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**Table of Contents**

Contents

[Creative Writing 4](#_Toc157510951)

[1.0. Introduction 4](#_Toc157510952)

[2.0. Management Innovation 4](#_Toc157510953)

[3.0. The Evolution of Innovation and Entrepreneurship in a Global Economy: Navigating Challenges and Embracing Opportunities in ESL Education 6](#_Toc157510954)

[3.1 The Motivation Phase in ESL Teaching 7](#_Toc157510955)

[3.2. Historical Narratives in ESL Education 7](#_Toc157510956)

[3.3. Challenges and Innovations in ESL Education 7](#_Toc157510957)

[4.0. The Evolution of Leadership Traits in ESL Teaching: A Journey through Pedagogy and Styles 8](#_Toc157510958)

[4.1. History of Leadership Traits in ESL Teaching 9](#_Toc157510959)

[4.2. Five-Factor Personality Model and ESL Teaching 10](#_Toc157510960)

[4.3. Nature of Leadership in ESL Teaching 10](#_Toc157510961)

[4.4. Distinction between Instructional Leadership and Management 11](#_Toc157510962)

[4.5. Leadership in ESL Teaching 12](#_Toc157510963)

[4.6. Conflict Management in ESL Classrooms 12](#_Toc157510964)

[5. The Benefits of Innovation: Driving Creativity in English Language Teaching (ELT) 13](#_Toc157510965)

[5.1. Expanding Perspectives and Interpretations in ELT 13](#_Toc157510966)

[5.2. Pushing Boundaries and Encouraging Experimentation in ELT 13](#_Toc157510967)

[6. Creativity Training and Development for ESL Educators: A Catalyst for Innovative Language Teaching 14](#_Toc157510968)

[6.2. Transforming Language Education Practices 15](#_Toc157510969)

[7. Creative Marketing Strategies and Innovation in ESL Education: A Comprehensive Exploration of Products, Pricing, and Business Models 16](#_Toc157510970)

[7.1. Revolutionizing ESL Educational Products for Diverse Learning Styles 17](#_Toc157510971)

[7.2. Adapting Pricing Models for Inclusive ESL Education 17](#_Toc157510972)

[7.3. Transformative Business Models for the Digital ESL Landscape 17](#_Toc157510973)

[7.4. Digital Marketing Excellence and Community Building in ESL Education 18](#_Toc157510974)

[8. Conclusion 18](#_Toc157510975)

[References 20](#_Toc157510976)

Creative Writing

##  Introduction

The integration of creative marketing techniques, innovative product creation, smart pricing, and adaptable business models is crucial for advancing and providing richer learning experiences in the complex field of English as a Second Language (ESL) education. This thorough investigation reveals how important creativity and innovation are to the advancement of ESL instruction. To engage diverse learners and accelerate the transformation of language education, educators must traverse an ever-changing landscape that includes everything from reinventing instructional goods to adjusting pricing structures and commercial tactics. As ESL professionals adopt diverse methodologies, they transform into designers of a vibrant, inclusive community, changing the face of language instruction.

#  Management Innovation

In the context of organizations, management innovation is a broad term that encompasses the creation and use of novel management procedures, structures, practices, or methods that are deliberately intended to advance an organization toward its objectives. For an English as a Second Language (ESL) teacher to successfully navigate the educational environment, it becomes imperative to grasp the notion of management innovation. In the field of education, management innovation refers to the development and use of new procedures, structures, methods, or practices that are intended to improve organizational objectives (Fernandes Rodrigues Alves et al., 2018). We examine processes, including motivation, innovation, execution, theorization, and labeling, as we examine the roles of important change agents both inside and outside of the educational institution from the perspective of intraorganizational development. This all-inclusive methodology sheds light on how management innovation develops while teaching English as a second language.

As we move on to the more general subject of "Creativity and Innovation in English Language Teaching: A Pathway Towards Progress and Growth," we see the inextricable connection that exists between language, literature, and the creative presentation of ideas in an ESL context. This investigation explores the broad goals of creativity and innovation, specifically as they relate to running ESL classes and inspiring language learners (Suwartono et al., 2022). The primary goal for ESL students is to be encouraged to express themselves and be creative. In this situation, the ESL instructor takes on the role of an environment's facilitator, supporting language learners' distinctive voices, questioning established conventions, and broadening their linguistic horizons. ESL classrooms become dynamic environments where language learners feel encouraged to express themselves freely by fostering uniqueness.

The second goal is to help ESL students develop their critical thinking abilities. Through language, literature, and artistic endeavors, students are exposed to a variety of viewpoints, which helps them to assess, analyze, and understand English texts intelligently. In the context of an ESL learning setting, this method encourages intellectual development and a greater comprehension of the English language (D'Argenio, 2023). Focusing on management innovation in the context of teaching English as a second language, the goal is to use creative approaches to improve the administration, coordination, and planning of language learning initiatives, educational programs, and institutions. This entails putting digital technologies to use for language learning, applying data analytics to comprehend student preferences, putting into practice efficient project management strategies, and encouraging group projects to investigate novel directions in language teaching.

Innovation in motivation is very important while teaching English as a second Language

(ESL) since it encourages students to pursue new creative projects and develop to the fullest extent possible. To encourage creative communication and networking among language learners, ESL teachers might use techniques like adding interesting exercises, setting up language-related tournaments, and creating cooperative platforms (Srikongchan et al., 2021). Therefore, creativity and innovation are crucial for ESL teachers when developing a dynamic and stimulating language learning environment (Abrahamson, 1996). Language learning is made more rewarding and transformational when ESL teachers embrace the goals of fostering expression, developing critical thinking, and introducing innovations in management and motivation. These goals serve as a foundation for an open and lively ESL community where language learners advance their intellectual and cultural development while simultaneously becoming more proficient in the language and gaining a broader perspective on the world.

#  The Evolution of Innovation and Entrepreneurship in a Global Economy: Navigating Challenges and Embracing Opportunities in ESL Education

The field of ESL (English as a Second Language) education is being shaped by the evolution of innovation and entrepreneurship, which is happening in tandem with the larger global story (Drucker, 1985). From prehistoric trade routes that linked many linguistic groups to today's digitally connected classrooms, the search for innovative teaching strategies and enhanced language acquisition opportunities has been a motivating factor. In order to comprehend the changing dynamics in the context of language instruction, this article examines the historical path of innovation and entrepreneurship within ESL education. It does this by incorporating ideas from influential management thinkers like Peter Drucker.

## The Motivation Phase in ESL Teaching

It is important to look at the motivation stage that is particular to language teachers before diving into the historical accounts related to ESL instruction. This stage is similar to management innovation in that it focuses on the circumstances and elements that encourage ESL teachers to try out novel teaching techniques. Language teachers are driven by the realization that the current methods of instruction have shortcomings, much as their management counterparts (Abrahamson, 1996). Examining the situations in which educators could decide to accept or reject novel approaches to language instruction is a crucial step in the decision-making process.

##  Historical Narratives in ESL Education

The historical context of ESL education's past reflects the larger development of teaching methods. Like the old Silk Road, which promoted the movement of linguistic and cultural information, ESL educators have adapted to changing circumstances, from traditional language classrooms to the internet era (Ghemawat, 2017). The digital revolution of the 20th century coincided with patterns in international enterprise (Landes, 2003). Like entrepreneurs, ESL teachers used technology to improve accessibility and change the way that language learning occurs.

##  Challenges and Innovations in ESL Education

Nowadays, ESL teachers encounter complex issues similar to those faced by businesses navigating the world market. Diverse learning styles, multicultural classrooms, and online language learning platforms provide complications that call for creative pedagogical approaches. In addition to embracing a variety of instructional pedagogies, ESL instructors need to create inclusive learning settings. According to Friedman (2005), as technical advancements open up new possibilities for dynamic and interesting language training, they also reflect problems. Because of this, the history of innovation and entrepreneurship in ESL teaching highlights how flexible and resilient language teachers are. By overcoming obstacles and seizing opportunities, ESL instructors exemplify the entrepreneurial spirit in the connected world of language acquisition. To address the urgent problems of language learning in a world that is changing quickly, ESL instructors use cutting-edge pedagogies, much as entrepreneurs do with cutting-edge technology (Friedman, 2005). The joint efforts of creative educators will define the future of ESL education, which promises to be a dynamic and inclusive environment that promotes language acquisition in previously unthinkable ways. This mutual support guarantees that ESL instruction will always play a significant role in the worldwide fabric of language and cultural interchange.

# 4.0. The Evolution of Leadership Traits in ESL Teaching: A Journey through Pedagogy and Styles

In the context of teaching English as a second language (ESL), the idea of leadership is a dynamic and developing story with important ramifications for good pedagogy. This section explores the evolution of leadership attributes in the context of teaching English as a second language (ESL), looks at the fundamental qualities that effective teachers must possess, looks at the many teaching philosophies that have been developed, and makes the distinction between managerial and instructional leadership (Dias et al., 2022). It also discusses the significance of conflict resolution in an ESL classroom, the nature of effective language training, and the roles that personalities play in ESL teaching.

## History of Leadership Traits in ESL Teaching

The historical development of leadership attributes in larger contexts may be paralleled with the origins of these traits in ESL instruction, which dates back to the beginning of language education. Early ESL teaching approaches viewed teachers as authorities tasked with passing down linguistic knowledge, much as ancient societies did, when leaders were seen as symbols of strength and influence (Dias et al., 2022). This phase's primary focus was on language competency and language skill transfer, reflecting the authoritative leadership style exhibited by individuals such as Julius Caesar and Alexander the Great. However, there was a clear shift in focus as the profession of teaching ESL changed over time, reflecting changes in leadership qualities. Teachers began to be seen not just as language experts but also as people who possessed the qualities necessary for successful instruction (Watkins, 2017). This development is consistent with the historical trajectory into the Renaissance when wise counsel and the support of the arts were valued equally with authority in effective leadership roles (Eva et al., 2019). This change resulted in educators being valued for qualities like empathy, cultural sensitivity, and agility when it came to teaching ESL.

By realizing that successful language training involves more than just imparting language information, modern ESL teaching has advanced this process even further. The capacity to inspire and encourage others has made the charismatic leadership style more and more important (Bennis & Nanus, 2007). Strong leadership qualities such as boldness, decisiveness, and strategic thinking were exhibited by historical figures such as Julius Caesar and Alexander the Great. This changed throughout time, and the Renaissance period started to link good leadership to knowledge and support of the arts. The emphasis has evolved in the contemporary age towards a charismatic leadership style, as seen by the recognition of personal qualities as well as the ability to inspire and motivate individuals such as Martin Luther King Jr. and John F. Kennedy (Bales, 2010). Leaders such as John F. Kennedy and Martin Luther King Jr. are comparable to the current ESL teaching environment since they were recognized for their qualities as well as their ability to inspire. In this situation, a charismatic teacher is skilled in creating a supportive and stimulating learning environment in addition to being a proficient language learner (Northouse, 2018). To put it briefly, the history of ESL instruction is consistent with the historical trajectory of leadership attributes in wider leadership contexts. The change from language experts to educators who are compassionate, culturally aware, and flexible represents a larger shift in how society views good leadership (Bales, 2010). The recognition of the charismatic leadership style in ESL instruction highlights the modern notion that effective teachers are people who can encourage and inspire, akin to their counterparts in historical leadership stories.

## Five-Factor Personality Model and ESL Teaching

The use of contemporary psychology's Five-Factor Personality Model (OCEAN) in ESL instruction offers a vital foundation for comprehending the qualities of an effective teacher. Research shows that moderate to high extraversion, along with high levels of conscientiousness and openness, are consistently linked to effective ESL instruction (Dias et al., 2022). These characteristics are essential to an ESL teacher's capacity to adjust to a wide range of linguistic origins, uphold consistency in their methods of instruction, and interact and communicate productively with students of different language proficiency levels.

## 4.3. Nature of Leadership in ESL Teaching

Beyond conventional paradigms, the nature of leadership in ESL instruction reflects a dynamic process that entails responding to and adjusting to the particular language and cultural situations inside a classroom. Being a leader is an elusive quality that involves more than just a set of characteristics. The essence of leadership involves the capacity to adjust and react to changing situations while upholding a consistent vision (Bennis & Nanus, 2007). Leadership is becoming more widely acknowledged as a dynamic process that entails motivating and directing people toward a shared objective (Dias et al., 2022). This suggests that behavior and circumstance play a larger role in shaping leadership than just innate qualities (Yukl & L., 2020). Capable of influencing and guiding students toward language competency and cultural competence, effective ESL leadership emphasizes a holistic vision that extends beyond language education.

## Distinction between Instructional Leadership and Management

Leadership and management are two different but linked ideas. Planning, arranging, and directing resources—including people—in order to accomplish particular goals is the essence of management. Beyond these administrative responsibilities, leadership includes the capacity to promote change, stimulate creativity, and steer a company toward its destiny (Bennis & Nanus, 2007). Seeing the bigger picture and inspiring others to follow are essential components of leadership, which goes beyond management's operational emphasis. Instructional leadership entails more than administrative responsibilities when it is differentiated from management responsibilities in ESL education (Eva et al., 2019). Planning, arranging, and guiding language learning materials to meet predetermined learning objectives is the responsibility of ESL instructional leaders. This position embodies a type of leadership specific to the educational setting and calls for not just management effectiveness but also the capacity to encourage linguistic creativity and mentor students toward competence.

## 4.5. Leadership in ESL Teaching

The range of teaching philosophies available in ESL instruction now includes communicative, student-centered, and authoritative methods. Every style has its advantages, which are carefully used in accordance with variables, including the language learning context, the makeup of the students, and the range of language competency (Eva et al., 2019). A proficient ESL instructor recognizes that a flexible approach is necessary to meet each student's individual educational needs and that a balanced and adaptive teaching style is essential.

## 4.6. Conflict Management in ESL Classrooms

Since there might be disputes in the classroom due to cultural differences, language difficulties, and a variety of learning demands, conflict management is a common component of teaching ESL. Recognizing the origins of conflict, comprehending the stakes for all parties involved, and working toward resolution while upholding a welcoming and inclusive learning environment are all necessary components of effective conflict management in ESL instruction. Conflict-resolution-skilled ESL teachers transform possible obstacles into chances for learning and improvement, creating a safe environment for a variety of students (Yukl & L., 2020). As a result, the development of leadership qualities in ESL instruction emphasizes how dynamic language learning is. ESL instructors are required to be flexible, sensitive to cultural differences, and visionary leaders who can successfully negotiate the challenges presented by language variety (Yukl & L., 2020). Because teaching English as a second language has many facets and is always changing successful instructional leadership is still a combination of natural abilities, acquired pedagogical knowledge, and flexible teaching methods that are adapted to the individual requirements of language learners.

# The Benefits of Innovation: Driving Creativity in English Language Teaching (ELT)

When it comes to English language teaching (ELT), innovation is a game-changer. It sparks new ideas, creative solutions, and a range of perspectives that push limits and foster creativity (Williams, 2017). This section highlights the critical importance of innovation in English language teaching (ELT), stressing its many advantages in transforming our understanding of language acquisition and enhancing the entire English as a Second Language (ESL) student experience.

## 5.1. Expanding Perspectives and Interpretations in ELT

New ideas and interpretations are facilitated by innovation in ELT, giving more people access to a wider range of linguistic points of view. The language learning process is enhanced and made more enjoyable by technological innovations, including multimedia resources, virtual classrooms, and interactive language learning applications. Digital storytelling and language podcasts are two examples of innovations that support a variety of learning styles, encourage creativity, and get ESL students to interact with language in new ways (Williams, 2017). Furthermore, discourse analysis and language acquisition have been transformed by the digital era. Global exchanges of language learning ideas are made possible by online forums, blogs, and social media platforms, which encourage more inclusive and active involvement. Through the promotion of worldwide awareness and respect for linguistic variety, this democratization of language discourse strengthens the influence of language instruction on varied ESL learners.

## 5.2. Pushing Boundaries and Encouraging Experimentation in ELT

Innovation in ELT brings new methods and strategies, pushing the envelope and encouraging trial and error. New media for language inquiry are made possible by technology, which benefits language instructors who employ new techniques (Lehr, 2010). Diverse linguistic voices are fostered, and experimenting with various language abilities, expressions, and cultural settings is encouraged through online language learning forums, interactive language games, and virtual language immersion experiences (Smith, 1993). Furthermore, innovation changes the way that English is taught and learned as a second language. ESL teachers may improve student engagement and comprehension by using digital tools and platforms that provide them with immersive language experiences, virtual language exchange programs, and interactive materials. ESL students are motivated to approach language learning from a variety of perspectives by means of interactive exercises and multimedia features, which promote critical thinking and analytical abilities (Blake, 2013). Thus, innovation encourages a vibrant and welcoming atmosphere for language learning, allowing students to explore the world of language in more depth. As a result, innovation in English language teaching has several advantages, such as broadening viewpoints and interpretations, promoting experimentation, and extending the bounds of language acquisition. A more dynamic and varied linguistic environment is a result of the use of cutting-edge teaching techniques, the democratization of language discourse, and the incorporation of multimedia components. The possibilities for even more creative language use are shown by the ongoing innovations in ESL instruction, raising the bar for language learning.

# Creativity Training and Development for ESL Educators: A Catalyst for Innovative Language Teaching

In the ever-changing field of teaching English as a second language (ESL), creativity development and training become essential tools for teachers looking to promote creativity in language learning. The great importance of creative development and training, especially for ESL teachers, is examined in this section (Alexopoulos & Scaltsas, 2018). This discusiion clarifies how developing creative thinking abilities may enable ESL teachers to transform their pedagogical approaches, enhance the learning process, and negotiate the changing landscape of language education by exploring the particular needs of teaching languages (Puerling, 2012).

**6.1. Nurturing Creative Thinking Skills in ESL Instruction**

Programs for ESL teachers that focus on creativity serve as transformational platforms that go beyond traditional teaching approaches. These courses give teachers the skills and resources they need to express their creativity fully in ESL classrooms (Kaufman & Sternberg, 2019). Teachers can go beyond the conventions of standard language instruction by fostering an atmosphere that rewards experimentation and taking calculated risks. According to Bono (2015), original thinking workshops, seminars, and group activities encourage different ways of thinking, which helps teachers come up with original lesson ideas, dynamic language exercises, and interesting language projects (Gardner, 2011). Moreover, creative training highlights the development of particular abilities like improvisation, problem-solving, and lateral thinking—essential for ESL teachers negotiating the complex demands of language learning (D'Argenio, 2023). These abilities enable teachers to tackle language instruction from fresh perspectives, encouraging unorthodox but successful methods to deal with a range of language competency levels, cultural subtleties, and individual learning preferences (Bono, 2015). As ESL teachers develop these creative talents, they may bring energy and inspiration to language classes, encouraging students to think creatively and innovatively about language learning.

## 6.2. Transforming Language Education Practices

Within the ESL setting, creativity development and training foster individual innovation and function as a catalyst for changing more general language teaching approaches. Equipped with creative thinking abilities, educators may create cross-disciplinary language projects, experiment with cutting-edge teaching methods, and smoothly incorporate technology (Anderson & Simpson, 2009). Through these activities, language learning experiences are improved and become more relevant, engaging, and representative of language use in everyday situations. Furthermore, innovative ESL teachers recognize how critical it is to modify language training for the digital era. They offer a dynamic and immersive language learning environment by combining virtual reality simulations, interactive language platforms, and multimedia features (Simonton, 2008). This flexibility is essential for satisfying the demands of tech-savvy ESL students and getting them ready for successful communication in a worldwide society (Anderson & Simpson, 2009). Thus, it becomes clear that developing and training creativity specifically for ESL teachers is essential to changing the face of language instruction. Teachers may transform ESL training by fostering creative thinking abilities, utilizing cutting-edge techniques for language learning, and adjusting to the varied requirements of language learners. Language instruction changes to suit the demands of the modern world as ESL classrooms develop into creative hotspots, guaranteeing a dynamic and successful language learning environment.

# Creative Marketing Strategies and Innovation in ESL Education: A Comprehensive Exploration of Products, Pricing, and Business Models

The convergence of creative marketing techniques, innovative product creation, smart pricing, and adaptable business models is vital in the dynamic field of English as a Second Language (ESL) education to promote growth, engagement, and successful learning outcomes. This extensive section explores the critical role that creativity and innovation play in advancing ESL instruction. It provides a thorough examination of product concerns, pricing tactics, and innovative business models (Puerling, 2012). Teachers and institutions may successfully engage diverse learners, negotiate the ever-changing landscape of ESL education, and advance the progressive transformation of language teaching by adopting innovative techniques.

## 7.1. Revolutionizing ESL Educational Products for Diverse Learning Styles

When developing ESL products, creativity goes beyond traditional limits to appeal to a wide range of learners. ESL teachers have access to a variety of interactive digital platforms, gamified language learning applications, and multimedia materials in addition to traditional textbooks (Nichols, 2013). Incorporating augmented reality (AR) and virtual reality (VR) into language learning resources not only increases student engagement but also offers immersive learning experiences (Freundorfer, 2020). For example, dynamic, customized, and successful language learning may be achieved via language learning applications that combine interactive exercises, multimedia information, and simulations of real-world situations.

##  Adapting Pricing Models for Inclusive ESL Education

Creative pricing techniques are essential to guaranteeing that ESL instruction is affordable for a wide range of individuals. Adopting flexible approaches that cater to different budgets and learning demands, including subscription services or tiered pricing based on course complexity, is recommended (Gassmann et al., 2014). Partnerships between online platforms and educational institutions further expand the reach of ESL classes (Saltman, 2018). Furthermore, by attending to the financial limitations of students, collaborations with community centers or libraries, in addition to creative price structures, improve the inclusiveness of ESL instruction.

## 7.3. Transformative Business Models for the Digital ESL Landscape

The environment of ESL education is changing due to innovations in business models, particularly in the digital sphere. Geographical obstacles are removed via online platforms, self-paced learning modules, and virtual classrooms, which provide direct access to language instruction (Solis, 2011). Diverse distribution channels for ESL courses are produced through partnerships with language schools, cultural institutions, and multinational enterprises (Osterwalder & Pigneur, 2013). Incorporating feedback systems, creating learner communities, and offering extra resources are all examples of business model innovations that go toward creating a more thorough and engaging ESL learning experience (Freundorfer, 2020).

## 7.4. Digital Marketing Excellence and Community Building in ESL Education

Effective marketing techniques are needed to promote ESL instruction and create a welcoming learning environment. The smart use of digital marketing techniques, such as social media campaigns, instructional content marketing, and partnerships with language influencers, increases the awareness of ESL programs. Real-time communication on social media platforms promotes community development, dialogue, and learner engagement (Dudeney et al., 2014). By ensuring that ESL classes are customized to the unique requirements and interests of students, personalized marketing—powered by data analytics—maximizes the effectiveness of marketing initiatives. Thus, the development and improvement of ESL instruction depend on the incorporation of inventive product creation, flexible price structures, creative marketing tactics, and changing business practices (Dudeney et al., 2014). ESL practitioners enhance the accessibility, reach, and efficacy of language teaching through their embracement of technology improvements, involvement of learners through digital platforms, and creative business model exploration (Abbasi, 2020). By encouraging an innovative and creative culture in ESL instruction, we open the door for a vibrant, diverse, and internationally interconnected community of language learners and instructors.

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# Conclusion

The thorough integration of creative marketing, cutting-edge product strategies, and flexible business structures is ushering in a new age of transformation in ESL education. ESL practitioners contribute to an inclusive and dynamic language learning environment by adopting cutting-edge technology, promoting inclusive pricing, and creating lively learning communities through digital marketing. ESL education is a dynamic force that connects learners worldwide and fosters a community where language competency and cultural understanding coexist because of the continuous synergy between creativity and innovation. As the trip progresses, the dedication to innovation and creativity serves as a compass, pointing ESL teachers in the direction of a future in which language instruction is not only imparted but also experienced in its most vibrant and enlightening forms.

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