

Accepted Manuscript

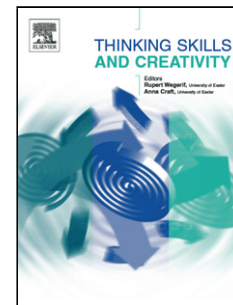
Title: Primary school teachers' conceptions of creativity in teaching English as a foreign language (EFL) in China

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PII: S1871-1871(17)30274-2
DOI: <https://doi.org/10.1016/j.tsc.2018.06.002>
Reference: TSC 513

To appear in: *Thinking Skills and Creativity*

Received date: 7-12-2017
Revised date: 30-5-2018
Accepted date: 3-6-2018



Please cite this article as: Wang L, Kokotsaki D, Primary school teachers' conceptions of creativity in teaching English as a foreign language (EFL) in China, *Thinking Skills and Creativity* (2018), <https://doi.org/10.1016/j.tsc.2018.06.002>

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Primary school teachers' conceptions of creativity in teaching English as a foreign language (EFL) in China

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Highlights

- Majority of primary teachers in the research valued creativity in EFL classroom.
- Teachers' conceptions of creativity can be categorised into four general clusters.
- Teachers applied different approaches to facilitate creative teaching in EFL.
- Teachers also encountered a number of challenges in fostering creative thinking.
- Some teachers had limited conceptions and understanding of creativity in EFL.

Abstract

Teachers' crucial role in realising creativity within their subject and providing more opportunities to foster creative abilities in pupils have been widely recognised. However, few studies have focused on what constitutes creativity in a particular subject such as English. This research explored teachers' conceptions of creativity in primary EFL classroom, with a particular focus on the Chinese context. Questionnaires and interviews were conducted to explore how EFL teachers conceptualised creativity in their practice using the phenomenographical approach to categorise teachers' conceptions. The findings showed that most of the teachers valued creativity in EFL, and regarded fostering creative thoughts as being important for personal development as well as effective EFL learning. Teachers' conceptions of creativity in EFL were categorised into creative products, cognitive development, creative teaching approaches and freedom in choice and expression.

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