The Effect Of Project-Based Learning On Developing EFL Creative Writing Skills For English Majors, Faculty Of Basic Education

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Abstract

The present study was conducted to investigate the effect of project-based learning on developing EFL creative writing for English Majors, faculty of Basic Education. The study followed a pre-post experimental one group design. The participants were 35 English Majors, faculty of Basic Education. To achieve the aim of the study, the researchers designed a creative writing pre/ posttest to measure the students' performance in creative writing. It was administered to the participants before and after the intervention. The mean scores of the pre / post administrations of the test were statistically calculated. Findings of the study revealed that that there are significant differences between pre and post experimental group for all EFL Writing skills where all p-value <0.05. the mean values for post experimental group for all EFL Writing skills is greater than pre-experimental group in pre- and post-assessment of EFL creative writing skills, in favor of the post-assessment. In the light of the findings, the researchers recommend the use of project-based learning for developing EFL creative writing. Key words: project based (PBL) learning, creative writing, English Majors, faculty of Basic Education.

Introduction

Language reflects the inner thoughts and beliefs. It is the most essential tool to express and receive thoughts, viewpoints, and culture. consequently, interaction happens not only among people, but also among societies and countries. Furthermore, language facilitates the exchange of information, the acquisition of knowledge, the expression of emotions and thoughts in addition to a construction of the community's own identity. Hence, it deemed to be a vivid dynamic phenomenon (Putra, 2020). Writing is an **essential** skill which not only a mean of communication but also it implies a creative skill. Hence creative writing should be developed to enable students to experience creative writing skills to enhance their language skills. Hence,

project-based learning (PBL) strategy was used to develop creative writing skills in this study.

Project based learning PBL.

PBL encourages students to collaborate in conceptual understanding, to apply prior knowledge, and to gain skills. It can integrate several disciplines to create a project (Capraro & Slough, 2013). Project-Based Learning (PBL) is one of learning models appropriate for learning with certain product as an output (Jacques, 2017).

project-based learning and problem-based learning are open-ended, learner-centered learning that assure students' independence and collaboration by centering on solving a problem via a project (Brassler & Dettmers, 2017). However, while problem-based learning

emphasizes knowledge gained while solving some problem theoretically, project-based learning focuses on the production of some artifact. Core features of project-based learning include an authentic project to solve the problem practically. active exploration of the problem occurs when a collaborative team gather the required information and solve the problem by a project, including assessment of the final project. community partnerships are important in project-based learning where students collaborate with professionals, as an important component of project-based learning.

-The effect of project-based learning.

According to (Crowley, 2015) The effect of PBL is, enabling students to acquire higher ability, improving students' achievement as the PBL stimulates students to solve real problems, and becoming a good collaborator. It provides students motivation, and it improves content knowledge, and meeting the needs of students with various skills and learning styles (Coyne, Hollas, & Potter, 2016).

During PBL, (Sousa, 2012) observed that student's creativity is enhanced through various projects. Creativity is a process that produces novelty, which is useful, sustainable, and satisfying for learners. Students' creativity in learning, is improving students' knowledge. The students' knowledge associated with daily life so the problem which is solved by the project should be a real problem. the implementation of PBL improves students' skills, especially the creativity.

-   Characteristics of project-based learning

Characteristics of project-based learning according to (Stivers,2010) are as follows.

1-   It focuses on a problem or challenge without a predetermined solution.

2-   It creates a need and eagerness to know of essential content and skills.

3-   It requires critical thinking, problem solving, collaboration, and various forms of communication.

4-   It provides the opportunity for students to examine the task from different perspectives using a variety of resources, separate relevant from irrelevant information, and manage the information they gather.

-   project-based learning and Language skills acquisition and

A project-based learning provides students with a realistic scenario for writing which gives the students a genuine sense of leadership. The importance of setting tasks are the authentic uses of writing for communication is a crucially important factor in this approach.

Students are encouraged to consider their readership, the culture, age, interest, and knowledge. The use of the combination of both inquiry-based learning and problem solving creates a non-linear strategy in which each student is responsible for reflecting on his own work and redrafting and reorganizing as he thinks appropriate. This idea of returning to one's own work is important as it helps to instill in the students a sense of pride in their work. Word and sentence level language skills are not minimized but are crucial to successful in communication skills whether it is written or spoken. these skills are contextualized within a realistic scenario, thus preparing students for writing, and speaking in the Target Language (TL) outside the academic environment (Poonpon,2018).

PBL assists students in establishing an identity and style in the second language. It can

also diminish the anxiety in creative writing by giving students the opportunity to do experiments with text creation in the second language. the barriers of apprehension and anxiety that may be in a written or spoken tasks, regardless of language, are broken down. Therefore, students gain confidence and mastery of self-expression, analysis and research which is reflected in the mastery of both writing and speaking skills. the students arrive at an outcome that greatly exceeds the aims of the project (Castañeda, 2014).

Furthermore, PBL mirrors the process of research, with a focus on self-reflection. Feedback. Dissemination, and redrafting, enables students to locate the skills they gain on this extended writing project within a wider context of transferable, professional, and research skills. Through TL independent writing, critical analysis, and reflection, skills that are both desirable and relevant to communicating in the workplace, students are better equipped to interact using their language skills in professional environments by increasing self-assurance in both spoken and written communication.

2.1.   **writing challenges**

Many students have negative attitudes towards writing, consequently, they acquire unproductive writing habits as memorizing some sentences which can be used in any topic, since writing is regarded as a complex activity and students generally have discouraging experiences with writing. Due to the same reason, writing is an activity that students are tired of, have difficulty with and feel reluctant about. Many students consider writing as a challengeable skill because the strict rules in writing, by focusing on legible and neat sentences as well as the form, besides, the rules of writing and grammar and having students write similar texts that explain proverbial statements would not help students fancy writing.

(Şahbaz and Duran,2011) stated that composition studies have been considered as the sole writing activity in classrooms; students got bored of writing and as a result produced similar writing products. In writing studies with a traditional understanding, the contents of the texts cannot be enriched, students cannot present original genuine ideas and cannot involve themselves into their texts. These detract students from authenticity and result in repetitive texts. Writing traditionally causes writing skills to be out of favor and many students regarded it as a rare skill that few people can acquire. learners see writing as an activity that occurs only during the lessons, they escape from writing work, and they have a negative attitude towards writing and as a result, they perceive writing as a skill that cannot be acquired easily, and it needs a lot of effort.

There is a serious problem with inner motivation and stimulation of students' interest because it is rarely to have creative students during writing activities. writing creatively becomes crucial, and it requires creating writing environments where students can write freely using their imagination and enabling students to acquire writing skills that they can use throughout their lives. Therefore, it is necessary to highlight creative writing skills to make students feel a need for writing in general. creative writing activities enable students to dream up, to prepare content, to express ideas, and to imagine freely, to be active in writing process, to have fun while writing and to produce authentic content. Creative writing is considered as one of the most essential skills that students can learn (Dai, 2010).

There are many aspects affects writing ability. one of the main aspects is to have a positive attitude towards writing which achieved through the past experiences (Susar Kirmizi and Beydemir, 2012). this positive attitude could be achieved through creative writing because it urges students to put their emotions and thoughts

freely in their writing. Students' fear of judging and criticizing, deprives them from sharing their writing with everyone, everywhere freely (Temizkan, 2010). The social environment of creative writing allows students to write without forcing, and it provides them with emotional comfort, curiosity and distance from anxiety, pressure, and fear of criticism. (Susar, Kirmizi and Beydemir, 2012).

- Definition of creative writing

Creative writing is to write about feelings, thoughts, and impressions on the outside world by using imagination in an original, unusual, free, and authentic way. creative writing is a way for students to communicate their thoughts and feelings creatively in their own style. Creative writing is a result of creative thinking, and it is considered as an important prerequisite. Creative writing requires authentic and fruitful expression and the statement production. Creative writing is about being original and imaginative rather than having correct thoughts (Oral, 2014). Creative writing is the ability to think differently by using experience and making connections between events, situations, and people, creative writing revealing the hidden and creative power in students (Temizkan, 2014).

It is stated that creative writing activities do not care mainly about grammar, punctuation, or spelling lessons. There is unnecessity of writing form or tools. Moreover, making the final version of the original creative work more meaningful would help students to develop writing skill. when writing practices concentrate only on grammatically accurate text, they fail to reveal the initial function of writing, which is being a communicative tool. A sound, stories, poems, plays, imaginative diaries, letters, dialogues, free writing from photographs and like are the technics that teachers may exploit in classrooms for creative writing purposes (Arslan,2018).

The creative writing process can be thought of as problem solving ability by individual approaches based on the experience, knowledge, and attitudes of the student (Temizkan, 2011). It is difficult to reach each of the students with different learning situations and to fill the gab among students' level; but creative writing exercises enable students to initiate the writing process through fun which attracts the most of students regardless their different levels or tendencies (Kavcar, 2013).

There are many factors that affect writing success such as the strong desire to write and the ability of the student to use writing skills. Having a positive desire for writing also requires a positive attitude towards writing which could be achieved by a program indulging student into the topic of writing in an interesting way (Kirmizi, 2009).

In the creative writing process, students can freely write without pressure. After the creative writing process, students should be allowed to share their products to enlighten their creativity with new ideas and enrich their knowledge beside giving them an opportunity to compare their work. This sharing can be done in such ways (Kaya, 2013). Creative writing put into motion the cognitive and affective behaviors of the individual in the writing process. Allowing the person to present his experiences, observations, emotions, dreams, and thoughts in more original forms (Kavcar, 2013). It is necessary for the rapidly changeable world to acquire creative writing skills effectively because creative writing stimulates students to think more practically and creatively, to express themselves better, and to have different qualities from other individuals (Demir, 2013).

The purpose of creative writing

In creative writing, the aim is to prepare the students to be able to develop their writing skills.

They can express their own experience and knowledge in their own style and in a different way with creative writing (Gocer, 2010). Creative writing is based on establishing interesting and unusual connection between many thoughts and dreams. At the same time, it enables students to create a critical and creative point of view and to produce new and different thoughts about the topic they write about. Creative writing is based on putting different thoughts in the imagination, catching the originality, writing fluently, enjoying with writing, and getting out of the standards (Temizkan, 2010).

Creative writing activities urges students to reveal their creativity to write and produce. It gives students the opportunity to explore and understand value of writing. Creative writing activities stimulate students to practice thinking, freedom of expression, design, creating a genuine product, developing empathy, improving imagination, exploring different aspects of their lives, and choosing writing topics and methods for themselves (Tok & Kandemir, 2015).

One of the most important objectives of creative writing is enabling student to produce interesting as well as authentic written texts rather than boring and repetitive ones and to allow them to express their creative skills during writing. creative writing aims at encouraging learners to think, to improve their imagination and to uncover their own creative skills. Besides, creative writing encourages students to improve students' skills of self-knowledge, emotional self-regulation and thought regulation, decision, and plan making skills as well as skills to implement these plans, to enable them to discover and to use information in a unique way. The writing practices and writing experiences of the students affect them positively or negatively and lead them to adopt a positive or negative attitude to writing skills. creative writing develops sympathy for writing. It is not possible for a student who has a negative writing attitude to be

successful in academic writing so, creative writing supports other types of writings. Students' attitudes towards writing will also affect their future writing motivation (Demir, 2013).

(Şahbaz and Duran,2011) stated that it is necessary to build up students' passion of writing for students who are not motivated enough to write are academically, by creative writing. Therefore, the purposes of creative writing could be concluded as follows.

1- Providing an environment that encourages students to express their knowledge from their point of view and in their style by improving their writing skills and creativity (Gocer, 2016).

2- Creative writing, which is a cognitive and psychological process, is contributing to the social, psychological, and academic fields. These activities primarily prevent the alienation of the person, increase self-confidence, and give him the courage to write.

3- Creative writing enhances narrative power, improves literary pleasure, and pushes students to originality. Creative writing activities provide opportunities for educators to get to know students' inner worlds closely and to build affection with them, as well as helping students to know themselves. It enables students to freely express their own thoughts and is effective in gaining the habit of respecting and accepting other people's feelings and thoughts (Oral, 2003).

4- Creative writing allows students to see the creative power in themselves and to have a good command of the language. It enables students to push the limits with writing exercises because language improvement is faster through

writing. Creative writing focuses on meaning and thoughts. In learning creative writing, Teachers should give students the opportunity to select their own writing models because Creative writing is a product of imagination (Gocer, 2016).

Stages of creative writing

There are many distributions of creative writing which introduced to clarify how writer go throw his creative writing starting from thoughts till assessment.

-   Firstly, Pre, in and post creative writing

Creative writing is an evolutionary action as it starts with a pre creative writing stage then creative writing stage and finally the post creative writing stage. All these stages presented as strongly linear, horizontal by nature, one step following another. While not necessarily continuous, the notion is that the parts of the model of the writing process exist as stages in a process and that each of these stages has practices that are largely associated with those stages according to (Yarwasky,2021) in the following sequence.

- pre-writing consists of a deal of preparatory work, and this can include thought processing, bringing together ideas, as well as physical actions that might involve graphic representations or associated note making and mapping out.

It is said to also involve making choices, essentially choices about the topics you will write about, and perhaps researching those topics.

- Writing stage or the process of writing is a great complexity of activity

going on, to emphasize that there is a series of actions, to point to there being a range of functions that are performed and that these functions influence the way in which writing occurs. In this stage, the model of writing is generally seen to be related to choices made and applied in motion and exemplified in writing results.

- post- creative writing or post process, in this stage learner evaluates his writing and makes sure that the written text embodies the interaction between self and society, individual and culture, through the creation and embodiments of writing process. Here a writer is said to assess, critique, return to earlier work with a stronger critical eye, clarify, even focus on some professional writing basics such as checking grammar and correcting typographical errors. Some critics argue for this stage being where the skill of the writer is truly shown.

-   Secondly, (Ipsiroglu 2006) mentions the phases of writing as follows.

☐ Preliminary Work (Brainstorming): Associations related to the content of writing and the field should be triggered.

☐ Preparation (Research, sorting, selecting): In the preparation phase, data collected during the preliminary phase are sorted and selected. Additionally, information that are not relevant are skipped and the ones that are missing are completed.

☐ Design Phase (Organization): After collecting thoughts, associations, images, data and documents during the preliminary and preparation phases, a construct is created. In this phase. Coherence, arrangement, and sequence are very crucial in this stage as writing requires to plan and to organize thoughts.

☐ Writing phase (shaping): students use associative and analytic thinking; some students commit to their outlines prepared prior to writing while some do not commit to the outline and experience the phase like a journey.

☐ Self-assessment (Critique): During the last phase following the writing phase, the written work is evaluated. In this phase, the written text is reviewed with a holistic view and revision.

2.11.1. **Creative Writing subskills**

Fluency: creative thinking or any imaginative task is a basic skill to write creatively. Fluency in creative writing means to have flow of thoughts as possible without limitation. Fluency is the capacity to produce many thoughts, which pushes students to creativity process. There are many definitions for the fluency skill. (Tuan,2010) defined it as the learner s' ability to produce language in real time without undue pausing or hesitation. (Isbell and Raines,2013) defined fluency as the generation of many diverse ideas. The student is described as fluent, when he becomes professional at writing down words and sentences into compositions smoothly. Fluency can be measured by writing a lot of sentences without stress. Fluency does not concentrate on punctuation, incorrect spellings, poor word decision, and wrong. creative writing focuses mainly on interpretation of their ideas into words. Fluency can be estimated through the writing speed (the quantity of words delivered within a limited length of time) and the quick completion of writing task. The fluency skill has sub-skills such as Writing coherent unified texts, using various vocabulary, and generating a lot of ideas, are among the fluency sub-skills.

Flexibility: Flexibility is the ability to understand the opposite opinion regarding an inquiry or subject via taking contradicting perspective, direction, time, or place into consideration. (Isbell and Raines, 2013) defined flexibility as the ability to change direction or change the way of thinking. (Starko,2010) stated that flexibility in thinking generally denotes the capacity of taking a circumstance from numerous perspectives into account. Flexibility additionally advances relational and culturally diverse comprehension. Moreover, it prompts creativity and imagination. (Morris and Sharplin,2013) mentioned that flexibility could be measured by the following.

• Firstly, writing the list of ideas flexibly. Idea-list flexibility was defined as the diverse of ideas, flexibility was defined as the number of different topics that the learner used in writing process. The student is described as flexible when he thinks divergently in varied viewpoint to generate as many varied ideas as possible for writing (Su Ping, 2019). A flexible student can write freely using varied linguistic patterns showing high linguistic competency. developing divergent thinking skills for students is very necessary to help them write flexibly (Giberson & Moriarty, 2010). In addition, students should acquire a wide variety of language styles, structures, and patterns which urges them to write flexibly. Flexibility, at the level of ideas, can be built through using unexpected juxtapositions, such as combining different senses, time periods, people, or places.

- Secondly, Paraphrasing may develop the students' flexibility skill at the level of words and sentences.

Originality: Originality is the ability of student to create exceptional thoughts or unique unusual ideas. It requires the greatest risk-taking and to be initiative. originality cannot be forced, only it can be reinforced. (Isbell and Raines,2013) stated that originality is truly unique ideas. (Zergollern-Miletić and Horváth,2009) mentioned that there is a tight connection between the notion of writing with identity as students have to represent themselves in their texts and show their own identities. Originality gives students the opportunity to establish their own identities. generating unique ideas and finding unfamiliar solutions may support self-confidence for students. Originality may emerge from unlikely juxtapositions, like flexibility prompts.

Accuracy: Accuracy according to (Tuan,2010) defined accuracy as the ability to avoid error in performance, moreover it is an indicator for a high control in the language. The accuracy skill is an important feature in any effective writing. It is not appropriate to write in an original flexible and fluent without controlling errors. Accuracy includes sub-skills such as grammar, structures, punctuation, capitalization, and spelling. Accurate writing reflects accurate high language competency.

Elaboration: It means according to Starko (2005), that writer can add more details and to enhance ideas. Elaboration includes producing rich and more interesting ideas.

Context of the Problem:

The problem of the study was derived from some sources such as.

First: Observation:

The researcher noticed that during her master research, English Majors whom were the sample of her study, have some weakness in writing particularly creative writing. Moreover, the PhD research of the researcher is regarding STEAM system. The researcher noticed that project-based learning which one of STEAM strategies is has a great effect on developing creative writing. Consequently, project-based learning (PBL) is used in this research to develop creative writing.

Second Informal interview:

Interviewing seven lecturers who taught English to the English Majors, faculty of Basic Education and posing the following questions:

1. Are creative writing skills important for English Majors, faculty of Basic Education? Why or why not?

2. Do English Majors, faculty of Basic Education lack creative writing skills?

3. What are the methods/techniques that lecturers use to teach creative writing skills for English Majors, faculty of Basic Education?

4. How can creative writing skills be developed for English Majors, faculty of Basic Education?

Most of lecturers emphasized that English Majors, faculty of Basic Education lack creative writing skills, despite their importance for students in different educational stages in general and for English Majors, faculty of Basic Education. Most of the lecturers use the regular instruction in teaching writing skills, and so do not develop students' creative writing skills. They do not care about developing these skills, as they are usually obliged to finish the long and difficult syllabus they have to teach before the end of the semester.

Third previous studies:

The problem of the study was further supported by reviewing previous related studies. Recent related studies such (Ibrahim& yehia,2016) and (Elghotmy,2016) assured the weakness of EFL students in creative writing and recommended finding new methods and techniques to develop these skills. Concerning the Egyptian context, most teachers do not provide students with opportunities to practice EFL creative writing skills in the communicative contexts. Previous researchers showed that EFL students face some writing problems. Those problems might hinder their ability to express themselves freely, in a creative way. Most of them are not interested in the topic that the teacher asks them to write about. Also, they cannot link sentences into a coherent paragraph, nor can they express their thought in a logical and organized way.

Study Problem:

There is a lack in creative writing skills among the majority ofEnglish Majors, faculty of Basic Education. Hence, this study applies project-based learning to develop the necessary skills of creative writing.

Questions of the study:

To tackle this problem, this study attempted to answer the following questions:

1-What are the necessary EFL creative writing skills for English Majors, faculty of Basic Education?

2-What is the proposed framework for using project- based learning to develop the necessary EFL creative writing skills for English Majors, faculty of Basic Education?

3-What is the effectiveness of using project-based learning on developing the necessary EFL creative writing skills for English Majors, faculty of Basic Education?

Hypothesis of study:

-There is statistically significant difference between the mean scores of the experimental group on pre- and post-administration of EFL creative writing skill test which are necessary for English Majors, faculty of Basic Education.

-Variables of study:

- **Independent Variable:**

The effectiveness of project-based learning.

-Independent Variable:

Developing EFL creative writing Skills for English Majors, faculty of Basic Education, Helwan university.

-Aim of study:

This study aimed basically at the following:

- The development of EFL creative writing for English Majors, faculty of Basic Education, via the usage of project-based learning

Significance of the Study:

- The present study is expected to help in the following areas:

- Helping the Ministry of Education to develop the outcomes of the EFL

- Teaching/ learning process in Egypt.

- Helping teachers use project-based learning for developing students required EFL creative writing skills in faculty of Basic Education.

-        Paving the way for other researchers to conduct further studies on developing students' creative writing skills using project-based learning in the other educational stages.

-    **Instruments of study**

To achieve the study objectives and answer its questions, the researcher used the subsequent tools:

1-   Checklist including the skills of creative writing required to English Majors, faculty of Basic Education.

2-   A pre-post administration test conducted on the experimental, to measure the development of creative writing for English Majors, faculty of Basic Education, aiming to realize the effectiveness of project-based learning in teaching such skills.

3-   Creative writing rubric.

Delimitations of the study

The study abided by the following delimitations:

1- A sample of 35 for English Majors, faculty of Basic Education.

2- The second semester of the academic year of 2021-2022.

3-A project-based learning strategy was applied for the purpose of developing the creative writing

skills necessary for English Majors, faculty of Basic Education.

The Creative Writing Skills Checklist:

The checklist aimed at identifying the required EFL creative writing skills for English Majors, faculty of Basic Education. Validity of this checklist was used to determine the required English creative writing skills for 35 of English majors. It includes 8 skills. The checklist was submitted to a panel of jury members who indicated that the checklist was valid. Content of the checklist: Having reviewed the related literature on developing students' creative writing skills, the researchers designed a creative writing skills' checklist and submitted it to specialized jury members in the English Language Teaching (ELT) to determine the degree of importance of each skill on the checklist. The list consisted of 8 skills classified under five categories: fluency, flexibility, originality, elaboration, and accuracy. The jury members stated that the skills in the checklist would be generally adequate and appropriate to its purpose, after deleting skills which had been considered above English majors' level. So, the checklist became valid, after it had been modified according to the jury members' suggestions to contain (5) skills only. Thus, the first sub-question of the study about the required EFL creative writing skills for the English Majors, faculty of Basic Education was answered. The EFL creative writing skills test The EFL creative writing skills test was developed by the researchers. The test has five parts; each part was developed to measure one of the intended skills (fluency, flexibility, elaboration, originality, and accuracy).

Table (1): comparing Pre and Post for Overall Experimental-EFL creative Writing

Skills	Assessment	N	Mean	Std. Deviation	t test	df	p-value	η^2	Black eq. Result
creative Writing	Pre	35	19.7	8.30865	27.433	34	0.000	0.975 Is very high	1.3 **The effectiveness is very large because it is**

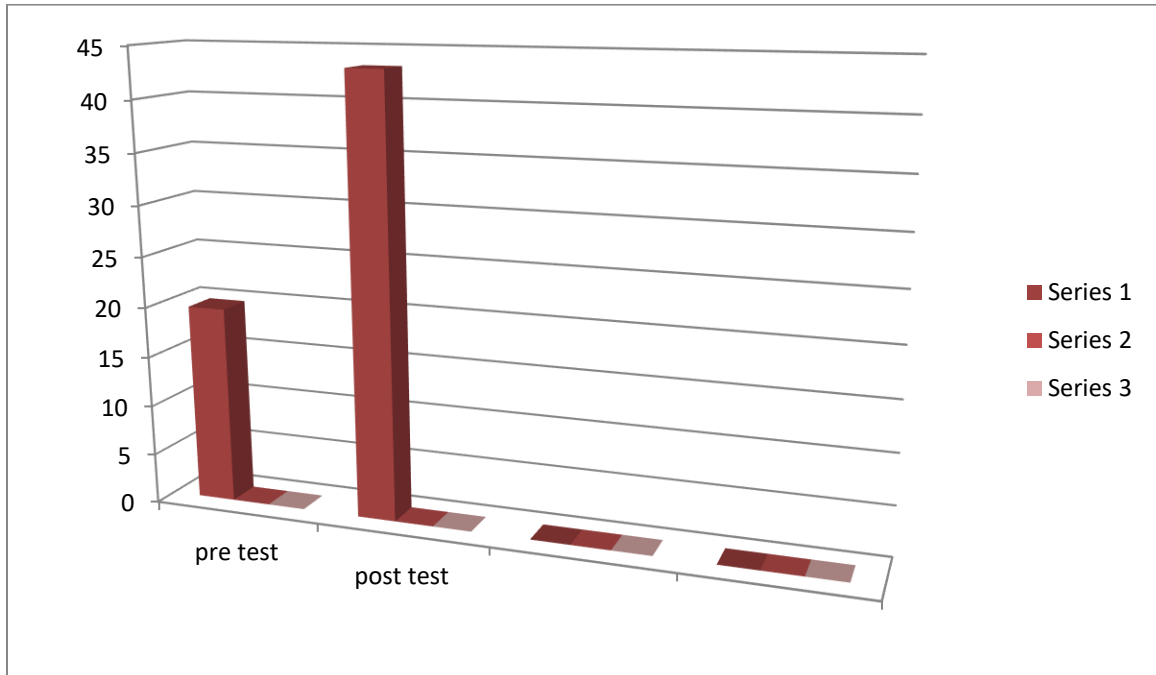|							effect	**larger than 1.2**
	Post	35	43.2	6.52403				

Table (1): comparing Pre and Post for Experimental-EFL creativeWriting

Skills	Assessment	N	Mean	Std. Deviation	t test	df	p-value	η^2	Black eq. Result
Fluency	Pre	35	1.22	0.42604	28.761	34	0.000	0.961	1.5 **The effectiveness is very large because it is larger than 1.2**
	Post	35	3.68	0.47101					
Flexibility	Pre	35	1.17	0.45835	24.629	34	0.000	0.947	1.44 **The effectiveness is very large because it is**
	Post	35	3.71	0.38239					

								larger than 1.2
Originality	Pre	35	1.23	0.42604	25.705	34	0.000	0.951
								1.43 **The effectiveness is very large because it is larger than 1.2**
	Post	35	3.57	0.50210				
Elaboration	Pre	35	1.34	0.48159	29.068	34	0.000	0.961 Is very high Effect Is very high effect
	Post	35	3.65	0.48159				1.45 **The effectiveness is very large because it is larger than 1.2**
Accuracy	Pre	35	1.26	0.42604	25.650	34	0.000	0.951
	Post	35	3.60	0.55307				1.45 **The effectiveness is very large because it is larger than 1.2**

According to the previous table, it is notable that there are significant differences between pre and post experimental groups for all EFL creative writing skills where all p-value <0.05. the mean values for post experimental group for all EFL Writing skills is greater than pre-experimental group.

The above table (2) indicates that:

1- The mean scores in the fluency skill are 1.22for the pre assessment and

73.68 for the post-assessment. Where t= 28.76, p-value <0.05which is

statistically significant at 0.01.

2-The mean scores in flexibility skill are 1.23 for the pre assessment

and 3.71 for the post-assessment. Where t= 24.62, p-value <0.05which is

statistically significant at 0.01.

3-The mean scores in the originality skill are 1.23 for the pre assessment

and 3.57 for the post-assessment. Where t= 25.70, p-value <0.05which is

statistically significant at 0.01.

4-The mean scores in the elaboration skill are 1.34 for the pre assessment

and 3.65 for the post-assessment. Where t= -32.7, p-value <0.05which is

statistically significant at 0.01.

5-The mean scores in the accuracy skill are 1.26 for the pre assessment

and 3.6 for the post-assessment. Where t= 25.650, p-value <0.05which is

statistically significant at 0.01.

- Discussion and Interpretation of the Study Findings:

Displaying the results of the study, the researchers presented an account of the development of the study group students' creative writing skills due to the use of the project-based learning strategy. This is shown in the difference between the pre, and post administrations of the creative writing skills test mean scores of the study group students. The difference between the students' mean scores in the pre and post administrations of the test was statistically significant. which might be due to the following factors

1-   Fluency, flexibility, originality, elaboration, and accuracy skills implementation.

2-   The use of project-based learning strategy provided an opportunity for cooperative learning, it upgraded and refined students' use of language and involved them in collaborative reconstruction of written texts. They became more engaged in showing their competence to the members of the team and were responsible for the achievement of the group.

3-   The collaborative nature of role work allowed the students to scaffold what they did not know, into what they collectively learnt with their peers. Additionally, creative writing throughout project gave students an opportunity to interact with each other's to examine the project, discuss the topic, work out the meaning, and discuss the words, in a meaningful and purposeful way.

4-   Using the project provides with longer significant writing time that student-centered classroom than in a traditional teacher-centered classroom.

5-   Furthermore, the use of self-assessment and peer assessment helped the students greatly to confront their own strengths and weaknesses in their English language use.

6-   In a small group discussion, students learnt to share opinions and contribute by performing the roles that they were responsible for.

7-   Students had an active learning role as they started to read independently to know more about the project that they study. Arguments between students to note for the coming discussion.

8-   The findings of the current study provide interesting conclusions and

recommendations for classroom teachers and researchers who are interested in the implementation of project in creative writing instruction.

Recommendations of the study:

The results of the current study offer several recommendations for classroom teachers and researchers who are eager to improve their instruction, as follows: -

- **-** English language teachers should be trained on using different types of collaborative strategies in EFL creative writing skills.

- **-** EFL student teachers should practice collaborative learning strategies.

- **-** Curriculum designers must take into their account the importance of embedding collaborative learning strategies in the syllables of different stages.

- . Suggestions for further Research:

Within the limitations of the present study as well as the findings being achieved, the following areas are suggested for further research:
1-Using project-based learning to develop students' linguistic competence.

2-Using Using project-based learning to develop creative written communication skills for EFL students.

3-Developing other creative language skills among English Majors, faculty of Basic Education through Using project-based learning.

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