

Implementing Project-Based Learning to Foster Creative Writing: Challenges and Strategies of ESL Teachers in Davao City, Philippines

This study investigates the challenges and strategies employed by ESL teachers in implementing Project-Based Learning (PBL) to enhance students' creative writing skills in a private integrated Islamic school in Davao City, Philippines. It specifically explores how PBL fosters creativity in writing among 27 eighth-grade students. Utilizing a descriptive qualitative case study design, data were collected through classroom observations, semi-structured teacher interviews, and document analysis. Findings reveal that integrating the theme of global warming into PBL instruction presents pedagogical challenges—including limited resources and varying levels of student engagement—while simultaneously providing opportunities to stimulate creative expression. Despite these constraints, PBL proved effective in promoting creativity, particularly in written tasks. The study concludes that contextually adapted PBL can serve as a practical and transferable instructional model for English language teaching across diverse educational contexts.

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