Teachers as Creators

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A. Why do teachers have to be creative in designing lessons and teaching them?

CATER FOR	different tastes of different types of students
REDUCE	stress of both teacher and students
ENLIVEN	the lessons and the activities
ADJUST	the lessons to different levels of students
TEACH	students to think creatively as well
INTEREST	students in more exciting activities to practice English
VARY	the classroom situations to teach functional language
ENCOURAGE	the students to communicate more in English

CREATIVE

B. How can teachers conduct creative teaching?

1. **When planning a lesson, ask such questions as:**
   a. Are the students familiar with this activity?
   b. How many times have the students done the activity?
   c. Is there any idea or procedure which is new or strange in the activity?
   d. Is there something challenging in the activity?
   e. Should we adopt an attitude free from fear and custom, from the material with which we work for a change?
   f. Is the content or the language too difficult or too easy? How can we make it simpler or more demanding?
   g. Will the activity interest the students? What kind of students is interested in it?
   h. Is there a better and more interesting way to present the content or carry out an activity?

2. When preparing students for an activity, ask such questions as:

a. Are the instructions brief and clear enough? (Long instructions will confuse students and they cannot think of something by themselves)
b. Do we give so many examples? (too many examples will kill the students' creativity)
c. Do we set students in pairs or groups to encourage sharing ideas among them?
d. Do we allow enough time for students to produce language or ideas? Lack of time will lead to students' giving up thinking or practicing. Abundance of time cannot train the students' agility and decisiveness)

3. When monitoring students in an activity, ask such questions as:

a. Are we acting as monitors or lecturers?
b. Do we ask guiding questions at the right time of the activity? Shouldn't we answer them?
c. Do we ask necessary questions or give appropriate clues to help students use English to express these ideas? Should we prompt them or spell out everything?
d. Should we stop students' speaking to correct errors?
e. Do we always focus on accuracy, rather than fluency?
f. Do we fancy new and strange ideas during the activity? Are we good listeners to students' crazy ideas? How do we deal with them? (Ignore them, ask students to elaborate on them or ask for other students' opinions about them?)
g. How can we give effective feedback which encourages students to think creatively?
h. Are we willing to put up with active noise in class?