أثر النظرية التواصلية على تنمية مهارات الكتابة الإبداعية باللغة الإنجليزية لدي الطلاب المعلمين شعبة اللغة الإنجليزية بكلية التربية. تخصص المناهج وطرق تدريس اللغة الإنجليزية

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The Effect of Communicative Theory on Developing EFL Creative Writing Skills for English Majors, Faculty of Education.

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Abstract

The present study was conducted to investigate the effect of communicative theory on developing EFL creative writing skills for English Majors, Faculty of Education, October 6 university. The study followed a pre-post experimental one group design. The participants were 40 English Majors, Faculty of Education, October 6 university. To achieve the aim of the study, the researcher designed a creative writing pre/ posttest to measure the students' performance in creative writing. It was administered to the participants before and after the intervention. The mean score of the pre / post administrations of the test was statistically calculated. Findings of the study revealed that therewas a statistically significant difference at 0.0٥ in the pre- and post-administration of EFL creative writing skills, in favor of the post- administration. In the light of the findings, the researcher recommended the use of communicative theory for developing EFL creative writing.

Key words: *Communicative Theory, Creative Writing, English Majors, Faculty of Education.*

Introduction

Language reflects the inner thoughts and beliefs. It is the most essential tool to express and receive thoughts, viewpoints, and culture. Consequently, interaction happens not only among people, but also among societies and countries. Furthermore, language facilitates the exchange of information, the acquisition of knowledge, the expression of emotions and thoughts in addition to the construction of the community's own identity. Hence, it is deemed to be a vivid dynamic phenomenon (Putra, 2020).

Creativity, in general, is defined by Boden (2001, p. 95) as, the skill of coming out with new ideas that are surprising, intelligible, and also valuable in some way. Creativity is essential to innovation, novelty, and sustenance (Kaplan, 2019). According to Barnet, Borto & Cain (1997, p. 17), writing is not just a way of expressing pleasure, but it is also a way of learning and teaching others. They added: Writing skill is one of the essential language skills requires for both academic and professional performance. Developing English as foreign language creative writing skills is an inevitable task. Today, written communication is necessary for social and business purposes through platforms such as Google, e-mail, and other applications 'text messaging. Creative writing is more than just a passion; it is a craft for practicing, individual writing awareness, and following effective writing processes all play decisive roles in producing written texts (Larkin, 2009).

Teaching creative writing is to encourage the students to write by drawing upon their imaginations, and other creative processes may support writing development in all its component as suggested by (Barbot, Tan, Randi, Donato & Grigorenko, 2012). Creative writing goal is not just assisting and enabling learning; it can also provide alternative ways of expressing and demonstrating teaching (Everett, 2005). Unfortunately, schools don't pay much attention to teach creatively or train their teachers on how to teach creatively

(Kim, 2011). Writing is an essential skill which is not only a means of communication but also it implies a creative skill. Hence, creative writing should be developed to enable students to experience creative writing skills to enhance their language skills. Hence, communicative theory was used to develop creative writing skills in this study.

Review of literature: it is divided into two sections

Section I: Communicative Theory

Communicative theory has been proposed as the appropriate theory for learning in the digital age. (Foroughi, 2019). Communicative theory is" a network theory of learning that draws on a diverse set of theories from learning, education, philosophy of knowledge, and knowledge management, situated within a discourse of change in education and related to the transformative possibilities offered by emerging technologies." (Bell, 2018, p.103). In Communicative theory, the information can be delivered by using a variety of digital formats and stored in information network (Kop & Hill, 2021). It is a concept like the augmented reality technology because the examination of information delivered by the internet using different multimedia formats.

Furthermore, Numerous studies stated that simply, Communicative theory is social learning that is networked. Stephen (2010) described it as: "… the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks" (Downes, 2007, p.1). Communicative theory is characterized as a reflection of our society that is changing rapidly. Society is more complex, connected socially, globally, and mediated by increasing advancements in technology. It is the orchestration of a complex disarray of ideas, networked to form specific information sets. Ways of knowing are derived from a diversity of opinions. The individual

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does not have control; rather it is a collaboration of current ideas as seen from the present reality. The core skill is the ability to see Communications between information sources and to maintain that Communications to facilitate continual learning.

Principles of Communicative Theory

Learning and knowledge rest in diversity of opinions, Learning is a process of connecting specialized nodes or information sources, learning may reside in non-human appliances, Capacity to know more is more critical than what is currently known, Nurturing and maintaining Communication is needed to facilitate continual learning, The ability to see Communication between fields, ideas, and concepts is a core skill, Currency (accurate, up-to-date knowledge) is the intent of all Communication learning activities, Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the climate affecting the decision. (Downes, 2015).

Communicative theory also addresses the challenges that many corporations face in knowledge management activities. Knowledge that resides in a database needs to be connected with the right people in the right context in order to be classified as learning. Behaviorism, cognitivism, and constructivism do not attempt to address the challenges of organizational knowledge and transference. Information flows within an organization is an important element in organizational effectiveness. In a knowledge economy, the flow of information is the equivalent of the oil pipe in an industrial economy. Creating, preserving, and utilizing information flow should be a key organizational activity. Knowledge can be likened to a river that meanders through the ecology of an organization. In certain areas, the river pools and in
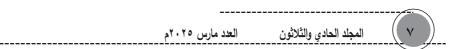
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other areas it ebbs. The health of the learning ecology of the organization depends on effective nurturing of information flow (Chandon & Florence, 2017).

Features of Communicative Theory

The pedagogy of Communicative theory is characterized by a number of key features, including:

1. Networked learning: Communicative theory emphasizes the importance of networks and connections in learning. Learners are encouraged to build their own personal learning networks, which may include people, resources, and technologies.

2. Self-directed learning: It also emphasizes the importance of self-directed learning. Learners are encouraged to take responsibility for their own learning, to set their own goals, and to develop their own strategies for achieving those goals.

3. Lifelong learning: It recognizes that learning is a lifelong process, and that learners must be able to adapt to new information and changing circumstances throughout their lives.

4. Openness and sharing: It values openness and sharing and encourages learners to share their own knowledge and resources with others in their networks.

5. Diversity: It recognizes the importance of diversity in learning and values the different perspectives and experiences that learners bring to the network (Bell, 2018).

Communicative Theory and Language Skills Acquisition

Communicative Theory provides students with a realistic scenario for writing which gives the students a genuine sense of leadership. The importance of setting tasks is that the authentic uses of writing for communication is a crucially important factor in this approach. Students are encouraged to consider their readership, the culture, age, interest, and knowledge. This idea of returning to one's own work is important as it helps to instill in the students a sense of pride in their work. Word and sentence level language skills are not minimized but are crucial to success in communication skills whether it is written or spoken. These skills are contextualized within a realistic scenario, thus preparing students for writing and speaking in the Target Language (TL) outside the academic environment (Poonpon,2018).

Communicative Theory assists students in establishing an identity and style in the second language. It can also diminish the anxiety in creative writing by giving students the opportunity to do experiments with text creation in the second language. The barriers of apprehension and anxiety that may be in written or spoken tasks, regardless of language, are broken down. Therefore, students gain confidence and mastery of self-expression, analysis and research which is reflected in the mastery of both writing and speaking skills. The students arrive at an outcome that greatly exceeds the aims of the project (Castañeda, 2014). Furthermore, Communicative Theory mirrors the process of research, with a focus on self-reflection. Feedback. Dissemination and redrafting enable students to locate the skills they gain on this extended writing project within a wider context of transferable, professional, and research skills. Through TL independent writing, critical analysis, and reflection, skills that are both desirable and relevant to communicating in the workplace, students are better equipped to interact using their language skills in professional environments by increasing self-assurance in both spoken and written communication.

Section II: Creative Writing Skills

Writing Challenges

Many students have negative attitudes towards writing, consequently, they acquire unproductive writing habits as memorizing some sentences which can be used in any topic, since writing is regarded as a complex activity and students generally have discouraging experiences with writing. Due to the same reason, writing is an activity that students are tired of, have difficulty with and feel reluctant about. Many students consider writing as a challenging skill because of the strict rules in writing, by focusing on legible and neat sentences as well as the form, besides, the rules of writing and grammar and having students write similar texts that explain proverbial statements would not help students fancy writing.

Şahbaz and Duran(2011) stated that composition studies have been considered as the sole writing activity in classrooms; students got bored of writing and as a result produced similar writing products. In writing studies with a traditional understanding, the contents of the texts cannot be enriched, students cannot present original genuine ideas and cannot involve themselves into their texts. These detract students from authenticity and result in repetitive texts. Writing traditionally causes writing skills to be out of favor and many students regarded it as a rare skill that few people can acquire. Learners see writing as an activity that occurs only during the lessons, they escape from writing work, and they have a negative attitude towards writing and as a result, they perceive writing as a skill that can not be acquired easily, and it needs a lot of effort.

There is a serious problem with inner motivation and stimulation of students' interest because it is rare to have creative students during writing activities. Writing creatively becomes crucial, and it requires creating writing environments where students
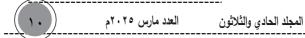
can write freely using their imagination and enabling students to acquire writing skills that they can use throughout their lives. Therefore, it is necessary to highlight creative writing skills to make students feel a need for writing in general. Creative writing activities enable students to dream up, to prepare content, to express ideas, and to imagine freely, to be active in writing process, to have fun while writing and to produce authentic content. Creative writing is considered as one of the most essential skills that students can learn (Dai, 2010).

There are many aspects that affect writing ability. one of the main aspects is to have a positive attitude towards writing which is achieved through past experiences (Susar Kirmizi and Beydemir, 2012). This positive attitude could be achieved through creative writing because it urges students to put their emotions and thoughts freely in their writing. Students' fear of judging and criticizing deprives them from sharing their writing with everyone, everywhere freely (Temizkan, 2010). The social environment of creative writing allows students to write without forcing, and it provides them with emotional comfort, curiosity and distance from anxiety, pressure, and fear of criticism. (Susar, Kirmizi and Beydemir, 2012).

Definition of Creative Writing

There are many definitions of creative writing. It was defined as "work in the traditional literary genres of poetry, short fiction, novels, the plays, and/or the literary essay (Stewart, 1994)." To Harmer (2001) creative writing introduces imaginative tasks such as writing poetry, stories and plays. As defined by May (2007) creative writing" means writing fiction, poetry and script and writing narrative non-fiction and writing the feature side of journalism. Creative writing can be also defined as the study of writing genres (including poetry, fiction, drama, and creative non-fiction) and its contexts by means of creative production and reflection on process.

Creative writing can use any form or genre of writing as an exemplary subject of study, but the productions of creative writing tend to include imaginative interpretations of the world that invite the complex participation of the audience or reader (Bennett, Clarke, Motion & Naidoo, 2008 as cited in Pawliczak, 2015).

Other researchers defined creative writing as the written expressions in which students put their own ideas, thoughts, feelings and impressions in their own words. Ramet (2007: xi) defined it as "having the power to create an imaginative, original literary production or composition". According to Onkas (2015), it can be defined as "the fluent expression of thoughts in an original manner by creating logical linkages between them based on the individual's schemata in a written form". Ghani and Din (2017) stated that creative writing tends to increase ESL/EFL students" ability to express their feelings in a vivid and spontaneous manner, and to convey responses freely in their writing. Creative writing also means the students' ability to express themselves well in writing and print.

Creative writing is to write about feelings, thoughts, and impressions on the outside world by using imagination in an original, unusual, free, and authentic way. Creative writing is a way for students to communicate their thoughts and feelings creatively in their own style. Creative writing is a result of creative thinking, and it is considered as an important prerequisite. Creative writing requires authentic and fruitful expression and the statement production. Creative writing is about being original and imaginative rather than having correct thoughts (Oral, 2014). Creative writing is the ability to think differently by using experience and making connections between events, situations, and people, creative writing revealing the hidden and creative power in students (Temizkan, 2014).

It is stated that creative writing activities do not care mainly about grammar, punctuation, or spelling lessons. There is unnecessity of writing form or tools. Moreover, making the final version of the original creative work more meaningful would help students develop writing skills. When writing practices concentrate only on grammatically accurate text, they fail to reveal the initial function of writing, which is being a communicative tool. Sound, stories, poems, plays, imaginative diaries, letters, dialogues, free writing from photographs and the techniques that teachers may exploit in classrooms for creative writing purposes (Arslan,2018).

The creative writing process can be thought of as problem solving ability by individual approaches based on the experience, knowledge, and attitudes of the student (Temizkan, 2011). It is difficult to reach each of the students with different learning situations and to fill the gap among students' level; but creative writing exercises enable students to initiate the writing process through fun which attracts most of the students regardless of their different levels or tendencies (Kavcar, 2013). There are many factors that affect writing success such as the strong desire to write and the ability of the student to use writing skills. Having a positive desire for writing also requires a positive attitude towards writing which could be achieved by a program indulging students into the topic of writing in an interesting way (Kirmizi, 2009).

In the creative writing process, students can freely write without pressure. After the creative writing process, students should be allowed to share their products to enlighten their creativity with new ideas and enrich their knowledge besides giving them an opportunity to compare their work. This sharing can be done in such ways (Kaya, 2013). Creative writing puts into motion the cognitive and affective behaviors of the individual in the writing process. Allowing the person to present his experiences, observations, emotions, dreams, and thoughts in more original forms (Kavcar,

2013). It is necessary for the rapidly changeable world to acquire creative writing skills effectively because creative writing stimulates students to think more practically and creatively, to express themselves better, and to have different qualities from other individuals (Demir, 2013).

The purpose of Creative Writing

In creative writing, the aim is to prepare the students to be able to develop their writing skills. creativity can express their own experience and knowledge in their own style and in a different way with creative writing (Gocer, 2010). Creative writing is based on establishing interesting and unusual connections between many thoughts and dreams. At the same time, it enables students to create a critical and creative point of view and to produce new and different thoughts about the topic they write about. Creative writing is based on putting different thoughts in the imagination, catching the originality, writing fluently, enjoying writing, and getting out of the standards (Temizkan, 2010).

Creative writing activities urge students to reveal their creativity to write and produce. they give students the opportunity to explore and understand the value of writing. Creative writing activities stimulate students to practice thinking, freedom of expression, design, creating a genuine product, developing empathy, improving imagination, exploring different aspects of their lives, and choosing writing topics and methods for themselves (Tok & Kandemir, 2015).

One of the most important objectives of creative writing is enabling students to produce interesting as well as authentic written texts rather than boring and repetitive ones and to allow them to express their creative skills while writing. Creative writing aims at encouraging learners to think, to improve their imagination and to

uncover their own creative skills. Besides, creative writing encourages students to improve students' skills of self-knowledge, emotional self-regulation and thought regulation, decision, and plan making skills as well as skills to implement these plans, to enable them to discover and to use information in a unique way. The writing practices and writing experiences of the students affect them positively or negatively and lead them to adopt a positive or negative attitude to writing skills. creative writing develops sympathy for writing. It is not possible for a student who has a negative writing attitude to be successful in academic writing, so creative writing supports other types of writing. Students' attitudes towards writing will also affect their future writing motivation (Demir, 2013).

It is necessary to build up students' passion of writing for students who are not motivated enough to write are academically by creative writing. Therefore, the purposes of creative writing as stated by (Şahbaz and Duran,2011) could be concluded as follows:

1. Providing an environment that encourages students to express their knowledge from their point of view and in their style by improving their writing skills and creativity (Gocer, 2016).

2. Creative writing, which is a cognitive and psychological process, is contributing to the social, psychological, and academic fields. These activities primarily prevent the alienation of the person, increase self-confidence, and give him the courage to write.

3. Creative writing enhances narrative power, improves literary pleasure, and pushes students to their originality, creative writing activities provide opportunities for educators to get to know students' inner worlds closely and to build affection with them, as well as helping

students to know themselves. It enables students to freely express their own thoughts and is effective in gaining the habit of respecting and accepting other people's feelings and thoughts.

4. Creative writing allows students to see creative power in themselves and to have a good command of the language. It enables students to push the limits with writing exercises because language improvement is faster through writing. creative writing focuses on meaning and thoughts. In learning creative writing, teachers should give students the opportunity to select their own writing models because creative writing is a product of imagination.

Stages of Creative Writing

There are many distributions of creative writing which are introduced to clarify how writers go through his creative writing starting from thoughts till assessment.

Creative writing is an evolutionary process as it starts with a pre creative writing stage then creative writing stage, and finally the post-creative writing stage. All these stages are presented as strongly linear, horizontal by nature, one step following another. While not necessarily continuous, the notion is that the parts of the model of the writing process exist as stages in a process and that each of these stages has practices that are largely associated with those stages according to (Yarwasky,2021) in the following sequence.

1. Pre-writing consists of a deal of preparatory work, and this can include thought processing, bringing together ideas, as well as physical actions that might involve graphic representations or associated note making and

mapping out. It is said to also involve making choices, essentially choices about the topics you will write about, and perhaps researching those topics.
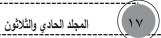
2. Writing stage or the process of writing is a great complexity of activity going on, to emphasize that there is a series of actions, to point to there being a range of functions that are performed and that these functions influence the way in which writing occurs. At this stage, the model of writing is generally seen to be related to choices made and applied in motion and exemplified in writing results.

3. Post- creative writing or post process, in this stage learner evaluates his writing and makes sure that the written text embodies the interaction between self and society, individual and culture, through the creation and embodiments of writing process. Here a writer is said to assess, critique, return to earlier work with a stronger critical eye, clarify, even focus on some professional writing basics such as checking grammar and correcting typographical errors. Some critics argue for this stage being where the skill of the writer is truly shown.

Creative Writing Subskills

1. **Fluency**: creative thinking or any imaginative task is a basic skill to write creatively. Fluency in creative writing means to have flow of thoughts as possible without limitation. Fluency is the capacity to produce many thoughts, which pushes students to create a creative process. There are many definitions for fluency skill. (Tuan,2010) defined it as the learner's ability to produce language in real time without undue pausing or hesitation.

(Isbell and Raines,2013) defined fluency as the generation of many diverse ideas. The student is described as fluent when he becomes professional at writing down words and sentences into compositions smoothly. Fluency can be measured by writing a lot of sentences without stress.

2. **Flexibility**: Flexibility is the ability to understand the opposite opinion regarding an inquiry or subject via taking contradicting perspective, direction, time, or place into consideration. Isbell and Raines (2013) defined flexibility as the ability to change direction or change the way of thinking. (Starko,2010) stated that flexibility in thinking generally denotes the capacity of taking a circumstance from numerous perspectives into account. Flexibility additionally advances relational and culturally diverse comprehension. Moreover, it prompts creativity and imagination. (Morris and Sharplin,2013) mentioned that flexibility could be measured by the following:

- Firstly, writing the list of ideas flexibly. Ideal-list flexibility was defined as the diversity of ideas. Flexibility was defined as the number of different topics that the learner used in the writing process. The student is described as flexible when he/she thinks divergently in varied viewpoint to generate as many varied ideas as possible for writing (Ping, 2019). A flexible student can write freely using varied linguistic patterns showing high linguistic competency. Developing divergent thinking skills for students is very necessary to help them write flexibly (Giberson & Moriarty, 2010).

- Secondly, paraphrasing may develop the students' flexibility skill at the level of words and sentences.

1. **Originality**: Originality is the ability of a student to create exceptional thoughts or unique unusual ideas. It requires the greatest risk-taking and to be initiative. Originality cannot be forced, only it can be reinforced. Isbell and Raines(2013) stated that originality is truly unique ideas. Zergollern and Horváth(2009) mentioned that there is a tight connection between the notion of writing and identity as students have to represent themselves in their texts and show their own identities. Originality gives students the opportunity to establish their own identities. generating unique ideas and finding unfamiliar solutions may support self-confidence for students. Originality may emerge from unlikely juxtapositions, like flexibility prompts.

2. **Accuracy**: Accuracy according to Tuan(2010) defined accuracy as the ability to avoid error in performance, moreover it is an indicator for a high control in the language. The accuracy skill is an important feature in any effective writing. It is not appropriate to write in an original flexible and fluent without controlling errors. Accuracy includes sub-skills such as grammar, structures, punctuation, capitalization, and spelling. Accurate writing reflects accurate high language competency.

3. **Elaboration**: According to Starko (2005), that writer can add more details and enhance ideas. Elaboration includes producing rich and more interesting ideas.

Context of the problem

The problem of the study was derived from some sources such as:

First: Informal interview:

Interviewing seven staff members in curriculum and instruction (EFL) who taught English to the English Majors, faculty of Education and posing the following questions:

1. Are creative writing skills important for English majors, faculty of Education? Why or why not?

2. What are the methods/techniques that be used in teaching creative writing skills for English majors, faculty of Education?

3. How can creative writing skills be evaluated for English majors, faculty of Education?

Most of the staff members in curriculum and instruction (EFL) emphasized that English majors, Faculty of Education lacked creative writing skills, despite their importance for students in different educational stages in general and for English majors, Faculty of Education in particular. Most of them use regular instruction in teaching creative writing skills. They do not care about developing these skills, as they are usually obliged to finish the long and difficult syllabus they have to teach before the end of each semester.

Second: previous studies:

The existence of the problem of the study was further supported by reviewing previous related studies. Recent related studies such Ibrahim (2016) andYehia (2017) assured the weakness of EFL students in creative writing and recommended finding new methods and techniques to develop these skills. In the Egyptian context, because most teachers do not provide students with opportunities to practice EFL creative writing skills in communicative contexts. Previous researchers showed that EFL students face some serious creative writing problems. Those problems might hinder their ability to express themselves freely, in a creative way. Most of the

students can not are not interested in the topic that the teacher asks them to write about. Also, they can not link sentences into a coherent paragraph, nor can they express their thoughts in a logical and organized way.

Statement of the Problem:

There is a weakness in creative writing skills among the fourth year of English majors, Faculty of Education. Hence, this study applies communicative theory to develop the necessary skills of creative writing.

Questions of the study:

To tackle this problem, this study attempted to answer the following questions:

1. What are the necessary EFL creative writing skills that should be developed for 4th year English majors, Faculty of Education?

2. What is the proposed framework for using communicative theory to develop the necessary EFL creative writing skills for 4th year English majors, Faculty of Education?

3. What is the effectiveness of using communicative theory on developing the necessary EFL creative writing skills for 4th year English majors, Faculty of Education?

The Creative Writing Skills Checklist:

The checklist aimed at identifying the required EFL creative writing skills for English Majors, faculty of Education. Validity of this checklist was used to determine the required English creative writing skills for 35 of English majors. It includes 8 skills. The checklist was submitted to a panel of jury members who indicated that the checklist was valid.

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The content of the checklist: Having reviewed the related literature on developing students' creative writing skills, the researchers designed a creative writing skills' checklist and submitted it to specialized jury members in the English Language Teaching (ELT) to determine the degree of importance of each skill on the checklist. The list consisted of 8 skills classified under five categories: fluency, flexibility, originality, elaboration, and accuracy. The jury members stated that the skills in the checklist would be generally adequate and appropriate to its purpose, after deleting skills which had been considered above English majors' level. So, the checklist became valid, after it had been modified according to the jury members' suggestions to contain (5) skills only. Thus, the first sub-question of the study about the required EFL creative writing skills for English Majors, faculty of Basic Education was answered. The EFL creative writing skills test was developed by the researcher. The test has five parts; each part was developed to measure one of the intended skills (fluency, flexibility, elaboration, originality, and accuracy).

Hypothesis of the study:

1. There is a statistically significant difference between the mean score of the study group on the post administration of the creative writing test.

2. There is a statistically significant difference between the mean score of the study on the pre- and post-administrations of the creative writing test, in favor of the post test.

3. There is a statistically significant difference between the mean score of the study group on the pre and the post administrations of the creative writing test on each of the EFL creative writing skills, in favor of the post administration of the test.

Variables of the study:

-Independent Variable:

   -Communicative Theory

   -Dependent Variable:

   - Creative Writing Skills for 4th year English Majors, Faculty of Education, October 6 university.

Aim of the study:

   This study aimed basically at the following:

   -The development of EFL creative writing skills for English Majors, faculty of Education, via the usage of communicative theory.

Significance of the Study:

   The present study is expected to be useful in the following areas:

   1- Attracting the attention of the teacher to the importance of developing the creative writing skills in the English language for the 4th year English majors.

   2- Providing a list of the required creative writing skills in the English language for English majors.

   3- Encouraging the employment of the communicative theory for developing the required creative writing skills for English majors and other years.

   1. Assisting the EFL majors at university with information about communicative theory which in turn might enhance their creative writing skills.

   2. Paving the way for other researchers to conduct further studies on developing students' creative writing skills using communicative theory in the other educational stages.

Methodology of the study:

The present study employed the following two methods:

1. The descriptive analytical method: To review the previous literature and studies concerned with communicative theory and creative writing skills.

2. The quasi-experimental method: To measure the effect of communicative theory on developing the required creative writing skills for the 4th year English majors.

Design of the Study:

The study followed the quasi-experimental design of the study group and pre/ post application of the instruments of the study. The study group was a sample of 40 4th year English majors.

Instruments of the study:

In order to achieve the study objectives and answer its questions, the researcher used the subsequent instruments:

1. A pre-post administration test conducted on the study group, to measure thedevelopment of creative writing for English majors, Faculty of Education, aiming to realize the effectiveness of communicative theory in teaching such skills.

2. Creative writing rubric.

Delimitations of the study:

The study abided by the following delimitations:

1- A sample of 40 4th year English majors selected intenionally, Faculty of Education, October 6 University.

2- The first semester of the academic year of 2024-2025.

3-Communicative Theory was applied for the purpose of developing the creative writing skills necessary for English majors, faculty of Education which are fluency, flexibility, originality, elaboration and accuracy.

Results of the study:

The study aimed at investigating the impact of Communicative Theory on developing EFL creative writing skills for English majors. The findings of the study regarding the research questions. The researcher used different statistical tests using the statistical program (SPSS) to analyze the collected data. Tables were also used to present these data with analysis and interpretation.

Verifying the Hypotheses of the Study

1.Verifying the First Hypothesis

The first hypothesis of the present study stated that

"There was a statistically significant difference between the mean score of the study group on the post administration of the creative writing test as a whole at the level of (0.05)".

To examine the first hypothesis, means and standard deviations of the study group results on the **post-test** were computed. Independent Samples T-test was used to measure the significance of the differences. Table (1) describes those results.

Test	Group	N	Mean	Std Deviation	t-calculated value	Significance Level
Creative Writing skills test	Experimental	40	37.858	4.865	15.540	(0.0٥) level

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As shown in table (1). the mean of the post-test in the study group reached (37.858), whereas the std deviation of the study

Scope	Group	N	Mean	Std. Deviation	T	Sig .Value	Sig. Level
Fluency	Pre test	40	0.575	1.112	6.041	0.00	Sig at 0.05
	Post test	40	5.155	1.832			
Flexibility	Pre test	40	0.534	1.439	7.764	0.00	Sig at 0.05
	Post test	40	4.275	0.986			
Originality	Pre test	40	0.511	1.185	8.590	0.00	Sig at 0.05
	Post test	40	4.450	1.085			
Elaboration	Pre test	40	0.580	1.160	9.848	0.00	Sig at 0.05
	Post test	40	3.400	1.264			
Accuracy	Pre test	40	0.700	1.223	7.559	0.00	Sig at 0.05
	Post test	40	1.900	1.001			
Total	Pre test	40	8.690	3.865	18.998	0.00	Sig at 0.05

group was (4.865), whereas the t-calculated value of the study group was (15.540). This result indicates the effect of communicative theory is more effective than the traditional method in developing EFL creative writing skills for English majors.

2-Verifying the second Hypothesis

The second hypothesis of the present study stated that

"There was a statistically significant difference between the mean score of the study group on the pre- and post-administrations of the creative writing test at the level of (0.05), in favor of the post test".

Table (2): T. Test paired sample results of the differences between the pre-test and the post test of the study group in the creative writing test.

Experimental	(t) calculated value	Tabulated	Std Deviation	mean	N	Significance Level
Pre- test		2.54	5.865	9.678		

	20.993				40	) ٥ (0.0
Post- test		2.58	5.656	34.858	40	level

"t" table value at(98)df. at (0.05) sig. Level equal 2.787

"t" table value at(98)df. at (0.0٥) sig. Level equal 3.326

Table (2) showed that the T. calculated value is larger than t. table in the test, which mean that there was significant differences in the total mean scores of the pre-test and the post test of the study group in the creative writing test. This means that there was a statistically significant difference between the mean scores of the study group on the pre-and post- administration of the creative writing test, in favor of the post test.

3-Verifying the third Hypothesis

The third hypothesis of the present study stated that

"There was a statistically significant difference between the mean score of the study group on the pre and the post administrations of the creative writing test on each of the EFL creative writing skills at the level of (0.05), in favor of the post administration of the test".

Answering the questions of the study

1-Answering the first question:

The first question of the study was: "What are the necessary EFL creative writing skills that should be developed for 4th year English majors, Faculty of Education"?

It is worth noting that before designing pre and post creative writing skills test, a checklist was prepared to be validated to determine the required creative writing skills to be tested. It consisted of 8 skills in its primary form, but the jury members suggested omitting 3 skills to be 5 skills only in its

final form; fluency, flexibility, originality, elaboration and accuracy.Having done this modification, it became valid and was used in designing the creative writing skills test. Thus, the first question of the study about the required creative writing skills for English majors, faculty of Education, was answered.

2-Answering the second question:

The third question of the study was: "What is the effectiveness of using communicative theory on developing the necessary EFL creative writing skills for 4th year English majors, Faculty of Education"?
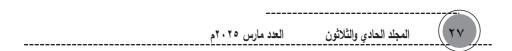
Table (4): The Effect Size of integrating technique on the study group in the Post-Test

Skill	t value	$\eta 2$	D	Effect Volume
Fluency	**6.535**	**0.289**	**1.396**	**Large**
Flexibility	**8.500**	**0.398**	**1.726**	**Large**
Originality	**6.380**	**0.283**	**1.239**	**Large**
Elaboration	**6.980**	**0.299**	**1.299**	**Large**
Accuracy	**3.970**	**0.399**	**1.625**	**Large**
Total	**12.684**	**0.820**	**3.690**	**Large**

Table (4) shows that the effect size of communicative theory effect on the study group on developing EFL creative writing skills for English majors. This means that effect of communicative theory was effective in developing EFL creative writing skills for English majors of the study group. This large effect may be due to the activities and techniques which are used to develop students' creative writing skills.

Experimental Procedures of Teaching the Modified Material:

Pre–Experiment:

Before the experiment, the researcher administered creative writing skills test to identify English majors' level on creative writing skills.

The researcher implemented two orientation sessions with the study group only at the beginning of the experiment.

In the first orientation session, the researcher identified the English majors' creative writing skills.

In the second orientation session, the researcher taught the students how to use strategies of communicative theory.

Steps of Teaching procedures:

The lesson will go through the following steps:

First Step:

- The teacher gathers the students online through Microsoft teams.
- Teaching students how to use strategies of communicative theory.
- Teaching students how to interact with communicative theory and access activities.
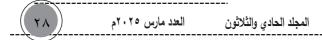
Second step:

- Explaining the steps and strategies on which activities are based to students.
- Explain how to solve the activities correctly and send the answers.

Third step:

- Students will solve the activities at home through Microsoft form.

Post Experiment

The Effect of Communicative Theory on Developing EFL Creative Writing Skills for English Majors, Faculty of Education.

The researcher re–administered creative writing skills test to the study group.

Evaluation:

Evaluation and Feedback

The evaluation system was composed of both formative and summative types of evaluation:

Formative evaluation: It was conducted for the purpose of students' gradual progress in creative writing skills and providing necessary feedback on their overall performance at the end of each session. During formative evaluation, students' creative writing skills were evaluated by the teacher. Students were asked to answer the task after each session.

Summative evaluation: It was conducted after finishing the implementation of the proposed communicative theory through the post – administration of creative writing skills test .The major purpose of this type of evaluation was to investigate the effect of the communicative theory on developing creative writing skills for the 4th year English majors (study group).

Discussion and Interpretation of the Study Findings:

Displaying the results of the study, the researchers presented an account of the development of the participants' creative writing skills due to the use of communicative theory. This is shown in the difference between the pre, and post administrations of the creative writing skills test mean scores of the study group. The difference between the students' mean scores in the pre and post administrations of the test was statistically significant. which might be due to the following factors:

1. The effective practice on the required 5 creative speaking skills: fluency,flexibility, originality, elaboration, and accuracy.

2. The use of communicative theory provided an opportunity for cooperativelearning, it upgraded and refined students" use of language and involved them in collaborative reconstruction of creative written language. They became more engaged in showing their competence to the members of the team and were responsible for the achievement of the group.

3. The collaborative nature of role work allowed the students to scaffold whatthey did not know so they collectively learnt with their peers. Additionally,creative writing throughout communicative theory gave students an opportunity to interact with each other to examine the topic, discuss the topic, work out the meaning, and discuss the words in a meaningful and purposeful way.

4. Using communicative theory provided the students with longer significant writing time that student-centered classroom than in a traditional teacher-centered classroom.

5. Furthermore, the use of self-assessment and peer assessment helped thestudents greatly to confront their own strengths and weaknesses in their English language use.

6. In the small group discussion, students learnt to share opinions andcontribute by practicing the roles that they were responsible for.

7. The findings of the current study provided interesting conclusions and recommendations for classroom teachers

and researchers who are interestedin the implementation of communicative theory in creative writing skills.
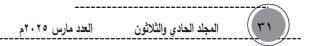
Recommendations of the study:

Based on the results of the current research, the research recommended the following: The targeted communicative theory should be implemented for English majors and assigning appropriated tasks and activities assist in this implement.

1. Learners should be provided with the opportunity to use communicative theory tasks in the language skills to improve the performance of the learners.

2. English language lecturers should be trained on using different types ofinnovative strategies in EFL creative writing skills.

3. Lecturers of English language should train learners on creative writing skills through using communicative theory. Lecturers of English language should vary in using the communicative theory in other teaching EFL skills.

Suggestions for further Research:

Within the limitations of the present study as well as the findings being achieved, the following areas are suggested for further research:

• Using communicative theory to develop students' linguistic competence.

• Using communicative theory to develop creative written communication skills for EFLstudents in other stages of education.

- Developing other language creative language skills among English majors, faculty of Education.

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