



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Dr. Moulay Taher University, Saida
Faculty of Letters, Languages and Arts
Department of English Language and Literature



**Enhancing Student's Creativity through a Real World Research:
Case of Second Year EFL Students at Saida University**

*Dissertation submitted as partial fulfillment of the requirements for the degree of Master in
Didactics.*

Presented by:

Miss. BENZIADI Khadidja

Supervised by:

Mrs. ADNANE Tahia

Board of Examiners

Mrs. L. SELLAM	(MCA) Chair Person	University of Saida
Mrs. T. ADNANE	(MCB) Supervisor	University of Saida
Mrs. M. BABOU	(MCA) Examiner	University of Saida

Academic Year: 2021/2022

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 25/05/2022

Name: BENZIADI Khadidja

Signature:

Dedication

First and foremost, I am deeply grateful for having such brave parents, source of my happiness and success in life. My Allah blesses them. Without their endless love and encouragement I would never have been able to complete my graduate studies.

To my lovely sisters: Soumia, Khouloud, Fatiha and Amina for their encouragements, support and attention.

To my best friends Ines for being a true motivation and an amazing guide.

To those students who left schools because of the poor curriculum design.

And last, to every person helps me to bring an idea to reality.

Acknowledgments

In the name of ALLAH, the Most Compassionate, the Most Merciful. First and foremost, all the praises belong to ALLAH, the lord of creation who enlighten the way for me to prepare this modest work and to whom I owe everything.

My thanks go to my supervisor Mrs. Adnane Tahia for her help, guidance, and encouragement.

I would also like to thank the members of the committee, Dr. Babou and Dr. Sellam who have given their time to read and evaluate this humble work.

Last but not least, I would like to express my regards and blessings to my friends: Oussama Boukhelkhal from Constantine University, Amine Wafa from Saida University, for their support during the completion of this research work.

Abstract

Teaching is a hard profession that requires patience and effort. It can be especially challenging for creative teachers who are expected to adopt new methods and techniques to enhance their students' creativity. Being a teacher is more than a job, it is a passion that has a value in a society where everyone has a chance to make a high quality education for their students. Teachers, in reality, are seen as golden lamps that enlighten the path of learning, ensuring that the process of their instruction is successful. In today globalized environment, creativity in teaching has a significant impact on teaching/learning progress since it might reach high levels of academic achievement and match the student's needs. The present research paper does not pretend to create miraculous solutions for teachers who encounter challenges in implementing creativity and fostering self authorship in classrooms, but it aims at exploring the teachers' creativity in their delivery and giving fits impact on the engagement of students to improve their oral production and in addition to address EFL educators and get their feedback about implementing creativity in activities and fostering self authorship since they are the real applicators of it in the classroom . To address this issue, quantitative and qualitative methods were incorporated in which three research tools were conducted on second-year EFL learners and teachers from Saida University. The results indicated that although teachers have limited knowledge about Self authorship theory and University teachers were somehow creative in their delivery namely through the use of projects which was more likely to raise their students' interest and motivation leading them to enhance their oral performance, Yet, this does not mean that Creative teaching has no place in the department of English .In fact, some teachers do perform it. Besides, they follow a set of some interesting and effective techniques, tasks and activities to teach creatively. In the light of the study findings, the research proposes some pedagogical remedies to teachers along with policy makers for the sake of improving learners' creativity and develops their self authorship as well as helping teachers to perform well in their profession.

Table of Contents	
Declaration of originality	V
Dedication	VV
Acknowledgement	V
Abstract	V
Table of contents	V
List of Tables	V
List of figures	V
List of Appendices	V
General Introduction	01
<i>Chapter one: Literature review</i>	
1.1.Introduction	05
1.2. Definition of Creativity	05
1.3.Creativity and Language Learning	06
1.4. Creative Teaching	07
1.5. The Properties of Creative Teachers	08
<i>1.5.1 Well-informed</i>	08
<i>1.5.2 Eclectic</i>	09
<i>1.5.3. Risk-taker</i>	10
<i>1.5.4. Reflective</i>	11
1.6. Self-Authorship origin	12
1.7 Baxter Magolda's Theory of Self-Authorship Development	12
<i>1.7.1. Following External Formulas</i>	13
<i>1.7.2. The Crossroads and the provocative moment</i>	13
<i>1.7.3. Becoming the Author of One's Life</i>	15
1.8 Development Through the Phases	16
1.9 Factors That Influence Self-Authorship Development	16
<i>1.9.1 Situational factors influencing development</i>	16
<i>1.9.2. Environmental factors influencing self-authorship development</i>	19
<i>1.9.3. Personal factors influencing self-authorship development</i>	21

1.10. University students' self-authorship	23
1.11. The Learning Partnerships Model	24
1.12. Conclusion	24
<i>Chapter two: Research methodology and design</i>	
2.1.Introduction	26
2.2. Aim of the study	26
2.3 Significance of the study	26
2.4. Methodology	27
2.4.1. Mixed Methods Research	27
2.4.1.1. <i>Quantitative Research</i>	28
2.4.1.2. <i>Qualitative Research</i>	28
2.5 Sample population	28
2.5.1. <i>Description of the Teachers' Profile</i>	29
2.5.2. <i>Description of the Students' Profile</i>	29
2.6. Research instruments	30
2.6.1. Observation	30
2.6.1.1. <i>The Aim of the Observation:</i>	30
2.6.1.2 <i>The Pre- implementing projects observation</i>	31
2.6.1.3. <i>The during – implementing projects observation</i>	31
2.6.1.4. <i>Description of the classroom observation</i>	31
2.6.2. Questionnaire	32
2.6.2.1. <i>Description of the students' questionnaire</i>	32
2.7.3. Teachers' Interview	33
2.7.3.1. <i>Description of the teachers' interview</i>	34
2.8. Difficulties encountered in this study	35
Conclusion	35
<i>Chapter three: Data analysis and interpretation</i>	
3.1. Introduction	38
3.2.Findings	38
3.2.1. Classroom observation	38
3.2.2. <i>Students' questionnaire</i>	43
3.2.3. <i>Teachers' interview</i>	52

3.3. Discussion and interpretation	55
3.4. Suggested solutions and pedagogical remedies	59
3.5. Conclusion	61
General conclusion	62
References	65
Appendix1: students' questionnaire	73
Appendix 2: teachers' interview	77
Appendix3: Classroom observation checklist	78

List of Tables

3.1	<i>The checklist used by the researcher</i>	39
3.2	<i>Table Event sampling observation</i>	40
3.3	<i>Students' attitudes towards oral session</i>	43
3.4	<i>Student's Level</i>	45
3.5	<i>The Number of Project Works Conducted</i>	45
3.6	<i>Ways of Conducting Project Works</i>	46

List of Figures

3.1	<i>Student' attitudes towards oral session.</i>	44
3.2	<i>Learners' ability to sequence the learning process.</i>	47
3.3	<i>Learners' awareness about the role they are required to fulfil in classroom</i>	48
3.4	<i>Students' Perceptions towards their different Learning Abilities</i>	49
3.5	<i>Learners' ability to use effective management strategies</i>	50
3.6	<i>The effectiveness of oral session on student's intellectual level</i>	51

List of Appendices

Appendices	Pages
Appendix 01: Students' questionnaire	75
Appendix 02: Teachers' interview	79
Appendix 03: The classroom observation checklist	80
Appendix 04 :The classroom Event sampling	81

General Introduction

Being a teacher is more than just a job, it's also a passion that requires a lot of dedication and hard work. This profession has a valuable value for every individual who wants to provide an excellent education to their students. Nowadays, most scholars throughout the world have been interested in implementing creativity and enhancing students self authorship in teaching process to obtain a satisfactory outcomes , which has been widely recognized as a significant factor that may enhance the learning process and lead to high-quality education in almost any institution. Substantially, many academic institutions have embraced creativity in teaching because of its beneficial impacts and ability to create a pleasant environment for students to learn a foreign language. Within the context of globalization, creativity in the classroom has a considerable importance; in fact, it is one of the 21st century skills that instructors must incorporate into their delivery. Meanwhile, the persistent gap in students' different abilities requires teachers to provide a flexible environment to teach all learners to reach the required objectives, especially at the university where students are in a new academic environment.

Several approaches have been adopted to improve teaching and learning. However, so many previous approaches such as the "one size fit all" approach could not work when it comes to designing a flexible and universal curriculum, which tends to be not only to novice teachers but also to advanced teachers as well. Still, instructors are looking for an approach that supports students' different variables and helps in decreasing the complexity of teaching. Consequently, the educational system can be shifted from traditional inflexible learning to a more effective and engaging one. To address this issue, an approach is needed for EFL teachers to improve their students 'abilities, an approach that can transform learning into an engaging and exciting experience.

Many empirical researches have been done on the effectiveness of creativity and self authorship and some barriers that may prevent its implementation. To this end, the current study is conducted on second-year EFL learners and Saida university teachers to shed light on the importance of creativity in classrooms and the current status of self authorship implementation in addition to exploring EFL teachers' perspectives towards it . Therefore, on the ground of this investigation, some key-guidelines will be suggested so that creativity will become of a paramount importance in teaching at university.

General introduction

This study is significant as it attempts to reveal the challenges faced by teachers in implementing creativity and developing students self authorship and propose suitable solutions and suggestions, regardless of their abilities and learning styles. Otherwise, this research work addresses teachers to be knowledgeable about their students' variability.

To achieve the main aim of this research, three significant research questions were raised:

1. Are second year students self authored learners in applying strategies to improve their creativity level?
2. To what extent, project presentation can be effective in enhancing second-year learners' creativity and develop their self authorship?
3. What are the implications and actions that can be taken in order to incorporate the elements of creativity and self authorship in curriculum and teaching methods?

To conduct this study, three research hypotheses were formulated:

1. Second-year students are self-authored learners in applying strategies to improve their creativity level.
2. The implementation of projects enhances students' creativity and self authorship Teachers may opt for students centered approach and cooperative learning strategies to improve learning in mixed ability classes.
3. Teachers may opt for the need to raise students' awareness to the importance and interest of developing learners' self authorship to succeed in understanding their learning experiences as future professionals and cooperative learning strategies to improve learning process.

To collect data, the researcher has opted for the triangulation method through the adoption of three research instruments (classroom observation, an interview, and a questionnaire for teachers). The first research instrument is a structured questionnaire which is used to address the first research question. It aims to obtain data about the student's perspectives towards their creativity level, self authorship and the difficulties encountered in the classroom. It is delivered in the classroom to fifty EFL students at the department of English at Dr Moulay Taher, Saida University. This questionnaire is structured in the format of three entitled sections, each section has a purpose. It consists of closed-ended questions (yes or no/multiple choices questions) and open ended questions.

General introduction

The second instrument is an interview which was composed of six open-ended questions. It was addressed to four teachers. The informants of the interview were selected according to their experiences. The third research tool is covert classroom observation. Its purpose is to check whether the content fits and addresses the students' needs in addition to verifying if the teacher implements creativity and supports self-authorship in their courses or not. It spanned four weeks.

The current research work is split into three chapters. The first chapter is devoted to the review of the literature section. It provides an overview about creativity, creative teaching in addition to self-authorship theory and provides the theoretical background for the topic under research. It has dealt with creativity and language learning, the Properties of creative teachers.

Then, it has presented the Baxter Magolda's theory of Self-Authorship and its origin. Furthermore, it has discussed development through the Phases and the effectiveness of the learning partnership model and some barriers encountered in its implementation. However, the second chapter is concerned with the research methodology part, as it has described the research design, the aim of this study, the significance, and the research instruments. The last chapter is devoted to data analysis and interpretations as well as the chapter attempts to answer the research questions through confirming or disconfirming the research hypotheses and some recommendations and suggested solutions.

Chapter One: Literature Review

1.1. Introduction

In EFL settings, the purpose of teaching and learning is not just about acquiring discipline-related information. Learners must have the necessary skills to analyze and solve complex problems including critical thinking and problem-solving. It also includes preparing students for their careers. Students must develop their own capacity for making meaning, identifying complexities and coming to well reasoned conclusions. As a result, EFL teachers' principal aim is to encourage and enhance their students' creativity by encouraging self-authorship in order to facilitate meaningful learning. However, addressing the latter's teaching and application is not an easy issue. This need leads the teachers to use different approaches and vary activities to fit the learners' needs, interests. Thus, gauge the mood of the class by having a productive atmosphere.

The current chapter tackles a broad fleeting literature review about creativity in teaching and more importantly the rapport between creative teaching and its effects on the engagement of the student to the learning process as well related to college students' self authorship, including the origin of the concept, Baxter Magolda's (2001) Self-Authorship Development theory, movement through the phases, the situational, environmental, and personal characteristics that influence development and findings related to self-authorship development among college students.

1.2 Definition of Creativity

Creativity is a process that involves the creation of new ideas and a process of developing and converting them into a work of art. It is an interactive activity that can be done through various sources. While creativity is commonly regarded as a concept, it is also ambiguous and can be hard to define. When individuals are asked to define it in terms of an all-inclusive concept, the concept loses its clarity. Researchers and scholars have been working on a set of definitions of creativity that are focused on specific purposes. According to Guardner (2006), creativity is the ability to combine information from various sources into a coherent whole. In the same line of thought, Moran (2010) posits that creativity is searching for ideas that are not happening at the moment. It then uses these ideas to think about a sterling alternative. These definitions originate from an academic perspective and seem to leave out what might be referred to as "everyday" creativity. For Dr. Ruth Richards, a leading researcher on creativity

defines everyday creativity as the ability to continuously adapt to new environments and to develop a deeper understanding of ourselves.

That is to say, Creativity is a process that involves developing a new idea from the past. It is also a skill that should be taught in our educational system to help our students get involved in a small village. Additionally, Fisher (2004) reports that Creativity is a vital component of education, as it can make a significant contribution to the overall development of one's knowledge and skills. Creativity in teaching is very important in order to enhance the academic achievement of students and the teacher. It can also help the student develop their own ideas and improve their learning process. Nevertheless, Richards and Cotterall (2016) stated that creativity in teaching is about having a wide variety of routines and techniques that can be used whenever necessary. They also suggest that teachers should be prepared to start from a fixed method and then exploit other people's solutions.

In a nutshell, combining these many sentiments, one can conclude that creativity improves teaching by allowing the teacher to achieve his or her targeted educational aims while also providing a welcoming atmosphere for the student to learn the language and become engaged in the course. With this in perspective, the aforementioned points emphasize the importance of integrating creativity into teaching and how it helps in getting the message across making the learning process up and coming. The following part will describe the relationship between creativity and language learning, as well as how it impacts the learning process.

1.2. Creativity and Language Learning

Creativity and language development are inextricably linked; it is, in fact, the most important factor in creating a difference in any field. In fact, Downing (1997) stated that the creative process is also influenced by the impact of incentives. The perception that something is not true, as well as sensitivity to the disparity, is two of the most crucial variables in this process. Likewise, Creative teaching helps students think critically and creatively, which can lead to them coming up with a coherent unit. This operation is very enjoyable and reduces their thinking. It is henceforth acknowledged that the concept of creative teaching, involves taking students on the path of discovery and then letting them explore how to put the pieces together in a whole. This process is incredibly engaging and is in the end, pleasurable.

It is widely acknowledged that learning is primarily an internal affair, with the language playing a very limited role. Individuals are naturally creative and all that they need is an environment that is comprehensible (Ellis, 2016, p.43). It is clear that creativity can help students improve their language skills by making them more productive and dynamic. This is because it allows them to share their thoughts and ideas with others. In the same vein Starbuck (2006) posits that including using natural creativity is a good strategy to overcome the difficulties that can be faced in the twenty-first century. In other words, the ability to connect one's creativity to the world's problems is a powerful tool that can help provide solutions to our 21st century issues. The goal of this academic point is to stress the importance of creative instruction in teaching a foreign language. This strategy can help the teacher achieve his or her goals and provide a clear image of the language that the student will be learning. It can also help the student develop a deeper understanding of the subject.

1.4. Creative Teaching

Creative teaching refers to the process of teaching that comes from the teacher's creativity. It doesn't mean that the goal is to improve the learner's creativity, but rather, it's about discovering how to make teaching more effective. It is, without a doubt, a complicated procedure that is required for good learning and effective teaching. In this concern, Richards and Cotterall (2016) state that teachers often have to think creatively or out of the box. Teachers use specialized types of thinking, of which creativity is a core part, both in organizing their lessons and in the classroom itself. Wherein, they argue that teachers need to think critically about the design of their lessons and the practice of their work. They also point out that they should exploit various types of thinking when it comes to their work.

In the same line of thought, Fisher (2004) states creative teachers make a change by incorporating new ideas and suggestions into their lessons. They do this by continuously conducting research and developing their own unique approach. Teaching creativity necessitates the incentive to take chances that emphasize not only short-term but also long-term goals of advantage and success (Fisher & Williams, 2004, p 2). It is believed that by engaging in a variety of teaching methods, a teacher can reach his or her desired goal and inspire the learner to improve their knowledge. In the areas of teaching and learning, creativity in the classroom is seen as a vital component that supports teachers in making learning more entertaining and dynamic, as well as providing a comfortable environment for learners to participate in the learning process.

Creative teaching is about expanding one's mind and developing a repertoire of skills that will allow one to involve the student in the flow of the lesson. Creative teaching continues with the creation of the play; it begins with the recognition that one has hidden creativity that must be displayed. It consists of three steps, according to him:

- 1: Understand the nature of creativity.
- 2: practice your own creativity.
- 3: Use teaching strategies that nurture creativity in your students.

In terms of teaching, creative teachers are regarded as the most successful practitioners due to their ability to nourish the students' brains with knowledge and context. However, one of the main factors that enhance students creativity .however there are some specific features of their profession that are not commonly acknowledged which will be elucidated in the following section.

1.5. The Properties of Creative Teachers

In education, creativity is the ability to evaluate and value educational situations and to come up with solutions that are original and creative. Doing so, in turn, helps students solve educational problems (Fisher, 2004, p9). Furthermore, creative teachers are motivated to alter their lectures by adding, modifying, taking risks, and critically thinking about the new product.

1.5.1 Well-informed

A creative teacher has a wide variety of knowledge bases, which can be used to create effective routines and plans. They can also change their formats when necessary. In fact, from the standpoint of the students, teachers are considered as knowledge providers. In this concern, Sawyer (2011) argues that Great teaching involves having a large amount of expertise and a knowledge base of how to use it. Furthermore, a teacher's creativity and knowledge can greatly benefit the students. It can also encourage them to be well-informed and creative. It is worth noting to mention Gibran terms (1991) where he notes that “If the teacher is truly wise, he does not seek to bid you enter his house of wisdom, but instead leads you to your own mind”.

Additionally, Creative teaching is a process that aims to develop an individual's intellectual capabilities. It involves constantly improving one's knowledge and skills in order to help one excel in his career. In the same line of thought, In the same line of thought, it is knowledge that reflects the teacher's academic repertoire of actions, image and attitudes when teaching. Certainly, Having the necessary knowledge and skills to effectively communicate with students is very important for teachers. It can help them deliver a better course (Stronge et al., 2004). Students, on the other hand, assess and appreciate teachers who can successfully communicate their knowledge while also including them in the lecture flow.

Admittedly, there is no limit to how much a teacher can know, as learning is a continuous process. Moreover, According to a study, teachers who lack background in a particular subject area are more likely to fail than those who have a good knowledge of it. Correspondingly, a good creative teacher is someone who can handle the various creative processes involved in the education of his or her students. Aside from being able to handle these, a teacher also has to have a solid knowledge of how to teach effectively. Teachers must continually experiment with new approaches and methods in order to increase their teaching effectiveness. The act of putting fresh ideas to the test in the classroom is both thrilling and challenging.

1.5.2 Eclectic

Instead of following a set of procedures or techniques, creative teachers choose to implement the ideas and techniques that are most appropriate for their students. Likewise, Unger (2007) confirms that any program...that integrates a variety of methodologies, based on the teacher's assessment of the students' requirements". Undeniably, the classroom is a stage, and to be eclectic, a teacher must be an active actor in various situations. Certainly, Instead of following a particular method, teachers try to find the best techniques that will work best for their students. This creativity is rooted in the ground, which is why it's important to constantly collect and analyze various procedures.

In this concern, Brown (2000) posits that eclectic teachers think about a variety of methodological options when it comes to creating classes that will meet the needs of their students. Teachers must take risks in order to improve their teaching and learning methods. Being risk takers will make their job more challenging and will help their students develop

better understanding of the material. The following sub-section will be dedicated to expound the idea of risk-taking teacher.

1.5.3. Risk-taker

Creative teachers are not just delivering lessons from books; they are also taking risks in trying different ways of presenting lessons and materials. In other words, being creative is attempting to incorporate, adapt, or change lessons in order to better fulfil the requirements of the pupils. In this vein, Brown (2000) acknowledges that "In the classroom, the best teachers usually take a few calculated chances, trying new activities here and there." Different types of teachers are attracted to different kinds of challenges and risks. This is why, when it comes to education, creativity is crucial (Fisher, 2004). The teacher's passion characterizes creative teaching, which allows them to take risks and try out new ideas. This is evidenced in the Longman dictionary of language teaching (2002) that Risk-taking is a personal choice that a teacher makes when it comes to managing their practices. It involves taking into account their own level of risk.

It is worth noting to mention students to be interested in learning about new things and taking on new challenges when teachers try out new methods or approaches. This stimulates their thinking and helps them develop their own ideas (Stronge et al., 2004). To illustrate this idea, a teacher who is always by the book in his or her teaching practice is more prone to taking on new techniques in order to improve his or her teaching.

Admittedly, Creativity is a risk-taking act in teaching. It allows students to experience something new in the classroom. Apparently, Risk-taking teachers should consider the consequences of their actions when it comes to the achievement of educational goals. Correspondingly, reflective teaching is a large area within the scope of instruction which will be expounded in the next part.

1.5.4. Reflective

Reflective teaching, often known as critical reflectivity, is a characteristic of creative teachers. They are trying to find new ways to teach. They are also looking for ideas that they can implement in their classrooms. According to Richards (2002) Reflective teaching is a process that aims to improve the quality of teaching by asking teachers to reflect critically on their own decisions. Moreover, Reflecting is a process that teachers use to improve their knowledge and skills in teaching. It involves developing a framework that enables them to think critically and effectively about their work. In this light, Gage (2009) confirms that through his reflections, a creative teacher aims to improve his knowledge of the subject while also incorporating his other skills into his teaching practice.

From another spotlight, some scholars define “reflective teachers as introspective they want to be better teachers and improve the lives of their students. Through their studies, they hope to gain a deeper understanding of teaching” (Stronge, 2007). In addition, being a creative teacher is not a job that is easy, but it is very rewarding and effective. Aside from being able to improve their teaching skills, teachers also use their reflective practice to enhance their students' comprehension. Reflective teachers are students who are still learning and want to learn more about the teaching profession (Stronge, p30, 2007). Many academic institutions have begun to incorporate reflective teaching into their curricula where learners feel like growing their inner capacities to meet new challenges as it fosters competitiveness among learners, believing that it is a prerequisite for long-term learning.

Most of researchers and scholars think that learners creativity can be either innate or a result of a hard work, but it cannot be taught as other skills. For this sake, Baxter Magolda believes that Self-Authorship can be a model to assess students creativity by introducing new challenges for students from real world situations where students will think, get themselves engaged to solve problems or make decisions using their own ideologies which can be a combination of personal characteristics and challenging endeavour for purposeful choices to under better self authorship the development of the theory.

1.6. Self-Authorship origin

Robert Kegan (1982) provided a constructivist-developmental theory of human development rooted on the individual's meaning-making processes, based on observations gained throughout years of teaching and therapy. Constructive-developmental theory states that the individual's experience is very important to their development. It argues that experiences can help individuals see the world in a new way. Kegan (1994) focused on the mismatch between the demands of adult life and the curriculum by which educational and social structures influence human development. Self-authorship, which is the intrinsic capacity to form one's own views about the world, oneself, and relationships with others, is one of five levels of consciousness he articulated that lead to more mature and effective meaning-making systems (Magolda, 2001; Kegan, 1994).

Baxter Magolda (2001) built on Kegan's (1994) work and her own research into college students' cognitive development, providing empirical support for Kegan's claims and describing the development of self-authorship, effectively transforming Kegan's (1994) developmental stage into a fully realized theory of development. As Baxter Magolda (1992, 1998, and 2001) sought to understand the data from her ongoing, longitudinal study of recent college graduates, she recognized in self-authorship a suitable framework for her analysis. Baxter Magolda (1992) engaged college students in a longitudinal study of their meaning-making in college.

1.10 .Baxter Magolda's Theory of Self-Authorship Development

Through her study, Baxter Magolda (1998, 2001) was able to identify the similarities between the developmental experiences of her participants and their own journey toward self-authorship. Her participants showed a growing commitment to an "internal voice," according to her findings. In response to the interrelated questions of "Who am I?" "How do I know?" and "What relationships do I want to have with others?" Baxter Magolda (2001) identified four distinct stages of self authorship development based on the changing nature of people's responses to their annual interviews. : Following External Formulas, The Crossroads, Becoming the Author of One's Own Life, and Internal Foundations. The following sections will detail the various phases of the study of self-authorship, drawing from the original theories of Baxter Magolda.

1.7.1. Following External Formulas

In the first phase, Following External Formulas, Individuals try to meet the demands and expectations of others (Magolda, 2001). Many of Baxter Magolda's (2001) participants' career plans reflected their dependence on external formulas, which were typically provided by their parents, siblings, or older students. They may also become insecure without external validation. Although external formula followers can use language that reflects their own control over their life, devotion to a distinct identity, and independence, they only as mimics imitating the acts of self-authored others (Torres & Hernandez, 2007). Such language could also indicate a desire to project an image of adulthood that is externally defined.

Certainly, during this phase, people may feel that their concerns are being overwhelmed by others or they may seek a new voice to support their perspective (Magolda, 2001). In their study of college students, Hernandez and Torres found that people who follow external formulas tend to avoid experiencing or perspectives that are disruptive to their worldview. In a qualitative study conducted on 27 college students, Pizzolato found that the characteristics of the high-risk phase were advantageous for individuals who wanted to achieve short-term social goals. The first step in the process is to identify the course of action that is most likely to benefit the people and the environment (Creamer & Laughlin, 2005; Torres & Hernandez, 2007).

Additionally, Creamer and Laughlin (2005) analyzed the career decisions of 40 undergraduate women based on their interviews. They discovered that their parents' influence was the primary factor in their decisions. This practice of "relying on such a circumscribed circle of acquaintances for career information" (Creamer & Laughlin, 2005, p. 19) and other advice, as opposed to trained professionals, poses many challenges for individuals working to succeed the modern world. Individuals who follow external formulas are more likely to become vulnerable to stereotypes, even those related to their own culture (Torres & Hernandez, 2007), reducing their ability to interact with a wide range of people.

1.7.2. The Crossroads and the provocative moment

Individuals begin to shift from following external formulas to The Crossroads when they realize the inadequacy of relying on others for advice. Negative experiences, such as professional derailment, failed relationships, and a lack of fulfilment despite careful

adherence to external success formulas, may lead to recognition (Magolda, 2001), or being exposed to contrasting but mutually persuasive perspectives and beliefs (Torres & Hernandez, 2007). according to Collay and Cooper (2008) in a case study of twenty nine female teachers who were enrolled in two graduate programs aimed at helping them become more self-authoritarian, they found that Individuals may believe they are incapable of making difficult selections between desirable possibilities, such as career and parenting issues.

Torres and Hernandez (2007) a qualitative study conducted on college-bound Latino students revealed that there were multiple paths to success. Despite having a single correct answer, many of them were still able to find multiple paths to success. This realization helped students identify negative stereotypes about themselves and their communities. It also helped them make conscious decisions about how they saw themselves as Latinos. Individuals who previously made judgments based on the example or advice of trusted others faced new obstacles as a result of these and other decisions.

Furthermore, The Crossroads is defined by the necessity for "internal sources of belief and definition" that has been recognized (Magolda, 2001, p. 93). Individuals are faced with various challenges, such as the expectations of their parents and the lack of a fulfilling career. They need to assert themselves to manage these issues instead of being managed by others. Individuals in this phase, on the other hand, who lack the "internal mechanism" (Magolda, 2001) to think about these problems from an inward perspective, they may develop negative attitudes s (Magolda, p. 97; Pizzolato, 2004, p. 434) or turn inward, hiding their desire to act and reason in ways that honour their internal perspective (Magolda, 2001).

Meanwhile, Just as Kegan (1994) explained that individuals may develop self-authorship but still rely on third-order consciousness to guide their behaviour. In The Crossroads, however, individuals may lack the confidence to regularly assert their internal voice (Magolda, 2001; Torres & Hernandez, 2007). These individuals made decisions about when and how to act on their perceptions and ideas based on how they thought others would react. In Torres and Hernandez (2007) study, a participant denounced racism in principle, but stopped short of excising the individuals who make racist remarks due to their perceived ignorance. The decision to commit to their internal voice is all that stands between those at The Crossroads and self-authorship. This decision comes following what is called the provocative moment (Pizzolato, 2003).

Ultimately, Pizzolato conducted three studies; he explored the development of self-authority among high-risk students. He found that describing important experiences can help students develop their own self-esteem. He also analyzed the relationships between students' experiences and their personal or academic factors. Pizzolato (2006) explored the relationship between individuals' refusal to follow external formulas and their subsequent attempts to develop their own internal voice. The rejection of external formulas such as parental expectations and romantic relationships allowed individuals to look inward and see what they really mean by their independence. Once individuals committed to their internal voice, they began to author their own lives.

1.7.3. Becoming the Author of One's Life

Becoming the Author of One's Life is a process that individuals go through as they begin to assert their internal voice in everyday life. They begin to manage their relationships and develop a deeper understanding of themselves (Magolda, 2001). Individuals restructure existing relationships and adopt new approaches to their job and careers during this process of change. Baxter Magolda's (2001) participants discussed a newfound awareness of their world and their reasoning processes. They were able to govern their environment rather than being managed by it as a result of this awareness (Kegan, 1994). For instance, Baxter Magolda's (2001) participants described a renewed effort to explore their faith in ways that were different from the routine. They also said that they were intentional about taking on new roles in order to meet their family's expectations. Torres and Hernandez (2007) the study found that the emergence of a Latino/a student's internal voice compelled them to serve their community and believe in their values.

For this reason, the behaviours of individuals reveal their commitment to developing an internal system that enables them to make sense of themselves and their relationships with others (Magolda, 2001, p. 154). Pizzolato and Ozaki (2007) found that in order to achieve more satisfying outcomes; individuals are increasingly emphasizing the importance of incorporating goals and self-knowledge into their meaning making. For instance, one of Baxter Magolda's (2001) participants came to terms with his company's partnership with a factory in a country that has dubious ethical standards. He noted that the country's history and national sovereignty were at stake. In this case, the participant had made up his mind about the issue, and he did not discuss his company's stance on the issue (Magolda, 2001, p. 147). The participant, on the other hand, framed his viewpoint in terms of historical and cultural

precedent, rather than principles and beliefs. This is an aspect of becoming the author of one's life that can be challenging for individuals. It can indicate that they do not have enough confidence to speak their minds on their own merits (Magolda, 2008, p. 280).

1.11 Development Through the Phases

While Kegan (1994) and Baxter Magolda (1998, 2001) suggest that individuals who demonstrate self-authorship will not regress to earlier phases, some research contradicts this suggestion. Pizzolato (2004), for instance, found that individuals can abandon their internal voice in favour of more instantly pleasing exterior formulations when confronted with enough "external hostility...toward outward representation of their interior foundations," Furthermore, there is evidence that people can develop to the next phase in one of the three aspects while lagging in the others (Magolda, 2001; Pizzolato, 2004). However, Torres and Hernandez (2007) the domains are interrelated, and they can manifest in the various phases of one another. For instance, one individual can become the author of one's own life in the interpersonal domain if he or she has reached The Crossroads (the previous phase) in the other two domains.

1.12 Factors That Influence Self-Authorship Development

Three types of factors have been found to influence self-authorship development: situational factors, environmental factors, and personal factors in many cases, specific situational, environmental, and personal traits are insufficient to advance to the next stage of development on their own. Following the presentation of the three types, there will be a discussion of the intermediary impacts of various elements.

1.12.1 Situational factors influencing development

Individuals' self-authorship development is influenced by a variety of factors relating to specific situations and experiences. The experience of dissonance is one of these factors (Magolda et al., 2001), responsibility for the creation of mutual knowledge (Jehengir et al., 2011), internal vs. external catalyzation (Pizzolato, 2005), and reflection (Pizzolato et al., 2006).

According to Taylor (2008), conducted a meta-analysis of the literature on self-authorship. He stated that a person's sense of disequilibrium is needed to progress in their self-authorship. King et al. (2009) found that development “often involved learning from negative experiences and relationships”. Baxter Magolda (1998) discussed the tension between competing goals and the conflicting values of her participants the frustration that they felt when they didn't get the answers to their problems. Individuals also who follow external formulas in terms of their career and relationship choices often experience dissonance (Magolda, 2001). Moreover, she found that dissonant engagement produces a heightened interest in multiple perspectives. This activates a process through which one can make a choice (Magolda, 2001, p. 196) Dissonant feelings can trigger new approaches to challenging issues, and they can also compel individuals to reflect on their own identities (Magolda et al., 2001)

These findings suggest that dissonance is a required but inadequate factor in progressing from one phase of self-authorship to the next. Dissonance from external formulas can lead to self-authorship. It can also affect an individual's commitment to external knowledge (Magolda et al., 2001).

Dissonance can help people develop a more open-minded perspective on the world. They can also recognize the limitations of their previous formulas. After struggling to meet the challenge, students began to abandon the stereotypes common in society and students discovered unexpected similarities and differences. These findings resulted from a case study at a prominent Midwestern research institution that looked at the impact of a multicultural learning community on students' self-authorship growth.

Situations that require individuals to participate in the meaning-making process foster the development of self-authorship (Magolda et al., 2001). Baxter Magolda (2001) discovered that new college graduates were unprepared for the level of autonomy they would encounter in adulthood (i.e. – entry-level, management), Participants discussed their expectations and the lack of specific instructions from their employers. This led them to develop a plan of action that fits to their goals. Egart and Healy (2004) examined investigated into to the assignments, journals, and interviews of interns in a program aimed to help them grow as people. "One of the most significant differences students noticed between the classroom and internship experiences was the expectation that they be the enlightened beings - that what they felt was important and that their point of view were accepted."

Individuals are encouraged to "submit to the power of [their] inner voice to make...judgments" in settings when they are expected to participate in knowledge construction (Egart & Healy, 2004, p. 130). Such experiences are linked to increased interpersonal and cognitive development, two of the self-authorship domains (Magolda et al., 2001). Participants in Jahangir, Williams, and Pete (2011) they were able to share knowledge and develop their own skills through their peers has contributed to their development through their interactions.

Evidence demonstrates that sharing responsibility for their communities' standards and accountability procedures helps students develop self-authorship outside of the classroom (Piper, 1997). The University of Nevada Las Vegas' residential living community has implemented a Community Standards Model to improve the relationships within the community. In the model, students are expected to develop and enforce the rules and standards of the community within the constraints of the university and state regulations. Through this process, students were able to develop a deeper understanding of themselves and others. It also helped them assert their beliefs and values (Piper, 1997). The development of self-authorship can be achieved through situations that enable individuals to construct, think, and act according to their own ideas.

Subsequently, Personal decisions made in response to internal commitments, rather than external expectations, are linked to higher self-authorship development (Pizzolato, 2005). Pizzolato (2005) showed that "situations where the student independently judged that a decision needed to be made" were more likely to lead to a controversial moment in an examination of 613 students' Experience Survey responses. By contrast, while the Crossroads students were more likely to rely on external formulas, they were also more likely to make their own decisions when faced with decisions related to their education.

In the Baxter Magolda study, which was published in 2001, participants struggled to respond to expectations regarding their marriage or other significant life events. They then made decisions about how they wanted to live their lives that were designed to improve their situation (Magolda, 2001; Pizzolato, 2005). Pizzolato's (2004) the decision of high-risk students to attend college was catalyzed by their internal factors. This achievement led to their self-authorship years before their peers. This concept of catalyzed decisions are more likely to promote self-authorship is similar to the one presented in the 2001 Learning Partnerships Model by Baxter Magolda: sharing authority for knowledge creation students rely on their

internal voice to guide them as they take ownership of not only their response, but also the problem itself.

Reflection, like many other developmental outcomes, aids in the development of self authorship (Rhoads, 2000). A finding from Pizzolato's (2006) revealed that the use of goal reflection in advising sessions could promote the experience of provocative moments. This section aims to help individuals take ownership of their decisions and internalize them. It also provides a framework for helping them make informed decisions.

In a nutshell, without reflection, individuals select from the identified options using the external formula they deem most appropriate (Pizzolato, 2006). For example, in major selection, that formula could be parental guidance or expected grade outcomes. In the example of a service-learning course, students would be asked to process their experience in a defensive manner. They would then reject their sense of guilt and downplay the implications of their experience. Egart and Healy (2004) found through reflection, participants were able to articulate their values and beliefs guiding their behaviour. They then began to self-author their responses to challenges and decisions.

Essentially, Reflecting on an issue can help individuals develop their own internal voice. It can also help them move the issue from external to internal. Indeed, Abes and Jones (2004) and Baxter Magolda (2001) when reflecting on their participants' journey toward self-authorship, they notably note the developmental impact of participating in the study.

1.9.2. Environmental factors influencing self-authorship development

Two important environmental factors that influence students' self-authorship development are described in the literature: support and exposure to diverse perspectives (Jehangiret al., 2020).

While situations in which individuals are exposed to various perspectives may cause dissonance which may or may not lead to development, environments that encourage diverse voices foster students' development along their journey toward self-authorship (Pizzolato et al., 2004) 174 students were interviewed as part of a follow-up study to the Wabash National Study of Liberal Arts Education. (WNS), King et al. (2009), identified four outcomes associated with experiences that promoted self-authorship development: increased awareness, understanding, and openness to diversity; exploring and establishing a basis for beliefs,

choices, and actions; developing a sense of identity to guide choices; and increasing awareness of and openness to responsibility for own learning . In their findings, King et al. (2009) indicated that experiencing diverse people opened the door to new ideas, despite the fact that students did not typically process them deeply (p. 112). The majority of these experiences were given for their participants through friendships, housing arrangements, and mutual involvement in co curricular activities.

Individuals become less likely to follow external formulas when they encounter with a number of different perspectives (Magolda, 1998) For instance, individuals in meaningful conversations with diverse others often find that they have much in common (Jehangir et al., 2004). Individuals acknowledge the necessity to contribute their own opinions in the midst of numerous viewpoints (Collay & Cooper, 2008). As King et al. (2009) found an overall effect of experiences that support self-authorship growth is examining and building a basis for beliefs.

Individuals can develop a greater understanding of themselves and the world around them through these encounters. They will then be able to make educated judgments about their own lives (Magolda et al., 2001). For instance, Jehangir, Williams, and Pete (2011) described their participants' newfound appreciation of multiple perspectives. King et al. (2009) found evidence those students who had multiple perspectives learned new ways of learning in different settings. Exploring new ways to approach knowledge claims and examining personal beliefs is a step toward a self-authored perspective (Magolda, 2001).

Environmental support can determine whether or not experiences of dissonance lead to increased self-authorship (Pizzolato et al, .2004) In their study of Latino/a college students, Torres and Hernandez (2007) found that a lack of support, or even negative support, for “trying anything new” (p. 567) resulted in continued reliance on External Formulas. Students who lived at home received more negative support for considering new perspectives and engaging in new experiences. Individuals who believe that their own foundations will not support them may not be able to achieve their goals. Instead, they may resort to following external formulas (Pizzolato, 2004). Positive support, on the other hand, is frequently linked to the growth of self-authorship.

While there is a lack of support for students trying new things or managing their own dissonance, programs designed to foster self-authorship development can help students grow

(Collay et al., 2008). Individuals can manage dissonance and reflection (situational factors) in increasingly self-authored ways in a supportive context. y. Collay and Cooper (2008) found students' peer cohorts helped students develop confidence in their own voices. Also helped they let go of the negative thoughts that prevent them from living their best life.

There are, however, exceptions. Pizzolato (2003) defined privilege as the “excessive support that crosses the line into protection,” (p. 808). Taylor drew a parallel between the findings of his 2008 study and the White Male Identity Development theory, which warns against environments that are full of support but lacking disequilibrium. Support, it seems, needs to be not of the person so much as for the practice of trying new things, taking chances, and committing to growth and development (King, et al., 2009).

Egart and Healy (2004) analyzed Twenty-five participants participated in a study to evaluate the outcomes of an internship program at Miami University that aims to foster self-authorship. Twenty-five participants participated in a study to evaluate the outcomes of an internship program at Miami University that aims to foster self-authorship. Individuals who lacked supportive relationships were less likely to rely on external validation when it came to assessing their performance Instead; they focused on their own assessment (Egart & Healy, 2004). The ability to develop in an environment that is not supportive of learning is largely dependent on the individual's own responsibility to construct knowledge (Egart & Healy, 2004).

Factors such as environment play a crucial role in determining how individuals respond to the various situational characteristics that can lead to self-authorship development (Taylor, 2008). A supportive environment that provides multiple perspectives and supports growth and development can help individuals develop a deeper understanding of themselves.

1.9.4. Personal factors influencing self-authorship development

In addition to the environmental factors, personal factors also play a role in influencing not only the way individuals manage situational factors, but also how they make sense of their surroundings. Self-authorship development is supported or impeded by the convergence of identity traits and personal processes (Pizzolato et al, 2004). Primarily, personal factors have been found to influence development in one of two ways: (a) they present additional developmental challenges not present for individuals without those traits or (b) they moderate

individuals' responses to situational and environmental factors (Wawrzynski & Pizzolato, 2006).

Individuals with high-risk or ethnic identity traits are more likely to have various developmental challenges. These include being able to understand and interact with others (interpersonal), as well as their own inner thoughts (intrapersonal) and also influence students' ways of knowing (cognitive). For instance, a study conducted by Hernandez and Torres in 2007 revealed that some Latino/a students had developed additional developmental tasks that were not detailed in studies of white students. In the study, participants identified their personal values and goals in the context of stereotypes about Latinos/as.

Ultimately, Identity labels can also be linked to various social issues, such as developing a sense of self-authorship and managing one's relationships with diverse people. This process requires students to first acknowledge the varying perspectives of other people. The extent to which an individual's identity traits impact his or her response to situational or environmental conditions, as well as the development of self-authorship in general, is mostly determined by their other coping mechanisms, volitional efficacy, and behaviour control.

Identity traits, such as ethnicity (Torres & Hernandez, 2007) and academic labels (Pizzolato, 2004) have been found to create cognitive dissonance as students seek to understand their sense of self and their relationships in the context of societal images. Students' processes for managing dissonance and regulating their behaviour play a major role in their ability to self-author (Pizzolato, 2004).

According to Pizzolato there is a link between self-authorship development and the use of coping strategies. For instance, students who avoided being challenged tended to follow external formulas as in the case of the student who changed her major to avoid being embarrassed by her accent.

On the other hand self-regulatory coping is a strategy used by other students to manage their challenges. They identified their own actions that could help them decrease their obstacles. For instance, one participant in Pizzolato's (2004) study noted that he was angry about the amount of effort he put in during his classes. However, he also identified certain behaviours that were preventing him from attaining his academic goals. Students who self-regulate in the face of challenges may have relied on their internal voice, but they may have

also lacked the proper relationship-building tools with self-authorship (Pizzolato, 2004). These findings highlight the importance of internal processes in the development of students' self-authorship.

1.10. University students' self-authorship

Previously, students were considered as passive learners because teachers were giving importance to the content of the courses and how they should be organized in lessons. They were unsatisfied by the outcomes and they complained because students can not apply what they learned and they have some difficulties to learn on their own, these problems led to major changes in the reforms of educational contexts

In the Algerian context of learning English as a Foreign Language (EFL), the present curriculum focus mainly to produce literate and numerate learners where in fact Algerian educational systems need to develop creative students. Teachers raise the query why the majority of the students are unable to analyse, interpret, and make meaning of their experiences confidently and correctly. One among many reasons to take into consideration might be a lack of oral practice and interest, etc. So based on the question of how to increase the learners creativity through fostering self authorship, this chapter is designed to analyze the data obtained from both EFL teachers of oral production and second year students at Saida University.

Admittedly, Acquiring and developing English as a Foreign Language is a difficulty faced by many students in order to achieve mastery of that language, but it is not the only concern there is a need to develop learners creativity. To attain such a goal, learners must develop the four language skills which are reading, writing, listening and speaking. These skills are very important in the learning and teaching process because they are the necessary tools by which an individual, who is a non native speaker, can communicate and exchange with the members of society speaking that language. As a prominent objective there is a need to focus on learners creativity supposed to be future professionals and representative image of the social and economic incomes. However, what is the most important after acquiring sub skills mentioned before is the ability of learning to interpret, evaluate, and construct knowledge in order to make meaning of their experiences and construct knowledge by themselves for their future careers.

Certainly, there are substantial gaps in understanding the developmental mechanisms that enable students to develop more adaptive ways of viewing the world, their roles as learners and citizens, and how they engage in healthy relationships with others. In addition, the development of self-authorship by students in their college years is significant due to the benefits of such development for the individual, employers, and society at large.

1.11. The Learning Partnerships Model

Baxter Magolda (2001) proposed the Learning Partnerships Model (LPM), "a heuristic proposed as a way to purposefully facilitate self-authorship development in undergraduates," after considering the complex interaction of situational, environmental, and personal factors related to self-authorship development (Wawrzynski & Pizzolato, 2006, p. 678).

The principles of the LPM have been linked to the development of self-authorship in various studies. This process was created to validate students as knowers by encouraging them to create the policies, to share responsibility and authority for learning by entrusting the implementation and enforcement of the standards to the students, and to locate the learning in their actual lived experience. Baxter Magolda and King ((2004) presented several examples of how the LPM could and does promote self-authorship. Despite the lack of empirical evidence, the principles and assumptions of the LPM have been widely acknowledged as promoting self-authorship.

1.12. Conclusion

Many teachers believe that creativity is a vital component of the educational system to meet the needs of today's students. One of the most significant reasons why creativity is so important is because of the increasing number of people who want to learn English as a foreign language. Substantially, the literature on creativity and self-authorship theory provides a comprehensive description of the concept and its associated developmental theory. It also explores various factors that influence progress in this area. College students' achievement of self-authorship has been found to be rare, but the literature provides an increasingly detailed understanding of the process and its model for the attainment of self-authorship outcomes.

Chapter two:

Research methodology and design

2.1. Introduction

The second chapter is devoted to an explanation of the research methodology and design, focusing on the research tools and methodologies; it deals with the research design of the present study that will serve to describe the context of the study and to give details about the participants under this investigation; furthermore, the techniques and procedure of data collection and analysis used in the current study to answer the research questions asked in the general introduction. First, it describes the research instruments used in this research. Later, it introduces the sample population followed by data analysis methods used in this case study. In the end it tackles the difficulties faced by the researcher.

The informants were EFL teachers and learners from Saida University. They are selected to respond to the research instruments addressed to them. However, from this large population, the researcher has dragged a sample population of four (04) teachers and thirty (30) students. In fact, the respondents have been randomly chosen to represent the whole population because all of them had the same chance of being selected.

2.2. Aim of the study

The research aim is a specific statement that expresses the aspiration of the study and what the researcher wants to reach after finishing the research. "The term research aim usually refers to the main goal or overreaching purpose of a research project" (Hodges & Thomas, 2010, p. 38). Research without a purpose, it's not worth calling it investigation.

This study has two general aims. The first one is to examine the effectiveness of using projects in improving first-year EFL learners' creativity and to be more self authored. Whereas, the second main aim is to help teachers to understand their students' preferences and to design a sufficient course based on their learners' needs through the implementation of activities that help students to be more creative and self authored.

2.3. Significance of the study

This study is significant in the field of didactics because it attracts the attention of educators to one of the major students' differences which affects deeply the learning progress and creates so many barriers if the teachers do not consider it.

The findings of this study will attempt to provide teachers with more insights about creativity importance in teaching and supporting self authorship. Additionally, this work will present more teaching techniques and methods to eliminate learning barriers to engage and involve a wide scale of learners to be creative and reach self authorship. It will bring novelty to the kingdom of teaching and learning to shine brightly and affect positively.

2.4. Methodology

Schwardt (2007) defines Research methodology as a theory that explains how an inquiry should be conducted. It involves analyzing the various assumptions and procedures involved in carrying out the study. According to Creswell and Tashakkori (2007) methodologies define and explain the types of problems worth investigating, as well as what constitutes a researchable problem, testable hypotheses, how to construct a problem. Methodologies provide out and explain how to choose and construct appropriate methods of collecting data, as well as how to investigate them using specific designs and procedures. The researcher has opted to undertake mixed methods research for this study. This strategy will enable her to respond to the numerous questions that have been made previously.

2.4.1. Mixed Methods Research

It is generally understood that quantitative research involves the analysis of numerical data, while qualitative research focuses on the study of narrative or experiential data (Hayes et al., 2013). This study adopted a mixed-methods research approach, Kemper, Springfield and Teddlie (2003) define mixed methods design as a process that involves the simultaneous collection and analysis of quantitative and qualitative data (Two types of data are collected and evaluated sequentially in a concurrent mixed method design). According to Bazely (2003), this method entails the use of mixed data (text and data), as well as other tools such as statistics and analysis, but the method remains the same. This type of study is divided into two phases, with the quantitative and qualitative research paradigms being used in each. For a fuller understanding of the scope of quantitative and qualitative research the reader should explore the positivistic (quantitative) and naturalistic (qualitative) paradigms in more detail.

2.4.1.1. Qualitative Research

Quantitative research, according to Van der Merwe (1996), is a type of study that aims to test theories, determine the relationships between various factors and predicting outcome. According to Gass and Mackey (2005), a quantitative research process generally begins with an experimental design that involves the quantification of data and numerical analysis. This means that the goal is to find out which numbers or scores are related to a specific quantitative tool. This field of study collects data from various sources such as surveys, interviews, and tests. The results of these are then analyzed numerically. Unlike qualitative research, this type of study uses numerical language to collect data which the results can be presented numerically.

In order to obtain the most accurate and reliable data, the researcher uses mixed methods study. This strategy helps gather enough information to support her findings and to collect the necessary data to uncover the confusion surrounding the subject matter.

2.4.1.2. Qualitative Research

Qualitative research method refers to the quality of the results obtained from research tools. It has nothing to do with numbers. According to Van der Merwe is a research approach aimed at the development of theories and understanding. In addition, qualitative research is defined as a situated activity in which the observer is located in the world. Qualitative researchers aim to make sense of phenomena in their natural environment by interpreting them in terms of their meanings. Qualitative research focuses on the characteristics of entities as well as processes and interpretations that aren't tested or assessed experimentally.

Its major objective is the emphasis on the 'why' and 'how' of a phenomenon and not on its numbers. In other terms, qualitative research is gathering and evaluating non-numerical data (such as text, video, or audio) to better comprehend concepts, views, or experiences (Bhandari, 2020).

2.5. Sample Population

This study has taken place at Dr Moulay Taher Saida University; at the level of the English language department during the academic year 2021-2022. The participants of this research are EFL learners and tutors. They were selected randomly to contribute to the

accomplishment of this study. From this wide range, the researcher has chosen four (04) teachers and thirty (30) learners to represent the whole population to conduct her research.

As mentioned, the researcher has opted for a simple random sampling since every individual from the populace has an equivalent shot at being chosen (Thomas,2020). Besides, it is a method that imparts a feeling of fairness in the investigation because no earlier data about individuals or things included is joined in the process of data collection(Gaile,2017).

2.5.1. Description of the Teachers' Profile

The main aim of dealing with EFL teachers is to know their points of view concerning fostering self authorship in order to enhance student's creativity in EFL oral expression module. The sample consists of teachers who used to give LMD students oral expression. They hold either the degree of 'Doctorate' or 'Magister', some of them have experience in different fields off teaching. So, the selection of the sample was based on the consideration that teachers of oral expression will be beneficial for the current research since they teach students how to develop their oral skills and how to be self authored. Teachers of oral expression known as dedicated to helping each student reaches their full potential, regardless of academic capabilities or challenges. Also have the ability to incorporate role-play and group discussions to enhance students' socialization skills. Talent for using manipulative, technology, and group projects to facilitate multiple intelligences and keep students interested and focused.

2.5.2. Description of the Students' Profile

However, the purpose behind choosing second year students was because they will graduate next year and they need to be self authored in order to achieve their learning outcomes and advance their intellectual growth and creativity which it requires bringing together what they know about learning, development, instruction, and assessment to shape educational practice. Additionally, the majority of the participants were females (72.5% females and 27.5% males). Most of the participants are between 18 and 21 years old except two students, one of them is 36 years old and the other is 45 years old .The maximum number of students in each session was 30 students.

2.6. Research Instruments

It is a sheer truism that any research paper relies on a host of tools to make its results academically more reliable and credible. For this reason, the current work was developed through the use of observation, a questionnaire as well as an interview, in which the researcher has chosen to collect the required data.

2.6.1. Observation

A classroom observation was adopted as a first data collection tool. According to Bell (1999) classroom observation is “a technique that can often reveal characteristic of groups of individuals which would have been impossible to discover by other means”. In other words, classroom observation is a useful technique for collecting data about a group of people, as it allows us to discover what really happens inside the classrooms. In the same line of thought, observation as a data collection method had a unique aspect over other methods; it gave the researcher the chance to gain vivid data from the original setting. Some research questions would be better answered by observing how things seem or how the sample population behaves. For example, the researcher of this work could simply interview some teachers about the impact of self authorship on students’ creativity. Nevertheless, a more precise assessment would most likely be acquired by observing them during the oral session.

Subsequently, observation was the second method that best fitted the researcher’s situation; by virtue of its utility and helpfulness in generating enough data. Again, it permitted to the researcher to notice the different features taking place like the setting, the informants’ behavior and their interactions. Particularly in this investigation, the classroom observation allowed the researcher to explore the implementation of creative teaching at University and determined the different phases of a creative course. It could also help her to add exact information about the delivery of the informants which could not be collected with the questionnaire.

2.6.1.1. The Aim of the Observation:

The first section aims at getting real data about some aspects of classroom environment in which self authorship takes place; the second section attempts to know about the role of teachers inside the classroom. It seeks to know, for example, whether teachers give

the chance to students in order to express their ideas and to improve their oral fluency, and the third section aims to know about the role of the students in the classroom.

2.6.1.2 The Pre- implementing projects observation

In this phase, structured observation was used as method for data collection the researcher has attended two sessions before the teacher gave projects to students. The aim was to determine whether the instructional practices of the teacher fit the description of creative teaching as shown in the first chapter or not and the level of creativity and if self authorship can be reached by students . Accordingly, the observing standards included: student participation, sense of creativity and autonomy to facilitate learning, and the types of the in-class activities.

2.6.1.3. The during – implementing projects observation

During the observation, the concentration was centered on students' engagement, content understanding and their immediate creative answers. After-that, the observer has attempted to determine whether the pre-class preparation could motivate them to be more engaged in the following in-class processes. We decide to compare the event of the experiment with the remarks that have been observed in the one session that preceded it which was mainly about discussing topics and individual work. Comparison has also extended to include students' understanding of the content. To orient the observation for this, we have used learners' output, during the discussions and the activities and the collaborative work. Furthermore, the observer remained focused on the participants performing projects “ reactions, attitudes, behaviors, comfort level, satisfaction, quality of performances, and responsiveness to the attempt at utilizing strategies that addressed their needs and preferences.

2.6.1.2. Description of the classroom observation

The researcher has conducted the observation in the oral expression sessions along with one literature session. The process was done in four weeks; five sessions of observation were devoted to the oral classes during the first weeks whereas the last other session was devoted to the literature session during the fourth week.

For the sake of gathering valid data and making the observation process more structured, focused, and organized, the observer has developed a guide sheet observation. The researcher was sitting at the back of the classroom, and noticed all what happened during each

session, paying particular attention to every single detail .the researcher utterly focused on students' autonomous practices during project presentations where the students are totally self authored. In particular, the researcher limited herself to four autonomous behaviors, which are as in the following initiation -Managing – reflection - and intergroup awareness during these sessions of observation, the researcher used a variety of techniques to collect information.

2.6.3. Questionnaire

Questionnaire is the most adapted research tool. It is commonly used by many researchers. It is vital tool for the collection of primary population data of interest applied to theoretically based research. It is a set of multiple questions designed by the researcher to reach a particular objective. Cambridge dictionary defines questionnaire as a group of questions that participants are asked to gather information about a particular issue (2021).

Furthermore, according to Brown (2001), a questionnaire is "any written instrument that presents respondents with a sequence of questions or assertions to which they are to reach either by writing out their replies or picking from existing answers" (cited in Dornyei, 2007, p. 102). Brown has pointed out two main types of questions the researcher may entail in the questionnaire which are open-ended questions that require the respondents to answer by writing or selecting from answers that are provided as options which is referred to as multiple-choice question.

What is more, the questionnaire as a data-gathering tool has many advantages and disadvantages. First of all the answers may be received rapidly. Then, it is an easy method that any researcher can undertake. Moreover, the correspondents can answer the questionnaire at their leisure, so they put less pressure on the respondents. On the other hand, the investigators still encounter some barriers when opting for questionnaires because they may provide poor responses and incomplete entries.

2.6.2.1. Description of the students' questionnaire

To collect quantitative and qualitative data, the questionnaire includes both closed-ended and open-ended questions. Closed-ended questions seek precise answers by presenting participants with yes/no questions or a list of suggested items from which they must select the appropriate answer(s) by ticking the appropriate box(es), whereas open-ended questions seek personal opinions and provide space for participants to add additional explanations. All the

Questions are in the form of statements. No “Yes/No” or ‘direct questions’ included. No technical and difficult words were used to avoid misunderstanding and false interpretations. For the purpose of organizing our questionnaire, it is intentionally divided into three sections and each section consists of a number of questions (see appendix 1).

- **Section One:** Self-authored Epistemological Perceptions (Q1-Q6). This section is devoted to the participants’ personal information to have background knowledge about their level. It consists of four main questions: the first question one is about how much do students enjoy oral session to check out their attitudes towards oral session and performing and the second question about participation and how much they get the chance to express themselves freely, questions three and four are multiple choice questions checking their ability to analyse, make judgments and do they face any struggles concerning these tasks especially when making projects.
- **Section two:** Self-authored Intrapersonal Perceptions student’s perspectives towards their different Learning Abilities and the perceptions of themselves, others, and their personal goals. This section consists of one multiple choice questions. The purpose of this section is to see whether students are aware of the importance of their different Learning Abilities.
- **Section three:** Self-authored Interpersonal exploring Learners’ perceptions of their ability to sequence the learning process this section comprises four questions; one of them is a yes/no question, while one question is multiple choice one .While the last two questions are open ended questions .This section deals with students’ attempting to reveal whether students are aware of what. The aim is to check if students reshaped their understandings of the concept of their managing skills and Learners’ awareness about the role they are required to fulfil in classroom.

2.6.4. Teachers’ Interview

In addition to questionnaires, a third research tool is used as a support, which are interviews the most commonly used qualitative method. An interview is a qualitative data collection tool. It consists of asking a series of questions to the participants. It is purely a conversational method that helps the researcher to gather required data about the participants’

beliefs, motivations, attitudes, experiences, etc. There are many types of interviews, the common ones are: structured, unstructured and semi-structured. This study relies on the structured interview so as to explore the participants' opinions and perceptions. The interviews are research tools used to help the researcher to understand and explore the research behaviours and phenomenon.

The interview can be a positive addition to any research because it increases the knowledge of both the interviewer and the interviewee. Furthermore, it enhances mutual understanding and cooperation. However, the researchers are still facing some limitations in the interview process such as lack of attention and time-consuming.

2.6.4.1. Description of the teachers' interview

The type of interview used by the researcher in this academic undertaking is a structured interview. It was addressed to four EFL teachers who are well experienced in teaching oral expression at Saida University.

The investigator conducted a face to face interview with only two teachers since they were present in the session that s/he was teaching. Besides, she undertook a virtual interview based on the third and fourth teachers wishes. This means that the interview was conducted via email and that is what elucidates the use of the structured interview.

Before starting, the researcher opened the meeting with a concise introduction in which she defined the topic and identified the major points which are going to be discussed. Additionally, she asked for permission to record the session, and she guarantees confidentiality to the interviewee. Some teachers have appreciated and welcomed the research as they contribute very significant explanations and discussions while others apologize for not responding because they had no time to do so.

The interview comprises six questions that vary between WH questions and dichotomous questions (yes/no). These questions attempt to cover all the aspects related to the subject matter that would help the researcher to achieve satisfactory results concerning her investigation as well as to check the validity of the hypothesis that have been raised.

The aim behind opting for an interview with the teachers is exploring their perceptions about self authorship and to what extent teachers give importance to develop students creativity concerning whether they implement some activities or they simply follow syllabus

blindly neglecting learners needs. Additionally, getting a description about the experience of introducing the self authorship theory, its benefits and impact on students creativity and academic performance , whether it helped develop students 'performance and their critical thinking skills in particular, and what might be modified .

2.7. Difficulties encountered in this study

The limitations of this study include the topic, the informants, and the university. Concerning the topic, this work will be the first thesis done about self authorship theory in Algeria, and many EFL teachers and learners do not have any basic knowledge about it. The informants or the teachers felt overwhelmed because of the topic first. Then, some of them were unwilling to answer the interview because of the pressure of the pandemic period and the limited time which they had.

Although the research has reached its aims, there were some unavoidable difficulties to the present study which should be highlighted so as to avoid any overgeneralizations and misinterpretations of the results. First, because of the time limit, this research was conducted only on a sample size of population. Consequently, the results of this study have been applicable only to the sample of population. In addition, to generalize the results for larger groups the study should have involved more participants at different levels. Second, the classroom observation might not reflect our participants' usual behaviours including their self authorship degree since when participants knew that they were observed they might behave differently.

Moreover, regarding the questionnaires, the respondents' answers might be superficial; especially that the questionnaires required time to be completed. Despite the prestated challenges that face the researcher, the present study has achieved its objectives.

Conclusion

Through this chapter, the researcher uncovered the main objectives of this investigation, and explained the methodology and the framework which were carefully designed and followed. This chapter gave details about the research method, the context, the data collection instruments, and the participants who took part in the probe of the present study. In addition, we have explained the steps and parameters of both the experiment and the observation procedures. The three data collection tools helped a lot in maintain the intactness

of the whole structure. The information gathered through these instruments will be analyzed, deciphered and discussed in chapter three.

Chapter three:

Data analysis and interpretation

3.1. Introduction

This investigation has been carried out by means of well-established tools of study. Observing, experimenting and direct questioning has led us to gather multi angled data, the analysis and interpretation which are the concern of this portion of the dissertation. The presentation of the results systematically follows the order of how our hypotheses were listed for the purpose of providing an organised closure to our research questions. Finally, we discuss in this chapter the findings and some recommendations and suggestions that would help the EFL learners and teachers as well.

3.2. Findings

The interpretation of the results collected from the student's questionnaire was carried out quantitatively. However, the interview and classroom observation were qualitatively analysed.

3.2.1. Classroom observation

Classroom observation was meant to obtain a complete and careful evaluation of what we focused on description and explanation. We attempted to shed light on student's interaction and engagement in their classroom discourse through the different activities and that demonstrate learner creative side which was individually handled by each student even when they work in groups.

The development of student's creativity inside classroom has shown a sense of responsibility and competitiveness in large number of students besides, the researcher has noticed that students are engaged and determined to extract their internal capacities and how it was easy to them to express themselves especially in presenting projects where they feel to express, innovate , create without the assistance of the teacher this shift from authority dependence (teacher) to self authorship (students as leaders in performing tasks) has shown how comfortable and self confident students where presenting their projects. The researcher has notices students feel at ease when they don't receive instructions from the teacher but rather be self reliant to make meaning of their experiences.

Even though the questionnaire is effective and practical, it may not provide all the data concerned with a given phenomenon. In the first instance, the observation gave the researcher tangible results, and it helped to fill the void. For the most part, it acted as a reliability test for

data collected using the questionnaire. In other words, what is observed can confirm or deny the answers in the teachers' interview and questionnaire.

Table 3.1. The checklist used by the researcher

	Never observed	Sometimes observed	Often observed
Students' Motivation		✓	
Students' Participation			✓
Students ask Questions			✓
Students interact with the teacher			✓
Students autonomy			✓
Students interaction with each other			✓

The aforementioned table is the checklist that the observer has designed before the observation sessions to check the aspects that may assist the investigator to have a well organized research paper.

3.2. Table Event sampling observation

Time	Action	Behaviour
11.10	The teacher refreshes his/her students' minds about the previous lecture which is about making a project showing their abilities to do and create things from their	➤ Few students were able to respond to the teachers' questions and could remind him/her of what they did in the

	<p>personal competencies . They can work either individually, in pairs or in a group advising them to rely on their own personal knowledge and creativity. Choosing one of these topics :</p> <ul style="list-style-type: none"> • A cook book for people suffering from allergies. • Choose a movie and turn it into a parody. • Film a short documentary on student's issues. • Build a game to help 3 years old kids develop their knowledge. • Write, compose your own song. 	<p>Last session.</p> <ul style="list-style-type: none"> ➤ Class members take initiatives to ask questions and generate discussions. ➤ Each member of the project presenters is ready to engage independently in the presentation of his/her own share of the project in his/her own way. ➤ Project presenters take initiatives to modify the way the project is presented to convene with their mates' expectations without the interference of the tutor.
11 :30	<p>The teacher is perceived as a guide and learners enjoy the atmosphere .In addition to giving them free time to think and analyze.</p>	<p>*Project presenters seem to take profit from project presentations to improve their oral presentation skills.</p> <p>Students make choice of the material to be used.(data show for ex)</p> <p>*Demonstrate willingness to deviate their weaknesses to achieve better success. (They make use of strategic competence...ect).</p>

11.45	The teacher giving a positive feedback and manage the classroom smoothly letting the students be totally autonomous.	<p>*Class members are attentive, comment on the project work and exchange ideas.</p> <p>*The group members feel motivated with a strong sense of responsibility. Each student creates his/her own chance to discuss problems, clarify ambiguities, as well as difficulties.</p>
12.00	<p>The teacher remained only a guider and facilitator during student's presentations also validating students' performance.</p> <p>Meanwhile the teacher help the students to explain their idea on the board in order the slow learners grasp what is happening(the teacher masters time planning and management skills)</p>	<p>Each member has the ability to assign his/her own touch for the presentation</p> <p>Project presenters reflect independently on how to use the available resources (board, the class size. . .) to suit their presentation.</p> <p>Students master well discussion norms and seize the appropriate opportunity to take turn in the discussion.</p>

The observation process has lasted for four weeks approximately in which the observer has attended six sessions in order to see and to know about the conditions of the class, the degree of the students self authorship (the process of learning through project work) the level of creativity demonstrated by students when presenting their projects.

After having observed a group of a second year students, the observation sessions confirmed that incorporating project work resulted a noticeable progress as regards students' engagement during the whole class discussion and the classroom overall ambience and importantly it supported student learning autonomy which led to make student the authors of their own experiences. All the observed sessions had shown that the teacher occasionally give group works, projects and encourage student to generate more ideas through integrative tasks. The teacher divides his learners into groups of four or five in order to provide them with more opportunities for interaction. During the project, we have noticed that most of the

learners are enthusiastic to work together since the teacher encouraged them to exchange their ideas and opinions.

On one hand, teacher were encouraging students to work in pairs and groups to increase social support and help students to develop their voice about peers in addition to enhancing solidarity spirit to solve the complex tasks. On the other hand, some weaknesses can be spotted such as the strategies and the techniques used in delivering the information. Teachers need to present the topic in a variety of ways so that each student gets an opportunity to understand well the content for all the students. Likewise, much time should be devoted to the slow learners to enable them to participate in the learning process like the other students.

Before implementing projects in the EFL classroom and based on our attendance in more than four sessions before the treatment took place, we have noticed that the concept of autonomy was not sufficiently experienced in the learning process among second year students. Initially, the researcher becomes aware that learners are still relatively distant from different decisions regarding their learning especially in relation to how they engage during whole class discussion.

All along this period, the teacher remains the foremost manager and the most dependable element of all the learning matters. In fact, students' level of motivation during classroom debates and learning commitment remains inadequate especially concerning students' engagement, reflection, awareness, management in class debates. Surprisingly, and despite the moderate educational volition among learners, only some of them reflect, manage, and cooperate around a given content. The overall classroom climate was not sufficiently involving in a way to engage students to participate in whole class discussions.

One of the core values of the self authorship factors have been found to influence self-authorship development that was demonstrated in all the sessions is the idea that knowledge is socially constructed. Participants were exposed to this concept both in the projects that they did and in the way that the course was structured. Discussions, case studies, and small group work give participants the opportunity to develop their own understanding of the material through the lenses of their own disciplines and backgrounds while working with other participants, learning from them, and sharing perspectives and strategies. For example, participants read and discussed the same texts about establishing learning goals, while having the space to construct learning goals that were based on their own values, disciplinary

background, and experiences. The teacher encouraged his learners to speak by using the collaborative learning techniques, where students work in groups, share knowledge, exchange information..., etc.

When teachers act as language providers, they give the importance to the content rather than to the students' performance, the students will get bored and demotivated in the classroom that can reduce their amount of talk in the class. For example, in the classroom discussion, students were just participating for getting their grades because the selection of the topic did not meet their needs and interests. Therefore, the interaction will be reduced, which will affect the students' speaking skill.

3.2.2. Students' Questionnaire

From the analysis of the observation, we concluded that students developed their self authorship through implementing projects and being autonomous. Still, it is important to discuss and analyse the responses that were collected directly from students through a questionnaire concerning their opinions and attitudes .As stated earlier, we have chosen the most important questions to be analysed; we will report the relevant comments students provided to answer the research questions. To this end, the obtained answers are categorised into four main elements that are closely related to our hypotheses. It has to be noted that some students did not answer all questions which may affect the results in a way or another.

Students attitudes towards oral session

Question one: Do you enjoy oral session?

Learners of English as a foreign language see oral session somehow challenging, out of their comfort zone others believe that it is easy. For this reason, students' were asked to give their own view concerning whether they enjoy it or no. The present table shows the results of students' answers.

Table 3.3: Students' attitudes towards oral session

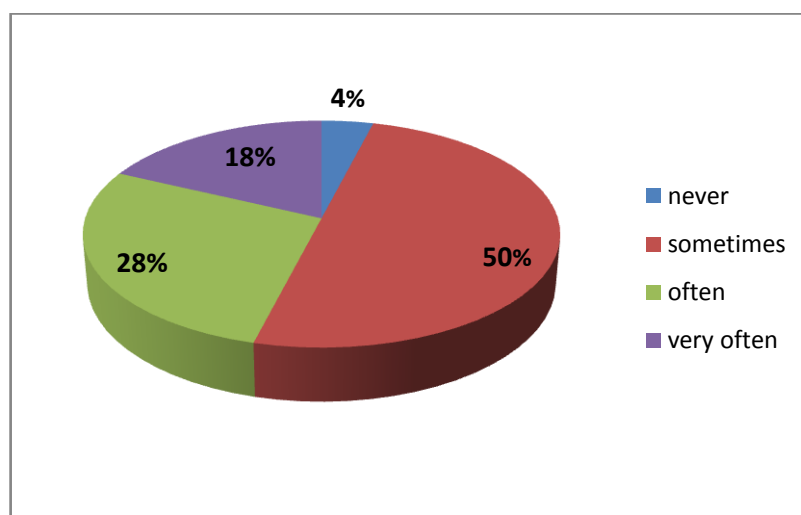
Options	Response	percentage
I enjoy this session a lot	28	56%
I enjoy it sometimes	16	32%

I don't like it	06	12%
-----------------	----	-----

According to the results displayed in the previous table it is shown that in the first question, 56% of the students stated that they enjoy oral session a lot. While 32% of the students said they enjoy it sometimes. Whereas, the rest which is 12% stated that they don't like it at all. In this sense, the majority of learners find oral session an ordinary module and they enjoy it.

Question two: Do you get much opportunity to express yourself freely in this session?

Generally, students expressing themselves are a hard and a complex skill that EFL learners need to master. The most challenging part in oral session is when they are intended to give their opinion. Learners are asked to declare to what extent expressing them freely seems difficult for them. And, the table presents students' answers.



Graph 3.1: Student' attitudes towards oral session.

From the present chart it has been noticed that 50% of the students stated that they sometimes get the chance to express themselves. Whereas, 28% of informants claimed that they often give their opinion and get the opportunity to do so. However 18% find it complicated to participate freely. And, only 4% mentioned that they never participate in oral session. This means that almost 50% of the informants find oral session hard and complicated.

Question three: Do you think you are able to do these (analyse, make judgements, problem solving, and decision making) without asking for help?

Table 3.4 student Level

The option	Student 'number (N)	Percentage (%)
Yes	29	58
No	21	42

The analysis of the third question results shows that 44% stated that they are able to analyze and make judgments addition to the problem solving tasks skills and decision making without the help of the teacher. However 56% of students claim that they are not able to do these tasks without asking for help. This means that most of the students are aware of the importance of mastering these skills since almost all of them can work alone.

Question four: How many project works have you conducted this year?

Table 3.5. Number of Project Works Conducted

Number of project works	Frequency	Percentage (%)
Less than 5	42	84%
Between 5 and 10	8	16%
More than 10	0	0
Total	50	100%

The results presented in table 3.5. Below show that the majority of the students (84%) responded that they have conducted less than five (5) projects this year against only 16% of them who said that they have conducted between 5 and 10 projects works. None of them have conducted more than 11 projects. The results show that students didn't have the chance to

experience conducting projects in all the modules they have during the first semester of this year because they have 11 modules and they have conducted less than 5 project works. However, it is viewed quite important as a beginning for their involvement in conducting projects as they would have the opportunity to conduct more projects in the second semester.

Are these project works conducted generally?

Table 3.6. Ways of Conducting Project Works

Ways of Conducting Project works	Frequency	Percentage (%)
Individually	04	8%
In pairs	12	24%
In groups	44	88%
Total	50	100%

From table 3.6. Below, it is recognized that the majority of the students (73, 33%) conducted their project works in groups. Working in pairs was mentioned by 20% of them. On the other hand, only 6,66% of the participants said they are working individually. Therefore, the results reveal that project works are generally conducted in groups by working all together to prepare them. This kind of collaborative work gives students the opportunity to communicate and interact between each other, exchange ideas, share knowledge, debate and give opinions. Students also develop critical thinking, problem solving, communicative skills and promote the spirit of working cooperatively

Students Perceptions towards Different Learning Abilities

Question five: answer the following questions with yes or no?

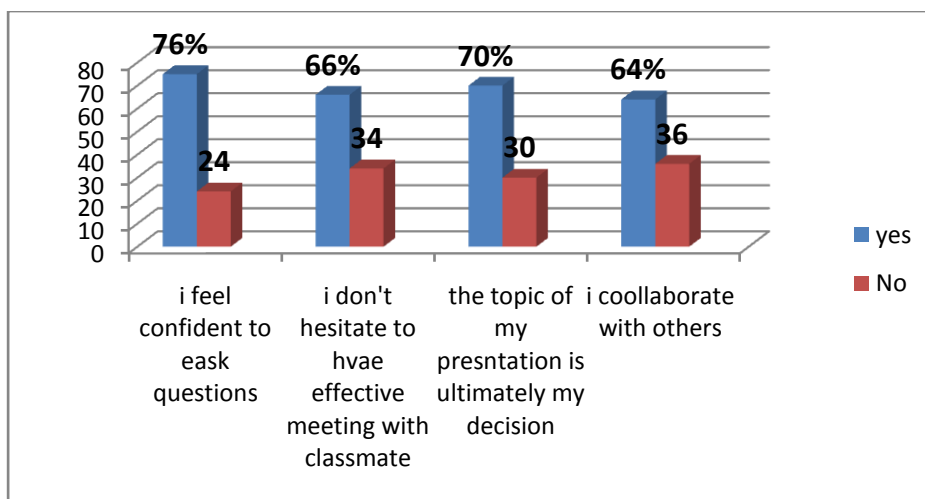


Figure 3.2. Learners' ability to sequence the learning process.

The analysis of the graph reveals that 12 (24%) from 50 students encountered difficulties in expressing themselves and cannot ask important questions. While 38 (76%) which means the

majority of the informants are able to ask and have confidence to question what they don't understand. In addition, 33 (66%) say that visiting a classmate and making relationships with them can be useful and they don't hesitate to make this step. Whereas, only 17 (34%) respondents find it a hard mission to connect with others and seek help from class mates. Subsequently, correspondents 30 (70%) affirm that they can make decision concerning the topic of presentation without relying on the teacher. While 10 students (30%) still cannot be in charge and make a decision by their own selves they are still in need of the teacher's assistance. Meanwhile, 32 informants (64%) claim that they collaborate with others in doing research during their learning journey only 18 (36%) they cannot work jointly with others or together especially in any intellectual endeavour.

Question six: About how often have you done each of the following?

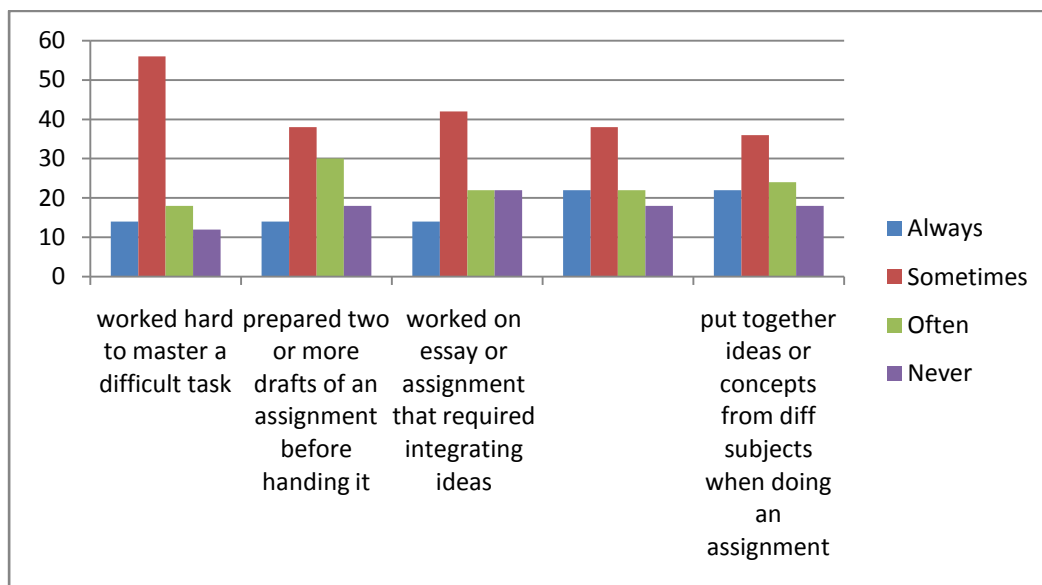


Figure 3.3. Learners' awareness about the role they are required to fulfil in classroom

This section addresses one of the central issues of the current study. The researcher sought to establish how well the participants interact in the classroom and to identify the demonstrated processes and perspectives that corresponded predominantly with one of the four phases of Baxter Magolda's (2001) Self-Authorship Development theory in which the students improved as they engaged in during the learning process and the journey of self-authorship. According to the results illustrated in Figure 3.6, the responses of the informants revealed that more than half the students agreed that they have the ability to utilize the information they have absorbed from the teacher and their classmates in general in order to create their own understanding to re-evaluate their perspective of reality. The

responses of the graph revealed that 56% of the students agreed that they sometimes work hard to master a difficult task . Whereas 38% prepare drafts of an assignment before handing it .Subsequently 42% of the respondents claim that they try to put integrating ideas when writing an essay or an assignment. In addition, (38 %) only say that they include diverse perspectives in class discussion. Furthermore, the number of students who were initially uncertain fell from (18%) of agreement that students show in putting ideas or concepts from different subjects when completing assignments or during class discussion

Question seven: To what extent has your teacher emphasized the following intellectual activities?

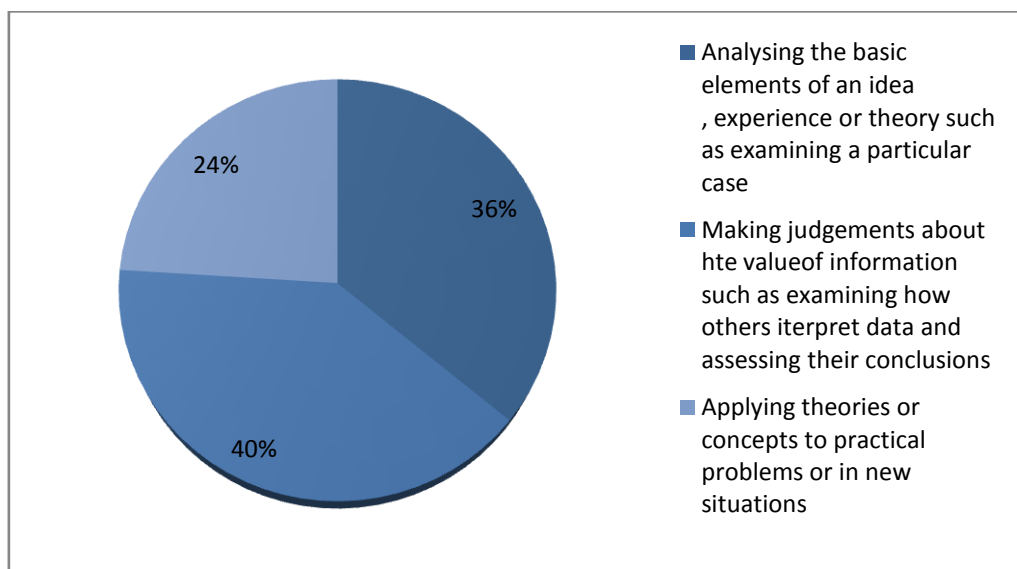


Figure 3.4. Students' Perceptions towards their different Learning Abilities

Learners are asked whether they are given the necessary space and or the required opportunities to sequence their own learning process. In fact, such engaging context would immeasurably test their effectiveness and improvement as well. Through the analysis of the above figure, it is recognised that the quasi totality number (40%) of teachers prefer providing students with choices and options such as analysing an idea or theory , but still, twenty (36 %) have another technique which is letting students make judgments about any given information such as examining how others interpret data and assess their conclusions . The remaining informants (24%) said that the teacher emphasise on applying theories to practical problems in new situations.

Question eight: Do you agree or disagree with the following statements?

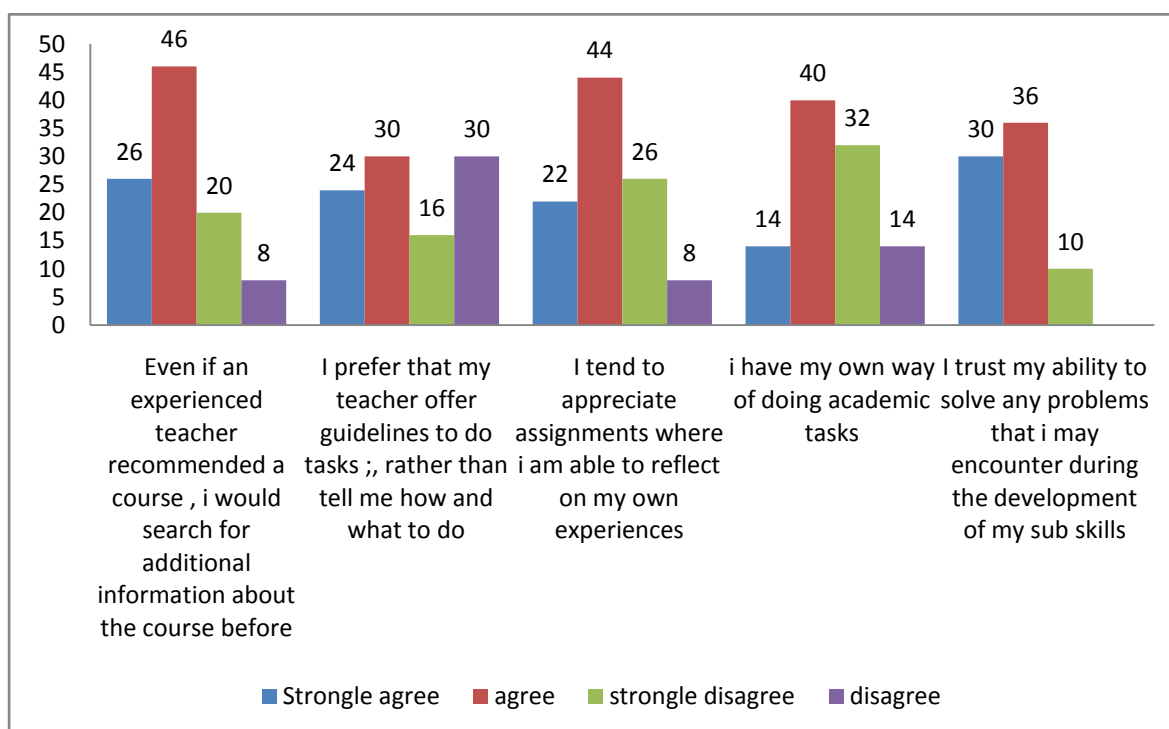


Figure 3.5. Learners' ability to use effective management strategies

Learners at this point are inquired on whether they are able to manage effectively some language problems they may face during class activities. This question involves testing learners having the ability to use management strategies, which are considered as being of great relevance to autonomous learning. Clearly; we notice that the majority of the ratings are variably on behalf of the belief that students are aware concerning their academic performance. In the process of reading the graph, one's attention can be drawn to the two equal percentages of 36% that stand on completely opposite extremes; one side of this spectrum had considered that the informants stated that they trust their ability to solve any problem they encounter, whereas the other side has given the total opposite prefer the teacher's guidelines which means that the role of their teacher is a guide (organiser, prompter, participant, tutor). This indicates that teachers should be aware of the importance of performing the role of a guide (facilitator) in order to activate the learning process thus creating a friendly atmosphere in the classroom to increase student's creativity.

Question nine: To what extent has oral session contributed to your knowledge, skills and personal development ?

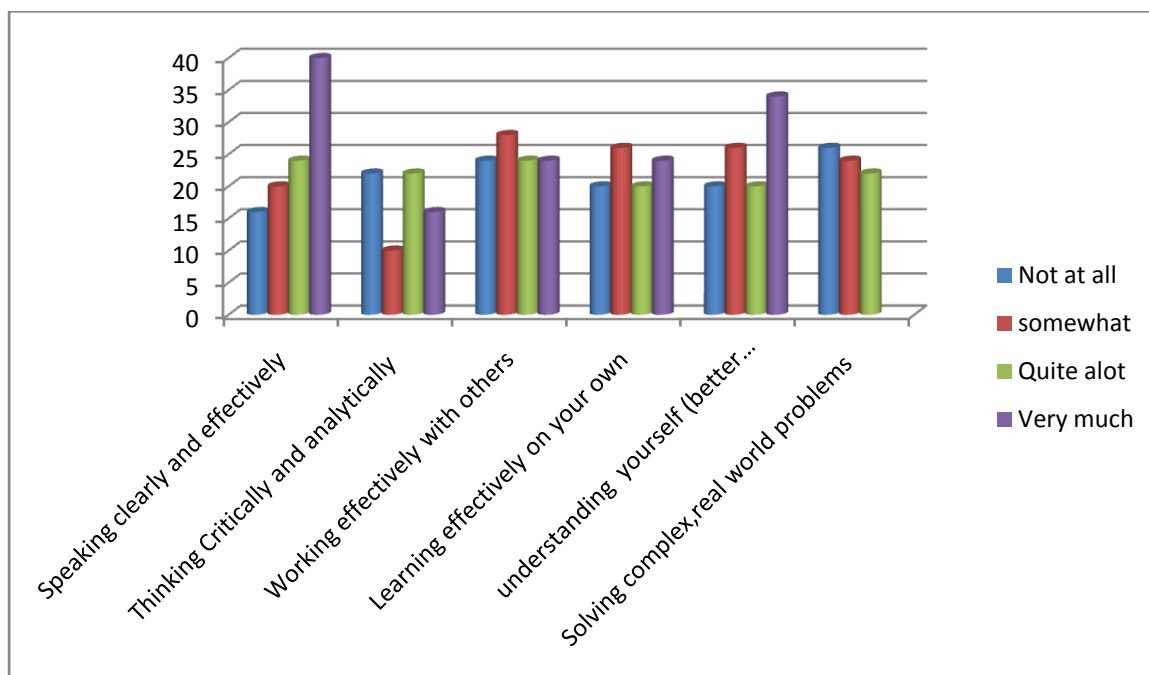


Figure 3.6. The effectiveness of oral session on student's intellectual level

The question aims to know about the major benefits that EFL students absorb from oral session since this session support self authorship and student's engagement .In order to measure the frequency of students' motivation to communicate ideas and their thoughts in front of the whole class , the informants of the conducted population were asked to choose one of the answers from the suggested options about the main skills students had developed in oral expression course, the graph above shows their responses which were as follows: 40% were selected that oral expression improved their speaking ability clearly and effectively. While 16 % only of them said that it helped them think critically and analytically and articulate ideas or judgements. Then, (24%) of the respondents claim that they sometimes enjoy working with others and oral session give them chance to do so, while (34%) of them claimed that it makes them work on their own effectively.(34 %) from the whole number of students said that through oral session they start understand themselves, discovered what they believe, and what they values. (28%) of the informants stated that it enhances their problem solving skills especially real world problems.

Question ten:

The students are asked to state what difficulties they encounter the most during expressing themselves. Student (A) mentioned that: 'I think that my problem is I can't organise the flow of my thoughts this cause me to have a chaotic answer'. Concurrently, Student (B) insisted that: 'it depends on the topic and the teacher's way of teaching there are some teachers that make it fun and we can participate at ease and on the other hand some teachers made it hard for the student especially the ones whom don't support us and they only play the role of source provider eventually he creates an anxious atmosphere, so we end up coping with the way he wants and avoid being creative, express new thoughts, exchange controversial concepts'.

On the other hand student (C) affirmed that: I don't have any difficulties I always manage to express myself the way I want to be actually I don't try to say complicated sentences which make me embarrassed Nevertheless, informant (D) suggested that: "for me, I guess the most difficult obstacle I face when I'm about to say my point of view is the lack of vocabulary, pronunciation and especially the lack of self confidence, fear of being less good than the others so these fears lead me to convey my ideas in a way so far than being creative".

Question eleven: have you seriously considered assessing your weaknesses at the end of the day and making solutions of each? If yes, please explain!

Most Students around 90 % of them admit that they assess themselves and try to do their best to correct their mistakes.

The students are asked whether they assess their weaknesses at the end of the day and make solutions for each. Student (A) mentioned that: 'I absolutely do, Self assessing is an important step towards someone's growth journey'. Concurrently, Student (B) insisted that: 'it depends on the level of my weakness if it effects my academic performance or no, and I of course trust myself and believe that I'm going to be much better than I was'. Student (C) also in the same vein: "Yes, I do my efforts to correct my mistakes". Student (D) stated: yes, I do This every day and my only problem is that I don't talk and share my ideas even if I have good ones so I always motivate myself to talk and express myself whether I did a good job or anxiety hits me because I'm still learning and I deserve to give myself a chance.

On the other hand student (E) affirmed that: I don't assess Myself because simply I believe I did my best and nothing to over think about Nevertheless, informant (D) suggested that: "for me, I guess the most difficult step in my learning process is assessing myself and detect my mistakes, sometimes it's an easy task to do because I'm aware of what I'm doing and sometimes I can't recall the events of the day ".

3.2.3. Teachers' interview

This part is devoted to the presentation of the findings obtained from interviewing four teachers in charge of the oral and literature modules whose their history career exceeds ten years .

Question one: Do you often introduce projects to your students to check their creativity?

Teacher (A) said: "teaching English is completely different from teaching the mother tongue, they may share the same techniques and strategies, but the content and the processes are quite different. Additionally, as a teacher of both Phonetics and Oral expression, I don't give projects...I'd rather insist on the student's performance by doing activities inside the classroom. This method is done for the purpose of evaluating frequently the student. In addition to the home works handed out after the end of each unit of lectures.

Teacher (B) claimed that: 'Yes, projects are very efficient tool to attain autonomy in learners. It allows them to search, discover, and understand knowledge of content. But some Teachers are not trained, for example, you can not find a teacher who is specialized in civilization he/she is teaching phonetics subsequently he cannot teach creatively nor is passionate about what he doing. In addition giving project to students is not the right thing to do since you know their level and you will only waste time , no knowledge gained I prefer problem based learning more than project based since it gives the learners an opportunity to show their capacities and abilities and they always show positive attitudes towards problem based tasks ".

Teacher (c) affirmed that: '... In short, Projects provides students with many opportunities to put into practice their freedom in the learning environment, where they give up waiting for systematic teacher- based commends. The student here believes in project work as a learning approach that permits the gradual development of autonomy with progressively greater responsibility being taken by them.

Teacher (D) asserted: " Yes, of course I think projects give the opportunity to students to be creative, I have already used it and I will always do .I definitely believe it makes students form a good relationships during collaboration .Therefore, it is self-evident to confirm that all answers fill in the view that autonomy is always initiated, encouraged and developed when projects are implemented.

Question two: According to you, do students show interest to be part of new activities (group work for example creating a company) in the classroom or do they avoid participation? If yes, why?

Concerning the second question, teacher (A) said that: "My students usually show interest to be part of group works and pair works because they like to work together, I firmly believe cooperative learning teaches essential communication and social skills .However, teacher (B) claimed that: 'yes, they participate more than they are given an individual work, they enjoy being part of the group, especially Algerian students they absolutely love making a team and working all together, they really have the sense of a team work I have never faced a problem in making pairs nor creating groups in order to make a project or create something .. Simultaneously, teacher (c) claimed that:" In terms of Phonetics, the individual work is required to test each student's capacity apart. Whereas, in Oral expression the team work activities are very common (role-plays, debates, conversations). I noticed that during lectures, the students relish the idea of working in collaboration with each other to create a kind linguistic support and exchange between them". While, teacher (D) argued that: Yes, students always prefer to work in groups, because they share ideas and knowledge.

Question three: Do you recommend some activities outside the university to enhance students' creativeness? (Investigation, problem-solving)?

The teachers are asked to suggest activities that can help learners to enhance their creativity. Teacher (A) mentioned that:' Yes, I always recommend tasks and activities that may well boost students' creativity .In order to be creative, students must have the courage and motivation to try new things and experiment with different ideas ' and this can be reflected by the teacher's way of performance. Concurrently, teacher (B) insisted that: 'it depends on the module being taught, there are some teaching approaches which have been recently introduced it impede student's creativity. But, personally speaking I actually always give my students activities to do outside university'. On the other hand teacher (C) affirmed

that: 'in Phonetics and Oral expression, I'd rather provide my students with techniques which they can be used outside the classroom. These techniques can help them to enrich their vocabulary and to improve their pronunciation. Nevertheless, teacher (D) suggested that: "As I said before, I'm in love with this idea, I think the success of project is to be implemented outside of the classroom, I think that would make it success, talking about creativeness is to be free, when you introduce it to students they can do their best for example Podcasts it develops students creativeness in a way or another, extensive reading, multitude of presentations, making an advertisement. The benefits of participating in after university activities are far-reaching, especially since the variety of activities appeal to students of all ages, interests, and abilities. Yet, after university activities are necessary to enhance student level of creativity".

Question four: To what extent do you allow your students to improve their own academic /personal development?

The teachers (A) and (B) said that they usually recommend continuous practice and autonomous learning their students opportunities to be autonomous and improve their own academic and personal development .Meanwhile, teacher (C) confirmed that:" each method has its drawbacks and advantages, teachers should be eclectics... There is what is called the artistic style of the teacher which is to know how to simplify, innovate and stimulate... I nearly encourage and suggest on them new tips to ameliorate their linguistic outcome in every lecture especially in Oral expression...Etc ".Whereas, teacher (D) said that he does not have another method except the over mentioned.

Question five: Do you think that Self-Authorship will lead to developing their personality and their knowledge as well on students?

Indeed, the four informants acknowledge that self authorship lead to developing student's personality. The four correspondents hold a positive attitude toward self authorship in enhancing student personal and academic development. They confess that students have to learn to create meaningful relationships, collaborate, and achieve a sense of self that that allows them to make meaningful interactions with the external world. Moreover, when the students master their learning process, they feel more self-confident, autonomous, and innovative. Eventually, this feeling can boost their personality positively.

Question six: 6. Do you think that implementing real-world projects /activities will change students into more independent and creative ones? As a teacher, will you encourage such activities? Why?

Teachers(A),(C) and (D) agreed that implementing real-world projects /activities will change students into more independent and creative ones in addition it encourages students to be academically successful and to foster autonomy any project which can be at the favour of the student by enhancing his/ her competence in the English language, they will definitely approve it. Besides, real world projects and activities can be a great motivator for students to learn autonomy and creativity, the more students practice oral performance and presentation the more they improve their self confidence. However, teacher (B) claimed that “yes, I definitely encourage it, it’s the core goal, it develops their independence, our jobs as teachers giving much opportunities as possible in order to enhance their experience to be self authored, personally speaking I highly recommend using projects , even though it’s tiring job for the teacher but I do enjoy seeing my students being creative .

3.3. Discussion of the Results

The classroom observation along with the interview that the researcher has used as data collection tools was poured into the same vessel; to answer the first and even the second research question. Those tools sought to discover the stumbling blocks confronted by EFL learners in reaching self authorship for enhancing their creativity level.

The observation reveals that projects are an important technique to integrate in the classroom, particularly in EFL classroom. It gives students a large space which allows them to release their creativity, develop their self authorship and to be involved in the different classroom discussions through the different phases of where students are supposed to discuss, give their opinions, try to convince others, debate, negotiate and propose ideas. The results also show that projects direct the attention towards the learner which allows them to be independent, self authored, in charge of making meaning from their learning journey by constructing knowledge by them.

The classroom observation conducted in this case study revealed that the teacher of oral expression was really looking for creativity and innovation in students’ performance. For instance he was so impressed by students ability of making excellent and satisfactory ideas and the way they performed , for example one of the groups did a good job by turning a

movie into a parody in which they mixed both humour and creativity in the same time and this combination turned out to make unexpected , creative , and brilliant role play ,the majority of learners got motivated by how the members of group demonstrated sense of creativity and self authorship in the same time .Additionally, the teacher confirmed what have said in the interview that teachers rely a lot on giving the students opportunity to improve their own academic/personal development in addition to working on their self authorship ,motivating and making learners more self-reliant.

The data, also, revealed that feedback techniques (positive feedback) give fruitful results during project presentation as shown in (table 3.2. Event sampling observation) students show positive attitudes towards teacher's positive feedbacks and support especially the type of learners whom need validation and reassurance in order to be more motivated .For instance, sufficient opportunities and space to be more creative and innovative for learners in different classroom discussions in which they are involved are like an engine for students' to be more creative and self authored .In this light Magolda (2001) acknowledged that Situations that require individuals to participate in the meaning-making process foster the development of self-authorship .

On the whole, the classroom observation provided a solid amount of data; it acted as a test of the results gathered from the teachers' interviews and questionnaires. During the attended sessions we found that debates, group discussions and group work when conducting projects are effective in enhancing and developing learners creativity and self authorship as Egart & Healy (2004) declared that individuals are encouraged to "submit to the power of their inner voice to make...judgments" in settings when they are expected to participate in knowledge construction and giving their personal opinion. Magolda (2001) also assumed that such experiences are linked to increase interpersonal and cognitive development, two major of the self-authorship domains .In the same line pette (2011) declared that learners are able to share knowledge and develop their own skills through their peers that have contributed to their development through their interactions.

Moving to the second research tool that the researcher opted for is questionnaire which tried to answer the second research question that the study is built on. The researcher aimed to determine the degree of self-authorship that is reflected in students' learning experience. The findings revealed that the majority of the students enjoy oral sessions and they can express themselves orally. Most of them often take part in the project

presentations/performances occurring in their classrooms even when they feel less confident. 70% affirm that they can make decisions concerning the topic of presentation without relying on the teacher. but still, 30% prefer the teachers guidelines which indicate that teachers should be aware of the importance of performing the role of a guide (facilitator) in order to activate the learning process because some of the learners suffer from anxiety and scared to be independent , this category of learners who always seek for teacher's assistance always need boost and encouragement because they are constantly afraid of making mistakes , and they are in need of teacher's instructions this can be explained as a psychological factor that hinder students from being creative .

In the second part of the questionnaire, the questions aimed at finding the students' perceptions, preferences, opinions and interests. After analyzing the data, we came to many conclusions. First of all, we understood that the majority of students have a positive attitude towards projects where they have the opportunity to be creative and innovative .They have already given many presentations and they confirm they like to do that. This shows the degree of awareness among these students. They can see the benefits and effects of conducting oral projects over the development of their language output and their personality at the same time. This comes to confirm the stated hypothesis which suggests that the use of oral projects in EFL classes is crucial for a good and effective tool in enhancing student's creativity and building their personality by being able to create, innovate and solve problems; this can be seen as an academic achievement for some. But in fact it is a long way building for a real independent professional individual. Second of all, we concluded that students have preferences in presenting their projects that is; they do not like to be guided or interrupted by the teacher. That means they easily lose concentration and get disturbed by the teacher's comments and evaluation. As mentioned by some students, being interrupted by the teacher is sometimes offensive especially when the teacher keeps correcting mistakes while we are speaking which makes us loose our ideas and trigger our self confidence .However , when it comes to projects students claimed that they feel free to put their own personal touch to apply their ideas and thoughts without being interrupted .In the end students prefer to take responsibility to realise some of the experiences and to enhance their personal and academic development.

Indeed, the results obtained from questionnaire also imply that some students are still dependent on the teacher. They always need the instructor to motivate and encourage them to carry out a particular task. This is shown in the respondents' answers. That is why it is

recommended that EFL teachers should regularly motivate their learners to be active in the classroom by participating and carrying out projects.

Regarding the teachers' interview, the analysis of the results showed that the perception of the teachers towards creativity is different from one to another. However, Most of teachers agree that it is not easy to generalize their perception on all students. This is because students' level and oral performance are different. That is to say, we can find students with good oral abilities, students with limited skills, and others who display a poor oral communication. Indeed many factors can affect the students' performance. That is, it is up to the teacher to help eliminate these factors. Moreover, the findings revealed that most of the time, learners need to be guided, supported, assisted and encouraged to conduct project presentations. Therefore, the teacher, to some extent determines the success or failure in. In other words, these teachers are attempted to make their students taught creatively; because most researchers stressed the idea that "creative thinking is seen as essential for successful learning and for ultimate success in life (Fisher and Williams, 2004:3).

In a nutshell , The development of creativity skills is a responsibility of all educators they must have the ability to make or bring to existence something new, whether a new solution to a problem, a new method or device or a new artistic object or form (Olatoye, 2010). Despite teachers' awareness of creative teaching importance, the majority of them do not implement this way of teaching in their classes. The main reasons that hinder teachers in charge of the oral classes to teach creatively are many. Some teachers complain about the difficulty of creative teaching implementation and students' demotivation, whereas other teachers report that the lack of teachers' proficiency and competency is what prevents the use and practice of this method of teaching. Moreover, the lack of teaching materials also stands as barriers to creative teaching practice.

It is a sheer truism that the three research instruments served the purpose of triangulation, and they confirmed the suggested hypotheses. As a result it is proven that it is the teacher's responsibility to enhance student's creativity and innovation in their daily teaching including the use of role plays, games, discussion, group work and projects. Thus, it is necessary for the teachers to discover their learners' distinctive behaviours at the beginning of the academic session so as to be able to utilize the teaching methods that will match the varieties of the students learning styles for good academic achievement and high level of creativity. Also , Through the implementation of creativity and fostering self authorship in the

teaching and learning curriculum, educators can help students to develop a skill set that includes ideas generally not fostered within traditional setting and at the same time can improve their academic performance, also The Ministry of Higher Education and teachers should work together incorporate the creativity and innovation in curriculum design teaching methods in order to improve students' academic performance and enhance their creativity.

3.3. Suggested Solutions and Recommendations

Recommendations are made to provide possible solutions to a given issue. To this end, these recommendations were suggested by the investigator of this research to find solutions to the problems encountered by second year EFL students in enhancing learner's creativity through self authorship. They are addressed to the teachers and learners.

For Policymakers

Review the curriculum and do not burden teachers

Teachers are always worried about how to prepare creative tasks, deliver them and carry the syllabus; they are always working under pressure. However, the policy makers may help them with an annual review of the curriculum to focus on the quality, not the quantity. This will significantly create a helpful and supportive environment to implement creativity activities successfully because teachers generally feel helpless and powerless, particularly where there is no support from the educational system.

Making educational programmes for teachers on how to foster creativity in their teaching methods

It is important that longitudinal studies, that can capture the impact of teachers' skills and attitudes on learners' creativity, are conducted. A review of teacher education programmes will also be useful to identify how creativity is addressed and how the gaps if any, can be addressed.

For Teachers

- Make it clear to students that creativity requires effort. Tell students that truly creative people must imagine, struggle, and re-imagine while working on a project. Also it's important to give students direct feedback on their creativity. Lots of students don't

realize how creative they are, or get feedback to help them incorporate “creative” into their self-concept.

- The results show that conducting projects gave students sufficient opportunities and space to communicate, speak and experience real challenges through different classroom discussions, performances and investigations. Thus, teachers can implement projects in their classes to help them communicate and interact extensively; create a safe learning atmosphere in which learners can feel relaxed and motivated to learn, acquire and experience new attitudes that permit learners express themselves freely without anxiety or worry.
- Teachers need to raise students’ awareness to the importance and interest of developing learners’ self authorship to succeed in understanding their learning experiences as future professionals. They should also do efforts to identify learners’ psychological problems such as stress, fear, low self esteem and anxiety to allow for better language learning, personality development, and their creativity growth. Though many students deal with oral presentations, the quality of the work remains, in most cases, poor and do not reach the set objectives. Because of the lack of vocabulary and poor mastery of skills which maybe the result of the lack of reading which represents the core of knowledge. In this context that the teacher should intervene and guide the students to produce high quality presentations.
- Additionally, Baxter Magolda created a model to help students begin their journey toward self-authorship. It provides a framework for creating effective lesson plans. This model was intended to provide educators with a road map for creating lesson plans. Despite their similarities, each principle allows students to begin improving their understanding of the cognitive, intrapersonal, and interpersonal dimensions.

For Learners

- Students should motivate themselves, be active and flexible, and as reaching self authorship depend on being flexible and aware learners.
- Students should learn how to accept others opinion and how to be open- minded.

- EFL students should enrich their knowledge, because thinking in creative way needs background knowledge.
- Students have to read because reading boosts their Imagination and creativity, develop their analytical skills. Reading improves learner's vocabulary and communication skills. It helps them learn how to use your language creatively.

3.4. Conclusion

In the current study, the investigation revealed that the effectiveness of implementing projects in EFL learning context helped to develop learners' creativity as well as their self authorship. The findings of the study clearly revealed the perception of students and teachers towards creativity and their enthusiasm and willingness to have more opportunities to put their oral skills into practice. Therefore, more efforts should be provided from both teachers and learners to tackle learners' constraints to enhance learners creativity through being self authored. On the whole, the implementation of projects can make the teaching and learning process more effective and fruitful. Learners could reach self authorship but not entire development in their creativity level.

General conclusion

Teaching and learning a foreign language requires creativity to give a spectacular delivery that meets the needs of today's society's students. With this perspective, teachers are regarded as golden souls who brighten the road of learning; it is a significant responsibility that has a value for every teacher whose goal is to provide high-quality education. Creative teaching is a mission that has a complete success all over the world, with many scholars describing it as the most important strategy for improving learning practices and achieving academic achievement. The goal of this study was to give a complete picture of creative teaching while fostering self authorship, in which the teacher's duty was not only to present a course, but also how he or she makes effort to put a touch of creativity in activities and tasks it and to what extent student's creativity level can be enhanced. The current research focused on highlighting the challenges encountered by EFL students in reaching self authorship and expressing themselves in addition to addressing teachers to adopt some flexible frameworks and suggestions to increase creativity and foster supportive atmosphere to develop students self authorship; basically, this research attempted to pursue and help EFL learners and teachers since they are the essential parts of these classes.

In the same line of thought, creativity in teaching has a big influence on the teaching/ learning progression where the rationale is to enhance the academic achievement. Indeed, the purpose of this research work is to explore how university teachers are creative in their delivery and how they can improve the students' learning level by supporting self authorship. For this purpose, an exploratory case study where the researcher gathered data by three research questions were guided by three research tools (questionnaire, interview, and classroom observation). First of all, the results gathered from the classroom observation confirmed the data obtained by the interview and the questionnaire as it showed that creativity is not always challenging to implement especially through using projects since it may increase students' outcomes if teachers succeed in managing the classroom the questionnaire showed the perception of students towards creativity and their enthusiasm and willingness to have more opportunities to put their oral skills into practice and to reach high level of self authorship because it requires time, effort, and daily work as it seems an impossible mission for some learners whom are always dependable on the teacher's assistance. The findings of the interview showed that instructors are aware of the learners' needs and have positive attitudes towards both creativity and self authorship in order to enhance student's personal

General conclusion

and academic achievement as they always work on these characteristics to enhance the learning process for all learners. Then, the findings of the interview revealed that educators unconsciously incorporate some creative tasks that support self authorship in their course design as well as they hold positive attitudes towards the adoption of new pedagogical frameworks.

The selected three research instruments were very helpful and effective in gathering reliable results despite the non-cooperation of some informants. The results obtained from this study confirmed all the hypotheses.

After discussing and analyzing data, the researcher recommended the collaboration of teachers and policymakers as a first step to deal with the heterogeneous classroom. Also, this work emphasized supporting teachers to show their creativity, passion, and aesthetic sense toward teaching. Moreover, the researcher called for building teacher-teacher relationships because teachers should have common goals, they need to cooperate and innovate together to solve their teaching and learning problems.

Surely, this endeavor like any other work has come across some limitations, namely: the teachers' non-cooperation and the lack of sources, but, fortunately, these difficulties did not prevent the researcher from achieving the main objective of the study.

Finally, one might argue that creativity in university teaching is necessary to attain better and deeper levels of academic education. Indeed, the current study tried to investigate university teachers' creativity in teaching oral expression and their role to help students to achieve self authorship. In fact, this case study could spark a national debate on how to improve the efficiency of higher education so that more creative and productive competitors emerge in this globalized world. Ultimately, this work summarizes the most important aspects of creativity and self authorship and paves the way for future research into additional questions about enhancing student's creativity through real world research at universities.

Bibliography

Bibliography

References

- Abes, E.S., & Jones, S.R. (2004). *Meaning-making capacity and the dynamics of students' multiple dimensions of identity*. Journal of College Student Development, 45(6), 612-632. Retrieved from:
https://www.researchgate.net/publication/247390764_A_review_of_In_Over_Our_Heads_The_Mental_Demands_of_Modern_Life
- Baxter Magolda, M. B. (1992). Knowing and reasoning in college: Gender-related patterns in students' intellectual development. San Francisco: Jossey-Bass. Retrieved from:
<https://www.wiley.com/en-ca/Knowing+and+Reasoning+in+College:+Gender+Related+Patterns+in+Students'+Intellectual+Development-p-9781555424671>
- Baxter Magolda, M.B. (1998). Developing self-authorship in young adult life. Journal of College Student Development, 39(2), 143-156. Retrieved from:
- Baxter Magolda, M.B. (1999). Creating contexts for learning and self-authorship: Constructive developmental pedagogy. Vanderbilt issues in higher education
Retrieved from:
- Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA.: Stylus. Retrieved from:
<https://nacada.ksu.edu/Resources/Journal/Current-Past-Book-Reviews/Making-their-own-way-Narratives-for-transforming-higher-education-to-promote-self-development.aspx>
- Baxter Magolda, M.B. (2007). *Self-authorship: The foundation for twenty-first-century education*. New Directions for Teaching and Learning, 109, 69-83. Retrieved from:
https://www.researchgate.net/publication/229620085_Self-Authorship_The_Foundation_for_Twenty-First_Century_Education
- Baxter Magolda, M.B. (2008). *Three elements of self-authorship*. Journal of College Student Development, 49(4), 269-284. Retrieved from:
<https://www.proquest.com/docview/195178809#:~:text=This%20article%20describes%20three%20distinct,foundation%2C%20and%20securing%20internal%20commitments.>

Bibliography

- Baxter Magolda, M.B., & King, P.M. (Eds.). (2004). *Learning partnerships: Theory and models of practice to educate for self-authorship*. Sterling, VA: Stylus. Retrieved from:
https://scholarworks.bgsu.edu/cgi/viewcontent.cgi?article=1017&context=hied_pub
- Baxter Magolda, M.B., & King, P.M. (2007). *Interview strategies for assessing self-authorship: Constructing conversations to assess meaning making*. Journal of College Student Development. Retrieved from:
https://www.researchgate.net/publication/236695312_Interview_Strategies_for_Assessing_Self-Authorship_Constructing_Conversations_to_Assess_Meaning_Making
- Bhandari, P. (2020) What Is Qualitative Research? Methods & Examples. Retrieved from:
<https://www.scribbr.com/methodology/qualitative-research>
- Brown, H.D. (2000). *Teaching by principles : an interactive approach to language pedagogy*. (2nd ed.). Longman. Retrieved from: <https://www.amazon.com/Teaching-Principles-Interactive-Approach-Language/dp/0136127118#:~:text=Teaching%20by%20Principles%3A%20An%20Interactive%20Approach%20to%20Language%20Pedagogy%2CThird,education%20programs%20around%20the%20world.>
- Brown, J.D. (2001). *Using Surveys in Language Programs*. Cambridge, UK: Cambridge University Press. Retrieved from: <https://www.tesl-ej.org/ej23/r6.html>
- Cartelli, A. (2006). *Teaching in the knowledge society: new skills and instruments for teachers*. Italy: Information science publishing. Retrieved from:
https://www.academia.edu/59977612/Teaching_in_the_Knowledge_Society
- Cohen, L. and Manion, L. (1994) *Research Methods in Education* (fourth edition). London: Routledge. Retrieved from: <https://gtu.ge/Agro-Lib/RESEARCH%20METHOD%20COHEN%20ok.pdf>
- Collay, M., & Cooper, J. (2008). Transformational learning and role of self-authorship in developing women leaders. Journal of Research on Leadership Education, 3(2). 1-21
Retrieved from: <https://files.eric.ed.gov/fulltext/EJ958881.pdf>

Bibliography

- Creamer, E.G., & Laughlin, A. (2005). *Self-authorship and women's career decision making*. Journal of College Student Development, 46(1), 13-27. Retrieved from: <https://muse.jhu.edu/article/177599/summary>
- Creamer, E.G., Magolda, M.B., & Yue, J. (2010). *Preliminary evidence of the reliability and validity of a quantitative measure of self-authorship*. Journal of College Student. . Retrieved from: https://www.researchgate.net/publication/236829147_Preliminary_Evidence_of_the_Reliability_and_Validity_of_a_Quantitative_Measure_of_Self-Authorship
- Creativeeducation.co.uk (2011). The creative education guide to Twitter for teachers
- Creswell, J., & Plano Clark, V. (2007). *Designing and conducting mixed methods research*. London: Retrieved from: Sage https://www.sagepub.com/sites/default/files/upm-binaries/41670_5.pdf
- Downing, J.P. (1997). *Creative teaching: ideas to boost student interest*. Colorado: teacher ideas press. Retrieved from: <https://bu.umc.edu.dz/theses/anglais/BEL1129.pdf>
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press. Retrieved from: <https://univ-biskra.dz/sites/fll/images/houadjli%20Ahmed%20Chaouki.pdf>
- Ellis, R. (2016). *Creativity and language learning*. In Jones, R. H. & Richards, J.C. (eds.). *Creativity in language teaching: perspectives from research to practice*. (p 32-48). London: Routledge. Retrieved from: <https://www.teachingenglish.org.uk/article/creativity-language-classroom#:~:text=Creative%20work%20in%20the%20language,language%20instrumentally%20outside%20the%20classroom.>
- Egart, K., & Healy, M. (2004). *An urban leadership internship program: Implementing learning partnerships “unplugged” from campus structures*. In M.B. Baxter Magolda & P.M. King (Eds.), *Learning partnerships: Theory and models of practice to educate for self authorship* (pp. 125-150). Sterling, VA: Stylus Retrieved from: https://books.google.dz/books/about/Learning_Partnerships.html?id=hHdv0SUV0ZQC&redir_esc=y

Bibliography

- Fisher, R. (2004). What is creativity. In Fisher, R. & Williams, M. (eds.). *Unlocking creativity*. (p 6-20). London: David Falton Publishers. Retrieved from:
https://books.google.dz/books?id=WbivrqDJGM0C&printsec=frontcover&redir_esc=y#v=onepage&q&f=false
- Fisher, R. & Williams, M (eds.) (2004). *Unlocking creativity*. London: David Falton Publishers. Retrieved from :
https://books.google.dz/books?id=WbivrqDJGM0C&printsec=frontcover&redir_esc=y#v=onepage&q&f=false
- Gage, N.L. (2009). *A conception of teaching*. USA: Springer. Retrieved from:
https://www.academia.edu/24074290/A_Conception_of_Teaching
- Gardner, H. (2006). *Five minds for the future*. Boston, Massachusetts: school publishing.
Retrieved from: <https://howardgardner01.files.wordpress.com/2012/06/five-minds-for-the-future-january-20081.pdf>
- Gass, S., & Mackey, A. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum .Retrieved from :
<https://psycnet.apa.org/record/2005-02697-000>
- Harmer, J. (2002). *The practice of English language teaching* (3rd ed.). Longman. -----
(2007). *How to teach English with technology*. Longman. Retrieved from:
https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer
- Jehangir, R., Williams, R.D., & Pete, J. (2011). *Multicultural learning communities: Vehicles for developing self-authorship in first-generation college students*. *Journal of the First-Year Experience & Students in Transition*, 23(1), 53-73.
- Kegan, R. (1982). *The evolving self*. Cambridge, MA: Harvard University .Press. Retrieved from
:https://books.google.dz/books?hl=en&lr=&id=00cpEAAAQBAJ&oi=fnd&pg=PR13&dq=The+evolving+self&ots=tMKa6kzx1S&sig=TibTyZKY11U36u5ztk3fE2oNiaA&redir_esc=y#v=onepage&q=The%20evolving%20self&f=false

Bibliography

- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press. Retrieved from:
https://www.researchgate.net/publication/247390764_A_review_of_In_Over_Our_Heads_The_Mental_Demands_of_Modern_Life
- King, P.M., Baxter Magolda, M.B., Barber, J.P., Brown, M.K., & Lindsay, N.K. (2009). Developmentally effective experiences for promoting self-authorship. *Mind, Brain, and Education*, 3(2), 108-118. Retrieved from :
<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1751-228X.2009.01061.x>
- Laughlin, A., & Creamer, E.G. (2007). *Engaging differences: Self-authorship and the decisionmaking process*. *New Directions for Teaching and Learning*, (109), 43-51. Retrieved from: https://www.researchgate.net/profile/Elizabeth-Creamer/publication/229992825_Engaging_differences_Self-Authorship_and_the_decision-making_process/links/5b4e30a4a6fdcc8dae279f55/Engaging-differences-Self-Authorship-and-the-decision-making-process.pdf
- Moran, S. (2010). *The roles of creativity in society*. In Kaufman, J.C & Sternberg, R.J. (eds.). *The Cambridge handbook of creativity*. (p 74-90). New York: Cambridge University Press. Retrieved from: <https://silo.pub/the-cambridge-handbook-of-creativity-cambridge-handbooks-in-psychology.html>
- Piper, T.D. (1997). *Empowering students to create community standards*. *About Campus*, 2(3), Retrieved from:
<https://journals.sagepub.com/doi/abs/10.1177/108648229700200306>
- Pizzolato, J.E. (2003). *Developing self-authorship: Exploring the experiences of high-risk college students*. *Journal of College Student Development*, 44(6-), 797-812. Retrieved from: <https://muse.jhu.edu/article/49042>
- Pizzolato, J.E. (2004). *Coping with conflict: Self-authorship, coping, and adaptation to college in first-year, high-risk students*. *Journal of College Student Development*, 45(4), 425-442. Retrieved from: <https://psycnet.apa.org/record/2004-18557-004>

Bibliography

- Pizzolato, J.E. (2005). *Creating crossroads for self-authorship: Investigating the provocative moment*. Journal of College Student Development, 46(6-), 624-641. Retrieved from: <https://psycnet.apa.org/record/2005-14514-004>
- Pizzolato, J.E. (2006). *Complex partnerships: Self-authorship and provocative academic advising practices*. NACADA Journal, 26(1), 32-45. Retrieved from: <https://meridian.allenpress.com/nacada-journal/article/26/1/32/36140/Complex-Partnerships-Self-authorship-and>
- Pizzolato, J.E. (2007). *Assessing self-authorship*. New Directions for Teaching and Learning, (109), 31-42. Retrieved from: https://www.researchgate.net/publication/236695312_Interview_Strategies_for_Assessing_Self-Authorship_Constructing_Conversations_to_Assess_Meaning_Making
- Pizzolato, J.E., & Ozaki, C.C. (2007). Moving toward self-authorship: Investigating outcomes of learning partnerships. Journal of College Student Development, 48(2), 196-214. Retrieved from: <https://psycnet.apa.org/record/2003-10491-005>
- Rhoads, R. (2000). *Democratic citizenship and service-learning: Advancing the caring self*. New Directions for Teaching and Learning (82), 37-45. Retrieved from: <https://onlinelibrary.wiley.com/doi/abs/10.1002/tl.8204>
- Richards, J.C. (2002). *Theories of teaching in language teaching*. In Richards, J.C. & Renandya, W.A. (eds.). Methodology in language teaching: An anthology of current practice. (p 19-27). Cambridge University Press. Retrieved from: https://www.academia.edu/35883411/Theories_of_Teaching_in_Language_Teaching
- Richards, J.C. & Cotterall, S. (2016). *Exploring creativity in language teaching*. In JONES, R.H. & Richards, J.C. (eds.). Creativity in language teaching: perspectives from research to practice. (p 76-105). Routledge. Retrieved from: <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315730936-7/exploring-creativity-language-teaching-jack-richards-sara-cotterall>
- Richards, J.C. & Renandya, W.A. (2002). *Methodology in language teaching: an anthology of current practice*. Cambridge University Press. Retrieved from: https://viancep2012.files.wordpress.com/2011/12/methodology_in_language_teaching_2002_scanned.pdf

Bibliography

- Sawyer, R.K. (2011). *Structure and improvisation in creative teaching*. Cambridge University Press. Retrieved from:
https://www.researchgate.net/publication/254316764_Structure_and_improvisation_in_creative_teaching
- Schwardt, T.A. (2007). *The Sage Dictionary of Qualitative Inquiry (3rd ed.)*. Thousand Oaks: Sage Retrieved from: <https://methods.sagepub.com/reference/the-sage-dictionary-of-qualitative-inquiry>
- Starbuck, D. (2006). *Creative teaching: getting it right*. Continuum international publishing group. Retrieved from: <https://bu.umc.edu.dz/theses/anglais/BEL1129.pdf>
- Stronge, J.H. et al. (2004). *Handbook for qualities of effective teachers*. Virginia, USA: Association for Supervision and Curriculum Development. Retrieved from:
https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/books/QualitiesOfEffectiveTeachers3rdEd_Stronge_0318.pdf
- Stronge, J.H. (2007). *Qualities of effective teachers (2nd ed.)*. Virginia, USA: Association for Supervision and Curriculum Development. Retrieved from:
<https://www.amazon.com/Qualities-Effective-Teachers-James-Stronge/dp/1416604618>
- Taylor, K.B. (2008). *Mapping the intricacies of young adults' developmental journey from socially prescribed to internally defined identities, relationships, and beliefs*. Journal of College Student Development, 49(3), 215-234. Retrieved from:
<https://muse.jhu.edu/article/238921>
- Torres, V., & Hernandez, E. (2007). *The influence of ethnic identity on self-authorship: A longitudinal study of Latino/college students*. Journal of College Student Development, 48(5), 558-573. Retrieved from:
<https://muse.jhu.edu/article/221318/pdf>
- Unger, H.G. (2007). *Encyclopaedia of American education*. (3rd ed.). USA: Facts on file.
- Wawrzynski, M., & Pizzolato, J.E. (2006). Predicting needs: A longitudinal investigation of the relation between student characteristics, academic paths, and self-authorship. Journal of College Student Development, 47(6-), 677-692.

Appendices

Appendices

Appendix A

Students' questionnaire

Dear Participants,

We are conducting research on the role of creativity and self authorship on student's development. The following questionnaire holds within general and personal questions concerning your general knowledge and experience. Therefore, we kindly request you to help us in completing it. Your contribution is very much appreciated.

Thank you

Section 01:

1- How much do you enjoy oral session?

- I enjoy this session a lot ☐
- I enjoy it sometimes ☐
- I don't like it ☐

2- Do you get much opportunity to express yourself freely in this session?

- Never
- Sometimes
- Often
- Very often

3- Do you think you are able to do these (analysing ,making judgements ,problem solving and decision making) without asking for help ?

Yes ☐

No ☐

4- How many project works have you conducted this year?

Less than 5 ☐

Between 5 and 10 ☐

Appendices

More than 10 ☐

Are these project works conducted generally?

Ways of Conducting Project works	Yes/No
Individually	
In pairs	
In groups	

Section 02:

5- Please answer the following questions with yes or no

- a. I feel confident to express my thoughts in class and ask questions I think are important. yes ☐ No ☐
- b. When it would be helpful, I don't hesitate to visit or have a meeting with any of ☐ ☐
- c. My classrooms members. Yes ☐ No ☐
- d. The topic of my presentations is ultimately my decision, although I would ☐ ☐
- e. Appreciate information from my advisor on this matter. Yes ☐ No ☐
- f. I collaborate with others in research and/or presentations during my learning journey. Yes ☐ No ☐

6- About how often have you done each of the following?

	Never	sometimes	Often	Never
Worked hard to master difficult task				
Prepared two or more drafts of an assignment before handing it in				
Worked on an essay or assignment that required integrating ideas or information from various sources				
Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class				

Appendices

discussions or written assignments				
Put together ideas or concepts from different subjects when completing assignments or during class discussion				

7-To what extent has your teacher emphasised the following intellectual activities? ☒

- Analysing the basic elements of an idea, experience or theory, such as examining a particular case. ☐
- Making judgements about the value of information such as examining how others interpret data and assessing their conclusions. ☐
- Applying theories or concepts to practical problems or in new situations. ☐

8-Do you agree or disagree with the following statements?

	strongly agree	agree	strongly disagree	disagree
Even if an experienced teacher recommended a course, I would search for additional information about the course before.				
I prefer that my teacher offer guidelines to do tasks, rather than tell me how and what to do.				
I tend to appreciate assignments where I am able to reflect on my own experiences				
I have my own way of doing academic tasks				
I trust my ability to solve any problems that I may encounter during the development of my sub skills (listening ;speaking ;reading ;writing)				

Appendices

Section 03:

9-To what extent has this session contributed to your knowledge, skills and personal Development in the following areas?

1 Not at all; 2 somewhat; 3 Quite a lot; 4 Very much

		1	2	3	4
a	- Speaking clearly and effectively				
b	Thinking critically and analytically (ability to articulate ideas)				
c	Working effectively with others				
d	Learning effectively on your own				
e	Understanding yourself (better sense of oneself ,understanding what ones believes , values)				
g	Solving complex, real-world problems				

10-What difficulties did you mostly encounter during expressing yourself?

.....
.....
.....
.....
.....

11-Have you seriously considered assessing your weaknesses at the end of the day and Making solutions for each?? If yes, please explain!

.....
.....
.....
.....
.....

Appendix 02

Teachers' interview

1. Do you often introduce projects to your students to check their creativity?
2. Do students show interest to be part of new activities (group work creating a company) in the classroom or do they avoid participation? If yes, why?
3. Do you recommend some activities outside the university to enhance student's creativeness? (Investigation, problem-solving)?
4. To what extent do you allow your students to improve their own academic /personal development?
5. Do you think that Self-Authorship will lead to developing their personality and their knowledge as welling on students?
6. Do you think that implementing real-world projects /activities will change students into more independent and creative ones? As a teacher, will you encourage such activities? Why?

Appendix C

Classroomm observation checklist

	Never observed	Sometimes observed	Often observed
Students' Motivation			
Students' Participation			
Students ask Questions			
Students interact with the teacher			
Students autonomy			
Students interaction with each other			

Appendix D

Classroomm observation Event sapling

Time	Action	Behaviour
11.10		
11 :30		
11.45		.
12.00		