

## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Research Summary

The objectives of the study were to investigate the effectiveness of promoting the divergent thinking of primary school students through learner-centered activities in the English language classroom, and to investigate students' capacity for expressing creativity before and after the implementation of the learner-centered activities in the English language classroom. This study employed six instruments, needs analyses, learning activities, classroom observations, an experts' evaluation of students' works, Teacher's Evaluation of Students' Creativity (TESC) (Runco 1991) and Instances Tests adapted from Wallach and Kogan. (Runco 1991)

Five student, two teachers and three experts participated in the study. Students were non-native English speakers in an international school in Chiang Mai, Thailand, aged between seven and nine years old. One of the teachers was the main classroom teacher, who teaches the basic subjects, including English A, and the other teaches was the ESL teacher. The experts included teachers which have doctoral degrees in the English teaching field, having either been exposed to creative settings or have previously taught classes where a creative outcome was expected. Tow experienced teachersevaluated the outline and the learning activities, where the changes were made to entail the comments and suggestions given. The data analysis for the quantitative data was

done using the SPSS software and for the qualitative data it was analyzed by the researcher and summarized, the findings were reported in Chapter 4.

## **5.2 Summary of the Findings**

The data collection reveals that the implementation of the learner-centered activities was successful in the increase of the primary students' divergent thinking skills. The classroom observation checklist showed that students' creativity characteristics increased throughout the lessons, being below 50% in the first half of the lessons, and over 80% at the end of the study. The observations made in the classroom observation log reaffirm that students' awareness of creativity had increased, where students were reminded to be creative throughout the lessons. Furthermore, the Experts' Evaluation of students' works have also shown an increase in students' divergent thinking, with students' having low divergent thinking skills in Lesson 1 and average divergent thinking skills in Lessons 8 and 11. Additionally, the Teachers' Evaluation of Students' Creativity (TESC) has also shown that students' creative characteristics had increased due to the implementation of the learner-centered activities, with students being considerably creative prior to the beginning of the employment of the learner-centered activities and highly creative after the employment of the learner-centered activities. Moreover, the Instances Tests showed that students' divergent thinking skills increased both in the classroom discussion and in the individual work, with an increase in language production, linguistic creativity and all four elements of divergent thinking: Fluency, Flexibility, Originality and Elaboration.

## **5.3 Conclusion**

In conclusion, the results of this study have opened new doors to the application of the education reform aimed towards the English language classroom. The results have showed that students' divergent thinking and linguistic creativity can be enhanced during

the English language class by using learner-centered activities as the main method of instructions, and taking into account that one of the aims of the education reform is to have students working creatively, learner-centered activities such as the ones used throughout this research will aid teachers on how to begin changing their teacher-centered classroom into a learner-centered classroom. The positive results show that teachers can be confident in applying such learner-centered activities in their classroom.

It seems to be clear that the findings of this study have positive results towards the objectives of the study and confirm its expectations. All the analyzed results have proven that students' creativity have increased after the lessons were implemented, and therefore promoting the divergent thinking of primary school students through learner-centered activities in the English language classroom are effective. Students were capable of expressing their higher linguistic creative characteristics by using vocabulary, expressions and ideas related to the lessons after the implementation of the learner-centered activities in the English language classroom.

This research, therefore, suggests that by implementing a student-centered approach in the English language classroom, students' divergent thinking is enhanced. According to many experts, including the internationally famous creativity expert Robinson (2011), creativity is an essential tool to have in the future, as the world is changing, and with it, new ideas and problem-solvers with the capacity to think creatively are greatly needed if the people in the world are to keep up with the ever changing technology.

#### **5.4 Recommendations**

Creativity is a growing area of research, where a growing number of researchers are interested on what triggers creativity and what is behind creative behaviors. As English teachers, the researcher aims to bring the creativity in the language classroom in order to aid students not only in the enhancement of creativity, but also in the acquirement of the

English language. As a fairly new area of study, there is a lot of room for future inquiry. There are a variety of opportunities in implementing learner-centered activities such as classroom discussion, group works, brainstorming, etc., in order to enhance students' divergent thinking in the English language classroom at schools, including Thai schools. Following are some recommendations.

1. It is always important to keep in mind as a teacher researcher that whenever implementing a new concept, it is essential to make sure that all participants have a clear understanding of what the concept is composed of in order to avoid frustrations regarding misunderstandings. Therefore, whenever working with creativity, it is essential that participants are aware of the creative concept as well as what they can do in order to achieve it. This can be done through learner-centered activities such as brainstorming, as it was done in the study, or class discussion, where students talk about what they believe creativity to be.
2. It is important to keep a class time at the beginning of the course in order to make sure that everyone involved is aware of the objectives of the lesson.
3. Language teachers are suggested not to focus on memorizing, but try to lead the learner to think more, by using learner-centered activities and allowing students to share their ideas.

There are a few implications to the study reported, including the small subject numbers, the intercultural setting in which it took place, and the time limit in which the learner-centered activities were implemented, therefore, a few future study suggestions are can be seen below.

1. A similar study with a larger sample size and a greater amount of hours, since the small sample and the low amount of hours can compromise the reliability of the study. Therefore, a similar study in greater scales can increase the reliability

of the theory that learner-centered activities can increase students' creativity in the English classroom.

2. A study on English teachers' awareness of creativity in the classroom, in order to understand whether students' decrease in creativity along the years is due to unprepared teachers in this area, or due to the materials the institution obligates teachers to implement.
3. A study on designing a creative teacher training activities/curriculum, which can direct teachers' towards a more successful approach towards English teaching. Teachers could be introduced to using learner-centered activities to increase students' creativity and be trained on the best methods to do so.
4. An investigation of students' creativity in higher levels of the school, to put into practice learner-centered activities which can assist higher level school students to become creative within the language classroom, perhaps solving problems such as of the students who spend years trying to learn the language but fail.
5. A study where parents' perspectives in creativity are and how they influence students' language learning, looking at the home environment and its effects on language learning.
6. An investigation of cultural beliefs towards creativity and language, analyzing how they influence students' language learning and acquisition.