

Received : 28 May 2024, Accepted: 29 June 2024

DOI: <https://doi.org/10.33282/rr.vx9i2.34>

Developing Creative Thinking in ELT Classrooms: A Pedagogical Framework

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Abstract

This study, "Developing Creative Thinking in ELT Classrooms: A Pedagogical Framework," investigates the impact of an innovative English Language Teaching (ELT) curriculum on fostering creative thinking. Using a mixed-methods approach, the research involved 200 students split into control and experimental groups. The experimental group experienced the new curriculum, while the control group followed the standard one. Quantitative data from pre-tests and post-tests using the Torrance Tests of Creative Thinking (TTCT) revealed significant improvements in the experimental group. Qualitative data from interviews, focus group discussions, and classroom observations provided in-depth insights into the curriculum's implementation and effectiveness. The study found that the innovative curriculum significantly enhanced students' creative thinking abilities, increased engagement, and improved problem-solving skills. These findings underscore the importance of incorporating creative thinking strategies into ELT curricula and provide valuable guidance for educators and policymakers aiming to cultivate creativity in language learning environments.

Keywords: Impact, innovative, English Language Teaching (ELT), curriculum, creative thinking.

INTRODUCTION

The importance of fostering innovative thinking in English Language Teaching (ELT) classrooms is becoming widely acknowledged as crucial for educating students with the necessary abilities required in the modern era. In light of the swift progress of technology and globalization, it is imperative for students to not only attain linguistic competence but also cultivate critical thinking, problem-solving, and creative abilities. According to Ellis and Shintani (2022), incorporating creativity into English Language Teaching (ELT) can greatly improve students' involvement and overall language proficiency, creating an atmosphere where language learning becomes a lively and dynamic experience. The significance of creativity in education is extensively documented, supported by several research that emphasize its impact on strengthening academic performance and problem-solving skills (Jeffrey & Craft, 2021). Within the field of English Language Teaching (ELT), the cultivation of creative thinking skills empowers students to employ language in a more adaptable and inventive manner, hence enhancing their ability to communicate effectively (Maley, 2022). Nevertheless, conventional ELT techniques frequently prioritize the retention of information through repetition and the automatic application of grammatical principles, which might impede the development of imaginative expression (Brown, 2021). This requires a change towards educational frameworks that promote the development of creativity and innovation in language instruction. An excellent method for promoting creativity in English Language Teaching (ELT) is the incorporation of project-based learning (PBL). Thomas (2021) asserts that problem-based learning (PBL) fosters active student participation in addressing authentic issues and working together to generate solutions. This approach effectively cultivates students' abilities in both creative and critical thinking. According to Stoller's (2020) research, problem-based learning (PBL) has been found to result in notable enhancements in both language competency and student motivation. When students engage in initiatives that necessitate the creation of presentations or the composition of reports on subjects of interest, they are inclined to employ language in a creative and proficient manner. Another effective approach is the implementation of problem-based learning (PBL), which entails exposing students to intricate, practical situations that lack clear-cut solutions. In a study conducted by Hmelo-Silver (2021), it was discovered that Problem-Based Learning (PBL) not only enhances students' problem-solving abilities but also nurtures their creativity by

promoting unconventional thinking. This strategy can be highly beneficial in English Language Teaching (ELT) classes, as it motivates students to utilize their language skills in new and significant situations. This, in turn, improves their general language proficiency and fosters their creative thinking talents.

The role of instructors in cultivating creativity is pivotal. Teachers' views and attitudes about creativity have a substantial impact on how they teach and, as a result, on student achievements (Kim, 2022). Professional development programs that prioritize innovative teaching methods can provide instructors with the necessary skills and self-assurance to incorporate creative assignments into their instructional practices (Craft, 2020). A study conducted by Richards (2021) demonstrated that teachers who underwent training in innovative pedagogical approaches were more inclined to incorporate activities that promote creativity, resulting in increased student engagement and enhanced language acquisition outcomes. Technology also has a substantial impact on improving creative thinking in English Language Teaching (ELT). According to Pegrum (2021), digital technologies like multimedia projects, digital storytelling, and online collaboration platforms offer pupils various avenues to showcase their talents. González-Lloret (2022) provided evidence that the utilization of digital storytelling tools can have a substantial impact on enhancing students' abilities in creative writing and spoken communication. These technologies enable students to generate and distribute their own narratives, thereby honing their language abilities in an imaginative and captivating way. Establishing a conducive classroom atmosphere is crucial for cultivating innovation. An environment that fosters a willingness to take risks and appreciates a wide range of viewpoints can greatly boost students' capacity for creative thinking (Mercer, 2021). Teachers can cultivate such an atmosphere by offering constructive comments, promoting teamwork, and establishing occasions for students to openly investigate and articulate their thoughts (Naiman, 2021). Viana's (2022) research revealed that classes characterized by a supportive culture had elevated levels of student involvement and creativity. The assessment methods in English Language Teaching (ELT) must undergo a transformation in order to facilitate and assess creative thinking. Conventional evaluations frequently prioritize precision and adherence to norms, which may hinder the manifestation of originality and innovation (Richards, 2021). Alternative evaluation techniques, like as portfolios,

peer reviews, and self-assessments, offer additional avenues for students to showcase their originality (Torrance, 2021). In a study conducted by Davies (2022), it was discovered that students who were evaluated using creative and reflective approaches demonstrated significant enhancements in both their language competence and creative thinking abilities.

It is essential to provide innovative assignments that are in line with language learning goals. Engaging in activities such as role-playing, debates, and creative writing can facilitate the development of language abilities in pupils, while also nurturing their creativity (Maley & Peachey, 2021). As an illustration, Huang (2023) discovered that engaging in role-playing exercises had a substantial positive impact on students' speaking proficiency and their capacity to solve problems creatively. These projects push students to employ language in inventive ways and involve them in significant communication. Striking a balance between fostering creative abilities and achieving language competency is a prevalent obstacle in English Language Teaching (ELT). In order to effectively include creativity into the curriculum, it is necessary to ensure that creative activities are in line with language learning objectives and that students are given explicit instructions and adequate support (Ellis, 2022). In a study conducted by Kim (2022), it was found that students who participated in assignments that were matched with creativity exhibited significant enhancements in both their language proficiency and creative thinking abilities.

Collaborative learning has the potential to greatly improve creativity in English Language Teaching (ELT) classes. Collaborative endeavors like brainstorming sessions, peer evaluations, and cooperative projects foster an environment where students may freely exchange ideas and cultivate inventive solutions (Johnson & Johnson, 2021). Mercer (2021) emphasized that children engaged in collaborative learning exhibited elevated levels of creativity and language proficiency. Collaboration promotes a feeling of togetherness and improves the level of involvement in creative activities. The use of genuine materials and practical situations might also foster ingenuity in the process of acquiring language skills. Authentic materials, including as news articles, films, and podcasts, provide students with exposure to genuine language usage and promote the development of critical thinking skills (Mishan & Timmis, 2020). Students are motivated to creatively apply their language skills when they engage with real-world situations

and contexts (Peacock, 2021). According to Alrabai's (2022) study, pupils who utilized real materials demonstrated increased levels of creativity and involvement. The level of student motivation plays a pivotal role in cultivating creativity. According to Dörnyei (2020), students who are motivated are more inclined to participate in creative activities and are willing to take intellectual risks. Teachers can increase motivation by presenting assignments that are interesting and relevant, granting autonomy, and cultivating a sense of accomplishment (Ryan & Deci, 2020). According to Chen et al. (2023), pupils who were intrinsically motivated demonstrated more significant enhancements in creative thinking and linguistic ability.

An encouraging school environment is also crucial for nurturing creativity. According to Fullan (2021), schools that prioritize creativity and offer resources and assistance for creative activities can greatly improve students' creative thinking skills. According to Leithwood's (2022) research, schools that provide robust leadership support for creative initiatives demonstrate elevated levels of student creativity and academic accomplishment. The presence of institutional support is essential for maintaining innovative teaching methods. Enhancing creative thinking in English Language Teaching (ELT) has the potential to enhance overall academic performance. Skills in creative thinking, including problem-solving, critical thinking, and teamwork, can be applied to several subjects, resulting in improved overall learning results (Sternberg, 2021). Robinson (2022) established that pupils who cultivated their creative thinking abilities in language lessons achieved higher academic performance in many topics. Incorporating creativity into English Language Teaching (ELT) can yield extensive advantages. Enhancing the professional growth of teachers is crucial in cultivating creativity in the field of English Language Teaching (ELT). Teachers require training in order to cultivate the aptitude and self-assurance necessary for the implementation of innovative teaching methods (Craft, 2021). In a study conducted by Guskey (2023), it was discovered that teachers who engaged in professional development programs with a specific focus on creativity had greater teaching efficacy and increased student engagement. Ongoing professional development is essential for maintaining innovative teaching methods. Cultural influences have a substantial influence on creativity in English Language Teaching (ELT). Cultural disparities can impact the perception and manifestation of creativity (Lubart, 2020). It is important for teachers to be cognizant of these aspects and offer kids chances to

demonstrate creativity in ways that are culturally appropriate (Niu & Sternberg, 2021). In their study, Chen and Zhou (2023) discovered that the implementation of culturally responsive teaching approaches resulted in improved creative thinking abilities and language learning results among students. To promote creative thinking in English Language Teaching (ELT), a comprehensive approach is needed. This approach should encompass innovative teaching methods, conducive learning settings, efficient evaluation methods, and ongoing professional growth. Incorporating innovative assignments into language acquisition can augment pupils' creative aptitude and linguistic competence, equipping them for forthcoming obstacles. The literature emphasizes the significance of achieving a harmonious equilibrium between creative and language purposes, harnessing the potential of technology, and taking into account cultural considerations. Further investigation is warranted to explore efficacious approaches for cultivating creativity in various educational settings.

Research Objectives

1. To evaluate the effectiveness of an innovative ELT curriculum in enhancing creative thinking among students.
2. To explore teachers' and students' perceptions of the innovative ELT curriculum.
3. To identify the challenges and facilitators in implementing creative thinking strategies in ELT classrooms.

Research Questions

1. How effective is the innovative ELT curriculum in improving students' creative thinking abilities?
2. What are the perceptions of teachers and students regarding the innovative ELT curriculum?
3. What challenges and facilitators do teachers face when implementing creative thinking strategies in ELT classrooms?

Significance of the Study

This study is significant as it addresses the growing need to foster creative thinking in educational settings, particularly in English Language Teaching (ELT) classrooms. By evaluating an innovative curriculum designed to enhance creativity, the research provides valuable insights into effective pedagogical strategies that can be adopted widely. The findings highlight the potential of creative thinking curricula to significantly improve student engagement, motivation, and problem-solving skills. Additionally, the study identifies practical challenges and provides recommendations for overcoming these barriers, making it a crucial resource for educators, curriculum developers, and policymakers. The emphasis on teacher and student perceptions ensures that the proposed framework is both effective and feasible, promoting a more holistic and inclusive approach to language education.

LITERATURE REVIEW

Developing creative thinking in English Language Teaching (ELT) classrooms is vital for preparing students to meet the demands of the 21st century. In recent years, there has been a growing recognition of the importance of creativity in education, particularly in language learning (Sawyer, 2021). Creativity in ELT can enhance students' ability to think critically, solve problems, and communicate more effectively. However, traditional ELT methodologies often focus heavily on rote memorization and grammatical precision, which can hinder the development of creative thinking skills (Richards, 2020). This literature review examines recent research on innovative pedagogical frameworks designed to foster creative thinking in ELT classrooms, highlighting effective strategies and their impacts on student learning outcomes. Integrating creative thinking into ELT involves rethinking traditional pedagogical approaches. Recent studies suggest that problem-based learning (PBL) and project-based learning (PBL) are effective strategies for promoting creativity (Bell, 2021). These approaches encourage students to engage with real-world problems and work collaboratively to develop solutions, thereby enhancing their creative and critical thinking skills (Thomas, 2021). For instance, Jones (2022) found that students who participated in project-based language tasks demonstrated higher levels of creativity and language proficiency compared to those in traditional lecture-based classes. The

role of teachers in fostering creativity in ELT classrooms is crucial. Teacher beliefs and attitudes towards creativity significantly influence how they implement creative tasks in their teaching (Beghetto & Kaufman, 2020). According to a study by Kim and Kim (2022), teachers who view creativity as an essential component of language learning are more likely to incorporate creative activities into their lessons. Professional development programs focusing on creative pedagogies can help teachers develop the skills and confidence needed to foster creativity in their classrooms (Craft, 2021). Technology also plays a significant role in enhancing creative thinking in ELT. Digital tools and platforms can provide students with new ways to express their creativity and collaborate with peers (González-Lloret & Ortega, 2021). For example, using multimedia projects, digital storytelling, and online collaborative tools can engage students and stimulate their creative thinking (Pegrum, 2021). A study by Liu and Chao (2023) demonstrated that students who used digital storytelling tools in their language learning showed significant improvements in their creative writing and speaking skills.

Classroom environment and culture are also critical factors in fostering creativity. Creating a supportive and open classroom atmosphere where students feel safe to express their ideas and take risks is essential (Mercer & Dörnyei, 2020). Teachers can encourage creativity by providing positive feedback, valuing diverse perspectives, and fostering a sense of community (Naiman, 2021). A study by Viana et al. (2022) found that students in classrooms with a positive and supportive culture were more likely to engage in creative thinking activities and take intellectual risks. Assessment methods in ELT need to evolve to support creative thinking. Traditional language assessments often focus on accuracy and conformity, which can discourage creative expression (Richards, 2020). Innovative assessment methods, such as portfolio assessments, peer reviews, and self-assessments, can provide more opportunities for students to demonstrate their creativity (Torrance, 2021). According to Davies (2022), students who were assessed using creative and reflective methods showed greater improvements in their language skills and creative thinking abilities. The integration of creative tasks into ELT curricula requires careful planning and implementation. Teachers need to design activities that are challenging yet achievable, allowing students to stretch their creative abilities (Shulman, 2021). Activities such as role-playing, debates, and creative writing can help students develop their language skills while fostering creativity (Maley & Peachey, 2021). For instance, Huang (2023) found that

students who engaged in role-playing activities showed significant improvements in their speaking skills and creative problem-solving abilities. One of the challenges in fostering creativity in ELT is balancing the development of creative skills with the acquisition of language proficiency. It is essential to integrate creative tasks in a way that supports language learning objectives (Richards, 2020). Teachers can achieve this by aligning creative activities with language goals and providing clear instructions and support (Beghetto & Kaufman, 2021). A study by Ellis (2022) found that students who engaged in creative tasks aligned with language learning objectives showed greater improvements in both language proficiency and creative thinking.

Research has shown that collaborative learning can significantly enhance creativity in ELT classrooms. Working in groups allows students to share ideas, challenge each other's thinking, and develop collaborative solutions to problems (Johnson & Johnson, 2021). Group activities such as brainstorming sessions, peer reviews, and collaborative projects can foster a sense of community and enhance creative thinking (Mercer, 2021). According to a study by Johnson et al. (2023), students who engaged in collaborative learning activities demonstrated higher levels of creativity and language proficiency compared to those who worked individually. The use of authentic materials and real-world contexts can also promote creativity in ELT. Authentic materials such as news articles, videos, and podcasts expose students to real language use and encourage them to think critically about the content (Mishan & Timmis, 2020). Engaging with real-world issues and contexts can motivate students to apply their language skills creatively (Peacock, 2021). A study by Alrabai (2022) found that students who used authentic materials in their language learning demonstrated higher levels of creativity and engagement. The role of student motivation in fostering creativity cannot be underestimated. Motivated students are more likely to engage in creative thinking activities and take intellectual risks (Dörnyei, 2020). Teachers can enhance student motivation by providing meaningful and relevant tasks, offering autonomy, and fostering a sense of achievement (Ryan & Deci, 2020). A study by Chen et al. (2023) found that students who were intrinsically motivated showed greater improvements in their creative thinking skills and language proficiency. The importance of a supportive school environment in fostering creativity is also highlighted in the literature. Schools that prioritize creativity and provide resources and support for creative activities can significantly enhance

students' creative thinking abilities (Fullan, 2021). According to a study by Leithwood et al. (2022), schools with strong leadership support for creative initiatives demonstrated higher levels of student creativity and academic achievement.

Incorporating creative thinking into ELT curricula can also enhance students' overall academic performance. Creative thinking skills such as problem-solving, critical thinking, and collaboration are transferable to other academic subjects and can improve students' overall learning outcomes (Sternberg, 2021). A study by Robinson (2022) found that students who developed creative thinking skills in their language classes demonstrated higher academic performance across all subjects. Professional development for teachers is essential for fostering creativity in ELT. Teachers need training and support to develop the skills and confidence to implement creative pedagogies (Craft, 2021). Professional development programs that focus on creative teaching strategies, classroom management, and assessment methods can help teachers create more engaging and effective learning environments (Sawyer, 2021). A study by Guskey (2023) found that teachers who participated in professional development programs focusing on creativity demonstrated higher levels of teaching effectiveness and student engagement. The impact of cultural factors on creativity in ELT is an important area of research. Cultural differences can influence how creativity is perceived and expressed in the classroom (Lubart, 2020). Teachers need to be aware of cultural factors and provide opportunities for students to express their creativity in culturally relevant ways (Niu & Sternberg, 2021). A study by Chen and Zhou (2023) found that culturally responsive teaching practices enhanced students' creative thinking and language learning outcomes. Fostering creative thinking in ELT classrooms requires a multifaceted approach that includes innovative pedagogical strategies, supportive classroom environments, effective assessment methods, and professional development for teachers. By integrating creative tasks into language learning, teachers can enhance students' creative thinking skills and language proficiency, preparing them for success in the 21st century. The literature highlights the importance of balancing creative and language learning objectives, the role of technology, and the impact of cultural factors on creativity. Future research should continue to explore effective strategies for fostering creativity in diverse educational contexts, providing valuable insights for educators, curriculum developers, and policymakers.

RESEARCH METHODOLOGY

In the study "Developing Creative Thinking in ELT Classrooms: A Pedagogical Framework," a mixed-methods research design was employed to gather comprehensive data. The quantitative component involved a quasi-experimental approach with 200 students divided into control and experimental groups of 100 each. The experimental group experienced an innovative ELT curriculum designed to foster creative thinking, while the control group followed the standard curriculum. Pre-tests and post-tests using validated creative thinking assessments, such as the Torrance Tests of Creative Thinking (TTCT), were administered to both groups. For qualitative insights, in-depth interviews and focus group discussions were conducted with 40 teachers and 60 students from the experimental group. The interviews were semi-structured, allowing for detailed exploration of participants' perceptions and experiences. Additionally, classroom observations were systematically recorded using an observational checklist to capture the implementation fidelity and student engagement. The triangulation of these tools ensured a robust analysis, combining statistical comparisons with rich, descriptive data to provide a holistic understanding of the pedagogical impact on creative thinking development in ELT classrooms.

DATA ANALYSIS

In the study "Developing Creative Thinking in ELT Classrooms: A Pedagogical Framework," comprehensive data analysis was conducted to evaluate the effectiveness of the innovative ELT curriculum in fostering creative thinking among students. The analysis involved both quantitative and qualitative data to provide a holistic understanding of the pedagogical impact. This section presents detailed data analysis, including statistical comparisons, thematic analysis, and interpretations, supported by tables for clarity.

Quantitative Data Analysis

Descriptive Statistics

Table 1: Descriptive Statistics of Pre-Test and Post-Test Scores

Group	Test Type	N	Mean	Std.Deviation
Experimental	Pre-Test	100	60.23	10.12
Experimental	Post-Test	100	75.45	9.84
Control	Pre-Test	100	59.78	10.55
Control	Post-Test	100	61.34	10.23

In Table 1, the descriptive statistics for the pre-test and post-test scores of both the experimental and control groups are presented. The mean pre-test score for the experimental group was 60.23 with a standard deviation of 10.12, while the post-test score increased to 75.45 with a standard deviation of 9.84. For the control group, the mean pre-test score was 59.78 with a standard deviation of 10.55, and the post-test score slightly increased to 61.34 with a standard deviation of 10.23.

Inferential Statistics

Table 2: Independent Samples T-Test Results

Test Type	Group	N	Mean	Std.Deviation	t-value	p-value
Pre-Test	Experimental	100	60.23	10.12	0.311	0.756
Pre-Test	Control	100	59.78	10.55		
Post-Test	Experimental	100	75.45	9.84	9.141	0.000
Post-Test	Control	100	61.34	10.23		

Table 2 shows the results of the independent samples t-test. There was no significant difference between the experimental and control groups in the pre-test scores ($t = 0.311$, $p = 0.756$). However, there was a significant difference in the post-test scores ($t = 9.141$, $p < 0.001$),

indicating that the innovative ELT curriculum had a significant positive impact on the creative thinking abilities of the students in the experimental group.

Qualitative Data Analysis

Thematic Analysis

Table 3: Themes and Sub-Themes from Teacher Interviews

Theme	Sub-Themes	Frequency
Curriculum Engagement	Student Interest, Interactive Activities	35
Pedagogical Strategies	Creative Tasks, Collaborative Learning	28
Implementation Challenges	Time Constraints, Resource Availability	18
Teacher Support	Training Needs, Peer Collaboration	22

Table 3 presents the themes and sub-themes that emerged from the thematic analysis of the teacher interviews. The most frequently mentioned theme was "Curriculum Engagement," with sub-themes including student interest and interactive activities. This theme was mentioned 35 times, highlighting the teachers' perception of increased student engagement due to the innovative curriculum. "Pedagogical Strategies" was another significant theme, with 28 mentions, emphasizing the use of creative tasks and collaborative learning. "Implementation Challenges" and "Teacher Support" were also important themes, indicating areas that need attention for successful curriculum implementation.

Table 4: Themes and Sub-Themes from Student Focus Group Discussions

Theme	Sub-Themes	Frequency
Learning Experience	Enjoyment, Motivation	40
Skill Development	Creative Thinking, Problem Solving	30
Classroom Environment	Supportive Atmosphere, Peer	25

	Interaction	
Suggestions for Improvement	More Resources, Flexible Timetable	15

Table 4 shows the themes and sub-themes from the student focus group discussions. "Learning Experience" was the most frequently mentioned theme, with sub-themes of enjoyment and motivation, mentioned 40 times. Students reported a positive learning experience with the innovative curriculum. "Skill Development," with 30 mentions, highlighted the improvement in creative thinking and problem-solving skills. "Classroom Environment" was also significant, indicating a supportive atmosphere and increased peer interaction. Students also provided "Suggestions for Improvement," focusing on the need for more resources and a flexible timetable.

Classroom Observations

Table 5: Classroom Observation Checklist Results

Indicator	Experimental Group	Control Group
Student Engagement	High	Moderate
Use of Creative Tasks	Frequent	Rare
Collaborative Activities	Regular	Occasional
Teacher Facilitation	Active	Passive
Resource Utilization	Effective	Limited

Table 5 summarizes the results of the classroom observations using an observational checklist. The experimental group showed high student engagement, frequent use of creative tasks, and regular collaborative activities. Teacher facilitation was active, and resource utilization was effective. In contrast, the control group showed moderate student engagement, rare use of creative tasks, occasional collaborative activities, passive teacher facilitation, and limited resource utilization. These observations support the quantitative and qualitative findings, indicating the positive impact of the innovative ELT curriculum.

Statistical Analysis of Pre-Test and Post-Test Scores

To further analyze the data, a paired samples t-test was conducted to compare the pre-test and post-test scores within each group.

Table 6: Paired Samples T-Test Results for Experimental Group

Test Type	Mean	Std.Deviation	t-value	p-value
Pre-Test	60.23	10.12	15.762	0.000
Post-Test	75.45	9.84		

Table 6 shows the paired samples t-test results for the experimental group. There was a significant increase in the post-test scores compared to the pre-test scores ($t = 15.762$, $p < 0.001$), indicating the effectiveness of the innovative ELT curriculum in enhancing creative thinking.

Table 7: Paired Samples T-Test Results for Control Group

Test Type	Mean	Std.Deviation	t-value	p-value
Pre-Test	59.78	10.55	2.345	0.021
Post-Test	61.34	10.23		

Table 7 presents the paired samples t-test results for the control group. There was a slight, but significant increase in the post-test scores compared to the pre-test scores ($t = 2.345$, $p = 0.021$), indicating some improvement, although not as substantial as in the experimental group.

Comparative Analysis

To further validate the findings, an Analysis of Covariance (ANCOVA) was conducted, controlling for pre-test scores to compare the post-test scores between the groups.

Table 8: ANCOVA Results

Source	Type III Sum of Squares	df	Mean Square	F-value	p-value
Pre-Test Score	3267.453	1	3267.453	36.142	0.000
Group	7489.670	1	7489.670	82.786	0.000
Error	17876.102	197	90.770		

Table 8 shows the ANCOVA results, indicating a significant effect of the group on post-test scores after controlling for pre-test scores ($F = 82.786, p < 0.001$). This further confirms that the innovative ELT curriculum significantly improved the creative thinking abilities of students in the experimental group compared to the control group.

Qualitative Insights

The qualitative data were analyzed using thematic analysis, identifying recurring themes and sub-themes. Thematic maps were created to visually represent the relationships between themes.

Teacher Interviews

The analysis of teacher interviews revealed several key themes:

- **Curriculum Engagement:** Teachers reported high levels of student interest and participation in interactive activities.
- **Pedagogical Strategies:** The use of creative tasks and collaborative learning was emphasized as effective strategies.
- **Implementation Challenges:** Teachers highlighted challenges such as time constraints and resource availability.
- **Teacher Support:** The need for additional training and peer collaboration was frequently mentioned.

Student Focus Group Discussions

The student focus group discussions provided insights into their experiences:

- **Learning Experience:** Students enjoyed the innovative curriculum and felt more motivated.
- **Skill Development:** There was a notable improvement in creative thinking and problem-solving skills.
- **Classroom Environment:** A supportive atmosphere and increased peer interaction were significant factors.
- **Suggestions for Improvement:** Students suggested more resources and a flexible timetable for better engagement.

Classroom Observations

The classroom observations confirmed the qualitative findings. The experimental group showed high engagement, frequent use of creative tasks, and active teacher facilitation. These observations supported the quantitative results, highlighting the positive impact of the innovative curriculum.

CONCLUSION

The study "Developing Creative Thinking in ELT Classrooms: A Pedagogical Framework" provides compelling evidence of the positive impact that an innovative ELT curriculum can have on fostering creative thinking among students. The research utilized a mixed-methods approach, combining quantitative and qualitative data to achieve a comprehensive analysis of the curriculum's effectiveness. The quantitative data revealed significant improvements in creative thinking skills among students exposed to the new curriculum, as evidenced by the substantial increase in post-test scores compared to the control group. The statistical analyses, including independent samples t-tests, paired samples t-tests, and ANCOVA, consistently highlighted the effectiveness of the experimental curriculum in enhancing students' creative abilities. Qualitative insights from teacher interviews and student focus groups further supported these findings.

Teachers reported heightened student engagement and effective use of creative tasks, although challenges such as time constraints and resource limitations were noted. Students expressed greater enjoyment and motivation, alongside improvements in creative thinking and problem-solving skills. Classroom observations confirmed these results, showing high levels of student engagement and frequent implementation of creative tasks in the experimental group. Overall, the triangulation of quantitative and qualitative data underscores the success of the innovative ELT curriculum in promoting creative thinking. The study provides valuable insights into the pedagogical benefits of such curricula and highlights areas for further development and support.

RECOMMENDATIONS

To enhance the effectiveness of creative thinking curricula in ELT classrooms, it is recommended that educational institutions invest in comprehensive teacher training programs focused on innovative pedagogical strategies. Additionally, addressing logistical challenges, such as time constraints and resource availability, will be crucial in maximizing the benefits of such curricula. Further research could explore long-term impacts and the scalability of these innovative approaches across different educational contexts.

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