



# **Using Office 365 for Developing EFL Creative Writing skill among Secondary Stage Students**

**Prepared by  
Rania Fikry Abo EL-Ela**

**An English language Teacher**

*Supervised by*

**Dr. Eman Mohammad Abdel Haq**  
Professor of EFL Curriculum & Instruction  
and Former Dean of Faculty of  
Education, Benha University

**Dr. Magdy Mohamed Amin**  
Associate Professor of FFL  
Curriculum & Instruction ,  
Faculty of Education  
Benha University

**Dr. Abeer Ali Diab**  
Associate Professor of EFL  
Curriculum & Instruction,  
Faculty of Education  
Benha University



---

## Using Office 365 for Developing EFL Creative Writing skill among Secondary Stage Students

---

### Abstract:

This study aimed at examining the effectiveness of office 365 on developing EFL Creative writing skill among secondary school students. The participants were thirty (n=30) first year secondary school students at Al-sadat Secondary School, Shanawan, Shebin Elkom, Menofya Governorate, Egypt during the second term of the school year 2023-2024.

The study followed the pre-post, quasi-experimental design to identify the most important and required EFL creative writing skills for the participants. A checklist was developed and validated by a number of EFL jury members. A pre and post EFL creative writing skill tests were developed and a rubric for scoring them. Students were pre-tested, to identify their entry levels of EFL creative writing skill. Then, they were trained through office 365 on EFL creative writing skills. The post-test was administered on the participants to assess their progress. The findings revealed that there is a statistically significant difference between the mean scores of the experimental and control groups in the post-administration of EFL creative writing test in favor of the experimental group. Thus, it can be concluded that office365 is effective in developing EFL creative writing skill.

**Key words:** EFL Creative Writing, Office 365 application, first year secondary school students.

## المستخلص

هدفت هذه الدراسة الى التحقق من فاعلية استخدام التعلم القائم على الحوسبة السحابية لتنمية مهارة الكتابة الابداعية لدي طلاب الصف الاول الثانوى كلغة اجنبية. وكانت عينة الدراسة ٣٠ طالبة تم اختيارهم من مدرسة السادات الثانوية بمحافظة المنوفية بجمهورية مصر العربية. وتم استخدام التصميم التجريبي ذو المجموعتين ٣٠ طالبا (قبلى و بعدي) فى الفصل الدراسى الثانى ٢٠٢٣-٢٠٢٤. وتم تصميم قائمة بالمهارات الازمة لهؤلاء الطلاب حتى تتعرف الباحثة على مدى توافر المهارات لديهم. واستخدمت الباحثة اختبار مهارة الكتابة الابداعية للاجابة على اسئلة البحث .وقد تم التحقق من صحتها وتحكيمها من قبل المحكمين المتخصصين فى المناهج وطرق التدريس اللغة الانجليزية. وقد تم تدريبهم على مهارات الطلاقة فى الكتابة الابداعية من خلال استخدام تطبيق اوفيس ٣٦٥. تم اجراء الاختبار البعدي لقياس مدى التقدم فى مستوي المهارات الفرعية الطلاقة فى الكتابة الابداعية. وقد اثبتت نتائج الدراسة ان هناك فرق ذو دلالة احصائية عند مستوي(٠.٠١) لصالح المجموعة التجريبية مما يدل على فاعلية استخدام تطبيق اوفيس ٣٦٥ فى تنمية مهارة الطلاقة فى الكتابة الابداعية

## الكلمات المفتاحية

مهارات الكتابة الابداعية- اوفيس ٣٦٥ -طالبات الصف الاول الثانوي.

## Introduction

The role of English as a global language in almost all the fields promotes its importance as a second/ foreign language in the present globalized world. Humans' innate need to communicate with other people from different countries and cultures, using the four language skills; listening, speaking, reading and writing, makes English language more functional. Writing, as one of the basic skills, equips the individual with more important communication and thinking skills. It makes learning visible and permanent, and fosters the ability to explain one's ideas to others and refine thinking patterns. Writing rewires learners' brains from their tongues to their eyes to their hands.

Fitria (2024) defined "Creative writing as a unique and innovative writing style that emphasizes narrative, character development, opinions and non-formal language style". Dawson (2005) stated that creative writing refers to any writing which is creative, original, expressive and unconventional. It is the free expression of the learners' personality and the verbal enunciation of their individual creativity. It is the body of knowledge and a set of pedagogical practices.

Creative Writing is a kind of writing that has not only the mastery of knowledge, but also the ability to create and produce distinctive and original writing. It encourages students to think creatively, enjoy writing and respect works of others. It also develops critical thinking and increases motivation to write. It enhances and develops vocabulary, logical reasoning and analytical skills (Basuki, 2019, Rini & Cahyanto, 2020).

Creative Writing involves cognitive and psychological processes; it services social, psychological and academic fields. It is a kind of writing that increases students' self-confidence and gives them chance to write about their inner (Gocen, 2019). It enhances two levels of competence: the first level enhances the basic of written language: spelling, punctuation, structure and the word choice. The second level enhances the awareness of the right style and rhetoric suitable for the reader and the event. It is the skill that guaranties some features like the efficient address to the topic, well organized thoughts, obvious and proper explanation, impersonation and details (Ghani & Din, 2017).

Based on the research conducted by Senel (2018), Pentury, Anggraeni and Pratama (2020), Creative Writing is effective for both teachers and students. As for students, it develops their academic success and as a

result, self-esteems and students' personalities are developed. Students who express original ideas are motivated. Moreover, when students are motivated to write, teachers' pleasure will be higher in writing classes. High motivation for students and teachers creates pleasant environment in writing class and increases the academic success.

Chen and Zhou (2010), Hana and Hacene (2017), Abu Hussien, Ajmal & Sadi (2020) and Almelhi (2021) mentioned that Creative Writing skills are the abilities that help students to prepare their ideas into words during logic scopes, accuracy, originality, fluency, flexibility and elaboration. Originality is the ability to generate unusual ideas that attract the reader's attention by using their words. Fluency is the ability to express ideas, thoughts, and emotions easily and smoothly. Flexibility is the ability to produce various ideas, organize them without frustration and choose the most suitable for written work. Elaboration is the skill of thinking of details; broaden ideas and analyzing it.

Developing Creative Writing incorporates three stages: The pre-creative writing stage, the creative stage and the post-creative stage. The pre-creative stage concentrates on developing general cognitive and communicative skills and helps students to write a specific genre of Creative Writing. This stage gives them awareness of language format and the characteristics of a writing genre. The creative stage is the stage of helping students to use their knowledge to form a particular genre in their words and evaluate themselves. The post-creative stage is the stage of explaining students' Creative writings and be evaluated by their peers and teacher (Safonova, 2018).

Cloud Based Instruction supplies a treasure of online applications to back education which can be employed to support a wide range of learning scenarios. Cloud Based applications have many advantages represented in high availability, scalability, cheap tools and low response times. With cloud applications students can access data in a convenient way overcoming the physical constraints. Besides, student's feat the built in collaboration features to share in the defined learning objectives. CBI has effective efficient technologies which can be used in many strategies like immediate feedback, online content management, assignments and frequent testing

(Adrah, Elmarash, Eljadi, 2020, Bansla & Rajneesh, 2020).

CBI applications facilitate group collaboration between schools and students; provide educational materials with the sharing of educational process. They provide tools for performance assessment in the

educational process. CBI has chances for controlling students' education activities: laboratory work, independent work, control work and testing. Each student in CBI has the opportunity for reading and editing different teaching materials. Teachers have the ability to store all the materials they need for successful classes

(Antoniuk, Morozov, Medvedieva & Medvedieva, 2020).

Cloud Based Instruction provides different services as computer applications accessed through the internet, data bases, file servers and e-mail service (Ghanem, 2019). CBI offers free applications which are readily available and custom cloud solutions. The free applications are available as saas and can be used freely by the educational organizations. Applications that can be used freely are, Microsoft live @ edu that provides students' staff and teachers long term primary e-mail and other applications used for collaboration and communications online. Microsoft office web Apps give teachers and students ability to view, edit and share Microsoft office documents using internet from any computer (Naik, Ajay & Kolhatkar, 2013).

One of the most popular services which are implemented in education are cloud-based office suites and cloud storage. Cloud based office is used in education such as one Google Apps form work, office 365, Zoho office suite, apple productivity apps, Amazon work docs, think free online, live documents. Cloud based office suites are available through Web browser, so they are platform and hardware independent. With cloud based office suites there is no need to install or configure soft ware on local computers that help student and teacher to use variety of devices. Cloud based office suites are a suitable tool for collaborative tasks between students. In addition, it provides opportunities to work offline and subsequent synchronization that gives students and teacher to work anytime, anywhere (Kiryakova, 2017).

The implementation of CBI, firstly files, documents, videos, images are uploaded on the cloud so, it can be available anywhere. Educational organizations and students can prepare their documents and share it with others. Hence, school administration can manage student's profiles, time tables, assignments and results on the cloud that can be accessed by students and parents. Teacher can upload all teaching materials via internet using computer or other devices at institutions or home. Cloud platforms provide teachers better communication with students and parents for assignments, tests and projects. Besides, parents can keep an eye over students' activities via networks (Bhatt, 2018).

Some studies used CBI for developing EFL language skills. They used different techniques and tools. These studies are: Calvo et al. (2011); Sheir, Kaoud & El-Hilaly (2016); Wang (2017); Ahmed(2020) and Elhadi (2019).

### **Context of the problem**

Although EFL creative writing skills are important for secondary students, they suffer from some difficulties in dealing with it, and many studies, which investigated the problems of EFL creative writing skills, indicated that (AlMorshidy, 2020, Nageib, 2020, Mahfouz, 2019, Teama, 2019, AlSherbeny, 2019, El-Mahdy, 2018, Amer, 2017, El doda, 2016).

Based on previous studies, it can be concluded that creative writing represents a problematic issue for EFL learners, who have many difficulties in acquiring EFL creative writing skills. They do not have the ability to express themselves freely, nor link sentences into a coherent paragraph. Besides, they cannot put down their thoughts in an organized way.

Through the researcher's experience as an English language teacher, she noticed the deficiency level of secondary school students in some EFL creative writing skills. It is also predicted that the teachers encountered difficulties in teaching the students some EFL creative writing skills. As a result, it can be concluded that both learners and teachers have difficulties learning EFL creative writing skills. Consequently, the researcher attempted to determine the level of first-year secondary school students' creative writing skills. As a result, a pilot study was conducted to investigate the level of EFL creative writing skills among first-year secondary school students. During the second term of the academic year 2023/2024, it was a random sample of 30 first-year secondary-stage students. An EFL creative writing test was adopted from Yousef (2021). The results of the pilot study revealed the low level of the students' EFL creative writing skills. According to the pilot study, students' creative writing skills were low in the following areas: (generating unusual ideas, organizing unusual ideas, using well structural components). Therefore, this research used office 365 for developing secondary school students' EFL creative writing skills.



## **Research Questions**

1. What are the EFL creative writing skills required for first year secondary stage students?
2. What are the features of the cloud office 365 appropriate for developing EFL creative writing among secondary stage students?
3. To what extent is using office 365 application effective in developing some EFL creative writing skills among secondary stage students?

## **Instruments and Materials of the research**

- An EFL Creative writing checklist to determine the EFL Creative writing skills required for first year secondary school students.
- An EFL creative writing test (pre-post equivalent form tests) for measuring students' Creative writing skills and rubric for correcting it.
- A teacher's guide for using office 365 for developing EFL Creative writing skill.
- A rubric for scoring the test.

### **The Aim and description of the pre-post tests:**

The aim of the EFL creative writing skill tests was to evaluate EFL students' EFL creative writing skill before and after the treatment. As for the pre-test which was used to identify students' levels in EFL creative writing skill before the treatment. On the other hand, the post test was used to determine the effectiveness of office 365 on developing EFL creative writing skill. Two equivalent tests were developed. The students were asked to write a body and a conclusion to a given paragraph.

### **Validity of the EFL creative writing skills test:**

#### **1- Face validity**

To identify the face validity of the EFL Creative writing test, it was administered to a panel of jury of curriculum and TEFL instruction staff

members (n= 12).They were requested to judge and show their opinions of the following points:

- Instructions for answering the questions suitable for the students, if not specify areas that might cause confusion.
- The items and the vocabulary suitable for the students.
- The test questions cover the intended EFL Creative writing skill.
- Any additional changes deemed necessary by the jury members.

The jury members pointed that the tests were appropriate for measuring the definite EFL Creative writing skills, and the items and the vocabulary are suitable for the students. In addition, the instructions are clear and suitable for the students. Accordingly, the EFL Creative writing skill tests had face validity.

## 2- Internal consistency validity:

The internal consistency between the scores of each sub-skill and the total scores of the main skill was determined by Correlation Pearson coefficient between students' score of each sub-skill and the total score for the main skill. The following table shows the coefficients of validity between the score of each sub-skills of the Creative writing test.

**Table(1)**

Pearson Correlation coefficient between the scores of each sub-skill and the total scores for the main skill.

Main- skills	Sub- skills	Correlation
Fluency	generate unusual ideas	0.761**
	organize unusual ideas	0.808**
	use well structural components	0.890**

The previous table shows that the correlation coefficient is calculated at the levels 0.01 and 0.05, which indicate the validity of the internal consistency of the test.

### **Reliability of the EFL Creative writing Skills Test:**

To calculate the reliability of the EFL Creative writing skill pre-test two methods were used:

#### **1) Alpha Cronbach method:**

It was used to calculate reliability co-efficient of the EFL Creative writing skill pre-test. Cronbach's Alpha co-efficient is 0.895 which is an acceptable value ensuring that the test was reliable and had internal reliability.

**Table (2)**

Reliability of the EFL Creative writing skill test using Alpha Cronbach (n=20)

Main- skills	fluency
Cronbach's Alpha	0.757

#### **1) Test re-test reliability**

The researcher administered the EFL Creative writing skill pre-test at the beginning of the second term of the academic year 2023-2024 to a group of participants rather than the study sample of first year secondary school students (n=30). The test was re-administered for the same group after two weeks.

The correlation co-efficient between the findings of the first and second administration was computed by Pearson correlation using SPSS (V.18) program. The value of correlation co-efficient between the two applications, in each sub-skill as well as in the test as a whole, was shown in the following table:

**Table (3)**

The correlation co-efficient between the findings of the first and second administration

Main- skills	fluency	Level of Significance
Correlation	0.759**	0.01

### The Rubric for Scoring the EFL Literacy Skills Test

To analyze and score performance of the students in the EFL Creative writing skill tests the researcher designed an analytical rubric.

### Hypothesis of the research

The first hypothesis states that “there is a statistically significant difference at a significance level ( $\alpha \leq 0.05$ ) between the average scores of the students of the experimental and control groups in the post-administration of the EFL Creative writing test as a whole, in favor of the students of the experimental group.”

The “t” value was calculated for two independent samples (Independent - Samples T-Test) to indicate the differences between the average scores of students in the experimental and control groups in the post-application of the EFL Creative writing test as a whole, and to measure the size of the effect of the experimental treatment in the test as a whole. The size of the effect of the experimental treatment in the test as a whole was calculated.

**Table (4)**

The “t” value between the experimental and control group in the post application of EFL Creative writing test.

Skills	Full Mark	Group	Mean	Std. Deviation	t-value	$\alpha$ Sig	$\eta^2$
Over all The Test	42	Experimental	34.87	2.69	21.560	0.01	0.889
		Control	15.33	4.17			

\* (n1 = 30 & n2 = 30) (DF = 58)

The second hypothesis states that “there is a statistically significant difference at a significance level ( $\alpha \leq 0.05$ ) between the average scores of the experimental group students in the pre- and post-applications of

the EFL Creative writing test as a whole, in favor of the post-application scores.”

The “t” value was calculated for two linked samples (Paired-Samples T-Test) to indicate the differences between the average scores of the experimental group students in the pre- and post-applications of the EFL Creative writing test as a whole, and to measure the size of the effect ( $2\eta$ ) of the experimental treatment in the test as a whole.

**Table (5)**

The “t” value” between the experimental group students in the pre and post applications of EFL Creative writing test.

(n =30) (DF = 29)

Skills	Full Mark	Test	Mean	Std. Deviation	t-value	$\alpha$ Sig	$\eta^2$
Over all The Test	42	Pre	16.60	3.97	20.109	0.01	0.933
		Post	34.87	2.69			

Skills	Full Mark	Group	Mean	Std. Deviation	t-value	$\alpha$ Sig	$\eta^2$
generate unusual ideas	3	Experimental	2.20	0.55	5.114	0.01	0.311
		Control	1.50	0.51			
organize unusual ideas	3	Experimental	2.63	0.62	7.613	0.01	0.500
		Control	1.47	0.57			
use well structural components	3	Experimental	2.57	0.63	4.600	0.01	0.267
		Control	1.80	0.66			
fluency	9	Experimental	7.40	1.38	7.133	0.01	0.467
		Control	4.77	1.48			

## Discussion

The questions of the study were set to identify if using office 365 effective in developing EFL creative writing skill. Based on the results of the statistical analysis, it is obvious that the students' creative writing skill has been developed that might be due to using office 365. To explain this, the study exposed that the participants present a progress in their performance in EFL creative writing skills

namely, generating unusual ideas, organizing unusual ideas and using well structure components. This progress is based on using office 365 on the treatment.

### Conclusions

According to the results, it can be concluded that there was a positive correlation between using office 365 and developing EFL creative writing skill. These results may benefit curriculum planners and pay their attention to cloud based instruction applications on developing EFL creative writing skill.

These results encourage teachers to use cloud based instruction applications as they are helpful and have various activities that motivate students to write and get rid out of their fear to express their ideas and feelings. In addition, they create good environment for the students to co-operate and interact with each other.

The positive correlation between using office 365 and EFL creative writing skill examined in this research. Hence, it is important to fertilize the literature by implementing some other studies on office 365 and EFL creative writing in different educational stages. Moreover, other studies can be conducted to identify the validity of office 365 on other EFL skills (listening, speaking and reading) of different stages.

### References

- Abu Hussein, H, Ajmal, D & Sadi, I (2020). Students' reflective journals and creative writing in EFL. *Universal journal of Education research*. 7(2),484-494.
- Adrah, M, Elmarash, G & Eljadi, E (2020). The possibility of using cloud computing technology in e] learning Elmergib university. *International conference on technical sciences*. 464-469.
- AlMorshidy, F. (2020). *The effectiveness of the humanistic Approach to develop creative writing skills of secondary school students*. Unpublished master thesis, Faculty of Education, Menoufia University, Egypt.
- Amer, A. (2017). *A problem learning program to enhance EFL critical reading, creative writing and problem solving skills of secondary stage students*. Unpublished master thesis, Faculty of Education, Zagazig University, Egypt.

- Antoniuk, T, Morozov, D, Medvedieva, M & Medvedieva, M (2020). Green IT as a tool for design cloud-oriented sustainable learning environment of a higher education institution. <https://doi.org/10.1051/e3sconf/202016610013>
- Bansla, N & Rajneesh (2020). Cloud computing: empowering the education and global learning. *Journal of data mining and management*, 5(3), 21-25.
- Basuki, y (2019). The effectiveness of local wisdom based teaching materials in enhancing creative writing skills in elementary school students. *The journal of English language teaching and linguistics*. 4 (3), 349-359.
- Bhatt, N (2018). A review on role of cloud computing in educational organizations. *International journal for research on applied science & engineering technology*. 6 (3), 2753-2756.
- Dawson, P (2005), *Creative writing and the new humanities*. New York: routledge.
- Eldoda, E. (2016). *The effect of using literature circles strategy on developing some EFL creative writing skills among secondary school students*. Unpublished master thesis, Faculty of Education, Menofiya University, Egypt.
- El-Mahdy, M. (2018). *A short story-based program for developing creative writing skills of first year secondary school students and their motivation towards writing*. Unpublished master thesis, Faculty of Education, Mansoura University, Egypt.
- El-Sherbeny, A. (2019). *Using cort program to improve creative writing skills of EFL secondary stage student*. Unpublished master thesis, Faculty of Education, Mansoura University, Egypt.
- Ghani, M & Din, M (2017). The effect of teaching English through literature on creative writing at HSSC level in Pakistan. *International Journal of English linguistics*, 2(7), 142-150.
- Chen, S & Zhou, J (2010). Creative writing strategies of young children: evidence from a study of Chinese emergent writing. *Thinking skills and creativity*. 5, 138-149.
- Fitria, T (2024). Creative writing skills in English develop students' potential and creativity. *EBONY: journal of English language teaching linguistics and literature*. 4(1), 1-17.
- Gocen, G (2019). The effect of creative writing activities on elementary school student's creative writing achievement, writing

- attitudes and motivation. *Journal of language and linguistic studies*, 15 (3), 1032.
- Kiryakova, G (2017). Application of cloud services in education. *Trakia journal of sciences*. 15(4), 277-284.
- Mahfouz, M. (2019). *The effectiveness of using scamper strategy in developing English creative writing skills for first year secondary school students*. Unpublished master's thesis, Faculty of Education, Helwan University, Egypt.
- Nageib, R. (2020). *The effect of using a program based on some strategies on developing faculty of education Majors creative writing and self-Esteem*. Unpublished master thesis, Faculty of Education, Minia University, Egypt.
- Naik, A, Ajay, A & Kolhatkar, S (2013). Application of cloud computing in academia. *Indian journal of computer science and engineering*. 4 (1), 11-15.
- Rini, T & Cahyanto, B (2020). Supporting elementary students' creative writing skill with assessment as learning. *Advances in social science, Education and humanities research*, 487.
- Safonova, V (2018). Creative Writing as part and parcel of developing communicative & intellectual FL learners' powers. *European journal of social science education and research*. 5(1), 130-141
- Senel, M, & Bagceci, B (2019). Development of creative thinking skills of students' through writing. *International journal of progressive Education*, 15(5), 216-237.
- Teama, H. (2019). *The effectiveness of a program based on web blogs and learning platform "Edmodo" in developing EFL experimental language schools student's reflective and creative writing skills and their self-regulation*. Unpublished master thesis, Faculty of Education, Zagazig University, Egypt.
- Youssif, M (2021). *A literature based enrichment program for developing EFL creative writing and critical thinking skills among secondary stage students*. (Unpublished doctoral dissertation). Faculty of education. Benha university.