

# Creative Teaching in Secondary School EFL Classes: A Critical Study of a Proposed Training Program

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**Abstract**—This study aimed to determine the effectiveness of a proposed training program in creative teaching for secondary stage EFL teachers to enhance their teaching performance. The study adopted a quasi-experimental design with 36 English language teachers teaching at secondary schools in Yanbu, Saudi Arabia. Based on the available literature, proven teaching methodologies were identified and included in the training program and teachers trained in their application in the EFL classrooms. Data were collected via an observation sheet. Results revealed that the extent of application of creative teaching skills by the high school EFL teachers at a typical Saudi school is currently low. Additionally, the results showed statistically significant differences between the mean scores of the treatment and control groups in the post-teaching performance in favor of the former. Further, the proposed training program achieved high effectiveness in enriching the teaching performance of English language teachers in secondary stage with (1.21) average gain ratio. The study concludes with recommending that EFL teachers both pre-service and in-service be trained in creative teaching in the EFL classrooms.

**Index Terms**—creativity, English language teachers, secondary stage, teaching performance, teaching skills

## I. INTRODUCTION

The field of education is continuously evolving, necessitating innovative approaches to teaching and learning. In the context of English as a Foreign Language (EFL) instruction, the demand for creative and effective teaching methods has grown significantly with emerging geopolitical needs. As educators strive to engage and inspire students, the creative teaching has come to play a major role in enhancing teaching performance, especially at the secondary level. IGI Global which is the world's largest database of Information Science and technology defines Creative Teaching as "The act of teaching in a novel and useful way that promotes student growth related to the development of original thought and action. Creative teaching focuses both on the methods a teacher uses to deliver learning and the overall effect those methods have on students and the outcomes produced". In the contemporary world, creative teaching has become necessary to cope with the requirements of the 21st century. Given the status of English as the prevailing international language in global communication, in EFL environments such as that of Saudi Arabia, many teachers struggle to find suitable ways to teach English effectively to their students (Aldujayn, 2019; Asmari, 2005; Al-Qahtani, 2016; Bin-Hady, 2018). Moreover, creativity is considered an essential in the educational paradigm and researchers have attempted to define it and find the best ways to promote it in academic settings universally (Runco, 2004). They have also tried to develop theories to explain creativity (e.g., Guilford, 1956; Maslow, 1968; Sternberg, 1999). For instance, Guilford (1956) proposed the creativity theory concerning ways of understanding and defining creativity and theorized that creativity could be broken down into four categories: fluency, flexibility, originality, and elaboration. The challenge before the teachers of the digital denizens is to find the most suited blend of language learning and creativity which is likely the most potent solution for ensuring learning success in the EFL classrooms.

## II. LITERATURE REVIEW

Badawi (2009) defined teachers' performance as "teaching/learning practices and activities inside and outside classrooms such as lesson preparation, lesson delivery, teaching/learning materials manipulation, and test preparation and correction" (p. 25). It refers to the English language teacher's ability to perform and use creative teaching inside the classroom.

To fulfil the changing needs of the language learners, the traditional approaches to teaching need to evolve as much as the content, and English language teachers need to reconsider integrating new ideas such as teaching their students using creative teaching (Bramwell et al., 2011). Rinkevich (2011) described creative teaching as "a unique, customized, and meaningful exchange of knowledge among all individuals in a learning context" (p. 219). Maley and Peachey (2015)

illustrated some characteristics of using creative teaching in the English language classroom, prominently amongst which are, it increases students' engagement and motivation, makes language learning enjoyable, and gives students a sense of ownership and a feeling of success.

Wanga and Kokotsaki (2018) explored English language teachers' perceptions of the importance of practicing creative teaching at the primary stage in China. Results showed that most primary stage English teachers identify the importance of using creative teaching in the English classroom. Nooraldeen (2019) identified the effectiveness of a proposed training program in developing creative teaching skills among English language teachers of the primary stage in Yemen. Results indicated the effectiveness of the proposed training program in developing creative teaching skills and English language teachers' performance. Further, results revealed a statistically significant difference at 0.05 level between the mean ranks of the participants' performance of creative teaching skills on the pre-post rating scale in favor of the post rating scale. Similarly, Aldujayn and Alsubhi (2020) explored the perceptions of secondary school English language teachers in Saudi Arabia in practicing creative teaching represented in planning, implementation, and assessment methods in the classroom. The study concluded that secondary school English language teachers have positive attitudes toward creative teaching but did not have sufficient knowledge about applying creative methods inside their classrooms. Furthermore, Alahideb and Mohammad (2015) investigated the impact of a training program in developing the teaching performance of English language teachers in teaching reading and writing at Imam Muhammad bin Saud Islamic University. Results revealed a positive impact of the training program on developing the teaching performance of English language teachers.

Results of studies on creative teaching pointed towards several skills which are necessary for creative teachers (Al-Aswad, 2018; Slam, 2018). Furthermore, several studies indicated the importance of implementing creative teaching skills in teaching English to develop the teaching performance and teachers' knowledge of teaching (Al-Ajaji, 2016; Al-Amiri, 2020; Al-Qahtani, 2016; Aldujayn & Alsubhi, 2020; Mahmoud, 2018; Konig et al., 2016; Suliman, 2015; Wanga & Kokotsaki, 2018). On the contrary, some studies have reported that English language teachers in Saudi Arabia lag in bringing creativity into their teaching methods (Al-Ahdal & Al-Awaid, 2014; Aldujayn, 2019; Al-Zahrani & Rajab, 2017). Based on such findings, the researchers in this study aim to provide English language teachers with training programs to enhance their creative teaching skills so that their teaching knowledge and performance may be honed.

#### Research questions

Even with a reasonable corpus of data on the efficacy and application of creative teaching in the language classroom, there is a dearth of similar research in the Saudi context. To fill this perceptible gap this study aims to answer the following questions:

- 1) What is the extent to which creative teaching skills are being practiced by Saudi secondary stage EFL teachers?
- 2) What is the effectiveness of the proposed program in developing secondary stage EFL teachers' teaching performance?

### III. METHODOLOGY

#### Research design

The study adopted a quasi-experimental design, using treatment and control groups. Figure 1 shows the steps of designing the experimental method for the current study.

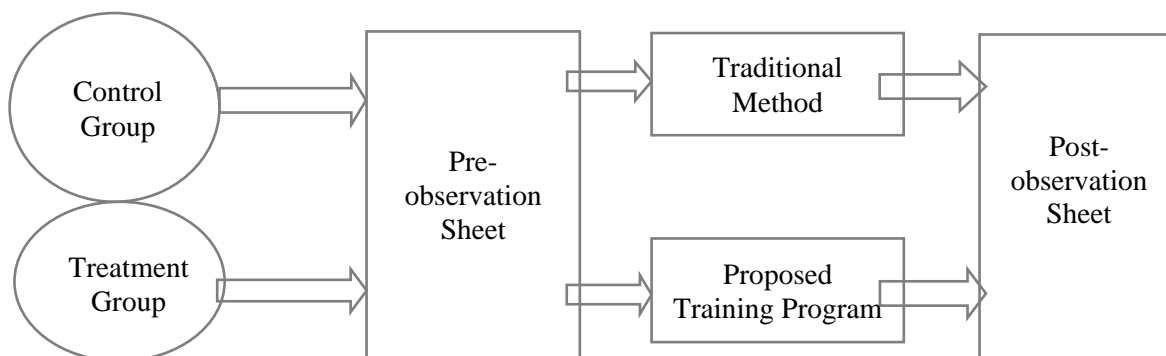


Figure 1. Steps of Designing the Experimental Method

#### Participants

The initial study sample comprised 40 exclusively English language teachers in Yanbu teaching at secondary schools in the third semester (1443 AH). These teachers were assigned randomly to the treatment and control groups. Moreover, to ensure homogeneity of groups, the researchers controlled the extraneous variables represented in teaching experience and educational qualifications of the teachers. Four English language teachers were excluded because two of them had Master degree in curriculum and instruction, while the other two had more than 25 years of teaching experience, thus they were the outliers, the participants in each group being 18 at the beginning of the experiment. The participants'

teaching experience ranged from 7 to 19 years. The researchers obtained the consent for the teachers' voluntary participation in the study. Furthermore, a letter from the College of Education at Qassim University was sent to Yanbu Education to help the researchers apply the study instruments; then another letter from Yanbu Directorate of Education to the principals of secondary schools to help the researchers apply the study instruments and a letter from the Private Education Directorate to the Directorate of Planning and Development seeking approval for the researchers to train the English language teachers in the Education Standard Institute in Yanbu.

### **The Proposed Training Program**

#### 1. Compilation of Creative Teaching skills

The primary purpose of preparing the creative teaching skills list was to identify the creative teaching skills necessary for English language secondary stage teachers and to prepare the proposed training program and its contents. The researchers reviewed the general objectives of teaching English language at secondary schools, the available literature and previous studies (Al-Ajaji, 2016; Boden, 2004; Cai, 2020; Joe & Lau, 2011; Johnson, 2017; Maley & Peachey, 2015; Nooraldeen, 2019; Soliman, 2015). Then, an initial version of creative teaching skills list was prepared. To estimate creative teaching skill list content validity, the initial version of creative teaching skills list was presented to a panel of experts and specialists, including faculty members in universities specialized in curriculum and instruction, faculty members in universities specialized in applied linguistics and translation, faculty members in universities specialized in TEFL, English language supervisors, and experienced English language teachers. They were asked to review the appropriateness of creative teaching skills; the relationship between the skill and its dimension; the relationship between the criterion and the related skill; and the appropriateness of the list items phrasing. Based on the experts and specialists' suggestions, some modifications were made. The final version consisted of three dimensions across 20 items for three creative teaching skills: planning dimension (04), implementation skills (10), and evaluation dimension (06).

#### 2. Planning and Contents of the Program

The researchers followed the following steps to plan the blueprint of the proposed training program:

1. Defining the proposed training program with definition of creativity, creative teacher, and creative teaching
2. Determining the proposed training program objectives
3. Determining the target group
4. Determining the proposed training program contents
  - The contents were certain unconventional methodologies used in the previous studies that yielded positive learning outcomes, though not limited or exclusive to the language classroom. These included: role play, jigsaw, brainstorming, mind maps, questioning, quizzing, flow charts, problem-solving, cooperative learning, and note taking.
5. Training teachers in evaluation

The entire training program was for 21 hours spread over seven days.

### **Research instrument**

The proposed training program included the following evaluation instruments:

- Pre-post observation sheet to identify secondary stage EFL teachers' teaching performance.
- A reflective log completed by each trainee completed at the end of every session.
- Training program evaluation version to be filled at the end of all training program sessions.
- Trainer evaluation version to be filled at the end of all training program sessions.

Ten English language teachers from different secondary schools in Yanbu were trained for class observation as Trainers. Furthermore, the researchers presented the proposed training programs' sessions and collected data through teachers' discussions and observations. Participants provided positive reactions to the proposed training program. To ensure validity of the proposed training program, the initial version of the proposed training program was given to a panel of experts and specialists. They included faculty members in universities specialized in curriculum and instruction, faculty members in universities specialized in applied linguistics and translation, faculty members in universities specialized in TEFL, and English language supervisors.

### **The observation sheet**

In the current study, an observation sheet was used to measure the dependent variable - secondary stage EFL teachers' teaching performance. The independent variable was the proposed training program (discussed in detail earlier in this study). The researchers transferred the arbitrated creative teaching skills list to an observation sheet. It was composed of three main dimensions: planning, implementation, and evaluation skills. The teaching skills rating scale had three options. Each level was also converted to a numerical value for ease of statistical evaluation. Faculty members specialized in curriculum and instruction, applied linguistics and translation, and TEFL were requested to comment on the validity of the observation sheet. To estimate the internal consistency of the observation sheet, the researcher administered the observation sheet to a pilot sample consisting of 10 English language teachers. Then, Pearson Correlation Coefficient was calculated. Results indicated a correlation value of 0.690 for the dimension of Planning Skills for Creative Teaching, 0.650 for Implementation skills for Creative Teaching, and 0.680 for Evaluation Skills for Creative Teaching, establishing the worth of the instrument.

### **Reliability**

The researchers trained an English language supervisor in Yanbu on how to rate English language teachers based on the analytical rubric developed by the researcher. This supervisor had also attended training programs in creative teaching, in addition to having earned a Master's degree in curriculum and instruction. Moreover, one of the researchers and the English language supervisor started and finished the observation of 10 English teachers simultaneously as two distinct raters. Then, the Cooper Smith formula was used to calculate the agreement value. As (Al-Wakeel & Al-Mufti, 1996, p. 62) mentioned, the percentage of agreement that exceeds (80.0%) is a sign of the observation sheet reliability. Results indicated that the agreement value between the researcher and the English supervisor ranged from (87.5% - 90.0%) and the total agreement value was (89.0%). According to Al-Wakeel and Al-Mufti (1996) these percentages are acceptable for the overall reliability of the observation sheet.

To ensure that the treatment and control groups were comparable in the study dependent variable (teaching performance), an independent sample (t) Test was used. The purpose was to start with a more or less homogenous sample. Computations in Table 1 show the values for all the sub-skills of English language teachers' teaching performance and the total score was more than (0.05). This implied that there is no statistically significant difference between the treatment and control groups in the teaching performance at the beginning of the study. In other words, the treatment and control groups are equal in the teaching performance independent variable.

TABLE 1

INDEPENDENT SAMPLES (T) TEST FOR TEACHERS' MEAN SCORES IN THE TREATMENT AND CONTROL GROUPS IN THE PRE-OBSERVATION SHEET												
Skill	Group	Group Statistics			Levine's Test		Shapiro-Wilk			t-test		
		N	Mean	SD	F	Sig.	Statistic	df	Sig.	t	df	Sig
Planning Skills	Treatment	18	1.25	0.171	2.718	0.108	0.931	18	0.206	-0.984	34	0.332
	Control	18	1.36	0.447			0.918	18	0.106			
Implementation Skills	Treatment	18	1.28	0.204	1.186	0.284	0.914	18	0.102	-0.877	34	0.387
	Control	18	1.35	0.250			0.934	18	0.227			
Evaluation skills	Treatment	18	1.30	0.283	0.428	0.518	0.943	18	0.340	-0.185	34	0.855
	Control	18	1.31	0.318			0.920	18	0.218			
The All Test	Treatment	18	1.28	0.192	1.887	0.179	0.943	18	0.332	-0.808	34	0.425
	Control	18	1.34	0.257			0.935	18	0.239			

### Procedures

- One of the researchers met with English language supervisors in Yanbu education college to explain the study purposes, instruments, and the proposed training program and its importance in developing secondary stage EFL teachers' teaching performance.
- One of the researchers met with all English language teachers in Yanbu secondary schools to explain the study purposes and take their permission for participation. After their permission to participate and during the meeting, they were divided randomly into control and treatment groups.
- Implementation of the pre-observation sheet for the study sample from 20 / 08 /1443 H to 28 / 08 /1443 AH, by one of the researchers and the English language supervisor.
- Seven sessions were presented by one of the researchers starting from 27 /08 /1443 AH to 6 / 09 / 1443 AH.
- The researchers created a WhatsApp group to discuss the challenges teachers faced in the treatment and consultation on how to implement the program in the educational process.
- The trainees received certificates for attending the program.
- At the end of presenting the training program's sessions, the researchers administered the post-observation sheet for the study sample from 10 / 09 /1443 H to 18/ 10 /1443 AH.

### Data analysis

The Statistical Package for Social Sciences (SPSS version 32) was used to test and analyze the data. The study sample in the current study was less than 30 participants in the treatment and control group each, and this number could give rise to the possibility of data dispersion and non-moderation. In order to ensure the moderation of the normal data distribution, the Shapiro-Wilk test was used. In case the significance levels are more than ( $\text{sig} \leq 0.05$ ), the data follows the normal distribution, and parametric statistics could be used. Results in Table 1 present results of the Shapiro-Wilk Test for the English language teachers' scores in the observation sheet.

## IV. RESULTS AND DISCUSSION

**RQ1:** What is the extent to which creative teaching skills are being practiced by Saudi secondary stage EFL teachers?

Findings summarized in Table 2 reveal that the English language teachers' average mean scores in practicing creative teaching skills is 1.71 out of 5, with 0.756 standard deviation. The evaluation skills for creative teaching achieved the first rank with an average mean score ranging from 1.90 out of 5.00, with 0.759 standard deviation. The implementation skills for creative teaching achieved the second rank with an average mean score ranging from 1.74 out of 5.00, with 0.803 standard deviation. Results also show that the planning skills for creative teaching skills achieved the third rank with an average mean score ranging from 1.35 out of 5.00, with 0.489 standard deviation. In summary, Table 2 reveals a low-level use of creative teaching skills among English language teacher in all dimensions of planning, implementation, and evaluation skills.

TABLE 2  
ENGLISH LANGUAGE TEACHERS' LEVELS IN CREATIVE TEACHING SKILLS USE

No.	Creative Teaching Skill	Mean	SD	Rank
<b>Planning Skills for Creative Teaching</b>				
1	I plan to use various strategies, methods, techniques, and resources to support learning.	1.50	0.527	1
2	I plan to use evaluation methods that develop students' creativity, such as self-assessment.	1.20	0.422	2
<b>Implementation Skills for Creative Teaching</b>				
3	I use different teaching methods and strategies to promote students' participation.	2.20	0.919	1
4	I deal positively with students' linguistic mistakes and do not criticize them for committing mistakes.	1.80	0.919	2
5	I encourage students to participate in dialogues and discussions in English.	1.70	0.675	3
6	I ask students divergent open-ended questions that require high level of thinking skills.	1.40	0.699	5
7	I maintain a good sense of humor to create a relaxed classroom environment.	1.60	0.699	4
<b>Evaluation Skills for Creative Teaching</b>				
8	I provide verbal feedback that encourages students to delve deeper into the cognitive processing of the tasks at hand.	1.90	0.738	2
9	I give students a chance to reflect on their answers.	1.90	0.876	3
10	I ask students to write sentences of their creation, using the grammar and vocabulary covered in the lesson.	1.90	0.738	1
<b>Total Score</b>		1.71	0.756	

To identify whether there were statistically significant differences at (0.05) level between secondary stage EFL teachers' mean scores in the treatment and control group in the post-teaching performance observation sheet in favor of the treatment group, an independent sample (t) Test was used. The findings are summarized in Table 3 below.

TABLE 3  
INDEPENDENT SAMPLES (T) TEST

Skill	Group	N	Mean	SD	Levine's Test		t	df	Sig.	(η <sup>2</sup> )	Effect size
					f	Sig.					
Planning Skills	Treatment	18	2.63	0.196	0.040	0.850	12.36	34	0.00**	0.82	High
	Control	18	1.61	0.287							
Implementation Skills	Treatment	18	2.60	0.238	0.030	0.865	13.12	34	0.00**	0.84	High
	Control	18	1.63	0.203							
Evaluation Skills	Treatment	18	2.61	0.206	0.044	0.835	16.30	34	0.00**	0.89	High
	Control	18	1.41	0.235							
All Test	Treatment	18	2.61	0.136	1.797	0.189	18.20	34	0.00**	0.91	High
	Control	18	1.56	0.202							

\*\* Significant differences at 0.01. level

Results in Table 3 indicate that the significance level of Levine's Test is consistent with all sub-skills of the teaching performance observation sheet and the total score. The significance is more than (0.05) level. This means that teachers' scores are homogeneous in the two groups. Results in Table 5 also reveal that (t) the value for all sub-skills and the total test is significant at (0.01) level. These results showed significant differences between the teachers' average scores in the treatment and control groups in the post-teaching performance observation sheet in favor of the treatment group. Results in table 3 also indicate that the (η<sup>2</sup>) value was more than (0.14). This shows the significant impact of the proposed training program in developing secondary stage EFL teachers' teaching performance. Based on the above findings, it can be reiterated that there are statistically significant differences at (0.05) level between secondary stage EFL teachers' mean scores in the treatment and control groups in the post-teaching performance observation in favor of the treatment group.

Thereafter, the paired sample (t) test was used to identify whether there were statistically significant differences (0.05) level between the mean scores of the two groups in teaching performance in between the pre-post training program and the results are summarized in Table 4 below.

TABLE 4  
PAIRED SAMPLE (T) TEST TO SHOW SIGNIFICANCE OF DIFFERENCES BETWEEN THE TREATMENT GROUP MEAN SCORES IN THE PRE-POST OBSERVATION SHEET

Skills	Pre-post	Mean	N	SD	T	df	Sig.
Planning Skills	Post	2.63	18	0.196	23.685	17	0.00**
	Pre	1.25		0.171			
Implementation Skills	Post	2.60	18	0.238	24.483	17	0.00**
	Pre	1.28		0.204			
Evaluation Skills	Post	2.61	18	0.206	21.880	17	0.00**
	Pre	1.30		0.283			
All Test	Post	2.61	18	0.136	36.225	17	0.00**
	Pre	1.28		0.192			

\*\* Significant differences at 0.01. level

Results in Table 4 indicate that the (t) values for all skills and the total test scores were significant at (0.01) level. These results suggest statistically significant differences between teachers' average scores in the treatment group in the

post teaching performance observation. Results indicated substantial differences between teachers' average scores in the treatment group in the post teaching performance observation sheet in favor of the post-application. In other words, exposure to the training program means teachers' superior teaching performance. Based on the results in Table 4, it can be reiterated that there are statistically significant differences at (0.05) level between the secondary stage EFL teachers' mean scores in the treatment group in post teaching performance observation in favor of the post-application.

The findings of this study shed light on the current state of creative teaching skills among English language teachers in Yanbu, Saudi Arabia, revealing a practice level of 1.71 out of 5 ( $M = 1.71$ ,  $Std = 0.756$ ). This discovery aligns with earlier research (Aldujayn, 2019; Al-Qahtani, 2016; Al-Zahrani & Rajab, 2017), which has consistently indicated a lack of emphasis on creativity in the teaching methods of English language instructors in Saudi Arabia. These findings underscore the pressing need for training programs to enhance the teaching competence of EFL teachers in Saudi secondary schools. Supporting the efficacy of training programs in improving teaching performance, Novozinina and Pinzon (2018) have previously confirmed their positive impact. The current research also reveals statistically significant differences in post-teaching performance between the treatment and control groups, favoring the former. Notably, the data show substantial differences in the average scores of teachers in the treatment group, pre- and post-application, further endorsing the effectiveness of the suggested model in fostering teacher creativity. In addition to the domestic context, Nooraldeen (2019) has corroborated the effectiveness of the proposed training program in enhancing creative teaching skills and English language teachers' performance in the Yemeni context. The study's findings extend to show a statistically significant difference at the 0.05 level in the mean ranks of participants' performance on the pre-post rating scale, favoring the post-rating scale.

### **RQ2: What is the effectiveness of the proposed training program in developing secondary stage EFL teachers' teaching performance?**

Modified Blake's Gain Ratio was used to identify the effectiveness of the proposed training program in developing English language teachers' teaching performance at secondary stage. Table 5 indicates that all the sub-skills and the total score achieved (1.21) average gain ratio. This average gain ratio is more than the percentage proposed by Black (1.20). This means that the proposed training program achieved high effectiveness in developing the teaching performance of English language teachers at secondary stage.

TABLE 5  
BLAKE'S GAIN RATIO TO TEST THE EFFECTIVENESS OF THE PROPOSED TRAINING PROGRAM IN DEVELOPING SECONDARY STAGE EFL TEACHERS' TEACHING PERFORMANCE

Skill	Posttest Mean Scores	Pre-test Mean Scores	Total Score	Blake's Gain Ratio
Planning Skills	2.63	1.25	3	1.25
Implementation Skills	2.6	1.28	3	1.21
Evaluation Skills	2.61	1.3	3	1.21
All Test	2.61	1.28	3	1.22

The results arrived at in this study unequivocally demonstrate the effectiveness of the proposed training program in enhancing the teaching performance of secondary stage English as a Foreign Language (EFL) teachers. This positive outcome can be attributed to the program's comprehensive approach, which focuses on honing the practical aspects of creative teaching skills, encompassing planning, implementation, and evaluation. The success of this program lies in its emphasis on activities and applications directly related to the targeted performance skills, which teachers are trained to apply both within and beyond the classroom setting. Moreover, the inclusion of assigned activities and ongoing monitoring of their implementation by the researchers served to address and mitigate the challenges encountered by teachers during their teaching practices. This active engagement in practical activities is instrumental in improving the performance dimension of their creative teaching skills.

Notably, the training program incorporated formative evaluation and feedback mechanisms throughout its sessions. This approach empowered each trainee to identify their individual weaknesses and develop customized plans to overcome them. By creating an environment that fostered cooperation and a healthy sense of competition among participants, the program facilitated the exchange of experiences, knowledge, and skills among teachers. This collaborative atmosphere significantly contributed to the development of their teaching performance.

## V. CONCLUSION

The aim of the present study was to assess the effectiveness of a training program centred on enhancing the creative teaching skills of secondary stage English as a Foreign Language (EFL) teachers. This research also sought to evaluate the existing level of creative teaching skills among these educators. Moreover, it aimed to determine the impact of a creative teaching skills-based program on the teaching performance of EFL teachers in secondary education. The study's data analysis revealed statistically significant differences at the 0.05 level between the mean scores of EFL secondary stage teachers in the treatment and control groups during post-teaching performance observations, favoring the treatment group. Furthermore, significant differences were identified at the 0.05 level within the treatment group between the mean scores in pre- and post-teaching performance observations, favoring the post-application assessment.

The proposed training program consisted of seven training sessions, spanning a total of 21 hours over the course of one week. These sessions covered various essential aspects of creative teaching, including creativity, the role of a

creative teacher, creative teaching methods, role-playing, Jigsaw, brainstorming, mind mapping, effective questioning techniques, and evaluation methods. The program incorporated diverse training strategies, such as group discussions, brainstorming sessions, interactive questioning, problem-solving activities, mind mapping exercises, and cooperative learning approaches. To assess the effectiveness of the program, a range of evaluation instruments were utilized. These included pre- and post-observation sheets, reflective logs completed after each session, a training program evaluation form, and an assessment of the trainer's performance. This research culminates in a resounding endorsement of the proposed training program's effectiveness in improving the teaching performance of secondary stage English language teachers. In harmony with previous studies (Abdel-Aal, 2019; Al-Ahaidib & Muhammad, 2015; Nouredine, 2019), this study underscores the efficacy of such training programs in developing the creative teaching skills of English language instructors. This effectiveness can be attributed to the training program's unique approach, which fosters a flexible environment that transcends mere pedagogy. It creates an engaging atmosphere that encourages the acquisition of knowledge and the development of performance abilities while maintaining teacher motivation. Furthermore, the program promotes knowledge sharing among teachers, enabling them to discuss classroom challenges, find solutions, and develop effective strategies to overcome obstacles. The diverse range of training activities plays a pivotal role in achieving program objectives by enhancing teaching performance and identifying and addressing individual weaknesses.

### Recommendations

Based on the findings of the study, the following are recommended:

- Ministry of Education could train EFL teachers on the use of creative teaching skills to help their students learn the English language more efficiently.
- Course designers could consider the inclusion of creative teaching skills when developing EFL courses, particularly at secondary school level. They could guide teachers in their manuals towards utilizing creative teaching skills.
- EFL teachers, both pre-service and in-service, could be trained to use creative teaching skills.

### Limitations of the study

- The current study was based on limited and few variables. Future research is needed that can define variables other than those used in the current study and that can significantly help in English language teaching creatively, such as the relationship between creative teaching skills use and students' achievement, motivation, etc.
- Classroom intervention was not part of the follow-up in this study, and hence, it cannot be predicted accurately how the learners will respond to such teaching. Future research is needed in implementing a proposed training program based on creative teaching skills for developing students' creative thinking.

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