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УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА  
SOUTH EAST EUROPEAN UNIVERSITY

**POSTGRADUATE STUDIES-SECOND CYCLE**

**TEACHER'S CREATIVITY FOR INCREASED MOTIVATION IN YOUNG LEARNERS –  
CASE STUDY FROM PRIMARY SCHOOLS "ISTIGBALL" AND "LIRIA" – TETOVË**

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***TETOVË, 2022***

## **Acknowledgements**

*I am using this opportunity to express my gratitude to everyone who supported me throughout my education and my final work – the Master Thesis.*

*I am thankful for their aspiring guidance, invaluable constructive criticism and friendly advice during the process.*

*I am sincerely grateful to them for sharing their views on a number of issues related to this work.*

*I would like to express my special appreciation and thanks to my advisor Assoc. Prof. Dr. Veronika Kareva. I would like to thank you for encouraging my work and valuating my efforts.*

*Special thanks go to my family who supported me in every step of this journey.*

*Thank You*

## **Abstract**

This research is based on the role of the teacher's creativity as a motivator in improving the level of knowledge of young learners, more precisely, primary school third graders. This research should give us the answer to the question, which is also the title of the master's thesis, that is how important is the role of the creative teacher is in motivating students and how much this motivation can increase the learning in young students. This research is intended to be performed in several steps, with two groups of students, the experimental group and the control group, and during this research it is planned to be used several measuring instruments such as observation, diagnostic test and standard test that will test our hypotheses and provide answers to the questions posed for the purpose of the research. It will depend on the results of these tests whether our research hypothesis will be supported or opposed.

Key words: teacher's creativity, creative teacher, increased motivation, increased learning, young learners.

## **Abstrakt**

Ky hulumtim bazohet në rolin mësuesit kreativ si motivues në ngritjen e nivelit të njohurive të nxënësve së vegjël, më saktë, nxënësve të klasës së tretë të shkollës fillore. Ky hulumtim duhet të na jep përgjigjen e pyetjes, e cila është edhe titulli i tezës së magjistraturës, pra sa është i rëndësishëm roli i mësuesit kreativ në motivimin e nxënësve dhe sa ky motivim mund të rrisë të nxënësve tek studentët e rinj. Ky hulumtim synohet të kryhet në disa hapa, me dy grupe nxënësish, grupin eksperimental dhe grupin e kontrollit, dhe gjatë këtij hulumtimi është planifikuar të përdoren disa instrumente matëse si vëzhgimi, testi diagnostik dhe testi standard që do të testojnë hipotezat tona dhe do të na japin përgjigje për pyetjet e parashtruara për qëllimin e hulumtimit. Nga rezultatet e këtyre testeve do të varet nëse hipoteza tona e kërkuese do të mbështeten apo do të kundërshtohen.

*Fjalët kyçe: kreativiteti i mësuesit, mësuesi kreativ, motivimi i rritur, rritja e të nxënësve, nxënësve të rinj.*

## **Introduction**

Based on the title of the thesis, the research field is focused on teacher's creativity for increased motivation in young learners. Since we are foreign language teachers, the focus will be on the role of teacher creativity in learning foreign languages and improving students' language skills. During the research we will adhere to the planned curriculum by presenting innovations by teachers, to make language learning as interesting and attractive as possible.

Language is the basic tool of communication. Well known linguist V. Cook regarding to this says that "Language is the centre of human life" (Cook 1996: 1). Whether an individual will successfully master the language depends on a multitude of individual factors that may greatly affect the quality of foreign language acquisition.

The literature lists many different factors that affect the quality of foreign language acquisition, and they concern external factors and internal factors that define the individual. The immediate environment is a very important factor and refers to the environment in which the student finds himself every day during the acquisition of a foreign language. In the immediate environment we can include exposure to a foreign language outside of class. In our case, we are talking about English language, and students are exposed to it every day through TV, computer technology, mobile phones, songs, etc.

In terms of individual differences in foreign language acquisition, it has long been discussed which differences affect performance and which do not. For example, Gardner distinguishes between cognitive and affective categories; the cognitive ones include learning strategies, language talent and intelligence, and the affective ones include motivation, attitudes and fear of a foreign language. (Gardner, 1985) On the other hand, Dörnyei emphasizes personality, language talent and motivation, and learning styles and strategies, fear of a foreign language, and many others. (Dörnyei, 2005).

When we talk about the factors of foreign language learning, we must mention the wider social context and national language policy in terms of school curriculum, school supply with teaching tools as well as the general atmosphere in schools. (Lopriore, Krikhaar, 2011).

In recent decades, to young foreign language learners, is being paid increased attention as the global trend demands it. Definitely worth mentioning is the role of the parents in young foreign language learning. Younger students will be more successful in learning a foreign language if they receive support from their parents. It is well known that parents are the ones who have the greatest influence and they are the main motivators who are working on a child's development and develop his interest in the world. In later years, this role is taken over by educators, teachers and professors.

In addition to factors that are directly related to the nature of students, their individual differences in relation to successful or unsuccessful learning and acquisition of a foreign language, there is a factor teacher that is important to us, and which we will address in our thesis.

Whatever we want to teach children, we need to interest and motivate them. In doing so, one should be careful in which way something will be presented and achieved by good thinking about the way of teaching. Therefore, at a younger school age, students will most often be interested in activities that contain entertaining elements.

What is motivation? The word motivation is derived from the Latin verb *movere* which means to move and denotes the idea of driving force that encourages us to a certain activity. It is important to know that motivation is a process, not a product, which we conclude based on the way we choose activities, commitment and consistency requires physical and / or mental activity and must be maintained. It can also be said that motivation is a set of psychological states that affect an individual, his behavior and their intensity. These psychological states are also called motives. Motivation and its change are influenced by numerous external and internal factors. As external factors within the classroom can be identified teacher, tasks, materials, teaching tools and classroom appearance, while as internal factors can be identified motivational self-regulation, self-determination, subjective, language self-confidence and fear of language. The role of teachers in motivation must not be forgotten. The teacher should know and research what are the motives that move students to action. In classroom teaching, motivation is extremely important for students' success and one of the most important tasks of

teachers is to raise students' motivation to a satisfying level in order to meet the learning outcomes. This study will investigate teacher's creativity and his role in increasing motivation in young learners.

### **1.1. The Aim of the Research**

This research is conducted as an attempt to discover the effectiveness of teacher's creativity in motivation of young learners in order to ease and improve their language learning skills.

The Objective of this research is to investigate the role of teacher's creativity for increased motivation in young language learners. It focuses on students' language skills, when language teaching is based on an already established practice according to school schedule, and improvements in students' language skills and the benefits and learning outcomes when the teacher approaches language teaching more creatively, using various teaching methods, which can motivate and facilitate students' learning of a foreign language. It also intends to show, in practice, the significance of creative teacher and a creative classroom, and the carefully designed school lessons that can be used as a tool that facilitates the approach to foreign language acquisition.

## **1.2 Background of the study**

Creativity in teaching is most often mentioned in the context of improving education through an approach directed at students and their interests and needs. When we talk about a creative person in the educational system, creativity will primarily be developed by the teacher, who, in this way, will be able to influence the students' motivation. Another aspect of creativity is definitely a creative environment. Can a teacher, in today's working conditions, be creative enough to be a motivator and facilitator for his students to easily master or improve their foreign language skills?

Scientific research on the process of learning a foreign language is focused mainly or predominantly on young subjects. This research will try to provide an overview of the understanding of teacher's creativity and its role in motivating students to improve their language skills. Our research will also, in an effort to better study this issue, experimentally determine the difference between:

- the impact of teacher's creativity for increased motivation in young language learners, and
- teaching language in an already established practice according to school schedule.

## **1.3 Statement of the problem**

The existence of a teacher's creative potential is not enough without knowing how to use that potential. Only a creative teacher, with the necessary knowledge and skills, can be a motivator for his students. Motivation is an internal factor that, without a doubt, can be of crucial importance for learning a foreign language. The motivation to learn a language encompasses several factors that lead a language learner to apply his linguistic ability to learning that language. Most of people learn a foreign language at school, as part of the curriculum. When they start learning a foreign language, mostly unaware of the requirements and tasks, students are motivated by the idea that in a few months they will be able to communicate in that language. Very often they are quite excited by the idea of learning another language.



Unfortunately, this feeling usually does not last long. According to observations of foreign language teachers, that enthusiasm disappears before the end of the first years of study.

In this paper, we deal with motivation as one of the main factors in teaching and learning English, as well as the role of teachers in motivating students. Motivation has a great influence on language learning itself, regardless of one's intellectual abilities.

It's very often difficult to motivate students to learn a foreign language. When we encounter difficulties of this type, the teacher's creativity plays a leading role, as one of the factors that can make the change.

#### **1.4 The questions of the thesis:**

The research questions of the thesis are as follows:

**Q1. Can teachers' creativity influence the learning motivation?**

**Q2. Can teachers' creativity increase, support and facilitate language learning motivation among young learners?**

**Q3. Can teachers measure the impact of their creativity in young language learners' motivation?**

- The first issue raised by the first research question aims to examine the influence of teachers' creativity in learning motivation among students as well as to observe their reaction.

- The second question aims to investigate if teacher creativity can increase support and facilitate language learning motivation among young learners, i.e. third graders of primary schools.

- The third question aims to investigate if there is any improvement, and can we measure the impact of teachers' creativity among young language learners.

In order to answer the research questions, three hypotheses were formulated and we defined three areas of work:

**H1** – Teachers’ creativity can influence the learning motivation.

**H2** – Teachers’ creativity can increase, support and facilitate language learning motivation among young learners.

**H3** - Teachers can use variety of methods to measure the impact of their creativity in young language learners.

#### **1. 4 Significance of the Study**

This research is expected to provide information for teachers, about the the role of teacher’s creativity in learning outcomes of their young students and to clarify to some extent if teachers’ creativity can increase, support and facilitate language learning motivation among young learners.

The researcher hopes that the results of this study will motivate other teachers to use their creativity during classes, to serve as facilitators and motivators for their students for the purpose of successful learning and improvement of their students' already existing foreign language skills. The researcher hopes that the result of this study study will be useful for teachers and other researchers as will provide data about the influence of teacher’s creativity on learning motivation among young learners. The researcher hopes that the result of this study will be valuable to serve as a reference in teachers’ creativity and creative classrooms in increasing motivation of young language learners.

## 1.6 Overview of the thesis

The research is divided into six chapters:

- **Chapter I. Introduction:** brief introduction with the importance of the topic as well as gaining a general knowledge regarding the teachers' creativity, creative classrooms, creative methods of teaching and language teaching and the impact of creative teaching in learning outcomes in students in general, the aim of the thesis, the research questions and the hypotheses of the thesis.

- **Chapter II. Literature Review:** brief introduction general understanding towards the topic by reading literature related to the topic. We will present a theoretical support for the research with various citations taken from various books and researches which will later serve as a guide for our work and previous researches on the topic. We will try to make relations and evaluate the work of other researchers on this topic. We will also try to provide clear evidences which will support or oppose my findings.

- **Chapter III. Research design and methodology:** data related to method, participants, the setting, the research instrument planned to be used in this research, the data gathering techniques, the research procedure, data analyzing with calculation of correct answers formula and thesis limitations.

- **Chapter IV. Research findings and results:** divided into research findings, with results of findings after diagnostic testing, 4/four weeksof lecturing and the benchmark testing, followed with discussion on these findings, andrecommendations and suggestions for teachers, students and encouragement for further researchers who are interested in researches regarding the teacher's creativity, creative classrooms and creative methods and their impact on increased motivation in young language learners.

- **Chapter V. Conclusion**

The results gathered from this research will be briefly summarized once again in the final part of this research paper.

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

Bearing in mind the peculiarities of the teaching process, the highlikelihood of learning a foreign language in our country where students are sufficiently exposed to out of class language acquisition, and that we are dealing with a language that is widely used, as Baugh and Cable have said “The ethnographic, political, economic, technological, scientific, and cultural forces have determined the international status of English” (Baugh & Cable, 2002: 9), it is difficult to determine to what extent the students’ knowledge is a result of the teaching process and how students perceive their knowledge of the language.

However, the very process of language learning, which leads to its creative use, is very complex and specific, and there are a number of factors that influence that process. These factors become especially important when young students get stuck in the learning process, that is, they may encounter small or large difficulties during the learning process, where the role of the teacher is crucial in the process of overcoming those difficulties.

Besides the importance of teacher's role to teach the language properly, the teacher's creativity can be one of the key factors that will move the process forward and facilitate the process of mastering the language, while creating a creative environment, including creative methods in the teaching process, all with the aim of motivating young learners to overcome obstacles and achieve their goals.

There are numerous books and articles that dealwith a teacher’s creativity and it’s impact on the process of learning in general,as well as language learning, on which we will rely and take examples from other researchers or scientists who deal with learning as a whole, with an emphasis on language learning by young learners, teacher’s creativity and teachers as motivators and facilitators of the process of learning and mastering a foreign language among young students.

## **2.2 The importance of English language**

The English language is one of the few foreign languages that is increasingly seeping into our everyday lives. Since we are in the age of globalization and whatever is invented, discovered or produced from any part of the world, it gets global status. English, as the most widespread languages in the world of communication, achieved the global status. The use of the English language is a necessary need of every individual. For these reasons, the learning of the English language begins in preschool age, at the latest, in the first grade, thus showing the importance of the English language today.

English is also essential for the field of education. Because of its widespread use, many countries have adopted it as a second language and encourage its learning. Many university programs are conducted in English even in non-English speaking countries. Because it is the dominant language in the sciences, most of the researches and studies found in any given scientific field are also written in English.

Based on the importance of the English language in the world, the same applies in the Republic of North Macedonia. Children in our country are exposed to learning English at an early age. It starts from kindergarten, continues in the first grade all the way up to the last year of high school. In the first grade, it is learned mainly through games, songs, drawings and continues with reading and writing in the higher grades, according to the Curriculum compiled by the Ministry of Education.

## **2.3 Teaching a foreign language in the lower grades of primary school**

Manuals for teaching a foreign language (Cameron, 2001; Lightbown and Spada, 2006) are a prerequisite for understanding the methodology of teaching students of early school age. They point out several features or peculiarities of children in middle childhood that are important to take into account. We will list some of these peculiarities, with explanations of how each of them plays a role in learning a foreign language:

- early school children are playful

Children at an early school age continue to grow and develop, and with that comes playfulness, movements, various ball-passing games. It is a big physical challenge for children of that age to restrain themselves and stay still for 45 minutes, which is the duration of a school hour. For this reason, teaching with the Total Physical Response (TPR) method in this age is more than necessary. In this way, children will be directly involved in the lessons, and will not have the pressure of language production (Vrhovac, 1999), and at the same time, with the implementation of simple instructions and activities in the language being learned, such as - put the book on the table, clap your hands, move your fingers, open - close your eyes, take off your shoes, hug your friend, etc., children are enabled to understand simple commands, and it enables language learning in a much simpler way that is suitable for their age.

- early school children begin to develop a concrete way of thinking

According to Piaget (1923), children of early school age are in the period of concrete operations, which means that they develop a way of thinking very similar to the way of thinking of adults, they think more logically and better organized. Children in the period of concrete operations are able to draw logical conclusions and classify thoughts and objects according to criteria. Children of early school age solve problems logically in situations where they use

concrete data. So abstraction, that is, abstract ideas, in this age, are excluded. According to Lightbown and Spada (2006), children acquire the grammar of a foreign language at the very beginning of learning a foreign language, because communication in a foreign language, however minimal it may be, imposes the rules of language functioning. Later, with the development of meta-linguistic and meta-cognitive abilities, and with the introduction of grammatical terminology, children can be told about grammar. According to Prebeg-Vilke, (1991), to children of early school age, grammar is not explained but only taught and shown.

- early school children have selective attention

According to Berk (2008), children of early school age are in the process of developing selective attention, so all activities that may take longer may require additional cognitive efforts. That is why it is important to change activities frequently, and thus we develop the four skills that are necessary in learning a foreign language (speaking, listening, writing, reading). Sometimes in activities it is necessary to include two skills at once, but even in such situations only one should be dominant, while the other skill should be auxiliary. By alternating games and tasks, we will help the children to keep their attention. At this age, it is also necessary for the children to often repeat and/or additionally clarify the instructions, show them exactly the task they need to do and give them exact instructions on what is required of them and how to do it. This makes it easier for the students to complete the task, and it is easier to maintain discipline in the class.

- early school children and memory

According to Berk, (1923), children of early school age are in the phase of trying out different memory strategies to discover which strategies are the most effective for certain tasks. It usually starts with simple repetition and then classification, in order to eventually expand and create relationships between concepts that belong or do not belong to the same category. An example with a child's memory strategy is a sequence of words such as book, eraser, apple, bread, in order to classify that apple and bread are food, and book and eraser are school

supplies, etc. Later, with expansion, the child will create a story from certain objects he has memorized. Vilke (1993) emphasizes that children will more easily remember objects with which they are in contact and which they know from everyday life, such as a fruit they ate and know its name in their mother tongue, than objects they do not know and are not close to. Learning a foreign language in children of early school age is mainly based on concepts from the child's environment: toys, food, home or school environment, animal world, etc.

- early school children are curious

At any age, children are curious. We can use their curiosity in a positive direction during the learning of a foreign language because it brings many opportunities for research. Like their environment, language can be presented as a research problem. That's why instead of just presenting various language rules, we can encourage them to discover them themselves. We just need to redirect them to present a specific grammar problem as a challenge through a game or activity, and encourage them to solve it. A creative teacher - and everything is possible!

- early school children and fear of foreign language

Vilke (1999) believes that children are frightened at their first contact with school and that they should be encouraged, freed and allowed their "small freedoms" (Vilke, 1999:26), such as games, walks, expressing and fulfilling wishes that have nothing to do with teaching process. Early school children also have a need for emotional security, which very often governs the child's behavior, and the teacher should be prepared and accept the role of protector, if the need arises.



- early school children and motivation

Children are generally less inhibited when it comes to learning a foreign language, it is easier for them to explore the language, and they tolerate mistakes in language production more easily. In this way, they explore the language. Their willingness to learn the language is influenced by their relationship with the teacher as well as their parents' attitudes. These relationships and attitudes are very important, and they are a strong support for successful early learning of a foreign language. According to Nikolov (1999), younger children are motivated to learn a foreign language, that is, they want to learn it because they like the teacher and enjoy activities and the positive atmosphere. According to Vilke (1999), these factors also remain important in later school age, children either like or dislike the teacher, if they like him, it won't be difficult, if they don't like him, motivation will weaken, and the weakening of motivation reduces their interest and participation in the lesson itself.

## **2.4 Motivation as a factor in learning a foreign language**

The word motivation is derived from the Latin verb *movere* - to move. This word names the driving force that encourages us to certain activities. More precisely, motivation is a process that is affected by consistency and commitment, it implies physical or mental activity and must be maintained. Motivation is influenced by both external and internal factors, and since we are talking about motivation for learning, then we will list the external factors that can influence motivation within classes, namely, the teacher himself, the type of tasks, learning materials, the classroom environment, and internal factors, which concern the child himself, such as fear of a foreign language, intelligence, ability to self-regulate, determination, self-confidence, etc. Motivation is the key to the success we want to achieve. In the classroom, motivation is important for student's success. A positive attitude towards school is also a factor that can reduce or encourage motivation to study. Raising student's motivation is one of the most

important tasks of a teacher. For quality and understanding learning, in addition to all these factors, we must emphasize that the most important factor is - the teacher!

Motivation in learning a foreign language is complex. We can define it through two factors – communication needs - attitude towards the language the language being studied. One of the main driving forces is the intensity of motivation. If the language learner has a need for wide-spectrum communication, then he must understand the value of communication in the language he is learning, then he must also acquire the necessary knowledge. In classroom teaching, motivation plays a central role. We need to motivate students well with creative, interesting and educational activities that encourage work. Let's be clear, learning a foreign language is a long-term process and requires continuous work. Motivation among students of young school age, in addition to dedication, is one of the most important factors in learning a foreign language. According to Gardner (1985), Lightbown and Spada (2006), motivation will be influenced by tasks, the environment in which a foreign language is learned (class dynamics), teaching materials and tools, as methods used by the teacher together with the characteristics of the teachers themselves.

Motivational strategies that should be used at the beginning can be, for example: setting an example for students with your own behavior, a stimulating atmosphere in the class, clearly set tasks, a positive relationship with students, helping them with self-confidence, making lessons interesting, stimulate student autonomy, directing learners towards the goals. Later, when it comes to maintaining motivation, we can: ensure pleasant learning that stimulates, present activities in a creative way, depending on the student - set specific goals, to help the student maintain a positive self-image, support autonomy in learning. We should also try to break the monotony with various topics, reshape activities to match students' interests, set tasks that require mental activity, set small goals and then go for bigger ones, and avoid comparing students. In order to motivate, the teacher should also use motivational techniques such as associations, crosswords, mental maps, quizzes... in order to increase students' interest in the teaching content.

From the above we can see that the teacher has an important role in encouraging and maintaining motivation for learning a foreign language. The teacher is the implementer of the

teaching process and the main initiator of activities in classes that should be fun, but also educational in nature. Activities must definitely be age-appropriate and close to students and their life outside of school.

## **2.5 Creativity**

Creativity is a complex concept. It is difficult to describe it with a single definition. With this theoretical overview, we will try to list some definitions of creativity.

The origin of the word is from the Latin word creare, which can be translated as creating, or making something that did not exist before. The word means the possibility of creating or inventing something valuable and useful.

Petz (1992) in the Psychological Dictionary explains creativity as an activity that gives original and new ideas. According to Beghetto and Kaufman (2014), creativity must represent something new or different. For something to be creative, it is not enough to be new, but it is also expected to be suitable and usable. Plucker, Beghetto and Dow (2004) say that creativity is the interaction between abilities, processes and the environment by which an individual or group produces a visible product, which is useful within the social group. According to Craft (2010), creativity is an essential life skill that should be encouraged by the educational system. The initiator and cornerstone for the development of creativity in school should be the teacher. She also states that creativity is an essential life skill that should be encouraged by the educational system. The initiator and cornerstone for the development of creativity in school should be the teacher.

Creativity is not just a word, it is a process that includes thinking, experiencing, expressing, and directing behavior towards the creation of unusual, new, meaningful, original and useful products.

## 2.6 Creative teacher

With his actions, encouragement, behavior, and expectations, the teacher can create conditions for the optimal development of abilities and skills, but with his rigidities, beliefs, and inability to adapt to unforeseen situations, he can block the way and obstruct unusual new teaching methods and ideas.

A creative teacher is dedicated to his work and the creation of new pedagogical activities in which he includes his students. Each lesson is an organized challenge in which students actively participate. He is always armed with new teaching materials, rarely uses textbooks and more often texts for various creative activities, constantly educates himself (formally / informally), researches for the needs of his job, he is always full of ideas for joint activities, reviews all ideas including his own, he is curious, enriches other people's accepted ideas, reads, adapts the way of teaching to the students, cooperates with colleagues similar to himself, prefers research teaching, organizes workshops, and creates an educational environment in which students will develop their potential.

Creative teachers are recognizable according to certain characteristics. Stevanović (2002) lists some possibilities for stimulating creativity in students: - encouraging and supporting unusual ideas and answers; - mutual respect and acceptance should be encouraged among students; - encouraging the use of provocative questions and getting rid of convergent questions with only one answer;

- do not be afraid to start something new and different;
- allow students to choose and participate in decision-making and to control their activities; and
- give students time to think about their ideas, because creativity does not appear immediately and spontaneously.

## **2.7 Creative teaching**

Proactivity is a term used to denote self-initiative and boldness. Being proactive means taking conscious control over your life, setting clear goals and constantly working towards them. According to Stevanović (2003), proactive teaching is characterized by a high degree of freedom and responsibility in the processes of choosing independent procedures in ways of acquiring knowledge.

Proactive teaching encourages creativity. Such teaching is characterized by a high degree of freedom and responsibility. From this it follows that proactive teaching is based on student self-motivation and self-action without direct external influences. The teacher's role is to motivate, encourage, enable the fluency of ideas, to encourage research, to help with tasks and various situations, both in school and extracurricular activities.

Creative teaching is rich in divergent questions. Such questions will spark the student's imagination and be the initiators of different answers. The conceptual learning style is predominant and it is based on advanced thinking processes through which cause-effect relationships are independently discovered and a new organization of facts is created.

Student activity is highly represented, they argue, research, question, pose hypotheses, come up with new and different solutions, look for cause-and-effect relationships... This kind of teaching enables students to acquire new habits, to become independent and self-motivated and to become more capable. Through this way of teaching the power of observation is strengthened, awareness is raised, curiosity and persistence grow, the formation of one's own thinking and the originality of ideas and their implementation are encouraged.

## 2.8 Previous researches

There have been many researches and many researchers who have chosen as their research topic creative teachers and creative teaching, its role and the positive effect that it may have in improving and increasing motivation on young foreign language learners. I will outline some papers in which the authors summarize the results they obtained during their research, and whose findings were similar to our own research, where the topics of study were creativity or motivation. Knowing the important role of creativity in English language learning, **Javad Soleymanpour** from **Department of Curriculum Planning, Islamic Azad University and Tonekabon Branch, Tonekabon, Iran (Corresponding Author)** submitted their research entitled ***“THE EFFECTS OF CREATIVE TEACHING METHOD ON MOTIVATION AND ACADEMIC ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS IN ACADEMIC YEAR 2014-2015”*** which was accepted by **Singaporean Journal of Business Economics, And Management Studies VOL.3, NO.5, 2014**. In their research, they dive deeply into the importance of creative thinking and the role of creativity while learning, elaborating on creative thinking method of teaching, and the impact of this method on academic achievements, summarizing the results which speak in favor of creative teaching in motivating students to show better results and achieve better academic achievements. The main findings of their study show that both teachers and students think that creativity plays an essential role in the acquisition and mastery learning materials much easily. University of Shofiyatul Huriyah Baturaja University, Indonesia, S Huriyah conducted a study with 112 students about the teacher's creativity and student's motivation entitled ***“AN INVESTIGATION OF RELATIONSHIP BETWEEN THE TEACHERS' CREATIVITY AND THE STUDENTS' MOTIVATION IN LEARNING ENGLISH”*** focused on if the creativity of the teacher affects the motivation of the students in their journey of learning the English language. The researcher came to conclusion that creativity highly affects learning, calling creativity a good motivator, and that there is a positive correlation between teacher's creativity and student's motivation. She also claims that the teacher's creativity contributes to better learning outcomes for students by motivating them to learn foreign languages, in this particular case, English language.

## **Chapter III**

### **Research Design and Methodology**

This chapter describes the progress of thesis by discussing the design and methodology, the sample, the research instruments with their clarification, the time frame of the research, the data gathering techniques, the data analysis, and the research procedure with detailed explanations. It is divided into seven parts as follows: method, research participants, the setting, research instruments, data gathering technique, data analysis and research procedure.

#### **3.1 Method**

This is a qualitative study of teacher's creativity on increased motivation in young learners. The qualitative study was used to assess the importance of the role a creative teacher has in English learning among young learners. It should also show us the pupils' ability to cope with the new way of teaching, as well as the possible improvements in students' language skills achieved within a few weeks of teaching with various creative teaching methods.

#### **3.2 Research participants**

The research participants of this study were third year students (44 students) of Primary School "Liria" – in Tetovë (control group) and third year students (approximately 44) of the Primary School "Istigball" – in Tetovë (experimental group).

The researcher regrets that this study could not include greater number of participants, but the school principals who approved the research to be conducted in the schools limited us to a smaller number of classes, with a limited number of students so that the continuity of teaching is not lost. The researcher chose the classrooms to fit the number of participants, so that it is the same in both schools and in both groups. The gender of the participants is irrelevant to this research, therefore the number of girls and boys is not mentioned.

The researcher is Ibadet Huseini, ELT (English Language Teacher) of EFL (English as Foreign Language), teacher in experimental group, observer, test compiler and the person carrying the test, the collector of data and data analyzer, in a given time frame (6-8/six to eight weeks).

### **3.3 The setting**

This research was conducted in the beginning of September, 2022, starting from 9th of September (the first testing – the diagnostic test), to 10th of October (4/four weeks of lecturing three school hours each week, and the second testing – the benchmark test). The classrooms consisted of 44 students, third grade students of the Primary School “Istigball” – in Tetovë (experimental group) and 44 third grade students of Primary School “Liria” – in Tetovë (control group).

### **3.4 Research instruments**

In this study researcher used two research instruments

- observation, and
- two tests, the diagnostic test, conducted on 9th of September, 2022 and the benchmark test conducted on 10th of October 2022.

#### **- Observation**

Observation is the most widespread and basic method for obtaining data in qualitative studies. Observation belongs to the methods of scientific data collection by direct and sensory observations of the manifestations of phenomena. In all, work and social sciences, observation has an extraordinary meaning and great possibilities at the same time. From the methodological findings, it follows that the basic essential characteristic of observation as a method of data collection is that it provides direct access to original, authentic data without the



passage of time and data transmitters that could deform them. This is the basic advantage of observation. The most reliable data, that is, accurate data, will be provided by direct observation with participation - whether the observer is a participant or the participant is an observer. The researcher with the method of observation, at first hand, can directly see the level of student's interest in classroom, class events and their reaction. In this case, the observation was naturalistic (the behaviour of students in classrooms), and was quantitative (observation sheet), divided into three parts: observed the presence and preparations, observed student's activity during the teaching process and their interest or disinterest during lessons.

Observation sheet:	
Date:	Group:
Presence	
Behavior	
Preparations	
Topics	
Tasks	
Teacher's Comments:	

*Table.1 Sample of observation sheet*

### **b) Tests – Diagnostic and Benchmark test**

Foreign language testing is a form of knowledge assessment that can be performed at any level of language learning.

For the purpose of this study two tests were compiled:

- a). the diagnostic test, conducted on 9th of September, 2022: is used to determine the level of students knowledge in both groups.
- b). the benchmark test conducted on 10th of October 2022: is used to provide information and feedback from students after four weeks of creative teaching in experimental group and four weeks of regular English language classes according to established rhythm of teaching.

As measuring instruments the tests must fulfill conditions of:

- validity,
- reliability,
- objectivity and
- practicality.

### Validity

We consider a test valid if it measures exactly what it is supposed to measure, that is, what it is intended to measure. The validity of the test can be: face validity, content validity, empirical validity, construct validity and criterion validity.

- External validity refers to the appearance of the test itself - this test validation technique is simple but often unreliable. It can be useful to correct some weaknesses through external analysis and improve the validity of the test or some parts of it.

- Content validity - is assessed in relation to the analysis and comparison of test content with clearly defined objectives of foreign language teaching. The test should contain the material that was covered in the language course, or the material that wants to be tested.

- Empirical validity - is determined by comparing the results of a test with the results obtained in another way, using another criterion, such as assessment by a teacher, or testing by another type of test that is considered valid. A positive correlation assures us of the validity of the test we intend to apply.

- Constructive validity - shows us the extent to which the results of a particular test reflect a particular theory, or parts of it, that are being tested. If, for example, the communicative ability of the subjects is examined, then the test should contain the stated abilities.

- Criteria validity - indicates whether a particular test can be compared to another type of criterion. If, for example, we were to measure some kind of knowledge, we would have to compare the results of that test with the results of someone else who also measured the same factor and was previously assessed as valid. Evidence of their correlation proves the validity of the chosen test.

### Reliability

We consider a test to be reliable if its application on the same or a similar sample of the population gives the same or similar results. This would indicate the conclusion that the measuring instrument is reliable we can rely on it. However, we can never get exactly the same results, no matter how reliable the test is, since it is a measurement of human behavior, which is inevitably variable.

### Objectivity

We consider the test to be objective if the grades obtained by the respondents do not depend on the evaluators, meaning, different evaluators would give equal grades for the same answers on the test. Objectivity is determined by calculating the correlation. The correlation is obtained by comparing the results obtained by different evaluators of the same test.

### Practicality

Each type of testing, regardless of the level and scope of organization, should meet the requirements of practicality and economy. In addition, for the test to be both practical and economical, it should not require technical conditions that are difficult to provide and large amount of financial resources.

### **3.5 The data gathering technique**

The data of this research was gathered with the help of two tests, diagnostic test and the benchmark test. Another technique was the observation of students targeted as experimental group and their reaction to enhanced grammar in experimental group. The other group was also observed. In conducting the observation, the researcher used observation sheet to obtain the data.

- With the permission of principals on 9th of September, 2022, both groups underwent the first testing, the diagnostic test. To reduce stress levels, students were told that this testing would not affect their grades.
- After the first testing students of experimental group were introduced to the novelties of teaching in general and the novelties regarding the new way of teaching, while the other group, the control group, extended classes at the usual pace provided by the school curriculum. Students of experimental group were also instructed to ask questions about the study material so that the researcher has insight into possible problems that may arise and jeopardize the research.

### 3.6 The research procedure

This study was done through five steps:

- Diagnostic testing: conducted on 9th of September, 2022.
- Introducing the new way, the creative way in teaching process: introduced to students of experimental group immediately after the first testing by sharing the books with lectures from the school curriculum that were held accompanied by activities, games, singing, acting, etc.

We had to adhere to the program of the Ministry of Education, so we worked with:

- Let's go 1 (3rd Ed.) teacher's and student's book, workbook and worksheets by authors Nakata. R, Frazier. K, Hoskins. B and Graham. K
- The topics we worked with were:
  - Learning: (Topic 5) - Birthday/ Toys (implementation: September/October)
  - Objectives of the learning topic:

a) linguistic: pronouns, expressions in which numbers are indicated, shapes, acquisition of activity-related vocabulary

b) communicative: greetings, birthday conversation, identification and description of toys, describing things (big, little, old, new, ...), asking responding to questions

- Methods and forms: communicative, audio-lingual, dialogic, group, in pairs, individual work
- Required tools: book, workbook, CD, student works

- Teaching creatively with experimental group for four weeks, from 12th of September – 7th of October 2022, school year 2022 -2023, to 44 third grade students of the Primary School "Istigball" in Tetovë (experimental group) divided into two classrooms.

- Benchmark testing: conducted on 10th of October 2022.

- Data analyzing with numbers, percentage and charts or tables – desk study: 3 weeks.

### 3.7 The data analysis

After the end of the experimental teaching, which included working with the experimental group in accordance with the approach that included teaching creatively, we proceeded to the final testing to both groups.

The measuring instrument used in our research had the following characteristics:

- a) It is necessary that the tasks are grammatically correct and in the spirit of the English language and that students respond adequately to them.
- b) The test does not necessarily have to cover all of the material that students have learned during their school years. We opted for the targeted parts that were included in the experimental teaching and which we systematically practiced and determined in the experimental work.
- c) The test should be objective, i.e. its evaluation should not depend on the subjective assessment of the lecturer.
- d) The test should be valid, i.e. it should measure what was intended to be measured.

The data gathered from both tests, the diagnostic and the benchmark test, were integrated and displayed in descriptive forms, in tables and charts. The results from both tests were compared, where the researcher checked and analyzed the answers from the first test, then from the second test held after the creative teaching with the experimental group. Comparison of the results between the two tests was possible, as both tests included the same teaching materials. The researcher counted the correct and incorrect answers and divided that number with the total number of students, where  $N$  represents the total number of pupils, and  $A$  represents the number of correct answers. With the following formula:  $N = 44$ ,  $A/N \times 100$ , for each group of students, the researcher calculated the percentage of correct answers, then presented them in tables or charts, by using excel, followed with comments and notes.

The Collected data was analyzed to understand the importance of teacher's creativity for increased motivation in young learners. Our young learners were third grade primary school students.

The subject of our research was the impact of teacher's creativity for increased motivation in young learners. The aim of our experiment was to determine whether a creative teacher and a creative way of teaching really contributes to improving students' foreign language learning motivation. This study is designed to enable us to introduce creativity in teaching young language learners, to measure its impact on motivation on young language learners who underwent a new way of teaching compared to peers who were not subjected to changes in their English language classes.

## **Chapter IV**

### **The results and analysis of observation**

Diagnostic testing: conducted on 9th of September, 2022.

- from the books which were distributed to the students, in agreement with a colleague who worked with the control group, the topics were chosen and young learners were asked to focus on what will to be taught in the coming weeks and they were asked to contact the researcher for any ambiguity.

- Teaching creatively with experimental group that began on 12th of September and lasted to 7th of October 2022 of school year 2022-2023.

Benchmark testing: conducted on 10th of October 2022.

#### **4.1 Lecturing and observing pupils behavior during teaching process**

After the diagnostic testing, the students were presented with the new way of teaching, where they were informed that they will be more directly involved in teaching. Initially, the researcher asked a few questions about the topic being covered, then approached broader explanations with examples, asking students to give examples themselves. Often the students were divided into small groups of 3 or 4 students, who worked together. Since the researcher is also a teacher of the subject in the experimental group and knows the students and their previous knowledge of the language, she placed in each small group one student who stood out or was more advanced than the others so that each small group had a student "leader" who would help his peers. This way of working helped us a lot with dialogues and role play. Groups would then develop a discussion with each other about the new concepts being learned and whether they learned something new. After the lectures we discussed the topic, with examples, where students were encouraged to comment, to give examples, to give their opinion.



These lectures were held thrice a week in 4 weeks with 44 third grade students of the Primary School "Istigball" in Tetovë, divided into two classrooms. The researcher took advantage of the good time and part of the activities were carried out outside, in the school's surroundings.

Sometimes, when time allowed, the researcher tried to encourage the spirit of competition among students, giving them tasks that they had to solve quickly while the class lasted. In this way teacher raised the spirit of competition among groups. Students were also encouraged to ask their questions. In this way, they overcame their fear more easily and were motivated to be better, not individually but collectively, as a group, because individual competition was not encouraged at this stage.

The topics, activity, and the students' reaction on the tasks was followed with the help of observation sheet.

As for the observation sheet of the experimental group, they were very similar to each other. The students playfully and cheerfully accepted learning, they adapted very quickly, they were cheerful, curious, active, competitive and very talkative. Although they were very active, both mentally and physically, the students showed no signs of tiredness. Given the ongoing Covid-19 pandemic, it was very possible that we would have students stuck in solitary confinement for several days. This fear was present all the time in the researcher, because such cases would seriously endanger the health of students and the course of research.

The control group observation sheets did not have any observations that would have jeopardized the research, except for any absence or inactivity on the part of the students.

The observation of the control group was also carried out by the researcher who in this case did not play an active role in teaching, but was only an observer.

## 4. 2 Testing

a). Diagnostic tests are tests designed to detect learning deficiencies and students' current knowledge. These tests help the teachers by assessing the condition of learner and to identify the parts in which learners have learning difficulties.

In our case the first test had the role of Diagnostic test for two reasons:

- We needed an assessment of the students' level of achievement after 4 weeks of teaching creatively.
- We needed the results of the students' achievements and their current knowledge, so that we can compare their progress in the second test conducted after 4 weeks of creative teaching in experimental group and results of control group which was not exposed to changes in methods of teaching.

The test was compiled and conducted by the researcher.

b). Benchmark tests were designed to measure the impact of teacher's creativity on increased motivation on young learners, and their basic purpose is to give information. Benchmark tests, generally speaking, are tests given after pupils are taught a certain topic or unit, and they serve as a subject level evaluation.

In our case the second test had the role of Benchmark test for two reasons:

- We needed an assessment of the students' achievement after 4 weeks of creative teaching.
- We needed the results of the students' achievements to be able find out if the new, creative way of teaching and teachers' creativity has improved their motivation to learn, which would result in better results compared to the control group.

This test was also compiled and conducted by the researcher.

On the days of testing all students were present, both in the experimental group and in the control group. With the help of this test the researcher now was in a position to measure the impact of creative teaching on increased motivation on young learners. The diagnostic test and benchmark test will be available in Appendix of this paper.

### **4.3 Results and Discussion of findings**

This chapter deals with research findings and results, followed by discussion on said findings and results. The findings and results consist of the data gathered by two tests; in the following the researcher presents the discussion on the results and the impact of teacher's creativity on increased motivation on young learners (third grade primary school students) compared to students (their peers) who did not undergo such change or challenge. The answers of both tests (diagnostic and benchmark), and both groups (experimental and control) are presented according to topics which were addressed in this research.

#### **4.3.1 Research findings and results**

The results of the first test (diagnostic) conducted on 9th of September, 2022 will be presented separately for both groups, in tables or charts, followed by discussion on said results and the results of the second test (benchmark) conducted on 10th of October, 2022, will also be presented separately for both groups, to facilitate the interpretation and comparison of the results obtained for the purpose of the research, in order to mark the expected potential change, progress and improvement of motivation on young language learners after creative teaching in experimental group.

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