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Facing the challenge during the experiment as some students at the very beginning had some difficulties in creative writing since they were not trained in writing creatively before.

### **Recommendations**

In the light of the results of the present study, the following recommendations are suggested:

- 1- More emphasis should be placed on developing students' creative writing skills in different educational stages.
- 2- Applying imaginative approach in early learning stages to train students on using their imagination in the learning process.
- 3- Drawing the attention towards developing self-efficacy in different educational stages.

### **Suggestions for further research**

- 1- Further research is needed to examine the effect of imaginative approach on developing speaking skills for college students.
- 2- Using other modern approaches or strategies for developing creative writing skills for students in different educational stages .
- 3- Further research is suggested to investigate the effect of imaginative approach on improving students' critical listening skills.

Using various techniques to interact and collaborate with peers, students were more exposed to the creative writing since they found it nonsystematic one unlike regular writing. This view supported Ghoneim and Elghotmys' view (2019) as they stated using interactive activities could help students improve creative writing

Drawing students' attention during carrying out the steps of creative writing to follow some steps. They were trained on following certain phases as they organized their ideas and sorted them in logically. This view supported Avramenko & Burikova's view (2018) that stated creative writing should be developed through enhancing creativity, creative thinking, self-esteem, and the ability to come up with unique ideas.

Selecting various imaginative topics was an important factor in developing students' creative writing. They varied to meet students' interests and needs. In some sessions students were provided with different topics such as science fiction to stimulate their imagination. This view supported by Emjower and Al-Jamal (2016) as they stated that topic selection is important and is influenced by many factors. Good creative writing topics are innovative, untraditional and have many sides to discuss.

Developing self-efficacy was significant for students since they were. This view supported Agulanna & Okwara-Kalu's view (2020) that stated that students may feel more motivated to write if they believe in themselves or are confident in their ability to write. They may also be more self-assured and more determined to overcome obstacles when completing a writing work.

Creating a sense of challenge and making something innovative. Students were in a challenging environment that enhanced their self-efficacy and creative writing skills. This is supported by Tok and Kandemir (2015) opinions as they stated that how employing creative writing exercises affected students' writing skills, writing disposition, and attitudes about English.

Developing self-efficacy accompanied by writing helped students to change their attitude toward writing as a whole. This is supported by Hashemnejad and Amini's view (2014) looked at the association between self-efficacy and writing performance. They figured out that enhancing writing skills in general and creative writing in particular developed students' self-efficacy.

group is large. This indicates that there was a significant development in the Self-Efficacy Scale in each skill separately, and Self-Efficacy Scale as a whole, as a result of using the Imaginative Approach.

This means verifying fourth hypothesis of the study. This indicates that there is difference at the level of (0.05) between the mean scores of the experimental group in the pre-test and post-test of the Self-Efficacy in each dimension separately in favor of the post-test.

### **Discussion of the results**

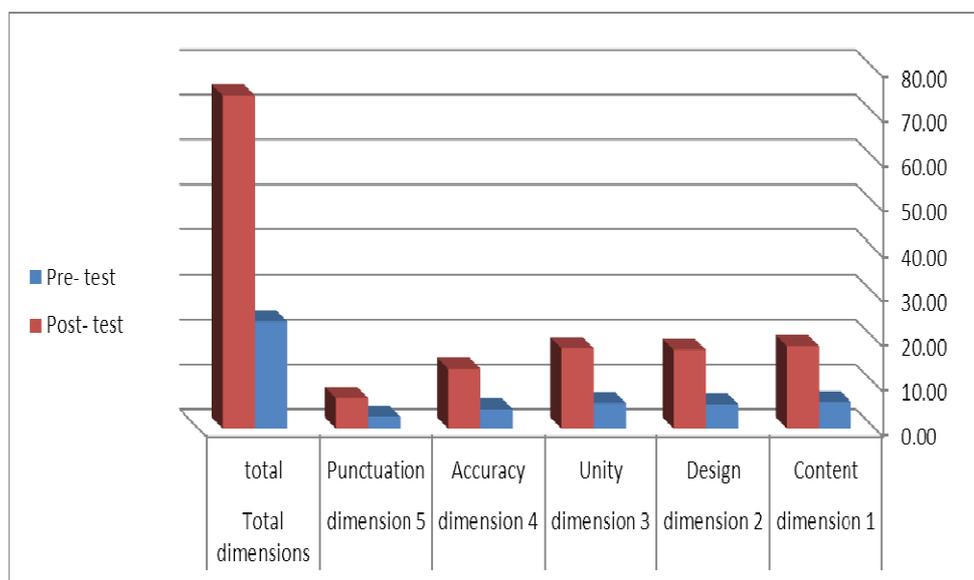
The statistical analysis presented above , resulted in the verification of all the hypotheses of the study and answering the study questions. It also realized the achievement of the study main aim , which was to develop the required creative writing skills and self-efficacy for the 3<sup>rd</sup> year International business students, Sadat Academy for Management Sciences throughout the use of imaginative approach.

The comparison between the performance of the experimental group before and after the treatment showed the improvement achieved in the required creative writing skills and self-efficacy in the post administration. The researcher attributed this improvement to the following factors:

Stimulating students' imagination had a positive effect on developing their writing skills in general and creative writing skills in particular. Through the activities that were used in the current study, students were able to generate creative ideas freely. Students were enthusiastic in engaging in such activities that stimulated their imagination since they were able to organize, classify, and sort generated ideas .Students become more interested in thinking in this innovative way. This view supported by Okwara-Kalu and Agulanna's view (2020) that stated that stimulating students' imagination enhance their writing skills especially creative one.

Practicing creative writing in EFL classes provided students a chance to explore new aspects in their personality .Their self-efficacy was motivated and they start to write short stories in their own style .This view supported by Hashemnejad and Amini's view (2014) that looked at the association between self-efficacy and writing performance. Students were confident while sharing their ideas freely. They were eager to deliver creative ideas .students felt that they overcome a vital problem .

**Figure ( 4 )**  
**The mean scores for pre and post-tests**  
**in the Self-Efficacy Scale for experimental group**



The effect size of Using the Imaginative Approach on developing the Self-Efficacy for experimental group:

**Table (16 )**  
**Effect size of Self-Efficacy Scale and value of ( $\eta^2$ )**

The Dependent Variable (Self-Efficacy)	T	$\eta^2$	The Effect Size	d	The Effect
<b>Content</b>	35.322	0.881	88.1%	5.450	Large
<b>Design</b>	31.302	0.854	85.4%	4.830	Large
<b>Unity</b>	29.023	0.834	83.4%	4.478	Large
<b>Accuracy</b>	20.861	0.721	72.1%	3.219	Large
<b>Punctuation</b>	16.901	0.630	63.0%	2.608	Large
<b>Dimensions as a Whole</b>	55.749	0.949	94.9%	8.602	Large

The previous table (16) showed that the effect size of using the Imaginative Approach on developing the Self-Efficacy for experimental

Table (15 )

**“t” test value and the level of its significance for the difference between the experimental group in the pre and post-tests of the Self-Efficacy Scale**

Variable	Test	N	Mean	Mean paired differences	Std. Deviation	Std. Deviation paired differences	df	t	Sig.
Self-Efficacy	Content	Pre- test	42	5.90	12.52	1.206	41	35.322	0.000
		Post- test	42	18.43		2.085			
	Design	Pre- test	42	5.43	12.14	0.991	41	31.302	0.000
		Post- test	42	17.57		2.539			
	Unity	Pre- test	42	5.67	12.29	1.028	41	29.023	0.000
		Post- test	42	17.95		2.489			
	Accuracy	Pre- test	42	4.33	9.05	0.721	41	20.861	0.000
		Post- test	42	13.38		2.758			
	Punctuation	Pre- test	42	2.60	4.21	1.083	41	16.901	0.000
		Post- test	42	6.81		1.292			
	Dimensions as a Whole	Pre- test	42	23.93	50.21	2.663	41	55.749	0.000
		Post- test	42	74.14		5.192			

It is shown from the previous table (15 ) that there is a difference between the mean scores experimental group students of pre-test and the mean score of post-test in each dimension of the self-efficacy scale. It means that the mean scores in post-test of each dimension for experimental group students was higher than the mean scores in pre-test of each dimension of the self-efficacy scale. Also, the calculated (t) value for the significance of the difference between the mean scores of the pre-test and post-test in each dimension of the Self-Efficacy Scale, which was lower than the level of significance (0.05); Thus, there is statistically significant difference at the level of significance (0.05) between students of experimental group in the pre-test and post-test of each dimension of Self-Efficacy Scale in favor of the post-test. This is shown graphically in the following figure (4 ):

**Table (15)**  
**Effect size of self-efficacy ( $\eta^2$ )**

The Dependent Variable (Self-Efficacy)	T	t <sup>2</sup>	Df	t <sup>2</sup> + df	$\eta^2$	The Effect Size	d	The Effect
Content	37.607	1414.286	82	1496.286	0.945	94.5%	8.306	Large
Design	30.207	912.463	82	994.463	0.918	91.8%	6.672	Large
Unity	30.982	959.884	82	1041.884	0.921	92.1%	6.843	Large
Accuracy	21.232	450.798	82	532.798	0.846	84.6%	4.689	Large
Punctuation	17.52	306.950	82	388.950	0.789	78.9%	3.870	Large
Dimensions as a Whole	60.628	3675.754	82	3757.754	0.978	97.8%	13.390	Large

The previous table (15) showed that the effect size of using the Imaginative Approach on developing each dimension of Self-Efficacy Scale is large. This indicates that there was significant development in each dimension of Self-Efficacy Scale. As a result of using the Imaginative Approach..

This means verifying the third hypothesis of the study. This indicates that there is a difference at the level of (0.05) between the experimental and control group in the post-administration for each dimension of the self-efficacy scale in favor of the experimental group.

#### **4. Findings related to fourth hypothesis**

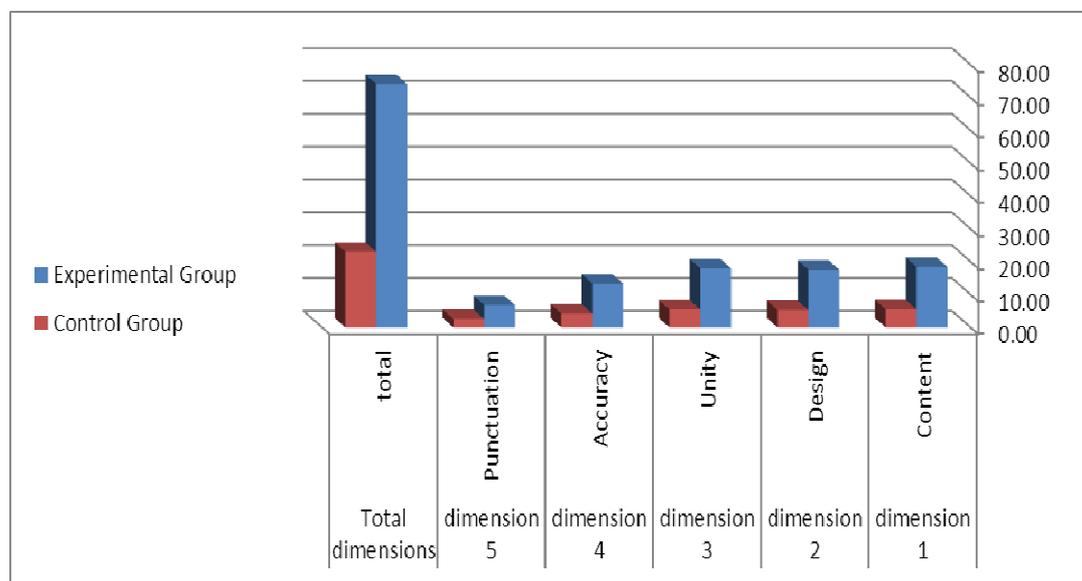
The fourth hypothesis stated that " there is a statistically significant difference between the pre and post-tests mean scores of the experimental group on the Self-Efficacy Scale in favor of the post-test".

To verify this hypothesis, (t) test was employed to two paired groups in pre and post-tests of Self-Efficacy Scale for the experimental students group. The results are shown in the following table (15):

of (t) for the significance of the difference between the mean scores of experimental and control groups' students in each skill of self-efficacy scale is lower than the level of significance (0.05). Thus, there is statistically significant difference at the level of significance (0.05) between students of experimental group and control group in post- test to each dimension of the self-efficacy scale in favor of experimental group.

- This result can be illustrated by the following figure (4):

**Figure ( 4 )**  
The mean scores of experimental group and control group in post-administration of Self-Efficacy Scale



The effect size of Using the Imaginative Approach on developing the Self-Efficacy:

development in the creative writing skills test in each skill separately. As a result of using the imaginative approach .This leads to the verification of the second hypothesis.

This means verifying the second hypothesis of the study and indicates that there is difference at the level of (0.05) between the mean scores of the experimental group in the pre-test and post-test of the creative writing skills in each skill separately in favor of the post-test.

### 3.Findings related to the third hypothesis

The third hypothesis stated that " there is a statistically significant difference between the experimental groups' mean scores on the post administration of the efficacy scale in favor of the post administration."

To verify this hypothesis, (t) test was employed to two independent groups the experimental and the control groups' student in post-administration of self-efficacy scale. The results are shown in the following table (14):

**Table (14 )**

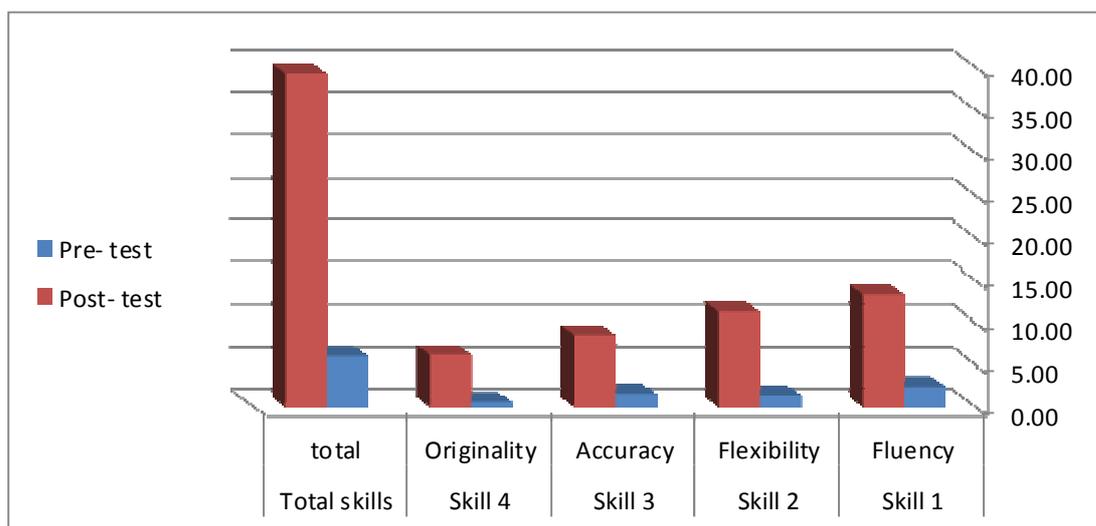
**“t” test value and the level of its significance for the difference between experimental group and control group students in post -test of the self-efficacy scale**

Variable	Groups	N	Mean	Std. Deviation	df	t	Sig.	
Self-Efficacy	Content	Experimental Group	42	18.43	2.085	82	37.607	0.000
		Control Group	42	5.52	0.773			
	Design	Experimental Group	42	17.57	2.539	82	30.207	0.000
		Control Group	42	5.29	0.708			
	Unity	Experimental Group	42	17.95	2.489	82	30.982	0.000
		Control Group	42	5.45	0.803			
	Accuracy	Experimental Group	42	13.38	2.758	82	21.232	0.000
		Control Group	42	4.21	0.470			
	Punctuation	Experimental Group	42	6.81	1.292	82	17.520	0.000
		Control Group	42	2.57	0.887			
	Dimensions as a Whole	Experimental Group	42	74.14	5.192	82	60.628	0.000
		Control Group	42	23.05	1.696			

It is shown from the previous table (14) that the mean scores of experimental group students was higher than the mean scores of control group students in the post-test of each dimension. The calculated value

following figure (3):

**Figure ( 3 )**  
**The mean scores for pre and post-tests**  
**in the Creative Writing Skills test for experimental group**



The effect size of using the Imaginative Approach on developing the creative writing skills for experimental group:

**Table (13 )**

**Effect size of creative writing skills and value of ( $\eta^2$ )**

The Dependent Variable (Creative Writing Skills)	T	$\eta^2$	The Effect Size	d	The Effect
Fluency	27.661	0.820	82.0%	4.268	Large
Flexibility	25.848	0.799	79.9%	3.988	Large
Accuracy	28.864	0.832	83.2%	4.454	Large
Originality	20.412	0.713	71.3%	3.150	Large
Overall Skills	31.694	0.857	85.7%	4.890	Large

The previous table (13) showed that the effect size of using the imaginative approach on developing the creative writing skills test for experimental group is large. This indicates that there was significant

**Table ( 12 )**  
**“t” test value and the level of its significance for the difference**  
**between the experimental group in the pre and post-tests of the**  
**Creative Writing Skills test**

Variable	Test	N	Mean	Mean paired differences	Std. Deviation	Std. Deviation paired differences	Df	t	Sig.
Creative Writing skills	Fluency	Pre- test	42	2.43	10.90	2.154	41	27.661	0.000
		Post- test	42	13.33		1.262			
	Flexibility	Pre- test	42	1.43	9.76	1.516	41	25.848	0.000
		Post- test	42	11.19		1.700			
	Accuracy	Pre- test	42	1.57	6.95	1.252	41	28.864	0.000
		Post- test	42	8.52		0.740			
	Originality	Pre- test	42	0.57	5.57	0.991	41	20.412	0.000
		Post- test	42	6.14		1.336			
	Overall Skills	Pre- test	42	6.00	33.19	5.674	41	31.694	0.000
		Post- test	42	39.19		3.022			

It is shown from the previous table (12 ) that there is difference between the mean scores of the experimental group students of pre-test and the mean score of post-test in each main skill of the creative writing skills test. This means that the mean scores in post-test of each skill for experimental group students was higher than the mean scores in pre-test of each skill of the Creative Writing Skills test.

The calculated value of (t) for the significance of the difference between the mean scores of the pre-test and post-test in each skill of the Creative Writing Skills test. This was lower than the level of significance (0.05); Thus, there is a statistically significant difference at the level of significance (0.05) between experimental group's students in the pre-test and post-test of each skill of Creative Writing Skills test in favor of the post-test. **This is shown in the**

The effect size of Using the Imaginative Approach on developing the Creative Writing Skills:

**Table (11 )**  
**Effect size for Creative Writing Skills( $\eta^2$ )**

The Dependent Variable (Creative Writing Skills)	t	t <sup>2</sup>	Df	t <sup>2</sup> + df	$\eta^2$	The Effect Size	d	The Effect
Fluency	29.224	854.042	82	936.042	0.912	91.2%	6.455	Large
Flexibility	33.521	1123.657	82	1205.657	0.932	93.2%	7.404	Large
Accuracy	47.511	2257.295	82	2339.295	0.965	96.5%	10.493	Large
Originality	24.644	607.327	82	689.327	0.881	88.1%	5.443	Large
Overall Skills	55.271	3054.883	82	3136.883	0.974	97.4%	12.207	Large

The previous table (11) showed that the effect size of using the Imaginative Approach on developing each skill of creative writing skills is large. This indicates that there was a significant development in each skill of creative writing skills, as a result of using the Imaginative Approach.

This means verifying the first hypothesis of the study. This indicates that there is difference at the level of (0.05) between the experimental and control group in the post- test for each skill of the creative writing skills test in favor of the experimental group.

## **2. Findings related to the second hypothesis**

The second hypothesis stated that "There is a statistically significant difference between the pre and post-tests mean scores of the experimental group on the Creative Writing Skills test in favor of the post-test".

To verify this hypothesis, (t) test was employed to two paired groups in pre and post-tests of creative writing skills test for the experimental students group. The results are shown in the following table (12):

Table (10)

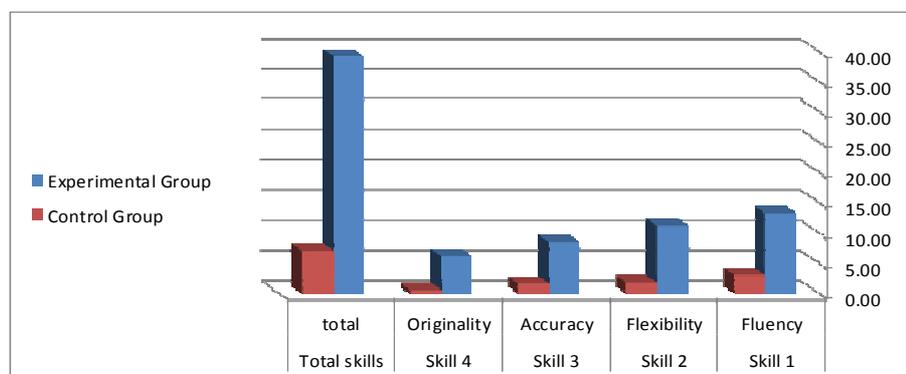
“t” test value and level of its significance for the difference between experimental group and control groups' students in post - administration of the creative writing skills test

Variable	Groups	N	Mean	Std. Deviation	df	t	Sig.	
EFL Creative Writing Skills	Fluency	Experimental Group	42	13.33	1.262	82	29.224	0.000
		Control Group	42	3.02	1.906			
	Flexibility	Experimental Group	42	11.19	1.700	82	33.521	0.000
		Control Group	42	1.79	0.645			
	Accuracy	Experimental Group	42	8.52	0.740	82	47.511	0.000
		Control Group	42	1.64	0.577			
	Originality	Experimental Group	42	6.14	1.336	82	24.644	0.000
		Control Group	42	0.60	0.587			
	Overall Skills	Experimental Group	42	39.19	3.022	82	55.271	0.000
		Control Group	42	7.05	2.252			

It is shown from the previous table (10 ) that the mean scores of the experimental group students was higher than the mean scores of control group students in the post-test of each main skill. The calculated value of (t) for the significance of the difference between the mean scores of experimental and control groups' students in each skill of the creative writing skills test is lower than the level of significance (0.05); Thus, there is statistically significant difference at the level of significance (0.05) between experimental group and control groups' students in post- test to each skill of the creative writing skills test in favor of experimental group. This is shown in the following figure (1):

Figure (1)

The mean scores of experimental group and control group in post-test of creative writing skills test



writing skills and attitudes toward writing improved, but their sentiments regarding English remained unchanged. Finally, it demonstrates that creative writing exercises in elementary school 7th grade English language classrooms have a favourable impact on creative writing achievement and writing disposition. Their goals were similar to those of the current study, which attempts to improve students' creative writing skills.

Hashemnejad and Amini (2014) looked at the association between self-efficacy and writing performance in both men and women. The self-efficacy and writing performance of Makoo and Marand EFL students majoring in Teaching English as a Foreign Language were explored in this study (TEFL). A total of 120 students, ranging in age from 20 to 29, were chosen. Data was collected using two instruments. The participants were given writing assessments and answered self-efficacy questionnaires at three separate times in time. Pearson's correlation statistic and the independent-samples t-test were used to evaluate the data. There was no significant association between male and female EFL students' self-efficacy and writing performance, according to the findings. It was also discovered that female and male EFL students had a substantial positive link in self-efficacy.

### **Data Analysis and Results:**

#### **A. Findings related to the first hypothesis**

The first hypothesis stated that "There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of creative writing skillstest in favor of the experimental group".

To verify this hypothesis, (t) test was employed to two independent groups the experimental students group and the control students group in post-test for creative writing skills test. The results are shown in the following table (10):

improve their creative writing skills. The research was carried out for 12 weeks during the 2018-2019 academic year at Zulfi College of Education, Majmaah University, Saudi Arabia (KSA). The sample consisted of 64 female students who were randomly assigned to one of two groups: experimental or control. The findings suggest that employing creative writing multitasks can help students improve their creative writing skills in both fiction and nonfiction essays.

Avramenko&Burikova (2018) discuss the importance of creative writing in language development, as well as the function of this sort of writing in personal development through enhancing creativity, creative thinking, self-esteem, and the ability to come up with unique ideas. The purpose of this paper is to highlight the talents needed for effective creative writing, as well as to discuss several methods to defining creativity and to compare creative writing to expository writing. The authors suggest that in order to teach high school pupils creative writing skills, teachers must use various tactics and heuristics to establish favourable conditions for incorporating creative writing into the language classroom. The authors believe that creative writing, as part of the school curriculum, should be given more attention because it enhances the learning process by making it more exciting and pleasurable.

Emjawer and Al-Jamal (2016) wanted to see if a novel teaching pedagogy could give Jordanian EFL 10th grade students more opportunity to master grammar outside of standard communicative tasks. As a result, creative approach tactics leading to a master's degree were thought to be effective in boosting students' grammar achievement. We created a teaching resource based on Action Pack 10, as well as a pre-post multiple choice grammar test and an observation checklist for tracking students' progress. The study involved two tenth grade sections, each with 30 students. One group was designated as an experimental group, while the other was designated as a control group. The study found that the imaginative approach improved students' grammar achievement at a significance level of 0.05 in favour of the experimental group. The use of the imaginative method also resulted in an increase in awareness, according to the study.

Tok and Kandemir (2015) looked at how employing creative writing exercises affected 7th grade students' writing skills, writing disposition, and attitudes about English. In the study, they used pre- and posttests. The data reveal that following the intervention, the students'

students each (one as an experimental group and another as a control group). The IELTS oral proficiency test was administered to both groups as a pre-test to assess the students' oral proficiency. During ten sessions, the experimental group received drama training, while the control group received no training. Following that, the researchers administered a post-test of oral proficiency to both groups. The study's findings showed that theatre activities training improved EFL learners' scores in the experimental group. Similarly, the study found no evidence of achievement disparities due to gender differences in combination with treatment.

### **Related studies:**

There are many recent studies concerning creative writing's development, such as:

Okwara-Kalu and Agulanna (2020) wanted to see if the Cognitive Apprenticeship Approach (CAA) and Self-Efficacy Training had any effect on students' creative writing abilities. A quasi-experimental approach was used using a pre-test, post-test, vs control group comparison. The population included 345,600 senior primary school students from Imo State's six education zones. 136 primary five students from four co-educational government-owned schools in the area were randomly assigned to treatment and control groups. The Creative Writing Test (CWT) was employed as the study's instrument. The instrument was well validated, with a reliability coefficient of .71. The data was analysed using statistical tools such as mean, standard deviation, and ANCOVA. The study's key finding was that a cognitive apprenticeship method and self-efficacy training improved students' creative abilities.

Ghoneim and Elghotmy's (2019) goal is to improve the EFL creative writing skills of English majors by adopting ergonomics-based education. Sixty-two pupils were randomly assigned to one of two groups: experimental (31 students) or control (31 students). The experimental group was given ergonomics-based training, while the control group was given standard training. A pre-posttest on EFL creative writing skills was created and administered. The results revealed that ergonomics-based education has a substantial impact on the development of creative writing skills. The experimental group's kids outperformed the control groups.

Mohammed (2019) looks on the effectiveness of using creative writing multi-tasks to help level 4 female English major students

Imaginative education was also extended to emotional and behavioural development. Unnsteinsdottir (2012) investigated the effects of sand play and storytelling (both of which are examples of imaginative teaching methods) on students' learning and emotional-behavioral improvement. The research was carried out in an Icelandic primary school. The 19 students who took part in the study had learning impairments, poor reading skills, concentration issues, and/or emotional issues. Unnsteinsdottir used the WISC, Achenbach, and ADHD psychological measures. The findings of the psychological tests suggested that sandplay and imaginative storytelling can help youngsters enhance their emotional and behavioural health.

In the instance of arithmetic, the imaginative approach worked well. Hagen found that pupils engage constructively with mathematics in a recent study from 2013. Because it accepts many access points in teaching mathematical ideas, Hagen used IE theory as a feature with students' imaginations and expressive responses. Students improved their mathematical awareness by developing a sequence of linkages, according to Hagen. It was discovered that by engaging their cognitive powers of imagination, children gained confidence in their arithmetic learning. Using the inventive teaching technique, another topic area other than English was shown to be worthwhile.

In this regard, El-Jadba (2012) demonstrated the effectiveness of employing a directed imagination technique in the development of reflective thinking ideas and skills in ninth-grade students. El-Jadba employed an experimental method involving a before and post design with two groups with a total of 77 participants. Within the study's targeted unit, 28 circumstances of imaginative activities for teaching a list of scientific topics were introduced. According to the findings, there is a correlation between students' mean scores in both the scientific concepts test and the reflective thinking test in the experimental group. The study concluded that the guided imagination technique should be incorporated into all levels of schooling in order to increase conceptual and reflective thinking.

In EFL lessons, the creative teaching style was proven to be beneficial. In this line, Nazeryan et al (2013) investigated the impact of imaginative dramatisation as a classroom activity on the oral competency of Iranian EFL students. Nazeryan et al. administered an OPT test in which a total of 60 students from an Iranian language institute were homogeneously selected and randomly divided into two groups of 30

Rahim (2007) added language skills and course design to his innovative teaching. Rahim emphasised the process that a group of dyslexic students went through in order to create materials that were based on the imaginative learning approach. The study included 40 dyslexic students (ages 7-9) from five Malaysian schools as participants. Rahim looked at the tone, number, and balance of participant interactions, as well as the content of the debate and reactions that happened when adopting the imaginative approach. Each week, the participants were assigned to an imaginative corner where they may construct scenarios based on a specific subject or event. Using the 'Clicker 5' tool, the participants created a short story based on themes/situations. Essentially, the kids were given the option of choosing their own words to write the story. The study found that the innovative method was helpful in improving English language learning and inspiring dyslexic kids to collaborate with their peers.

In terms of the ability to listen, imaginative education has been found to be effective. Nuser (2009) investigated the impact of supplemental listening teaching activities in Arabic classrooms on the development of students' imagination. The study included 59 sixth-grade male pupils from the Yarmouk University Model School, divided into two groups at random. Drawing, kinetic representation, and cognitive tasks were used to teach listening skills to the experimental group. The control group was taught using the Teacher's Guide's standard method, which involves answering textbook questions while listening to the material. According to the study, there were significant statistical differences in favour of the experimental group at  $0.05=$ . Furthermore, no relationship was found between the examined instructional activities and the students' previous achievement levels in the Arabic topic. That is, regardless of their degree of background knowledge, all students benefited from the teaching of listening exercises, according to the study.

Subjects other than language have been shown to benefit from imaginative teaching. Kazem (2011), for example, investigated the use of innovative teaching in Iraqi geography classes. The study's sample included 36 students in the experimental group, who were taught using the imaginative technique, and 37 students in the control group, who were taught using the standard way. According to the study's findings, students in the experimental group outscored students in the control group statistically, as measured by the researchers' geography achievement test.

According to Al-Arjah (2004), training students in innovative teaching improves their engagement, motivation, and recall. Imaginative teaching allows students to remember information for longer periods of time in a way that leads them to learn more than in a lecture setting where information is impractical. Obeidat (2007) also found that using imagination in the classroom can improve the real and effective participation of the student who can envision himself or herself as mercury or a wheat seed acting in such ways. The knowledge gained by using imagination looks to be identical to actual practise stored in memory. Furthermore, Egan and Judson (2009) argue that paying more attention to imagination will result in more effective learning.

According to Ambo Saeedi and Al-Balushi (2009), using innovative strategies increases students' three-dimensional abilities as well as their spatial thinking. It also processes abstract topics more quickly, while also being viewed as a genuine preference for students because it disrupts the classroom pattern. Furthermore, imaginative education improves concentration, creativity, and critical thinking while also reducing anxiety.

Furthermore, in all disciplines, innovative teaching was proven to be beneficial. Van(2011), for example, advocated for innovative teaching in all primary school topics as a method of capturing children' attention and enthusiasm in learning. Alphen compared and contrasted the views of two educationalists, Egan and Steiner. Both perspectives illustrated how innovative teaching engages the entire student in the learning process. Both perspectives agreed that children aged 5 to 14 years old learn best through imagination.

Students were thought to have a strong preference for creative teaching. Diaz-Lefebvre (2004) conducted an experimental pilot research in 10 psychology classrooms at Glendale Community College over a two-year period (1994-96). Howard Gardner's idea of multiple intelligences was utilised in the research (MI). It employed novel approaches to completing tasks by pupils. Students picked creative learning options to demonstrate basic concepts and principles based on their intelligences, such as acting/roleplaying, mime, collages, sculpting, original poetry, musical performance, drawing/sketching, and paper/pencil testing. Learners established understanding of academic textbooks through a performance of understanding as they taught topics to their classmates utilising their preferred learning methods, according to the pilot.

In the words of Vygotsky (2004), imaginative thinking is important to a person's existence if it is connected to reality in four ways. To begin with, imaginative thinking mirrors one's actual behaviours. Second, innovative thinking leads to real-world outcomes. Finally, every emotion is associated with specific visuals that have the power to elicit opinions and judgments. Finally, imaginative thinking that has been demonstrated in a tangible form reveals itself to be a real-life item.

Liang, Chang, Chang, and Lin(2012) described imaginative thinking in a different approach .Graphical or symbolic portrayals of sequential, causative, proportional, linear, oppositional, and categorised relationships among perceptions, whether written by hand or generated on computers, were included in Liang et al definition .s of the word. As a result, student transcripts that include diagrams, matrices, charts, trees, tables, graphs, pyramids, causal chains, timelines, or even outlines are considered inventive.

Egan (1997) constructed his own explanation of kids' imaginative development, along with suggestions for how it could be applied in the classroom. Egan proposed what he dubbed the "Imaginative Education" theory. IE is a fundamental change in the educational process that is based on five types of considerations (namely ;Somatic, Mythic, Romantic, Philosophic and Ironic). Such considerations enable pupils to integrate into society in a variety of ways. The goal of imaginative education, according to Egan, is to help each student develop these five types of concerns as they study.Egan emphasised the importance of peripheral context in creative teaching in 1995, before inventing the IE, because it allows students to express themselves effectively and meaningfully. Egan encouraged instructors to help pupils build the cognitive tools they need to make sense of the world.

Furthermore, according to Nielsen, Fitzgerald, and Fettes (2010), the IE theory emphasises the importance of emotional commitment. The importance of narrative and its supporting thinking/cognitive tools, such as story, metaphor, rhythm and pattern, mental picture, and mystery, is considered in this commitment. Teachers were invited to create frameworks by Nielsen et al. In light of their social and cultural context, the imagination hypothesises that students shift between several forms of perspectives. Language learning/acquisition cognitive tools help and assist the development of each form of perception (Broom, 2011).

### **Imaginative Teaching and Instruction:**

A strong sense of self-confidence in the writing work is known as writing self-efficacy. In other words, people may feel more motivated to write if they believe in themselves or are confident in their ability to write. They may also be more self-assured and more determined to overcome obstacles when completing a writing work. Three levels of efficacy are stated in self-efficacy discussions: high, mid, and low. People with strong self-efficacy, or a good feeling of self when it comes to writing, are believed to have a high level of confidence in their abilities to write. The classification of the other classes follows a similar pattern. As a result, students with high self-efficacy regard the difficult writing job as a challenge to overcome, and they do their best to complete it by employing inventive and imaginative cognitive processes (Lavelle, 2006). Non-self-regulated pupils in writing, on the other hand, do not engage in the learning process, and as a result, they may be exposed to any type of sophomore knowledge rather than the profound knowledge required for high academic achievement and success.

### **The imaginative approach**

#### **Exploiting Imagination:**

The origins of the phrase can be traced back to Latin, which means "self-portrait." According to Perdue (2003), such self-portraiture entails self-reflection as well as a review of one's own ways and viewpoints. As a result, imaginative learning is viewed as a mental talent to innovate. Imaginative thinking is defined by Merriam-Webster online Dictionary (2013) as the ability to generate a mental image of something that is not present to the senses or has never been fully observed in actuality; creative talent; fancy or vacuous supposition.

Individuals can use imaginative thinking to transcend real-life experiences and build substitute potentials in which a split setting becomes a meaningful entity. Imaginative thinking, according to Finke (1990), is the process of making discoveries through the use of imagination. Reichling (1990) defined imaginative thinking as the process of instinctively comprehending, which lays the foundation for promoting creativity, based on this description.

Egan (2014) defined imagination as "the capacity to think of things as they might be": "Imagination is the intentional act of mind; it is the source of invention, in the construction of all meaning; it is not separate from rationality, but rather a capacity that greatly enriches rational thinking."

## **The Role of Self-Efficacy in Performance**

People with self-efficacy beliefs, according to Bandura (1994), choose how they think, feel, and act. Individuals will be motivated and encouraged to establish a specific action plan if they believe they can achieve the desired result. When people choose to participate in activities, their self-efficacy beliefs influence them; these beliefs also influence the effort they put forth and how they cope when confronted with difficulties. (Hashemnejad & Amini, 2014).

In previous research, perceived self-efficacy was found to have the strongest predicting power, among all motivational constructs, over individuals' writing performance; this finding supports Bandura's claim, based on social cognitive theory, that self-efficacy plays a key role in predicting writing performance. Rankin, Bruning, and Timme (1994), for example, investigated the link between self-efficacy, result expectancy, ascriptions for good spelling, previous accomplishments, and spelling performance as measured by a 30-item grade level spelling test. Self-efficacy was found to be the strongest predictor of performance at all grade levels in this study, which included 687 public school students in grades 4, 7, and 10. Pajares and Valiante (2001) conducted research on 218 fifth-graders. They intended to investigate if writing self-efficacy, writing competence, perceived utility of writing, and writing apprehension had an impact on essay writing performance. Despite the expected high consequence of writing ability, they discovered that self-efficacy beliefs were an independent component of performance expectation.

### **Sources of self-efficacy:**

Bandura identified four sources of self-efficacy: improving at a task, witnessing people similar to oneself succeed through effort, and being positively encouraged by others to overcome self-doubt, emotional states, bodily reactions, and stress levels. People who think of themselves as capable of dealing with threats don't dread or avoid them. However, if people's reactions to a difficult activity aren't powerful enough to counteract its negative effects, self-efficacy may be harmed (Bandura, 1989). People quickly forsake the techniques they have been taught when they are dissatisfied with their personal efficacy. Threats make them nervous, so they avoid them. Those who are unsure about their academic abilities anticipate a poor mark before taking an exam or enrolling in a course, which is especially important at the high school and university levels (Pajares, 2005).

Researchers have uncovered a great interest in writing self-efficacy in both the domains of composition and self-efficacy, and they have studied the relationship between writing self-belief and writing final result in universities; their findings revealed a strong relationship between them (Pajares, 2003). Pajares and Valiante (2001) investigated the effects of writing self-efficacy, writing ability, perceived usefulness of writing, and writing apprehension on essay-writing performance in 218 fifth-grade children. Despite the expected substantial effect of writing skill, they discovered that self-efficacy beliefs played an independent role in performance prediction.

Agulanna&Okwara-Kalu (2020) A strong sense of self-confidence in the writing work is known as writing self-efficacy. In other words, people may feel more motivated to write if they believe in themselves or are confident in their ability to write. They may also be more self-assured and more determined to overcome obstacles when completing a writing work. Three levels of efficacy are stated in self-efficacy discussions: high, mid, and low. People with strong self-efficacy, or a good feeling of self when it comes to writing, are believed to have a high level of confidence in their abilities to write . The classification of the other classes follows a similar pattern. As a result, students with high self-efficacy regard the difficult writing job as a challenge to overcome, and they do their best to complete it by employing inventive and imaginative cognitive processes (Lavelle, 2006).

Students' self-efficacy is their belief in their capacity to complete a task. This notion is frequently based on previous triumphs, or what Bandura calls "vicarious learning." The drive that comes from watching other people succeed and reap the benefits is known as vicarious learning. Self-efficacy is task specific, which means that a student's self-efficacy may be high in one area but not in another. People may have little or no motive or inner capability to act unless they are encouraged to trust in their power to have an influence, according to Bandura, cited in Artino (2012).

Accordingly, Ceylan (2015) argues that creative writers must have a strong feeling of self-efficacy and confidence in their abilities to write. Negative judgments from peers, professors, and critics may shatter their dreams if they do not have such confidence in themselves.

**Self –efficacy:**

Albert Bandura is perhaps best recognised for developing the self-efficacy theory. People are more likely to be confidently affected in connected tasks, according to Bandura (2006), when they believe they have the ability to complete a task. These beliefs have an impact on the decisions people make and the actions they do.

**Definition of Self –efficacy:**

According to Bandura (1986) self-efficacy is learners' beliefs in their capability to succeed and acquire new information or complete a task or activity to an appointed level of performance.

**Benefits of self-efficacy**

The self-efficacy of EFL students played a significant influence in their English language acquisition and is frequently cited as a vital element determining their English language proficiency. Bandura first proposed the concept of self-efficacy in the 1970s. It's characterised as a student's belief in his or her competence to execute academic objectives (Bandura, 1997; Pajares, 1996; Zimmerman, 2000). Rather than creative writing, self-efficacy, as one of the most powerful psychological variables in people's lives, plays a critical part in setting and achieving goals.. However, for a number of people, putting these plans into effect is proving to be difficult. People's self-efficacy beliefs influence how they feel, think, prompt themselves, and act.

People with a high sense of self-efficacy think that they can master difficult tasks, devote themselves to their interests and hobbies, and readily deviate from disappointments by increasing and maintaining their efforts in the face of failure, according to Bandura (1994). Such a positive outlook leads to personal accomplishments, lowers stress, and reduces the risk of depression.

**Self-efficacy and writing**

Students' beliefs in their capacity to complete written English tasks successfully are referred to as writing self-efficacy. Composition, appropriately punctuating text, and making grammatically perfect writing samples are examples of such duties. Students' writing ability and self-efficacy were predicted at the end of the school year. Overall, students who rate themselves as poor writers are less likely to engage in writing activities and produce short or unfinished pieces of writing, whereas students who rate themselves as good writers are more likely to complete writing tasks to a higher degree. (Bandura, 1994).

## 2. Flexibility

According to Starko (2010), flexibility in thinking refers to the ability to consider a problem from a variety of perspectives or to develop a variety of replies. Flexibility, according to Isbell and Raines (2013), is described as the ability to shift course or think in a different way.

## 3. Originality

According to Baer and Kaufman (2012), originality refers to how distinctive one's ideas are. Originality, according to Isbell and Raines (2013), is the development of truly new ideas. These concepts are unlike any other; they are one-of-a-kind concepts.

## 4. Elaboration

Elaboration, according to Shively (2011), entails adding details, filling in gaps, embellishing, and completing a creative notion. Elaboration, according to Baer and Kaufman (2012), refers to the richness of detail in one's ideas

**5- Details** (extending the writer's thoughts and providing precise details (at a high level of analysis)

**6- Solving problems**( the ability to give solutions to problems)

## Characteristic of Creative Writing

According to Elshaer (2018), the following are the main features of creative writing:

1- **Clarity**: This refers to the writer's ability to avoid confusing the audience. S/he should write clear concepts, as some writers believe that leaving the reader in the dark makes them more intelligent.

It has a beginning, a middle, and an end.

2- **Form**: It has a beginning, a middle, and an end. The opening of the essay entices the reader, and the conclusion is fulfilling and completes the article. In both fiction and autobiographical essays, this is true.

3- **Emotion**: There is a significant emotional component to it. The reader should be interested in what happened. S/he cries, laughs, gets scared, or has a strange feeling.

4- **Meaning and connection**: It's about people and events that readers can relate to, whether it's a story that readers engage in with the author for enjoyment or a subject or emotion that has to be addressed or that they want to learn about.

5- **Language**: The writer values words and their power; there are no overused adjectives or adverbs. Every sentence is honed and rewritten by the writer, who adores language.

### **Creative Writing Strategies**

According to Morley (2007, p. 28), there are some useful tactics students should be aware of that may contribute to the success of any particular piece of creative writing: "The kindest favour students can do for themselves if they aim to be creative writers is to engage in creative reading because serious writers allow themselves to be influenced". "Writing becomes better and more concentrated when students learn to think about a specific point in time or a certain impact or image that they want to employ to engage and surprise their readers," he says. The final point is to provide details, which is critical for constructing an image since it directs the reader's attention away from a broad concept and toward a specific one.

### **Creative Writing Process**

Morley (2007: 125) proposes seven techniques of creative writing in relation to the creative writing process: The first step is preparation, which entails active reading, imitating, researching, playing, and reflecting. The second method is to plan by brainstorming. Third, incubation, which generates an incoming subconscious wave that washes over the pages you'll be writing. Fourth, start rearranging some of these into meaningful sentences or lines, and begin the forward stumble into writing. Fifth, keep a regular flow of work going, even if it's only a mechanical word count, put in the hours, and write rapidly and uninhibitedly. The sixth step, the silence reservoir, is to allow yourself time to regain your eloquence by being silent. You'll see that the reservoir soon fills up, and the number of words and phrases increases. Finally, breakthroughs and the finish." .

According to the preceding literature analysis, the majority of scholars and researchers in this field are emphasising the importance of acquiring CW abilities at all educational levels. They propose a number of tactics and processes for students to improve their creative writing skills. The importance of this study lies in its endeavour to put them into practise in order to bridge the gap between theory and practise and bring them to life.

### **Creative writing skills:**

#### **1. Fluency**

Fluency, according to Tuan (2010), is the ability of a learner to create language in real time without pause or hesitation. Isbell and Raines (2013) defined fluency as the ability to generate a large number of varied ideas. The amount of ideas generated is the focus here.

impersonal writing, and acceptably conveys content to the reader to the greatest extent feasible (Ibrahim, et al.,2021).

When it comes to (CW), for example, there are particular guidelines that control the poetry, and the result is something else than a clear poem. It's interesting to note that the rules' constraints appear to boost the writer's creativity without restricting it, because the essential aspect of (CW) writing is the ability to alter language. We observe that (CW) writing is more reliant on intuition, observation, correctness, imagination, and personal memories than (ER) writing texts (Tayyeh , et al., 2021).

Learners gain from creative writing because it helps them develop language at all levels of grammar and vocabulary, and it forces them to use language in novel ways to communicate their own unique meanings. In addition, (CW) writing improves learners' self-confidence and self-esteem by allowing them to discover new things about language on their own, resulting in personal growth. Learning is also important. We see that by supporting and motivating learners, they can write something in a foreign language that no one has ever written before, and that others enjoy reading it. As a result, it is critical to disseminate students' work in the form of writing and procedure so that they feel proud and enjoy it (Razzaq, et al.,2021).

### **Creative Writing Techniques**

The following are the most effective methods for encouraging pupils to write creatively: Teachers must first provide clear directions, rules, and mechanisms for writing processes. Second, pupils must write on a regular basis in all courses. Third, in all target topic areas, teachers must present examples of good essays. Fourth, students are sometimes perplexed by the varying requirements from topic to topic. As a result, teachers must continue to cycle through the writing process. The fifth strategy is for the teacher to direct the students to be accountable for assessing and proofreading their own compositions in order to increase the accuracy of their work, which is critical for future writing improvement. The teacher's final strategy is to provide suitable written feedback on students' errors in order to assist students' writing competence growth, as well as to help them achieve their intended goals and enhance their outcomes. When it comes to addressing students' faults, feedback is crucial. (Mohamed, 2019).

to Stephens (2018), there are six degrees of language skill development. As a result, language teachers can be thought of as procedural facilitators who assist students in employing creative writing skills and strategies to enable them to retrieve, combine, and synthesise information, experiences, and pictures in novel ways. Students' cognitive and communication skills, as well as their literacy, benefit greatly from creative writing. Creative writing may be considered as a necessary component of any language curriculum in which students are expected to acquire high levels of language proficiency, as it aids in the effective use of the language.

The following advantages of creative writing have been noted by Freiman (2015) and Zhao (2014): it is a tool for:

- 1- Enhancing kids' capacity to use words in a forceful and enjoyable manner.
- 2- Assisting pupils in recognising their creative skills, increasing their awareness, and allowing their spirits and emotions to thrive.
3. Active participation, as it provides the ideal opportunity to express one's thoughts and feelings to others.
4. The ability to teach oneself. Learners get the opportunity to express and communicate their thoughts and ideas through creative writing. It is extremely beneficial in teaching pupils how to express their interests, feelings, thoughts, desires, and knowledge in a foreign language as clearly and correctly as they would in their native tongue.

Being ability to use language creatively has become a desirable asset in a variety of professions. The capacity to manage words, to touch audiences in strong ways, and to build riveting stories, characters, pictures, and voices are among the most valuable skills in the new economy. Through language and imagination abilities, creative writing allows students to take more control over their own life. People can use creative writing to achieve more control and awareness of their communication methods (Wallwork, 2011; Zheng, 2013).

### **Creative Writing in Teaching English**

Creative writing, according to Hasan (2021), is the creation of works with an aesthetic aim rather than an informational or practical one, and these texts are frequently in the form of poetry or stories. He compares the major qualities of creative writing (CW) with those of expository writing (ER), explaining that (ER) writing integrates cognitive and emotional techniques of thinking, is rational and

students' writing skills, but also their language skills (Kareem et al.,2019: 877).

Creative writing, according to Mason (2015), is "an open and imaginative writing in which the authors freely express their own thought and feelings."

Mansoor (2011) defined creative writing as an open-ended design process that fosters creativity and is essential for the development of learners' thinking skills.

Creative writing, according to the study, is the ability to communicate thoughts and feelings on paper in a unique, fluent, flexible, and correct manner.

### **Benefits of creative writing in EFL classes.**

Many scholars, including (Donnelly,2009;Ramet, 2007 & Dornyei,2005), have claimed that creative writing in EFL schools has numerous advantages. It sets a positive and encouraging tone in the classroom. It motivates students by developing group cohesiveness, and it makes learning more interesting and pleasurable by breaking up the monotony of classroom activities and increasing the attractiveness of assignments by enrolling them as active task participants. As a result, it increases learners' self-efficacy and confidence by encouraging them and encouraging cooperation among them.

Developing students' creative writing skills aids in the acquisition of specific components of the language (especially grammar and vocabulary) as well as communicative competence development. Because EFL learners should progress beyond the novice stage of acquisition through a variety of motivated assignments, this is the case. Smith (2013) argues for.

Teaching creative writing – which encourages children to write using their imagination and other creative processes – can help with all aspects of writing development (Barbot, Tan, Randi, Donato&Grigorenko, 2012). According to Moochi, Barasa, and Ipara (2013), there are numerous sub-skills of creative writing that students should practise while writing, including cohesiveness and coherence, acceptable sufficient structure, fluidity and flexibility of thinking, correct spelling, and proper punctuation.

According to Freiman (2015), creative writing promotes students' imagination and originality, allowing them to experience the joy of expressing themselves in ways that are different from traditional writing tasks. Creative writing is a tool for improving linguistic skills. According

**Table (9 )**  
**Reliability values for each of Dimensions of the Self-efficacy scale and whole scale**

Dimensions	Items	Cronbach's alpha Coefficient
Content	5	0.817
Design	5	0.773
Unity	5	0.789
Accuracy	4	0.801
Punctuation	2	0.780
The Whole Scale	21	0.851

**A. Test re-test:** The reliability of the scale was calculated by the method of test re-test using the Pearson correlation coefficient, where the researcher re-administered the scale on a group of (20) students After two weeks from the first administering , The value of the reliability coefficient was (0.836) at the level (0.01).

These values indicate that the scale has an appropriate degree of reliability to measure students' Self-efficacy, thus the reliability of the Scale as a whole. This means that the values are appropriate and valid for administration.

## Literature review

### Creative writing

Scholars have produced various theories on writing skills, but preservice and in-service instructors looking for the best methods or philosophy to understand how to teach writing may find them unclear. Teachers and students may wonder whether creative writing can be taught or learnt, as well as the challenges that both teachers and students confront.

### Definition of Creative writing

Creative writing is a type of writing that conveys thoughts and feelings in a creative fashion, and it provides students with new approaches to deal with lap and creative writing that not only develop

between (0.521) and (0.877). They are statistically significant at the level of (0.01).

**Calculation of correlation coefficients between the total score for each dimension and the overall score for scale :**

**Table ( 8 )**

**Correlation coefficients between the total score for each dimension of Self-efficacy scale and overall score of scale**

Dimensions	Correlation Coefficients
Content	0.982**
Design	0.962**
Unity	0.969**
Accuracy	0.940**
Punctuation	0.930**

**\*\* Correlation is significant at the at level (0.01)**

The previous table (8) showed the correlation coefficients between the overall score of self-efficacy scale and the overall score for each dimension of scale ranged between (0.930) and (0.982). They are statistically significant at the level of (0.01).

The previous tables (7)& (8) showed that the coefficients of correlations between the items and the overall score for each dimension separately, as well as between the overall score for each dimensions. The overall scores of the scale are all statistically significant at the level of (0.01). This indicates the correlation and coherence of the items, and indicates the scale's internal consistency.

### **Self-efficacy scale Reliability**

The reliability of the scale was calculated using the Cronbach's Alpha , and the test-retest, as follows:

- A. **Cronbach's Alpha:** The researcher used this method to calculate the reliability of the test by administering it to a group of (20) students. The Cronbach's Alpha coefficients for the value of the Cronbach's Alpha for the whole scale was (0.851) as shown in the following table (9):

### C:Scale Validity

In the current study, the researcher relied on jury members' validity to ensure the validity of the content, as well as the internal consistency as follows:

#### A. Jury Validity:

The researcher presented the scale in its initial form to professors in the field of curriculum and teaching methods (EFL) to express their opinions on the appropriateness of the dimensions of the scale. The researcher made the modifications agreed upon by the jury (80.00% and more). Cooper's equation was used to calculate the percentage of agreement among the jury members. The rate of agreement among the jurors on validation dimensions of scale ranged between (80.00% - 100.00%), as the percentage of agreement on the scale as a whole reached (91.10%). This high percentage indicates the validity of the test. The researcher made the modifications referred to by the jury members, which included rewording some statements of the self-efficacy scale.

#### Internal consistency

Internal consistency was calculated through the administering the scale on a group of (20) students as follows:

#### 1) Calculation of the correlation coefficients among the scale items and overall score of each dimension separately:

**Table (7)**  
**Correlation coefficients between items of Self-efficacy scale of each dimension separately**

Content		Design		Unity		Accuracy		Punctuation	
Item	Correlation Coefficient of Item with dimension	item	Correlation Coefficient of Item with dimension	Item	Correlation Coefficient of Item with dimension	item	Correlation Coefficient of Item with dimension	Item	Correlation Coefficient of Item with dimension
1	0.655**	1	0.700**	1	0.810**	1	0.800**	1	0.710**
2	0.850**	2	0.521**	2	0.523**	2	0.877**	2	0.759**
3	0.743**	3	0.822**	3	0.566**	3	0.658**		
4	0.877**	4	0.850**	4	0.712**	4	0.799**		
5	0.635**	5	0.713**	5	0.802**				

\*\* Correlation is significant at the level (0.01)

The previous table (7) showed that the correlation coefficients between the dimensions of scale and the overall score of the scale ranged

Items	Agree strongly(4)	Agree (3)	Disagree (2)
<b>1- Content</b>			
1-I find it simple to begin writing on a specific subject.			
2- When given a topic to write about, I am quick to come up with thoughts.			
3- When given a topic to write about, I have no trouble coming up with ideas.			
4- I can find and apply appropriate information sources for any writing topic.			
5- When given a topic to write on, I am quick to come up with thoughts.			
<b>2- Design</b>			
6- I can simply match my style to the issue			
7-I have the ability to produce well-organized pieces.			
8- I have the ability to use a style that is unique to me.			
9- Deciding the style to utilise when writing a composition on a specific topic is simple for me.			
10- I find it simple to incorporate all of the relevant facts on any given issue.			
<b>3- Unity</b>			
11-I can readily articulate and defend my viewpoint.			
12-I have the ability to pick and defend a point of view.			
13- I can compose well-flowing paragraphs			
14-I normally create good pieces, despite the fact that I make mistakes now and again.			
15- I am able to compose well-organized works.			
<b>4- Accuracy</b>			
16- I can simply and correctly use the grammar principles I learned in class.			
17- In my writings, I can construct grammatically correct sentences.			
18- I can correctly position nouns, verbs, adverbs, and adjectives in a phrase.			
19- In my writing, I can construct phrases that are devoid of errors.			
<b>5- Punctuation</b>			
20- I can correctly employ punctuation.			
21- I can proofread my work and repair punctuation, capitalization, and paragraph structure errors.			



The previous table showed that the difficulty coefficients ranged between (0.49 - 0.55), which are good difficulty coefficients, and the difficulty coefficients of the test as a whole was (0.52). These results indicate the validity of the test for use.

#### **Fourth: Discrimination Coefficient Calculation**

The discrimination is the test's ability to discriminate between the high- ability students and low-ability students. The following table shows the discrimination coefficients of the test:

**Table (6 )**  
**Values of the discrimination coefficients of the items of**  
**of EFL Creative Writing Skills test**

item	Discrimination Coefficients	item	Discrimination Coefficients
1	0.52	3	0.65
2	0.60	4	0.68

The previous table (6 ) showed that the values ranged from (0.52 to 0.68) , which are acceptable values and indicate the ability of the skill to distinguish between the students. Then the test became in its final form after the adjustments. The overall test discrimination coefficient was (0.61). These results indicate the validity of the test for use.

### **Self-efficacy Scale**

#### **A) Aim of the scale:**

The scale aimed at identifying self-efficacy aspects and measuring these aspects for 3<sup>rd</sup> year international business administration students.

#### **B) Description of the scale.**

The scale consisted of five main aspects (content, Design, Unity, Accuracy, Punctuation). Each one contained sub aspects as follows:

The previous tables (3)& (4) showed that the coefficients of correlations between sub-skills and the overall scores for each main-skill separately, as well as between the overall score for each main-skill and the overall score for the test. They are all statistically significant at level of (0.01). This indicates that the correlation and coherence of the sub-skills, main-skills and the test as a whole. This indicates that the test has internal consistency.

#### **D: Test Reliability**

The reliability of the test was calculated using the Cronbach's Alpha, and the test-retest, as follows:

**A. Cronbach's Alpha:** The researcher used this method to calculate the reliability of the test by administering it to a group of (20) students. The Cronbach's Alpha coefficients for the value of the Cronbach's Alpha for the overall test was (0.817).

**B. Test re-test:** The reliability of the test was calculated by the method of administering and re administering of the test using the Pearson correlation coefficient, where the researcher re-administered the test on (20) students after two weeks from the first administering, the value of the reliability coefficient was (0.851) at the level (0.01).

These values indicate that the test has an appropriate degree of reliability to measure students' EFL creative writing skills, thus the reliability of the test as a whole. This means that the values are appropriate and can be validated. This means the validity of the test for administration.

#### **Third. The Difficulty Coefficient Calculation**

The researcher calculated the difficulty coefficient of the items of test. The following table shows the difficulty coefficient of the items as follows:

**Table ( 4 )**  
**Values of difficulty coefficient of EFL Creative Writing Skills test**

item	Coefficients of difficulty	item	Coefficients of difficulty
1	0.55	3	0.49
2	0.53	4	0.50

### B. Internal consistency

Internal consistency was calculated through the administering of the test on (20) students as follows:

Calculation of the correlation coefficients among the test skills and the total score of main skills each skill separately:

**Table (3)**  
**Correlation coefficients between sub-skills and main-skills of EFL Creative Writing Test**

Fluency		Flexibility		Accuracy		Originality	
Sub-Skill	Correlation Coefficient of sub-skills with main-skill	Sub-Skill	Correlation Coefficient of sub-skills with main-skill	Sub-Skill	Correlation Coefficient of sub-skills with main-skill	Sub-Skill	Correlation Coefficient of sub-skills with main-skill
1	0.500**	1	0.655**	1	0.705**	1	0.825**
2	0.826**	2	0.801**	2	0.829**	2	0.830**
3	0.831**	3	0.814**	3	0.777**	3	0.506**
4	0.800**	4	0.569**				
5	0.741**	5	0.488**				

\*\* Correlation is significant at the at level (0.01)

The previous table (3 ) shows the correlation coefficients between test skills and the overall score of the test ranged between (0.488) and (0.831), all of which are statistically significant at level of (0.01).

#### 1) Calculation of correlation coefficients between the overall main skills and the overall score for the test:

**Table (4)**  
**Correlation coefficients between overall score for main skills and the overall score of the test**

The Dimensions of the test	Correlation Coefficients
Fluency	0.992**
Flexibility	0.988**
Accuracy	0.984**
Originality	0.967**

\*\* Correlation is significant at the at level (0.01)

The previous table (4 ) showed the correlation coefficients between the overall score of main skills and the total score main skills ranged between (0.967) and (0.992), all of which are statistically significant at level of (0.01).

### **B. Description of the checklist.**

The checklist consisted of four main skills (Fluency, Flexibility, Accuracy, Originality). Each one consisted of sub-skills as follows: Fluency contains (Improve their ability to come up with a huge variety of different ideas, explain the message using diverse word groups to convey the message, explain the message using a variety of sentences and terminology, Use the right transition words to indicate the logical order of linked ideas, Use coherence strategies, compose a coherent paragraph), Flexibility contains (Improve their ability to generate ideas in a variety of ways, Express others' opinions in his/her own words, Make use of a variety of linguistic patterns, Develop their ability to autonomously generate various components of language, Develop their ability to shift their perspective and re-define situations by combining tangible and abstract ideas as needed). Accuracy contains (Develop their writing skills by eliminating mistakes in grammar, structure, punctuation, and capitalization, Use proper grammar and sentence structure, Make use of appropriate and precise wording. Originality contained (develop one-of-a-kind or unusual ideas, Write innovative thoughts from a variety of perspectives, Write a short narrative with a catchy title).

### **C. Test Validity.**

In the current study, the researcher relied on the validity of jury members to emphasize the validity of the content, as well as the internal consistency:

#### **A. Jury Validity:**

The researcher presented the test in its initial form to the field of curriculum and teaching methods EFL to express their opinions on the appropriateness of the dimensions of the test. The researcher made the modifications agreed upon by the jury<sup>(1)</sup> (80.00% and more). Cooper's equation was used to calculate the percentage of agreement among the jury members. The rate of agreement among the jurors on validation dimensions of the test ranged between (80.00% - 100.00%), as the percentage of agreement on the test as a whole was (92.50%), which was a high percentage indicating the validity of the test. After making the modifications approved by the jury members, the researcher made the modifications referred to by the jury members, which included rewording some items of the test, the score of some test items.

It is shown from the previous table (2 ) that the homogeneity between the mean scores of experimental and control groups' students in each dimension of self-efficacy scale. The calculated value of (t) for the significance of the difference between the mean scores of experimental control groups' students in each dimension of the self-efficacy scale. It was greater than level of significance (0.05); Thus, there is no statistically significant difference at the level of significance (0.05) between experimental group and control groups' students in pre-administration to each dimension of self-efficacy scale.

The homogeneity between the mean scores of experimental group students and the average score of control group students in overall dimensions of the self-efficacy scale, where experimental group students had (23.93) with a standard deviation (2.663), while control group students had (23.95) with a standard deviation (2.347). The calculated value of (t) for the significance of the difference between the mean scores of experimental and control groups' students in overall dimensions of the self-efficacy scale. It reached (0.043) and the significance level is (0.965) which is greater than the level of significance (0.05); Thus, there is no statistically significant difference at the level of significance (0.05) between responses For students of experimental group and control group in pre- application to total Dimensions of the Self-Efficacy Scale.

This means that the two groups (experimental & control) are homogeneous.

### **Instruments of the study**

To achieve the aim of this study, the researcher prepared and used the following instruments:

- 1 - An EFL creative writing checklist.
- 2- An EFL creative writing pre-posttest.
- 3- A rubric for grading the test.
- 4- An efficacy scale.

### **1-Creative writing checklist**

#### **A. Aim of the checklist.**

The main aim of the checklist was identifying the required creative writing skills for 3<sup>rd</sup> year international business administration students.

had (6.00) with a standard deviation (5.674), while control group students had (5.95) with a standard deviation (2.723). The calculated (t) value for the significance of the difference between the mean scores of experimental group and control group students in overall skills of the EFL creative writing skills Test. It was (0.049) and the significance level was (0.961) which was greater than level of significance (0.05); Thus, there is no statistically significant difference at the level of significance (0.05) between responses For students of experimental group and control group in pre-administration of overall skills of the EFL creative writing skills test.

This means that there is a homogeneity between the two groups (experimental & control).

- **Pre-administration of the Self-Efficacy Scale:**

The aim of the prior administration of the self-efficacy scale is to ensure the homogeneity of the two groups in self-Efficacy level before treatment. The prior administration of the scale was done on the students of the experimental and control groups. The results were monitored and statistically processed using the (t) test for two independent groups.

(t) value was calculated for two independent groups and their significance for the difference between the mean scores of the experimental and the control groups' students in the self-efficacy scale. This is shown in the following table (2):

**Table (2 )**

**“t” test value and it's level of significance for the difference between experimental and control groups' students in pre-test of the Self-Efficacy Scale**

Variable	Groups	N	Mean	Std. Deviation	Df	t	Sig.	
Self-Efficacy	Content	Experimental Group	42	5.90	1.206	82	0.167	0.868
		Control Group	42	5.95	1.396			
	Design	Experimental Group	42	5.43	0.991	82	0.116	0.908
		Control Group	42	5.40	0.885			
	Unity	Experimental Group	42	5.67	1.028	82	0.217	0.829
		Control Group	42	5.62	0.987			
	Accuracy	Experimental Group	42	4.33	0.721	82	0.169	0.866
		Control Group	42	4.31	0.563			
	Punctuation	Experimental Group	42	2.60	1.083	82	0.333	0.740
		Control Group	42	2.67	0.874			
	Overall Dimensions	Experimental Group	42	23.93	2.663	82	0.043	0.965
		Control Group	42	23.95	2.347			

experimental and control groups' students in the skills and the overall scores of the EFL creative writing skills test. This is shown in the following table (1):

**Table (1)**  
**“t” test value and the level of its significance for the difference between experimental and control groups' students in pre-test of the EFL creative writing skills test**

Variable	Groups	N	Mean	Std. Deviation	Df	t	Sig.	
EFL Creative Writing Skills	Fluency	Experimental Group	42	2.43	2.154	82	0.052	0.958
		Control Group	42	2.45	2.015			
	Flexibility	Experimental Group	42	1.43	1.516	82	0.089	0.929
		Control Group	42	1.40	0.828			
	Accuracy	Experimental Group	42	1.57	1.252	82	0.543	0.588
		Control Group	42	1.45	0.670			
	Originality	Experimental Group	42	0.57	0.991	82	0.404	0.688
		Control Group	42	0.64	0.577			
	Overall Skills	Experimental Group	42	6.00	5.674	82	0.049	0.961
		Control Group	42	5.95	2.723			

It is shown from the previous table (1) that the homogeneity between the mean scores of experimental group and control groups' students in each skill of the EFL creative writing skills Test. The calculated value of (t) for significance of the difference between the mean scores of experimental group and control groups' students in each skill of the EFL creative writing skills Test, which is greater than the level of significance (0.05); Thus, there is no statistically significant difference at the level of significance (0.05) between responses for experimental group and control group' students in pre-administration to each skill of the EFL creative writing skills Test.

The homogeneity between the mean scores of experimental group and the mean score of control groups' students in overall skills of the EFL creative writing skills test, whereas experimental group students

- 2- The dependent variables: developing the required creative writing skills and efficacy.

### **Delimitations of the Study**

The current study was delimited to the following:

- 1- Eighty four 3<sup>rd</sup> year International Business administration Sadat Academy for Management Sciences. The reason for choosing those participants was because they would be graduated soon. So, there was a dire of enhancing their creative writing skills, sharing ideas and expressing their viewpoints.
- 2- Some EFL creative writing skills required for 3<sup>rd</sup> year international business administration students. e.g,(Fluency, flexibility, Accuracy, and Originality)
- 3- The first semester of the academic year 2020/2021

### **Significance of the Study**

- 1- Attracting the attention to the importance of developing the required creative writing skills and developing efficacy among 3<sup>rd</sup> year International Business Administration students at Sadat Academy for Management Sciences.
- 2- Helping faculty members to concentrate on creative writing skills and developing efficacy in teaching third year international business students.
- 3- Opening avenues for researcher in TEFL.

### **The study participants**

The participants included 84, third year international business administration students, Sadat Academy for management Sciences. The participants were randomly assigned to two groups; (Experimental  $n=42$ ) (Control  $n=42$ ).

### **Homogeneity of the groups**

- **Pre-administration of the EFL Creative Writing Skills Test:**

The aim of the prior application of the EFL creative writing skills test is to ensure the equality of the two groups in the level of EFL creative writing skills before teaching. The prior administration of the test was done on the experimental and control groups' students. Results were monitored and statistically processed using the (t) test for two independent samples.

The value of (t) was calculated for two independent groups and their significance for the difference between the average scores of the

### Questions of the study

The current study was carried out to answer the following questions:

1. What are the required creative writing skills for 3<sup>rd</sup> year International Business Administration students?
2. What is the effect of the imaginative approach on developing the overall creative writing skills for 3<sup>rd</sup> year International Business Administration students?
3. What is the effect of the imaginative approach on developing the each of creative writing skills for 3<sup>rd</sup> year International Business Administration students?
4. What is the effect of imaginative approach on enhancing creative writing for 3<sup>rd</sup> year International Business Administration students?

### Hypotheses of the study

The current study verified the following hypotheses:

- 1- There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of overall creative writing skills test in favor of the experimental group.
- 2- There is a statistically significant difference between the pre and post-tests mean scores of the experimental group on overall creative writing skills test in favor of the post-test.
- ٣- There is a statistically significant difference between the experimental groups' mean scores on the post administration of the efficacy scale in favor of the post administration.
- ٤- There is a statistically significant difference between the experimental and the control groups' mean scores on the post administration of the efficacy scale in favor of the experimental group.

### Aim of the Study:

The current study aimed at investigating the effect of the imaginative approach on developing the required creative writing skills and efficacy for 3<sup>rd</sup> year International Business administration students, Sadat Academy for management Sciences.

### Variables of the Study:

The current study variables are as follows:

- 1- The independent variable: The imaginative approach.

lacked most of creative writing skills. Faculty's used regular instruction that was based on choosing business topics and asking students to write about them. All of them assured that students were not given sufficient opportunities to write in a creative way.

### **Second : Administering a creative writing test.**

The researcher administered a creative writing test to 20, 3<sup>rd</sup> year international business administration students, Sadat Academy for Management sciences .It included four questions. The first was "Generate ideas for a short story from the viewpoint of someone living in a doll house. ". The second was "Choose one of the generated ideas and write an essay about it". The Third question was "Think of your favorite book. Now write a paragraph that sums up the entire story in 10 lines". and the fourth one was "Write an imaginary conclusion for the following essay".

### **Third : Using self-efficacy scale**

To be more sure, the researcher of the present study administered an self-efficacy scale for the same 20 students, because they were the available ones at that time. It included twenty-one items concerning the different self-efficacy aspects . The researcher found that 15 of the students had negative self-efficacy .

### **Fourth : Reviewing Previous studies**

Some previous studies ensured that there was a weakness in creative writing skills and self-efficacy for the university students such as Okwara-Kalu and Agulanna (2020) Ghoneim and Elghotmy's (2019), Avramenko&Burikova (2018), Emjower and Al-Jamal (2016), and Tok and Kandemir (2015). So, having been sure of the existence of the problem , the researcher conducted this study in a trial of developing those skills for the 3<sup>rd</sup> year international business administration students, Sadat Academy for Management Sciences.

### **Statement of the Problem**

The problem of the current study is represented in the lack of the required creative writing skills and lack of efficacy of the 3<sup>rd</sup> year International Business Administration, Sadat Academy for Management Sciences. Thus, the current study is an attempt to help students in overcoming such a problem through using imaginative approach.

(Alkhawaldeh, 2005; Al-Sobh& Al-Abed Al-Haq, 2012) study aimed to expand on the communicative strategy by incorporating an additional component that involves using imaginative tasks while teaching writing in classrooms. Students are taught to be responsible for their own learning through constant negotiation of knowledge, practices, and assessment, and the imaginative approach emphasises discussion and negation of meaning. In imaginative tasks, students are instructed by the teacher to pay close attention to a story that the teacher narrates and to imagine and draw a mental picture of what they have already heard. The teacher then questions the students about the picture that they imagined to assess their comprehension (Kazem ,2011).

### **Context of the Problem.**

In spite of the importance of developing creative writing skills and self-efficacy for the 3<sup>rd</sup> year International business administrations students, Sadat Academy for Management Sciences. The researcher found that they had difficulty in creative writing skills and self-efficacy . To make sure of the existence of the problem he felt, the researcher did the following procedures:

#### **•First : Interview**

The researcher held informal interview with 7 staff members of the Faculty of Business Administration in Department of English who taught those students. It aimed at identifying the following:

- Realizing the importance of teaching creative writing skills for business students since they need to vary in their writing skills.
- The creative writing skills that should be developed for the 3<sup>rd</sup> year International Business Administration, Sadat Academy for Management Sciences.
- The techniques and strategies used for developing creative writing skills.
- The methods and strategies that are suggested for developing creative writing skills for students.

The results of the interview revealed that in the writing course, students were trained on business writing. They were weak in generating creative ideas and in writing creatively. In general, they

**Introduction:**

Writing is a kind of communication that allows us to share information, a note, or an idea with others or oneself. Writing is crucial to a student's future professional success. As a result, writing may be defined as a series of mental processes that allow students to turn abstract mental images into linear symbols in the form of written expression represented by themes offered to them.

The process of inventing or rather conveying your thoughts in an appealing manner is known as creative writing. The author analyses critically and reshapes something familiar into something new and unique. Each piece of writing has a specific purpose and is aimed at a specific audience. It is well-structured, with a distinct beginning, middle, and end. The usage of appropriate terminology, figurative language, and style are all considered. (Premchandran,2013).

Along with beautiful emotions and deep thoughts, creative writing requires a variety of talents, including punctuation correctness and the ability to discriminate between excellent and terrible words. Creative writing is said to play a role in boosting the use of words and linking them, as well as improving listening comprehension and writing skills, all of which contribute to the establishment of a pleasant learning environment. (Adwan, et al.,2020:558).

Self-efficacy is important in language acquisition, as it is in other types of learning (Manchon, 2009), and according to Bandura (1997), self-efficacy can alter over time depending on an individual's attitude to the task and self-perception. He underlines that "enactive mastery experience," also known as "performance successes," is the most effective technique to enhance self-efficacy. Simply said, when pupils achieve success (i.e., when they perceive that they can complete a task), their self-confidence automatically rises. Enactive mastery experience in the form of imaginative approach is employed to improve EFL students' self-efficacy in writing in the current study.

According to Egan (2005), the emphasis is on meaning, language's socio-cultural context, effective interaction, and learners' particular needs. Recent research (Garner, 2011; Kazem, 2011) has shown that innovative teaching practices can boost students' achievement while also encouraging higher-order thinking. Students can strengthen their creative talents, which are related to imaginative teaching, by using such an educational tool.

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## Using the Imaginative Approach to Develop University Students' Creative Writing Skills and Efficacy

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### Abstract

This study aimed at investigating the effect of using the Imaginative Approach in developing EFL creative writing skills and self-efficacy for first year university students. The participants were (84) divided into an experimental group (42) and a control group (42). The instruments included a checklist of EFL creative writing skills, self-efficacy scale were established and evaluated to determine the most significant and required EFL creative writing skills for the participants. A pre- and post-evaluation of EFL creative writing skills as well as a self-efficacy scale were created. Students were pre-tested to determine their EFL creative writing proficiency and efficacy beliefs. Then they were taught how to improve their creative writing skills (fluency, accuracy, flexibility, and originality) through the Imaginative Approach which favoured the experimental group. The results showed that there were statistically significant differences between the mean scores of the experimental and control groups in their EFL creative writing skills, and self-efficacy scale with the experimental group outperforming the control group.

**Key words:** The Imaginative Approach, EFL Creative Writing Skills, Self-efficacy.





**Using the Imaginative Approach to Develop  
University Students' Creative Writing Skills and  
Efficacy**

**Dr. Ali Ahmed Ali Bedaiwy**  
Lecturer at Department of Languages (EFL)  
Sadat Academy for Management Sciences