

**Developing Creative Reading Skills Among the EFL faculty of
education students via a literature circles strategy .**

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Abstract:

This study aimed at enhancing the faculty of education EFL student teachers' creative reading skills through using a literature circles strategy. A number of 48 EFL student teachers of English were chosen from the faculty of Education, Zagazig University in the first term in the academic year 2021/ 2022 . They were divided equally into control group and treatment group. The researcher conducted a pre- test of creative reading skills on both groups. There scores were low , and the results indicated that they lack the creative reading skills. The researcher applied the literature circles strategy upon the treatment group for 5 weeks two sessions a week. After that, both groups were submitted to the post test of creative reading (CR). Results showed that using the literature circles strategy is effective in improving the creative reading skills for the EFL third year student teachers at the Faculty of Education.

Keywords: Keywords:–Creative Reading –creative reading skills- literature circles

1-introduction

Kasem&Ismail(2022) stated that reading is a purposeful activity that requires the coordination of a wide range of cognitive skills in order to decode, comprehend, and learn from text. It is also an important tool for learning and comprehension in order to solve problems. Reading, in other words, enhances human thinking, creativity, and the development of man's personality. It may be much more difficult to pique a student's interest in reading if he or she has few personal belongings, hobbies, or special interests. Reading creatively means going beyond what is written in the text. Creative reading is a largely untapped area of reading ability. Most textbooks give it little or no attention, and when they do, it is usually combined with critical reading. However, it is an area that requires special attention, treatment, and techniques (Guniran, 2013).

In the same line,Mickulecky (2008) stated that Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. Moreover ,Reading is a fundamental skill in the language learning process, as it provides communication among people on one hand,and among the reader and the text on the other hand. It is also an essential skill for learners to master a foreign language.

(Wolf, 2007) clarified that Humans were never born to read; instead, we were born to see, move, speak, and think. Reading, he continued, is a relatively new cognitive activity, having been established only 5,500 years ago, or about a minute before midnight on the clock of human evolution. Understanding how humans learnt to read sheds light on one of the brain's most remarkable design features: its adaptability. This feature of the brain allows us to create entirely new circuits and connections between our older, genetically coded structures. Plasticity allows the brain to build new

connections among the systems that underpin vision, hearing, cognition, and language in the case of reading. This design element implies that the human brain's very arrangement allows it to reach beyond itself.

Chvalova& Stranovská (2021) stated that Researchers from various fields such as psychology, education, and artificial intelligence have studied the process of reading for decades; while many theories have been proposed, none explained interconnection of creativity and reading. Creative reading includes novel concepts which the reader must creatively understand in order to comprehend the text. Researchers from the field of psychology, education, linguistics and artificial intelligence have studied the process of reading for decades. The research was mostly aimed at reading as a process but it was not examined as a skill.

Mohammed (2020) investigated the effect of implementing a suggested programme based on critical discourse analysis and interactive visuals on developing creative reading, critical thinking, and critical language awareness in EFL secondary school students. This study included forty first-year secondary school students. According to the study's findings, the suggested programme based on critical discourse analysis and interactive visuals was effective in developing EFL creative reading, critical thinking skills, and critical language awareness.

Hassan (2018) conducted a study to investigate the effect of using strategy instruction on developing EFL creative reading comprehension skills among second year experimental preparatory school. The study made use of two EFL creative reading comprehension skills tests with a rubric to correct students' responses. The tests were administered pre and post the experiment. Paired sample t-test was conducted to compare the means of the pupils 'scores on the pre – posttests. Results showed that the pupils have developed their creative reading comprehension skills as a result of using Strategy Instruction.

2-Context of the problem

Reviewing literature related to creative reading, along with the researcher's teaching experience, it could be argued that learners lack creative reading skills. To assure the validity of this argument, the researcher conducted a pilot study involving a sample of 40 EFL prospective teachers at the Faculty of Education, Zagazig University. The results of the creative reading test which included a short story and questions revealed that nearly 90% of EFL prospective teachers suffer from difficulties in creative reading ,and that they couldn't answer the questions which require creativity.

3.Literature review:

According to Sugiyanto and Masykuri (2018), creative thinking skills have strategic value in the twenty-first century. The National Qualification Framework for Higher Education considers creative thinking skills to be a high level creative thinking skill that focuses on developing students' skills [1]. In recent years, creative thinking and creativity have emerged as important skills to acquire in order to adapt to the rapid changes of globalization [2]. The ability to think creatively is defined as a skill required in almost all subjects [3]. Creative thinking skills are defined as a person's ability to use his or her thinking to invent new things, new ideas, and to develop those ideas in greater detail based on originality during the acquisition process [4]. The outcome of such thought can be real or abstract ideas. Through the consideration of the creative thinking skills sub-dimensions, students can evaluate an event from various perspectives, demonstrate the ability to adapt to changing situations, and develop perspectives on a variety of levels of thinking [5].

Creative reading is a reading activity that involves creative thinking skills. Creative thinking skill is identified with the emerging of new ideas or the combination of several ideas in the form of new ideas (Marin & Halpern, 2011). Creative reading is strongly associated with imagination, innovation, originality, and excellence

(Jonassen, 2010; Swann et al., 2011). As the aforementioned definitions, it can be summarized that creative reading is reading to produce creative writing based on the response to what has been read. Creative reading is the key to productive thinking because creative thinking is defined as a mental activity used to build ideas (Syahrin et al., 2019).

Kremzi and Kasap (2017) defined creative reading as a method of reading that includes activities that help readers focus on what they read. This process is both entertaining and thought-provoking and it necessitates some self-control. Being able to remember what is read easily and for a longer period of time after reading are important characteristics of creative reading. During creative reading, the reader's mind is engaged in creative ideas, which allows the mind to remain alert at all times. Reading activities that follow the creative reading process lead to readers gaining an understanding of the style and type of text without even realizing it. (Holden 2004) added that Reading is complex and creative in this sense: what we begin with is not what we end up with. When people read, they bring words to life. They imagine themselves in the places and situations described in the text. They manipulate meanings and imagine scenes in their heads. This imaginative participation is a creative endeavor.

According to Ada and Campoy (2017), The Creative Reading Method suggests that true reading is considered to be a dialogue between the reader and the text, whose significance extends beyond the transmission of the information contained in the text. Ada and Campoy (2017) clarified that This act has four phases:

- **Descriptive Phase:**

When a reader comes across a text, the first thing they do is look up the meaning of the words. While this is necessary, it is only the beginning of the reading process. While it is critical that students understand the information in the text, we believe that the discussion

should not be limited to answering questions such as "Who, When, Where, How, and Why."

- **Personal Interpretative Phase:**

It is natural for the reader to react quickly to new information. Sometimes the nature of information, such as a tragedy or a disaster, will elicit the same reaction in the majority of readers. The individual reader's personal knowledge and experience, on the other hand, will determine how they react to the text.

- **Critical/Multicultural/Anti-bias Phase:**

Students are ready to move on to critical analysis and generalized reflection once they have compared and contrasted what is presented in the reading with their personal experiences and been given the opportunity to acknowledge. The questions at this level will assist students in drawing their feelings.

- **Creative/Transformative Phase:**

The awakening of the pupils' critical consciousness as a purely academic exercise does not meet the process's purpose. Rather, the process is complete when the pupils are able to use it to make decisions about the world around them. Reading's power is not only that it can delight, entertain, or enrich us, but it also enhances our sense of self and provides us with tools to make decisions that will improve or enrich our lives.

(Aloqaili, 2012; An et al., 2016) stated that one of the necessary 21st-century skills is creative thinking. Creative thinking is a process in which someone exhibits new logical and rational ideas. The ideas conveyed are novel and have specific characteristics. The new ideas are then critically, rationally, and logically evaluated. Divergent thinking, which includes fluency, flexibility, elaboration, and originality skills, is part of the divergent thinking process that stimulates curiosity (Torrance, 1990). The process of finding

alternative or new solutions to problems is known as creative thinking (Alghafri & Ismail, 2014; Kashani-Vahid et al., 2017).

METHODOLOGY:

4-Study Design

The recent study adopted the quasi-experimental method. In this study, the researcher administrated pre -post test to the sample of the study. The researcher divided them into two groups; treatment group and control group.

5-Study Questions:

The problem of the study is stated in the following questions:

1. What are the creative reading skills needed for the third year EFL students at the Faculty of Education English section?

2-what is the effect of using a literature circles strategy on enhancing creative reading skills of the faculty of education EFL students?

6- Study Instruments:

- a. The creative reading skills checklist.
- b. The creative reading skills test.
- c. The creative reading skills rubric.

7- Study Participants:

The participants in the current study were the third year English department faculty of Education, Zagazig University(2021/2022).The third year EFL students were selected in order to develop their creative reading skills. The students were randomly divided into two groups: treatment group and control group (n=24 students in each group).

- **Equivalent of the experimental group and the control group in the pre creative reading skills scores:**

It was tested that "There would not be a statistically significant difference between the mean scores of the experimental group and the control group in the creative reading skills pre-test " .

Table (1)
Independent samples test for the study groups of the pre Creative Reading skills Test and its dimensions.

Dimension	Group	NO.	Mean	SD	df	T-value	Sig.
Fluency	Control	24	2.708	1.083	46	1.247	0.217 Not sig.
	Experimental	24	3.125	1.227			
Flexibility	Control	24	3.000	1.022	46	1.599	0.117 Not sig.
	Experimental	24	3.500	1.142			
Elaboration	Control	24	2.417	0.929	46	1.606	0.115 Not sig.
	Experimental	24	2.833	0.868			
Originality	Control	24	7.833	1.880	46	0.602	0.550 Not sig.
	Experimental	24	8.125	1.727			
Creative Reading skills	Control	24	15.958	3.099	46	1.857	0.070 Not sig.
	Experimental	24	17.583	2.962			

**** significant at (0.01) level.**

The above table (1) indicates that there are not a statistically significant difference between the attained mean scores of the experimental and that of the control one in the pre administration of the creative reading skills test and its four dimensions (Fluency- Flexibility- Elaboration- Originality).

The mean scores of the experimental group is (**M=17.583**) and that of the control group is (**M=15.958**), this means that the score of the experimental group's pre administration of the CRST is not better than that of the control group. The estimated **T- value** is (1.857).It is not significant.

The mean scores of the experimental group is (**M=3.125**) and that of the control group is (**M=2.708**), this means that the score of the experimental group's pre administration of the Fluency is not

better than that of the control group. The estimated **T- value is** (1.247).It is not significant.

The mean scores of the experimental group is (**M=3.500**) and that of the control group is (**M=3.000**), this means that the score of the experimental group's pre administration of the Flexibility is not better than that of the control group. The estimated **T- value is** (1.599).It is not significant.

The mean scores of the experimental group is (**M=2.833**) and that of the control group is (**M=2.417**), this means that the score of the experimental group's pre administration of the Elaboration is not better than that of the control group. The estimated **T- value is** (1.606).It is not significant.

The mean scores of the experimental group is (**M=8.125**) and that of the control group is (**M=7.833**), this means that the score of the experimental group's post administration of the Originality is not better than that of the control group. The estimated **T- value is** (1.857).It is not significant.

From the previous results, there are an equivalent between the experimental group and the control group in the pre creative reading skills scores and its dimensions.

8.Results and Discussion

This chapter presents the statistical analysis of the data gathered from the creative reading skills test among English teachers students at Faculty of Education. All the data collected were analyzed by using the Statistical Package for the Social Services (SPSS) version 18.

- The Normalization Test:

In order to decide the suitable statistical method of testing hypotheses, the researcher computed the skewness, as well as the kurtosis of the total score of creative reading skills and its sub-skills. The results were as in the following table and figures:

Table (2)

Testing normalization indicators of the total score of creative reading skills and its sub-skills among English teachers students at Faculty of Education (n=48)

Skills	Skewness	Std. Error of Skewness	kurtosis	Std. Error of kurtosis
Fluency	0.093	0.343	1.212	0.674
Flexibility	0.017	0.343	1.310	0.674
Elaboration	0.099	0.343	1.286	0.674
Originality	0.062	0.343	1.225	0.674
Creative Reading skills	0.044	0.343	1.325	0.674

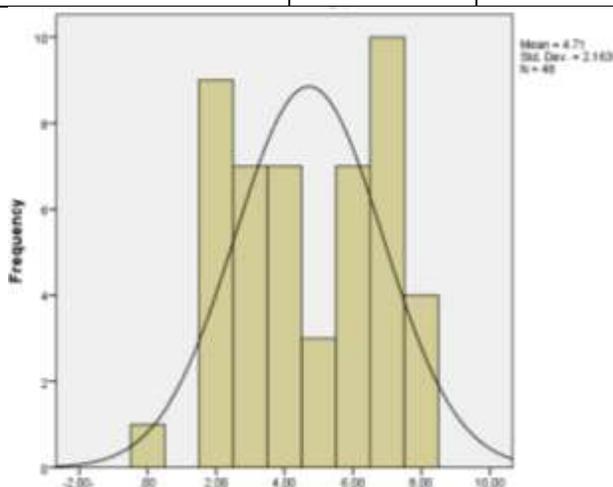


Figure (1) Testing normalization indicators of the fluency skill among English teachers students at Faculty of Education (n=48)

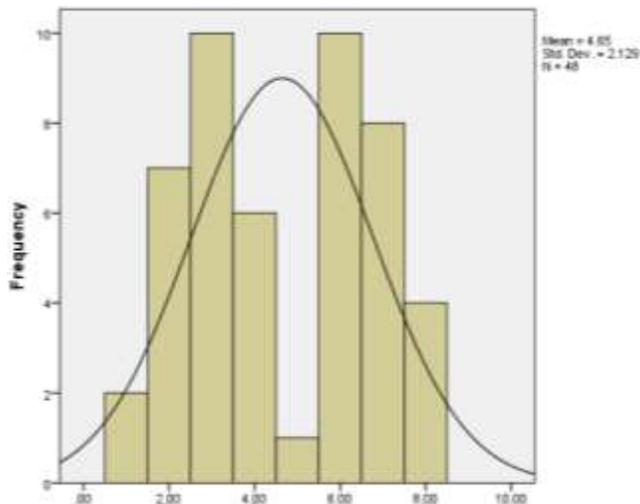


Figure (2) Testing normalization indicators of the flexibility skill among English teachers students at Faculty of Education (n=48)

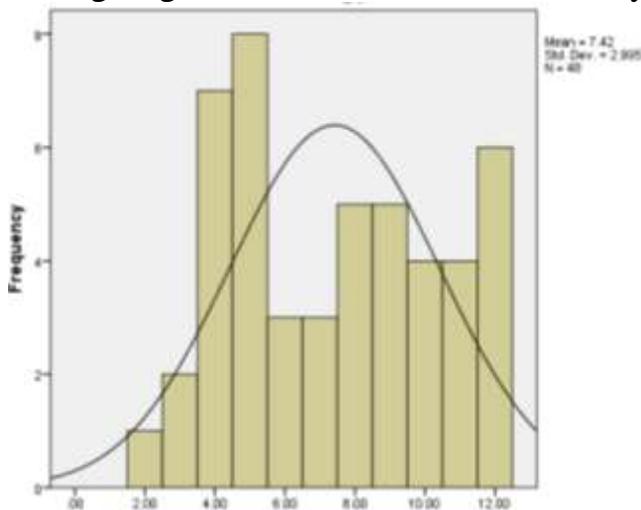


Figure (3) Testing normalization indicators of the elaboration skill among English teachers students at Faculty of Education (n=48)

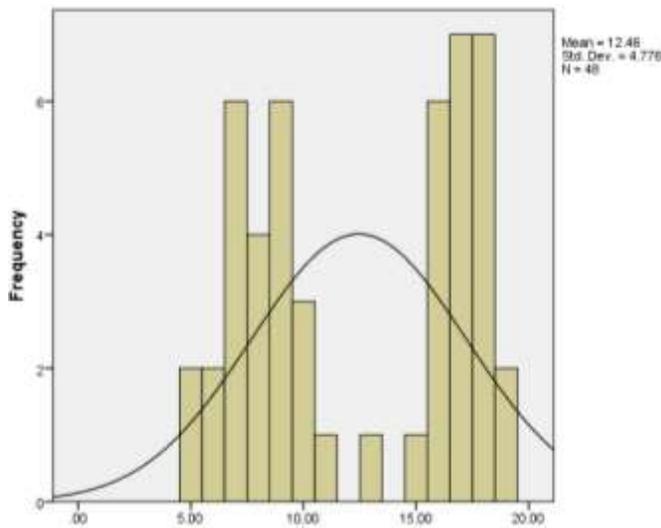


Figure (4) Testing normalization indicators of the originality skill among English teachers students at Faculty of Education (n=48)

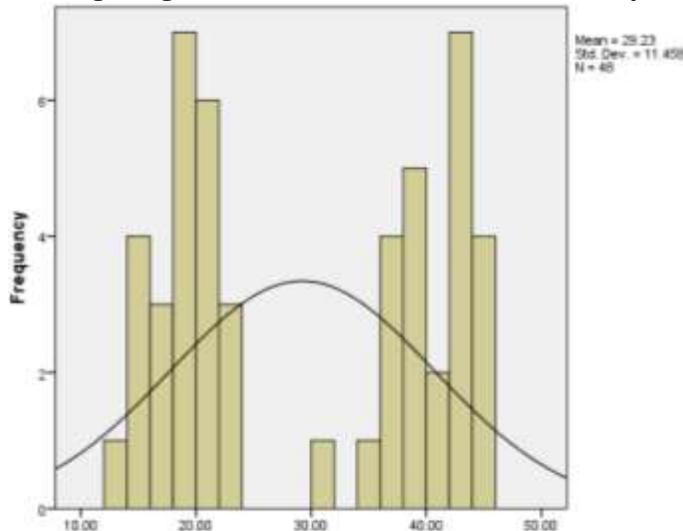


Figure (5) Testing normalization indicators of the creative reading skills among English teachers students at Faculty of Education (n=48)

From the previous table (2) and figures (1.2.3.4), the Skewness value for the total score of creative reading skills and its sub-skills were between (-1) and (+1), as well as each skewness

value for the total score of creative reading skills and its sub-skills was less than the double value of standard error of skewness. The kurtosis value for the total score of creative reading skills and its sub-skills were between (-3) and (+3), as well as each kurtosis value for the total score of creative reading skills and its sub-skills was less than the double value of standard error of kurtosis. For this reason, the suitable statistical method of testing hypotheses was the parametric statistic.

A. The Results

The results of creative reading skills are statistically discussed in the light of the study hypotheses mentioned before:

Hypothesis (1): It was hypothesized that " There is a medium level of total score of creative reading skills and its sub-skills among English teachers students at Faculty of Education".

Table (3)

The level of creative reading skills and all its sub-skills among English teachers students at Faculty of Education (n=48)

Skills	The mean	Std. deviation	The weighted mean*	The level
Fluency	4.708	2.163	2.354	medium
Flexibility	4.646	2.129	2.323	medium
Elaboration	7.416	2.995	3.708	high
Originality	12.458	4.776	2.492	medium
Creative Reading skills	29.229	11.480	2.657	medium

* From (0) to less than (1.34)= low - From (1.34) to less than (2.67)= medium. From (2.67) to less than (4.00)= high.

The above table (3) indicates that there are a medium level of total score of creative reading skills and all its sub-skills among English teachers students at Faculty of Education except the elaboration skill as it is high.

Hypothesis (2): It was hypothesized that "There would be a statistically significant difference between the mean scores of the

experimental group and the control group in the creative reading skills post-test in favor of the experimental group".

Table (4)

Independent samples test for the study groups of the post Creative Reading skills Test and its dimensions.

Dimension	Group	NO.	Mean	SD	df	T-value	Sig.
Fluency	Control	24	3.000	0.978	46	15.820	0.000**
	Experimental	24	6.917	0.717			
Flexibility	Control	24	3.292	0.859	46	15.595	0.000**
	Experimental	24	7.042	0.806			
Elaboration	Control	24	2.750	0.897	46	14.005	0.000**
	Experimental	24	6.542	0.977			
Originality	Control	24	9.250	1.422	46	17.058	0.000**
	Experimental	24	19.667	2.632			
Creative Reading skills	Control	24	18.292	2.612	46	24.834	0.000**
	Experimental	24	40.167	3.435			

**** significant at (0.01) level.**

The above table (4) indicates that there is a statistically significant difference at (0.01) level between the attained mean scores of the experimental and that of the control one in favor of the experimental group in the post administration of the creative reading skills test and its four dimensions (Fluency- Flexibility- Elaboration- Originality).

The mean scores of the experimental group is (**M=40.167**) and that of the control group is (**M=18.292**), this means that the score of the experimental group's post administration of the CRST is better than that of the control group. The estimated **T- value is (24.834)**.It is significant at (0.01) level in favor of the experimental group.

The mean scores of the experimental group is (**M=6.917**) and that of the control group is (**M=3.000**), this means that the score of the experimental group's post administration of the Fluency is better

than that of the control group. The estimated **T- value is** (15.820).It is significant at (0.01) level in favor of the experimental group.

The mean scores of the experimental group is (**M=7.042**) and that of the control group is (**M=3.292**), this means that the score of the experimental group's post administration of the Flexibility is better than that of the control group. The estimated **T- value is** (15.595).It is significant at (0.01) level in favor of the experimental group.

The mean scores of the experimental group is (**M=6.542**) and that of the control group is (**M=2.750**), this means that the score of the experimental group's post administration of the Elaboration is better than that of the control group. The estimated **T- value is** (14.005).It is significant at (0.01) level in favor of the experimental group.

The mean scores of the experimental group is (**M=19.667**) and that of the control group is (**M=9.250**), this means that the score of the experimental group's post administration of the Originality is better than that of the control group. The estimated **T- value is** (17.058).It is significant at (0.01) level in favor of the experimental group.

From the previous results, there were statistically significant differences between the mean scores of the experimental group and the control group in the creative reading skills post-test and its four dimensions (Fluency- Flexibility- Elaboration- Originality) in favor of the experimental group

Hypothesis (3): It was hypothesized that "There is an effect of the program based on stylistic awareness and aesthetic appreciation on improving the creative reading skills." This hypothesis is approved by the following formula:

$$\eta^2 = \frac{T2}{T2 + df}$$

$$ES = d = 2 \sqrt{\frac{\eta^2}{1-\eta^2}}$$

ES is decided according to next indicators as shown in next table:

Table (5)

Indicators for evaluating the Effect Size (ES) values according to η^2 and d

Tool	Effect Size			
	Low	Medium	Large	Very Large
η^2	0.01	0.06	0.14	0.20
d	0.2	0.5	0.8	1.10

Table (6)

The Effect Size (ES) values according to η^2 Creative Reading Test skills

Skills	T	T2	df	η^2	Effect Size
Fluency	15.820	250.272	46	0.845	Very Large
Flexibility	15.595	243.204	46	0.841	Very Large
Elaboration	14.005	196.140	46	0.810	Very Large
Originality	17.058	290.975	46	0.863	Very Large
Creative Reading Test skills	24.834	616.728	46	0.931	Very Large

The above table (6) indicates that there are very large an effects of the program based on stylistic awareness and aesthetic appreciation on improving the creative reading skills and its four dimensions (Fluency- Flexibility- Elaboration- Originality).

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