study.

Review of Related Empirical Literature

There is an extensive body of theoretical work about novelty and creativity in English language teaching, but relatively very little in terms of research. Inggarde (2014) carried out a four week long research study in a Swedish school to discover if a creative approach had any effects on students' language skills. She included two classes from the first year upper secondary level for her study. The first group of students categorized as the Regular Teaching Method (RTM) was taught as usual in the ordinary manner whereas the second class/group categorized as Creative Study Design (CSD) was taught with special treatment. The RTM, based on teacher-centered method, did not have time allocation for teacher-student interaction and

students' collaboration. The CSD, on the other hand, included several important factors that characterize creative teaching and teaching for creativity. It included instructions, modeling, making usual connections, mental visualization, collaboration and feedback. Apparently, students' under the CSD were found to be much better than the students belonging to the RTM in terms of the usage of vocabulary and the application of diverse elements required in the story composition. Hence, the study has come up with the finding that students' creativity can be promoted through their involvement in creativity enhancing activities. It has also revealed the fact that teachers are the ones responsible for developing students' novel and creative ideas in their learning. Thus, teachers should make the use of different creative approaches to enhance students' novelty and creativity.

Morrell (2015) conducted a research study in a mountain school setting in one of the states of the USA. Her study included two 8th grade students: one male and one female, and their teacher. The study was carried with the intention to gain students' perspectives on creativity and to discover the ways that the teacher worked on to develop students' creativity. The study discovered the students' perception that creativity is in fact the expression of oneself. Furthermore, it came up with the finding that creativity in students results from their involvement in the creativity building activities over a number of years. The study also concluded that creativity happens with the aid of examples of creative outputs and internal or external motivators. Most importantly, the study stressed on the fact that students' creativity cannot be enhanced if their personal expressions are impeded or if strict constraints or rules are imposed, regardless of who imposes the rules. This implies that teachers should let students free in expressing their ideas in order to encourage them in being creative.

Avila (2016) conducted a study in a Colombian private English teaching institute to discover about how activities are designed for improving students' creativity in oral and written production of language in the English classroom. The study included 11 young adult participants ranging from 20 to 25 years old, studying at the intermediate level. The study has shown that students' creativity can be improved through their involvement in different creative activities. These activities include: creating a fictional story, promoting creative writing, boosting vocabulary through screenwriting, sharing a speech, circles of life, drawing and speaking, asking and answering questions, students' autonomy in creating their own activities, etc. The study concludes that stimulating such creative strategies in the classroom expands students' horizon of creativity in English language. Furthermore, the study also urges the English language teachers to go outside the formal bonds of teaching, be creative, and explore more methods, exercises and activities for promoting students' creativity.

Similarly, Hresc (2016) made a study with twenty Croatian female EFL teachers to find the ways through which creativity can be encouraged. For this, she developed and used a questionnaire. The questionnaire consisted of two parts: part A consisting of open-ended questions and part B consisting of questions expressing agreement or disagreement. The participants were also asked to provide some examples of creative activities they used with their students. This research has shown that creativity can be encouraged in students through facilitation. Facilitation, here, includes the environmental aspects such as intrinsic motivation, emphasis on autonomy and independence, emphasis on discovery learning, opportunities to correct own mistakes, choice in assignments, frequent praise, etc. Furthermore, the research also shows that an ideal language classroom is essential for promoting students' creativity. The ideal language classroom refers to the environment of trust, sharing,

respect and valuing other people's contributions. It should be well-equipped with books, posters and objects that represent English speaking countries. It should also be comfortable, safe and confidence boosting for the students. The research also concludes that creativity in English language classroom can be promoted through motivating and funny creative activities such as making up the end of a story, completing famous proverbs in own words, composing poems, etc.

Pokhrel (2018) accomplished a research study among her 5th grade students in order to find out if her planned activity would develop the students' creativity in learning. She devised a plan based on the revised version of Bloom's Taxonomy and assigned her students the tasks that required six different levels of cognition: remembering, understanding, applying, analyzing, evaluating and creating. The study came up with the finding that students develop their creative ideas if they are assigned to higher order thinking activities. The study also came up with the precautionary conclusion that the teacher should be competent in prior to develop such tasks because teaching higher order thinking/creative skills is a challenge in itself.

Apart from the pedagogical activities, creativity and novelty in English language teaching also requires the use of ELT materials. To discover about the effective ELT materials for creative English language teaching, Pardo and Tellez (2009) have made a study on their own experiences. This experiential study asserts that ELT materials are the key to foster students' creativity in learning. The writers in the study, believe that materials are important not only for students' creativity development, but also for teacher development. The study states that teachers should be reflexive, resourceful and receptive, and they should develop the teaching materials conceptualizing the demand and need of students. The writers put forward their view that materials should be the combination of both artistic and reasoning

processes. So, the study mentions that ELT materials should be novel, attractive and appealing. They should be relevant, confidence building and easy to use. They should be able to draw the students' conscious and sub-conscious attention to linguistic features. The study also strongly argues that materials in ELT should facilitate students in their self-discovery, and provide them the opportunities of communicative purposes in second language (L₂). Furthermore, the study recommends some essential components to be taken into consideration for developing and using ELT materials in the classroom. The study assumes that ELT materials should be developed based on the need assessment. They should be developed setting some specific goals and objectives; and they should be organized and evaluative.

The research and experiential works reviewed above talk in common about how students' creativity can be encouraged through varieties of activities and materials in ELT classroom. They brighten me with the idea that creativity and novelty in teaching English in classroom requires the use of diverse strategies, activities and materials. These works give me the information considered to be the basics for my research conduction. They also help me to learn how research studies are to be carried on in a proper procedural way. To be specific, they provide ideas on methodologies like sampling procedure, data collection procedure, data analysis and interpretation procedure, etc. Besides, I will also be able to relate these findings with the findings of my study. Thus, I believe that these papers contribute significantly to my study.

Implications of the Review for the Study

On completion of the review of the related books, articles and researches, I got much information for shaping up my thesis study. I got a great deal of knowledge on novelty, creativity and the teaching strategies that can be of use to promote students'

novelty and creativity in English language classroom. In addition to the creativity boosting activities, I also learnt about the instructional materials and resources that can be used to develop students' novelty and creativity in English language classroom. Besides, these articles and research papers provided me the guidance in determining the variables that may be important to carry out my research work. They also illuminated me with the idea about how ethical considerations need to be emphasized in the course of data collection. Apart from these, these reviewed studies taught me the basics on how one can prevent his research works from plagiarism. Most importantly, I learnt the several ways that can be fruitful for me in developing a good and valid research paper.

I believe that I shall be able to develop a fine research paper in the meantime by implying the ideas I have gained from the review of literature related to my research.

Conceptual Framework

This research study will be based on the following conceptual framework.

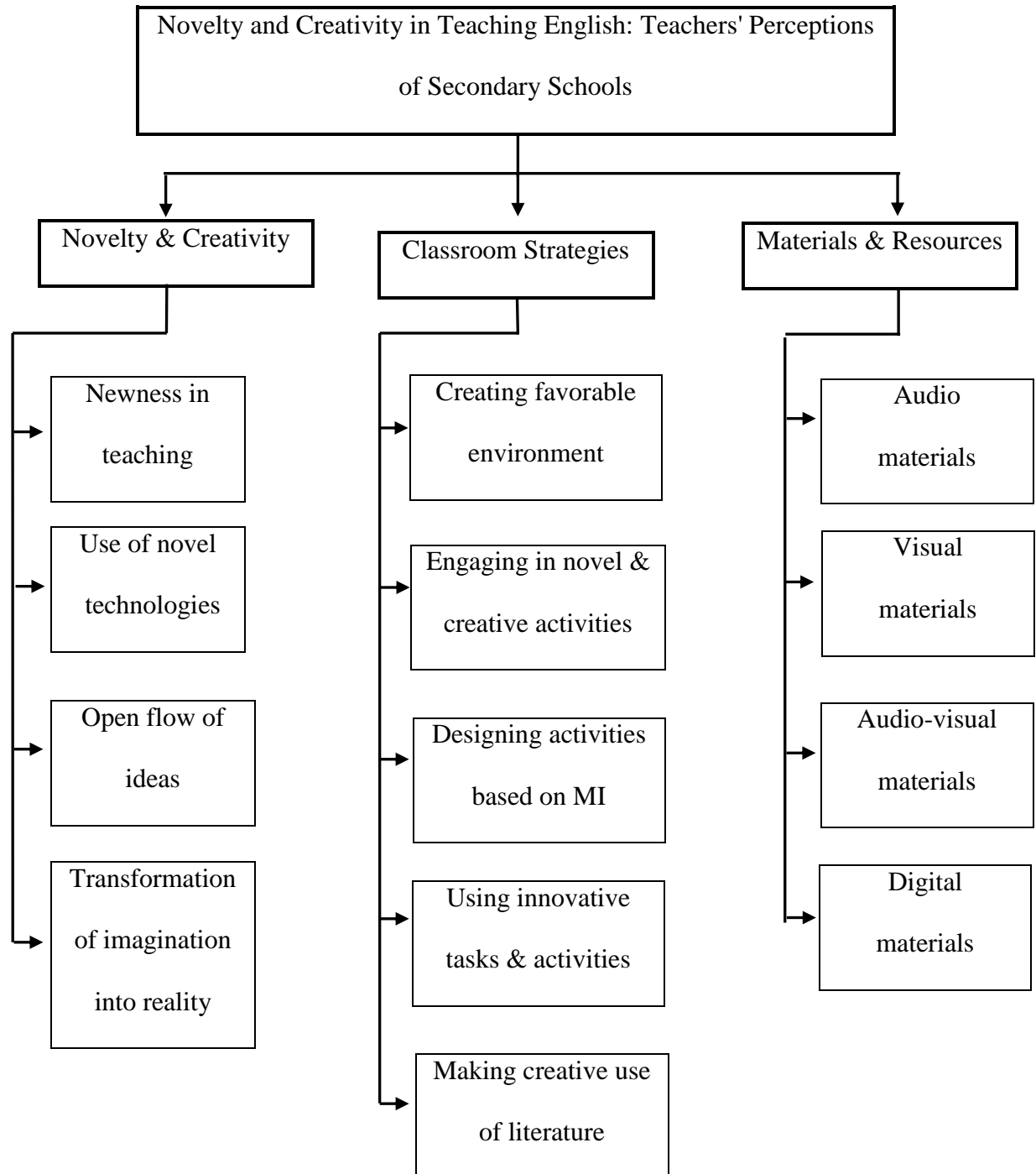


Fig. 1: Conceptual Framework of the Study

Chapter III

Methodology and Procedures

This chapter constitutes the methodological procedures that have been incorporated in carrying out this thesis research. It includes different sub-headings. These include design and method of the study, population, sample and sampling strategy, study area/field, research tools, sources of data, data collection procedure, data collection and interpretation procedure and ethical considerations.

Research Design and Method of the Study

Research design is the framework of research methods and techniques chosen by a researcher. It is the researcher's overall plan for obtaining answers to the research questions guiding the study. It is a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results (Polit & Hungler, 1999, p. 155). It can even be considered as a scheme or plan of action for meeting the objectives. It involves the employment of a systematic, formal, rigorous and precise process in order to discover and interpret new facts (Waltz & Bausell, 1981). Thus, it is always acknowledged to be an important factor in a research study as it helps researchers to plan and implement the study in a way that will help them obtain the intended results.

There are a number of research designs used in conducting the researches. On being grounded on the basics of my research, I decided to follow the *survey research design* for carrying out this research. This method of research is a non-experimental descriptive research method that uses quantitative research strategies (e.g., questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods) (Ponto, 2015, p. 168). This methodology focuses more on the 'what' of the research subject than the

'why' of the research subject. It provides an accurate account of characteristics of a particular population or a community. More specifically, it defines the existing conditions in a community or a region and documents community opinion (Guyette, 1983). This research design basically attempts to provide the perceptions and views of the respondents about the phenomenon studied.

This research of mine has incorporated the fundamental methods of the descriptive survey research design as mentioned below.

Step 1: Determine the aims and objectives of study

Step 2: Define the population to be studied

Step 3: Design and construct a survey

Step 4: Select a representative sample

Step 5: Administer the survey

Step 6: Analyze and interpret the survey results

Step 7: Prepare the final research result

Population, Sample and Sampling Strategy

The term 'population' in research refers to a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. It is basically composed of two groups: the target population and the accessible population. Sample, on the other hand, refers to the elements (people or objects) chosen for participation in a study. It is a portion or a subset of the research population selected to participate in a study, representing the research population (LoBiondo-Wood & Haber, 1998, p. 250). The eligibility criteria specify the characteristics that people in the population must possess in order to be included in the study (Polit & Hungler, 1999, p. 278). In this study, the participants had to be the secondary level teachers teaching English in the schools in Nepal. So,

the population of my study comprised the English language teachers teaching at different secondary level schools in Nepal. The sample included 40 teachers from different schools in the south-western part of Kathmandu valley. These samples' opinions were gathered based on the survey questionnaire. I used the simple random sampling strategy to determine the schools and the respondents for my study.

Study Area/Field

The major emphasis of my study was on the perceptions of English language teachers in Nepal on the concepts of novelty and creativity in teaching English. The south-western part of Kathmandu valley was the field/area of my research study.

Data Collection Tools and Techniques

Data collection tools basically refer to the devices or instruments used in collecting data. Some examples of such tools are questionnaires (close and open ended) and checklists.

As the method or technique of data collection, I used *survey* for the conduction of my research. For this, I constructed a questionnaire consisting of two major parts. The first part covered some open-ended questions designed to discover the in-depth facts related to my research objectives, whereas, the second part covered a set of close-ended questions, specifically consisting of questions related to dichotomous scale and Likert scale. The dichotomous scale covered the questions related to agreement and disagreement, whereas the Likert scale covered questions related to frequency, importance and likelihood.

Data Collection Procedures

I used the following stepwise procedures to collect the data for the completion of my research study.

- i. Primarily, I developed a set of questionnaire for survey based on my research objectives.
- ii. I made correspondence with schools or English language teachers through my accessible mediums.
- iii. I made a clear purpose for contacting/visiting them.
- iv. I took authorization from the related authorities.
- v. I made them clear about the confidentiality of their opinions, regardless of their positive or negative views.
- vi. I submitted (personally at own presence) or sent (through e-mail) the questionnaire to the sample population.
- vii. I helped the respondents by generalizing the key terms.
- viii. I thanked the respondents for their participation and co-operation.

Data Analysis and Interpretation Procedure

Primarily, I categorized the major themes of my research into two sections. The first section incorporated the themes that needed descriptive analysis. The second section, on the other hand, included the themes that needed statistical analysis. In this way, the collected data were analyzed and interpreted.

Ethical Considerations

Ethical consideration is a very important factor in developing a research study. Every research study should be ethical, reliable and valid. Wellington (2000) mentions that research could be unethical if the design mistreats a group, access is unethical, analysis is unfair, names are revealed, or if the recommendations are unfair. Thus, as a researcher, I was alert in considering all the ethical issues. I made sure that the rights of individuals and institutions were safeguarded. I provided them the recommendation letter issued by the Department of English Education, Tribhuvan

University, Kirtipur, Kathmandu so that they could know that I was conducting a valid research. I had the verbal agreement with each of the participants as a sign of their voluntary approval for their consent. I was aware in maintaining the confidentiality of the participants/respondents. I also remained careful with the sensitive issues, plagiarism issues and data misinterpreting issues.

Chapter IV

Results and Discussion

This chapter includes the presentation, analysis and the interpretation of the data. The data collected from 40 different participant teachers teaching English language in the secondary schools reflected on their perceptions on novelty and creativity. The data further showed their views on the use of teaching strategies and teaching materials and resources in the ELT classrooms. These information, found through the questionnaires, were primarily categorized into different themes based on the objectives of the study. Then, the qualitative data were analyzed and interpreted descriptively, while the quantitative data were analyzed statistically.

Analysis of Data and Interpretation of Result

This section incorporates the analysis and interpretation of the data collected through the questionnaires. Foremost, the data of this thesis study were classified into two major categories: Qualitative Data and Quantitative Data. Then, upon frequent study and analysis, some specific themes were generated from these data. For analyzing the quantitative data, the priority was laid on the questions and responses those had more statistical significance. On the other hand, the questions and responses related to the major aspects of novelty and creativity were taken into higher consideration in order to analyze the qualitative data. Following are the major themes developed from the data of my study.

Teachers' Perceptions on Novelty

The definitions provided by the teachers in the questionnaires revealed that novelty refers to the creation and innovation in teaching methods. This involves the use of teaching methods and strategies newer and more unique than the usual ones.

In response to the question regarding the perceptions on novelty, the following responses were obtained.

Respondent F shared, *“Language is never static. Newness in language always happens. So, novelty in English language teaching in my eyes is to get newness in language teaching.”*

Respondent K₁ responded, *“Novelty basically refers to the creation of our own content in the English language classroom.”*

Respondent M₁ stated, *“Novelty in English language teaching boosts the learning of the learners. The same chapter can be taught in a different way that is something newer than the usual methods.”*

Respondent K₂ put forward his view, *“In my opinion, novelty means newness in teaching. The process of being familiar with new technology, new approaches, new methods and the paradigms of language teaching is called basically the novelty in English language teaching.”*

Respondent S said, *“Novelty in English language teaching is the must aspect to create the interests of students.”*

Respondent B mentioned, *“Novelty is the act of becoming interesting, new and different in our art of helping students to learn. It is the best way of removing boredom and encouraging students to achieve the educational goals of qualitative education.”*

Respondent P₁ further mentioned, *“Novelty in English language teaching makes learning interesting and exciting. It develops curiosity among students to explore more about language.”*

Respondent P₂ said, *“It makes students creative and teaching learning activities become effective and fruitful.”*

Respondent L stated, “*Novelty in ELT is the way of addressing students’ multiple intelligences. It is the way of teaching language for developing open mindedness, not for copying the English culture blindly.*”

Respondent I₁ said, “*Novelty in English language teaching can be achieved through reading. Making oneself aware of new methodologies and attending various workshops can be very helpful.*”

Thus, the study extracts the teachers’ distinctive perceptions on novelty. In their general view, novelty means newness in teaching. It is perceived as the way of adopting something newer than the usual methods that boosts up the learners’ learning. It is also regarded as the process of being familiar with new technology, new approaches and new methods of language teaching, and teaching accordingly. In addition, it is the act of becoming interesting, new and different in our art of helping students to learn. It is the best way of removing boredom and encouraging students. Most importantly, novelty in English language teaching is perceived as the paradigm shift in language. Teachers acknowledge it to be the mandatory aspect that develops students’ interests, excitement and curiosity. It is perceived to be a fresh way of addressing students’ multiple intelligences in the ELT classrooms.

Teachers’ Perceptions on Creativity

The data provided by the teachers in the questionnaires came up with the idea that creativity refers to the technique in teaching that helps students generate various ideas in language learning. It is a way of expressing oneself in a different way.

Following were the examples of their perceptions on creativity as responded in the study:

Respondent M₂ mentioned, “*Creativity is the process of productive thinking that generates new ideas to combat with the problems or situations.*”

Respondent B shared his view as:

The ability of triggering students' mind, bringing them out and flourishing them the best way is creativity. It is required for promoting students' autonomy, developing students' involvement, removing boredom, achieving the goals of curriculum, and making students' life more successful.

Respondent K₂ stated, *“Creativity in English language teaching is important for the purpose of making fun, motivating students, simplifying the content, and making teaching learning live and interactive. It creates the relationship among head, heart and hand making learners attentive, eager and engaged.”*

Respondent P₂ said, *“Creativity is the use of different creative techniques and innovations in language teaching and learning. It is important in an ELT classroom because it helps students to have overall development of different language skills and aspects.”*

Respondent M₁ expressed, *“The ideas the learners generate to solve problems in relation to communication in English and comprehending subject matters is creativity that they can imagine or use something different technique/way to learn.”*

Respondent J voiced, *“Learning and expressing your own ideas without copying anyone else's work is creativity.”*

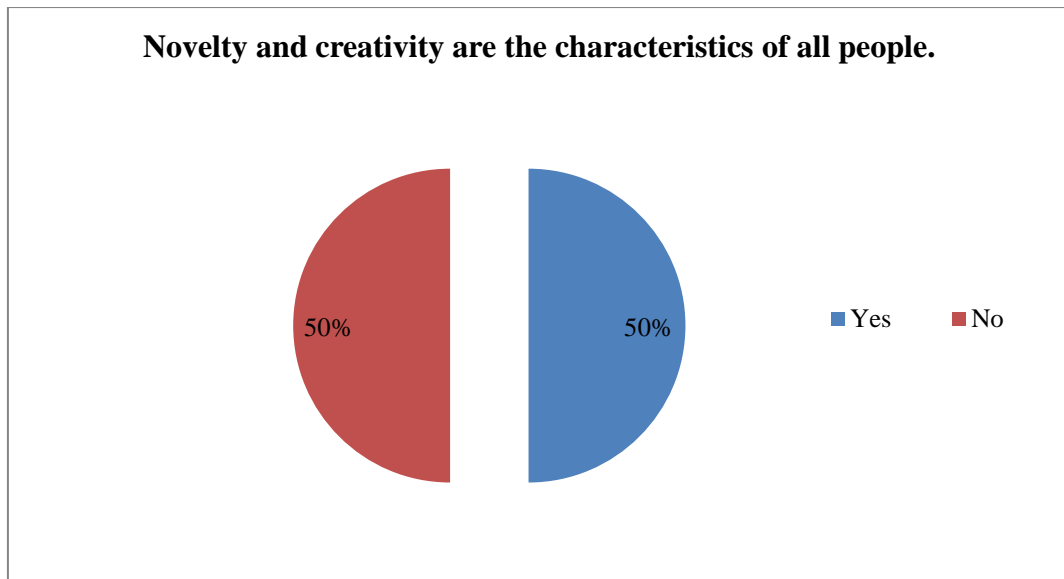
Respondent R mentioned, *“Creativity means inventiveness, or the use of imaginations or originality to create something new. Creativity is important in ELT because language use itself is a creative act; it motivates and inspires people.”*

Respondent N₁ stated, *“Creativity is the quality of something created rather than imitated.”*

Respondent N₂ further stated, “*Creativity is an art of learning (by students) in their own capacity. It is the art of perceiving the objects by their own ideas and opinions, without rote learning by teachers.*”

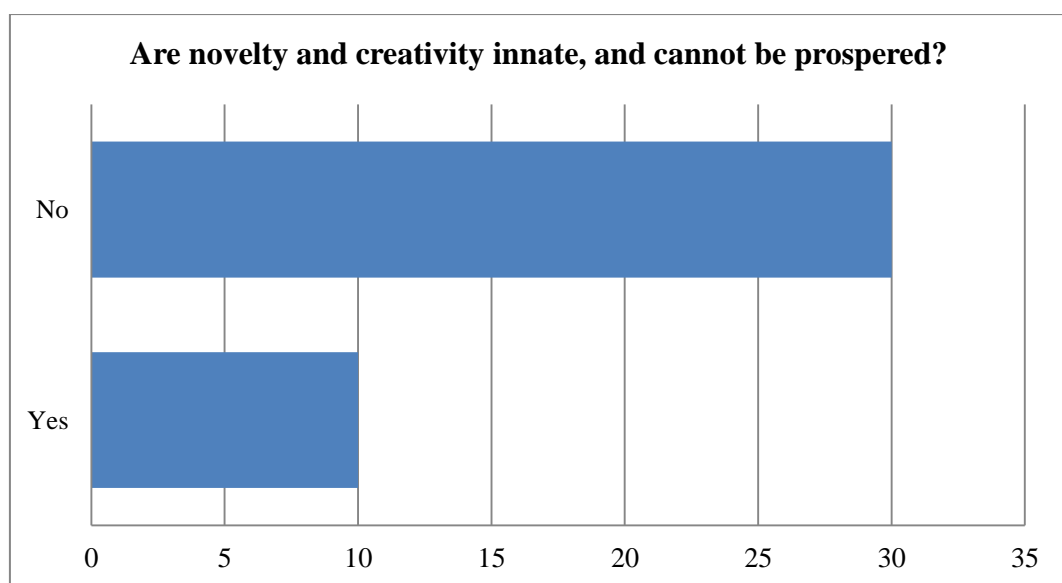
Thus, the data can be concluded with the assumptions that teachers perceive creativity in different significant ways. To specify the teachers’ perceptions, creativity is simply inventiveness, or the use of imaginations or originality to create something new. It refers to the ideas the learners generate to solve problems in relation to communication in English. To many teachers, creativity is the quality of something rather than imitated. This means creativity is the act of learning and expressing your own ideas without copying anyone else’s work. Similarly, teachers also put up their perception that creativity is the students’ art of learning and perceiving the objects with their own ideas and opinions, without rote learning imposed by teachers. Correspondingly, they perceive creativity as an important factor in the English language classroom for promoting students’ autonomy, developing students’ involvement, and removing monotony. Additionally, creativity, as perceived by teachers, helps students to prosper their knowledge in different language skills and aspects. It enables them to combat with the real life problems.

Besides these perceptions, the respondents also submitted their combined opinions on novelty and creativity as shown in the pie-chart that follows.



The aforementioned data revealed that teachers in the secondary schools in Nepal consider novelty and creativity in their own ways. Half of them opined that all people are novel and creative in their own ways while the other half respondents stated that all people do not possess novelty and creativity.

Similarly, barring some respondents, the majority of them agreed on the idea that novelty and creativity can be nurtured in the child (student) as these characteristics may not be developed innate in every child. The following bar graph supports this information.



Methods and Strategies Used for Novelty and Creativity

From the teachers' responses, it can be extracted that there are an array of teaching methods and strategies that can be used in the English language classroom in order to enhance students' novelty and creativity.

Examples of teachers' responses on the methods and strategies used for promoting novelty and creativity in the English language classroom were as follows:

Respondent A opined, *“Regarding methods, I have been using student-centered approach. Sometimes, I also focus on critical pedagogy as I give them some situations based on social problems and encourage them to solve them to change their society.”*

Respondent I₁ answered, *“Most of the time, I use student-centered methods like group discussion, self-reading, and interaction among students. This really helps them to be creative.”*

Respondent F stated, *“Learning by making mistakes is what I believe is a better way to learn faster and with high creativity.”*

Respondent P₁ mentioned, *“I encourage the students to respond without fear. I make my students learn from their mistakes in context on the spot.”*

Respondent K₁ expressed, *“I engage my students in brainstorming, mind mapping, stream of consciousness style of writing, and asking and answering activities.”*

Respondent N₂ stated, *“I encourage them to be expressive towards the related topic, and I involve them in communication and group works.”*

Respondent M₂ mentioned, *“I create some situations where students have to share their opinion. Language games can also help to develop creativity in students.”*

Respondent R put forward the view, *“I make them think, try to solve the problems, do project works instead of just telling them the answers. I assign them the task where answers vary from one learner to another.”*

Respondent J explained, *“As a teacher, I make the students feel comfortable to communicate and as they feel comfortable, the real creativity comes out and it helps me to bring the best out of them.”*

Respondent M₁ specified his view, *“I have been using inductive method in grammar teaching, sign post questioning before entering the chapter’s topic and individual presentation.”*

Respondent E further mentioned, *“I use student-centered methods and techniques like role play, drama and communicative approach. Teacher plays the role just like facilitator and students become active. Teacher just gives feedback.”*

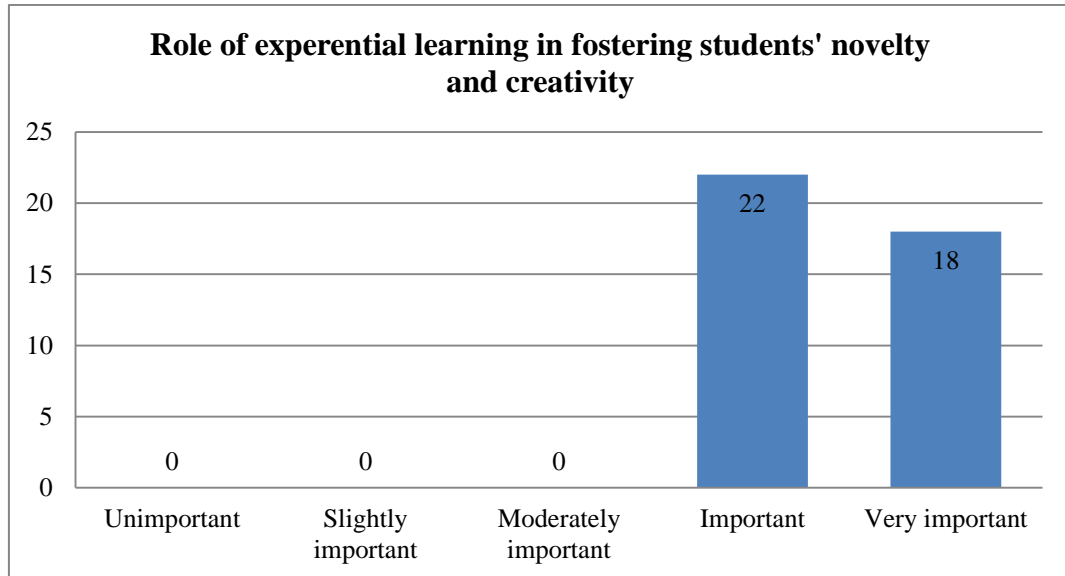
Respondent L expressed, *“I use post-method pedagogy, democratic discipline, learning by doing, critical thinking, games and the use of ICT.”*

Respondent K₂ put forward his view as:

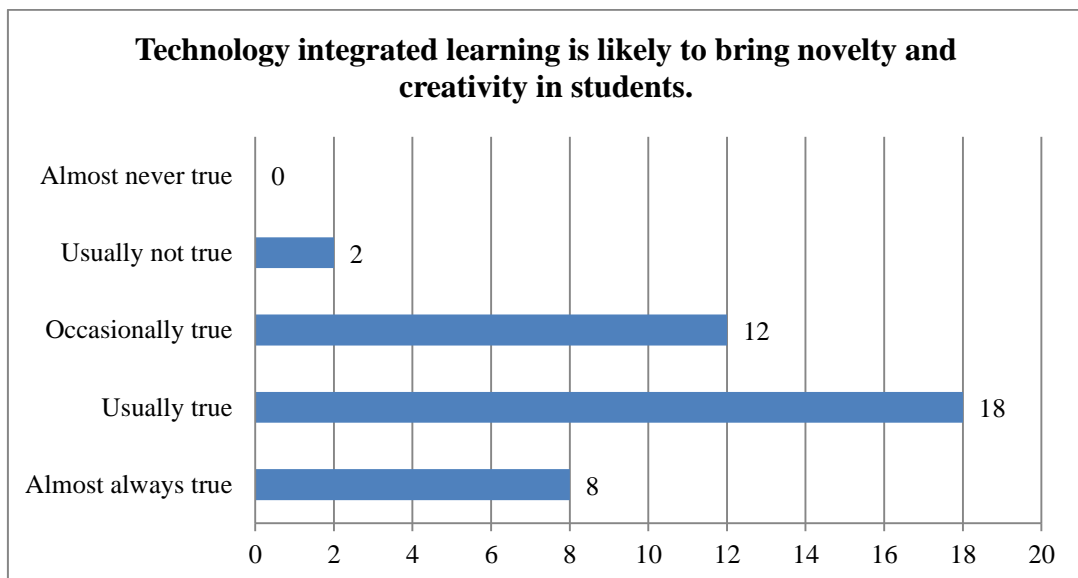
As a teacher of post method era, I am clear with new paradigms of language teaching. So, I don’t have any specific method and technique. However, I create my own methods and techniques on the basis of the particularity, peculiarity and possibility.

Respondent B stated, *“The most common methods and strategies that I have been using are inductive approach, pair work, and whole class as a group, discovery, field trip, question and discussion, role play, project work, cooperative method and so on.”*

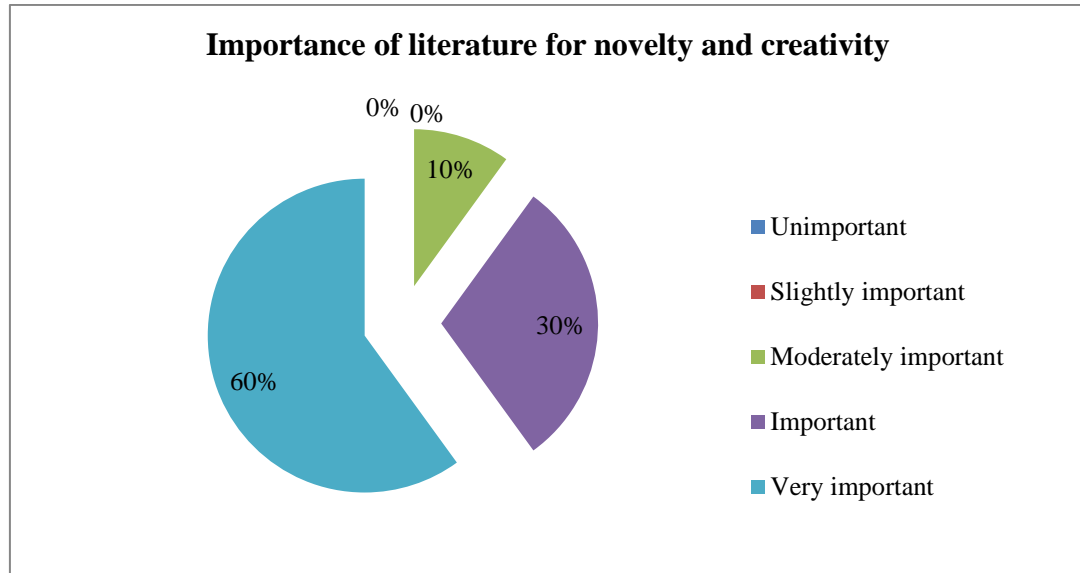
Besides, their responses also showed that experiential learning is an important teaching learning strategy in the ELT classroom. The given bar graph reveals this information.



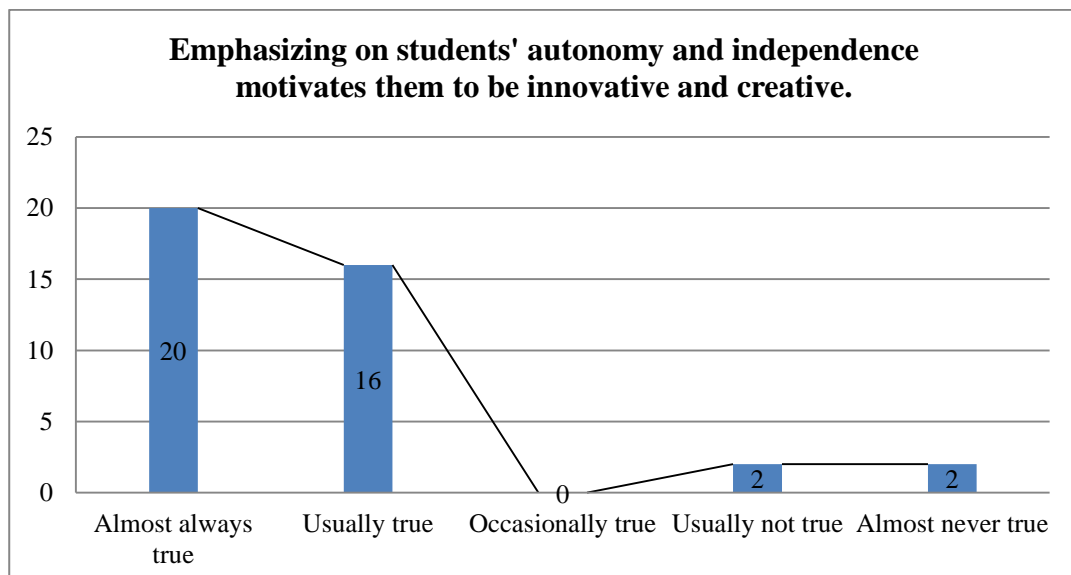
Similarly, the majority of the respondents opined that technology integrated learning brings novelty and creativity in the students. The given bar diagram shows the detailed fact on this particular concern.



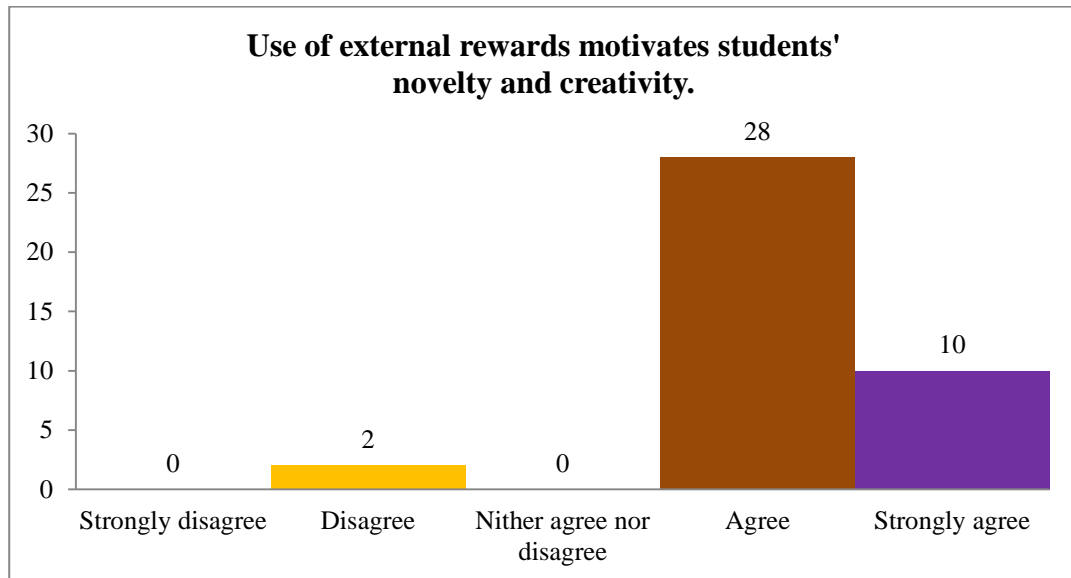
In addition to these, the study also revealed that the use of literature is one of the several strategies that develop students' novelty and creativity in the English language classroom. The following pie-chart proves this assertion.



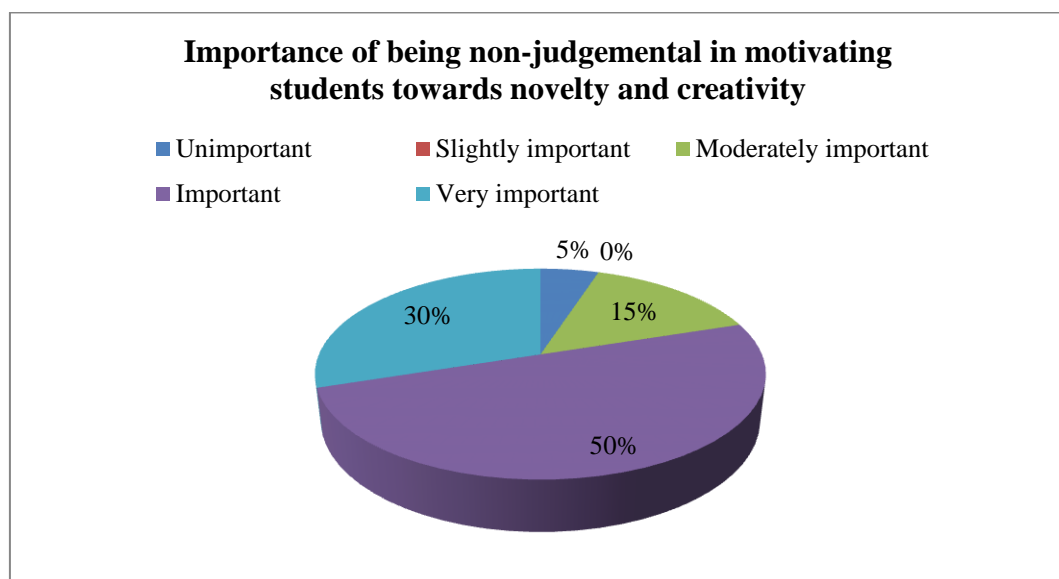
Likewise, the study also showed that emphasizing on students' autonomy and independence is the other strategy that can be of use to motivate students' novelty and creativity in the ELT classroom. The diagram given below supports this assumption.



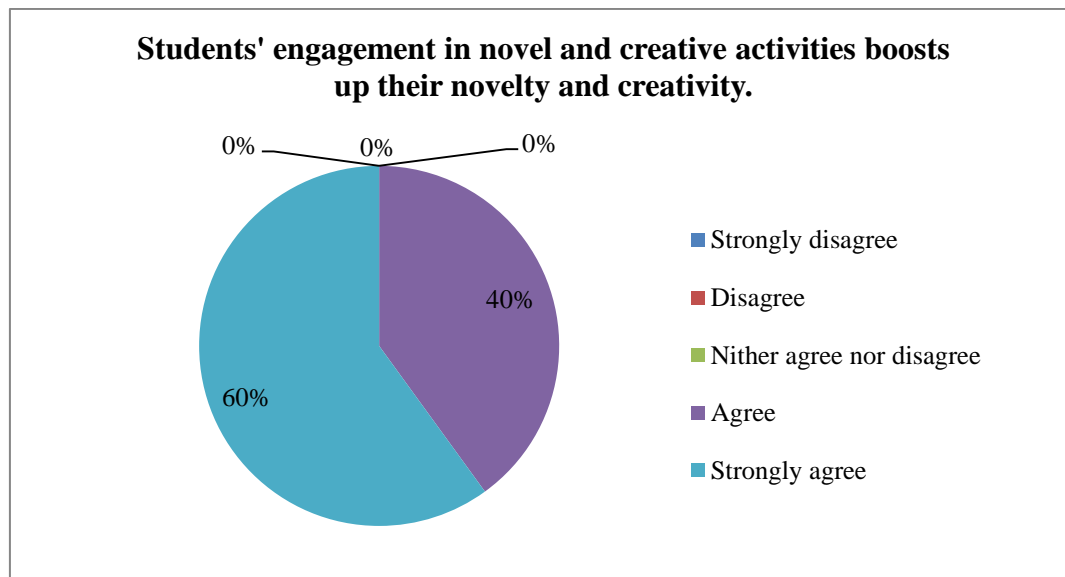
Apart from these strategies, the study also discovered that the use of external rewards is one of the strategies that can be used to promote students' novelty and creativity in the English language classroom. The following bar graph can be seen in support of this diction.



Furthermore, the teachers also responded that being non-judgmental to students' outcomes is the other strategy that helps to boost up students' novelty and creativity. The diagram presented below supports this information.



In the same manner, the teachers also voted that engaging students in novel and creative activities boosts up their novelty and creativity as shown in the pie-chart below.

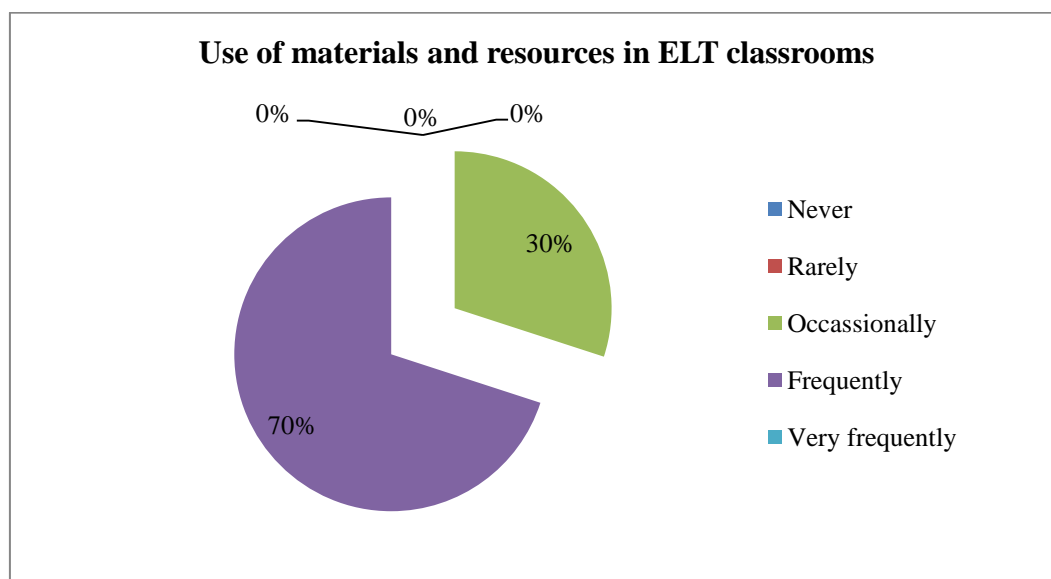


Thus, it can be seen that teachers make the use of varieties of methods and strategies in the English language classroom with the aim to prosper students with novel and creative ideas. These methods and strategies vary from one another, but each of them has proven to be as effective and fruitful as the other. The methods and strategies discovered through this study include student centered method (*group discussion, self-reading, and interaction among students, project work*), critical pedagogy, inquiry-guided instruction, stream of consciousness, experiential learning, post method pedagogy, language games, ICT integrated learning, inductive approach, cooperative learning and communicative approach. Apart from these, the teachers were also found to be using other various methods and strategies so as to foster their students' novelty and creativity in the English language classroom. These methods and strategies include creating a favorable environment, searching for multiple alternatives, addressing mistakes and learning from mistakes, using literature (prose, poetry and drama), use of external rewards, emphasizing on students' autonomy and

independence, being non-judgmental to students' outcomes, and engaging students in novel and creative activities.

Materials and Resources Used to Promote Novelty and Creativity

The data gathered for this research showed that the teachers make the use of various sorts of materials and resources in order to promote students' novelty and creativity in English language classroom. As per the data, 70% of the respondents made the frequent use of materials and resources in their classrooms while the other 30% used materials and resources in occasional basis. This information can be seen in the following diagram.



They asserted that the use materials and resources aids in the learning of students, promoting their novel and creative ideas.

The respondent teachers, on being asked about the materials and resources they had been practicing in their classroom, responded as follows:

Respondent B expressed, *“I have been using newspapers, pictures, audios, videos and audio-video records, maps, globe, dictionary, language games, chants, stories, novels, dramas, poems. I also use ICT devices such as mobile phone and laptop.”*

Respondent S stated, *“On these days, I mostly use digital resources and local materials.”*

Respondent K₂ explained, *“I have been practicing slides, PowerPoint, Google sources, projector, newspaper, etc. Sometimes, for authentic contents or exposure, I show them videos of native speakers from YouTube.”*

Respondent L mentioned, *“I use videos, graphics, charts and graphs. I encourage students to maintain their regular diary writing.”*

Respondent M₁ said, *“I use reference books, YouTube videos, mobile, laptop and computer.”*

Respondent J answered, *“Most of the time, I take my students to language laboratory where they can learn something which is out of the topic. I show them different documentaries and movies.”*

Respondent P₁ stated, *“To develop students’ novelty and creativity, they are taken to the library and are encouraged to read newspapers, magazines and different books.”*

Respondent A replied, *“I use four different skill based materials based on speaking module, listening module, reading text and writing module.”*

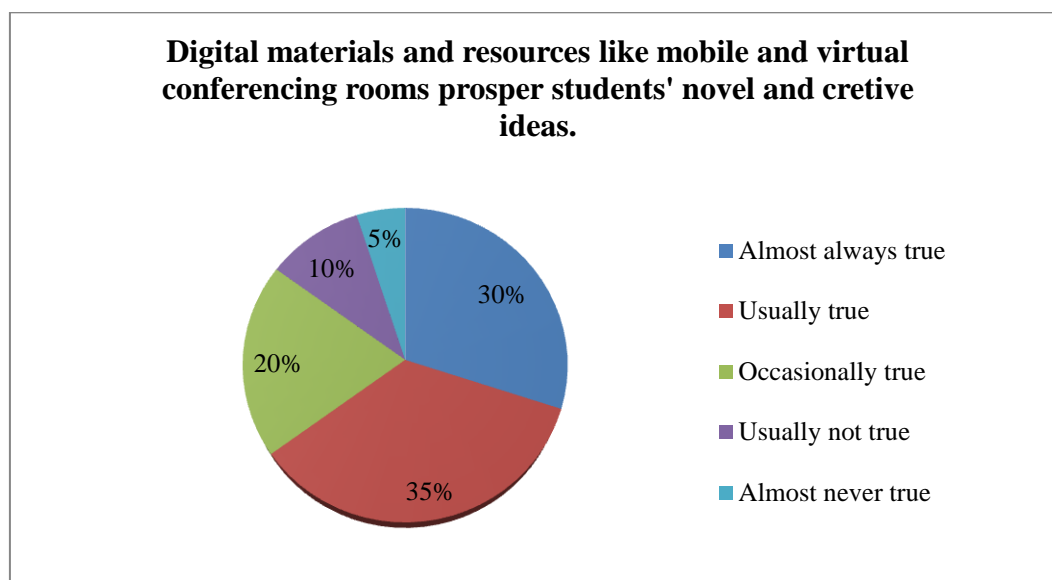
Respondent K₁ further expressed, *“I use interesting materials like cultural and local type of materials, completely new and scientific materials, and artful materials.”*

Respondent N₁ said, *“I use extra books, flash cards/boards, cassette, etc.”*

Respondent I₁ responded, *“I use online materials available, reference books, creative reading and writing materials, etc.”*

In addition to these responses, the teachers were also found using digital materials and resources like mobile and virtual conferencing rooms to prosper their

students' novel and creative ideas. The following pie-chart reveals this perception of the respondent teachers.



From these responses, it can be said that teachers in our context use varieties of materials and resources for enhancing novelty and creativity in the English language classroom. These materials and resources are comprised of audio, visual, audio-visual and newly invented digitalized materials and resources. To be specific, these materials and resources include text books, reference books, audio materials (audio records like cassettes), video materials, audio-video materials, realia (real-life objects), and diary (daily log of experiences). Furthermore, such materials and resources also include Google, language laboratory, school library, cultural and local materials, flash cards/boards, language games, and digital materials and resources like mobile, computer, laptop, and virtual conferencing rooms.

Teaching in the Absence of Materials and Resources

The sample teachers responded in various ways on being asked about the way of their teaching in the absence of materials and resources. Some of the most relevant examples were as follows:

Respondent I₁ mentioned, *“I involve children in self-reading, group discussion, and sometimes, I arrange debate competition.”*

Respondent N₁ explained, *“I organize different programs like speech, quiz, debate, creating stories, etc.”*

Respondent K₁ opined, *“I bring objects from home and I maintain friendly rapport among students.”*

Respondent F answered, *“There are tons of ways that can be used in the absence of materials and resources. I use language game, writing and creating stories.”*

Respondent A expressed, *“I focus on engaging the students in autonomous activities so that students feel free to do the tasks they are interested in.”*

Respondent P₁ mentioned, *“In the absence of materials and resources, in addition to the text book, I use invention strategies like fast writing, listing, clustering, questioning, conversing, brainstorming, etc.”*

Respondent R stated, *“No specific material is needed each and every time to develop creativity. We can create the situation and inspire all children to express themselves as creatively as they can.”*

Respondent M₁ opined, *“In the absence of materials and resources, I teach them by giving topics for group discussion, and assigning topics for free writing.”*

Respondent J said, *“With the detailed explanation and examples, we can enhance them. The most important thing for a teacher is to be able to make the students pay attention to them.”*

Respondent P₂ put forward the view, *“In the absence of materials and resources, I often make the use of the resources available in classroom. For this, the students themselves are used as the resource.”*

Respondent K₂ asserted, *“I use the curriculum and teacher guide, and do the activities as suggested with the help of internet. Meanwhile, I make my learners engage on the activities.”*

Respondent B further stated, *“I divide the class into several groups and give them the situations to complete such as role play, conversation/dialogue. I also use language games, field trips, and ask them to think in a new way.”*

Respondent M₂ mentioned, *“ Teachers are the materials themselves. I use my creativity to develop students’ creativity.”*

From the responses obtained from the respondents, it can be extracted that the teachers make the use of several techniques for teaching creatively in the absence of materials. These methods and techniques include an array of novel and creative activities. To provide with the instances, these include making the creative use of resources available in the classroom, engaging students in self-directed learning, involving students in peer and group discussion, organizing competitive programs like quiz, speech and debate, story creation and story completion activities, building friendly rapport with students and motivating them. In the same manner, the other methods and strategies of such kind include language games, invention strategies like fast writing, listing, clustering, questioning, conversing, and brainstorming, making students attentive, use of curriculum and teacher guide, role play, conversation and dialogue, and using one’s creativity as a source of creativity for students.

Results

Being based on the analysis and interpretation of the data, the following findings have been drawn:

1. Novelty and creativity are the important characteristics for all students as they are concerned with real life problems and situations. These characteristics may be innate or they may be developed during the nurturing period of every child.
2. Teachers in secondary level schools in Nepal adopt a number of teaching methods and strategies in order to develop students' novelty and creativity in the English language classroom. The most common of these strategies include the student-centered approach, critical approach, communicative approach, post method pedagogy, and the experiential learning method. These methods bring students forth in the learning activities. These methods activate students' all sorts of thought processes. They enable students to be optimistic, open minded, critical, social, resourceful and creative. These methods instill students' mind with humongous of novel thoughts and ideas.
3. Teachers in the secondary schools in Nepal make the use of several teaching materials and resources in order to develop students' novelty and creativity in the English language classroom. These materials and resources cover almost all the traditional and modern materials and resources including the most recent digital resources. The teachers opine that the use of such materials and resources is beneficial in a number of ways. The most notable essence of these materials and resources is that they bring life to the teaching and learning activities in the English language classroom. Similarly, the teachers also express that the use of materials and resources in the English language classroom removes monotony among students. They assert that these materials

and resources instill zeal and enthusiasm in the students. They strongly believe that materials and resources bring novelty and creativity in the students.

4. ELT teachers in our context make the use of various ways while teaching in the absence of materials and resources. These methods include using resources available in the classroom, engaging students in self-directed learning, involving students in peer and group discussion, engaging them in competitive activities like quiz, speech and debate, assigning them activities related to story creation and story completion, teaching through language games, involving them in role play, conversation and dialogue, and using the curriculum and teacher guide.

Thus, this thesis paper ably found out how teachers in the secondary schools in Nepal consider novelty and creativity in the English language classroom, and what attempts/efforts they carry out to promote their students' novel and creative skills.

Chapter V

Conclusion and Recommendations

This chapter presents the conclusion derived based on the findings. In addition, there are the recommendations made based on the analysis of the collected data. Furthermore, the chapter also includes the implications of this thesis for future study.

Conclusion

There is a widespread assumption of teachers in regard to novelty and creativity. They believe that novelty and creativity, as the essential human characteristics, should be brought into limelight in the classroom teaching and learning processes. They strongly argue that teachers should go beyond the box and apply the unusual methods, other than the daily used ones. They put forward their views that English language teaching and learning should incorporate the use of various novel and creative methods and strategies in order to develop students' novelty and creativity. They also express their perception that ELT classroom should include the use of different teaching materials and resources to promote students' novel and creative ideas. They assert that the use of such novel and creative techniques in teaching learning activities develops students' interests and excitement to learn more.

Thus, the findings of this study encouraged us to be more creative in the class. We have realized that we can bring novelty and creativity in the English language classroom in a variety of ways. However, we have also come to realize the fact that appropriate teaching methods and strategies aided with the teaching materials and resources are the most effective ones amid the others. The study also alerts us in creating the favorable environment for novelty and creativity enhancement. It

illuminates us with the idea that novel and creative teaching can be carried out in the absence of materials and resources as well, wherein the teachers can make the proper use of several techniques and methods. Apart from this, we learnt that students' creativity can be boosted through their active engagement and their involvement in hands-on-learning rather than the rote memorization. Essentially, it conveys us the message that novelty and creativity in English language classroom does not only enhance students' creativity, it also transforms the classroom into an environment of trust and fun.

Recommendations

This study on the perceptions of English language teachers in secondary schools in Nepal attempts to discover their general views and perceptions on novelty and creativity in the English language classroom. The study has discovered the teachers' perceptions on how students' novelty and creativity need to be promoted in the English language classroom. The study has shown that varieties of teaching methods and strategies can be used to boost up students' novelty and creativity; and this can be aided through the use of different types of teaching materials and resources. Thus, based on the outcomes of this study, the following recommendations can be made.

Policy Related Recommendations. The policy makers, assigned to formulate educational policies in the national context, need to have a grave consideration on this issue. As novelty and creativity are assumed to be the essential qualities of a student, there should be the formulation of a policy that favors the use of novelty and creativity enhancing teaching learning activities in the classrooms in schools. This needs to be developed as a must agenda. There should be the active participation and collaboration among the policy makers to make this happen.

Practice Related Recommendations. The ELT practitioners like teachers, principals, teacher educators, curriculum designers, textbook writers, and all the stakeholders who are responsible to bring this issue into practice need to be conscious on this matter. Development of a good policy goes in vain if it is not brought into active implementation. Thus, this matter should be strongly brought into practice. To make this happen, a number ways can be used as recommended below:

- i. Schools should introduce novelty and creativity as the most essential traits of students.
- ii. Teacher training programs based on novelty and creativity should be brought into access of all the teachers and schools.
- iii. Textbook writers should design textbooks incorporating the activities that prioritize on developing students' novelty and creativity.
- iv. Teachers need to make the use of their own novel and creative strategies in the English language classrooms.
- v. Students should be provided with ample opportunities to instill their minds with novel and resourceful ideas.

Further Research Related Recommendations. My study with the sample of 40 has been able to discover a number of facts on this matter. It has yielded some interesting information about their real perceptions on novelty and creativity. This has helped to develop a picture of the scenario about how teachers in Nepal consider novelty and creativity in the English language classroom. But, I believe that the future research with some more additional respondents would make for a more complete picture of teachers' perceptions about novelty and creativity in the secondary schools in Nepal.

Implications for Future Study

The publication of this thesis paper would pass the ideas to the teachers and educators for working on the ways to nurture students' novelty and creativity in the classrooms. This research paper would be the source of primary data to the fresh researchers in the days to come. As the breakthrough in this issue, this research paper would certainly open up the gate to discover more on this matter. In addition, this paper would also prove to be a resourceful and informative data for policy makers and materials and resource developers for further development and modifications. Thus, I believe that this research paper has an enormous implication for future study.

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Appendix A

Letter of Recommendation



त्रिभुवन विश्वविद्यालय
शिक्षा शास्त्र संकाय
शिक्षा शास्त्र केन्द्रीय विभाग
TRIBHUVAN UNIVERSITY
FACULTY OF EDUCATION
CENTRAL DEPT. OF EDUCATION
Department of English Education

विश्वविद्यालय क्याम्पस
कीर्तिपुर, काठमाडौं, नेपाल

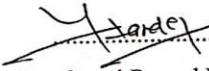
UNIVERSITY CAMPUS
Kirtipur, Kathmandu, Nepal

पत्र संख्या :
Ref.

मिति : 2078/5/24
Date: 10.09.2021

To Whom It May Concern

This is to certify that Ms./Mr. DEEPAK BABU PUN MAGAR..... is a registered M.Ed Student in good standing in this Department. He/She is currently engaged in carrying out research entitled "Novelty and Creativity in Teaching English: Teachers' Perceptions in Secondary Schools"..... a requirement of his/her degree. Any assistance extended to him/her will be highly appreciated.


.....

Dr. Gopal Prasad Pandey

Head

Department of English Education

Appendix B

(12)

A Survey Questionnaire

How long have you been teaching English?

I have been teaching English for four years.

Part I:

Please keep your responses brief and precise.

1. Based on your teaching experience, how do you perceive novelty in English language

teaching? - In my opinion, novelty means newness in teaching. The process of being familiar with new technology, new approaches, new methods and paradigms of language teaching is called basically the novelty in English language teaching. For example: Being based on the post methodological thought or post theoretical thought, if we teach English lg, it goes under novelty.

2. On your perception, what really is creativity? Why do you think it is important in an ELT

classroom? - Creativity is related to location. Regarding teaching the term creativity signifies to the creativity of teachers in methodology and materials. It is very much important in ELT classroom for the purpose of making fun, motivating students, simplifying the content, making teaching learning live and interactive. Further, it is important to create the relationship among head, heart and hand which make learners attentive, eager and keep them engaging in different activities.

3. What are the most common methods and strategies that you employ in your classroom to

encourage your students to be innovative and creative?

→ As a teacher of post method era, I am clear with new paradigms or language teaching, so that I don't have any specific method and technique, however, I create my own methods and techniques on the basis of the particularity, peculiarity and possibility. / post methodological paradigms, basically I use.

4. What types of materials and resources do you use to develop students' novelty and creativity?

→ In order to develop students' novelty and creativity, I use ICT based materials, and sometimes I use local low cost materials. To teach English, I have been practicing slides, powerpoints, Google sources, projects, newspaper. Sometimes, for authentic contents or exposure, I show them videos of native speakers from youtube.

5. How do you teach to enhance the students' novelty and creativity in the absence of materials and resources?

→ In the absence of materials and resources, I believe on the curriculum. Further Teacher's guide is also available in the school. At that time, I use these two guiding materials, and do the activities as suggested with the help of internet. Meanwhile I make my learners engage on the activities.

Part II:

Type A–Dichotomous Scale

		Yes	No
6.	Do you agree that novelty and creativity are the characteristics of all people?		✓
7.	Are novelty and creativity innate, and cannot be prospered?	✓	
8.	Can teachers encourage students to be innovative and creative?	✓	
9.	Do materials and resources encourage students in learning creatively?	✓	
10.	Are student-centered methods highly productive in prospering novelty and creativity?	✓	

Type B – Likert Scale

11. I use materials and resources in ELT classrooms.

Never	Rarely	Occasionally	Frequently	Very frequently
			✓	

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
12.	Appropriate teaching strategies are essential to foster students' novelty and creativity.					✓
13.	Apart from the academic factor, the environmental factor also affects on the novelty and creativity of students.					✓
14.	Lecturing method helps to develop students' novelty and creativity in the English language classroom.	✓				
15.	Collaborative method is best suited to develop students' novelty and creativity in ELT				✓	

	classroom.					
16.	Engaging students in novel and creative activities boost up their novelty and creativity.				✓	
17.	The use of external rewards is a strategy that helps to motivate students towards novelty and creativity.				✓	
		Unimpor- tant	Slightly important	Moderately important	Important	Very important
18.	Materials and resources play role in developing students' novelty and creativity.				✓	
19.	An authoritative learning strategy plays role to prosper students' novelty and creativity.	✓				
20.	Experiential learning plays role in fostering					

	students' novelty and creativity.					✓
21.	Accepting students' all sorts of outcomes (<i>being non-judgmental</i>) plays role in developing their innovative and creative ideas.				✓	
22.	The creative use of literature (<i>poetry, fiction and drama</i>) is a strategy to foster student' novelty and creativity in ELT classroom.					✓
		Almost always true	Usually true	Occasionally true	Usually not true	Almost never true
23.	Technology integrated learning is likely to bring novelty and creativity in students.			✓		
24.	Rote memorization is					

	likely to bring novelty and creativity in students.				✓	
25.	Project based learning promotes students' novelty and creativity.	✓				
26.	Emphasizing on students' autonomy and independence motivates them to be innovative and creative.	✓				
27.	The use of audio, visual and audio-visual materials and resources in ELT classroom helps students to enrich their novel and creative thoughts.		✓			
28.	Digital materials and resources like mobile and virtual conferencing rooms prosper students' novel and creative ideas.		✓			

A Survey Questionnaire

How long have you been teaching English?

..... 12 years

Part I:

Please keep your responses brief and precise.

1. Based on your teaching experience, how do you perceive novelty in English language teaching?

..... Novelty in English language teaching is must. It makes students creative and teaching learning activities become effective and fruitful.

2. On your perception, what really is creativity? Why do you think it is important in an ELT classroom?

..... Creativity is the use of different creative techniques and innovations in language teaching and learning. It is important in an ELT classroom because it helps students to have overall development of different language skills and aspects.

3. What are the most common methods and strategies that you employ in your classroom to encourage your students to be innovative and creative?

There is not a particular method and techniques. The use of such methods and techniques depend on the context of teaching English language. However, the use of ICT in ELT can be taken as the example.

4. What types of materials and resources do you use to develop students' novelty and creativity?

Different materials that attract the attention of the students are used to develop students' novelty and creativity.

5. How do you teach to enhance the students' novelty and creativity in the absence of materials and resources?

In the absence of materials and resources, I often make use of the resources of available in classroom. For this, the students themselves are used as the resource.

Part II:

Type A–Dichotomous Scale

		Yes	No
6.	Do you agree that novelty and creativity are the characteristics of all people?		✓
7.	Are novelty and creativity innate, and cannot be prospered?		✓
8.	Can teachers encourage students to be innovative and creative?	✓	
9.	Do materials and resources encourage students in learning creatively?	✓	
10.	Are student-centered methods highly productive in prospering novelty and creativity?	✓	

Type B – Likert Scale

11. I use materials and resources in ELT classrooms.

Never	Rarely	Occasionally	Frequently	Very frequently
		✓		

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
12.	Appropriate teaching strategies are essential to foster students' novelty and creativity.					✓
13.	Apart from the academic factor, the environmental factor also affects on the novelty and creativity of students.				✓	
14.	Lecturing method helps to develop students' novelty and creativity in the English language classroom.			✓		
15.	Collaborative method is best suited to develop students' novelty and creativity in ELT				✓	

	classroom.					
16.	Engaging students in novel and creative activities boost up their novelty and creativity.				✓	
17.	The use of external rewards is a strategy that helps to motivate students towards novelty and creativity.				✓	
		Unimpor- tant	Slightly important	Moderately important	Important	Very important
18.	Materials and resources play role in developing students' novelty and creativity.				✓	
19.	An authoritative learning strategy plays role to prosper students' novelty and creativity.		✓			
20.	Experiential learning plays role in fostering					

	students' novelty and creativity.				✓	
21.	Accepting students' all sorts of outcomes (<i>being non-judgmental</i>) plays role in developing their innovative and creative ideas.				✓	
22.	The creative use of literature (<i>poetry, fiction and drama</i>) is a strategy to foster student' novelty and creativity in ELT classroom.				✓	
		Almost always true	Usually true	Occasionally true	Usually not true	Almost never true
23.	Technology integrated learning is likely to bring novelty and creativity in students.		✓			
24.	Rote memorization is					

	likely to bring novelty and creativity in students.				✓	
25.	Project based learning promotes students' novelty and creativity.	✓				
26.	Emphasizing on students' autonomy and independence motivates them to be innovative and creative.	✓				
27.	The use of audio, visual and audio-visual materials and resources in ELT classroom helps students to enrich their novel and creative thoughts.		✓			
28.	Digital materials and resources like mobile and virtual conferencing rooms prosper students' novel and creative ideas.		✓			

A Survey Questionnaire

How long have you been teaching English?

I have been teaching English for more than two years.

Part I:

Please keep your responses brief and precise.

1. Based on your teaching experience, how do you perceive novelty in English language teaching?

In my opinion, novelty is not always required. But, it is best required when students feel boring. So, novelty is the act of becoming interesting, new and different in our art of helping students to learn. It is the best way of removing boredom and encouraging students to achieve the educational goals of qualitative education.

2. On your perception, what really is creativity? Why do you think it is important in an ELT classroom?

The ability of triggering students' mind, and bringing them out and flourishing the way they do best works, is creativity for me. It is required to promote for developing students' autonomy, involving students' high involvement, removing boredom, achieving the goals of curriculum and make student's life more successful.

3. What are the most common methods and strategies that you employ in your classroom to encourage your students to be innovative and creative?

The most common methods and strategies that I have been using to make my students creative and innovative are inductive approach, communicative approach, group work, pairwork, whole class as a group, discovery, field trip, question and discussion, role play, project work, cooperative method (approach) and so on.

4. What types of materials and resources do you use to develop students' novelty and creativity?

I have been using newspapers, pictures, audio, video records and audio-video records, maps, globe, dictionary, teacher's guide, language games, chants, stories, novels, dramas, poems to develop students' novelty and creativity. I also use ICT devices such as mobile phone and laptop to develop their novelty and creativity.

5. How do you teach to enhance the students' novelty and creativity in the absence of materials and resources?

Great opportunity! Students themselves are teachers for me. I divide the class into several groups and give them the situations to complete (such as role play, conversation/dialogue). I also help them to be creative and novel by means of language games, taking them to the field and ask them to think in a new way, draw or many more.

Part II:

Type A – Dichotomous Scale

		Yes	No
6.	Do you agree that novelty and creativity are the characteristics of all people?		✓
7.	Are novelty and creativity innate, and cannot be prospered?		✓
8.	Can teachers encourage students to be innovative and creative?	✓	
9.	Do materials and resources encourage students in learning creatively?	✓	
10.	Are student-centered methods highly productive in prospering novelty and creativity?	✓	

Type B – Likert Scale

11. I use materials and resources in ELT classrooms.

Never	Rarely	Occasionally	Frequently	Very frequently
			✓	

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
12	Appropriate teaching strategies are essential to foster students' novelty and creativity.					✓
13	Apart from the academic factor, the environmental factor also affects on the novelty and creativity of students.					✓
14	Lecturing method helps to develop students' novelty and creativity in the English language classroom.		✓			
15	Collaborative method is best suited to develop students' novelty and creativity in ELT					✓

	classroom.					
16	Engaging students in novel and creative activities boost up their novelty and creativity.					✓
17	The use of external rewards is a strategy that helps to motivate students towards novelty and creativity.				✓	
		Unimpor- -tant	Slightly importan t	Moderately important	Importan t	Very importan t
18	Materials and resources play role in developing students' novelty and creativity.					✓
19	An authoritative learning strategy plays role to prosper students' novelty and creativity.	✓				
20	Experiential learning plays role in fostering					

	students' novelty and creativity.					✓
21	Accepting students' all sorts of outcomes (being non-judgmental) plays role in developing their innovative and creative ideas.	✓				
22	The creative use of literature (<i>poetry, fiction and drama</i>) is a strategy to foster student' novelty and creativity in ELT classroom.					✓
		Almost always true	Usually true	Occasionally true	Usually not true	Almost never true
23	Technology integrated learning is likely to bring novelty and creativity in students.			✓		
24	Rote memorization is					

	likely to bring novelty and creativity in students.						✓
25	Project based learning promotes students' novelty and creativity.	✓					
26	Emphasizing on students' autonomy and independence motivates them to be innovative and creative.	✓					
27	The use of audio, visual and audio-visual materials and resources in ELT classroom helps students to enrich their novel and creative thoughts.		✓				
28	Digital materials and resources like mobile and virtual conferencing rooms prosper students' novel and creative ideas.			✓			