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The Effectiveness of Using Graphic Organizers strategy for Developing EFL Creative Writing Skills among Gifted Primary Graders

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ABSTRACT

Creative writing skills are very necessary today for the primary students in the English classes that need to be fostered. This study aimed to examine the effectiveness of using graphic organizers for developing EFL creative writing skills among gifted primary graders in language schools. The participants of the present study consisted of one group of gifted primary four graders at Capital Language Schools, Gharbia Governorate, Egypt, during the first term of the academic year 2023/2024, including 20 pupils. The researcher prepared an EFL creative writing checklist. The teacher used pre-post EFL creative writing skills tests and quantitative and qualitative research methods for collecting data. The results revealed that there was a statistically significant difference in using graphic organizers between the EFL writing pre-test and post-test for developing EFL creative writing skills among primary four gifted graders at language schools.

Key words: Graphic organizers, EFL creative writing skills, primary four gifted pupils.

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المستخلص:

علي الرغم من اهمية مهارات الكتابة الإبداعية باللغة الانجليزية لتلاميذ اللغة الانجليزية بشكل عام والتلاميذ الموهوبين بشكل خاص . الا ان التلاميذ يعانون من صعوبه في التمكن من مهارات الكتابة الابداعيةهدفت الدراسة الحالية إلى اختبار مدى فاعلية استخدام الخرائط البيانية لتحسين مهارات الكتابة الإبداعية في اللغة الإنجليزية كلغة أجنبية لدى تلاميذ المرحلة الابتدائية المبدعين بمدارس اللغات. تكونت عينة الدراسة من مجموعة واحدة مكونة من ٢٠ تلميذاً من التلاميذ المبدعين للمرحلة الابتدائية بمدارس اللغات بمحافظة الغربية، جمهورية مصر العربية، خلال الفصل الدراسي الأول ٢٠٢٣ .2024/تم إعداد قائمة المهارات الرئيسية والفرعية لمهارات الكتابة الإبداعية باللغة الإنجليزية كلغة أجنبية. استخدمت الدراسة اختبار مهارات الكتابة الإبداعية في اللغة الإنجليزية كلغة أجنبية باختبار قبلي وبعدي وأسلوب الإحصاء الكمي والكيفي لجمع البيانات والإجابة عن تساؤلات البحث. توصلت نتائج الدراسة الحالية إلى وجود فروق ذات دلالة إحصائية بين متوسط درجات الاختبار القبلي والبعدي بعد مرحلة التطبيق في كل من مهارات الكتابة الإبداعية الرئيسية ومهارات الكتابة الإبداعية الفرعية لصالح الاختبار البعدي.

الكلمات المفتاحية:

الخرائط البيانة ـ مهارات الكتابة الابداعية فى اللغة الانجليزية كلغة أجنبية ـ تلاميذ مدراس اللغات الابتائية .

Introduction

Nowadays, English language has become one of the most essential factors for success, especially as it is considered the most widely used common language in the world today. English is the basic language for international communications in various fields such as tourism, economics, politics, media, and education. English comprises four skills: listening, speaking, reading, and writing. One essential productive skill that should be mastered by learners of the English language is creative writing. When learners can write creatively, they achieve a higher level of language proficiency. Additionally, mastering creative writing skills helps learners to interact with the surrounding world efficiently.

Many teachers face various problems during writing lessons such as low motivation, high levels of anxiety, low effort, lack of interest, and procrastination. However, creative writing can help solve these problems. Creative writing is a form of writing that expresses feelings, thoughts, or ideas in an imaginative way. It helps develop language skills at various levels of language learning, such as grammar rules, vocabulary, phonetics, and communication. Pupils use the language in an interesting ways to express meaning in their unique way, and they engage with language at a deeper level of processing, leading to significant benefits in grammatical accuracy and vocabulary choice.

Creative writing gradually develops and enhances pupils' writing skills to become more desirable and important in the learning environment. It helps pupils engage in the best way to improve their writing skills. Creative writing helps students express themselves creatively and effectively, allowing them to explore their thoughts and ideas in a supportive and encouraging environment.

As a teacher of English for 18 years it has been observed that there was a lack of EFL Creative writing skills among primary school pupils .Also it was noticed that many pupils feel reluctant to write creatively, they do not have the necessary skills required for EFL creative writing skills.

Second, after reviewing some of previous studies that dealt with EFL creative writing skills, there were assertions on the need of paying attention to creative writing skills and the significance of enhancing it. Some of the studies include (Yang, 2022), (Nasir, sarwat, Imran, 2021), (Maley,2015), (Mohammed & Dajani, 2016) emphasized on the weakness of creative writing skills on primary students, particularly the fourth graders in the required creative writing skills.

EFL Creative Writing Skills

Creative writing is the best way to improve pupils' writing skills. It is an interesting field of study that is also very significant in developing language learning abilities. It gradually grows and fosters pupils' writing skills, making it much more desirable and vital to the learning environment (Nasir, Sarwat, & Imran, 2021).
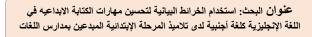
Creative writing involves the study of writing—including poetry, fiction, drama, and creative non-fiction—and its contexts through creative production and reflection on the process (Nicole Anae, 2014). However, the development of creative writing skills is the exception rather than the rule in teacher education programs generally, despite evidence that supporting creativity in beginning teacher programs supports creativity in the school curriculum (Nicole Anae, 2014).

Creative writing is an effective way for both pupils and their teachers in enhancing writing skills in EFL classrooms. For pupils, it gives a lot of opportunities to improve their academic success by training .it can be considered as a factor to increase motivation among pupils so, their critical thinking and problem solving skills were fostered (Senel ,2018). EFL creative writing is the ability to express all information gained from observations of the external world .It is the written presentation of creative thoughts by means of stories, poems, folktales, and cartoons.

 Creative writing has special features that depends on imagination, close observation, and personal memories, so any text can be considered as a creative one if it attracts the reader not only the (fiction or poetry) but also, the academic writing, (Maley,2015). Creative writing is a group of written symbols produced by the student to explain his/her knowledge , feelings , values , trends ,and aptitudes, formed according to the rules of language such as clarity , accuracy , speed and beauty , and representing a meaning characterized by fluency , flexibility and originality ,(Al- Harbi ,2015). It is an aspect that refers to conceptual activities like writing poetry, fiction, and games. Usually, it determines of creating texts with an accurate form instead of merely educational, functional, and practical intent   (Kumar ,2020).

Importance of EFL creative writing skills

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The aim of English language teaching is to develop communicative competence to help students produce written and oral language in social situations. Creative writing skill is very beneficial (Murugiah ,2013) He emphasized that creative writing is not a natural ability that cannot be taught, it can be molded into classrooms through practical lessons. Another advantage of creative writing is that it has various therapeutic and can reduce depression and rumination, improve self-image, and organize thoughts, feelings, and behavior (Thomas ,2014).

Stepnek (2015) asserted that creative writing is very essential for promoting pupils' inspiration and imagination, and makes the learning process more enjoyable and stimulating. It can be illustrated in four major points: (a) it enables pupils to communicate in a various ways. (b) it expands pupils' horizons while focusing on language. (c) it helps EFL pupils to incorporate creative activities in EFL classrooms, and (d) it enhances and develops pupils' EFL language skills.

Finally, Maley (2015) summarized the benefits of creative writing skills as follows:- (a) Creative writing improves pupils' self – confidences and self – esteem,(b) Creative writing encourages pupils to take risks with the languages to discover it without feeling reluctant, (c) Creative writing makes teachers active, energetic, vibrant and dynamic ,(d) Creative writing helps in developing their reading skills creatively by getting the process of creating texts ,(e) Creative writing leads to equivalent and coherent growth in positive motivation ,(f) Creative writing directs the pupils' mind to the right track with a focus on feelings, physical sensations, intuition and musicality ,(g) Creative writing develops pupils' language at all levels, such as like grammar, vocabulary, phonology and discourse, and (h) Creative writing enhances the relationship between pupils and their teachers.

Creative writing activities are very beneficial. They are the best way to improve Pupils' writing skills. Creative writing is important for most of them. It is crucial for developing their academic skills. In addition, according to pupils' opinion it can be asserted that the fields of positive influence of creative writing tasks are vocabulary, grammar, imagination, and even self-esteem. Creative writing is the best way to improve pupils' writing skills. It opens your mind to different things; you can look at the outer world (Pawliczak, 2015).

(Freiman, 2015) asserted their means of communication. (b) train pupils to be fluent in thinking and inspire original ideas that creative writing offers various opportunities for pupils to take more control of their own lives through promoting

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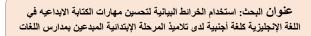
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language and imagination skills. Furthermore, creative writing helps pupils to (a) gain more control of (c) satisfy their needs (d) express themselves and what goes on inside them such as feelings, ideas (e) develop the ability to observe, and (f) helps the pupils for psychological and social adjustment.

Components of EFL Creative Writing Skills

- Flexibility; it is presented as the performance to accept numerous outlooks.it is a measure of writers' intelligence, Yang (2022).Furthermore it promote creativity and imagination and change the way of thinking and think about the text from different prospective, Abdelazim, Seleim, Badawi,and Nizar (2022)

- Originality: it is the ability of thinking outside the box in a unique way. Originality is creating unusual solutions through gathering ideas in a creative way, Originality gives pupils the opportunity to establish their own identity and finding unfamiliar solutions, Abdelazim, Seleim, Badawi,and Nizar (2022)

- Fluency: it can be estimated through the composition speed and the degree of task completion. By produce a large number of ideas quickly without extra hesitation, pupils' fluency will enhance, Mokhtar and Shehata(2020). Fluency is the ability to produce a large number of ideas. Fluency is the ability to classify them .It is an important element in writing talent by using standard vocabulary .Creative writing helps to improve fluency and excellent outcomes (Yang ,2022).

- Elaboration: It is the richness of details in the ideas one's produces. (Baer and Kaufman , 2012).Elaboration is producing interesting ideas with more details.

The significance of EFL creative writing:

Creativity itself is effective tool in professional development programs for both teachers an important process because of its unique nature, it consists of three stages: preparation, incubation, and verification (Keun, 2016). Creative writing is an and pupils, and for self –examination (Ricciardi, 2013). It is essential for enhancing self – esteem for both pupils and teachers and building effective communication between them through developing their writing skills (El-Behary, 2013).

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Another advantage, and behavior (Thomas, 2014). (Zhao, 2014) mentioned that creative of creative writing is that it has various therapeutic and can reduce depression and rumination, improve self-image, and organize thoughts, feelings writing helps Pupils to entertain and discover the functions and for identifying and learning how to read and write. Creative writing values of writing through stimulation, imagination, thinking clearly, searching provides pupils with new methods to promote the language. It helps pupils improve all their language skills. Additionally, it is essential for pupils to get the opportunity to play with language through creative writing. Furthermore, developing their self-confidence. The more they play with the language, the more they will learn about it (Akhter, 2014).

Teachers have a great role in enhancing their pupils' creative writing skills; they also must have special and qualified skills to help them for a successful process to foster Creative writing skills on pupils' level depends on a lot of elements such as (a) teacher and their abilities. (b) Classroom and its efficiency, and (c) the curriculum and if it is portable or not. Maley(2015). It is especially beneficial when teachers acknowledge that the majority of pupils write extensively for their purposes: emails, magazines, instant electronic communications, Internet sites, and blogs (Marvell and Simm ,2013).

Creative writing skills are one of the language skills that needs to develop and practiced through pupils' writings. Pupils can express their ideas and thoughts into written form. Teachers' role clears in (1) motivating and supporting their pupils to write, (b) encouraging them to be familiar and do more practice in writing which is very needed in enhancing their writing skill ,and(c) teachers have to improve the method of teaching in four steps of basic writing , they are planning , drafting , revising , and editing.(Anggraeni andPentury ,2018).

Qura and ElHadidy (2018) added that teachers should: (a) give their pupils the space and the authority to express their feelings, emotion and ideas freely, (b) give templates with effective criteria to follow, and (c) support their Pupils' points of view and accept it to give them the chance to write imaginatively. They pointed out the pupils' roles as follows: pupils should provide their various skills both of (writing skills and creative skills), the first one through promoting the basics of writing like fluency, accuracy, grammar and word choice, the second one through their critical and creative analytical skills so that their teachers have to assess both of them

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Graphic Organizers

A graphic organizer is a tool used to organize information and promote thinking about the relationships between concepts. Graphic organizers allow students to see what information is missing and classify the information as essential or nonessential. They enable students to record their ideas without immediately processing them, allowing for later reflection to determine the usefulness of these ideas in solving a problem. This specific organizer was modified from the four squares writing graphic organizer and contains five areas: (1) what do you need to find? (2) What do you already know? (3) Brainstorm possible ways to solve the problem. (4) Try your ways here. (5) What things do you need to include in your response? (Odegaard, 2015).

Graphic organizers facilitate learning in content areas by providing clear visualizations of ideas and facilitating student reflection. They enhance students' learning and independence, making them more prepared to practice these skills independently throughout life. A graphic organizer is suitable for presenting a central idea with supporting information. He stated that there are many kinds of graphic organizers, including:

- Conceptual
- Hierarchical
- Sequential
- Cyclical

Graphic organizers are important due to their visual representation of ideas and how they help build schema and key concepts and connections. According to Unzueta & Barbetta (2012), the use of graphic organizers in reading comprehension is well documented, but there is reportedly little documentation for how graphic organizers can help students improve their writing.

A paper graphic organizer can be utilized in any setting from the classroom or homework or standardized test. In the classroom, students can be provided with a copy of the graphic organizer. It can be written into their plans to have a copy for school-wide or district level writing assessments. Paper graphic organizers can also be sent home with students to work on even if they do not have technology or internet access. Corrigan (2017)

Graphic organizers allow teachers to differentiate instruction based on the needs of students and the content being learned by the students in order to comprehend the complex and key concepts in social studies curriculum (Hall, Kent, McCulley,

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Davis, & Wanzek, 2013). Graphic organizers are a research based strategy that promotes comprehension and aids in student learning with the difficult content Graphic organizers are an essential strategy to aid in the organizing/classifying and sequencing of materials and events in the social studies curriculum to help students with disabilities comprehend the content. Graphic organizers help students to preview new material, make connections, recognize patterns, identify main ideas, and understand relationships between key concepts organize information, take notes, and review material. Graphic organizers also help foster higher level critical thinking skills .Mann (2014)

Graphic organizers are highly recommended as an instructional tool to assist students in understanding complex concepts. Graphic organizers are an essential strategy to aid in the organizing/classifying and sequencing to help students with disabilities comprehend the content. It can help with everyday classroom tasks like reading, writing, note taking, and group work. (Dexter & Hughes, 2011).

The use of different graphic organizers allows thinkers, readers, and writers to transform ideas and concepts into a visual, graphic display that they can use for reading or writing assignments. These graphic plans help students to form mental pictures of how texts are organized in order to better understand what they have learned. Graphic organizers can be used to gain knowledge of relationships among concepts in a content area .The use of graphic organizers aids students in connecting newly gained knowledge to prior knowledge. Manne (2014)

Graphic organizers are visual and graphic displays that depict the relationships between facts, terms, and or ideas within a learning task. This tool is used to construct representations of information. This educational knowledge is used for remembering, communicating, and negotiating meanings between interrelated pieces of information.it is a Visual representation of the material a student is learning. The organizer allows students to brainstorm and organize information in order to connect ideas. Antonie (2013)

Graphic organizers are gaining popularity in modern school as a favorite teaching approach in the classroom due to its effective application in teaching across all level and subjects (Elwood, 2018; Uba, Oteikwu, Onwuka & Abiodun-Eniayekan, 2017). It improves recall and enhances learners' involvement to summarize and synthesize complex ideas (Torres, Espana & Orelans, 2014). Graphic organizers are visual tools that represent the facts and concepts in an organized frame, making the information easier to understand and learn. It is an approach which focuses on learners rather than the teachers. Torres (2014)

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Graphic organizers support dual coding of the information through visual and language (verbal) development. As a visual tool, it helps the student to process and remember the content of the text through visualization of the image. Text-based graphic organizers act as language tools that facilitate the development of knowledge. So the combination of these tools that help in better understanding, comprehension, and retention power of information (Owolabi & Adaramati, 2015).

Definitions

- According to (Akhter, 2014), creative writing is a form of writing that expresses feelings, thoughts, or ideas in an imaginative way. Creativity in language and originality (Kaplan, 2019). It means the learners' abilities to put always means novelty his /her feelings and ideas about a particular topic using his/her imagination freely and out of ordinary, in parallel with ethics and values (Diab, 2019).

- A graphic organizer is a tool to organize information and promote thinking about the relationships between the concepts. The graphic organizer allows students to record these ideas, but not process them. The student can later reflect on their ideas and determine if they will be useful in solving the problem. Odegaard(2015) .The organizer allows students to brainstorm and organize information in order to connect ideas visually. Antoine(2013)

The graphic organizers and creative writing

Due to the importance of graphic organizers some researchers conducted researches about effectiveness graphic organizers as:

Wangzom (2019) conducted a study on the effectiveness of using the graphic organizers to enhance their learning achievements. The sample of the study was 18 pupils from grade seven over the period of four weeks. The quantitative data was collected through learning achievement tests (pretest and posttest) and survey questionnaires. The findings from interviews and survey questionnaire revealed that students were motivated and satisfied to use graphic organizers to learn History. It had also developed their interest in the subject. Therefore, this study recommends using graphic organizers as one of the learning strategies to improve the academic performance and interest in learning.

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(Ibrahim, 2016) he elected a group of these pupils as participants for the study. conducted a study to determine to what extent creative writing skills need to be developed. He designed a program based on science fiction stories for developing creative writing skills of the first-year preparatory stage pupils, They were divided into experimental groups and control groups. The tools and methods of the study included a list of creative writing skills (fluency, flexibility, originality, and elaboration) and a test on creative writing skills. The findings of the study offered evidence on the effectiveness of the proposed program based on the science fiction stories in developing creative writing skills of first year preparatory pupils.

Additionally, Kotb & Mokhtar (2020) conducted a study to assert on the effectiveness of using SCAMPER for developing the third graders' creative writing skills. The purpose of the study was developing their writing level and enhances the subs kills of creative writing skills in English. majors-Minia University. The findings of the tools of the study were a questionnaire and pre-posttest. The study was examined on one group of pupils the program based on creative writing skills pre-posttest and rubrics for evaluating students, The participants were 50 pupils among third year Englishthe study reveal great effectiveness of using creative writing in the post-performance test stated that "using SAMPER strategy for developing third year English creative writing skills has a great efficiency in teaching all language skills

. So that, the researcher investigates the effectiveness of graphic organizers on developing EFL Creative Writing skills among gifted primary four language schools pupils. As she has been working in the educational field for 18 years. Through the research experiences as an EFL English teacher for 18years in the Educational field, there is a low level in EFL creative writing skills among them through applying a diagnostic test and interview with teachers, it was noticed that many pupils feel reluctant to write creatively, they do not have the necessary skills required for EFL creative writing skills. Because of this, further studies on the effectiveness of graphic organizers for developing EFL creative writing skills are needed to be carried out in order to create a more effective curriculum regarding writing skills. Hence, this research aims to examine the effectiveness of using graphic organizers for developing EFL creative skills among gifted primary four language schools pupils

Questions of the Study

In order to establish the effectiveness using graphic organizers for developing EFL creative writing skills, the following questions were formulated in the study:

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1. To what extent do EFL gifted primary four pupils in language schools master EFL creative writing skills?

2. What are the EFL creative writing skills required for fourth year gifted pupils?

3. What is the level of fourth year gifted pupils at language schools in EFL creative writing skills?

4. What are the features of the graphic organizers based program?

5. What is the effectiveness of the graphic organizers based program in developing EFL creative writing skills for the fourth-year gifted pupils?

Hypotheses of the Study

The present study attempted to test the following hypothesis:

1-There is a statistically significant difference at the (0.05) level between the mean scores between the pretest and posttest in EFL creative Writing skills test on the post administration test in favor of the posttest. This hypothesis has the following sub-hypotheses:

- There is a statistically significant difference at the (0.05) level between the mean scores of the posttest in EFL conventions skills on the post administration of EFL creative writing skills test in favor of the post administration.

- There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group in EFL organization skills on the post administration of EFL creative Writing skills test in favor of the post administration

- There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group in EFL creating ideas skills on the post administration of EFL creative writing skills test in favor post administration.

- There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group in EFL voice skills on the post administration of EFL creative writing skills test in favor of the post administration.

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- There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group in EFL sentence fluency skills on the post administration of EFL writing skills test in favor of the post administration .

- There is a statistically significant difference at the (0.05) level between the mean scores of the experimental in word choice skills on the post administration of EFL writing skills test in favor of the post administration .

Research Method

The present study aimed at developing EFL creative writing skills and increasing their ability to write creatively and freely also exploring new ideas in writing, the researcher used the quasi experimental, one group pre-post- test design to investigate using graphic organizers on developing EFL creative writing skills among preparatory official language school pupils.

Participants

The participants of the present study consisted of one group: experimental group(N=20 of the gifted primary four school pupils Capital language schools, Gharbia Government, during the first term of the academic year 2023/2024.those pupils were selected after the diagnostic test ,interviews with teachers and checking their GPA in the monthly tests.

The EFL creative writing checklist

The EFL creative writing checklist was designed to determine the skills related to the creative writing skills for fourth prime graders

A) Sources of the checklist

The researcher determined the EFL creative writing skills require for the study participants through reviewing:

- literature and previous studies related to EFL creative writing skills such as : (Qoura ,2016) ,(Jaber,2022) ,(Als-samadi,2019) ,(Sohier, Mohamed, and Fatma ,2020)
- Teachers' interviews about Pupils EFL creative writing skills.
- The fourth graders at capital language school.
- some EFL creative writing skills books such as: Evan moor (2008).

B) Description of the check list

The checklist in its initial and the last form (cause there are no modification or recommendation on it) form includes six main skills: Idea , voice , conventions , sentence fluency ,word choice and organization .Each EFL creative writing skill has sub skills with performance indicator to identify if it is important ,or some extent or not important ,To tick (y̕) it in the space provided (Appendix B) .The list was submitted to a jury of EFL professors (N= 7) (Appendix C) to :

1- Judge whether the skills are suitable or not for the study participants.

2- Add/omit skills and make modification

C) Validity of the EFL writing skills

Two types of validity were used to ensure the validity of the EFL creative writing skills checklist: content validity and face validity

1) Content validity

To ensure the content validity of EFL creative writing skills, the checklist was developed through reviewing previous literature and related studies on the field of EFL creative writing .Accordingly, it could be said that the checklist was comprehensive and representative of the EFL creative writing skills required for primary for pupils .Consequently, the checklist could be interpreted as being valid and having content validity.

2) Face validity

The EFL creative writing checklist was submitted to a panel of jury members specialized in EFL curriculums and instructions "English department "(N=7) (Appendix C) to identify the most appropriate skills for the study participants .Moreover, the jury members were asked to add ,omit or modify to the creative writing skills or sub skills any comments that they considered important .They accepted the checklist adding that it didn't need any modification.

The EFL creative writing pre /posttests

The purpose of EFL creative writing testes were to measure EFL pupils' creative writing skills before and after implementing the treatment .As a pre- test, it was used to determine the study participants' level in EFL creative writing skills before the treatment .As a post – test, it was used to investigate the effectiveness of using The Making Thinking Visible Approach for developing EFL creative writing skills.

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A) Sources of the EFL creative writing skills pre-posttests.

The researcher prepared the EFL creative writing skills tests for the study participants through reviewing:

(Sohier, Mohamed, and Fatma ,2020),(Jaber,2022) ,(Als-samadi,2019) ,(Qoura ,2016) , Uslu (2020) ,Kumar (2020) Kotb, shehata and Mokhtar(2020), Mohammed (2019), Bayat (2016)

- Literature and previous study related to creative writing skills
- Some EFL creative writing books such as : Evan moor (2008)

B) Description of EFL creative writing skill pre-posttest

Two equivalent tests were developed, one used as a pre -test, while the other as a post- test .They consisted of eight parts that measured some EFL creative writing skills (idea – organization, word choice, sentence fluency, conventions, and voice). Part one aimed at measuring word choice: (words about what they feel and action words. Within this part, pupils were asked to write a sentence about certain picture to express what they feel? , and what they were doing? .Part two aimed at measuring how to use describing words. Within this part pupils were asked to write a paragraph about a certain picture to describe everything specifically. Part three aimed at measuring how to connect various and similar ideas, pupils were asked to read the first sentence then write the following sentence using different conjunctions.

Part four aimed at measuring correct spelling .Within this part pupils were asked to answer the dialogue and write with perfect and correct spelling .Part five aimed at measuring grammar .Within this part, pupils were asked to choose the correct structure between bracts. Part six aimed at measuring words that reflect their mood and how to choose better details. Within this part, pupils were asked to find a solution for the problem and write an end for a story. Part seven aimed at measuring how to make graphic organizer and write beginning, middle, and end. Within this part, pupils were asked to write a paragraph and draw its graphic organizer to explore their ideas. Part eight aimed at measuring the correct punctuations .Within this part, pupils were asked to rewrite the sentence with correct punctuation.

C) Piloting the EFL creative writing test

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In order to investigate the clarity of instructions, suitability of the language and the time allocated for answering the questions of the test ,it was piloted to a sample of the fourth graders at capital language school ,(N=20) during the first semester of the academic year 2023/2024.It was founded that the instructions of the test were clear , no comments from the pupils were found with regard to the language ,instructions ,or the time assigned to answer the test.

D) Validity of the EFL creative writing pre-posttests

To validate the EFL creative writing tests, three methods were used: face validity, content validity, and internal consistency as follows:

1- Face validity

To identify the face validity of EFL creative writing test, it was administrated to a panel of jury of curriculum and TEFL instructions staff members (N=7) they were asked to judge and show their opinions of the following points:

1. Do the test items cover all the required ears?
2. Do the test items suit the pupils' levels?
3. Is the test time sufficient?
4. Are all the items clear enough for the pupils?
5. Are there any items that should be modified, excluded, or added to the test?

The jury members pointed out that the tests were appropriate for measuring the definite EFL creative writing skills, and that their items were clear and appropriate for measuring what they were intended to measure. In addition, they had clear instructions .Accordingly; the EFL creative writing tests had face validity .

2- Content validity

To identify the content validity of the EFL creative writing tests, a panel of EFL members was asked to determine whether the test items measured skills that they were supposed to measure. Finally, they agreed that the test could be interpreted as being valid and having content validity.

3- Internal consistency

a) The internal consistency between the score of each sub-skill and the total score of the test

To estimate the internal consistency, the Pearson correlation coefficient between the scores of the study participants in each sub-skill and the total

score of the test was calculated. Table (1) presented these correlations. This table shows that the correlation coefficient is significant at 0.01 level. Consequently, there is an internal consistency between the sub-skills the test measured

Table (1)
Pearson correlation coefficient between the scores of the study participants in each sub-skill and the total score of the test.

No	Sub-Skill	correlation
1	Use the action words	0.702**
2	Write describing words.	0.754**
3	Practice on words about how they feel.	0.635**
4	Connect various and similar ideas.	0.736**
5	Write longer sentences.	0.832**
6	Write a beginning, middle and an end for each paragraph.	0.668**
7	Write coherent sentences.	0.721**
8	Apply proper punctuation marks.	0.699**
9	Use correct grammar.	0.698**
10	Avoid spelling mistakes.	0.769**
11	Use graphic organizer and mind map.	0.812**
12	Choose better details	0.709**
13	Utilize words and expressions that reflect their mood.	0.697**

** Correlation is significant at the 0.01 level

b) The internal consistency between the scores of the main skills and the total score of the test and between each main skill and other sub-skills

To estimate the internal consistency between the scores of the main skills and the total score of the test and between each main skill and other sub-skills, Pearson correlation coefficient was calculated. Table (2) shows that the correlation coefficient is significant at 0.01 and 0.05 level, which shows that the tests' main skills can be interpreted as being valid.

Table (2)

The internal consistency between the scores of the main skills and the total score of the test and between each main skill and other sub-skills

skills	Word choice	Sentence fluency	Organization	convention	idea	voice	All over the test
Word choice	1	0.636**	0.782**	0.669**	0.828**	0.599**	0.695**

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Sentence fluency		1	0.698**	0.688**	0.609**	0.709**	0.722**
Organization			1	0.798**	0.695**	0.613**	0.633**
convention				1	0.806**	0.625**	0.728**
Idea					1	0.811**	0.712**
Voice						1	0.806**
All over the test							1

Correlation is significant at the 0.01 level

c) Reliability of the EFL creative writing skills tests

For estimating the reliability of the EFL creative writing test writing skill tests, the following two methods were used:

1) Alpha Cronbach method

It was used to measure reliability co-efficient of the EFL creative writing skill tests. Cronbach's Alpha coefficient is 0,897 which is an acceptable value revealing that the tests were reliable and had internal reliability.

2) Test-retest reliability

The pre-test was administrated to the same group after two weeks. The correlation coefficient between the findings of the first and second administration was measured by Pearson correlation. The correlation represented into table (3) between the findings is high (0.888**) and is significant at 0.01. Therefore, the whole test with its main skills can be considered to be reliable.

Table (3)

The correlation coefficient between the findings of the first and second administration

Skills	Word choice	Sentence fluency	Organization	Convention	idea	voice	All over the test
Correlation	0.702**	0.698**	0.802**	0.732**	0.744**	0.658**	0.888**

(E) Test –Timing

The time of the test was set based upon the results of the test piloting. The researcher calculated the time of the first and last students who answered the test questions, and then the average was calculated. The test lasted about 120 minutes. (Mean= (x) /) Mean= Mean of the participants time. n= number of the participants. X= time for each students

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3.6 Scoring the EFL writing skill tests

To score the EFL creative writing skill tests, the researcher used a rubric for scoring students' essay writing and an answer key for scoring the objective questions.

3.6.1 Rubric for scoring students' essay writing

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

A) Description of the rubric

The rubric consisted of six parts. Part one focused on word choice , part two sentence fluency, part three organization, part four for convention ,Part five on idea and part six focused on voice. The EFL creative writing skill tests were scored on a three-point Likert scale. Each skill in the rubric was rated from "1" to "5". "5" refers to the highest performance level, while "1" indicates the lowest performance level

B) Validity of the rubric.

To validate the rubric, it was submitted to a panel of jury members specialized in EFL curricula and method of teaching (N=7) . They were asked to check the items and validate them according to the following criteria:

- To what extent the rubric items describe each sub-skill of the EFL writing skills
- The accuracy of the indicators of the rubric.

The jury members agreed that its items were clear, accurate and covered the EFL writing skills. Therefore, the rubric was valid.

3.6.2 Description of the answer key.

An answer key was used for measuring objective questions. These questions were divided into two parts .some questions measured from "1" to "5" such as paragraph, word choice, sentence fluency, and find the solution. The second part measured out of the rubric like the following: Applying the rules of punctuation marks, choose the correct grammar. The correct answer within these questions was given "1" while the incorrect one was given "0".Consequently, the total score for writing tests were 55.

3.7 The teachers' guide for using The Graphic organizer strategy.

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A) Purpose of the strategy

The purpose of the strategy was to develop EFL creative writing skills and to reduce writing apprehension of the fourth graders using the graphic organizer strategy .Therefore, a teacher's guide was prepared to show how to use the strategy through its; routines, techniques, and activities to develop EFL creative writing skills and reduce apprehension

B) The Graphic organizer strategy used in the implementation

Within the implementation of the study, the researcher used the graphic organizers strategy to enable pupils to produce EFL creative writing text and reduce their apprehension, which is one of the making thinking approach, each stage in the making thinking visible approach has a purpose:

a) <u>Visible thinking</u>: it is very useful, because it is a flexible frame work for enhancing and enriching classrooms and fostering pupils to think critically in an intellectual development environment

b) <u>Thinking routines</u>: its purpose were to help pupils to think, initiate, document, and manage their thought, promote their thinking skills and sharing ideas it is a way of making ideas visible through a variety of graphic organizers which are simple to use, powerful in impact

c) <u>Culture of thinking</u>: Places where individual thinkers or groups are valued, actively promoted, takes the full opportunity to think critically and visibly

It is very important to mention that visible thinking approach is used in three different ways through the application of thinking routines:

- **First**: "as a tool" so teachers need to support and foster their pupils for building explanation, describing what present, reasoning the evidence. All of these activities are similar to cognitive strategies.
- **Second** as "structures": visual thinking routines are used as structures where teachers follow a natural progression to adapt the entire pupil environment to create and think therefore, they become the scaffold of thinking.
- **Third and finally** as a "pattern": Teachers help pupils to use it regularly and create their ideas through it .Teacher can imitate any thinking routines merely by naming it and serve different purpose in classroom.

C) General objectives for using The graphic organizer strategy

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By the end of teaching participants the graphic organizers strategy pupils would:

1- Identify the general features of the graphic organizers strategy
2- Engage in creative writing skills using the strategy
3- Have the ability to write creatively and express freely about their ideas
4- Appreciate the importance of graphic organizers strategy.
5- Reduce their writing apprehension and develop their creative writing skills.

D) Principals of using The graphic organizer strategy

1- Pupils improve their ability of observing their world and outer world
2- Building pupils' explanations and interpretations
3- Graphic organizer strategy is a very effective pedagogy to increase pupils' ability to think critically and express about their thoughts, wondering and asking open ended questions
4- Accepting different points of views and Reasoning with evidence
5- The Graphic organizer strategy helps pupils who are open mind, curious, and critical at the same time
6- Applying Graphic organizer strategy helps pupils to manage and boost their skills such as, monitoring thinking, critical thinking, planning ideas and metacognitive skills.
7- Without Graphic organizer strategy teachers will not innovate and keep teaching according to old methodology.
8- Culture of thinking might be applied by teachers since the beginning of the academic school year, through adapting on thinking routines inside the classrooms day by day at all ages and through all subjects.

E) The content of the session

The content of the sessions was prepared by the researcher through thirteen sessions; it was 45 minutes per each session.it included free topics .The implementation of the program begun with the pre- test administration .session one and the rest of sessions were dealt with the making thinking visible strategies such as: peel the fruit, think see, wonder and the six hats, aimed at developing pupils' EFL creative writing skills. At the beginning of each session the researcher

presented the skill and the strategy, objectives of the session, instructional media, procedures, and the way of practice and assessment within each session

F) Stages of practicing the Graphic organizer strategy

It was implemented in each session with teacher guidance it was presented as the following:

- **Control practice**

  Within each session, and through the using of Graphic organizer strategy tasks and activities, the teacher enabled her pupils to develop their own creative writing .In this kind of drills the teacher asks her pupils to express about their ideas without having any fear, through answering all drills. Pupils were asked to engage into a discourse.

- **Collaborative practice**

  Within each session, and through the using of Graphic organizer strategies and routines. The pupils were asked to engage in practice by negotiate each other to write creatively without any reluctant from committing grammar or spelling mistakes. And working together will encourage them to accept the others' opinions and write without any fear.

- **Free practice**

  Within each session and through the using of the Graphic organizer strategy sheets and handouts, pupils were asked to practice the creative writing freely through a certain activity with Graphic organizer strategy activities. They were asked to express about their voices and moods, to write down a summary or a paragraph which enhance their creative writing skills.

G) The instructional media and material used

To carry out the Graphic organizer strategy, the following teaching aids were used:

1. Power point presentations
2. Smart boards
3. Worksheets and handouts
4. Pair group and group work
5. Writing activities
6. Videos

H) Procedures of the session

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1. Warming up
2. Presentation
3. Modeling
4. Practice and drills
5. Wrap up
6. Assessment

I) The role of the teacher

Although the Graphic organizer strategy provides pupils with more active roles, the teacher's role can't be neglected. The teacher's role is more than content provider .The teacher's role can be categorized into:

- **Pedagogical role**
  It clears at unifying pupils' effort to cope with the approach, directing instructions and giving suggestions, encouraging pupils' feedback, finally guiding pupils through determining what they need to do within the session.

- **Social role**
  Through creating a learning community that encourage students to work in groups and with their peers, also enhance their productive interaction. Furthermore, fostering the sense of trust, belonging among pupils and unify their efforts with their colleges.

- **Managerial role**
  a. Organizing pupils' work
  b. Making sure that each group know well their roles
  c. Dividing pupils into groups and assigning their roles
  d. Monitoring pupils' participation within each group

- **Technical role**
  Here, teacher has a great role to support his pupils to use Graphic organizer strategy in appropriate way to achieve the program role, also making sure that pupils were use the approach easily and very well.

J) The role of the pupils

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- **Process manager**

  This role was designed for the enhance the pupils' leadership , who were asked for any clarification .In order to make sure ,that each pupil inside the group had the ability to manage his work ,so the researcher made sure that each pupil had a role as a leader.

- **Active participant**

  Within these roles pupils needed to know that, they didn't only express their ideas and their contributions, within the group; but also they had to read and analyze others opinions and contributions.

- **Knowledge maker**

  In the Graphic organizer strategy, the pupils were asked to think outside the box and express about their ideas freely through writing, negotiate to determine the most related ideas.

K) Assessment Techniques

At first the researcher was administrated A diagnostic test for all the grade to choose the gifted participants , in addition revised the pupils' grade point average to make sure that those participants were qualified and suitable for the study .Then apply the following assessment steps on the chosen study participants

- **Initial assessment**

  It aimed at determining pupils' level within the creative writing skill and within writing apprehension .Therefore; an EFL creative writing pretest was applied to the study group on the first term .the results indicated a low level within the creative writing test.

- **Formative assessment**

  It was used for assessing pupils' progress within each session for providing the appropriate feedback for pupils. Within each session the researcher provided her pupils with handouts and worksheets, to make sure that they grasp the content of the session. Then at the end of the session pupils were given an activity to practice the creative writing skills
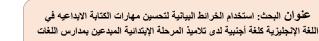
- **Summative assessment**

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It was used for assessing pupils' progress at the end of the program through administrating an EFL creative writing posttest to determine the effectiveness of the program in developing gifted pupils' EFL creative writing skills

L) Challenges that faced the researcher during the implementation can be classified into

- Some pupils did not have the passion to administrate the experiment. The researcher solved the problem introducing some motives and encouragement.
- Some pupils' feel reluctant to write or to express about his/ her idea in front of the others. The researcher solved it through group work
- Some pupils didn't eager to learn something new such as the making thinking approach .The researcher solved the problem with administrated all strategies and routines through activities and games.
- Some pupils feel bored with the long time of the session. The researcher solved the problem with some out –door sessions
- Pupils had different learning styles. The researcher solved the problem with introducing the sessions with various teaching methods.

Discussion

This study investigated the effectiveness of employing graphic organizers to enhance EFL writing skills among gifted primary four language school's pupils. The program contains" lesson preparation, building background, comprehensive input, strategies, interaction, practice or application, lesson delivery and review and assessment" . This program helped for developing EFL creative writing skills among gifted primary four language school's pupils. Quantitative analysis indicated a statistically significant difference at the (0.05)level between the mean scores of the experimental in the EFL creative writing skills test post administration, favoring the post administration. This finding aligns with the conclusions of (Odegaard,2015), (Condidorio,2010),(Corrigan,2017)

Who underscored the efficacy of graphic organizers strategy in improving EFL creative writing skills. Thus, the results reaffirm the effectiveness of utilizing graphic organizers for developing EFL creative writing skills. Graphic organizers has helps in enhancing pupils performance in all creative writing skills and sub-skills through improving how to choose the idea, sentence fluency ,word choice , organization ,apply the correct conventions and rising the writers' voices also enhance the critical thinking

Conclusion

Based on the quantitative analysis results, it's evident that the experimental group outperformed in EFL creative writing skills test post administration, indicating a statistically significant difference in favor of the post administration. These findings might be helpful to those who develop curriculum for EFL teachers to include EFL creative writing course. In addition, it might be beneficial to those who teach English, particularly EFL creative writing courses that include appropriate tasks and activities to develop EFL writing skills. The effectiveness of using graphic organizers for developing gifted primary four language school pupils" EFL creative writing skills was examined in this research. The pupils' scores improved on the EFL creative writing test. Hence, it is possible to develop the EFL creative writing skills at other educational stages. Finally graphic organizers strategy is a an important strategy for developing all EFL skills specially in creative writing also, other researchers can use graphic organizers for developing EFL skills (reading skills and speaking skills) of gifted primary four language school pupil

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