A suggested Program Based on Post Process Writing Approach using
Flipped classroom model to develop Creative Writing Skills for English Language Majors.

A Thesis
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(Curriculum and Methods of Teaching English as a Foreign Language)
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Abstract:

     The study aims at investigating the impact of a suggested program based on Post process writing approach using the flipped classroom model on developing English majors' creative writing skills both fiction and nonfiction. Evidence of the need for improvement was shown through: a pilot creative writing test, previewing previous studies and an interview held by the researcher to English language professors. It was indicated that there was a need for a creative writing program. The study adopted the one group design for English majors at Faculty of Girls, Ain Shams University who received a pre-post fiction and nonfiction creative writing tests. The participants received the program which extended inside and outside the classroom through a web page created to include videos, materials and instruction. The improvement in creative writing skills was evident in the participants' performance in writing the following genres: short story, memoir and biography. Results of the statistical analysis of the pre/post writing test indicated that the program was effective in developing the participants' creative writing skills both fiction and nonfiction namely; plot ,characterization, setting, dialogue, language conventions, narration, content, reflection, critical thinking, use of rhetorical devices and language. **Keywords: Creative writing, Post process, flipped classroom model.**

المستخلص:

تهدف الدراسة الحالية الى دراسة أثر تطبيق برنامج مقترح قائم علي مدخل مابعد عمليات الكتابة بإستخدام نموذج الفصل المعكوس لتنمية مهارات الكتابة الابداعية بنوعيها الأدبي وغير الأدبى لدى طالبات متخصصات اللغة الانجليزية بكلية البنات جامعة عين شمس.وقد أظهرت كل من الدراسة الاستطلاعية ، مراجعة الدراسات السابقة ، ومقابلة أجريت مع أساتذة ممن يقومون بتدريس مقررات الكتابة للطالبات عينة البحث أن هناك حاجة ملحة لبرنامج يهتم بتنمية مهارات الكتابة الابداعية بنوعيها. ولقد استندت الدراسة الى تصميم المجموعة الواحدة من الطالبات عينة البحث باستخدام التطبيقين القبلى والبعدى. وتلقت العينة البرنامج المقترح الذى امتد داخل الصف (المحاضرات الاسبوعية) وخارجه من خلال صفحة الويب التى تم انشاؤها وفقا لنموذج الفصل المعكوس.وتنبت الدراسة مبادئ مدخل ما بعد عمليات الكتابة لتنمية مهارات الكتابة الابداعية بنوعيها والتى انعكست في كتابة كل من القصة القصيرة، المذكرات ، والسيرة الذاتية. وقد أوضحت نتائج الدراسة والمعالجة الاحصائية للبيانات أن البرنامج المقترح قد أدى الى تنمية مهارات الكتابة الابداعية المستهدفة في الدراسة ونذكر منها: الحبكة، التشخيص، الزمان والمكان، الحوار، الحبكة ، استخدام الأساليب البلاغية ، الخ

الكلمات المفتاحية: الكتابة الابداعية، مابعد عمليات الكتابة ، الفصل المعكوس

Introduction

     English is the first language for communication between most countries of the world. It is the language of understanding in many fields such as trade, communications, technology, etc. Almost all countries in the world teach English as a foreign or a second language. Since, it enables learners to deal with the requirements of contemporary life and fulfill many conditions professions at present. English has been also chosen as a medium of instruction in many educational systems specially, higher education and post graduate studies.

     In Egypt, English is the main foreign language taught in schools, and it has been officially taught in Egyptian schools for about 150 years (Abdelatif, 2018). Teaching English as a foreign language has become at early stages in education starting from kindergarten. The early instruction for English aims at qualifying learners when reaching higher school levels with the mastery of the language main four skills: writing, speaking, reading and listening.

Language either spoken or written is a tool of expressing feelings, thoughts, ideas and desires at every stage of life. Written language is a vehicle to transfer the cultural heritage from one generation to another. In writing, ideas and spoken language are turned into symbols and signs written in visible texts. It is then another way for expressing thoughts and getting them recorded on papers (Akyol, 2010). Like speaking, writing is a way to express ourselves and to communicate with others. (Sever, 2004).

Writing constitutes an important area of language education. It requires both skills as well as knowledge. In order to use written language effectively and skillfully, writing should be emphasized in all levels of education. Different methods, techniques and strategies should be explored leading to master writing (Mone, 2005).

According to purpose, writing can be classified into two main types: a) Functional writing and b) creative writing which the current study handles, means imaginative writing; writing as an art; what the French call "belles letters"(Stenger, 2002). It is one's ability to put ideas and feelings of a particular topic in paper using imagination. This ability allows the creative writer to go beyond the ordinary, creating new ideas that are different from everyone without deviating from the normal values (Temizkan, 2011).

Creative writing is therefore an appropriate means of developing creativity and writing skills for English language students (Valendia, 2007). It is intended to show feelings, to express emotions, to translate different sensations with fine words, such as writing articles, writing stories, and organizing poetry. Creative writing is the most elegant type of writing that help learners to refine and develop their literary talents.

Besides, developing students' linguistic abilities at all levels, creative writing have more benefits as freedom of expression, use of imagination, creating emotional response, raising motivation and self esteem and practice writing for pleasure (Temizkan,2010, Kenny,2011, Maley,2012, Thaxton, 2014).

However, different approaches based on different theories have been recognized in the field of teaching EFL creative writing as a foreign language, the field of EFL creative writing in Egypt still needs more care and research. Teaching creative writing skill is still focuses on the final product and its linguistic features. Egyptian previous studies as **Haridy, 2012, Ahmed,A., 2018, Abdelatif, 2018** asserted that learners at all educational levels in Egypt suffer from writing deficiencies and lack of main creative writing skills mastery.

Here comes the need for re-defining the writing act as "the product of a set of communicative and cultural practices shared by a group of individuals", as stated in the opening address of the National Council of Teachers of English (2008).

The post process approach differs with the process theory in viewing writing as a collaborative social and communicative act rather than a technical cognitive process. However, the post process approach from the perspective adopted in the current study does not reject the process approach at all; it only extends its horizons and completes what is missing which are the social aspect and the cultural nature of writing. Since 1980, there has been a need to broaden the concept of literacy in various fields of education in order to incorporate social and rhetorical relations that affect literacy and education (Heath & Street, 2008, Simon, 2011).

Mastering the writing skills -according to post process theory- is through the development of students' different agencies and developing the sense of their social role as writers in a community, (Kent, 2011).

As discussed in the current research, it is useful to use the flipped classroom model with the post process instruction in order to overcome limitations of time and place. Another reason for integrating the flipped classroom model is that it facilitates communication and interaction. Actually there is a great harmony between post process approach assumptions and principles, and flipped learning based assumptions and principles.

Flipped learning is also called backwards classroom, reverse instruction, flip teaching and reverse teaching (Siegel,2014). Flipped learning in simply refers to an exchange of class work for homework. In other words, flipped learning means flipping teaching tasks between class and home; the teacher prepares the educational material in a video that students watch at home, and carries out the activities in the classroom (Hamza, 2015).

The flipped classroom model has many benefits to both students and teachers as it increases students' participation and interaction in the classroom since they come to the class prepared. It also helps the teacher to overcome class time and place limitations and provides a continuous interaction among the teacher and his students and among students themselves. Video lectures are more active and dynamic compared to traditional classrooms, (Karpike and Blunt, 2011). Flipped learning also allows learners to study in different locations through collaborative learning, (Halili, Razak and Zainuddin, 2014).

Context of the problem:

This study tries to investigate the effectiveness of a suggested program based on post process writing approach using flipped classroom model to develop creative writing skills for English language majors.
The idea to begin the study based on the following:

a) **Previous studies**

The researcher felt the problem while previewing some conducted studies in creative writing e.g., **Ammar, 2001, Abdul Latif, 2006, EL-Enany, 2009, El-behery, 2013, Abdurraheem, 2015, Khater,2015** that assured the existence of low performance and difficulties in creative writing skills among Egyptian EFL learners. They also emphasized that most of learner's creative writings are weak to average.

This weakness as suggested by many previous studies is due to the lack of attention for creative writing area in comparison to academic and functional writing in Egyptian EFL system. Hence, most of these conducted studies recommend paying more attention for creative writing as an area that lacks scientific research. A due care must also be given first to writing courses introduced to student teachers in their preparation programs hoping to overcome writing deficiencies in the future.

b) **Pilot study**:

The researcher conducted a pilot study on a group of thirty (30) second year English language majors in faculty of girls. Students were asked to write about any topic they prefer using their own selected creative writing genre after naming it. The results were as following:

- 6 students (20%) wrote autobiographies.
- 15 students (50%) wrote short stories.
- 9 students (30%) wrote personal essays.

Their writings generally lack creative writing skills, in details they
- Suffer lack of imagination as most of their ideas are traditional and repetitive.
- Lack the use of rhetorical and aesthetic devices.
- Are weak in using sensory language and narration.

- Regarding their short stories: Most of them lack the short story main elements (plot, characterization, setting, etc.). None of them used the dialogue. They focused on the physical description of their characters and neglected emotional aspects and manners. Only few students used action in developing their characters.
- Regarding their autobiographies: most of them wrote about real life situations happened to them so, they are closer to be memoirs rather than autobiographies.
- Regarding their personal essays: 6 students were apparently confused between the personal essay as a nonfiction creative writing genre and the functional essay. Moreover, most of them lack variation in ideas, sentences and vocabulary.

c) **An interview**

The researcher also interviewed two English language professors who teach writing courses in faculty of girls and they assured the following:
- Writing courses focus on teaching functional and academic writing more than creative writing. As a result, the department has established a journal as extended activity not included in the curriculum for students who wants to enhance their creative writing skills.
- Students acquire writing skills often through the process writing approach procedures (brainstorming, drafting, outlining,etc.)
- In the final writing exam students are asked to write in a specific topic using a specific functional and academic writing genre (often an essay).

Statement of the problem:

The problem of the current study can be defined in creative writing skills weakness for second year English language majors in faculty of girls. Therefore, the problem of the study can be stated in the following main question:

What is the effectiveness of a suggested program based on post process writing approach using flipped classroom model in developing creative writing skills for English language majors?

The following sub-questions emerged from the main question:
1. What are the bases for a suggested program based on post process writing approach using flipped classroom model to develop creative writing skills for second year English language majors?
2. What are the elements of a suggested program based on post process writing approach using flipped classroom model to develop creative writing skills for second year English language majors?
3. What are fiction creative writing skills necessary for second year English language majors?
4. What are nonfiction creative writing skills necessary for second year English language majors.

Hypotheses of the study

- There is a statistically significant difference between the mean scores of the experimental group on the pre-post administration of creative fiction writing test in favor of the post test.
- There are statistically significant differences between the mean scores of the experimental group in the sub-skills of the pre-post creative fiction writing test in favor of the post test.
- There is a statistically significant difference between the mean scores of the experimental group on the pre-post administration of the creative nonfiction writing test in favor of the post test.
- There are statistically significant differences between the mean scores of the experimental group in the sub-skills of the pre-post creative nonfiction writing test in favor of the post test.

Variables of the study

Independent variable

A post process writing suggested program using flipped classroom model in creative writing skills with one experimental group.

Dependent variable

Second year English majors' performance in fiction and nonfiction creative writing post- test in overall writing skills and each writing sub-skill.

Delimitations of the study

The current study is delimited to:
- A sample of 35 second year English majors, educational section at the Faculty of Girls, Ain Shams University.
- Non-fiction creative writing skills.
- Fiction creative writing skills.
- An educational semester.

Definition of terms

In the current study, the following definition of terms are adopted

Flipped classroom

The instructional definition of flipped classroom as adopted in the current study is converting creative writing class procedures with homework tasks. Videos are introduced to learners through a facebook page that explain one or more creative writing skill in each video. In class time, student teachers are asked to write in an interactive and cooperative environment. Students are actively engaged inside and outside class.

Post process approach

The current study adopted the social view for post process which agree not to reject process writing approach, but the goal is to examine it and expand its horizons and vision for the writing act to encounter the social and cultural nature of language and writing as a communicative and interactive social act which is a product of a set of communicative and cultural practices shared by a group of individuals.

Post process approach in the current study instructional definition is a group of procedures, activities and methods that lead to acquire creative writing skills needed for second year English language majors. The

instructional definition views writing from a post process perspective as a social process that takes place inside and outside class and include social activities and communicative interactions of reading, viewing, researching, presenting, speaking, listening and writing.

Creative Writing:

In the current study, creative writing course is concerned with creative writing skills necessary for second language English majors in order to master writing a short story as a fiction genre and biography and memoir as nonfiction genres. Fiction creative writing skills adopted in the current study are: plot, characterization, setting, dialogue and language conventions. Nonfiction creative writing skills adopted in the study are: narration, content, reflection, use of rhetorical devices and language.

Significance of the study

The current study is expected to contribute in:

1. **Theoretical significance**

The current study should provide a conceptual framework for fiction and nonfiction creative writing skills that can be developed in light of post process theory and flipped classroom model.

2. **Practical significance**

The current study is useful for:

- English language instructors and developers of the curriculum as it introduces a full creative writing course based on post process and flipped learning principles and assumptions.
- Second year English language majors as the program aims at developing their creative writing skills appropriate to their level. It should also be noted that developing their creative writing skills shall elevate their academic level in other courses such as novel, drama, literature etc.
- Researchers: this study opens the door for researchers to carry other scientific researches in the area of creative writing, post process theory and flipped learning.

Method and Procedures of the study

To answer the research questions, the researcher followed the following procedures and steps:

To answer the first question concerning:

Q1: What are the bases for a suggested program based on post process writing approach using flipped classroom model to develop creative writing skills for second year English language majors?

The researcher:

1. Reviewed the related literature and previous studies and researches that dealt with creative writing programs.
2. Reviewed the related literature and previous studies and researches that dealt with post process writing approach.
3. Reviewed the related literature and previous studies and researches that dealt with flipped learning.
4. Used the theoretical framework data for this research.

5. Identified a set of cognitive, philosophical, linguistic, educational psychological and social bases must be taken into account in designing the suggested program.

To answer the second question concerning:

Q2: What are the elements of a suggested program based on post process writing approach using flipped classroom model to develop creative writing skills for second year English language majors?

To answer this question found it is necessary to:

1. Review the related literature and previous studies and researches that dealt with elements of educational programs.
2. Develop the general rationale of the suggested program.
3. Setting the general aims and goals in light of post process theory and creative writing skills.
4. Determine the content applied in each session.
5. Present the procedures for each session.
6. Identify appropriate activities and exercises for creative writing skills.
7. Identify appropriate evaluation methods.
8. Prepare students' worksheets.

To answer the third question concerning:

Q3: What are fiction creative writing skills necessary for second year English language majors?

To develop a checklist for fiction creative writing skills appropriate to second year English language majors' abilities at this stage, the researcher found it is necessary to:

1. Review the related literature and previous studies and researches that dealt with fiction creative writing skills.
2. Utilize the theoretical framework data for the current study.
3. Prepare an initial checklist of fiction creative writing skills suitable for second year English language majors.
4. Present the checklist in its initial form to the jury and specialists in the field of EFL and methods of teaching to control and put it in its final form.

To answer the fourth question concerning:

Q4: What are nonfiction creative writing skills necessary for second year English language majors?

To develop a checklist for nonfiction creative writing skills appropriate to second year English language majors' abilities at this stage, the researcher found it is necessary to:

1. Review the related literature and previous studies and researches that dealt with nonfiction creative writing skills.
2. Utilize the theoretical framework data for the current study.
3. Prepare an initial checklist of nonfiction creative writing skills suitable for second year English language majors.
4. Present the checklist in its initial form to the jury and specialists in the field of EFL and methods of teaching to control and put it in its final form.

Finally to answer the main question of the study (What is the effectiveness of a suggested program based on post process writing approach using flipped classroom model in developing creative writing skills for English language majors?) , the researcher found it is necessary to:

1. Select a group of second year English language majors as an experimental group.
2. Prepare a fiction creative writing skills test and put it in its initial form and present it to the jury to adjust, apply the test to ascertain the extent of relevance to learners and verify the sincerity and stability.
3. Prepare a nonfiction creative writing skills test and put it in its initial form and present it to the jury to adjust, apply the test to ascertain the extent of relevance to learners and verify the sincerity and stability.
4. Apply the pre post fiction test on the study group.
5. Apply the pre post nonfiction test on the study group.
6. Apply the experiment (a suggested program based on post process writing approach using the flipped classroom model to develop creative writing skills).
7. Apply the pre post tests (fiction and nonfiction).
8. Analyze the collected data, statistically process the results and discuss them.

Design of the study:

The design used in the study is the quasi pre post test experimental design for one group. The selected group receives instruction through a program based on the post process writing approach using the flipped classroom model to develop creative writing skills for 2nd year English language majors.

Besides, a descriptive analytical method was also used while reviewing relevant literature and previous studies.

Participants:

Participants of the study are (35) 2nd grade English language female majors at Faculty of Girls, Ain Shams University. The selected majors have common learning abilities and master similar creative writing experiences relevant to their educational level and grade. They experienced a writing course in their first year at college that lasted for a semester (2 months) as a lecture (120 minutes) per week.

Tools of the study:

    a) Fiction creative writing skills checklist.
    b) Nonfiction creative writing skills checklist.
    c) Pre post fiction creative writing test.
    d) Pre post nonfiction creative writing test.

A- The first tool: Fiction creative writing skills checklist:

Fiction creative writing skills checklist is designed to: a) determine the most important fiction creative writing skills to be developed for 2nd grade English language majors and b) to construct a correction rubric for the pre post fiction creative writing test that is used in the study. The fiction creative writing skills included in the checklist in its primary form are determined after reviewing previous studies related to creative writing skills (e.g. Akdal, D. & Şahin, A. (2014), Burroway (2011) and Mills' (2006)).

Validity of the checklist:

The checklist in its primary form is designed including (6) main fiction creative writing skills and (15) sub skills. The checklist is designed including a scale of importance degree: high (=3), middle (=2) and low (=1) for the main skills and a relevance scale (relevant – irrelevant) for the sub skills.

The checklist was submitted to a panel of jury composed of five professors, specialized in the field of TEFL to assess the validity of the checklist and the

degree of importance for each main fiction creative writing skill, the relevance of each sub skill and the legibility of the suggested skills.

Modifications made on the checklist are:
1. Omitting the main skill of "Voice ".
2. Omitting the main skill of "style and word choice".
3. Adding "language conventions" as a main skill in the checklist.
4. Approving (5) main skills and (7) sub skills for the fiction checklist.

B- The second tool: Nonfiction creative writing skills checklist:

Nonfiction creative writing skills checklist is designed to: a) determine the most needed nonfiction creative writing skills to be developed for 2nd year English language majors and b) to design a correction rubric for the pre post nonfiction creative writing test that is used in the study. The nonfiction creative writing skills included in the checklist in its primary form are determined after reviewing the related literature and previous studies. (e.g. Akdal, D. & Şahin, A. (2014), Burroway (2011) and Mills' (2006)).

Validity of the checklist:

The checklist in its primary form is designed including (4) main skills and (15) sub skills. The nonfiction checklist is also designed including a scale of importance degree: high (=3), middle (=2) and low (=1) for the main skills and a relevance scale (relevant – irrelevant) for the sub skills.

The checklist was submitted to the same panel of jury composed of five professors, specialized in the field of TEFL to assess the validity of the checklist and the degree of importance for each main nonfiction creative writing skill, the relevance of each sub skill and the legibility of the suggested skills.

Modifications made on the checklist are
1. Blending the two main skills of "content" and "reflection and critical thinking" to be "content, reflection and critical thinking" in the checklist.
2. Adding "Use of rhetorical devices" as a separate main skill in checklist.
3. Approving (4) main skills and (14) sub skills for the checklist.

C) The third tool: the pre post fiction writing test:

Aim of the test:
- The pre post fiction creative writing test aims at determining the sample's level in mastering the fiction creative writing skills determined in the checklist before the treatment.
- It also aims at measuring the sample's level in mastering the fiction creative writing skills determined in the checklist after the treatment.

The pre post fiction test aimed at examining the effectiveness of the suggested program for developing the sample group's fiction creative writing skills.

Description of the test:

The test consists of a phrase; represents a beginning of a fiction genre (a short story). The students are asked to write a short story. They were also informed with the allocated time.

Validity of the test:

The test was submitted to a panel of TEFL professors as a jury to assess its validity.

Validity of the pre post fiction test rubric:

The rubric was designed as based on the fiction checklist of skills. The rubric in its primary form contained (5) main creative writing skills and (9) sub skills. It was also designed including a scale from 1 to 4 as (4) represents high, (3) represents middle, (2) represents low and (1) represents the lowest (4=high, 3=middle, 2=low and 1=the lowest). The scale is used to measure each skill and sub skill.

The rubric was submitted to a panel of jury composed of five professors, specialized in the field of TEFL to assess the validity of the rubric and the legibility of the suggested measure. Modifications on the rubric were made.

Piloting the test:

A pilot study was conducted on a group of eight students who are not part of the treatment group in order to determine the difficulty, the suitability and the time needed for the fiction test.

The results of the pilot study revealed that the estimated time for the test was an hour (60 minutes). The time was determined by adding the fastest student to the slowest one then dividing the total by 2.

The estimated time= (the fastest student time+ the slowest student time) ÷2

The fastest student time= 42 minutes

The slowest student time= 69 minutes

❖ 69+42=112

❖ 111÷2= 55, 5

The researcher added (4.5 minutes) for reading instruction. Thus the test time is determines as an hour (60 minutes).

The pilot study 25 days, two weeks between the first and second test application. Results were calculated to find out the correlation between the two applications. The calculated correlation was (0, 83) which is strong.

Reliability of the test scoring

To ensure the reliability of the test scoring, the pre and the post test were scored by three raters. The researcher used ANOVA equation (Analysis of Variance) to measure the differences between the raters scoring. The difference between the scorings of the raters proved to be statistically insignificant as illustrated in the following table (1):

Table (1) Differences between raters' scoring

	Sum of squares	DF	Variance	F	F	Sig.
Between groups	6.6	2	302	0.24	6.00	Insig.(0.01)
Within groups	237.9	17	13.61			
Total	237.9	19				

The scoring proved to be reliable.

D) The fourth tool: the pre post nonfiction writing test:

Aim of the test:

- The pre post nonfiction creative writing test aims at determining the sample's level in mastering the nonfiction creative writing skills determined in the checklist before the treatment.

- It also aims at measuring the sample's level in mastering the nonfiction creative writing skills determined in the checklist after the treatment.

The pre post nonfiction test aimed at examining the effectiveness of the suggested program for developing the sample group's nonfiction creative writing skills.

Description of the test: The test consists of a phrase in which the students are asked to write a biography about a character of their choice.

Validity of the test:

The test was submitted to a panel of TEFL professors as a jury to assess its validity.

Validity of the pre post fiction test rubric:

The nonfiction rubric was designed based on the final form of the nonfiction checklist including (4) main skills and (11) sub skills. It includes a scale from 1 to 4 as (4) represents high, (3) represents middle, (2) represents low and (1) represents the lowest (4=high, 3=middle, 2=low and 1=the lowest). The scale is used to measure each skill and sub skill.

The rubric was submitted to a panel of jury composed of five professors, specialized in the field of TEFL to assess the validity of the rubric and the legibility of the suggested measure. Modifications on the rubric were made.

Piloting the test:

A pilot study was conducted on a group of eight students who are not part of the treatment group in order to determine the difficulty, the suitability and the time needed for the fiction test.

The results of the pilot study revealed that the estimated time for the test was an hour (60 minutes). The time was determined by adding the fastest student to the slowest one then dividing the total by 2.

The estimated time= (the fastest student time+ the slowest student time) ÷2

The fastest student time= 42 minutes

The slowest student time= 69 minutes

- ❖ 67+45=112
- ❖ 112÷2= 56

The researcher added (4 minutes) for reading instruction. Thus the test time is determines as an hour (60 minutes).

The piloting took two weeks between the first and second test application. Results were calculated to find out the correlation between the two applications. The calculated correlation was (0, 88) which is strong.

Reliability of the test

To ensure the reliability of the test scoring, the pre and the post test were scored by three raters.

The researcher used ANOVA equation to measure the differences between the raters' scoring. The difference between the scorings of the raters proved to be statistically insignificant as illustrated in table (2). So, the scoring proved to be reliable

Table (2) Differences between raters' scoring

	Sum of squares	DF	Variance	F	F	Sig.
Between groups	6.6	2	302	0.24	6.00	Insig.(0.01)
Within groups	237.9	17	13.61			
Total	237.9	19				

The Suggested program:

      A suggested Program Based on Post Process Approach Using Flipped Classroom Model to develop Creative writing skills

Rationale of the program:

- Learning should be context based; the teacher and the learners are coworkers, co- explorers and collaborators.
- Creative writing provides students with the opportunity to realize and advance forms of imaginative writing as an engagement in thinking and development (Farokhi, and Hashemi, 2012).
- Teachers should motivate their students to share their ideas using language since; creative writing gives learners the opportunity for free expression of feelings and experiences.
- Teachers should motivate their students to adopt a universal as well as local issue, that's to be in the world with others.
- Students in creative writing classes must become aware of the basic techniques of literary expression, including narrative strategies, genres and aesthetics.
- Students should recognize that creative writing is not simply descriptive or imaginative as it also involves ideas, themes, questions and arguments.
- Creative writing cannot be reduced to a single codified process to be taught; it is a public social activity rather than an individual activity.
- Creative writing should liberate students' agencies.
- Teachers in creative writing classes need to go beyond the classroom as the only rhetorical situation and to overcome the classroom physical constraints of time and place; that's to extend their instruction outside the class as well.
- Written texts should be regarded as products of complicated web of cultural practices, social interactions, power differentials, and discursive conventions.
- Creative writing courses requires not only the integration of the four main language skills of writing , reading, listening and speaking but also, researching, computing, viewing, and representing since it is a holistic activity, (Elgeddawy,2006).

Teaching aims:

- Developing creative writing skills for 2nd year English language majors.

Learning aims:

      It is sought that by the end of the program, the students will be able to:

1. Identify the main five elements of the plot.
2. Integrate the plot five elements in a creative written work of their own.
3. Provide a well description for characters.

4. Distinguish between direct and in direct characterization.
5. Use all the five senses to give a well and accurate description of the setting in a written work of their own.
6. Use dialogue to add to the story line.
7. Hook the reader by an interesting opening to the topic.
8. Choose subjects that are original and fresh.
9. Solicit a meaningful emotional response from readers.
10. Use satisfying endings for their written works.
11. Make a well crafted elaboration.
12. Use examples, anecdotes and information to enhance persuasive impact.
13. Analyze a condition or situation of significance as the basis for reflection.
14. Use new ideas and perspectives.
15. Use language accurately.

Evaluation:
The evaluation employed in the program took two forms:
Formative evaluation

This type of evaluation took place through the period of the application of the suggested program. The purpose of this evaluation was to assess students' gradual progress in creative writing skills. Writing sketches given to the students each lecture to use facilitated the teacher's evaluation. Self and peer correction were also used for assignments given on the web page. In this evaluation only feedback and correction were given no marks or grades

Summative evaluation

This type of evaluation was used at the end of the program to investigate the progress occurred in overall creative writing skills for the students through a fiction and a nonfiction test. These final evaluation tests were graded.

Program procedures and content:

The experiment takes place in a semester (two months); students take a Writing lecture at college each week. The lecture duration is 120 minutes (inside class environment), however. Instruction is extended outside the class during the whole week (on line through the web).

Table (3) summary of the topics and ideas covered in the program

Session title	Points covered
the introductory session	▪ What is creative writing? ▪ What is fiction and nonfiction creative writing? ▪ Different genres of creative writing. ▪ How to flip the class to develop creative writing skills.
Session (1): Plot	▪ What is a short story? ▪ Plot elements as a main skill of short story. ▪ Full integration of plot elements in a short story.
Session (2): Characterization	▪ Types of characters. ▪ Direct and indirect characterization. ▪ Character sketch. ▪ Character development.
Session(3): Setting	▪ What is setting? ▪ How to develop setting in a short story.

Session(4): Dialogue	▪ Integration of dialogue to add to the story line. ▪ Enhance characters through dialogue. ▪ Convey emotions and ideas through dialogue.
Session (5): Narration	▪ What is a biography? ▪ Narration elements. ▪ How to integrate narration in a biography.
Session(6): Content , reflection and critical thinking	▪ How to elaborate. ▪ How to persuade (using examples and anecdotes).
Session(7): Content ,reflection and critical thinking	▪ Analysis/ reflection. ▪ Using rhetorical devices.

The introductory session:

In the introductory session the teacher will:

1. Welcome the students and break the ice. Then introduce herself to the students.
2. Give an introduction about the course objectives
   a) Obtain creative writing skills suitable for your age and linguistic level. (Cognitive skill).
   b) Enhance your communication skills.
   c) Enhance your technology and internet awareness.
3. Explain methods and procedures that will take place both inside and outside the class
4. Presents a power point presentation that explains each day tasks.
5. Give students handouts and exercises to help them further understand the course procedures and to stimulate them.
6. Discuss the answers for handouts exercises.
7. Give them sketches to write their basic information (name, cell phone number and Facebook page account). Tell them that they are expected to write in these sketches every lecture and give them back to the teacher at the end of the lecture.
8. Open discussion for questions and suggestions.
   On the web page:
   • Videos will be posted by the teacher. Each video explains a lesson. The video duration will be approximately (15 minutes). The ability to re-watch, pause and play will be available. Comments and questions are welcomed either publicly or privately by messaging the teacher. Students are expected to read the instructions that precede any post in order to know their tasks.
   • Reading texts are attached for reading and discussion.
   • Other materials will be attached in posts that contain examples and exercises.
   • Final written materials will be published on the page.
   • Best written works will be awarded.
   • Rubrics will be given ahead before any assignment.

In the class (each week):

- Mini lessons will be given by either a teacher or a volunteer student in order to explain any difficult or unclear point and a summary about what took place on line outside the class.
- Peer or group correction will be administered by the teacher of the given on line exercises.
- Let's write: Students will be asked to write about any topic they prefer and they are free to think and write in groups or individually. Writing time will be determined ahead (e.g. an hour) depending on the literary genre.

Statistical analysis and Display of results:

The first hypothesis

"There is a statistically significant difference between the mean scores of the experimental group on the pre- post administration of fiction creative writing test in favor of the post test."

Table (4)
Overall Fiction Creative Writing Skills

Skill	Test	N.	Mean	S.D.	D.F.	T. value	Sig. level	Sig.
Plot	Pretest	35	1.60	0.651	34	11.95	0.00	0.01
	Posttest	35	3.37	0.690				
Char.	Pretest	35	1.34	0.482	34	10.14	0.00	0.01
	Posttest	35	2.91	0.742				
Setting	Pretest	35	1.20	0.406	34	11.58	0.00	0.01
	Posttest	35	3.09	0.818				
Dialog.	Pretest	35	1.20	0.406	34	11.64	0.00	0.01
	Posttest	35	2.94	0.873				
Lang. con.	Pretest	35	1.26	0.443	34	10.53	0.00	0.01
	Posttest	35	2.63	0.598				
Pretest –Posttest Total	Pretest	35	6.60	1,333	34	18.51	0.00	0.01
	Posttest	35	14.94	2,531				

These results mean that the first hypothesis of the study is accepted which provides evidence for the effectiveness of the suggested program based on Post process approach using Flipped classroom model on developing fiction creative writing skills for second year English language majors. The students' overall fiction creative writing development can be illustrated in the following chart:
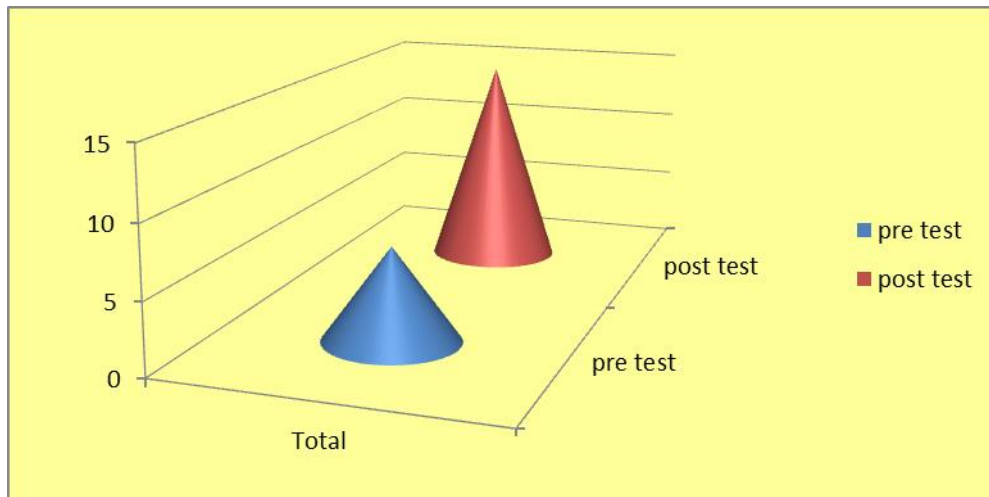
Figure (1): The mean scores of the experimental group pre post tests on overall fiction creative writing skills.

The second hypothesis:

"There are statistically significant differences between the mean scores of the experimental group in the sub-skills of the pre post fiction creative writing test in favor of the post test."

Some sub-hypotheses emerged from the second hypothesis. These sub-hypotheses are related to each fiction creative writing sub-skill identified in the study (Plot, Characterization, Setting, Dialogue, and language conventions).

By proving the validity of the five sub- hypotheses emerged from the second main hypothesis of the study as shown in table (4), the second hypothesis is proved more clarity is shown in the following chart:
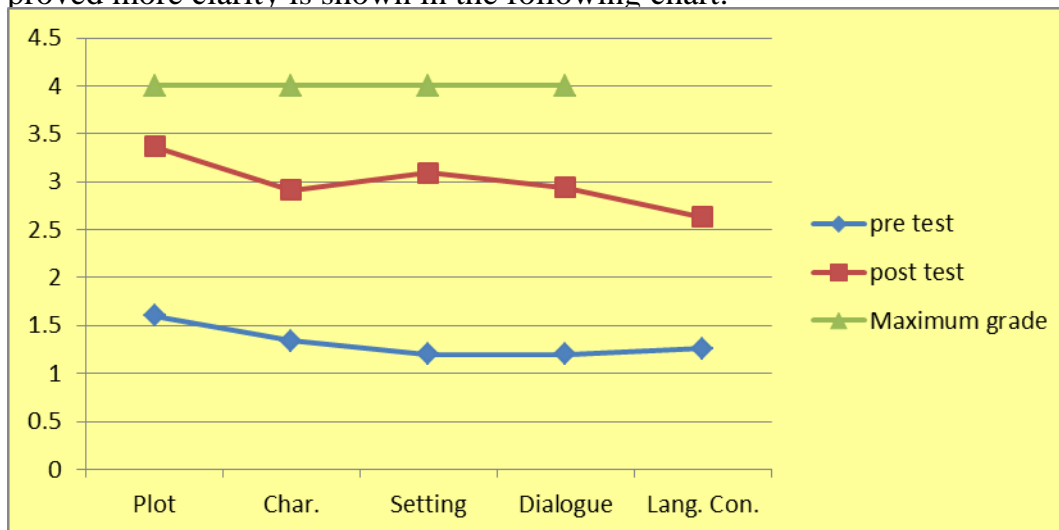

Figure (2) the mean scores of the experimental group in the pre post tests in fiction creative writing sub-skills included in the study.

The third hypothesis:

"There is a statistically significant difference between the mean scores of the experimental group on the pre- post administration of nonfiction creative writing test in favor of the post test."

Table (5)
Overall Nonfiction Creative Writing Skills

| Skill	Test	N.	Mean	S.D.	D.F.	T. value	Sig. level	Sig.
Nar.	Pretest	35	1.37	0.646	34	11.91	0.00	0.01
	Posttest	35	3.29	0.789				
Co.R. &Cr.Th.	Pretest	35	1.40	0.553	34	9.94	0.00	0.01
	Posttest	35	2.83	0.747				
Lang.	Pretest	35	1.17	0.382	34	12.87	0.00	0.01
	Posttest	35	2.77	0.690				
Rheto. devices	Pretest	35	1.11	0.323	34	12.43	0.00	0.01
	Posttest	35	2.89	0.867				
Pretest -Posttest Total	Pretest	35	5.06	1.413	34	15.04	0.00	0.01
	Posttest	35	11.77	2.556				
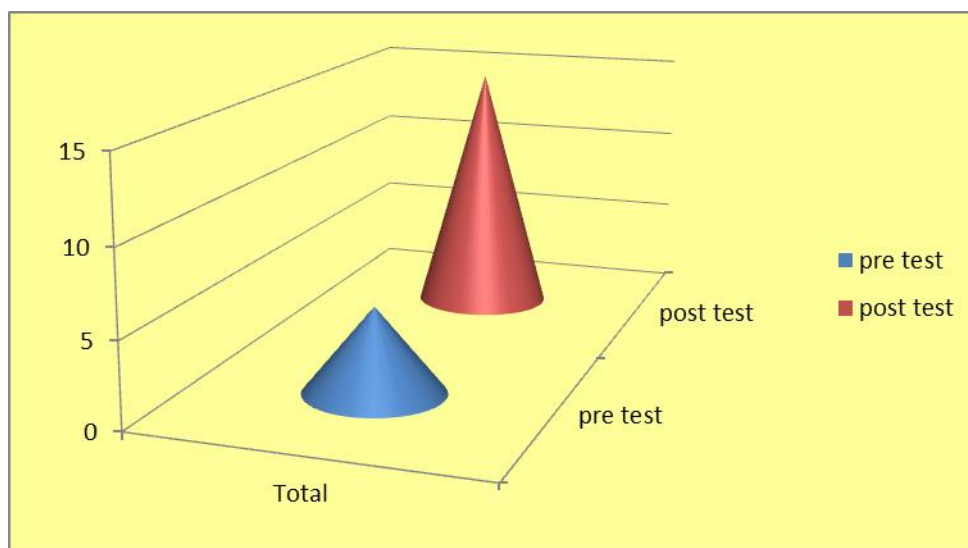
Figure (3): The mean scores of the experimental group pre post tests on overall nonfiction creative writing skills.

According to results and data analysis, the third hypothesis of the study that "There is a statistically significant difference between the mean scores of the experimental group on the pre- post administration of nonfiction creative writing test in favor of the post test." is proved.

The fourth hypothesis:
"There are statistically significant differences between the mean scores of the experimental group in the sub-skills of the pre post nonfiction creative writing test in favor of the post test."

Some sub-hypotheses emerged from the fourth hypothesis. These sub-hypotheses are related to each nonfiction creative writing sub-skill identified in the study (Narration, Content, Reflection and Critical thinking, Language and Use of rhetorical devices).

By proving the validity of the four sub- hypotheses emerged from the fourth main hypothesis of the study as shown in table (5), the fourth hypothesis is proved more clarity is shown in the following chart:
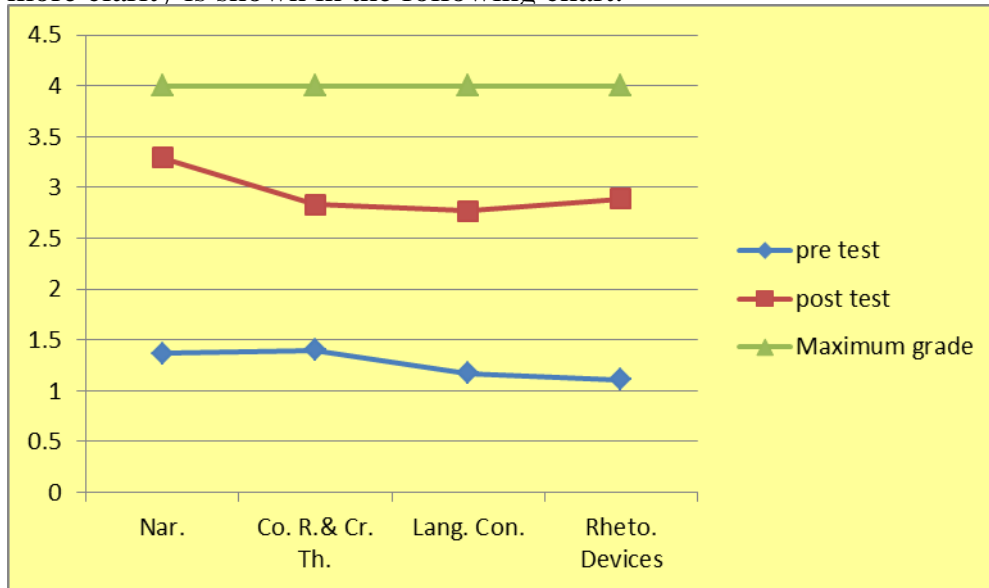
Figure (4) the mean scores of the experimental group in the pre post tests in fiction creative writing sub-skills included in the stud

<u>Discussion of Results</u>

The significant progress and development in participants' targeted creative writing skills can be attributed to the following factors:

1- Post Process Pedagogy:

A. Critical Readings:

Through critical reading of texts practiced by the students, they became active audiences. The target was to make them good readers as being good writers who can interpret the targeted audiences for their writings. Reading equipped them with the sense of audience.

B. Open-ended Dialogue:

Students during the program were involved in an open-ended dialogue that took several shapes and types. Dialogue and discussions extended inside and outside the class and also took place between students and their teacher as well as between each others. These dialogues occurred through different channels e.g., comments on posts, chat room discussions, private e-mails and messages as well as face to face discussions in class time.

Open-ended discussions gave students voice to express their own ideas and share them with the teacher and colleagues that gave them confidence, opportunity to know each other and learn from each other.

C. Exploring the context:

Students were given the freedom to choose the topics to write about but they were motivated to choose more publicly

politically, culturally related topics by discussing such issues before writing their texts at class.

Students are also directed to choose their topics for writing days before the class time in order to research and gather all possible information about the topic before writing.

Through research and data gathering step, students get to know the context that surrounds their chosen topic as well as handling it from different angles and views. That made them met the main objective of writing for social reform and writing in a context for communicative interaction not as a process to learn separated from society and culture.

D. Student-Teacher Co-Working Relationship:

Students felt confidence throughout the program as they were given the freedom to choose topics to write about and discuss them openly with their teacher and colleagues. They were also free to choose, discuss and interpret the reading texts (short stories, biographies and memoirs) they prefer to read.

The teacher tried all the time to create a relaxed co-working relationship with the students by creating a kind of a community of writers who share their ideas and thoughts. In order to achieve that, the teacher tolerated mistakes especially in the beginning sessions and classes. Peer and self correction were also used to make them more relaxed.

E. Writing as a Holistic Activity:

Throughout the program, students were involved not only in writing activities but according to post process principles, were involved in reading, listening, speaking, viewing, computing, researching and representing, etc..

These different activities are achieved through videos posted on the webpage, discussions both outside and inside class, open-ended dialogues, gathering information about their selected topics, assignments, mini lessons, group writing, peer correction and sharing their writings.

2- Flipped Classroom Environment:

A. Preparedness and self confidence:

Flipped classroom instruction provided the students with the merit of being prepared and ready before the class time that made them feel more comfortable and confident during the class lecture. Before coming to each the class lecture, students ought to watch the video that explains the targeted writing skill, read texts to identify the skill in the text, and do exercises on how to implement this skill in their writings. Mini lessons were also given ahead in the lecture to assure their preparedness for writing.

B. Flipping the Writing Environment:

Students were used to write their texts at home as a homework. So, it was quite new and different to write their topics during the class time and with a specific limited time to finish. Some students faced difficulties to write at class since they are not used to it, the thing that made them usually uncomfortable to write in the final exam conducted at their schools or faculty.

To stimulate them to write, the teacher discussed this difficulty with them and encouraged them to overcome that in order to get used to write at class in the final exam. The teacher also tried to overcome that obstacle by creating a relaxed and comfortable environment at class by tolerating their mistakes and cooperating with them in writing and finding ideas.

Grouping was made on the basis of the students own desire and selection that helped also in creating a more comfortable yet competitive atmosphere.

3- The Introductory Session:

The introductory session helped a lot in the success and effectiveness of the program for the following reasons:

- The power point presentation that the researcher made to the students in order to show them in details, the program objectives, steps and what are expected from them helped the students to feel excited and keen to learn.
- In the introductory session, students and teacher could make a code conduct of behavior.
- Students were also given sketches to write their names and personal information such as cell phone number and facbook personal account page. The sketches were then collected from them at the end of the session. It was announced that they are expected to write every class in these sketches. Through theses sketches, the teacher could easily notice the progress in their writings session by session. They also facilitated teacher's assessment.

C. The On-line Web Page:

The on-line instruction occurred through a facebook page created by the teacher while, the title (Glowing Stars), designs and colors were chosen by the students according to the majority preferences.

The teacher aimed to make students feel that the page is a place where they share openly their ideas, topics, questions, and writings and learn together. The web page gave the students the opportunity to learn at home and according to their own pace; videos posted by the teacher explaining the targeted skill, could be easily replayed, paused and stopped.

The page also guaranteed a continuous link between students and their teacher and among students themselves. This link helped both the teacher and students. The teacher could easily

monitor and check assignments. Students on the other hand, can easily ask about any problem they face and also ask their teacher for any needed information either publicly as comments on posts or privately as messages.

The on-line page extended the learning and teaching processes and time outside the class during the whole week, the thing that made students always engaged in tasks related to the course.

Students, who suffered health issues and couldn't attend regularly to the class, could be given the opportunity to learn through the web page and send their writings to the teacher easily. So, they benefited from the course less than their colleagues yet, more than they could have in traditional class instruction.

4- **Factors Related to the Study Group**:
- Participants of the study were thirty five second year English language majors who shared common background knowledge about writing generally and creative writing particularly. They studied literature courses as drama, novel and short stories so, terms like plot, characterization, climax, figures of speech, narration, etc. were not new for them, and the researcher didn't take time in explaining their meanings. see appendix (15) for description of courses for 1st year English language mjors.
- They also had a fair knowledge about basic writing skills and language conventions so, they were ready to move to a higher level and acquire some creative writing skills targeted in the study. These skills are expected to help them in other courses they study e.g.: novel, drama, short story, etc.

Notes:

There were some difficulties that faced the researcher (the teacher) while conducting the program. She could take some notes about problems she faced and how did she overcome them as follows:

- Some students faced a technical problem in not having the necessary programs to open PDF and Word files and documents. The teacher could overcome that obstacle by taking screenshots of the required files and send them to the students as attached pictures.
- The teacher also noticed that some students use the mobile data internet connection not a Wi-Fi connection. So it was necessary to avoid posting long videos.
- Some students did not feel trust about their peer correction so; they kept asking the teacher to check if it is true or false. The teacher found it time consuming to correct again after peer correction so, she collected the assignments for checking correction after the class time.
- In writing, some students felt more comfortable to write individually. So the teacher gave them the opportunity to write

alone but also participate in a group for discussing their topics and ideas and as a consultant to their colleagues' writings.

- The teacher also found it time consuming to answer students' questions about the meaning of intended vocabulary. So, it was allowed for the students to use the dictionary.

Conclusions:

Based on the study overall findings, the following conclusions can be made:

- The current study provided evidence for the effectiveness of the suggested program based on Post process approach on developing creative writing skills for 2nd year English language majors.
- It is also evident that teaching the writing as a social act that takes place in a context improved students' creative writing skills.
- It is evident that targeting specific audience while writing also improved students' creative writing skills and helped them to meet the intended goals.
- In order to be a good writer, it is important to be a good reader. In other words, to gain the sense of audience, it is necessary to be an audience ahead.
- Cooperative and supportive instruction environment enhanced the students' self confidence and linguistic abilities.
- Flipping the class tasks with home tasks extended the learning progress outside class and enlarged learning hours.
- Learning through new web technologies made learning more fun.
- Writing is a holistic activity that cannot be separated from other linguistic activities as listening, speaking, reading , viewing, ...etc.

Recommendations

In light of literature review and based on the study results and findings, the following recommendations are laid out:

- Post process approach for writing is recommended to develop creative writing skills.
- Creative writing should be given more care in college courses as the main focus is on functional writing.
- Creative writing should be integrated with other language skills since it is a holistic activity.
- Successful writing needs a relaxed yet competitive atmosphere that resembles game playing.
- Students in writing courses should feel as real writers who have a social role to play towards their community, culture and society.

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