Editorial

Harnessing Creativity in English Language Teaching

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This issue of MaJER (Volume 21, Issue 2) revisits significant topics in English language education. The articles in this issue extend the conversation on classroom pedagogy beyond mere teaching effectiveness as they share a singular underlying theme: creativity. Researchers have suggested that creativity can be defined in many ways (Jones & Richards, 2015; Tin, 2022). Others, such as Richards and Cotterall (2015), propose that creativity can be viewed from two perspectives, as a product and as a process. Concerning this issue's articles, creativity pertains less to the generation of creative products and more to teachers' decision-making processes that lead to innovative outcomes. This issue of MaJER advances the discourse on creativity in English language teaching by exploring several methodologies, including emotionally supportive classrooms, the use of code-switching, and project-based learning.

The first article, *Promoting Emotionally Supportive Classrooms to Enhance EFL Learners' Positive Emotions* underscores the teacher's role in creating a learning environment that fosters student well-being. Through a library analysis, the author synthesized research evidence on the development of language learners' character in emotionally supportive classrooms. Two significant themes emerged from the analysis. The first relates to how an emotionally supportive classroom can enhance learner productivity. Character traits that define productive learners include the application of diverse strategies, effective problem-solving abilities, and resilience. A secondary theme is the attainment of learning outcomes. From the article, we are reminded that outcomes go beyond simply attaining high grades in language assessments; they

also include the development of learner attributes that promote long-term language learning, such as self-efficacy and autonomy.

The second article, *Code-Switching Dynamics of College Instructors in Online English Language Learning,* is a phenomenological investigation on the utilization of code-switching as a pedagogical approach by instructors. This research provides novel insights on the role of code-switching in an online context, despite the concept being well-established and extensively studied. The study illustrates the essential function of code-switching in enhancing learner comprehension and engagement, as well as promoting inclusion and facilitating access to curriculum content, amidst the challenges associated with online language instruction. The study indicated that code-switching can serve as a tool for classroom management, including the delivery of task instructions and the management of interpersonal relations. The findings suggest the necessity of training teachers to utilize various forms of code-switching for different purposes.

The third article, titled *Integrating Project-Based Learning in Oral Presentation Assessments: Lessons Learned and Way Forward*, is an action research study that investigates the application of project-based learning (PBL) within an academic English course as part of assessment. The study indicated that students became engaged in authentic and meaningful content delivery. Moreover, via its implementation, students became cognizant of their audience and demonstrated confidence in their presentation. Students also cultivated interpersonal skills, including collaboration. Notwithstanding these benefits, the study revealed that the implementation of PBL encountered challenges and should take into consideration the varied needs of students, especially those with special requirements. The study's conclusions support the incorporation of PBL in oral presentation assessments.

These articles emphasize the role of language teachers in devising creative techniques to improve pedagogy. They also demonstrate the necessity of supporting learners in their language learning journey through pedagogies that encompass a broader definition of learning goals. Identifying learners' needs not only academically but also in other aspects, including their emotional well-being, is a fundamental aspect of being a creative language practitioner. This publication also serves as a reminder that teachers should be encouraged to implement creative strategies in English language teaching. Furthermore, the studies in this issue underscore the need for further research that investigates established concepts through alternate

perspectives and employs different methodological approaches as a way for us to understand creative language practices and factors that constrain and promote their implementation. MaJER invites submissions that contribute to the continuation of this key dialogue.

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