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The Effectiveness of Project-Based Learning in Developing English Proficiency and Creativity in EFL Classroom: The Case of Tarbagou Kaddour-Zelfana Middle School in Ghardaia

Dissertation submitted in partial fulfilment of the requirements for the master's degree in didactics

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Dedication

To my beloved family,
Your unconditional love, patience, and endless encouragement have been my greatest strength. Thank you for always believing in me, especially during the moments I doubted myself.

To my dear friends,
Your support, laughter, and understanding have made this journey lighter and brighter. I am truly grateful for your presence throughout this academic adventure.

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Abstract

This study explored the effectiveness of Project-Based Learning (PBL) in enhancing English language proficiency and fostering creativity among middle school EFL learners. The primary aim was to investigate whether PBL could offer an engaging alternative to traditional teaching methods by promoting language fluency, creative thinking, and learner autonomy. The study also examined the challenges teachers faced in implementing this approach in classroom reql settings. A quasi-experimental pre-test/post-test control group design was employed. The sample consisted of 30 middle school pupils from Tarbagou Kaddour-Zelfana Middle School in Ghardaia, Algeria. The students were divided into two groups: an experimental group that received instruction through PBL, and a control group that followed traditional teaching methods. The intervention lasted six weeks and focused on speaking skills and creativity. Additionally, qualitative data were gathered through interviews with four English teachers to gain insights into their perceptions and experiences with PBL The findings revealed that students in the experimental group demonstrated significant improvement in both speaking proficiency and creative expression compared to the control group. PBL was found to enhance vocabulary usage, fluency, and the ability to generate original ideas. Furthermore, teachers noted increased student motivation and engagement during project tasks. However, they also identified practical challenges, such as time constraints and resource limitations. In conclusion, the study confirmed that PBL is an effective method for developing linguistic and creative competencies in EFL contexts. Its integration into middle school curricula can enrich the learning experience and better prepare students for the demands of the 21st century.

Keywords: EFL classroom; Learner Autonomy; Linguistics Skills; Transformative Education; 21st Century Education

Table of Contents

Chapter Two

Project-Based Learning in English Language Education

Chapter Three

Research Method and Data Analysis

List of: Abbreviations (1)| Acronyms (2)| Initialisms (3)

1 | Abbreviations

These are shortened forms of words or phrases:

- **EFL** – English as a Foreign Language
- **FLE** – Français Langue Étrangère (French as a Foreign Language)
- **ICT** – Information and Communication Technology
- **L1** – First Language (Mother Tongue)
- **L2** – Second Language
- **CEFR** – Common European Framework of Reference

2 | Acronyms

These are abbreviations pronounced as words:

- **CALL** – Computer Assisted Language Learning
- **CLT** – Communicative Language Teaching
- **TBLT** – Task-Based Language Teaching
- **ICT** – Information and Communication Technology
- **UNESCO** – United Nations Educational, Scientific and Cultural Organization

3 | Initialisms

These are abbreviations pronounced letter by letter:

- **FLE** – Français Langue Étrangère
- **ICT** – Information and Communication Technology
- **CEFR** – Common European Framework of Reference
- **L1 / L2** – First Language / Second Language

List of Tables

List of Figures

General

Introduction

1. Introduction

The 21st century, marked by rapid technological advancement and scientific progress, has led to a paradigmatic shift in teaching practices. This shift reflects the need to prepare learners for the complexities of a globalized world by equipping them with essential skills such as critical thinking, collaboration, and adaptability. Traditional methods, such as the Grammar-Translation Method and Structuralism, while foundational, have gradually given way to more interactive and learner-centered approaches like Communicative Language Teaching (CLT). This evolution has culminated in innovative strategies such as Project-Based Learning (PBL), which addresses the diverse demands of 21st-century learners.

Project-Based Learning (PBL) is a dynamic instructional method that immerses learners in collaborative, real-life projects designed to achieve specific objectives. This approach emphasizes active learning through meaningful tasks that mirror real-world scenarios, promoting deeper engagement and understanding. By integrating these tasks, PBL not only enhances English proficiency but also fosters creativity and higher-order thinking skills. It enables learners to solve problems, communicate effectively, and think critically, making it an ideal method for modern education. Furthermore, PBL aligns with contemporary educational goals by bridging the gap between academic theory and practical application, thus preparing learners for lifelong learning and professional success.

2. Statement of the Problem

Despite the advancements in teaching methodologies, many traditional approaches to language learning remain inadequate in addressing the multifaceted needs of 21st-century learners. Methods such as rote memorization and teacher-centered instruction often fail to foster essential skills like creativity, critical thinking, and real-world problem-solving. Consequently,

learners may achieve linguistic competence but struggle to apply their language skills in authentic contexts.

In this context, Project-Based Learning (PBL) emerges as a promising alternative, emphasizing active engagement, collaboration, and practical application. However, its effectiveness in enhancing English proficiency and nurturing creativity remains underexplored, particularly in settings where language acquisition is coupled with the development of innovative thinking. This gap highlights the need to investigate how PBL can bridge the divide between language learning and the cultivation of essential 21st-century skills. This study seeks to address this issue by examining the impact of Project-Based Learning on learners' English proficiency and creativity, providing insights into its potential as a transformative pedagogical approach.

3. Objectives of the Study

This study aims to assess the effectiveness of Project-Based Learning (PBL) in enhancing learners' English proficiency across the four language skills: listening, speaking, reading, and writing. It also seeks to explore how PBL fosters creativity by encouraging critical thinking, innovation, and problem-solving skills in learners. Additionally, the study examines the practical application of PBL in language classrooms, identifying both the challenges and benefits for teachers and learners. Ultimately, it aims to bridge the gap between theory and practice by providing evidence-based recommendations for integrating PBL into modern teaching methodologies to meet the demands of 21st-century education.

4. Research Questions

1.How does Project-Based Learning contribute to the development of language fluency and creativity?

2. How does Project-Based Learning (PBL) promote creativity, critical thinking, innovation, and problem-solving skills in learners?

3. What are the challenges and obstacles faced by teachers in implementing Project-Based Learning (PBL) in middle school classrooms.

5. Research Hypotheses

H1: Project-Based Learning (PBL) significantly enhances learners' language fluency and creativity by promoting authentic communication, collaborative problem-solving, and learner autonomy through real-world tasks.

H2: The implementation of Project-Based Learning (PBL) significantly promotes creativity, critical thinking, innovation, and problem-solving skills in learners, encouraging them to actively engage in real-world challenges.

H3: Teachers face challenges in implementing Project-Based Learning (PBL) due to factors such as limited resources, insufficient time.

6. Research Methodology

This study will employ a Quasi-Experimental Pre-Test/Post-Test Control Group Design to assess the effectiveness of Project-Based Learning (PBL) in enhancing English proficiency and fostering creativity. The experimental group will engage in PBL, while the control group will follow traditional teaching methods. Pre-tests and post-tests will be administered to both groups to measure improvements in English proficiency, and the results will be compared to determine the effectiveness of PBL. Additionally, qualitative data will be collected through interviews with teachers to gather insights into their perceptions of PBL's implementation, challenges faced, and its impact on student engagement and learning outcomes.

7. Population and Sampling

The population of this study consists of both pupils and teachers from Tarbagou Kaddour-Zelfana Middle School in Ghardaia. The pupils population comprises 70 middle school pupils. The sample for this study includes 30 pupils, with 15 pupils selected from the experimental group, which will engage in Project-Based Learning (PBL), and 15 pupils from the control group, which will follow traditional teaching methods. Additionally, 4 teachers from the same school will be chosen randomly to participate in the study and provide qualitative data through interviews. These teachers will share their insights on the implementation of PBL and its impact on student learning. The sample represents a balanced and manageable group to effectively assess the outcomes of PBL on student performance and creativity.

8. The Organization of the Study

The present study is divided into three main chapters, the first chapter represents the theoretical background. It introduces Project-Based Learning (PBL) and its relationship with the development of English proficiency and creativity. This chapter explores the evolution of teaching methods, the core principles of PBL, and its impact on fostering language skills and creativity in learners.

The second part is the practical one, which is represented in the second chapter. It is about a description of the population and sample, research method and data collection tools. The third part represents the discussion and the results of the post-test of both groups included in chapter three.

Chapter One:

English Language Proficiency

Introduction

When learning a language, creativity is essential since it promotes interest, comprehension, and creative problem-solving. Project-Based Learning (PBL) has been well-known in recent years as a successful teaching strategy that fosters creativity by letting learners actively participate in real-world issues. In contrast to conventional teaching approaches, PBL places more emphasis on inquiry-based learning than rote memorization, allowing learners to take charge of their education, work together, and hone their critical thinking abilities. This chapter investigates the relationship between PBL and creativity in language learning, looking at how creative thinking improves communication and language acquisition. Teachers can use techniques that improve learners' language and cognitive abilities while making the learning process more interesting and meaningful by comprehending how creativity, language acquisition, and PBL interplay.

1.1 Understanding English Proficiency

One major factor contributing to language proficiency's inability to properly prepare learners for academic study is the common misunderstanding of what is meant by "language proficiency." According to Bachman and Palmer (1996), language competency is related to "the ability to use language effectively and appropriately in real-life situations". This means that language proficiency goes beyond simply knowing grammatical rules or vocabulary. It involves being able to communicate in ways that are suitable for the social and cultural context, achieving specific goals in interactions, and adjusting language use depending on the situation, the audience, and the purpose. For example, a learner may need to write a formal email, participate in a casual conversation, or give a presentation, each requiring different levels of appropriateness and effectiveness. Therefore, language competency consists of what

knowledge of language, as well as the strategic ability to utilize that knowledge in authentic environments.

In the same vein, Cummins (1980, 1984, 1992) was among the first scholars to define language proficiency conceptually. His framework has shown to be beneficial and significant in this context. He distinguishes between two levels of language competency : surface and deep. What we can observe and measure in the formal components of the language: the vocabulary, grammar, and pronunciation, are at the surface level, and called Basic Interpersonal Communicative Skills (BICS). It pertains to the language used in everyday interactions, knowledge, basic comprehension, and applying the knowledge in real-world environments. The deep level is called Cognitive Academic Language Proficiency (CALP), which encompasses analysis, synthesis, and evaluation and addresses the less obvious aspects like semantics and function, or "the manipulation of language in de-contextualized academic situations" (Cummins, 1984, p. 137).

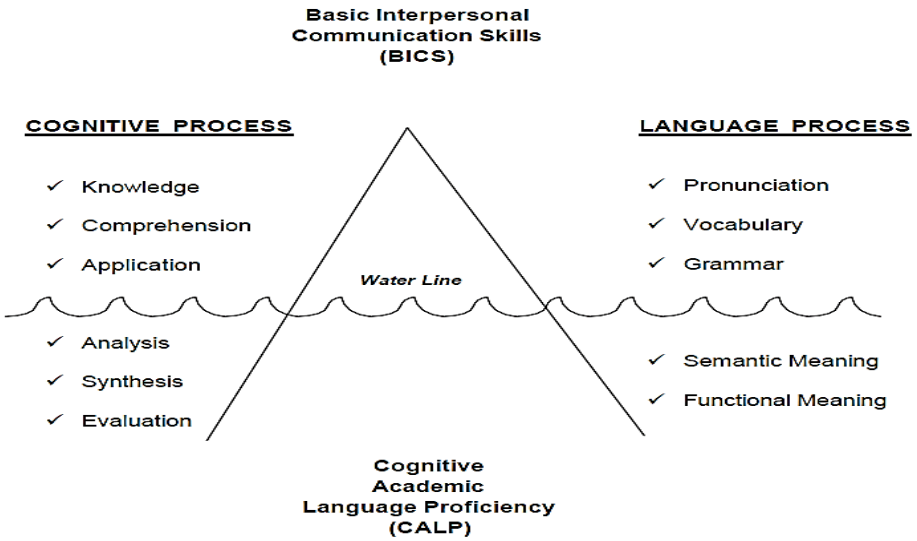

Figure 1 *Surface and deeper levels of language proficiency (Rosenthal, 1996, p.2)*

Cummins argues that cognitive skills are more important for academic success than fundamental ones and stresses that a student's ability to communicate in the target language should not be used as an indication of their capacity to perform well in academic courses.

Additionally, according to Richards and Schmidt (2013): Language competency includes a variety of abilities and aptitudes that enable people to interact effectively in a second language. This suggests that learners must be able to apply the four basic language skills speaking, listening, reading, and writing in a range of real-world situations with different people in order to be considered fluent. According to Rubio and Hacking (2019), who supported up this definition, a person is a language adept if he can use the language's components and rules on his own in everyday situations. Language proficiency, according to Hamayan (2000), is the ability to use language appropriately and correctly in a variety of circumstances, both orally and in writing.

Furthermore, the linguistic, cognitive, and sociocultural aspects of academic literacy are represented by the three components of Kern's (2000) conceptual model for understanding language proficiency. To be proficient in a language, learners must employ a variety of strategies, including background knowledge, critical thinking, metacognitive abilities,, and an awareness of and ability to apply cultural nuances, beliefs, and practices in context.. Therefore, proficiency is the ability to put what has been learned 'the principles of language usage' into practice. While achievement represents the theoretical aspect of it, there is always room for development. It measures an individual's comprehension of particular knowledge, or what they know, whereas proficiency measures their ability to apply what they know.

1.2. The Importance of Language Proficiency

Language proficiency, particularly in English, plays a crucial role in enabling cultural understanding, effective communication, and access to global opportunities. Crystal (2003)

asserts that because English is the dominant language in the global entertainment industry, encompassing everything from television and movies to literature and video games, it is essential for understanding other cultures. Fishman (1996) backed up this claim, arguing that language and society are inseparable since they influence one another. According to Kramsch, C. (1998), language serves as the primary tool via which we carry out our social interactions. It is connected to culture in a variety of complex manners when it is utilized in communication contexts. Therefore, English is the primary language for studying many subjects worldwide, and it plays a vital role in our lives by facilitating communication. For learners, English is important because it expands their perspectives, improves their abilities, and raises their standard of living by creating employment opportunities.

1.3. Aspects Influencing English Language Proficiency

A person's capacity to effectively understand, communicate, read, and write in English is shaped by a wide range of elements and variables that affect their English language proficiency. These factors include both internal and external components, and they range from social settings and educational resources to cognitive capacities and individual motivation. Comprehending these elements is essential for evaluating and improving language proficiency in a variety of settings. The several factors that affect English language proficiency are examined in this section. (Dörnyei & Chan, 2013).

1.3.1. Motivational aspects

Motivation is one of the most crucial elements of language learning. Whether for academic or professional reasons, motivated people put a lot of work into learning a language. Their passion and tenacity motivate them to participate more fully in the educational process, improving their competence and general language acquisition success. (Dörnyei & Chan, 2013).

1.3.2. Language Exposure and the Language Environment

Exposure to English and the language environment both affect a language's proficiency. Language acquisition is greatly facilitated by everyday language use, such as through media consumption and online communication with native or fluent speakers. People who are exposed to English on a regular basis tend to become more fluent because regular practice and immersion strengthen their comprehension and communication abilities. (Dörnyei & Chan, 2013).

1.3.3. Practice Language Opportunities

Language competency is improved through regular practice in speaking, listening, reading, and writing. Regular participation in these exercises enables learners to improve their accuracy, fluency, and self-assurance in their ability to use the language successfully. By actively searching out practice opportunities through reading materials, writing assignments, listening exercises, or discussions, learners strengthen their comprehension and enhance their communication skills, which eventually speeds up the language learning process. (Dörnyei & Chan, 2013).

1.3.4. Cultural Aspects

Understanding a country's cultural past can improve language competency because it allows learners to use the language more readily and appropriately by comprehending social norms and subtleties of communication. Furthermore, a major factor in language acquisition is language aptitude. Individual differences in language intelligence, memory, and cognitive abilities all affect a person's capacity to acquire new languages. These factors ultimately impact a person's overall proficiency by determining how quickly they can understand and apply linguistic structures. (Dörnyei & Chan, 2013).

1.3.5. First Language Influence

Learning English is significantly influenced by one's first language. An individual's first language's structure and traits may be beneficial or detrimental to their ability to learn English. While the two languages' similarities may make learning easier, their variances may make vocabulary, syntax, and pronunciation difficult. Learners can overcome language transfer problems and create more successful language acquisition plans by being aware of these variables. (Dörnyei & Chan, 2013).

1.4. Domains of English Language Proficiency

According to Cloud, et al (2000), "language competency" refers to the capacity to use language correctly and suitably in a variety of written and spoken circumstances. It suggests that a proficient language user can communicate successfully in a variety of contexts by customizing their language use to suit each one. This entails proper syntax, vocabulary, and grammar. Therefore, they believe that people are considered proficient when they utilize a language in various circumstances and both orally and in writing. The language domains are speaking, writing, listening, and reading. These are the four sections of the language. These four sectors evolve independently despite their connections. These four domains fall into the categories of productive and receptive.

4.1. Receptive language

It refers to the process of acquiring language through reading or listening. It involves understanding and interpreting spoken or written words without necessarily producing language. Developing strong receptive skills is essential for effective communication, as it helps learners build vocabulary, improve comprehension, and enhance overall language proficiency. (Cloud, et al., 2000).

4.1.1. Listening

It is believed that listening is a skill that aids in information interpretation. A key component of good communication in language learning is effective listening. Understanding is the foundation for the active practice of listening. Learners comprehend and convey messages to satisfy demands. (Cloud, et al., 2000).

4.1.2. Reading

The ability to engage with written material is known as reading. Reading is crucial since it fosters communication and expands one's vocabulary. Reading is the best way to increase one's vocabulary and learn a language, according to the majority of language experts. (Cloud and others, 2000).

4.2. productive language

Communicating ideas through writing or speech is known as productive language. It entails actively employing language to have discussions, communicate ideas, and transmit information. Strong productive language skills are necessary for effective communication because they allow people to express themselves clearly and communicate with confidence in a variety of settings. (Cloud, et al., 2000).

4.2.1. Speaking

Speaking is the ability to utilize language to communicate verbally in a variety of circumstances using either non-verbal or spoken symbols. Learning can help you become more competent. (Cloud, et al., 2000).

4.2.2. Writing

People write to express themselves, educate, and convince their readers of their points of view. English language learners may also be influenced by their culture when writing. (Cloud, et al., 2000).

1.5. Definitions of Creativity

In the discipline of psychology, creative thinking is one of the most interesting but also one of the most difficult. The ability to think creatively is one of the most fascinating and challenging aspects of psychology. Creare, which means to make, and Krelnein, which means to finish, are the Latin and Greek words from which the English word creativity is derived. Therefore, creativity might be defined as the ability to "make up" something novel and worthwhile. The capacity to come up with anything original, be it a solution or a novel approach, is what is meant by creativity. Originality and appropriateness are two fundamental ideas in creativity (John, 1985). When an idea provides a novel response to a query, it is considered innovative. The main goals of creative thinking are to come up with ideas, investigate novel alternatives, and seek for multiple right answers rather than just one.

Ausubel (1963) acknowledged that creativity may be found in many fields, such as politics, art, science, and more. Contrary to popular belief, there are numerous more ways to be creative besides the arts. According to Barron (1969), there are no limits to creativity, “it is just the ability of the human to create something new” (cited in Esquivias, 2004, p.4).

According to the American psychologist Ellis Paul Torrance (1976), who is well-known for his studies on creativity, creativity is the process of being sensitive to issues, shortcomings, ignorance, and unconsidered factors, among other things; summarizing accurate information; defining challenges and identifying incorrect elements; looking for solutions; formulating hypotheses regarding disadvantages; reviewing and verifying those hypotheses, revising them if needed, and then communicating the findings.

1.6. Creativity in Language Learning

According to Stepanek (2015), language is creative. People can convey or express a single idea in a variety of ways. Additionally, each notion that is transmitted or expressed has

the potential to elicit a wide range of behaviors. Every single word, phrase, and sentence we use or write is the result of a special communication moment and can be changed, modified, paraphrased, or recreated to suit the speaker's or writer's objectives. Being creative requires analyzing new approaches to address them. It is a crucial ability that helps someone produce something original and exceptional. The ability to think differently is innate in creative people. They are not afraid to express their emotions and can come up with a wide range of answers. Activities are created and decoded by a creative mind in a fantastic way. Divergent thought processes, in which a range of ideas and plans emerge, and the best one is chosen, are the source of creativity. Additionally, it's not for a day or a few days, but rather a continuous way of thinking that's utilized as a habit every day.

1.6.1. Vygotsky's Theory of Creativity

According to Vygotsky (2004), everyone, even adults and young children, possesses the trait of creativity. Any human action that produces anything new, whether it be a material product or a mental or emotional construct that only the creator is aware of, is considered a creative act, in his opinion. Vygotsky discusses two aspects of learning and human activity in general: creativity and reproduction. While creative activity is a component of our brain's capacity to combine elements—a skill Vygotsky refers to as imagination—and imagination is the basis of all creative actions, reproduction is an aspect of memory and tradition, meaning that we repeat certain behavioral patterns that were formed and shaped much earlier (Lindqvist, 2003).

It is also important to emphasize that Vygotsky did not believe that imagination and reality were mutually exclusive. On the other hand, he believes that these two components are interconnected and strongly dependent on one another. Furthermore, this is the first and most significant regulating law of imagination, according to Vygotsky. The basis for imagination is experience, or reality. The depth and diversity of an individual's prior experiences directly

influence the imaginative process since they serve as the raw material for the creation of fantasy (Vygotsky, 2004).

According to Vygotsky, imagination is fundamental to all aspects of our cultural existence and forms the basis of all forms of creativity, whether they be technical, scientific, or artistic. In this sense, nearly everything that exists that was made by humans is the product of human imagination and what was produced from it, including the entire world of human culture as opposed to the world of nature (Vygotsky, 2004).

1.6.2. Wallas' Model of the Creative Process

In 1926, Graham Wallas developed a model for the creative process that is still frequently used in academic research on creativity today (Hoff, 2014). Wallas' theory states that the four stages of creation preparation, incubation, illumination, and verification can be used to characterize the process of creative thought as a means of moving from problem to solution (Hoff, 2014).

1.6.2.1. The preparation

The preparation entails defining the issue and acquiring new knowledge, facts, and impressions. The rather passive processing of the data or the "problem" is the focus of the incubation phase. Wallas observed that many brilliant ideas only emerged after a period away from the issue, usually during a "pause" from the issue rather than while actively working on it. (Hoff, 2014).

1.6.2.2. Incubation

Removing oneself from the issue in order to consider it. In an unconscious manner, potential solutions are generated. Because the issue is being handled carelessly, this time it is more relaxed and peaceful than others. (Hoff, 2014).

1.6.2.3. Illumination

The realization that provides the answer. It comes suddenly, like to a revelation or instinct. (Hoff, 2014).

1.6.2.4. Verification

The answer needs to be thoroughly explained, examined, and critically confirmed. (Hoff, 2014). The fact that Wallas's model of the creative process is not always a straight line where each step must be precisely followed or where creativity necessitates that every step be followed is crucial to understand. It's also important to keep in mind that these phases don't have to be mutually exclusive; rather, they usually overlap and can occur repeatedly all the way through the creative process to its end. Despite its simplicity, Wallas' model provides us with a reasonable and simple method of organizing this complex process (Bachrach, 2012).

1.6.3. The Six P's of Creativity

Not all aspects of creativity is covered by Csikszentmihalyi's systems model (Hoff, 2014). This model, which offers a framework for comprehensively identifying and classifying the various aspects, categories, or fields of study of creativity, is frequently utilized in creativity research (Kaufman & Sternberg, 2010).

James M. Rhodes defined the concept of creativity through four areas – the creative process, the creative product, the person or personality, and the press or environment (Kaufman & Sternberg, 2010). As the field matured, researchers added two additional dimensions. Dean K. Simonton added persuasion as a dimension to indicate how creative ideas are accepted, and Marc A. Runco added potential to signify the importance of developing the creative ability. These six P's (process, product, person, press, persuasion, potential) have become common parlance and are known as the six P's of creativity (Kaufman & Sternberg, 2010).

1.6.3.1. Process

Process describes how the creative process happens at a cognitive level, or how an idea emerges from a challenge. Understanding the kinds of mental processes that occur during creative thought or activity is the goal (Kaufman & Sternberg, 2010).

1.6.3.2. Product

Product describes the final result, such as a sold good, various services, problem-solving techniques, publications, concepts for improvement, or creative expressions (Hoff, 2014). 1.6.3.3. Person (or personality) One of the different domains of creativity studies is the study of the individual with the individual's personality. Earlier models expressed interest in isolating personality traits that are connected to creativity by contrasting professional-level features of individuals from different creative professions - mathematicians, writers, and architects among others. Researchers were interested in identifying shared traits that would implicate creative potential. Some traits were observed more than once among creative individuals: individuals are intrinsically motivated, and interested in variety, people, new experiences, and independent (Kaufman & Sternberg, 2010) However, there are newer models wherein personality is viewed as one of the several influences on creative behavior.

1.6.3.4. Place

Place, when it comes to creativity, refers to the environment in which creative ideas are generated, frequently associated with when inspiration or insight occurs. Place is not just a physical location, it can also include having the right combination of enabling conditions. This can be from a wholistic level including approximately who is there, what tools, if any, are available for use, funding opportunities and the available infrastructure - anything that can enhance creativity and support creative work. At the same time, Place works as a descriptor of the psychological or social environment, what is frequently referred to as a creative climate. This type of environment would provide a level of autonomy, be open for new ideas, allow enough time to explore, embrace risk-taking, allow challenges, humour, trust, and purposeful or productive conflict (Hoff, 2014).

1.6.3.5. Persuasion

Persuasion in terms of creativity describes a person's expertise in convincing others that their ideas or work are original and worthwhile. More specifically, those that are very creative often have the ability to mold the thoughts of others, making it a priority to clearly express, and gain visibility, for their contributions to their field (Kaufman & Sternberg, 2010).

1.6.3.6. Potential

Kaufman and Sternberg (2010) state that much of the research in this area is related to children's potential, and everyday creativity. Potential is the state and ability that a person has to be creative and to develop their creativity.

1.7. Project-Based Learning and the Ten Maxims of Creativity in Education

From a great deal of research on creativity along with their personal experiences, Kazerounian and Foley (2007), established their ten maxims of creativity. Kazerounian and

Foley (2007), published this list to form the basis for to create and final product that teachers can use . This section will demonstrate how PBL is a valuable way to address each of the maxims.

1.7.1. Maintain an Open Mind

Learning to view things from a different perspective can help teach creativity. The best solution is frequently not the most apparent. For instance, i n one project, the Concept Center was collaborating with a business that need a way to enhance the latch system's visual appeal for their product. The product was first entirely redesigned by the Concept Center, which followed three distinct design approaches, each of which greatly increased the complexity and cost of the final product. Eventually, the team reexamined the goals of the project and reframed it to construct and design a housing to disguise the unattractive latch system. The team was able to quickly give up on the project's general course and concentrate on other potential solutions by maintaining an open mind. (Kazerounian and Foley, 2007).

1.7.2. Ambiguity is beneficial

According to Foss (2020); learners likely find this maxim to be the most difficult. Learners are accustomed to receiving problems with variables and clearly stated limitations. Instead, issues that arise in the workplace are frequently vague and poorly defined. Whether or whether the problem is clearly stated, many learners find it awkward to spend time articulating it and prefer to get started on the solution. Student interns are purposefully given an unclear topic to work on, one that requires further development and definition before a solution can be found. Because it slows down the early phases of problem formulation and gives learners time to gather knowledge and do research before concentrating on the solution, this technique offers the chance for creativity and discovery. (Kazerounian and Foley, 2007).

1.7.3. Idea Incubation as Part of an Iterative Process

Creativity can happen in phases, and it takes time to finish the process. Putting a project on the "back burner" can inspire more original ideas. However, inactivity is discouraged for clear reasons. As a result, the Concept Center frequently assigns its student interns to several projects. Such activity not only replicates the work environment that he or she will encounter in the workplace, but it also allows task progress to be delayed, which fosters creativity. (Shin & Grant, 2020). In addition to helping learners improve their multitasking and project management abilities, many projects also facilitate the incubation of ideas.

1.7.4. Reward Creativity

Innovative and imaginative solutions can be acknowledged with rewards and positive reinforcement. This fosters an atmosphere that enables learners to aim for and seek innovation as a goal. There is no right answer to any PBL problem; instead, there are a number of options that must be thoroughly thought out and assessed in order to determine which is the best. The intangible benefits of experience and résumé development for student interns should also be noted. According to former student interns, their involvement with the Concept Center helped them stand out to prospective employers. (Kazerounian and Foley, 2007).

1.7.5. Lead by Example

Foss (2007).has discussed a common theme among organizations in their unsuccessful efforts for stimulating creativity, either not believing or leading by example that a creative solution is possible; however, in his exploration of the climate for creativity, Taylor recorded a colleague's comment and even wondered if we can consider organizations that are traditional and conventional models in fact function to stop creative scientific work. Foss makes his point about the potential of what people can accomplish when they believe they can accomplish it well with the history of the 4-minute mile. (Daley, 2018). In order to profit from PBL's ability

to generate creative solutions, an atmosphere where leaders "practice what they preach," have faith in the process, and set an example must be established. (Kazerounian and Foley, 2007).

1.7.6. The Role of Failure in Learning

Fear of failing may disable people and significantly limit their potential. Student interns at the Concept Center frequently make mistakes in their assumptions, design, and analysis. However, these mistakes can be reframed to enable a greater comprehension of the subject, which can then spur innovation, rather than being used as justification for punishment. Learners may be better equipped to recognize alternative ideas that might work if they comprehend why theirs does not. It's crucial to let learners know that many of the greatest achievements in history have been the direct result of failure because many of them haven't had the chance to develop the resilience necessary to regard failure as a necessary step on the journey to their ultimate objective. (Mueller, 2021). In one instance, a student intern chose a circulating pump that was meant to move a certain substance. When the pump was examined when it arrived, it was discovered to be too small. In this case, letting the learner make a low-risk error can serve as a fantastic teaching moment. (Kazerounian and Foley, 2007).

7.7. Encouraging Risk

A PBL Center must actively encourage student interns to take calculated risks by pursuing ideas that are unlikely to succeed. There is frequently a disconnect between what is thought to be possible and what has historically been possible, and student interns frequently have little knowledge of and experience with technology. Learners who have suggested solutions to issues that most likely violate scientific laws have received mentoring from the Concept Center. However, with the right guidance, similar concepts may frequently develop into something new and inventive. Allowing learners to take chances with their time and research can lead them down unexpected paths and possibly reveal a fresh and creative approach to the problem. (Kazerounian and Foley, 2007).

7.8. Searching for Multiple Answers

Creative solutions can be produced using traditional brainstorming tools. Projects at the Concept Center are organized to encourage teamwork among learners. Early on in a project, teams focus on coming up with several ideas. For instance, the Concept Center switched to a virtual workplace during the early phases of the COVID-19 epidemic, stopping all in-person internship work. Consequently, a large portion of the Center's fabrication and hands-on activities were suspended, and focus was shifted to projects that could be completed remotely. (Kazerounian and Foley, 2007).

7.9. Internal Motivation

PBL encourages creativity when learners are inspired by the challenge of the project and demonstrate interest in it. Teachers can promote this by creating projects that reflect the interests and goals of each individual student. For instance, learners who are interested in technology might create a podcast series, while those who like storytelling could be assigned to create digital storybooks in a language school. Learners get more involved, take charge of their education, and hone their creative problem-solving abilities when projects are adapted to their interests. (Kazerounian and Foley, 2007).

7.10. Ownership of Learning

For instance, in a classroom context, learners who are allowed to choose their own research topics or design their own learning activities tend to be more engaged and committed; a language learner who chooses a topic of personal interest for a presentation or writing assignment may invest more effort, resulting in higher creativity and deeper learning; learners who have control over the project and a sense of ownership are better able to explore creative and innovative solutions; and they develop a sense of pride and satisfaction in their work. (Kazerounian and Foley, 2007).

Conclusion

The integration of creativity, language acquisition, and Project-Based Learning (PBL) enhances both linguistic and cognitive development, making the learning process more engaging and effective. PBL encourages learners to apply their knowledge in meaningful contexts, fostering critical thinking, problem-solving, and autonomy. By implementing creative teaching strategies, such as real-world applications and collaborative learning, educators can improve learners' language proficiency while nurturing their ability to think independently. Ultimately, understanding this interplay allows teachers to design dynamic and student-centered learning experiences that inspire curiosity, innovation, and lifelong learning.

Chapter Two:

Project-Based Learning in English Language Education:

Introduction

In today's fast-changing world, traditional teaching methods are no longer enough to prepare learners for the complexities of the 21st century**.** Project-Based Learning (PBL) has emerged as a dynamic approach that shifts the focus from passive learning to active engagement, helping learners develop critical thinking, collaboration, and problem-solving skills. This chapter explores the foundations, characteristics, and benefits of PBL, offering a clear understanding of how it transforms education. It also highlights the changing roles of teachers and learners in a PBL classroom. Additionally, the chapter discusses the advantages of PBL, particularly in teaching English as a Foreign Language (EFL), where it enhances language skills, cultural understanding, and student motivation.

2.1. Theoretical Foundation of PBL

The foundation of experiential learning theory is the work of well-known 20th-century academics who placed a strong focus on experience in their theories of human learning and development, including John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, Carl Rogers, and others (Kolb, 2012). It's common to misunderstand this notion as a set of methods and techniques for giving learners educational opportunities.

2.1.1. Dewey's Theory

According to Dewey, "The principle that development of experience comes about through interaction means that education is essentially a social process" (1938, p.58). Thus, every human experience is social and entails interaction and dialogue. As a result, humans are social creatures that can only survive in social settings. Living and participating in a social setting has helped humanity grow into the sophisticated being it is today. This encompasses the current corpus of knowledge, which serves as the educational system's main focus. According to Dewey, people live in a world full of other people and things that have been shaped by past

human experiences. Our current understanding of knowledge is a result of these cumulative experiences. As a result, according to the Deweyan viewpoint, Driscoll (1994) argues that another reason for implementing PBL is the revolution in learning theory, specifically constructivist theory, which holds that knowledge is produced by the experiences of the learners based on their prior knowledge. According to Beckett and Miller (2006), to become actively involved with their surroundings and information producers, learners learn by exploring, scaffolding, interpreting, negotiating, and creating. Considering this, Dewey's theory states that teachers should assign tasks to learners rather than lessons, and that learners should think critically before acting.

2.1.2. Jean Piaget's Cognitive Theory

Piaget's theory focuses on learning and development. According to the view, education is extrinsic, while learning focuses on the manifestation of the learner's inherent skills. According to the cognitive theory, children's interpretation of information is influenced by the establishment of different psychological structures, ordered units, or thought patterns. The shift in a child's thinking level as they pick up new perspectives on the world is explained by cognitive developmental theories. According to Piaget's theory of implication, children develop according to the same sequence, although at varying rates. Instead of providing class activities for the entire class, teachers must go out of their way to arrange activities for individuals and small groups. Learners are encouraged to experiment with new concepts and information because mistakes are accepted and crucial to the learning process (Reagan, 1999; cited in Beckett and Miller, 2006).

2.1.3. Lev Vygotsky's Social Constructivist Theory

Unlike Piaget's theory, which proposes an isolated understanding of learning, Vygotskian theory believes that learning is the creation of new knowledge through the development of social interaction with others. Based on the notion that social interactions

produce cognitive processes, Vygotsky's theory of child development is a type of social constructivism. Because knowledge is constructed through social negotiating, he highlighted the collaborative character of learning. He disagreed with Piaget's view that learning could be considered independent of its social environment. Everything is taught on two levels, according to Vygotsky. absorbed into the person's mental structure after first occurring through social interaction. Thus, each cultural function in a child's development occurs twice: once on the social level and again on the individual level; initially between individuals (neuropsychological) and then within the child (neuropsychological). This holds true for concept development, logical memory, and voluntary attention in equal measure. The foundation of all higher functions is real interpersonal relationships. (Heinrich,1997).

2.2. Definition of Project-Based Learning

Various authors have provided definitions for PBL. As a result, the term has not a single standard definition. Project-based learning, according to Morgan (1984), is a systematic teaching approach that engages learners in acquiring competencies and skills through an extended student-led inquiry process that is focused on difficult, valid questions and meticulously planned activities and outputs. With this approach, learners have the most control over the teaching and learning process because they are active learners. Even when they collaborate or are a part of a group, they work independently. Simpson (2011) asserts that the PBL approach facilitates the development of higher-order thinking abilities, linguistic proficiency, self-efficacy, self-esteem, learner autonomy, authentic learning, communication competence, and cooperative and collaborative learning.

Project-Based Learning (PBL), according to the Buck Institute of Education (BIE), is a "systematic teaching method that engages learners in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks" (BIE, 2003, p.4). Bell (2010) asserts that PBL is a successful

teaching strategy that imparts a wide range of abilities crucial for success in the twenty-first century. Bell (2010) argues in its study that teachers should concentrate on their original role as side-by-side guides rather than as step-by-step trainers and that learners should take a more active role in their own education. One engaging way for learners to apply what they have learnt in class is through a project. In the project, learners choose what they want to do and how they want to do it. By proving that they have achieved the objectives set for them, they exhibit their ability. Project pedagogy frequently results in the emergence of new demands. Both disciplinary and non-disciplinary knowledge are included.

Based on all of the definitions mentioned above, we can say that project-based learning is a relatively new method of instruction that promotes student achievement and independence as well as teacher monitoring, collaboration, authenticity, critical thinking, and student centeredness.

2.2. Characteristics of Project-Based Learning

Most school-based projects are not classified as PBL since PBL is more precisely characterized by its unique features (Hasni et al., 2016; Thomas, 2000), which are also known as "design principles". The precise essential features or design principles of PBL are still unclear to researchers, though (Condliffe et al., 2017). As essential elements of PBL, Krajcik & Shin (2014) suggest the following six characteristics.

2.2.1. Driving Question

According to Miller and Krajcik (2019), one of the most widely acknowledged features of Problem-Based Learning (PBL) is its emphasis on a driving issue that acts as the project's focal point. The driving question serves as a guide, gives context, and serves as a reminder to learners of the goal of the several activities that are part of the project unit (Hasni et al., 2016). Additionally, it fosters coherence and continuity across the educational process (Mentzer et al., 2017). This motivating question is addressed in the final product created at the end of the PBL

course, guaranteeing that learners stay committed to reaching a significant goal (Blumenfeld et al., 1991).

Several essential characteristics define a well-written driving question in STEM PBL (Hasni et al., 2016). First of all, it is relevant and engaging for the learners since it has a genuine relationship to the actual world. Second, it is flexible and pushes pupils to complete challenging assignments that are suitable for their age and ability level. Lastly, it strengthens their understanding and application of information by encouraging the need to comprehend key scientific ideas associated with the topic under study. Together, these components guarantee that the central question not only directs the project but also improves the educational process.

2.2.2. Learning Goals

Assuring that the approach is in line with educational objectives, Problem-Based Learning (PBL) should allow learners to acquire new subjects and abilities that are essential to the curriculum (Bell, 2010;Thomas, 2000). Therefore, rather than being viewed as an independent or supplemental activity, PBL ought to be incorporated as the main teaching strategy in a course (Condliffe et al., 2017). For example, Thomas (2000) argues that projects utilized only for enrichment or review do not qualify as true PBL and stresses that PBL projects must teach learners new skills and knowledge that are essential to the curriculum.

PBL units should go beyond a single lesson in order to foster deeper learning, inquiry, and collaboration among learners (Krajcik & Shin, 2014). Although most people believe that PBL should take place over a considerable amount of time, there is disagreement over how long an activity must last in order to be considered PBL (Condliffe et al., 2017). According to research by Chen & Yang (2019), learners who participate in PBL for at least two hours a week obtain noticeably better academic results than those who participate for shorter periods of time. This emphasizes the significance of consistent participation in the PBL process.

2.2.3. Scientific Practices

Learners are required to actively use scientific methods to research and answer the main topic in STEM Problem-Based Learning (PBL), which promotes an inquiry-based, hands-on learning style (Krajcik & Shin, 2014). According to Mentzer et al. (2017), the PBL unit should give learners the chance to organize and carry out their own research, allowing them to improve their cognitive abilities, cultivate scientific practices, and get a deeper comprehension of the subject. Since creating questions is a vital component of scientific investigation, it is imperative that learners have the opportunity to investigate their own questions within the broader scope of the driving issue, even though the teacher may define it (Krajcik, 2015).

The activities that learners participate in during PBL can be adequately described by the scientific practices found in research on inquiry-based learning. According to Pedaste et al. (2015), these procedures cover several crucial phases of a research endeavor. Learners are first introduced to the subject and given a problem to solve. They then provide research topics and hypotheses as part of the conceptualization process. In the investigation phase, learners either conduct experiments if they have a hypothesis or investigate the topic if they merely have a research question. They then interpret the data they have gathered. After drawing conclusions from their research, learners engage in discussions where they share their findings and consider the process.

2.2.4. Collaboration

Project-Based Learning (PBL) involves learners working together to undertake research (Krajcik & Shin, 2014). The goal is to enhance educational experience by collaborating with parents, businesses, and specialists outside of the classroom (Krajcik, 2015). Collaboration fosters communication skills, allows learners to practice role distribution and responsibility-sharing, and not only inspires learners (Malone & Lepper,

1987), but also reflects the working methods of scientists. The main goals of PBL, however, should be accomplished through collaboration: practicing science, comprehending important ideas, and learning how scientific information is produced and used (Hasni et al., 2016).

2.2.5. Using Technological Tools

Computer-assisted technology's significance in contemporary scientific research should be emphasized in science education (Edelson, 2001). Increased attention, easier concept modeling, strategic support, and improved knowledge preservation and sharing are all ways that technology improves student learning (Edelson, 2001). Furthermore, learning technologies are an essential scaffold for project activity management (Krajcik & Shin, 2014). Beyond the learning of learners, technology helps teachers by supporting project guiding and instruction and facilitating the production of project artifacts (Tal et al., 2006). But like collaboration, technology in PBL should be seen more as a tool than as the main objective (Hasni et al., 2016). Although incorporating information technology can improve student performance, PBL shouldn't always center on it (Chen & Yang, 2019).

2.2.6. Creating an artefact

The learning process in Project-Based Learning (PBL) centers on producing an artifact or final product that responds to the central question (Krajcik & Shin, 2014). As concrete manifestations of learners' cognitive efforts and comprehension, artifacts are regarded as a crucial characteristic that sets PBL apart from problem-based and inquiry-based learning (Hasni et al., 2016). According to Krajcik and Shin (2014) and Blumenfeld et al. (1991), these artifacts can be games, posters, models, plays, websites, or drawings, among other formats. An artifact must address the main topic, represent learners' comprehension, and support learning at every stage of production in order to be successful (Krajcik & Shin, 2014).

Even though a PBL unit may produce a variety of artifacts, the end result should directly address the main question (Blumenfeld et al., 1991). By allowing learners to externalize their ideas, extending cognitive ability beyond working memory constraints, and continuously improving their comprehension, artifact creation improves learning. Artifacts should ideally be displayed to the public (Condliffe et al., 2017). However, there is still a need for a more precise conceptualization of artifacts in science education because the literature currently in publication frequently lacks specificity about their function in PBL, and many artifacts fall short of their intended purpose, undermining the authenticity that PBL aims to attain (Hasni et al., 2016). As a result, PBL artifacts ought to be purposeful and meaningful (Novak & Krajcik, 2020).

1.3. The Role of Teachers in Project-based Learning Classroom

In the twenty-first century, the teacher's role is to provide resources that enable learners to explore and develop information in a purposeful and creative way, rather than merely imparting knowledge or expecting them to memorize data for tests. In this context, it is evident that teachers play a significant role in Project-Based Learning as long as they are a primary component of the educational process.

According to Markham's (2003) Project-Based Learning Handbook, a teacher's job is: “At the heart of successful PBL is teacher’s ability to support and direct learners. This requires instructional, organizational, interpersonal and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion”. (cited in Kavlu 2017).

The role of teachers in the project-based changes from information provider to coach, tutor, and facilitator (Krajcik et al., 1994; Barron et al., 1998). Additionally, when learners are unfamiliar with this kind of learning, the instructor can act as a project manager and help deconstruct the tasks required to produce the final item (Barron et al., 1998; Krajcik et al.,

1994;). They believe that one of the main obstacles to the effective adoption of project-based learning initiatives is this change. To maintain high standards for student work, the instructor may also draw attention to important aspects of an idea or assignment and offer comments at any point.

According to Savery (2006), the teacher is also a key decision-maker in project-based learning and can choose certain project elements, like the artifact's format. Additionally, he suggests that teachers continue to play the position of expert rather than tutor. The focus of project-based learning is not on the teacher. As a result, the teacher's primary responsibility is to facilitate learning and support learners during it.

2.4. The Role of Learners in Project-based Learning

Fleming (2000) argues that in PBL, the student's role is shifted from "knowledge recipient" to "meaning maker". According to Schneider (2005), PBL's framework shifts from "teachers telling" to "learners doing," and learners stop being passive listeners and start solving problems, making decisions, and creating meaning. They work together by forming groups, planning their activities, conducting research, resolving issues, synthesizing data, allocating time and resources, and reflecting on what they have learned. Through PBL, learners apply their knowledge instead of just absorbing it. They are expected to demonstrate their abilities, what they have learnt (content), and any new talents they have acquired. Learners can replicate the strategies, tactics, resources, roles, and language employed by experts by using real-world scenarios and problems.

According to Yeong and Ng (2008), projects present a challenge for learners since they will be involved as active participants in the learning environment and work together with other project participants to decide on the material to be covered, the methodology to be used, and the application of their knowledge in practical settings. Moreover, In order to be motivated to complete a project, Simpson (2011) makes the assumption that self-directed learners may select

the subjects that interest them and establish their learning objectives. In other words, via taking ownership of their education, choosing a topic that interests them, choosing a study strategy, and establishing goals for themselves at the conclusion of the process, PBL learners encourage self-directed learning. He added that it is evident that when learners have greater autonomy over their education, teachers become less formal and controlling. To provide the best conditions for the PBL to be applied successfully, the instructor should be aware of the rules and regulations that must be followed in the classroom.

2.5. The Advantages of Project-Based Learning in Teaching English as a Foreign Language

According to Booth (2002), project work gives learners the chance to grow in self-assurance and independence. Learners exhibit improved skills, good attitudes toward learning, and a greater sense of self-worth. It is clear that PBL may give learners beneficial opportunities to put the knowledge and abilities they acquire during their education to use, as well as to improve their language proficiency through experience.

Through a variety of PBL activities, learners practice communication skills and get an understanding of the culture of the target language in a genuine and significant setting (Stanley, 2000). Additionally, it enables individuals to confidently use language from real-life situations and enhances their usage of it in genuine settings to address real-world issues (Curtis, 2001). Similarly, Levine (2004) contends that the most widely acknowledged advantage of incorporating projects into foreign language classes is enhanced language proficiency since learners participate in meaningful activities that call for the practical use of language, communicate with purpose in order to finish authentic tasks, and have the chance to use language in a setting that is relatively natural (Haines, 1989).

Additionally, PBL boosts learners' motivation, particularly when they are allowed to select project themes that pique their interest and have authority over the process of achieving

their goals (Stanely, 2000). They both concur that PBL, which gives learners a chance to engage with one another and offer feedback on each other's work, inspires pupils. According to Newell (2003), a PBL encourages learners to learn, keeps them engaged, and keeps them joyful. Consequently, the door of opportunity to acquire valuable, significant abilities is opened.

Conclusion

Project-Based Learning (PBL) represents a significant shift in education, moving away from traditional, teacher-centered methods toward a more dynamic, student-driven approach. By engaging learners in real-world projects, PBL fosters critical thinking, collaboration, and problem-solving skills, preparing them for the complexities of the 21st century. Grounded in the theories of Dewey, Piaget, and Vygotsky, PBL emphasizes experiential learning, social interaction, and the active construction of knowledge.

In conclusion, PBL offers a transformative approach to education, particularly in fields like English as a Foreign Language (EFL), where it enhances language proficiency and cultural awareness. By embracing PBL, educators can create meaningful, student-centered learning experiences that not only improve academic outcomes but also prepare learners for success in an ever-changing world.

Chapter Three :

Research Method

Data Analysis

Introduction

This chapter provides an overview of the key components of the study, including the research setting, participants, methodology, and design. It begins with a description of the study's location and participants, explaining how they were selected. The case study approach used in this research is then outlined, focusing on the impact of Project-Based Learning (PBL) on learners' English proficiency and creativity. The chapter also details the quasi-experimental design, including the pre-test/post-test structure, experimental and control groups, and the intervention process. Finally, it describes the assessment tools, specifically the pre-test and post-test, used to measure learners' speaking proficiency and creativity. This chapter establishes the foundation for understanding how the study was conducted and its objectives.

3.1. Research Setting

The study is conducted at Tarbagou Kaddour-Zelfana Middle School during the third trimester of the 2024–2025 school year, which is situated in Ghardaia. There are plenty of classrooms, a library, and entertaining spaces for learners to relax and have fun at the school. The study takes place in school, inside the classroom learners usually learn in. This classroom has all the supplies and equipment that help learners learn meaningfully. Conducting research here lends consistency and high quality data collection. Participants in this study are currently studying in the fourth year at Omar Bendabdelaziz Middle School learners.

3.2. Description of the participants

The study population comprises pupils and teachers at Middle School Tarbagou Kaddour Zelfana in Ghardaia. The population of pupils consists of seventy middle school pupils. Thus, the study's sample includes 30 pupils who were selected using Quasi-random sampling methods, as cited by Reichardt (2019), quasi-random sampling methods are used to

divide participants into groups in a way that resembles random assignment without actually achieving randomization.

Most learners show a low level of English proficiency, which emphasizes the necessity of focused intervention to improve their language skills. There are two groups of 20 learners in the research sample: the treatment group and the control group. Ten learners are placed in the control group, where nothing changes. Ten of the remaining pupils take classes following the PBL approach.

Additionally, four 4 teachers from this same school were chosen randomly be part of the study. They were interviewed about the implementation of PBL and its effects on student learning and provided qualitative data. The sample represents a balanced and manageable group to effectively assess the outcomes of PBL on student performance and creativity.

In summary, targeted sample learners and teachers from Tarbagou Kaddour Zelfana Middle School in Ghardaia offers practical and balanced foundation to study the effectiveness of the Project Based Learning approach. The study will be able to draw clear advantages of this approach and see how to improve student performance and creativity.

3.3. Case of Study

According to Sagadin (1991),

"case study is used when we analyse and describe, for example each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of learners with special needs, teaching staff, etc.), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc. in detail. If we remain in such analyses on the descriptive level,

then a case study is considered as a form of descriptive method, but if we climb to the causal level, case study proceeds towards causal- experimental method" (ibid., p. 31).

Sagadin's definition highlights the flexibility and depth of the case study method, which enables a thorough examination of individuals, groups, or institutions within their real-life context. It emphasizes that case studies can remain descriptive or advance toward identifying causal relationships, depending on the level of analysis.

According to Gerring (2004), attempts by numerous authors to define the notion of a case study have often resulted in a definitional jumble because trying to resolve the ambiguity just makes it more difficult to understand. According to Flyvbjerg (2011), if a case study definition is required, it is preferable if it is more general and does not include many detailed explanations. However, we cannot say that a case study's concept is superfluous because it defines its unique context and distinguishes it from other kinds of qualitative research. Case studies have been broadly defined by a number of scholars.

This research employs a case study approach within a quasi-experimental framework to examine the impact of Project-Based Learning on learners' English proficiency and creativity. By investigating a specific middle school context, the study not only describes the observable effects of PBL but also seeks to uncover the underlying factors contributing to its effectiveness or challenges in real classroom settings.

3.4. Research Design

A research design, according to Kothari (2005), is the structure that specifies the steps for gathering, measuring, and analyzing data in order to maintain the study's methodological soundness and alignment with its goals. Following the identification of a research problem, the design enables researchers to specify variables, create hypotheses, and choose suitable techniques in order to successfully answer the main research questions.

This study uses a quasi-experimental pre-test/post-test control group design to test the efficacy of Project-Based Learning (PBL) in enhancing learners' English proficiency and creativity in a middle school environment. This type of design is well suited to educational research in which random assignment is not practical or even ethical (Shadish, Cook, & Campbell, 2002). As Boruch (1997) and Cook & Campbell (1979) affirm, quasi-experiments offer a valuable means of approximating causal relationships in real-world naturalistic educational environments to examine interventions like PBL.

The study involved two groups of learners participants, an experimental group which received exposure to Project-Based Learning and a control group that was exposed to traditional teaching methods. Both groups consisted of 15 pupils randomly selected from a population of 70 middle school learners at Tarbagou Kaddour-Zelfana Middle School in Ghardaia. In addition to the student participants, four teachers from the same institution contributed qualitative data through semi-structured interviews, providing insight into their perceptions of PBL and the challenges encountered during implementation.

The intervention for the experimental group focused on carefully designed projects that required learners to collaborate, express ideas orally, and present their work in English. The aim was to create authentic communicative situations that mirror real-life use of the language, while also stimulating learners' creative thinking. In contrast, the control group received instruction based on more traditional, teacher-centered methods with limited opportunities for spoken interaction or creative expression.

To assess the outcomes of the intervention, both groups completed a pre-test so their speaking skills and creativity skills could be assessed prior to the intervention. After the pre-test was completed, the experimental group will receive a 6-week intervention, having classes two times per week. During this intervention period, the learners from the experimental group will participate in PBL learning experiences with the goal of enhancing the English language

skills and creativity of the learners. Finally, while the experimental group is involving PBL learning experiences, the control group will be continuing learning through traditional instruction methods. After the 6-week intervention period is complete, a post-test for both groups will be conducted to measure their performance before and after being exposed to their specific instruction method. The pre-test and post-test will focus on the same key areas speaking proficiency and creative thinking allowing for a direct comparison of the results and an evaluation of the impact of PBL. The timing of both tests ensures that the only variable influencing the outcome is the instructional approach used, thus facilitating a clearer understanding of PBL's effectiveness in an educational context. By directly comparing performance over time, the inclusion of pre- and post-tests improves the study's reliability (Campbell & Stanley, 1966).

The experimental group participated in a 6-week Project-Based Learning (PBL) intervention, with two sessions held each week. The primary focus of the intervention was to enhance learners' speaking proficiency in English through collaborative and creative activities. Over the six weeks, learners worked in small groups to complete various speaking-focused tasks, such as preparing and delivering presentations, storytelling exercises, and role-play activities. Visual aids, including pictures and videos, were incorporated into each session to stimulate learners' creativity and encourage more dynamic speaking. These visual tools helped learners generate ideas, organize their thoughts, and express themselves more clearly in English. Each session was designed to engage learners in real-life, communicative tasks, where they actively used the language to express their ideas. By the end of the intervention, learners demonstrated increased confidence and fluency in speaking English, with notable improvements in their ability to communicate and creatively express ideas through the aid of visual resources.

In addition to test scores, qualitative data were gathered through interviews with the participating teachers to capture their perspectives on how PBL influenced student motivation, engagement, and classroom interaction. These insights contribute to a richer understanding of the practical implications of using PBL to develop speaking proficiency and creativity in a real classroom setting. By combining test-based assessments with qualitative feedback, this research design offers a well-rounded understanding of how project-based learning can enhance speaking skills and foster creativity among middle school EFL learners in an authentic classroom context.

3.5.Data Collection Instruments

In order to ensure the validity and reliability of the research findings, a combination of quantitative and qualitative instruments was employed to collect comprehensive data regarding the impact of Project-Based Learning (PBL) on learners' English proficiency and creativity. These tools were carefully selected to align with the objectives of the study and to provide measurable insights into both linguistic and creative development. The instruments included structured pre-tests and post-tests administered to both experimental and control groups to quantitatively assess changes in speaking proficiency and creative expression. Additionally, semi-structured interviews with teachers were conducted to gain qualitative insights into their perceptions, experiences, and the pedagogical value of PBL in the classroom. The triangulation of these methods was intended to capture a holistic view of the educational outcomes and enhance the credibility of the study’s conclusions.

3.5.1. Description of Teachers’ Interview

The interview was developed as a qualitative research tool aimed at exploring teachers’ perceptions and attitudes toward the implementation of Project-Based Learning (PBL) in the

context of English as a Foreign Language (EFL) instruction. Specifically, it sought to understand how educators view the pedagogical value of PBL, the extent to which they apply it in their classrooms, and its perceived effects on learners' linguistic development and creativity. The interview also indirectly investigates the role of electronic feedback in shaping learners' learning outcomes through project-based tasks.

The instrument is composed of four main sections, each designed to address a particular dimension of the research focus. The first section, titled Background Information, gathers essential demographic and professional data such as the participants' years of teaching experience and their frequency of PBL use. This section helps contextualize the responses in relation to the teachers' experience level and teaching practices.

The second section, General Opinions on PBL, includes open-ended questions that invite teachers to articulate their overall perception of PBL as a teaching method. It also encourages them to identify what they consider to be the main benefits and challenges associated with its implementation in the language classroom. These items are designed to capture the teachers' beliefs, values, and possible reservations regarding the methodology.

The third section, PBL and English Language Development, focuses on the relationship between project-based tasks and the acquisition of language skills. Teachers are asked to reflect on the influence of PBL on learners' performance in speaking, writing, reading, and listening. They are also encouraged to comment on whether or not PBL enhances learners' confidence as language users, particularly in oral communication.

The fourth section, PBL and Creativity, probes the connection between PBL and learners' creative expression. Respondents are invited to share specific examples or anecdotes illustrating how creativity emerged in the context of project-based tasks. Furthermore, this

section includes questions about the teachers' own attitudes toward using PBL, asking whether they personally enjoy implementing it and why. A final open-ended question allows participants to add any additional comments or thoughts about PBL that were not addressed in the previous questions.

All questions in the interview are open-ended to allow for in-depth, reflective answers that go beyond the constraints of fixed-choice responses. The use of open-ended items ensures that teachers can express their thoughts freely and provide nuanced insights drawn from their professional experience. Their responses are intended to serve as rich qualitative data for thematic analysis, shedding light on how PBL is perceived in practice and what implications it might have for curriculum design, teaching strategies, and learner engagement in EFL settings.

3.5.2. Description of pre-test

In order to assess the effectiveness of Project-Based Learning (PBL) in developing English proficiency and creativity, this study employs a pre-test/post-test design. The pre-test will be administered at the beginning of the study, prior to the implementation of the PBL intervention. This initial assessment will be given to both the experimental and control groups, ensuring a comparison of their starting points.

The pre-test for this study aimed to assess learners' initial speaking proficiency and creativity in English. Learners were provided with a list of predefined topics, from which they could choose one to base their short story on. The topics were purposely broad/open, to afford learners the freedom to demonstrate creativity and storytelling. After selecting a topic, learners then created and delivered (told) a short story in English with an emphasis on fluency, clarity, and creativity. The pre-test was conducted individually, and each student had a set amount of time to organize their thoughts and then narrate their story. The purpose of this task was to assess the learners, or their ability to communicate in English (specific focus on vocabulary,

and sentence structures and student ability to tell a story). This pre-test served as a baseline for measuring improvements in speaking proficiency and creativity after the PBL intervention.

3.5.3. Description of post test

The post-test for this study was designed to evaluate the improvements in learners' speaking proficiency and creativity following the Project-Based Learning (PBL) intervention. Similar to the pre-test, learners were given a list of topics to choose from, but this time, the topics were more closely related to the projects they had worked on during the intervention, allowing them to draw from their recent experiences. After selecting a topic, learners were asked to create and tell a short story in English, focusing on fluency, vocabulary, sentence structure, and creative expression. This post-test provided learners with the opportunity to demonstrate how their speaking skills and creativity had developed throughout the PBL process. The task was conducted individually, with each student having a set time to organize and present their story. The goal of the post-test was to assess the progress made in their ability to use English for communication, as well as their increased ability to think creatively and express those thoughts in an organized and engaging manner. By comparing the results of the post-test with the pre-test, any improvements in speaking proficiency and creativity could be clearly identified.

3.6.Data analysis

The data collected from both quantitative and qualitative sources were systematically analyzed to evaluate the impact of Project-Based Learning (PBL) on learners' English proficiency and creativity. Quantitative data from pre-tests and post-tests were examined using descriptive statistics to identify changes in student performance across both groups. Meanwhile, qualitative data from teacher interviews were thematically analyzed to uncover recurring

patterns, perceptions, and insights regarding the implementation and effectiveness of PBL. This dual approach allowed for a more comprehensive understanding of the research outcomes.

3.6.1. Analysis of Pre-test

3.6.1.1. Results of the control group

Table 1 *The Frequency of the Control Group's Scores on the pre-test*

Scores	Frequency	Percentage
10.0	3	20%
11.0	3	20%
12.0	1	6.7%
13.0	2	13.3%
14.0	2	13.3%
15.0	1	6.7%
16.0	2	13.3%
17.0	1	6.7%
18.0	0	0%
19.0	0	0%
Total	15	100%

The data presented in Table 1 illustrates the distribution of pre-test scores among the 15 learners in the control group. The majority of scores are clustered at the lower end of the scale, with the highest frequencies recorded at 10.0 and 11.0 points, each accounting for 20% of the total. This suggests that a significant portion of the group performed below average. Scores of 13.0, 14.0, and 16.0 each represent 13.3% of the responses, indicating a small group of learners performing slightly better. Only one learner achieved a score of 12.0, 15.0, or 17.0 (6.7% each), and no learners reached 18.0 or 19.0, highlighting the absence of high achievers within the group. Overall, the data indicates that the control group demonstrated modest pre-test performance, with most learners concentrated in the lower to mid-range scores.

3.6.1.2. The Mean of Control Group Pre-Test

$My = \sum Y / N$

My: Mean score of the control group

$\sum Y$: The sum of the scores in the control group

N: The number of learners

- **The Total Score ($\sum Y$):**

We calculate the total score by multiplying each score by its frequency:

$\sum Y = (10.0 \times 3)+(11.0 \times 3)+(12.0 \times 1)+(13.0 \times 2)+(14.0 \times 2)+(15.0 \times 1)+(16.0 \times 2)+(17.0 \times 1)+$

$(18.0 \times 0)+(19.0 \times 0)$

$\sum Y = 30.0+33.0+12.0+26.0+28.0+15.0+32.0+17.0$

$\sum Y = 193.0$

- **The Total Number of Learners (N):**

$N=3+3+1+2+2+1+2+1+0+0=15$

- **The Mean Score (My):**

My=∑Y/N=1937/15=12.86

The calculation of the pre-test mean score for the control group reveals a total of 193.0 points accumulated across 15 learners, leading to an average score of: My = 12.87. This mean score reflects a modest level of initial performance, with the majority of learners concentrated in the lower to mid-range scores (from 10.0 to 14.0). Notably, no learner achieved the highest values of 18.0 or 19.0, and only one learner reached 17.0, which highlights a general absence of high achievers prior to instruction. This distribution suggests that the group began with relatively basic proficiency, and there was little evidence of advanced performance.

In an educational context, this pre-test mean offers a useful baseline for evaluating future progress, particularly in comparison with the post-test results and the performance of the experimental group. The lack of higher scores may also point to gaps in prior learning or the need for more differentiated instructional strategies to address varying levels of student readiness.

3.6.1.3. Results of the treatment group

Table 2 *The Frequency of the Treatment Group's Scores on the pre-test*

Scores	Frequency	Percentage
10.0	3	20%
11.0	3	20%
12.0	2	13.3%
13.0	1	6.7%

14.0	2	13.3%
15.0	1	6.7%
16.0	2	13.3%
17.0	1	6.7%
18.0	0	0%
19.0	0	0%
Total	15	100%

The data presented in Table 2 displays the distribution of pre-test scores for the treatment group, composed of 15 learners. The scores are predominantly concentrated at the lower end, with 10.0 and 11.0 points each recorded by 20% of the group, indicating that a notable proportion of learners initially performed at a basic level. Moderate scores, such as 12.0, 14.0, and 16.0, were each obtained by 13.3% of the learners, suggesting a middle range of achievement for a small segment of the group. Only 6.7% of learners achieved a score of 13.0, 15.0, or 17.0, and no scores were recorded for 18.0 or 19.0, revealing a clear absence of high performers at this stage. Overall, the results demonstrate that the treatment group started with a relatively modest level of performance, similar to the control group, with most learners scoring between 10.0 and 14.0, and limited representation in the higher score range.

3.6.1.4. The Mean of Treatment Group Pre-Test

$\sum Y=(10.0\times3)+(11.0\times3)+(12.0\times2)+(13.0\times1)+(14.0\times2)+(15.0\times1)+(16.0\times2)+(17.0\times1)+$

$(18.0\times0)+(19.0\times0)$

$\sum Y=30.0+33.0+24.0+13.0+28.0+15.0+32.0+17.0$

$\sum Y=192.0$

- **The Total Number of Learners (N):**
- $N=3+3+2+1+2+1+2+1+0+0=15$
- **The Mean Score (My):**

$My=\sum Y/N=192/15=12.8$

The calculation of the pre-test mean score for the treatment group reveals a total of 192.0 points accumulated across 15 learners, resulting in an average score of: My = 12.8. This mean score reflects a relatively modest level of initial performance, with most learners achieving scores between 10.0 and 14.0, and no student reaching the highest scores of 18.0 or 19.0. The limited presence of higher scores only one learner reaching 17.0 indicates that the group as a whole demonstrated a basic to intermediate level of proficiency prior to any instructional intervention.

From a pedagogical standpoint, this mean offers a meaningful baseline for evaluating future progress. It allows for comparisons with both the group's post-test outcomes and the control group's performance. The concentration of scores in the lower range suggests that learners may benefit from more engaging, differentiated, or targeted teaching strategies to foster deeper understanding and support the development of higher-order skills.

3.6.2. Analysis of Post-test

3.6.2.1. Results of Control Group

Table 3 *The Frequency of the Control Group's Scores on the post-test*

Scores	Frequency	Percentage
10.0	1	10%
11.0	3	13,3%
12.0	2	16.7%
13.0	2	16.7%
14.0	3	13.3%
15.0	1	10%
16.0	1	10%
17.0	1	6.67%
18.0	1	3.33%
19.0	0	0%
Total	15	100%

The table and figure present the frequency and percentage distribution of the control group's scores on the post-test. The majority of learners scored between 12.0 and 14.0, with 12.0 and 13.0 being the most frequent scores, each obtained by 5 learners (16.7%). This is followed by 11.0 and 14.0, recorded by 4 learners (13.3%) each. The scores of 10.0, 15.0, and 16.0 also appear consistently across 3 learners (10%) each.

A small number of learners showed slightly higher performance, with 2 learners (6.67%) scoring 17.0 and 1 learner (3.33%) reaching 18.0. However, no learner achieved the maximum score of 19.0, and the overall distribution suggests that only a few learners progressed toward higher levels of proficiency.

Compared to the control group's pre-test, the post-test results show only a minor shift, with a similar clustering of scores around the mid-range. While the frequency of lower scores (10.0–11.0) has slightly decreased and more learners have reached 13.0–16.0, the overall trend reflects a modest improvement, if any, in the group's performance. The mean score (previously calculated as 12.9) confirms this stability in results, implying that the regular teaching approach had limited effect in raising the group's average performance.

3.6.2.2. The Mean of Control Group Post-Test

$My = \sum Y / N$

My: Mean score of the control group

$\sum Y$: The sum of the scores in the control group

N: The number of learners

- **The Total Score ($\sum Y$):**

We calculate the total score by multiplying each score by its frequency:

$\sum Y=(10.0\times1)+(11.0\times3)+(12.0\times2)+(13.0\times2)+(14.0\times3)+(15.0\times1)+(16.0\times1)+(17.0\times1)+$

$(18.0\times1)+(19.0\times0)$

$\sum Y= 10.0+33.0+24.0+26.0+42.0+15.0+16.0+17.0+18.0+0.0$

$\sum Y= 201.0$

The Total Number of Learners (N):

$N=1+3+2+2+3+1+1+1+1+0=15$

- **The Mean Score (My):**

  $My=\sum Y/N=201/15=13.4$

The mean score (My) of the control group in the post-test was calculated based on the sum of the products of each score and its corresponding frequency, divided by the total number of learners. The computation yielded: My=13.4

The results indicate a slight increase from the pre-test mean of 12.87, reflecting an improvement of 0.53 points. Although modest, this gain suggests some level of learning progression under regular instructional conditions. The presence of higher scores such as 17.0 and 18.0, which were either absent or rare in the pre-test, signals that a few learners may have benefitted from ongoing reinforcement or familiarity with the test format.

However, the distribution remains largely centered around the mid-range scores (12.0 to 14.0), similar to the pre-test, and the overall pattern still shows a limited presence of high achievers. From a pedagogical perspective, while the slight upward shift in the mean is encouraging, it underscores the limited impact of traditional instruction in significantly enhancing learner performance. The results emphasize the need for more targeted or innovative strategies to foster substantial improvement and address the learning needs of both average and advanced learners.

3.6.2.3. Results of Treatment Group

Table 4 *The Frequency of the Treatment Group's Scores on the post-test*

Scores	Frequency	Percentage
10.0	0	3.33%
11.0	0	6.7%
12.0	2	13.3%
13.0	1	6.7%
14.0	2	16.7%
15.0	2	20%
16.0	3	13.3%
17.0	2	10%
18.0	2	6.7%
19.0	1	3.33%
Total	15	100%

Table and figure 4 present the frequency and percentage distribution of scores achieved by the treatment group in the post-test, comprising a total of 15 learners. The data reveal that the most frequently obtained scores were 15.0 (20%) and 16.0 (13.3%), indicating a performance shift toward the upper-middle range of the scale. Additionally, scores of 14.0, 17.0, and 18.0 were each obtained by two learners, reflecting a notable presence of higher-level achievements.

Importantly, no learners scored in the lower range (10.0 or 11.0), which contrasts with the control group and suggests a general upward trend in performance. The appearance of a score as high as 19.0, although only achieved by one learner (3.33%), further highlights the emergence of high achievers within the treatment group. Mid-range scores (12.0 to 14.0) remained present but did not dominate the distribution as strongly as in the pre-test, indicating a broader spread across higher values.

3.6.2.4. The Mean of Treatment Group Post-Test

$My = \sum Y / N$

My: Mean score of the control group

$\sum Y$: The sum of the scores in the control group

N: The number of learners

- **The Total Score ($\sum Y$):**

We calculate the total score by multiplying each score by its frequency:

$\sum Y=(10.0\times0)+(11.0\times0)+(12.0\times2)+(13.0\times1)+(14.0\times2)+(15.0\times2)+(16.0\times3)+(17.0\times2)+(18.0\times2)+(19.0\times1)$

$\sum Y = 0.0+0.0+24.0+13.0+28.0+30.0+48.0+34.0+36.0+19.0$

$\sum Y = 232.0$

- **The Total Number of Learners (N):**

$N = 0+0+2+1+2+2+3+2+2+1 = 15$

- **The Mean Score (My):**

$My = \sum Y / N = 232/15 = 15.46$

The mean score of the treatment group in the post-test was determined by dividing the total weighted score by the number of learners. The total score ($\sum Y$), obtained by multiplying each score by its frequency and summing the results, amounted to 232.0. With a total of 15 learners, the computed mean was: My = 15.46

This result demonstrates a notable improvement compared to the group's pre-test mean of 12.8, indicating a gain of 2.66 points. Such a significant increase suggests a strong positive impact of the instructional treatment applied. The absence of low scores (10.0 and 11.0 with zero frequency) and the presence of higher scores—particularly multiple learners scoring 16.0, 17.0, 18.0, and even 19.0 further supports this conclusion.

The data suggest that the intervention not only helped prevent low achievement but also fostered opportunities for learners to excel, marking a clear distinction from the control group and from the group's own baseline. This evidence supports the effectiveness of the treatment strategy in promoting academic progress within the treatment group.

3.6.3. Comparative Analysis Between Groups

3.6.3.1. Improvement Difference

Table 5 *Improvement Difference between control and treatment groups*

Group	Pre-test Mean	Post-test Mean	Difference
Control	12.87	13.40	+0.53
Treatment	12.80	15.46	+2.66

The table's data clearly show that the control and treatment groups' performance improvement differed. The control group's mean score increased modestly from 12.87 in the pre-test to 13.40 in the post-test, reflecting a slight improvement of only +0.53 points. In contrast, the treatment group showed a much more substantial gain, with their mean rising from 12.80 to 15.46 an overall improvement of +2.66 points. This means the treatment group improved nearly five times more than the control group. Such a noticeable difference strongly suggests that the pedagogical intervention implemented with the treatment group was effective and positively influenced their learning outcomes. This result supports the hypothesis that the specific teaching approach adopted during the experimental phase contributed significantly to student progress, whereas the control group showed only minimal gains, likely due to routine exposure rather than targeted instruction.

3.6.3.2.T-Test Analysis

Table 6 *Independent Samples T-Test Results Comparing Post-Test Scores of the Control and Treatment Groups*

Group	N	Mean Score	Standard Deviation	t-Test Type	p-Value	Significance
Control Group	15	13.40	2.14	Independent (two-tailed)	0.00049	Significant ($p < 0.05$)
Treatment Group	15	15.46	2.10			

The table outlines an independent sample t-test comparing post-test scores of the control group and treatment group. Both groups were comprised of 15 learners. The mean score for the control group was 13.40 with a standard deviation of 2.14. The treatment group, utilizing Project Based Learning (PBL) had a higher mean score of 15.46 with a standard deviation of 2.10.

The t-test was two-tailed and independent samples since these groups are separate groups and not paired groups. The t-test resulted in a p-value of 0.00049 which is considerably lower than the alpha level of 0.05 indicating that the difference in scores of the two groups is statistically significant.

These results provide strong statistical support that PBL has a positive and measurable effect on student learning outcomes. Especially in the areas of speaking and creativity. The similarities in standard deviations show that the scores were normally distributed in each group and thus further supports reliability.

3.6.4. Analysis of Teachers' Interview

Section 1: Background Information

Question 01 How many years of teaching experience do you have?

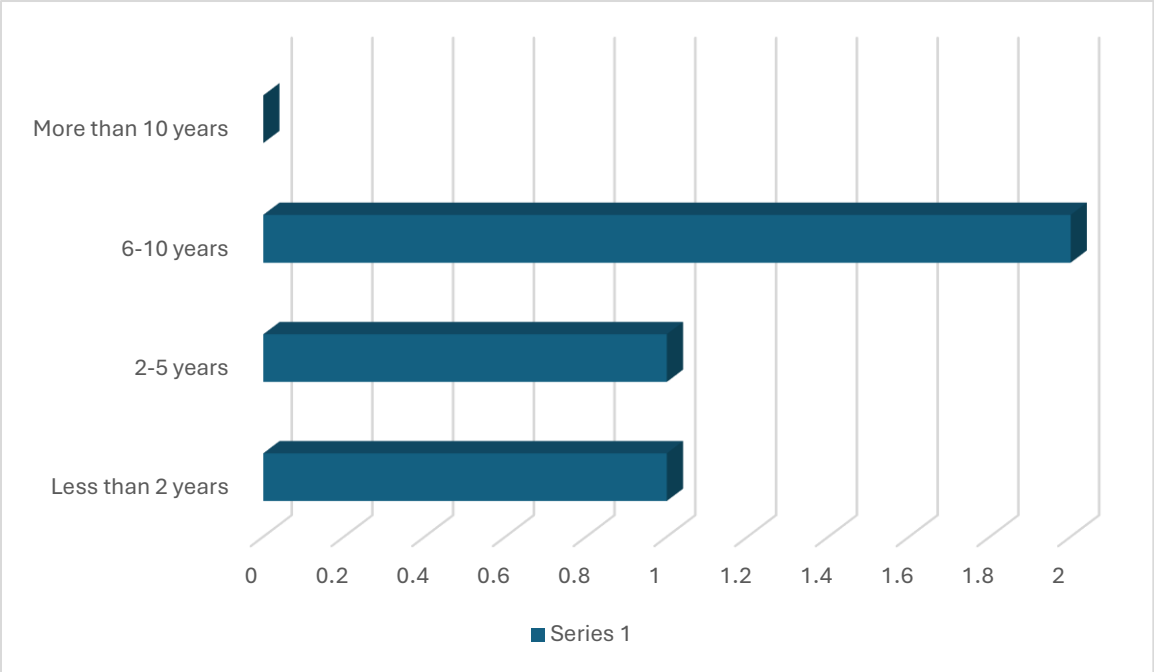

Figure 2 *Teachers' Experiences*

The majority of participants (two out of four) reported having between 6 to 10 years of teaching experience. Additionally, one teacher reported having 2 to 5 years of experience, while another indicated less than 2 years. Only one participant reported more than 10 years of experience, suggesting limited representation from veteran educators. The diversity in teaching experience among the participants enriches the study by combining seasoned insights with new professional outlooks, thus offering a comprehensive view of PBL implementation across varying levels of teaching seniority.

Question 02 Have you ever used Project-Based Learning (PBL) in your classes?

Teachers' Answers

- Yes, occasionally
- Yes Sometimes
- Yes, regularly
- Yes

All teachers reported having used Project-Based Learning (PBL) in their classes, though with varying frequency. Responses such as “Yes, occasionally,” “Yes, sometimes,” “Yes, regularly,” and simply “Yes” reflect a generally positive attitude toward PBL and indicate that all participants have had some degree of exposure to this pedagogical approach. However, the differences in wording suggest a range of implementation intensity from infrequent and exploratory use to more consistent integration into teaching practice. While one teacher reported regular use, others indicated only occasional or undefined engagement, which may point to differences in training, confidence, or institutional support. In addition, a consistent response scale enables precise comparison of teachers. There seems to be an openness to PBL by the respondents, but there could be a need for tailored professional development, and more focused survey instruments to determine how deep and regular PBL is in their practice.

Section 2: General Opinions on PBL

Question 03 How would you describe your overall opinion about Project-Based Learning (PBL) as a teaching method?

Teachers’ Answers

- I think PBL is a very effective teaching approach because it engages learners in real-life tasks and promotes deeper learning. It’s not just about memorizing content, but about understanding and applying it.
- PBL encourages collaboration, critical thinking, and autonomy. It also helps learners develop soft skills such as communication and problem-solving.
- It can help learners become more independent learners and improve their research skills.

- I strongly support PBL. It aligns perfectly with 21st-century skills and helps learners learn by doing.

The responses from Question 03 show a clearly strong and consistent endorsement of Project-Based Learning (PBL), as a viable and innovative teaching method. Participants describe PBL as a dynamic learning experience, which is developed in detail and with use of rote memorization, but instead developing a better comprehension and meeting and utilizing the knowledge. There was a clear focus on the idea that this form of pedagogy has value, particularly because it engages learners directly with real-life tasks face-to-face, and provides opportunity for student ownership, collaboration, and critical thinking. The development of soft gifts, like communication, problem solving, and research skills, were also highlighted by respondents. Overall, it is clear that PBL is a valid and viable option to prepare learners for the future and the demands put on them in the 21st Century, making PBL a very appreciated tool for pedagogical practices.

Question 04 In your view, what are the main advantages of using PBL in language learning?

Teachers' Answers

- It promotes learner autonomy and helps learners take ownership of their learning.
- It encourages active learning and helps learners feel that their voice matters.
- PBL promotes collaboration, critical thinking, and real-world language use. It helps learners take ownership of their learning and improves retention.
- They develop vocabulary, improve fluency, and feel more involved in the learning process.

Teachers noted many of the benefits of PBL in language learning. First, it promotes learner autonomy so that learners can have some ownership over their learning. Second, it supported active engagement with task-based learning and allowed learners to feel that their voice mattered, which encouraged intrinsic motivation. Third, it supported collaboration and critical thinking while providing opportunities for real-world language use, thus, fostering meaningful vocabulary development and fluency. The teachers also noted that the learners became more involved in the learning process, which contributes to retention of language. Collectively, PBL is identified as a learner-centered and effective approach to support both linguistic and cognitive development in the language classroom

Question 05 What do you consider the main challenges of implementing PBL?

Teachers' Answers

- One of the main challenges is the time it requires for preparation and implementation. Sometimes it's difficult to align project topics with syllabus constraints.
- The main challenge is managing time and ensuring that all learners are equally involved.
- Some learners may struggle at first due to lack of structure or teamwork difficulties.
- The main challenge is classroom management, especially when learners are noisy or distracted during group work.

The teachers' responses indicate that implementing Project-Based Learning (PBL) presents several practical challenges. A primary concern is the significant time required for both preparation and classroom implementation, which can be difficult to reconcile with existing syllabus constraints. Additionally, teachers mention the challenge of classroom management,

especially during group activities where noise and distraction can interfere with learning. Ensuring equal participation among learners is also highlighted, as some learners may be less engaged or may struggle with the collaborative nature of PBL. Finally, the lack of structure in project work can be overwhelming for some learners, particularly those who are not yet comfortable with independent or team-based tasks. Overall, while teachers recognize the value of PBL, they acknowledge that its success depends heavily on careful planning, effective classroom management, and learner support.

Section 3: PBL and English Language Development

Question 06 In your opinion, how does PBL affect learners' development in English language skills (speaking, writing, reading, listening)?

Teachers' Answers

- In my experience, PBL has a strong positive impact on all language skills, especially speaking and writing. Learners are more motivated to use the language to complete their projects.
- PBL supports language learning by encouraging learners to read, write, and speak in context.
- Learners improve their vocabulary and grammar naturally while working on meaningful tasks.
- PBL is beneficial for improving speaking and writing. Learners are more willing to communicate and write when they know their work will be shared.

The teachers' responses indicate that Project-Based Learning (PBL) has a clearly positive impact on learners' development in all four of the English language skill areas - especially speaking and writing in that learners tend to be more motivated to use English in a

meaningful way when engaged with project tasks. PBL provided authentic opportunities for their learners' communication. The teachers also praised PBL in the way it promoted language use in a contextualized way, because, with PBL, learners were able to read, write, talk with a specific objective and purpose as learners. Ultimately, learners seemed to develop their vocabulary and grammar skills naturally, without having to do dedicated drills. Knowing that learners' work may be seen by someone other than the instructor also induced learners to communicate effectively as best they could, thus enhancing their written and oral communication skills. Overall PBL was viewed by teachers as an engaging and legitimate approach to facilitating holistic language development.

Question 07 Do you believe that PBL helps learners become more confident speakers? Why or why not?

Teachers' Answers

- Yes, definitely. When learners work in groups, they practice speaking in authentic contexts and become more confident over time.
- Some learners become more confident, especially if they are given roles or responsibilities in group work.
- Yes, PBL boosts learners' speaking confidence because they practice language in realistic situations.
- Yes, learners gain confidence because they are not afraid to make mistakes in front of their peers.

All the teachers recognize that Project-Based Learning (PBL) has a major contribution to learners becoming more confident speakers. They note that PBL provides learners with many opportunities to practice speaking in authentic real contexts, and this leads to increasing fluency

and at the same time, reducing anxiety. This happens when learners work in groups, at which point they are communicating in a more natural, relaxed, and informal way. When in groups, learners feel supported, comforted, and free to take a risk and experiment with the language. Some teachers said, to promote confidence-building, they will give learners-specific roles/responsibilities to play in group projects, which will also allow them to participate in a more organized way. Furthermore, learners feel that there is less pressure to avoid mistakes in group settings, as they see the other learners as less intimidating than the assessment process. Therefore, PBL is a good way of promoting oral confidence and developing spoken language skills.

Section 4: PBL and Creativity

Question 08 From your perspective, how does PBL influence learners' creativity?

Teacher's Answers

- PBL allows students to be creative in the way they present their work. They use videos, posters, or performances which reflect their personalities and ideas.
- I think PBL helps students express themselves in unique ways, especially when they are allowed to choose their topics.
- Students' creativity develops when they are allowed to show their work in whichever way they choose.
- Students often surprise me with their ideas when working on projects. They come up with songs, short plays, or posters.

The teachers' responses clearly indicate that Project-Based Learning (PBL) strongly fosters student creativity. They observe that PBL gives learners the freedom to express themselves through various formats such as videos, posters, performances, songs, or short plays mediums that reflect their personal interests and ideas. This creative flexibility not only makes learning more engaging but also encourages students to take initiative and showcase their talents. Teachers also note that allowing students to choose their own topics enhances originality and ownership, leading to more meaningful and imaginative outcomes. In many cases, students' creative contributions exceed expectations, demonstrating that PBL creates an ideal environment for creativity to flourish within the language learning process.

Question 09 Can you share any examples where you observed creativity emerging during or after a PBL activity?

Teachers' Answers

- Once, a group of students created a short film about climate change as part of a project
- A memorable example was a project on cultural diversity where students prepared a multicultural fair with food, music, and posters
- One group created an English comic strip to raise awareness about bullying it was imaginative and well done.
- One project involved creating a travel brochure in English. Students added drawings and imaginative descriptions it was wonderful.

The teachers' examples clearly illustrate that PBL can be a powerful spur towards student creativity. They recounted a variety of whimsical projects that show students capability for outside-the-box thinking and for authentic and creative uses of language. For example, producing a short film on climate change, a multicultural fair with food and music and posters,

invited students to apply their linguistic abilities creatively and artistically. Other projects included producing an English comic strip on bullying and a travel pamphlet with hand-drawn illustrations and imaginative text. These projects conveyed not only students' comprehension of the content but also their dispositions towards enacting messages creatively and in memorable formats, confirming that PBL allows creativity to emerge and flourish.

Question 10 Do you personally enjoy using PBL as a teaching strategy? Why or why not

Teachers' Answers

- I enjoy using PBL because it breaks the routine and makes learning more dynamic and enjoyable for both students and teachers.
- I don't use PBL often, but I see its benefits. With more training and support, I'd like to incorporate it more in my teaching.
- I love using PBL. It's rewarding to see students so engaged and creative
- I enjoy using PBL but I still need to improve how I guide students through the process.

The teachers' responses indicate a generally positive disposition towards using Project-Based Learning (PBL) as a pedagogy, with differing levels of experience and confidence within this model. They mostly conveyed that PBL is fun for them as teachers and broke the routine of traditional instruction, providing a much richer, more captivating, and pleasant learning experience for students and teachers alike. One teacher mentioned the rewards of watching student creativity and engagement, while another felt they needed more training and support to implement this approach effectively. Additionally, several teachers

found it challenging to guide students through the PBL process, emphasizing that successful PBL required a combination of enthusiasm and refined facilitation skills. Overall, the teachers conveyed an appreciation for the pedagogy of PBL, as well as a desire for their professional learning to improve the implementation of this model.

Question 11 Is there anything else you would like to add regarding your views on Project-Based Learning?

Teachers' Answers

- I hope more teachers will be encouraged to use PBL. It requires effort, but the results are worth it.
- PBL is a powerful tool, especially when aligned with clear learning objectives.
- I would recommend PBL to any teacher who wants to make learning more student-centered.
- I believe PBL helps students develop both academically and personally. It's a step toward more meaningful education.

Teachers' answers indicate a restitution of Project-Based Learning (PBL) as a meaningful learning despite the challenges experienced. The teachers reiterated that while striving to use PBL requires energy and planning, it is worthwhile when students benefit. Several noted that when implementations of PBL included more concrete learning objectives to guide their creativity and exploration, it was easier to sustain student engagement. When asked to reflect on what they liked about PBL, teachers showed a collective understanding that PBL lended to student growth both academically and personally, as individuals and learners.

The authors' educators see PBL as a practice that should be employed by more educators to engage in student-centered, more meaningful, engaging learning. Overall, the responses suggested a desire to make education more authentic, fun and relevant for students while using PBL.

3.7.Interpretation of the Data

The interpretation of the data focused on comparing the performance of the experimental and control groups to determine the effectiveness of the PBL intervention. Improvements in post-test scores were analyzed in light of the instructional methods used, while teacher interviews provided contextual understanding of classroom dynamics and student engagement. The findings were then linked to the research questions and hypotheses, offering insights into how PBL influenced language proficiency and fostered creativity among learners.

3.7.1. Interpretation of the Experiment

This experiment was set to see if it was possible to improve Student's English and creativity by using Project-Based Learning (PBL). At the start of the experiment both experimental and control groups had similar scores. This means that they started at the same level.

After 6 weeks of instruction, it was clear that the two groups had markedly different experiences and outcomes. The control group, which experienced a totally traditional teaching style, was only able to improve slightly, with only marginal movement from the pre-test results. In contrast, the group taught through Project-Based Learning, had a great deal of success. They had a significant increase in their average score and quite a few students achieved the highest level of their potential.

A statistical test was performed to show that the findings of the research were not just due to chance. As the statistics confirmed that the difference in means of the two groups shows statistically significant difference between them, aside from just a small or random difference in scores.

This shows that projects in language class can create meaningful change. PBL is a better way to have an active learning environment where students feel free to speak, be creative, play and collaborate in a fun way. For teachers PBL is a very strong tool for developing approaches that help foster language learning as well as gain confidence in the classroom.

3.7.2. Interpretation of Teachers' Interview

The interviews with teachers also confirmed that most teachers, understood PBL and all of them seemed to have an overall positive disposition toward it. Regardless of teaching experience, it seemed that all teachers put forth efforts to implement PBL. This wide range of experience with PBL provided a rich and balanced description of the nature of PBL in real classrooms.

Teachers' answers suggested that the learners had the chance to genuinely use English in real-life contexts, rather than learning lessons and memorizing information. The teachers also mentioned that learners were more motivated, cooperated, and improved language skills. The teachers also noted that there are only limited comparisons through the PBL task to use and learn vocabulary, grammar came more naturally to them through the task compared to that of a comparison directly through task. However, the teachers did express some of the challenges they faced, such as lack of time, matching the PBL to the prescribed curriculum, and managing the group work in class.

Many teachers reported that PBL created opportunities for students to be more creative. They described various projects such short videos, travel brochures, and cultural events where

students not only learned language, but also used their imagination. Moreover, the majority of teachers reported enjoying using PBL in their teaching. They stated that it made classes more enjoyable for them and boost learners' self-confidence. Others felt they would have benefitted from more guidance on how to organize and support project-based work, but still felt and experienced that proper PBL Thus, PBL can be a powerful means of developing students as engaged, empowered learners in meaningful and relevant ways in the more student-centered environment.

3.8. Pedagogical Recommendations

- Schools and teachers should systematically integrate PBL into the curriculum, especially in language learning programs. This approach not only enhances speaking and creativity skills but also aligns well with 21st-century educational goals, including critical thinking, collaboration, and learner autonomy.
- Professional development programs should be organized to train teachers on how to design, facilitate, and assess PBL effectively. Training should cover practical aspects such as time management, project alignment with curriculum goals, classroom organization, and assessment rubrics for language and creativity.
- Teachers are encouraged to develop project tasks that are flexible and adaptable to students' proficiency levels and interests. Allowing learners to choose their topics, as done in your study, fosters engagement, creativity, and a stronger sense of ownership.
- Incorporating visuals (pictures, videos, story maps) and digital tools (slides, audio recordings, simple editing apps) can enhance students' expressive abilities and reduce anxiety during speaking tasks. These aids also stimulate imagination and make the learning process more dynamic and inclusive.

- To ensure equal participation and avoid dominance by a few students, teachers should assign clear roles (e.g., speaker, writer, designer, timekeeper) within each group. This structure promotes responsibility, accountability, and confidence in using English for various purposes.
- Since some students struggle with the open-ended nature of PBL, especially at the beginning, teachers should scaffold activities with clear timelines, examples, and intermediate checkpoints. Gradually reducing support helps students build autonomy and confidence over time.
- Assessment should go beyond the final outcome and include criteria for evaluating group collaboration, language use during the process, creativity, and personal growth. Peer and self-assessments can also be integrated to promote reflection and metacognitive awareness.
- Teachers should create a classroom culture where making mistakes is accepted as part of the learning journey. Encouraging peer support and positive feedback can reduce fear of speaking and foster a more collaborative atmosphere.
- Since time was noted as a challenge, projects can be scaled down into "mini-PBL" activities over one or two sessions, focusing on micro-skills like describing, narrating, or debating. These shorter tasks still preserve the essence of PBL while fitting better within rigid schedules.
- School leaders should provide logistical and moral support for PBL by allocating project time, sharing resources, and recognizing innovative teaching efforts. Establishing a school-wide PBL culture ensures consistency and sustainability.

3.9. Limitations of the Study

While this study provides valuable insights into the impact of Project-Based Learning (PBL) on students' English speaking proficiency and creativity, several limitations should be acknowledged.

First, the sample size was relatively small, comprising only thirty students divided into control and treatment groups, and four teachers. Although the quasi-experimental design allowed for meaningful comparisons, the limited number of participants restricts the generalizability of the findings. The results, therefore, should be interpreted with caution and viewed as exploratory rather than conclusive.

Second, the study was conducted in a single middle school setting Tarbagou Kaddour-Zelfana in Ghardaia which may not reflect the diversity of school environments, student populations, or teaching conditions in other regions. Factors such as institutional resources, student socio-economic background, and teacher training levels could influence the outcomes of PBL implementation differently in other contexts.

Third, time constraints represented a significant limitation. The intervention spanned only six weeks, with two sessions per week, which may not have been sufficient for students to fully internalize and demonstrate long-term improvements in language proficiency and creative skills. Longer interventions might yield deeper and more sustained impacts.

Finally, the assessment tools used namely the pre-test and post-test based on storytelling tasks focused primarily on observable aspects of speaking and creativity. While these tasks were effective in evaluating basic communicative competence, they may not have fully captured more subtle gains in areas such as language accuracy, grammatical development, or

pragmatic skills. In addition, the creative dimension of students' responses may be influenced by subjective judgment, even if scoring criteria were applied consistently.

Conclusion

This chapter described the methodology and presented the findings of a study investigating the impact of Project-Based Learning (PBL) on students' speaking proficiency and creativity with a quasi-experimental design. The results have shown that the treatment group exposed to PBL, produced significantly better results as compared to the control group. Additionally, teacher interviews confirmed PBL's ability to boost motivation, language use, and creative expression to an extent despite the issues experienced in trying to implement PBL in practice.

General Conclusion

This study set out to investigate the effectiveness of Project-Based Learning (PBL) in developing both English language proficiency and creativity among middle school learners in an EFL context. The research was conducted at Tarbagou Kaddour-Zelfana Middle School in Ghardaia, using a quasi-experimental design that involved an experimental group exposed to PBL and a control group taught through traditional methods. A total of 30 pupils were selected, divided equally between the two groups, and assessed using pre-tests and post-tests. In addition, qualitative data were collected from interviews with four English teachers to enrich the analysis with professional perspectives.

The researcher sought to answer three main questions. The first question examined how Project-Based Learning contributes to the development of language fluency and creativity. The purpose was to determine whether PBL could enhance students' ability to use English effectively and to express themselves creatively in authentic contexts. The findings revealed a noticeable improvement in the experimental group's post-test results, particularly in speaking fluency, vocabulary use, and creative storytelling. This suggests that PBL provides meaningful opportunities for learners to engage with the language in a dynamic, student-centered environment.

The second question explored how PBL promotes creativity, critical thinking, innovation, and problem-solving skills. This question aimed to assess whether PBL goes beyond language practice to foster essential 21st-century competencies. Data gathered through both test results and teacher interviews indicated that students involved in project-based tasks showed higher levels of engagement, took more initiative in solving problems, and demonstrated increased originality in their outputs. Teachers also reported that students were more confident and motivated when working on collaborative projects, which nurtured their creative thinking.

The third and final question addressed the challenges and obstacles faced by teachers in implementing PBL in middle school classrooms. The goal was to understand the practical limitations and support needs of educators. The interviews revealed that while teachers recognized the pedagogical value of PBL, they also encountered difficulties related to time constraints, limited resources, and the need for proper training. Despite these challenges, most teachers expressed a positive attitude toward PBL and emphasized its potential when supported by appropriate planning and institutional backing.

In conclusion, the study confirms that Project-Based Learning is a valuable and effective approach for enhancing both language proficiency and creativity among EFL learners. While the implementation of PBL requires thoughtful planning and support, its benefits for student engagement, autonomy, and communicative competence are evident. Therefore, integrating PBL into EFL curricula can be a powerful step toward modernizing language education and meeting the evolving needs of 21st-century learners.

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ملخص

هدفت هذه الدراسة إلى استكشاف فعالية التعلم القائم على المشاريع في تطوير الكفاءة في اللغة الإنجليزية وتنمية مهارات الإبداع لدى متعلمي اللغة الإنجليزية كلغة أجنبية في المرحلة المتوسطة. سعى البحث إلى التحقق مما إذا كان هذا الأسلوب التربوي يمثل بديلًا فعالًا للتعليم التقليدي من خلال تعزيز الطلاقة اللغوية، التفكير الإبداعي، واستقلالية المتعلم. كما تناولت الدراسة التحديات التي قد تواجه المعلمين أثناء تطبيق هذا النمط من التعليم داخل القسم. تم اعتماد منهج شبه تجريبي من خلال اختبار قبلي وبعدي على مجموعتين: مجموعة تجريبية وأخرى ضابطة. تكونت عينة الدراسة من 30 تلميذًا من متوسطة طرباقو قدور ببلدية زلفانة في ولاية غرداية، وتم توزيعهم بالتساوي بين المجموعتين. خضعت المجموعة التجريبية لستة أسابيع من التعلم القائم على المشاريع، حيث شارك التلاميذ في أنشطة تعاونية تهدف إلى تطوير مهارات التعبير الشفوي والإبداع، بينما تلقت المجموعة الضابطة تعليما تقليديا. كما أُجريت مقابلات مع أربعة معلمين للغة الإنجليزية لجمع بيانات نوعية حول تصوراتهم وتجاربهم. أظهرت النتائج أن تلاميذ المجموعة التجريبية أحرزوا تقدمًا ملحوظًا في الكفاءة اللغوية والقدرة على التعبير الإبداعي مقارنة بزملائهم في المجموعة الضابطة. كما لاحظ المعلمون ارتفاعًا في مستوى التفاعل والدافعية لدى التلاميذ، رغم وجود بعض الصعوبات المرتبطة بالوقت والوسائل المتاحة. وتخلص الدراسة إلى أن التعلم القائم على المشاريع يعد استراتيجية فعالة لتحسين المهارات اللغوية والإبداعية لدى المتعلمين في الطور المتوسط.

Résumé

Cette étude a examiné l'efficacité de l'apprentissage par projets (PBL) dans le développement de la compétence en langue anglaise et de la créativité chez les apprenants du cycle moyen en contexte FLE. L'objectif principal était d'explorer si le PBL pouvait représenter une alternative motivante aux méthodes traditionnelles en favorisant la fluidité linguistique, la pensée créative et l'autonomie de l'apprenant. L'étude a également analysé les défis rencontrés par les enseignants lors de la mise en œuvre de cette approche. Une méthode quasi-expérimentale avec pré-test et post-test a été adoptée. L'échantillon se composait de 30 élèves du collège Tarbagou Kaddour-Zelfana à Ghardaïa, en Algérie. Les élèves ont été répartis en deux groupes : un groupe expérimental ayant reçu un enseignement basé sur des projets, et un groupe témoin ayant suivi un enseignement traditionnel. L'intervention a duré six semaines, avec un accent particulier sur l'expression orale et la créativité. Des données qualitatives ont également été recueillies à travers des entretiens avec quatre enseignants d'anglais afin de comprendre leurs perceptions et expériences avec le PBL. Les résultats ont révélé une amélioration significative chez les élèves du groupe expérimental, notamment en fluidité, vocabulaire et expression créative. Les enseignants ont aussi constaté une hausse de la motivation et de l'engagement des élèves, malgré certains obstacles tels que le manque de temps ou de ressources. En conclusion, l'étude confirme que le PBL est une méthode efficace pour améliorer les compétences linguistiques et créatives en classe de FLE au cycle moyen.

Mots-clés : Classe d'anglais langue étrangère, autonomie de l'apprenant, compétences linguistiques, éducation transformative, éducation du XXI^{e} siècle

Appendices

Appendix A Pre-test Topics (Students Choose One)

1. A Day at the Zoo

   Imagine you are visiting a zoo. Describe the animals you see, what they are doing, and what makes each of them special. Create a story about your experience at the zoo.

2. My Favorite Superhero

   Tell a story about your favorite superhero. Describe their powers, how they help people, and a situation where they had to use their powers to save the day.

3. The Magic Forest

   Imagine you find a hidden door in the forest that leads to a magical world. What do you see there? Who do you meet? Create a story about your adventure in the magic forest.

4. The Best Birthday Party Ever

   Think about the best birthday party you've ever had or would like to have. Describe the party, who was there, and the fun activities that made it special.

Appendix B Post-test Topics (Students Choose One)

1. A New Adventure

   You and your friends are going on a new adventure. Describe where you go, what challenges you face, and how you work together to solve problems and have fun.

2. My Dream Job

   Imagine you have your dream job in the future. What is it? How do you spend your day at work? Tell a story about your dream job and how it helps others.

3. The Lost Treasure

   You discover an old treasure map and decide to go on a treasure hunt. What obstacles do you encounter on the way? Who helps you? What is the treasure you find?

4. A Day with Animals

   If you could spend an entire day with any animal, which one would you choose? Describe your day with the animal, what you learn, and how you communicate with them.

Appendix C Teachers' Interview

Dear Teachers,

Thank you for agreeing to participate in this questionnaire which aims to explore teachers' attitudes toward the implementation of PBL and its effects on student learning and creativity. Your insights are highly valuable and will contribute significantly to a better understanding of how electronic feedback influences students' writing development. Thank you once again for your time and cooperation.

Section 1: Background Information

1. How many years of teaching experience do you have?
    - Less than 2 years
    - 2–5 years
    - 6–10 years
    - More than 10 years
2. Have you ever used Project-Based Learning (PBL) in your classes?
    - Yes, regularly
    - Yes, occasionally
    - Rarely
    - No

Section 2: General Opinions on PBL

3. How would you describe your overall opinion about Project-Based Learning (PBL) as a teaching method?

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4. In your view, what are the main advantages of using PBL in language learning?

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5. What do you consider the main challenges of implementing PBL?

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Section 3: PBL and English Language Development

6. In your opinion, how does PBL affect students' development in English language skills (speaking, writing, reading, listening)?

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7. Do you believe that PBL helps students become more confident speakers? Why or why not?

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…….

Section 4: PBL and Creativity

8. From your perspective, how does PBL influence students' creativity?

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9. Can you share any examples where you observed creativity emerging during or after a PBL activity?

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…….

10. Do you personally enjoy using PBL as a teaching strategy? Why or why not

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……..

11. Is there anything else you would like to add regarding your views on Project-Based Learning?

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…….