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The Effect of a Training Program Based on the Gamification in Developing Creative Teaching Skills Among English Teachers of Preparatory Stage

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Abstract:

The study aimed to investigate the effect of a training program based on the gamification in developing creative teaching skills among English teachers of preparatory stage. The experimental approach was used. The sample consisted of 12 English teachers of preparatory stage. An observation card was used to measure creative teaching skills among English teachers of preparatory stage. The results showed that there are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the observation card of creative teaching skills before and after the application of the program. The Proposed Program which was based on gamification was effective and influential in developing creative teaching skills among English teachers of preparatory stage as the average earning rate for Blake was (1.4). The researchers recommends supporting and encouraging the principals in the ministry and supervisors to spread the culture of creative teaching; encouraging English language supervisors to hold intensive training workshops on creative teaching practices and to benefit from them in teaching English language skills.

Keywords: Gamification, English teachers, creative teaching skills.

أثر برنامج تدريبي قائم على التلعيب في تنمية مهارات التدريس الإبداعي لدى مدرسي اللغة الإنجليزية للمرحلة المتوسطة

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المخلص:

هدفت الدراسة استكشاف أثر برنامج تدريبي قائم على التلعيب في تطوير مهارات التدريس الإبداعي لدى معلمي اللغة الإنجليزية في المرحلة المتوسطة. وتم استخدام المنهج التجريبي، وتكونت عينة الدراسة من 12 معلم ومعلمة لغة انجليزية في المرحلة المتوسطة. تم استخدام بطاقة ملاحظة لقياس مهارات التدريس الإبداعي لدى معلمي اللغة الإنجليزية في المرحلة المتوسطة. أظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) بين متوسطات درجات المجموعة التجريبية في بطاقة ملاحظة مهارات التدريس الإبداعي قبل وبعد تطبيق البرنامج. كما أظهرت النتائج أن البرنامج المقترح القائم على التلعيب كان فعالاً ومؤثراً في تطوير مهارات التدريس الإبداعي لدى معلمي اللغة الإنجليزية في المرحلة المتوسطة حيث كان متوسط معدل الكسب لبليك (1.4). وبناء على النتائج، يوصي الباحثون بدعم وتشجيع المديرين في الوزارة والمشرفين لنشر ثقافة التدريس الإبداعي، وتشجيع مشرفي اللغة الإنجليزية على عقد ورش عمل تدريبية مكثفة حول ممارسات التدريس الإبداعي والاستفادة منها في تعليم مهارات اللغة الإنجليزية.

كلمات مفتاحية: التلعيب، معلمي اللغة الانجليزية، مهارات التدريس الابداعي

Introduction:

Education is no more being teacher-centered where the teacher is the dominant power in the class. Moreover, the one-way teaching method doesn't suit all learners since every single learner is unique in his/her characteristics and the ability to learn. Students' learning style accordingly is different and that teacher discovers the diversity of proficiency and learning needs in one class.

In order to develop students' skills and thus increase their learning, teachers should focus on student's interests and their learning needs. Nowadays "One size fit all" does not become suitable and does not accommodate with the techniques and methods of teaching the English language. Therefore, English teachers should pay certain effort to create interesting English lessons (Al-Zaabi, & Khamis, 2021).

The need to vary learning strategies to accommodate all learners, learning styles and characteristics is the critical point. All teachers should employ different teaching strategies and methods which encourage learners to master various skills. Educational specialists stress the importance of developing learners' skills as the learner is the central of teaching and learning process. Creative teachers concentrate on the way their students can learn, process, acquire, understand, and remember the new information (Mandasari, & Oktaviani, 2018).

Teaching and learning process faces several problems especially those related to students' motivations and engagement. Teachers try to practice different instructional approaches. The educational games spread recently among educational educators as one of the recent tools that enhances students' abilities such as communication, self-management, collaboration, and problem solving (Lee & Hammer, 2011).

The importance of educational games appears in its power to develop the personality and behavior of the learner by giving the space for creative implementation and application. It accelerates the process of understanding among students, especially children, because it increases their interaction with the various elements of the environment inside and outside the classroom. Moreover, it helps the teacher to discover and take into account individual differences. It can be considered as a means of communication between the teacher and the students. It raises children's creativity when using fun teaching methods. Moreover, it increases body growth and helps relieve stress and fatigue (Kapp, 2012).

Children want to practice leadership and organization, and playing ramp games gives them this motivation. It also psychologically motivates children to learn and endears them to it, through which they can express themselves freely. It encourages social interaction, acceptance and empathy between individuals, especially among children. The student gains self-confidence and reliance on him. Educational games help develop memory and thinking. The student writes good values and morals such as cooperation and respect for the followed laws and rules.

In order to use games and "gamification" approach effectively in classroom, there must be some elements that increase its success. Teachers should clearly define the educational goal from the use of games, follow the rules that explain how a game should be played, focus on creating competition between groups of students in order to encourage them to earn and learn in a fun way, and encourage playing and winning (Li, et al., 2021).

Gamification of education is a strategy for increasing engagement by incorporating game elements into an educational environment. The goal is to generate levels of involvement equal to what games can usually produce.

The main goals of gamification are to enhance certain abilities, introduce objectives that give learning a purpose, engage students, optimize learning, support behavior change, and socialize (Nelson, 2012).

Stimulated by the effects that game elements can produce, many researchers have looked into the influence of gamification in an educational context, getting favorable results, such as the increase of engagement, user retention, knowledge (Krishnan, et al., 2021)

Gamification is used on online learning platforms like Khan Academy and Code Academy to keep users interested. Users acquire additional badges as they finish more courses and classes. Games are included into websites like eBay and Fitocracy to keep users interested and promote friendly rivalry. Nowadays, gamification is becoming more popular and prevalent (Deterding, Dixon, Khaled, & Nacke, 2011).

Gamification is one of the new learning trends. The advantages of gamification can be used to improve creative teaching skills, as gamification has proven to be an appropriate solution in managing the educational process effectively and in ensuring interactive and improved performance. Gamification gains its importance in the educational process from its ability to direct the teacher to use every day experiences in the classroom. Moreover, gamification enhances the teacher's skills in transforming life activities into games-based activities. In order to grab students' attention and increase their enthusiasm for learning, the teacher can also make use of the many and enjoyable gamification components like narrative, exploration, cooperation, and competitiveness (Mihela, 2022).

The study of creativity in education is a fascinating topic. Effective instruction that improves learning has been connected to creative teaching (Sawyer, 2011; Reilly et al, 2011) (Rinkevich, 2011). According to (Nickerson, 2010; Horng et al, 2005) creative thinking is encouraged when teachers model it.

Additionally, fostering creativity involves a lot of creative teaching. According to Rinkevich (2011) and Craft (2011), creative teaching is described as educational exchanges that are "unique, customized, and meaningful" and that are also fun, interesting, and novel.

According to Ambrose (2005), creative teaching is challenging and requires a wide range of abilities, viewpoints, and experiences. According to Sawyer (2010), this type of innovative teaching came about as a result of "disciplined improvisation," which is closely related to teacher experience. The classroom environment, according to Rubenstein, McCoach, and Siegle (2013), may limit teachers' creative expression. They stressed the significance of teachers' perspectives as well as the impressions that professionals can have of the creative opportunities available to them

Professionals might be capable of being creative, but their workplace culture might discourage it. They argue that the classroom setting is an area of creative teaching that has to be improved. The physical characteristics of the learning environment have been linked to both academic performance and creative output. Warner and Myers (2009) compiled the known factors that affect creative behavior in their literature review on learning environments and creativity, including technology, color, lighting, furniture, decoration, elements that engage the senses, resources, class size, and physical configurations within and between physical rooms. According to Jankowska and Atlay (2008), the aesthetic, visual, and adaptable qualities of spaces encourage the creation of creative environments and improve learning.

On the other hand, due to the importance of creative teaching skills, these skills should be imparted to teachers in line with twenty-first-century techniques. Therefore, the learning and teaching process should be developed according to the digital age in a manner that employs them in the educational process through accurate and sound planning. Attention should also be paid to building positive perceptions of teachers towards creative teaching and twenty-first century skills. Moreover, teachers' positive perceptions will motivate teachers to employ different modern and creative teaching skills (Bereczki, & Kárpáti, 2018).

The researchers also reviewed the literature and previous studies on creative teaching, including (Hendawi, 2016; Aranda et al., 2020; Pharghali, 2015), which advocated incorporating gamification during teaching since it promotes students' language proficiency levels and inspires them. Additionally, the researchers emphasized that no particular teaching methodology is used when teaching English in Palestine.

Therefore, it is necessary for those in charge of the educational process to adopt a new role towards education design and use new strategies that help the teacher to provide content, and support

educational activities. This research presents the effect of gamification-based training program in developing creative teaching skills among English teacher in preparatory school.

The Statement of the Problem:

The current educational situation reveals that teachers acquire to some extent the standards of traditional teaching skills for educational success. Teachers lack the ability to acquire and practice creative teaching skills. Teachers rely on traditional teaching methods which depend on memorization as well as the questions that require specific answer. They do not provide a high level of encouragement for generating students' creative ideas. Exaggerating the teacher's criticism has negatively affected the creativity level of their students.

The researchers stressed that teaching foreign languages should aim to give students not only linguistic skills but also intercultural competency and global awareness. In order to do this, the student must possess the skills necessary to successfully think, plan, perform rehearsals of future events, evaluate the past, and even simulate or fantasize situations that may never occur. In light of the aforementioned, researchers stressed the need of gamification in the classroom. The study problem is stated in the following major question:

"What is the effect of a training program based on the gamification in developing creative teaching skills among English teachers of preparatory stage?"

The following sub-questions were derived from the major question:

1. What are the appropriate creative teaching skills for English language teachers at the preparatory stage?
2. What is the nature of the training program based on the gamification in developing creative teaching skills among English teachers of preparatory stage?
3. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group in the observation card of creative teaching skills before and after the application of the program?
4. Does the gamification training program achieve an effective Black modified Gain Ratio (> 1.2) in developing creative teaching skills?

The Study Hypotheses:

The study hypotheses are stated as follows:

1. There are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group in the observation card of creative teaching skills before and after the application of the program.
2. The gamification training program achieves an effective Black modified Gain Ratio (> 1.2) in developing creative teaching skills.

The Study Purpose:

The study aims to:

1. Clarify the nature of the training program based on the gamification in developing creative teaching skills among English teachers of preparatory stage.
2. Determine the appropriate creative teaching skills for English language teachers at the preparatory stage.
3. Investigate the differences between the mean scores of the experimental group in the observation card of creative teaching skills before and after the application of the program.
4. Determine if the gamification training program achieve an effective Black modified Gain Ratio (> 1.2) in developing creative teaching skills.

The Study Significance:

The significance of the study is determined in:

1. This study may add significantly to education because it addresses the gamification which is an origin topic.
2. Could give instructors and educators a teaching model with precise and unambiguous instructional stages.

3. May provide supervisors with different techniques while they carry out their supervisory responsibilities, particularly in assisting pre-service and in-service teachers in using gamification in the classroom.
4. May advance instructors' gamification-related knowledge and abilities.
5. May encourage educational experts to assess, organize, and design curricula in light of gamification in order to enhance the processes of learning and teaching.
6. May present an observation card to improve teachers' creative teaching skills which can benefit educational specialists.

The Study Delimitations:

Limitations of the study

The study was conducted at (public schools) in the Middle Governorate in Gaza in the second semester of the academic year (2021/2022) on a sample of English teachers of preparatory stage who teach in the public schools.

Definitions of Terms

The researchers adopted the following operational definitions:

- **The training program based on gamification:** A collection of instructional techniques that emphasizes the application of game design concepts outside of the contexts of games. The program used some of the educational aspects of the games—goals, challenges and quests, customization, progress, feedback, competition, cooperation, freedom, and time constraints—to increase the creative teaching abilities of English teachers in preparation-stage classrooms.
- **Creative teaching skills:** The set of verbal and nonverbal actions and behaviors that the English teachers of preparatory stage perform during their interaction with students in the classroom situation. Creative teaching works to stimulate the creative thinking abilities of the students and it includes skills such as: (Educational skills (asking the question - interacting with students' responses, behaviors that facilitate creativity, teaching for conceptual comprehension, and assessment of students' learning) measured by the tools of the study.

Literature Review

The literature review includes to domains: The First Domain (The training program based on gamification, and the second domain (Creative Teaching).

The First Domain: The training program based on the gamification

Gamification is a sort of e-learning. It is one of the most contemporary teaching techniques that focuses on highlighting the learner's activity and response and giving him an active role by drawing his attention to the study material and interacting with it in an atmosphere that adds fun and entertainment.

Definition of Gamification

Educational research dealt with the concept of gamification differently, but they agreed in their meaning. Gamification is defined by Staller & Koerner (2021) as incorporating game components and fundamental principles after educational arbitration and being aware of their effects in order to accomplish an educational objective.

Sailer, and Homner, (2020) defines it as the use of mechanisms based on the principles and aesthetics of games and game-based thinking to engage and motivate students and enhance learning or training. It aims to achieve fun and participation and attract their attention to continue learning through points and levels and rank them on the leaderboard.

According to the previous definitions, the researcher states that they share three main points:

- ❖ The center of gamification is the learner who practices various gamification activities.

- ❖ Gamification is also social in the sense that it is done with other players.
- ❖ It needs elements to design the game and is based on several principles such as motivation, and excitement.

Gamification Elements

Gamification consists of several elements (Varannai, et al., 2017):

- **Points:** The player gets points after performing a number of activities in the game.
- **Badges:** A visual representation of the player's achievements in the game.
- **Leaderboards:** All players are included here in lists based on their level.
- **Progress bars:** These are statements of information about each player, their current status, and their direction towards achieving the goal.
- **Performance graphs:** They are statements of graphs about the high performance of a player compared to the performance of other players.
- **Tasks:** It is the set of tasks assigned to the player and asked to achieve them in the game.
- **Characters:** They are symbols or cartoon characters that the player passes to represent him in the game.
- **Achievement file:** It is an explanation of the tasks that the player has mastered and the behaviors he has performed.
- **Levels:** These are outcomes that the student achieves by carrying out particular assignments. Additionally, they give the learner a logical line of progression through their experience that they must follow in order to reach their objectives.

Steps of Gamification

To be able to gamify, López et al., (2019) propose a number of categories of pertinent game features. It's crucial to create a process for carrying out the technique once the relevant components have been identified. López et al., (2019) suggest six stages for appropriately implementing gamification:

- Specify the goals. What do you hope to accomplish?
- Describe the desired behaviors. How will you obtain it?
- Describe the participants. Who ought to receive it?
- Create activity cycles. How will you put in the effort to obtain it?
- Don't forget to have fun.
- Employ the proper equipment.

The researchers conclude that the implementation of gamification can go through several steps that depend on the capabilities and experiences of the teacher and can be summarized in the following:

- Planning and understanding students' needs.
- Determining the type of student players.
- Determining general and procedural goals.
- Determine the target behaviors.
- Designing gamification activities.
- Designing the gamification system.
- Using constructive evaluation of gamification.

The use of gamification in teaching English language

For a few years now, gamification has been the focus of research, discussion, and application in second language teaching (SLA) and second language (L2) learning. The goal of incorporating gamification into education is to (Rincon-Flores, 2015):

Gamification has been the subject of research, debate, and application in second language teaching (SLA) and second language (L2) acquisition for a few years now. Gamification in education aims to achieve the following (Rincon-Flores, 2015):

1. Providing pupils with access to a more stimulating and effective learning setting.
2. Making it possible for the L2 learner to have a better language-learning experience while also gaining the ability to solve any task or problem.
3. Encouraging students to adopt new skills and shed their bad habits.

4. allowing pupils the opportunity to interact with one another through a social game.

The researchers concentrated on enhancing teachers' abilities to apply two types of gamification (Kahoot and word wall) in the training program based on gamification:

- **Kahoot:** It is a technique that is anticipated to support and enhance students' learning. Students' knowledge can be evaluated using the online game Kahoot. As an interactive technology-based teaching tool, it may help pupils learn more. Additionally, there are lots of benefits to utilizing Kahoot in the classroom. Because Kahoot is straightforward for students and teachers to master and gives pupils music and colors to work with while rehearsing lessons, it may be used as an instructional teaching approach. Additionally, it provides teachers with the option to download, review, store, and create quizzes or surveys for their pupils (Al Shra'ah, 2021).
- **Word wall:** A classroom wall, bulletin board, or other display surface with an arranged group of words written in bold, noticeable letters is used as a literacy tool. It helps to improve students' vocabulary. It can be reliably adapted to any grade level or subject. Word wall has proven to be a highly effective teaching and learning tool. Language barriers can be created when teachers have their own classrooms. There are many different types of word walls. They are mostly ordered alphabetically, but you can easily sort them by subject or word class. You can insert pictures as well as words. This media can be designed to complement both individual and group projects in which students take part in the creative process. Students are required to learn English words through the word wall method without the use of dictionaries or the teacher's explanations of their meanings. Additionally, when teaching vocabulary, using the word wall method motivates students to use the language. Your confidence and ability to actively engage in learning increase as your understanding of words and their meanings in various settings increases. (Sipayung, 2018).

Many related work emphasizes the importance of gamification. For example, Manzano-León, et al., (2022) found that students and teachers are both in favor of using gamification in the classroom.

Gamification becomes a distinctive educational trend achieves fun and motivation. Gamification contributes to the acquisition of educational content and experiences for students with developmental disorders. Rincon-Flores, et al., (2022) revealed the existence of a positive relationship between employing gamification in student achievement, motivation, participation, emotions and the quality of tasks among undergraduate students in engineering and not in economics and social sciences. Because of its advantages, the study suggested that teachers use gamification in the classroom. According to Yildiz, et al. (2021), there are noticeable differences in the experimental group teacher candidates' levels of motivation and creativity. Additionally, they had positive attitudes about using gamification in education because it gave the lesson a fun competition, and they planned to use it in their own lessons moving forward. Mee Mee, Ret al., (2020) found that teachers using the gamification method in teaching English improved their students' ability to think critically, creatively, and solve problems. Without the learners' knowledge, the enjoyable and appealing exercises spark their enthusiasm in learning the language. The study proposed that gamification be used to teach English.

Here is one of the practices of using Wardwall game to teach listening Skills:

Using Wardwall game to teach listening Skills

Game 1

- The teacher teaches the lesson step by step according to the steps of the listening lesson.

Period 3

1 Listen and repeat the words. choice furniture glass jug pattern plate vase wicker wood

2 Work in groups. Talk about these questions.
1 What can a visitor to Palestine buy as a gift?
2 Where can they go to buy it in Palestine?

3 Listen and read. Complete the table.

Town/City	Gift
Jerusalem	plates, bowls, jugs
Hebron	vases, jugs
Bethlehem	gifts made from wood
Gaza	furniture (made of wicker)

Visitors to Palestine always want to buy a gift to take home with them. They have a good choice of things to buy from the shops and markets. Every craft has a different history and comes from a different place. This is because Palestine has such a long history. Visitors can visit different parts of the country or just go to a good gift shop to find all they want.

In Jerusalem, visitors can watch artists make beautiful patterns on plates, bowls and jugs.

Hebron is famous for beautiful blue vases and jugs made from glass.

In Bethlehem craftsmen make and sell things made from wood. They have done this for more than 1500 years and make more than a thousand different gifts.

In Gaza craftsmen make furniture (tables, chairs, etc.) from wicker (long, thin pieces of wood). It is beautiful to look at and to use.

4 Read and tick the true sentences. Then correct the false sentences.

- There isn't a good choice of gifts in Palestine. ☒
- In Jerusalem, visitors can paint patterns on plates, bowls and jugs. ☒
- Craftsmen in Hebron make things made from blue glass. ☒

5 Read and answer the questions.

- How long have craftsmen in Bethlehem made things from wood? **for more than 1500 years**
- What do the craftsmen in Gaza make furniture from? **wicker**

6 Work in pairs. Read the passage aloud.

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Period 4

1 Listen and number the words in the order you hear them.

choice furniture glass jug pattern plate vase
wicker wood

Which words didn't you hear?

2 Read and circle the correct words.

- There is a good pattern / choice of gifts to buy in Jerusalem.
- Look at the fantastic pattern / gift on this bowl.
- This small camel is made from wicker / wood.
- We could use this jug / plate for water or lemonade.
- This wicker vase / furniture is from Gaza.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- This plate is made from glass so be careful - don't break it. **d**
- We can use this wicker furniture in our house. **c**
- I like these vases but they are all blue - is there no other choice? **b**
- The craftsmen want to sell me some wood from Gaza. **e**
- Look at the colour and pattern on this plate. **a**

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Figure (1)
The steps of the listening activity

- The teacher tells his students that they are going to play a game related to the listening activity.
- Students enter to their phones or computers and attach the game (<https://wordwall.net/resource/43540828/match-the-word-with-the-picture>).
- Students should listen and then match the word with the picture.
- The should drag and drop each keyword next to its definition.
- Students can listen to the word and repeat the correct answer.

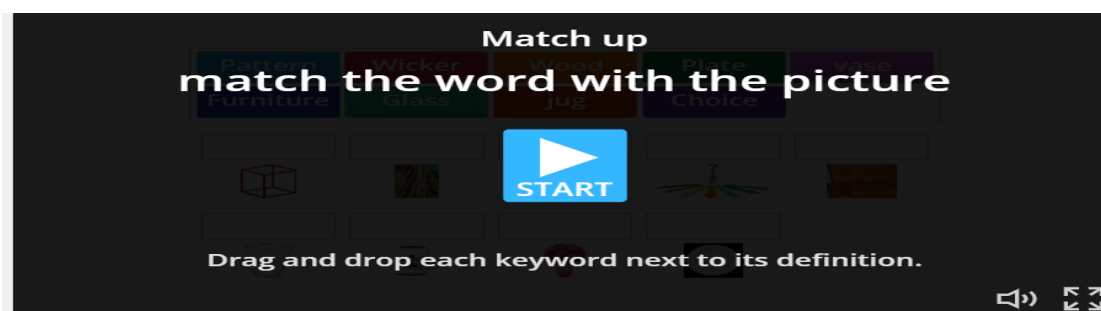


Figure (2)
Start the game



Figure (3)
Match the word with the picture

The student starts the game (start).
The student matches the word with the picture.
The students can listen and repeat the word .



Figure (4)
Submit answers

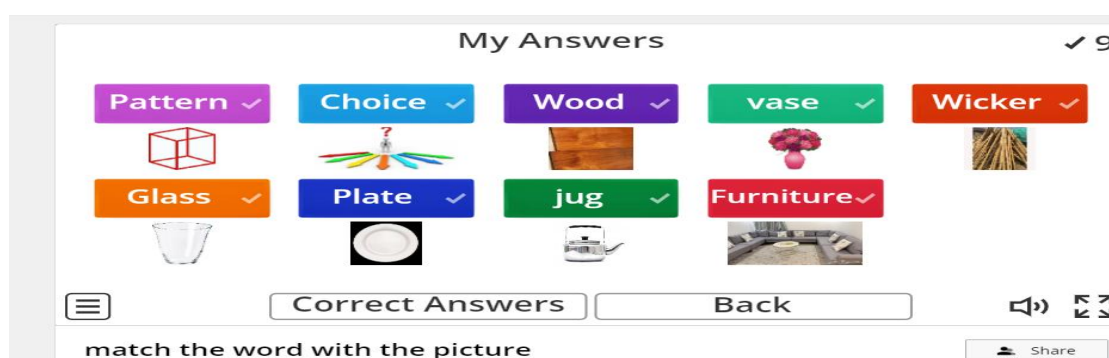


Figure (5)
Correct answers

The Second Domain (Creative Teaching):

In light of the challenges imposed by the information development and the qualitative shift in twenty-first century in teaching techniques and the shortcomings of its traditional systems that did not satisfy the educational needs of students, it became imperative for the teacher to pay attention to his students' mental abilities and preparations.

It became necessary to take into consideration the developmental characteristics and patterns of thinking that make learning more effective and feasible. This can only be done through the development of teaching methods and techniques. There is no effective learning without a creative teacher, and no meaningful teaching without the creative teaching methods (Wibowo, & Saptono, 2018).

Teachers will need to embrace creative ways to this new curriculum and teach for creativity as well as teach creatively in order to sustain such human creativity in the kids (Cremin, 2015)

The Concept of Creative Teaching

The researchers were exposed to creative teaching as one of the pillars of the educational process. Haryani, e al., (2021) defined it as a pattern of effective teaching behavior that the teacher uses, relying on his creative abilities to create a teaching interaction between him and his students.

It is a way that makes the student active, starting with teacher's thought through the use of modern strategies and methods and innovative activities (Rosa, et al., 2019).

The researchers define creative teaching as the ability of the teacher to implement teaching activities while teaching the English language curriculum so that the teaching activities are creative and enable students to learn creatively.

The Relationship Between Teaching and Creativity

There is a correlation between teaching and creativity. It is the teachers' responsibility to develop the creativity and skills of students. The creators bear the burden of developing society. Hence, it is not possible to separate the interest in teaching creativity from making comprehensive development. Creative people are basic pillars of a developed society, and their creative ideas are the nation's capital and source of pride among nations (Raju, 2017).

Hence the role of the teacher is in nurturing creativity. Whatever the school curriculum is exemplary and its elements are integrated, it is not feasible if it is taught by an unqualified teacher. One of the requirements of the twenty-first century is to help students to be creative and innovative. This requires preparing teachers who are able to teach a creative student. It is necessary to graduate a creative teacher who possesses the skills of creative teaching (Papaleontiou-Louca, et al., 2014).

The researcher affirms the importance of creative teacher who uses creative teaching skills. Teacher plays an important role in imparting the characteristics of creativity to students in a way that impresses their education with a creative manner. Therefore, it is necessary to develop the teacher's performance and develop his teaching skills to the level of creativity (Haryani, et al., 2021).

The Importance of Creative Teaching

Creative teaching plays an important role for both the teacher and the student. The importance of creative teaching can be summarized as follows (Pishghadam, et al., 2012; and Hosseini, 2014):

The importance of creative teaching for the teacher	Importance of Creative Teaching For the Student:
▪ Helping the teacher to develop his knowledge and skills. ▪ Developing teacher's performance in teaching various creative skills. ▪ Increasing the full use of the educational possibilities available in line with the capabilities and preparations of students. ▪ Helping the teacher keep abreast of contemporary global changes and developments.	▪ Developing student's abilities by helping them to develop new ideas. ▪ Finding a better solution to the problem. ▪ Building and refining the creative student. ▪ Developing student's talents and his improve his ability to understand the world. ▪ Helping student to enjoy discovering things by himself and reaching results that he is proud of

▪ Developing the teacher's capabilities in choosing distinguished educational activities. ▪ Developing the cognitive aspects of the courses.	by doing what he finds of pioneering ideas that work on developing his creativity. ▪ Providing students with opportunities to have input into classes.
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Stages of Creative Teaching

Creative teaching is implemented according to the Torrance Creative Incubation Model for Teaching and Learning (TIM). According to this model, there are three basic stages (Zulkifli, et al., 2022):

- **The first stage (raising expectations):** In this stage the teacher is interested in attracting the attention of students. This stage aims to create a desire for knowledge, learning or discovery; to arouse curiosity, to stimulate imagination and give purpose and motivation.
- **The second stage (deepening expectations):** This stage is considered the basic stage of the teaching process. It is related to the selection of teaching activities, the purpose of the lessons, and the method used in teaching. This stage aims to move from the warm-up stage to the stage of depth in new information.
- **The third stage (Expanding Learning):** In this stage, the teacher is concerned with training students on how to benefit from what they have learned and develop what has been learned. The goal of this stage is to encourage genuinely creative thinking outside the learning environment in order to integrate new information or skills into daily life.

The researchers stresses that employing creative teaching stages efficiently leads to improving cooperative and critical thinking skills, communication skills, and increasing students' ability to solve problems. Creative teaching can also increase the effectiveness of meaningful learning for students as well as stimulate students' creative thinking.

Creative Teaching Skills:

The creative teacher appreciates creativity, and his behavior with his students is characterized by practices that support creativity. The teacher's practices in creative teaching can be identified through several skills that include personal skills, educational skills, teaching methods and ethics skills, and methods of evaluating students' activities. Some of the practices of creative teaching skills are listed below (Cremin, 2015):

- Acquiring cognitive skills that increase his knowledge in specialization.
- Being aware of the latest educational fields and global trends
- Making personal and professional contacts.
- Exercising professional independence
- Improving self-development through continuous training.
- Reading and deepening in the field of specialization and the field of education in general.
- Searching for creative learning for the teacher and his students.
- Forming connections and relationships with students.
- Respecting students' independence and ownership.

The researchers benefited from these practices in designing the observation card used in the study and divided it into four main areas, namely: The first domain: educational skills (asking the question - interacting with students' responses), the second domain: behaviors that facilitate creativity, the third domain: teaching for conceptual comprehension, and the fourth domain: assessment of students' learning.

Many related work focused on the use of creative teaching skills. Ahmed, et al., (2022) revealed that there are differences in the score of the total observation card of creative teaching skills between the pre and post-performance in favor of the post-performance. The study recommended

the need to develop the programs of the faculties of education in light of the activities and skills on which creative teaching is based. Liu, et al., (2020) used the quasi-experimental with two groups. The results of the study revealed that the experimental group which was trained by the program based on creative teaching skills achieved higher results than the group that was trained in the normal way in the level of creative teaching behaviors and self-efficacy. The training program contributed to enhancing the creative teaching skills of the nursing faculty members, which can enhance students' creativity. The study recommended the need to hold workshops for teachers to enhance creative teaching. Alkoreia, (2018) revealed that there are statistically significant differences (at 0.05) between the average tribal performance and the average post-performance of the female students (the sample) in their performance of the creative teaching skills included in the observation card. The study recommended developing the programs of the faculties of practical education in light of the activities and skills on which creative thinking is based. Hindawi (2016) declared that the experimental group had better performance in the creative teaching skills. The researcher recommended applying the neural branching strategies on Arabic language teachers in different Stages.

The Methodology

Research Design:

The researchers adopted one group design (pre-post application of the tools) through selecting one group and applying the experimental factor (independent variable) presented in the training program based on the Gamification, the (dependent variable) developing creative teaching skills.

Sample of the study

The Pilot Sample:

A random, exploratory sample of (18) male and female English language teachers was chosen, and it is a sample that was excluded from the actual study sample. The study tool was applied to this sample in order to verify the validity of the tool for application to the members of the total sample, to be applied. The validity and reliability of the study tools were calculated using appropriate statistical methods.

The actual study sample:

The sample of the study consisted of (12) male and female teachers of the English language. They were chosen by the intentional method from the middle governorate Gaza. A supervisor (a colleague of the researcher) implemented the program.

Instrumentation:

In this study, the researcher used observation card.

1.The aim of the Observation card:

The observation card aimed to improve the teachers' creative teaching skills that related to three fields: (the planning of teaching, the implementation of teaching, and the evaluation of teaching).

2.The Sources of building the Observation card:

The researchers prepared the observation card of the teachers' creative teaching skills through reviewing some previous studies such as (Cremin, 2009 and Palaniappan, 2009).

3. Description of the Observation Card

The observation card consisted of four domains:

- The first domain: Educational skills (asking the question - interacting with students' responses), which includes (5) items.
- The second domain (Behaviors that facilitate creativity, which includes (5) items.
- The third domain (Teaching for Conceptual Comprehension), which includes (5) items.
- The fourth domain (Assessment of Students' Learning), which includes (5) items.

Thus, the number of items of the observation card was (20), which were formulated according to the five-point scale (Likert).

Validity of the Observation Card

The validity of the observation card was verified in two ways:

- The Referee Validity

The observation card was administered to a group of (5) arbitrators specialized in curricula and teaching methods, supervisors and highly qualified and long experienced English teachers. The observation card was developed according to the suggestions and reached (20) items, distributed on four domains.

Internal consistency validity:

The validity of the internal consistency of the observation card was measured by calculating the correlation coefficient between the total score of the domain and the total mark of the observation card, as shown in the following table.

Table (1): Correlation Coefficient between the Domain and the Total Score of the Observation Card

N.	Domains of the observation card	Coefficient	Sig
1	The First Domain: Educational skills (asking the question - interacting with students' responses)	.922**	.000
2	The Second Domain: Behaviors that facilitate creativity	.965**	.000
3	The Third Domain: Teaching for Conceptual Comprehension	.960**	.000
4	The Fourth Domain: Assessment of Students' Learning	.871**	.000

** . Correlation is significant at the 0.01 level (2-tailed).

It is clear from the previous table that the correlation coefficients between each domain of the observation card and the total score of the card is significant at the level of significance ($\alpha = 0.01$). This achieves the validity of the internal consistency of the observation card; Which reassures the possibility of employing it on the research sample.

Reliability:

Alpha Cronbach:

The researchers estimated the Reliability of the observation card by calculating Cronbach's alpha coefficient for the items of each of the four domains of the observation card, and the total mark of the observation card.

Table (2): Reliability Coefficient (Alpha Cronbach) of the Observation Card

Domains	Number of items	Alpha Cronbach
The First Domain: Educational skills (asking the question - interacting with students' responses)	5	.979
The Second Domain: Behaviors that facilitate creativity	5	.977
The Third Domain: Teaching for Conceptual Comprehension	5	.981
The Fourth Domain: Assessment of Students' Learning	5	.977
Total marks of the observation card	20	.986

Table (2) shows that the reliability coefficient using Cronbach's coefficient ranged between (.971) and (.979). The total reliability coefficient is (.965). The questionnaire has a high degree of reliability, and the researchers is reassured to apply it to a sample the study.

The Reliability of the observation card using the Holsty equation:

The researcher investigated the reliability of the observation card through the reliability of the observation across individuals. One of the researcher evaluated (5) teachers from the survey sample. The same sample was evaluated by an educational supervisor. The percentages of agreement between the researcher's findings and those of her colleague were calculated using the Holsty equation:

Table (3): The coefficient of agreement of the observers in the observation card

N.	Domains	coefficient of agreement
1	The First Domain: Educational skills (asking the question - interacting with students' responses)	0.87
2	The Second Domain: Behaviors that facilitate creativity	0.86
3	The Third Domain: Teaching for Conceptual Comprehension	0.84
4	The Fourth Domain: Assessment of Students' Learning	0.89
	All the observation card	0.88

Table (3) showed that the agreement coefficients ranged between 0.84 and 0.89. The coefficient of total agreement reached 0.88 and these coefficients are good, and this type of reliability is called consistency across individuals, which is the agreement of the analyst with her colleague when applying the procedures of the analysis process and preparing the list, and this confirms the reliability of the list.

The Proposed Program based on the Gamification:

The researchers prepared a training program based on the Gamification in developing creative teaching skills among English teachers of preparatory stage which is described in the index. The researchers designed the program, which focused on the two variables of the study (gamification and creative teaching skills).

Steps of designing the training program:

- **Determining the title of the program:** Training program based on Gamification to develop teaching skills of preparatory English teachers.
- **Identifying training needs:** It involves developing a questionnaire designed by the researcher to determine the training needs of teachers and supervisors, analyzing the collected data, arranging these needs according to their importance, and then building the training program accordingly.

As part of the program, trainees will participate in various training activities regarding the use of educational games in creative teaching, specifically how they can develop different teaching competencies.

The program also focused directly on the use of some gamification programs such as (Kahoot, word wall, and quiz) . These are website that help the teachers to design various training tasks, including brainstorming, mind maps, questionnaires, voting, surveying trainees' opinions, displaying training materials in the form of videos or pictures, and testing trainees through questions and tests.

Identifying the training program's objectives:

The current program aims to achieve the following objectives:

- Training middle school English teachers to use educational games.
- Developing the skills of creative teaching in its cognitive and performance aspects for English language teachers at the intermediate level, by the following procedural objectives:
 - ✓ Defining creative teaching.
 - ✓ Understand the characteristics of creative teaching.
 - ✓ Explaining the importance of creative teaching for teachers and learners.
 - ✓ Highlighting the most important skills related to creative teaching skills.
 - ✓ Planning and implementing some teaching positions based on creative. teaching that reflects mastery of the skills and performances associated with them, which are represented in :
 - ❖ Defining operational goal.
 - ❖ Choosing educational aids that support creative teaching.
 - ❖ Identifying teaching methods.
 - ❖ Identifying the appropriate configuration methods.
 - ❖ Providing educational content commensurate with creative teaching.
 - ❖ Using classroom questions to support thinking.
 - ❖ Closing the lesson to help achieve the goals of creative teaching.
 - ❖ Acquiring the skills of evaluating learning outcomes in creative teaching, including diversifying evaluation methods, employing feedback in developing creative thinking, and using various tools to provide learning outcomes in an integrated way.
- Classifying these goals and distributing them to the educational units included in the program in light of the nature of each one and writing the procedural and specific goals for each academic topic and each training session at the beginning of each session in the program.
- Identifying the content of the training program: it contains seventh educational units, the first, second, and third related to gamification. The fourth, fifth, and sixth units are concerned with creative teaching skills. The seventh unit is the practical side which includes different games and applications designed by specialists to teach teachers how to use gamification to develop teaching English skills.
- Applying the program: The researchers relied on a supervisor to implement the program, which was designed on a study sample consisting of 12 English middle school teachers. The program was applied for 40 hours of training, which was divided into 8 meetings. Two meetings were applied per week for five hours.

Program Validation:

The researchers tested the validity of the **training program based on the Gamification** through the referees' validity. The program was distributed to five English language and methodology specialists in Gaza universities. The program was modified according to their recommendations. Thus, the researchers answered the second question which stated: " What is the nature of the training program based on the gamification in developing creative teaching skills among English teachers of preparatory stage?"

Research results and discussion:

First: The research result related to the first question and its discussion:

Thus, the researchers answered the first question which stated : "What are the appropriate creative teaching skills for English language teachers at the preparatory stage? " earlier in the methodology section as the second question.

Third, the research results related to the third question and their discussion:

The third research question states: "Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group in the observation card of creative teaching skills before and after the application of the program?"

To answer the question, the following hypothesis was tested:

" There are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group in the observation card of creative teaching skills before and after the application of the program."

In order to validate the hypothesis, the arithmetic means, standard deviations, Z values and their statistical significance were calculated to calculate the significance of the differences between the mean scores of the sample in the pre and post applications of the observation card as a whole, as well as for each dimension domain. The effect size was calculated, As in the following table:

Table (4) the difference between the mean scores for the pre and post applications, and the (Z) value of the observation card

Domains of observation card	Group	M	S. D	Z	Sig
The First Domain: Educational skills (asking the question - interacting with students' responses)	Before	9.3333	1.92275	3.075	.002
	After	19.1667	.57735		
The Second Domain: Behaviors that facilitate creativity	Before	9.0833	1.92865	3.074	.002
	After	19.1667	.57735		
The Third Domain: Teaching for Conceptual Comprehension	Before	9.3333	1.66969	3.075	.002
	After	19.1667	.38925		
The Fourth Domain: Assessment of Students' Learning	Before	9.8333	2.03753	3.083	.002
	After	19.0000	.42640		
Total	Before	37.5833	7.30452	3.064	.002
	After	76.5000	1.44600		

It is clear from Table (4) that the values (Z) for the two applications, pre and post, of the dimensions of the observation card for creative teaching skills, were all significant at the level of statistical significance ($\alpha \leq 0.01$). The value of the computed (Z) (3.064) for the total sum of the dimensions of the observation card was greater than the table value (Z). This indicates that there were statistically significant differences between the mean scores of pre and post application of the observation card in favor of the post application. This means that the proposed program which based on gamification was effective and influential in developing creative teaching skills among English teachers of preparatory stage.

Regarding the effect size of applying the proposed program on in developing creative teaching skills among English teachers of preparatory stage in the post application of the observation card.

Table (5) "Z" value, eta square " η^2 ", for each domain and the total degree

Domain	Z	Z ²	Z ²⁺⁴	η^2	Size effect
The First Domain: Educational skills (asking the question - interacting with students' responses)	3.075	9.455	13.455	.702	Large
The Second Domain: Behaviors that facilitate creativity	3.074	9.449	13.449	.703	Large

The Third Domain: Teaching for Conceptual Comprehension	3.07 5	9.45 5	13.45 5	.702	Large
The Fourth Domain: Assessment of Students' Learning	3.08 3	9.50 4	13.50 4	.704	Large
Total	3.06 4	9.38 8	13.38 8	.701	Large

Table (5) showed that there is a Large effect size for each domain and the total score of the observation card (3.064), that means the proposed program based on gamification has a large effect in developing creative teaching skills among English teachers of preparatory stage of the experimental group.

Table (6): Blake Modified Gain Ratio for the mean scores of the sample between the pre and post applications of the observation card

Observation card Creative Teaching skill	Total Mark	Pre mean	Post mean	Blake	
	100	37.583	76.5000	1.4	1.2 <

It is clear from Table (6) that the mean scores of the respondents in the observation card of creative teaching skills after applying the training program are (76.500). The average earning rate for Blake was (1.4), which is more than the value of the acceptable Blake average (1.2). This indicates the effectiveness of the training program based on gamification on developing creative teaching skills among English teachers of preparatory stage.

Discussion:

The results of the research revealed that there are statistically significant differences at the significance level ($\alpha = 0.01$) between the mean scores of the experimental group in the observation card of creative teaching skills before and after the application of the program in favor of the post application. The researchers attribute these differences to the fact that the male and female teachers at the beginning of the training did not have a great knowledge of the creative teaching skills, as well as the steps and basic components of gamification strategy. The training program develop their skills greatly. The training program focused on the theoretical and practical aspects of how to employ gamification in developing the four English language skills. During the training, the teachers also attended a series of workshops that help them understand how to employ gamification practically. In addition, teachers learned how to design educational games for all English language skills.

The teachers were also trained to employ gamification in the classroom in front of some of the members of the sample who attended the lesson. This helped to give feedback to teachers on how to improve and develop the use of the advantages of the gamification strategy inside and outside the classroom to improve creative teaching skills.

This result is consistent with Ahmed, et al., (2022), which confirmed the significant improvement of the creative teaching skills of the teacher after undergoing training.

Liu, et al., (2020) revealed that the experimental group which was trained by the program based on creative teaching skills achieved higher results than the group that was trained in the normal way in the level of creative teaching behaviors and self-efficacy. The training program contributed to enhancing the creative teaching skills of the faculty members, which can enhance students' creativity.

Alkoreia, (2018) revealed that there are statistically significant differences (at 0.05) between the average tribal performance and the average post-performance of the female students in their performance of the creative teaching skills included in the observation card.

On the other hand, by observing the teachers inside the classrooms before and after the training on the gamification-based program, the researcher found that the educational process is comfortable and enjoyable for both students and teachers. Everyone knows his role very well and they are required to fulfill them properly. So, the proposed program did not require teachers to be slaves to textbooks, but to be creative and always think of doing one thing in different ways.

The results also revealed that the gamification training program achieves an effective gain rate ($\text{Black} > 1.2$) in developing creative teaching skills. This may be due to the steps and procedures that were set and followed during the training process. Teachers have been trained on the training program in a gradual logical sequence through familiarization with the program and its components. Teachers learned about the concept of gamification, the philosophy of gamification, the principles of gamification, the benefits of gamification in the educational process, the tools of gamification, and how to design educational games in the field of English language and its four skills.

The program also included a part related to creative teaching skills, the definition of creative teaching, the steps of creative teaching, and applied models for creative teaching. All this contributed to enhancing teachers' awareness of the concepts of gamification and creative teaching, and how to use gamification to reach creative lessons.

These results are consistent with Manzano-León, et al., (2022), which confirmed the effectiveness of training on gamification in developing the teaching practices of the teacher. It also assured that students teachers have positive attitudes towards employing gamification in the educational process. Gamification becomes a distinctive educational trend achieves fun and motivation. Gamification contributes to the acquisition of educational content and experiences for students with developmental disorders. These results also are consistent with Rincon-Flores, et al., (2022) which stated the benefits of employing gamification in the educational process.

These results also are consistent with Navarro Henares, (2021) which stated that using different gamification tools (Kahoot!, EdPuzzle, and Quizlet) enhancing learning English as a foreign language at the secondary schools. The results of the study revealed the importance and effectiveness of games inside and outside the classroom in improving students' acquisition of skills. The study recommended the need to employ gamification tools in teaching English language skills.

These results also are consistent with Yildiz, et al., (2021) which indicated the impact of using gamification on improving the levels of motivation among teachers. Moreover, their attitudes towards applying gamification in education are positive as it added a fun competition to the lesson, and they intended to use it in their own lessons in the future. Mee Mee, Ret al., (2020) which revealed that teachers' employment of the gamification method in learning English contributed to enhance their creative teaching practices and improve their students' creative, critical and problem-solving skills. The fun and attractive activities arouse learners' interest in learning the language without awareness.

Conclusion:

The results of the study confirmed that gamification contributes significantly to the improvement and development of teachers in terms of professionalism, especially in terms of teaching English skills. This can be explained by the fact that the suggested program based on gamification provided various opportunities for the participants to interact with each other. The availability of games contributed to creating an atmosphere of fun within the training, which stimulated the energies of the participants and increased their participation in the training activities.

The gamification elements were also based on well-established principles and a strong teamwork environment during training. This contributed to the promotion of a culture of group participation in the classrooms. Conducting face-to-face training enhances teachers to share their good experiences and distinguished teaching practices in the field of teaching of the four English language skills. The practical applications on how to teach English language skills and how to design games on these skills increased teachers' feeling of the importance of the program, which prompted them to apply what they have gained in their classrooms.

While participants preferred face-to-face training, they all appreciated the fact that gamification was technically enhanced with software and hardware, which helped them develop digital skills useful for effective online or blended learning.

In conclusion, the training program based on the gamification was effective in developing creative teaching skills among English teachers of preparatory stage. The researcher noticed the effective interaction between the participants in the training classes and the positive climate during the practice of the various tasks, which led to the generation of many new and creative ideas in teaching. Moreover, training and practicing several creative teaching skills and English language teaching skills (theoretically and in practically) can ensure the promotion of creative teaching of English language teachers.

Recommendations:

In light of the findings of the current research, the researchers recommend the following:

- Supporting and encouraging the principals in the ministry and supervisors, and spreading the culture of creative teaching.
- Encouraging English language supervisors to hold intensive training workshops on creative teaching practices and to benefit from them in teaching English language skills.
- Preparing guides for English language teachers; to ensure that English language teachers employ gamification and benefit from it in improving practical teaching practices and creative teaching skills.
- Preparing electronic networks specialized in gamification, including various specialized games to develop the four English language skills (listening, speaking, writing, and reading).
- Using social media groups to facilitate exchanging experiences and contexts for teaching English language skills among teachers, supervisors, and experts.

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