The Influential Factors of Teachers' Creativity in Teaching English Language: Teacher's Insight

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Abstract

In real live teachers have different backgrounds, and their opinions regarding "creative teaching" or "good teaching" methods are frequently shaped by a range of elements, such as their own teaching experiences, personal incentives, and organizational limitations. This setting frames teachers' initial attempts to cultivate creative practices, and their recognition of these effects influences their subsequent level of creativity. The goal of this research is to discover the characteristics that influence English language teaching (ELT) teachers' creativity. Researchers interviewed six English as a Foreign Language (EFL) teachers FROM East Java, Indonesia. whom experienced in teaching for about 3, 4 and 29 years old. Researchers interviewed six English as a Foreign Language (EFL) teachers to learn more about the elements that drive their passion and creativity in the classroom, the participant also experienced teacher at that school, they are teaching for about minimum 3 years old. Researchers discovered that teachers' motivation, technology, school support, colleagues, and teaching knowledge and experience all had an impact on their creativity. Teachers can use these five aspects as guidelines to help them incorporate creativity into their lessons and to give know that creativity is very important. Participants also believed that their creativity was required to inspire creativity in students, make learning fun, and support their learning. The quickly evolving potential of digital environments to support student-centered and self-directed learning seems to contribute to this belief. Ultimately, this study demonstrates that teachers do not naturally possess creativity, but they may cultivate it by adopting new ideas and improving their creative teaching skills. Current research uses a qualitative approach, the researcher also used the interview to collect the data, the goal is to know deep information based on the teachers' experience related to their personality and environment about teachers' creativity. The result of this research is there are five aspects that influence teachers' creativity

namely: knowledge and experience, motivation, technology, school support, and colleagues.

Keywords: *EFL Classroom, motivation, teacher creativity, professional development, qualitative research*

Introduction

In the field of education creativity is a familiar thing and a significant topic (Aini et al, 2022). In addition, the creativity of teachers has an essential role in developing the quality of educational and is one of the critical factors to achieve learning achievement (Wijaya & Aditomo, 2019) and students' creativity (Dongmin & Youngliang, 2024), it is also important in generating and developing ideas (Ritter & Mostert, 2017). Creativity allows someone to use, create, improve, analyze, and evaluate different ideas (Astri &Farida, 2024).

Creativity is a vital skill that enables people to adapt to changing circumstances, deal with uncertainty, and develop critical skills that are valued in today's society, such as effective communication, teamwork, and analytical thinking (Zhi & Wang, 2023). According to this study, two factors contribute to the increasing interest in creativity in schools: the children's delight and their future success as economic knowledge contributors (Didin et al, 2023). In addition, there are several researchers doing research about this topic, these research found various aspects that promote teachers' inventiveness in completing their jobs, namely; experience, motivation and knowledge (Didin et al, 2023; Nguyen & Qouc, 2023; Stumbrienė, 2024), and technology (Nguyen & Qouc, 2023; Kaplinskyi et al, 2024; Stumbrienė, 2024), teachers' self-efficacy (Nur, 2017; Nguyen & Qouc, 2023) thinking style, the support of environment (Nguyen & Qouc, 2023; Stumbrienė, 2024; Arifani, 2019), demographic factor, individual factor, and organizational factor (Pazin et al, 2020; Stumbrienė, 2024), teacher's competence and soft skill (Serang et al, 2023), personal characteristics (Stumbrienė, 2024), teacher's imagination (Chen &Yuan, 2021).

In addition, Educators may execute at an extraordinarily high degree of creativity when they have the required technical knowledge (Didin et al, 2023). In addition, (Xinyao & Yuan, 2023) stated that the intellectual demands of instructors have a considerable positive impact on creativity, they also feel enjoy in teaching with creative way. On the other side (Nur, 2017) stated that the teachers' self-efficacy and internal factors (within the teacher) more significantly influence the creative teaching process because experienced teachers are more likely to foster creativity in behavior.

(Kaplinskyi et al, 2024) Stated that creativity is a vital ability for today's teachers, as it allows them to find novel solutions, establish new instructional tools, and engage students in meaningful intellectual activities. On the other hand, (Nguyen & Quoc, 2023) stated that the intrinsic motivation has the largest influence on the creative powers of young lecturers. Therefore, from those studies, most of

them discuss internal factors, and few of them discuss external factors such as school support, and colleagues.

So, this paper aims to fill a gap by discussing clearly and completely both internal and external factors influencing English teachers' creativity. The current study investigates the factors influencing English teachers' creativity both internally and externally, it can be additional knowledge in the subject of English language education, as well as the researcher's knowledge of the elements that influence instructors' creativity when teaching English. in addition, this study is very needed to investigate because minimum teacher knows the factors influencing teacher's creativity in teaching English language.   As for, the study's research problem is "What are the factors that can influence teachers to be more creative in teaching the English language?".

Method

Current research uses a qualitative approach, the researcher also used the interview to collect the data, the goal is to know deep information based on the teachers' experience related to their personality and environment about teachers' creativity, the researcher gave 10 questions to the participant, she interviews via WhatsApp (chat, by sending the questions in the form of a document, then the participants answer it and send to the researcher) because difficult for her to meet with all participant (different city).

The researcher used non-random sampling in choosing the participants. The researcher conducted interviews with six creative teachers (2 male and 4 female) from six different institutions (five state and one private) who had more than two years of teaching experience and participated in this study. The majority of educators are ELT professionals with bachelor's degrees, with only one holding a graduate degree. They teach English at English departments at various school levels in East Java, Indonesia, including elementary, junior high school, senior high school, and university.

They were specially chosen based on three criteria. (1) teaching in a subject of English; (2) holding ELT qualifications; and (3) having no less than two years of teaching experiences; (4) providing creative learning to students. This criterion is very important for three reasons. The researcher used six participants because that number is enough to be a sample of this research, it is not too little and not too much to achieve.

Table of participants:

Name (Anonymous)	Gender	Level	Age of teaching
P1	Female	Junior high school	29 years
P2	Male	Master degree	3 years
P3	Female	Senior high school	3 years

P4	Female	Elementary School		3 years
P5	Female	Senior	high school	3 years
P6	Male	Senior	high school	4 years

Researchers use thematic analysis to study data (Braun & Clarke, 2006; Flick, 2014). This analysis process begins with the researcher familiarizing himself with the data through the use of interview recordings. In addition, the research used member checking to enhance the credibility of the data. As for, the questions of the interview have validated by the experts. Meanwhile, the process of interview the researcher begins with the introduce the participant's and directly to the questions. In addition, the duration of interview process is one day because the researcher used WhatsApp as tool to get the participants responds.

The interview took place in English because all of those interviewed were teachers of English with ELT qualification. Transcription can also be utilized by researchers to obtain their initial interpretation of the data. Following that, the researcher goes through the full dataset, assigning a note or code to each statement. The note or code indicates the content or significance of the participant's statement. It is a recursive procedure that necessitates continuous back-and-forth movement across the full data collection.

The researcher used the same technique for six interview transcripts. The researcher then developed a 'codebook' with a list of the coding of six interviews, which were then categorized and divided into themes. For ethical considerations, codes were used to refer to each participant during discussions in this study's report. The researcher also records the answers from the participants as the evidence of this research.

Results and Discussion
Knowledge and experience

Formal education, continuous professional development, learning experiences, and teaching practice all help a teacher develop understanding and expertise. Their formal education gives them a solid foundation and understanding of the theoretical aspects of teaching. Professional training and on-the-job experience help them develop into skilled educators. The differences between formal education and professional training are; formal education is when learn in school from elementary school until university, while professional training is additional education such as course, teachers' community, participate on seminar and others.

In addition, the background of their academic might represent good teaching practices. Teachers feel that formal schooling is necessary to develop a good teaching foundation, but they also expand their knowledge through professional

development courses and hands-on teaching experience. (Hidayat et al., 2023). From the explanation above it can be said that creativity does not exist by itself, but the person has to learn and add their knowledge about its creativity exists also from experiences they have.

Teachers can develop their creativity in teaching in formal education, professional courses, participate in seminars, and the English teacher's community. It started by the participants of this research, namely;

P1: I learned the way to be a creative teacher when I was at university, it made me know how to teach creatively and get students' interest in the learning process. From the statement above, it can be said that creative teaching can be acquired in formal education such as university, usually in the university there is a course that teaches how to teach well such as teaching training.

According to her, educational institutions provided her with the underlying information for teaching but simultaneously being cognizant that technological innovation can change people's perspectives of education. As a result, he must adapt to changing conditions by harnessing technology (such as the internet) and aligning IT improvements in the classroom.

R3: I participated in a seminar, it's so beneficial for me how to teach well. In addition, other participants stated that they not only learned how to teach well from formal education such as university but also can be acquired from professional English courses. She stated that she got many knowledge and experience about teaching creatively through professional English courses. She stated that the professional course enhanced her thinking and inventiveness.

The professional development course enhanced her enthusiasm and confidence in teaching by allowing her to interact with new people, talk about specific issues, and convey her concerns to others. She may also discover a new technique or plan that he or she hadn't thought of before, thereby enhancing their analytical skills and creativity. All participants believed that the professional development course helped them improve their knowledge and teaching skills.

It can develop motivation, self-confidence, educational skills, personality, and judgment. Most teachers claimed they learned a lot about meaningful information transformation and how to create a learning environment that promotes specific language abilities, particularly English. Another essential source of knowledge for teachers is their own learning experiences, it also called as reflective practitioners (Schön, 1991). This experience, whether happy or painful, increased teachers' imagination.

A pleasant learning experience includes working with teachers that can explain the same concept/topic in multiple ways and use a variety of tactics to push students to learn. One example of a bad learning experience is sitting in a monotonous class with a strict teacher. These experiences prompted participating teachers to conduct similarly to their former teachers while also doing something different when they considered their former professors' actions were not an appropriate instructional practice model.

For example, P1 feels that explaining the same information in numerous ways (such as using different media) helps students understand it better. P2 had a less favorable learning environment, but she persevered, and his performance was not as good as the prior teacher's. She claimed that being strict or harsh would inhibit student learning, whereas he envisioned the ideal classroom as fun and engaging. Based on the results of this study, both positive and negative teaching experiences have an advantageous effect on how teachers teach.

A positive attitude in the classroom teaches learners how to create a conducive, motivating, and engaging atmosphere. At the same time, a non-motivating educational setting highlights attitudes and activities that can impede a student's advancement. Experts argue that knowledge is an essential component of the creative process (Jordan & Charlile, 2012; Renzulli & De Wet, 2010), serving as the foundation for individual invention (Weisberg, 1999). As a result, when teachers lacked enough understanding, there appear to be obstacles to creative performance.

Amabile (1998) defines knowledge as information that helps people solve problems and acts as the foundation for new understanding. Based on the research findings, teachers who took part gain from both positive and negative learning experiences. These educational experiences affect their perspectives on successful instruction and the role they have to perform in the classroom. Teachers can compare the arguments and behaviors of their previous teachers, and their beliefs about professional practices might justify or effect what they're doing in the classroom (Devine et al., 2013; Karekatti & Shinde, 2012).

When an individual is given sufficient information to ponder, make connections, and form new ideas, he or she is creative. Thus, knowledge is an important part of an individual's creative performance. Without knowledge, a teacher would be confused where to start out, because new thoughts and actions come from current knowledge or experience (Masadeh, 2021; Renzulli & De Wet, 2010; Zhang, 2013; Zhang & Sternberg, 2011).

Motivation

The second one that can affect the creativity of teachers is motivation. Motivation in this context encompasses several aspects, such as problem-solving, a high interest in understanding the way it works, and the enhancement of one's skills and creativity, as well as relying on self-reflection. Motivation is classified into two types: intrinsic motivation and extrinsic motivation. Intrinsic motivation requires individual satisfaction, enabling teachers to use creativity in their instruction and making them conscious of their obligation to do so.

The term "extrinsic motivation" describes outside forces that can support and foster educators' creativity. Giving students fresh, high-quality instruction, completing assignments effectively, being a competent teacher, feeling content with teaching accomplishments, and being disheartened by teaching failures are all examples of intrinsic motivation. Meanwhile, extrinsic motivation includes

recognition from colleagues and institutional evaluations of a teacher's performance.

From the data acquired by the researcher, there are two teachers reported that their experience when learning with teachers who were less creative in delivering material inspired them to act creatively and be imaginative when teaching their students in class because they did not want to experience the same thing, that made the students bored and not enthusiastic in learning. By demonstrating their enthusiasm, they seek to encourage students to follow suit. As a result, they make sure that their students learn in a fresh and new way when they attend the classroom.

Teachers understand that to meet students' varied personalities, learning styles, and talents, something fresh must be developed. One of them also said that they were motivated to be creative from within themselves, and three of them were motivated because of the students, to attract the attention and interest of the students, here are the data; P1: I teach English, and I am inspired to use creative teaching methods when I am passionate about the language.

One may argue that teachers who are enthusiastic about teaching English are more likely to incorporate innovation into their lesson plans. From the statement above, it can be said that the participant was motivated to teach creatively by herself or intrinsic motivation. She wanted to get students' attention and their interest in learning the English language. So, it is clear that one of the elements influencing teachers' creativity in teaching the English language is motivation.

P2: When I was in elementary school, I had a teacher who taught in the wrong way, I mean the teacher did not deliver the topic happily they just told the students to write and do the test. On the other side, I met a teacher who can teach happily, she gives the students gifts, and many games to the students and because of that, I'm motivated to create creativity in English language teaching because I want the students especially in my place or in my school feel happy in learning. The data above stated that the teachers are also motivated to teach creatively because of their bad experiences in the past, it also includes intrinsic motivation because it is from the teachers themselves.

So, it is clear that one of the elements influencing teachers' creativity in teaching the English language is motivation. P3: One of my motivations for applying creativity in English language teaching is the students themselves. The condition of students that I found is they did not feel that learning English is a must and did not have any reason to enjoy learning English because it is only an additional major and they rarely used it (because it is a foreign language). On the other hand, the teacher is also motivated to teach creatively because the students, the teachers realize that when they teach creatively can develop students' interest, and fun in learning English helped by the development of technology.

The teacher can be more creative by using fun media, various games, and others that can support the teaching and learning process. As previously stated,

there are two various types of motivation: the intrinsic motivation and the extrinsic motivation. A large percentage of teachers think that intrinsic motivation is essential for preserving their creativity. To be creative, the teacher must be personally motivated and focus on the task at hand rather than the potential reward. Innovative ideas that lead to great products are often the result of a lot of experimentation over a long period of time.

Individuals cannot be truly creative unless they completely devote to the task at hand (Zhang & Sternberg, 2011). Several studies have highlighted the importance of this creative motivation (Auger and Woodman, 2016; Hennessey & Amabile, 2010). Intrinsic motivation seems to be the most important aspect in encouraging people to be creative in their education for two reasons. First, in the classroom, teachers seem to understand that their role is to teach and change the world. Teachers strive to be inventive as part of their job.

These results are consistent with other research that emphasize how crucial creative people's dedication to their job is (Auger & Woodman, 2016; Kreitler & Casakin, 2009; Zhang & Kitalong, 2015). Second, teachers do not labor with the expectation of gaining external appreciation for what they do or accomplishments, such as higher pay or social standing. Instead, teachers are creative in the hopes of enhancing student performance, which serves as a type of compensation for them. Although they do not express it clearly, their desire to give something new, deliver the best instruction, and become professional educators shows their sense of fulfillment. They love it. According to the instructors in this survey, being creative enables them to be good and professional educators. A good teacher can help students study to their maximum potential, and reaching this aim is rewarding (Harmer, 2010).

Technology

The third factor that affects the teachers' creativity is technology. The development of technology also can change the way to teach students such as, when teachers kinds of media such as word walls, videos, interactive videos, PowerPoint, quizzes, and others to catch students' attention and develop their interest in learning, especially learning the English language. The teacher is also very interested in being more creative when they can deliver the material in a fun way that is helped by technology.

It is also easier for students to understand the subject. and not be bored. Here are the participant's statements; P1: Actually, I have had a personal interest in technological development, especially in education since I was in college. The awareness of the many interactive resources along with the development of technology made me very interested and wanted to try to apply them in learning, especially with the class conditions that I encountered as part of my effort to implement creative teaching.

From the statement above it can be said that the development of technology influences the teachers' creativity in teaching. Simply put, they wish to incorporate technological advancements (in terms of media) into the educational field. They used the technology to make the learning atmosphere as fun as possible, the purpose is to build students' interest in learning.

P2: Using technology as a teaching tool can help the teacher deliver the material well and the students easily understand the material.

Technology can make learning more enjoyable and successful for students, both in the form of games and media in delivering the material. It is also one of the reasons why teachers' creativity can be affected by the development of technology. They can be more creative helped by technology. In addition to the ways that technology fosters creativity, teachers are conscious of its drawbacks. Every participant understood that current facilities are not necessary for creation.

P1 asserts that teachers' creativity is correlated with their intellect and that creative teachers can use available resources as practical means of delivering innovative instruction. She further underlined that technological advancements like the internet are not necessary for creativity. P3 is a location where creativity is present everywhere, even though the internet is a helpful tool for evaluating instructors' originality. By integrating technology into their teaching practices, teachers may foster everyday creativity.

Word walls, interactive videos, PowerPoint, and quizzes, laptops, smartphones, the internet, and LCD projectors are just a few of the technical tools that teachers in this research employ in their creative work. Each teacher uses it at a different frequency. Furthermore, many teachers utilize the Internet for instructional purposes outside of the classroom. The teachers used it when preparing the class activities. The internet is a tool needed to obtain materials or information needed by teachers. Therefore, educators can create authentic situations and access reliable information with the help of internet technology (Fitriah, 2018).

Meanwhile, according to researchers, the use of technology can influence how students and educators work (Fautley & Savage, 2007; Henriksen et al., 2016), and technology can also translate teachers' ideas into genuine classroom activities (Alobaid, 2020; Jordan & Charlie, 2012; Szymkowiak et al., 2021). It can be said that technology also has an important role in influencing teachers' creativity in teaching, especially in teaching the English language.

School support

The fourth factor that affects the teachers' creativity is school support. School support is everything that is provided by the school to make it easy to conduct the teaching and learning process. The school support can the form of facilities and infrastructure such as classrooms, books, materials, computers, internet, LCD, Projector, Sound system, digital app, smart TV, WIFI, and other tool that support the teaching and learning process. In addition, school support such as

infrastructure, professional development, and administrative. Here are the participant voices.

P1: My school also has already provided all teachers need in teaching, (material book, internet, laboratory, comfortable classroom, and many others needed in the teaching activities. From the statement above, it can be said that the school has already all the facilities needed by the teacher to be creative in teaching, but sometimes the teachers need additional resources that can looked for by herself. In this case, the teacher also feels comfortable practicing their creativity in teaching because the tool to support their creativity is already.

The teacher can directly use the facilitate (P1; P2; P4; P5; P6). P3: My school supports creativity in the classroom by conducting some workshops about the ways to enhance the process of teaching and learning, the way to be professional teachers, and the way to use some technology in the classroom. The school also supports the teacher' creativity by conducting workshops to build the teachers' professional in teaching by using the development of technology. In this case, the support of the school can affect teachers' creativity because the teachers can add their knowledge to teach well.

They also can use the facilities and infrastructure provided by the school. (Huang et al., 2019) stated that teachers' intentions to use creative teaching methods might be influenced by factors like the school's infrastructure and facilities. However, teachers' intentions to teach creatively are also influenced by their assessments of their own creative conduct and by the expectations of their students. In addition, school support such as infrastructure, professional development, and administrative.

Colleagues

The last factor that can influence teachers' creativity is collogues. The support of colleagues or other teachers also plays an important role in developing the teachers' creativity because the colleagues can share information (strategy, method, media, and others) in teaching creatively each other. On the other hand, the teacher who did not try to be creative can be inspired by them to teach creatively. Here are the voices of the participants;

P2: I with my colleagues meet once a week. It is every Friday. It is done after school for about 1 hour to discuss many things, one of them is how to be creative teachers.

All participants stated the same, they argue that they often (once a week, and a month) meet with other teachers to share information about teaching that includes the strategy, method, solution, and other. They did it to evaluate and help other teachers who have information and solutions for teachers who had difficulties in their teaching process. They are also aware that creativity in teaching is an important thing to get student attention, build their enthusiasm, develop their interest, and build their motivation in learning, especially in learning the English language.

The teachers who participate in any communities of teachers' professional can share their knowledge and experience with the teachers who did not follow the communities. From the explanation above, it can be said that colleagues also can influence the creativity of teachers. In addition, colleague expectations have a major impact on the self-efficacy of creative teaching practices (Huang et al., 2019). It can be said that the expectations of colleagues also influence the creativity of teachers in the form of self-efficacy of creative strategy that they can share.

Conclusion

There are five aspects that influence teachers' creativity namely: knowledge and experience, motivation, technology, school support, and colleagues. A teacher can perform highly creatively if they have the necessary knowledge and technical skills. For example, learning in formal schools, taking academic courses, and reflecting on prior classroom methods is essential for their individual growth since it provides beneficial insights into what good teaching entails. Furthermore, if the teachers are eager and driven to keep studying, they can improve their knowledge, skill, and originality in education field.

This research highlights the significance of a teacher's drive, excitement, and commitment to their career. Furthermore, their appearance and attitude assist students in comprehending cognitive content, and their vibrancy might motivate them. Another outcome of this study is that educators use technology to aid them express their creativity in meaningful and pleasurable ways. However, technology cannot perform all of the work on its own and must be supplemented by other variables such as the teacher's inventiveness, student participation, regular interaction, and teamwork.

Furthermore, school support, such as the availability of facilities and infrastructure, helps teachers practice creative teaching. Furthermore, colleagues play a vital part in improving a teacher's creativity in the classroom because they may support one another and understand the value of being creative in the classroom. There are three major consequences for teachers and EFL researchers: First, this study demonstrates that intrinsic motivation is an important component impacting teacher creativity. Second, teachers can emphasize the importance of technology in implementing their ideas in the classroom. Third, little is known about educator innovation from the viewpoint of students. Future studies could look into how students respond to creative instruction.

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