



IMAM KHOMEINI  
INTERNATIONAL UNIVERSITY



Print ISSN: 2676-5387  
Online ISSN: 2676-5985

## EFL Teachers' Creativity and L2 Learners' Academic Attainment: The Moderating Role of Teaching Experience

Elnaz Zariholhosseini <sup>1</sup>, Sajad Shafiee\* <sup>2</sup>, Omid Tabatabaee <sup>3</sup>

<sup>1</sup> Department of English, Shahreza Branch, Islamic Azad University, Shahreza, Iran.

*Hossaini.elnaz@gmail.com*

<sup>2\*</sup>(corresponding author) Department of English, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran. *s.shafiee@iaushk.ac.ir*

<sup>3</sup> English Department, Najafabad Branch, Islamic Azad University, Najafabad, Iran.

*tabatabaeiomid@yahoo.com*

---

### Article info

### Abstract

Article type:  
Research  
article

Received:  
2024/04/22

Accepted:  
2024/06/11

Creativity is an essential prerequisite for teaching, developing, and promoting a foreign language. Pupils show enthusiasm for learning a foreign language in a creative environment. The central goal of this research was, therefore, to inspect the variety between experienced and novice English-as-a-foreign (EFL) instructors regarding the interplay between their creativity and students' academic success. A closed-ended questionnaire was applied to inspect EFL experienced and novice teachers' promotion of creativity. Furthermore, the cumulative grade point average (CGPA) was applied as a substitute for measuring academic accomplishment. The questionnaire was distributed among 100 experienced teachers and 100 novice teachers in some branches of Gooyesh, Jihad Daneshgahi, and Sadr language institutes in Esfahan, Iran. In addition, their students' scores were gathered at the end of intended educational courses to calculate the classes' mean scores. Therefore, the data were analyzed descriptively and inferentially using frequency, percentage, Fisher's Z transformation formula, and mean. Besides, the Pearson correlation was utilized to gauge the connections between experienced and novice teachers' promotion of creativity and their students' academic achievements. The results confirmed the beneficial relationship between the creativity of experienced and novice instructors and students' academic performance. However, there was no significant disparity in the creativity levels of experienced and novice teachers.

**Keywords:** academic attainment, creativity, EFL teachers, L2 learners, teaching experience

---

Cite this article: Zariholhosseini, E., Shafiee, S., & Tabatabaee, O. (2025). EFL teachers' creativity and L2 learners' academic attainment: The moderating role of teaching experience. *Journal of Modern Research in English Language Studies*, 12(2), 1-22.

DOI: 10.30479/jmrels.2024.20247.2364



© The Author(s).

Publisher: Imam Khomeini International University

---

## 1. Introduction

Since creativity may raise academic achievement, it is prized in the teaching profession. Higher and more profound levels of learner engagement may result from it. It can benefit students who possess the capacity for autonomous, deep, and critical thinking. In addition, it can assist students who are open to exchanging ideas and interacting with one another in order to improve their language proficiency (Morar et al., 2020; Taylor, 2014). Studies have demonstrated that implementing innovative teaching strategies enhances students' language proficiency (Al-Qahtani, 2016; Habók & Magyar, 2018; Hofweber & Graham, 2018; Li & Wang, 2023; Paragae, 2023). Consequently, Iranian EFL teachers and learners should be expected to teach and learn creatively to develop EFL production and comprehension levels that may assist EFL teachers and learners in being competitive in this English-dominant age (Azizi et al., 2022; Pourmohammadi et al., 2021).

Creativity is essential in the 21<sup>st</sup> century's learning and teaching, especially in EFL environments (Bensalah & Măță, 2022; Zulkifli et al., 2022). Using creative teaching methods while looking for fresh materials and ways to display creativity in educational settings is known as *creative teaching* (Lin, 2002; Xhomara & Uka, 2023). It uses adaptable and creative teaching methods to make lessons more engaging and productive. Students' creative talents are developed through creative instruction. Creative teaching is an open and motivating way to support students' discoveries and creativity to develop their creative and thinking talents. It is based on creative science and psychology (Chen et al., 2012; Zulkifli et al., 2022).

Some studies have focused on the connection between creativity and academic success (Al-Qahtani, 2016; Hofweber & Graham, 2018; Steinmayr & Spinath, 2009; Yang & Zhao, 2021). The findings point to a lack of consistency in the studies on the connection between academic success and creativity. While some studies (Al-Qahtani, 2016; Hofweber & Graham, 2018) discovered a connection between creativity and academic success, other studies (Olatoye et al., 2010; Steinmayr & Spinath, 2009) showed no discernible association between the two. In summary, further research is required to determine how creativity and academic success are related. However, in controlled environments, there are not many research studies examining the connection between general creativity and learning a second language (Anis & Khan, 2023; Hofweber & Graham, 2018).

Baghaei and Riasati (2015) looked into the connection between the academic success of language learners and the originality of Iranian EFL teachers. In order to do this, 81 female and male advanced English language learners and six female English teachers were invited to participate in the investigation. The Torrance Test of Creative Thinking (TTCT) was used to gather data, and students' final test results measured their academic success.

The findings showed a relationship between kids' academic success and instructors' inventiveness.

In the present study, the focal issues include the contents of EFL experienced and novice teachers' creative teaching in educational contexts. It has been suggested that seasoned educators' knowledge, abilities, and views differ from inexperienced educators (Rodríguez & McKay, 2010). Thus, it can be said that they are different from inexperienced instructors in that they encourage creativity in the classroom. Teachers who have little, or inadequate expertise, are considered novices. It is evident that creative educators help students acquire language more effectively (Kumar, 2020; Salimi & Khazae Kouhpar, 2023). Creative teachers are crucial to developing pupils' creativity (Fischer, 2020). According to Gabbonton (2008), these are student instructors or educators with less than two years of classroom experience. The length of time spent teaching may be used to determine the experience level of a teacher. For instance, Rodríguez and McKay (2010) noted that instructors with five years, or more of classroom experience, are considered experienced.

As a result, experienced EFL and novice teachers will notice the association between creative teaching and their pupils' academic accomplishments to get students' satisfaction. For this reason, examining the creative ability of experienced and novice teachers in EFL is worthwhile. By examining the creativity of these two groups of teachers, it is hoped that this study raises awareness of these teachers about creativity in EFL learning and teaching environments to increase students' learning attainment. Considering the mentioned points, this study aimed to answer the following questions:

1. How creative are experienced and novice Iranian EFL instructors?
2. How are the links between experienced and novice EFL instructors' creativity and L2 students' academic achievement?
3. Is there any meaningful difference between experienced and novice EFL instructors regarding teachers' creativity and students' academic success?

## 2. Literature Review

### 2.1. Creativity in Language Instruction

According to Olatoye et al. (2010), creativity is the capacity to create or bring to life anything novel, be it a fresh approach to an old problem, a novel tool or technique, or a novel work of art. Toivanen (2013) contended that the milieu is an essential element that fosters or inhibits children's creativity. The influence of instructors and parents is critical in increasing and raising creative qualities despite a child's genetic or innate capability for creativity.

The term *creativity* is commonly defined as the interplay between aptitude, process, and environment through which an individual, or group, generates a perceptual product that is new and practical (Plucker et al., 2004).

Creativity, a multidimensional concept, comprises two primary elements: novelty and relevance (Trevlas et al., 2003). Novelty involves the emergence of new and innovative ideas within the human mind (Skavronskaya et al., 2020; Smedegaard, 2022), while relevance emphasizes that creativity always occurs within a specific context, with a creative act serving as a response to a situation requiring a solution or clarification (Hajilou et al., 2012; van der Zanden et al., 2020). Olatoye et al. (2010) defined creativity as utilizing inspiration, imagination, and unique ideas to achieve a particular objective. In an educational context, Lee (2013) characterizes learners' creativity as applying distinctive and innovative ideas to individual learners to grasp the course content comprehensively.

## 2.2. Teaching Experience

According to Melek Koç (2012), teachers significantly impact their pupils' behavior, grades, and overall school achievement. It is believed that the instructor plays a critical role in helping pupils learn and that the teacher's personality traits may significantly impact how children learn (Li, 2023; Murray, 1991). Huang and Li (2012) highlighted the importance of understanding the interplay between instructors' self-perceived academic competence levels and their years of teaching experience. This knowledge might help identify areas needing support throughout a teacher's career. Harris and Sass (2011) found that instructors with more experience in the field had significantly higher levels of instructional efficacy and subject-matter expertise. Nevertheless, more studies are required to assess how teachers' years of teaching experience affect their capacity to identify promising teaching practices that may be developed throughout their careers.

According to Sanders and Rivers (2009), students' performance is primarily affected by their instructors' influence. A "knowledgeable, skillful teacher" in the classroom is the single most crucial component in raising pupils' academic achievement (National Commission on Teaching and America's Future, 2004). Additionally, according to Umeasiegbu (2009), the quality of a school system changes based on the total quality of its instructors, and the quality of an individual school's performance is directly proportional to the quality of its instructors.

Likewise, one crucial aspect of teacher growth and teaching quality is experience, and it is worth noting that instructors have an unquestionable role in helping students accomplish more. Wang et al. (2011) state that successful teaching is the result of a combination of instructors' knowledge, mental habits, and abilities. Educators with more experience may vary from those just starting in several ways. Teachers with less experience may benefit from continuing their education in a way that complements the information and skills they already possess. It should be noted, nevertheless, that experience in the

classroom is not a guarantee of competence, or quality at the school (Tsui, 2003). According to Tsui (2005), gains in student success are positively correlated with an instructor's level of experience in their instruction. Although the experience-related gains in teacher effectiveness are most significant in the early years of a teacher's career, they continue into the second and third decades of the profession. Significant interplay was observed between an instructor's experience level and student achievement on standardized examinations and other academic performance indicators, such as regular attendance. Gaining experience in the same grade, topic, or area and working in a supportive and collegial work environment increase teachers' effectiveness. Effective teaching might be judged by an instructor's academic competency, which Mullens (1993) recognized as a critical determiner of student success.

### **2.3. Empirical Studies on L2 Creativity and Learning Achievement**

Nami et al. (2014) examined the connection between academic success and pupils' creative thinking. They used 72 participants in the study to gather information from student questionnaires. A combination of inferential and descriptive statistics was utilized to analyze the data. The outcomes depicted a robust positive association between students' academic success and creativity.

Khodabakhshzadeh et al. (2018) investigated the connection between instructors' inventiveness and their instruction's efficacy. Additionally, they looked at the inventiveness of male and female English professors at Iranian universities. A random sample of 325 Iranian EFL instructors was evaluated using the English language teacher creativity scale and teaching efficiency scale. A method known as structural equation modeling was used to examine the data. The findings demonstrated a substantial link between teaching effectiveness and five subscales of creativity. Additionally, the findings revealed a noteworthy distinction between instructors' inventiveness and gender.

In one research, Olatoye et al. (2010) looked at the connection between students' academic success and creativity. Two hundred and thirty-five final-year business administration students from four polytechnics in the Southwest of Nigeria participated in the program. The findings showed a weak, negative correlation between pupils' academic success and creativity. The inverse link implied that some exceptionally creative children would not perform academically. It was also demonstrated that pupils' academic success was not significantly predicted by their creative thinking. Furthermore, it was shown that there was no discernible difference between female and male learners' academic success and inventiveness. As a result, male and female students' academic accomplishments and creative levels were equal.

Chen et al. (2012) determined the best blended creative teaching model, task completion rates, student learning attitudes, and patent applications as the teaching result. They also looked at the usefulness of utilizing blogs in blended creative teaching. Forty-six second-year early childhood education department students from a vocational high school participated in the study. The data were gathered via blog apps, learning logs, teaching logs, qualitative teaching materials, and quantitative survey questionnaires. According to the study's findings, the optimum blended creative teaching paradigm requires six steps. Additionally, innovative methods might assist educators in developing concepts for instructional materials and enable apparent implementations. The study also showed that students had nice things to say about the mixed creative teaching approach. Last but not least, blog teaching has the potential to enhance peer and teacher relationships, which will increase the efficacy of learning.

The goal of Sihombing and Sijabat (2023) was to ascertain if learning achievement and teacher innovation were correlated. With a correlational research design, this study employed quantitative research methodologies. Thirty people made up the study's sample. Based on the study's findings, an elementary school's fifth-grade kids' learning success and teachers' creativity in the classroom were significantly correlated.

After reviewing the past research, the researchers can notice the inconsistency and shortage of research in the area of EFL experienced and novice teachers' creativity and the relationship between the creativity of these two groups of instructors and their learners' academic success. The present research, therefore, intends to close this research lacuna by inspecting the connection between the educational accomplishment of language learners and the creativity of Iranian EFL experienced and novice instructors.

### **3. Methodology**

#### **3. 1. Participants**

At first, the participants were chosen based on convenience sampling. Volunteer experienced and novice teachers teaching English at three private English language institutes in Isfahan, Iran, took part in this investigation. Confirming the privacy of the collected data, one of the researchers was present to clarify any questions that the participants were unclear about, as they answered the questionnaires. This study was conducted at three English Language Institutes (Gooyesh, Sadr, and Jihad Daneshgahi) in Isfahan, Iran. For this research, 100 experienced EFL teachers and 100 novice EFL teachers were invited for the research to answer the questions. Moreover, the mean of their classes was calculated at the end of educational courses to explore their students' academic achievements.



**Table 1**  
*Demographic Characteristics of Teachers*

No. of Teachers	100 experienced teachers (50 males and 50 females) 100 novice teachers (50 males and 50 females)
Gender	Female and male
Mother tongue	Persian
Major	TEFL
Level of education	Bachelor of art Master of art Ph. D.
Academic year	2020-2021

### 3. 2. Instruments

A questionnaire was administered to examine how experienced and novice EFL instructors promote creativity in language learning and teaching sessions. The questionnaire was a revised version of Al-Qahtani's (2016), comprising 15 statements. Experts in the field examined the questionnaire for its content validity and applicability to the study context. The questionnaire's reliability was evaluated using the Cronbach alpha reliability coefficient.

Cumulative grade point average (CGPA) was used to measure academic performance. The students' academic achievements at the end of educational courses were used to compute CGPA. The entire number of grade points obtained divided by the total number of students in the class yielded the CGPA. The students' academic achievements were considered based on their performances at the end of educational courses.

### 3. 3. Procedure

To inspect the study queries regarding the interplay between EFL instructors' creativity, teaching experience, and L2 learners' academic attainment, a questionnaire was administered to 100 experienced instructors and 100 inexperienced teachers. These participants were selected from various branches of Gooyesh, Jahad Daneshgahi, and Sadr Language Institutes in Isfahan, Iran.

Before distributing the questionnaire, the researchers conducted a briefing session to explain the study's objectives and the importance of participation to the participants. During this session, the researchers clarified any questions or concerns regarding the questionnaire and ensured that the participants understood the purpose of their involvement in the research.

The questionnaires were distributed to the instructors during their scheduled breaks or designated time slots to minimize disruption to their teaching responsibilities. They were provided with sufficient time to carefully

respond to the questionnaire items and express their opinions and experiences in promoting creativity in their language instruction.

After completing the questionnaires, the researchers collected the responses from the participants. The collected data, consisting of their concepts, perceptions, and experiences, were then organized and prepared for analysis. This involved data cleaning, ensuring all responses were adequately recorded and categorized for further examination.

In addition to collecting data from the instructors, the researchers also gathered students' scores at the end of the intended educational courses. These scores were used to calculate the mean score of the classes, which served as an indicator of the students' academic achievements. By considering the mean of these classes, the researchers assessed the overall academic performance of the L2 learners. To summarize, the procedures involved the following steps:

1. The researchers distributed questionnaires to 100 experienced instructors and 100 inexperienced teachers at various Gooyesh, Jahad Daneshgahi branches, and Sadr Language Institutes.
2. The researchers held briefing sessions with the participants to explain the study's objectives and clarify any questions or concerns.
3. Instructors had to complete the questionnaires during breaks, or designated time slots.
4. The researchers collected the completed questionnaires and analyzed the data.
5. The students' scores were collected at the end of the intended educational courses.
6. The researchers calculated the classes' mean scores to indicate the students' academic achievements.

By following this detailed procedure, the researchers aimed to collect comprehensive data from experienced and novice EFL instructors and their students to evaluate the interplay between EFL teachers' creativity, teaching experience, and L2 students' educational attainment.

### **3. 3. Data Analysis**

The study issues were examined using the statistical software program SPSS (version 26) to provide valuable results. Mean, frequency, percentage, Fisher's z transformation method, and inferential analysis were used to explore the data obtained from the instruments. Moreover, Pearson correlation was used to examine the association between experienced teachers' creativity, novice teachers' creativity, and students' achievement.



## 4. Results and Discussion

### 4.1. Results

To investigate the creative ability of Iranian experienced and novice EFL teachers in teaching English, 15 questions were asked from these teachers. The findings obtained are depicted below.

**Table 2**

*The Creative Ability of Experienced Teachers in Teaching English*

Item	Always	Most of the time	Sometimes	Rarely	Never	Mean
	N	N	N	N	N	
1. In my language lessons, I assign problem-solving exercises to my pupils.	38	45	13	4	0	3.17
2. I incorporate imaginative exercises into my language sessions.	29	32	28	8	3	2.76
3. I accept mistakes in my language instruction.	63	33	4	0	0	3.59
4. I make an effort to accommodate many learning styles in my language classes, such as kinaesthetic, visual, auditory, interpersonal, and intrapersonal.	32	48	15	5	0	3.07
5. I advise them to read a variety of books.	71	25	4	0	0	3.67
6. I am conscious of my pupils' motivation and feelings while I teach language.	74	22	4	0	0	3.70
7. When I teach a language, I switch up my techniques.	66	30	4	0	0	3.62
8. In my language instruction, I ask open-ended questions.	77	21	2	0	0	3.75
9. I invite my pupils to assess the texts they read by posing questions regarding the author, audience, source, and goal.	91	8	1	0	0	3.90
10. I encourage my pupils to voice their opinions and disagreements.	75	23	2	0	0	3.73
11. I urge my pupils to make use of any recently acquired	62	27	8	3	0	3.48

vocabulary and idioms in English.						
12. I try my best to keep the material interesting.	90	10	0	0	0	3.90
13. I want to apply new games and technologies in my classrooms.	35	43	12	10	0	3.03
14. I can draw on a wide range of strategies and techniques.	75	23	2	0	0	3.73
15. I attempt to personalize textbook activities as the learners use them in real life.	74	22	4	0	0	3.70

As shown in Table 2, all questions show a high mean ( $>2$ ) except question 2, which means that experienced teachers were creative in teaching English, but they could not use activities that inspired students' imagination. The highest mean among the experienced teachers is related to questions 9 and 12, which is 3.90. As a result, experienced teachers were willing to ask their learners to assess the texts they read (asking about sources, authors, audiences, and purposes). Moreover, experienced teachers tried their best to keep the material interesting. In contrast, the lowest means for these teachers are related to questions 2 and 13, which are 2.76 and 3.03. To conclude, these teachers were unaware of using activities that inspired students' imagination and were not interested in applying new games and technologies in their classrooms.

As seen in Table 3, all questions show a high mean ( $>2$ ) except questions 2 and 14, meaning that novice teachers were creative in teaching English but could not use activities that inspired students' imagination. The highest mean among the novices is related to question 13, which is 3.75. As a result, novice teachers were interested in applying new games and technologies in their classrooms. In contrast, the lowest means for these teachers are related to questions 2 and 14, which are 1.97 and 1.94. To conclude, these teachers were unaware of the use of activities that inspired students' engagement and creativity. Moreover, the mean of question 4 is equal to 2, which shows that novice teachers tried to boost different learning styles (e.g., kinesthetic, auditory, interpersonal, visual, and intrapersonal), but they were not able as experienced teachers for this kind of activity.

**Table 3**  
*The Creative Ability of EFL Novice Teachers in Teaching English*

Item	Always	Most of the time	Sometimes	Rarely	Never	Mean
	N	N	N	N	N	
1. In my language lessons, I assign problem-solving exercises to my pupils.	17	31	23	21	8	2.28
2. I incorporate imaginative exercises into my language sessions.	8	23	37	22	10	1.97
3. I accept mistakes in my language instruction.	34	38	23	5	0	3.01
4. I make an effort to accommodate many learning styles in my language classes, such as kinaesthetic, visual, auditory, interpersonal, and intrapersonal.	8	25	36	21	10	2.00
5. I advise them to read a variety of books.	34	36	27	3	0	3.01
6. I am conscious of my pupils' motivation and feelings while I teach language.	44	30	26	0	0	3.18
7. When I teach a language, I switch up my techniques.	38	39	12	11	0	3.04
8. In my language instruction, I ask open-ended questions.	63	33	4	0	0	3.59
9. I invite my pupils to assess the texts they read by posing questions regarding the author, audience, source, and goal.	48	19	33	0	0	3.15
10. I encourage my pupils to voice their opinions and disagreements.	56	21	17	6	0	3.27
11. I urge my pupils to make use of any recently acquired vocabulary and idioms in English.	45	41	11	3	0	3.28
12. I try my best to keep the material interesting.	54	40	4	2	0	3.46
13. I want to apply new games and technologies in my classrooms.	77	21	2	0	0	3.75
14. I can draw on a wide range of strategies and techniques.	8	23	35	23	11	1.94
15. I attempt to personalize activities from textbooks as the learners use them in their real lives.	43	35	13	8	1	3.11

Pearson correlation was done to answer the second research question, and the results are presented in Table 4.

**Table 4**

*Correlations Between Experienced Teachers' Creativity, Novice Teachers' Creativity, and Student Achievement*

		Experienced teacher creativity	Novice teacher creativity	Student achievement
Experience teacher creativity	Pearson Correlation	1.00	.319**	.821**
	Sig. (2-tailed)		.000	.000
	N			300
Novice teacher creativity	Pearson Correlation	.319**	1.00	.268**
	Sig. (2-tailed)	.000		.000
	N			300
Student achievement	Pearson Correlation	.821**	.268**	1.00
	Sig. (2-tailed)	.000	.000	
	N			300

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

Table 4 demonstrates a strong and positive association between the creativity of experienced instructors and the academic accomplishment of pupils ( $r = .821$ ,  $p < .01$ ). However, the positive correlation between novice teachers' creativity and students' achievement ( $r = .268$ ,  $p < .01$ ) and experienced teachers' creativity and novice teachers' creativity ( $r = .319$ ,  $p < .01$ ) tends to be low and medium, respectively.

Finally, to answer the third research question, we used Fisher's  $z$  transformation formula, and the outcomes were shown in Table 5 as follows.

**Table 5**

*Relationship Between Students' Academic Achievement and Creativity of Novice and Experienced EFL Teachers*

		Novice	Experienced	Fisher's $z$	Sig.
Students' academic achievement	Pearson correlation	.822	.872	1.243	0.107
	Sig. (2-tailed)	.000	.000		
	N	100	100		

As can be seen in Table 6, the  $p$  value under the *sig.* column was more than the significance level ( $p > .05$ ), indicating that the difference between the creative ability of experienced and novice teachers was not statistically meaningful in relation to their students' academic achievement. In other words,

there was no statistically significant difference in the level of inventiveness shown by experienced and beginner EFL teachers when it came to assisting their students in attaining academic objectives.

## 4. 2. Discussion

This investigation is intended to determine how students' success and the creativity of Iranian EFL teachers relate to each other. All in all, the results of the current investigation showed the positive relationship between experienced and novice teachers' creativity and students' achievement, but there was no substantial difference between experienced and novice teachers. These findings lend credence to studies conducted in the field of education that have pointed to the connection between learner-centered instructional paradigms and creativity. According to Eason et al. (2009), teachers must change their role from a rigid subject instructor to a nurturing facilitator of student learning if they want to be creative in the classroom. As Sternberg and O'Hara (2000) noted, educators can foster an atmosphere conducive to innovative learning in numerous ways. These include providing students with a wide range of relevant resources, promoting an informal setting where they are encouraged to experiment rather than cram, and allowing students sufficient time to investigate topics independently. This deserves special attention from the viewpoints of second language educators and researchers since. As Beghetto and Kaufman (2009) argued, students' ability to show their creativity in L2 classrooms might be hindered by the heavy reliance on textbooks and other instructional resources. Beghetto and Kaufman contended that including a more creative and enjoyable environment and increasing collaborative activities and idea sharing among students may enhance the effectiveness of second language education.

Creativity is the vital force that permeates every aspect of the curriculum. The students' creativity is greatly influenced by the instructional approaches teachers use. The instructor can use a chalkboard to engage and influence students' thinking. The underlying assumption is that learning results from a cause and produces creativity. Piaget (1970) discovered that learners' creativity correlates with their learning capacity and independence. The National Research Council (1996) emphasized the need to map learning and create a stimulating environment while exploring strategies to enhance creativity. Florence et al. (2015) examined the impact of economic circumstances and intelligence. Zare et al. (2016) advocated for integrating e-learning in a global learning system, taking into account technological advancements. In the realm of higher education, it is crucial to provide students with pedagogical methods that are based on technology.

There is a widespread belief among educators that creativity is a product of personal experience. Educators believe that students' ability to

achieve creativity is directly correlated with their level of productivity when it comes to implementing creative and unique ideas. Teachers are aware that creating new goods is an integral component of the creative process; nevertheless, they often fail to recognize the importance of utility as a characteristic of creative products, even though some educators acknowledge the value of personal characteristics and the significance of circumstance in the creative process. They find it difficult to express how such traits result in innovative outcomes, which is a barrier for them. Odena and Welch (2012) argue that instructors' perspectives on creative thinking and its functioning influence their teaching strategies, classroom attitudes, and evaluation of creative activities. In other words, the extent to which educators promote creativity in their classrooms is shaped by their attitudes toward creativity.

With the exception of Olatoye et al. (2010), who found that creativity does not consistently predict students' success, this study's findings align with past research on the connection between instructors' creativity and students' achievement. Baghaei and Riasati (2015) looked into the connection between the academic success of language learners and the originality of Iranian EFL teachers. The Torrance Test of Creative Thinking (TTCT) was used to gather data, and students' final test results served as a gauge of their academic success. The findings showed a relationship between kids' academic success and instructors' inventiveness.

In another study by Khodabakhshzadeh et al. (2018), the connection between instructors' creativity and instruction efficacy was checked. The results demonstrated a substantial link between teaching effectiveness and five subscales of creativity. Additionally, the findings revealed a noteworthy distinction between instructors' inventiveness and gender. Nami et al. (2014) looked at the connection between academic success and pupils' creative thinking. The outcomes indicated a strong, positive connection between academic success and creativity.

Chen et al. (2012) researched the best blended creative teaching model, task completion rates, student learning attitudes, and patent applications as the teaching result. They also looked at the usefulness of utilizing blogs in blended creative teaching. The study's findings showed that students expressed positive points about the mixed creative teaching approach. Last, but not least, blog teaching has the potential to enhance peer and teacher relationships, which will increase the efficacy of learning.

The research outcomes suggest that teachers' creativity with different years of teaching can make a difference in students' achievement. More specifically, it is revealed that students whose teachers benefit from a good level of creativity will perform better than those with weak creativity levels. To conclude, the creativity of experienced and novice teachers is required for students' academic achievement. Integrating creative strategies and techniques



into teaching practice is an excellent approach for educators to attempt to improve their students' academic success. Teachers need training to acquire the knowledge and skills necessary to implement strategies that enhance creativity, enabling them to effectively improve their students' academic performance.

Creativity is a critical component of the learning environment in improving students' academic performance, motivation, ability to focus, class participation, enthusiasm, and curiosity. Additionally, innovative learning environments may foster students' creative thinking, push them to be creative and unconventional thinkers, and promote emotional development (Davies et al., 2013). Additionally, since they allow and encourage students to express themselves, participate more actively in class activities, and take initiative, creative learning settings give students a feeling of belonging and more meaningful experiences (Jeffrey, 2006). Numerous studies provide proof of the methods by which educators may foster creativity. For instance, Davies et al. (2013) proposed that if teachers created fewer rigorous, prescriptive lesson plans, they would be able to understand the requirements of their students and the various learning styles and intelligence types much better. Teachers should be as creative and open minded as possible to foster this creative learning environment and get all of its benefits.

## **5. Conclusion and Implications**

Creativity can be a powerful agent that provides innovation and success. In summary, this study offers empirical evidence in favor of the hypothesis that a connection exists between students' academic success and instructors' creativity. To determine whether comparable findings hold true in other locations and circumstances, more research is required to confirm the nature of this association using multiple measures of academic accomplishment and creativity, as well as across different countries and study programs. There is a significant positive association between creativity and academic accomplishment and that pupils will achieve more academically when instructors are more creative.

The outcomes of this research offer implications for EFL teachers, material developers, and administrators of language institutes. EFL teachers can become familiar with creative teaching, which results in students' academic achievement. Regarding the constructive effects of teachers' creativity on students' achievement, EFL instructors are asked to apply creative teaching in their classes (Ma, 2022). Moreover, EFL teachers realize they can help learners become motivated and successful in moving from L1 to L2. Developing students' creative thinking abilities improves their academic achievement and provides them with crucial life skills such as critical thinking and the ability to solve problems. Teachers can cultivate students' creative potential and eventually contribute to their overall academic achievement if

they acknowledge the value of creativity in education and provide an atmosphere suitable for developing students' creative possibilities. Another benefit of encouraging students' creative endeavors is that it might improve their academic achievement.

Additionally, it inspires children to think critically, devise creative solutions to difficulties, and approach things from various viewpoints. Creative individuals often have better interest and involvement in their academic activities, ultimately increasing understanding and performance. Cultivating creativity also fosters open mindedness, making investigating and comprehending complex ideas across various topics easier. Through the promotion of innovative thinking, educators can unleash the potential of their pupils to achieve higher academic achievement. Furthermore, academic achievement may also serve as inspiration. Students feel self-confidence and a sense of accomplishment when they achieve academic success, encouraging them to be more open to taking chances and thinking creatively outside the box. Successful students in conventional academic settings may provide a solid basis for developing their creative activities. In addition, students' knowledge bases are expanded, and interdisciplinary thinking is inspired when they are exposed to various academic fields, promoting creative problem-solving abilities throughout the learning process. In addition, creativity is not confined to the realms of the arts and humanities; instead, it permeates all areas, including the discipline of science. When creativity and academic achievement come together, they can create innovations and discoveries that were previously unimaginable. As students develop their creative abilities, they may come up with novel methods for scientific research, technical developments, or entrepreneurial initiatives, which will ultimately result in extraordinary contributions to the subjects they have chosen to pursue.

Nevertheless, it is essential to acknowledge that academic achievement and creative expression should not be seen as incompatible objectives. Educational institutions must provide an atmosphere that simultaneously fosters these different features. Students' acquisition of essential basic knowledge and critical thinking abilities may be hindered if emphasis is placed only on creativity without academic rigor accompanying it. On the other hand, putting all of one's attention on one's academic success might inhibit one's originality and restrict one's capacity to investigate new concepts. Students involved in creative activities are more likely to think creatively and approach challenges from various perspectives. Students get the capacity to come up with original answers when they are encouraged to think in unexpected ways and to use their imaginations via the creative process. The ability to successfully face difficult academic obstacles is made possible for learners by adopting this creative problem-solving mentality, which ultimately results in enhanced performance and academic achievement. Creativity is a powerful

tool for developing analytical and critical thinking abilities necessary for academic achievement. Students who can think creatively can assess information critically, study different points of view, and make decisions based on accurate information. Because of these abilities, students can learn and interact with academic topics more effectively. Lastly, material developers can practically benefit from the results. They need to include creative strategies in EFL teaching books and materials to make teachers aware of creative teaching.

Instructors should get training in various creative topics to understand how and when to be creative and how and when to assist their students' creative endeavors. In-service seminars should be used to instruct EFL teachers on how to interact, handle, and treat creative pupils. To equip student teachers to be creative and foster innovation in their real classrooms, teacher training programs should also be evaluated and adjusted to include hands-on, innovative teaching experiences (Aliakbari & Kalantari, 2021).

Similar to other studies in foreign language learning and teaching, this research has several drawbacks. First, the sample size was 100 teachers for each group. A larger sample would produce more trustworthy findings. Second, due to the limitations, the questionnaire was the only data collection instrument; therefore, triangulation can present more reliable data. Thirdly, future studies should consider more participants and gender as a moderating variable.

### **Acknowledgements**

The authors would like to thank those participants who participated in this study and the anonymous reviewers who provided constructive comments.

### References

- Aliakbari, M., & Kalantari, B. (2021). Exploring Iranian EFL teachers' creativity-supportive behaviors. *Journal of Foreign Language Teaching and Translation Studies*, 6(3), 97-118.
- Al-Qahtani, A. A. (2016). Do Saudi EFL teachers promote creativity in their classrooms? *English Language Teaching*, 9(4), 11-23. <http://dx.doi.org/10.5539/elt.v9n4p11>
- Anis, M., & Khan, R. (2023). Integrating multimodal approaches in English language teaching for inclusive education: A pedagogical exploration. *Universal Journal of Educational Research*, 2(3), 241-257.
- Azizi, M., Heidari Tabrizi, H., & Lotfi, A. (2022). Comparative analysis of novice, moderately experienced, and highly experienced Iranian EFL teachers' self-efficacy focusing on their cognition, metacognition, affection, and behavior. *Journal of Modern Research in English Language Studies*, 10(1), 47-72.
- Baghaei, S., & Riasati, M. J. (2013). An investigation into the relationship between teachers' creativity and students' academic achievement: A case study of Iranian EFL context. *Middle East Journal of Scientific Research*, 14(12), 1576-1580.
- Beghetto, R. A., & Kaufman, J. C. (2009). Intellectual estuaries: Connecting learning and creativity in programs of advanced academics. *Journal of Advanced Academics*, 20, 296-324. <https://doi.org/10.1177/1932202X0902000205>.
- Bensalah, H., & Măță, L. (2022). Transition from knowledge acquisition to competency development: creativity as 21<sup>st</sup> century skill within educational framework. *Journal of Innovation in Psychology, Education and Didactics*, 26(2), 241-250.
- Chen, N. C., Tsai, H. Y., Shih, R. C., Tseng, K. H., & Shih, R. C. (2012). Using blended creative teaching: Improving a teacher education course on designing materials for young children. *Australian Journal of Educational Technology*, 28(5), 776-792.
- Davies, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013). Creative learning environments in education—A systematic literature review. *Thinking Skills and Creativity*, 8, 80-91. <https://doi.org/10.1016/j.tsc.2012.07.004>
- Eason, R., Giannangelo, D. M., & Franceschini, L. A. (2009). A look at creativity in public and private schools. *Thinking Skills and Creativity*, 4, 130-137. <http://dx.doi.org/10.1016/j.tsc.2009.04.001>.
- Fischer, B.M. (2020). Developing and sustaining creativity: Creative processes in Canadian junior college teachers. *Thinking Skills and Creativity*, 38, <https://doi.org/10.1016/j.tsc.2020.100754>

- Florence, K. W., Mark, O. O., & Samuel, W. W. (2015). A correlation study of secondary students' academic achievement in chemistry and their scientific creativity in chemistry. *International Journal of Scientific Research and Innovative Technology*, 2(5), 86-96.
- Gabbonton, E. (2008). Looking beyond teachers' classroom behaviour: Novice and experience ESL teachers' pedagogical knowledge. *Language Teaching Research*, 12(2), 161-182. <https://doi.org/10.1177/1362168807086286>
- Habók, A., & Magyar, A. (2018). The effect of language learning strategies on proficiency, attitudes and school achievement. *Frontiers in Psychology*, 8, 1-8. <https://doi.org/10.3389/fpsyg.2017.02358>
- Hajilou, Y., Yazdani, H., & Shokrpour, N. (2012). The relationship between Iranian EFL learners' creativity and their lexical reception and production knowledge. *English Language Teaching*, 5(3), 131-146.
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality, and student achievement. *Journal of Public Economics*, 95, 798-812.
- Hofweber, J., & Graham, S. (2018). Linguistic creativity in language learning: Investigating the impact of creative text materials and teaching approaches in the second language classroom. *Scottish Languages Review*, 33, 19-28.
- Huang, R. & Li, Y. (2012). What matters most: A comparison of expert and novice teachers' noticing of mathematics classroom events. *School Science and Mathematics*, 112(7), 420- 432.
- Jeffrey, B. (2006). Creative teaching and learning: Towards a common discourse and practice. *Cambridge Journal of Education*, 36(3), 399–414. <https://doi.org/10.1080/03057640600866015>
- Khodabakhshzadeh, H., Hosseinnia, M., Moghadam, H. A., & Ahmadi, F. (2018). EFL teachers' creativity and their teaching's effectiveness: A structural equation modelling approach. *International Journal of Instruction*, 11(1), 227-238.
- Kumar, T. (2020). Approaches in teaching writing skills with creative writing: A TESOL study for Indian learners. *TESOL International Journal*, 15(5), 78-98.
- Lee, B. (2013). Suggestions for language learners: Creativity development in EFL classrooms. *Primary English Education*, 19(3), 87-109.
- Li, M., & Wang, T. (2023). Optimizing learning return on investment: Identifying learning strategies based on user behavior characteristic in language learning applications. *Education and Information Technologies*, 1-31. <https://doi.org/10.1007/s10639-023-12078-9>

- Li, S. (2023). The effect of teacher self-efficacy, teacher resilience, and emotion regulation on teacher burnout: A mediation model. *Frontiers in Psychology, 14*. 1-13. <https://doi.org/10.3389/fpsyg.2023.1185079>
- Lin, W. W. (2002). *The relationship among organizational cultures, teachers' potentials for teaching creativity, and creativity teaching* [Unpublished doctoral dissertation]. National Chengchi University.
- Ma, Y. (2022). The effect of teachers' self-efficacy and creativity on English as a foreign language learners' academic achievement. *Frontiers in Psychology, 13*, Article e872147. <https://doi.org/10.3389/fpsyg.2022.872147>
- Melek Koç, E. (2012). Affective characteristics and teaching skills of English language teachers: Comparing perceptions of elementary, secondary and high school students. *Creative Education, 4*(2) 117-123.
- Morar, L.-L., Boștină-Bratu, S., & Negoescu, A. (2020). The importance of creativity in foreign language acquisition. *Land Forces Academy Review, 25*(3), 217–222. <https://doi.org/10.2478/raft-2020-0026>
- Mullens, J. E (1993). *The relationship between teacher qualifications and students' learning: A study of standard one classroom in Belize, Central America* [Unpublished doctoral dissertation]. Harvard University.
- Murray, H. G. (1991). Effective teaching behaviors in the college classroom. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (pp. 135-172). Agathon.
- Nami, Y., Marsooli, H., & Ashouri, M. (2014). The relationship between creativity and academic achievement. *Social and Behavioral Sciences, 114*, 36-39.
- National Commission on Teaching and America's Future. (2004). *What matters most: Teaching for America's future. Report of the National Commission on Teaching & America's Future. Summary Report*. ERIC.
- National Research Council. (1996). *National science education standards*. National Academy Press.
- Odena, O., and Welch, G. (2012) Teachers' perceptions of creativity. In O. Odena, (Ed.) *Musical creativity: Insights from music education research. series: SEMPRE studies in the psychology of music* (pp. 29-48). Routledge.
- Olatoye, R. A., Akintunde, S. O., & Ogunsanya, E. A. (2010). Relationship between creativity and academic achievement of business administration students in South Western Polytechnics, Nigeria. *African Research Review, 4*(3), 134-149.
- Paragae, I. (2023). Innovative teaching strategies in teaching English as a foreign language. *English Teaching and Linguistics Journal, 4*(1), 1-9.



- Piaget, J. (1970). Piaget's Theory (G. Gellerier & J. Langer, Trans.). In P. H. Mussen (Ed.), *Carmichael's manual of child psychology* (pp. 85-86). Wiley.
- Plucker, J. A., Beghetto, R. A., & Dow, G. T. (2004). Why isn't creativity more important to educational psychologists? Potentials, pitfalls, and future directions in creativity research. *Educational Psychologist, 39*(2), 83-96. [https://doi.org/10.1207/s15326985ep3902\\_1](https://doi.org/10.1207/s15326985ep3902_1)
- Pourmohammadi, A., Sadighi, F., & Riasati, M. J. (2021). Iranian EFL teachers' receptive and productive metalinguistic knowledge: Does teaching context matter? *Cogent Education, 8*(1), 1-21. <https://doi.org/10.1080/2331186x.2021.1952823>
- Rodríguez, A. G., & McKay, S. (2010). *Professional development for experienced teachers working with adult English language learners*. CAELA Network Brief.
- Salimi, E., & Khazaei Koupar, M. (2023). Iranian EFL teachers' understanding and beliefs of critical pedagogy: A multiple case study. *Journal of Modern Research in English Language Studies, 11*(1), 101-124.
- Sanders, W., & Rivers, J. (2009). *Cumulative and residual effects of teachers on future student academic performance*. University of Tennessee Value-Added Research and Assessment Center.
- Sihombing, B., & Sijabat, O. P. (2023). Correlation of teacher creativity in teaching with students' learning achievement. *Journal Evaluation in Education, 4*(2), 56-61. <https://doi.org/10.37251/jee.v4i2.312>
- Skavronskaya, L., Moyle, B., & Scott, N. (2020). The Experience of novelty and the novelty of experience. *Frontiers in Psychology, 11*, 1-12. <https://doi.org/10.3389/fpsyg.2020.00322>
- Smedegaard, C. V. (2022). Novelty knows no boundaries: Why a proper investigation of novelty effects within SHRI should begin by addressing the scientific plurality of the field. *Frontiers in Robotics and AI, 9*, 1-19. <https://doi.org/10.3389/frobt.2022.741478>
- Steinmayr, R., & Spinath, B. (2009). The importance of motivation as a predictor of school achievement. *Learning and Individual Differences, 19*(1), 80-90. <https://doi.org/10.1016/j.lindif.2008.05.004>
- Sternberg, R. J., & O'Hara, L. A. (2000). Intelligence and creativity. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 611-630). Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511807947>
- Taylor, D. (2014). Is the Internet making your students dumb? In A. Goodwyn, L. Reid, & C. Durrant (Eds.), *International perspectives on teaching English in a globalized world* (pp. 245- 255). Routledge.

- Toivanen, T. (2013). Creative pedagogy - Supporting children's creativity through drama. *The European Journal of Social & Behavioural Sciences*, 7(4), 1168–1179. <https://doi.org/10.15405/ejsbs.96>
- Trevlas, E., Matsouka, O., & Zachopoulou, E. (2003). Relationship between playfulness and motor creativity in preschool children. *Early Child Development and Care*, 173(5), 535-543. <https://doi.org/10.1080/0300443032000070482>.
- Tsui, A. B. (2003). *Understanding expertise in teaching: Case studies of ESL teachers*. Cambridge University Press.
- Tsui, A. B. (2005). Expertise in teaching: Perspectives and issues. In K. Johnson (Ed.), *Expertise in second language learning and teaching* (pp. 167-189). Palgrave Macmillan
- Umeasiegbo, G. (2009). *Quality versus quantity in the quest for sandwich education in old Anambra state*. Hybrid Publishers.
- van der Zanden, P. J. A. C., Meijer, P. C., & Beghetto, R. A. (2020). A review study about creativity in adolescence: Where is the social context? *Thinking Skills and Creativity*, 38, Article e100702. <https://doi.org/10.1016/j.tsc.2020.100702>
- Wang, J., Lin, E., Spalding, E., Klecka, C. L., & Odell, S. J. (2011). Quality teaching and teacher education: A kaleidoscope of notions. *Journal of Teacher Education*, 62(4) 331–338.
- Xhomara, V., & Uka, A. (2023). Creativity in education: Fostering creativity in the classroom using creative teaching methods. *Zenodo (CERN European Organization for Nuclear Research)*, 26(2), 2-29. <https://doi.org/10.5281/zenodo.8068813>
- Yang, J., & Zhao, X. (2021). The effect of creative thinking on academic performance: Mechanisms, heterogeneity, and implication. *Thinking Skills and Creativity*, 40, Article e100831. <https://doi.org/10.1016/j.tsc.2021.100831>
- Zare, M., Sarikhani, R., Salari, M., & Mansouri, V. (2016). The impact of e-learning on university students' academic achievement and creativity. *Journal of Technical Education and Training* 8(1), 25-33.
- Zulkifli, H., Tamuri, A. H., & Azman, N. A. (2022). Understanding creative teaching in twenty-first century learning among Islamic education teachers during the COVID-19 pandemic. *Frontiers in Psychology*, 13, 1-13. <https://doi.org/10.3389/fpsyg.2022.920859>