

An Investigation of the Creative Reading Skills of Preparatory School EFL Students

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Abstract

The present study aimed to evaluate the creative reading performance of preparatory one pupil. The researcher adopted the descriptive evaluative study. For this purpose, thirty students were randomly selected from Sahel Selim Preparatory school for Girls, Sahel Selim educational administration, Assiut Governorate. The evaluation of some creative reading skills was conducted through a test which was developed by the researcher. The evaluation test contained 45 items based on some creative reading skills deemed significant for preparatory school students. The results of the study showed that the first-year preparatory school students lacked some creative reading skills. Based on the study results, the researcher recommends that an instructional program target in creative reading skills is suggested to be provided to EFL students at different educational levels particularly the preparatory level.

Key words: Creative reading skills, preparatory school students, evaluative study.

Introduction

Language has a great importance in daily life. It is used to inform people about needs, ideas, emotions, and opinions. It is a basic means of communication using sounds, gestures, signs, or symbols. It distinguishes humans from all other living beings. Over the years, the English language has become the main language all over the world as an international means of communication. It is the most commonly used language. When people from different countries want to communicate, they use English. It is one of the major languages in the world. Most information stored in computerized data-bases world-wide is in the English language. Reading is known as an interactive skill. It is also a solitary

experience, as one may read in solitude. Students of English as a foreign language (EFL) are more accustomed to reading than to listening. Some of these students are more at ease in reading a book than listening to someone speaking. In addition, reading is a purposeful activity requiring the coordination of a wide variety of cognitive skills in order to decode, comprehend and learn from text. Additionally, it is a vital tool for learning and comprehension so as to solve problems. In other words, reading enriches human thinking, creativity and fosters building the personality of man. It may be much more difficult to create reading interest for a student who has few personal belongings, hobbies, or special interests.

Creative reading is going beyond what is written in the text.

Nowadays, the ability to read in English as a foreign language is necessary. Not only mastering the basic reading skills is important, but also the creative ones. Holden (2004) confirmed that reading shouldn't be a passive skill where the reader absorbs the writer's words like a sponge. Reading is a creative process. While reading creatively, no two people read the same text in the same way. Everyone brings his or her own set of experiences and viewpoints. When people read creatively; they put themselves in the places and situations that are described in the text, they play with meanings and act out scenes in their heads.

Many Egyptian studies such as Abdul Latif (2006), Masoud (2014), Abdurraheem (2015), Ebrahim (2017) have regarded creative reading barriers and problems while carrying out creative reading process inside and outside classrooms in all education stages. The researcher assumes that creative reading skills need urgent attention in the Egyptian context. This study is also meant to provide information for Egyptian EFL teachers who are interested in using different methods in teaching creative reading skills. Creative reading is one of the highest processes that come after literal and critical reading. It occurs when the reader tries to extend a passage beyond the limits provided by the author. The reader initiates fresh ideas, feelings or products that can be applied. Thus, creative reading leads a reader to go beyond the text, recognize reasons of contradiction in the

text, and synthesize information and suggest conclusions.

Ahmed (2018) points out that the importance of creativity in English language textbooks can be illustrated as follows:

- The capacity of learners to produce sentences about what they read through transforming thoughts into language and giving them creative exercises to help them think creatively.
- Students can carry out compensation of strategies to overcome the lack of language skills like paraphrasing and using imaginative expressions.
- The actual communication and co-operation among students outside the classroom can be achieved through creative tasks in the language textbooks.
- Due to observing the individual talents, ideas and thoughts as creative tasks of students, the classroom work becomes more enjoyable and varied.

Moorman (2013) stressed the following creative reading skills:

1. Thinking during reading.
2. Differentiating between facts and opinions.
3. Communicating with the writer through written text.
4. Identifying and selecting the important ideas.
5. Guessing what would happen while reading a text.
6. Understanding deeply to solve problems.

Creative reading is a greatly ignored area of the reading skills. Most textbooks devote little or no

space to it and when they do so, it is usually incorporated with critical reading. Yet, it is an area that deserves special emphasis, special treatment, and special techniques (Guniran, 2013). Creative reading requires that learners go beyond the literal comprehension, interpretation, and critical reading levels. In creative reading, the readers try to come up with new or alternative solutions to this presented by the writer (Syatriana, 2012).

Creative reading occurs when the reader adds to the text new ideas, sentences, characters, feelings, or events. It involves discovering the relationship between what he or she reads and his or her real life. Adams (2012) defines creative reading skills as the abilities to read for implied and inferred meanings, appreciative reactions as well as critical evaluation.

Statement of the Problem

Through her observations as a teacher of English, the researcher noticed that students' level in reading comprehension skills in general and in some creative reading skills was remarkably low. Most students used to read comprehension passages only for the purpose of answering the questions that follow the passages without employing any creative reading skills. The researcher also observed that few students could answer the reading comprehension questions correctly and creatively.

The researcher concluded that students had a real problem in creative reading skills. To provide empirical contextual evidence of the existence of

the problem, the researcher conducted a pilot study using a creative reading skills test to be administered to thirty students at Sahel Selim Preparatory school for Girls, Sahel Selim educational District, Assiut Governorate. Analyzing the students' responses, the researcher came out with some results indicating that students did not significantly master creative reading skills. These results of the study show that the students of the first-year preparatory school students lack some creative reading skills.

Questions of the study

The study addressed the following questions:

What would be the results of an evaluative study on first-year preparatory school students' performance of creative reading skills. This question branched out into the following sub-questions:

- To what extent could students interpret the referents in a variety of words?
- To what extent could students suggest different titles for a text?
- To what extent could students get several synonyms for one word?
- To what extent could students identify the main idea?
- To what extent could students suggest questions for given answers?
- To what extent could students predict what will happen next?
- To what extent could students summarize the text?

- To what extent could students infer meaning of the word?
- To what extent could students guess the meaning of unfamiliar words?
- To what extent could students expect the writer's purpose of the text?

To what extent could students suggest different solutions for a problem?

Literature Review

It is worth mentioning that EFL learners are frequently encouraged to promote their language skills. Also, they look forward to motivation to develop their creative reading comprehension skills. Nowadays, EFL teachers are luckier to develop and produce educational materials for their learners to make them more creative. Moreover, the massive amount of exposure to creative reading comprehension materials plays a serious role in developing creative reading skills among students because it builds their knowledge indirectly to make them interpret the text.

Mohamed (2018) investigated the effectiveness of using digital mind map to develop some creative reading and writing skills of Arabic majors at faculty of Education. The title of the study was entitled effectiveness of digital mind mapping based program in developing some creative reading and writing skills of faculty of Education Arabic majors. The participants of the study were (30) males and females' students. The study presented a new treatment which students didn't study before so it adopted the experimental approach (pre-post one group design). The

researcher administered two lists of creative reading and writing skills. Moreover, the researcher prepared two units using digital mind map and creative reading and writing skills. The findings revealed that the last technology has a great positive impact for developing some creative reading skills in Arabic and recommended the necessity of implementing the last technology in teaching Arabic.

Bataineh and Alqatnani (2017) investigated the probable effect of a thinking maps-based treatment on Jordanian EFL learners' creative reading skills. The participants of the study were randomly divided into an experimental group of twenty-eight students, administered thinking maps and a control group of twenty-nine students, taught through the guidelines of the teacher's book. The treatment lasted for eight weeks. Means of a creative reading skills test and an interview represented the data collection of the study. The findings revealed that not solely considerable differences in the students' creative reading skills in favor of the experimental group, however additionally general positive opinions concerning the effectiveness of the intervention.

Yagcioglu (2016) believed that the lack of motivation towards learning language generally and to reading specifically could make both teachers and students unsuccessful. So, it is very important to encourage students to read. Accordingly, the creativity of students could be increased. Furthermore, there were many studies in Arabic regarding the Egyptian context attempted to employ different teaching and

learning strategies and techniques to develop some creative reading skills among students in university or in secondary schools who did not read creatively.

From the researcher's view, this current study is different from the other ones. Some of the aforementioned studies lacked specification that some tried to investigate the overall reading ability without specifying creative reading skills were intended. The present study, conversely, dealt with reading with respect to specific creative reading skills which are worthy of more investigation. Therefore, the current study attempts to investigate the effect of a suggested program on the enhancement of some creative reading skills achievement in English language.

Method

In this section, some details related to participants, instruments, procedures, data collection and analysis are explained.

Design of the Study

To achieve the aim of the present study, the researcher adopted the evaluative method. Hence,

the researcher developed a test based on some creative reading skills were distributed among the participants. Results of responses to the test were measured quantitatively.

Participants of the Study

A stratified random sample was selected for the present study. The students chosen for the present study were thirty students enrolled in the first year from Sahel-Selim preparatory school for Girls – Assiut Governorate. They were randomly selected as the participants of the study during the first semester of the academic year 2020 - 2021. The test was given to all the participants one by one, and they were asked to answer it.

Instrument

The Creative reading skills test was used as an instrument to evaluate the creative reading performance of preparatory school students. The test contained 45 items, 30 items multiple choice and 15 items WH-questions, which based on some creative reading skills according to the following table of specifications.

Table (1) Table of Specifications for Creative Reading Skills Test

Objectives (Creative Reading Skills)	Item Types		Total Point	Relative Weight
	WH-Questions	MCQ items		
Interpreting the referents in a variety of words.		8, 17, 30, 38	4	6.66 %
Suggesting different titles for a text.	1, 13, 25, 35		8	13.33 %
Getting several synonyms for one word.		7, 18, 31, 39, 40	5	8.33 %
Identifying the main idea.		5, 6, 19, 29, 41	5	8.33 %
Suggesting questions for given answers.	2, 14, 26		6	10 %
Predicting what will happen next		11, 23, 34, 44	4	6.66 %
Summarizing the text	4, 16, 28, 37		8	13.33 %
Inferring meaning of the word		12, 24, 45	3	5 %
Guessing the meaning of unfamiliar words.		10, 22, 33, 43	4	6.66 %
Expecting the writer's purpose of the passage.		9, 20, 21, 32, 42	5	8.33 %
Suggesting different solutions for a problem.	3, 15, 27, 36		8	13.33 %
Total points			60	100 %

Content Validity

The content validity of the test was verified by a jury. The test was submitted to jury members of TEFL experts to judge its validity according to the following criteria: linguistic stating of items, whether the items measure how far the objectives have been achieved, suitability and fitness of the items to the participants and coverage of the number of the items for the skills measured in the test, and suitability of model answers. The jury confirmed the suitability and applicability of the test after making the suggested modifications concerning time of the test and evaluation areas. The final version of the test was administered to the participants.

Scoring

In scoring the test, one point was given to each correctly marked answer of the multiple choice questions and two points for each item of the Wh-questions. To ensure reliability of scoring, analytical scoring was utilized to evaluate students' answers, which was done by two raters based on the checklist of some creative reading skills. The maximum score is 60 marks.

Difficulty Index of the Test

The test of some creative reading skills was prepared by the researcher. Responses to individual items were analyzed to determine item difficulty index of each test. The difficulty index of both tests was (0.30), it ranged from (0.30) to (0.70). See table (2). Harris (1996) mentioned that items correctly answered by at least 92% of

the students (excessively easy) or those answered by less than 30% of the students (too difficult) will be put aside as they do not contribute significantly to the measurement function of the test. Therefore, the difficulty index of both creative reading skills tests was acceptable.

Table (2) Indices of Difficulty & Facility of the Creative Reading Skills Tests

Item	Test		Item	Test	
	Fac.	Diff.		Fac.	Diff.
1	0.60	0.40	24	0.73	0.27
2	0.64	0.36	25	0.66	0.34
3	0.60	0.40	26	0.66	0.34
4	0.80	0.20	27	0.63	0.37
5	0.76	0.24	28	0.73	0.27
6	0.76	0.24	29	0.76	0.24
7	0.76	0.24	30	0.73	0.27
8	0.73	0.27	31	0.60	0.40
9	0.76	0.24	32	0.73	0.27
10	0.80	0.20	33	0.76	0.24
11	0.76	0.24	34	0.80	0.20
12	0.80	0.20	35	0.63	0.37
13	0.60	0.40	36	0.66	0.44
14	0.73	0.27	37	0.63	0.37
15	0.66	0.44	38	0.76	0.24
16	0.60	0.40	39	0.73	0.27
17	0.80	0.20	40	0.76	0.24
18	0.60	0.40	41	0.80	0.20
19	0.73	0.27	42	0.80	0.20
20	0.76	0.24	43	0.76	0.24
21	0.73	0.27	44	0.60	0.40
22	0.80	0.20	45	0.60	0.40
23	0.60	0.40			

**Significant at (0.01) level.

*Significant at (0.05) level.

The Internal Consistency Validity

After piloting the test, the data collected were used to calculate the statistical validity of the test. Internal consistency (item-total statics) was calculated as shown in the following table:

Table (3) The internal Consistency between each item and the total creative reading skills test (N = 30).

Item	Corrected item-total correlation	Item	Corrected item-total correlation	Item	Corrected item-total correlation
1	0.512**	16	0.718**	31	0.541**
2	0.686**	17	0.531**	32	0.697**
3	0.434*	18	0.697**	33	0.704**
4	0.715**	19	0.372*	34	0.697**
5	0.541**	20	0.541**	35	0.718**
6	0.697**	21	0.697**	36	0.382*
7	0.704**	22	0.704**	37	0.715**
8	0.697**	23	0.687**	38	0.482**
9	0.502**	24	0.502**	39	0.697**
10	0.616**	25	0.416*	40	0.704**
11	0.502**	26	0.715**	41	0.697**
12	0.704**	27	0.698**	42	0.465**
13	0.718**	28	0.512**	43	0.502**
14	0.512**	29	0.502**	44	0.502**
15	0.524**	30	0.502**	45	0.543**

**Significant at (0.01) level. *Significant at (0.05) level.

Reliability

The reliability coefficient of the test score was determined by using Cronbach's alpha method according to Danesh and Nourdad (2017). The data obtained were calculated and the reliability coefficient was found (0.950), which was considered acceptable. Chow and Chan (2008) illustrated that the test should have a reliability coefficient ranging from (0.70) and preferably closer to (0.90) to be considered useful and reliability.

Procedures of the Study

1. Reviewing literature and previous studies related to creative reading skills.
2. Administering a diagnostic creative reading skills test to verify the problem of the study
3. Administering a written form with questions to identify the students' needs.
4. Developing a list of some creative reading skills to be evaluated by the jury members of TEFL experts

5. Judging the test by a jury to judge its content and general form to approve its validity and reliability for the subjects and the objectives of the study.
6. Piloting the test on 30 students to measure their validity, reliability, and duration
7. Modifying the test in the light of the suggestions of the jury members and the study
8. Administering the test of some creative reading skills on the group to assess students' level
9. Analyzing the data statistically
10. Discussing the results
11. Presenting recommendations and suggestions for further research.

Results

The aim of this study was to investigate the level of preparatory school students on some creative reading skills. Therefore, this section presents the results of the current study. The evaluation focuses on evaluating of the performance of

creative reading skills for first –year preparatory school students. The results of the study including means, frequencies, and percentages of items were estimated to summarize and describe the answers of students. The findings of each item that relate to a particular criterion are presented in tables and explanations are described accordingly.

Results of Data Analysis for Creative Reading Skills

Regarding to the main question “What is the effect of an investigation on evaluating the performance of creative reading skills for first-year preparatory school students?”. Students’ answers of the items related to this question which contained items were considered and results were estimated.

Results of Data Analysis for Sub-skills of Creative Reading

The aim of this study was to investigate the level of preparatory school students on some creative

reading skills. Therefore, this section presents the results of the current study. The evaluation focuses on eleven skills namely, interpreting the referents in a variety of words, suggesting different titles for a text, getting several synonyms for one word, identifying the main idea, suggesting questions for given answers, predicting what will happen next, summarizing the text, inferring meaning of the word, guessing the meaning of unfamiliar words, expecting the writer’s purpose of the passage, suggesting different solutions for a problem.

The results of the study including means, frequencies, and percentages of items were estimated to summarize and describe the answers of students. The findings of each item that relate to a particular criterion are presented in tables and explanations are described accordingly.

Table (4) Means, frequencies, and percentages of creative reading skills

Creative Reading Skills Test	0 %		1-25 %		26-50 %		51-75 %		76-100 %		M
	n	%	n	%	n	%	n	%	n	%	
frequencies	17	56.66	7	23.33	3	10	2	6.66	1	3.33	0.77

Table (5) Means, frequencies, and percentages of subskills of creative reading

Creative Reading Skills Test	0 %		1-25 %		26-50 %		51-75 %		76-100 %		M
	n	%	N	%	n	%	n	%	n	%	
1- Interpreting the referents in a variety of Words	13	43.33	9	30	3	10	4	13.33	1	3.33	1.033
2- Suggesting different titles for a text	17	56.66	9	30	3	10	1	3.33	0	0	0.93
3- Getting several synonyms for one word	9	30	10	33.33	5	16.66	6	20	0	0	1.26
4- Identifying the main idea	13	43.33	9	30	3	10	3	10	2	6.66	1.1
5- Suggesting questions for given answers	24	80	1	3.33	2	6.66	1	3.33	2	6.66	0.60
6- Predicting what will happen next	14	46.66	12	40	3	10	1	3.33	0	0	0.7
7- Summarizing the text	23	56.66	6	33.33	1	3.33	0	0	0	0	0.36
8- Inferring meaning of the word	17	56.66	10	33.33	2	6.66	1	3.33	0	0	0.53
9- Guessing the meaning of unfamiliar words	12	40	8	26.66	8	26.66	2	6.66	0	0	1
10- Expecting the writer’s purpose of the text	15	50	5	16.66	8	26.66	2	6.66	0	0	0.90
11- Suggesting different solutions for a problem	28	93.33	2	6.66	0	0	0	0	0	0	0.06

Results of the Data Analysis for Question 1

Regarding the first question: 'To what extent can students interpret the referents in a variety of words?', students' answers of the items related to this question which contained four items were considered and results were estimated. As indicates, almost two third of the students (73.33%) answered less than two items correctly ($M = 1.033$), and only (3.33%) answered all four items correctly. This indicates that the students have lack in this skill.

Results of the Data Analysis for Question 2

Regarding the second research question: 'To what extent can students suggest different titles for a text?', students' answers of the items related to this question which contained eight items were considered and results were estimated. As indicates, majority of the students (86.66%) answered less than four items correctly ($M = 0.93$), and none answered six, seven, or all eight items correctly. This indicates that the students have a big problem with this skill.

Results of the Data Analysis for Question 3

Regarding the third research question: 'To what extent can students get several synonyms for one word?', students' answers of the items related to this question which contained five items were considered and results were estimated. As indicates, almost two third of the students (80%) answered less than three items ($M = 1.26$), only (20%) answered three items correctly, and none answered four or all five items correctly. This

indicates that the students have a big problem with this skill.

Results of the Data Analysis for Question 4

Regarding the fourth research question: 'To what extent can students identify the main idea?', students' answers of the items related to this question which contained five items were considered and results were estimated. As indicates, almost two third of the students (73.33%) answered less than two items correctly ($M = 1.1$), and only (3.33%) answered all five items correctly. This indicates that the students have lack in this skill.

Results of the Data Analysis for Question 5

Regarding the fifth research question: 'To what extent can students suggest questions for given answers?', students' answers of the items related to this question which contained five items were considered and results were estimated. As indicates, almost two third of the students (83.33%) answered less than three items ($M = 0.6$), only (6.66) answered four items correctly, and none answered five or all six items correctly. This indicates that the students have a big problem with this skill.

Results of the Data Analysis for Question 6

Regarding the sixth research question: 'To what extent can students predict what will happen next?', students' answers of the items related to this question which contained four items were considered and results were estimated. As indicates, almost two third of the students (86.66%) answered less than two items correctly (M

=0.7), and only (3.33%) answered all four items correctly. This indicates that the students have lack in this skill.

Results of the Data Analysis for Question 7

Regarding the seventh research question: ‘To what extent can students summarize the text?’, students’ answers of the items related to this question which contained eight items were considered and results were estimated. As indicates, majority of the students (89.99 %) answered less than four items correctly ($M = 0.36$), and none answered six, seven, or all eight items correctly. This indicates that the students have a big problem with this skill.

Results of the Data Analysis for Question 8

Regarding the eighth research question: ‘To what extent can students infer the meaning of the word?’, students’ answers of the items related to this question which contained three items were considered and results were estimated. As indicates, almost two third of the students (89.99%) answered less than two items correctly ($M = 0.53$), and none answered all three items correctly. This indicates that the students have lack in this skill.

Results of the Data Analysis for Question 9

Regarding the ninth research question: ‘To what extent can students guess the meaning of unfamiliar words?’, students’ answers of the items related to this question which contained four items were considered and results were estimated. As indicates, almost two third of the students (66.66%) answered less than two items

correctly ($M = 1$), and only (6.66%) answered all four items correctly. This indicates that the students have lack in this skill.

Results of the Data Analysis for Question 10

Regarding the tenth research question: ‘To what extent can students expect the writer’s purpose of the text?’, students’ answers of the items related to this question which contained five items were considered and results were estimated. As indicates, almost two third of the students (66.66 %) answered less than two items correctly ($M = 0.9$), and none answered four or all five items correctly. This indicates that the students have lack in this skill.

Results of the Data Analysis for Question 11

Regarding the eleventh research question: ‘To what extent can students suggest different solutions for a problem?’, students’ answers of the items related to this question which contained eight items were considered and results were estimated. As indicates, majority of the students (99.99 %) answered less than four items correctly ($M = 0.06$), and none answered six, seven, or all eight items correctly. This indicates that the students have a big problem with this skill.

Discussion

The evaluation of some creative reading skills was conducted through a test. The importance of some creative reading skills was investigated according to 30 students. Results gained confirmed the importance of the study. The test

had obviously influenced in lacing some creative reading skills among first year EFL students. According to the results, the study proved that the first-year preparatory school students have a real problem of some creative reading skills. Results of the test were a great chance for students to develop some creative reading skills that they did not have.

Several studies in Egypt emphasize the importance of employing creativity in English language skills in general and in creative reading skills in particular. Due to using creative reading skills in teaching reading comprehension, students can construct easily the meanings of the text to interpret the author's meaning. Additionally, it can be observed that most students have some creative readings comprehension difficulties because they lack certain strategies that should be employed to achieve effective reading. As a result, the creative reading skills are treated through various studies in the Egyptian context in several educational stages.

Ebrahim (2017) believed that the potential of knowledge navigation within any suggested program for reading comprehension was the secret of its superiority. Additionally, the interactive nature of finding information makes it easier for the reader to understand the text easily and creatively. Morozova (2013) assumed that achieving more interaction leads to achieve more language development and learning. Students need to be provided with the opportunity to

interact with the material to create ideas through reading comprehension texts (Florea, 2014).

Tristiana (2018) assured that due to constructivist theory, during reading process creatively the students use their previous knowledge to solve their reading problem like understanding the questions of the text first then they read the text. So, they could suggest different titles for a text.

Both teachers and students should know the most effective way to develop some creative reading skills in classroom. This study found that there was a real problem in the weakness of students' creative reading skills. The researcher concluded from the study that it can help to use a suggested program for developing some creative skills of preparatory school students.

Conclusion

The present study aimed at investigating the importance of some creative reading skills of first-year preparatory school students. It can be concluded from the findings of the current study that there was a lack of some creative reading skills of first-year preparatory school students.

Implications

The concluding results of the study highlight the significance of transaction between the reader and the text to empower students and encourage them to participate and think creatively. This enhances enjoyment with the text and gives students a sense of confidence. Creative reading skills encourage students to express freely in their words their point of views through the personal comprehension of the text. Creative reading skills

help students read analytically and critically to give judgments around what they read without depending on the literal comprehension to the words within the text. The teachers can encourage students to read creatively and understand the ambiguous meanings of what they read. Communication features motivate students to participate socially to exchange knowledge and communicate with their instructor continuously and positively.

Recommendations

In light of the results of the study, some practical recommendations could be offered for EFL teachers and curriculum designers which they can make use of to improve the current EFL learning setting.

For syllabus Designers

- Integrating enjoyable activities in the syllabus design to meet the ultimate goal of reading creatively.
- Utilizing techniques in the structuring of the curriculum through the integration of learner-centered activities in which the student is the main player in the process of understanding the text.

For EFL Teachers

- Teachers' role is recommended to be changed from being the main source of information to becoming a facilitator, monitor, and consultant.

- The EFL teachers should monitor students' performance in a regular basis and make instructional plans to reflect their needs.
- Creative reading skills in EFL should be given extra attention and time in the classrooms.
- English language teachers are recommended make use of the massive advances of the current innovations concerning education generally and teaching the English language specifically. These aspects can be effective for developing some creative reading skills for students in the English language.

Suggestions for Further Research

- An investigation examining the impact of creative reading on students' motivation and self-esteem.
- An investigation examining the impact of creative reading on the students' level of understanding the texts.
- An investigation examining the impact of creative reading on developing learners' attitudes towards English as a foreign language.

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