

Strengthening Educational Transcriptions and Transmission through Life Skills

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INTRODUCTION & AIM

The integration of creative thinking skills within the framework of English as a Foreign Language (EFL) education in Morocco presents a multifaceted challenge. By illuminating these challenges, we seek to pave the way for innovative strategies that foster a more dynamic learning environment in Moroccan classrooms.

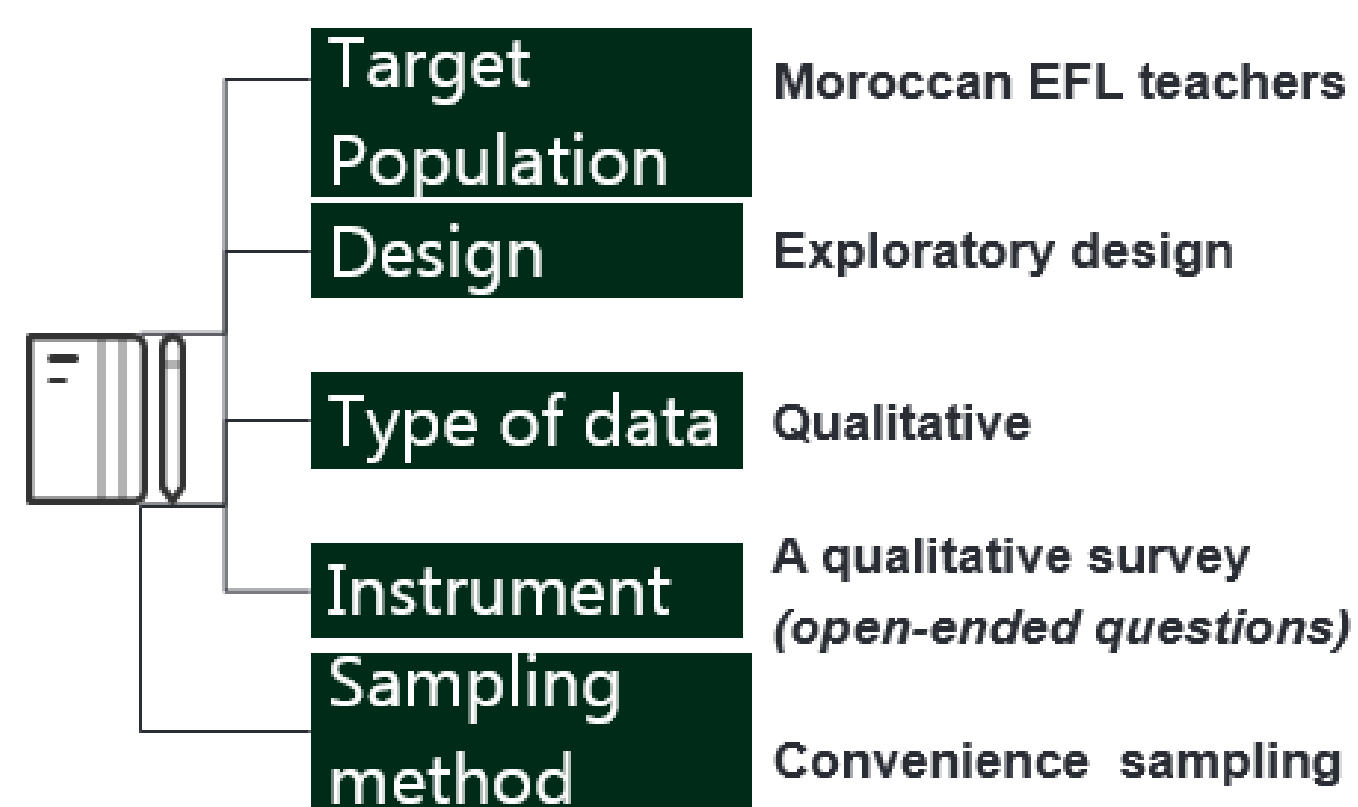
The integration of creative thinking into English as a Foreign Language (EFL) instruction is increasingly recognized as essential for preparing students to thrive in the complexities of the 21st century. As Morocco continues to navigate its educational landscape, understanding the perceptions, practices, and challenges faced by Moroccan EFL teachers in fostering creative thinking skills becomes imperative

Objectives:

- To investigate teachers' perceptions of creative thinking skills.
- To identify methods and pedagogical strategies that foster creative thinking in the classroom
- To examine the challenges and barriers faced by English language teachers when integrating creative thinking skills into their instructions.

METHOD

Methodology



Target Population	Moroccan EFL teachers
Design	Exploratory design
Type of data	Qualitative
Instrument	A qualitative survey (open-ended questions)
Sampling method	Convenience sampling

Demographic Information (n=82)

Variable	Category	n	%
Gender	Male	34	41.5
	Female	48	58.5
Teaching experience	Less than 5 years	44	53.7
	6-10 years	24	29.3
	More than 11 years	14	17.1

RESULTS & DISCUSSION

Results

Theme 01: Teachers' perceptions about integrating creative thinking skills

- Many teachers recognize creativity as pivotal in language education, acknowledging its multifaceted role beyond artistic expression and emphasizing its significance in fostering critical thinking and problem-solving skills.
- Teachers demonstrate a clear understanding of the benefits associated with integrating creative thinking skills, emphasizing its positive impact on students' engagement, motivation, and overall language proficiency.

Results

Theme 02: Instructional strategies employed for integrating creative thinking activities

- Use of brainstorming and idea generation techniques.
- Incorporation of project-based learning and inquiry-based approaches.
- Integration of multimedia resources.
- Emphasis on collaborative activities.

Results

Theme 03: Challenges encountered in integrating creative thinking skills

- Time constraints within curriculum demands.
- Limited access to resources and materials.
- Resistance from students or colleagues.
- Assessment and accountability pressures.

Results

Theme 04: Strategies for addressing challenges in integrating creative thinking

- Flexibility and adaptation of lesson plans and teaching methodologies.
- Professional Development.
- Collaboration with colleagues for resource sharing and support.

CONCLUSION

It is imperative for educators, policymakers, and stakeholders to continue advocating for curriculum flexibility, providing support for professional development, and fostering a culture of creativity and innovation in language education.

FUTURE WORK / REFERENCES

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