



Developing Divergent Thinking In The Efl Classroom

Mónica Viviana Rios Rodriguez, “Universidad Distrital Francisco José de Caldas”,
mvriosr@correo.udistrital.edu.co ORCID: <https://orcid.org/0000-0002-5376-6259>

Astrid Ramirez Valencia, “Universidad Distrital Francisco José de Caldas”,
aramirezv@udistrital.edu.co ORCID: <https://orcid.org/0000-0002-3025-5982>

ABSTRACT

This research project studied how to promote divergent thinking based on problems in English teaching as a foreign language, considering that educational institutions should promote the understanding of English language using activities that encourage creativity and innovation, providing tools to face personal and academic challenges for today's world. In conclusion, it is stated that schools should be recognized as a scenario to address realities that encourage the implementation of communicative and creative skills in students when they are learning a foreign language.

Keywords: Creativity, divergent thinking, problem-based learning, English as a foreign language.

INTRODUCTION

Currently, it is recognized the existence of diverse practicing students whose personal, social and work interests, besides being changing, respond to multiple conditions of life in the 21st century, these interrelations of subjects require the school to address the skills that entail as suggested by Fandiño (2013) to the development of critical thinking and problem solving with a communicative ability while strengthening the skills for work.

On the other hand, it is necessary to refer to learning environments, because adequate conditions beyond the classroom space should be guaranteed, by offering meaningful processes that facilitate effective learning, leading to the acquisition of knowledge in an active way, in an atmosphere where the promulgation of values that enable a healthy coexistence in this society prevails.

With this idea in mind, Ramírez & Ramírez (2021) speak of the globalized world to refer to the need to create academic spaces that give the learner the opportunity to face challenges where individuals can develop by finding solutions to different problems, assuming a creative attitude in the search for solutions based on communication skills, collaborative work, critical and innovative thinking, among others.

With respect to this point, Pacific Policy Research Center (2010) states that the individual of the 21st century must have the ability to communicate and learn in a collaborative and contextualized way, with the ability to solve problems in the light of rationality, analysis and reflection, which leads to decision making based on creativity and innovation, enhancing divergent thinking that leads him/her to be an active, proactive and dynamic agent in the face of any challenge, regardless of his/her area of knowledge.

The following are some perspectives, considerations and proposals related to the development of creative thinking, which it is hoped can be carried out by teachers, eager for a change in the ways of teaching.

CONVERGENT THINKING VS. DIVERGENT THINKING

Today's world revolves around the development of thinking in various fields, both scientific and technological, as well as in everyday life, in this sense, the need arises to explore this topic more broadly, as it is of current impact in the educational field, therefore, both convergent and divergent thinking are addressed.

At the beginning of this reflection, it is worth mentioning Castillo (2015) who associates convergent thinking with hierarchical, evaluative, conscientious, methodical, and organized ideas, while divergent thinking alludes to those ingenious, creative and insightful mental representations, which are reflected in the actions developed by humans.

Here it is determined as a starting point that in problem solving, convergent thinking directs an action focused on the search for solutions characterized by being unique and reasonable, while divergent thinking must take into account the existence of multiple possibilities to solve the difficulties, which implies that the school must know how to guide the educational community and here lies the leading role of the trainee and head teachers, when such circumstances arise.

DIVERGENT THINKING AND CREATIVITY IN EDUCATION

In this framework of discussion, it is important to highlight the existing links between creativity and divergent thinking, it is necessary to note here that the search for solutions are the product of previous experiences, as well as creative thinking, associated with divergent reasoning, which allows using the information resulting from experienced situations and where the discordant thinking is relevant for the flexibility and the capacity of cavillation reached in each person, that allows going beyond their own experiences, which associated with creativity, admit and facilitate the resolution of conflicts, and linked to the cognitive processes of discernment, are quite relevant for the educational context, most of which require an immediate and proactive response, and should be the product of the development of a creative, proactive and effective reasoning.

Now it is understood why divergent thinking should be associated with creativity that favors ideas, which are out of the conventional and hence the need to be included

in all educational acts, so that this is enhanced in all educational action, thus proposing the identification of factors that affect the implementation of a creative and conscious teaching, to become, as proposed by Creative Education Foundation (2014) a challenge for the actors who interact in the educational context and it is here where this proposal becomes important.

When talking about divergent thinking, it is inevitable to associate it with creativity, for being a promoter of ideas external to the conventionally established thinking, which transforms it into a changing and innovative niche, which is why this is the fundamental principle for the curricula of educational institutions in the future, with this finding, it is necessary to be aware of the great potential that the actors of the school have when considering it.

Here it is pertinent to mention Pacific Policy Research Center (2010) who explains that creative and innovation processes are often thought to be developed exclusively in the artistic field, highlighting the perception of those who have defined that creativity is born or not, which blurs reality, because the human being has the condition of being creative by nature, conceiving it even as an innate quality that allows to create, imagine and think in different ways, however, we must recognize the fundamental role of the school, for having the responsibility to promote this type of cognitive process, through the use of entertainment media and activities that allow feeding and training the imagination, to enter the world of dreams and challenges to the pre-established rules, losing the fear of judgment, in front of the propositions that can be raised or thought, so as to enter the empowerment of ideas that agree to break the pre-established molds, especially in the educational context, in the search for solutions to all kinds of conflicts, so daily lived in the school of the moment.

Exploring the multiple studies related to creativity in the educational field, its incidence is undeniable, Esquivias (2004) associates it with the cognitive processes of the human being and as such, recognizes that it is widely influenced by social and educational evolutionary experiences, showing how it permeates multiple fields of knowledge and highlighting the characteristic identified by authors such as Osborn, Csikszentmihalyi and López & Recio mentioned by Esquivias, M. (2004) who recognize that creativity is an opportunity to propose ideas that lead to the achievement of new elements, facilitators of transformation in the various fields of knowledge, characterized by being original, influencing the reality of the individual, making possible the evolution of the dynamics of society and the efficiency in its functioning, in the long term, optimizing in many cases the cognitive procedures.

Having made these clarifying caveats, it can be stated without fear of misunderstanding, that creativity is an inherent element in the individual, therefore, it should be contemplated in every curriculum, to explore new thoughts and ideas, to develop the capacity for abstraction, understanding and comprehension, to make it a proactive being, so that this ability is recognized by the educational community, in which this subject is located and leads him to optimize the conditions of his reality.

This leads to imagine a possible world that breaks the traditional paradigms, whose dynamics in many cases are static and old-fashioned, requiring new approaches that position the teacher with all his/her leadership, to enhance in students all their capacity for imagination, here it is relevant to mention Cuevas (2013) who conceives learning based on innovation, with the purpose of creating a transforming facet of the actions developed within the school.

It should be noted that, in this type of learning, divergent thinking is relevant for promoting creative capacity, based on reflective, discordant, and independent thinking, for Klimenko (2008) it is essential to research, search and permanent questioning, considering them essential axes of any training process in a society based on the complexity of the moment.

Here it is observed that several authors have addressed the issue of divergent thinking, among which Edward de Bono (1989) and Guilford (1968) stand out, for having developed research of impact and transcendence in this matter.

Of all this, the latter author highlights his definition of convergent thinking, determining it as: "an open thinking where the individual can think of different answers to questions or problems in terms of his/her experiences" (p. 47), a statement that reveals its relevance in problem solving, by providing an answer that turns out to be the most appropriate and successful in the studied subject, showing the existence of multiple paths and opportunities to find alternative solutions to a given problem.

Here it is relevant to mention Eduard de Bono (1989) who classifies this thinking in two types, vertical and lateral, clarifying that vertical thinking contemplates mental operations whose direction is linear, located in a lower and upper sense, while lateral thinking leads us to the identification of different alternatives, through which it is possible the delimitation and clarity in the problems, which tend to the search for solutions, assumed as opportunities or challenges.

It is worth recognizing here the importance of implementing effective teaching strategies, which take into account the multiplicity of scenarios in which the school can develop, characterized by the implementation of cooperative work, Bedoya and Ramirez (2019) highlight the importance of playful activities, for being propitiators and promoters of teamwork, where students have the opportunity to learn, turning them into a strategy that requires clear curricular components and relevant didactics, where they learn with joy, delight and together, implementing projects that are meaningful and interesting for them.

The ideas of Ramírez & Ramírez, (2021) who emphasize the importance of empowerment in the school, by promoting a sense of belonging and by offering the opportunity to encounter realities, either through real or simulated situations, are well understood.

DIVERGENT THINKING IN THE EFL CLASSROOM

It would seem from what has been said so far that there is a need to inquire about the theoretical constructs related to divergent thinking applied to the teaching of English as a foreign language. First, it is necessary to recognize that the State has made different efforts to implement new teaching models; however, it cannot be denied that many of them have been theoretical bets, detached from the real Latin American context, without being associated to the training processes of future classroom teachers.

All of this leads to indicate the need to propose approaches aimed at the training of English teachers based on methodologies that develop divergent thinking, which are part of the pedagogical practice.

From this perspective, Shaheen (2010) explains that one of the failures that have made it impossible to implement pedagogical approaches based on the development of this thinking is due to the fact that in many cases teaching remains only in the processes of knowledge acquisition, which in this case is focused on the grammatical explanation of the language, without considering the other components of a language, which could contribute to enhance the discrepant discernment developed so far.

With what has been said so far, it is identified that the implementation of this type of pedagogical approach promotes the exploration of other possibilities and potentialities that future teachers can develop, experiencing other ways of teaching a language, focused not only on the structure of the language, whose traditional tendency has been perpetuated.

In this way, students who learn the language would also benefit from being involved in new pedagogical strategies, who will probably be able to develop creative, transformational and purposeful thinking skills that enable the generation of new inclusive, dynamic and innovative knowledge, an idea ratified by Wright mentioned in Blackwell Publishing, who states that: "students experience English instead of simply studying it, and this helps to make the language meaningful and memorable" (p. 127-141).

In other words, language learning should be promoted to take into account life conditions, rhythms and learning styles, attenuating a conscious and committed learning, which invites to take an active and participatory role, where the initiatives of the students, their rhythms, as well as that of the teachers in training, are considered, mutually dynamizing their learning processes.

It should be noted, however, that trainee teachers regularly implement creative processes in the development of their practices unconsciously, in which case it is presumed that part of their thinking is divergent and probably part of their daily life, a situation that allows us to affirm that this characteristic accompanies their condition of being a neonate teacher.

When we refer to this topic, Papalazarou (2015) serves as a primary source for considering that: "by integrating creative activities in English language teaching, we encourage students to practice an important element in language learning that is also behind personal growth and the development of culture and society: thinking creatively" (p. 37-43),

which shows that by encouraging this type of activities, the learner's identity is indirectly strengthened and unconsciously enables the appropriation of his or her culture and enriches the foreign language learning, based on his or her references.

In these circumstances, there is a tendency on the part of future teachers to perceive that classroom situations are quite boring because they respond to traditional models, in which they have been immersed for a long time, on the other hand, their actions are restricted by the control exercised especially by the teacher in charge of the class, here it is emphasized that the factor that encourages them and fuels their motivation to teach is the aptitude and response of students in public schools, who are usually eager to learn the foreign language, and this fact generates a favorable environment and incites the promulgation of divergent thinking.

To ratify these ideas, we turn to Maley (2015) who explains that: "in the context of learning, creativity also seems to stimulate, involve, motivate and satisfy in a deep sense" (p. 3-165). 3-165) In other words, one should strive for a revealing, eloquent, harmonious, and coherent learning that generates communicating vessels, within which knowledge interactions are favored through the implementation of nodes or networks that connect both new learning, with that acquired from their reality, fostering opportunities for interaction with others through the actual use of language, in such a way that it is a vehicle of communication that promotes emotional and committed interaction.

It should be clear that emotions and creativity play a preponderant role by linking the affections that lead to the desire to communicate and express themselves in the foreign language, thus the commitment and the indirect need to use the language arises, a great opportunity suggested by Tomlinson (2015), thus promoting a learning that ceases to be instrumental, to become the acquisition of meaningful knowledge, which makes evident "The influence of learning a foreign language on divergent thinking skills" (p. 24-28) explained by Ghonssoly & Showqi (2012) who demonstrate that students have better results when learning a language is focused on the development of creativity and the advancement of actions, where divergent thinking converges, accompanied by cognitive learning, within which not only a linguistic system is acquired, but also learning to see reality from different perspectives, including the emotional one.

Let us develop this provocative formula with Roy (2013) who, in his study on teachers' perception of the creativity and divergent thinking in the classroom, highlights the importance of understanding creativity, demonstrating the contribution of this type of practices in the classroom, by breaking down the limitations that may exist in their implementation, even when they encounter restrictions due to compliance with established curricula, for example.

At this point it is worth emphasizing that the transformation of the classroom as a space for teaching English should be given in the recognition of the students' reality,

involving them in creative situations, conceived as skills that can be perfected in their daily lives, in such a way that, being motivated, they create the need to communicate with others in their environment, in that foreign language, as stated by the British Council (2015).

During this search, the postulates of Laine (2005) were kept in mind, who stresses the existence of multiple mental operations, which involve the impulse of divergent thinking, characterized by four typologies ("fluency, flexibility, originality and elaboration" p. (35-39)) fundamental for the development of creativity when interacting in a foreign language.

Finally, Ferrándiz, Ferrando, Soto, Sáinz & Prieto (2017) are brought to explain that each of them are characterized as follows: fluency, by the number of ideas to solve a problem, flexibility, by the perspectives from where it is approached, originality, by the frequency in which these ideas are studied and elaboration, by the amount of details used to be explained, demonstrating the breadth and opportunity of this approach, in the education of the future English teacher.

METHODS

This research is framed in a qualitative paradigm, which in the words of Ortiz, Arboleda and Ramírez (2020) allows the collection of opinions, facilitating the search for solutions to the problem of study, which for this research is related to creativity, divergent and convergent thinking in relation to the English language teaching by a group of novice teachers.

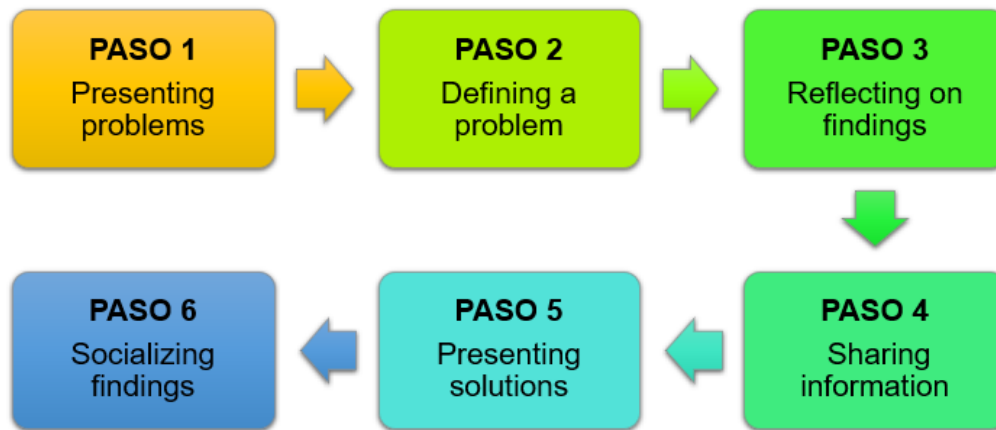
On the other hand, the perspective established by Prieto and Ramírez (2020) was considered, who determine that the inductive approach of qualitative research is characterized by being reflexive towards the phenomena examined, which allowed visualizing the social reality of the participants, taking as a reference the observations and the understanding of the phenomenon studied.

This study coincides with the approach of Cárdenas and Ramírez (2021) who recognize in qualitative research the diverse realities, which dynamically configure participatory action research, especially in the educational context, with a critical and social vision, and aims to promote other ways of teaching language for current times, highlighting the importance of the experience and reflection of the accepting subjects, in this particular case it is given through the intervention of the researcher, who seeks to understand some behaviors of practitioners, in relation to divergent and convergent thinking analyzing its incidence in creativity and in the development of his/her own training as a teacher and in the incidence in the subjects he/she educates.

To conclude this section, we highlight the descriptive approach adopted in this research emphasized by Prieto and Ramírez (2020) who show the need to adopt an observational sharpness in front of the studied phenomenon, which associated to the procedural and continuous reflection will allow and enable the understanding of the analyzed phenomenon.

IMPLEMENTATION OF THE PROPOSAL

After this summary presentation, the phenomenon studied was approached following the steps that obey the problem-based learning model proposed by Escribano & del Valle (n.d.), which are illustrated in graph number one (1).



GRAPH 1. Intervention steps. Source: Own elaboration

To detail this model, the actions undertaken in each of the steps are explained below. In the **first step**, the problem was presented, where the participants explored the environment to discover striking situations, which lead to the identification of problems, this activity was called "Creative associations".

In the **second**, the problem was defined, giving participants the opportunity to share their findings as a group and choose the situation that caught their attention. After that, they identified possible causes and consequences, which provided a guideline to create a list of questions and answers, in an activity called "The power of questioning".

In the **third**, participants reflected on the findings, with the purpose of conceptualizing the problem, supported using web or printed resources, or various information found on the network, which allowed them to collect and select information related to the topic, thus, it was possible to raise new definitions about the problem to make conjectures or assumptions, this activity was called "Alternative interpretations".

In the **fourth**, the participants shared the information, selected important data and presented alternative solutions, after having carried out a debate and discussion, which gave them the opportunity to share their opinions about the problem studied in an activity called "Brainstorming".

In the **fifth**, participants presented solutions, establishing the relationships between the proposed solutions, which were intended to provide an alternative to the problem posed, to achieve this purpose, an action plan was drawn up to serve as a guide for future interventions. This activity was called "Using tools".

Finally, in the **sixth**, they had the opportunity to present the results through the implementation of an integration activity, where students made their contributions known, identifying important aspects related to the strengths, weaknesses and opportunities related to the studied problem to which a creative solution was intended to be given in an activity called "sharing results".

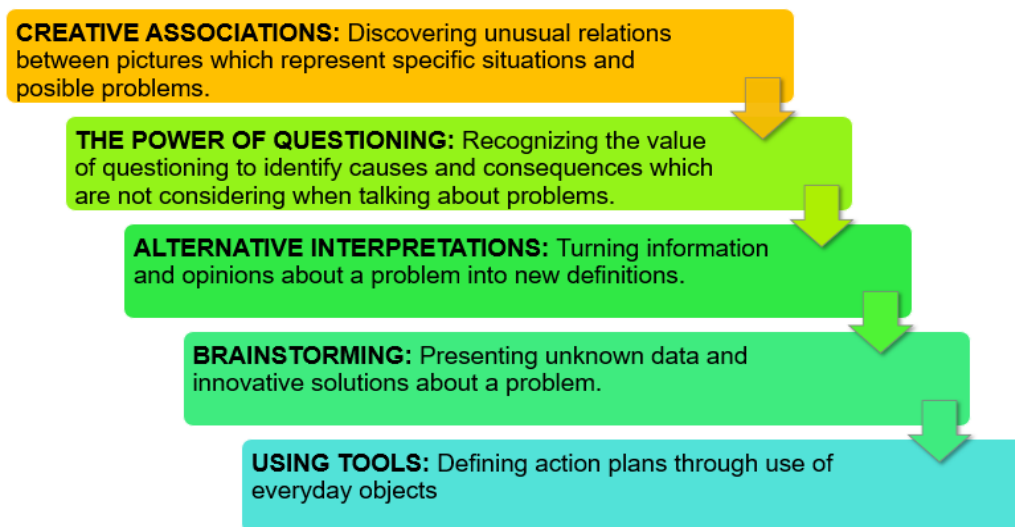
It is pertinent to add that all steps had an active participation of the participants, who had a space conducive to creative processes and the development of these strategies within which were staged, various skills of divergent thinking, focused on solving specific problems, related to the learning of the English language and that gave openness to the recognition of otherness and difference, arousing strength to teamwork, generating bonds of union among the participants, despite their differences.

CONSIDERATIONS TO PROMOTE CREATIVE TEACHING

At this point it is explained that the exercises to strengthen creativity were developed in sessions where questions and answers were addressed, through various tests that took into account the theoretical criteria proposed by interdisciplinary authors, previously referenced.

From this angle, Torrance (2007) suggests that this type of evaluations should be conducive to creative thinking, suggesting the use of exercises based on images or words in which fluency, flexibility, originality, and elaboration are measured when teaching a language.

All these considerations can be seen in the graph number two (2) below.



GRAPH 2. Intervention activities. Source: Own elaboration.

It should be added that, within this type of exercises, several questions are included that lead to the discovery of causes and effects, unusual uses, assumptions, image construction, figure completion, among others, with which this purpose can be achieved.

DEVELOPMENT OF THE PROPOSAL

The sessions were carried out with reference to problem-based learning, which according to Barrows (1996) is "a learning method based on the principle of using problems as a starting point for the acquisition and integration of new knowledge" (p. 3-12).

Let us thread this idea with the position of Restrepo (2005) who indicates that it is "a didactic method that falls in the domain of active pedagogies (...) where it is the student who appropriates the process, searches for information, selects it, organizes it and tries to solve with it, the problems faced" (p. 9-19) what is significant for being functional and emotional for the learner, giving the opportunity to contribute in solving real problems, which were analyzed in groups, thus promoting interactive and cooperative learning that contributed greatly to the development of divergent thinking, having the opportunity to think, validate and propose various answers and solutions, related to the analyzed problem and feeling listened to, being validated as researchers.

It is worth noting that, through this intervention, students not only imagined or discovered important elements to characterize a problem, but were able to propose solutions out of the ordinary, which provided the opportunity to characterize the types of thinking that can be applied in different situations, they considered that they operate in a changing environment that requires them to be creative, which evidences their divergent thinking, Based on these findings, it should be emphasized as suggested by Ortiz, Arboleda & Ramírez (2021) in their contributions on emerging perspectives in learning, where educational encounters are a source of both individual and group training, building and re-signifying knowledge with the purpose of building meaningful experiences that contribute to society and to their professional and personal life projects.

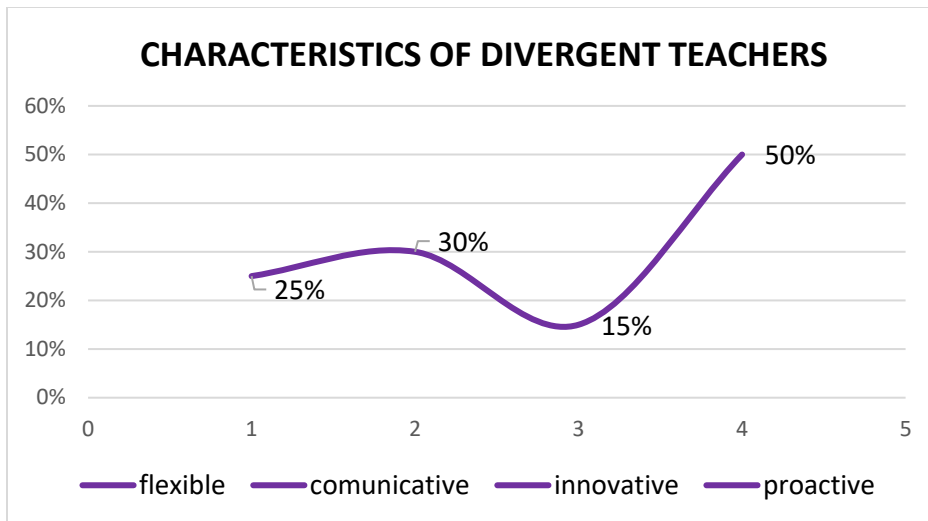
PARTICIPANTS

The participants of this research were students in training of English with ages ranging between 21 and 25 years, whose total sample was 15, 60% of them were men and the rest were women, who were doing their teaching practicum in an educational institution located in Bogota.

RESULTS

As explained above, a focus group was used for data collection, which met on two occasions, one before starting the project and the other at the end of it, with the purpose of obtaining opinions on the central concepts of the research; this record was kept by the researcher, who took notes of the relevant information in each of the sessions.

For the tracking of the information, notes and recordings were used, with which it was possible to establish a codification and some categories that revolved around three questions, the results of which are illustrated in the graphs below. The first of these was: What characteristics stand out in a divergent teacher?



GRAPH 3. Characteristics of divergent teachers. Own elaboration.

This graph shows the main characteristics that, according to the respondents, a divergent teacher should have, where flexible, communicative, innovative, and proactive are highlighted.

Then, from what was configured by the participants, flexibility implies the use or exploration of diverse educational models, where the practitioner is in a constant deconstruction, which leads him/her to create and build from the error to turn it into a strength, for which a future teacher with multiple options is needed, with a wide listening capacity, and a recognition of the meaning of his/her educational and collaborative work, with a great enthusiasm and commitment to the work he/she does inside or outside the classroom, glimpsing a self-esteem of an integral professional.

Pedagogical flexibility aims to broaden and enrich the way of learning through social learning, with new learning models and authentic ways of creating, designing, reconstructing, and reevaluating it. On this path, receiving is replaced by finding or creating, the fixed by options, listening by doing and exploring, from the massive to the individualization of learning, from taking notes to presenting one's own work, recognizing error as a source of learning.

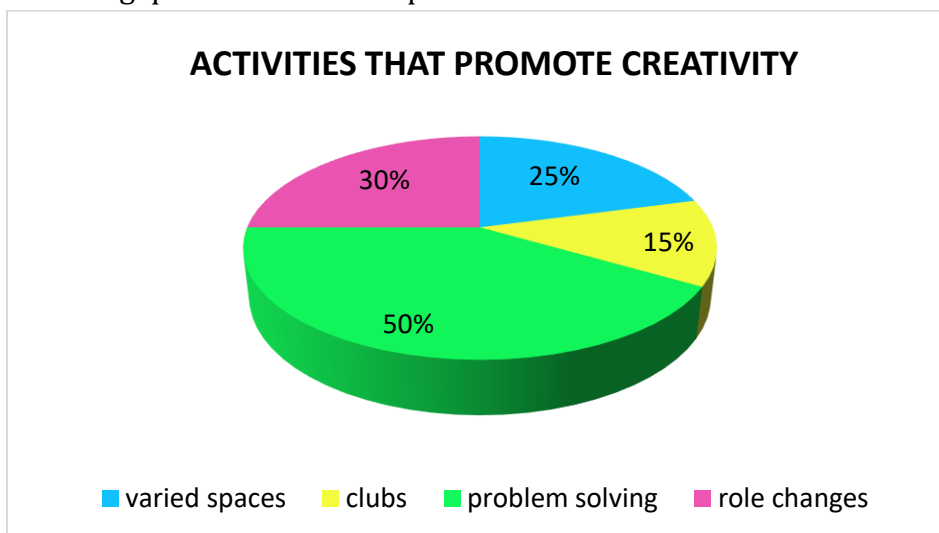
Another aspect mentioned there, is related to communication skills, which is connected to their ability to listen, accompanying their teaching exercise of otherness, treating their students with respect and understanding to establish an effective dialogue and reciprocity, where all participants, both teacher and student, can be heard and taken into account as equals, with this purpose Tomlinson (2015) emphasizes the importance of this factor, for being transcendental in the process of language acquisition, especially in what has to do with the confidence that allows to achieve oral proficiency in a foreign language.

In this way, creativity is highlighted because it leads to rethink the actions of the teacher and the student, to be seen as reciprocal subjects, where their affirmation of

corporeality leads to rethink the classical space inhabited by modern human, who always finds several ways in front of the various situations that are presented in the classroom, to turn them into challenging ideas, in such a way that he/she does not feel comfortable with a calm environment, but on the contrary, they arise from the need to be recursive and unpredictable, acting that coincides with the fundamental principles of creativity, proposed by Ferrándiz, Ferrando, Soto, Sáinz & Prieto (2017).

Let us go a little further, to mention the condition of being proactive, which foresees losing the fear of generating new pedagogical bets, launching into action unprepared, which will probably lead to the path of innovation.

It is then convenient to present graph number four (4), which corresponds to the following question: How do I promote an innovative and creative classroom?



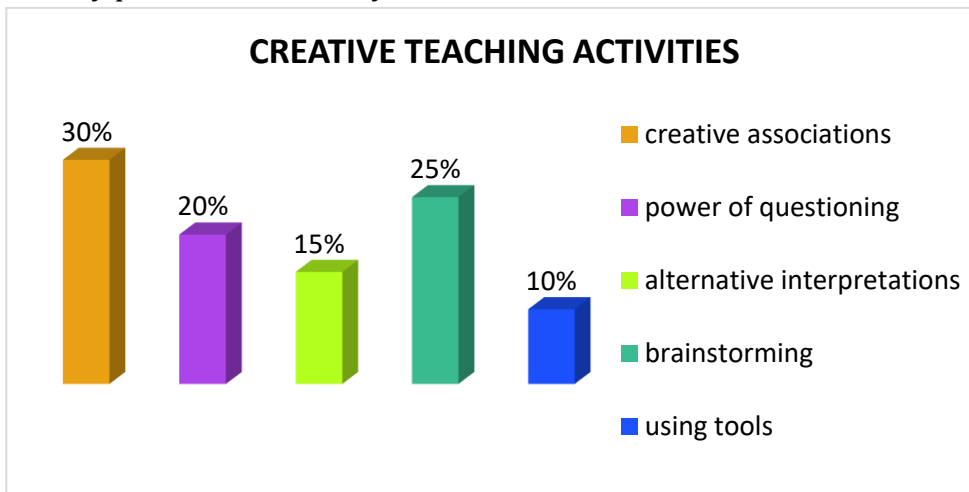
GRAPH 4. Activities that promote creativity. Own elaboration.

From here we can infer the need to implement a curriculum based on problem solving, by generating a learning environment in which students have the possibility to think, propose, guide actions that facilitate understanding and the generation of alternatives, in such a way that guided by a teacher, they investigate and gather information, in order to generate an innovative and creative classroom, In terms of Ortiz, Arboleda and Ramírez, (2020) this turns out to be an effective provocation to promote creativity, and at the same time it favors the strengthening of self-esteem in the novices.

Now a second consideration is presented, related to role changes due to their broad contribution to effective and affective learning, which attenuates the development of reflective, creative, research and motivational thinking by the learner, a condition that is expected to promote the development of a reflective, creative, research and motivational professional capable of giving a new impulse to his teaching function.

Klimenko (2008) expands on this idea by emphasizing inquiry, investigation, and the raising of questions, as they are fundamental for the promulgation of a new school, based on complexity. Hence the importance of using varied spaces that facilitate adaptation when working in groups or individually, so that it is possible to organize the development of the class, in any space that is pleasant and conducive to learning, Maley (2015) considers that the educational environment stimulates creativity, as it is an element within which the learner is exposed, allowing him/her to have new ways of accessing and putting into practice this knowledge.

This analysis concludes with graph number five (5), where we inquired about which activity promoted creativity, the results are shown below.



GRAPH 5. Creative teaching activities. Own elaboration.

From this it can be seen that the implementation of activities that cause creative associations contributes greatly to the implementation of effective learning, in such a way that when exposed to material that is relevant and striking, it can provide the opportunity to find solutions to the problems posed, hopefully in a group and in solidarity, where everyone has the opportunity to intervene, hence the impact of this proposal.

With this we understand and ratify the principles proposed by Barrows (1996) who explains that this technique facilitates the learning of new knowledge, which associated with the knowledge already possessed by the learner, enriches his training process, thus establishing a significant learning, which in turn allows him to solve problems based on the experiences acquired in the space of teaching practice.

As the results are presented, it is found that brainstorming becomes relevant, as it awakens their interest, allowing the integration of knowledge, developing thinking skills and enabling effective learning, by strengthening their training process as English teachers.

Thus, the importance of being able to question oneself is highlighted, probably by leading him to a better understanding of his pedagogical task, in such a way that he has the opportunity to see things more clearly, easily discovering the problems to which he can give a solution based on his criteria and the comparison of probabilities, necessarily leading him to a decision-making process that is joint and conscious, challenging him to be creative at the moment he makes a choice.

DISCUSSION AND CONCLUSIONS

This research, based on the conceptualization of issues related to pedagogical practices, invites teacher training communities to take into account the academic, personal and professional development of future English teachers, recognizing the role they play in the classroom, who, breaking traditional paradigms, become facilitators of suitable spaces that give voice to individuals, motivating them to make use of their potential to transform their academic processes, as current conditions require it.

Currently, creativity has expanded its action to various fields, so it is not only attributed to specific areas of knowledge, taking it to be considered in all educational contexts, highlighting the importance of being creative, to recognize the ways in which it can be identified within the classroom, therefore, an education designed to discover and develop creativity in various facets by the English teacher is needed.

As for divergent thinking, it is necessary to rethink how student practitioners can discover and develop it in their classes, through models such as

problem-based learning, which, although known, can have a greater impact in the classroom when it comes to approaching foreign language learning.

On the other hand, it is recognized that creativity is a factor that only occurs individually, but it is worth noting the contributions provided by group processes, where students are motivated by being faced with different tasks and take on challenges, making their own ideas known, also building knowledge with others, then, problem solving is an alternative that invites to generate awareness of how we can deal with various events acquiring the role of agents of change, although the relevance of the topic in education and more so in the English classroom is recognized, it is recommended to teach the language in an innovative way, away from traditional models, which emphasize grammatical structures, therefore, it is required the inclusion of activities that promote sociolinguistic and pragmatic competences of the language and a proposal such as this one seeks to achieve this purpose.

Finally, it is recommended to explore to a greater extent tasks that allow the evidence of divergent thinking, proposing evaluation criteria that lead to develop a route that leads to this vision of learning a foreign language, can be replicated, and validated in the long term, in any Colombian context.

References

- Barrows, H., Wilkerson, L., & Guselaers, W. (1996). Problem-Based learning in medicine and beyond: A brief overview. 3-12.
- Bedoya, A. R. (2021). La escenificación en teatro como estrategia didáctica para la enseñanza de una segunda lengua "inglés.". *Revista Boletín Redipe*, 10(1), 320-336. doi:10.36260/rbr.v10i1.1185
- Blackwell, P. (2007). Creativity. Chapter 10, 127-141. Retrieved from https://www.blackwellpublishing.com/content/personalityandindividualdifferences/9781405130080_4_010.pdf
- Castillo, D. (2015). Enseñar a pensar. Facultad de Educación. Universidad de Zaragoza, 1-93. Retrieved from <https://zaguan.unizar.es/record/59089/files/TAZ-TFG-2016-3065.pdf>
- Creative Education, F. (2014). Creative Problem Solving Resource Guide. 46 Watch Hill Drive Scituate, MA 02066. Retrieved from www.creativeeducationfoundation.org/wp-content/uploads/2015/06/CPS-Guide-6-3-web.pdf
- Cuevas, S. (2013). Creativity in education, its development from a pedagogical perspective. *Journal of Sport and Health Research*.5(2). Retrieved from journalshr.com/paper/vol%205N%202/v05_2_9.pdf
- De Bono, E. (1989). *El Pensamiento Lateral. Manual de Creatividad*. Buenos Aires, Argentina: Paidós.

- Esquivias, M. (2004). Creatividad:Definiciones,antecedentes y aportaciones. Revista digital Universitaria, 5(1), 1-17. Retrieved from https://www.revista.unam.mx/vol.5/num1/art4/ene_art4.pdf
- Fandiño, Y. (2013). 21st Century Skills and the English Foreign Language Classroom: A Call for More Awareness in Colombia. GIST Education and Learning Research Journal(7), 190-208. Retrieved from <https://www.researchgate.net/publication/262639398>
- Ferrándiz, C. S. (2017). Divergent thinking and its dimensions:what we talk about and what we evaluate? Anales de Psicología, 33(1), 40-47. Retrieved from <http://www.redalyc.org/pdf/167/16749090006.pdf>
- Galvis, R. V. (2007). El proceso creativo y la formacion del docente Laurus. Laurus Universidad Pedagogica Experimetal Libertador, 13(23), 82-98. Retrieved from Laurus ISSN:1315-883X
- Ghonssoy, B. &. (2012). The Effects of Foreign Language Learning on Creativity. English Language Teaching, 5(4), 161-167. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1079041.pdf>
- Guilford, J. P. (1968). Creativity, Intelligence, and Their Educational Implications. San Diego:Knapp. San Diego: :Knapp.
- Klimenko, O. (2008). La creatividad como un desafío para la educación del siglo XXI. Educación y educadores, 11(2), 191-210. Retrieved from <https://educacionyeducadores.unisabana.edu.co/index.php/eye/article/view/740/822>
- Laime, M. (2005). La evaluación de la creatividad. Liberabit:Revista de Psicología, 11, 35-39. Retrieved from http://ojs3.revistaliberabit.com/publicaciones/revistas/RLE_11_1_la-evaluacion-de-la-creatividad.pdf
- Maley, A. &. (2015). Creativity in the English language classroom. British Council. Teaching English. Retrieved from <https://aradenglish.files.wordpress.com/2014/09/creativity.pdf>
- Maley, A. (2015). Overview:Creativity- the what ,the why and the how.Creativity in the English language Classroom. British Council.Teaching Englihs. Retrieved from aradenglish.files.wordpress.com/2014/09/creativity.pdf
- Pacific Policy Research Center. (2010). 21st Century Skills for Students and Teachers. 1-25. Retrieved from <http://www.ksbe.edu/spi/PDF/21%20century%20skills%20full.pdf>
- Papalazarou, C. (2015). Chapter4:Making thinking visible in the English classroom:nurturing a creative mind-set.Creativity in the English Language classroom. British Council.Teaching English, 37-43. Retrieved from <https://aradenglish.files.wordpress.com/2014/09/creativity.pdf>

- Ramírez, S. &. (2021). Formación de competencias empresariales para un futuro líder en el contexto de una clase de Inglés, en educación media Vocacional. Revista Boletín Redipe, 10(3), 393-405. Retrieved from <http://revista.redipe.org/index.php/1/article/view/124371151>
- Roy, J. (2013). Elementary Teacher Perceptions of Teaching Practices that Foster Creative Thinking in Students. *Inquiry: The University of Arkansas Undergraduate Research Journal*. 14(9), 75-94. Retrieved from <http://www.scholarworks.uark.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1055&context=inquiry>
- Shaheen, R. (2010). Creativity and Education Robina Shaheen School of Education, University of Birmingham. *UK Scientific Research Creative Education*, 1(3), 166-169. Retrieved from <https://files.eric.ed.gov/fulltext/ED521875.pdf>
- TEST DE PENSAMIENTO CREATIVO DE TORRANCE. (n.d.). *Creativity Research Journal*, (23), 285-295. doi:10.1080/10400419.2011.627805
- Tomlinson, B. (2015). Chapter 2: Challenging teachers to use their coursebook creatively. *Creativity in the English language classroom*. 24-28. Retrieved from <https://aradenglish.files.wordpress.com/2014/09/creativity.pdf>
- Torrence, E. (13, 2007). Educación y capacidad creativa. *Revista de Educación* (23).
- Wright, A. (2015). Chapter 1: Medium: companion or slave?. *Creativity in the English language classroom*. British Council. *Teaching English*. Retrieved from <https://aradenglish.files.wordpress.com/2014/09/creativity.pdf>