



A Suggested Hybrid Instructional Model Based on TBL & CBL Approaches to Develop English Majors' Creative Writing Skills and Creative Self-Efficacy

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ABSTRACT

The present study aimed at investigating the effectiveness of using a suggested hybrid instructional model, based on task-based and challenge-based language learning approaches, in developing third-year English majors' creative writing skills and creative self-efficacy. The study followed a quasi-experimental approach using mixed methods of data collection; qualitative and quantitative. Accordingly, twenty-eight (28) English majors participated in the present study. To meet the objectives of the study, a creative writing skills test and a creative self-efficacy scale (Abbott, 2010) were used as quantitative instruments. In addition, semi-structured interviews were carried out as a qualitative instrument. Results of the study revealed the high effectiveness of the hybrid instructional model in developing creative writing skills (fluency, flexibility, originality and elaboration). It also helped in increasing the study group's creative self-efficacy. The qualitative analysis offered valuable insights into how the suggested model significantly impacted the participants' engagement, language learning experience, creative writing skills and creative self-efficacy. The study recommended the use of the suggested hybrid model to develop English majors' creative writing skills and creative self-efficacy as well.

Keywords: task-based learning, challenge-based learning, creative writing skills, creative self-efficacy.

Introduction:

In light of the demands of the 21st century, which is characterized by radical social and technological changes, the field of education has witnessed unprecedented calls for fostering critical thinking, creativity, and flexibility alongside professional competencies. Therefore, there has been a growing tendency to integrate creative skills as a core component of a comprehensive approach to EFL language instruction to enrich the language learning experiences and to equip students with in-demand skills too. Arguably, this will enable students to act successfully beyond the classroom, and to become more confident, adaptable, and proficient communicators.

Recent research has emphasized the significance of developing creativity in language learning and instruction (Avila, 2015, Nedjah & Hamada, 2017, Greenier et al. 2023 & Fitria, 2024). Advocators of creativity development assume that promoting creative skills enables students to develop varied language skills and communicative competence too. Consequently, developing the creative dimension of each language skill has become a clear goal of any EFL curriculum. In this context, creative writing is not an exception. According to Culhane (2017), creative writing emerges as a highly effective tool that enables students to translate their imagination and inspiration into written expression. Creative writing enables students to convey their thoughts, ideas, emotions, and aspirations in an elegant and smart manner. Stillar (2013) and Kirmizi (201^v) clarified that students' engagement in creative writing activities has the potentiality to increase their enthusiasm, to improve motivation, and to sharpen their writing skills by enabling them to express themselves and, finally, to launch their imagination beyond regular borders.

Greenier et al. (2023) believed that creative writing provides opportunities for self-expression, strengthens writing skills, and builds much-needed classroom confidence. Similarly, Senel's study in (2018) affirmed the positive effects of creative writing on enhancing students' writing skills claiming that engaging students in creative writing tasks supported their success in academic writing. Several studies, in TEFL context, pinpointed the positive effect of developing creative writing on

all aspects of writing skill especially ideas and organization (Santillán-Iñiguez; Rodas-Pacheco, 2022, and Santillán-Iñiguez et al., 2023).

Although creative ability is fundamental for creative expression, it is not sufficient for producing creative outcomes (Tierney & Farmer, 2002). Creative expression is influenced by self-assessment of inner ability to produce novel ideas and meaningful creative thinking. These self-assessments and perceptions refer to creative self-efficacy. In this regard, Abbott (2010) believes that creative self-efficacy encompasses beliefs about one's creative thinking abilities and creative output. Beghetto (2006) emphasized that creative self-efficacy significantly enhances creativity and can be cultivated through an enriched classroom environment or teacher support. Karwowski and Kaufman (2017) suggested that self-efficacy is an important determinant of creativity. Furthermore, high creative self-efficacy enables students to harness intrinsic motivation, manage cognitive processes, and develop action plans that match with and respond to the needs of specific contexts (Hsu et al., 2011 & Tan et al., 2011). Thus, creative self-efficacy has emerged as a critical predictor of students' classroom behavior in creative endeavors. Therefore, instructors should create a supportive classroom environment that encourages students' creative exploration and sustains their efforts in developing language skills and building confidence in carrying out creative writing tasks.

Despite the benefits of creative writing and creative self-efficacy, many EFL students do not feel that they possess the talent for producing creative texts. In addition, they often feel insecure about their work as creative self-efficacy is a neglected part of their routine (Ahmadi, 2021). To overcome this problem, Ahmadi suggested that behavior modification can address these concerns and build students' confidence in creative tasks. Moreover, Fitria (2024) noted that creative writing represents a challenging task for students. This is mainly due to the lack of motivation or competing interests. Students may also find it difficult, beyond their current ability, to articulate their ideas creatively in writing.

Gilbert (2021) assumed that creative writing instruction, despite its great significance, does not receive the adequate attention. In pre-university stage, English language courses mainly address the forms of functional writing. Meanwhile, Departments of English offer few courses that seek to develop English majors' creative writing. Practically speaking, the use of traditional EFL teaching methods is not adequate for

developing such creative skills. Recently, several studies have highlighted the need for a structured creative writing program within EFL curricula, as the current writing courses tend to focus primarily on conventional and formulaic topics that often do not succeed in engaging students and stimulating their enthusiasm (Khater, 2015; Nageib, 2020 & Sayed et al. 2020).

In this regard, research has indicated that the students' low level in creative writing skills is due to many factors such as the innate complex nature of writing, students' insufficient awareness of the significance of the skill, limited practice, and lack of appropriate feedback (Al Gharabally, 2015; Alfaki, 2015; Anwar & Ahmed, 2016; Ahmed, 2019; Akhtar & Hussain, 2019; Darazi et al., 2021). In addition, the weakness in developing creative writing could be traced back to the teaching methods. Thus, crafting a new model that aims at addressing the previously-mentioned shortcomings and developing EFL students' creative writing skills and creative self-efficacy has become an urgent need. In this context, recent advances in educational methodologies, such as Task-Based Learning (TBL) and Challenge-Based Learning (CBL), may offer a promising framework for addressing the challenges and difficulties associated with creative writing skills instruction.

According to Lin (2014), TBL is a learner-focused approach that adopts a communicative language perspective. It seeks to provide learners with opportunities to use the language for meaningful purposes. Learners are engaged in real-life, hands-on, and practical activities. In other words, engaging students in authentic learning activities represents the core of the approach. It seeks to immerse the students in situations where they need to use the target language skills. More evidently, Anderson (2019), Karim (2020), Ouargla (2020), and Cutting & Fordyce (2020) highlight the significance of task-based activities in EFL learning, confirming that it facilitates language learning and gives the chance to learners to improve language proficiency under the teacher's guidance.

Despite TBL popularity, there is a numerous number of studies that explored the challenges and problems that are associated with its implementation process in EFL classes, especially in developing creativity. For example, TBL often relies on the intrinsic motivation of students, but without intentional task design that captures attention and provides satisfaction, students may lack the necessary motivation to engage fully with the assigned tasks. Moreover, effective TBL requires

maintaining situational motivation and increasing perceptual inquiry. Neglecting important elements such as relevance and interest may lead to students' struggle to pave their way in carrying out the tasks. Based on these findings, writing instructors seek to involve learners in class activities via launching varied tasks that provide students' with an interesting input and encourage students' creativity (Marashi & Dadari, 2012; Stroud, 2013; Tang, et al. 2015 & Ji, 2018).

In regard to creativity development, TBL does not guarantee the development of creativity. This may be due to the emphasis on specific and pre-defined tasks that have clear outcomes. In turn, it constrains open-ended thinking. In other words, the need to achieve an assigned outcome may hinder students' freedom to explore divergent ideas which represents the core element of creativity (Hopper, 2018 & Anderson, 2019).

On the contrary, CBL approach advocates students to present new ideas, and enables students to transform their creativity into valuable and practical experiences (Yang et al., 2018). Similarly, it enhances students' skills, engagement, and understanding of materials; improves information management and group interaction; and enhances key skills like leadership, creativity, media literacy, and problem-solving. Moreover, it promotes critical thinking, flexibility, and adaptability across various learning environments (Johnson & Adams, 2011; Gaskins et al. 2015; Garay-Rondero et al., 2019).

In addition to the previous advantages of CBL approach, it effectively provides students with sufficient time to practice the language on a regular basis, to develop their higher-order thinking and to enhance spoken proficiency (Vilalta-Perdomo et al. 2022). Also, CBL approach fosters collaboration and hands-on learning. It urges a real involvement of instructors, parents, and community members in identifying challenging ideas, handling obstacles, gaining information, and developing the 21st century skills (Nichols & Cator, 2008).

In the context of creative writing, CBL approach involves the use of structured activities that seek to utilize specific writing techniques or components that are based on open-ended challenges. This, in turn, urges students to use critical thinking and creativity skills to solve a problem or to fulfill a task. Thus, CBL promotes autonomy as students are given the chance to explore multiple paths to respond to the challenging task. Also,

it advocates a deeper personal engagement in creative writing tasks (Van den Branden, 2020).

To address the previously-mentioned challenges with the TBL approach and to make use of advantages of CBL approach, the current study sought to present a hybrid model that incorporates a blend of TBL and CBL approaches. This model is believed to create a more creativity-enhancing environment via more exploration, deep problem-solving, and evident support of students' autonomy. The model emphasizes practical, and real-world tasks used as a means to develop creative skills and creative self-efficacy of third-year English majors.

Context of the problem

The researcher, as a staff member at Faculty of Education, New Valley University, observed that the majority of third-year English majors fail to produce well-written creative texts. Despite the existence of a course, in the study plan of the Department of English, that is designed to develop English majors' creative reading and writing skills, it was observed that instructors tend to focus more on reading instruction and to neglect creative writing skills.

Investigating the written production of the students revealed that ideas were not presented clearly and it was difficult to understand the message being conveyed. Students' personal experiences and insights were absent. Students did not support their writings with adequate specific details and figures of speech. Moreover, students' were not able to adjust their writing style and tone to match varied audiences and purposes.

To verify the problem of the study, the researcher conducted a pilot study in which twenty (20) third-year English majors were requested to write a narrative essay about a trip to a historical place employing their imaginative abilities. Analyzing students' results showed that one student (5%) could use varied writing styles and tones. Only three students (15%) could make use of varied sentence structures. Two students (10%) could apply original ideas, and one student (5%) could produce varied ideas. Based on the previous analysis, most students suffered from remarkable weakness in implementing and applying creative writing skills.

To investigate the status-quo of students' creative self-efficacy, the second aspect of the study, the researcher applied a five-point Likert

scale of creative self-efficacy (Bagatto, 2006) which is consisted of eleven (11) statements aiming at assessing students creative self-efficacy. The students' results indicated that English majors had unclear image about their creative abilities, and their beliefs were unsatisfied.

To shed more light on the reasons and difficulties that hinder the development of creative writing skills and creative self-efficacy, the researcher conducted an interview with five EFL lecturers. The results of such interviews showed that most lecturers used the traditional teaching methods in teaching creative writing, as they present the topics directly on the board without relating it to real life situations with a clear absence of motivated and attractive tasks. Most lecturers describe creative writing exercises as time-consuming, boring and beyond students' ability. In addition, students suffer from remarkable weakness in understanding and applying creative writing skills. Besides, most of lecturers did not implement or use informative feedback or suitable practices of evaluation; they just comment on the writing mechanics of the whole product.

Based on the researchers' observation, students' results in creative writing skills test and creative self-efficacy scale, the present study sought to use a hybrid instructional model based on TBL and CBL approaches to teach a creative writing course in order to develop the students' creative writing skills and their creative self-efficacy as well.

Questions of the study

- To what extent would a hybrid instructional model based on CBL and TBL learning approaches be effective in developing English majors' creative writing skills?
- To what extent would a hybrid instructional model based on CBL and TBL learning approaches be effective in developing English majors' creative self-efficacy?

Objectives of the study

The present study sought to achieve two main objectives. Namely, addressing English majors' weaknesses in creative writing skills and their low level of creative self-efficacy through using a suggested hybrid model based on CBL and TBL learning approaches.

Hypotheses of the study

The study sought to test the following two hypotheses:

- There would be a statistically significant difference between the mean scores of the study group on the pre-post test of creative writing skills (favoring the post-application).

There would be a statistically significant difference between the mean scores of the study group on the pre-post scale of creative self-efficacy (favoring the post-application).

Significance of the study:

The significance of the study lies in its potential to develop English majors' creative writing by presenting a hybrid model that merges two outstanding learning approaches. This model does not only target the development of creative skills: fluency, flexibility, originality, and elaboration, but also emphasizes the enhancement of students' creative self-efficacy which is one of the psychological factors that supports creativity in educational settings.

Furthermore, the results of the study may encourage EFL instructors and course developers to design learning experiences based on problem-solving and inquiry activities that would foster students' creativity and motivation. The study, additionally, pays the attention of curriculum designers to the importance of self-efficacy in creative writing skill development and offers practical strategies for cultivating an environment conducive to creative expression, which has broader implications for student success and engagement in various learning contexts.

Delimitations of the study

This study is delimited to:

- Twenty-eight (28) third-year English majors at Faculty of Education, New Valley University participated voluntarily in the study.
- The experiment was carried out in the second semester of the academic year 2023- 2024.
- Developing some creative writing skills and creative self-efficacy.
- A hybrid model based on task-based and challenge-based learning approaches.

Review of Literature

Task-based learning (TBL) in EFL classrooms

TBL has become a prominent instructional approach in language education, particularly in English as a Foreign Language (EFL) context. In 2003, Ellis defines TBL as a learner-centered approach that involves completing meaningful tasks using the target language, where the main focus is on meaning rather than linguistic form. According to Nunan (2004), TBL is an integral component of EFL classroom routine that targets a full involvement of students in understanding, using, producing or communicating in the target language. In other words, it is an approach that respects individual differences. Consequently, students work according to their abilities, levels and interests. It does not follow a prescribed developmental sequence. It gives priority to learner's freedom and autonomy. Lin (2014) and Cutting & Fordyce (2020) similarly highlight TBL as a student-centered approach where learners develop language skills through natural, functional activities that require practical language application.

In the context of the present study, TBL is a learner-centered that is based on sequencing activities that focus on learners' doings. Every learner is directed to solve a task that involves an authentic use of language rather than complete simple questions about a linguistic aspect.

Nature and advantages of TBL approach

The essence of TBL lies in its emphasis on meaning-focused, communicative tasks that resemble authentic language use. According to Van den Branden (2020), TBL aims to engage learners in purposeful tasks where the assessment is based on task completion rather than grammatical accuracy alone. Thus, TBL encourages learners to interact in the target language while performing meaningful activities. In this regard, Willis and Willis (2007) confirm that TBL combines task completion with text-based exposure, which enhances learners' language acquisition.

Research has indicated that the key attractive attributes of TBL lies in its structure which immerse students in real and purposeful language tasks, The 'Natural' or 'naturalistic' use of language, and the development of learners' communicative competence by engaging them in meaning-focused communication through the performance of assigned tasks. Thus, as (Van den Branden, 2020) explains “assessment is primarily based on task outcomes rather than the accuracy of language form”. Furthermore, tasks simulate real-life scenarios, helping learners to use language in situations similar to those they might encounter

outside the classroom (Alisoy, 2024). TBL prioritizes learners' autonomy and encourages them to work at their own pace and within areas of personal interest (Baek & Eisenberg, 2021). It also promotes cognitive processes like decision-making, reasoning, and fostering deeper learning and retention (Candlin, 2015).

In comparison to traditional pedagogy, a successful implementation of TBL approach demands teachers who possess significant teaching competencies, a spirit of exploration, and a tendency to be risk-takers. In turn, students are expected to imitate their instructors and become active learners who are willing to take risks. Also, teachers need to provide students with enough time to adjust themselves to the new learning approach, to encourage them in the process, and to foster students' autonomy and confidence (Van den Branden, 2016). In this respect, Ellis & Shintani (2014), Long (2015) and Van den Branden (2016) clarify that teachers, in task-based instruction, are requested to negotiate the meaning while their students seek to explore the demands of the task. Teachers should use varied questions, hints, and prompts to extract students' output and present feedback on the students' production.

Phases of TBL approach

TBL approach typically involves three main phases: the Pre-Task, During-Task, and Post-Task phases. These stages allow learners to prepare, perform, and reflect on the task. Meanwhile, they reinforce the development of target skills practiced throughout the lesson (Nunan, 2004 , 56- 59).

The pre-task phase involves introducing the topic and task, where teachers help students understand the theme and objectives. Activities may include brainstorming, pre-teaching vocabulary, or presenting relevant language functions. In during-task phase, students engage in the task, often in pairs or groups. Also, students are encouraged to use whatever language they know, to promote fluency, and to sustain confidence in the use of the target language (Willis & Willis, 2007). Eventually, the post-task phase focuses primarily on reflection and evaluation; students may present their completed tasks, receive feedback, and discuss their experiences. In the last phase, learners are encouraged to consolidate their language skills, to review and to refine what they have learned to be used effectively in future contexts.

The present study used the TBL phases to enrich the suggested hybrid model by structuring learning in similar ways that support both

language use and creative written expression. The pre-task phase prepares students with the background and motivation needed to engage effectively in both task-based and challenge-based learning. The during-task phase combines active language practice with creative challenges that aims at fostering fluency, collaboration, and confidence. Finally, the post-task phase encourages reflection, feedback, application, solidification of the skills gained and creative self-efficacy.

Significance of TBL in EFL Classes

TBL's significance, in EFL classrooms, is mostly due to its practical and communicative orientation. Tang et al. (2015) found that TBL enhances fluency and aids in vocabulary acquisition, as students use language in meaningful ways. Zuniga (2016) adds that TBL promotes communicative competence via providing opportunities for natural language practice. Furthermore, Anderson (2019) notes that TBL, guided by the teacher's facilitation, helps learners improve language proficiency through hands-on practice and interaction. Karim (2020) highlights TBL effectiveness when students are given preparation time, as it encourages more thoughtful language production. Moreover, TBL supports the integration of the four language skills through versatile tasks like role-plays, problem-solving exercises, and group discussions (Ouargla, 2020).

Challenge-based learning (CBL) approach

CBL is a student-centered approach that vigorously involves learners in addressing real-world challenges. CBL has gained prominence as an effective strategy in EFL classrooms as it encourages students to apply language skills in meaningful and practical contexts. Blashki (2019) stated that it originated from the "Apple Classroom of Tomorrow-Today" initiative in 2008, designed to align the 21st century educational practices with authentic challenges that encourage students to think critically and act creatively.

CBL approach is grounded in the idea that students learn more effectively when they are engaged in real-world challenges. Different scholars have provided nuanced definitions of CBL, highlighting its learner-centered, collaborative nature. It is defined as a multidisciplinary educational approach that involves students in problem-solving within real-world contexts (Vilalta-Perdomo, 2022). It is described as a strategy that motivates learners through collaborative and active learning, uses

common technologies for knowledge acquisition and addresses real-world issues (Binder et al. 2017).

Yoosomboon and Wannapiroon (2015) further explain that CBL encourages students to share knowledge and information while working on tasks of personal relevance, often using digital platforms to facilitate communication and collaboration. Nichols and Cator (2014) describe CBL as a "cross-disciplinary approach where students actively engage in learning by addressing local and global issues." In the same perspective, Johnson and Adams (2011) describe CBL as an educational endeavour where learners have to address authentic problems via boosting collaboration, critical thinking and communication skills.

In the present study, CBL is an instructional approach in which learners actively engage in identifying, analyzing, and addressing real-world challenges through collaborative problem-solving and research. In this regard, students work through structured phases, including identifying a relevant, open-ended challenge, investigating possible solutions, and implementing an actionable response.

Nature and advantages of CBL

The CBL calls for authenticity, collaboration and interdisciplinary differentiate it from other instructional models. According to Vilalta-Perdomo et al. (2022), CBL focuses on open-ended, real-world problems that extend beyond the classroom. Meanwhile, it fosters sustained engagement and community interaction. Gaskins et al. (2015) add that CBL addresses themes of global importance, allowing students to gain awareness of international issues and, hopefully, to explore practical and local solutions.

A salient advantage of CBL approach is creating a collaborative environment where students work together with peers, educators, and community experts to foster teamwork, leadership, and social skills (Bordonau et al., 2017). Moreover, CBL often involves multiple subject areas, requests students to apply diverse skills and knowledge, makes it particularly suitable for language learning, where context and vocabulary are critical (Serrano et al., 2018).

Teacher's role in CBL approach

In CBL, the role of teacher extends beyond traditional instruction as they act as facilitators, mentors, and co-learners alongside their students. Teachers are responsible for guiding students through each phase of the approach, helping them to define the big idea, essential

questions, and the final challenge. This mentorship involves supporting students' language acquisition by introducing necessary vocabulary, grammatical structures, and phrases that help them complete their tasks effectively (Tecnológico de Monterrey, 2018). In addition, teachers also serve as resource providers who help students access resources, incorporate multimedia tools, and monitor interactions on digital platforms (Fidalgo-Blanco et al., 2016). Also, teachers are evaluators and reflective practitioners. They assess students' performance, based on task completion and language usage, and encourage reflection on the language challenges (Pepin & Kock, 2021).

Instructional stages of CBL approach

Research has clarified that the implementation process of CBL generally follows three interrelated stages: Engage, Investigate, and Act. Each stage fosters a unique set of skills and objectives that align with real-world problem-solving (Apple Inc., 2011; Vilalta-Perdomo, 2022). The first stage includes students' engagement where a big idea, with a broad, relevant theme, is presented. The teacher introduces the new idea or concept to encourage curiosity and motivate students' learning. Then, an essential question raised by the teacher to refine the Big Idea into a specific, open-ended inquiry that resonates with students' experiences or concerns, prompting them to consider personal and societal implications. Finally, the students formulate a challenge to address the essential question, making it personally and academically meaningful.

The second stage involves investigation and students' generation of guiding questions that help them delve deeper into the challenge. These questions lead them to explore language structures, vocabulary, and resources related to the task. Students use varied resources, activities, and available tools to answer their guiding questions. This often involves language exercises like reading articles, watching videos, and engaging in discussions. Finally, the students analyze and assess their findings, identifying connections between new information and the challenge at hand. This, in turn, would promote critical thinking and synthesis of language knowledge.

In the third stage, the students act and present a solution, to the challenge, based on their research and analysis. This might involve students' creation of a presentation, a report, or a video in English where they are required to apply language skills effectively. Eventually, students reach the implementation and evaluation step where they put

their solution into practice, either through simulations or real-world applications, and evaluate its effectiveness. This hands-on experience helps them understand the impact of their language use within a broader context.

The present study benefits significantly from the stages and advantages of CBL. By incorporating CBL structured approach; engage, investigate, and act into the hybrid model, students engaged in deeper and more purposeful language learning that went beyond traditional instructional tasks. Using CBL approach and action-oriented framework empowered students to use language purposefully, enhanced their overall language proficiency, creative thinking, and confidence in using English in diverse contexts.

Significance of CBL in EFL Classes

CBL approach has a prominent significance in EFL classrooms, as it creates immersive learning experiences that motivate students to apply language in real-world contexts. Several studies have emphasized the effectiveness of CBL in improving students' language proficiency, engagement and skills. Esmail (2018) demonstrated that CBL improved university students' academic reading skills. According to Yang et al. (2018), CBL fostered students' creative and analytical abilities by engaging them in tasks that demanded flexibility, perseverance, and innovation. Moreover, it boosts self-efficacy and collaboration, Zaid (2024) found that CBL enhanced students' creative self-efficacy and cognitive engagement. In CBL classes, students gained confidence in their abilities, a critical factor in language learning, where anxiety and self-doubt are no longer existed.

To sum up, CBL offers an innovative, student-centered approach for EFL classrooms via the integration of language learning with real-world problem-solving. By emphasizing authentic challenges, collaboration, and technology, CBL motivates students to engage deeply with language use in meaningful ways.

The integration of TBL and CBL

Recently, TBL and CBL have become two influential instructional models in language education, each with its unique strengths and limitations. While TBL emphasizes completing language-focused tasks to develop communication skills, CBL adds a real-world relevance dimension to instruction. In this way, it addresses some of TBL inherent

challenges by fostering engagement and motivation (Long, 2015; Vilalta-Perdomo et al. 2022).

TBL has attracted the attention of researchers for its widely recognition of encouraging learner-centered practices and maintaining communicative purposes. However, TBL has several limitations in EFL contexts, particularly regarding students' engagement, discipline, and creativity development. Stroud (2013) and Ji & Yi (2018) conducted empirical studies to explore TBL challenges in EFL classrooms. They concluded that TBL can result in a less disciplined classroom environment, where students' engagement and motivation to complete tasks may wane due to the absence of a unifying purpose. Other studies indicate that TBL may fail to capture student interest without intentional task design that provides clear relevance (Carless, 2007; Roberson & Franchini, 2014; Swales and Feak, 2023). Thus, if tasks do not resonate with students or lack sufficient challenge, students may feel unmotivated. Without motivational components like real-world relevance, students may not engage actively in TBL activities.

TBL is often time-bound, which can restrict students' opportunities to explore creative ideas. Students may prioritize task completion over imaginative thinking. This potentially limits their effective language use and application. Focusing on efficiency and neglecting exploration imposes an additional challenge in students' endeavour to develop their creative writing skills (Long, 2016; Roy and Minami, 2017).

To address the previous defaults, CBL is an inquiry-driven approach that connects learning to real-world challenges, adding an element of relevance and engagement that TBL sometimes lacks. By incorporating elements of CBL into TBL, educators can address many of TBL limitations and create a more motivating, meaningful learning experience.

CBL structure often involves tackling real-world issues, which fosters a shared sense of purpose among students. This can improve discipline by creating an environment where students feel enthusiastic to address a meaningful problem. Nichols and Cator (2008) argue that when students understand the broader relevance of their tasks, they are more likely to engage responsibly. The focus on real-world challenges gives students a flexible structured framework, which reduces disruptive behavior and increases self-regulation. Moreover, CBL emphasis on discovery and inquiry-based learning encourages students to engage deeply with

materials, maintaining high levels of perceptual and inquiry arousal (Perna, et al. 2023). Thus, this structure which enhances attention, relevance, confidence, and satisfaction, can reinforce TBL by making tasks more meaningful. Rather than focusing solely on completing predefined tasks, students are requested to analyze, hypothesize, and propose solutions. Consequently, students will be involved in a deeper level of cognitive engagement.

In sum, integrating TBL with CBL in a hybrid model that combines the task-oriented structure of TBL with the inquiry-driven, real-world focus of CBL, will pave the way for addressing the limitations of TBL by providing students with structured tasks that build language skills and real-world challenges that boost engagement, relevance, and creativity. This hybrid model is based on the following principles:

- Integrating CBL approach, focuses on meaningful challenges with TBL approach, focuses on language tasks, will guarantee that students' learning depend on relevant activities that mirror authentic language use. For instance, students are asked to complete language tasks related to community challenges such as creating awareness campaigns. This will be a real chance to foster practical language use.

- Students' ownership of learning. They will be in charge of defining varied aspects of the challenge, approaching the foundational language tasks, offered by TBL, creatively, and practicing autonomy and elaboration in their tasks completion.

- Combining TBL group work with CBL community-focused challenges is intended to support collaboration while promoting responsibility and engagement. Students collaborate to research, discuss, and solve real-world problems. In turn, they foster the development of language communication skills along side with creativity.

- Incorporating structured reflection and feedback styles. In CBL, reflective activities encourage students to analyze their performance, while TBL feedback mechanisms help refine language skills. This dual focus ensures the students' significant improvement in linguistic and personal.

By integrating the task-oriented framework that offers foundational language practice with CBL that adds depth, relevance, and motivation, learning is expected to be more meaningful and engaging. The use of well-designed tasks that have real-world significance may urge students

to engage actively in language activities and to demonstrate responsibility and creativity.

Creative writing

Definition and nature of creative writing

Creative writing is a form/genre of writing that emphasizes originality, self-expression, and aesthetic value rather than merely providing information. Creative writing is an open and imaginative writing where writers freely express their own ideas and emotions (Mason, 2015). In EFL classrooms, creative writing enables students to explore language beyond its functional use, allowing for more personal and imaginative interpretations (Kareem et al., 2019). Creative writing also encompasses a wide range of genres, including poetry, stories, and other forms that encourage learners to express themselves creatively and authentically. It emphasizes crafting unique, fluent, flexible, and accurate language, which is especially beneficial for language learners seeking to enhance their proficiency. Hasan (2021) notes that creative writing often relies on intuition, imagination, and personal memories, making it highly dependent on the individual writer's inner thoughts and experiences. Moreover, creative writing offers learners a means to communicate ideas that go beyond functional language use, fostering a deeper connection to the language they are learning (Tayyeh et al., 2021).

Creative writing skills

Creative writing relies on four foundational skills: fluency, flexibility, originality, and elaboration that collectively support the creation of expressive, coherent, and innovative writing. Fluency refers to the ability to produce ideas quickly and without hesitation. In creative writing, fluency is essential as it enables students to generate content freely, exploring multiple ideas without self-censorship. Tuan (2010) defines fluency as the ability to produce language in real time without undue pause, highlighting its importance in facilitating spontaneous and sustained expression. The second skills is flexibility that involves the ability to shift perspectives or approaches in response to different stimuli, which is crucial for creativity. Similarly, Starko (2010) describes flexibility as the ability to view a problem from various angles. For EFL learners, flexibility allows them to experiment with different narrative styles, voices, and structures that enriches their language use and storytelling capabilities.

Originality, the third skill, refers to the ability to produce ideas that are unique and distinct from others. It is essential in creative writing as it encourages students to bring new perspectives and innovative thoughts to their work. Baer and Kaufman (2012) define originality as the development of truly novel ideas, which helps students cultivate their unique voices in a second language. Finally, elaboration involves expanding on ideas, adding details, and enhancing clarity and depth in writing. Shively (2011) explains that elaboration includes filling in gaps and adding nuanced details to make ideas more compelling. In creative writing, elaboration helps EFL students develop their narratives fully; use descriptive language that brings their stories to life; and engage readers more deeply.

Significance of creative writing in EFL classes

Creative writing offers numerous benefits in EFL classrooms, both for students and teachers. It provides a platform for self-expression, confidence building, and language development, making it a valuable component of language education. Fitria (2024) highlights that creative writing helps students articulate their feelings and ideas in a structured manner, improving their self-confidence in using the language.

Moreover, creative writing fosters language development across all levels, including grammar, vocabulary, phonology, and discourse. Tok and Kandemir (2015) argue that creative writing engages learners with language at a deeper processing level than expository texts, as it requires them to use language innovatively and meaningfully. Engaging in creative writing also helps EFL students internalize language structures more effectively, as they actively apply grammatical rules and vocabulary in context.

Furthermore, creative writing exercises encourage students to think critically, analyze their ideas, and use their imagination to create narratives. Engaging in activities that involve thinking, analyzing, and evaluating fosters intellectual growth and creativity (Stillar, 2013). Creative writing tasks allow students to recreate their own worlds and express themselves freely, cultivating a sense of agency and creativity in the language-learning process. Sui (2015) adds that creative writing builds a bridge between students and teachers, providing a shared, enjoyable activity that enhances students' enthusiasm and motivation for language learning.

Creative self-efficacy

The concept of creative self-efficacy (CSE) stems from Albert Bandura's social cognitive theory, particularly his foundational work on self-efficacy (Tierney & Farmer, 2002). Bandura (1977) defines self-efficacy as the belief in one's ability to succeed in specific situations or to accomplish assigned tasks. While Bandura established the general framework of self-efficacy, researchers have further refined it by focusing on CSE as a specific form of confidence related to creativity and innovation. For instance, Abbott (2010) noted that CSE diverges from general self-efficacy by addressing individuals' beliefs in their ability to produce creative output across various environments.

Definitions of creative self-efficacy

CSE has been defined in multiple ways by scholars who emphasize various aspects of creative confidence. Tierney and Farmer (2002) describe CSE as "the belief one has in the ability to produce creative outcomes," emphasizing that this self-belief is fundamental to pursuing innovation and creativity. Similarly, Abbott (2010) defines CSE as the extent to which individuals recognize their capacity to express or perform creatively, viewing it as a critical factor in the motivation to undertake creative tasks. Zhou et al. (2008) describe CSE as "self-perceived creativity," or the extent to which individuals believe they can generate new and useful ideas. According to Diliello et al. (2011), CSE is a form of self-assessment where individuals evaluate their creative potential, especially regarding their effectiveness in solving problems creatively and generating original ideas.

In the context of the present study, CSE is defined as the belief in one's ability to generate, refine, and present original ideas or creative outputs confidently and effectively within a given context. It includes two primary dimensions. The first is creative thinking self-efficacy which means the confidence a learner has in his/her capacity to produce innovative ideas, to explore diverse perspectives, and to develop unique content with fluency, flexibility, originality, and elaboration. The second is creative performance self-efficacy which includes the confidence in executing, sharing, and sustaining creative tasks in social or evaluative contexts, including the ability to apply feedback, to refine work, and to demonstrate resilience when presenting creative outputs.

Dimensions of creative self-efficacy

CSE is a multidimensional construct. Abbott (2010) identifies two primary domains within CSE: self-efficacy in creative thinking and self-

efficacy in creative performance. Self-efficacy in creative thinking includes mental attributes such as fluency, flexibility, originality, and elaboration, enabling individuals to generate new ideas and to think innovatively. Self-efficacy in creative performance, on the other hand, is influenced by external factors such as social interaction and motivation. It reflects an individual's ability to perform creatively within social contexts, incorporating elements such as personality, mood, and social dynamics.

Other researchers, such as Hung (2018), propose additional dimensions of CSE, including resilience against social persuasion, which reflects individuals' ability to maintain creative confidence despite external criticism. In a study on Taiwanese students, Hung found that CSE varied across age groups, with younger students exhibiting higher creative confidence, suggesting that educational contexts and social factors impact CSE levels.

The present study adopts Abbott's (2010) model of creative self efficacy with its two domains; self-efficacy in creative thinking and self-efficacy in creative performance. This model is especially relevant to creative writing because both domains are directly align with the cognitive and expressive demands of creative writing. In align with creative writing skills, adopting this model makes it possible to assess both the internal cognitive skills and the external performance aspects of writing. The model's distinction between thinking and performance provides a comprehensive way to measure students' confidence not only in producing ideas but also in transforming them into polished, creative written products. This model provides a deep comprehension of how students' confidence in both creative thinking and performance impacts their ability to produce original and effective writing. Additionally, Chen (2024,73) concludes that Abbott's model emphasizes the role of environmental factors in shaping self-efficacy, which is particularly useful in classroom settings where peer and teacher feedback can influence a writer's development.

Significance of creative self-efficacy

CSE plays a pivotal role in encouraging individuals to take creative risks, to approach novel challenges, and to persist despite difficulties. Anderson (2022) notes that CSE not only fosters resilience once creative tasks have begun but also motivates individuals to engage in creative tasks from the onset, by focusing on potential success rather than fear of

failure. CSE is thus essential in promoting creative risk-taking and engagement, as it builds confidence in one's ability to achieve innovative results.

In educational contexts, CSE has been shown to positively affect both students and teachers. Studies by Puente-Díaz (2016) and Huang et al. (2020) demonstrate that high CSE among students correlates with enhanced creative performance and problem-solving abilities. This is particularly significant in EFL settings, where learners often need confidence to express themselves creatively in a non-native language. Teachers with high CSE are also more likely to use creative teaching methods, which positively influence students' motivation and learning engagement (Cayirdag, 2017).

In an EFL educational context, Yu (2013) emphasized that CSE is crucial for mobilizing motivation, cognitive resources, strategies to produce new language-based outputs, and helping learners engage in meaningful language use and problem-solving. In addition, CSE helps EFL learners to initiate linguistic risks, to experiment with language, and to embrace failure as a part of the learning process. Lin and Wang (2021) claimed that implementing creative projects, significantly increased students' confidence in their creative thinking and language use. Chen (2024) explored the link between EFL teachers' CSE and innovative teaching behavior, finding that higher CSE among teachers correlated with the use of creative, student-centered methods, which in turn improved students' academic performance. Encouraging teachers' CSE allows for more effective language instruction, as teachers are better equipped to create stimulating and supportive environments that foster language development and creative expression.

Method

Research design

The research followed a mixed-methods approach; both quantitative and qualitative instruments of collecting data were used. The study used one experimental group and pre-post application of quantitative instruments and post application of qualitative instruments.

The participants

Twenty-eight (28) students from third-year English Department, Faculty of Education, New Valley University participated voluntarily in the present study. All the participants were in need to develop their creative writing skills and creative self-efficacy as well.

Instruments and material

I. The quantitative instruments

A creative English writing skills test

The test aims to measure third-year English majors' creative writing skills: fluency, flexibility, originality and elaboration. It was administered before and after the intervention to determine the effectiveness of using the suggested hybrid model on developing these skills. The following is a description of its construction and validation procedures:

The test construction process started with identifying the creative writing skills that the third-year English majors lacked through reviewing pertinent literature and considering the recommendations of EFL professors and lecturers who are specialized in EFL instruction. The checklist, in its final form, is consisted of twenty (20) skills distributed on four major skills/domains; five sub-skills are listed under each domain (table 1). The jury members asserted the suitability of the chosen skills.

The test has two equivalent creative writing skills tests. One of them was used as a pre-test and the other as a post-test. Each test included three writing prompts. They were unseen by the students. The participants were asked to select two prompts to write about. The instructions of the test were written in English. They were brief, simple to understand and free from possible ambiguities. They presented enough information about the objective of the test, time allowed to complete the test and major areas of assessment. The test was scored according to a written performance assessment rubric that was based on the four major domains of creativity. Each trait has three levels of performance.

Table (1)
Scoring the test

Major skills/domains	Indicators/sub-skills	Scores
Fluency	5	15
Flexibility	5	15
Originality	5	15
Elaboration	5	15
Total	20	60

To establish the validity of the test a pilot study was conducted prior to the experimnt. Fifteen (15) students were randomly chosen, from third-year English majors, to participate in the pilot study. Those students were excluded from participating in the real experiment. The pilot study helped in deciding the test optimum time, and ensuring the clarity of the test prompts and insturctions. Also, results indicated that ninety (90) minutes is average time needed to finish the exam.

The test, accompanied with the written performance assessment rubric, were submitted to the jury members who reported the test validity for measuring the participants creative writing skills. They recommended some minor modifications that were considered seriously. The rubric was fairly representative of all the skills included in the scoring scale and was judged, by the jury members, as a valid tool.

To establish inter-rater reliability and to avoid the subjectivity of the researcher, two highly qualified raters from the department of English were asked to score the test according to the criteria given in the rubric. The inter-rater reliability co-efficient (table 2) was very high ($r=0.80$). Thus, the creative writing test was valid and reliable to assess the participants' creative writing skills.

Table (2)
Internal reliability

The domain	Reliability coefficient
Fluency	0.876 **
Elaboration	0.888**
Flexibility	0.799**
Originality	.875**
Total	.805**

Creative self-efficacy scale

The present study adopted Abbott's (2010) scale to assess third-year English majors' creative self-efficacy. The scale aimed to measure creative self-efficacy in adolescents and adults. It is consisted of twenty-eight (28) items, each measured on a 5-point Likert scale (1= definitely not to 5= definitely yes), and all the statements on the scale are in the

positive direction. Thus, the participant's score on the scale ranges from 28 to 140.

Submitting it to a jury of specialists in educational psychology and the English language instruction to ensure its validity, the correlation coefficient was (0.81) indicated its validity to assess creative self-efficacy of third-year English majors. To establish the internal consistency and reliability, the scale was applied to (15) participants. The correlation coefficient between the item and the total score of the scale ranged between 0.70 and 0.94 (table 3).

Table (3)
Internal Consistency Coefficients of the scale

Item No.	value	Item No.	value	Item No.	value
1	٠,٧٩	10	٠,٧٣	19	0.91
2	٠,٧٦	11	٠,٧٩	20	0.88
3	٠,٧٩	12	٠,٧٩	21	0.79
4	٠,٧٣	13	٠,٧٣	22	0.73
5	٠,٧٠	14	٠,٨٨	23	0.70
6	٠,٩٤	15	٠,٩١	24	0.79
7	٠,٧٠	16	٠,٩١	25	0.82
8	٠,٧٩	17	٠,٧٩	26	0.91
9	٠,٧٣	18	٠,٧٣	27	0.91
				28	0.88

The reliability of the scale was established via a second administration of the scale, two weeks after the first one, and the correlation coefficients were calculated; it was 0.754. Cronbach's alpha coefficient was ($r = .701$). It is clear that the scale of creative self-efficacy achieves a high degree of validity, reliability, and internal consistency.

II. Qualitative data collection instrument

In the present study, semi-structured interviews were designed and used to elicit the participants' satisfaction and perceptions of the effectiveness of the suggested hybrid teaching model on developing their creative writing skills and creative self-efficacy. To achieve this objective, a set of preliminary open-ended questions was developed and classified into two sections: the first one, included three questions, sought to assess the effectiveness of the hybrid teaching model on developing the participants' creative writing skills whereas the second part, included three questions, sought to assess the effectiveness of the hybrid teaching model on developing the participants' creative self-efficacy. To establish the validity of the semi-structured interview tool, the questions were prepared and sent to the jury members to seek their comments and insights. Based on the received feedback, the questions were reshaped to meet all comments and suggestions.

III. The suggested hybrid teaching model

The suggested model was based on the assumption that integrating TBL approach and CBL approach in a hybrid teaching model would develop English majors' creative writing skills (fluency, flexibility, originality and elaboration) and creative self-efficacy (creative thinking efficacy and creative performance efficacy).

Description of the instructional procedures

Based on the creative writing skills that the third-year English majors lacked. The researchers stated the general aim and behavioral objectives of each session. Nine sessions were designed and taught in the experiment. In each session, the students were encouraged to practice the four creative writing skills (fluency, flexibility, originality and elaboration) to complete the challenge task. Each session includes one challenge task tackles a personal, social or environmental topic. The sessions were independent of each other with respect to the target challenge task. Each session is expected to be covered in three hours, where students can write narrative and creative essays. The hybrid model included varied activities such as individual work, peer work, and collaborative group work. At the end of each session, the students were given some activities related to what they had learned in order to be sure that they mastered the skills in each session (formative assessment), while summative assessment, administration of a creative writing skills test, was carried out at the end of the experiment to determine the

extent to which the objectives were achieved and to assess the students' progress in the previously-mentioned creative writing skills.

A teacher's guide was prepared to help the instructors to plan and their students' learning. The first section was an orientation session that presented a general description and significance of the framework, general instructions while teaching, creative writing skills rubric, and objectives of the designed sessions. The second section included nine sessions. Each session started with clearly-mentioned objectives, teaching aids, procedures of teaching, and evaluation tasks. This was followed by varied writing activities, such as my personal diary corner, and interesting quizzes. Meanwhile, a students' book was prepared to provide the students with adequate information about the objectives, the nature and sequence of the instructional material, and the target creative writing skills.

Validity of the suggested instructional material and design

The suggested instructional material and design were submitted to the jury members to judge the consistency of its content to the objectives and the suitability of the hybrid teaching model procedures. In the light of the stated criteria, the jury members reported the validity of the suggested material and design.

The suggested hybrid teaching model procedures

The following procedures integrate structured writing tasks with creativity-enhancing challenges that, hopefully, would support the development of students' creative writing skills, encourage students to elaborate their imagination, and enhance their creative self-efficacy.

1. **Presentation and exploration:** teacher starts each session with a brief introduction to an international, social or personal issue that represents a real challenge. Then, real-world examples or excerpts to illustrate the topic relevance are presented to encourage students to identify elements they find compelling or creative. For more details, teacher may recommend some relevant websites or videos.
2. **Presenting the writing task:** teacher tries to define a specific writing task that is aligned with the topic of the lesson: telling a story, describing an experience, or narrating an event.

3. **Announcing the challenge:** teacher presents a creative twist or "challenge" to elevate the task. The challenge targets evoking students' creative abilities to generate ideas and elaborate their knowledge. Teacher assumes a vital role as he/she is requested to encourage his/her students to think beyond typical descriptions and explore imaginative possibilities.
4. **Reporting in a collaborative brainstorming:** teacher facilitates a brief brainstorming activity where students are supposed to share initial ideas with peers or in small groups. This collaboration supports idea generation, allows students to build on each other's concepts, and receives immediate feedback.
5. **Act and design:** teacher allows time for students to begin writing their drafts based on the challenge task, providing necessary guiding questions or prompts that reinforce creative thinking.
6. **Review and refine:** After the initial draft, the students share their work with a peer for feedback. The focus is on the creativity of the challenge solution and the use of language exercises to support creativity. In this regard, peer reviewing offers different perspectives and can inspire students to refine and to improve their writings.
7. **Instructor's feedback and revision:** teacher reviews students' drafts and provide feedback, focusing on both technical skills and creative elements introduced through the challenge. Teacher gives personalized suggestions to help students strengthen their writing, to enhance clarity, and to launch creativity.
8. **Reflection and discussion:** teacher ends each session with a reflection session where students discuss how the challenge affected their writing process and outcomes. This reflection can be either individual (e.g., journaling) or collective (e.g., class discussion). This would enable students to internalize lessons and consider how challenges can lead to creative growth.
9. **Sharing and showcasing:** At the end of each session, teacher directs students to share their final pieces with the class or in small

groups. This provides an opportunity for students to celebrate their creative work and gain confidence in presenting their writing to an audience.

Experimental procedures

Pretesting

The pretests were administered to the study group in two sessions. One session for administering the creative writing test and the other for administering the creative self-efficacy scale. Then, the material, eight sessions, was taught using the suggested hybrid teaching model. The experiment lasted for 10 weeks, three hours per week, in the second semester of the academic year 2023/2024.

Post testing

After carrying out the experiment on the study group, the post creative writing skills test and the creative self-efficacy scale were administered to measure the effectiveness of the hybrid teaching model in developing the participants' creative writing skills and creative self-efficacy. Then semi-structured interviews were conducted to collect qualitative data. Eight students were interviewed.

Results

I. Quantitative data analysis

Having applied the instruments of the study, the quantitative data were collected and analyzed. The researchers depended mainly on comparing mean scores of the participants using the “t” value.

Testing the 1st hypothesis

The first hypothesis predicted that there would be statistically significant differences between the mean scores of the study group in the pre-post test of creative writing skills favoring post testing. To verify this hypothesis, the following statistical results were shown (table 4).

Table (4)
t-test results of the students on the pre-post testing
of creative writing skills

domains	experiment	Mean	Std	df	t.	Sig.	Blake
Fluency	pre	7.7143	1.21281	27	18.443	0.01	1.23
	post	13.7500	1.23603				

Flexibility	pre	5.6071	1.34272	27.915	0.01	1.38
	post	13.5714	.69007			
Originality	pre	2.5000	.88192	35.634	0.01	1.47
	post	12.5357	1.20130			
Elaboration	pre	6.2143	1.91209	17.241	0.01	.1.31
	post	13.4643	1.13797			
Total	Pre	22.0357	2.96251	39.718	0.01	1.35
	Post	53.3214	2.93199			

Results in table (4) indicated that the mean scores gained by the students of the group are higher on the post-testing of creative writing skills (53.3) than those obtained on the pre-testing (22.04). The “t” value is (39.7) which is significant at (0.01) level. The statistical significance of the t-value (at 0.01) suggests that the intervention had a significant impact on enhancing all four dimensions of creative writing skills. Each skill (fluency, flexibility, originality, and elaboration) showed significant growth, with the largest t-values observed for originality and flexibility, possibly indicating these areas were most affected by the intervention. This suggests that the proposed hybrid teaching model was highly effective in developing the students' overall writing creativity. The largest gains in flexibility and originality suggest that participants became more adaptive in their thinking and more able to generate unique ideas; two important indicators of advanced creative thinking.

Testing the 2nd hypothesis

The second hypothesis predicted that there would be statistically significant differences between the mean scores of the study group in the pre-post application of creative self-efficacy scale favoring the post one. To verify this hypothesis, the following statistical results were shown (table 5).

Table (5)
t-test results of the students on the pre-post
measurement of creative self-efficacy

Administration	Mean	Std	df	t	value	Blake
pre	75.21	1.912	27	121.9	0.01	1.39

post	136.96	1.875
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The data displayed in table (5) showed a statistically significant increase in the mean score of creative self-efficacy from the pre-test (75.21) to the post-test (136.96), indicating a significant improvement that is due to the intervention. The t-value of (121.9) suggests that this increase is a statistically significant, and the hybrid teaching model was effective in developing creative self-efficacy of the participants.

II. Qualitative data analysis

The qualitative data were analyzed using thematic analysis of participants' responses, eight students, in the semi-structured interviews and discussions. The qualitative analysis offered a more profound understanding of the students' experiences and perceptions regarding the effectiveness of the suggested hybrid teaching model in developing their creative writing skills (fluency, flexibility, originality and elaboration) and their creative self-efficacy (creative thinking and creative performance). A comprehensive analysis of the participants' responses showed many prominent themes that provided insights into various aspects of the hybrid model in relation to improving the students' creative writing skills and creative self-efficacy in an EFL context. The identified themes are as follows:

Creative writing skills development

The qualitative responses indicated that the hybrid teaching model effectively supported the development of creative writing skills, with notable improvements in fluency, flexibility, originality, and elaboration. The integration of engaging challenges and structured tasks created an environment that enabled the students to generate diverse ideas, adapt creatively, think outside typical patterns, and refine their narratives. Emphasizing the significance of giving adequate feedback and practicing self-evaluation paved the way for a more thoughtful writing process and improved the students' creative writing skills and creative self-efficacy as well. In this regard, a relevant number of sub-themes are discussed in the following section.

Students' writing fluency was reflected in developing their ability to generate tangible and clear ideas quickly and easily. This may be due to the use of challenge-based scenarios which encouraged quick thinking. In addition, the emphasis on real-world problems enabled the students to explore diverse ideas and enhanced their ability to think and, in turn, to write fluently. The suggested hybrid model appeared to reduce the

cognitive load of planning and ideation, allowing students to focus on written expression.

The students' responses showed clearly their belief in the effectiveness of the hybrid teaching model in developing their writing fluency. Student A said "The challenge made me think quickly about different ideas. I had to come up with story concepts on the spot, which I found made writing easier over time." Similarly, student B reported "I felt more confident in generating ideas because the challenges felt like real problems to solve, so I knew where to start." Student C asserted that "The challenge evokes me to generating ideas quickly. I wasn't as worried about running out of ideas. I have more ideas flowing when I write, which makes the process smoother."

A significant development in the students' writing flexibility was shown in their increased ability to consider writing tasks from multiple perspectives, and to adapt their writings to suit the audience, purpose, and the context. This represented a major objective of the hybrid teaching model, with its mix of structured and open-ended components, that aimed at expanding students' adaptability. It should be understood that the TBL components offered a familiar framework within which students could practice writing without fear of failing, while the CBL approach pushed them to step out of their comfort zones. This blend fostered resilience and adaptability and enabled students to approach writing with a more flexible mindset.

The students' opinions supported the development of their writing flexibility. Student A expressed "The tasks asked me to write from different perspectives, so I learned to adjust my approach." Meanwhile, student B expressed the same idea saying "searching for expressing solution to a challenge in the form of a story made me realize there's more than one way to write a scene or story." Student C maintained that "I started to see different angles for a story, which helped me write more interesting scenes."

In relation to the development of the students' writing originality, many students appreciated that the challenge appeared to prompt unique story ideas, allowing students to step away from traditional themes and to explore original storylines and characterizations. Most of the students expressed newfound enthusiasm for exploring diverse topics. They all agreed on how CBL helped them in "pushing boundaries" and taking risks in their writing. It was clear that CBL succeeded in stimulating the

students' creativity; encouraging them to think innovatively, and to approach tasks with originality. To support the previous assumptions, Student A claimed that "The challenges helped me come up with unique ideas; I tried to think of stories that others might not think of." Student B said "The model encouraged me to explore ideas that aren't typical, like creating unique character backstories". Finally, student C asserted the development of his ability to come up with more unique and creative ideas for his writings. Finally, student D reported the significance of using the suggested hybrid model in developing the originality of his writings saying that "I do my best to think outside the box and to be more innovative."

Developing students' elaboration is not an exception. All participants agreed that the hybrid teaching procedures, included iterative tasks and collaborative challenges, encouraged them to elaborate. Students reported significant improvements in descriptive language. Students' responses highlighted that feedback loops and iterative writing tasks encouraged students to add in-depth details to their writings. They reported an increased engagement and a comprehensive understanding. For example, student A noted, "I used to keep things simple, but now I'm adding details that make my story feel real." This idea was asserted by another student who said "The tasks taught me to back up my ideas. I'm now explaining things more clearly and using examples. My writing has become more detailed and descriptive. I can now elaborate on my ideas more effectively, making my writing richer."

Enhancing the students' engagement and motivation is another sub-theme that appeared clearly in the qualitative analysis. Students reported that using challenges motivated them to seek solutions. They were fully-involved in real engagements to the extent that some writing activities were described as games. This suggested that the challenge-based aspect of the hybrid teaching model enhanced students' interest and enjoyment, which is an essential prerequisite for sustained creativity. It is worthy to mention that most of the students perceived writing tasks as concrete steps in their writing process. These tasks provided a structure that enabled them to focus on specific creative writing skills and to apply their learning more effectively. In this context, student A noted that "The challenges made the writing activities more exciting. They seem like games, and I was motivated to finish each one." Another student

supported the same idea saying that "Working on challenges makes learning more relevant and interesting."

Analyzing students' responses showed a significant increase in their self-confidence, especially when tackling new or difficult tasks. It seemed that the use of structured challenges and tasks, presented in brainstorming and problem-solving activities, fostered a sense of self-assurance in the students' creative capabilities. This was shown in developing their ability to generate creative ideas. This aligns with creative self-efficacy, as students reported a developing confidence in their creative thought process. Moreover, students were less afraid of failure, showing that they could persist through difficulties, an essential trait in developing creative performance. Students highlighted a reduced fear of committing mistakes. This revealed that the hybrid teaching model allowed the students to explore creatively without anxiety.

"I now come up with ideas faster. I felt more confident about my creativity because I was constantly pushed to think differently with each task." These words raised by a student in replying to the researchers' questions. Another student said "My work became more unique and polished. I wasn't afraid to try new styles or experiment because I knew the challenges would support my growth. I used not to stick to one idea. My writing started to look more like what I imagine them to be, and I feel proud of the quality."

Students' familiarization with feedback and evaluation, which had previously been a source of stress, became an avenue for growth as students, according to the hybrid teaching model, grew accustomed to revising and adapting based on constructive input. Regular feedback sessions were noted as valuable for adding details and revising content. According to one of the students, "after each writing task, we reviewed our work, and I could see how I was improving. This gave me a sense of accomplishment." Another student expressed the significance of feedback sessions saying that "feedback sessions were helpful for adding more details to my stories, which I hadn't thought of initially. Another common comment raised by a number of the students, "going back and refining my stories with specific details became a natural process."

In sum, The analysis of students' responses in this qualitative analysis highlighted the effectiveness of the hybrid teaching model in developing key creative writing skills. By integrating TBL and CBL approaches, the model fostered fluency, flexibility, originality, and elaboration, and

allowed students to overcome previous limitations in their creative writing abilities. Additionally, the qualitative insights revealed that the hybrid teaching model has not only improved students' creative writing skills but also cultivated a stronger sense of creative self-efficacy. It encouraged students to approach creative writing with confidence and enthusiasm.

Discussion

The present study aimed to explore the effectiveness of a hybrid instructional model based on TBL and CBL approaches in developing some creative writing skills and creative self-efficacy of third-year English majors at Faculty of Education. Findings and results of, both quantitative and qualitative, instruments were positive and encouraging as they showed statistically significant differences between the mean scores of the participants on the pre-post administration of the creative writing skills test and creative self-efficacy scale in favor of the post administration.

Obviously, the results of the pre-testing indicated the participants' low performance level in creative writing skills before implementing the hybrid instructional model. Reserachers' observations highlighted the complexity students faced in writing the assigned essays. In this regard, many students exhibited difficulty in generating novel ideas. They failed to use familiar phrases and vocabulary, which stifled their ability to produce varied and innovative essays. Their writings were often full of repetitive language structures and choices. They often failed to incorporate diverse viewpoints in their writing, leading to one-dimensional narratives that did not explore the complexity of situations. This lack of flexibility in thinking constrained their creative output. Students frequently produced writings that mirrored commonly used tropes or clichéd ideas, resulting in a lack of unique voice or perspective. Many students struggled to elaborate on their ideas, failing to provide sufficient examples or evidence to support their narratives. This lack of elaboration weakened their writings' depth. In addition, many students presented ideas in a disorganized manner. This caused confusion. The absence of coherence and logical flow, in students' writings, posed real challenges to the readers who could not follow the writers' thought processes.

Using the hybrid instructional model caused several positive changes that were observed in students' creative writing skills: fluency,

flexibility, originality, and elaboration. Students demonstrated a remarkable improvement in their ability to generate ideas quickly during writing tasks; produced longer and more coherent texts; used a wider range of vocabulary and sentence structures; moved away from repetitive language; and improved their ability to provide detailed descriptions and proper contexts within their narratives. Moreover, the students began to elaborate their ideas more effectively and to support their narratives with relevant examples. Students exhibited better organization skills via presenting ideas logically and coherently. Their paragraphs became more focused and interconnected. This, in turn, facilitated readers' comprehension of texts.

These positive results were attributed to the implementation of the hybrid teaching model that made use of the structured, supportive environment of TBL, in combination with the open-ended, exploratory nature of CBL. This provided a balanced approach that served the skill development process and paved the way for creative expression as well. One of the salient merits of TBL is its structured, step-by-step approach, which enabled students to build foundational skills gradually. In creative writing, each task focused on specific aspects, such as brainstorming ideas, creating outlines, or refining sentence structure. This allowed students to develop and hone their fluency, originality, flexibility, and elaboration over time. The incremental nature of TBL fostered a strong sense of achievement at each step and, consequently, boosted creative self-efficacy. By mastering smaller tasks, students felt increasingly confident in their abilities this would enable them to tackle more complex creative challenges with a sense of competence. This positive impact of TBL stemmed in the present study is highlighted by other studies carried by Tang et al. (2015); Zuniga (2016); Anderson (2019); Karim (2020) and Ouargla (2020).

CBL was particularly effective in engaging students in the writing process as it exposed them to real-world problems or challenges. In a creative writing context, these challenges may include writing a short story based on a social theme or personal experience. Such challenges urged students to apply their writing skills in a meaningful way and promoted originality and personal investment in their writing. CBL, by emphasizing the significance of using real-world problems, had affected positively the students' creative self-efficacy. It motivated the students to view themselves as capable creators. It is believed that when students

see that their writing can have relevance beyond the classroom, they develop a greater belief in their ability to think creatively and effectively. These assumptions are consistent with the results of previous studies (Zaid 2024 & Yang et al. 2018) that revealed the positive effects of CBL on students' creative abilities via engaging them in tasks that demanded flexibility, perseverance, and innovation.

The suggested hybrid model enabled the students to maintain a balance between independent work and collaborative problem-solving. TBL elements encouraged individual responsibility, while CBL projects incorporated group work and peer feedback. This unique combination allowed students to develop their creative voice individually and within a community of learners. In addition, they succeeded to enrich their flexibility and adaptability.

It became clear that students' collaboration fostered their CSE via exposing them to diverse perspectives. When students worked together on a challenge, they witnessed their peers' creativity, which inspired them to experiment and to refine their own creative processes. Furthermore, receiving constructive feedback from peers built resilience and students learned to view their work as a part of an ongoing improvement process.

Stemming from constructivist and experiential learning theories, the suggested hybrid model depended on meaningful, real-world tasks that sought to engage the students in an active learning process. It promoted learning through communication, collaboration, and problem-solving. Meanwhile, it encouraged students to use language creatively in authentic contexts. It is worthy to mention that tasks were designed to motivate students to produce written outputs that simulate real-world scenarios such as creating stories, composing letters, or writing persuasive articles. The students' focus on tasks enabled them to construct knowledge while engaging in iterative cycles of drafting, revising, and finalizing creative pieces, allowed them to refine both their writing skills and confidence in their abilities.

The emphasis of the suggested hybrid instructional model on the use of authentic, purposeful tasks was consistent with the goals of creative writing that aimed at fostering originality, fluency, and elaboration in writing outputs. The interactive nature of this model, often involving peer feedback and collaboration, cultivated a supportive environment

that boosted creative self-efficacy by demonstrating that creativity can be developed through practice and feedback.

Based on problem-based and inquiry-based learning theories, the procedures of the suggested hybrid model encouraged learners to tackle open-ended challenges that require critical thinking, creativity, and innovative solutions. The hybrid teaching model incorporated challenges that require learners to address provocative prompts or solve creative dilemmas. For instance, students were asked to rewrite a traditional story from a different perspective or to create a narrative essay that addressed a social issue. These challenges encouraged students to think beyond conventional boundaries and to apply divergent thinking which is a core element of creativity.

Hopefully, the suggested hybrid model framework encouraged a mindset of exploration and experimentation, essential for creative writing, as students were driven to explore multiple possibilities and to test new ideas. By successfully overcoming writing challenges, students built a sense of competence and belief in their creative abilities, This, in turn, affected positively their CSE. It is believed that problem-solving activities strengthened resilience and adaptability, both of which were critical for tackling creative tasks. Thus, the cyclic nature of the hybrid model-task completion and reflection integrated with challenge resolution and iteration- fostered continuous improvement, which was crucial for mastering creative writing skills and building confidence in creative capabilities.

To conclude, the effectiveness of the suggested hybrid model in developing creative writing skills and CSE stemmed from its multi-dimensional approach. By combining the structured progression of TBL with the real-world engagement and flexibility of CBL, students benefited from a comprehensive framework that fostered fluency, flexibility, originality, and elaboration in writing. Additionally, the model supported creative self-efficacy through autonomous and collaborative learning, iterative reflection, risk-taking, and engagement with higher-order thinking. This powerful combination equipped students with the confidence, skills, and mindset to pursue creative writing with enthusiasm and resilience, and to prepare them for creative challenges both in and beyond the classroom.

Recommendations of the study

Based on the results of the quantitative and qualitative analysis, it is recommended that educational institutions should consider integrating the suggested hybrid instructional model into their curricula to develop creative writing skills. To achieve this recommendation, a professional development training should be tailored to meet the instructors' needs especially raising their ability to establish a balance between structured tasks and open-ended challenges. Training should include various strategies that aim at enabling instructors to use varied learning approaches, and to guide students through skill-based tasks and creative challenges simultaneously.

The promising outcomes of the study may encourage EFL instructors to offer constructive feedback regularly and to guide students on how to expand, elaborate, and refine their writings in a supportive way that enhances their creative self-efficacy too. In this regard, instructors should incorporate real-world issues, personal interests, or current events into writing assignments. This makes creative writing relevant to students' lives and promotes motivation through the use of authentic engagement.

students should be engaged in self-evaluation and reflection practice throughout the learning process. Therefore, they should be provided with structured reflection prompts, where they assess their progress in fluency, flexibility, originality, and elaboration. Meanwhile, it will be a chance to reinforce their creative growth and self-awareness.

Suggestions for further research

Based on the results and discussion of the study, researchers are urged to investigate the effectiveness of using the suggested hybrid teaching model in developing English majors' speaking skills, high order thinking skills, oral fluency, and negotiation skills.

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