

Creativity in the EFL Classroom: Exploring Teachers' Knowledge and Perceptions

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Abstract

As a response to the new requirements and needs of this fast-changing information era, higher education systems all over the world are focusing on developing learners' higher mental competences including creative thinking. The current study aims at exploring teachers' knowledge about the general concepts of creative thinking and its related skills. Moreover, the study attempts to investigate teachers' perceptions about creativity and its incorporation in the English foreign language (EFL) Classroom. To examine these issues, a questionnaire was administered to twenty-seven EFL teachers from the English department of Badji Mokhtar university, Algeria. The Findings reveal that although teachers hold positive perceptions about promoting creative thinking in the EFL classroom, they generally consider creativity as a quite confusing concept and have uncertain knowledge about its characteristics.

Key words: creativity, EFL, higher education, knowledge, perception

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