

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

UNIVERSITY OF ABBES LAGHROUR –KHENKHELA-

جامعة عباس لغرور خنشلة

FACULTY OF LETTERS AND LANGUAGES

كلية الآداب واللغات

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGES

قسم الآداب واللغة الإنجليزية



Investigating the Role of Project Work as a Pedagogical Task in Developing EFL

Learner's Creative Thinking Skill

**Case Study: Third Year Students at the Department of Letters
and English Language, University of Abbes Laghrou –Khenchela-**

A Dissertation Submitted to the Department of English in Partial Fulfillment of the

Requirements for the Master Degree in Language and Culture

Candidates: - Belaidi Oum Kelthoum

Supervisor: - Miss ATIQ IMAN

- Belaidi Asma

BOARD OF EXAMINERS

- | | | |
|-----------------------|------------|-----------------------------|
| • Miss. MALEK NASSIRA | President | (University Of Khenkhela) |
| • Miss. ATIQ IMANE | Supervisor | (University Of Khenkhela) |
| • Miss. KAHOUL IMANE | Examiner | (University Of Khenkhela) |

September, 2020

DEDICATION

In the Name of Allah, the most Merciful, the most Gracious, all praises and thanks are to Allah.

Words cannot express my deep love, gratitude, and profound affection to my dear and great mother may Allah rest her soul *Hasna*.

To my beloved respective father who provided me with hope and supported me along the way.

To my dearest and lovely sisters and brothers ; *Redha, Nabila, Samia, Hako, Ghani, Najib, Housseem, and Ibrahim.*

To my grandmother's pure soul.

To my sweet nephews and nieces; *Masa, Chawki, Jojo, Dodo, Nano, Himo, Moha, Misha and Anes.*

To all my dearest friends; *Manal, Yasmin, Meriem, Asma, Loubna, Radhya and Hayat.*

To all my teachers and to anyone who helped me in any way.

Thank you all for your kind cooperation. My love and gratitude goes out to you all.

DEDICATION

In the Name of ALLAH, the Most Compassionate I dedicate this modest work to:

The most important persons in my life; my parents who made me what I am:

My dear father **ABD ELMADJID**, who is my model of success for his support and encouragement and my wonderful mother **SAIDA**, the greatest mother in the world for her endless love, affection, care, and patience.

My beloved brothers **MOUSSA, SAAD EDDINE, and MOUHAMED ALI** who supported me until the completion of this research.

My dear sisters **Khaoula, Bouchra, Linda, Imane, Ilhem, Amina, Nada, Sara, Mima, Mina**, who supported me, and who shared the hard moments with me and encouraged me to go further.

My fiancé **Allali** who pushed me forward.

All my family, especially my grand-mother **Wiza** and all my friends, who have been so Supportive along the way of doing my dissertation, especially: **Halima, Wided, Nour Amina, Walaa, Sihem, Wafa, Loubna, Hayat.**

All people who took part in making this dissertation real.

Thank you all for your kind cooperation. My love and gratitude goes out to you all.

ACKNOWLEDGEMENTS

Our appreciation goes to many people who assisted us throughout the completion of this Work. First, our deepest gratitude is owed to the supervisor Mrs. ATIK Imane. We are grateful for her advice, patience, guidance, and motivation throughout the completion of this work.

We would like to thank the members of the jury for their time and energy to read and evaluate our dissertation. Special thanks go to GHANI, MIMA, and SABRINA who taught us the basics of research Methodology, and helped us in different occasions.

We are greatly indebted to all third year students, at the department of English at the University of Khenchela, who accepted to answer the questionnaire.

In the end, we must also thank all our teachers at the English Department who taught us throughout the five years of our study.

Contents

Dedication I

Acknowledgments III

List of Tables IX

List of Figures XI

List of Abbreviations XIII

Abstract XIV

General Introduction 1

1. Statement of the Problem 2

2. The Aim of the Research 2

3. Research Questions and Hypothesis 2

4. Methodology of the Research 3

 4.1. The Research Design 4

 4.2. Data Gathering Tools 4

 4.3. Population and Sampling 5

5. The Structure of the research 5

CHAPTER ONE: LITERATURE REVIEW

Section One: Creative Thinking

Introduction 8

1. Definitions of Thinking 9

2. Characteristics and Elements of Thinking 9

 2.1. Characteristics of Thinking 9

 2.2. Elements of Thinking 10

 2.2.1. Concept 10

2.2.2. Language.....	10
3. Importance of Thinking.....	10
3.1. For Students.....	10
3.2. For Teachers.....	11
4. Types of Thinking.....	11
4.1. Scientific Thinking.....	11
4.2. Critical Thinking.....	11
4.3. Convergent Thinking.....	11
4.4. Divergent Thinking.....	11
4.5. Analytic Thinking.....	11
4.6. Deductive Thinking.....	12
4.7. Inductive Thinking.....	12
4.8. Empirical Thinking.....	12
4.9. Synthetic thinking.....	12
5. Creative Thinking.....	12
6. Characteristics of Creative Thinking.....	13
7. Levels of Creative Thinking.....	14
7.2. Inventive Creativity.....	14
7.2. Expressive Creativity.....	14
7.3. Productive Creativity.....	14
7.4. Emerge Creativity.....	14
8. Stages of Creative Thinking.....	15
9. Factors that Affect Creative Thinking.....	15
10. Creative Thinking Skills.....	16
11. Fostering Creativity in the Classroom.....	17

12. Creative Thinking Requirements.....	17
13. Teachers in the creative thinking classroom.....	18
13.1. Teachers’ Attitude towards Students.....	19
13.2. Teachers’ Attitude towards Pedagogy.....	19
13.3. Teachers ‘Attitude towards Themselves.....	19

Conclusion

Section Tow: Project Work

1. Historical Overview of the project work	20
2. The definitions of the Project Work.....	21
3. The Role of the Teacher.....	22
4. Types of the Project Work.....	22
4.1 .According to the main activity.....	23
4.2. According to the length	24
4.3. According to the age of learners	25
5. Characteristics of the Project Work.....	26
5.1. Student-centered.....	27
5.2. Content-based.....	27
5.3. Interaction and collaboration.....	28
5.4. End product.....	28
5.5. Cross-curricular link.....	28
5.6. Integration of skills.....	28
5.7. Relevance and motivation.....	29
5.8. Autonomy and responsibility.....	29
5.9. Creativity.....	29

6. Steps of developing Project Work.....	30
7. The Project Framework.....	33
8. The Importance of the Project Work.....	34
9. Advantages of Project Work in ELT.....	35
10. Disadvantages of Project Work in ELT.....	36

Conclusion

CHAPTER TWO: Data Analysis and Interpretation

Introduction.....	40
1. Research Methods	40
2. Research Design	40
3. Population and Sampling.....	41
4. Research instruments.....	42
a. Description of the Questionnaire of Students.....	42
b. Description of the Questionnaire of Teachers	43
5. The analysis of the student’s questionnaire.....	44
6. The analysis of the teacher’s questionnaire.....	59
7. The Discussion of the findings.....	70
8. Pedagogical implications.....	72
9. Limitations.....	73
10. Suggestion for further research.....	73

Conclusion

General Conclusion	74
References	75
Appendices	80
Appendix One: Students' Questionnaire	81
Appendix Two: Teachers' Questionnaire	85
Résumé	88
ملخص	89

LIST OF TABLES

Table 1: The Student's Interest in Project Work.....	44
Table 2: The Student's Favorite in Working.....	45
Table 3: The Student's Favorite Place of Doing the Project Work.....	46
Table 4: The Most Kind of Thinking Choose by Student.....	47
Table 5: The Impact of Project Work on the Level of Students	48
Table 6: The Drawbacks of Project Work in Classroom.....	49
Table 7: Drawbacks Prevent Teachers to Give a Project Work to Students.....	50
Table 8: The Interest of Teachers on Giving Project Works.....	51
Table 9: The Evaluation of Teachers.....	52
Table 10: The Support of Teachers.....	53
Table 11: The Project Work Enhance Creative Thinking.....	54
Table 12: The Positive Impact of Project Work on Creative Thinking.....	55
Table 13: How Project Work Affect on Creative Thinking.....	56
Table 14: The Point of View about Using Project Work as Pedagogical Task to Improve Creative Thinking Skill.....	57

Table 15: Years of Work.....	59
Table 16: Teachers having a Pedagogical Training.....	60
Table 17: The Instructions Presented to Teachers Previously to Give Project Works.....	61
Table 18: The Necessity of Project Work.....	62
Table 19: The Effectiveness of Project Work.....	63
Table 20: The Students Interest in Project Work.....	64
Table 21: Reasons of Using the Project Work as a Task in the EFL Classroom.....	65
Table 22: The Teachers Interest on Creative Thinking of Their Students.....	66
Table 23: The Kind of Thinking That Students Show in the Classroom.....	67
Table 24: The Support of Teachers.....	68
Table 25: The Impact of Project Work on the Creative Thinking Skill of EFL Learners.....	69

LISTE OF FIGURES

Figure A: Steps of Preparing a Project Work from Stoller (2002) as Cited in Richards, & Renauda, A. (2002, p.112).....	31
Figure B: The Project Work Framework from (Gulbahar, H. Beckett, & Slater, T., 2005).	34
Figure 1: The Student's Interest in Project Work.....	44
Figure 2: The Student's Favorite in Working.....	45
Figure 3: The Student's Favorite Place of Doing the Project Work.....	46
Figure 4: The most kind of thinking choose by students.....	47
Figure 5: The Impact of Project Work on the Level of Students	48
Figure 6: The Drawbacks of Project Work in Classroom.....	49
Figure 7: Drawbacks Prevent Teachers to Give a Project Work to Students.....	50
Figure 8: The Interest of Teachers on Giving Project Works.....	52
Figure 9: The Evaluation of Teachers.....	53
Figure 10: The Support of Teachers.....	54
Figure 11: The Project Work Enhance Creative Thinking.....	55
Figure 12: The Positive Impact of Project Work on Creative Thinking.....	56
Figure 13: How Project Work Affect on Creative Thinking.....	57
Figure 14: The Point of View about Using Project Work as Pedagogical Task to Improve Creative Thinking Skill.....	58
Figure 15: Years of Work.....	59
Figure 16: Teachers Having a Pedagogical Training.....	60
Figure 17: The Instructions Presented to Teachers Previously to Give Project Work.....	61
Figure 18: The Necessity of Project Work.....	62

Figure 19: The Effectiveness of Project Work.....	63
Figure 20: The Students Interest in Project Work.....	64
Figure 21: Reasons of Using the Project Work as a Task in the EFL Classroom.....	65
Figure 22: The Teachers Interest on Creative Thinking of Their Students.....	66
Figure 23: The Kind of Thinking That Students Show in the Classroom.....	67
Figure 24: The Support of Teachers.....	68
Figure 25: The Impact of Project Work on the Creative Thinking Skill of EFL Learners.....	69

List of Abbreviations

EFL: (English as Foreign Language)

L1: (First Language)

L2: (Second Language)

TL: (Target language)

ESP: (English for specific purposes)

EAP: (English for Academic Purposes)

GE: (General English)

ELT: (English language teaching)

ESL :(English as a Second language)

FB: (facebook)

URL: (Uniform Resource Locator)

ABSTRACT

The present research is about the project work and creative thinking. It aims to highlight the role of the project work as a pedagogical task in developing EFL learners' creative thinking, with a case study of third year learners at the English department of Abbess Laghrour University, Khenchela. The study seeks to answer the following questions: is the project important in EFL learning process, can the creative thinking ability of learners be developed and enhanced while doing their tasks? Is there a relationship between the project work as a pedagogical task and the development of creative thinking ability of EFL students? In order to achieve the aim of the study, the researchers used the questionnaire as a tool to investigate the validity of the hypothesis. The researchers designed two questionnaires: one for the teachers of English at the department of English at Abbess Laghrour University, and the other one for third year LMD students at the same University. Also, these questionnaires are administered by Google Forms and shared via face book and Gmail. The analysis and the interpretation of the questionnaires showed that the use of project work as a pedagogical task has a great role in developing learners' creative thinking skills and confirmed that the project work is the context where students' creative thinking is greatly developed and fostered. On the basis of the results obtained some recommendations and pedagogical implications are suggested.

General

Introduction

1. Statement of the Problem

The previous studies have pointed out that the learning/teaching process previously depended only on the knowledge, comprehension, and application which were necessarily inside the classroom; in addition to learners' thinking abilities which were limited in the class. However, the current studies found that the learning process relies on many tasks and techniques inside and outside the classroom, in which both of the teacher and the learner share the responsibility. One of these pedagogical tasks is the project work in which the students work in groups, pairs, or individually to search about a certain topic given by their teacher. Then, students present their work in front of their mates, and the teacher evaluates their information and presentation. The project work belongs to the teaching methods which are repeatedly discussed in magazines and publications on modern teaching methodology, and it can fulfill the process of learning, which may help students to use their abilities, show them, and to develop them. Also, the project work is one of the important tasks especially in the EFL classes because it helps the learners to create new ideas with the knowledge acquired. Thus, the teachers of EFL should deal with this pedagogical technique in order to help their students to be more creative thinkers and do not rely only on the information given in the class.

2. The Aim of the Research

The present study discusses the project work and the creative thinking ability of learners. It aims to investigate the role of the project work as a pedagogical task in developing the EFL student's creative thinking skill.

3. Research Questions and Hypothesis

The current study which discusses the role of project work as pedagogical task in developing the creative thinking skill of EFL learners seeks to find answers to the following questions:

1. Is the project work important in EFL learning process?
2. Are students aware of the importance of the project work in developing their creative skills?

In the light of these questions, it is hypothesized that the project work has a great role in developing the creative thinking ability of EFL learners.

4. Methodology of the Research

The quantitative research method is described as the sum of steps that the researchers employ when doing a certain project work. Also, it is a method that deals with the analysis of variables and quantifying them in order to get results, and it includes the use and the analysis of numerical data by using specific techniques and statistics in order to answer questions such as “how much,” “what”, and “how” Leedy & Ormrod (2001) and Williams(2001). Moreover, the quantitative research method explains an issue, an attitude, or a phenomenon by collecting data in a form of numbers and then analyzing them using mathematical methods Aliaga & Gunderson (2002).

According to Sukamolson (2007), quantitative research method has many types. First, survey research includes scientific sampling methods. Then, co relational research is used to determine whether a relationship between two or more variables exists within a sample. Also, experimental research in which the researchers achieve the treatment of an interception results of the treatment. Finally, the causal-comparative research in which the researchers aim to determine the cause or the reason of pre-existing differences in groups of individuals. Also, in quantitative research, the variable is considered as a characteristic or a property of the thing or of people that differ in quantity. Fraser Health Authority (2011, p.20) explains that the variable is something in which you can control, not only something you measure.

In this paper the researchers had chosen to deal with the quantitative research method because they seek to find the relationship between the project work(the independent variable) and the development of creative thinking skill of learners(dependent variable),and to carry on the study they used the questionnaire as a tool in order to collect data.

4.1 The Research Design

The researchers had selected the descriptive design in order to carry on the study. The descriptive design can be defined as the research method that describes the characteristics of a certain phenomenon which is studied. This type of quantitative method is used to describe “how” the phenomenon is happening, without focusing on “why” it occurs www.questionpro.com/blog/descriptive-research/.

In this study, the researchers used this design in order to describe the results of the questions of the questionnaires which are given to participants to answer in order to confirm the research hypothesis.

4.2 Data Gathering Tools

The researchers designed two questionnaires as a tool to collect data. The first questionnaire is for the teachers of English at Abbess Laghrour University, and the second one is for third year student of English at the same University. The questionnaire is an instrument of research which consists of a set of questions in order to collect information from respondents. It is also a quick way of obtaining a certain amount of information from a certain sample of people, as well as it can be a good means of measuring the behaviors, attitudes, preferences, opinions, and intentions of a phenomenon quicker than any other technique. The questions of the questionnaire can be open or closed questions. First, closed questions structure the answer by selecting a specific categories which are decided; these categories can be chosen as two or more options such as “yes” or “no”, “male” or “female”, or by including a list of alternatives in which the participants can choose. One of the limitations

of closed questions is that they lack details such as the feeling of the participants about the topic. Then, open questions are used to allow the respondents to express their thought in their own words, and also they are used to ask questions which are complex and cannot be answered in few simple categories and for those that need more discussion. One of the limitations of this type of questions is that they require a long time for the researchers to collect data. Moreover, there are many characteristics of the questionnaire design. First, the aim in which the questions should address the selected aim of the study. Then, length in which questions should be short, and do not contain unnecessary questions. Also, pilot study which mean that the researchers should give the questionnaire first to a small group of participants in order to know if the questions are clear or not Saul McLeod(2018).

4.3. Population and Sampling

The target population in this study includes third year LMD students of English at Abbess Laghrour University in Khenchela. From the population of all students, the researchers randomly selected 40 students their age between 22 to 23 years old.

The researchers specified their sample because they assume that the students had dealt with the project work over the three years, and they used their creative thinking while doing the project work in any course.

The reason behind choosing Abbess Laghrour University as a location for this study is that there were no better alternative to Secondary school as University because of Corona Virus pandemic. The researchers failed to carry out the investigation of the questionnaire at secondary school, for that they choose the university learners because they have pages, groups, and profiles in facebook.

5. The Structure of the research

The present research is divided basically into two main chapters. The first chapter is the theoretical one, and it is also divided into two main sections. Section one is devoted

mainly to deal with the creative thinking and it discusses first the definitions of thinking, its characteristics and elements, its importance, and its types. And then the researchers moved to talk about possible definitions of creative thinking, its characteristics, its levels, its stages, its factors, its skills, how to foster creative thinking in the classroom, and then a conclusion of the section. The second section is devoted to deal with the project work: its history, its definitions, the role of the teacher, the project work's possible types, its characteristics, the stages of developing it, the project framework, the importance of it, creative thinking in the project work, its benefits and possible problems, and the conclusion of the section.

The second chapter is considered to be the practical part in which the analysis of data collected takes place as well as the interpretation of the results of the questionnaire.

Chapter one:
Literature Review

Introduction

In recent years, the importance of promoting creative thinking skills in education has been widely acknowledged. More specifically, the use of these skills on the teaching of English as a second language have a central role in adapting ideas and arrive at new solutions, analyzing multiple view points, and use a variety of approaches to solve problems , but most school environments do not support or evaluate creativity in the classroom. Moreover, Torrance and Safter (1986) pointed out that teachers are often do not interest with the creative side of their students for preparing them to the productive life, the educational system must accept responsibility, and for developing and supporting creativity. Indeed, one of the most common strategies that can be used to develop creative thinking of EFL students is project work, which is a creative way for learners to apply and personalize language, structures, and skills that have learned in class. The project work can be considered as a medium which can help to draw together students of mixed ability, and creates chances for learners to reflect their talents in their learning process. The less linguistically-gifted student is able to create a bright art work Diana. L & Fried-Booth (2002).The present chapter is divided into two sections. The first section is about the creative thinking; the researchers selected to start with thinking, its definitions, characteristics and elements, its importance, and types. Then they moved to talk about creative thinking, its characteristics, its level, its stages, its skills, its requirements, the factors that affect it, how to foster creativity in the classroom, and teachers in creative thinking classroom. The second section is about the project work: it provides information about its origin, its possible definitions, its types and characteristics, the steps of developing it, its importance, as well as its advantages and disadvantages in English language teaching.

Section One: Creative Thinking

1. Definitions of Thinking

Thinking is a series of mental activities by brain related continuously to human being. When it receives stimuli through one or more of the five senses (touch, eye, ear, smell and taste) Jarwan (1990). In addition, Gamal (2001) defined thinking as: “an activity that exert the individual to solve problems which faces him according to situation” (P.24). Moreover, Mayer (2001) stated that thinking happens when you solve a problem, but Dewey (1916) said that, “thinking is the good will to address the problems overcome and ease them” Al – Khalili (2005, P.25). Whereas, Ibrahim (2002, P.3) said that thinking is a mental exercise and cognitive process that takes place in the highest mental level. Moreover, Herb (2002) also defined thinking as a cognition and emotion that enables one to understand and appreciate the reality that one and others perceive.

From the discussion mentioned above, the researchers conclude that thinking is a mental exercise and cognitive process related to individuals to achieve an aim, to do something or to solve a problem when the senses receive stimuli.

2. Characteristics and Elements of Thinking

2.1. Characteristics of Thinking

There are many characteristics which specify the thinking and make it different from the author mental processes. Obaid and Afana (2002) presented some points, and they will be explained in the following:

- 1- Thinking is an indirect mental process.
- 2- The relation between phenomena in the verbal and symbolic form and thinking and language is a reflection of thinking.
- 3- Higher thinking can be achieved by practice which is an end by itself.
- 4- General laws of phenomena are the basis of thinking.

5- Effective thinking based on the better and available information using different methods and techniques.

In this basis, Ibrahim (2005: 17) confirmed that human thinking is considered also as an important organic part of his/her personality, values, wants and emotions".

Thus, the researchers see that thinking has different characteristics which differ from one to another.

2.2. Elements of Thinking

As all the other processes, thinking has two main elements which help the this process to be happened, and they are presented by Obeid and Afana (2002, p .27) which are: concept and language. Each one of the elements will be explained in the following:

2.2.1. Concept :It is an idea or a thought for instance if someone needs to redecorate one's bedroom; one might want to start with a concept Obaid & Afana (2002).

2.2.2. Language: as a basic form of communication, one use language to express the internal emotions and ideas and feelings, fulfill one's wants and needs as well as to learn how to communication with others Obaid & Afana (2002).

3. Importance of Thinking

Thinking plays a vital role for both students and teachers in order to achieve the aimed goals, and it can be considered as a very important mental process in the learning-teaching process as well. Saadeh (2011, P.17-18) declared that thinking can be important for both of the teacher and the learner". The following explains how it is important for them:

3.1.Importance of Thinking for Students

- 1- Thinking prepares students for life after school.
- 2- Thinking teaches students how to respect other's point of view, thoughts and opinion .
- 3- Give them the opportunity to liberate their minds and discuss different issues and enjoying it.

- 4- Help them to answer different questions and solve difficult problems.
- 5- Knowledge of methods and increase the level of self confidence.

3.2. Importance of Thinking for Teachers

- 1- Thinking helps teachers to increase their morale and self confidence which affects positively on the activities of students.
- 2- Activates teacher and motivates them.
- 3- Thinking plays a vital role in helping teachers in the teaching learning process.
- 4- Give them more concentration on lecture method.

4. Types of Thinking

Thinking as all the other processes have some types which differ from one to another, and Saadeh (2001: p .40-43) presented some of them which are: scientific thinking, critical thinking, convergent thinking, divergent thinking, analytic thinking, deductive thinking, inductive thinking, empirical thinking, and synthetic thinking. Each one of these types is explained in the following:

4.1. Scientific Thinking: this type based on scientific method for instance: realism and experiment Saadeh (2001).

4.2. Critical Thinking: The process of exercising careful evaluation or judgment, In order to determine the authenticity, accuracy, worth, validity or value of Something to have impacted conclusion Saadeh (2001).

4.3. Convergent Thinking: This mindset takes the path of exploring an infinite number of solutions to find one that is effective Saadeh (2001).

4.4. Divergent Thinking: A process of combining a finite number of perspectives or ideas for the question or the problem Saadeh (2001).

4.5. Analytic Thinking: An ability to separate a whole into its basic parts in order to examine the parts and their relationships Saadeh (2001).

4.6. Deductive Thinking: In this type of thinking; the learner starts from whole to part or from rules to examples Saadeh (2001).

4.7. Inductive Thinking: In opposite of deductive; in this type, learner starts from the part to whole or from examples to rule Saadeh (2001).

4.8. Empirical Thinking: receive information by means of senses, by observation , documentation and experimentation. Then synthesize the result or solution Saadeh. (2001).

4.9. Synthetic Thinking: This type depends on putting several elements of the subject matter in a single template Saadeh (2001).

5. Creative Thinking:

“Creativity “, derived from a Latin word “Crea” means “Create”. That is to say the ability or power to bring into existence, to produce through imaginative skill, to make something new Webster dictionary as cited in wilson (2005).

Simpson (1922) conceived creative thinking as the ability of persons to breaking up the usual pattern of thinking and adopt anymore. Also, Perkins (1988, p.311) defined the creative persons as the person who realizes creative results. Likewise, Gailford (1962) asserted that it is a thinking of anew open format that produces different and new solution". In addition, some other researchers like Stein (1968) defined it as a useful process which results in a new work accepted by individuals at some point in time AL-Huwaidi (2002, p.214_215).Indeed, as for productive creativity, Al-Dahoudi (1979) asserted that it is the ability to make new relationships that can make real change Ibrahim(2005, p.175). Likewise, Lowenfeldf (1947) said that creativity is a result of the interaction between the individual and his circumstances Al-huwaidi & Gamal (2003, p. 82-87). Along the same line, Saadeh (2001) see that creativity is a new production of integrated elements and thoughts to results a certain benefit". Finally,

Rogers (1961) claimed that creativity is a new process achieved from interactions between the individual and experiences.

The researchers see that creative thinking is the production of unusual and good responses to the problem; it means the ability to think in new and original ways and the capacity of put things together in a new shape. Thus, creative thinking is known as producing ideas, solutions, concepts and theories that are characterized by uniqueness and originality.

To sum up, this process achieves new results through making new guesses and hypotheses about problems then revising and retesting them.

6. Characteristics of Creative Thinking

The creative thinker knows many characteristics according to Gattami (2001) which are:

“Flexibility, independence and perseverance , miscellaneous concerns , impulsivity , competition , desire to investigation and survey , curiosity and inquiry , thinking flexibility and self-confidence , promptitude and multiplicity of ideas and ability to synthesize and analyze,” (p.95). Moreover, Saadeh (2011) mentioned some features of creative thinker:

“Independence , imagination , ambiguity , tolerance , open mind , ability to manage discussions , inclination to challenge difficult situations , the ability to adapt to circumstances , flexibility , verbal fluency , the ability to generate new ideas from old ones , firmness , avoid intolerance , a tendency for an adventure , optimistic , educated , happy even when dealing with problems , self confidence , intelligence , competitive and able to predict results,”(p.253-254).Likewise, Al-sweidan and Adlowni (2004, pp. 26-27) presented the following characteristics of creative thinking:

- 1- There is a difference in level of creativity among individuals.
- 2- Realize creativity through taking the other’s point of view.
- 3- Creativity considered as an experimental science not final.
- 4- The ability to found new relationships.

- 5- The ability to extract the relationships and examine them.
- 6- The ability to connect the old and new relationships then uses them in order to achieve specified aims.

Creative people are characterized by some features that distinguish them from less creative persons. Also Dellas and Gair (1970, as cited in Corpley 2001, p.6) present some features, which are:

- **Positive:** include independence, dominance, introversion, self-acceptance, intuitiveness, flexibility and social poise.
- **Less Positive:** are lack of concern of social norms and antisocial attitudes.

7. Levels of Creative Thinking

The creative thinking depends on many levels to be occurred. These levels are: inventive creativity Abu Jado (2004, P.32), expressive creativity Abu Jado (2004, P.32), productive Al-Sweidan and Al-Dloni (2004, P.30), and emerge creativity Al-Tayeb (2006, P.139). Each level is explained in the following:

7.1. Inventive Creativity: in this stage we found new relationships between several parts and use prior design solutions to create new designs Abu Jado (2004).

7.2. Expressive Creativity: it is indicates free and independent thinking and tries to develop unique ideas Abu Jado (2004).

7.3. Productive Creativity: it is so useful in drawing and music, it is the developed phase of expressive creativity; based on controlling the independent activity Al-Sweidan and Al-dloni (2004).

7.4. Emerge Creativity: is the highest creative level, it involves rejecting current physical laws and principles, and forming complete new theories and a new vision Al-Tayeb (2006).

From what is said, the researchers claim that there is a clear difference in levels and skills of creative thinking among individuals. Expressive, productive and inventive levels are suitable for the educational system because it depends on independent thinking which allows students to create new thoughts and visions in order to achieve a specified aim through verbal elasticity.

8. Stages of Creative Thinking

To realize the creative thinking process, there are many stages to follow during this process, these stages are interrelated, and they are also very important to be considered. They are suggested by Saadeh (2011, p.255) which are: preparation, incubation, illumination, and verification. Each stage will be explained in the following:

8.1. Preparation: is the first stage where the brain gathers information about such issue Saadeh (2011).

8.2. Incubation: it is based on the omission of unrelated information and focusing deeply on the problem Saadeh (2011).

8.3. Illumination: it depends on deep analysis and extract relationships, connect and employ them in order to find solutions Saadeh (2011).

8.4. Verification: it is the last stage where the creative thinker examines the final result and verifies its originality Saadeh (2011).

As a result, the researchers find that the creative thinker first diagnoses the problem then searching deeply in the related thoughts and analyze than to obtain a new idea or final solution.

9. Factors that Affect Creative Thinking

There are several factors that interact with the personal factors (personality, experience, knowledge and intelligence) to develop the creative thinking of individuals Shi's

(2004, p.178). First, culture; and it has a big influence on individuals thinking (cognition). The values or worldview of a society determines their creation Tshikuku (2001, Rudwic 2, 20030, p.4). Another factor is family factors such as the presence or absence of parents which has a big influence on personal factors, the absence of parents lead to lack of many resources that may inhibit creative thinking, but their presence will stimuli creative thinking. Likewise, surrounded environment (pressure, social restrictions, politics ...) and experiences have a great role in motivating creative thinking Kamel (2010, p. 33).

To sum up, many researchers suggest that curriculum should include different exercises that motivate students to think creatively because methods, family, culture, society and environment all of them factors affect creative thinking either positively or negatively.

10. Creative Thinking Skills

Torrance (1966) presented some tests to estimate creative thinking; they indicate creative thinking skills as fluency, flexibility, originality, elaboration and sensitivity to the problems. First, fluency which is the skill that makes student's ideas flow freely in order to get plenty of ideas in the possible quickest time Saadeh (2011, p. 275). It plays an important role in person's creative thinking and it is the basis for the other abilities because it is a process of remembering and recalling of information or experiences and concepts of what we have studied. Second, flexibility which changes according to the situation; it reverses mental inertia that leads to adoption of specific patterns of thoughts to face different and unspecific situations(AL – Mashrafi, 2005, p. 50); this means that ability to deal with the different situations freely and to make the necessary change according to the situation without hesitation. Third, originality, and it refers to the ability of individuals to produce new unique and original thoughts. Based on new personal ideas for the creative thinker to himself and those around him Ibrahim (1979, p. 20). Fourth, elaboration, which means the ability to integrate different parts accurately in a single unit. It includes access to complement any

assumptions leading to a new increase in the space of experience and to achieve new developments from the learner's experience Quattami (2001, p. 199). The researchers concludes that this ability to add new details, elements and clarification in order to explain ambiguous problems. Fifth, Sensitivity to the problem, and Garwan (1990, p. 99) see it as awareness of problems, needs, or elements of weakness in the environment or a situation. The ability of sensitivity to the problem is one of the basis abilities in creative thinking; it shows clearly the difference between the creative person and others in the degree of touching problems. On this basis, Mageed (2008, p. 252) asserted that sensitivity to problem is a feature of motivation then mental abilities.

11. Fostering Creativity in the Classroom

Brookhart (2010) asserted that many activities in the classroom foster the creative work of student. The mathematics teacher as an example use a strategy for problem solving which is teaching students to use "guess and check". The process of studying and generating this guesses and evaluating to what extent they help in solving the problem encompasses both "critique" and "create" aspects of creativity. Moreover, reader –response logs and brainstorming are effective ways in fostering creativity in the classroom by asking students to describe their reactions, feelings, and thoughts after reading a text which called writing reader – response logs in reading or literature in which students have an opportunity to connect their lives with the elements in the text Brookhart (2010). In addition, Brookhart (2010) suggested also brainstorming as a classic activity has a great effect in fostering creativity in the classroom where the flow of ideas is accepted and listed then evaluating them to choose the maximum number of effective ones.

12. Creative Thinking Requirements

To improve the creative thinking of students, there are many points should the teacher take in consideration which are the way of solving problems, critical judgment, analysis,

synthesis, logic, and reasoning and evaluation. But, to improve the creative thinking of students teacher must be able to share with them what it is first, then sharing many requirements enhance the thinking of students to be creative. Sweller (2009) claimed that there are many requirements for creativity, starting from the deep knowledge, idea generation and organization of ideas then trial and error. Also, Azzam (2009) asserted that students should have multiple resources of ideas; they must accept diversity and work with others to exchange information in order to be creative. So, the researchers synthesize that to be creative the students must do the following:

- Try always to learn new things in order to expand their knowledge and find new material sources (events, people, media ...).
- Search on all what is new for them.
- Viewing failure as an experience to learn from.

13. Teachers in the Creative Thinking Language Class

Language is an important element in improving EFL learners 'creative thinking skill because students use it to express their ideas, points of view, and ways of solving problem. So they must know the language, meaning, and acquire high cognitive abilities with combination to curriculum and subject matter to produce new responses and ideas. Also, the teachers have the important role in the classroom because they decide the strategies, processes, content, tasks, and aims. If they decide to pass information and waiting good results, the learners automatically ignore the creative side; thus, leads to conclude that to address this issue, teachers' attitudes must be changed. In the following the researchers will explain the teachers' attitude towards students Kabilan (1999) and Friere (1973), and the teachers' attitude toward pedagogy Friere (1973), and teachers' attitude towards themselves Kabilan (1999):

13.1. Teachers ‘Attitude towards Students

Most of teachers consider students as empty vessels need to be filled with knowledge; they ignore the individuality of students, their prior knowledge, experiences, points of view, and attitudes Kabilan (1999). This will lead to a boring session with unimaginative language classroom because of the absence of learners’ imprint, opinions, and beliefs. Students will believe that they do not have capacities to disregard their imagination. The listening to learners’ ideas and concepts will realize a great success. Indeed, the teachers must discuss the matter subject with their students in order to develop a mutual relationship with their students for exchanging ideas and opinions which called “I – thou relationship between two subjects” (Friere, 1973).

13.2. Teachers ‘Attitude towards Pedagogy

It is not easy to produce creative language learners. Frier (1973) suggested the pedagogy of question which requires posing some questions to students and listen to their ideas. In that pedagogy, students will participate automatically without fearing and they will feel independent and free in thinking what leads to developing the creative thinking of students, the communication and challenges in the classroom.

13.3. The Role of Teachers

Teachers play a vital role in producing creative language learners, they must believe that they explain, facilitate, guide, and encourage learners to new production and giving solutions (Kabilan, 1999). Also, they have to adopt some strategies that can develop the creative thinking of students, consider them as equal individuals, accept their attempts, and advise them. To sum up, teachers must tend to ignore the learners’ views, concepts and questions. Also, they must guide, encourage, and push them forward.

Section Two: The Project Work

1. Historical Overview of the Project Work

Many teachers in the enlightened period used the project work even though they did not name it that way. Legutke and Thomas (1993, p.158) provide that project work is an American methodology that began with John Dewey and William Heard Kilpatrick's personality. Also, Michael Knoll (2005, p. 2) from the University of Bayreuth found that, "the origin of the project work was from the European continent." (Knoll, 2005, pp. 2-6) introduced five stages of the history of the project work which are:

1590-1765: the project work began at the architectural schools in Europe.

1765-1880: the project work started to be a regular teaching method, and it was transplanted to America.

1880-1915: the Project works were used in manual training and in public schools.

1915-1965: the project work was redefined and transplanted from America back to Europe.

1965-Today: the development of project ideas.

Moreover, Knoll (2005, p. 6) stated that, "in 1577 in Rome and especially in an architectural academy, teachers gave their students specific tasks such as designing churches, monuments, or palaces, and there were a jury to be convinced about that project". These immediate life competitions were called at that time 'progetti' which helped the students to apply their theoretical information into practice in real-life situation. By the end of 18th century, projects started to be used in engineering education, and students were asked to design machines. In the second half of the 19th century, one of the professors in Illinois Industrial University called Robinson declared that the use of project methods can help in the development of his students as democratic citizens because they experience the equality of men and respect of labor in practice".

The project work knew a huge prosperity since the 1960's, especially in the western countries, even though it was forgotten for few decades Knoll (2005), and it has been found and used in post-communist countries since the 1990's as well.

2. Definitions of the Project Work

The project work has many definitions which differ from one author to another everyone. There are many researchers and scholars who talked about it. Projects are outspread tasks in which language skills can be integrated by means of many activities. Those activities have one agreeing goal, and also deal with the following planning; to gather information (through one of these skills; reading, listening, interviewing, and observing), to solve the problem, to do an oral and written reporting, and finally to display (Hedge, 2002).

Fried-Booth (1986) provided that, "from the project itself, language tasks naturally appeared. These language skills were developed as a reaction to a fundamental objective called the project" (P.08).

Hains(1989, P.01) indicated that, "Projects are multi-skill activities which focus on themes or topics rather than the targets of a specific language. The goals of specific language are not precise; which means that learners concentrate only on one goal. And the project work has a great role in providing learners with opportunities to reuse known language and skills in a new context". This definition means that project works include more than one skill, and it focuses on topics and themes rather than concentrating only on a specific language skill. Also, project work can help learners to reshape their knowledge in a different context.

A project is a creative way for learners to implement the language they had already learned in the classroom. When doing a project, learners are free to choose what they want to do and how to do it. They show their abilities and capacities when they work on a project. A

project is considered as a complementary task in which learners learn how to do a work in groups, and share the feeling that they can do something together (Louzandji, 2010).

3. The Role of the Teacher

The role of the teacher is very important because s/he is trying to preserve a general overview and to inspire confidence to their students in the classroom, in which they feel that they are learning by working towards their objectives. If the teacher is involved in project-based only in the classroom, or engaged in one which takes students outside the classroom, s/he must enhance many techniques in order to deal with the raised language, and to see then if he/she can predict it or not. In other terms, the teacher should provide moral support to his/her students or simply being with them, working alongside them, being absorbed in how they are treating their own needs of language, and awaiting their returns if they need to take something outside the classroom. Thus, the teacher can be able to hold the group together (Fried-Booth, 2002).

Moreover, the teacher can be considered as "the leader of activities"; s/he leads and controls the tasks during the teaching process Dewery (1899). Also, he/she can have the role of being a manager, an instructor, an informer, a counselor, as well as a model to students in the classroom (Prodromerou, 1991). Thus, teachers play a very significant role to improve their students' language and skills in the educational environment.

4. Types of the Project Work

The project work has many types as all the other pedagogical tasks, and each type deals with different topics of the projects. These types are specified according to three main categories. The first category is according to the main activity which is accomplished by students Legtuck & Thomas, Henerry (1993, 1994). The second one is according to the length Fried-

booth, Hains (1989, 1990). The third category is according to the age of the learners Hutchinson, Booth (1992, 1990). Each category will be explained in the following:

4.1. According To the Main Activity

There are three basic types of project works which are used in EFL teaching-learning process. These types are introduced by Leguke and Thomas (1993, pp. 160-166).

4.1.1. Encounter Projects

These types of projects are important because the learners need to meet native speakers to communicate with them face-to-face. There are two main types of encounter project. The first happens in L1 environment, for example in big cities, learners can make interviews on the bus or in public places with English speaking tourists coming to their town. The second type takes place in L2 environment (many books about theory and practice of project work focus on this type). This type requires the students to make visits and trips to places where they are exposed to communicative use of the target language (TL) Leguke & Thomas (1993).

4.1.2. Text Projects

There is a similarity between this type and the one above in which both of them include encounters. But, in this type they are not face-to-face encounters with people; they are with different texts done by native speakers such as: literature, news media, authentic programs, textbooks, magazines, and many others. These texts must provide authentic language (Luguk & Thomas, 1993).

4.1.3. Class Correspondence Projects

This type is considered as a part of international exchange programs. Correspondence is an important way in which communication happens, and it can also include videos, audio recordings, photos, or collage (apart from classical letters). This type of projects encourages

students to share their culture and their daily life with other students from other countries (Luguk & Thomas, 1993).

Also, there are three other types in this category. First, structured projects; this type of projects is organized by the teacher who determines the topic, the methodology, the materials, and the presentation. Second, unstructured projects; these are defined by the learners themselves. Third, Semi-structured projects; which are organized by both teachers and learners (Henry, 1994).

4.2. According To the Length

There are many types of long project topics which are given to learners during their learning process. There are three types of projects according to length. First, bridging strategies (Booth, 1990). Second, medium length projects (Hains, 1989). Third, long term projects (Hains, 1989). Each of them will be explained in the following:

4.2.1. Bridging Strategies

Diana and Fried-Booth (1990, pp.13-15) suggested this type which she called 'Bridging strategies'; it means that teachers must begin with easy and short term projects. Those strategies should be presented in classroom without previous experience with the project work. This kind of projects helps the students to learn how to take responsibility for their learning process. The time spent on each activity may differ according to the interests or the intentions of both teachers and learners.

4.2.2. Medium-Length Projects

According to the examples done by Hains (1989, pp.15-39), this type of projects lasts approximately between 4 to 18 hours, and it is up to the teacher if the project will be done intensively, for example only one lesson per week will be devoted to the project. Also, according to Hains (1989:6), when doing this type of projects, the teacher should know that

the time of this project kind may change according to each group of learners as well as the needs.

4.2.3. Long-Term Projects

This kind is considered to be the highest level of project work that can be achieved, and it must be done with classes which are using project tasks and activities. Booth (1990:71-73) suggested a good example which is called 'Hospital and spastic unit' which lasted more than twelve (12) weeks. The aim of this project is to involve learners into the hospital community through a volunteer work. Those students will write down their experiences in the hospital as well as on their own their language development. This task will take a lot of time to be completed, and it takes place outside the classroom.

4.3. According To the Age of the Learners

The types of project differ from one grade of learners to another, they can be for young learners (Hutchinson, 1992), for teenagers (Hutchinson, 1992), and for adults (Booth, 1990).

4.3.1. Young Learners and Language Beginners

When saying young learners, it means learners between six and twelve years old of age. They deal with simple projects which typically consist of areas related to the learner himself/herself, his/her family and his/her surroundings. Hutchinson(1992 :19) suggested that, "each student will set up his own project book and sticks, and he/she will write his/her project into this book, for example a book consisting of:

-My ideal day.

-Our town.

-My family.

-My favorite Pop group.

-My house".

4.3.2. Teenagers

Generally, teenagers are very sensitive and take everything personally because they do not change only in the physical aspect, but also in the in the psychological one. Thus, teachers must take care about their feelings, for example, do not offend them when they feel ashamed. Hutchinson (1992) introduced some examples of the subjects of the projects which are done by teenagers such as:

- The earth.
- My horror family.
- Animals in danger.
- Pollution.
- Our language.
- Your restaurant.

4.3.3. Adults

Adults deal with very complex projects. These projects are based on discussion, negotiation, and sharing opinions. Also, they usually benefit from the life experience of learners and the multicultural aspects of the classroom. The following examples of the project topics specified to adults are introduced by Booth (1990: 61-73):

- Third world display.
- Good wheelchair guide.
- Primary school teaching.
- Hospital and spastic unit.

5. Characteristics of the Project Work

Project work has some features that can be distinguished from other learning tasks, it represents the role of the learner in the classroom(student-centered) Stroller(1997), it helps the language and the content to be integrated(content-based) Hains(1989), it shows

the collaboration among learners and the teacher in the classroom (interaction and cooperation) Stoller(1997), integration of skills Fried-Booth (2002), end-product Fried-Booth (2002), cross-curricular links Wicks (2000), relevance and motivation Hutchinson (1991), autonomy and responsibility Stoller (1997), and creativity Hutchinson (1991).The explanation of each feature will be in the following:

5.1. Student-Centered

The project work explains the responsibility and the involvement of the learner, and it is learner-centered even if the teacher guides the students, helps them, and also supports them throughout the process. Thus, learners will feel responsibility and ownership of their learning Stoller (1997). Also, Hedge (2000, p. 63) states that, "Project work clearly fits with a perception of the value of learner-centered teaching." It means that project work explains the involvement, responsibility, and autonomy of the learner under the guidance of his/her teacher.

5.2. Content-Based

Project works must be considered as an important vehicle for the full integration of language and content learning, which makes it a vital choice for learners working in a variety of pedagogical setting which include general English (GE), English for Academic Purposes(EAP), English for Specific Purposes (ESP), and English for Occupational/Professional Purposes. Hains (1989) provided that, "project work is an approach of learning which completes the mainstream methods, and it is not a replacement for other teaching methods" (p.15). Also, project work is effective in classrooms which deal with content learning as well as language learning because it represents the natural stretch of what is already happening in the classroom Stoller (1997).

5.3. Interaction and Cooperation

According to Stoller (1997), the project work supports cooperation among learners rather than competition. Students work in small groups or as a class to complete a project, and they share their own ideas, resources, and experiences along the way.

5.4. End Product

Fried-Booth (2002) provided that, "the project work is a student-centered, and the needs of learners drive them to create a final product. Also, it is a way to achieve this end product that makes the project work. The end product is helpful for students because it brings them opportunities to develop their confidence and independence in order to work together in real-life environment by cooperating in a certain task". Moreover, Stoller(1997, p.15) stated that, "project work closes in an end product that can be shared with others, and gives a project a certain purpose. The value of project work exists in the final product as well as the process of working. So, the project work provides students with chances to focus on the accuracy at several project work stages".

5.5. Cross-Curricular Links

According to Wicks (2000), cross-curricular links is a technique that gives learners the opportunity to share their knowledge gained in other school subjects such as, geography, science, history, and develop them throughout the project work. So, when doing a project work, students can link subjects from other schools, and this is helpful for them as well as for teachers.

5.6. Integration of Skills

Project work includes a full area of skills, which must be integrated and used in balance. It also includes the social skills, learner's independence, and intellectual skills such as, planning

and using imagination Phillips, Burwood, & Dunford (1999). Learners acquire the language, and they develop skills and strategies that can help them to complete their tasks, and also they must combine all the four language skills (reading, listening, speaking, and writing) during their work. Moreover, Fried-Booth (2002) observes that, "Several projects requires several procedures, and of course several skills will be more important at different stages." (p.8).

5.7. Relevance and Motivation

The project is generally driven by the motivation of students, and also makes its success. Hutchinson (1991, P.11) claims that, "a foreign language can often seem as a remote and unreal thing. This inevitably has a negative effect on motivation because the students don't see the language as relevant to their own lives." In this point, Fried-Booth (2002) agrees that, "The language that really takes place in classroom is the organized one. Also, there is a gap between the language taught by students and their original one."(p.5). This gap can be realized by doing project work.

5.8. Autonomy and Responsibility

When doing a project, students organize themselves in a group or in a pair work, and this enables them to share their opinions and to help each other. When students learn independently; they will be encouraged to take responsibility which can help them in their future studies. Stoller (1997) viewed that autonomy, esteem, and motivation can be increased by the project work.

5.9. Creativity

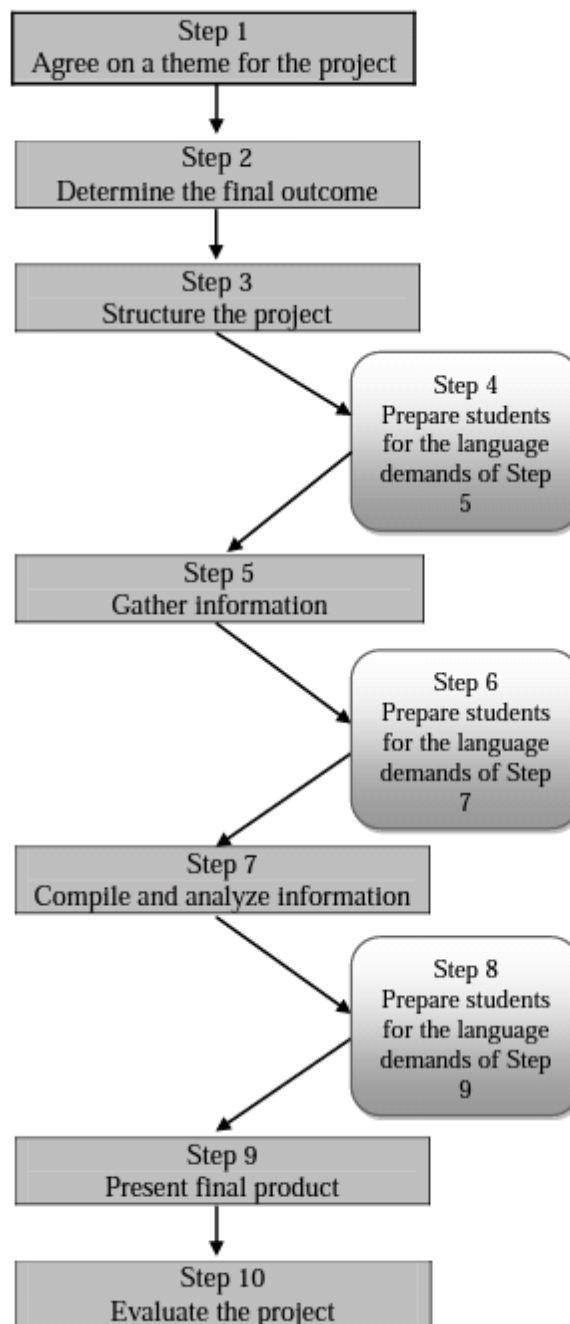
A project can be considered as a medium for students to apply language skills and structures, and all what they dealt with in the class, and of course they choose what they do and how to do. According to Hutchinson (1991), each project is a special piece

of communication created by the project doers themselves, and projects are very creative in terms of language and content.

6. Steps of Developing a Project Work

Teachers should follow many steps to develop a project work. But, first they must group the learners, and the aim of doing so is to achieve the mix of students who are different from each other, and this is helpful for them to break down barriers, and to create the cooperative environment among them. Stoller (2002) introduced many steps to develop a project work; they are displayed in the following figure:

Figure A: Steps of Preparing a Project Work from Stoller (2002) as Cited in Richards, & Renauda, A. (2002, p.112).



Step One: Defining a Theme

The teacher introduces the topic of the project, and he/she motivates the students to work in collaboration.

Step Two: Determining the Final Outcome

The teachers must define what the final outcome is; it can be for example: written report, debate, or video, and also they should define if the presentation will be collective or individual, as well as they have to agree on the objective for the content and the language.

Step Three: Structuring the Project

In this point, teachers have the role of identifying information that students will need and the steps they should take such as interviews or letters. They also have to identify materials that enhance the project like advertisements from a magazine, and they must decide the role of each student in the team work and which technique students have to use in their presentation.

Step Four: Gathering Information

To gather data, students have to design instruments such as a questionnaires, surveys, or interview questions. They gather information inside and outside the classroom, in pairs, individually, or in groups. This stage is very important, because learners collect information and materials from books, journals, maps, or personal resources.

Step Five: Organizing and Analyzing Information

When students gather information, they have to organize them, to compare their findings, and to decide how to organize them for presentation while the role of the teacher always remains in guiding.

Step Six: Presenting End-Product

The presentation of students depends on the final form of the product; it may include a video, a written report, or many other things.

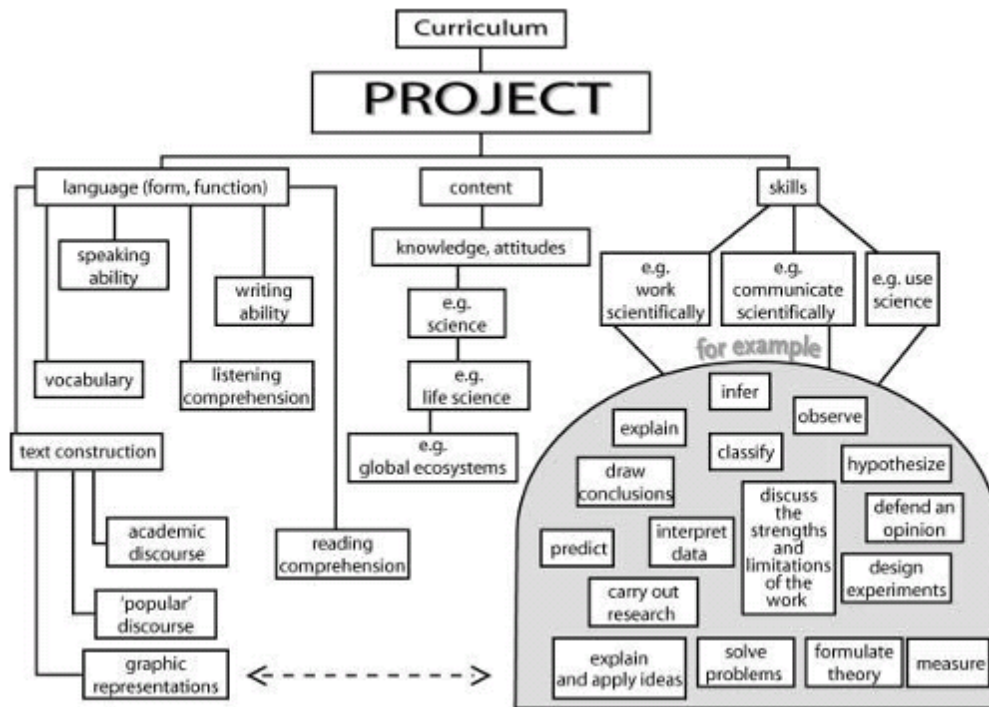
Step Seven: Evaluating the Project

To evaluate the project, the teacher will consider the students' effort, creativity, use of information, and presentation, as well as their language, skills, information acquired in the process, and steps used to achieve their objectives. Before students start doing their projects, they are given the evaluation grid, so that they know what things that will be evaluated are.

7. The Project Framework

The project framework is considered as a tool that addresses the language learning, content, and skills. Its aim is to present the students' development of language, content, and skills which happens throughout the project. The following figure represents a project framework which combines language, content, and skills. The language column comprises of: reading, writing, listening, speaking, vocabulary, and text construction. The column of content consists of: knowledge and attitude. The final one shows different skills.

Figure B: The Project Work Framework from (Gulbahar, H. Beckett, & Slater, T., 2005)



8. The Importance of the Project Work

The project work is very important for students due to many reasons. First, it enables them to develop their curiosity, in which they will always want to know how and why things happen, and also enables them to use logic and methodology to solve any research problem. Then, the project work can help the learners to be more organized in their learning as well as in their future studies; for example when they move to their professional life, they will find themselves able to write a CV, a report, or many other things. Moreover, when doing project works, students will acquire the appropriate writing skills, in which they will have the sense of independence and self-confidence which help them to produce original research report. Finally, project work can offer a bridge to independent learning for students, and it can be

helpful to teachers to share the responsibility with students

<http://www.easypointmaterials.net/the-importance-project-work-students-advantages-project-work-schools/>.

9. The Advantages of the Project Work in ELT

As all other tasks, the project work have many advantages that make it useful in English Language Learning and many scholars have talked about its effectiveness and importance in the learning-teaching process due to its specifications. Project work is seen as a method that naturally increases learners' motivation. According to Hutchinson (1992:11), teachers must help their students to enjoy English learning, and positive motivation is considered as a key to successful learning.

Also, doing project work in groups can encourage the collaboration of students which is considered nowadays as an essential part in education. Each student has a role in the teamwork, and these roles stimulate cooperation; Legutke & Thomas (1993) said that, "each student adopt a specific role, and this enables them to represent things they are good at; one is good at speaking to people, someone else is good in operating computers or drawing sketches, and so one and so forth".

Then, project work not only supports the team work, but also helps the students to develop their responsibility, self-confidence, and positive attitude in the learning process. Fried-Booth (1990) said that, "students (when doing project work) become responsible for their own learning process, and they select and devise the project while the teacher only act as a facilitator"(p.7). (Legutke & Thomas 1993:270-271) introduce different qualities of the project work which help to develop learners' autonomy:

- Student can make decisions during the project.
- They use their own experiences in the learning process.
- They also apply rules they had learned.

Moreover, the project helps the learners to learn and to see the relationship between the practical knowledge and the theoretical one. Also, it can help them to apply theoretical information into practice. Berliner as cited in Beckett and (Michell, 2006).

Indeed, the project work gives students the opportunities to practice communication skills in their works when language is used in a number of ways for real communication (Hedge,1983) as cited in Beaumont and (William ,1983).

To sum up, Beckett (1999) claims that teachers have several aims to implement project work in their ESL classes, like encouraging creativity of students, enhancing cooperation among learners, fostering independence and autonomy, improving critical/creative thinking skills, and facilitating the language of ESL learners.

10. Disadvantages of Project Work In ELT

The project work has many disadvantages as all other school-works which makes it neglected some times in learning teaching processes, but this does not mean that the project is not effective. Hutchinson (1992, pp. 16-17) discussed some of these problems in the following:

10.1. Noise

Many teachers claim that the project work is an activity which is very noisy. Students are responsible for their learning environment as they are responsible for their work, and teachers must control learners because as Hutchinson (1992) argued that, "the lack of teachers' control will cause noise. So, teachers also should teach them how to work quietly, and students should accept it as their own responsibility".

10.2. Time

To do a good project, students and also teachers will spend a lot of time, it means that students will consume a lot of time while searching and preparing their work, and the presentation of that work will take a lot of time for teachers and learners. According to Hutchinson (1992), students gladly spend a lot of time to do their work at home, so teachers must give them a long period of time to carry out the project because students are engaged in different activities of different modules outside the university or the school. Also, Hutchinson notes that project work is very cost-effective use of time.

10.3. Use of Mother Tongue

Teachers are afraid that when allowing students to work on their own, they immediately use their original language, especially in the group work because the teacher cannot control all at once. However, rather than considering it as a problem, Hutchinson (1991) tried to consider it as an advantage. He persuaded that, the target language and the L1 (first language) are not completely separated domains, but the learner who knows both of them well can naturally move from one to another. And, when the presentation occurs in the English language, the use of the original one does not matter. Sometimes the use of the mother tongue is necessary and can lead the students to do a realistic translation, for example making interviews with persons in the L1 and writing about the results in English. In this point, Philips, et al. (1999) introduced that, in low level classes the introduction could be done in pupils' mother tongue while in high level ones; it could be a good chance to use the target language.

10.4. Mixed Ability Classes

Students are different in the level of English, for that some teachers will be afraid that without their control; students who are weak will not be able to cope. Hutchinson (1999) again concluded that, the supervision of the teacher is not necessary for all learners in the classroom

because students who have a higher level and whom they are brighter can be encouraged to work independently, so that the teacher can devote his/her time just to monitor students who need it most.

10.5. Groups Working at Different Speeds

One of the drawbacks that teachers may face during the realization of the project work is called groups working at different speeds, for example some students finish the project before the given time, and they will have nothing to do.

10.6. Personality and Motivation Problems

When doing long-term projects, motivation may decrease, and also personal problems between students may take place. Fried-Booth (1990:39-45) suggested some solutions to this kind of problems such as: inviting other staff students, doing something different, or winding up the project.

These are some possible disadvantages of the project work that teachers have to deal with carefully. If the teacher can control these problems and pay attention on them during the project-process, he/she will manage the process successfully, and will not face any of the previous problems.

Conclusion

Creativity is a human skill that should be fostered in educational system because the creative students are the basic of development and civilization, and they are the inventors who play with ideas in new ways. Moreover, the project work is considered as a rich learning experience because it provides rich in involvement, creativity, and motivation. It knew a huge prosperity since the 1960's, and it is used in all learning schools and universities. The following chapter is the practical part, in which data will be analyzed and discussed in order to prove or disprove the previous hypothesis.

Chapter Two:
Data Analysis and
Interpretation

Introduction

The practical study is considered as a very important part in this research in the sake of confirming or rejecting the hypothesis stated at the very beginning of the research project. In this chapter, the researchers will describe the data collected, interpret them, and discuss them in order to achieve the aim which is investigating the role of project work in developing creative thinking of EFL students.

1. Research Methods

As described in chapter one, the purpose of this research paper is to discover the role of the project work as a pedagogical task in developing creative thinking ability of EFL learners at English Department of Abbes Laghrour University. To carry out the study, the researchers have chosen the quantitative method rather than qualitative one because it is appropriate to the objectives of the dissertation. The main feature of a quantitative research is that an inquiry into an identified problem, based on testing a theory measured with numbers, and analyzing using statistical techniques. The goal of quantitative methods is to determine whether the predicted generalization of a theory holds true. The Selection of which research approach is appropriate in a given study should be based upon the problems of interest, resources available, the skills and training of the researcher, and the audience for the research (Craswell, 1994).

2. Research Design

The Design selected to the current research is the descriptive one. This kind of quantitative design seeks to obtain information concerning the current status of the phenomenon to describe “what exists” with respect to variables or conditions in a situation. The aim of the descriptive research is to confirm or reject the hypothesis. According To Seliger and Shohamy(1989) , the descriptive research is based on understanding

phenomenon within the interactive framework of the environment where it occurs, without isolating the variables

The researchers thought of a very effective approach for improving the creative thinking skill of EFL students to examine and test the research hypothesis, and they carefully designed the descriptive approach. Their prediction has been checked through the results obtained from the questionnaires.

A variable is a measurable characteristic that varies; it may change from one person over time, from person to person or from group to group. The dependent variable is the characteristic that change when the researcher implement the independent variable. The independent variable is the circumstance that the researcher manipulate in order to determine its connection with the observed phenomenon. So, in this topic, the project work is the independent variable which is meant to have influence on the dependent variable creative thinking skill of EFL students. The study will determine the connection between them.

3. Population and Sampling

The target population of this study is primarily third year EFL students enrolled in Abbess Laghrour University of Khenchela and teachers of English at the same university. More to the point, the researchers targeted an FB closed group named “Third Year English - Abbess Laghrour”, consisting mainly of third year students. The FB closed group is accessible through the following URL:

<https://www.facebook.com/groups/134315690660168>

And the FB closed group of teachers URL:

<https://www.facebook.com/groups/AATE.ALGERIA>

To join this group, the user must have an FB account, and once the permission has been approved by the administrator of this group. The member can start posting in the group. The researchers as members Posts their questionnaire and students will answer. The

researchers have chosen this level of learners because the aim of the study is to highlight the role of project work in developing the creative thinking ability and third year students have already did many projects starting from their first year and they still deal with them. So, 40 students' answers in Fb closed group will provide us with the desired data. The questionnaires have been presented on FB because of the special circumstances around the country and all the world, which is the infective disease covid19.

Out of (70) students participating in the FB closed group, a sample of "40" students were chosen randomly to take part in the present study; they consists males and females belonging to Third Year students at Abbess Laghrour University of Khenchela. and the number of teachers selected randomly to answer the questions was 20 teachers.

4. Research Instruments

Questionnaires were chosen for this research as a data gathering tools, Brown (2001) states that the questionnaires are any research instrument given to respondents to answer some questions by writing their point of view or selecting the right answer from many choices. Questionnaires were chosen for this research because they are reliable and quick to collect information from multiple respondents in efficient and timely manner. Also, they are the well-known research tools which enable the researcher to reach a large number of subjects in a short time with a structured way.

4.1. Description of the Questionnaire of Students

The questionnaire consists of (15) questions , ranked from general to specific in order to present clear introducing of the topic to students and to get the information needed . The questionnaire includes open – ended and close – ended questions classified in three sections:

Section one: the questions have been given to know their interest of EFL students on project work contain (07) questions.

Section two: the questions has been asked to know EFL students ‘experience of project work and creative thinking skill, contain (04) questions.

Section three: are (04) questions, has been given to determine the relationship between project work and creative thinking skill according to students.

4.2. Description of the Questionnaire of Teachers

The questionnaire of teachers is presented on fb closed group and g-mail, Out of (20) teachers participating, the questionnaire consists of (11) questions differ from open – ended and close – ended, classified in two sections titled:

Section One: some questions are asked about general information of teachers, contain (03) questions.

Section Two: this section contains questions asked to know the point of view of teachers about the project work and creative thinking, contain (08) questions.

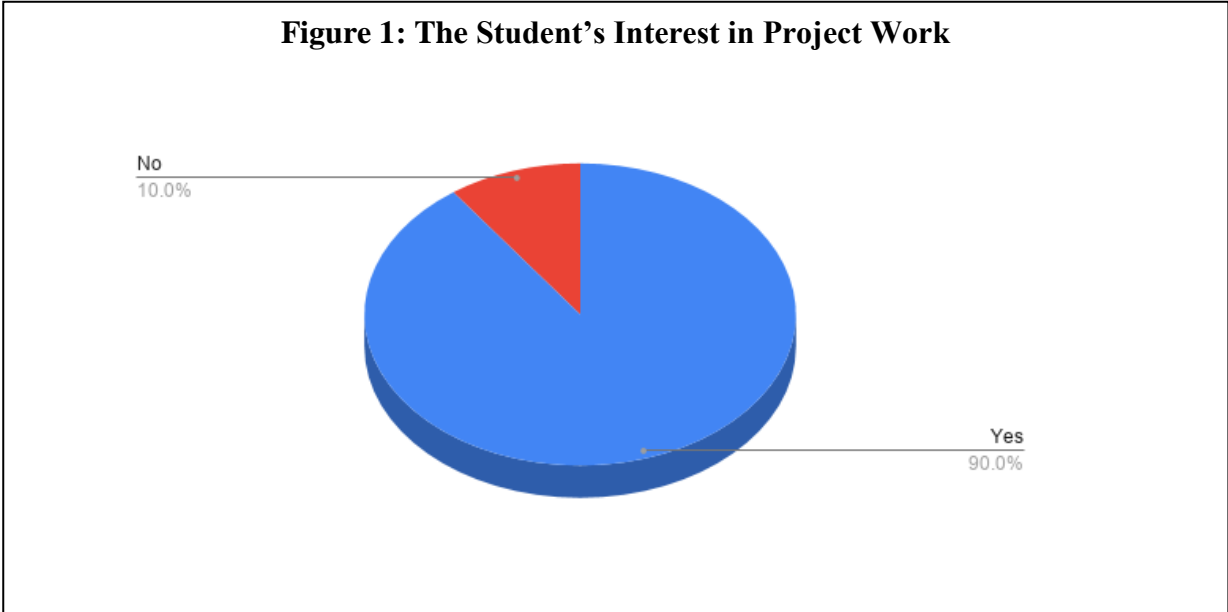
5. The Analysis of the Student’s Questionnaire

Section One: The Interest of EFL Students on Project Work.

Item 01: As a Third Year Student, Do You Like to Take a Project Work?

Options	Participants	Percentage%
Yes	36	90%
No	4	10%
Total	40	100%

Table 01: The Student’s Interest in Project Work

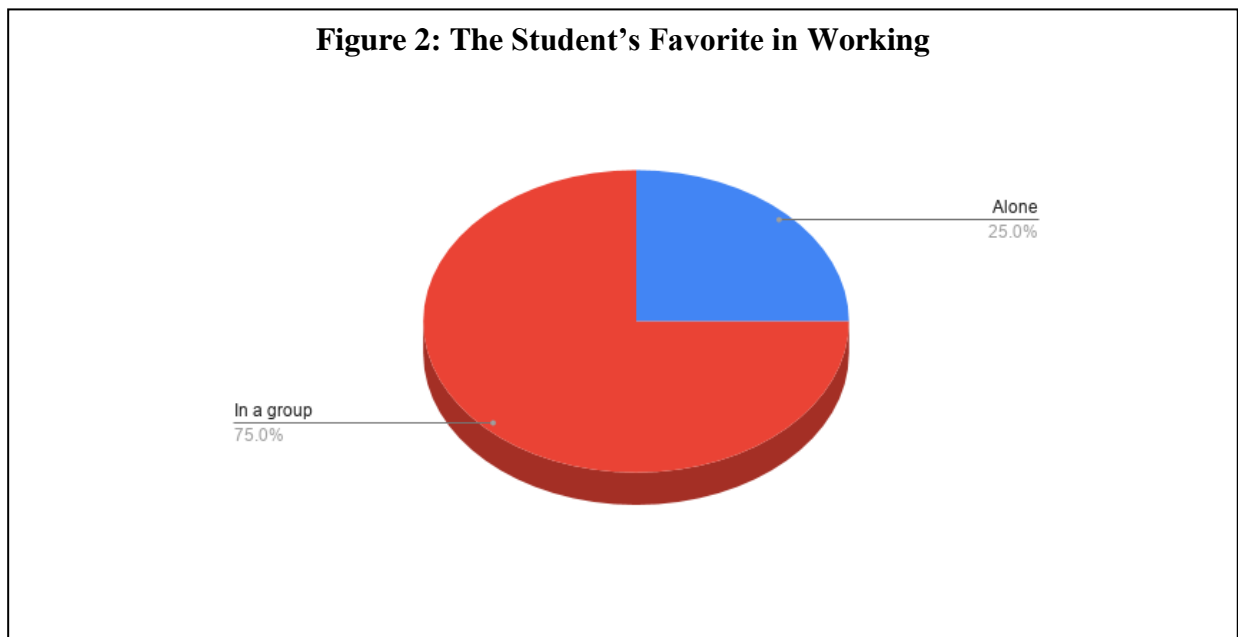


As it is shown in the chart above, (10%) of students do not like to take a project. While, (90%) of them prefer to have a project work.

Item 2: In a Project Work, you Prefer to Work?

options	Participants	percentage%
Alone	10	25%
In a group	30	75%
Total	40	100%

Table 2: The Student's Favorite in Working

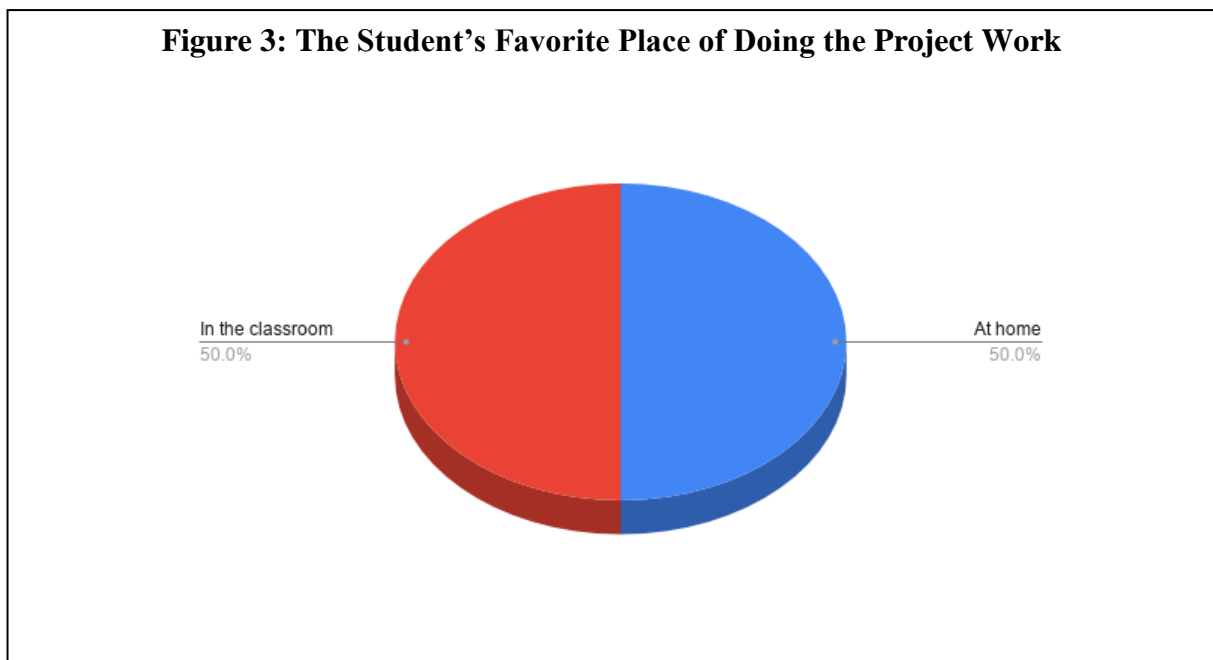


According to the results revealed in the chart above, (75%) of the participants said yes they prefer to work in a group, but (25%) of them affirmed that no they like to work individually.

Item 3: In a Project Work, you Prefer to Work?

options	Participants	percentage%
In the classroom	20	50%
At home	20	50%
Total	40	100%

Table 3: The Student's Favorite Place of Doing the Project Work

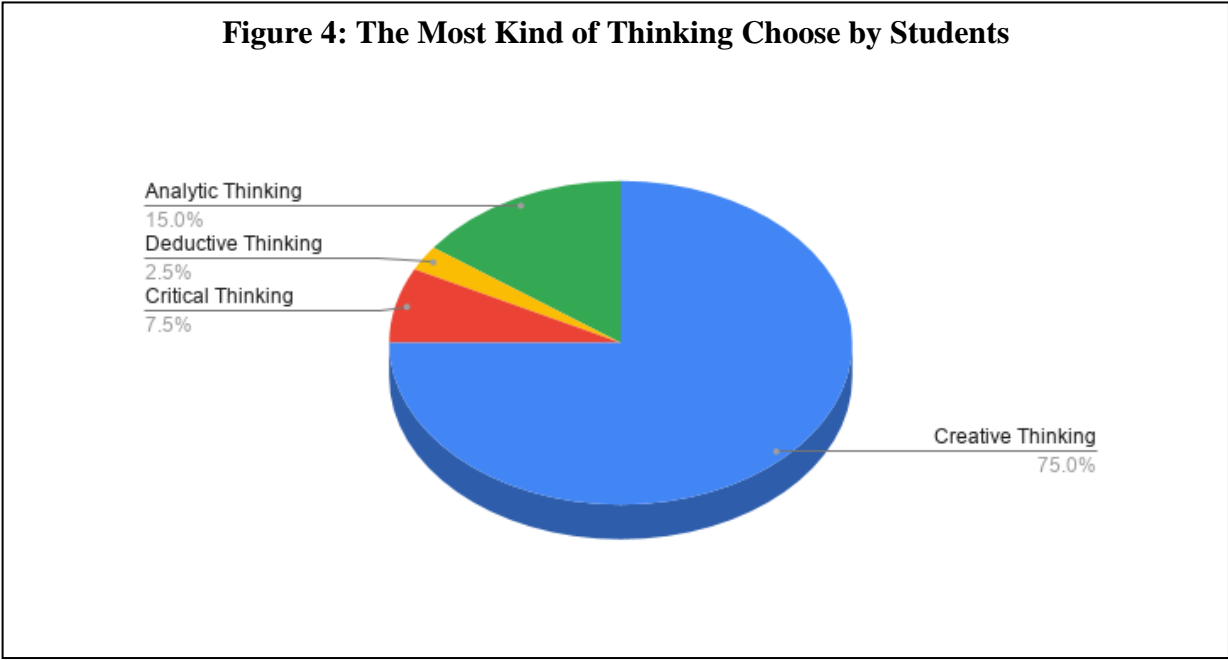


As the chart above displayed, (50%) of the participants prefer to work at home, as well as (50%) of them prefer to work at the classroom.

Item 4: What Kind of Thinking is the Most Important?

Options	participants	percentage%
Creative thinking	30	75%
Critical thinking	3	7.5%
Deductive thinking	1	2.5%
Analytic thinking	6	15%
Total	40	100%

Table4: The Most Kind of Thinking Choose by Students

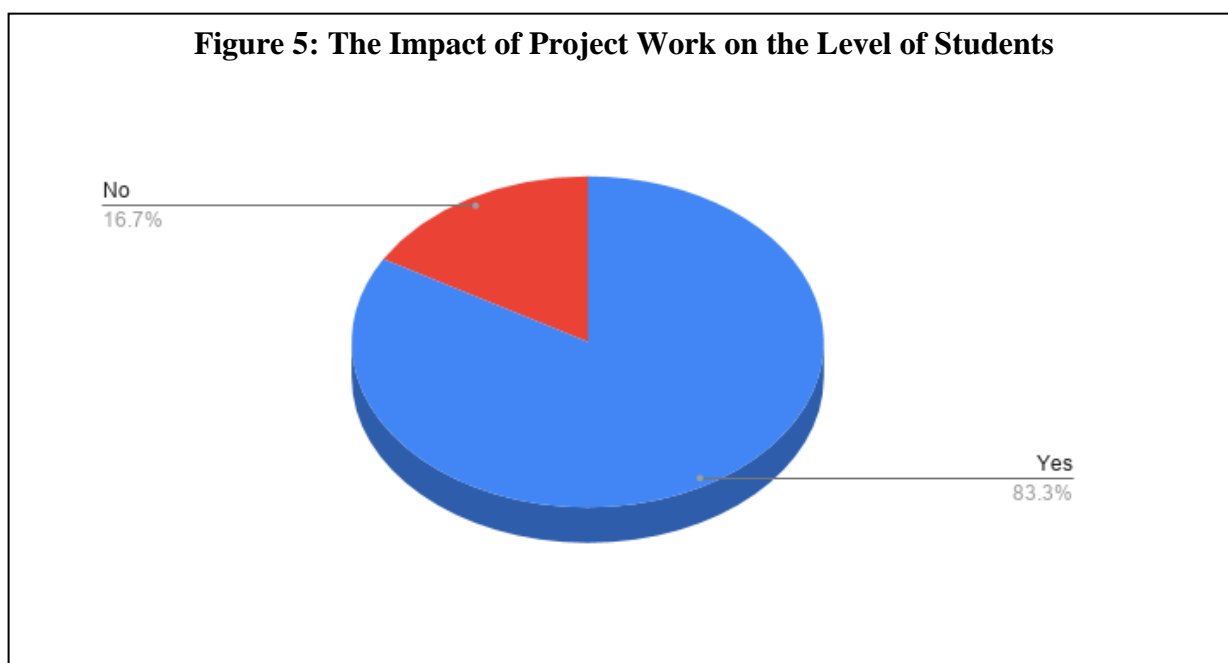


According to the data collected, (75%) of the respondents had chosen the creative thinking, also (7.5%) of them had selected the critical thinking, as well as (2.5%) of them had picked out deductive thinking, and (15%) of them selected the analytic one.

Item 5: Do you Think that Project Work Improves the Level of Students?

options	participants	percentage%
Yes	33	83.3%
No	6	16.7%
Total	40	100%

Table 5: The Impact of Project Work on the Level of Students



The chart above showed that (83.8%) of the participants said that the project work improve the level of students, but (16.7%) said that it is not.

They explain that with:

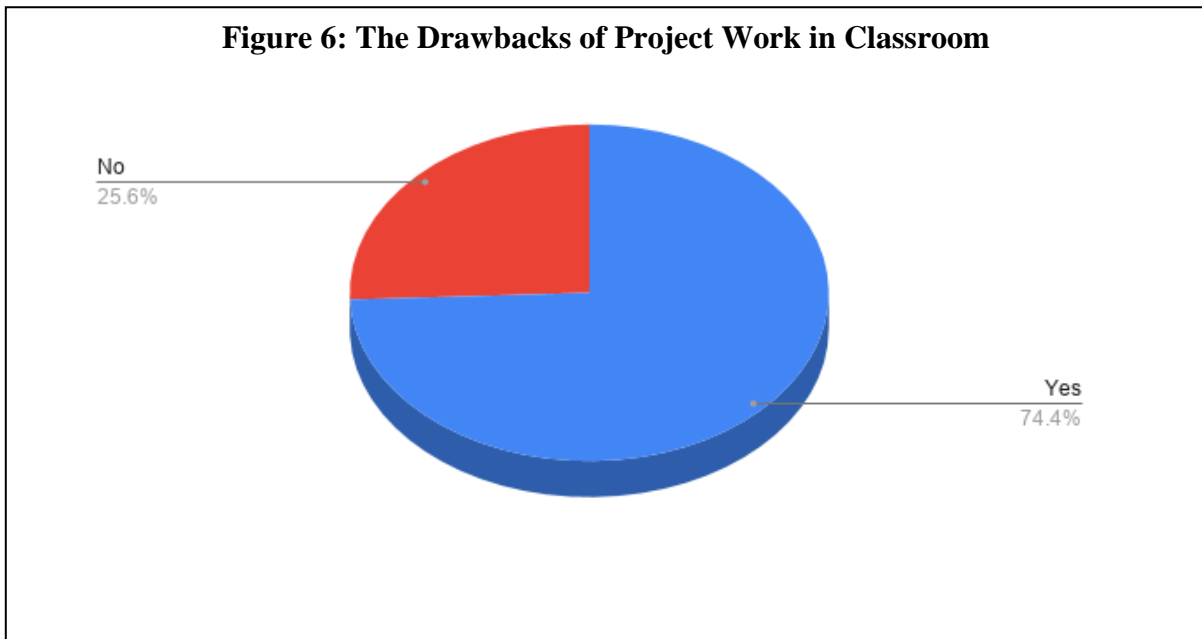
- “When you a project work you learn how to think and solve problems also you take more knowledge”.
- “An occasion to them to present their ideas and points of view”.

- “Because it helps students to have new information and do not rely only on information given in classroom”.
- “The project work helps learners to develop their background and their abilities”.

Item 6: Does the Project Work in a Classroom Have Drawbacks?

options	participants	percentage%
yes	29	74.4%
No	11	25.6%
Total	40	100%

Table 6: The Drawbacks of Project Work in Classroom



According to the findings gathered, some of the participants (25%) said yes it have drawbacks, but the majority of them (75%) had shown that no it have no disadvantages.

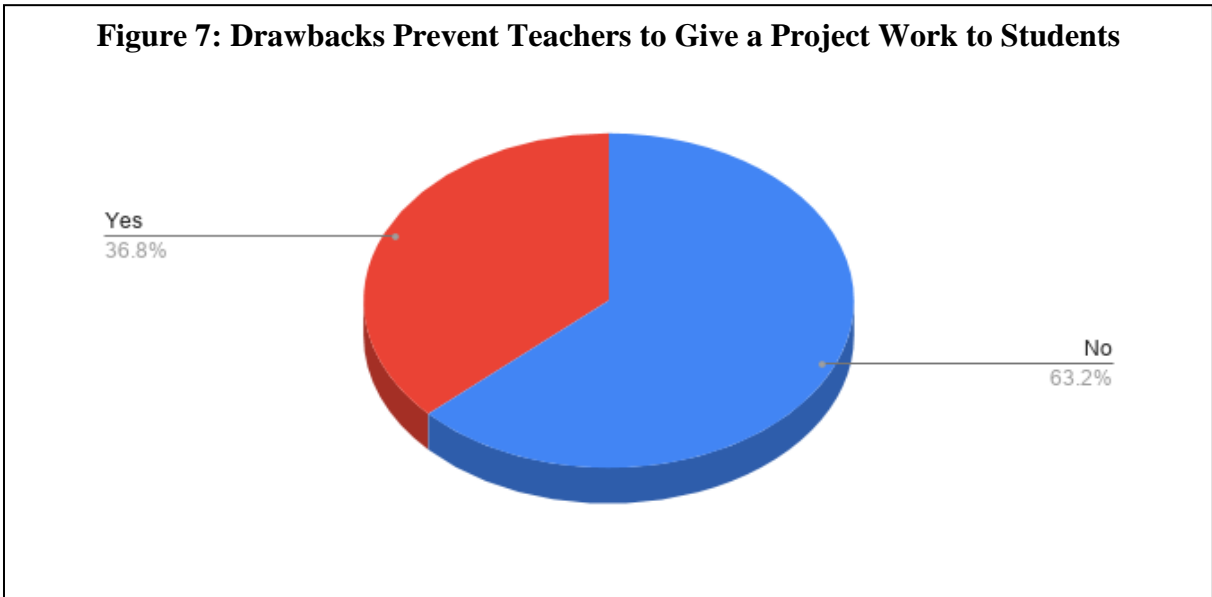
They explain that with:

- “Maybe there are students who can't learn or give their best in all that noise and crowd”.
- “The education's level of students is not equal”.
- “With the high number of modules that the students deal with, to do a good project work ; well detailed and structured is hard for them because needs a lot of time”.
- “Students who have low level will be neglected by the others who have good abilities”.

Item 7: Are these Drawbacks Preventing the Teachers to Give a Project Work to Students?

options	participants	percentage%
yes	15	36.8%
No	25	63.2%
Total	40	100%

Table 7: Drawbacks Prevent Teachers to Give a Project Work to Students



The chart above showed that (36%) of the participants assume that yes the drawbacks of the project prevent the teacher to give them project work. But, the majority of them (63%) of them affirm that no the project disadvantages do not prevent the teacher to give project works.

They explain that with:

- “Even if there are some drawbacks... Projects main aim is to make pupils rely on themselves. Its okay to make mistakes the most important thing is to learn how to fix them”.
- “The teacher can suppose and implement some solutions to avoid this problem”.
- “Project work has many beneficial self helping tricks so it won't stop”.
- “The teacher can control his students and guide them”.

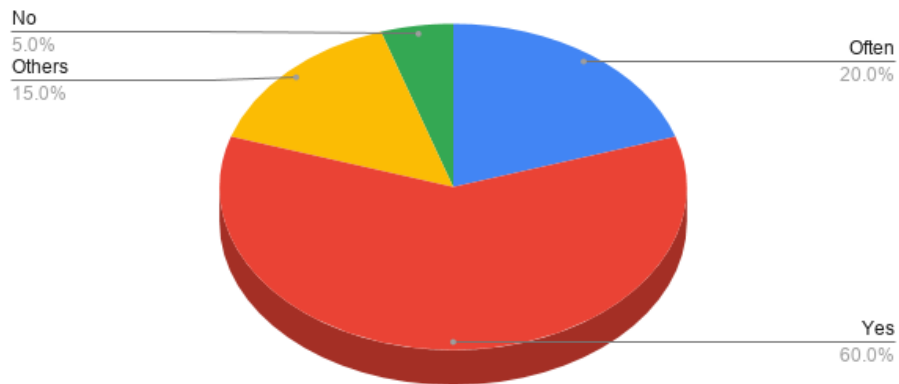
Section Two: EFL Students’ Experience of Project Work and Creative Thinking Skill

Item 8: Does your teacher give you project works?

options	participants	percentage%
yes	24	60%
No	2	5%
Often	8	20%
Others	6	15%
Total	40	100%

Table 8: The Interest of Teachers on Giving Project Works

Figure 8: The Interest of Teachers on Giving Project Works



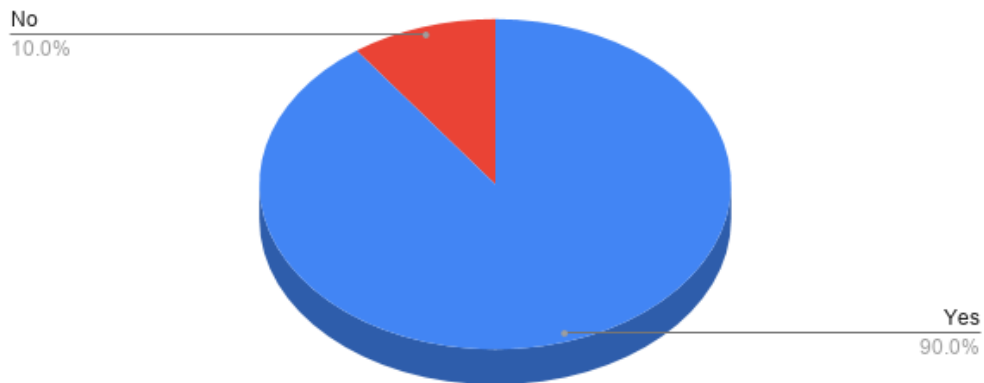
The results of this question showed that the majority of the respondents (60%) said yes, (20%) of them said often, (5%) of them said no, and (15%) of them said that their teachers give them other tasks which are: practices, reading books.

Item 9: Does your Teachers Evaluate your Answers and Give you Remarks?

options	participants	percentage%
yes	36	90%
No	4	10%
Total	40	100%

Table 9: The Evaluation of Teachers

Figure 9: The Evaluation of Teachers



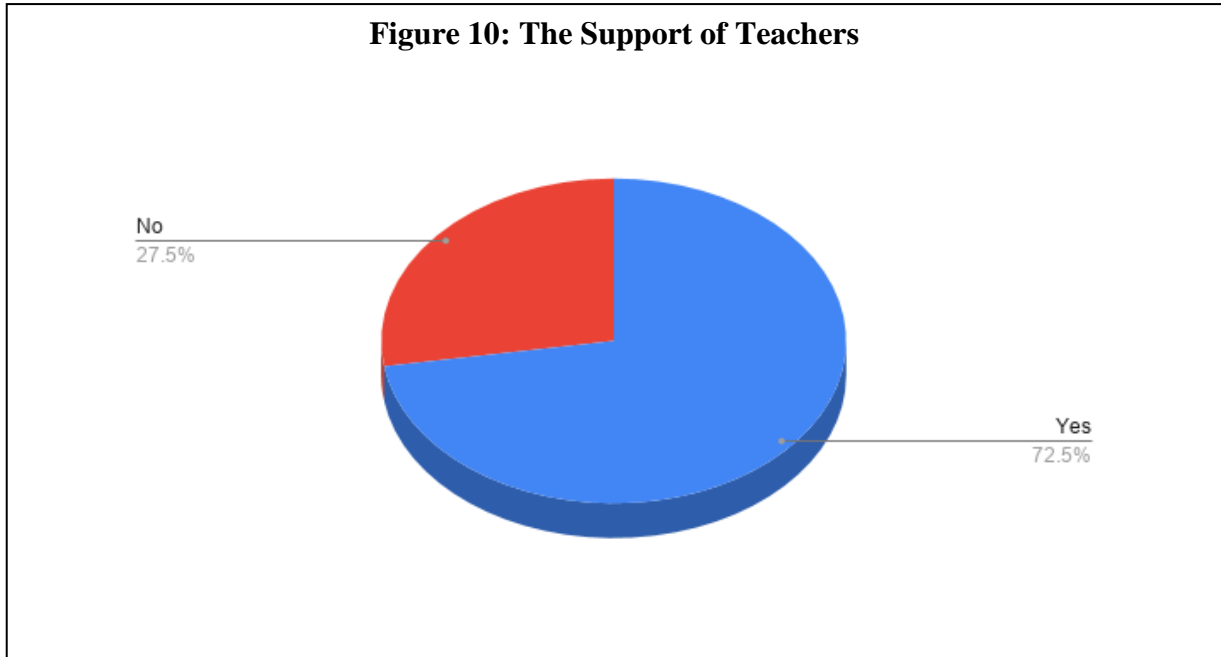
As it seems in the chart above, the majority of students (90%) said that their teachers evaluate their works and give them remarks, but (10%) of them confirmed that their teachers do not do so.

Item 10: Does your Teachers Work on Developing and Improving your Ways of Solving Problems and Supporting?

options	participants	percentage%
Yes	29	72.5%
No	11	27.5%
Total	40	100%

Table 10: The Support of Teachers

Figure 10: The Support of Teachers



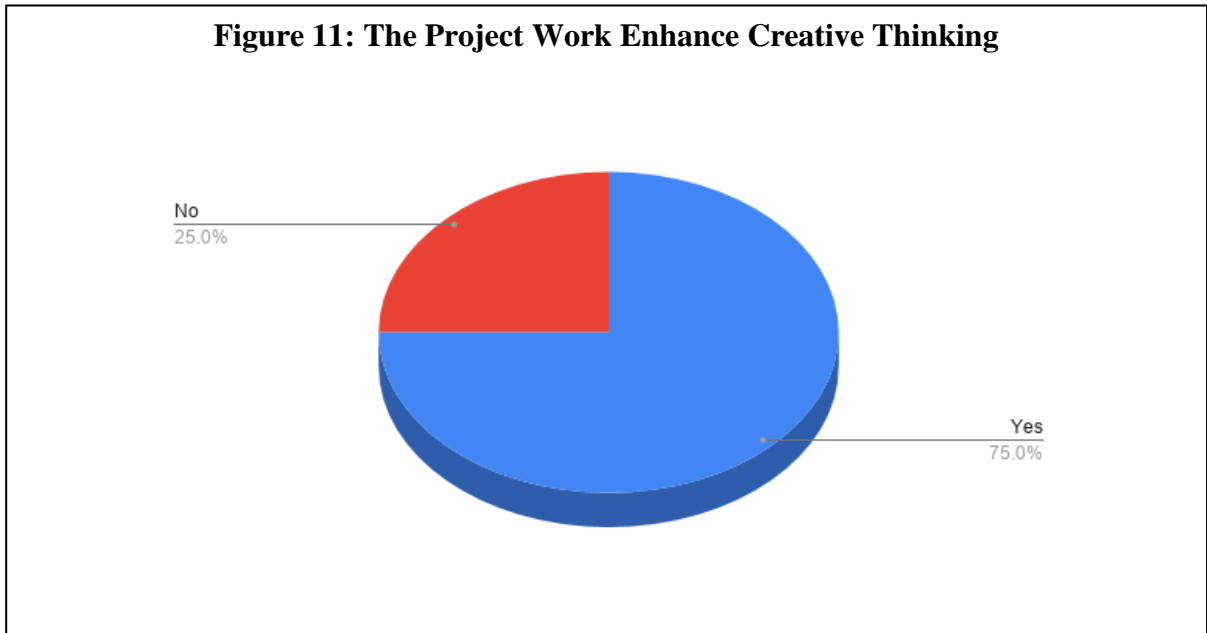
In the light of the answers collected, (72.5%) of students confirmed the aim which is the teachers support their students in the process of doing the project work, and they work on developing ways their ways of solving problems, while (27.5%) of them reject that aim.

Item 11: Do you Think that The Project Work can Help the EFL Learners to Develop their Creative Thinking Skill?

options	participants	percentage%
Yes	30	75%
No	10	25%
Total	40	100%

Table 11: The Project Work Enhance Creative Thinking

Figure 11: The Project Work Enhance Creative Thinking



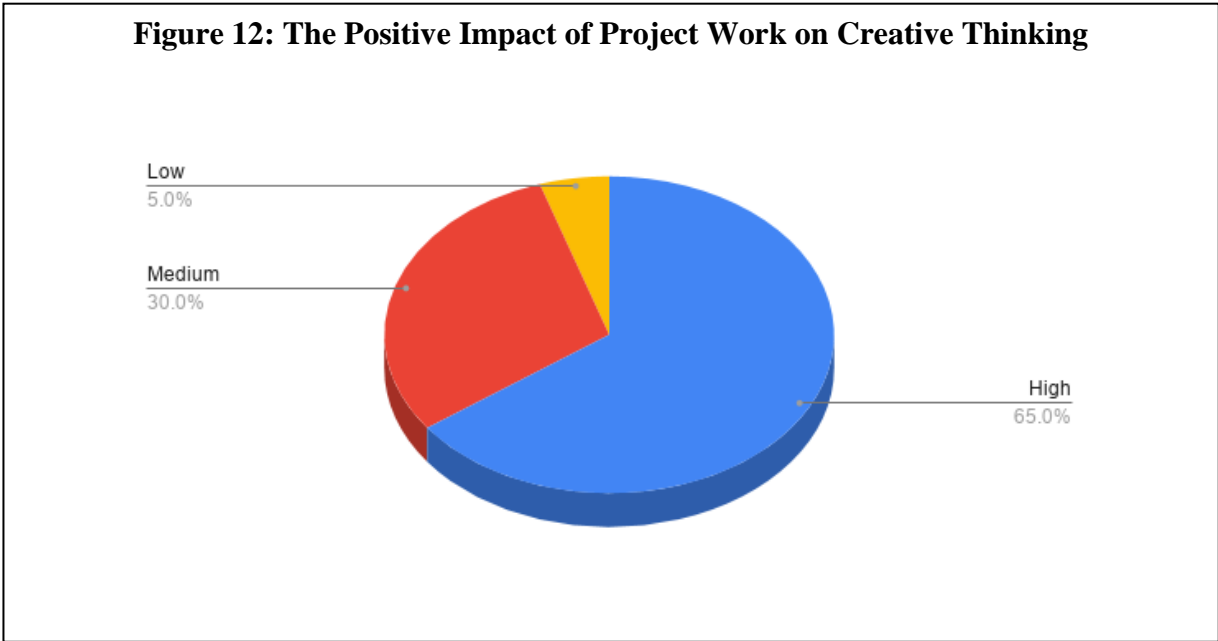
Depending on the results showed in the chart above, the majority of the participants (75%) confirmed that the teacher guide and helps students to develop their creative thinking skill, and the minority of them (25%) refused that.

Section Three: The relationship between project work and creative thinking

Item 12: Many Approaches Affect the Creative Thinking of Students; in your Opinion, to what Extent the Project Work Enhance your Thinking Skills?

options	participants	percentage%
High	26	65%
Low	12	5%
Medium	2	30%
Total	40	100%

Table 12: The Positive Impact of Project Work on Creative Thinking



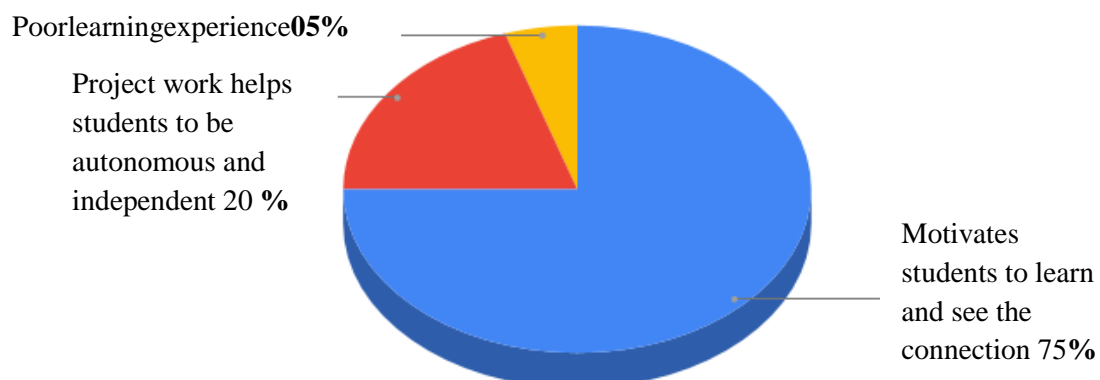
According to the results found, (65%) of the participants said that project work have a high influence, (5%) of them affirm that it have a low effect, while (30%) of them selected the option medium.

Item 13: Choose the Statement that you Agree with.

options	participants	percentage%
Poor learningexperience	2	05%
Helps students to be autonomous and independent.	8	20%
Motivates students to learn.	30	75%
Total	40	100%

Table 13: How Project Work Affect on Creative Thinking

Figure 13: How Project Work Affect on Creative Thinking



According to the results revealed in the chart above, (75%) of the participants said that the project work motivates the students to learn and (20%) of them affirmed that it helps students to be autonomous and independent, but (5%) said that it is a poor learning skill.

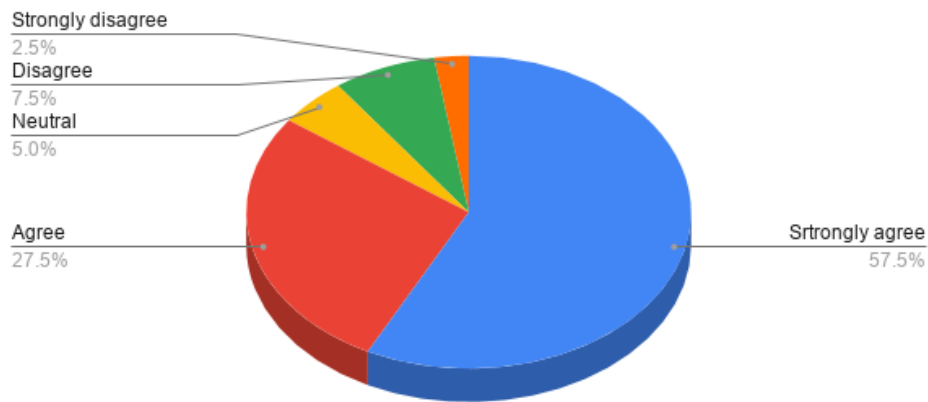
Item 14: How do you React to this Statement: the Project Work as a Pedagogical Task

Develop the EFL Learner’s Creative Thinking?

options	participants	percentage%
Agree	11	27.5%
Stronglyagree	23	57.5%
Neutral	2	5%
Disagree	3	7.5%
Stronglydisagree	1	2.5%
Total	40	100%

Table14: The Point of View about Using Project Work as Pedagogical Task to Improve Creative Thinking Skill.

Figure 14: The Point of View about Using Project Work as Pedagogical Task to Improve Creative Thinking Skill.



According to the results found, (57.5%) of the participants said that they are strongly agree, (27.5%) also are agree, while (5%) of them selected the option medium and (10%) were disagree.

Item 15: What do you Suggest to Implement Project Work in EFL Classes?

The most of students said that:

- “Project work highly affects the student’s self-confidence & communication; it stimulates creativity, critical thinking, and works on rising the problem solving and discussion between the classmates”.
- “Students learn sharing and exchanging thoughts and lot of stuff”.
- “Because, it helps the students to practice their capacities, not only theoretic study”.
- “With practice project works in university; the student will not find a difficult in his future work after”.
- “I think when students present a projecting the classroom, they would remember the information better. Also, it enhances their speaking skills as well as it self-confident to speak in front of many people”.

- “Help students to understand their lessons more through the deep searching about them... Especially in theoretical ones”.
- “It gives students an occasion to discuss and challenge new information”.

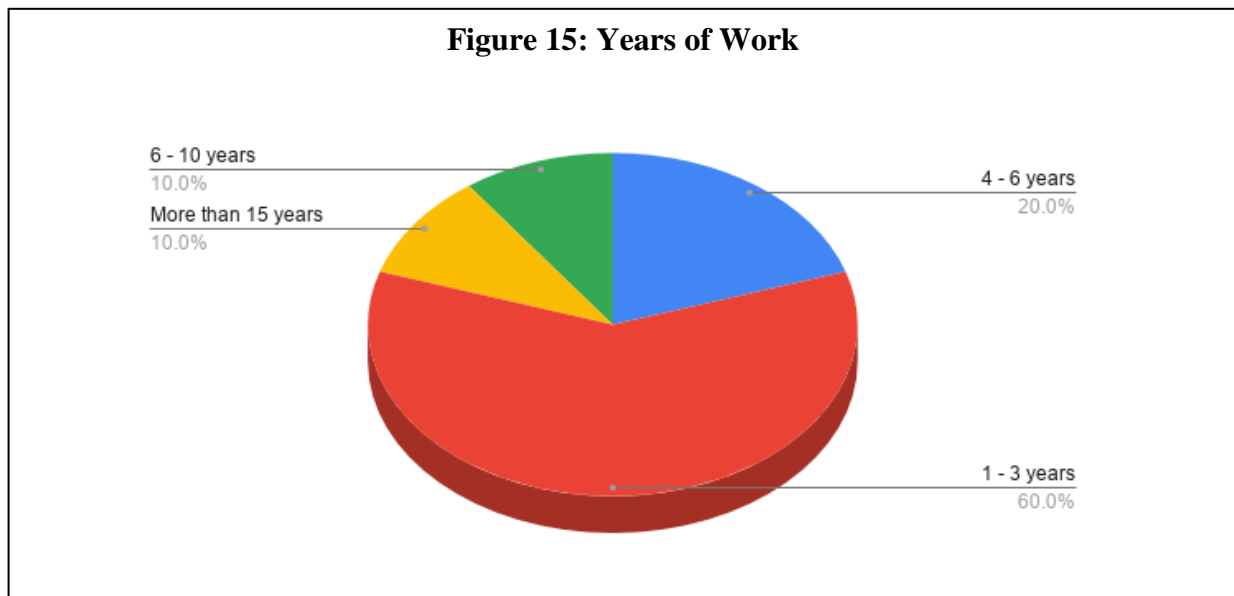
6. The Analysis of the Teachers’ Questionnaire

Section One: General Questions

Item 1: How Long have you been Working as a Teacher?

options	participants	percentage%
1 -3 years	12	60%
4 – 6 years	4	20%
6 – 10 years	2	10%
More than 15 years	2	10%
Total	20	100%

Table 15: Years of Work

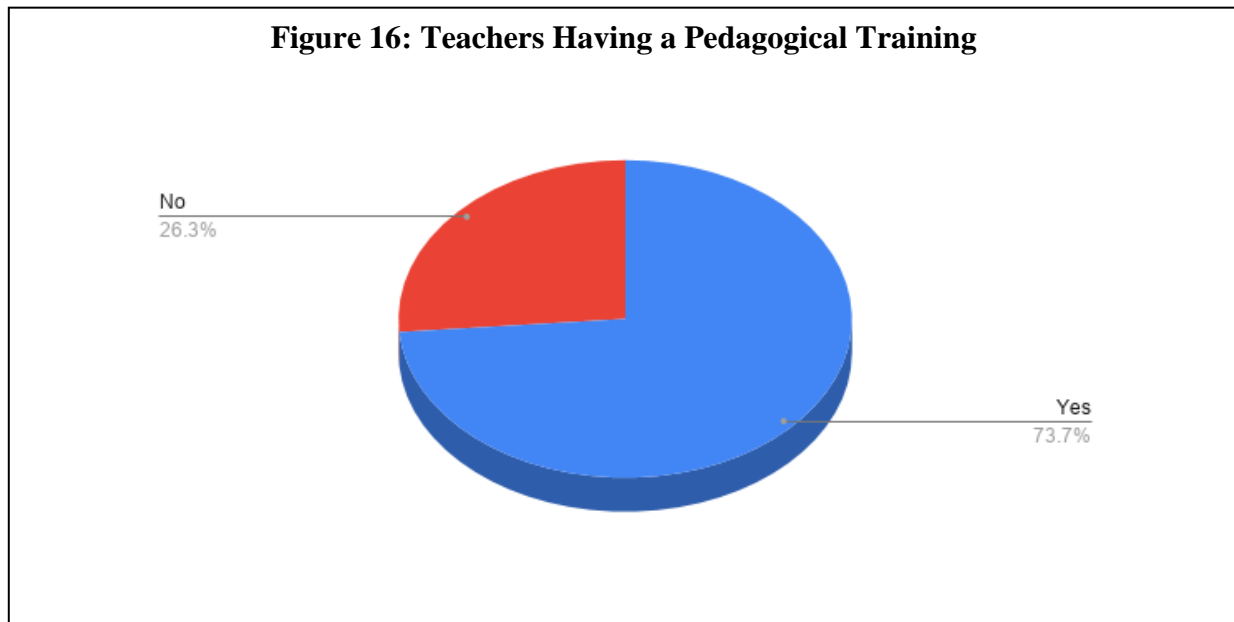


working from 1 to 3 years, and (20%) of them were working from 4 to 6 years, then (10%) of them were working from 6 to 10 years, also (10%) of them were working for more than 15 years.

Item 2: Have you Followed any Pedagogical Training Course to be a Teacher?

options	participants	percentage%
Yes	16	73.7%
No	4	26.3%
Total	20	100%

Table16: Teachers Having a Pedagogical Training

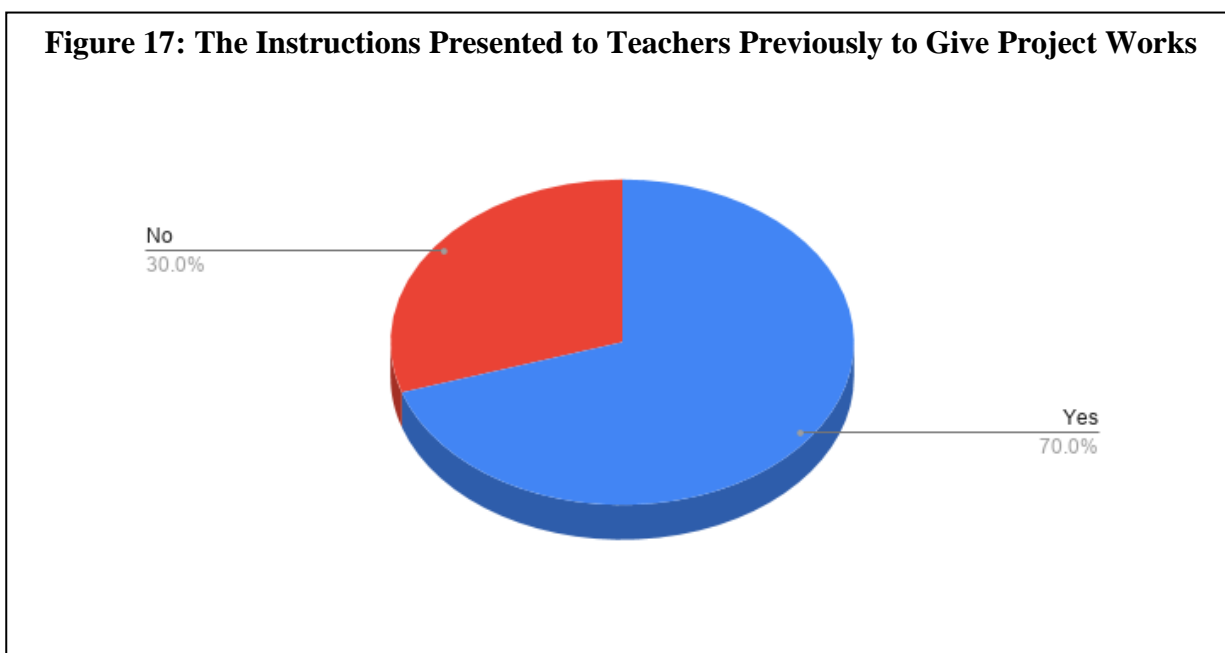


Depending on the results collected, (73.7%) of the teachers had followed pedagogical training courses to be a teacher, while (26.3%) of them did not.

Item 3: Have you Received any Instruction to Give Project Works to Learners during your Training?

options	participants	percentage%
Yes	14	70%
No	6	30%
Total	20	100%

Table 17: The Instructions Presented to Teachers Previously to Give Project Works



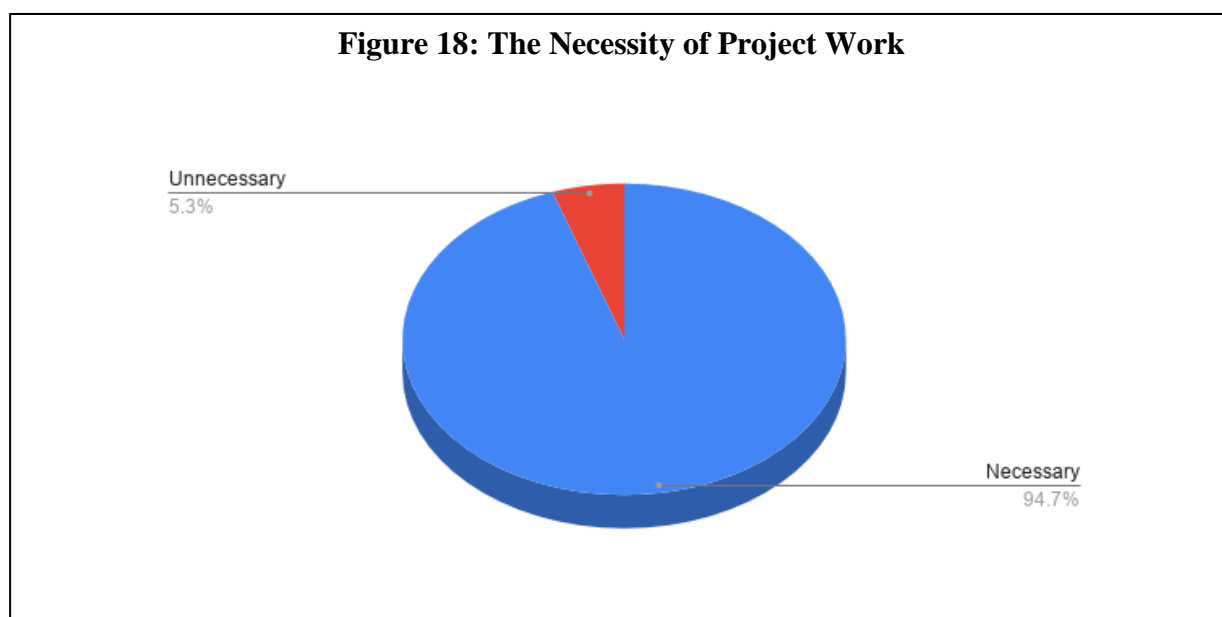
As it is shown, many teachers (70%) confirmed that they had received instructions to give projects works to their students, but some of them (30%) affirmed that they did not.

Section Two: The Project Work and Creative Thinking

Item 4: Do You Think That The Use Of Project Work As A Task In EFL Classroom Is?

options	participants	percentage%
Necessary	19	94.7
Unnecessary	1	5.3%
Total	20	100%

Table 18: The Necessity of Project Work

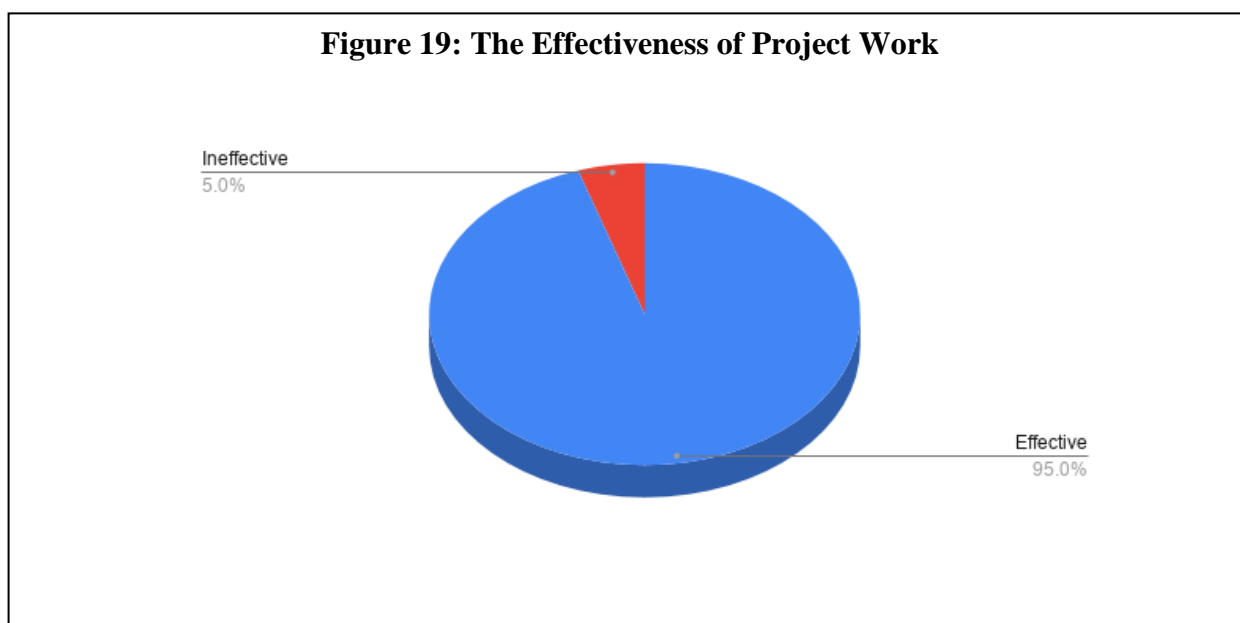


According to the data gathered, (94.7%) of teachers choose the necessity of the project work, but (5.3%) choose that it is unnecessary.

Item 5: Do you Think that the Use Of Project Work as a Pedagogical Task in EFL Classroom is?

options	participants	percentage%
Effective	19	95%
ineffective	1	5%
Total	20	100%

Table 19: The Effectiveness of Project Work

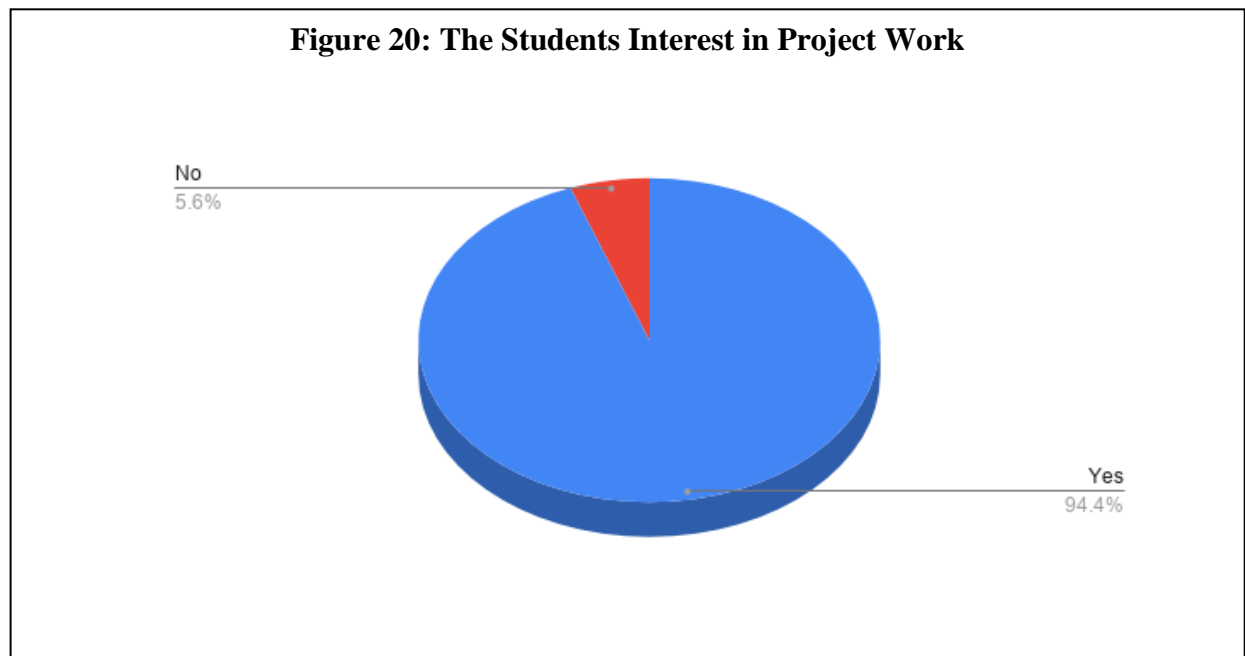


In the light of the results seemed in the chart above, (95%) of teachers answered that it is effective, but (05%) of them confirmed that it is ineffective.

Item 6: Do you Think that the Learners Enjoy when Doing Projects?

options	participants	percentage%
Yes	18	94.4%
No	2	5.6%
Total	20	100%

Table 20: The Students Interest in Project Work

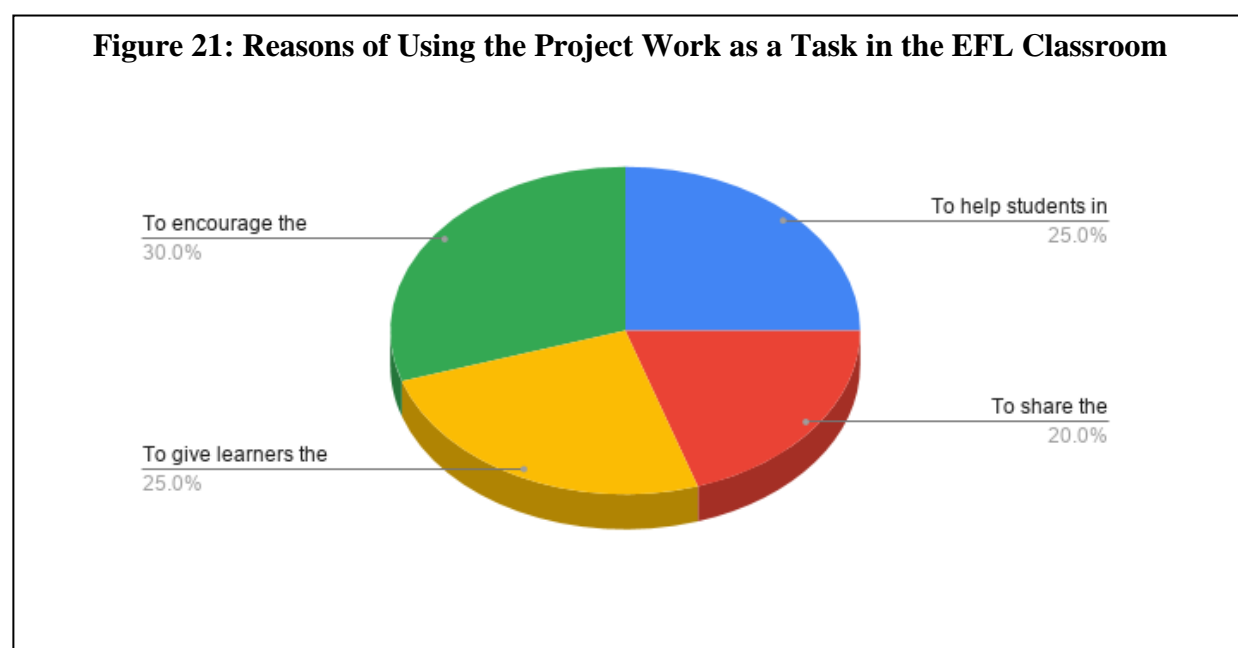


According to the data gathered, (94%) of teachers said that their students enjoy when doing project works. However, (5%) of them assume that their learners do not.

Item 7: Why do you Use the Project Work as a Task in the EFL Classroom?

options	participants	percentage%
To encourage the cooperation among students	6	30%
To share the responsibility with learners	4	20%
To give learners the chance to discover this abilities	5	25%
To help students in developing their creative thinking skill	5	25%
Total	20	100%

Table 21: Reasons of Using the Project Work as a Task in the EFL Classroom

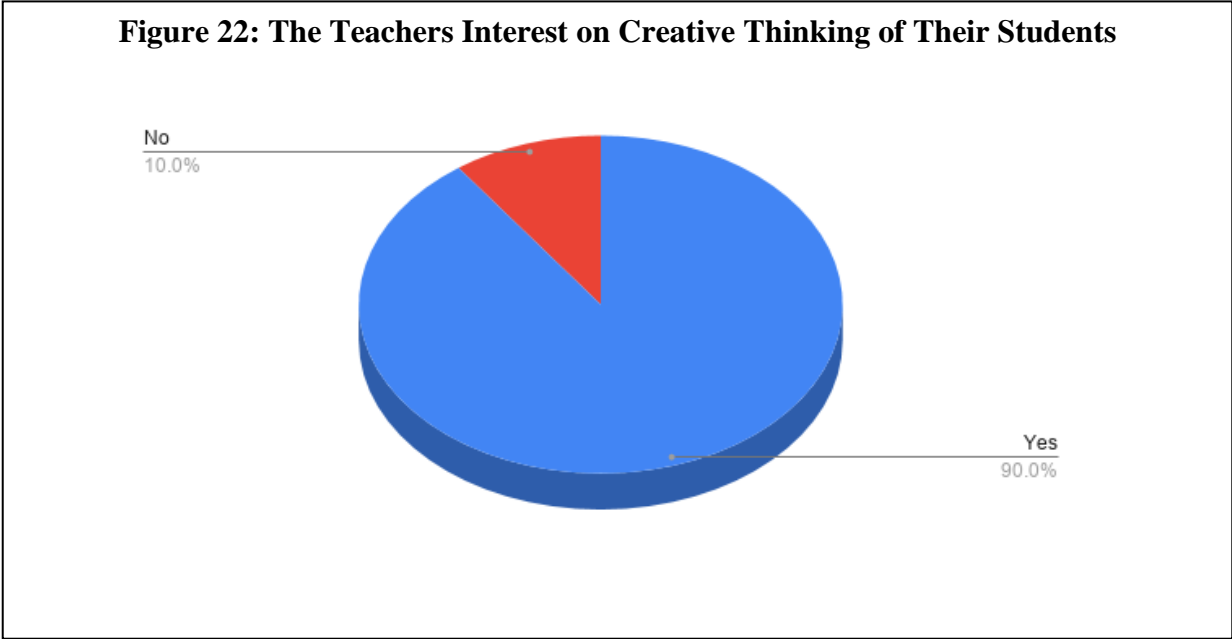


The results showed that the majority of teachers (30%) use project works to encourage the cooperation among students, (20%) choose the reason of sharing responsibility with learners .while, the equal percentage (25%) for to help students in developing their creative and To give learners the chance to discover this abilities.

Item 8: Do you Give any Importance to the Learners’ Creative Thinking Ability during the Project Work Process?

options	participants	percentage%
Yes	18	90%
No	2	10%
Total	20	100%

Table 22: The Teachers Interest on Creative Thinking of Their Students

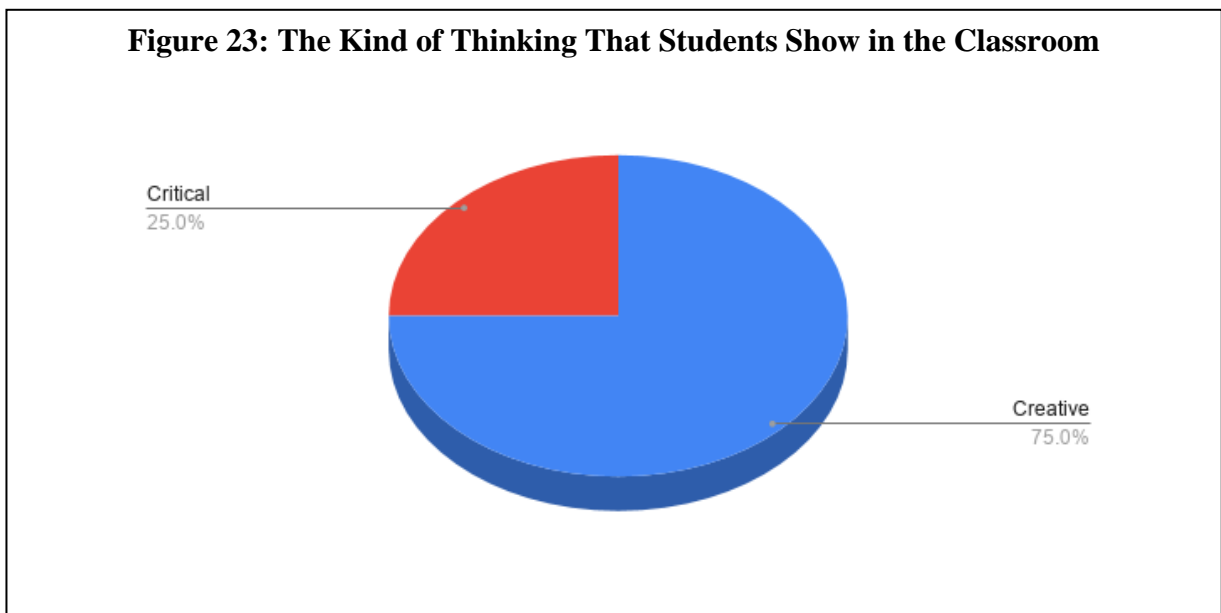


Depending on the results found, the majority of teachers (75%) confirmed that students present the creative thinking in the class. Otherwise, (25%) of them affirmed that they show the critical one.

Item 9: Which Kind of Thinking Skills your Students are Showing in the Class?

options	participants	percentage%
Creative	15	75%
Critical	5	25%
Total	20	100%

Table 23: The Kind of Thinking That Students Show in the Classroom

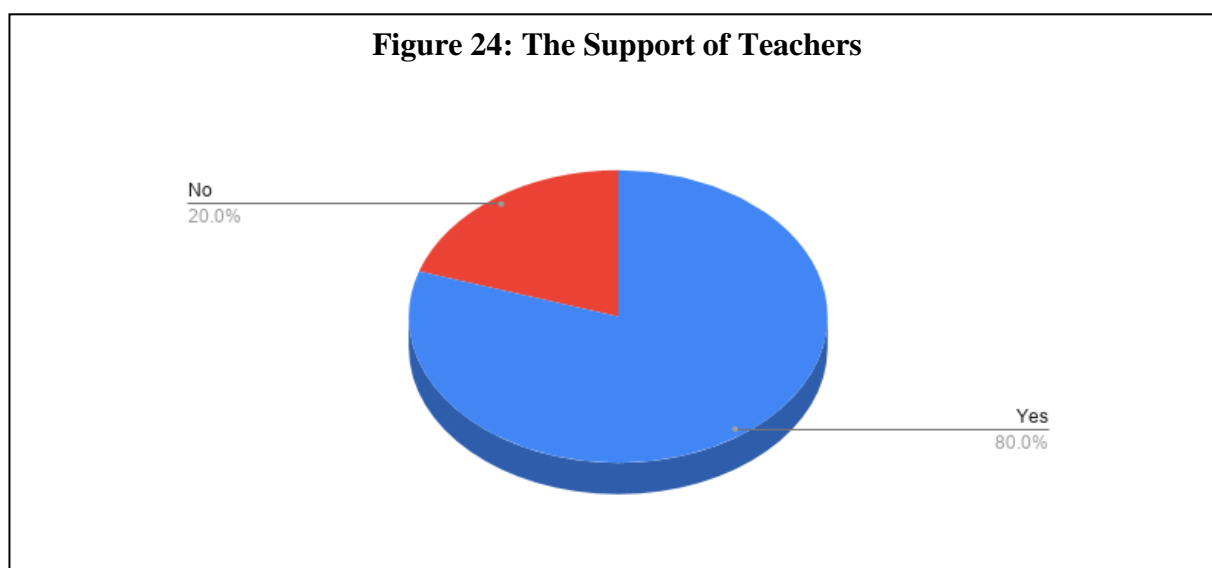


According to the data gathered, (75%) said that creative thinking is showed by students and (25%) said that the critical one is used.

Item 10: Do you Help and Guide Learners in Developing their Creative Thinking?

options	participants	percentage%
Yes	16	80%
No	4	20%
Total	20	100%

Table 24: The Support of Teachers



The results showed that the majority of teachers (80%) confirmed that they help and guide their students to enhance their creative thinking abilities. But, the minority (20%) of them affirmed that they do not do so

The most of students explain that with:

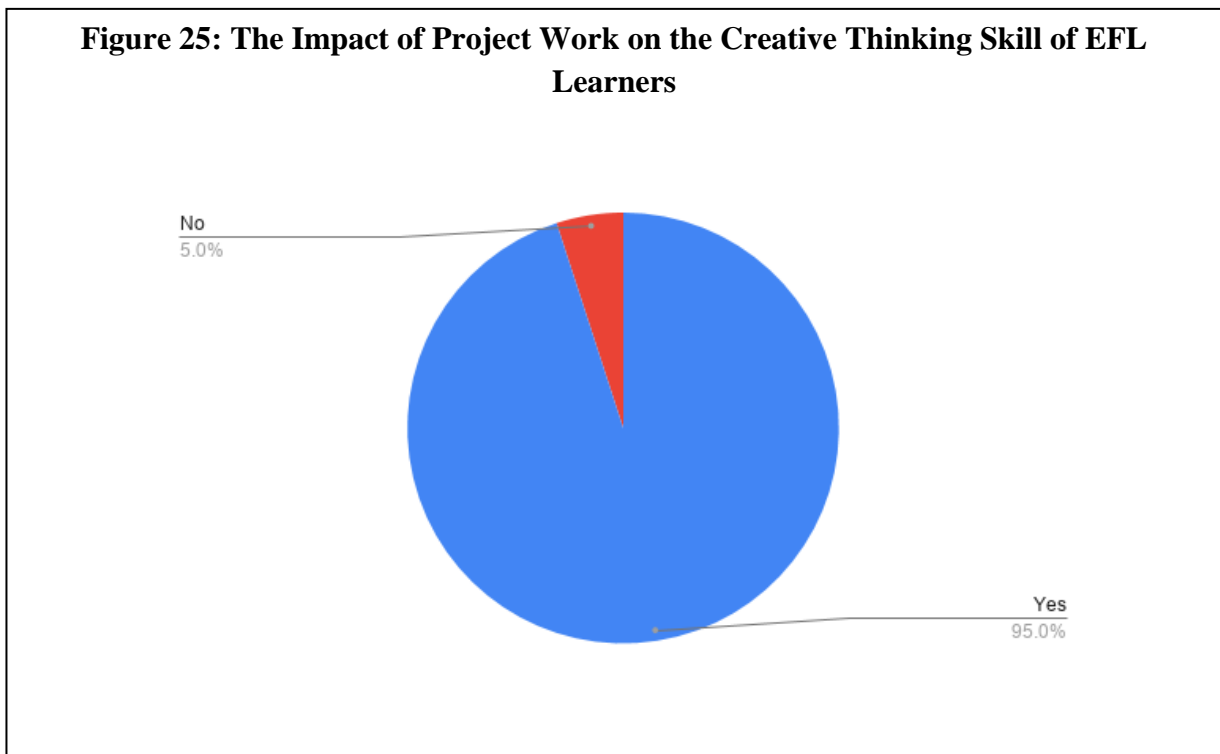
- “By providing them with guidance and support as well as similar tasks to encourage them. Finally, I give them gifts”.
- “By encouraging good and new ideas”.
- “Providing them with tasks that enable them to express their opinions”.

- “I recommend them to search, analyze, synthesize, and criticize ideas and thoughts of others”.

Item 11: Do you Think that the Project Work can Help the EFL Learners to Develop their Creative Thinking Skill?

options	participants	percentage%
Yes	19	95%
No	1	5%
Total	20	100%

Table 25: The Impact of Project Work on the Creative Thinking Skill of EFL Learners



As it is seemed in the previous chart, (95%) of teachers reacted that the project work can help learners to be creative thinkers, while the others (5%) confirmed that it cannot.

The most of teachers explain that with:

- “When students accustomed to do lot of researches and projects they will know the other's way of thinking, so, they create their own thinking and then they starts to create through the researches of the others”.
- “If well done, students will start to make use of their skills and in the process learn that knowledge comes by questioning, wanting to know, by looking at things differently”.
- “By giving them the responsibility to relay on themselves... Learning new vocabulary... and enhance their ability to solve problems”.
- “They discover what they are able to do when they are put in a context where they can perform well”.

7. Discussion of the Findings

The questionnaire of teachers was administrated via Gmail and facebook to be answered. It consists of 11 questions which are divided into two main sections. The first section aims to know general information about the teacher's teaching life. Each question of this section was analyzed and interpreted, thus, many important points were highlighted:

- ❖ The majority of teachers were joined their work newly.
- ❖ Many teachers were followed pedagogical trainings before starting their work.
- ❖ Most of teachers are obliged to deal with the project work in their teaching process.

The second section aims to investigate the importance of the project work in developing the creative thinking ability of the EFL learners. The questions of this section were analyzed and interpreted; so many important points were displayed:

- ❖ According to many teachers, the project work is necessary to be implemented in the teaching process.
- ❖ The majority of teachers believe that their students enjoy in the project work process.
- ❖ Many EFL learners are showing their creative thinking in the classroom.

- ❖ The majority of teachers consider the creative thinking ability of students as very important.
- ❖ A lot of teachers help their students in enhancing their creative thinking skills.
- ❖ The project work helps the learners to develop their creative thinking abilities.

The questionnaire of students was shared through Facebook to be answered. It consists of 14 questions which are divided into three main sections. The first section aims to investigate the interest of EFL students on the project work. Each question in this section was analyzed and interpreted by the researchers, thus, many important points were highlighted:

- ❖ The majority of students prefer to have a project.
- ❖ According to many students, the group work is better than the individual one.
- ❖ Students do not care if they do the project work at home or at the classroom.
- ❖ In the learning process, the creative thinking ability is more important than the other types of thinking abilities.
- ❖ The project work helps students to enhance their level.
- ❖ As all the other pedagogical tasks, the project work has some drawbacks, but they do not prevent the teacher to give project works to their students.

The second section of the student's questionnaire aims to highlight the student's experience of project work and creative thinking skill. The interpretation and the analysis of this section highlighted some points:

- ❖ The majority of EFL students are given project works by their teachers in their learning process.
- ❖ Approximately all the EFL teachers evaluate the student's answers of the project work and give them remarks.
- ❖ The majority of EFL students are supported and guided by their teachers in the process of the project work.

The third section of this questionnaire seeks to determine the relationship between the project work and the creative thinking ability of learners. The researchers had analyzed and interpreted the questions of this section, and they discover some important points:

- ❖ The creative thinking ability of students is influenced by the project work.
- ❖ The project work motivates students to learn and to see the connection between the theoretical and the practical knowledge.
- ❖ Many EFL students are strongly agree that the project work is the pedagogical task that develop the EFL learner's creative thinking.

8. Pedagogical Implications

In the light of the results found after conducting this study, the researchers offer the following recommendations:

- ❖ Teachers are recommended to expose their students to real life situation when teaching English skills.
- ❖ Teachers must select the appropriate projects and techniques which help the student's needs and experiences, so that makes them enjoy the learning environment.
- ❖ Teachers must deal with the project work, and give it to their students a least every week in order to help them to discover their thinking abilities especially the creative one.
- ❖ Teachers should not consider the project work as one of the wasting-time activities, but they have to deal with it as a very important task in the teaching process.

9. Limitations of the Study

In fact, this study faced a lot of difficulties which limited the progress of the investigation. At the beginning, it was planned that collecting data would be through the distribution of the questionnaires for both teachers and learners directly. But, due to the Corona virus outbreak and quarantine, the questionnaires were distributed online and this created the problem of time, since each questionnaire took a long period of time to be answered. Also, this research would be better if it was conducted with an experiment, but because the university was closed for healthy circumstances, the researchers have designed the questionnaires to carry on the study.

10. Suggestion for Further Research

In the light of the study findings, future researches should be done experimentally to evaluate the role of the project work in developing EFL learner's creative thinking skills at the university and high school level. Also, the future researches can try to highlight the role of the project work as a pedagogical task in developing the other types of thinking skills such as the critical one of the EFL students.

Conclusion

After the discussion of both questionnaires, it was confirmed that the previous hypothesis which is: "the project work has a great role in developing the creative thinking ability of EFL learners" can be accepted, thus the project work is an essential part in teaching-learning process.

This chapter is followed by a general conclusion.

General Conclusion

The present study was conducted to investigate the role of the project work as a pedagogical task in developing EFL learner's creative thinking skill. In order to reach the designed aim, the work has been divided into two main chapters. The first chapter formed the theoretical part, and the second one formed the practical part. On the one hand, the first chapter is also divided into two sections. The first section included the definitions of thinking, its characteristics and elements, its importance, and its types, and then the researchers moved to talk about creative thinking: its possible definitions, its characteristics, its levels, its stages, its factors, its skills, and how it can be fostered in the classroom. The second section is devoted to deal with the project work, its history, its definitions, its possible types, its characteristics, the stages of developing it, the project framework, the importance of creative thinking in the project work, its benefits, its drawbacks, and the role of the teacher. However in the other hand, the second chapter was about collecting data through the distribution of two questionnaires, one for the teachers of English at Abbess Laghrour University, and the other one for third year students at the same University.

Regarding this, the data gathered have been analyzed, interpreted, and discussed by the researchers in order to confirm or to refute the hypothesis which claim that the project work have a great role in helping the EFL students to enhance their creative thinking skill. As a result, the project work is considered as an essential part in the teaching-learning process, and it really have an important role in making the EFL student enhance and develop their creative thinking abilities.

REFERENCES

- AL-Khalili, A. (2005). *Child and Thinking Skills*, ed1, Dar El-Safa for Publication and Distribution, Amman, Jordan.
- AL-Huwaidi, Z. (2002). *Skills of Effective Teaching*, ed 1, Dar EL-Kitab al Jammi, Dubai, United Arab Emirates. (pp. 214_215).
- AL-Huwaidi, Z & Gmal, M. (2003). *Methods of Discovering Talented Creators &Development of Thinking &Creativity*,Ein, Dar EL-Kitab, Kuwait. (P. 83-_87).
- Azzam, A. (2009). *Why creativity now? A Conversation with Sir Ken Robinson.Educational Leadership*.
- Al tayeb,I .(2006).*Methods of Thinking Contemporary Theories*, Studies and Researches. ed 1. Cairo, Egypt. World of books. (P.2006).
- Al-Dahodi, S. (2008). *Psychology of Creativity and Character*, ed 1. Dar Safa for Publication and Distribution, Amman, Jordan.
- Aliaga, M. & Gurderson, B. (2002). *Interactive Statistics*. Thousand Oaks: Sage Publications.
- Abu jado, s. (2004).*Practical Applications in Developing Creative Thinking Using*.
- Brown, J. (2001). *Doing Second Language Research* .Oxford: Oxford university press.
- Boorkhart, G. (2005). *Ready to Use Tasks and Activities*. Ernst KlettSprachen.
- Corpley, A. J. (2001) .*Creativity in Education and Learning: Guide for Teachers and Educators*. London, U K.
- Craswell, j. w. (1994) *Research Design: Qualitative and Quantitative Approaches*. Sage Publications: Thousand Quaks, c. a.
- Dewery, J. (1899). *The School and Society: Being Three Lectures Chicago*. The University of Chicago Press.

- Feldman,R.S. (1997). *Essentials of Understanding Psychology*. New York: the MC Graw Hill Company.
- Friere, p, (1973).*Pedagogy of the Oppressed*. New York: the Seabury Press.
- Fried-Booth.D. (1990).*Project Work*.Oxford: Oxford University.
- Fried-Booth.D.L. (1986).*Project Work*. Oxford: Oxford University. (p. 08).
- Fried-Booth,D.L. (2002).*Project Work*. Oxford: Oxford University. (P.8), (P.5).
- Fraser Health Authority, (2011).Quantitative Research Methods and Tools.
- Gamal, M. (2001). *Mental Processes and Thinking Skills through Teaching and Learning Process*.1st ed., Dar El Kitab El Jamii, EL-Ein, Kuwait.(P.24).
- Gatami, N. (2001). *Teaching Thinking to Basic Stage*.1st ed., Dar El Fikr, Amman, Jordan. (P.95).
- Gailford,J. P. (1962). *Factors that Aid and Hinder Creativity*. Teachers Colleague Record.
- Gulbahar,H.Beckett, &Stoller.T.(2005).The Project Framework : A Tool for Language, Content, and Skills. *Integration.ELT Journals, Volume 52/2 Oxford UniversityPress*.
- Herb, k. (2002). *Clear and Creative Thinking*. Boston: Thomson Learning.
- Hedge.T. (2002).*Teaching and Learning in the Language Classroom*.Shanghai: ShanghaiForeign Language. Education Press. (P.63).
- Hains.S. (1989).*Project for EFL Classroom: Resources Material for Teacher*.Walton-on-Thames Surrey; UK: Nelson. (P.01), (P.06), (PP.13_15).
- Hutchinson,T . (1991). *Introduction to Project Work*. Oxford: Oxford University Press, 1992. (P.19), (P.11).
- Henry, J (1994). *Teaching Through Projects*. London: Logan page Limited.
- Ibrahim, A. (2002). *Creativity Issues and Applications*.1st ed., Anglo library, Cairo, Egypt. (P.03).

- Ibrahim, M. (2005) .*Educational Curriculum & Teaching Thinking*.1st ed.,World of books, Cairo , Egypt.(P.17),(P.175).
- Ibrahim, M. (2005). *Creative Teaching & Learning Thinking* .1st ed., World of books, Cairo, Egypt.
- Jarwan, F. (1990).*Teaching thinking concepts*. 1st ed., Dar El Fikr, Amman, Jordan.
- Kamal, S. (2010). *Teaching thinking*. Huda Islam Magazine, No.87. Jerusalem, (p.36).
- Kabillan, M.K. (2007). *English Language Teachers Reflecting Reflections: a Malaysian Experience*. TESOL quarterly 41.
- Knoll, Micheal. (2005). *The project Method: Its vocational Education Origin and International. Development*. Spring 1997. *Jornal of Industrial teacher Education*. 20 January 2008. (PP.2_6).
- Leedy, P. D. (1993). *Practical Research: Planning and Design*.5th edition. New York: mark Millan.
- Legutke, Micheal, and Thomas, Howard. (1993). *Process and Experiences in the Language*.
- Louznadji (2010). *Project Pedagogy*. Retrieved from www-ELT Algeria.
- Leedy, P. & Ormrod, J. (2011). *Practical Research and Design* (7thed). Upper Saddle River, Nj.
- Mageed, s. (2008). *Development of Critical Creative Thinking*.edt 1. Dar el thaqafa. Amman, Jordan. (P. 252).
- Mednick, M. T. (1964). Incubation of Creative Performance and Specific. Associative Priming. *The Journal of Abnormal and Social Psychology*.
- Mayer, R. (2001). *Learning and Instruction Upper Saddle Leaver*. New Jersey's Pearson Education Inc.
- Obeid, W. & Afana, I. (2002) . *Thinking & School Curriculum*.1st ed., Dar El-Falah for publication and distribution, Palestine. (P. 27).

- Problem. (P.32). *Theory*, edition 1, dar el shourouq. Amman. Jordan.
- Prodomero, L. (1991). *The Good Language Teacher*. English Teaching Forum 29(2), 2-7.
- Rahimi 2008: Rhimi, M.
- Roger, R. (1961). *The Chemistry of Imedates* . Chemical Reviews, 61 (2).
- Phillips, Burwood & Dunford. (1999). *Project with Young Learners*. Oxford, Oxford University Press.
- Question Pro Survey Software 800-531-0228. *Descriptive Research: Definition, Characteristics , Methods, Examples and Advantages*. Retrieved from: <https://www.questionpro.com/blog/descriptive-research/>.
- Saadeh, A. (2011). *Teaching Thinking Skills*. Dar EL-Chourouq, Ramallah, Palestine. (P.17_18), (P.40_43), (P.253_254), (P.255), (P.275).
- Seliger, H.W & Shohamy, E. (1989). *Second Language Research Methods-oxford Applied Linguistics*. Oxford University Press.
- Shi, j. (2004). *Intelligence Current in Creative Activities*. High ability studies, 15(p. 173-187).
- Stoller.F. (1997, December). *Project Work: A Mean to Promote Language Content*.
- Sukamolson, S. (2007). *Fundamentals of Quantitative Research*. Language Institute Chulalongkon University, 1-20.
- Saul McLeod (2018). *Questionnaire: Definition, Examples, Design, and Types*.
- Sweller, J. (2009). *Cognitive Bases of Human Creativity*. Educational Psychology Review.
- Safer, H. T. (1986). Are Children Becoming More Creative? . *The Journal of Creative Behavior*.
- Tshikuku, k. (2001). *Culture Entrepreneurship and Development in Language Teaching: Cambridge university press*. (P.04).

Torrance, E. P. (1966) . *Torrance Test of CreativeThinking Norms Technical*.

The importance of project work for students and advantages of project work in schools.

Education News (May5, 2017).Retrieved from: //https://www.easyprojectmaterials.net/the-importance-project-work-students-advantages-project-work-schools/.

Wilson, L .O. (2005). Definitions of Creativity .Retrieved on Apr.4, 2004 from :

<http://www.uwsp.edu/education/wilson/creativity/define.htm>.

Wicks,M.(2000). *Imaginative Project: A Resource Book of Project Work for Young Student*.

Cambridge University Press.

- Classroom.1991. London: Longman, 1993. (P.158), (PP.270_271), (PP.160_166).

- Press. (PP.13_15), (PP.71_73), (PP.61_73), (P.07),(PP.39_45).

Language development ,tripondi.dz.html.

www.voc.co/dictionary/concept

<http://scholar.lib.vt.edu/enjournals/JITE/v34n3/Knoll.html>

http://www.Fraserhealth.ca/media/2011_11_14_Quantitative-Research-Methods-and-Tools-pdf

<http://www.simplypsychology.org/questionnaires.html>.

Appendices

Appendix One: Students' Questionnaire

Dear students:

We are conducting a research about project work as a pedagogical task and its role in developing EFL learners' creative thinking skill. In order to test the accuracy of our hypothesis, we kindly invite you to answer this questionnaire; make sure that your answers will be helpful to achieve the work progress. Thank you in advance for your cooperation and time.

- Section One: The Interest of EFL Students on Project Work.

1 - As a third year student, do you like to take a project work?

➤ Yes

➤ No

2 - In a project work, you prefer to work

➤ Alone

➤ In a group?

3-In a project work, you prefer to work

➤ In the classroom

➤ At home

4 - What kind of thinking you think is the most important?

➤ Critical thinking

➤ Creative thinking

➤ Analytic thinking

➤ Deductive thinking

5 - Do you think that project work improves the level of students?

➤ Yes

➤ No

-If so, explain, please.

.....

.....

.....

6 - Does the project work in a classroom have drawbacks?

➤ Yes

➤ No

Would you explain, please?

.....

.....

.....

7 - Are these drawbacks prevent teachers to give a project work to students?

➤ Yes

➤ No

Explain, please.

.....

.....

.....

- **Section Two: EFL Students' Experience of Project Work and Creative Thinking Skill.**

8 - Does your teacher give you project works?

➤ Yes

➤ No

➤ Often

➤ Others.....

9 - Does your teacher evaluate your answers and give you remarks?

➤ Yes

➤ No

10 - Does your teacher work on developing and improving your ways of solving problems and supporting your creative imprint in your works?

➤ Yes

➤ No

11 - Does your teachers guide you and teach you the right way of creative thinking?

➤ yes

➤ No

a. Section Three: The Relationship between Project Work and Creative Thinking.

12 - Many approaches affect the creative thinking of students; in your opinion, to what extent the project work enhance your thinking skill?

➤ High

➤ Medium

➤ Low

13 - Choose the statements that you agree with (you can select more than one option).

- The project work motivates students to learn and see the connection between theoretical and practical knowledge.
- The project work is a poor learning experience.
- The project work helps students to be autonomous and independent through a realization of a personal research.
- None.

14 - How do you react to this statement: “the project work is a pedagogical task that develops the EFL learner's creative thinking?”

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

15 - What do you suggest to implement project work in EFL classes?

.....

.....

.....

.....

Appendix Two: Teachers' Questionnaire

In order to help us in our research which is the role of project work as a pedagogical task in developing EFL learners' creative thinking skill, we kindly invite you to answer some questions about our study. Your answers will be highly confidential. Thank you for helping us and we appreciate your participation.

- Section One: General Questions

1 - How long have you been working as a teacher?

- 1 – 3 years
- 4 - 6 years
- 6 – 10 years
- 10 - 15 years
- More than 15 years

2 - Have you followed any pedagogical training course to be a teacher?

- Yes
- No

3 - Have you received any instruction to give project works to learners during your training?

- Yes
- No

- Section Two : The Project Work and Creative Thinking

4 - Do you think that the use of project work as a pedagogical task in EFL classroom is?

- Necessary
- Unnecessary

5- Do you think that the use of project work as a task in EFL classroom is?

- Effective
- Ineffective

6 - Do you think that learners enjoy when doing projects?

➤ Yes

➤ No

7 - Why do you use the project work as a task in the EFL classroom?

➤ To encourage the cooperation among students.

➤ To share the responsibility with learners.

➤ To give learners the chance to discover this abilities.

➤ To help students in developing their creative thinking skill.

➤ Others.....

8 – Do you give any importance to the learners’ creative thinking ability during the project work process?

➤ Yes

➤ No

9 - Which kind of thinking skills your students are showing in the class?

Creative

Critical

10 - Do you help and guide learners in developing their creative thinking?

➤ Yes

➤ No

If so, please explain how.

.....

.....

.....

11 - Do you think that the project work can help the EFL learners to develop their creative thinking skill?

➤ Yes

➤ No

If so, please explain how the project work is able to enhance creative thinking.

.....
.....

Résumé :

Ce travail de recherche porte sur les enjeux de la pédagogie par projet et la réflexion créative, l'objectif de cette recherche est de voir l'apport que procure la pédagogie par projet comme une tâche pédagogique dans le développement de la réflexion créative chez les apprenants de l'anglais langue étrangère.

Pour ce faire, les chercheurs ont basé la recherche sur les enseignants de la langue anglaise de l'université d'Abbess Laghrour Khenchela, ainsi que les étudiants de la langue anglaise de la troisième année universitaire de la même université.

La problématique de ce travail de recherche s'articule autour des questions suivantes : La pédagogie par projet est-elle importante dans l'enseignement de la langue anglaise ? Les apprenants peuvent-ils développer leur réflexion créative en faisant leurs devoirs ? Y a-t-il une relation entre la pédagogie de projet et le développement de la réflexion créative chez les apprenants ?

Pour vérifier l'hypothèse, les chercheurs ont basés sur deux questionnaires distribués par Facebook et par Gmail pour les enseignants et les étudiants, Les résultats obtenus montrent que la pédagogie par projet favorise les compétences d'une réflexion créative chez les apprenants. En se basant sur les résultats les chercheurs ont proposé à la fin de ce travail de recherche quelques recommandations qui peuvent promouvoir le travail collectif des projets et la réflexion créative.

ملخص

يتناول هذا البحث العمل بالمشاريع و التفكير الإبداعي ، حيث يسعى إلى دراسة دور العمل بالمشروع لمهمة تربوية في تنمية التفكير الإبداعي لدى متعلمي اللغة الانجليزية كلغة أجنبية . ولدراسة ذلك تم اختيار أساتذة اللغة الانجليزية من جامعة عباس لغرور - خنشلة وكذا طلبة اللغة الانجليزية السنة الثالثة ليسانس من نفس الجامعة. تحاول هذه الدراسة الإجابة على التساؤلات التالية :

هل العمل بالمشاريع مهم في تعليم اللغة الانجليزية ؟ هل بإمكان المتعلمين تطوير تفكيرهم الإبداعي عند القيام بواجباتهم ؟ وأيضا هل هناك علاقة بين العمل بالمشاريع و تطوير التفكير الإبداعي لدى المتعلمين ؟ ولتحقيق هدف الدراسة قام الباحثان بتصميم استبيان للأساتذة وأخر للطلبة حيث أن كلى الاستبيانين تم توزيعهما عن طريق الفيسبوك و البريد الإلكتروني. و لقد أوضح تحليل النتائج وتفسيرها أن استخدام العمل بالمشاريع له دور مهم في تطوير مهارات التفكير الإبداعي للمتعلمين. واستنادا على النتائج تم اقتراح بعض التوصيات في نهاية هذه الدراسة والتي يمكن بدورها ترقية العمل الجماعي بالمشاريع والتفكير الإبداعي.