



جامعة العريش  
كلية التربية

# مجلة كلية التربية

علمية محكمة نصف سنوية

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[j\\_foea@aru.edu.eg](mailto:j_foea@aru.edu.eg)



## الإشراف العام

أ.د. عادل السيد سرايا	عميد الكلية (رئيس مجلس إدارة المجلة)
أ.د. سعيد عبدالله لافي	أستاذ المناهج وطرق التدريس ووكيل الكلية للدراسات العليا والبحوث (نائب رئيس مجلس إدارة المجلة)

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أ.د. رفعت عمر عزوز	مدير التحرير (أستاذ أصول التربية – وكيل الكلية – لشئون التعليم والطلاب )
أ.د. صالح محمد صالح	مدير التحرير ( أستاذ المناهج وطرق التدريس – وكيل الكلية لشئون خدمة المجتمع وتنمية البيئة )

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أ.د مصطفى رجب	د. خليل رضوان خليل
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أ.د رزق منصور بديوي	د. السيد الشربيني
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## قواعد النشر بمجلة كلية التربية بالعريش

- ١- تخضع البحوث والمقالات المقدمة للنشر للفحص والتحكيم من أساتذة مرموقين في المجالات المتخصصة ، كما تتعرض لمراجعة دقيقة من حيث اتباعها لأصول كتابة البحث العلمي .
- ٢- ويسر إدارة المجلة أن تعلن عن قواعد النشر بالمجلة التي سوف يتم تطبيقها بكل دقة الامر الذي يعني مناقشة الباحثين الراغبين في نشر بحوثهم ومقالاتهم على صفحات المجلة الحرص على ان يكون إنتاجهم مستوفياً لهذه القواعد شكلاً ومضموناً حتي يتجنب البحث الرفض أو إعادته لإجراء تعديلات كثيرة .
- ٣- تقدم الابحاث مطبوعة على الكمبيوتر على مسافة مزدوجة بين الاسطر وهامش لا يقل عن ثلاث سنتيمترات من جميع جوانب الصفحة بحيث يكون متوسط الكلمات في السطر الواحد (ثمان) كلمات وعدد أسطر الصفحة الواحدة (عشرون) سطرًا وذلك على ورق حجم (A4) .
- ٤- يكتب البحث أو المقال وإسم الباحث ومركزه وعنوان المراسلة البريدي على صفحة مستقلة في بداية البحث .
- ٥- يرفق مع البحث ملخصاً وافياً يتراوح من ( ١٠٠-٢٠٠ ) كلمة في الصفحة الواحدة .
- ٦- تسلم لإدارة المجلة (٣) نسخ من البحث لأغراض المراجعة والتحكيم وتحفظ إدارة المجلة بنسخة واحدة تبقى في ملفات المجلة ولايستعيده الباحث مرة اخري وترسل نسختان للتحكيم .
- ٧- يرفق الباحث مع البحث المراد نشره مبلغاً مالياً كما هو محدد في قواعد النشر .
- ٨- لا ترسل البحوث الى التحكيم إلا بعد اجتيازها بنجاح مراجعة أسلوب الكتابة .
- ٩- يرسل خطاب للباحث لإجراء اى تعديل يتفق مع قواعد النشر .
- ١٠- عند اجتياز البحث مرحلة التحكيم وإجراء التعديلات ترسل إدارة المجلة إلى الباحث خطاباً لقبول النشر .
- ١١- ترحب إدارة المجلة بنشر مراجعات وعرض الكتب والمؤلفات العربية والاجنبية .
- ١٢- كل ما ينشر في المجلة لا يجوز نشره باى طريقة أو في اى مكان آخر دون إذن كتابي من مدير التحرير .
- ١٣- تقدم البحوث مكتوبة ببنت (14) خط ( simplified Arabic ) علاوة على ( ٣ ) نسخ لا يجاوز البحث (٣٠) صفحة وتحسب الصفحة الزائدة بـ ( ١٠ جنيهاً ) وبـ ( ٥٠ دولار ) للباحثين في الخارج .
- ١٤- لا تلتزم المجلة برد البحوث أو الدراسات التي لا يتقرر نشرها أو غير قابلة للنشر .

- رسوم النشر التي يتحملها أصحاب البحوث الراغبين في نشر بحوثهم في المجلة كالتالى :
  - ١- مبلغ (٥٠٠ جنيهه) ( ٢٠٠ تحكيم + ٣٠٠ للنشر ) للبحث الذي تصل عدد صفحاته (٣٠) صفحة بالإضافة إلى ( ١٠ اجنبيات ) عن كل صفحة يزيد عن ٣٠ صفحة .
  - ٢- مبلغ ( ٢٥٠ دولار ) ( ١٠٠ للتحكيم + ١٥٠ للنشر ) للباحثين غير المصريين بالخارج بالإضافة إلى ( ٥ دولار) للصفحة الواحدة التى يزيد فيها البحث عن ( ٣٠ صفحة ) .
  - ٣- مبلغ ( ٣٠٠ جنيهه ) نظير نشر ملخصين لرسالة دكتوراة للباحثين من داخل جمهورية مصر العربية .

## محتويات العدد ( ١٤ )

م	عنوان البحث	الباحث	صفحة
بحوث ودراسات محكمة			
١	تأثير المواقع الإلكترونية علي سلوكيات طفل الروضة بدولة الكويت	د / ريم محمد السعيد	٤٤-١١
٢	أثر اختلاف نمطين للتغذية الراجعة الإلكترونية (تصحيحية/إعلامية) وتوقيت عرضهما (فورية/مرجأة) داخل مهام الويب في تنمية بعض المفاهيم العلمية ومهارات التعليم من أجل التفكير لدى معلمي العلوم بالحلقة الثانية للتعليم الأساسي	د/ مصطفى أبو النور مصطفى محمد سالم	١١٧-٤٥
٣	برنامج قائم علي التدريس المتميز في التاريخ لتنمية المسؤولية الاجتماعية والتحصيل لدي طلاب الصف الثاني الثانوي	د. رضا منصور السيد	٢٠٢-١١٩
٤	The Effectiveness of Portfolio on Developing Creative Writing Skills and Satisfaction, Al-Arish Faculty of Education, Third Year English Majors	<i>Dr. Amal Abdel-Fattah Abdullah Ismail El-Maleh.</i>	٢٧٨-٢٠٣

**The Effectiveness of Portfolio on Developing  
Creative Writing Skills and Satisfaction, Al-  
Arish Faculty of Education, Third Year  
English Majors**

**By:**

***Dr. Amal Abdel-Fattah Abdullah Ismail El-Maleh.***

Lecturer of Curriculum & English Instruction (TEFL),  
Al-Arish Faculty of Education, Arish University.

E-Mail: [amalemaleh55555@gmail.com](mailto:amalemaleh55555@gmail.com)

**Abstract:**

The current study aimed at clarifying the effectiveness of using student's portfolio on developing creative writing skills and satisfaction for Al-Arish Faculty of Education undergraduate English majors. To accomplish this aim, the three following instruments have been prepared and administered by the researcher after establishing their validity and reliability: 1) The Needed Creative Writing Skills Checklist, 2) The Pre/Post Creative Writing Skills Test and, 3) The Student's Satisfaction/Dissatisfaction Questionnaire towards using portfolio throughout their creative writing course. Subjects of the study consisted of two groups of third year English majors at Al-Arish Faculty of Education. One group represented the control group (N=25), while the second was the experimental group (N=25). Findings of the study have revealed that a) There are no significant statistical differences between the control and experimental groups at the pre-administration of the creative writing skills test, b) There is a low standard of the needed creative writing skills in general, at the pre-creative writing skills test for both groups, c) There are significant statistical differences between the pre and post administration of the creative writing skills test of the experimental group in favor of the post administration, d) There are significant statistical differences between means of scores of the control and experimental group students in the pre/post creative writing skills test in favor of the post-administration of the experimental group, e)

There are significant statistical differences showing the experimental group students' satisfaction towards using portfolios throughout their creative writing course and f) There is practice of various social skills throughout small-group discussions. Recommendations and suggestions for further studies and research have been presented.

Key Words: a) portfolio, b) creative writing portfolio, c) small group discussion, d) creative writing, d) creative writing skills.

### ملخص الدراسة باللغة العربية:-

العنوان: " أثر استخدام ملف الإنجاز علي تنمية مهارات الكتابة الإبداعية و الرضاى

لدي طلاب الفرقة الثالثة

-شعبة اللغة الإنجليزية - بكلية التربية بالعریش"

هدفت هذه الدراسة إلى قياس أثر استخدام ملف الإنجاز علي تنمية مهارات الكتابة الإبداعية اللازمة لطلاب الفرقة الثالثة- شعبة اللغة الإنجليزية- بكلية التربية بالعریش و التعرف علي مدي رضاهم/ عدم رضاهم عن استخدامة في مقرر الكتابة الإبداعية لديهم.ولتحقيق الهدف الرئيس للدراسة ، قامت الباحثة بإعداد و تطبيق الأدوات التالية بعد التحقق من صدقهم وثباتهم:

(١) إعداد بطاقة لتحديد مهارات الكتابة الإبداعية اللازمة لطلاب الفرقة الثالثة - شعبة اللغة الإنجليزية - بكلية التربية بالعریش، (٢) إختبار مهارات الكتابة الإبداعية ، (٣) استطلاع رأي خاص بالتعرف علي مدي رضاهم/عدم رضاهم المجموعة التجريبية عن استخدام ملف الإنجاز في دراسة مقرر الكتابة الإبداعية.

وقد أوضحت نتائج الدراسة ما يلي:-

أ) لا توجد فروق ذات دلالة إحصائية بين كل من المجموعة التجريبية والمجموعة الضابطة في مهارات الكتابة الإبداعية للاختبار القبلي.

ب) تدني مهارات الكتابة الإبداعية اللازمة لطلاب الفرقة الثالثة – شعبة اللغة الإنجليزية – بكلية التربية بالعريش. ج) وجود فروق ذات دلالة إحصائية موجبة بين كل من المجموعة التجريبية و المجموعة الضابطة في تنمية مهارات الكتابة الإبداعية لصالح التطبيق البعدي للمجموعة التجريبية.

د) توجد فروق ذات دلالة إحصائية تشير الي ممارسة طلاب المجموعة التجريبية للعديد من المهارات الإجتماعية من خلال المناقشات داخل المجموعات الصغيرة.

هـ) توجد فروق ذات دلالة إحصائية تشير الي رضا معظم طلاب المجموعة التجريبية عن إستخدام ملف الإنجاز في دراسة مقرر الكتابة الإبداعية. و قد تم تقديم بعض المقترحات والتوصيات لدراسات و بحوث مستقبلية.

**الكلمات الدالة:-** (أ) ملف الإنجاز ، (ب) ملف الإنجاز الخاص بالكتابة الإبداعية، (ج) المناقشة داخل المجموعات الصغيرة، (د) الكتابة الإبداعية ، (هـ) مهارات الكتابة الإبداعية

### **Introduction:**

Writing in general and creative writing (CW) in particular is considered as one of the most significant communicative interactive language skills in both academic and real life. Its significance might be inspired from its connection and integration to higher thinking skills in general and creative writing skills (CWS) and studying academic subject matters and literature in particular. Furthermore, it is closely connected with the Egyptian system of English instruction and evaluation, depending on lecturing and memorizing information.

Where, the Egyptian evaluation system is commonly represented in written paper and pencil tests which minimize, shrink and frustrate the attempts of creation from both students and their teachers. Despite of the significance of CW, it is more complicated than other language skills because of its specific nature and features. However, CW instruction and evaluation do not have the serious concern they really deserve especially at the university academic and educational programs. Moreover, developing CWS in general and its evaluation in particular still need more interest, studies and research.

However, many researchers and studies have stressed the previous thoughts; for example, Treffinger (2002) indicated that CW helps to find innovative relations in new contexts different from familiarity. Students create when they interact and cope with available knowledge and experience, throughout a connected integrated system. Cheung et al (2003) pointed out that, in spite of the significance of CW, it is still taught and evaluated using traditional methods, suggesting using teaching methods to promote CWS and support students' self-confidence throughout their involvement in actual activities. Vandenberg (2004), Dawson (2005), and Kuhl (2005) argued that despite the growth of concerning CW, its instruction and assessment remain largely theoretical rather than practical. However, it is a challenge to teach, develop and evaluate CW. Leahy et al. (2005) and Majallat al Tarbiah wa-Al-Talim(2007) and Russell(2008) referred to the significance of teaching and

developing CW, pointing to the effectiveness of using portfolio as one of the effective practical applications for teaching, developing and evaluating CW as well as using individual /small-group discussions' accomplishments more than many other activities.

Morley(2007),Baer&Mckool (2009),Johnson(2014), and Davenport(2017) stated that, in spite of the significance of CW assessment for measuring progress and development, it is one challenge to assess CWS especially at the university stage. They referred to creative writing portfolio (CWP) as an effective assessment tool. Gutkind (2006) and Larsen & Ghose (2010) referred to the significance of CW at enhancing awareness of the surrounding environment and real/self-experiences, expressing self-reflections, enhancing creativity and imagination throughout literary works. May (2010) also administered a team work project to maximize using technology-based CW program to enhance CWS for undergraduate/post-graduate students. Nasir et al (2013) referred to the significance of writing in general and CW in particular as a productive language skill especially at the eastern world. Moon (2013) and Kolb (2014) ensured that more concern should be directed to CW especially in higher education by practicing students to reflect throughout literature and experiential learning. Grabe and Bkaplan (2014) stressed the complex nature of CW in English, both as a first, and as a second/foreign language, suggesting various

methods for teaching/assessing CW for advanced levels such as using portfolios. On the other hand, Kaur and Singh (2015) declared that educators should pay more attention to the significance of portfolios as an alternative form of the traditional existing assessment tools which focus on measuring student's recall and memorization of knowledge. Gilbert (2016) pointed out that students take courses in the Academic certificate in CW program throughout building up their portfolios of original works and activities related to their CW program for getting their B.A or M.A level of CW programs. Donnelly(2013), MacDonald & Bridges (2016), and Amaranth(2016) pointed out that developing students' understanding, critical thinking and CWS could be achieved throughout studying English literature, short writings and critical reading tasks and activities using portfolios. Docente (2017) and <http://www.ehow.com> pointed out that when students are asked to write creatively about a specific piece of literary work like a poem/ a short story, they may feel reluctant and threatened. However, providing students with a collection of appropriate fun activities and tasks help them to practice and develop their CWS and to create higher quality writing and gain more inspiration and confidence.

Moreover, The University of Houston–Victoria (2017) declared that students who enroll in undergraduate CW programs should be better prepared for their graduate studies and for teaching positions.

Accordingly, this has resulted in a greater need for CW instructors at all educational levels. However, more international concern has been directed to practice and develop CWS throughout various teaching/assessment strategies.

**Statement and Context of the Problem:**

The problem of the present study has been identified throughout the experience of the researcher of teaching writing and creative writing courses for English majors, at Al-Arish Faculty of Education because of the shortage of academic lecturers. Based on the previous background and context of the problem, the following notes were observed: a) low standard of CWS for English major students, b) a shortage of developing students' CWS using current educational teaching methods/evaluation tools. c) students have passive feelings and ideas towards writing in general and creative writing in particular as a significant complicated academic subject-matter. Hence, the problem of the study has been identified as the following throughout the following basic question:

\*What is the effectiveness of using student's portfolio on developing creative writing skills for Faculty of Education, third year, English majors?

To answer the main question above, the following sub-questions have been formed:

1) What are the creative writing skills that third year, English majors need to develop?

- 2) What is the standard of third year English majors' of creative writing skills?
- 3) What is the effectiveness of using student's portfolio in developing creative writing skills?
- 4) To what extend are students satisfied/dissatisfied with using portfolios in their creative writing course?
- 5) What is the effect size of using portfolio on developing creative writing skills?
- 6) What is the effectiveness size of using portfolio on developing creative writing skills?

**Purpose of the Study:**

The primary purpose of the present study is seeking the effectiveness of using student's portfolio on developing the needed creative writing skills, NCWS and satisfaction of third year, English majors throughout their CW course.

**Hypotheses of the Study:**

To answer the questions of the study, the following hypotheses have been formed:

- 1) There are no statistically significant differences between the means of scores of the control and experimental group students in the CWS and its sub-skills at the pre-test.
- 2) There are statistically significant differences between the means of scores of the control and experimental group students in the CWS and its sub-skills in the post-test.

- 3) There are statistically significant differences between the means of scores of the experimental group students in the CWS in both of the pre and post tests.
- 4) There are statistically significant differences between the responses of the experimental group students related to their satisfaction/dissatisfaction questionnaire towards using portfolios throughout their CW course.
- 5) There are statistically significant differences between the responses of the experimental group students in practicing the social skills throughout small–group discussions.
- 6) There are statistically acceptable effect size and effectiveness of using student's portfolio on developing students' NCWS.

**Rationale of the Study:**

Some reasons for conducting the current study have been handled as follows:

- 1) The low standard of third year, English majors of CWS requires a current method of instruction/evaluation.
- 2) Using the traditional methods for teaching/evaluating CW, with their disadvantages most of the time. Freeman, et al. (2014), Cheung et al (2003).
- 3) The students' negative attitudes towards writing in general and CW in particular.

4) Using student's portfolio may help students to practice and develop their CWS and practice, various social/ language skills rather than memorizing information.

**Significance of the Study:**

The present study could be significant for third year, English major students and lecturers of TEFL as follows:

**First: For Students:**

- 1) The current study could participate in developing English majors' CWS.
- 2) It could be meaningful in practicing and developing students' knowledge, skills, roles, and experience at structuring and using their own CW portfolios,(CWP).
- 3) It might also be significant in practicing and developing basic social skills such as exchanging ideas, points of views, feelings and experiences through building up their portfolios/ small group discussions.
- 4) Designing portfolios may also be useful at practicing and developing some positive values and attitudes such as motivation, self-confidence, self-direction, self-esteem, and satisfaction towards using portfolios.
- 5) Students' involvement in designing their portfolios may assist in achieving some significant educational purposes such as students' centrality, involvement in the learning/teaching process, excitement of learning/teaching process unlike the traditional method is more

boring and passive, Atkinson et al (2002), Nasr (2002) and Esion (2010).

**Second: For Lecturers of Methodology and linguistics:**

- 1) The study might attract the university lecturers' attention to the significance of using students' portfolios at developing and evaluating various academic and educational subject matters.
- 2) Using various current instructional strategies, such as small group discussions instead of the traditional method to practice/develop various language/social skills.
- 3) Identifying and developing the needed CWS for third year English majors.
- 4) Providing the field of evaluation with a pre/post CWS test as well as a set of formative quizzes for evaluating CW.

**Terms of the Study:**

The present study has identified the following terms since they are closely related to its problem, purposes, and variables: a) portfolio, b) creative writing portfolio, c) small group discussion, d) creative writing, d) creative writing skills.

However, there are many definitions for portfolio and creative writing portfolio(CWP), for example, Atlee (2005) defined student's WP as a collection folder decorated by the students to hold all their finished works final drafts should also be accomplished by all supporting drafts and pre-writing notes. Webster (2017) identified a

**portfolio** as a selection of students' works and tasks—such as papers and tests—compiled and accomplished at a period of time. It is used for assessing students' performances/progress in specific area (s). According to <https://capsingapore.wordpress.com> the portfolio has been identified as, a form of assessment based on students' authentic performance and activities measuring their development of CWS. They are encouraged to be self-directed in developing their portfolios. Referring to **CWP**, Mauk(2008), Alpert(2016) and <https://capsingapore.wordpress.com> have identified it as an authentic form of assessment to measure the student writer's maturity of thoughts and literary style. In writing courses, portfolios enable students to show their efforts, works and progress through the stages of the writing process representing the writer's original work. In developing the portfolio, the student writer is self-directed in his/her learning. Gibson (2010) identified **A good CWP** as a meaningful collection of the student writer's activities, works, reflections, fluency and flexibility in the crafting of ideas, originality of insight, and thoughtfulness in the clarifications of ideas as well as self-reflection and sensitivity to the world at large. **Small Group Discussion**, as a selected teaching strategy included in the CWP, was identified as a learning/teaching strategy in which small groups of students work together face to face to achieve specific goals. They meet regularly under the guidance of their teacher to discuss a specific idea, topic, issue or problem. Through their small group discussions, students practice and develop

their skills to discuss, ask, answer, formulate debates, and refine their critical understanding of particular idea. In their small groups, students will find out new information about the content of the unit/module. They will explore and develop their own ideas about the material in discussions, by doing so, they will communicate, interact, exchange their own experiences which might be exciting, respond to feedback, collect CW activities in a portfolio to form their assessment.

In the light of the previous background, review of literature and related studies, the researcher has identified **CW** as a communicative, interactive, productive skill in which students express their own ideas, points of views, and experiences using an original, fluent and flexible way throughout the stages of the writing process. Accordingly, the **CWS** have been identified in the current study as the students' abilities to produce various pieces of writing, characterized and assessed by quality and quantity .Quality is represented in originality, flexibility and organization of ideas using appropriate writing style. Quality is represented in students' fluency of thoughts, vocabulary richness, and finally grammar and mechanics of writing. The present study also has considered the **CWP** as a purposeful form of assessment based on students' practical authentic performance, tasks and activities. It aims at measuring students' developments of CWS, according to quality and quantity criteria. The students are encouraged to be self-directed and independent in

structuring/developing their portfolios throughout individual/group work.

### **Review of Literature and Related Studies:**

This section of the study has tackled the following aspects:

First: The Principles of Structuring/Using Portfolio,

Second: The Structure and Main Features of a good Portfolio,

Third: Small Group Discussions, as the Selected Instructional Strategy,

Fourth: The Roles of Students and Teachers in Structuring CWP,

Fifth: The Effectiveness/Ineffectiveness of Portfolio and Small Group Discussions.

Sixth: The Nature of Creative Writing and Creative Writing Skills

### **First: The Steps/Principles of Structuring and Using Portfolio,**

Various educators and researchers have drawn the major steps/principles for structuring and implementing student's portfolio as an assessment tool in the learning and teaching process. For example, Kaur and Singh(2015) and own your own future.com pointed to the following principles and considerations to assist both students/teachers in structuring and using portfolio effectively throughout their proposed model: 1) Specifying the essential language skills, designing assessment purposes from learning outcomes,2)Specifying teacher's instructional strategy, explaining the task, designing meaningful interesting learning activities,

3) Assessing students' performance according to students' scores and their compile work in portfolios,4) Providing teacher's feedback on students' performances in the light of students' self–reflection and filling in the self–assessment forms,5) Providing opportunities for practice for students such as enhancement activities for good students and remedial ones for weak students, 6) Compiling evidence of 'best efforts' in a portfolio,7) Evaluating the portfolio using a rubric,8) Raters/Teacher's evaluation of the portfolio. However,Palmer Fueche l(2015),High School Writing Portfolio(2016–2017) and [https://www.yeneseo.edu /sites default/files/education 12 resources–portfolio–assessment](https://www.yeneseo.edu/sites/default/files/education%20resources–portfolio–assessment) indicated the form and content of student's writing portfolio. It is also pointed out that the primary purpose of constructing WP is documenting student's learning on specific writing curriculum outcomes and evaluating the student's development over a period of time. Hence, the WP should have selections that include authentic evidence of the writing process, including papers, quizzes, tests, worksheets, designs, graphics, CD, essays, creative writing activities, posters, photos of events/things, samples of independent work, as well as teacher feedback and students' reflections.

### **Second: The Structure and Main Features, of a Good Portfolio,**

Various researchers and educators have referred to the structure, and the main features of a good portfolio, For example. Heiman &

Carter (2010), Palmer–Fuechel(2015),The University of Arizona (2017) and Privacy & Cookies at word press.com, indicated that a good portfolio should have specific characteristics different from a show/collection case as follows:

- a) It should be purposeful, meaningful and thoughtful. It should have a collection of works/activities/tasks that show the students' efforts, development of achievement/skills in a chosen aspect of literary interest.
- b) The content must be selected by the students themselves with assistance of the teacher–adviser.
- c) The students should identify the rationale and justification for their selections including self–reflections.
- d) The choice of selections and sequence that structure CWP should be self–explanatory, pieces which are thematically organized.
- e) The number of pieces to be included is not as important as the representative nature of the collection. However, form integrates meaning not the opposite.
- f) The chosen items should be represented of the students' continuous developments towards mastering of knowledge, skills and attitudes.

In addition, Arizona University (2017) pointed to the requirements of CW program for graduate students with a B.A in CW as follows:

- a) Students should be able to write well craft and compelling works of literary merit in poetry/prose,
- b) The students' abilities to manipulate craft elements in writing/revising a poem/a story,
- c) Identifying /analyzing thoughts/characters/ actions originally in literary works.

### **Third: Small Group Discussions as the Selected Instructional Strategy,**

In the current study, small group discussion strategy has been selected to assist students to exchange their own ideas, points of views, experiences, and practice NCWS, throughout reading some selected literary texts, as well as developing positive values and attitudes. However, many educators, studies and institutions supported developing students' CWS. For example, Oxford University (2017) introduced 2 year undergraduate diploma to develop students' CWS using portfolios and small group discussions through performing critical reading activities, making useful feedback and judgments.

### **Fourth: The Roles of Students and Teachers in Structuring CWP,**

Prince (2011), Kaur and Singh (2015), Surrey University (2017) pointed to the main integrated roles of students and teachers in creating the CWP. For example, the teacher should assist his students in planning, designing and accomplishing their own CWP, offering guidance, consultations and clarification. The teacher should

also clarify, organize manage and execute lessons. In addition, teachers should facilitate and guide students to collect data, explore and analyze information instead of memorization and recalling. They should also support and develop positive attitudes and values such as motivation, self-confidence, self-direction, independence and sense of ownership of learning, communication and cooperation. The teachers should also evaluate the students' performances according to the principles, conditions, and criteria that have been identified before/during the stages of building up and using portfolios. On the other hand, students should be aware of the objective and requirements of their portfolios, form and meaning. They should also accomplish their tasks and activities according to the objective and conditions related to quality and quantity of their CWP. Moreover, they should be flexible, able to express their thinking critically and creatively throughout their writings reflecting upon their CW tasks and activities. They should also exchange, connect, integrate and share their own ideas, perceptions, points of views and experiences with each other according to various cultural backgrounds. In addition to working cooperatively, students should also work independently producing original pieces of writing. Finally, positive attitudes should be developed by maintaining CW portfolios.

**Fifth: The Effectiveness/Ineffectiveness of Portfolio & Small-Group Discussion.**

Review of literature and related studies, e.g. Gibson(2010), Prince(2011), Palmer–Fuechsel (2015) have indicated that **portfolios work effectively when,**

a) The goals are clearly specified, b) They are closely connected with the target goals and outcomes, c) They are related to the students' needs, interests, and level of language, d) The students share in selecting the content that is going to be studied, e) The students are centered and work independently, f) The students should have an opportunity to select, organize and justify their contents and g) The students/teacher should evaluate their works.

**Portfolio do not work when,** a) They are not related to purposeful clear objectives/outcomes, b) They do not belong to students' needs, interests and level, c) The content is made exclusively and forced by the teacher, d) The teacher is dominated/ students are not centered, e) Students do not have opportunities to select, organize and justify their content, f) Portfolios are used infrequently, and g) Students/teachers do not evaluate their work.

### **The Significance/Effectiveness of Small–Group Discussion.**

Many educators referred to the significance/effectiveness of small group discussion, for example, Gibson(2010), Prince(2011), Burdick(2015) & Lee(2016) pointed out that, small group discussion is one of the most significant and dominant pedagogic genre in English studies, distinguished by direct effective communication. They referred that,

this strategy assists students to develop their own CWS, especially generating ideas through brainstorming and discussing ideas, and constructing their portfolios. They added that, small group discussion reduces the level of risk involved in CW, increasing student's satisfaction and self-confidence.

### **Sixth: Definition and Nature of Creative Writing and Creative Writing Skills**

The definition and nature of CW and CWS have been identified and described in both the ancient and contemporary review of literature and research. However, they are connected, integrated and sometimes interrelated. For example, Sharples (1999) and Cheung et al (2003) indicated that both writing and CW contain generating ideas, creating plans, drafting a text, and reviewing the final product to communicate and share. He described CW as a communicative productive systematic analytical process. It requires solving problems, transforming the flow of ideas into words, generating and expressing original ideas and meanings appropriately and evaluation. He added that CW contains the flow of mental association, engagement and reflection expressing thoughts and perceptions. However , CW breaks the constraints and bounds of traditional formal writing such as the mechanics of writing. Vandenberg (2004), and Regie Routman, Writing Essentials, (2005) pointed to the four stages of writing process as the following: a) pre-writing, e) drafting,

d) revising, e) editing and publishing/sharing. Burns (2003), Vandenberg (2004) and Gutkind (2006) pointed out that thinking and satisfaction are basic elements of the writing process, connecting CW with fiction, poetry and narrative essays especially at advanced undergraduate study using holistic scoring/fry reliability formula.

### **Review of Literature and Related Studies:**

Many educators and researchers conducted various searches and studies to investigate the effectiveness of using portfolios and small group discussion to develop and evaluate different subject matters in general and CW in particular. For example, Roeder(1993) indicted that a portfolio seemed the best mechanism for verifying students' competencies. They can synthesize what they have learned and apply them in new situations reflecting upon their experiences and be proud of their own accomplishments. Meyer (1995) administered a study showed significant statistical differences in developing the CWS of the experimental group using graphic organizers.

Sutherland and Topping (1999) conducted a study developed CWS, process and positive attitudes using cooperative learning. Fenza (2000) indicated that CW courses usually contain studying literature, especially at the university stage, including reading assignments, critical activities, oral presentations, self-expression, recitations and exams. Halpern and Halpern (2006) used

CW and literature in Mathematics classes, preparing geometry/CW rubric for scoring. Shaaban and Osman(2006) administered a study aimed at proposing some suggested standards that can be used for building up 3<sup>rd</sup>. preparatory students' portfolios as requirements for secondary stage. Swander (2007) indicated that the portfolio of a polish work is important in applying theory to practice in CW courses. Seifeddin et al (2009) administered a comparative study between both traditional and electronic portfolios, offering a framework for implementing e-portfolios in teacher education programs. Al-seed (2009)indicated that each teacher should get benefits by applying creative issues in his/her specific specialization, concerning of knowledge, skills and attitudes. Diamond dust (2011) stated the requirements of English literature CW portfolios for the undergraduate university students. Students were asked to use their own style; they were allowed to have inspiration from other authors using their own style and experience. Marashi and Dadari (2012) administered a study indicated that students benefited significantly from task-based writing in terms of both their writing and creativity. Nasir et al (2013) conducted a study aimed at enhancing CWS of 5<sup>th</sup> grade students. Findings showed improvement in the CWS using pre/post achievement and CWS tests. Zabihi et al (2013) administered a comparative applied study indicated the effectiveness of using cooperative learning in developing the CWS for intermediate university EFL and literature learners in Iran. Mohamed (2013)

administered a CW and reading skills checklist and pre/post CW and reading skills tests to develop CW and reading skills. Coe et al (2014) pointed out that a considerable concern should be directed to structuring and implementing teachers' portfolios to assess the progress of the quality of their teaching. Crutchfield (2015) conducted a preliminary study showed students' abilities to produce a number of original creative essays, including expressing their own personal experiences and self-reflections.

Implementing individual and group writing exercise, students concerned with quality and quantity of their CW products. Wuetherick and Dickinson(2015) conducted a comparative study in higher education to clarify the effectiveness of traditional portfolios and e-portfolios in developing CWS. The study showed the effectiveness of e-portfolios, and recommended using traditional portfolios using hard copies. Kaur and Singh (2015) conducted a study in Malaysia to identify the techniques that teachers of ESL use in implementing portfolio as an assessment tool. Findings revealed that portfolio assessment model developed student's intended learning outcomes. Bayat (2016) stressed the effectiveness of process approach, throughout group work and speaking activities to instruct and develop CW. Al-Shamry (2016) proved the effectiveness of utilizing an active learning-based strategy on developing Arabic CW composition. Metwaly and Al-Kahtani(2016) referred to using portfolios in

developing reading and writing skills. Arizona University (2017) administered the CW course for major students using small class settings throughout studying English Literature. Graduate CW majors were asked to provide a full portfolio to the instructor at the end of the course to assess how the department has met the CWS and goals. Docente (2017) provided an English course aimed at improving CWS, developing positive attitudes towards CW. Students were asked to write stories, poetry, and free writing, reflecting on their own experiences and sharing their ideas. Allegne (2017) indicated the conditions/requirements for students' applications for their ECW course/program. For example, the English language portfolio should be introduced of the best writing related to English literature with a brief letter of the course/program's objectives and information about the student. Raegen (2016), Houston–Victoria University (2017), and Surrey University (2017) indicated the requirements and roles of students and teachers of CWP. Small group discussions, summative and formative evaluations were introduced to assess and develop CWS.

**Commentary on the Previous Researches and Related Studies:**

Review of literature, and related studies above, benefited the researcher in the following aspects: a) identifying the needed CWS for third year, English majors.

b)Preparing and administering the instruments of the study, c) Creating the overview of the study, and d) Discussing results of the study.

**Method and Procedures:**

**Subjects of the Study:**

Subjects of the study consisted of 50 students of third year, English majors at Al–Arish Faculty of Education who enrolled at their decided CW course in their academic preparation program. They were randomly divided into two equal groups. One group was the control group, N=25 students, while the second was the experimental one N=25 students. They enrolled at the first semester of the academic university year in 2017–2018.

**Design of the Study:**

The present study followed the quasi–experimental design pre/post administration of two groups (the control and experimental) to investigate the effectiveness of implementing students' portfolio as an assessment tool on developing the identified needed CWS.

**Duration of the Study:**

The study was utilized throughout the first semester of the academic university year of 2017–2018. Administering the treatment has begun on 3rd. October and was concluded on 2<sup>nd</sup>.,of January (2017). The proposed treatment has been designed to develop and assess third year English majors' CWS that have been identified by the review of literature and the jury members. It was

also limited to identifying students' satisfaction/dissatisfaction towards using portfolio in their CW course.

### **Instruments of the Study:**

To answer the questions of the study and examine its hypotheses the three following instruments were prepared and administered by the researcher after verifying their validity and reliability:1) The Needed Creative Writing Checklist (NCWC),2) The Pre/Post Creative Writing Skills Test (CWST) and 3)The Students' Satisfaction/Dissatisfaction Questionnaire Towards Using Portfolios.

### **First: The Needed Creative Writing Skills Checklist, NCWSC:**

The Needed Creative Writing Checklist has been prepared by the researcher to identify the CWS which third year English majors need to develop throughout their CW course. They were identified in the light of review of literature and related studies as well as the jury members' experience; eight CWS were identified to be developed for CW course. They were identified as the following: 1) fluency of thoughts, 2) originality of ideas,3) flexibility of thoughts, 4) vocabulary richness, 5) organization of ideas,6) writing style, 7) grammar, and,8) mechanics of writing.

Validity of the NCWS checklist was verified in the light of the jury members' experience. Some modifications have been conducted according to their suggestions and evaluation. The NCWS were identified in the light of review of literature and related studies. For example, Pizarro and Buchanan(1999) referred to Williams'

Taxonomy of the types and levels of creative thought. Regie Routman, Writing Essentials,(2005), Deniz et al(2014) and Isaacson indicated that, CW contains the following majors aspects: content, language usage, organization, mechanics, and writing process. You can see appendix (1) for the names of the jury members and appendix(2) for the final form of the NCWSC.

**Second: The Pre/Post Creative Writing Skills Test, CWST,**

The test has been prepared to assess the NCWS. It consisted of two main parts. The first part aimed at stating the students' cognitive aspect of knowledge and background related to CW and portfolio. The second part stressed on assessing the NCWS as identified before. The whole test was corrected out of 130 scores. Twenty scores were given for the first part, one score for each point, and 110 scores for the second part, three scores for each component as follows: fluency, originality and flexibility were corrected of 20 scores for each, vocabulary richness, organization of ideas, writing style, grammar, and mechanics of writing were corrected of 10 grades for each. To check up the appropriateness and identify the features of the test for administration, it was piloted on a random sample of 12 students,10 days before actually administering the treatment. Student were tested on 3rd. October and re-tested on 12<sup>th</sup> of October (2017).

For stating the CWST time's limitation, the following formula has been calculated: time lasted by the fastest student–time taken by the

slowest/2=105+195/2=150 minutes. To ensure reliability of the pre/post CWST, the reliability coefficient was calculated using test and re-test ( $R=0.88$ ). Validity of the CWST was verified by using many ways such as the validity of the jury members, see appendix (3) for the names of the jury members, as well as the Intrinsic Validity Coefficient (IVC) by using the square root/reliability coefficient,  $IVC= (0.94)$ . The validity was also checked up by using the Discriminative Validity by using the Critical Ratio=6.31 with significance at 0.01 level, 2 tailed. Hence, the pre/post CWST was ready for administration, you can see appendix (4) for the final version. The test was designed in the light of some review of literature and related studies, e.g. Morley (2007) and Crutchfield (2015) referred to various types of questions to assess CWS and attitudes through studying literary works for undergraduate students. Some of these questions are: free-writing questions, reflective, providing suggestions, self-experience, solving problems by producing original/ innovative solutions.

### **Third: The Students' Satisfaction/Dissatisfaction towards Using Portfolio,**

The questionnaire for indicating students' satisfaction/dissatisfaction towards using portfolio in their CW course was prepared and administered by the researcher. It consisted of two parts. The first part consisted of 10 items. The second part was related to students' social skills which they have practiced throughout students' small

group discussions. It consisted of eight items. It has been evaluated in the light of the comments and suggestions of the jury members. The questionnaire was administered to the experimental group, after administering the treatment of using portfolios you can see you can see appendix(5) for the names of the jury members and appendix(6) for the final version of the questionnaire. However, there are many educators and researchers who interested in indicating the affective aspect related to writing skill in general and CW in particular. For example, El-Naggar(1995), El-Maleh(2000), Gibson(2010), Prince(2011), Burdick(2015) and Wuether ick & Dickinson (2015), Lee(2016) and Docente (2017).

In order to ensure validity of the satisfaction questionnaire, the validity coefficients were calculated by the two following ways: (a) Intrinsic Validity, and (b) Discriminatory Validity.

Table (1), Intrinsic Validity Coefficients of the Satisfaction/Dissatisfaction Questionnaire

From Cronbach's Alpha	From Split-Half Coefficient (Spearman-Brown)	From Split-Half Coefficient (Guttman)
0.77	0.87	0.87

As shown at table (1) above, there are acceptable values of validity coefficients.(b) Using Discriminatory Validity, the critical ratio of test

(upper – lower) scores of the satisfaction scale was 6.34 with significance at 0.01 level (2-tailed). In order to state reliability of the satisfaction scale, the reliability coefficients were calculated using the following ways:

Table (2), Reliability Coefficients of the Satisfaction/Dissatisfaction Questionnaire

Cronbach's Alpha	Split-Half(Spearman-Brown)	Split-Half (Guttman)
0.59	0.76	0.76

As shown in table (2), there are acceptable values of reliability coefficients.

To ensure the validity of the Social Skills Questionnaire, the validity coefficients were calculated by the following ways:

Table (3), Intrinsic Validity Coefficients of the Social Skills Questionnaire

Split-Half Coefficient(Spearman-Brown)	Split-Half Coefficient (Guttman)
0.66	0.66

As shown in the previous table, there are acceptable values of validity coefficients. The critical ratio of test (upper – lower) scores of the Social Skills scale was 7.07 with significance at 0.01 level(2-tailed).In order to ensure of reliability of the Social Skills Scale, the reliability coefficients were calculated as shown in table(4).

Table (4), Reliability Coefficients of the Social Skills Questionnaire

Split–Half Coefficient(Spearman–Brown)	Split–Half Coefficient (Guttman)
0.43	0.43

As shown in tables (4) above, there are acceptable values of reliability coefficients. Hence, the final versions of the instruments of the study were identified to be appropriate for administration.

**Overview of the Treatment:**

This overview highlights the main steps and procedures for administering the current treatment. In the light of review of literature and related studies. For example, Regie Routman, Writing Essentials,(2005), Hoffner(2006), Jeremy (2006), Dawson(2007), Morley (2007), Newman (2007),Ramey(2007), Seifeddin et al (2009), Gibson (2010), Heiman&Carter (2010), suggested/used various sights for developing CWS throughout studying English literature, using portfolios and small group discussions/other instructional methods. They also provided their own visions of CWP, indicating its requirements related to its form and meaning. Prince (2011),Wallace and Husid (2011), Mozaffari (2013), Coe et al (2014), Hynes (2014), Kopchick (2014), Brookshire(2015), Gilbert (2016), Lee (2016), in addition to stressing the previous ideas, they indicated the significance and steps for using scaled rubrics from most to least acceptable level for assessing both students' CWS and CWP. Crutchfield (2015), Wuetherick and Dickinson (2015),

Facione(2015),Docente (2017), and Oxford University (2017), <http://www.ehow.com>(2017) provided various CW courses to develop students' CWS throughout small group discussions using, portfolios, reading/writing activities and assignments, studying literature. They identified the objectives, content, activities and teaching methods related to CW process in general and CWS and students' attitudes towards CW courses in particular. University of Houston–Victoria (2017) pointed to some types of CW online courses which English B.A. students should select from to study and develop their CWS. In the light of the previous background, the researcher has administered the following procedures:

**1) Identifying the Instructional Objectives:**

The instructional objectives have been identified in the light of students' needs, as identified at the NCWSC, their interests and level, as have been identified in the light of the pilot study and some informal interviews, with some subjects of the study. The objectives were formed according to the philosophy of portfolio. They were related to: a) the cognitive aspect of portfolio and the NCWS, b) the affective aspect represented in students'/dissatisfaction towards using Portfolios, c) the social objectives have been identified according to small group discussions as the selected teaching strategy included in CWP. The Objectives were specified at the start of the treatment to be clear in students' minds, and were put at beginning of their CWP.

**2) Content Selection and Preparation:**

The content of the CW course was selected and prepared by the students and researcher together to fit students' interests, needs and level of language. It contained three main units. The first unit consisted of an introduction to their CW course using portfolio, small group discussions strategy and students' roles and responsibilities. The second unit was based on English literature to fit practicing and developing the NCWS containing two poems and two short stories. The third unit of the course was based on real situations and stories from students' real life experiences. An outline of the CW course was planned and introduced to be clear in students' minds and to be put at the beginning of their CWP. You can see appendix (7). Both of the control and experimental groups underwent the same amount of teaching and the same CW topics during 14 sessions of the treatment, each lasting two hours and half.

### **3) Motivating Students to be Involved in the CWP Experience:**

Preparing students to be positive participants and be motivated to take share and produce is a very important step in the experience. To motivate students to work positively, the researcher has begun by the introductory session about the definition, significance and steps/features/skills of the writing process, CW, and CWP clarifying the students' and teachers' roles and responsibilities. They were also told to have their CW scores of the semester on their participation and production of their CWP.

### **4) Selecting and implementing the instructional Strategy:**

Small Group Discussions strategy was selected to fit with the intended instructional objectives, students' needs, interests, and level of language, content, and time's limitations. Since this strategy assists students to exchange their own ideas, perceptions and experiences through practicing the CWS throughout studying the selected content. The control group was taught using the traditional common method of lecturing them, while the experimental group was taught using small-group discussion, engaging students in structuring and implementing the experience of CWP. The experimental group students were asked to form their small groups from 2–6 members, randomly and sometimes according to their own desires. Teaching mini-lessons related to the writing process, the differences between academic writing and CW, the basic CWS, using some examples of graphic organizers/ outline to organize their ideas.

#### **5) Implementing the Basic Steps/ Principles of Portfolio:**

It is important to clarify the basic principles and features of building up and using portfolio for both the students and teacher as much as possible. These principles that have been identified and utilized are:

- a) Specifying the intended goals clearly, for both of the teacher and students for each unit, activity and task.
- b) Teacher and students' awareness of their roles and responsibilities in structuring and using their portfolios, they should be aware of what to do, how, why and when.

- c) Guiding and sharing students in selecting and collecting the content of their portfolios, this should be related to the specified intended goals,
- d) Students' involvement in collecting and exploring the information and experiences included in their portfolios,
- e) Practicing and developing positive values and attitudes throughout implementing the experience of portfolio's assessment.
- f) Using appropriate criteria for evaluation, including what must be included in the portfolio and rubrics for evaluation are vital to successful portfolio assessment.

#### **6) Evaluating Students' Achievement, CWS& CWP:**

Since evaluating CWS is significant and difficult at the same time, it was important to use various types of evaluation represented in both formative and summative forms. At the current study, the formative evaluation was represented in four quizzes attached to the content, the pre/postCWST and following up constructing the students' portfolios, you can see appendix(7). In the light of review of literature and related studies .e.g.,Halpern and Halpern(2006) the researcher has developed a rubric for rating scale for evaluating the pre/post CWST and students' portfolios. The rubric contained five levels ranging from the highest/maximum level to the minimum one as follows: a) excellent,90–100( maximal use of CWS),b) very good,80–89(a lot of/most use of CWS),c)good,70–79 (uses some CWS),d)fair/satisfied,60–69 (minimal little use of CWS) and

e)poor(no use of CWS). The summative evaluation was represented in administering the Post-CWS, and presenting the final product of the students CWP, as well as the students' satisfaction/dissatisfaction questionnaire. Admitting the instruments of evaluation, it was noted that some instruments were used at both of the formative and summative evaluation such as students' portfolios and the pre/post CWS test. Diagnostic evaluation was represented in the pilot study and the CWSC, while initial evaluation was applied at the Pre-CWS Test and students' test and re-test. Feedback and evaluation by peers and the instructor have been also provided to the experimental group, you can see appendix (8) for self-evaluation. Student's self-assessment, peer-feedback, and teacher's assessment were also used to evaluate the development of CWP. Some photos and videos for students' working in their small groups and some models for portfolios have been also shown. You can see appendix (9). At the end of the treatment, the Post-CWST was administered to both groups. However, a CWP rubric was used to assess the CW achievement and skills. For example, Le Blog de Boulogne (2017) pointed out that in spite of the significance of using rubrics for assessing CWP, there is no perfect rubric.

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

To test the hypotheses of the study, the Statistical Package of the Social Studies (SPSS) program was used.

***First: Related to the Pre/Post Creative Writing Skills Test, CWST:***

**The first hypothesis of the study was formed as the following:**

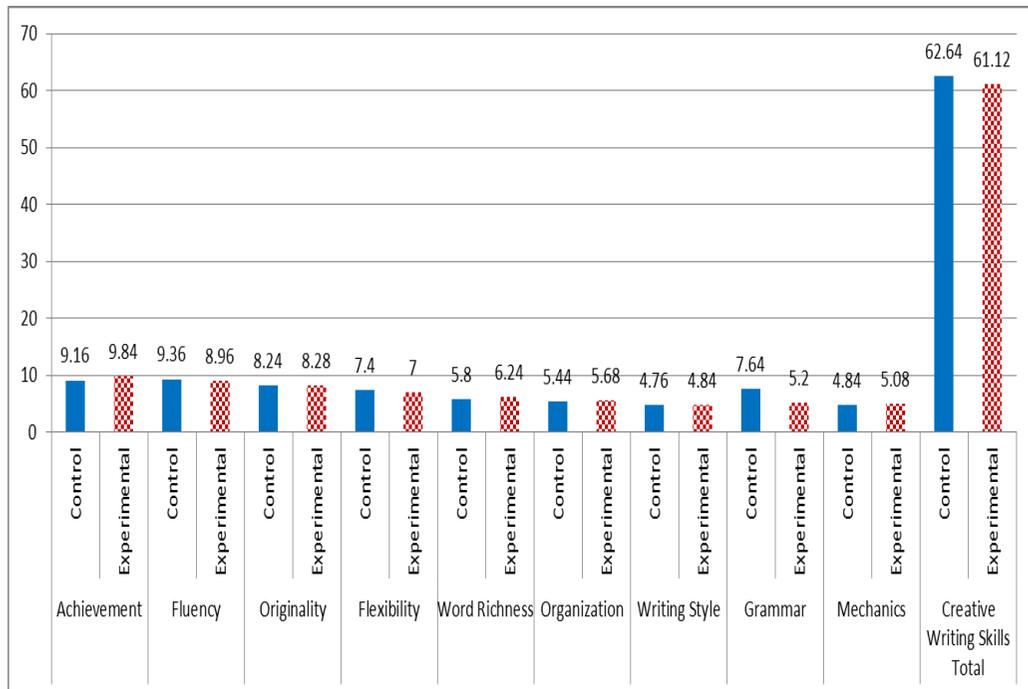
*There are no significant statistical differences between the means of scores of the control and experimental groups at the pre-CWST.*

To examine this hypothesis, the Independent-Samples T test have been computed between the means of scores of control and experimental group students in the pre-CWST as a whole as well as its sub-skills as shown in table (5). Results are presented as the following:

**Table (5), T-Test Values and Results on the Pre-CWST& Its Sub-Skills**

Skills	Group	N	Mean	Std. Deviation	df	T-Value	Sig.	Result
Achievement	Control	25	9.16	3.86	48	0.68	0.50	Not Significant
	Experimental	25	9.84	3.13				
Fluency	Control	25	9.36	4.23	48	0.36	0.72	Not Significant
	Experimental	25	8.96	3.68				
Originality	Control	25	8.24	3.80	48	0.034	0.97	Not Significant
	Experimental	25	8.28	3.74				
Flexibility	Control	25	7.40	3.92	48	0.39	0.70	Not Significant
	Experimental	25	7.00	3.38				
Word Richness	Control	25	5.80	2.66	48	0.62	0.54	Not Significant
	Experimental	25	6.24	2.37				
Organization	Control	25	5.44	2.12	48	0.43	0.67	Not Significant
	Experimental	25	5.68	1.87				
Writing Style	Control	25	4.76	1.23	48	0.22	0.82	Not

Skills	Group	N	Mean	Std. Deviation	df	T-Value	Sig.	Result
	Experimental	25	4.84	1.31				Significant
Grammar	Control	25	7.64	12.30	48	0.99	0.33	Not Significant
	Experimental	25	5.20	1.47				
Mechanics	Control	25	4.84	1.89	48	0.51	0.61	Not Significant
	Experimental	25	5.08	1.41				
Creative Writing Skills Total	Control	25	62.64	23.89	48	0.25	0.80	Not Significant
	Experimental	25	61.12	18.77				



**Figure (1) Comparison between the Means of Scores of the Control and Experimental Group Students in the Pre-CWST and its Sub-Skills.**

As shown in table(5), and figure (1) above, there are not statistically significant differences between the means of scores of the control and experimental group students at any level (2-tailed) and degree of freedom at (48), which indicates that, there are not real differences between the levels of the experimental group students and control group students in the pre- CWST and its sub-skills, So both of the two groups are equivalent. Hence, the first hypothesis has been verified.

**The second hypothesis of the study was formed as follows:**

*There are significant statistical differences between the means of scores of the control and experimental groups at the post-administration of the CWST as a whole as well as its sub-skills.* In order to examine this hypothesis, the independent-Samples, and T values have been computed between the means of scores of control and experimental group students in the CWST and its sub-skills in the post-test. Results are presented as following:

Table (6), Results of T-Test of Scores of Control and Experimental Group Students in the Post-CWST and its Sub-Skills

Skills	Group	N	Mean	Std. Deviation	Df	T-Value	Sig.	Result
Achievement	Control	25	12.56	3.69	48	5.36	0.00	Significant at 0.01 level
	Experimental	25	17.04	2.09				

Skills	Group	N	Mean	Std. Deviation	Df	T-Value	Sig.	Result
Fluency	Control	25	13.28	3.55	48	5.19	0.00	Significant at 0.01 level
	Experimental	25	17.24	1.39				
Originality	Control	25	11.72	3.73	48	6.59	0.00	Significant at 0.01 level
	Experimental	25	17.00	1.47				
Flexibility	Control	25	11.16	3.56	48	6.98	0.00	Significant at 0.01 level
	Experimental	25	16.68	1.73				
Word Richness	Control	25	8.24	2.83	48	0.63	0.53	Not Significant
	Experimental	25	8.64	1.47				
Organization	Control	25	7.24	1.05	48	4.55	0.00	Significant at 0.01 level
	Experimental	25	8.36	0.64				
Writing Style	Control	25	5.76	1.48	48	6.04	0.00	Significant at 0.01 level
	Experimental	25	8.00	1.12				
Grammar	Control	25	6.92	0.95	48	4.42	0.00	Significant at 0.01 level
	Experimental	25	8.00	0.76				
Mechanics	Control	25	6.80	1.04	48	5.24	0.00	Significant at 0.01 level
	Experimental	25	8.08	0.64				
Total Creative Writing Skills	Control	25	83.68	16.21	48	7.07	0.00	Significant at 0.01 level
	Experimental	25	109.04	7.67				

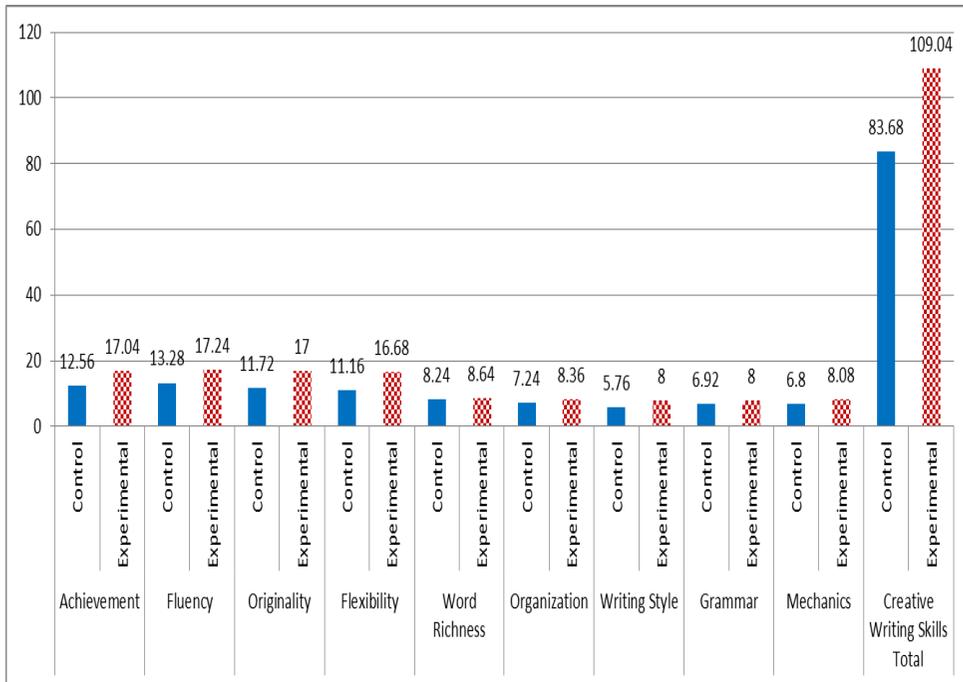


Figure (2) Comparison between the Means of Scores of Control and Experimental Group Students in Post CWST and its sub-skills

As shown at table (6) and figure (2), there are statistically significant differences at 0.01 level (2-tailed) and degree of freedom at (48) in all skills except the skill of Word Richness, which indicates that there are real differences between the levels of the control group and experimental group students in the post CWST and its sub-skills, in favor of the experimental group students. Hence, the second hypothesis has been achieved.

**The Third hypothesis of the study was formed as the following:**

*There are statistically significant differences between the means of*

scores of the experimental group students in the CWST and its sub-skills in both of the pre and post-test. In order to examine this hypothesis, the Paired-Samples Test has been computed between the means of scores of the experimental group students in the CWST and its sub-skills in both of pre-test and post-test. Results are presented as following:

Table (7) Results of T-Test of Scores of the Experimental Group Students in Creative Writing Skills and its Sub-Skills in both of Pre-Test and Post-Test

Skills	Group	N	Mean	Std. Deviation	Df	Corr.	T-Value	Sig.	Result
Achievement	Pre	25	9.84	3.13	24	0.17	10.43	0.00	Significant at 0.01
	Post		17.04	2.09					
Fluency	Pre	25	8.96	3.68	24	0.53	13.06	0.00	Significant at 0.01
	Post		17.24	1.39					
Originality	Pre	25	8.28	3.74	24	0.41	12.79	0.00	Significant at 0.01
	Post		17.00	1.47					
Flexibility	Pre	25	7.00	3.38	24	0.61	17.90	0.00	Significant at 0.01
	Post		16.68	1.73					
Word Richness	Pre	25	6.24	2.37	24	0.17	4.68	0.53	Not Significant
	Post		8.64	1.47					
Organization	Pre	25	5.68	1.87	24	0.35	7.66	0.00	Significant at 0.01
	Post		8.36	0.64					
Writing Style	Pre	25	4.84	1.31	24	0.09	8.80	0.00	Significant at 0.01
	Post		8.00	1.12					
Grammar	Pre	25	5.20	1.48	24	0.38	10.11	0.00	Significant at 0.01
	Post		8.00	0.76					

Skills	Group	N	Mean	Std. Deviation	Df	Corr.	T-Value	Sig.	Result
Mechanics	Pre	25	5.08	1.41	24	0.36	11.08	0.00	Significant at 0.01
	Post		8.08	0.64					
Total Creative Writing Skills	Pre	25	61.12	18.77	24	0.51	14.74	0.00	Significant at 0.01
	Post		109.04	7.67					

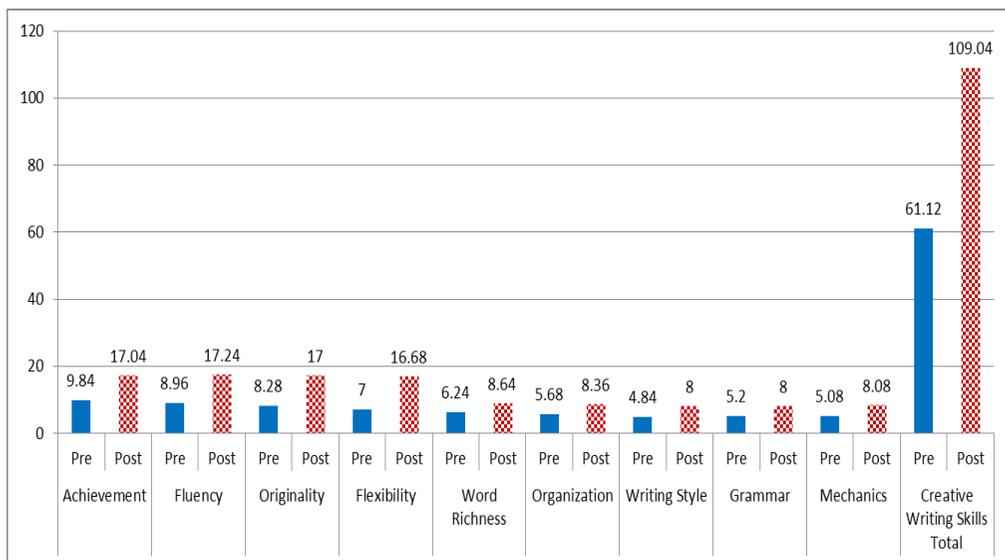


Figure (3) Comparison between the Means of Scores of the Experimental Group Students in the CWST and its Sub-Skills in both of the Pre-Test and Post-Test

As shown in table (7) and figure (3) above, there are statistically significant differences at 0.01 level (2-tailed) and degree

of freedom at (24). This finding has indicated that there are real differences between the levels of the experimental group students in the CWST and its sub–skills before and after using the portfolio, and those differences in favor of the post–implementation. So, the third hypothesis of the study was accepted.

**Second: Related to the Students' Satisfaction/Dissatisfaction:**

**The Fourth hypothesis of the study was formed as follows:**

*There are statistically significant differences between the responses of experimental group students in the satisfaction/dissatisfaction questionnaire towards using portfolios throughout their CW course.*

For testing the hypothesis, The Chi–Sq. Test is computed for the frequencies of scores of experimental group students in satisfaction/dissatisfaction questionnaire. Results have been shown in table( ).

Table (8) Results of Chi–Sq.–Test of Scores of the Experimental Group Students Related to Satisfaction/Dissatisfaction Questionnaire.

No .	Responses					Chi–Sq.	Sig.	in favor of	Mean	Std. Deviation
	Yes		No		Sum					
	Fre q.	%	Fre q.	%						
1	21	84%	4	16%	25	11.56	Significant at 0.01	Yes	0.84	0.37
2	6	24%	19	76%	25	6.76	Significant at 0.01	No	0.24	0.44

3	6	24%	19	76%	25	6.76	Significant at 0.01	No	0.24	0.44
4	21	84%	4	16%	25	11.56	Significant at 0.01	Yes	0.84	0.37
5	20	80%	5	20%	25	9.00	Significant at 0.01	Yes	0.80	0.41
6	20	80%	5	20%	25	9.00	Significant at 0.01	Yes	0.80	0.41
7	6	24%	19	76%	25	6.76	Significant at 0.01	No	0.24	0.44
8	25	100%	0	0%	25	25.00	Significant at 0.01	Yes	1.00	0.00
9	1	4%	24	96%	25	21.16	Significant at 0.01	No	0.04	0.20
10	19	76%	6	24%	25	6.76	Significant at 0.01	Yes	0.76	0.44

As shown in table(8), all values of Chi-Sq. are significant at 0.01 level. The students' responses refer that about 80% of their responses refer to their satisfaction towards using portfolio throughout their CW course, as shown in phrases (1,4,5,6,8,10).The positive items were, having some perceptions of academic enjoyment during and after building up my portfolio, forming and using portfolio is an interesting and enjoyable technique for practicing and developing CWS, desire of using portfolio in another CW course, using portfolios in studying other courses, feeling of some positive perceptions, feelings of satisfaction and positive responses towards building up and using portfolio. About 20% of their responses

referred to the absence of satisfaction, expressing their dissatisfaction using portfolios in their CW course, as shown in phrases (2,3,7,9). The passive phrases were, using traditional method is better than portfolios, dislike of using portfolio in CW or any other course, using portfolio is tired and boring, feeling of passive perceptions through forming and using my portfolio. The alternative hypothesis has been accepted. This means that, there are statistically significant differences between the responses of experimental group students in their satisfaction/dissatisfaction questionnaire in general. Results will be highlighted.

**The Fifth hypothesis of the study was formed as shown below:**

*There are statistically significant differences between the responses of experimental group students in practicing the Social Skills.* In order to examine the fifth hypothesis, Chi-Sq. Test has been computed for the frequencies of scores of the experimental group students in the Social Skills Scale. Results are presented as the following:

Table (9) Results of Chi-Sq.-Test of Scores of the Experimental Group Students in the Social Skills Scale

No	Responses				Chi-Sq.	Sig.	in favor of	Mean	Std. Deviation	
	Yes		No							Sum
	Fre	%	Fre	%						

	q.		q.							
1	1	4%	24	96%	25	21.16	Significant at 0.01	No	0.04	0.20
2	24	96%	1	4%	25	21.16	Significant at 0.01	Yes	0.96	0.20
3	1	4%	24	96%	25	21.16	Significant at 0.01	No	0.04	0.37
4	25	100%	0	0%	25	25.00	Significant at 0.01	Yes	1.00	0.00
5	25	100%	0	0%	25	25.00	Significant at 0.01	Yes	1.00	0.00
6	1	4%	24	96%	25	21.16	Significant at 0.01	No	0.04	0.37
7	25	100%	0	0%	25	25.00	Significant at 0.01	Yes	1.00	0.00
8	22	88%	3	12%	25	14.44	Significant at 0.01	Yes	0.88	0.33

As shown in table (9) above, all values of Chi-Sq. are significant at the 0.01 level, which indicates that there are real differences between the responses of the experimental group students in the Social Skills questionnaire. Responses of the students referred that there are 96% have positively practiced the social skills as shown in items (2, 4, 5,7,8), but 4% of the students referred to their passive practice to the social skills as shown in phrases (1,3,6). Therefore, the hypothesis has been accepted. Findings will be interpreted in the discussion section.

**The sixth hypothesis of the study was formed as the following:**

*There are statistically acceptable effectiveness and effect size of using the portfolio on developing the creative writing skills for the students in Al-Arish Faculty of Education.* In order to examine this hypothesis, the following steps have been performed: First: Effectiveness was calculated by applying the H-SGR Formula on the pre/post means of the experimental group scores using the H-EESC program for calculating the effectiveness and effect size, Results are presented as following:

Table (10) Effectiveness Size of Using the Portfolio on Developing the CWS

Pre-Mean	Post-Mean	Max-Score	H-SGR	Effectiveness Size
61.120	109.040	130	0.37	Acceptable Effectiveness

Table (11) Reference Table of Effectiveness Size by Haridy's Simple Gain Ratio (H-SGR)

No Effectiveness	Acceptable Effectiveness	Large Effectiveness
0 – 0.30	0.31 – 0.70	0.71 – 1.00

Second: Effect size was calculated by T-value between the pre/post means of the experimental group scores, correlation coefficient, and degree of freedom. Using the H-EESC program for calculating the effectiveness and effect size, Results are presented as the following:

Table (12) Effect Size of Using the Portfolio on Developing the CWS

Degrees of Freedom	T - Value	Pearson's	Cohen's $d$	Eta Squared ( $\eta^2$ )
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(df)		Correlation	Value	Effect Size	Value	Effect Size
24	14.744	0.510	2.919	Huge	0.901	Huge

Table (13) Reference Table of Effect Size by Cohen's (d) and Eta Squared

Coefficient	حجم التأثير					
	Trivial	Small	Medium	Large	Very Large	Huge
<i>D</i>	Less Than 0.20	0.20 – 0.49	0.50 – 0.79	0.80 – 1.09	1.10 – 1.49	1.50 Or More
( $\eta^2$ )	Less Than 0.010	0.010 – 0.058	0.059 – 0.137	0.138 – 0.231	0.232 – 0.359	0.360 Or More

As shown in previous tables, the results refer to that, both of the effectiveness and effect size of using the portfolio on developing the creative writing skills is huge, so, the expected hypothesis has been accomplished, which ensures that, there are statistically acceptable effectiveness and effect size of using the portfolio on developing the CWS for the students in Al-Arish Faculty of Education.

### **Discussion of Results:**

**First:** Related to the first hypothesis, findings revealed that, there are no statistically significant difference between the means of scores

of both the experimental and control group students in the pre-CWST, which indicated that both groups are equivalent, at the same time scores registered low standard of the needed CWS, Hence , the first hypothesis was verified and the first question of the study have been answered. This result may due to using the common traditional methods of instruction and evaluation, depending on lecturing and centrality from teacher, side and memorization and recall from student's other side. Moreover, students did not have the enough practice/experience/evaluation for developing CWS. However, this finding goes on line with Cheung et al (2003), Dawson(2005),Eison(2010), Moon(2013). and Kolb(2014) who pointed to the ineffectiveness of traditional instructional/evaluation methods for developing CWS and the shortage /absence of practicing them.

**Second:** Related to the second and third hypotheses, findings showed that, there are significant statistical differences between the means of scores of both the control and experimental group students in the post-CWST in favor of the post administration of the experimental group students. The experimental group students have achieved development at the CWS as follows, a) achievement) fluency, c) originality, d) flexibility, e) organization, f) writing style and

g) grammar, This result may due to structuring and using students' portfolios, clarifying and implementing the basic principles of portfolios, as well as attracting students' attraction to the significance of using portfolio and CW. Some reasons for investigating this result may be due to students' awareness of the significance of portfolio, including written activities, tasks, assignments and discussions writing their small groups CWS. Students tried to do their bests to accomplish their writing tasks/assignments throughout the stages of the writing process to produce their final product at its best form and meaning, according to quality and quantity. Finally, working in small group discussions helped students to exchange their own ideas, feelings, experiences, points of views reflecting upon their own writings, suggesting original solutions to various problems/situations. For example the experimental group students were asked to write down original endings, retelling the short stories from their own real life, experiences/imagination using their own language. Reflecting on the short stories and poems, as well as their portfolios. The experimental group students freely expressed their own ideas and perceptions towards them. Practicing peer/group feedback and peer correction within small groups to review drafts and final product of the written activities also helped students to be aware of their points

of strength and weakness. Some students created some poems/stanza related to their personal/future life. This finding fits with Short and Kauffman(1997) who pointed out that, through small groups' discussions students can write new endings, different stories, or retell stories from their own/ different experiences or

points of views. Adams(2003),Tan(2009),Baer&Mckool (2009), May et al (2010), Marashi and Dadari (2012) and Khawalda (2012),Chrutchfield(2015),Lee(2016) who stressed the previous ideas pointing out that selecting appropriate teaching/assessment strategy such as working in groups, using peer/group feedback and portfolios, assist students communicate, interact and develop their CWS and appreciate their portfolios. Singh and Samad (2013) stated the significance and positive effectiveness of using portfolios as an assessment tool in documenting/developing students' knowledge, achievement, and language skills such as writing skills. They also developed students' self-evaluation and independence. They also assisted teachers to specify students' needs, and evaluate students' points of strength and weakness.

However, many studies referred to the integrated interrelated relationship between using portfolio, small group discussions and

attitudes e.g. Adams(2003). Lamb and Smith(2004) pointed to the significance of implementing small group discussions in engaging/developing students' higher-level thinking and reflection throughout studying literature.

**Third:** Related to the experimental group students' satisfaction/dissatisfaction towards using portfolio, and practicing the social skills throughout small group discussions. Findings revealed that, there are significant statistical difference between the responses of students towards using portfolios in the CW course and there are significant statistical differences at practicing the social skills. Most of the students, about 80% showed their satisfaction toward using portfolios in the CW course, students expressed their positive perceptions of using portfolios in their CW course. For example, they mentioned in their comments that structuring and using portfolio is an exciting way for keeping, revising my CW activities. Other responses referred to positive feelings such as self-confidence, self-esteem and respect to other group's points of views. One can interpret that positive emotions towards using portfolio could assist both students and teachers to practice, develop and assess more complicated knowledge and skills related to a specific subject matter. This finding cope in line with Burns(2003), Gibson(2010),Prince(2011),

Gleason et al (2011),Burdick(2015),Lee(2016) and Docente(2017). On the other hand, about 20% expressed their dissatisfaction towards using portfolios in their CW course. They justified their reasons commenting that, using portfolios is boring, tired and needs hard work for a long time. Other students commented that, it takes a lot of time and hard effort, and accomplishing a lot of assignments which we did not used to practice in writing courses before. One male student preferred to work alone justifying that, he preferred to keep his own ideas and personal experiences for himself and not share with others.

In spite of their passive perception towards using portfolios in their CW course, the most majority of students expressed their enjoyment and practicing for the social skills. However, some studies recommended using weblog in developing writing skills in general. e.g Abdel-Aaty,Dadour &El-Bassuony(2013)and using e-portfolios in particular, e.g. Arizona University(2017). Missouri Department of Elementary and Secondary Education(2014) stressed that using portfolios increase students' knowledge, skills and positive attitudes. Manery (2016) indicated that using reading activities, group work, class discussions, student's portfolio, written reflections are significant for graduate CW programs. <http://www.ehow.com>(2017), pointed out

that working in small groups to exchange ideas, creating and sharing short stories/poems, using graphic organizers, using feedback helped students to develop fluency, originality, flexibility of ideas and written works, as well as using past experience, creating short stories. Al-Shannar (2016), However many researcher and educators indicated the significance of integrating and developing knowledge, skills and attitudes throughout small group discussions and active participation to develop the CWS, e.g. Gleason et al(2011), Coe et al,(2014),Felder& Brent(2016).

**Fourth: Related to the Effect** Related to the Size and Effectiveness for Using Portfolios in developing the CWS, results showed that there are acceptable effect size and effectiveness for using portfolios at developing students' NCWS. Mark(2017) and shalaan(2017) investigated the positive effectiveness of using portfolios on developing achievement, writing skills and students' attitudes. [https://www.yeneseo.edu/sites/default/files/sites/education/p12\\_resources-portfolio-assessment](https://www.yeneseo.edu/sites/default/files/sites/education/p12_resources-portfolio-assessment) indicated that CWP assist students to write down creative endings to stories and create poems. Evaluation by peers, using peer correction, teacher – student, self–evaluation, students' reflections helped to develop the CWS.

### **Recommendations:**

Recommendations below could be considered:

- 1) Using students' portfolios as an assessment/evaluation tool should be incorporated into various existing academic/educational subject-matters, e.g. language skills, applied linguistics, novel, drama, and English instruction.
- 2) Using portfolio could be administered to various levels of learning and stages such as primary, middle and advanced stages to evaluate and develop various subject matters.
- 3) CWS should be taught at early stages, especially at the university stage, from first year for example.
- 4) Teachers themselves could create/use self-portfolio. Teachers' Portfolios could be used to assess/evaluate themselves throughout their teaching/the progress of their students.
- 5) It is significant to concentrate on the quality of learning, e.g. by not only knowing the main features/principles of a good portfolio but also applying them to avoid making the portfolio to just a bag for collecting separated data.
- 6) Teachers should use various types of formative/summative evaluation such as quizzes and portfolios to engage their students in the learning experience.
- 7) Using group work, such as small group discussions, helps students to exchange their own ideas, feelings, points of views

and experiences which are essential at practicing and developing CRS.

- 8) Using small–group discussion as a teaching strategy to teach, practice and develop CRS assists students to practice all language skills in a sociable relaxed atmosphere of self–confidence and cooperation.
- 9) Developing positive affective aspect of the students is important to be integrated with developing their knowledge and skills. That will help them to be satisfied with performing more complicated activities such as CW/working for a long time.
- 10) Involving students into their Portfolios' experiences should be designed in the light of many variables such as course objectives, students' needs/ interests, level of language, complexity of skill/ content.

### **Suggestions for Further Research:**

Here are some suggestions for further research and studies based in the light of: findings and discussion of results:

- 1) A study could be administered to develop CWS and critical reading using portfolio/ small group discussions.
- 2) Another study might be conducted to measure the effectiveness of using portfolio in developing various academic/educational subject matters.

- 3) A set of researches could be conducted to develop various language skills, such as critical reading and critical writing using portfolio and small group discussions.
- 4) Using portfolios could be connected with various AL teaching strategies to practice and develop students' achievement, social and language skills.
- 5) One/more comparative studies might be searched to compare the effects of various types of evaluation/teaching methods in developing academic, language social skills.
- 6) One/more portfolio-based programs could be designed to develop/evaluate various academic/educational skills.
- 7) A comparative study could be applied to investigate the effectiveness of using student's e-portfolio and hand-made portfolio.
- 8) A group portfolio could be used to evaluate group work activities, social skills throughout academic/ educational subject matters.
- 9) A comparative study could be administered to measure the effectiveness of using individual portfolios compared with group portfolio in developing and evaluating academic, educational and social objectives/skills.
- 10) One/more studies could be proposed and conducted as team work for suggesting various proposed types of portfolios/criteria as assessment tools suitable for evaluating various language skills/ subject matters.

11) A study could be conducted to prove the validity and reliability of teacher's portfolio and implement it to assess the progress of teaching performance/quality.

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