This research focus on how the students and the teachers change, seeking for the class style to draw out the students' creativity. It is through action research. An educational policy that centers on intellectual ability and competition among students through examinations hampers the balance between education and emotional training. This is because along with intellectual training, emotional training is equally necessary for an individual to maintain a well-balanced life. The latter provides him or her with the skills to live in a complex environment. Unfortunately, our present educational policy focuses exclusively on intellectual training. In order to reform this situation, I gave my students some lessons with the objective of fostering their creativity, as it has been seen that creativity has an improving effect on a person's mental or emotional energy.

My research activities included the following: researching creativity for educational benefit, analyzing the contents of textbooks relating to communication activities, and giving lessons to first grade senior high school students.

Chapter 1 describes creativity as defined by Maslow (1962) and Onda (1971). Maslow (1962) proposed that creativity was a by-product of self-actualization, which was located at highest level in the hierarchy of human needs. Anyone who has reached the self-actualization level, which lies at the top of the human needs in the hierarchy, can be creative. Onda (1964) proposed that creativity can be defined as the formulation of new ideas toward achieving a goal or solving a problem and that the resulting new ability or character contribute valuably to society or culture (as also to the individual). Creativity consists of both intuitive and divergent thinking. The interrelationship between creativity and intelligence tends to weaken as people grow up (Onda & Nomura).

Chapter 2 demonstrates the necessity of the inclusion of creativity in the study curriculum of English at the senior high school level. It points out how the English expressions included in the new senior high school course of study are formulated toward improving just the logical thinking ability of the students, without giving any thought to their intuitive thinking ability. Most of communication activities in the English textbooks used at the senior high school level focus on contents that have no bearing on intuitive thinking. Creative activities make up only 10 percent of the above.

Chapter 3 describes the manner in which I investigated lessons that would foster creativity in senior high school students. These lessons comprised three main activities and a variety of other activities. The main three activities were based on intuitive as well as divergent thinking.

In Activity 1, the students were given handouts consisting of a picture of the cartoon character Doraemon and were instructed to consider the character’s strong and weak points.
This activity aimed to help the students analyze and describe the personality and characteristics of a person. The teacher made a model speech to aid the students in determining the subject's strong and weak points and writing their drafts. The students then read out their drafts to the whole group. In Activity 2, the students were again given handouts featuring other characters associated with Doraemon. They were instructed to get into the skin of one of these characters and consider what the character would want to do or to be and finally ask Doraemon help them to realize their wishes. The teacher made a model speech to aid the students in determining their wishes. Thereafter, the students wrote their drafts, which they then read out to the whole group. In Activity 3, after being shown two model scenarios, the students were instructed to imagine what they would ideally like to become in the future. One of the model scenarios was performed by the teacher while the other was depicted through the interaction between a student and a teacher. These model scenarios helped the students in making their drafts. Finally, the students read out their drafts to the whole group.

Other activities designed to aid the students in making speeches and in challenge mapping were also carried out. The students were asked to write their ideas regarding the same on the blackboard with the aim of promoting the exchanges of their ideas. The teaching style thus changed from the hitherto employed one-way style to a co-working style. On comparing the three activities, I found that the number of sentences and words used in Activity 3 was the highest. From this fact, I inferred that this particular activity comprised elements that the students were the most familiar with, a factor that led the students to talk more about them in comparison with the other two activities. Not many students wrote about Doraemon and its associated characters in the reflection sheets. Judging from the students' reflection sheets, the students were not very familiar with these cartoon characters. Therefore, the conclusion that can be drawn from the above observation is that in order to carefully consider a character for intuitive thinking, it is very important to get into the skin of the character. Divergent thinking was working well because the students were instructed to answer questions when, who, what, why, how questions like making stories.

Chapter 4 concludes this thesis. The teaching style in the class was converted from a one-way to a co-working style. This was a new and challenging task for a teacher who was relying mainly on grammar-based translation methods. It also made the teacher realize the possibility of developing and implementing new teaching methods that could enhance students' communication skills. Consequently, the teacher altered the teaching methods that had been adopted thus far, which led to an improvement in the students' speech patterns. These new changes were highly valuable because they fostered an improvement in both the teacher and the students. Regularly improving on teaching methods in the above manner will help maintain the students' creativity and also lead to an improvement in both the teacher and the students, as shown by this study.