Journal of Education and Practice www.iiste.org
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol.6, No.17, 2015

Teaching Creatively In ESP

Viktorija Petkovska
Faculty of Technical Sciences-Bitola, 7000, Bitola, Republic of Macedonia

Abstract
Teaching creatively in ESP might in certain cases present some appropriate solutions to the teaching situation and, more importantly, boost students' confidence and motivation towards achieving some of the course objectives.
Based on a case study, this paper displays some of the results obtained through a limited scope research conducted with engineering students. It offers some insights into the possibilities of creative ESP teaching, its advantages and shortcomings. It also attempts to define the impact that creative ESP teaching might have on the outcomes of the teaching process, as well as the requirements it places on both the teacher and the students.
Keywords: creative teaching, motivation, teaching process

1. Introduction

Creative teaching presupposes teaching creatively.In order to teach creativity, one *must* teach creatively; that is, it will take a great deal of creative effort to bring out the most creative thinking in your classes. Of course, creativity is not the only required element for creative instructors. They must also know their fields and know how to create an appropriate learning environment. When will it be most important for you to offer direct instruction? When is discovery most important? What are your expectations and how can you best communicate them?
Because answers to these questions are so diverse — even for individual instructors teaching different courses or at various times of the semester — not one technique will fit all needs.
To become a successful ESP teacher takes not only knowledge, merit, time and dedication, but also requires conducting a constant search of stronger motivating, inspiring and creative techniques best suitable to a particular ESP class. All these preconditions may sound easily attainable in theory, but in practice, they often appear as objectives which put the ESP teacher in a position to stretch far beyond the regular boundaries and the prescribed and agreed working tasks. Trying to teach creatively might function as a partial remedy for a limited scope of tasks. It may not offer all the answers to the ever-changing needs of ESP, but may cater for certain situations in which other, more traditional and commonly exploited techniques appear to" kill" the atmosphere and have counter effects.

2 Why creative teaching

Certain arguments undoubtedly speak in favor of using creative teaching in ESP classes. Among them we can mention those affecting the students and those affecting the teacher. Among those affecting the students, we consider the following as being the most prominent:
-it boosts students' creativity
-it fosters their motivation
- it strengthens analytical and critical thinking
-it might support retention
- it is inclusion-friendly i.e. all students feel free to participate much more commonly than they do through traditional techniques
-it gives the students an opportunity to shape, modify or supplement teaching materials
-it readily and easily contributes towards the development of intercultural and multicultural understanding
-it is the most information technology-friendly form of ESP instruction.
On the other hand, factors affecting the teachers are:
-possibilities for creativeness are limited only by the boundaries of their imagination,creativity and resourcefulness;
-teachers can make great use of the available information technology as well as of their students' potentials
-they can create a sound interactive atmosphere
Shortcomings that affect both sides:
-it is often unpredictable
-it requires long preparation on the side of teachers
- it requires detailed planning to attain planned goals
-less proficient students might become inhibited when unable to express in English their creative ideas
-pair and group work might cover for those less motivated or less proficient
But despite all the above stated shortcomings, creative teaching remains one of the most challenging approaches in ESP. Being mostly taught to adult students, creative ESP teaching opens up countless possibilities for debates, expressing of opinions and getting acquainted with students' beliefs, values and attitudes. It also widens the

scope of interaction and sets the grounds for free and unbiased conversation, thus enriching all the participants with new, perhaps previously unconsidered, perspectives on many issues.

3. Methodology

This research is based on a case study of one ESP session. The session was organized and conducted through the application of four creative teaching techniques. The end of the session was devoted to a test and a short questionnaire was also distributed afterwards. Both the test and the questionnaire were intended as control mechanisms to assess the students' progress and lesson goals achievement.

4. The class

The paper represents a case study that constitutes of one session in ESP teaching at the Faculty of Technical sciences in Bitola. The class takes ESP in traffic engineering (first semester mandatory subject with 5 classes per week) and consists of 20 students at the age of 18-19.There are 9 female and 11 male students. Although their estimated EL proficiency level is B1, there are still some deviations in various aspects of their skills which actually make this group quite heterogeneous. They come from various backgrounds and are not homogenous with regard to their nationality (there are three Albanians and one Turk.)

Table1. Students' age, place of origin and nationality

No of students	Age	No of students	Place of origin	No of students	Nationality
8	18	4	Prilep	16	Macedonian
12	19	2	Kavadarci	3	Abanian
		3	Ohrid	1	Turk
		2	Struga		
		3	Strumica		
		1	Kichevo		
		5	Bitola		

Students' heterogeneous background

5. The topic

The topic of this session is *The Breath tester.* The basic text can be found in the textbook used as a basic teaching material during the course.(V.Petkovska:2009). There is a short account of only the basic facts about the breath tester.

There is also an additional text about a road accident involving a direct collision of two vehicles.

The goal is to learn new technical vocabulary, learn how to describe a process and give instructions.

Used creative techniques:

1.The first creative technique is a*ssumption busting.* A list of the possible assumptions about the causes of the accident is offered to the students. They examine the assumptions, challenge them and possibly come up with new assumptions, preferably trying to prove them valuable and truthful. The benefit of this technique is to address previous assumptions and through creative thinking seek new ones and generate new possibilities.

2.*Negative brain storming.* During this second step, students try to find out what could have gone wrong and caused the accident. Ideas are allowed to flow freely and there is no room for rejection of any of them.

3. The third creative technique used is the *Mystery spot.* Its benefit is that it integrates science learning within an exciting narrative. The narrative used in this case has wide appeal and involves the students in learning. As a very flexible tool, it enables the instructor to compose a story closely based on the lesson purposes/ targeted key points.

The mystery tests literacy, problem solving skills and deductive reasoning. Students investigate why the accident happened in the first place, under which circumstances, who was involved, which are the known parameters (ex. The brands and speed of the vehicles involved, the type of road and other specific conditions etc.)

4. The next step is the *role playing* technique. It offers practice of the already mastered material. It also gives the students an opportunity to "step into the shoes" of the characters involved in the stories previously read about the analyzed problem (in this case, the road accident).

As the class proceeds, students come up with the assumption that the accident was probably caused by a drunk driver. This initiates various standpoints about the rules and regulations concerning drinking when driving and provokes lively discussions on its justifiability. During this step the concept of a breath tester is introduced. Students find on line information on this device, its structure and its function. They also find out how it works. Then they draw a diagram and label its parts (the teacher has provided a sample breath tester that can be purchased freely in the market-similar, but not the same as those used by the police). In order to describe how it functions, students draw a flow chart.

Then students are divided into two groups: drivers and police officers. Police officers "stop" the drivers using the actual language and usual procedures typical for such situations. This is an opportunity to practice giving instructions (ex. Stop the car, Turn off the engine, Give me your driving license, Step out of the car, Blow into the tube, etc.) When this activity is completed, each group discusses various aspects of each situation separately

and assesses the goal achievements.

6. Follow-up activity (homework)

As a follow- up activity for the next session, one group of students were assigned a task to write a report on the analyzed accident and the other group to act as insurance agents, assess the damage and make a decision on the amount reimbursed to the vehicle owners.

7. Testing

The last part of this session is devoted to testing the obtained knowledge. The test consists of four separate tasks which involve: five multiple choice items concerning the content of the basic text (10 points), labeling a diagram with the parts of a breath tester (10 points), giving instructions how to use the breath tester (closed prompts, 30 points), filling in a flow chart with six steps that describe how the level of alcohol in the blood sample is read by using a breath tester (30 points).

The students' scores were the following:

Table2. Students' scores after the first test

Score (points)	Number of students	Percentage %
80-70	3	15
70-60	5	25
60-50	7	35
50-41	5	25

Students' scores

These results were compared to those obtained through testing the knowledge gained of a somewhat similar topic (*The radar speed trap)* taught to the same group of students during the previous session by using a more traditional approach and techniques. The test for this session was also sequenced in a similar way as the previous. The maximum possible points were again 80, and the minimum 41.

Table3. Students' scores from the previous test

Score (points)	Number of students	Percentage %
80-70	1	5
70-60	3	15
60-50	6	30
50-41	10	50

Students' scores after *The radar speed trap* test

By comparing the percentages, we can easily notice that, when it comes to these two above mentioned sessions, the results speak largely in favor of the creative teaching techniques.

8. Students' assessment

As a control mechanism, a questionnaire was prepared to obtain students' insights into the used creative techniques. (see appendix1)

The analysis of the students' answers to the questionnaire closely reflects the tests results and shows merely slight, negligible deviations. This unambiguously speaks in favor of the use of creative teaching techniques as often as possible because they not only give better results, but also create a more constructive and enjoyable teaching atmosphere which altogether boosts the teaching process and ensures closer realization of the teaching goals.

Table4. Students' answers to the control test

Item No.	Yes	%	No	%
1	16	80	4	20
2	17	85	3	15
3	15	75	5	25
4	13	65	7	35
5	14	70	6	30
6	18	90	2	10
7	20	100	0	0

Students' answers to the control test (expressed also in percentages)

From the data in this table we can easily infer a conclusion that the majority of students found the supplementary reading text easy to follow. The relevance of the topic was assessed as relevant to the students' professional field by as many as 17 students. *Assumption busting* technique seemed to have appeared relevant for this kind of lecture to only 15 students, and *Negative brain storming* appealed to 13 students. *Mystery* spot was obviously the technique that was exciting and enjoyable for 14 students. Most of the students voted in favor of the *Role playing* technique and its contribution towards learning the technical vocabulary and enhancing their understanding of

the topic. This outcome was expected because of the fact that students were already familiar with this technique since it had been used during previous sessions.
As for the test, all 20 students found it closely related to the topic.

Table5. Item No. 20

Easy	Not very easy	Not very difficult	Difficult
4 (20%)	6 (30%)	9 (45%)	1 (5%)

Percentages of the answers for Item No. 20

As far as item No 20 is concerned, despite the weak results in the test of as many as 5 students, only one student found the test difficult, whereas 15 students thought it was neither very easy nor very difficult. There is a complete correspondence however, between the number of students with best scores on the test and the number of those who found the test easy.

9. Conclusion

Creative teaching requires thorough preparation on the side of the teacher particularly when applied in ESP classes because it entails in depth analysis of a given subject which the EL teacher might not always be very familiar with. It also requires good organizational and management skills and creative and innovative approach during all lesson stages, but especially so during the initial presentation stage, in order to boost students' interest and motivation. Sound interactive atmosphere is also crucial for the successful realization of creative ESP teaching.
The obtained results in the case study presented in this paper unambiguously speak in favor of using creative approaches in conducting ESP lessons. However, a more profound analysis of results obtained from a number of such lessons remains open for future research.

References

Amabile, T .M. (1996). "Creativity in context". Boulder, CO: Westview.
Jeffrey, Bob and Craft, Anna (2004). Teaching creatively and teaching for creativity: distinctions and relationships. Educational Studies, 30(1), pp. 77–87.
Petkovska, V. (2009). "English for Technical Sciences". Bitola, Kiro Dandaro
Schank, R. C. (1988). "The Creative Attitude: Learning to Ask and Answer the Right Questions". New York: Macmillan.
Sternberg, R. J., & Lubart, T. I. (1995). Defying the crowd: "Cultivating creativity in a culture of conformity." New York: Free Press.
Sternberg, R. J., & Williams, W. M. (1996). "How to develop student creativity". Alexandria, VA: Association for Supervision and Curriculum Development.
http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=1080
http://www.theideacenter.org/sites/default/files/Item19Formatted.pdf
https://engineering.purdue.edu/ChE/AboutUs/Publications/TeachingEng/chapter5.pdf

APPENDIX 1

Questionnaire
Please circle one of the possible answers:
1.Was the supplementary reading text easy to follow?
Yes No
2.Was the topic relevant to your professional field?
Yes No
3. Did you find the *Assumption busting* technique relevant to this lecture:
Yes No
4.Did the technique *Negative brain storming* help you in generating ideas about the possible causes of the accident?
Yes No
5.Was the technique *Mystery spot* exciting and enjoyable?
Yes No
6.Has the technique *Role playing* benefitted your technical vocabulary knowledge and your understanding of the topic?
Yes No
7.Has the test been closely related to the topic?
Yes No
8.Did you find the test:
Easy Not very easy Not very difficult Difficult
to cope with?

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/ All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

Academic conference: http://www.iiste.org/conference/upcoming-conferences-call-for-paper/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar