



The Effect of Creative Teaching and Critical Teaching on Iranian EFL Learners' Writing Ability

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Abstract

Creative and critical teaching are known as two cognitive teaching methods which the former allows learners to create new and innovative ideas, associate it with other ideas, and the latter provides problem-solving activities, raising questions, teaching logical reasoning, evaluating others' arguments. The present study aims to explore the impact of creative teaching and critical teaching on Iranian EFL learners' writing performance. To do so, 60 EFL learners who were non-randomly selected based on their performance on Preliminary English Test (PET). Then, the selected participants of the study were randomly assigned to two equal groups of creative teaching ($n = 30$) and critical teaching ($n = 30$). Writing instruction was presented in two manners. In the creative teaching group, six-step teaching procedure (warm up, direct analogy, personal analogy, compressed conflict, new direct analogy and reexamination of the original situation or problem) was administered in an innovative way to teach writing. In the critical teaching group, learners' prior knowledge about the writing subject was provoked and by practicing critical teaching skills, they wrote an essay. The results of paired sample t-test showed that both creative and critical teaching have significant effects on essay writing of Iranian EFL intermediate learners. The results of independent sample t-test showed that there is a significant difference between creative teaching and critical teaching in their impact on the writing of Iranian EFL intermediate learners. In fact, creative teaching proved to be more effective than critical teaching. The findings of the present study may help EFL teachers to solve the learners' problems in writing, develop their communication, reasoning, and critical thinking skills and improve their writing ability.

Keywords: EFL teachers, critical teaching, creative teaching, writing performance

INTRODUCTION

To create freshness and progress in life, one needs innovation and creativity to satisfy his impulse of want of variety. In order to create progress in life, one needs innovation and creativity. Creativity is important in various aspects of the individual. Creativity is a slippery concept defined diversely by different researchers, for example, Elliot (1975)

defined creativity as "imaginativeness or ingenuity manifested in any valued pursuit" (p. 139). Sefton-Green and Sinker (2000), on the one hand, argued that creativity is a process, which is resulted to cultural production, and Robinson (2001), on the other hand, regarded creativity as the by-product of intelligence. Moreover, there are other alluring definitions for this slippery concept, for instance Lucas described creativity as a state of mind (cited in Craft, Effrey, & Liebling, 2001) or Craft (2000) described creativity as a trait through which the human beings go beyond the conventional agreed.

Focusing on the significant role played by creativity in educational context, Craft (2000) argued about the three factors introduced by Gardner (1983), i.e. people, processes and domains. For Craft, domain refers to "a body of organized knowledge about a specific topic" (Craft, 2000, p. 73). In other words, Craft considered domains as the situations in which the individuals go beyond the conventions to achieve their objectives.

Furthermore, Willings (1980) emphasized on three types of creative thinking, i.e. adaptive thinking, elaborative thinking and developmental thinking. Adaptive thinking refers to "the ability to relate what is observed to something to which it is not obviously relatable" (p. 25). Elaborative thinking is reflecting the "researching, refining and often beautifying the ideas of some other thinker" (Willings, 1980, p. 25). Finally, developmental thinking, in effect, "enables the individual to enlarge his concept of himself and the world around him" (Willings, 1980, p. 25).

It is easy to consider the essential role of creativity in bringing joy and meaning to the human condition. Without creativity, we have no art, no literature, no science, no innovation, no problem solving, and no progress. Creativity is a mental process, which is seen, in a particular person at a certain time. A process is produced and as a result of which a new work such as an idea or a new thing which is different. The new and different production can be oral, objective and subjective. Maslow (1968) described creativity as "a fundamental characteristic, inherent in human nature, a potentiality given to all or most human beings at birth, which most often is lost or buried or inhibited as the person gets enculturated" (p. 143). The traditional views saw creativity in producing something like a painting, a poem or a drama making use of one's imaginative and intuitive faculties. However, nowadays, the notion of creativity is widely recognized as challenging and complex and is employed variously by the media, the policy makers and the educationists (Prentice, 2000).

Critical teaching is a complex concept so each author brings his or her own view to it. Paul and Elder (2008) mentioned that etymologically the word critical derived its root from ancient Greek. Kritics (means meticulous judgment); Kriterion (means criteria). Therefore, the word indicates the progress of careful judgment according to criteria. According to Ennis (2011), critical teaching is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent teaching; the ability to decide what to do or what to believe. Halpern (1999) defines critical teaching as the use of cognitive skills or strategies that increase the probability of a desirable outcome. He argues that critical teaching is purposeful, reasoned, and goal- directed. It is the kind of

teaching involved in solving problems, formulating inferences, calculating likelihoods, and making decisions.

It is believed that the art of teaching is encouraging the students to challenge the problems and find suitable solution for them. In this regard, cognitive strategies are very compatible with engaging learner's mind in this process. In recent years, numerous studies are carried out on learners' cognitive skills as well as the strategies, which are utilized by learners in foreign and second language learning (Brown, 2000).

Creativity is one of the cognitive skills, which is a crucial element for success of teaching, especially in teaching a second or foreign language (e.g. Kessler, 2000; Shallcross, 1981; Torrance, 1984). An examination of the effect of teachers' creative teaching on learners' critical teaching remained ambiguous as it can be done through focusing on some established features of creative teaching such as those developed by Woods (1990), and critical teaching abilities as it does not let thoughts and actions be interfered. Only by understanding if there is a relationship between these two essential constructs, teachers will be able to enhance the capacity of their students to utilize both creative and critical teaching.

Teachers follow traditional ways to teach writing and learners use those techniques. As Freire (1985) believed, "teaching kids to read and write should be an artistic event. Instead, many teachers transform these experiences into a technical event, into something without emotions, without creativity—but with repetition" (p. 79). Learners seem to have problems with writing even students who want to write an essay. Their major problems are related to lack features of coherent and cohesion, lack of the creativity in their writing.

The importance of creativity has recently reached new consideration in the present context of the globalized world (Taylor, 2004). However, different teachers are utilizing an eclectic procedure in teaching English in different language institutes around Iran; the issue of creativity as a fundamental factor in success of teaching a foreign language cannot be neglected (Taylor, 2004).

English has been considered as a difficult subject to master especially in countries in which it is used as a foreign language or countries, which are called 'Expanding circle countries'. (Kauchru 1985). As Ellis (1999) said we learn language from using the language, English learners in these countries sometimes find it difficult to learn this global language, as they are not exposed to it outside of classroom situation. In other words, there seems to be no way but to learn English through education and educational programs. It is clear that students, teachers, administrators and parents all work toward achieving pre planned educational goals. (Farhadi, Jafarpour & Birjandi, 2009).

Nevertheless, do all the students meet the objectives of the course? Detecting the possible mismatch between coverage objectives and mastery objectives and the subsequent search for the cause of this mismatch seems to be a worthwhile endeavor as it can be a prerequisite for finding a working solution to the problems. In other words the present investigation aims at gathering information on whether the learners have mastered what

has been covered through the course or not. If the answer happens to be in the negative, further research can be done to find the causes of the mismatch.

In most institutional classes in Iran, learners feel bored and are tired because there are some missing points from psychological point of view that make them biased towards their learning and classrooms. Most of the time, these missing points like critical teaching have a great effect on language teaching and learning in classroom and ignoring them lead to ineffective teaching strategies and wasting time. Taking the importance of language teaching and learning in today's world into consideration, and the importance of psychological matters, this study aims to determine the most important factors including creative teaching and critical teaching in writing ability of EFL learners. As a result, understanding students' needs and knowing psychological attitudes have always been one of the obsessing issues among language teaching experts.

The major purpose of the present study is to compare the effect of creative teaching versus critical teaching on Iranian EFL learners' writing ability. Considering the creative teaching and critical teaching ability of learners simultaneously would result in better language learning of EFL learners. The following research question was posed in order to meet the objectives of the study:

- Are there any statistical differences between (the effects of) critical teaching and creative teaching on Iranian EFL learners' writing ability?

METHOD

Participants

The participants of this study consist of 60 EFL learners who were all at the intermediate level. All the participants were born in Iran, spoke Persian as their native language, and came from a wide variety of personal parameters such as personality variables and socio-economic status. The participants aged from 17 to 28. All of the participants are learning English as their foreign language. The participants are at the intermediate level from a Language Institute in Eghlid, Fars. The researcher did not extend any delimitation to the demographic features of the teachers when selecting the participants in order to increase this study's level of generalizability.

Instruments

In the course of this study, the researcher made use of two instruments to collect the necessary data. The instruments include two tests, i.e., Preliminary English Test (PET) used to homogenize the learners' proficiency level, and writing section of IELTS functioning as pretest and posttest of the study.

Preliminary English Test (PET)

According to University of Cambridge ESOL Examinations, the Preliminary English Test (PET) is compatible to investigate their proficiency level. The PET sample test were used to homogenize the participants with regard to their language proficiency. The version of test used in this study refers to 2004. PET is a standard test of language proficiency for intermediate level, therefore, the reliability and validity of the test are self-evident. PET

consisted of four main parts of reading, listening, writing and speaking. All parts of the test were used in this study.

Pretest and Posttest

A sample IELTS writing test from the book 'prepare for IELTS' written by Cameron and Todd (2005) were used as pretest and posttest of the study. IELTS is an international and standard test whose reliability and validity are self-evident. This test includes four parts such as task achievement, coherence, cohesion, lexical resource, grammatical range, and accuracy that took 3 hours. Two raters scored IELTS test. It is a holistic evaluation of an essay with scores of 0-9, which were defined by statements regarding the topic, organization, and development, supporting idea, fluency, naturalness, appropriateness, grammatical and lexical correctness and choice in writing (Brown, 2004). Each group was required to write one type of essay consist of with the following topics: write your busy day, which you had so far, and write about your personal goals and how to achieve them in your life. At the end of the semester, the writing samples of the control and experimental groups were compared to examine the performance on essay.

Procedures

At the beginning of the study, PET was administered to manifest the homogeneity of the participants of the study. Too distant scores from below and above the mean were discarded in order to homogenize the participants regarding their level of language proficiency. In this sense, the participants whose score was not within the range of one standard deviation below and above the mean were excluded from the study. Therefore, 20 learners were excluded from the main analysis. Then, 60 learners were selected as the participants of the study and they were randomly assigned to two equal groups of creative teaching ($n = 30$) and critical teaching ($n = 30$).

The procedure of data collection in this study initiated by a writing pretest, in order to test participants' pre-knowledge of writing before treatment sessions. Pretest was administered on the participants of both groups in order to check their pre-knowledge of writing. Two experienced IELTS raters according to IELTS rating scale scored each paper independently.

Then, treatments were given to both groups. In creative group, teacher entered into the classroom with laptop and put the laptop on the table in an exaggerated way to show the importance of the topic. After greeting, the teacher talked about something, which is related to the topic and tries to engage student's mind with the topic. For example: nowadays, it can be found everywhere in the giant world. In addition, most people are able to have it. In fact, the teacher creates a situation in which the students were required to perform role-play. Teacher created the situation by asking the question in different ways. After the questions and answers which were designed to familiarize students with the subject, teachers started the second step. Teacher asked questions. For example, questions like: in your opinion, what does a computer look like? And why? Then, the second step began. The teacher provided a chance for the students to reflect and encouraged them to create a new atmosphere and creative thinking. Then, the teacher

wrote the student's answers on the board. Mental activity could permanently affect teachers and students. Teacher asked them to give their opinions, even if it is short. Teacher's role was very valuable. Teacher forced students to write. Students chose the best description and teacher gave the students a chance to think and choose the best analogy. The teacher asked the students to take notes and write a story about the selected subject. In this way, the story or the text must be written in the first person. Gradually, the teacher provided the conditions of creativity. After the specified time, the written text was read and written on the board.

As the teacher was providing creativity's conditions, she attempted to strengthen students' minds and imaginations. The teacher asked the students to find the opposite relationships between words in second and third steps and to express them. Then, the teacher approved the acceptable responses. Students expressed their opposite words and wrote them in front of everyone on board. After presenting opposite words, teacher asked the students to choose one of them. In this stage, the creativity appears. Creating new descriptions involve students' mind permanently and innovative thinking appeared. Then, new creativity was created. In this step, paired opposite words in the previous step will be selected by the teacher, and the teacher asks for other direct comparison. It was done with the guidance of the teacher. Targeted questions will be asked by the teacher to encourage students to describe couple words. After the description and direct analogy between couple words, for example (computer and factory), teacher summarizes the whole sentences. At this stage in which the students are describing their negative paired words, the teacher makes relations between these analogies to the main subject by the help of the students.

Finally, the teacher connected students to the main subject (computer) and they rewrote the story with new couple words about the main subject (computer). The new text was presented through cooperation and collaboration in a way that each student represents one sentence or more.

In the critical teaching group, 20 minutes of every session was allocated to provide the techniques of critical teaching such as problem solving activities, raising questions, teaching logical reasoning, evaluating others' arguments regarding their writing. Then, the principles of essay writing were taught and a topic was given to the participants for writing. Every student has the opportunity to express his/her opinions on the proposed topics and practice critical teaching skills. During the critical teaching, the teacher also acted as the facilitator, checked the groups one by one, and provided guidance when needed. The participants listened and made modifications if necessary. This stage was the most important part that obligated them to read critically since the participants verbalized the main idea and the most important message in their text to the whole class and then the other students gave their ideas and lastly tried to criticize the author's viewpoints. They were also asked to take note of the most important points discussed in the group and write a report of that day's activity for the teacher. The teacher got the role of the timekeeper and was in control of everything that happened in the group activities.

Finally, the participants of both groups were asked to take post-test of the study. Their performance on posttest was compared to find their difference. The results of statistical analyses showed that creative teaching was more effective than critical teaching.

RESULTS

The participants of the study were randomly assigned to two groups of critical teaching and creative teaching. The descriptive statistics related to the pretest scores are shown in Table 1.

Table 1. Descriptive statistics of groups' performance on pretest

			N	Minimum	Maximum	Mean	Std. Deviation
Pretest	Creative Teaching	Rater 1	30	0	2	.97	.656
		Rater 2	30	0	2	1.03	.556
	Critical Teaching	Rater 1	30	0	3	1.10	.845
		Rater 2	30	0	3	1.07	.785

A Pearson-product moment correlation coefficient was performed in order to test the inter-rater reliability of scores on pretest obtained by two raters in creative teaching group. The result of correlation for creative teaching group is presented in Table 2.

Table 2. Inter-rater reliability of the creative teaching group on pretest

		Creative Teaching group - Pretest (Rater 1)	Creative Teaching group - Pretest (Rater 2)
Creative teaching group - pretest (rater 1)	Pearson Correlation	1	.854**
	Sig. (2-tailed)		.000
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

It showed that there is a significant relationship ($r = 0.85$, $p < 0.05$) between the scores of pretest obtained by two raters in creative teaching group. Thus, the inter-rater reliability of scores for creative teaching group is highly significant.

A Pearson-product moment correlation coefficient was performed in order to test the inter-rater reliability of scores on pretest obtained by two raters in critical teaching group. The results of correlation for critical teaching group are presented in Table 3.

Table 3. Inter-rater reliability of the critical teaching group on pretest

		Pretest Critical Teaching (Rater 1)	Pretest Critical Teaching (Rater 2)
Pretest Critical Teaching (Rater 1)	Pearson Correlation	1	.926**
	Sig. (2-tailed)		.000

** . Correlation is significant at the 0.01 level (2-tailed).

The results of another Pearson correlation for critical teaching group revealed that there is a significant relationship ($r = 0.92$, $p < 0.05$) between the scores of pretest obtained by

two raters in critical teaching group. Thus, the inter-rater reliability of scores is highly significant.

The mean (arithmetic average) of two sets of pretest writing scores for both creative teaching and critical teaching groups was calculated and was considered in this study. Table 4 provides this information.

Table 4. Descriptive Statistics of creative teaching and critical teaching groups on pretest

	N	Minimum	Maximum	Mean	Std. Deviation
creative teaching group - pretest	30	0	2	1.00	.584
critical teaching group - pretest	30	0	3	1.08	.800

As mean of the scores in Table 4 shows, little differences were found between the scores of two raters of writing pretest.

In order to ensure that there is no significant difference between the creative teaching and critical teaching groups regarding their knowledge of writing on pretest, an independent sample t-test was performed. The results are shown in Table 5.

Table 5. Independent sample t-test between creative teaching and critical teaching groups on pretest

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Pretest	Equal variances assumed	2.881	.095	.461	58	.646	-.083	.181	-.445 .278

It was found that there is not any significant difference between creative teaching and critical teaching groups ($t = .46, p > 0.05$) in their performance on pretest. In other words, the learners' writing ability was similar at the beginning of the study.

In order to prove the normality of the scores of the pretest, another statistical procedure, namely, one sample Kolmogorov-Smirnov test was performed. The results are presented in Table 6.

Table 6. One-Sample Kolmogorov-Smirnov test of pretest

		Creative Teaching group - Pretest	Critical Teaching Group - Pretest
N		30	30
Normal Parameters ^{a,b}	Mean	1.00	1.08
	Std. Deviation	.584	.800
Most Extreme Differences	Absolute	.300	.242
	Positive	.300	.242
	Negative	-.233	-.225
Kolmogorov-Smirnov Z		1.643	1.323
Asymp. Sig. (2-tailed)		.099	.060

a. Test distribution is Normal.

b. Calculated from data.

As the Table 6 shows, the most extreme differences between the scores is not significant. the measured significance level for creative teaching and critical teaching groups were 0.09 and 0.06; it was higher than the assumed level of significance (i.e., 0.05), therefore, it can be concluded that there was no significant difference between the observed distribution of selected scores of creative teaching and critical teaching groups in pretest and the scores are normally distributed.

Like pretest, the same systematic statistical analyses have been done in order to test the null hypotheses of the study. The descriptive statistics of both groups' performance on posttest are provided in Table 7.

Table 7. Descriptive statistics of groups' performance on posttest

		N	Minimum	Maximum	Mean	Std. Deviation
Posttest	creative teaching	Rater 1	30	3	7	5.23
		Rater 2	30	3	7	5.17
	critical teaching	Rater 1	30	2	5	2.67
		Rater 2	30	2	5	2.67

The inter-rater reliability of the creative teaching group's performance on posttest was calculated by means of Pearson correlation. The results of statistical analysis are provided in Table 8.

Table 8. Inter-rater reliability of the creative teaching group on posttest

		Posttest Creative Teaching (Rater 1)	Posttest Creative Teaching (Rater 2)
Posttest Creative Teaching (Rater 1)	Pearson Correlation	1	.908**
	Sig. (2-tailed)		.000

** . Correlation is significant at the 0.01 level (2-tailed).

The results of Pearson correlation confirmed that there is a strong and significant inter-rater reliability ($r = .90$, $p < .05$) of posttest scores of participants in creative teaching group. The same procedure was performed for testing the inter-rater reliability of critical teaching group. The results are provided in Table 9.

Table 9. Inter-rater reliability of the control group on posttest

		Posttest Critical Teaching (Rater 1)	Posttest Critical Teaching (Rater 2)
Posttest Critical Teaching (Rater 1)	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.000
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The results suggested that there is a strong and significant ($r = .81$, $p < .05$) correlation between two raters' scores on posttest of critical teaching group. The mean (arithmetic average) of two sets of posttest scores for both creative teaching and critical teaching groups was calculated and was considered in this study. Table 10 provides this information.

Table 10. Descriptive statistics of creative teaching and critical teaching groups on posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Creative Teaching - Posttest	30	3	7	5.25	.917
Critical Teaching - Posttest	30	2	5	2.70	.714

In order to prove the normality of the scores of the posttest, another statistical procedure, namely, one sample Kolmogorov-Smirnov test was performed. The results are presented in Table 11.

Table 11. One-Sample Kolmogorov-Smirnov test of posttest

		Creative Teaching Group - Posttest	Critical Teaching Group - Posttest
N		30	30
Normal Parameters ^{a,b}	Mean	5.25	2.70
	Std. Deviation	.917	.714
	Absolute	.226	.237
Most Extreme Differences	Positive	.173	.237
	Negative	-.226	-.164
Kolmogorov-Smirnov Z		1.237	1.300
Asymp. Sig. (2-tailed)		.094	.068

a. Test distribution is Normal.

b. Calculated from data.

The measured significance level for creative teaching and critical teaching groups were 0.09 and 0.06; it was higher than the assumed level of significance (i.e., 0.05), therefore, it can be concluded that there was no significant difference between the observed distribution of selected scores of creative teaching and critical teaching in posttest and the scores are normally distributed.

In order to investigate the third null hypothesis of the study in finding there is any significant difference between creative and critical teaching in their impact on writing of Iranian EFL intermediate learners, an independent sample t-test was performed between the scores of creative teaching and critical teaching groups on posttest. The results are shown in Table 12.

Table 12. Independent sample t-test on posttest

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Posttest	Equal variances assumed	1.319	.256	12.017	58	.000	2.550	.212	2.125 2.975

The results revealed that there is a significant difference between creative and critical teaching in their impact on writing of Iranian EFL intermediate learners ($t = 12.01$, $p < 0.05$) in such a way that creative teaching group outperformed post-test. Thus, the research question of the study was verified.

DISCUSSION AND CONCLUSION

The present study was designed to explore the difference between creative teaching and critical teaching in their impact on the writing of Iranian intermediate EFL learners. Writing instruction was presented in two manners. One through the use of critical teaching which were designed to help researcher build learners' prior knowledge about the writing subject; another, through the use of creative teaching which direct students to the way that the information they are learning relates to the subject of their writing.

In order to answer the research question of the study in finding whether there is any significant difference between creative teaching and critical teaching in their impact on the writing of Iranian EFL intermediate learners. The results of independent sample t-test showed that there was a significant difference between creative teaching and critical teaching in their impact on the writing of Iranian EFL intermediate learners. Therefore, the creative teaching proved to be more effective than critical teaching.

The reason behind the superiority of creative over critical teaching might be their nature. Creative teaching made EFL learners take part in deeper cognitive information processing, and therefore expand their learning and deepen their writing ability. In fact, creative teaching techniques were used to produce cognitive structure for new information and to establish connection between learners' prior knowledge and new information. Creative model of teaching also cause learners to encounter a cognitive load when they are kept in the working memory by learners and as a result, it led to a "less available working memory capacity to comprehend and store in long-term memory" (Kreiner, 1996, p. 354). Therefore, when this ideal condition is provided for learners, language learning happens, and these cognitive activities lead to better performance. This finding can be justified by main features of focus-on-meaning tasks including depth of processing hypothesis, discovery learning, pushed output, noticing hypothesis, awareness raising, negotiation, collaboration, and motivation.

The findings of the present study supported a study done by Vani (2012) who found that language creativity was enhanced when the students are exposed to creative model of teaching. In addition it was effective in learners' general creativity and innovative ideas.

The findings of this study are in line with a study by Fan (2009) who indicated that critical teaching had a positive effect on the Taiwanese university learners' reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details. In addition, similar findings were found in Novita (2012) who found that critical teaching is a way to help second language learners engage with difficult text and use the key reading strategies to improve comprehension.

The findings of this study support those of Ziyaemehr (2012) who confirmed the effective role of critical teaching. Students in the experimental group outperformed those

students in the control group in reading comprehension. Thus, the results of the present study are in line with previous research in terms of the positive benefits of critical teaching, yet the strength of this approach was sought in a new aspect of reading. Due to the paucity of research on the effect of critical teaching on enhancing the critical reading ability of the learners, the results of the present study seem promising and a new contribution to the field.

The findings of this study seem to be in line with those of Huang (2004) who tried to find the effect of inquiry-based pedagogy via critical teaching on the 42 students in Taiwan, the results indicated that students in the experimental group reported much more positive attitude toward learning English after the instruction. They found critical teaching is an effective approach for improving their autonomous and their social skills. Alternatively, in another study, Liang (2002) investigated the effect of critical teaching on the on EFL junior high school learners' language learning and their motivation toward learning English as a foreign language, 70 students in Taiwan participated in this study. Findings in the experimental group on the motivational questionnaires indicated that critical teaching helped to enhance students' motivation toward learning English.

To conclude, this study might have clarified some issues attributable to some creative activities such as creative technique in addition to their effects on EFL learners' language learning. However, it might also have given rise to more issues regarding the matter. EFL learners in their learning activities and provided conditions for learners to take more advantages of classroom time by involving in fruitful and interesting tasks. This fact confirmed the effectiveness of program.

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