



The Impact of Experience, Motivation, and Technology on EFL Teachers' Creativity

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Abstract

The primary responsibilities of teachers in the classroom are to enhance the motivation, experience, and technological proficiency of the teaching process and to teach learners in the modern era. Different variables, particularly EFL teachers' personal instructional experiences, often shape educators' opinions about effective teaching approaches, such as creativity or quality, and they contribute a range of skills to the learning environment. The objective of this study is to fully understand the procedures instructors take to remain current and the essential elements they require to maintain their creativity. The qualitative method was used, and 18 EFL instructors were interviewed to accurately collect the data and explore the elements that impact their creativity and their reasons for teaching creatively. The results identified three aspects that impacted instructors' creativity: their expertise and teaching background, their drive, and the impact of technology. The findings demonstrated that the three fundamentals guided instructors in incorporating creativity into their teaching methods. Additionally, English as a Foreign Language (EFL) instructors believed that their creativity was crucial in enhancing students' learning, promoting a pleasurable educational experience, and encouraging a sense of innovation among learners.

Keywords: English teachers, Teacher creativity, EFL, Ministry of Education, Higher of Education

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Introduction

Over the last ten years, all occupations have begun to take creativity into account because “creativity becomes a force of great value when it is applied to causes that benefit humankind and the world at large” (Livingston 2010, p. 61). According to (Nyström et al., 2019), the most important factor indicating pupils' success and achievement is the efficiency of their lecturers. The degree to which teachers meet the learning objectives established by themselves or by educational administration is often a positive indicator of their professional performance (Darling-Hammond et al., 2024). The framework of EFL teaching implies that an EFL teacher's capacity to impart English language knowledge and abilities to their students is a key component of educators' professional success. Since emotions are a fundamental component of the human experience, they have a significant effect on the academic environment and may affect several areas of learning and positive psychology. Furthermore, creativity is an essential subtype of emotion that holds significant importance for both individuals and society as a whole. The literature suggests that creativity is an essential component of education because it requires teachers to develop creative teaching strategies, activities, or tasks that support students' cognitive development and pique their interest in achieving the best possible results. Unfortunately, L2 education specialists have not recently given enough consideration and decency to this important mental attribute.

According to theoretical definitions, creativity combines aptitude, experience, and environment to create a unique and meaningful perceptual output (Docter et al., 2024). To put it another way: creativity is using encouragement, ingenuity, and creative ideas and viewpoints to achieve a certain goal. In the context of education, teachers' creativity is defined as their unique use of novel and efficient strategies, frameworks, and practices to improve their students' educational outcomes (Chen & Yuan, 2021). Colleges and universities now view educators' inventiveness as essential for success, given the challenges and requirements of the twenty-first century. As a result, educational institutions need to foster student innovation in addition to instructor creativity (Haim & Aschauer, 2024). Moreover, there is growing evidence that engaging in creative endeavors and experiences contributes to and sustains individual achievement and well-being (Tang et al., 2021). Among many other qualities, educators must be creative to flourish in the twenty-first century. It is the responsibility of educational institutions to foster innovation in both instructors and students. Creativity is a trait that instructors exhibit when they try to tackle assignments in new ways and push the boundaries of traditional teaching methods to find new opportunities within the confines of their classrooms. According to (An et al., 2023), creative teaching helps teachers realize their teaching potential if they are well-versed in the subject.

Furthermore, it is believed that innovative teaching would increase students' learning outcomes and raise their academic achievement and accomplishments. Studying the elements that drive teachers to be innovative in their teaching is intriguing, as it allows us to comprehend their attitudes and actions within their work setting. Three crucial factors that impact the creativity of instructors are background and experience, motivation for creativity, and the impact of technology on the learning and teaching process (Zhong et al., 2024). This research highlights motivation as a crucial requirement for teachers to achieve self-actualization. Although these subjects have been the subject of prior research, the connection between teachers' creativity, pedagogical passion, and career success has not received nearly as much attention. Generally, identifying creative actions or attempts is straightforward, but providing a precise definition is challenging due to the wide range of methods in which creativity manifests. Therefore, a significant portion of the study is primarily focused on innovative methodologies. In line with (Mejia et al., 2021); (Budirahayu & Saud, 2023), we explored creative processes, the notion of creativity, and the pedagogy of technology usage. Conversely, there is a lack of study that specifically examines the tools available for the development of teachers' creativity. This research aims to address the question of which variables impact teachers' creativity in the classroom in the context of higher schooling. This study's primary inquiry is: What are the determinants that influence the level of creativity in English language teaching (ELT) among English

teachers in academic settings? The researcher's knowledge gap highlights the need for more study in this field. This study objects to provide a comprehensive understanding of the essential educators need to maintain their creative abilities and the actions they take to stay current.

Methodology

The study used a qualitative methodology to get an in-depth understanding of the elements that contribute to teachers' creativity and their motives for being creative. There was a total of eighteen EFL instructors, with sixteen being male and two being female. All of them had more than five years of teaching experience and came from four different institutions, four public schools, and three private ones. They were interviewed to get accurate data. Only two of the teachers have master's degrees; others have bachelor's degrees. The bulk of the teachers were postgraduate ELT experts who taught English in departments other than English in Kurdistan. In addition, they had ELT certifications and a minimum of three years of teaching experience. The data in this research were analyzed using a thematic approach (Braun & Clarke, 2023). The researchers first transcribed the interviews to familiarise themselves with the data before beginning the study. The interviews were conducted in the Kurdish language, and later, they were transcribed into English, as every participant was an English teacher with an ELT qualification. With the 18 transcripts of interviews, we proceeded in the same way. Next, we organized and theme-sorted the coding lists from 18 interviews into a "codebook." For objectivity, we employ codes to identify each participant in this study while reporting on it.

Results and Discussion

Three aspects were found to impact teachers' creativity: their background and experience, their drive for creativity, and the impact of technology (refer to Table 1). Through a variety of channels, including professional development, on-the-job training, formal education, and teaching experience, the participating instructors acquired knowledge and expertise. They thought that every one of these encounters contributed to the growth of their expertise and capacity as teachers. A strong drive or interest in solving issues, coming up with new ideas, and improving instructional strategies that lead to creative output is known as motivation. Teachers felt that students could explore their creativity by turning their ideas into reality via the use of technology resources like computers, mobile phones, YouTube videos, and the internet.

Table 1. Elements affecting the creativity of teachers

Background and experience	Motivation for creativity	The impact of technology
Teaching pedagogy	Strive to consistently foster creativity.	Make it possible and inspire others to be more creative with technology devices.
Competent educator	Intrinsic orientation refers to a focus on providing excellent instruction and employing highly skilled instructors.	Bring concepts into the realm of existence.
Observation is essential for effective teaching.	Extrinsic orientation, such as focusing on coworkers, might have negative implications.	Nowadays, technology covers all fields of education to facilitate the process from the traditional to the modern.

The ability to think creatively and independently is essential for future educators since it requires them to not only comprehend but also use the creative process in order to generate novel concepts and approaches. Students whose creativity agency is greater have a better grasp of the nature of creativity and the processes and environments that foster it. Teachers' professional growth and classroom activities are significantly influenced by their beliefs. That despite the significant time allocated to language acquisition, educators must intensify their efforts to provide opportunities for students to engage in meaningful learning activities. English instructors should identify appropriate techniques to motivate learners to cultivate a good attitude toward language acquisition. The instructors also mention creativity. It has long been acknowledged that creativity is essential to effective language instruction and acquisition instructors need to create an atmosphere that encourages creativity and offers students with more chances to express themselves.

They underlined that instructors' ideas greatly influence their objectives, protocols, responsibilities, and students. Teachers' perspectives on language acquisition have influenced how they approach teaching languages. Teachers' actions and methods in the classroom are heavily influenced by their views. A teacher's actions are indicative of their views. Similarly, instructors' attitudes regarding language acquisition will influence their classroom activities more than a prescribed approach. Furthermore, that instructors' methods reveal their attitudes about language instruction and acquisition. It is also crucial to comprehend instructors' perspectives on a range of language teaching and learning topics. Learning will be enhanced if there is congruence between the views of instructors and learners. The purpose of this research is to analyze topics relevant to teachers' views to assist in determining the function of teachers' beliefs in developing teacher education. This is because teacher education has to be improved, and teacher beliefs are significant in teacher education.

They also clarified that enrolling in professional courses improves their ability to think creatively and critically. Because professional development classes allowed them to network, talk about certain topics, and express their worries to others, they became more motivated and self-assured teachers. This suggests that professional development classes act as a reflection of appropriate behavior for teachers. They may learn fresh tactics or ideas that they had not previously thought of, which would improve their creativity and critical thinking.

My schooling provided me with a solid base, but the education landscape has seen significant transformations in the last decade due to the advent of technology. In the present day, the internet has become omnipresent, and pupils have a diminished inclination for extensive reading. The user's text is "(T1)".

I acquired additional expertise from my prior institutions in addition to my university education. The university has just presented me with a hypothesis. I gained extensive knowledge and experience from my teaching endeavors. The user's text is "(T2)".

I gained extensive knowledge from the employment-related courses I participated in. During my pursuit of a bachelor's and master's degree, I exclusively focused on acquiring proficiency in the English language. However, I acquired the necessary pedagogical skills to instruct pupils from a different source. The user's text is "(T3)".

I expanded my knowledge and had my perspectives broadened as a result of being exposed to professional lectures. Despite the fact that I was only able to study English for my classes, I was able to pick up some teaching approaches for other subjects. The user's text is "(T4)".

The instructor believes that how students develop a mathematical problem-solving method is the most important aspect of learning about learning how to solve mathematical problems. The user's text is "(T14)".

Every participant agreed that taking continuing education programs aided in expanding their knowledge and capacity as teachers. They made progress in several categories, such as appraisal, motivation, self-assurance, pedagogical abilities, and personality. The majority of educators said that

they learned a lot about how to effectively modify data and provide a supportive learning environment for particular language proficiency. According to two educators, professional development boosted their confidence and drive in the classroom. This could happen when they develop more teaching experience, learn more about the topic being covered, and become more adept at running a classroom. For example, educators may choose to address students' resistance to engaging in-class activities in a variety of ways. Participants acknowledged that they could not, however, instantly incorporate what they had learned in professional development courses into their teaching methods. It was necessary to modify and choose a certain problem, strategy, resource, or technique to solve. The variety of the learners. The two educators so underlined that it takes patience and diligence to teach confidently and that there is no fast fix for improving one's abilities and inventiveness. They were quite creative because of what they studied in professional training. Teachers may also get valuable information from their own experiences as learners or as reflective practitioners. Whatever the outcome of this encounter, the instructors' inventiveness was enhanced. Learning with instructors who might clarify the same concept/topic in different ways and use a range of tactics to push pupils to learn are examples of positive learning experiences that have been discovered. Being in a dull class with a stern instructor is one example of a negative learning experience.

These experiences encouraged the participating teachers to behave in a way that was similar to that of their former instructors but to respond differently when they thought such behavior was not a suitable model of instructional practice. For example, RD thought that having several approaches to present the same idea helped pupils understand the content. Although RF faced a challenging learning environment, he was not successful in the same way as he had been under his prior instructor. He had an idealized view of the classroom and felt that having a severe or harsh instructor hampered kids' development. Favorable and unfavourable learning experiences both have a favorable impact on these instructors' teaching methods, as the research points out. Teachers who practice positivity in the classroom learn how to create a perfect, motivating, and engaging learning environment. In addition, a demotivating learning atmosphere makes them aware of the mindsets and behaviors that might stand in the way of students' advancement.

Motivation for creativity

Motivation is another component that helps instructors be creative. This refers to a deep curiosity in understanding how things function, solving issues, and developing skills and creativity via self-reflection. This research identified two. There are two primary motivations: intrinsic and extrinsic (refer to Table 1). Intrinsic orientation allows for imaginative instruction and a sense of responsibility. Extrinsic motivation refers to extrinsic variables that boost instructors' creativity. This study's intrinsic orientation prioritizes giving students innovative and effective teaching, achieving professional status, feeling happy with successful teaching, and feeling dissatisfied with poor teaching. Teachers' inventiveness was motivated by external factors such as colleagues' successes and institutional appraisals of their work. Teachers who want to stay creative must have intrinsic orientation, as Table 1 shows. Four educators said that giving pupils creative and efficient education inspired them to be creative and engage in creative behaviors in the classroom.

By showcasing their energy, they sought to encourage the pupils to follow suit. Consequently, they made sure their kids got the greatest instruction possible when they visited the classroom. Instructors acknowledged that it was vital to create something fresh to meet the varied personalities, learning styles, and skill levels of the pupils. Interestingly, these instructors instruct adult learners: they cannot just give them the solution; instead, they need to give them enough chances to recognize issues, find solutions, and complete their coursework. FJ said that to make teaching worthwhile and meaningful, he needed to deliver the greatest instruction possible. He seems to be aware that what he does could influence how pupils think about and perceive quality education. It is his duty as a teacher to deliver the best instruction. The most effective instruction comes from teachers who present something fresh and unique, such as a new way to use the resources, improve students' learning, or change information.

I firmly adhere to the belief that in life, it is essential to strive for excellence in all our endeavors in order to become a person of significance, particularly in the eyes of others. That encourages one to be innovative. The user's text is "(T5)".

I want to provide my pupils with a positive and enriching educational experience. They have the potential to become a teacher in the future, and in doing so, they may acquire knowledge from my instruction on how to establish a pleasant learning environment. The user's text is "(T6)".

What is my source of inspiration? Each year, I consistently have a fresh influx of pupils. Fresh enrollees bring out novel attributes, introducing individuals with distinct qualities. This inspires me to provide something novel for them. The user's text is "(T7)".

Self-satisfaction occurs when I am able to produce something new, when I am able to encourage the students, when I am able to ensure that they have fun while they are learning, and when I am also happy with the teaching tactics that I have developed. Because of this, I make it a point to regularly create something completely original. The user's text is "(T8)".

The first aspect to consider is the subject. The learning activities should facilitate the integration of the students with the subject matter of the session. The second factor is the level of competence shown by the pupils. I must ensure that students can complete the learning activities, which necessitates that the activities be neither too simple nor overly challenging. The third aspect is the allotment of time. The activities are suitable for the specified time. The fourth factor is the accessibility of amenities. Suppose I want them to access an online workout. If they do not have internet connectivity, it would be impossible. The user's text is "(T15)".

Usually, it depends on the students I'll be working with. Before I teach, I think about what kind of students they are. If the children like to learn through games, I will make an activity that is full of them. If children like the project, though, I'll make an activity with lots of projects in it. To put it simply, the idea behind the exercise is. The user's text is "(T16)".

Becoming a teacher was one of the recognized intrinsic motivations. According to two educators, their drive to be innovative in their teaching stems from their desire to conduct themselves professionally. They wanted to come across as professionals and include the students in their teaching. Professionalism, according to (T6), is the ability to effectively transfer information while fostering a positive learning atmosphere. He may act as an example for his pupils if he can do this. In this case, helping pupils learn and fostering a fun learning environment are essential components of being a competent teacher. They thought that by acting professionally, they may change students' ideas about how to educate creatively, for instance.

The most recent inherent orientations that were documented include contentment with excellent instruction and dissatisfaction with inadequate teaching. Most instructors said that their satisfaction would be achieved by effectively teaching, which they characterized as pupils thoroughly understanding the contents. Teachers expressed their enthusiasm for pupils displaying a thorough understanding of the topic. MN highlighted her satisfaction in innovating, inspiring pupils to acquire knowledge, and involving them in pleasurable activities. Furthermore, it was apparent that her teaching approach was successful with pupils. Educators made a persuasive argument for her strong desire to educate. She was aware that her duty was to aid pupils in achieving their utmost capabilities and that she would get satisfaction. On the other hand, these educators also possess a competitive edge. Students usually indicate that they are doing a better job than other instructors in the classroom by comparing their being imaginative in their teaching. Avoiding unfavorable outcomes was another motivating element of the work. One of the teachers stated that he should be distinct in his instruction. Maybe his school administers a poll to assess instructors' effectiveness. The teacher is worried about the consequences of his subpar instruction. It could have a survey job status; for instance, the organization might decide not to renew his contract if he is unable to show exceptional performance

The Impact of Technology

Information and communication technology (ICT) is a vital component of the larger technological environment and is essential to the transformation of education. ICT is the umbrella term for a wide variety of digital tools, platforms, and gadgets that transform education. It makes a

wide range of information and educational materials more accessible in the field of education, democratizing knowledge and bridging geographic divides. Digital tools make learning more dynamic and interesting, encouraging student involvement and critical thinking. ICT also gives teachers the ability to tailor their lessons to each student's requirements and preferences. It improves teacher-student cooperation and communication, encouraging group projects and efficient information exchange. CT further equips students with the core competencies, such as digital literacy and problem-solving strategies, necessary for success in the contemporary world. ICT is a revolutionary force that is always changing, offering stakeholders in education both new possibilities and difficulties. To fully realize its potential in improving learning outcomes and influencing the direction of education, ICT must be thoughtfully integrated.

Thanks to technology, instructors and students may easily access a huge collection of educational resources, such as digital libraries, instructional websites, online textbooks, and multimedia materials. Because of its accessibility, learning is improved, and students are given the opportunity to investigate a wide variety of topics and viewpoints.

My research for a class discussion requires that I use the internet. Despite the fact that I do not teach it, I monitor the students while they are studying. They must do information searches, for instance, while they are participating in the argument. Out of the classroom, students engage in this activity. The user's text is "(T9)".

Due to the fact that the library does not contain what I need, I am forced to make use of the internet. When I am teaching or learning, I do not utilize the internet; rather, I use it outside of traditional classroom settings. The user's text is "(T10)".

For my public speaking lessons, I rely on the internet. My standard exercise is to have the class see themselves on a virtual field trip by having them look for the most fascinating location on Earth. So, they book their airfare and hotel online after doing a Google search to choose the ideal destination for their trip. The advancements in technology have made this possible. The user's text is "(T11)".

The construction of a comprehensive and well-structured technology strategy may be facilitated by gaining an understanding of the experiences that instructors have had with technology to ascertain whether or not there have been any changes in the way that they organize and deliver their lessons. The user's text is "(T12)".

Several elements, including professional development, leadership support, and technology policy, provide educators the chance to shift in the direction of more effective technology-based teaching and learning. The user's text is "(T13)".

Students will be engaged when technology is used as a tool to promote cooperation with people both inside and outside of the classroom. It is our responsibility as educators to set up technology in ways that encourage social engagement. The user's text is "(T17)".

Teachers must consider their educational objectives, how technology can assist them in achieving those goals, and how technology may support students in drawing connections to those goals when using technology in the classroom. The user's text is "(T18)".

It is interesting to note that while technology fosters creativity, educators are conscious of its drawbacks. Teachers realized that facilities did not determine creativity. A common classroom object, such as a "globe," might inspire instructors' inventiveness. Teachers who possess a creative mind are thought to be intelligent, and one of the best tools for creative teaching is a ball. She underlined that innovation is independent of developments in technology, including the internet. There are other ways to assess instructors' creativity without the internet, even if it is an essential resource.

Discussion

The results showed that instructors' desire, technological capabilities, and prior knowledge all have a role in their level of creativity in the classroom. This shows that the development of teachers'

creativity is highly dependent on their knowledge and learning experiences. They can create something fresh once they acquire a certain body of information. When one has learned enough, they can think creatively and come up with new ideas. Educators who possess a deeper understanding of their field are better equipped to implement innovative pedagogical practices that cater to individual students' needs. Put, educators who possess lower levels of competence. Educators play a vital role in fostering student creativity, as their perceptions of creativity and their capacity to use and assess it in the classroom are essential for cultivating their students' creative skills (Bereczki & Kárpáti, 2018). Consequently, educators must recognise their creative levels and methods for incorporating creativity into diverse educational settings (Bolden et al., 2020). (Marcelino et al., 2018), familiarised primary educators with 21st-century competencies, particularly creativity, using a remote education course on Computational Thinking and Scratch. As part of the training, educators were required to develop a lexicon of 21st-century abilities pertinent to computational thinking.

However, despite the need for students to improve their creativity, instructors still have a tendency to think that they can teach creativity to their pupils (Gralewski & Karwowski, 2018). However, since there seems to be a lack of knowledge of creativity in the classroom, researchers contend that instructors require greater training about their attitudes about and evaluations of creative output. To improve their skill development, the instructors in this study understood the value of the knowledge they get from professional development courses and their teaching experience. Following the completion of a particular professional course, people may assess their teaching strategies using the information they have gained. For example, they might evaluate if they have effectively implemented the tactics above. If someone does not think their methods are working, they may always change them or tailor them to fit the situation. As a result, knowledge acquired via formal education and hands-on teaching experiences has the potential to foster personal development and increase artistic output. The context-centered approach, or environment, of the investment theory of creativity, informs the instructors' view of technology in this study. It is a method for handling the current situation or surroundings. Instructors may see that children are becoming proficient in the use of modern technologies. As a result, this tool is used to encourage pupils to accept novel concepts by putting them into practice and to foster their creativity. The three critical components of teacher creativity—technology, knowledge, and motivation—that this study found will be further discussed in this part, along with the reasons why these three tools are so important for English instructors.

First, the main sources of creativity for instructors are their knowledge and experience, which act as a basis or point of departure for creative projects. Teachers acquire information via a variety of means, such as professional development, formal education, lifelong learning, and teaching experience. Their teaching confidence grew, their pedagogical and cognitive skills improved, and their comprehension of innovative or successful teaching was expanded as a result of these encounters. As per academic literature information is deemed essential for the creative process as it provides the basis for personal creativity. Thus, creative performance is limited when educators lack the necessary understanding. Knowledge, according to (Joksimovic et al., 2023), is information that helps people solve issues; this information forms the basis for new understanding. Participating instructors said that they learned from all of their experiences, good and bad, about the study's results. Intrinsic motivation is the most important aspect in encouraging people to be creative in their classroom teaching for two reasons. First of all, the instructors realize that, in the classroom, their role is to instruct and impact students. As part of their duty as educators, they tried to be imaginative. This conclusion is in line with earlier studies (Auger & Woodman, 2016); (Kreitler & Casakin, 2009), that show the crucial aspect of creative people's commitment to their work. Second, instructors did not labor with the expectation of earning praise from others or a large income or social status for their contributions or achievements. Nonetheless, they used creativity in the hopes of raising student performance. It seems that "improving students' performance" is what they get for using creativity in their instruction. Their desire to provide something fresh, deliver the greatest instruction they can, and pursue professional teaching would indicate their feeling of satisfaction, even if they did not say it out loud. They enjoyed doing it, and it served as a kind of reward. Instructors in this research saw

that their ability to be creative makes them effective and competent instructors. It was pleasant to help kids learn to the best of their abilities with the help of good instructors (Hediansah & Surjono, 2020).

Teachers' creativity is ultimately stimulated by technology. Teachers who use technology in their lessons might encourage creativity in daily situations. Teachers in this research used a range of technical resources, including computers, smartphones, the internet, LCD projectors, and movies, in their creative activities. The frequency of its use differs among educators. Furthermore, most instructors utilized the internet to supplement their classroom instruction, although not exclusively. Instructors use the internet to plan lessons for their classes. For instance, teachers conducted "class debates" or "class presentations" on "virtual travel" using the internet. They gave the pupils instructions to explore the internet before class in order to get the material they would need for the assignment. Because of the internet's presence, instructors may employ this exercise since it is an essential tool for information retrieval. Thus, instructors may create genuine scenarios and get trustworthy knowledge with the use of internet technology. With these resources, they may still produce engaging and imaginative exercises that inspire learners' creativity. Educators must comprehend the appropriate ways to integrate technology into their lessons to satisfy students' curiosity about digital behaviors (Chun et al., 2016). Any technology instrument that educators use is essential to the teaching process. The study's instructors did not prioritize using technology, and technology was unable to revolutionize their subject matter expertise. Technology may enhance abilities by enabling experimentation and exploration, but it cannot produce ideas on its own. If educators possess the "know-how" to incorporate technology into their lesson plans, the use of technology in the classroom may have significant and positive effects.

Conclusion

This research discovered that knowledge and experience, motivation, and technology are the three main factors that inspire instructors' creativity to complete their jobs. If they have the required technical know-how and abilities, they might execute with a high degree of inventiveness. Their personal growth was greatly aided by taking academic courses and thinking back on past teaching methods as they were able to understand what makes a good teacher. A teacher may also increase their knowledge, proficiency, and inventiveness in the classroom if they are eager and driven to study more. The results highlight how important it is for instructors to be motivated, enthusiastic, and committed to their work. Their actions and demeanour not only helped students understand cognitive material, but their energy also made it possible for them to pique students' interest. This research also highlights how instructors utilized technology to help them express their creativity in interesting and meaningful ways. However, technology must be utilized in conjunction with other elements, such as student engagement, regular contact, collaboration, and instructor innovation, to be fully effective. Three important ramifications of the study's results exist for EFL instructors. First, this research demonstrated that intrinsic drive is the main factor impacting instructors' creativity within the cohort under investigation. As a drawback, however, there is little information available on the methods these instructors use in the classroom. For a deeper understanding of teachers' creativity, classroom observation should be a part of future study. Second, teachers also underlined how important technology is to implementing their ideas in the classroom. Therefore, future studies should focus on how instructors create successful teaching and the innovative pedagogy of integrating technology into classroom activities. A teacher may also increase their knowledge, proficiency, and inventiveness in the classroom if they are eager and driven to study more. The results highlight how important it is for instructors to be motivated, enthusiastic, and committed to their work. Their vibrancy allowed them to arouse students' passion in addition to helping them understand cognitive content via their performance and attitudes. This research also highlights how instructors utilized technology to help them express their creativity in interesting and meaningful ways. Technology needed to be utilized in conjunction with other elements, such as instructor innovation, student engagement, regular contact, and collaboration. Third, students' perspectives on instructors' creativity need to be sufficiently

represented in the data. Future studies may, therefore, look into how students feel about creative pedagogy.

Conflicts of Interest

The authors declare no conflict of interest.

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