

ABSTRACT

In the last decade or so, creativity has become a relatively important aspect in the pursuit of education. Teachers have been made increasingly aware of the importance of incorporating and encouraging creative thinking in the classroom situation. However, the actual extent of all these efforts and its effectiveness has yet to be ascertained, as research in this field of study is still fairly minimal.

In view of the above, this study was designed to investigate the creative behaviour of English language teachers in a Malaysian secondary school. The eight teacher respondents involved in this study were from a grade B secondary school in Kuala Lumpur, Wilayah Persekutuan. Data for the research was obtained through the use of four instruments; The Khatena-Torrance Creative Perception Inventory (Appendix A), The Teacher Observation Instrument (Appendix B), The Student's Questionnaire (Appendix C) and The Teacher's Questionnaire (Appendix D). The aspects of creativity that were taken into consideration in this research were the creative dimensions (fluency, flexibility, originality and elaboration) and creative thinking techniques (creative problem solving, question technique, brainstorming, and synectics,).

The major results of this research are as follows:

- i) the majority of teacher respondents perceive themselves as fairly creative.
- ii) the nature of creative behaviour of a teacher does in fact manifest itself in classroom methodology. However, this is also dependent on the years of

teaching experience, the teacher's academic qualifications and training, and the age of students being taught.

- iii) the manifestation of a teacher's creative behaviour in classroom methodology does arouse students' interest in learning English.
- iv) all respondents voiced the need for further training in how to incorporate creative techniques into their daily lessons as they believe that it is essential to incorporate these techniques in the English class.

The findings of this research have important implications for education in general and for the teaching of the English language in particular. The study also clearly shows that English language teachers want and need to be more exposed to the various aspects of creativity and especially to the practice of creativity in the classroom situation in order to function more effectively.