SUGGESTED EDUCATIONAL MODULES FOR DEVELOPING
CREATIVE WRITING SKILLS OF FOURTH-GRADE
UNDERGRADUATE LEARNERS OF ENGLISH IN KSA

A THESIS SUBMITTED TO THE UNIVERSITY OF KHARTOUM IN
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF
PhD. IN ENGLISH LANGUAGE TEACHING (ELT)

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بسم الله الرحمن الرحيم

{ ربَّنَا لا تُؤَاخذُنَا إِن نَّسِينَا أوْ أَخْطَأْنَا

} }

سورة البقرة (من آية 286)

YUSUFALI: (Pray :) "Our Lord! Condemn us not if we forget or fall into error."
DEDICATION

I dedicate this work to my great father, mother, brother, and sister who supported me by their call to Allah and also I dedicate it to my children Eman, Abdulrahman, and Tasneem and I wish that they can appreciate the importance of education and creativity in their life. Finally, a special dedication to my wife who always supports me with her encourage, help and call.
ACKNOWLEDGMENTS

All the praises and thanks to Allah for making dreams come true. And Peace Be Upon our Prophet Muhammad, the world teacher. Throughout this study I have touched by many unique individuals. Truly, without their support and encouragement, this study may not have seen light.

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The Researcher
CONTENT

- DEDICTAION II
- ACKNOWLEDGMENTS III
- CONTENT V
- LIST OF TABLES VII
- ENGLISH ABSTRACT VII
- ARABIC ABSTRACT XIV

1. CHAPTER ONE
   Background 2
   1.1. Pilot Study 3
   1.2. Problem of the Study 5
   1.3. Questions of the Study 7
   1.4. Hypotheses of the Study 7
   1.5. Objectives of the Study 8
   1.6. Importance of the Study 8
   1.7. Methodology of the Study 9
   1.8. Sample of the Study 9
   1.9. Instruments of the Study 9
   1.10. Limits of the Study 10
   1.11. Study Plan 11
   1.12. Definition of Terms 12

2. THEORETICAL AND CONCEPTUAL FRAMEWORK OF THE STUDY 16
   Introduction 16
   2.1. Theoretical Framework of the Study 17
   2.2 Conceptual Framework of the Study 32
      Related Studies to Creative Writing 32
      Related Studies to Educational Modules 57

3. METHODOLOGY OF THE STUDY 65
   Introduction 65
   3.1. Methodology of the Study 65
   3.2. Population of the Study 65
   3.3. Sample of the Study 66
   3.4. Variables of the Study 67
THE DEVELOPMENTAL STUDY

3.5. Instruments of the Study  69
3.6. Experimentation of the Study  86
3.7. Statistic Methods  87

4. DATA ANALYSIS, FINDINGS AND DISCUSSION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>88</td>
</tr>
<tr>
<td>4.1. Answer the study questions and checking the hypothesis</td>
<td>88</td>
</tr>
<tr>
<td>4.2. Summary for the study findings</td>
<td>127</td>
</tr>
<tr>
<td>4.3. Discussion for the study findings</td>
<td>130</td>
</tr>
</tbody>
</table>

5. SUMMARY, SUGGESTIONS AND RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>134</td>
</tr>
<tr>
<td>5.1. Study Summary</td>
<td>135</td>
</tr>
<tr>
<td>5.2. First: A Summary for the Study Findings</td>
<td>139</td>
</tr>
<tr>
<td>5.3. Second: Study Suggestions</td>
<td>142</td>
</tr>
<tr>
<td>5.4. Third: Study Recommendations</td>
<td>143</td>
</tr>
</tbody>
</table>

- BIBLIOGRAPHY  145 - 154
- APPENDICES  155 - 454

A. THE SUGGESTED MODULES

- MODULE ONE  155 - 183
- MODULE TWO  184 - 210
- MODULE THREE  211 - 256
- MODULE FOUR  257 - 281
- MODULE FIVE  282 - 313
- MODULE SIX  314 - 359
- MODULE SEVEN  360 - 382
- MODULE EIGHT  383 - 406
- GLOSSARY  407 - 414

B. SUGGESTED LIST OF CREATIVE WRITING SKILLS  415 - 419
C. MATRIX FOR THE SUGGESTED MODULES  420 - 430
D. AN ACHIEVEMENT TEST  431 - 443
E. JUDGES OF THE LIST OF CREATIVE WRITING SKILLS  444 - 445
F. JUDGES OF THE MATRIX  446 - 447
### TABLES' LIST

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Students' Scores in Creative Writing Skills for levels (3, 4 and 6) in the Population Study</td>
<td>3</td>
</tr>
<tr>
<td>(2)</td>
<td>Students' Collective scores of some Creative Writing Skills for levels (3, 4 and 6) in the Population Study</td>
<td>4</td>
</tr>
<tr>
<td>(3)</td>
<td>Clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Fluency) Skills</td>
<td>83</td>
</tr>
<tr>
<td>(4)</td>
<td>Clarifies the Equivalence between the two Groups in the pre-evaluation of the achievement test In (Flexibility) Skills</td>
<td>83</td>
</tr>
<tr>
<td>(5)</td>
<td>Clarifies the Equivalence between the two Groups In the pre-evaluation of the achievement test In (Novelty) Skills</td>
<td>83</td>
</tr>
<tr>
<td>(6)</td>
<td>Clarifies the Equivalence between the two Groups in the pre-evaluation of the achievement test In (Elaboration) Skills</td>
<td>84</td>
</tr>
<tr>
<td>(7)</td>
<td>Clarifies the Equivalence between the two Groups in the pre-evaluation of the achievement test In (Higher Cognitive Skills)</td>
<td>84</td>
</tr>
<tr>
<td>(8)</td>
<td>Clarifies the Equivalence between the two Groups in the pre-evaluation of the achievement test In (Synectic Skills)</td>
<td>84</td>
</tr>
<tr>
<td>(9)</td>
<td>Clarifies the Equivalence between the two Groups in the pre-evaluation of the achievement test In (Voice) Skills</td>
<td>85</td>
</tr>
<tr>
<td>(10)</td>
<td>Clarifies the Equivalence between the two Groups in the pre-evaluation of the achievement test In (Organization Skills)</td>
<td>85</td>
</tr>
<tr>
<td>(11)</td>
<td>Clarifies the Equivalence between the two Groups in the pre-evaluation of the achievement test In (Sentence Fluency Skills)</td>
<td>85</td>
</tr>
<tr>
<td>(12)</td>
<td>Clarifies the Equivalence between the two Groups in the pre-evaluation of the achievement test In (Word Choice Skills)</td>
<td>86</td>
</tr>
<tr>
<td>(13)</td>
<td>Clarifies the Equivalence between the two Groups in the pre-evaluation of the achievement test In (Conventions Skills)</td>
<td>86</td>
</tr>
</tbody>
</table>
- Table (14) Shows the Significant Differences of Averages in the (Creative Writing Skills) Between the two Groups in the Post Evaluation

Page 94

- Table (15) Shows the Significant Differences of Averages of (Creative Thinking Skills) Between the two Groups in the Post Evaluation

Page 95

- Table (16) Shows the Significant Differences of Averages of (Synectic Skills) Between The Groups in the Post Evaluation

Page 95

- Table (17) Shows the Significant Differences of Averages of (Voice Skills) Between The two Groups in the Post Evaluation

Page 96

- Table (18) Shows the Significant Differences of Averages of (Organization Skills) Between The two Groups in the Post Evaluation

Page 96

- Table (19) Shows the Significant Differences of Averages of (Sentence Fluency Skills) Between The two Groups in the Post Evaluation

Page 96

- Table (20) Shows the Significant Differences of Averages of (Word Choice Skills) Between The two Groups in the Post Evaluation

Page 97

- Table (21) Shows the Significant Differences of Averages of (Conventions Skills) Between The two Groups in the Post Evaluation

Page 97

- Table (22) Shows the Significant Differences of Averages of (Creative Thinking Sub-Skills) Between the two Groups in the Post Evaluation

Page 98

- Table (23) Shows the Significant Differences of Averages of (Fluency Skills) Between The two Groups in the Post Evaluation

Page 101

- Table (24) Shows the Significant Differences of Averages of (Flexibility Skills) Between The two Groups in the Post Evaluation

Page 101

- Table (25) Shows the Significant Differences of Averages of (Novelty Skills) Between The two Groups in the Post Evaluation

Page 101

- Table (26) Shows the Significant Differences of Averages of (Elaboration Skills) Between The two Groups in the Post Evaluation

Page 102
- Table (27) Shows the Significant Differences of Averages of (Synectic Sub-Skills) Between The two Groups in the Post Evaluation
- Table (28) Shows the Significant Differences of Averages of (Figurative Analogy) Between The two Groups in the Post Evaluation
- Table (29) Shows the Significant Differences of Averages of (Voice Sub-Skills) Between The two Groups in the Post Evaluation
- Table (30) Shows the Significant Differences of Averages of (Organization Sub-Skills) Between The two Groups in the Post Evaluation
- Table (31) Shows the Significant Differences of Averages of (Sentence Fluency Sub-Skills) Between The two Groups in the Post Evaluation
- Table (32) Shows the Significant Differences of Averages of (Word Choice Sub-Skills) Between The two Groups in the Post Evaluation
- Table (33) Shows the Significant Differences of Averages of (Conventions Sub-Skills) Between The two Groups in the Post Evaluation
- Table (34) Shows the Significant Differences of Averages in the (Creative Writing Skills) Between Pre & Post Evaluation of the Experimental Group
- Table (35) Shows the Significant Differences of Averages of (Creative Thinking Skills) Between Pre & Post Evaluation of the Experimental Group
- Table (36) Shows the Significant Differences of Averages of (Synectic Skills) Between Pre & Post Evaluation of the Experimental Group
- Table (37) Shows the Significant Differences of Averages of (Voice Skills) Between Pre & Post Evaluation of the Experimental Group
- Table (38) Shows the Significant Differences of Averages of (Organization Skills) Between Pre & Post Evaluation of the Experimental Group
- Table (39) Shows the Significant Differences of Averages of (Sentence Fluency Skills) Between Pre & Post Evaluation of the Experimental Group
- Table (40) Shows the Significant Differences of Averages of (Word Choice Skills) Between Pre & Post Evaluation of the Experimental Group

IX
- Table (41) Shows the Significant Differences of Averages of *(Conventions Skills)* Between Pre & Post Evaluation of the Experimental Group

- Table (42) Shows the Significant Differences of Averages of *(Higher Cognitive Skills)* between the Experimental and the Controlled Groups in the Post Evaluation

- Table (43) Shows the Significant Differences of Averages of *(Analysis Skills)* Between The Experimental and the Controlled Groups in the Post Evaluation

- Table (44) Shows the Significant Differences of Averages of *(Synthesis Skills)* Between The Experimental and the Controlled Groups in the Post Evaluation

- Table (45) Shows the Significant Differences of Averages of *(Evaluation Skills)* Between The Experimental and the Controlled Groups in the Post Evaluation

- Table (46) Shows the Significant Differences of Averages of *(Higher Cognitive Sub-Skills)* Between The Experimental and the Controlled Groups in the Post Evaluation

- Table (47) Shows the Significant Differences of Averages of *(Higher Cognitive Skills)* Between Pre & Post Evaluation of the Experimental Group
FIGURES' LIST

- FIGURE (1) PROGRAMS AND METHODS OF INDIVIDUAL LEARNING 21
- FIGURE (2) BLOOM'S STRATEGY FOR INDIVIDUAL INSTRUCTION 23
- FIGURE (3) RASSEL MODEL 28
- FIGURE (4) ARENDS MODIFIED MODEL 29
- FIGURE (5) SHOWS THE MODULE'S COMPONENTS OF TEACHING CREATIVE WRITING SKILLS 30

APPENDICES

- APPENDIX (1): THE SUGGESTED EDUCATIONAL MODULES
- APPENDIX (2): A LIST OF THE CREATIVE WRITING SKILLS
- APPENDIX (3): A MATRIX OF THE SUGGESTED MODULES
- APPENDIX (4): AN ACHIEVEMENT TEST
- APPENDIX (5): JUDGES OF THE SUGGESTED LIST OF THE CREATIVE WRITING SKILLS
- APPENDIX (6): JUDGES OF THE MATRIX
- APPENDIX (7): SAMPLES OF THE STUDENTS' CREATIVE WRITING BEFORE AND AFTER APPLYING THE SUGGESTED MODULES
The study aims to specify the necessary creative abilities for constructing the training program for the learners of English language, suggest a program using the method of educational modules for developing the creative writing skills for the fourth-level undergraduate learners of English, indicate the positive effect of the suggested educational modules on developing the creative writing skills for the fourth-level undergraduate learners of English, indicate the positive effect of the suggested educational modules on developing the higher cognitive abilities (analysis, synthesis, and evaluation) according to Bloom's taxonomy of cognitive abilities, and indicate the value of using new techniques of teaching methods to help in developing the students' creative writing skills of fourth-level undergraduate learners of English language.

The recent study was prepared to examine the modular instruction method in developing the creative writing skills for the Saudi undergraduate learners, English Language major. The researcher in this study used two methods of approach: The analytical descriptive method to specify the creative writing skills and the modules' objectives, content, activities, teaching methods and evaluation, and the experimental method to apply the suggested program of the educational modules of creative writing skills to the experimental group. The suggested educational modules had been judged by a group of multi-national university professors to check its validity to be applied on the sample group.

The instruments used in this study are: An achievement test for to measure the abilities of creative writing, higher cognitive skills as analysis, synthesis and evaluation, a matrix to specify the modules' aims, content, activities, teaching methods and evaluation methods that was distributed to
a group of university professors specialized in curricula and methodology and to experts in education for evaluation, and a list of creative writing skills that was distributed to a group of university professors specialized in curricula and methodology and to experts in education for evaluation.

The findings of this study are such as: The effectiveness of the suggested educational modules in developing the creative writing skills, the effectiveness of the suggested educational modules in developing the higher cognitive skills, there are significant statistical differences between the achievements of the experimental group and the controlled one in most of the creative writing skills in favor of the experimental group, there are significant statistical differences between the achievements of the experimental group in the pre and post evaluation in all of the creative writing skills in favor of the post evaluation after studying via the suggested educational modules, and the suggested modules are effective in developing the creative writing skills of fourth-grade undergraduate learners' of English language in KSA.
مقدمة

تشكل مهارات الكتابة في اللغة العربية على مستوى من التدريس والبحث والتدريب على القدرات، وتعتبر من النواحي المهمة للمؤسسات التعليمية. يرتبط هذا بمختلف النواحي الأكاديمية والبحثية والتدريبية، حيث تتناول مهارات الكتابة المكانة والدور الحاسم في تطوير مهارات اللغة العربية والثقافة العربية.

تُعتبر المهارات الكتابية جزءًا حيويًا من العملية التعليمية، حيث تتيح للمؤسسات التعليمية فرصة لتطوير مهارات اللغة العربية وتعزيز جودة التعليم. كما تساهم في تحفيز الأفراد على تطوير مهارات الكتابة والعمل على تحسين كفاءة اللغة العربية.

تُعتبر المهارات الكتابية من النواحي المهمة في تطوير مهارات اللغة العربية، حيث تتيح للمؤسسات التعليمية فرصة لتطوير مهارات اللغة العربية وتعزيز جودة التعليم. كما تساهم في تحفيز الأفراد على تطوير مهارات الكتابة والعمل على تحسين كفاءة اللغة العربية.

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INTRODUCTION

BACKGROUND TO THE PROBLEM OF THE STUDY

Praise be to God and Peace Be Upon our greatest prophet Muhammad and upon all prophets and messengers of Allah who were sent to teach people and show them the way to the right path, where Allah Says in the Holy Quran:

"It is He Who has sent amongst the Unlettered a messenger from among themselves, to rehearse to them His Signs, to sanctify them, and to instruct them in Scripture and Wisdom,- although they had been, before, in manifest error;"

God to whom be ascribed all perfection, has sent His messenger Muhammad (PBUH) to convey the message of faith and guidance to human beings. The Prophet's success in that mission was difficult because of the difficulty of addressing people with the differences of their abilities and capabilities. But Allah's Almighty to make prophet Muhammad succeed in that mission impossible, because our prophet is the Person to be guided by His methods of dealing with people and His teachings to them.

God to whom be ascribed all perfection, Creates people and they are different in their abilities and gifts. Some of them show their educational tendency or characterized with special ideas or abilities, and some who are characterized with their writing abilities-the creators- who are in every place and time and have special features rather than the other people. The interest was focused on those gifted people in the 50s of the twentieth century as a result of the armament race between the two leaders, the United States and the previous Soviet Union. Although creativity exists since the creation of the land and humans, and it was called discovery, innovation, creation, inspiration, and originality. Many theories have appeared to motivate creation, distinction and creative thinking such as brainstorming, problem-solving method, Cort program for teaching the thinking skills, the six hats thinking program and the mind maps.
Creative process requires special features and abilities to characterize people with novelty that leads to new things for the first time to be created. Writing is one of the human innovations that show the creative abilities. It sounds logical that the human civilization started with the innovation of writing to document the different civilizations. Many civilizations kept their monuments alive as a result of using writing, as the Phoranic and the Romans' civilizations. Moreover, writing is considered the most important skill of the four English language skills that integrates with the other skills such as: listening, speaking, and reading. It is a productive skill because it helps people to express their emotions, feelings, ideas, plans for the future, and their points of view.

People have used writing for a long time and given it much interest for its major role in daily life activities. Most people got accustomed to the use of traditional academic writing which is of great importance for the majority of them to do their jobs and to facilitate their lives. In addition, creative writing has captured the interest of writers nowadays because of the international concern of intelligence and gifted people. Creative writing is based on theories of thinking strategies where creative writing depends on discovering the passions, feelings, creating new ideas, and new solutions for the current problems. This requires people with special abilities in emotions and thinking which are different from one to another. Moreover, creative writing is a natural gift that can be practiced and polished via reading and practice. Many researchers gave a great interest to creative writing in their studies for developing societies.

At the same time, the issue of developing creative abilities takes a priority in the programs of governments, international organizations and the civil organizations for developing nations and to find unprecedented solutions to solve the current world problems.

As a result of the world common trend of giving much care to intelligent and gifted persons, teachers in general and language teachers in particular face a great challenge to go with the international current changes because of their responsibility towards preparing new generations able to handle those changes with creative thinking that may enable them to participate in developing their nations and helping in solving the international problems.
This requires a special type of teachers who can prepare a generation of students able to participate in all scientific and literary fields; creative writing is considered as an instrument that helps to achieve development in any of those fields.

1.1. Pilot Study

The researcher has conducted a pilot study to a group of twenty undergraduate students’ to evaluate some of the creative writing abilities. The researcher prepared an achievement test in creative writing abilities that includes creative skills such as: fluency, flexibility, novelty, and elaboration. Besides, the higher cognitive skills as: analysis, synthesis, and evaluation. The study was applied on a random sample from the students of levels (three, four, and six) in English language department in the college of education – Al-baha University which is a new university in the southern region of KSA to find out the real standard of their creative writing abilities and the factors that affect their creative abilities. Where the researcher distributed the test to a group of university professors to check its scientific structure in the first term of 2007. The findings of the pilot study shows the following:

<table>
<thead>
<tr>
<th>LEVEL</th>
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<th>MINIMUM MARKS</th>
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<tr>
<td>NOVELTY</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>ELBORATION</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>SYNTHESIS</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>39</td>
<td>41</td>
<td>4</td>
</tr>
</tbody>
</table>

The findings of the population study are as follows:

1. The students achieved low scores in "novelty" which is a major factor in creative writing which can help to generate new and original ideas. The percentage of level three in "novelty" was 16.67% and 26.19% in level four, and 41.50% in level six, which shows a low standard in the novelty level for all students although there is a gradual improvement because of experience and practice for the higher levels.
2. The highest percentage was in "elaboration" where it was 33.81% in level three, 34.76% in level four, and 37.50% in level six that shows low standard in creative writing skills.

3. Moreover, the students' achievement in "synthesis" was low where they achieved 19.05% in level three, but it was 34.76% in level four, and 43.50% in level six.

<table>
<thead>
<tr>
<th>CREATIVE SKILLS</th>
<th>TOTAL SCORE OF THE THREE LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLUENCY</td>
<td>228</td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>221</td>
</tr>
<tr>
<td>NOVELTY</td>
<td>173</td>
</tr>
<tr>
<td>ELABORATION</td>
<td>219</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>149</td>
</tr>
<tr>
<td>SYNTHESIS</td>
<td>200</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>222</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1412</td>
</tr>
</tbody>
</table>

The previous table shows the total score of students in some creative writing skills as follows:

1. The lowest score in the three levels was in "analysis" where it was 24.03% which is very low for the graduate level students.

2. Also, in "novelty" the percentage was 27.90% which is very low especially in renewing and modernizing the ideas and topics.

3. The highest percentage was in "fluency" where the students achieved 36.77% which represent one third of creative abilities.

4. The general percentage in the creative skills for the three groups was 32.53% which is a very low percentage and represent one third of the creative skills.

Developing the students' standard in the creative writing skills will be achieved only by applying special programs using untraditional teaching methods such as the modular instruction method which is relatively modern. Philip Scares (1981, 21-27) assures that modular instruction is a common method and is very effective in the educational fields. The educational module depends upon the philosophy of individual learning and self learning with little difference between them where individual learning allows the teacher to interfere in teaching students with the modular instruction method, but in self learning the teacher doesn't have this right.
The major characteristics of modular instruction method are as follows:

1. It helps the learner to learn individually and proceed according to his speed and his special abilities.
2. The educational module includes different activities, modern teaching methods and various exercises that increase the learner's motivation towards the module and enable him to achieve his goals.
3. The educational module includes answer keys to the activities' questions and exercises where the learner finds immediate reinforcement that increases his interaction with the educational module.

Many studies used the modular instruction method with different subjects, such as the study of Osama Kamal El-dien (2000) that used the modular instruction method in developing some proficiency in teaching metaphor to female student-teachers, and it proves the effectiveness of using modules and recommends applying this method with the other subjects with male student-teachers. Also, the study of Lampe (1985) that used the educational modular instruction to overcome the students' reading obstacles according to Bloom's taxonomy. This study assures the effectiveness of the educational modules in mastering the reading skills and in overcoming its difficulties and recommends experimenting modular instruction method with writing and the other language skills.

1.2. Problem of the Study

English language instructors nowadays face a great challenge in teaching English as a foreign language, especially with the Arab learners. It is a must for all language instructors to apply new methods for teaching English that may help students acquire the language and its different skills. This needs great efforts from the instructors who are expected to participate in course design, try to apply interactive methods and provide English language courses with excellent activities that make students interact inside the classroom with new spirit of thinking. Besides, the 21st century requires instructors who are able to deal with the students' individual differences in language learning. In addition, language instructors should be able to vary their methods of teaching English language according to the type of students they teach.
Modern technology and Internet can provide the students with required information, knowledge, culture, news and the scientific studies easily. But, English language acquisition needs students to work hard and interact in the learning process to master the language. So, language instructors need to know how to vary their methods of teaching and adapt them to fit their needs.

As a result of the researcher's experience in teaching writing skill for undergraduate students in the Saudi universities, he discovers that the Saudi students face problems in the writing skill in general and in creative writing in particular. This situation increases the responsibilities of colleges of education which are responsible for preparing the English language teachers through providing the student-teachers with advanced programs to create an interactive environment inside classrooms using special activities. This oriented work can help students acquire and master creative writing skills in English language.

Moreover, creative works exist in the literary field hundreds of years ago. It is clear that the creative writings are famous in all writing genre such as: the creative poetic works of William Shakespeare, James Wright, Lord Byron, William Wordsworth, Hafiz Ibrahim, Imru al-Qais, Salah Jaheen, Khalil Mutran, and Ahmad Shawqi. The famous creative authors are George Elliot, T.S Elliot, Thomas Hardy. W. B Yeats, Khalil Gibran, Naguib Mahfouz, Gamal Al-Ghitani, Tawfiq Al-Hakeem, Yahia Hakki, Yousif Idris, Louis Awad, and Zaki Naguib Mahmoud. We have thousands of contributions in the field of creative literary writing, but they are based on personal creative abilities. Little programs are available for teaching creative writing in Europe, America and in the Arab Universities.

Accordingly, the researcher has realized the great necessity of giving much care to prepare the student-teachers during their study in the college and provide them with the required creative abilities to be ready to transfer these educational experiences to their students in schools in future. This can be done through training to develop creative writing skills and creative thinking in the pre-graduation stage in the college.
1.3. Questions of the Study

The study problem is determined in the following main question:

What are the suggested educational modules for developing creative writing skills of fourth-grade undergraduate learners of English language in KSA?

The following sub-questions can be derived from the main question:

1. What are the necessary skills for developing the creative writing of fourth-level undergraduate learners of English language?
2. What are the suggested modules' objectives, content, activities, teaching methods and evaluation methods that are important to enhance creative writing?
3. What is the effect of using the suggested educational modules in developing the creative writing skills of fourth-level undergraduate learners of English language?
4. What is the effect of using the suggested educational modules in developing the higher cognitive skills (analysis, synthesis and evaluation) according to Bloom's taxonomy of cognitive abilities?

1.4. Hypotheses of the Study

1. A suggested list of the necessary creative writing skills is built to help in designing the suggested modules.
2. A matrix is built to show the modules' objectives, content, activities, teaching methods and evaluation methods that are important to enhance creative writing.
3. There are statistically significant differences in the creative writing skills between the controlled group and the experimental one that used the suggested modules in the post application of the achievement test in favor of the experimental group.
4. There are statistically significant differences in the higher cognitive abilities as for the abilities of analysis, synthesis and evaluation between the controlled group and the experimental one that used the suggested modules in the post application of the achievement test in favor of the experimental group.
1.5. Objectives of the Study

The study aimed to:

1. Specify the necessary creative abilities for constructing the training program for the learners of English language.
2. Suggest a program using the method of educational modules for developing the creative writing skills for the fourth-level undergraduate learners of English.
3. Indicate the positive effect of the suggested educational modules on developing the creative writing skills for the fourth-level undergraduate learners of English.
4. Indicate the positive effect of the suggested educational modules on developing the higher cognitive abilities (analysis, synthesis, and evaluation) according to Bloom's taxonomy of cognitive abilities.
5. Indicate the value of using new techniques of teaching methods to help in developing the students' creative writing skills of fourth-level undergraduate learners of English language.

1.6. Importance of the Study

The study importance came from:

1. It is a pioneer study in teaching creative writing skills using suggested modules for the undergraduate learners of English language.
2. The results of the study may be beneficial to English language departments in the Saudi universities and the universities in other countries.
3. The results of the study may be useful to future researchers in different universities and countries.
4. The results of the study may be beneficial to centers of curriculum development for designing new curricula that improve the students' creative abilities.
5. The researcher is going to produce a new scale for measuring the students' creative writing skills.
1.7. Methodology of the Study

The researcher used two types of methods:

1. The **analytical descriptive method** with the first and the second study questions to nominate the creative skills necessary for designing the educational modules and to specify the suggested modules' aims, content, activities, teaching methods and evaluation.

2. Also, the **experimental method** with the third and the fourth study questions to apply the suggested program of educational modules to the experimental and the controlled group.

1.8. Sample of the Study

- The Study Sample: the researcher selected the students randomly from level four, English major, at Al-baha University in KSA and divided them into two groups:
  - The experimental group that used the suggested modules.
  - The controlled group that used the traditional method.

1.9. Instruments of the Study

The researcher used the following instruments:

1. An achievement test for creative writing skills was prepared by the researcher to measure the abilities of creative writing, higher cognitive skills as analysis, synthesis and evaluation.

2. A matrix was designed to specify the modules' aims, content, activities, teaching methods and evaluation methods that was distributed to a group of university professors specialized in curricula and methodology and to experts in education for evaluation.

3. A list of creative writing skills that was distributed to a group of university professors specialized in curricula and methodology and to experts in education for evaluation.
1.10. Limits of the Study

The study related to the following limits:

1. **The Study Topics:** The study addresses the following topics:
   - Major topics for developing the creative writing skills in general for the undergraduate students.
   - Major topics for developing the creative writing skills in essay and short story.

2. **Independent Variable:** The study included one Variable:
   - The modular instruction method.

3. **Dependent Variables:** The study included the following dependent variables:
   - A development of the students' creative writing skills after studying the suggested educational modules through the modular instruction method and it is measured by an achievement test to the experimental and the controlled groups of fourth-grade undergraduate learners of English language.
   - A development of the higher cognitive abilities (analysis, synthesis and evaluation) after studying the suggested educational modules through the modular instruction method and it is measured by an achievement test to the experimental and the controlled groups of fourth-grade undergraduate learners of English language.

4. **Time Limits:** The researcher applied the suggested program during the second semester from March 2009 to June 2009.
1.11. Study plan

To answer the recent study questions, the study steps were as follows:

First: Performing a study related to the theoretical dimension to answer the study theoretical questions as follows:

1. Reading the related studies and researches based on the study field "Chapter Two" of the study.
2. Reading the scientific steps for doing:

   A. A theoretical study on creative writing skills, difficulties of teaching and learning it, what is creative writing, its study importance, its place among the language skills, the new trends of teaching it, in the first section of the suggested modules?

   B. A theoretical study on the higher cognitive skills in creative writing skills, its concept, types, advantages, in the second section of the suggested modules.

   C. A theoretical study on individualized education and modules in education as: its definition, its origin and development of usage, principles of preparation, components, field of usage, advantages, difficulties, in the third section of the suggested modules.

Second: Performing a study relates to the study application" study instruments and procedures" in chapter three, to answer the study questions, its hypotheses as an application side, this requires doing the following:

1. A survey study for the related review of literature.
2. Studying the goals of English methodology.
3. Studying the goals and curricula of writing skills in level four, undergraduate level.
4. Choosing a random sample from level four, English department, Al-Baha College of Education, divide the sample into two groups one is the controlled, and the other is the experimental group.
5. Study the scientific rules for building a standardized creative writing test, permitted from the judges; and then measure its validity and reliability.

6. Applying the standardized creative writing test pre experimentation to the two groups.

7. Teaching creative writing skills using the methods of modular instruction (independent variable) for the two experimental and the controlled groups, but teaching the controlled group using the traditional method.

8. Applying the standardized creative writing test post experimentation to the two groups.

9. Treating the application results statistically to catch the study results with explanation, in chapter four.

10. Providing suggestions and recommendations in the light of the study results, in chapter five.

1.12. Definition of Terms

1. Module
- It is a separate teaching unit offered in a standardized form that includes many of the planned activities designed to help learners achieve specific objectives.
- In this study, it indicates a group of activities and exercises for developing creative writing skills for undergraduate learners of English language.

2. Program
- In this study it means: "The skills, modules and the exercises that are designed for teaching the undergraduate students."

3. Skill
- Labeeb (1981, 101) defines it as: "The ability to do a specific activity with a certain degree of speed and perfection with the least effort."
- Ibrahim (1990, 258) defines it as: "easiness of performing a response or easiness of doing some work with perfection considering the current changeable circumstances."
In this study it means: "The ability to perform creative writing skills in a perfect way."

4. Creativity
   - **Meaning in the study:** The teacher's ability to motivate his students to create new ideas and solutions for their problems.

5. Creative Writing
   - **Meaning in the study:** Training the students on the thinking skills to create new ideas and solutions to problems using their own imagination with strange things.

Creative Thinking Skills

6. Fluency
   - **Meaning in the study:** It is the person's ability to write as many alternatives, synonyms, solutions, and uses as he can that relate to a specific topic quickly and easily.

7. Flexibility
   - **Meaning in the study:** It is the person's adaptability to change or the need to change his thinking in different directions.

8. Novelty
   - **Meaning in the study:** It is the person's ability to produce new, unusual, untraditional, and innovative ideas on a specific topic or a problem.

9. Elaboration
   - **Meaning in the study:** It is the person's ability to decorate, develop, improve, reorganize, and rearrange the simple ideas by adding more explanation to make them more useful and beautiful.

Fadia Al-Khadraa (2004, 43)
Higher Cognitive Skills

10. Analysis
   - **Meaning in the study**: It is the person's ability to separate the topic into parts or basic principles or components so as to determine its' nature as a whole and understand the relationships among its parts and its' organizations.

11. Synthesis
   - **Meaning in the study**: It is the person's ability to combine the separate elements to form coherence, or the result of such a combining (e.g., combining words to form sentences or combining sentences to form paragraphs).

12. Evaluation
   - **Meaning in the study**: It is the person's ability to select the best ideas, results or solutions or give the suitable judgment for any topic and any person.

Ramadan Al-qazafi (2000)

13. Synectics
   - **Meaning in the study**: The term synectic means to join the different items which have no obvious relationships. (Fisher, 1999)
The current study has presented in detailed introduction for the main problem including its specification, study plan, and its importance where the introduction explains the importance of creativity in general and creative writing in specific for students in English language departments in the different colleges of education. Also, the importance of preparing the English language teacher and student-teacher became clear throughout using the modular instruction method for developing the creative writing skills. Moreover, the study shows a complete feeling of the problem, its study methods, determination of the problem and its importance, the instruments used in the study, the delimitations and limitations of the study and finally the new terms used in the study.

The following chapter will shed light upon the review of related literature from Arab and foreign available studies related to the topic of our current study throughout chapter two.

(God Willing)
CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK OF THE STUDY

INTRODUCTION

The researcher in this study has identified the study problem in Chapter One that shows the necessity for developing creative writing skills for male undergraduate English language learners in K.S.A using a special teaching method. To answer the current study questions to limit the effectiveness of the educational modules in developing the creative writing skills and the higher cognitive skills, this chapter reviews the related literature in the fields of Creative Writing Skills – Educational Modules. This study is only a molecule in the stream of science that helps in the continuity of life with mastering creative abilities. The previous studies are important in providing the researcher with the required scientific background to build the suggested program and to get benefit from the other researchers experiences.

Nowadays, creative writing is in the focus of most people all over the world. This makes them try their best to find the suitable teaching methods for teaching the students in the different stages of education the major skills of creative writing. The previous studies focus on the creative abilities and the content of creative writing. The current study depends on some studies that manipulate creative writing content, its teaching methods, and the educational modules.

The current study focused on literature from the sixties of the twentieth century until the newest studies in the twenty first century.

This chapter dealt with the previous studies conducted in the field of this current study. These are divided into two dimensions:

1. **Dimension one**: Reviews the Arabic and foreign studies in the field of creative writing skills.

2. **Dimension two**: Reviews the Arabic and foreign studies in the field of using the Educational Modules in teaching different subjects.
THEORITICAL FRAMEWORK OF THE STUDY

PART ONE

1. HISTORY OF THE CONCEPT OF CREATIVITY:
The way in which the different societies have viewed the concept of creativity has changed throughout history, such as:

- The ancient Greeks believed that the muses were the source of all inspiration and they had no terms corresponding to "to create" or "creator" and they depended on the expression "poiein" ("to make"). Poets were seen as making new things.
- In Rome, the Greek viewed painters as people who make new things.
- Latin had a term for "creating" ("creation") and for "creator," had two expressions for "to make" – "facere" and "creare".
- A major change came in the Christian period: "creation" came to designate God's act of "creation from nothing". "creation" thus took on a different meaning than "facere" ("to make").
- By the 18th century and the Age of Enlightenment, the concept of creativity was appearing more often in art theory, and was linked with the concept of imagination.
- In the 19th century, art was regarded as creativity.
- In the 20th century, the start of the scientific study was by the American Psychological Association in 1950.

2. STAGES OF THE CREATIVE PROCESS:
Graham Wallas, (1929) presented (5) stages of a creative process:

- Preparation: (Preparatory works on a problem that focuses the individual's mind on the problem and explores the problem's dimensions).
- Incubation: (Where the problem is internalized into the unconscious mind and nothing appears externally to be happening).
- Intimation: (The creative person gets a 'feeling' that a solution is on its way).
- Illumination or insight: (Where the creative idea bursts forth from its preconscious processing into conscious awareness).
- Verification: (Where the idea is consciously verified, elaborated and then applied).
3. CONVERGENT AND DIVERGENT THINKING:
Guilford, (1967) performed important work in the field of creativity and differentiated between convergent and divergent production or thinking.

- **Convergent Thinking** involves aiming for a single, correct solution to a problem.
- **Divergent Thinking** involves creative generation of multiple answers to a set of problems.

4. CREATIVITY AND INNOVATION:

- **INNOVATION**: is used to refer to the entire process by which an organization generates creative new ideas and converts them into novel, useful products, services and business practices.
- **CREATIVITY**: is reserved to apply specifically to the generation of novel ideas by individuals or groups, as a necessary step within the innovation process.

PART TWO

1. INDIVIDUAL LEARNING AND MODULAR INSTRUCTION:

Aristotelian, Plato, Socratic, and Confucius confessed that there are individual differences which made Confucius follow a special teaching according to the needs of every individual to face the individual differences, while Socratic concentrated on the importance of self-knowledge, but Plato advised the philosophers to teach every individual according to his abilities. (Hassan Gamea, 1986)

In the late of 19th century, the American educationalists gave much care to individual learning as a responsive method to the individual differences among learners. From 1900-1930, some of them had designed programs for individual learning in the primary schools and were applied in the learning process with plans that consider the quickness of learning and teachers follow variation, techniques, and skills. (Ahmad Al-Khateeb, 1981)
Individual learning programs have characterized the responsibility of the learner, his active participation in learning and his ability to solve problems. The programs aimed to verify the weakness and strength for the learner and his learning style and his discipline to be more interested in the subject and more independent in thinking and more proficient in his learning method than the individuals who learn in the traditional group learning. (Ahmad et.al, 1988)

2. CONCEPT OF INDIVIDUAL LEARNING:

It is defined in the dictionary of education as "An organization of the subject through a method that allows for every individual to achieve the progress which suits his personal needs." (Al-Azhar Directory of Education, 1982)

Ahmad Qandeel, 1988, defines it as "A method of teaching that gives care to individual and focuses on him as a separate unit which has specific needs, interests, and attitudes different from one individual to another."

Bolvine, 1985, defines it as "An idiom is used to describe the teaching form in any learning kind that takes into consideration the individual learning more than the group."

AS A CONCLUSION FOR THE CONCEPT OF INDIVIDUAL LEARNING:

- The learner is the center of the learning process as an individual with independent character.
- Choice is the principle in manipulating the subjects and the methods which the learner uses while learning.
- The learner’s abilities determine his learning process, where he studies according to his abilities and his quickness.
- The teacher's role in individual learning is guidance, produces the material, makes counseling and discipline during learning.
3. TEACHER'S ROLE IN INDIVIDUAL LEARNING:

The teacher's role in individual learning is essential, and is different than his role in the traditional learning, and his role in individual learning is as follows:

3.1. TEACHER AND THE PROGRAM:
The teacher should have good knowledge of the course objectives, and content to be able to choose the suitable individual learning program for the students, at the same time, he can design these programs with some training.

3.2. TEACHER AND DIAGNOSING STUDENTS' LEARNING:
The teacher can use many ways to diagnose the learning starting points for his students, such as observation, debate, check students assignments, and the diagnostic tests which are characterized with short answers and the easiness of correction and the quick of using them.

3.3. TEACHER AND DETERMINING STUDENTS' ACTIVITIES:
This happens in the light of diagnosing the need of each student and guides the student to the suitable subjects and educational activities that help in achieving his goals.

3.4. TEACHER AND SPECIAL TRAINING:
Some circumstances are associated with applying the individual program in class such as the upset or behavior of some students in wrong learning paths, for example, some of them cheat the key answers of the constructive learning tests, or fail in achieving proficiency after different tries. That needs the teacher to interfere to provide the required guidance, training and teaching for individuals.

3.5. TEACHER AND STUDENTS' EVALUATION:
The teacher has to evaluate the students before learning and after to check the students' proficiency and the level of achieving the objectives. The proficiency evaluation is called the standard test where its items go with the diagnostic test items.

3.6. TEACHER AND REGISTERING DATA OF STUDENTS' PROGRESS:
The teacher has to keep accurate records that determine the path of every student and revising lists that show the different groups. Those records are easy to prepare and are suitable to the program.
4. **PROGRAMS AND METHODS OF INDIVIDUAL LEARNING:**

There are different points of view for the methods and programs of individual learning, but most scholars are interested in the educational modules as a major method from the methods of individual learning, while some of the individual learning methods are such as:

![Diagram of Programs and Methods of Individual Learning](image)

**FIGURE (1) PROGRAMS AND METHODS OF INDIVIDUAL LEARNING**

5. **PROGRAMMED COMPUTERS INSTRUCTION:**

After the discovery of computers, programmed instruction experts with computer experts performed an important task for providing information to the learner, such as directing questions, recording responses and evaluation. Skinner has included the programmed instruction as a kind of learning that the teacher lead the learner and guides him to a specific behavior throughout an educational program where the subject is presented in a form of a programmed book.

6. **PERSONALIZED SYSTEM INSTRUCTION:**

This kind of instruction exists in private schools, and it is known as "Keller plan" and is an individual learning program, well organized with a group of educational activities that help to achieve specific objectives and it includes a number of units.

7. **SELF-AUDITORIAL INSTRUCTION:**
This kind of instruction was used since 1961 by Postle Thwaite and his colleagues to teach a botany course in Beru University, and the main principle in this system is listening to a cassette tape prepared by the teacher in an individual form.

8. **LEARNING BY CONTRACT:**

   It is a kind of individual learning where the study is independent and the students are responsible for determining what they need to learn by contracting with teachers.

9. **GUIDED INDIVIDUAL INSTRUCTION:**

   It includes a strategy of diagnostic treatment and model instruction, where the teacher prepares educational modules to guide learners to way of achieving private objectives of the study topic and then tests the students to determine their levels, diagnoses the weakness, which leads to determining the activities that lead to correcting and treating the weakness for the individual.

10. **MODULAR INSTRUCTION:**

    It is learning by mini teaching units, Bolvine mentions that this system has been developed after the personalized instruction, and the self-auditorial instruction. It is the most flexible from the previous two instructions, but it requires more experiences for preparation.

    The most used models in individual learning is the strategy of Bloom for mastery learning. Bloom's Mastery Learning Strategy (BMIS) which takes appreciation from those who are interested in preparing teachers. Bloom sees that most students (%90) at least from the regular grades can achieve excellency if they offered the following conditions:

    (Abdullah Saleh, 1983)

    10.1. Offer instruction that depends on an organized methodicalness to determine the steps, paths and required expectations for the learner after completing the unit.
    10.2. Personalize the learner's characteristics to check his background.
    10.3. Offer activities and alternatives that consider the learner's characteristics.
10.4. Offer the necessary support when the learner faces any difficulty.

![Flowchart](image-url)

**Figure (2) Bloom's Strategy for Individual Instruction**

**Our Current Study Concludes the Following:**

1. The learner in individual learning can choose the method he prefers among the different methods.
2. The students' use of modern machines, technology, and instruments during activities of individual instruction help them to follow the change of learning objectives and technology.
3. A student can practice many individual instruction programs in many places: laboratory or library or house outside the classroom.
4. Teachers need to develop their skills and senses in the individual instruction system to practice this method effectively.
5. The method which is adapted in this study is the modular instruction method for developing the creative writing skills of fourth-grade undergraduate learners of English language in KSA, and it is one of the methods of individual learning, and the following is a demonstration of this method.

**DEVELOPMENT OF USING MODULAR INSTRUCTION:**

In 1920, Helen Pork Hurst applied her famous "Dalton Plan" that concentrates on the different methods by which a student can achieve the target objectives. Moreover, he can master that target content according to his abilities and quickness. (Abdullah Essa, 1984:105)

Postelth Waite mentions that the idea of modular instruction has started early at the same time of using the programmed instruction in 1950, where "Skinner" stated in the mid-fifties in Harvard University on formulating some principles to give benefit to instruction which later became important characteristics for programmed instruction. The idea of module didn't start with one person, but it was designed by many persons who gave much care to the instructional design.

In 1961, Postelth Waite in Perdue University in USA, prepared an educational program where the learner uses recordings of the subject by the instructor, as an additional activity for studying the botany course.

In seventies, this method was developed to be the self-learning method accompanied with specific objectives and recordings and other audio-visual means which was known as modules, and each module manipulates a specific topic from the course. (James Rasel, 1984:19, 20)

Philip Scares considers the educational module the best modern methods, it is beneficial in developing any curriculum whether in linguistics, natural sciences, or home economics. Moreover, a bank of modules have appeared in the different study fields to be ready and prepared. (Tawfiq Almari, 1981:308)

Our current study, throughout reading books, studies and previous researches that used the modular instructional method, considers this method of good characteristics that made it spread rapidly in the different levels in advanced countries, especially in secondary and undergraduate
level. This encouraged our study to use the modular instruction method for developing the creative writing skills of fourth-grade undergraduate learners of English language in KSA. Throughout the previous presentation, the concept of the educational module has been determined as follows:

SECOND: CONCEPT OF EDUCATIONAL MODULE:

Philip Scares, 1981, defines the module as: "Mini educational unit includes instructional learning activities, were designed to be independent and sufficient with a list of specific objectives, diagnostic tests, constructive tests and final tests that are suitable."

Burns defines the module as: "One item within a group of organized, sequenced educational situations that enable the learner to achieve progress by his effort in specific objectives." (Ahmad Al-khateeb, 1978)

Fathi Al-nemr (1985:42) defines the module as: "A mini teaching unit within a sequenced integrated group of units that includes an organized educational program in the form of modules. This mini unit includes specific short range objectives in a behavior form that deals with one topic in the subject accompanied with instructions to learning resources to help the learner to choose the field of activity which suits his ability, quickness and to be self-practiced with little instruction from the instructor."

Tawfiq Marei (1983:139) defined the module as "A separate educational unit that is presented in an ideal way, moreover, it includes a cluster of a well designed activities to help the learner achieve specific objectives."

Anwr Al-aabed (1978:43) defined the module as "An instructional system includes a group of components that work together as one functional unit," it is an integrated construction that shows the mutual relationships among its parts with each others and with the whole parts.

The previous presentation of defining the educational module shows that the modular instruction is one of the individual learning methods and includes a group of teaching and learning activities that can be practiced by the learner himself with a suitable speed, which provides him with continuous educational skills along his life. Moreover, it supports the learner with extra resources of knowledge more than the knowledge, facts and circumstances in the other traditional subjects.
PRINCIPLES OF PREPARING THE EDUCATIONAL MODULES:

Learning by the educational modules depends on a group of principles that should be considered while designing the modules and constructing its components. The most important principles are: (Amohammad Al-harama, 1996:176)

1. Modules' components are sufficient.
2. It is necessary to consider the individual differences among students in learning.
3. Accurate verification of the educational objectives.
4. Connection and sequence in knowledge construction and organization.
5. Instruments and subject references' diversity and multiplicity.
6. Active participation of the student.
7. Direct reinforcement for responses.
8. A strategy to evaluate the target learning proficiency.

Besides, the modular instruction method got benefit from researches of educational psychology in constructing its principles as follows:

1. MODULES AND MOTIVATION:

Modules are designed according to a system that stimulates the student's motivation to achieve specific behavioral objectives. At the same time, studies and researches in education agree that motivation is effective in the student's ability in achieving the modules' objectives faster and with more proficiency. (Ramzia Al-ghareeb, 1977)

2. MODULES AND REINFORCEMENT:

Educational modules include different activities and teaching aids; the student chooses the suitable exercises and finds the provided answers as a sudden reinforcement in periods according to the student's quickness in doing the activities, aids and exercises. This reinforcement doesn't not only strengthen the student's motivation towards the module, but also, enables him to perform the module quickly with more proficiency in the target skills. The many reinforcements lead to a strong response which is positive to the student's many tries in learning the educational module. (Ahmad Saleh, 1959)
3. MODULES AND INDIVIDUAL DIFFERENCES:
Researches and studies of educational psychology assure the fact that "Students' individual differences inside classroom are touched by the instructor in the students' different achievements, and their acquisition of skills in the module and their control on these skills. (Ali Mousa, 1992)

4. MODULES AND STIMULANTS:
Modules' materials and activities represent stimulants that require specific active responses from the learner, the frequency of these stimulants to the learner throughout the activities, means and exercises lead to supporting these responses to the learner.

Hussein Al-tobgy, (1980) adds some other principles to be considered in designing the educational modules, such as:
- Performing the principle of meaningful learning.
- Concentrating on the learner's positivity.
- Diversity of learning modes.
- Easiness of circulation

The current study considered the following in designing the modules:
1. Applying the systematical method to include the modules' dimensions of specifying the objectives, selecting the study material, arrangement of experiences and diversity of methods of feedback.
2. Learner's subjectivity to select what suits him depending on the instructions of the module.
3. Learning positivity: where it is considered in designing and using the educational modules to achieve the student's maximum active participation in the learning and teaching situations.
4. A specific strategy of evaluation: where the evaluation is according to a specific criterion or level of performance and it is prohibited for the student to move from one module to another unless he acquires and masters the module's objectives.
COMPONENTS OF THE EDUCATIONAL MODULE:

Games Rasel stated the components of the educational module as follows:

1. **TITLE:** It should be specific, clear and reflects the module's main idea, is suitable to the learner's age.

2. **INTRODUCTION:** It prepares the learner to study the module by stimulating his interest and encouraging him to read, moreover, it gives a general idea about the module and finally provides general instruction to the learning process.

3. **RATIONALE OF MODULE STUDY:** The module includes a rationale of studying the module and its importance to the learner's study and practical life.

4. **OBJECTIVES:** They are the target objectives the learner should achieve throughout studying the module and should be clear and brief.

5. **ACTIVITIES:** The module is planned to enable the student to learn by a group of educational activities that agree with the objectives.

6. **EVALUATION:** The module includes a group of tests (basic – formative – collective) which purpose to measure the range of achieving the objectives. The evaluation questions are objective such as (multiple choice – complete – true or false) and the student correct them himself depending on the key answers at the end of the module or reversed at the same page.

![Figure (3) Rasel Model](image-url)
Arends et.al included a new component to the previous educational module components, and the classification had six components as follows:

1. Objectives
2. Requirements
3. Pre-evaluation
4. Activities
5. Post evaluation
6. Treatment

The sixth component is the treatment by the supplementary activities that are offered to learners who fail in the post evaluation, and they suggested a model shows the merged interactive relationship among the module's items.

![Figure (4) Arends Modified Model](image)

**FIGURE (4) ARENGDS MODIFIED MODEL**

The module components for teaching the "creative writing skills" are as follows:

1. **Title:** It guides the language learner mentally to the module's content and specifies the study direction in a specific way.
2. **Objectives:** They should be formulated in clear phrases that determine the performance level of the language learner.
3. **Introduction:** It includes the logical rationale of studying the module, its parts and the instructions that should be followed for studying the module.
4. **Content and Activities:** It takes care of the procedures, experiences and the educational means that help students master the target objectives.
5. **Continuous evaluation:** It helps in following the language learners during studying the module and checks the range of acquiring the experiences and activities, moreover, diagnosing the weakness and strength of learners' performance.
6. **Transitional proficiency test:** It determines the learner's acquisition of the module's objectives in a specific level to more to study the next module as:

![Module Components Diagram]

**FIGURE (5) SHOWS THE MODULE'S COMPONENTS OF TEACHING CREATIVE WRITING SKILLS**

**FIFTH: DIFFICULTIES OF PERFORMING THE MODULES:**

1. **MODULE'S CONSTRUCTION:** It requires quality and accuracy in each part of the components to be integrated, moreover, it needs high scientific proficiency that received good training in preparing modules.

2. **MODULE'S COST:** Construction a program using the educational modules needs high cost because of time, effort and expenses. As, educational modules need interesting educational aids, variable activities and different exercises that need a long time, great effort, expenses and good classrooms.

3. **EVALUATION METHOD:** The regular evaluation in English language depends on the group evaluation, but evaluation of the educational modules based on the learner alone and is not compared with his colleagues. It is a self-evaluation to check the range of achieving the module's objectives. Evaluation of the educational modules requires a specific score that should be achieved by the learner in the module program; it is a continuous evaluation which needs the necessary material to make effective in achieving the target objectives.
4. **EDUCTIONAL ENVIRONMENT:** The current educational environment depends on traditional instruction which ignored the learner's personality and didn't train the learner to think, debate and self-independency in developing the educational process, in addition to the money shortage that is clear in the shortage of machines, instruments, laboratories, workshops and the necessary material in applying the modular instruction method. (Ali Mousa, 1992:56-57)

The following is a presentation of the previous studies that are organized chronologically from the past to the present by mentioning: The study title, goals, study sample and tools, and the most important results.
CONCEPTUAL FRAMEWORK OF THE STUDY

PREVIOUS STUDIES IN CREATIVE WRITING SKILLS

Title: *A Comparison of readers versus non-readers in a Cognitive Synthesis Task*

Study Aims:
The researchers aim to:
- Investigate the relationship between cognitive synthesis abilities and reading abilities in young children.
- Apply William Gordon's Pattern of language functions to develop the students' creative abilities.

Study Sample:
The researcher conducted his research on (40) kindergarten children.

Study Tools:
The researcher tested the selected children in a cognitive synthesis task involving logographs or whole-word symbols. Half of the children were readers, and half were not. Since the children were equally unfamiliar with the symbols, readers had no initial advantage over non-readers.

Most Important Results:
- All of the children demonstrated their verbal comprehension of the vocabulary words represented by the logographs.
- All were able to learn which word went with each symbol.
- A significant difference was found between children who read and non-readers in the ability to integrate logographs arranged in sentence form.
- Readers were better able to synthesize information in sentences than were non-readers.
2- Kerk, 1981.
Title: *The effect of continuous training method on the students' writing skills*

**Study Aims:**
The researcher aims to:
- Check the effect of the continuous training method on the students' writing skills in sentence structure.
- Check the effect of the traditional method on the students' writing skills in sentence structure.

**Study Sample:** The researcher applied the training program on (290) male high school students.

**Study Method and Tools:**
In this study, the researcher uses the experimental method for training the students in sentence structure and expansion. He used the descriptive method to present the theoretical part. Also, the researcher used an achievement test before and after the training program.

**Most important Results:**
- The experimental group has achieved a noticeable development in using composition skills compared to the traditional group.
- The experimental group received training to write composition through reading the standard scripts that reinforced their composition skills.

3- David, Roberts, 1982.
Title: *Individualized Writing Instruction in Southern West Virginia Colleges: A study of the acquisition of writing fluency*

**Study Aims:**
The researcher aims to:
- Compare the effects of individualized writing instruction and conventional classroom writing instruction in the level of basic writing and the composition fluency.
- Compare the effects of the two instructional modes on writing apprehension.
- Compare the effects of the two instructional modes on the students' concepts of the nature of the writing process.
Study Sample: The researcher applied his study on (124) students. 79 of them received individualized instruction and 45 received conventional classroom instruction.

Most important Results:
- The classroom group wrote significantly longer on the posttest writing sample with more fluency than the other group.
- There is no difference between the two groups in writing apprehension.
- There is no difference between the two groups in the students' concepts of the nature of writing.

Title: *The Effect of providing the Third Grade Elementary Students with Composition Writing Skills*

Study Aims:
The researcher aims to:
- Find out the effect of providing the Third Grade Elementary Students with Composition Writing Skills to develop their Writing Abilities.
- Find the difference between the students who study by the developed method and those who study by traditional method in learning the composition skills.

Study Sample:
The study sample included (100) male and female third grade elementary students from the government and private schools in Jordan.

Most Important Results:
- There is a positive effect in the students' composition skills for the students who used the developed method.
- The averages of the students who studied through the developed method are better than those studied through the traditional method.
5- Tedick, 1989.
Title: *The effect of student's previous knowledge of the topic on his writing performance*

**Study Aims:**
The researcher aims to:
- Check the effect of students' previous knowledge of the topic on their writing performance.
- Check the student's performance in writing on topics unknown to them.

**Study Sample:** The researcher used his program on two groups. The first group wrote on general known topics to the students. But the second group wrote on unknown topics to them.

**Study Method and Tools:**
In this study, the researcher used an achievement test to evaluate the differences between the two groups. He used the experimental comparative method.

**Most important Results:**
- The well known topics to the students enable them to use their writing skills better than those who were asked to write on unknown topics.
- The unknown topics don't help the students to benefit from their writing abilities.

6- Eads, 1990.
Title: *The effect of teacher training method on the students' writing skills*

**Study Aims:**
The researcher aims to:
- Check the effect of the continuous training method on the students' writing skills in sentence structure and sentence conjunctions.
- Check the effect of the traditional method on the students' writing skills in sentence structure and sentence conjunctions.
Study Sample: The researcher used the training program on two groups. The experimental group included (256 students) whose teachers received training in the strategies of writing. The controlled group included (246 students) whose teachers didn't receive any training.

Study Method and Tools:
In this study, the researchers used an achievement test to evaluate the differences between the two groups in sentence structure.

Most important Results:
- The experimental group has achieved a noticeable development in the sentence structure and using conjunctions and did much better than the traditional group.
- The study recommended to held continuous training programs for teachers in writing skills.

7- Salam, 1991.
Title: The Effect of a Suggested Educational Program on the composition skills of second high school students

Study Aims:
The researcher aims to:
- Find out the effect of a suggested educational program on the composition skills for second high school students.
- Find out the effect of the traditional method on the composition skills for second high school students.

Study Sample:
The study sample included four groups and was divided into two parts (experimental and controlled) from the students of second high school.

Most Important Results:
- There is a statistical significant difference in the students' achievement in composition skills in favor of the experimental group.
- The averages of the students who studied through the experimental method are better than those who studied through the traditional method.
Title: *A suggested strategy in science for developing the creative ability and achievement for the fifth primary stage*

**Study Aims:**
The researcher aims to:
- Check the effectiveness of a suggested strategy in science for developing the creative ability and achievement for the fifth primary stage.

**Study Sample:**
The study sample included (280) male and female students of the fifth primary stage who represent the controlled and experimental groups.

**Study Tools:**
The researcher used an achievement test in science and a creative thinking test in science.

**Most Important Results:**
- The strategy proved the effectiveness of the suggested strategy in developing the creative thinking ability in fluency, flexibility and novelty for the experimental group.
- The strategy increased the achievement of the students of the experimental group than those of the controlled one.

9- Cathy, Block, 1993.
Title: *A suggested program for teaching the primary students the cognitive method, reading, self-esteem and creative thinking skills*

**Study Aims:**
The researcher aims to:
- Check the effectiveness of a suggested program.
- Increase using the cognitive method, reading, self-esteem and creative thinking skills for the students.

**Study Sample:**
The researcher selected a group of primary school students to apply his research.
Study Tools:
- A Suggested program in reading and comprehension (teaching units)
- An achievement test that was adapted before and after the training program.

Most important Results:
- The results of the program are successful in standardizing tests in reading and comprehension, compared to their results before the program.
- There is an ability to transfer the cognitive curricula to outdoor situations, self-steam and creative thinking.

Title: *An educational program in science for developing the creative thinking skills for the sixth primary students*

Study Aims:
The researcher aims to:
- Check the effectiveness of an educational program in science for developing the creative thinking skills for the sixth primary students.

Study Sample:
The study sample included (70) male students of the sixth primary stage who were divided into experimental and controlled groups.

Study Tools:
The researcher used different exercises for developing the creative abilities.

Most Important Results:
The results show mastery of the experimental group in the formal and verbal tests, which proves the effectiveness of the program in developing the students' creative thinking skills.
Title: *The effect of a training program in the skills of recognition, organization, and creativity on developing the creative thinking for the Jordanian eighth grade students*

Study Aims:
The researcher aims to:
- Check the effect of using three parts from "Cort program" (recognition, organization and creativity) for teaching thinking and developing creative thinking skills.

Study Sample:
The experimental group included 35 students who used Torrance verbal test and the controlled group who used the traditional method.

Study Tools:
The researcher used three parts from "Cort program" that are: (recognition, organization and creativity) with the experimental group.

Most Important Results:
- The results show the effectiveness of the training program for developing the students' creative thinking skills.
- The experimental group achieved great improvements in the creative thinking skills better than the controlled group.

Title: *Developing the Functional Composition skills for the first-high school students in Oman*

Study Aims:
The researcher aims to:
- Develop the Functional Composition skills for the first-high school students in Oman.

Study Sample:
The study sample included (121) male students and was divided into two groups (experimental and controlled) from the students of high school.
Most Important Results:

- There is a statistical significant difference in the students' achievement in composition skills in favor of the experimental group.
- The averages of the students in the post application in the functional composition skills were better in favor of the experimental group.


Title: *Effectiveness of the directed activities program in developing the higher cognitive skills for the talented and untalented students in the intermediate stage in Bahrain*

Study Aims:
The researcher aims to:

- Develop the higher cognitive skills (analysis – synthesis – evaluation) for the talented and untalented students in the intermediate stage in Bahrain.

Study Sample:
A sample included (48) students, half of them were the controlled group and the other half was the experimental group who used activities of a directed program.

Study Tools:

- The researcher used activities of a directed program.
- A test in analysis, synthesis and evaluation.

Most Important Results:

- The results proved the effectiveness of the program for developing the higher cognitive skills.
- The performance of the experimental group is better than that of the controlled group.
14- Prakarnkao, 1999.
Title: Using Synectics as a helping method in thinking for Creative Writing

Study Aims:
The researcher aims to:
- Search in the thinking abilities for creative writing.
- Identify the relationship between the thinking abilities and the creative writing abilities for the school students.

Study Sample: The researcher selected (41) students randomly from Kauman kautchn abatham school in Thailand.

Study Tools:
- Five programs on composition writing lessons (teaching units)
- Tests on creative abilities and creative writing that were administered before and after the training program.

Most important Results:
- Creative thinking is the best preparation for creative writing for those students who receive their training by the synectic method, compared to their results before the program.
- There is a relationship between creative thinking and creative writing.

Title: To What extent the Tenth Elementary High School Students have the Composition Skills in Al-Mefreq

Study Aim:
The researcher aims to:
- To check to what extent the tenth elementary High school students have the composition skills.

Study Sample:
The study sample included (682) male students and was divided into two groups (experimental and controlled) from students in high school.
Most Important Results:
- There is a drop in the students' composition skills.
- There are some differences in the students' performance in different fields such as: (Content and Form).
- There is a statistical difference in the possession of the creative writing skills due to the geographical environment in favor of the city as well as in the content and form.
- There is a statistical difference in the possession of the creative writing skills due to the gender.

Title: A suggested program to develop the creative thinking skills for the primary children from (6-8 years) with medium intelligence

Study Aims:
The researcher aims to:
- Check the effectiveness of the program for developing the creative thinking skills (fluency-flexibility-novelty) for the primary children.

Study Sample:
The study sample included primary children from (6-8 years) with medium intelligence. They were divided two groups (experimental and controlled).

Study Tools:
The researcher used:
- A drawing test
- A creative thinking test
- Picture (B).

Most Important Results:
The results proves the effectiveness of the suggested program for developing the creative thinking skills for the primary students from the age (6-8) years.
Title: The relationship between learning a foreign language in early age and creative thinking

Study Aims:
The researcher aims to:
- Know the effect of learning a foreign language on the child's creative thinking and explore the relationship between the two variables.
- Shed light on the difference of effect with the difference of the amount of learning a foreign language.

Study Sample:
The sample included 90 children at age (6-9) years and were divided into three groups, 30 children with high concentration in studying English, 30 with low concentration, and 30 didn't study English language.

Study Tools:
The researcher applied Torrance test for creative thinking (words- Picture B) and man drawing test.

Most Important Results:
The results showed statistical differences between group A that studied English with high concentration and those who didn't study English. The result was in favor of the first group in fluency and novelty. Also, there is a statistical difference in favor of the second group who didn't study English in flexibility. Moreover, there is a statistical difference between the children who studied English with low concentration and those who didn't study English in favor of the first group in novelty and flexibility, whereas, there is difference in favor of the second group in fluency.

Title: Using the Cooperative Creative Writing within the elementary levels

Study Aims:
The researcher aims to:
- Use the debate methods and the cooperative activities among the students to perform their creative writing.
Study Sample and Methods:
The researcher used his research on school students of the elementary levels. He used the experimental comparative method to conduct his program.

Most Important Results:
- There is a great difference between the experimental group and the controlled group in favor of the experimental one that used the cooperative method.
- The students became better in creative writing via using the debate methods.

19- Fitzmaurice, 2002.
Title: *The Synectic Model in Training*

Study Aims:
The researcher aims to:
- Help the gifted students to build their similes based on the novel of (Shabanno) that depends on comparing the hero of the novel with an animal.
- Apply William Gordon's Pattern of language functions to develop the students' creative abilities.

Study Sample and Methods:
The researcher conducted his research on (27) male and female school students of Grids, Ohio in USA. He used the experimental comparative method.

Study Tools:
The researcher used work sheets for the students who were asked to apply the strategy of making the strange familiar moving from the topic presentation, to direct analogy, to self analogy, to creative contradicting analogy, then to creating new description, and finally to restudying the original topic and elaboration.

Most Important Results:
There is a great improvement in the students' synectic model in making the strange familiar and in applying its techniques.
20- Teo and Tan, 2003.
Title: Using Symbolism, Analogy and Simile (Biyu) in the students' creative writing

Study Aims:
The researchers aim to:
- Help the students to use analogies, symbols, and similes in writing composition.
- Apply William Gordon's Pattern of language functions to develop the students' creative abilities.

Study Sample and Methods:
The researcher conducted his research on (174) female school students at ages between 15-17 years. He used the experimental method to in his program.

Study Tools:
The researcher used a creative program with half of the students and the other half learnt the composition lessons via Chinese language. An achievement test was given before and after the experimentation.

Most Important Results:
- There is a great improvement in the students' creative abilities, originality, fiction, and the Chinese language.
- The students' background of the program has been reflected on their performance.

Title: Creativity in School Curricula: Revising and Analyzing the Designed Programs for Developing Creativity

Study Aims:
The researcher aims to:
- Stand for the main principles that help develop creativity for the gifted students.
- Revise the most effective programs such as: (Synectics for Gordon-Creative solution for Osborn- Parnes- and De-Bono program).
Study Methods:
The researcher used the analytical descriptive method and the comparative method to compare the different creative programs.

Most Important Results:
- There are different attitudes towards creativity, where the synectic and Osborn- Parnes program for solving problems are very famous in USA that lead people to invention, originality, and discovery, in Japan the creative programs concentrate on anticipation and intuition. Whereas, In Britain, creativity is originally artistic.
- Any creative program should cover the different human creativity that relate to motivation, passions, developing the cognitive, and the imagination abilities.
- There is different human cognition including the creative abilities where teachers should recognize these abilities to develop the students' abilities in generating ideas.

Title: Enrichment activities in mathematics for the first secondary grade gifted students for developing their higher cognitive skills and studying their attitudes towards these activities

Study Aims: The researcher aims to:
- To provide enrichment activities in mathematics for the first secondary grade gifted students for developing their higher cognitive skills (analysis – synthesis – evaluation).
- To study their attitudes towards these activities.

Study Sample:
The researcher selected the first secondary grade gifted students.

Study Tools:
- A test for measuring the higher cognitive skills.
- An attitude scale towards the enrichment activities.

Most Important Results:
The results proved the effectiveness of the enrichment activities in developing the higher cognitive skills for the sample group.
Title: A program for developing creative thinking, achievement and motivation for the gifted students in science in the intermediate stage

Study Aims:
The researcher aims to develop the creative thinking, achievement and motivation for the gifted students of the intermediate stage in science.

Study Sample:
The researcher selected the gifted students in science in the intermediate stage.

Study Tools:
- An intelligence test
- A thinking ability scale
- A motivation test for mature students
- An evaluation card for the gifted students
- An achievement test and a scale for creative thinking ability

Most Important Results:
The results showed the effectiveness of the program in increasing the achievement and creative thinking skills in science for the gifted students and increasing their motivation for learning.

Title: Is Bad Mood Good for Creativity, Testing the Flexibility Hypotheses

Study Aim:
The researchers aim to:
- Examine the effect of positive mood that promotes cognitive flexibility.
- Examine the effect of negative mood that promotes cognitive inflexibility.

Study Sample: The researcher selected a sample of eighty-nine participants who participated in a comedy film clip or a documentary of Nazi concern camps, respectively.
Study Tools:
- All participants completed a category-exemplar association task.

Most Important Results:
- Participants in the negative mood condition made significantly less errors than other participants.
- When the exemplars were atypical to the no differences in error rates between the groups occurred when exemplars were typical.

Title: Effects of Fluency Training on the Application of Linguistic Operations in Writing

Study Aim:
The researchers aim to:
- Examine the increase of fluency in the use of linguistic operations facilitates students' attention to the meaning level of their texts.
- Examine the increase of fluency in the use of linguistic operations resulting in better comprehensibility.

Study Sample: The researchers selected a sample of grade 5 and 6 of primary education directed at improving children's writing skills.

Study Tools:
The researchers discriminated four conditions for improving linguistic fluency:
- Implicit instruction with attention to linguistic forms.
- Explicit instruction with attention to linguistic forms.
- Implicit instruction with attention to meaning.
- Explicit instruction with attention to meaning.

Most Important Results:
- Students in the experimental conditions performed better in the semantic application of linguistic operations in the LCT task, but not in the MCT task compared to the control group.
- An increase of fluency results in a better control of the semantic consequences of linguistic operations and therefore in better writing.
Title: *A suggested program for developing the creative thinking skills in English language for third intermediate grade*

**Study Aims:**
The researcher aims to:
- Develop the students' creative thinking skills in English language for third intermediate grade.

**Study Sample:** The researcher selected a sample of (132) students and divided them into two groups (experimental and controlled).

**Study Tools:**
- The researcher used a questionnaire for English inspectors
- A test of the creative thinking skills.
- An observation form for the students' performance during the application of the suggested program.

**Most Important Results:**
The results prove the effectiveness of the suggested program for developing the students' creative thinking skills.

Title: *The Ethics of Interpretation and Analysis in Journalistic Writing*

**Study Aims:**
The researcher aims to:
- Offer a critical appraisal of Polanyi's method in studying economic life through a textual analysis of his programmatic writings and empirical work.
- Understand the elements of Polanyi's method, how useful it has been and still is in guiding social scientific research about economic life.
- Look at weaknesses in and consistency of Polanyi's approach.

**Study Tool:**
- An analysis of Polanyi's method in studying the economical life.
Most Important Results:
The analysis summarizes that:

- Polanyi's main appeal in economic sociology and anthropology has been his call to ground the analysis of economic life on institutions enmeshed in social life.
- While that call still keeps its urgency, a closer analysis of the way Polanyi conceptualized institutions shows several limitations of Polanyi's method.
- The operational of institution is circular and occasionally uses functionalist imaginary.

Title: Relationships among Student Evaluation Instructor Effectiveness, and Academic Performance

Study Aims:
The researchers aim to:

- Evaluate the relationships among students' grade expectation and the students' actual grades.
- Check the students' evaluations of their instructors.

Study Sample and Methods:
A total of 5,399 individual student evaluations from 138 course offerings that were taught over four successive academic years were complied and analyzed. Correlation analyses were conducted to evaluate the significance and interrelatedness of those relationships (evaluation scores, instructor effectiveness, and student grades).

Study Tools:
The evaluation instrument included course-related and instructor-related items, as well as a question inquiring about the grade the student expected to receive in the course.

Most Important Results:
- There is a correlation between students' grade, (both expected and actual) with the mean instructor scores.
- There is a positive correlation between the mean course evaluation score and the mean instructor evaluation score.
The relationship between instructor evaluations and each of the four teacher effectiveness domains were also significantly correlated to the instructor evaluation scores.

29- Craig, David. 2006.
Title: *The Ethics of Interpretation and Analysis in Journalistic Writing*

Study Aims:
The researcher aims to:
- Examines the ethics of interpretation and analysis in journalistic writing.

Study Sample:
The researcher interviewed 60 writers and editors at three large newspapers (Los Angeles Times – Portland Oregonian – Dallas Morning News).

Study Tool:
- This analysis is principle-based, focused on a notion of truth that encompasses issues of context and depth of insight, as well factual accuracy.

Most Important Results:
The analysis encompasses five kinds of interpretive language:
- Unattributed factual statement summation of findings (especially investigative reporting).
- Explanation of complex matters.
- Statements assess meaning or significance (in both news and features), and statements of opinion.
- Particular care on the part of journalists is warranted in handling the unstated interpretive aspect of pieces not labeled interpretation.
- Knowledge base underlies overt opinion.
30- Ching, C. Kuo, 2006.
Title: *An enrichment program for the intelligent pre-school children and their ability of solving problems for three years from 2003 to 2006*

**Study Aim:**
The researcher aims to:
- Develop the children's talent in six fields: mathematics, physics, linguistics, music, art and physical movement.

**Study Sample:**
The researcher selected a sample of the gifted pre-school children.

**Study Tools:**
- The researcher used an observation form.
- A test of mathematics, physics, linguistics, music, art and physical movement.

**Most Important Results:**
An improvement has accorded in the children's talent and their creativity in the recognition factors, such as the streaming thinking, flexible thinking, original thinking and elaboration thinking.

Title: *The effectiveness of future problem-solving program in developing the creative thinking skills and the higher cognitive skills*

**Study Aims:**
The researcher aims to:
- Know the effectiveness of future problem-solving program in developing the creative thinking skills (novelty-flexibility-fluency-elaboration)
- Check the effectiveness of future problem-solving program in developing the higher cognitive skills (analysis-synthesis-evaluation).

**Study Sample:**
The sample included 41 first intermediate talented students who were divided into two groups experimental and controlled.
Study Tools:
- A test for measuring the creative thinking skills.
- A test for measuring the higher cognitive skills.

Most Important Results:
The results proved the effectiveness of the future problem-solving program in developing the creative thinking skills and the higher cognitive skills.


Title: The Effectiveness of Criterion Writing Evaluation Service on Student Writing Performance

Study Aims:
The researchers aim to:
- Evaluate the effectiveness of criterion on writing performance.
- Measure students' perceptions of the writing process.
- Measure knowledge and rules of citation.
- Evaluate knowledge and understanding of plagiarism.

Study Sample and Methods:
The researchers applied their research on a group of college and university students. A quasi experimental design was used with two sections serving as the experimental groups, (using Criterion) and one serving as the control group, (not using Criterion).

Study Tools:
Students submit writing assignments to the web based service, and receive immediate feedback that allows them to revise and improve their writing.

Most Important Results:
- Students' confidence in the writing process and their knowledge about plagiarism significantly increased by the end of the semester.
Title: *College Students use Media Message in a Creative Task*

**Study Aims:**
The researcher aims to:
- Use media message in the creative writing process.
- Check the influence of media instances to originality and quality.
- Check the relationship between media exposure and media instances in a creative task.

**Study Sample:** A sample of college students in the English language department. They were divided into two groups; one used media exposure and the other used media instances.

**Study Tools:**
Participants were asked to create a movie scenario format story.

**Most Important Results:**
- Participants retrieved media exemplars during creating a story.
- Media exemplars contributed to originality and quality.
- There is a direct and indirect effect of media exposure to creativity.

The previous study is a contribution in the field of developing the students' writing novelty (Originality). At the same time, our current study tries to develop the students' writing novelty. So, it would be a good support for our study in the techniques of writing novelty.

34- Cheung, Ming. 2009.
Title: *Communicating Through the Visuals: An Experimental Study on Creativity an Advertising Design*

**Study Aims:**
The researcher aims to:
- Examine the effectiveness of problem-based learning (PBL) approach in enhancing student design creative flexibility in advertising design.

**Study Sample & Tools:** Hand-sketched print advertisements produced by participants' series of problem-based learning workshops (experimental group) and another series of lecture-based workshops (control group) for a bakery promoting.
They were examined with semiotic approach. Sketches in association with the metaphor are categorized into different series by five experienced art directors and compared on an inter-group basis.

**Most Important Results:**

- The experimental group has generated a wider variety of signifiers than the control group reflecting a higher degree of creative flexibility resulted from the use of a PBL approach.
- The empirical study supported the participants' advertising design, creativity, problem solving, divergent thinking and semiotics.
- The practice contributes to the understanding of how a PBL approach may contribute to the enhancement of semiotic association skills among student designers in a professional communication context.

35- Qatami, 2008.

**Title:** *Creative Writing for Gifted: Model and Application*

**Study Aims:**

The researcher aims to:

- To use the synectic model of Gordon on school students of the tenth elementary High school
- To develop the students' creative composition skills.

**Study Sample:**

The study sample included male and female students and was divided into two groups from the students in high school.

**Most Important Results:**

- There is a noticeable development in the students' creative composition skills after using the synectic program in skills of subject presentation- direct analogy- self-analogy- metaphoric analogy- imaginative analogy- symbolic analogy- contradicting analogy- subject formulation- using similes- using language functions.
- There is no effect for the factor of gender to the students' master of the creative composition skills.
36- Cheung, Ming. 2009.  
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**Study Aims:**  
The researcher aims to:
- Examine the effectiveness of problem-based learning (PBL) approach in enhancing student design creative flexibility in advertising design.

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- The experimental group has generated a wider variety of signifiers than the control group reflecting a higher degree of creative flexibility resulted from the use of a PBL approach.
- The empirical study supported the participants' advertising design, creativity, problem solving, divergent thinking and semiotics.
- The practice contributes to the understanding of how a PBL approach may contribute to the enhancement of semiotic association skills among student designers in a professional communication context.

As a conclusion, the previous studies try to develop the learners' skills in the fields of *creative thinking skills* (fluency, flexibility, and originality), *higher cognitive skills* (analysis, synthesis, and evaluation), *synectic skills*, *voice skills*, and *sentence fluency*. But, the most noticeable that some of the creative skills have not been covered by any researcher; which are of great importance for developing the students' creative writing skills. So, the researcher of this study included all the essential creative skills that have been covered and those haven't been covered. The previous studies are beneficial for the researcher in this study because they work as a corner stone for his study.
PREVIOUS STUDIES
ON USING THE MODULAR INSTRUCTION METHOD

Title: Evaluating a Biology course using the educational modules method

Study Aims:
The researchers aim to:
- Evaluate the educational modules method in the biology field.
- Know the students' attitudes towards the educational modules as a modern method.
- Evaluate modern methods as an introduction to learning biology.

Study Method and Tools:
The study used the comparative descriptive method and the experimental method, where the researchers compared the existing teaching methods and the modules method. After that, they used twelve modules in biology. The educational modules and an achievement test were the study tools.

Most important Results:
- The study proves the effectiveness of the educational modules in teaching the biology courses.
- The students show a high attitude towards the educational modules.

Title: The effectiveness of programmed education in teaching Arabic grammar

Study Aims:
The researcher aims to:
- Find a modern method based on scientific principles of teaching Arabic grammar for the elementary level students which is more effective than the current traditional methods.
- Explain the importance of Arabic language among the other courses in the elementary level.
- Show the importance of the Arabic grammar, and its integration with the other Arabic language skills.

**Study Sample:** The researcher applied her study on a sample of students of the elementary level

**Study Method and Tools:** The study depends on:
- The descriptive experimental and comparative method.
- A grammar lessons program using the programmed education method.

**Most important results:** The study assures:
- The effectiveness of the programmed education method in teaching Arabic grammar.
- The programmed education method is based on scientific principles.

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**Title:** Evaluating five educational modules in Reading

**Study Aims:**
The researcher aims to:
- Overcome the reading obstacles that face the students using the educational modules method according to Bloom's taxonomy.
- Teaching reading skills via the module's method.

**Study Sample:**
The researcher applied his study on a sample of high school students.

**Study Method and Tools:** The researcher used the system analysis method and educational modules as a tool.

**Most important Results:**
- The study proves the effectiveness of the modules method in learning the skills of reading and overcame its' obstacles.
- The study recommends trying the module method in other skills besides reading.
4- Jan and Frank, 1988.
Title: *Analyzing the development of self-learning*

**Study Aims:**
The researchers aim to:

- Develop the concepts of learning, cooperation and the cognitive learning through answering the following question:

*Is there a relationship between the components of self-learning and the other variables such as the previous experiences of the students and their age?*

**Study Sample:** The researcher applied his study on students of higher studies in the Open University.

**Study Tools:** The researchers used the descriptive experimental method, as they prepared a guide for students to know the method of self-evaluation to determine for themselves the best method to study the educational package of the researchers, then they prepared a test to measure the effectiveness of the educational package.

**Most important Results:**

- The study proves the effectiveness of self-learning and there is a relation between this kind of learning and the students' previous experiences and the students' age for who learn individually.
- The study proves the effectiveness of the educational package "Modules" to develop the learning skills for learners.

5- Ricard, Virginia, 1990.
Title: *Developing modules for adult learning*

**Study Aims:**
The researcher aims to:

- Focus on what the learner will know or what they can do as a result of using the modules.
- Check whether the modules' method is suitable for adult learning.

**Study Resources:** The study extracts its resources from adult learning, behavior objectives, sufficiency learning, individual learning, educational modules, small groups learning, and courses of the developed school.
Study Sample:
The researcher applied on a sample of teachers and a vocational group.

Most important Results:
- The study proves that the modules' method is suitable for the adult learning program that assures self-learning, and the individual instructions or the small groups' instructions.
- The modules gave great effectiveness to the sample's responses.

Title: A program in Education Technology based on sufficiency, using the individual learning

Study Aims:
The researcher aims to:
- Design a program in education technology with a list of sufficiency based on the individual learning.
- Show the effectiveness of the designed program on the cognitive achievement, the skills and the students' attitudes.

Study Sample: The sample includes students of third grade in the faculty of education in Al-azhar University. The sample contained a hundred and fifty students who were selected randomly.

Study Tools:
- Modules for topics of the practical side of the open educational technology.
- Students' guide.
- An achievement test to measure the cognitive achievement.
- An observation card to measure the students' performance.
- An attitude scale for the teacher-students' attitude towards the educational aids.

Most important results:
- The study assures the effectiveness of modular instruction in the field of sufficiency.
- The study offers a theoretical frame that supports the philosophy of individual learning.
Title: Developing the Arabic language skills using the modular instruction

Study Aims:
The National Center aims to:
- Offer new methods for teaching Arabic language.
- Diagnose the problems of controlling the major skills of reading, writing, and linguistics for the students of second elementary grade.

Study Sample: The study includes one thousand students from the second elementary grade from ten governorates in Egypt.

Study Tools:
- An objective test to diagnose the students' levels.
- Five modules to help the students of second elementary level to control the major skills of reading and writing.

Most important Results:
- The study followed the descriptive analytical method to specify the major skills of reading, writing and linguistics.
- The study led to reorganizing the courses of Arabic language in the elementary level according to the modular instruction method.

8- Ali, Mousa 1993:
Title: Teaching Arabic grammar using the modular instruction and its effect on acquiring the composition skills

Study Aims:
The researcher aims to:
- Check the effectiveness of modular instruction method in teaching Arabic grammar for students of first preparatory grade.
- Help the students acquire the composition skills.

Study Sample: The sample includes fifty-three students from the first preparatory level in Cairo Governorate. The researcher selected this sample based on their age that enables them to master the abstracts that are in the Arabic language topics.
Study Tools: It includes:

- A list of skills that are included in the study topics.
- The educational modules.
- Guidelines for students.
- A test to measure the effectiveness of the modules.

Most important Results:

- The study assures the effectiveness of modular instruction for both male and female students.
- The study proves the effectiveness of modular instruction for all the skills of the study topics such as (sentence structure and vocabulary).


Title: *Appreciating the positive learning with the educational modules*

Study Aims:

The researchers aim to:

- Use the educational modules, the engineering design and the technical administration for teaching the adults.

Study Tools: The study offers examples of using cases of administration quality, system engineering, creativity and design that include thirty three references.

Most important Results:

- The study proves the effectiveness of the modules' method, the engineering design and the technical administration for teaching the adults.
- The study results show an increase in the learners' creativity and design.
Title: The effect of using some self-learning methods in learning Arabic grammar by the students of first secondary school in Libya

Study Aims:
The researcher aims to:
- Show the effect of using some self-learning methods in learning the Arabic grammar by the students of first secondary school in Libya.
- Develop the students' performance and achievement in Arabic grammar.

Study Tools:
- An educational program using the direct and indirect discovery.
- An achievement test in Arabic grammar.

Study Sample: The researcher applied his study on a sample of first secondary school students in Libya.

Most important Results:
- An improvement in the students' achievement as a result of using direct and indirect discovery in Arabic grammar.
- The effectiveness of self-learning methods in acquiring Arabic grammar.

Title: The effectiveness of using educational modules and oriented interactions in developing some proficiency for teaching metaphor for female student-teachers

Study Aims:
The researcher aims to:
- Show the effectiveness of the modular instruction in developing the student teachers' metaphor.
- Show the effectiveness of the oriented interaction in developing the student teachers' metaphor.
Study Tools:
- Educational modules for teaching metaphor in Arabic.
- An achievement test in Arabic metaphor.

Study Sample:
The researcher applied his study on a sample of female student-teachers at college of education in Ein Shams University.

Most important Results:
- There is a noticeable improvement in the student-teachers' achievement in Arabic metaphor after using the educational modules.
- The student-teachers' proficiency has increased because of using the educational modules and the oriented interaction methods.

The previous studies dealt with using the modular instruction method in teaching the different scientific fields such as: biology, chemistry and physics and the human fields such as: the linguistic skills in the Arabic and English languages. The previous studies are of great importance because they shed light on using the modular method for teaching and developing the courses of today.

Chapter three is the methodology of the study; therefore, the researcher is going to include information about the study community, sample, variables, instruments, experimentation, and statistic methods. No doubt, it is of great importance to give a good background about specific facts in the current study.
CHAPTER THREE

METHODOLOGY OF THE STUDY

INTRODUCTION

This study attempted to examine the effectiveness of "Suggested Educational Modules for Developing Creative Writing Skills of Fourth-Grade Undergraduate Learners of English Language in KSA". The researcher noticed that there is a paramount global focus on creativity and gifted people in general and creative writing in particular and he is conducting his study to be as a contribution within the scientific contributions in the field of creative writing. Moreover, he found out that many countries around the world provide a good space in their curricula for creativity in the different subjects, and a few tries are done in the field of creative writing. Therefore, the researcher is encouraged to conduct this study to participate in developing the creative writing skills for the undergraduate English language learners.

The researcher gave detailed information about the following: methodology of the study, study community, study sample, study variables, study instruments, study experimentation, and the statistic methods to help in achieving the required goals.

3.1. METHODOLOGY OF THE STUDY

The recent study was prepared to examine the modular instruction method in developing the creative writing skills for the Saudi undergraduate learners, English Language major. The researcher in this study used two methods of approach:

A. The analytical descriptive method with the first and the second study questions to specify the creative writing skills that are necessary for constructing the educational modules and the modules' objectives, content, activities, teaching methods and evaluation.

B. In addition, the semi-experimental method with the third and the fourth study questions to apply the suggested program of the educational modules of creative writing skills to the experimental group and on the other side; he uses the traditional way with the controlled group.
3.2. STUDY POPULATION
The community of the study includes the Saudi undergraduate at Al-Baha University, a new governmental university at the Southern region of Kingdom of Saudi Arabia.
The reasons for choosing this study community are:
A. Al-Baha University is new in the Saudi system of the Ministry of Higher Education and has future plans to take care of the gifted students and to develop creativity in general.
B. The undergraduate learners of English language at Al-Baha University are thirsty for such programs that purpose to develop the students' creative writing.
C. To my knowledge, no previous studies have been conducted in the kingdom for developing creative writing skills in English language.

3.3. STUDY SAMPLE
The study sample is chosen from the undergraduate learners of English language in College of Education at Al-Baha University in KSA, and it is divided as follows:
A. The experimental group: undergraduate students in level four at the English language department in the College of Education. This group includes (60) students who study the creative writing skills via the suggested educational modules using the individual learning.
B. The controlled group: undergraduate students in level four at the English language department in the College of Education. This group includes (40) students who study the creative writing skills via the traditional method (lecture) using the individual learning.

Students of the two groups were chosen randomly and according to the following criteria:
- Students of this stage, level four, have good experience in the different skills and arts of English language.
- Students of level four study the writing skills in level one, two, three and four which make them qualified enough in the different skills of writing, grammar, vocabulary, language and culture, dictionaries and debate and discussion. The previous language skills give a good background to the students to participate effectively in our study.
- The students of this level show their desire to participate in the recent program to develop their creative writing skills.
- The researcher is teaching in the English language department that provides him the opportunity to control the experimentation process.
- There is enough time for the experimentation of the suggested program and for inquiring about the difficult points in the program.
- There are enough classes for applying the modular instruction method.
3.4. STUDY VARIABLES
The study includes the following variables:

A. **Independent variable:**
The suggested program (educational modules) is the independent variable for developing the creative writing skills for the undergraduate English Language learners in KSA.

B. **Dependent variables:** such as:
1. The students' achievement in the creative writing skills after studying the suggested educational modules and it is measured by an achievement test.
2. The students' achievement in the higher cognitive skills after studying the suggested educational modules and it is measured by an achievement test.

C. **Interior variables that may affect the experimentation of the suggested program:**
Experimental researches seek to achieve the experimental control in a high rank for the participants in the study to omit any effect of the dependent variable; that shows accurately the clear effect of the independent variable.

**The interior variables are as follows:**

1. **The educational content:**
The researcher prepared a program for developing the creative writing skills of fourth-grade undergraduate English language learners in KSA according to the modular instruction method. This represents the educational content for the two study groups which shows the differences in the outcomes because of the used teaching methods.

2. **The social and economical status:**
The researcher chose one college in a specific region (southern region) in the kingdom, so as to have equality in the social and economic status among the students.

3. **The gender:**
The researcher determined to apply his study on the male students only to avoid the effect of the gender on the study variables.

4. **The instructor:**
The researcher taught the suggested educational modules himself, while another instructor supervised the students of the controlled group.
The researcher supervised the teaching process of the two groups through regular meetings with the other supervisor to follow the procedures of teaching the controlled group.

5. Experimentation time:

The researcher maintained the equality of time taken in teaching the creative writing skills between the two groups. The implementation of the suggested program started in 28/2/2009 till 9/6/2009, one day teaching – Sunday or Wednesday – for two hours along 14 weeks.
3.5. STUDY INSTRUMENTS
The researcher uses the following instruments:

FIRST: A SUGGESTED LIST OF THE CREATIVE WRITING SKILLS

The researcher suggested a list of the most effective creative writing skills according to the following criteria:

1. Some of the suggested creative writing skills are based on the psychological theories of creative thinking.
2. Some creative writing skills are based on Bloom's taxonomy and his higher cognitive skills.
3. Some creative writing skills are used in the English literature as in the famous novels, plays, short stories and in poetry.
4. Other creative writing skills are based on syntax and morphology.
5. Students of English major study some of these creative writing skills without recognition of their creative features or how to use them.

Objectives of the Suggested List of Creative Writing Skills

- Determine the target skills required for developing the students' creative writing to answer the first question in this study.
- Help in designing a program for developing the students' creative writing using the modular instruction method.
- Help the undergraduate students to develop their creative thinking and writing skills.

Sources of constructing the Suggested List of Creative Writing Skills

- Conducted a survey to some related studies to creative thinking and writing.
- Studying the objectives and the writing curricula in Al-Baha University to create situations help the instructors be creative and teach creative writing to their students.
- Formulating the creative writing skills in a measurable behavioral way and its outcome reflects the target objective.
Preparation of the Suggested List

- The researcher prepared the list of the creative writing skills after studying the psychological theories that relate to creative thinking and to the cognitive approach; and studying the review of the related literature.
- The researcher determined the required creative features and transferred them into procedural skills that can be observed during the instructor's work inside the class.
- The researcher submitted the suggested list of the creative writing skills to a group of university professors who are experts in the fields of (English Literature-Arabic Literature-Methods of teaching-Psychology) to give their scientific point of view.
- The researcher specified the experts' suggestions and instructions, where he considered them in preparing the creative writing skills.
- The researcher built the suggested list of the creative writing skills in its final form as shown next.

Description of the Suggested List of Creative Writing Skills

The researcher classified the suggested list of the creative writing skills into six categories according to the six writing elements as follows:

1. IDEAS
The researcher considers this element very important in the creative writing and it is as a result of the writer's thinking process. Therefore, he classified the element of ideas into:

A. CREATIVE THINKING SKILLS: They include the following skills:
   - Fluency:
   - Flexibility:
   - Novelty:
   - Elaboration:

B. HIGHER COGNITIVE SKILLS: They include the following skills:
   - Analysis:
   - Synthesis:
   - Evaluation:
C. **SYNECTIC SKILLS**: They include the following skills:

- Topic Presentation:
- Direct Analogy:
- Personal Analogy:
- Compressed-Conflict Analogy:
- Symbolic Analogy: *(Color-Natural-Religion-Political-Advertising)*.

2. **VOICE**: It includes the skills of:

- Imagination:
- Hints:
- Expository Style:
- Persuasive Style:
- Narrative Style:

3. **ORGANIZATION**: It includes the skills of:

- Inviting Introduction:
- Thoughtful Transitions:
- Sequence:
- Original Titles:

4. **SENTENCE FLUENCY**: It includes the skills of:

- Sentence Beginnings:
- Sentence Structures:
- Sentence Types:
- Sentence Moods: such as *(Accusing-Advice-Apoloizing-Attracting Attention-Complaining-Exclamation-Hope Mode-Imperative-Invitation-Opinion-Permission-Praising and Didpraising-Prohibition-Refusing-Regretting-Requesting-Suggestion-Sympathy-Warning)*.

5. **WORD CHOICE**: It includes the skills of:

- Accurate Words:
- Lively Verbs:
- Specific Nouns:
- Modifiers:

6. **CONVENTIONS**: They include the skills of:

- Spelling Rules:
- Punctuation Rules:
- Capitalization Rules:
- Grammatical Rules:
Validity

- The researcher depended on the content validity where he presented the suggested list of the creative writing skills in its final form to a group of university professors to check the agreement of the formulation style, items easiness, accuracy, and objectivity of the suggested list. After revising the judges' opinions, the researcher made the required changes and presented the suggested list in its final form again to the judges and then it is approved. (Appendix 5)
- The researcher used the agreement equation as follows:

\[
\text{Agreement equation} = \frac{\text{Times of Agreement}}{\text{Times of agreement} + \text{Times of disagreement}}
\]

\[
\frac{675}{675 + 85} = \frac{675}{760} = \%88.81
\]

- The agreement percentage refers to the degree of agreement among the judges for the suggested list of creative writing skills. If the percentage is less than (%70), it refers to low agreement, but if it is (%85), it refers to high agreement, and the percentage of agreement in our study is (%88.81) where it refers to a high percentage of agreement and the suggested list of creative writing skills is adequate for application. (Ramzia Al-Ghareeb, 1985:690)

SECOND: A MATRIX FOR THE SUGGESTED MODULES

The researcher suggested a matrix of the modules' objectives, content, activities, teaching methods, and evaluation based on:

1. The necessity of the included information to give a clear vision about the suggested modules' (objectives-content-activities-teaching methods-evaluation) to the judges to determine their accurate scientific point of view about the suggested modules.
2. The nature of this experimental study that requires a matrix to summarize the different modules of the creative writing skills.
3. To help in answering the second question of this study.
**General Objectives of the Matrix**

The researcher determined the program objectives and classified them into three main levels (cognitive-sentimental-behavioral), and considered some important conditions for the objectives to be:

- Realistic and can be achieved.
- Comprehensive for all the target creative writing skills.
- Formulated in a behavioral way to benefit checking the content and its organization.

The main aim for determining the general objective of the program is to change the students' behavior to be creative and arrive to a better standard of achievement in creative writing skills.

**Preparation of the Matrix**

- The researcher prepared a matrix of the modules' objectives, content, activities, teaching methods, and evaluation of the creative writing skills after studying the review of the related literature and other forms of matrix in different subjects.
- The researcher determined the required modules' information and transferred them into schedules that can be observed and judged by the group of judges.
- The researcher submitted the suggested matrix of the modules' objectives, content, activities, teaching methods and evaluation of the creative writing skills to a group of university professors who are experts in the fields of (English Literature-Arabic Literature-Methods of teaching-Psychology) to give their scientific point of view.
- The researcher specified the experts' suggestions and instructions, where he considered the suggestions during preparing the matrix.
- The researcher built the suggested matrix of the modules' objectives, content, activities, teaching methods and evaluation of the creative writing skills in its final form as shown next.

**Content of the program**

The content of the program includes different parts as follows:

1. Creative writing skills based on the psychological theories to develop the students' creative thinking skills.
2. Creative writing skills based on the Bloom's taxonomy to develop the students' higher cognitive skills.
3. Creative writing skills based on the English literature in the fields of (short story- novel- drama) to develop the students' taste of the English literature.
4. Creative writing skills based on syntax and morphology to develop the students' structures.

DESCRIPTION OF THE MATRIX

The researcher prepared a program for developing the students' creative writing after preparing the suggested list of creative writing skills using the modular instruction.

The researcher classified the suggested matrix of the creative writing skills into eight modules as follows:

1. Module One: includes the following:
   A. Title: DEVELOPING CREATIVE THINKING SKILLS
   B. Objectives: has (10) objectives.
   C. Content: has (7) items.
   D. Activities: has (12) activities.
   E. Teaching Methods: has (5) methods.
   F. Evaluation: has a transitional achievement test at the end of the module.

2. Module Two: includes the following:
   A. Title: DEVELOPING HIGHER COGNITIVE SKILLS
   B. Objectives: has (11) objectives.
   C. Content: has (6) items.
   D. Activities: has (16) activities.
   E. Teaching Methods: has (5) methods.
   F. Evaluation: has a transitional achievement test at the end of the module.

3. Module Three: includes the following:
   A. Title: DEVELOPING SYNECTICS
   B. Objectives: has (16) objectives.
   C. Content: has (9) items.
   D. Activities: has (10) activities.
   E. Teaching Methods: has (6) methods.
   F. Evaluation: has a transitional achievement test at the end of the module.

4. Module Four: includes the following:
   A. Title: DEVELOPING CREATIVE VOICE
   B. Objectives: has (5) objectives.
   C. Content: has (8) items.
   D. Activities: has (9) activities.
   E. Teaching Methods: has (6) methods.
   F. Evaluation: has a transitional achievement test at the end of the module.
5. **Module Five**: includes the following:
   A. **Title**: DEVELOPING ORGANIZATION SKILLS
   B. **Objectives**: has (4) objectives.
   C. **Content**: has (7) items.
   D. **Activities**: has (7) activities.
   E. **Teaching Methods**: has (6) methods.
   F. **Evaluation**: has a transitional achievement test at the end of the module.

6. **Module Six**: includes the following:
   A. **Title**: DEVELOPING CREATIVE SENTENCE FLUENCY SKILLS
   B. **Objectives**: has (22) objectives.
   C. **Content**: has (7) items.
   D. **Activities**: has (9) activities.
   E. **Teaching Methods**: has (6) methods.
   F. **Evaluation**: has a transitional achievement test at the end of the module.

7. **Module Seven**: includes the following:
   A. **Title**: DEVELOPING CREATIVE WORD CHOICE SKILLS
   B. **Objectives**: has (4) objectives.
   C. **Content**: has (7) items.
   D. **Activities**: has (8) activities.
   E. **Teaching Methods**: has (6) methods.
   F. **Evaluation**: has a transitional achievement test at the end of the module.

8. **Module Eight**: includes the following:
   A. **Title**: DEVELOPING CONVENTION SKILLS
   B. **Objectives**: has (4) objectives.
   C. **Content**: has (6) items.
   D. **Activities**: has (8) activities.
   E. **Teaching Methods**: has (6) methods.
   F. **Evaluation**: has a transitional achievement test at the end of the module.

**Validity**

- The researcher depended on the **content validity** when presenting the matrix of the suggested modules in its final form to a group of university professors to check the agreement of the objectives,
content, activities, teaching methods and evaluation of each of the suggested eight modules. After revising the judges' opinions, the researcher made the required changes and presented the suggested matrix in its final form again to the judges and then it is approved. (Appendix 6)

- Moreover, the researcher calculated the (judges agreement) for the matrix of the suggested modules to every internal item from the objectives, content, activities, teaching methods and evaluation of each of the suggested eight modules according to the following equation:
- The researcher used the following agreement equation:

\[
\text{Agreement} = \frac{\text{Times of Agreement}}{\text{Times of agreement} + \text{Times of disagreement}}
\]

\[
\text{Agreement} = \frac{345}{345 + 55} = 86.25\%
\]

The agreement percentage refers to the degree of agreement among the judges for the matrix of the suggested list of creative writing skills. If the percentage is less than (%70), it refer to low agreement, but if it is (%85), it refers to high agreement, and the percentage of agreement in our study is (%86.25) where it refers to a high percentage of agreement and the matrix of the suggested list of creative writing skills is adequate to give clear indication about the nature of the program. (Ramzia Al-Ghareeb, 1985:690)

**THIRD: AN ACHIEVEMENT TEST**

The researcher prepared an achievement test for fourth-grade undergraduate learners of English language in KSA to check their comprehension of the suggested creative writing skills

- *Sources of constructing the Achievement Test*

The recent study depended on some sources for building the achievement test as follows:

- The previous researches in the field of cognitive and creative achievement.
- Literature of English and creative writing curriculum and methods of teaching.
- Related researches to the preparation of the achievement tests.
- The suggested modules of the creative writing skills.

\*\*Preparation of the Achievement Test Items\*

The achievement test includes three parts with total (100) marks. To provide a high rank of objectivity, the researcher included multiple-choice questions, completion questions, matching questions and article questions. The following conditions have been considered in formulating the test items as follows:

- Distributing the correct responses randomly to avoid guessing.
- Clearness of each question words and significance.
- Avoid using inspiration words of the correct answer in each question.
- Leaving enough spaces for writing answers.
- Every question accepts only one answer.
- In the article questions, the students' answers should be specific to the target skill.
- All choices should be expected from the students.

\*\*Description of the Achievement Test\*

The achievement test of the creative writing skills included an introduction for the target students that shows the purpose of the test, the number of questions, and instructions as follows:

- **Instructions for Test Fullellers**
  The instructions included (test duration-time of start and end for all students-the specific spaces for the students' answers).

- **Instruction for Students**
  The instructions included (reading the questions carefully-giving care to handwriting- avoid leaving unanswered questions). Besides, instructions for students' personal information such as: (name-college-university-level-academic number).

- **The Achievement Test Pilot Experimentation**
  The researcher conducted a pilot experimentation to the achievement test to a (20) students random group from level four at the English language department at Al-Baha University. The experiment was conducted in January 2009 to check the test's quality in the language used, any deletion, addition, difficulty, time required and the correct answers.
• Reliability of the Achievement Test in the Pilot Experimentation
The researcher determined the statistical reliabilities of the achievement test throughout the pilot experimentation as follows:

A. Determining Test time
To determine the test time, the average of the (20) students (pilot group) and is divided upon the test items to find out the required time for answering the test. To calculate the average, add the time of each student and divide it on the number of students. The required time for the achievement test is 120 minutes.

B. Calculating the Coefficient of Easiness and Difficulty
The researcher calculated the coefficient of easiness and difficulty for the test questions as:

\[
\text{Coefficient of easiness and difficulty} = \frac{\text{Correct answers}}{\text{Correct answers} + \text{Wrong answers}}
\]

Coefficient of easiness for the pre-application of the achievement test was (50.06) which is a medium percentage and it is very low, and the coefficient of difficulty according to the following formula:

\[
\text{Coefficient of difficulty} = 1 - \text{Coefficient of easiness}
\]

Coefficient of difficulty was (49.06) which is a high percentage and it is as a result that the suggested creative writing skills are new for the students and they have little background about them. (Ramzia Al-Ghareeb, 1985:634)

C. Experimental Validity
The researcher tested the experimental validity by using "Pearson's Equation of Correlation" between some correlated items from the achievement test. The correlation values were between (0.11 – 0.46), and calculated the correlations among the different dimensions as criteria (Criterion Validity), where the weakest correlation is between organization and word choice is (0.11), and between personal analogy and organization is (0.18), and between fluency and sentence fluency is (0.19), and between evaluation and compressed analogy is (0.19), and between synthesis and topic presentation is (0.24), and between figurative analogy and voice is (0.27), and between flexibility and analysis is (0.30), and the strongest correlation is between word choice and conventions is (0.46).
In general, we can say that there are correlations among the different dimensions of test items that prove the connection of the items of the achievement test.

**D. Reliability of the Achievement Test**

The researcher calculated the reliability of the achievement test using the (Split-Half) of the test questions for Spearman Brown.

The scores of the whole test of the pilot sample was recorded, and the researcher calculated the odd questions scores and the even questions scores, and then he calculated the correlation between them according to the following formula:

\[ r = \frac{2r_{1/2}}{1 + r_{1/2}} \]

The reliability of the test in the pilot experimentation = \( \frac{2 \times 0.59}{1 + 0.59} = 0.74 \)

The reliability of the achievement test is (0.74) which is good for using and applying the achievement test to the two groups (the experimental and the controlled) before and after the experimentation of the suggested educational program. (Abdulaty Al-Sayid, 1999:55)

**Item Analysis of the Achievement Test**

The researcher prepared the achievement test from three main parts that cover the whole creative writing skills; and classified them into objective and article questions. The test takes 120 minutes to be answered and is classified to the target skills as follows:

**The skills of (Creative Thinking) such as:**

- **Fluency skills:** questions 1, 2, 3, and 4 from part one/I. Each is out of (2) marks.
- **Flexibility skills:** questions 1 and 2 from part one/II. Each is out of (1) mark.
- **Novelty skills:** questions 3 and 4 from part one/II. Each is out of (1) mark.
- **Elaboration skills:** questions 5 and 6 from part one/II. Each is out of (1) mark.
The skills of (Higher Cognitive) such as:
- **Analysis skills**: questions 7, 8, 9 and 10 from part one/II. Each is out of (1) mark.
- **Synthesis skills**: questions 11, 12 and 13 from part one/II. Each is out of (1) mark.
- **Evaluation skills**: questions 14, 15, 16 and 17 from part one/II. Each is out of (1) mark.

The skills of (Synectics) such as:
- **Topic presentation skills**: questions 18, 19 and 20 from part one/II. Each is out of (1) mark.
- **Direct Analogy skill**: question 21 from part one/II. It is out of (1) mark.
- **Personal Analogy skill**: question 22 from part one/II. It is out of (1) mark.
- **Compressed-Conflict Analogy skill**: question 23 from part one/II. It is out of (1) mark.
- **Symbolic Analogy skill**: question 1 from part two/I. It is out of (1) mark.

The skills of (Figurative Analogy) such as:
- **Alliteration**: question 2 from part two/I. It is out of (1) mark.
- **Allusion Analogy**: question 3 from part two/I. It is out of (1) mark.
- **Hyperbole**: question 4 from part two/I. It is out of (1) mark.
- **Irony**: question 5 from part two/I. It is out of (1) mark.
- **Metaphor**: question 6 from part two/I. It is out of (1) mark.
- **Oxymoron**: question 7 from part two/I. It is out of (1) mark.
- **Paradox**: question 8 from part two/I. It is out of (1) mark.
- **Simile**: question 9 from part two/I. It is out of (1) mark.
- **Synecdoche**: question 10 from part two/I. It is out of (1) mark.

The skills of (Voice) such as:
- **Imagination**: question 11 from part two/I. It is out of (1) mark.
- **Hints**: question 12 from part two/I. It is out of (1) mark.
- **Expository Style**: question 1 from part two/II. It is out of (3) mark.
- **Persuasive Style**: question 2 from part two/II. It is out of (3) mark.
- **Narrative Style**: question 3 from part two/II. It is out of (3) mark.
The skills of (Organization) such as:

- Inviting Introduction: question 1 from part two/III. It is out of (2) mark.
- Thoughtful Transitions: question 2 from part two/III. It is out of (2) mark.
- Sequence: question 3 from part two/III. It is out of (2) mark.
- Original Titles: question 4 from part two/III. It is out of (2) mark.

The skills of (Sentence Fluency) such as:

- Sentence Beginnings: question 1 from part three/I. It is out of (2) mark.
- Sentence Structures: question 2 from part three/I. It is out of (2) mark.
- Sentence Types: question 3 from part three/I. It is out of (1) mark.

The skills of (Sentence Moods) such as:

- Accusing: question 1 from part three/II. It is out of (1) mark.
- Advice: question 2 from part three/II. It is out of (1) mark.
- Apologizing: question 3 from part three/II. It is out of (1) mark.
- Attracting Attention: question 4 from part three/II. It is out of (1) mark.
- Complaining: question 5 from part three/II. It is out of (1) mark.
- Exclamation: question 6 from part three/II. It is out of (1) mark.
- Hope Mode: question 7 from part three/II. It is out of (1) mark.
- Imperative: question 8 from part three/II. It is out of (1) mark.
- Invitation: question 9 from part three/II. It is out of (1) mark.
- Opinion: question 10 from part three/II. It is out of (1) mark.
- Permission: question 11 from part three/II. It is out of (1) mark.
- Praising: question 12 from part three/II. It is out of (1) mark.
- Prohibiting: question 13 from part three/II. It is out of (1) mark.
- Refusing: question 14 from part three/II. It is out of (1) mark.
- Regretting: question 15 from part three/II. It is out of (1) mark.
- Requesting: question 16 from part three/II. It is out of (1) mark.
- Suggestion: question 17 from part three/II. It is out of (1) mark.
- Sympathy: question 18 from part three/II. It is out of (1) mark.
- Warning: question 19 from part three/II. It is out of (1) mark.

The skills of (Word Choice) such as:

- Accurate Words: question 1 from part three/III. It is out of (2) mark.
- Lively Verbs: question 2 from part three/III. It is out of (2) mark.
- Specific Nouns: question 3 from part three/III. It is out of (2) mark.
- **Modifiers:** question 4 from part three/III. It is out of (2) mark.

  - *The skills of (Conventions) such as:*

- **Spelling Rules:** question 1 from part three/IV. It is out of (2) mark.
- **Punctuation Rules:** question 2 from part three/IV. It is out of (2) mark.
- **Capitalization Rules:** question 3 from part three/IV. It is out of (2) mark.
- **Grammatical Rules:** question 4 from part three/IV. It is out of (2) mark.

- **The Objective Questions are in:**
  - Part One/I: questions 1 and 3.
  - Part One/II: questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 and 23.
  - Part Two/I: questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12.
  - Part Three/II: questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19.
  - Part Three/III: questions 1, 2, 3 and 4.
  - Part Three/IV: questions 1, 2, 3 and 4.

- **The Article Questions are in:**
  - Part One: questions 2 and 4.
  - Part Two:/II: questions 1, 2 and 3.
  - Part Two:/III: questions 1, 2, 3 and 4.
  - Part Three/I: questions 1, 2 and 3.
Coefficient Equivalence Between the Experimental and the Controlled Groups

The researcher calculated the equivalence between the experimental and the controlled groups as follows:

Table (3) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Fluency) Skills

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>4.13</td>
<td>1.80</td>
<td>0.926</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>4.1</td>
<td>1.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows that the value of "T" is (0.926) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Fluency".

Table (4) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Flexibility) Skills

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>0.71</td>
<td>0.45</td>
<td>0.518</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>0.65</td>
<td>0.53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows that the value of "T" is (0.518) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Flexibility".

Table (5) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Novelty) Skills

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>1.25</td>
<td>0.65</td>
<td>0.085</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>1.02</td>
<td>0.61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

83
The previous table shows that the value of "T" is (0.085) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Novelty".

**Table (6) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Elaboration) Skills**

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>0.80</td>
<td>0.65</td>
<td>0.854</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>0.82</td>
<td>0.67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows that the value of "T" is (0.854) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Elaboration".

**Table (7) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Higher Cognitive Skills)**

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>4.06</td>
<td>1.93</td>
<td>0.982</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>4.07</td>
<td>1.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows that the value of "T" is (0.982) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Higher Cognitive Skills".

**Table (8) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Synectic Skills)**

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>6</td>
<td>2.54</td>
<td>0.723</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>6.2</td>
<td>2.89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows that the value of "T" is (0.723) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Synectic Skills".
Table (9) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Voice) Skills

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>1.28</td>
<td>1.59</td>
<td>0.798</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>1.35</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows that the value of "T" is (0.798) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Voice".

Table (10) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Organization Skills)

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>0.76</td>
<td>0.74</td>
<td>0.904</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>0.75</td>
<td>0.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows that the value of "T" is (0.904) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Organization Skills".

Table (11) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Sentence Fluency Skills)

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>5.45</td>
<td>2.90</td>
<td>0.079</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>4.3</td>
<td>3.32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows that the value of "T" is (0.079) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Sentence Fluency Skills".
Table (12) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Word Choice Skills)

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>0.81</td>
<td>1.50</td>
<td>0.552</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>1.00</td>
<td>1.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows that the value of "T" is (0.552) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Word Choice Skills".

Table (13) clarifies the Equivalence between the Experimental And Controlled Groups in the pre-evaluation of the achievement test In (Conventions Skills)

<table>
<thead>
<tr>
<th>List Group</th>
<th>Ss Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>&quot;T&quot;</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>60</td>
<td>1.1</td>
<td>1.33</td>
<td>0.825</td>
<td>Isn't Significant In (0.05)</td>
</tr>
<tr>
<td>Controlled</td>
<td>40</td>
<td>1.15</td>
<td>0.92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows that the value of "T" is (0.825) which has no statistical significance that refers to the equivalence between the experimental and the controlled groups in "Conventions Skills".

3.6. STUDY EXPERIMENTATION

The researcher taught the suggested educational modules of the creative writing skills to the fourth-grade undergraduate learners of English language during the second semester of the academic year 1429/1430 – 2009. The researcher got the approval for experimentation from the deanship of college of education at Al-Baha University. The teaching was weekly for 14 weeks from 28/2/1430 till 9/6/1430 H.

- **Post Application of the Achievement Test:**
  - The researcher applied the achievement test directly after teaching the target students the creative writing skills via the suggested modules through the modular instruction methods. Moreover, he taught the creative writing skills for the controlled group via the traditional method.
  - The researcher gathered the students’ scores for the two groups (Experimental and Controlled), and then he achieved the required statistical methods.
3.7. STATISTIC METHODS

To calculate the effectiveness of the suggested educational modules for developing creative writing skills, the researcher used the following statistical methods:

- T.Test
- Pearson Brown Efficiency
- Split-Half Efficiency of Reliability
- Average/ Variance/ Percentage
- Easiness Efficiency
- Difficulty Efficiency

❖ The Clearest Difficulties During Experimentation:

1. The students' training was weekly and besides learning their academic course (advanced writing) which made the students loaded with a lot of study and assignments throughout a semester.
2. This program of creative writing skills is new and the students got astonished during the first two weeks because the nature of creative writing is different than that of the traditional writing which was tiring for the researcher to explain this new program for the students.
3. Correcting this big number of answer sheets was difficult for the researcher because it includes objective and article questions with creative skills which require great concentration for determining the students' creative writing skills.

In chapter four, the researcher calculated all the needed statistics for the post evaluation of the achievement test to check the range of effectiveness of the suggested educational program for developing the creative writing skills with a comparison between the achievements of the experimental and the controlled groups. Also, the researcher provided an analysis for the findings and a discussion about the creative writing program and the findings of the research.
CHAPTER FOUR
DATA ANALYSIS, FINDINGS AND DISCUSSION

INTRODUCTION
In this chapter, the researcher manipulates the statistical treatments of the findings of the study after applying the suggested educational program and the study main instrument (The achievement test) for the undergraduate learners of English language of the experimental and controlled groups, and then checking the study hypotheses and make sure of the effectiveness of the suggested program.

4.1. THE ANSWER TO THE STUDY QUESTIONS:
The research used the statistical program (SPSS) for the statistical treatment of data, and the following is the answer to:

QUESTION ONE

WHAT ARE THE NECESSARY CREATIVE SKILLS FOR DEVELOPING THE CREATIVE WRITING SKILLS OF FOURTH-GRADE UNDERGRADUATE LEARNERS’ OF ENGLISH LANGUAGE IN KSA?

The researcher followed the following steps to answer this question:

- Revising the previous studies in the field of writing in general and creative writing in private, and the studies related to creative thinking and higher cognitive skills.
- Reading the previous creative skills in the Arabic and foreign studies.
- Getting benefit from the seminars, symposiums, and lectures in the field of creative thinking, higher cognitive skills and English literature.
- The researcher put a list of the most important creative writing skills and transferred the main skills into behavioral sub-skills.
- The researcher offered the list of the creative writing skills to a group of university professors from (Al-baha University) to give their scientific point of view about the creative writing skills (Appendix 5).
The most important creative skills necessary for developing the creative writing skills for fourth-level undergraduate learners' of English language are:

- **Creative thinking skills** includes (10) skills
- **Higher cognitive skills** includes (11) skills
- **Synectic skills** includes (16) skills
- **Voice** (Writer's tone) includes (5) skills
- **Organization** includes (4) skills
- **Sentence fluency** skills includes (22)
- **Word choice** includes (4) skills
- **Conventions** includes (4) skills

As a conclusion, the total approved number of the suggested creative skills that are necessary for developing the creative writing skills is (76) creative skills and are distributed to six main writing elements with eight branches; and the researcher constructed a list of the creative writing skills to help in designing the suggested program for developing the students' creative writing. As a result, the researcher has answered the first study question as follows:

This result agrees with the study of (Ramadan Al-qazafi, 2000, 41:50), where he overused (4) skills for the developing the person's fluency, (2) skills for developing the person's flexibility, and (2) for novelty. Also, the results of the recent study agree with the study of (Nabeel et.al, 1999), who proved the previous skills in fluency, flexibility and novelty, in addition, they studied (2) skills for developing the person's elaboration. Moreover, the study of (Muhammad Jehad, 2005) and the study of (Gawdat Saada, 2003) and the study of (Zaid Al-Howiadi, 2004) proved all the previous creative thinking skills. As a result of all the previous studies and the recent study, the number of creative thinking skills is (10) that help to develop the students' creative writing.

Furthermore, the researcher in this study overused major skills in the higher cognitive level that agree with the studies of (Bloom, 1956) who showed the skills of analysis, synthesis, and evaluation and their sub-skills as the elements of creativity in all fields. The researcher overused (4) skills for developing the person's analysis, (3) skills for developing the person's synthesis, and (4) skills for developing the person's evaluation. The higher cognitive skills in this study agree with the study of ((Zaid Al-Howiadi, 2004) and the study of (Ramadan Al-qazafi, 2000) and the study of (Yussif Qatami, 2008) who discussed the major skills of Bloom's taxonomy; in addition, they explained the higher cognitive skills and their sub-skills that are the main components of creativity and creative writing.
As a result, the number of higher cognitive skills is (11) that are helpful for developing the students' creative writing.

Moreover, the researcher included (16) *synectic* skills for developing the students' creative writing, that agree with the studies of (W. Gordon et al., 1944) who started to develop the synectic skills in 1944 and they explained this in detail in their book (*Synectics: The Development of Creative Capacity, 1961*). Also, this study agrees with the development of the synectic skills by the American scientists in 1967 such as: Barneez who developed (30) skills. (Onda, 1986) mentioned that the Japanese developed (100) synectic skills in 1967. In addition, the studies of (Al-Dreeni, 1982:173) and the study of (Joyce et al., 1983:3) and the study of (Judith and Sanders, 1984) and (Joyce, and Weil, 1986:156) who developed the synectic skills that support the synectic skills of the researcher of this study.

The researcher overused (5) skills of *voice* that may help to develop the students' creative writing, that agree with the study of (Andrea Clark, 2007) who explained different skills for the writer's tone. Also, the researcher's voice skills agree with (Dorothy Wall, 2008) and the study of (Jennifer Jensen, 2008) that developed some skills in voice.

As well, the researcher overused (4) *organization* skills to develop the students' creative writing which agree with the studies of (Margo Olivares et al., 2004) who studied the main skills of making a well organized piece of writing. Also, the study of (Kenneth Beare, 2009) stressed on the importance of sequencing the ideas in any piece of writing that is matched with the organization skills in our recent study.

The researcher overused (22) skills for developing the students' *sentence fluency* based on the syntactical rules which are very important in the writing style and syntax is the way writers arrange the sentences and give the structure to the sentences. The syntax of the sentence basically follows the rules of the language and then after that the creativity of the writer as well, by writing a very simple sentence with only one clause or choose the compound syntax in which you use two clauses, one in the mid and if you want then you can also separate the two sentences or include more than two clauses and one of them will be the major sentence while the other will be the subordinate clause. This agrees with the study of (Margo Olivares et al., 2004) who studied the main skills of sentence fluency that are important for any piece of writing. Also, agree with the study of (Meriwether Lewis, Thomas Jefferson, and Stephen E. Ambrose, Simon & Schuster, 1996) who explained the main skills of sentence structure and sentence types.
In addition, the researcher overused (4) skills for word choice to develop the students' creative writing that agree with the study of (Margo Olivares et.al, 2004) who studied the main skills of word choice to develop the style in any piece of writing. Moreover, the researcher's skills of word choice agree with the study of (Kenneth Beare, 2008) who determined some major skills for the writer's word choice. Also, agree with the study of (Ken Lachnicht, 2001) who studied the skills of accuracy and using specific nouns that have great importance for developing the writing style.

Finally, the researcher overused (4) main skills for conventions to develop the students' creative writing that should be accurate in the punctuation, spelling, capitalization and grammatical rules to convey the message for readers in a thoughtful way and with a lot of trust between writers and their readers. These skills agree with the study of (Margo Olivares et.al, 2004) who stressed on the different convention skills in any writing. And agree with the study of (Jane Straus, 2009) and his explanation of the different punctuation rules, capitalization rules, grammatical rules and spelling rules. Also, agree with the study of (David Appleyard, 2008) who studied the different spelling rules for developing any piece of writing.

As a result, the researcher designed a list of (76) creative skills that are important for developing the creative writing of the undergraduate English language learners in KSA and agree with many studies, which make it authentic. Moreover, the (76) creative writing skills are approved by a group of university professors. At the end, the researcher has answered the first study question that was the first step for designing the suggested program. (Appendix 2)

QUESTION TWO

WHAT ARE THE SUGGESTED MODULES' OBJECTIVES, CONTENT, ACTIVITIES, TEACHING METHODS, AND EVALUATION METHODS?

To answer the previous question, the researcher:

- Revised the related literature to modules' construction which agrees with the judges points of view.
- Collected the materials from different references, previous researches and studies, and then classified the content into modules with specific objectives.
- Prepared the suggested educational program for developing the students' creative writing using the modular instruction method according to the following components:
1. **Modules General Objectives:**

The researcher designed his suggested program with major objectives that the students are expected to achieved after studying the eight modules and these objectives are to:

- Develop the students' creative writing skills in the different levels of objectives (cognitive, sentimental, and behavioral).
- Develop the students' creative thinking abilities.
- Develop the students' higher cognitive skills.
- Develop the students' synectic skills (Presentation, direct analogy, personal analogy, compressed-conflict analogy, symbolic analogy and figurative analogy).
- Develop the students' syntax and morphology.
- Develop the students' style of writing.

2. **Modules Content:**

The researcher included information to develop the students' creative writing in the fields of:

- **Creative thinking skills.**
- **Higher cognitive skills.**
- **Synectic skills** (Presentation, direct analogy, personal analogy, compressed-conflict analogy, symbolic analogy and figurative analogy).
- The writer's *voice* (Tone).
- The writer's *organization rules.*
- The writer's *syntactical rules* (*sentence fluency*).
- The writer's *word choice.*
- The writer's *conventions* (*Mechanics of writing*).

The different suggested modules are built in a logical connection and sequence to help the students learn and acquire the target skills in an easy way.

3. **Modules Activities:**

The researcher designed his creative program with many interactive activities such as:

- Introduction to support the students with information about the target skills in every module.
- Definitions of every new skill to give them a background about the target skills.
- An enquiry focused on every skill to create an interaction between the students and the instructor and every module from the suggested program.
Brainstorming to make students think and interact with the target skill.
Diagrams and charts to help in facilitating the target skill for the students.
Pictures to help the students develop their descriptive skills and imagery.
Examples of the target skills with full details.
Exercises to reinforce the acquired information in every skill.
Key answers to help students check their answers and understanding.

4. Modules Teaching Methods:

The researcher used the modular instruction method to help the instructor in teaching the suggested program with full interaction by using many techniques such as:

- Prepare the students to study the target skill of creative writing.
- Use the enquiring method (ask and answer) to provide more information about the target skill with interaction.
- Support the students with answers to all the given questions to create an interaction between the students and the module.
- Learn and practice is a method to reinforce the target creative skill.
- Brainstorm method to get as many information about the target creative skills quickly.
- Imagine method is to motivate the students use their minds to generate fiction ideas.
- Role-play to motivate the students act and understand the in-between relationships.
- Rearrange method to form new form of ideas and sentences.

5. Modules Evaluation Methods:

The researcher used three evaluation methods during teaching the suggested program as:

- Different exercises at the end of every module to check the students' understanding and acquisition of the target skills with full answers at the end of every module.
- Transitional tests to check the students' acquisition and understanding after studying every module with success limit (%80) to make a student pass to the next module.
- An achievement test that is used twice, one before studying the suggested educational program to measure the students' background about the target creative writing skills and one after studying the
program to measure the students' achievements in the different creative writing skills.

The researcher designed a matrix to conclude the modules' objectives, content, activities, teaching methods, and evaluation methods to help in answering the second study question. (Appendix 3)

QUESTION THREE

WHAT IS THE EFFECT OF USING THE SUGGESTED EDUCATIONAL MODULES IN DEVELOPING THE CREATIVE WRITING SKILLS OF FOURTH-GRADE UNDERGRADUATE LEARNERS OF ENGLISH LANGUAGE IN KSA?

To answer the third question, the researcher made sure of the following hypothesis:

FIRST HYPOTHESIS

There is a possibility of statistical significant differences in the creative writing skills between the averages of the controlled group and the experimental one in the post application of the achievement test in favor of the experimental group.

To check the previous hypothesis, the researcher calculated the average and the standard deviation for all the suggested creative writing skills and then the "T" value of the post evaluation of the two groups (experimental and controlled) for the main creative skills, where the results are as follows:

Table (14)
Shows the Significant Differences of Averages in the (Creative Writing Skills) Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>4533</td>
<td>75.55</td>
<td>75.55</td>
<td>7.06</td>
<td>5.23</td>
<td>SING 0.01</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>2250</td>
<td>56.25</td>
<td>56.3</td>
<td>5.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows:
- Superiority of the experimental group over the controlled group in the overall achievement of the creative writing skills in English language, where the experimental group's percentage is 75.55, but
the percentage of the controlled group is 56.3. Moreover, the
calculated "T Value" is 5.23 that is more than the standard "T
Value" with degree of freedom (98), which is in favor of the
suggested modules and proves the effectiveness of the suggested
educational modules in developing the creative writing skills of
fourth-grade undergraduate learners' of English language.

Table (15)
Shows the Significant Differences of Averages of
(Creative Thinking Skills)
Between The Experimental and the Controlled Groups in the Post
Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>676</td>
<td>80.47</td>
<td>11.3</td>
<td>1.38</td>
<td>3.54</td>
<td>SING</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>336</td>
<td>60</td>
<td>8.4</td>
<td>1.39</td>
<td></td>
<td>0.01</td>
</tr>
</tbody>
</table>

The previous table shows:
- The experimental group performed a high achievement in the
creative thinking skills, where the achievement is 80.47 which is
high and significant, but the achievement of the controlled group is
60 which is medium. Also, the calculated "T Value" is 3.54 that is
more than the standard "T Value" with degree of freedom (98), that
proves the effectiveness of the first suggested educational module of
creative thinking skills.

Table (16)
Shows the Significant Differences of Averages of (Synectic Skills)
Between The Experimental and the Controlled Groups in the Post
Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>675</td>
<td>70.31</td>
<td>11.25</td>
<td>2.75</td>
<td>4.19</td>
<td>SING</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>361</td>
<td>56.40</td>
<td>9.02</td>
<td>1.80</td>
<td></td>
<td>0.01</td>
</tr>
</tbody>
</table>

The previous table shows:
- The experimental group performed an excellent achievement in the
synectic skills, where the percentage is 70.31 which is high and
significant, but the achievement of the controlled group is 56.40
which is medium. Also, the calculated "T Value" is 4.19 that is
more than the standard "T Value" with degree of freedom (98), that
proves the effectiveness of the third suggested educational module of
synectic skills.
Table (17)
Shows the Significant Differences of Averages of (Voice Skills)
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>486</td>
<td>73.63</td>
<td>8.1</td>
<td>1.37</td>
<td>4.24</td>
<td>SING 0.01</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>236</td>
<td>53.63</td>
<td>5.9</td>
<td>1.58</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows:
- The experimental group performed a good achievement in the voice skills, where the achievement is 73.63, but the achievement of the controlled group is 53.63 which is medium. Also, the calculated "T Value" is 4.24 that is more than the standard "T Value" with degree of freedom (98), that proves the effectiveness of the fourth suggested educational module of voice skills.

Table (18)
Shows the Significant Differences of Averages of (Organization Skills)
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>388</td>
<td>80.83</td>
<td>6.46</td>
<td>0.91</td>
<td>3.06</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>187</td>
<td>58.43</td>
<td>4.67</td>
<td>0.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows:
- An excellence of the experimental group over the controlled group, where the percentage of the experimental group is 80.83, but the percentage of the controlled group is 58.43. Moreover, the calculated "T Value" is 3.06 which is significant and prove the effectiveness of the fifth suggested educational module.

Table (19)
Shows the Significant Differences of Averages of (Sentence Fluency Skills)
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>1052</td>
<td>73.05</td>
<td>17.53</td>
<td>3.43</td>
<td>3.93</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>511</td>
<td>53.22</td>
<td>12.77</td>
<td>2.24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The previous table shows:

- An excellence of the experimental group over the controlled group, where the percentage of the experimental group is 73.05, but the percentage of the controlled group is 53.22. Moreover, the calculated "T Value" is 3.93 which is significant and prove the effectiveness of the sixth suggested educational module.

Table (20)
Shows the Significant Differences of Averages of **(Word Choice Skills)**
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>382</td>
<td>79.58</td>
<td>6.36</td>
<td>1.51</td>
<td>3.14</td>
<td>SING 0.01</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>173</td>
<td>54.06</td>
<td>4.32</td>
<td>1.04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows:

- A superiority of the experimental group over the controlled group, where the percentage of the experimental group is 79.58, but the percentage of the controlled group is 54.06. Moreover, the calculated "T Value" is 3.14 which is significant and prove the effectiveness of the seventh suggested educational module.

Table (21)
Shows the Significant Differences of Averages of **(Conventions Skills)**
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>366</td>
<td>76.25</td>
<td>6.1</td>
<td>1.19</td>
<td>9.16</td>
<td>SING 0.01</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>193</td>
<td>60.31</td>
<td>4.82</td>
<td>1.19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows:

- A distinction of the experimental group over the controlled group, where the percentage of the experimental group is 76.25, but the percentage of the controlled group is 60.31. Moreover, the calculated "T Value" is 9.16 which is significant and prove the effectiveness of the eighth suggested educational module.
**Statistical Analysis of the Sub-Skills of the Creative Thinking Skills for the Two Groups in the Post Evaluation**

Table (22)

Shows the Significant Differences of Averages of

(Creative Thinking Sub-Skills)

Between the Experimental and the Controlled Groups

in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>104</td>
<td>120</td>
<td>86</td>
<td>1.73</td>
<td>0.45</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>63</td>
<td>80</td>
<td>78.75</td>
<td>1.57</td>
<td>0.50</td>
</tr>
<tr>
<td><strong>SKILL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Generate as many words that start with a specific letter quickly.</strong> (Words Fluency)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>102</td>
<td>120</td>
<td>85</td>
<td>1.7</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>39</td>
<td>80</td>
<td>48.75</td>
<td>0.97</td>
<td>0.42</td>
</tr>
<tr>
<td><strong>SKILL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Generate as many ideas that relate to a specific topic.</strong> (Ideas Fluency)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>86</td>
<td>120</td>
<td>71.66</td>
<td>1.4</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>34</td>
<td>80</td>
<td>42.5</td>
<td>0.85</td>
<td>0.57</td>
</tr>
<tr>
<td><strong>SKILL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Generate as many words that have similar meanings.</strong> (Association Fluency)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>102</td>
<td>120</td>
<td>85</td>
<td>1.7</td>
<td>0.6</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>42</td>
<td>80</td>
<td>52.5</td>
<td>1.05</td>
<td>0.87</td>
</tr>
<tr>
<td><strong>SKILL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Generate as many sentences and phrases that have a specific number of words.</strong> (Expressiveness Fluency)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>48</td>
<td>60</td>
<td>80</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>26</td>
<td>40</td>
<td>65</td>
<td>0.65</td>
<td>0.48</td>
</tr>
<tr>
<td><strong>SKILL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use solutions of different directions that relate to a specific problem or a situation.</strong> (Flexibility)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>NO.</td>
<td>SCORE</td>
<td>OUT OF</td>
<td>%</td>
<td>AVERAGE</td>
<td>ST. D. EV</td>
</tr>
<tr>
<td>----------------</td>
<td>-----</td>
<td>-------</td>
<td>--------</td>
<td>-----</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>51</td>
<td>60</td>
<td>85</td>
<td>0.9</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>27</td>
<td>40</td>
<td>67.5</td>
<td>0.67</td>
<td>0.4</td>
</tr>
</tbody>
</table>

**SKILL:** Use different uses for a specific machine or an object. *(Flexibility)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST. D. EV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>48</td>
<td>60</td>
<td>80</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>29</td>
<td>40</td>
<td>72.5</td>
<td>0.72</td>
<td>0.4</td>
</tr>
</tbody>
</table>

**SKILL:** Generate novel and unfamiliar ideas for a specific topic. *(Novelty)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST. D. EV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>26</td>
<td>40</td>
<td>65</td>
<td>0.65</td>
<td>0.4</td>
</tr>
</tbody>
</table>

**SKILL:** Create a novel or an unfamiliar end for a specific short story. *(Novelty)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST. D. EV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>44</td>
<td>60</td>
<td>73.3</td>
<td>0.7</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>26</td>
<td>40</td>
<td>65</td>
<td>0.65</td>
<td>0.4</td>
</tr>
</tbody>
</table>

**SKILL:** Add more explanation to a specific topic to be more exciting. *(Elaboration)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST. D. EV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>46</td>
<td>60</td>
<td>76.6</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>24</td>
<td>40</td>
<td>60</td>
<td>0.6</td>
<td>0.4</td>
</tr>
</tbody>
</table>

**SKILL:** Add all the words that you know about a specific topic. *(Elaboration)*
The previous table shows:

- Good achievement for both groups (experimental & controlled) in the **words fluency** with little advantage for the experimental group with percentage (86), and the percentage of the controlled group is (78.75).
- Distinction of the experimental group over the controlled one in the **ideas fluency** with percentage (85), while the percentage of the controlled one is (48.75).
- Superiority for the experimental group over the controlled one in the **association fluency** with percentage (71.66), while the percentage of the controlled one is (42.5).
- Excellence for the experimental group over the controlled one in the **expressiveness fluency** with percentage (85), while the percentage of the controlled one is (52.5).
- Distinction of the experimental group over the controlled one in **using solution in different direction (flexibility)** with percentage (80), while the percentage of the controlled one is (65).
- Distinction of the experimental group over the controlled one in **creating different uses of something (flexibility)** with percentage (85), while the percentage of the controlled one is (67.5).
- Little difference between the experimental group and the controlled one in **creating novel or unfamiliar ideas (novelty)** with percentage (80) for the experimental, (72.5) for the controlled one.
- Distinction of the experimental group over the controlled one in **creating unfamiliar end of a story (novelty)** with percentage (75), while the percentage of the controlled one is (65).
- Distinction of the experimental group over the controlled one in **adding more explanation (elaboration)** with percentage (73.3), while the percentage of the controlled one is (65).
- Distinction of the experimental group over the controlled one in **adding words about a specific topic (elaboration)** with percentage (76), while the percentage of the controlled one is (60).

As a conclusion, the experimental group performed an excellent achievement and development in the ten creative thinking skills with statistical significant difference in seven skills and little difference in three skills with the controlled group which proves the effectiveness of the suggested educational modules.
Table (23)
Shows the Significant Differences of Averages of (Fluency Skills) Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>394</td>
<td>480</td>
<td>82.08</td>
<td>6.6</td>
<td>1</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>178</td>
<td>320</td>
<td>55.62</td>
<td>4.45</td>
<td>1.13</td>
</tr>
</tbody>
</table>

The previous table shows:
- Excellence of the experimental group over the controlled one in the fluency skills with percentage (82.08) for the experimental, but (55.62) for the controlled one which proves the effectiveness of the suggested educational modules.

Table (24)
Shows the Significant Differences of Averages of (Flexibility Skills) Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>99</td>
<td>120</td>
<td>82.5</td>
<td>1.7</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>53</td>
<td>80</td>
<td>66.25</td>
<td>1.32</td>
<td>0.61</td>
</tr>
</tbody>
</table>

The previous table shows:
- Excellence of the experimental group over the controlled one in the flexibility skills with percentage (82.5) for the experimental, but (66.25) for the controlled one which proves the effectiveness of the suggested educational modules.

Table (25)
Shows the Significant Differences of Averages of (Novelty Skills) Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>93</td>
<td>120</td>
<td>77.5</td>
<td>1.55</td>
<td>0.50</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>55</td>
<td>80</td>
<td>68.75</td>
<td>1.37</td>
<td>0.49</td>
</tr>
</tbody>
</table>
The previous table shows:
- Distinction of the experimental group over the controlled one in the *novelty skills* with percentage (77.5) for the experimental, but (68.75) for the controlled one which proves the effectiveness of the suggested educational modules.

Table (26)
Shows the Significant Differences of Averages of *(Elaboration Skills)*
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>90</td>
<td>120</td>
<td>75</td>
<td>1.5</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>50</td>
<td>80</td>
<td>62.5</td>
<td>1.25</td>
<td>0.70</td>
</tr>
</tbody>
</table>

The previous table shows:
- Excellence of the experimental group over the controlled one in the *elaboration skills* with percentage (75) for the experimental, but (62.5) for the controlled one which proves the effectiveness of the suggested educational modules.

Table (27)
Shows the Significant Differences of Averages of *(Synectic Sub-Skills)*
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>25</td>
<td>40</td>
<td>62.5</td>
<td>0.62</td>
<td>0.49</td>
</tr>
</tbody>
</table>

**SKILL**
Formulate topic sentences that can reflect the content of the topic.
*(Topic Presentation)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>40</td>
<td>60</td>
<td>66.6</td>
<td>0.7</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>23</td>
<td>40</td>
<td>57.5</td>
<td>0.57</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**SKILL**
Formulate thesis statements that inform readers the main topic of an essay.
*(Topic Presentation)*
<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>44</td>
<td>60</td>
<td>73.3</td>
<td>0.73</td>
<td>0.45</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>20</td>
<td>40</td>
<td>50</td>
<td>0.5</td>
<td>0.50</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td>Formulate sentences for preparation about a specific topic. <em>(Topic Presentation)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>NO.</td>
<td>SCORE</td>
<td>OUT OF</td>
<td>%</td>
<td>AVERAGE</td>
<td>ST.DEV</td>
</tr>
<tr>
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<td>60</td>
<td>70</td>
<td>0.7</td>
<td>0.46</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>23</td>
<td>40</td>
<td>57.5</td>
<td>0.57</td>
<td>0.50</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td>Formulate sentences that show similarities and differences between the main topic and another real thing. <em>(Direct Analogy)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>NO.</td>
<td>SCORE</td>
<td>OUT OF</td>
<td>%</td>
<td>AVERAGE</td>
<td>ST.DEV</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>46</td>
<td>60</td>
<td>76.6</td>
<td>0.77</td>
<td>0.43</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>20</td>
<td>40</td>
<td>50</td>
<td>0.5</td>
<td>0.50</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td>Write sentences describing the inside relationships and feelings of the main topic while acting and be the thing itself. <em>(Personal Analogy)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>NO.</td>
<td>SCORE</td>
<td>OUT OF</td>
<td>%</td>
<td>AVERAGE</td>
<td>ST.DEV</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>0.75</td>
<td>0.43</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>24</td>
<td>40</td>
<td>60</td>
<td>0.6</td>
<td>0.49</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td>Write the opposite of the main vocabulary of a specific topic. <em>(Compressed-Conflict Analogy)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>NO.</td>
<td>SCORE</td>
<td>OUT OF</td>
<td>%</td>
<td>AVERAGE</td>
<td>ST.DEV</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>42</td>
<td>60</td>
<td>70</td>
<td>0.7</td>
<td>0.46</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>26</td>
<td>40</td>
<td>65</td>
<td>0.65</td>
<td>0.48</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td>Write the symbolism of the main words of a specific topic. <em>(Symbolic Analogy)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>NO.</td>
<td>SCORE</td>
<td>OUT OF</td>
<td>%</td>
<td>AVERAGE</td>
<td>ST.DEV</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>40</td>
<td>60</td>
<td>66.6</td>
<td>0.67</td>
<td>0.48</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>25</td>
<td>40</td>
<td>62.5</td>
<td>0.62</td>
<td>0.49</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td>Write two or more words in a phrase, a sentence or a poem that begin with the same letter of sound. <em>(Figurative – Alliteration)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>NO.</td>
<td>SCORE</td>
<td>OUT OF</td>
<td>%</td>
<td>AVERAGE</td>
<td>ST.DEV</td>
</tr>
<tr>
<td>-------------------</td>
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<td>--------</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>37</td>
<td>60</td>
<td>61.6</td>
<td>0.6</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>24</td>
<td>40</td>
<td>60</td>
<td>0.6</td>
<td>0.49</td>
</tr>
</tbody>
</table>

**SKILL**

Use a reference to a related object or circumstance that has occurred or existed in an external context. \((\text{Figurative – Allusion})\)

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>38</td>
<td>60</td>
<td>63.3</td>
<td>0.6</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>19</td>
<td>40</td>
<td>47.5</td>
<td>0.47</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**SKILL**

Use an exaggerated form of statement that presents things to be either more or less, better or worse than they really are. \((\text{Figurative-Hyperbole})\)

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>43</td>
<td>60</td>
<td>71.6</td>
<td>0.72</td>
<td>0.45</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>22</td>
<td>40</td>
<td>55</td>
<td>0.55</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**SKILL**

Write a specific statement that builds on a gap between what is said and what is meant. \((\text{Figurative – Irony})\)

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>46</td>
<td>60</td>
<td>76.6</td>
<td>0.77</td>
<td>0.43</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>18</td>
<td>40</td>
<td>45</td>
<td>0.45</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**SKILL**

Write sentences describing something by comparing it with something else that has similar qualities, without using the words 'like' or 'as'. \((\text{Figurative – Metaphor})\)

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>41</td>
<td>60</td>
<td>68.3</td>
<td>0.68</td>
<td>0.46</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>20</td>
<td>40</td>
<td>50</td>
<td>0.5</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**SKILL**

Write phrases by combining two opposite or contradictory words that come together to create a rhetorical effect. \((\text{Figurative – Oxymoron})\)

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>43</td>
<td>60</td>
<td>71.6</td>
<td>0.72</td>
<td>0.45</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>21</td>
<td>40</td>
<td>52.5</td>
<td>0.52</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**SKILL**

Write a statement that seems impossible at first but actually makes sense and the facts appear to be contradicted to each others. \((\text{Figurative – Paradox})\)
The previous table shows:

- Excellence of the experimental group over the controlled one in the *formulating topic sentences (Topic presentation)* with percentage (75) for the experimental, but (62.5) for the controlled one. So, the students' achievement in the post evaluation proves the effectiveness of the suggested educational modules.

- Distinction of the experimental group over the controlled one in the *formulating thesis statements (Topic presentation)* with percentage (66.6) for the experimental, but (57.5) for the controlled one.

- Distinction of the experimental group over the controlled one in the *formulating sentences for preparation (Topic presentation)* with percentage (73.3) for the experimental, but (50) for the controlled one.

- Distinction of the experimental group over the controlled one in the *(Direct Analogy)* with percentage (70) for the experimental, but (57.5) for the controlled one.

- Superiority of the experimental group over the controlled one in the *(Personal Analogy)* with percentage (76.6) for the experimental, but (50) for the controlled one.

- Distinction of the experimental group over the controlled one in the *(Compressed-conflict Analogy)* with percentage (75) for the experimental, but (60) for the controlled one.

- Little distinction of the experimental group over the controlled one in the *(Symbolic Analogy)* with percentage (70) for the experimental, and (65) for the controlled one.

### Table

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>41</td>
<td>60</td>
<td>68.3</td>
<td>0.68</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>26</td>
<td>40</td>
<td>65</td>
<td>0.65</td>
</tr>
</tbody>
</table>

**SKILL**: Write a comparison between two different nouns, pronouns, places or things, with the use of 'like' or 'as'. *(Figurative – Simile)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>42</td>
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<td>0.7</td>
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<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>23</td>
<td>40</td>
<td>55</td>
<td>0.57</td>
</tr>
</tbody>
</table>

**SKILL**: Substitute the part of something for the whole of it, the whole for the part, the species for the genus and the material for the object. *(Synecdoche)*

---

The previous table shows:

- Excellence of the experimental group over the controlled one in the *formulating topic sentences (Topic presentation)* with percentage (75) for the experimental, but (62.5) for the controlled one. So, the students' achievement in the post evaluation proves the effectiveness of the suggested educational modules.

- Distinction of the experimental group over the controlled one in the *formulating thesis statements (Topic presentation)* with percentage (66.6) for the experimental, but (57.5) for the controlled one.

- Distinction of the experimental group over the controlled one in the *formulating sentences for preparation (Topic presentation)* with percentage (73.3) for the experimental, but (50) for the controlled one.

- Distinction of the experimental group over the controlled one in the *(Direct Analogy)* with percentage (70) for the experimental, but (57.5) for the controlled one.

- Superiority of the experimental group over the controlled one in the *(Personal Analogy)* with percentage (76.6) for the experimental, but (50) for the controlled one.

- Distinction of the experimental group over the controlled one in the *(Compressed-conflict Analogy)* with percentage (75) for the experimental, but (60) for the controlled one.

- Little distinction of the experimental group over the controlled one in the *(Symbolic Analogy)* with percentage (70) for the experimental, and (65) for the controlled one.
Little difference between the achievement of the experimental and the controlled groups in *(Figurative Analogy- Alliteration)*, where the percentage of the experimental is (66.5), and the controlled is (62.5).

Little difference between the achievement of the experimental and the controlled groups in *(Figurative Analogy- Allusion)*, where the percentage of the experimental is (61.6), and the controlled is (60).

Significant difference between the achievement of the experimental and the controlled groups in *(Figurative Analogy- Hyperbole)*, where the percentage of the experimental is (63.3), and the controlled is (47.5) although the achievement is not high.

Distinction of the experimental group over the controlled one in the *(Figurative Analogy- Irony)*, with percentage (71.6) for the experimental, but (55) for the controlled one.

Superiority of the experimental group over the controlled one in the *(Figurative Analogy- Metaphor)*, with percentage (76.6) for the experimental, but (45) for the controlled one.

Distinction of the experimental group over the controlled one in the *(Figurative Analogy- Oxymoron)*, with percentage (68.3) for the experimental, but (50) for the controlled one.

Distinction of the experimental group over the controlled one in the *(Figurative Analogy- Paradox)*, with percentage (71.6) for the experimental, but (52.5) for the controlled one.

Little difference between the achievement of the experimental and the controlled groups in *(Figurative Analogy- Simile)*, where the percentage of the experimental is (68.3), and the controlled is (65).

Superiority of the experimental group over the controlled one in the *(Figurative Analogy- Synecdoche)*, with percentage (70) for the experimental, but (55) for the controlled one.

As a conclusion, the third suggested educational module succeeded to develop the synectic skills for the students of the experimental group, and the significant statistical differences are in (12) skills, while in (4) skills the two groups are in somehow similar.

![Table (28)](image)

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST. DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>371</td>
<td>540</td>
<td>68.70</td>
<td>6.18</td>
<td>2.14</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>198</td>
<td>360</td>
<td>55</td>
<td>4.95</td>
<td>1.41</td>
</tr>
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</table>

Table (28)  
Shows the Significant Differences of Averages of *(Figurative Analogy)*  
Between The Experimental and the Controlled Groups in the Post Evaluation
The previous table shows:
- Excellence of the experimental group over the controlled one in the *(Figurative Analogy Skills)* with percentage (68.70) for the experimental, but (55) for the controlled one. As a result, the students' achievement in the post evaluation proves the effectiveness of the suggested educational modules in developing the creative writing skills in general and the synectic skills in private.

| Table (29) |
| Shows the Significant Differences of Averages of *(Voice Sub-Skills)* Between The Experimental and the Controlled Groups in the Post Evaluation |

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
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</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
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<td>0.85</td>
<td>0.36</td>
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<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>27</td>
<td>40</td>
<td>67.5</td>
<td>0.7</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**SKILL** Write the imaginations for a specific situation. *(Imagination)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>50</td>
<td>60</td>
<td>83.33</td>
<td>0.83</td>
<td>0.38</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>20</td>
<td>40</td>
<td>50</td>
<td>0.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**SKILL** Write more hints within words in the piece of writing. *(Hints)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>136</td>
<td>180</td>
<td>75.5</td>
<td>2.3</td>
<td>0.6</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>64</td>
<td>120</td>
<td>53.33</td>
<td>1.6</td>
<td>0.8</td>
</tr>
</tbody>
</table>

**SKILL** Use the *expository style* that reflects strong point of view.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>126</td>
<td>180</td>
<td>70</td>
<td>2.1</td>
<td>0.7</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>58</td>
<td>120</td>
<td>48.33</td>
<td>1.5</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**SKILL** Use the *persuasive style* that reflects strong point of view.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
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</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>123</td>
<td>180</td>
<td>68.33</td>
<td>2.05</td>
<td>0.75</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>67</td>
<td>120</td>
<td>55.83</td>
<td>1.7</td>
<td>0.6</td>
</tr>
</tbody>
</table>

**SKILL** Use the *narrative style* in the piece of writing.
The previous table shows:

- Excellence of the experimental group over the controlled one in the *(Imagination Skills)* with percentage (85) for the experimental, but (67.5) for the controlled one. As a result, the students' achievement in the post evaluation proves the effectiveness of the suggested educational modules in developing the creative writing skills in general and the voice skills in private.

- Distinction of the experimental group over the controlled one in the *(Hints Skills)* with percentage (83.33) for the experimental, but (50) for the controlled one.

- Superiority of the experimental group over the controlled one in the *(Expository Style Skills)* with percentage (75.5) for the experimental, but (53.33) for the controlled one.

- Superiority of the experimental group over the controlled one in the *(Persuasive Style Skills)* with percentage (70) for the experimental, but (48.33) for the controlled one.

- Distinction of the experimental group over the controlled one in the *(Narrative Style Skills)* with percentage (68.33) for the experimental, but (55.83) for the controlled one.

As a conclusion, the suggested educational module succeeded to develop the students' voice skills which prove the effectiveness of the suggested modules.

Table (30)

Shows the Significant Differences of Averages of *(Organization Sub-Skills)*

Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>89</td>
<td>120</td>
<td>74.16</td>
<td>1.48</td>
<td>0.57</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>48</td>
<td>80</td>
<td>60</td>
<td>1.2</td>
<td>0.56</td>
</tr>
</tbody>
</table>

**SKILL**

Write *original titles* that can capture readers.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>93</td>
<td>120</td>
<td>77.5</td>
<td>1.55</td>
<td>0.53</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>46</td>
<td>80</td>
<td>57.5</td>
<td>1.2</td>
<td>0.6</td>
</tr>
</tbody>
</table>

**SKILL**

Use an *inviting introduction* in the piece of writing.

108
The previous table shows:

- Excellence of the experimental group over the controlled one in the **(Original Title)** with percentage (74.16) for the experimental, but (60) for the controlled one.

- Superiority of the experimental group over the controlled one in the **(Inviting Introduction)** with percentage (77.5) for the experimental, but (57.5) for the controlled one.

- Excellence of the experimental group over the controlled one in the **(Thoughtful Transitions)** with percentage (90.83) for the experimental, but (62.5) for the controlled one.

- Distinction of the experimental group over the controlled one in the **(Sequence)** with percentage (80.83) for the experimental, but (53.75) for the controlled one.

As a result, the students' achievement of the experimental group proves the effectiveness of the suggested modules in developing the creative writing skills in general and the organization skills in private.

Table (31)

| Skill | Vary sentence beginnings in the piece of writing. |

---

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>109</td>
<td>120</td>
<td>90.83</td>
<td>1.82</td>
<td>0.39</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>50</td>
<td>80</td>
<td>62.5</td>
<td>1.3</td>
<td>0.6</td>
</tr>
</tbody>
</table>

**GROUP** | **NO.** | **SCORE** | **OUT OF** | **%** | **AVERAGE** | **ST.DEV**
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>97</td>
<td>120</td>
<td>80.83</td>
<td>1.62</td>
<td>0.49</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>43</td>
<td>80</td>
<td>53.75</td>
<td>1.1</td>
<td>0.6</td>
</tr>
</tbody>
</table>

- Use **thoughtful transitions** in writing.

- Use **sequence** in the piece of writing.
<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>82</td>
<td>120</td>
<td>68.33</td>
<td>1.4</td>
<td>0.7</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>42</td>
<td>80</td>
<td>52.5</td>
<td>1.1</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Skill**
Use sentences with different structures in the piece of writing.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>46</td>
<td>60</td>
<td>76.66</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>27</td>
<td>40</td>
<td>67.5</td>
<td>0.7</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Skill**
Use the types of sentences in the piece of writing.

The previous table shows:

- Excellence of the experimental group over the controlled one in the **(Sentence Beginnings)** with percentage (73.33) for the experimental, but (50) for the controlled one.
- Distinction of the experimental group over the controlled one in the **(Different structures)** with percentage (68.33) for the experimental, but (52.5) for the controlled one.
- Distinction of the experimental group over the controlled one in the **(Sentence Types)** with percentage (76.5) for the experimental, but (67.5) for the controlled one.

**SENTENCE MOODS**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
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</thead>
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<td>60</td>
<td>71.66</td>
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<td>40</td>
<td>57.5</td>
<td>0.57</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**Skill**
Formulate sentences that indicate accusation. **(Accusing)**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
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<tr>
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<td>66.66</td>
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<td>0.5</td>
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<tr>
<td>CONTROLLED</td>
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<td>22</td>
<td>40</td>
<td>55</td>
<td>0.55</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**Skill**
Formulate sentences that offer advice to others. **(Advice)**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
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<td>60</td>
<td>96.66</td>
<td>1</td>
<td>0.2</td>
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<td>40</td>
<td>60</td>
<td>0.6</td>
<td>0.49</td>
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</table>

**Skill**
Formulate sentences that show apology to people. **(Apologizing)**
<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
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<tr>
<td>EXPERIMENTAL</td>
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<td>CONTROLLED</td>
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<td>40</td>
<td>55</td>
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<td>0.50</td>
</tr>
<tr>
<td><strong>SKILL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form sentences that can attract people's attention to a specific topic or person. <em>(Attracting Attention)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<td></td>
<td></td>
</tr>
<tr>
<td>Formulate sentences that can reflect complaints for people. <em>(Complaining)</em></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
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<th>%</th>
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<tr>
<td>EXPERIMENTAL</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Write sentences that show exclamation towards a specific topic. <em>(Exclamation)</em></td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>GROUP</th>
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<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
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<td>40</td>
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<tr>
<td><strong>SKILL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate sentences that express the persons' hope mode in future. <em>(Hope Mode)</em></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
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<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
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</tr>
<tr>
<td>Formulate sentences that show order from senior to junior. <em>(Imperative)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>50</td>
<td>60</td>
<td>83.33</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>23</td>
<td>40</td>
<td>57.5</td>
<td>0.57</td>
<td>0.50</td>
</tr>
<tr>
<td><strong>SKILL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form sentences that can offer <em>invitation</em> to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
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<td>60</td>
<td>51</td>
<td>60</td>
<td>85</td>
<td>0.9</td>
<td>0.4</td>
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<tr>
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<td>40</td>
<td>24</td>
<td>40</td>
<td>60</td>
<td>0.6</td>
<td>0.49</td>
</tr>
<tr>
<td><strong>SKILL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate sentences that indicate <em>opinion</em> for a specific topic or person.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>NO.</td>
<td>SCORE</td>
<td>OUT OF</td>
<td>%</td>
<td>AVERAGE</td>
<td>ST.DEV</td>
</tr>
<tr>
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<td>------</td>
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<td>--------</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
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<td>60</td>
<td>73.33</td>
<td>0.7</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
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<td>25</td>
<td>40</td>
<td>62.5</td>
<td>0.62</td>
<td>0.49</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate sentences that show permission in different situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>43</td>
<td>60</td>
<td>71.66</td>
<td>0.7</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>23</td>
<td>40</td>
<td>57.5</td>
<td>0.57</td>
<td>0.50</td>
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<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Formulate sentences that show forms of praising and dispraising to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>20</td>
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<td>50</td>
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<td>0.50</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
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</tr>
<tr>
<td>Formulate sentences that represent forms of prohibition in different situations.</td>
<td></td>
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</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>43</td>
<td>60</td>
<td>71.66</td>
<td>0.7</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>19</td>
<td>40</td>
<td>47.5</td>
<td>0.47</td>
<td>0.50</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate sentences that show refusal in different situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>40</td>
<td>60</td>
<td>66.66</td>
<td>0.67</td>
<td>0.48</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>21</td>
<td>40</td>
<td>52.5</td>
<td>0.52</td>
<td>0.50</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate sentences that show regret to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>47</td>
<td>60</td>
<td>78.33</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>19</td>
<td>40</td>
<td>47.5</td>
<td>0.47</td>
<td>0.50</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate sentences that offer request from juniors to seniors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>35</td>
<td>60</td>
<td>58.33</td>
<td>0.6</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>18</td>
<td>40</td>
<td>45</td>
<td>0.45</td>
<td>0.50</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate sentences that show forms of suggestions in the different situations.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
The previous table shows:

- Excellence of the experimental group over the controlled one in (Accusing) with percentage (71.66) for the experimental, but (57.5) for the controlled one.
- Distinction of the experimental group over the controlled one in (Advice) with percentage (66.66) for the experimental, but (55) for the controlled one.
- Superiority of the experimental group over the controlled one in (Apologizing) with percentage (96.66) for the experimental, but (60) for the controlled one.
- Excellence of the experimental group over the controlled one in (Attracting Attention) with percentage (70) for the experimental, but (55) for the controlled one.
- Excellence of the experimental group over the controlled one in (Complaining) with percentage (68.33) for the experimental, but (55) for the controlled one.
- Distinction of the experimental group over the controlled one in (Exclamation) with percentage (70) for the experimental, but (52.5) for the controlled one.
- Excellence of the experimental group over the controlled one in (Hope Mode) with percentage (65) for the experimental, but (50) for the controlled one.
- Excellence of the experimental group over the controlled one in (Imperative) with percentage (70) for the experimental, but (47.5) for the controlled one.
- Superiority of the experimental group over the controlled one in (Invitation) with percentage (83.33) for the experimental, but (57.5) for the controlled one.
- Distinction of the experimental group over the controlled one in (Opinion) with percentage (85) for the experimental, but (60) for the controlled one.
- Excellence of the experimental group over the controlled one in (Permission) with percentage (73.33) for the experimental, but (62.5) for the controlled one.
- Excellence of the experimental group over the controlled one in (Praising & Dispraising) with percentage (71.66) for the experimental, but (57.5) for the controlled one.
- Excellence of the experimental group over the controlled one in (Prohibition) with percentage (75) for the experimental, but (50) for the controlled one.
- Superiority of the experimental group over the controlled one in (Refusal) with percentage (71.66) for the experimental, but (47.5) for the controlled one.
- Excellence of the experimental group over the controlled one in (Regret) with percentage (66.66) for the experimental, but (52.5) for the controlled one.
- Distinction of the experimental group over the controlled one in (Request) with percentage (78.33) for the experimental, but (47.5) for the controlled one.
- Distinction of the experimental group over the controlled one in (Suggestion) with percentage (58.33) for the experimental, but (45) for the controlled one.
- Excellence of the experimental group over the controlled one in (Sympathy) with percentage (71.66) for the experimental, but (50) for the controlled one.
- Superiority of the experimental group over the controlled one in (Warning) with percentage (80) for the experimental, but (42.5) for the controlled one.

As a conclusion, the students of the experimental group achieved excellent achievement better than the achievement of the controlled group, which proves the effectiveness of the suggested modules in developing the students' creative writing skills.

Table (32)
Shows the Significant Differences of Averages of (Word Choice Sub-Skills)
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>87</td>
<td>120</td>
<td>72.5</td>
<td>1.45</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>43</td>
<td>80</td>
<td>53.75</td>
<td>1.1</td>
<td>0.5</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use accurate words in the piece of writing.
The previous table shows:

- Superiority of the experimental group over the controlled one in *(Accurate words)* with percentage (72.5) for the experimental, but (53.75) for the controlled one.
- Excellence of the experimental group over the controlled one in *(Lively Verbs)* with percentage (78.33) for the experimental, but (50) for the controlled one.
- Distinction of the experimental group over the controlled one in *(Specific Nouns)* with percentage (79.16) for the experimental, but (58.75) for the controlled one.
- Excellence of the experimental group over the controlled one in *(Modifiers)* with percentage (88.33) for the experimental, but (53.75) for the controlled one.

Table (33)

Shows the Significant Differences of Averages of *(Conventions Sub-Skills)*

Between The Experimental and the Controlled Groups in the Post Evaluation

---

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>94</td>
<td>120</td>
<td>78.33</td>
<td>1.56</td>
<td>0.64</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>40</td>
<td>80</td>
<td>50</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use <em>lively verbs</em> in the piece of writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>95</td>
<td>120</td>
<td>79.16</td>
<td>1.58</td>
<td>0.65</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>47</td>
<td>80</td>
<td>58.75</td>
<td>1.18</td>
<td>0.64</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use <em>specific nouns</em> in writing.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>106</td>
<td>120</td>
<td>88.33</td>
<td>1.76</td>
<td>0.62</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>43</td>
<td>80</td>
<td>53.75</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use <em>modifiers</em> in any piece of writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The previous table shows:

- A high increase in the achievement of the experimental group in \textbf{(Spelling Rules)} in the post evaluation of the achievement test over the controlled group, where the percentage of the target group is (77.5), but that of the controlled one is (47.75).
- An equal increase in the achievement of the two groups in \textbf{(Punctuation Rules)} in the post evaluation with little advantage for the experimental one, where the percentage is (76.66) and (70) for the controlled one.
- Distinction of the controlled group over the experimental one in \textbf{(Capitalization Rules)} with percentage (80) for the experimental, but (76.66) for the controlled one.
- Distinction of the experimental group over the controlled one in \textbf{(Grammatical Rules)} with percentage (74.16) for the experimental, but (56.25) for the controlled one.

As a conclusion, the suggested module succeeded to develop the students' skill of \textbf{(Spelling – Punctuation – Capitalization - Grammar)} for the experimental group, but the achievement of the controlled group is better than the experimental one in \textbf{(Capitalization)}. 

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>92</td>
<td>120</td>
<td>76.66</td>
<td>1.53</td>
<td>0.6</td>
</tr>
<tr>
<td>CONTROLLED</td>
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<td>56</td>
<td>80</td>
<td>70</td>
<td>1.4</td>
<td>0.8</td>
</tr>
<tr>
<td>SKILL</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>92</td>
<td>120</td>
<td>76.66</td>
<td>1.53</td>
<td>0.65</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>64</td>
<td>80</td>
<td>80</td>
<td>1.6</td>
<td>0.67</td>
</tr>
<tr>
<td>SKILL</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>89</td>
<td>120</td>
<td>74.16</td>
<td>1.48</td>
<td>0.7</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>45</td>
<td>80</td>
<td>56.25</td>
<td>1.13</td>
<td>0.65</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table shows:

- Use the \textbf{punctuation rules} in writing.
- Use the \textbf{capitalization rules} in writing.
- Use the \textbf{grammatical rules} in writing.


**COMPARISON BETWEEN PRE AND POST ACHIEVEMENT OF THE EXPERIMENTAL GROUP**

The researcher calculated the students' achievements pre and post to make sure of the effectiveness of the suggested modules in developing the creative writing skills of fourth-grade undergraduate learners of English language in KSA as an addition to the statistical analysis of the achievement of the two groups (experimental and controlled).

The researcher calculated the percentage, average, standard deviation, and "T value" as follows:

Table (34)
Shows the Significant Differences of Averages in the (Creative Writing Skills) Between Pre & Post Evaluation of the Experimental Group

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Evaluation</td>
<td>4533</td>
<td>75.55</td>
<td>75.55</td>
<td>7.06</td>
<td>4.21</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>Pre-evaluation</td>
<td>1582</td>
<td>26.36</td>
<td>26.36</td>
<td>7.85</td>
<td>4.21</td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows:
- A high increase in the achievement of the experimental group in the post evaluation better than the pre-evaluation in (Creative Writing Skills) with percentage (72.55) for post evaluation, but it was (26.36) for the pre-evaluation.

Table (35)
Shows the Significant Differences of Averages of (Creative Thinking Skills) Between Pre & Post Evaluation of the Experimental Group

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Evaluation</td>
<td>676</td>
<td>80.47</td>
<td>11.3</td>
<td>1.38</td>
<td>5.19</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>Pre-evaluation</td>
<td>413</td>
<td>49.16</td>
<td>6.88</td>
<td>1.97</td>
<td>5.19</td>
<td></td>
</tr>
</tbody>
</table>

- A high increase in the achievement of the experimental group in the post evaluation better than the pre-evaluation in (Creative Thinking Skills) with percentage (80.47) for post evaluation, but it was (49.16) for the pre-evaluation.
Table (36)
Shows the Significant Differences of Averages of (Synectic Skills)
Between Pre & Post Evaluation of the Experimental Group

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Evaluation</td>
<td>675</td>
<td>70.31</td>
<td>11.25</td>
<td>2.75</td>
<td>2.24</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>Pre-evaluation</td>
<td>360</td>
<td>37.5</td>
<td>6</td>
<td>2.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- An excellent achievement of the experimental group in the post evaluation better than the pre-evaluation in (Synectic Skills) with percentage (70.31) for post evaluation, but it was (37.5) for the pre-evaluation.

Table (37)
Shows the Significant Differences of Averages of (Voice Skills)
Between Pre & Post Evaluation of the Experimental Group

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Evaluation</td>
<td>486</td>
<td>73.63</td>
<td>8.1</td>
<td>1.37</td>
<td>4.19</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>Pre-evaluation</td>
<td>77</td>
<td>11.66</td>
<td>1.28</td>
<td>1.59</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- A high increase in the achievement of the experimental group in the post evaluation better than the pre-evaluation in (Voice Skills) with percentage (73.63) for post evaluation, but it was (11.66) for the pre-evaluation.

Table (38)
Shows the Significant Differences of Averages of (Organization Skills)
Between Pre & Post Evaluation of the Experimental Group

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Evaluation</td>
<td>388</td>
<td>80.83</td>
<td>6.46</td>
<td>0.91</td>
<td>7.93</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>Pre-evaluation</td>
<td>46</td>
<td>9.58</td>
<td>0.76</td>
<td>0.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- A superiority in the achievement of the experimental group in the post evaluation better than the pre-evaluation in (Organization Skills) with percentage (80.83) for post evaluation, but it was (9.58) for the pre-evaluation.
Table (39)
Shows the Significant Differences of Averages of (Sentence Fluency Skills)
Between Pre & Post Evaluation of the Experimental Group

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Evaluation</td>
<td>1052</td>
<td>73.05</td>
<td>17.53</td>
<td>3.43</td>
<td>8.48</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>Pre-evaluation</td>
<td>327</td>
<td>22.70</td>
<td>5.45</td>
<td>2.90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- A distinction in the achievement of the experimental group in the post evaluation better than the pre-evaluation in (Sentence Fluency Skills) with percentage (73.05) for post evaluation, but it was (22.70) for the pre-evaluation.

Table (40)
Shows the Significant Differences of Averages of (Word Choice Skills)
Between Pre & Post Evaluation of the Experimental Group

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Evaluation</td>
<td>382</td>
<td>79.58</td>
<td>6.36</td>
<td>1.51</td>
<td>5.59</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>Pre-evaluation</td>
<td>49</td>
<td>10.20</td>
<td>0.81</td>
<td>1.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- A distinction in the achievement of the experimental group in the post evaluation better than the pre-evaluation in (Word Choice Skills) with percentage (79.58) for post evaluation, but it was (10.20) for the pre-evaluation.

Table (41)
Shows the Significant Differences of Averages of (Conventions Skills)
Between Pre & Post Evaluation of the Experimental Group

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Evaluation</td>
<td>366</td>
<td>76.25</td>
<td>6.1</td>
<td>1.19</td>
<td>6.53</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>Pre-evaluation</td>
<td>66</td>
<td>13.75</td>
<td>1.1</td>
<td>1.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A distinction in the achievement of the experimental group in the post evaluation better than the pre-evaluation in (Conventions Skills) with percentage (76.25) for post evaluation, but it was (13.75) for the pre-evaluation.

As a conclusion, there is a big difference between the students' achievement pre and post evaluation of the creative writing skills due to the following:

- The students' lack and ignorance of the creative writing skills before applying the suggested program.
- The students received training in the creative writing skills via the modular instruction method.
- The students got an experience from the first application of the achievement test.

From the previous tables that compare between the students' achievement pre and post evaluation, the researcher found out great difference between the pre and post evaluation which indicates the effectiveness of the suggested modules in developing the creative writing skills.
QUESTION FOUR

WHAT IS THE EFFECT OF USING THE SUGGESTED EDUCATIONAL MODULES IN DEVELOPING THE HIGHER COGNITIVE SKILLS (ANALYSIS, SYNTHESIS, AND EVALUATION) OF FOURTH-GRADE UNDERGRADUATE LEARNERS OF ENGLISH LANGUAGE IN KSA?

To answer the fourth question, the researcher made sure of the following hypothesis:

SECOND HYPOTHESIS

There is a possibility of statistical significant differences in the higher cognitive skills between the averages of the controlled group and the experimental one in the post evaluation of the achievement test in favor of the experimental group.

To check the previous hypothesis, the researcher calculated the averages of the two groups (experimental and controlled) and the standard deviation and then the "T" value for the post evaluation, and the results are as follows:

Table (42)

Shows the Significant Differences of Averages in the Higher Cognitive Skills

Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>508</td>
<td>76.96</td>
<td>8.46</td>
<td>1.54</td>
<td>6.50</td>
<td>SING</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>253</td>
<td>57.5</td>
<td>6.32</td>
<td>1.32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous table shows:

- Superiority of the experimental group over the controlled one in the (Higher Cognitive Skills) with percentage (76.96) for the experimental, but (57.5) for the controlled one. Also, the calculated "T Value" is 6.50 that is more than the standard "T Value" with degree of freedom (98), that proves the effectiveness of the second suggested educational module of higher cognitive skills. Moreover, the big statistical difference is significant and proves the effectiveness of the suggested modules in developing the creative writing skills in general and the higher cognitive skills in private. This finding supports the second hypothesis of the current study.
Table (43)
Shows the Significant Differences of Averages of *(Analysis Skills)*
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>190</td>
<td>240</td>
<td>79.16</td>
<td>3.2</td>
<td>0.8</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>92</td>
<td>160</td>
<td>57.5</td>
<td>2.3</td>
<td>0.88</td>
</tr>
</tbody>
</table>

The previous table shows:
- Excellence of the experimental group over the controlled one in *(Analysis Skills)* with percentage (79.16) for the experimental, but (57.5) for the controlled one which proves the success of the suggested modules in developing the target groups' analysis skills.

Table (44)
Shows the Significant Differences of Averages of *(Synthesis Skills)*
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>138</td>
<td>180</td>
<td>76.66</td>
<td>2.3</td>
<td>0.77</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>71</td>
<td>120</td>
<td>59.16</td>
<td>1.77</td>
<td>0.61</td>
</tr>
</tbody>
</table>

The previous table shows:
- Superiority of the experimental group over the controlled one in *(Synthesis Skills)* with percentage (76.66) for the experimental, but (59.16) for the controlled one, that reflects the achievement of the experimental group as a result of studying the suggested modules.

Table (45)
Shows the Significant Differences of Averages of *(Evaluation Skills)*
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>180</td>
<td>240</td>
<td>75</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>90</td>
<td>160</td>
<td>56.25</td>
<td>2.25</td>
<td>0.86</td>
</tr>
</tbody>
</table>
The previous table shows:
- Superiority of the experimental group over the controlled one in *(Evaluation Skills)* with percentage (75) for the experimental, but (56.25) for the controlled one, that reflects the achievement of the experimental group as a result of studying the suggested modules.

As a conclusion, the statistical analysis proves the effectiveness of the suggested educational modules in developing the target students' creative writing skills in general and the higher cognitive skills in private.

**STATISTICAL ANALYSIS OF THE SUB-SKILLS OF THE HIGHER COGNITIVE SKILLS FOR THE TWO GROUPS IN THE POST EVALUATION**

Table (46)
Shows the Significant Differences of Averages of *(Higher Cognitive Sub-Skills)*
Between The Experimental and the Controlled Groups in the Post Evaluation

<table>
<thead>
<tr>
<th>GROUP SILL</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>46</td>
<td>60</td>
<td>76.66%</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>21</td>
<td>40</td>
<td>52.5%</td>
<td>0.52%</td>
<td>0.50%</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorize a group of words or sentences. <em>(Analysis)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>43</td>
<td>60</td>
<td>71.66%</td>
<td>0.7</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>25</td>
<td>40</td>
<td>62.5%</td>
<td>0.62%</td>
<td>0.49%</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze the advantages and disadvantages of a specific topic. <em>(Analysis)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>50</td>
<td>60</td>
<td>83.33%</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>22</td>
<td>40</td>
<td>55%</td>
<td>0.55%</td>
<td>0.50%</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contrast between two things or topics. <em>(Analysis)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>51</td>
<td>60</td>
<td>85%</td>
<td>0.9</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>24</td>
<td>40</td>
<td>60%</td>
<td>0.6%</td>
<td>0.49%</td>
</tr>
<tr>
<td>SKILL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare between two things or topics. <em>(Analysis)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>NO.</td>
<td>SCORE</td>
<td>OUT OF</td>
<td>%</td>
<td>AVERAGE</td>
<td>ST.DEV</td>
</tr>
<tr>
<td>------------------</td>
<td>-----</td>
<td>-------</td>
<td>--------</td>
<td>------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>46</td>
<td>60</td>
<td>76.66</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>24</td>
<td>40</td>
<td>60</td>
<td>0.6</td>
<td>0.49</td>
</tr>
</tbody>
</table>

**GROUP:** Compose meaningful words around a specific topic. *(Synthesis)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>50</td>
<td>60</td>
<td>83.33</td>
<td>0.83</td>
<td>0.38</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>22</td>
<td>40</td>
<td>55</td>
<td>0.55</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**GROUP:** Formulate meaningful sentences around a specific topic. *(Synthesis)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>42</td>
<td>60</td>
<td>70</td>
<td>0.7</td>
<td>0.46</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>25</td>
<td>40</td>
<td>62.5</td>
<td>0.62</td>
<td>0.49</td>
</tr>
</tbody>
</table>

**GROUP:** Arrange a group of words to form meaningful sentences. *(Synthesis)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>50</td>
<td>60</td>
<td>83.33</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>25</td>
<td>40</td>
<td>62.5</td>
<td>0.62</td>
<td>0.49</td>
</tr>
</tbody>
</table>

**GROUP:** Select the best solution for a specific problem. *(Evaluation)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>42</td>
<td>60</td>
<td>70</td>
<td>0.7</td>
<td>0.5</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>19</td>
<td>40</td>
<td>47.5</td>
<td>0.47</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**GROUP:** Decide what part of speech each word from a list of words is. *(Evaluation)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>44</td>
<td>60</td>
<td>73.33</td>
<td>0.7</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>22</td>
<td>40</td>
<td>55</td>
<td>0.55</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**GROUP:** Criticize a specific character in a literary work. *(Evaluation)*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>SCORE</th>
<th>OUT OF</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>60</td>
<td>44</td>
<td>60</td>
<td>73.33</td>
<td>0.7</td>
<td>0.4</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>40</td>
<td>24</td>
<td>40</td>
<td>60</td>
<td>0.6</td>
<td>0.49</td>
</tr>
</tbody>
</table>

**GROUP:** Argue the dimensions of a specific topic. *(Evaluation)*
The previous table of "sub-skills of higher cognitive" shows:

- Superiority of the experimental group over the controlled one in *(Categorize-Analysis)* with percentage (76.66) for the experimental, but (52.5) for the controlled one, that reflects the achievement of the experimental group as a result of studying the suggested modules.

- Distinction of the experimental group over the controlled one in *(Analyze-Analysis)* with percentage (71.66) for the experimental, but (62.5) for the controlled one.

- Excellence of the experimental group over the controlled one in *(Contrast-Analysis)* with percentage (83.33) for the experimental, but (55) for the controlled one.

- Superiority of the experimental group over the controlled one in *(Compare-Analysis)* with percentage (85) for the experimental, but (60) for the controlled one.

- Distinction of the experimental group over the controlled one in *(Compose-Synthesis)* with percentage (76.66) for the experimental, but (60) for the controlled one.

- Distinction of the experimental group over the controlled one in *(Formulate-Synthesis)* with percentage (83.33) for the experimental, but (55) for the controlled one.

- Distinction of the experimental group over the controlled one in *(Arrange-Synthesis)* with percentage (70) for the experimental, but (62.5) for the controlled one.

- Excellence of the experimental group over the controlled one in *(Select-Evaluation)* with percentage (83.33) for the experimental, but (62.5) for the controlled one.

- Excellence of the experimental group over the controlled one in *(Decide-Evaluation)* with percentage (70) for the experimental, but (47.5) for the controlled one.

- Distinction of the experimental group over the controlled one in *(Criticize-Evaluation)* with percentage (73.33) for the experimental, but (55) for the controlled one.

- Excellence of the experimental group over the controlled one in *(Argue-Evaluation)* with percentage (73.33) for the experimental, but (60) for the controlled one.

As a conclusion, all the previous results prove the effectiveness of the suggested modules in developing the higher cognitive skills and support the second hypothesis with a clear answer for the fourth question of the current study.
**COMPARISON BETWEEN PRE AND POST ACHIEVEMENT OF THE HIGHER COGNITIVE SKILLS OF THE EXPERIMENTAL GROUP:**

The researcher calculated the students' achievements pre and post to make sure of the effectiveness of the suggested modules in developing the higher cognitive skills as an addition to the statistical analysis of the achievement of the two groups (experimental and controlled). The researcher calculated the percentage, average, standard deviation, and "T value" as follows:

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SCORE</th>
<th>%</th>
<th>AVERAGE</th>
<th>ST.DEV</th>
<th>T VALUE</th>
<th>SIG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Evaluation</td>
<td>508</td>
<td>76.96</td>
<td>8.46</td>
<td>1.54</td>
<td>6.29</td>
<td>SINGNIFICANT 0.01</td>
</tr>
<tr>
<td>Pre-evaluation</td>
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<td>36.96</td>
<td>4.06</td>
<td>1.92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- A distinction in the achievement of the experimental group in the post evaluation better than the pre-evaluation in *(Higher Cognitive Skills)* with percentage (76.96) for post evaluation, but it was (36.96) for the pre-evaluation.

- As a conclusion, there is a big difference between the students' achievement pre and post evaluation in the higher cognitive skills due to the following:
  - The students' lack and ignorance of the higher cognitive skills before applying the suggested program.
  - The students received training in the higher cognitive skills via the modular instruction method in the second suggested module.
  - The students got an experience from the first application of the achievement test.

- From the previous table that compare between the students' achievement pre and post evaluation of the higher cognitive skills, the researcher found out great difference between the pre and post evaluation which indicates the effectiveness of the second suggested module in developing the higher cognitive skills.
4.2. A SUMMARY OF THE STUDY FINDINGS

The researcher presented the statistical analysis of the students' achievement in the post evaluation in the achievement test for both groups, and the statistical analysis of the experimental group in the pre and post evaluation, and the results are as the following:

1. The study proved the effectiveness of the suggested educational modules in developing the creative writing skills for the Fourth grade undergraduate English language learners in KSA.

2. The study proved the effectiveness of the suggested educational modules in developing the higher cognitive skills for the Fourth grade undergraduate English language learners in KSA.

3. There is a significant statistical difference between the averages of the experimental and controlled groups in (Creative Writing Skills) in the post evaluation with "T value" (5.23) in level (0.01) and %19.3 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills. Moreover, the previous results support the first hypothesis and reject the null hypothesis.

4. There is a significant statistical difference between the averages of the experimental and controlled groups in (Creative Thinking Skills) in the post evaluation with "T value" (3.54) in level (0.01) and %20.47 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

5. There is a significant statistical difference between the averages of the experimental and controlled groups in (Higher Cognitive Skills) in the post evaluation with "T value" (6.50) in level (0.01) and %19.46 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills. In addition, the previous results support the second hypothesis and reject the null hypothesis.

6. There is a significant statistical difference between the averages of the experimental and controlled groups in (Synectic Skills) in the post evaluation with "T value" (4.19) in level (0.01) and %13.91 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

7. There is a significant statistical difference between the averages of the experimental and controlled groups in (Voice Skills) in the post evaluation with "T value" (4.24) in level (0.01) and %20 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.
8. There is a significant statistical difference between the averages of the experimental and controlled groups in (Organization Skills) in the post evaluation with "T value" (3.06) in level (0.01) and %22.4 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

9. There is a significant statistical difference between the averages of the experimental and controlled groups in (Sentence Fluency Skills) in the post evaluation with "T value" (3.93) in level (0.01) and %19.83 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

10. There is a significant statistical difference between the averages of the experimental and controlled groups in (Word Choice Skills) in the post evaluation with "T value" (3.14) in level (0.01) and %25.52 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

11. There is a significant statistical difference between the averages of the experimental and controlled groups in (Conventions Skills) in the post evaluation with "T value" (9.16) in level (0.01) and %15.94 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

12. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Creative Writing Skills) with "T value" (4.21) in level (0.01) and %49.19 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills. This result supports the first hypothesis and rejects the null hypothesis.

13. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Creative Thinking Skills) with "T value" (5.19) in level (0.01) and %31.31 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

14. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Higher Cognitive Skills) with "T value" (6.29) in level (0.01) and %40 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills. This result supports the second hypothesis and rejects the null hypothesis.
15. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Synectic Skills) with "T value" (2.24) in level (0.01) and %32.81 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

16. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Voice Skills) with "T value" (4.19) in level (0.01) and %61.97 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

17. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Organization Skills) with "T value" (7.93) in level (0.01) and %71.25 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

18. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Sentence Fluency Skills) with "T value" (8.48) in level (0.01) and %50.35 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

19. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Word Choice Skills) with "T value" (5.59) in level (0.01) and %69.38 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

20. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Conventions Skills) with "T value" (6.53) in level (0.01) and %62.5 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.
4.3. A DISCUSSION OF THE STUDY FINDINGS

As a result of the previous data analysis, it is noticeable that the suggested modules created a paramount positive effect in the students' achievement in the different creative writing skills, which reflects the effectiveness of the suggested modules in developing the creative writing skills and the higher cognitive skills of fourth-grade undergraduate learners of English language in KSA and helped to answer the third and fourth questions of the current study. The previous data analysis shows the following:

- An increase in the achievement of the experimental group which ensures the effectiveness of the suggested modules in developing all the seventy-six creative writing skills.
- An increase in the achievement of the experimental group which ensures the effectiveness of the suggested modules in developing the creative thinking skills.
- An increase in the achievement of the experimental group which ensures the effectiveness of the suggested modules in developing the higher cognitive skills.
- An increase in the achievement of the experimental group which ensures the effectiveness of the suggested modules in developing the synectic skills.
- An increase in the achievement of the experimental group which ensures the effectiveness of the suggested modules in developing the voice skills.
- An increase in the achievement of the experimental group which ensures the effectiveness of the suggested modules in developing the organization skills.
- An increase in the achievement of the experimental group which ensures the effectiveness of the suggested modules in developing the sentence fluency skills.
- An increase in the achievement of the experimental group which ensures the effectiveness of the suggested modules in developing the word choice skills.
- An increase in the achievement of the experimental group which ensures the effectiveness of the suggested modules in developing the conventions skills.
- Students of the experimental gave much interest to the suggested modules.
- The students were more active and interactive during learning the modules.
- The students learnt a lot of information about the creative writing skills, while many of the skills were strange to the students before applying the program.
The students started to be punctual to attend every session of the creative writing program.

The students used to follow attentively to every piece of information in the suggested modules.

The students admired the presentation of the creative writing information in the suggested modules.

The students' performance started to be better in writing creatively.

The students' way of thinking started to be creative as a result of the program.

The students' writing style became more creative than before.

The students learnt the synectic skills for the first time and knew how to make the strange familiar and vice versa.

From what has come before, it shows the effectiveness of the suggested modules in developing the creative writing skills for experimental group of Al-Baha University – College of Education – English language department. The previous result agrees with the study by Robinson, Shorum (1977) and Lampe (1985) who used the educational modules to develop biology and to overcome the reading obstacles. And the current study agrees with the study of Jan and Frank (1988) who supported self-learning, cooperation and cognitive learning. Also, it agrees with the study by Ricard Virginia (1990) in using the modules for developing the adult learning. In addition, the current study agrees with the study by Osama Kamal (2000) who used the modules for developing the Arabic figures of speech.

Moreover, this study agrees with the study by (Ramadan Al-qazafi, 2000, 41:50), where he determined (4) skills for the developing the person's fluency, (2) skills for developing the person's flexibility, and (2) for novelty. Also, the results of the recent study agree with the study by (Nabeel et.al, 1999), who proved the previous skills of fluency, flexibility and novelty, in addition, they studied (2) skills for developing the person's elaboration.

Furthermore, the results agree with the studies by (Bloom, 1956) who showed the skills of analysis, synthesis, and evaluation and their sub-skills as the elements of creativity in all fields. The researcher determined (4) skills for developing the person's analysis, (3) skills for developing the person's synthesis, and (4) skills for developing the person's evaluation.
Moreover, the results agree with the studies by (W. Gordon et.al, 1944) who started to develop the synectic skills in 1944 and they explained this in detail in their book (Synectics: The Development of Creative Capacity, 1961). Also, this study agrees with the development of the synectic skills by the American scientists in 1967 such as: Barneez who developed (30) skills.

The results agree with the study by (Andrea Clark, 2007) who explained different skills for the writer's tone. Also, the researcher’s voice skills agree with (Dorothy Wall, 2008) and the study of (Jennifer Jensen, 2008) that developed some skills in voice.

As well, the results agree with the studies by (Margo Olivares et.al, 2004) who studied the main skills of making a well organized piece of writing. Also, the study by (Kenneth Beare, 2009) who stressed on the importance of sequencing the ideas in any piece of writing that is matched with the organization skills in our recent study.

The results agree with the study by (Margo Olivares et.al, 2004) who studied the main skills of sentence fluency that are important for any piece of writing. Also, agree with the study by (Meriwether Lewis, Thomas Jefferson, and Stephen E. Ambrose, Simon & Schuster, 1996) who explained the main skills of sentence structure and sentence types.

In addition, the results agree with the study by (Margo Olivares et.al, 2004) who studied the main skills of word choice to develop the style in any piece of writing. Moreover, the researcher's skills of word choice agree with the study by (Kenneth Beare, 2008) who determined some major skills for the writer's word choice. Also, agree with the study by (Ken Lachnicht, 2001) who studied the skills of accuracy and using specific nouns that have great importance for developing the writing style.

Finally, the results agree with the study by (Margo Olivares et.al, 2004) who stressed on the different convention skills in any writing. And agree with the study by (Jane Straus, 2009) and his explanation of the different punctuation rules, capitalization rules, grammatical rules and spelling rules. Also, agree with the study by (David Appleyard, 2008) who studied the different spelling rules for developing any piece of writing.
4.4. TESTING THE STUDY HYPOTHESES

HYPOTHESIS ONE
The researcher succeeded in suggesting a list of the most important creative writing skills that is approved from a group of the university professors.

HYPOTHESIS TWO
The researcher succeeded in designing a matrix to summarize the suggested modules' objectives, content, activities, teaching methods and evaluation that is approved from a group of university professors.

HYPOTHESIS THREE
The statistics proved the effectiveness of the suggested educational modules in developing the creative writing skills of fourth grade undergraduate learners of English in KSA.

HYPOTHESIS FOUR
The statistics proved the effectiveness of the suggested educational modules in developing the higher cognitive skills of fourth grade undergraduate learners of English in KSA.

As a summary, the suggested educational modules achieved great development in the experimental group creative writing skills and their higher cognitive skills with a high percentage better than the students of the controlled group who studied via the traditional method. The researcher is going to include his complete summary, suggestions and recommendations in chapter five to spread benefit among the talented researchers in the current field.
CHAPTER FIVE

SUMMARY, SUGGESTIONS AND ECOMMENDATIONS

In this chapter, there is a presentation of the procedures in this study and the results of the study, and then suggestions and recommendations based on the results, these will be as follow:

INTRODUCTION

The instructor has an advanced position for the success of any educational program whether with non-creative or creative students. He can ensure opportunities that strengthen the student's self-confidence, the spirit of creativity for him, stimulate his critical thinking, open a field for achievement and performance and play the role of motivator, facilitator, supervisor and a developer of thinking in any school or college. Thus, many studies stressed on the importance of the teacher's role in developing the talents, mental abilities and creation. Also, many researchers stressed on the necessity of teachers' continuous training during service as a completion for the pre-service stage, and stressed on the necessity for planning and structuring the curricula of teachers' preparation to develop their sufficiency to perform their multiple roles.

The importance of teachers' preparation before service is clear here, so many efforts and planning take place for developing the teachers' teaching skills. The ministry of education in KSA has settled a decimal plan (2004 – 2014) to improve education according to the world development, and determined fifteen objectives to be achieved through some strategic objectives. Where the ninth objective is "Improving the teachers' competence", that can be performed through the strategic objective "Developing the teaching methods" and "Increasing care of teachers' occupational development to achieve the best deal and interaction with the gifted and creative students." As for the eighth objective from the plan that includes "Developing the curricula to achieve the students' integral character", which can be performed through the strategic objective "Developing the thinking skills."
Through the researcher's experience in teaching writing skill in Al-Riyadh College of Education -King Saud University and in Al-Baha College of Education – Al-Baha University, he noticed most of the training is focused on using technology and the administrative affairs, while there are no academic training for the staff members or for the student-teachers in any specific academic field that do prepare the student-teachers before service and enrich the staff members' academic field throughout the different seminars and the active interaction. Thus, the researcher recognized the importance of designing academic programs to develop the student-teachers' mental and study abilities. Moreover, those programs encourage other staff members to do the same in designing programs in their major.

5.1. STUDY SUMMARY

5.1.1. Study Problem

The study problem is the weakness of the undergraduate Saudi students in the field of creative writing and the need for developing their creative writing skills to be able to teach their students the creative writing skills and the creative thinking skills.

The problem has been solved through the following main question:

What are the suitable educational modules for developing creative writing skills of fourth-grade undergraduate learners of English language in KSA?

The following sub-questions can be derived from the main question:

1. What are the necessary creative skills for developing the creative writing skills of fourth-level undergraduate learners of English language?
2. What are the suggested modules' objectives, content, activities, teaching methods and evaluation methods?
3. What is the effect of using the suggested educational modules in developing the creative writing skills of fourth-level undergraduate learners of English language?
4. What is the effect of using the suggested educational modules in developing the higher cognitive skills (analysis, synthesis and evaluation) according to Bloom's taxonomy of cognitive abilities?
5.1.2. Study Hypotheses:

1. There is a possibility of statistically significant differences in the creative writing skills between the averages of the controlled group and the experimental one that used the suggested modules in the post application of the achievement test in favor of the experimental group.

2. There is a possibility of statistically significant differences in the higher cognitive abilities as for the abilities of analysis, synthesis and evaluation between the averages of the controlled group and the experimental one that used the suggested modules in the post application of the achievement test in favor of the experimental group.

5.1.3. Study Objectives:

The study aims to:

1. Specify the necessary creative abilities for constructing the training program for the learners of English language.

2. Suggest a program using the method of educational modules for developing the creative writing skills for the fourth-level undergraduate learners of English.

3. Indicate the positive effect of the suggested educational modules on developing the creative writing skills for the fourth-level undergraduate learners of English.

4. Indicate the positive effect of the suggested educational modules on developing the higher cognitive abilities (analysis, synthesis, and evaluation) according to Bloom's taxonomy of cognitive abilities.

5. Indicate the value of using new techniques of teaching methods to help in developing the students' creative writing skills of fourth-level undergraduate learners of English language.

5.1.4. Study Importance:

The study importance comes from:

1. It is a pioneer study in teaching creative writing skills using suggested modules for the undergraduate learners of English language for fourth-grade.

2. The results of the study may be beneficial to English language departments in the Saudi universities and the universities in other countries.

3. The results of the study may be beneficial to future researchers in different universities and countries.

4. The results of the study may be beneficial to centers of curriculum development for designing new curricula able to improve the students' creative abilities.
5. The researcher is going to produce a new measuring scale for the students' creative writing skills for the undergraduate learners of English language.

5.1.5. Methodology of the Study:
The researcher used two types of methods:

1. The researcher used the analytical descriptive method with the first and the second study questions in specifying the creative skills necessary for designing the educational modules and in specifying the suggested modules' objectives, content, activities, teaching methods and evaluation.

2. Also, the researcher used the semi-experimental method with the third and the fourth study questions to apply the suggested program of educational modules to the experimental group for undergraduate English major.

5.1.6. Study Instruments:
The researcher used the following instruments:

1. An achievement test in creative writing skills is prepared by the researcher that will be applied to the students of fourth-level, English major, (experimental group and controlled group) to measure the abilities of their creative writing, and their higher cognitive skills as analysis, synthesis and evaluation.

2. A matrix is designed by the researcher to specify the modules' aims, content, activities, teaching methods and evaluation methods that should be distributed to a group of university professors specialized in curricula and methodology and to experts in education for evaluation.

3. A list of creative writing skills was distributed to a group of university professors specialized in curricula and methodology and to experts in education for evaluation.

5.1.7. Study Delimitations
The Study Sample: the researcher selected randomly students from level four, English major, at Al-Baha University in KSA and divide them into two groups:

- The experimental group used the suggested modules.
- The controlled group used the traditional method.
5.1.8. Study Limitations
The study is centered in the following limitations:

1. **The Study Topics:** The study addresses the following topics:
   - Major topics for developing the creative writing skills in general for the undergraduate students.
   - Major topics for developing the creative writing skills in essay and short story.

2. **Independent Variable:** The study includes one Variable:
   - The modular instruction method.

3. **Dependent Variables:** The study includes the following variables:
   - A development of the students' creative writing skills after studying the suggested educational modules through the modular instruction method and it is measured by an achievement test to the experimental and the controlled groups of fourth-grade undergraduate learners of English language.
   - A development of the higher cognitive abilities (analysis, synthesis and evaluation) after studying the suggested educational modules through the modular instruction method and it is measured by an achievement test to the experimental and the controlled groups of fourth-grade undergraduate learners of English language.

4. **Time Limitations:** The researcher intends to apply the suggested program during the second semester from March 2009 to June 2009.

5.1.9. Study Procedures
To answer the recent study questions, the study steps are as follows:

**First:** Performing a study relates to the theoretical dimension to answer the study theoretical questions as follows:

1. Reading the related studies and researches based on the study field "Chapter Two" of the study.
2. Reading the scientific steps for doing:
   - A theoretical study on creative writing skills, what is creative writing, its study importance?
   - A theoretical study on the higher cognitive skills in creative writing skills, its concept, types, advantages, in the second suggested module.
   - A theoretical study on individualized education and modules in education as: its definition, its origin and development of usage, principles of preparation, components, field of usage, advantages, and difficulties in the first section of the suggested modules.
Second: Performing a study relates to the study application" study instruments and procedures" in chapter three, to answer the study questions, its hypotheses as an application side, this requires doing the following:

1. A survey study for the related review of literature.
2. Studying the goals of English methodology.
3. Studying the goals and curricula of writing skills in level four, undergraduate level.
4. Choosing a random sample from level four, English department, Al-Baha College of Education, divide the sample into two groups one is the controlled, and the other is the experimental group.
5. Study the scientific rules for building a standardized creative writing test, permitted from the judges; and then measure its validity and reliability.
6. Applying the standardized creative writing test pre experimentation to the two groups.
7. Teaching creative writing skills using the methods of modular instruction (independent variable) for the two experimental and the controlled groups, but teaching the controlled group using the traditional method.
8. Applying the standardized creative writing test post experimentation to the two groups.
9. Treating the application results statistically to catch the study results with explanation, in chapter four.
10. Providing suggestions and recommendations in the light of the study results, in chapter five.

5.2. FIRST: A SUMMARY FOR THE STUDY FINDINGS

The researcher presented the statistical analysis of the students' achievement in the post evaluation in the achievement test for both groups, and the statistical analysis of the experimental group in the pre and post evaluation, and the results are as the following:

1. The study proved the effectiveness of the suggested educational modules in developing the creative writing skills for the Fourth grade undergraduate English language learners in KSA.
2. The study proved the effectiveness of the suggested educational modules in developing the higher cognitive skills for the Fourth grade undergraduate English language learners in KSA.
3. There is a significant statistical difference between the averages of the experimental and controlled groups in (Creative Writing Skills) in the post evaluation with "T value" (5.23) in level (0.01) and %19.3 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills. Moreover, the previous results support the first hypothesis and reject the null hypothesis.

4. There is a significant statistical difference between the averages of the experimental and controlled groups in (Creative Thinking Skills) in the post evaluation with "T value" (3.54) in level (0.01) and %20.47 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

5. There is a significant statistical difference between the averages of the experimental and controlled groups in (Higher Cognitive Skills) in the post evaluation with "T value" (6.50) in level (0.01) and %19.46 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills. In addition, the previous results support the second hypothesis and reject the null hypothesis.

6. There is a significant statistical difference between the averages of the experimental and controlled groups in (Synectic Skills) in the post evaluation with "T value" (4.19) in level (0.01) and %13.91 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

7. There is a significant statistical difference between the averages of the experimental and controlled groups in (Voice Skills) in the post evaluation with "T value" (4.24) in level (0.01) and %20 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

8. There is a significant statistical difference between the averages of the experimental and controlled groups in (Organization Skills) in the post evaluation with "T value" (3.06) in level (0.01) and %22.4 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

9. There is a significant statistical difference between the averages of the experimental and controlled groups in (Sentence Fluency Skills) in the post evaluation with "T value" (3.93) in level (0.01) and %19.83 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.
10. There is a significant statistical difference between the averages of the experimental and controlled groups in **Word Choice Skills** in the post evaluation with "T value" (3.14) in level (0.01) and %25.52 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

11. There is a significant statistical difference between the averages of the experimental and controlled groups in **Conventions Skills** in the post evaluation with "T value" (9.16) in level (0.01) and %15.94 difference between the two groups in favor of the experimental group due to using the suggested modules in developing the creative writing skills.

12. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in **Creative Writing Skills** with "T value" (4.21) in level (0.01) and %49.19 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills. This result supports the first hypothesis and rejects the null hypothesis.

13. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in **Creative Thinking Skills** with "T value" (5.19) in level (0.01) and %31.31 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

14. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in **Higher Cognitive Skills** with "T value" (6.29) in level (0.01) and %40 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills. This result supports the second hypothesis and rejects the null hypothesis.

15. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in **Synetic Skills** with "T value" (2.24) in level (0.01) and %32.81 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

16. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in **Voice Skills** with "T value" (4.19) in level (0.01) and %61.97 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

17. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in **Organization Skills** with "T value" (7.93) in level (0.01) and %71.25 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.
18. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Sentence Fluency Skills) with "T value" (8.48)in level (0.01) and %50.35 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

19. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Word Choice Skills) with "T value" (5.59) in level (0.01) and %69.38 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

20. There is a significant statistical difference in the averages of the experimental group between the pre and post evaluation in (Conventions Skills) with "T value" (6.53) in level (0.01) and %62.5 difference in favor of the post evaluation due to using the suggested modules in developing the creative writing skills.

5.3. SECOND: STUDY SUGGESTIONS

In the light of the study findings, the researcher suggests conducting researches in the following topics:

1. Conduct a similar study for female student-teacher in the English departments in KSA and around the world.
2. Conduct a similar study in the effect of the modular instruction method in developing reading skills.
3. Conduct a similar study in the effect of the modular instruction method in developing listening skills.
4. Study the effect of modular instruction method in teaching the literary courses.
5. Study the effect of modular instruction method in teaching vocabulary.
6. Study the effect of modular instruction method in preparing student-teachers to be able to develop their students' creative abilities.
7. Study the effect of modular instruction method in preparing student-teachers and teachers in service to improve their students' imagination skills.
8. Study the effect of modular instruction method in developing the creative writing skills for primary stage pupils.
9. Study the effect of modular instruction method in developing the creative writing skills for elementary stage students.
10. Study the effect of modular instruction method in developing the creative writing skills for secondary stage students.
11. Study the effect of other teaching methods in developing the creative writing skills for undergraduate learners of English language.
12. Study the role of colleges of education in providing the suitable environment for creativity among students.
13. Conduct a comparative study between writing skill and creative writing.
14. Conduct a comparative study between male and female creative writing abilities.

5.4. THIRD: STUDY RECOMMENDATIONS

Based on the study findings, the researcher recommends the following:
1. A necessity to held training programs for all students and staff members in English language departments to stand on the creative abilities.
2. Enlighten the students and teachers of the importance of thinking creatively to solve their problems in a creative way.
3. Enlighten the language instructors to search for the gifted and creative students to maintain their creative skills and help their colleagues in developing their creative thinking skills.
4. The community care of the creative skills affects positively on the society's future plans and development in all fields.
5. The specialized creative writing programs create a promising generation of creative writers.
6. Give care to new teaching methods that depend on creative thinking away from the dictation method.
7. Train the language instructors on the new teaching methods that depend on creative thinking and interaction among students.
8. Prepare booklets of the creative writing skills for language instructors to get benefit and help their students to learn creatively.
9. Revise the design of the current curricula and include the creative skills in the components.
10. A necessity of learning sources room that includes creative material for the students and the instructors to get benefit.
11. Organize creative activities among the students during the activity time under the instructors' supervision.
12. Organize competitions in creative writing to motivate the undergraduate students to practice writing short stories, poems, articles, paragraphs, essays, and compositions creatively.
13. Encourage all language instructors and staff members to include creative activities during the class or the lecture.
14. A necessity to establish a center for creative activities inside all educational institutes.

15. Provide the creative students with spur or rewards to motivate them produce more advanced creative works.

At the end of this study, the researcher ends his study like the start with all the thanks to Allah and to our prophet Muhammad (PBUH) who drew the way of education and learning for us.
Foreign References:

- Quran Translations.


- BookShelf Dictionary.


• Margo, O. et al. (2004). *Writing curriculum development process.* A study in methodology. Oregon Department of Education. USA.


• MetaphorCenter.com (2009).


Arabic References:
١٥١
**MODULE ONE**  
**CREATIVE THINKING SKILLS: MAIN COMPONENTS OF IDEAS**

*First: Objectives of Module One:*

After studying module one, students are expected to:

<table>
<thead>
<tr>
<th>EXECUTIVE OBJECTIVES</th>
<th>ACADEMIC</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>COGNITIVE OBJECTIVES</strong></td>
</tr>
<tr>
<td></td>
<td>1. Determine the four main creative skills.</td>
</tr>
<tr>
<td></td>
<td>2. State the definition of each type of creative thinking skills.</td>
</tr>
<tr>
<td></td>
<td>3. Explain the different types of fluency.</td>
</tr>
<tr>
<td></td>
<td><strong>PROFICIENCY OBJECTIVES</strong></td>
</tr>
<tr>
<td></td>
<td>1. Generate as many words as they can that start with a specific letter quickly.</td>
</tr>
<tr>
<td></td>
<td>2. Generate as many ideas as they can that relate to a specific topic.</td>
</tr>
<tr>
<td></td>
<td>3. Generate as many words as they can that have similar meanings.</td>
</tr>
<tr>
<td></td>
<td>4. Generate as many sentences and phrases as they can that have a specific number of words.</td>
</tr>
<tr>
<td></td>
<td>5. Use solutions of different directions that relate to a specific problem or a situation.</td>
</tr>
<tr>
<td></td>
<td>6. Use different uses of a specific machine or an object.</td>
</tr>
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<td></td>
<td>7. Generate novel or unfamiliar ideas for a specific topic.</td>
</tr>
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<td></td>
<td>8. Create novel or unfamiliar end for a specific short story.</td>
</tr>
<tr>
<td></td>
<td>9. Add more explanation to a specific topic to be more exciting.</td>
</tr>
<tr>
<td></td>
<td>10. Add all the words that you know about a specific topic.</td>
</tr>
<tr>
<td></td>
<td><strong>SENTIMENTAL OBJECTIVES</strong></td>
</tr>
<tr>
<td></td>
<td>1. Appreciate the importance of creative thinking skills as main components of creative writing.</td>
</tr>
<tr>
<td></td>
<td>2. Feel the different creative skills in any text or piece of writing.</td>
</tr>
</tbody>
</table>
SECOND: INTRODUCTION:

Module one aims to develop the students’ creative thinking skills which are main components of creative writing skills, besides, providing the English language learners with a background about creative thinking skills. Creative thinking skills have dominated the interests of researchers in fields of psychology and education since 1950s after Guilford theory of intellectual structure. He differentiated between two types of thinking: divergent thinking where a learner has to give different responses to any question or a problem and the second type is the convergent thinking where the learner has to reduce the number of responses to only one idea.

Creative thinking took place after the Russian invasion of space for the first time in 1957 that made the Americans to hold an important meeting for senior educationalists and psychologists to discuss the Russian sudden step. Bruner, a well-known educationalist, returned the Americans' backward of education to the nature of the Americans' traditional thinking. He advised the council to give much care to a new way of thinking to help the new generations to change their way of thinking; and to widen the creative thinking skills among the university students in private and students in the other stages in common.

Honorable student, do you know:
What is the most common definition of creative thinking?
Write your answer here: ................................................................................................................
........................................................................................................................................

Guilford (1967) defined creative thinking as an open thinking with the advantage of productivity and diversity of answers and participations for a specific problem or a situation. Also, he divided creative thinking skills into four different types that help people develop their thinking abilities to get rid of their traditional thinking.

What are the four main skills of creative thinking?
Write your answer here: ................................................................................................................
........................................................................................................................................

Guilford divided creative thinking skills into four main types that are as follows: (Fluency – Flexibility – Novelty – Elaboration)
1. Do you know the definition of fluency?
Write your answer here ..............................................................
.............................................................................................
.............................................................................................

Fluency is the person's ability to write as many alternatives, synonyms, solutions, and uses as he can that relate to a specific topic quickly and easily. (Guilford, 1959-p.143)

What are the main types of fluency?
Write your answer here ..............................................................
.............................................................................................
.............................................................................................

Fluency has four main types:
(Verbal fluency – Ideas fluency – Association fluency – Expressiveness fluency).

1. A. What do you know about verbal fluency?
Write your answer here ..............................................................
.............................................................................................
.............................................................................................

Verbal fluency is the person’s ability to write as many words as he can that start or end or has a specific letter relate to a specific topic quickly. (Helal, 1997)

Skill (1): Write as many words as you can that start with the letter (n).
Write your answer here ..............................................................
.............................................................................................
.............................................................................................

Dear student, write as many words as you can that end with (-tion).
Write your answer here ..................................................................................................................
..................................................................................................................
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Write as many 'words and their opposites' as you can that relate to "Education".
Write your answer here ..................................................................................................................
..................................................................................................................

Possible answers such as:

<table>
<thead>
<tr>
<th>Word</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Learner</td>
</tr>
<tr>
<td>Teaching</td>
<td>Learning</td>
</tr>
<tr>
<td>Discipline</td>
<td>Disorder</td>
</tr>
<tr>
<td>Plan</td>
<td>Random</td>
</tr>
<tr>
<td>Curricula</td>
<td>Papers</td>
</tr>
</tbody>
</table>

Fill in the following "Word Chart" with more vocabulary in each category.

<table>
<thead>
<tr>
<th>Color</th>
<th>Sound</th>
<th>Size</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pale</td>
<td>- Harsh</td>
<td>- Microscopic</td>
<td>- Tubular</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Condition</td>
<td>Motion</td>
<td>Taste</td>
<td>Texture</td>
</tr>
<tr>
<td>- Dull</td>
<td>- Circular</td>
<td>- Bitter</td>
<td>- Silky</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

158
Exercise (1):
Write as many words as you can that start with the letter 'h'.

Honorable student,

1. B. What is ideas and semantic fluency?
Write your answer here ........................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

Ideas and semantic fluency is the person's ability to write as many ideas as he can that relate to a specific topic quickly with no concern to the ideas' standard or novelty.

(Guilford, 1959-pp.142:161)

Skill (2):
Write as many ideas as you can that relate to 'Pollution'.
Write your answer here ........................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

Some ideas that relate to the topic of 'pollution' are such as:
- There are different types of pollution such as: smoke, noise, ear, air, and sea pollution.
- Pollution is as a result of the humans' irresponsible behavior.
- Pollution can happen deliberately or accidentally.
- Pollution is as a result of modernization.
- Pollution affected the Ozone Layer.
- Pollution can be fought by individuals and governments.
Can you write as many titles as you can that relate to the following short story?

Sheep are washed and sheared some time in the month of June. This should be done quite early in the month, before the hot days begin. It is fine sport for those who look on, but not much fun for the sheep. It is best for the sheep to have the wool taken off; otherwise they would suffer in the summer time. When the time comes for washing the sheep, they are driven to a pond or a little river. Then they are thrown into the water, one at a time. The men who are in the water catch them, and squeeze the wet wool with their hands to get the dirt all out of it. Then the wool is thoroughly dried, the sheep are taken to the shearer; and he cuts off the wool with a large pair of shears. It is then dyed, spun, and woven into cloth. In a short time, before the cold winter comes, new wool grows out on the sheep. By the coming of spring there is so much, that it must be cut off again.

Write your answer here ..........................................................................................................................................


Some possible titles are:
- The Sheep and the Shearer.
- Sheep Shearing.
- Shearing Sheep Before Hot.
- The Wool and Clothes.

Write as many ideas as you can to fill in the gaps in the following questions:

- How do you go to college everyday? (I walk, ................................................................. )
- How did your brother get to his school? (He walked, ............................................... )
- How is your father? (Intelligent, ...................................................................................... )
- How do you drive your car? (Quickly, ....................................................................................)

Possible answers are such as:
- I walk, run, ride a bike, ride a horse, and drive a car.
- He walked, ran, rode a bike, rode a horse, and drove a car.
- My father is intelligent, smart, short, fat, patient, hard working, and has a red face.
- I drive quickly, slowly, folly, carelessly, and madly.

Exercise (2): Write as many ideas as you can about 'street accidents'.
1. C. Do you have any information about association fluency?
Write your answer here .................................................................
........................................................................................................
........................................................................................................
Association Fluency is the person's ability to write as many words as he can that relate to a specific word or topic and words that are similar to others. (Guilford, 1959-pp.142:161)

**Skill (3): Write as many words as you can that relate to the word 'War'.**
Write your answer here .................................................................
........................................................................................................
........................................................................................................
Many words have association with the word 'War' such as:

Also, **Write as many words as you can that associate with the word 'ship'.**
Write your answer here .................................................................
........................................................................................................
........................................................................................................
The word 'Ship' can associate with many words such as: (friendship – spaceship – warship – worship – relationship – hardship – lordship – penmanship – kinship).

Do you know the difference between the word man in the following two sentences?
- The man plays an important role in the company.
- The man is the person in charge of the company.
Write your answer here .................................................................
........................................................................................................
........................................................................................................
Possible answers:
- The man in the first sentence is a major member of the company and participates in the company's success.
- The man in the second sentence is the boss of the company.

........................................................................................................
**Exercise (3): Write as many words as you can that have similar meanings with the word 'Revenge'.**
........................................................................................................
1. D. Dear student, what is expressiveness fluency?
Write your answer here ...................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Expressiveness fluency is the person’s ability to express and formulate ideas easily where words are connected to each others and suitable to the topic.
(Guilford, 1959-pp.142:161)

Skill (4): Write as many sentences as you can that have five words including the word 'cultivation'.
Write your answer here ...................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Some sentences that have the word cultivation are such as:
- Cultivation is one of the ancient jobs on earth.
- Nobody can live without cultivation.
- Cultivation is a main source of living.
- Cultivation depends on a current water supply.
- Rains help establishing successful cultivation.

Please, use the word 'Deforestation' in as many meaningful sentences as you can.
Write your answer here ...................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Possible answers:
- The most dangerous phenomena in the 21st century is deforestation.
- Deforestation is as a result of humans' behavior.
- Great scientists all over the world give much care to deforestation.
- Deforestation can be abolished through cooperation among nations.
- Pollution is a main reason for deforestation.
Honorable student,
Write as many sentences as you can in "Passive Voice" as the given example:

- The answer sheet was corrected by the teacher.

Write your answer here .................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

Possible answer:
- Khaled was punished by the teacher.
- The crops were cultivated by the farmer.
- The man was met angrily.
- The land is irrigated throughout the month.
- The story was edited twice.

Rearrange the following sentences, play around the order of the sentences:

- I went to the supermarket quickly.

Write your answer here .................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

- After Shady bought a radio, Ahmed listened to it and Samy put it in the cupboard.

Write your answer here .................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

Possible answers:

- I went to the supermarket quickly.
  - Quickly, I went to the supermarket.
  - I went quickly to the supermarket.

- After Shady bought a radio, Ahmed listened to it, and Samy put it in the cupboard.
  - Ahmed listened to the radio, after Shady bought it, and Samy put it in the cupboard.
  - Samy put the radio in the cupboard, after Shady bought it, and Ahmed listened to it.
Dear student, can you reformulate the following sentences beginning with the underlined words, make the necessary changes:

- The thief has stolen a **red car**.
- Adel gave his brother a **present**.
- They helped **their mother** during summer.
- The students were listening to the **teacher**.

Possible answers:

- A red car has been stolen by the thief.
- A present was given by Adel to his brother.
- Their mother was helped by them during summer.
- The teacher was being obeyed by the students.

Exercise (4): Write as many sentences as you can that include six words.

2. Do you have any background about **flexibility**?

Write your answer here ................................................................................................................
................................................................................................................................................
................................................................................................................................................

**Flexibility** is the person's adaptability to change or the need to change his thinking in different directions.

(Guilford, 1959-p.142:161)

**Skill (5): Write down the verbs that can be used in each of the following sentences:**

- Smoking is harmful for health.
- Learning is like water and air for humans.
- Traveling has many benefits.

Write your answer here ................................................................................................................
................................................................................................................................................
................................................................................................................................................
Possible answers:
- Smoke, suffer, hurt, treat, cure, and die.
- Learn, study, like, dislike, drink, breathe, and live.
- Travel, have, drive, ride, walk, and get.

Write down the related ideas or vocabulary to each of the following words:

- A horse:

<table>
<thead>
<tr>
<th>Cart</th>
<th>Sugar</th>
<th>Means of transportation</th>
<th>Decoration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plants</td>
<td>Fast</td>
<td>Economical</td>
<td>Racing</td>
</tr>
</tbody>
</table>

- A theatre:

<table>
<thead>
<tr>
<th>Arts' house</th>
<th>Provides jobs</th>
<th>Comfortable</th>
<th>World wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open and covered</td>
<td>Fits all ages</td>
<td>Investment</td>
<td>Cooperation</td>
</tr>
</tbody>
</table>

- A factory:

<table>
<thead>
<tr>
<th>Workers</th>
<th>Machines</th>
<th>Duties</th>
<th>Patience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans</td>
<td>Budget</td>
<td>Strategy</td>
<td>Investment</td>
</tr>
</tbody>
</table>

Can you fill in the spaces with the opposite of the underlined word?
- My brother Ahmed always speaks honestly, he is never .......................
- We learnt from my mother to organize our time, she hates ....................
- She takes care of us when our father is away, and doesn't ....................
Possible answers:
- My brother Ahmed always speaks honestly, he is never dishonest.
- We learnt from my mother to organize our time, she hates disorganization.
- She takes care of us when our father is away, and doesn't neglect us.

Complete the following paragraph with the **synonym** of each word between brackets:
My (dearest) brother, I felt (happy) for your success, I want to (congratulate you), and I wish you the best (luck)…….

Possible answers:
- My darling brother, I felt joyful for your success, I want to felicitate you, and I wish you the best chance.

A topic about 'Science is a struggle', Science has a great effect in our lives. It is the base of modern technology such as: machines, materials, techniques and power sources that ease our lives and works. We can not understand nature and make a control without science.

**Honorable student,**
Read the previous text, and then answer the following questions about science:

A. How can science be Jihad or a struggle?
B. What is the beneficial science in your point of view?
C. Why is this great focus on science and scientists?
D. What are the related proverbs that encourage science?

Write your answer here ........................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

Possible answers:
A. Science can be Jihad or a struggle if it has been done for Allah.
B. Beneficial science is that make people around the world live better.
C. The world is sufferning for different reasons and it needs the power of scientists and their valuable science.
D. Science in childhood is like carving on rocks.

Exercise (5): How can the increase of national production be beneficial for nations?
Skill (6): Dear student, can you write many different uses of the newspaper.
Write your answer here

The newspaper can be used as follows:
- It can be used in reading.
- It can be used to fire hay.
- It can be used to put food on it for eating.
- It can be used for folding things.
- It can be used to protect people from the sun.
- It can be used to shadow the windows.
- It can be used on the floor to protect during painting.

Use the given vocabulary in as many sentences as you can where it takes a **new form** every time:

- **(Believe)**
  Write your answer here

- **(Get)**
  Write your answer here

- **(Warm)**
  Write your answer here
Possible answers:
- I believe in Allah.
- He is a good believer of Allah.
- You must believe me.
- Believing in Allah is the best in earth.

- He got out of the house.
- They got the thief out of his shelter.
- Get your money and go away.
- Get up early to catch the plane.

- Today, it is warm.
- Warm the room, it is cold tonight.
- Warming up is an important technique in class.
- The blanket warmed me a lot.

Exercise (6): Write many different uses of a car.

3. Do you know what novelty is?
Write your answer here ...........................................................................................................
..............................................................................................................................................
..............................................................................................................................................

   Novelty is the person's ability to produce new, unusual, untraditional, and innovative ideas on a specific topic or a problem.
   (Guilford, 1959-pp.142:161)

Skill (7): Write the unfamiliar or the novel uses of a blanket.
Write your answer here ...........................................................................................................
..............................................................................................................................................
..............................................................................................................................................
Possible uses:
- People can use a blanket for sitting in a garden.
- A blanket can be used as a cover from the sun.
- A blanket can be used to protect from fire.
- A blanket can be used as a carpet in the house.

Make a web map to create new ideas for the following:

The web can be such as:

Rearrange the words in each sentence where the underlined word takes a new position:

- I have done my homework and designed a computer project.
- In the morning, they usually go to school.
- He has visited his uncle lately.
Possible rearrange is such as:
- I designed a computer project and have done my homework.
- They usually go to school in the morning.
- Lately, he has visited his uncle.

Rearrange the following disordered words to form meaningful sentences, use different ways:


Write your answer here

Possible rearrange such as:
- The flowers appear in the spring.
- In the spring, the flowers appear.
- The leaves always fall during autumn.
- During autumn, the leaves always fall.

Replace the underlined phrases with a contradiction.
- I usually wake up early in the morning.
- He likes reading entertaining and beneficial books.
- The crazy driver may face many accidents.

Write your answer here

Possible contradictions such as:
- I usually wake up late in the morning.
- He likes reading boring and useless books.
- The wise driver may face many accidents.

Give the possible classification for the following nouns:

<table>
<thead>
<tr>
<th>Eagle</th>
<th>Crocodile</th>
<th>Lion</th>
<th>Whale</th>
<th>Dolphin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beast</td>
<td>Beast</td>
<td>Beast</td>
<td>Beast</td>
<td>Peaceful</td>
</tr>
<tr>
<td>Bird</td>
<td>River animal</td>
<td>Forest animal</td>
<td>Sea animal</td>
<td>Sea animal</td>
</tr>
<tr>
<td>Meat bird</td>
<td>Reptilian</td>
<td>Meat animal</td>
<td>Beneficial</td>
<td>Beneficial</td>
</tr>
</tbody>
</table>

Possible answers:
Can you find out the possible **association** for the following words:

- (mouse – blue – hut - …………….).
- (car – fast – house - …………….).
- (camel – small – cat - …………….).
- (snake – deep – sea - …………….).

Write your answer here ……………………………………………………………………………………………………
………………………………………………………………………………………………………………………………….………….
……………………………………………………………………………………………………………………………………….…….

Possible answers:

- (white mouse) (blue hut).
- (fast car) (high house).
- (small cat) (big camel).
- (tall snake) (deep sea).

Exercise (7): Write novel ideas for solving the problem of 'overpopulation' in the poor countries.

Skill (8): Write another novel or unfamiliar end for the following short story.

**A Wet Night**

Late in the afternoon, the boys put up their tent in the middle of a field. As soon as this was done, they cooked a meal over an open fire. They were all hungry and the food smelt good. After a wonderful meal, they told stories and sang songs by the camp fire. But some time later it began to rain. The boys felt tired so they put out the fire and crept into their tent. Their sleeping-bags were warm and comfortable, so they all slept soundly. In the middle of the night, two boys woke up and began shouting. The tent was full of water! They all leapt out of their sleeping-bags and hurried outside. It was raining heavily and they found that a stream had formed in the field. The stream found its way across the field and then flowed right under their tent!

A novel end to the short story can be as follows:

In the middle of one night, two boys woke up and found blood everywhere; they thought that blood is for one of their friends. They started to check the matter and be sure that their friends are Ok. Suddenly, they saw a shadow moving from one tree to another. At the beginning they thought it is a monkey jumping, but the object was bigger than a monkey. The two boys woke everybody in the camp and started to search everywhere for any strange thing. They found different animals were killed and hanged on the trees. The doubt moved to their heart that a dangerous animal that did all this killing. They hided behind a hill and everyone caught a stick, a stone, a rock and a knife in their hands to protect themselves. The army was chasing the predator and bombed it. After many tries, the army succeeded to kill the predator and saved the boys.
Exercise (8): Write novel or unfamiliar ideas to develop the following paragraph to be an essay.

When I was younger, I hated being the oldest child and the only girl in my family. But now that I am older, I realize that being 'Big Sister' actually has its advantages. First of all, I get special treatment from my parents and brothers. I get my own room, and my brothers have to do all the heavy work around the house. Another benefit is that, being the oldest, I have learned to be responsible and dependable. For example, my parents often leave my brothers in my care when they go out. I also strive for the best in whatever I do in order to be a good role model for my brothers. The experience I've had taking care of my brothers has prepared me for my own family in the future. So, even though I didn't choose to be the oldest child and the only girl in the family, I have succeeded in making this situation work to my best advantage.

(Laurie-One : 65)

4. Do you have any information about elaboration?

It is the skill to decorate, develop, improve, reorganize, and rearrange the simple ideas by adding more explanation to make them more useful and beautiful.

Skill (9): Write more explanation to the following 'Auto Bio-Poem':

Line 1: Your first name............................................................
Line 2: Four descriptive traits..................................................
Line 3: Sibling of....................................................................
Line 4: Lover of (people, ideas)...............................................  
Line 5: Who feels....................................................................
Line 6: Who needs....................................................................
Line 7: Who gives....................................................................
Line 8: Who fears....................................................................
Line 9: Who would like to see.................................................
Line 10: Resident of (your city)...................................................
Line 11: Your last name............................................................
The 'Auto Bio-Poem' can be as follows:

Ahmad

Light brown, handsome, green eyed and polite
Sibling of a respectful scholar family
Lover of kind people and of family connections
Who feels sad for the poor miserable people
Who needs to exchange love with all people
Who gives alms, charity and love to people
Who fears life twisting and any misfortune to his family
Who would like to see people live in luxury and love
Resident of Suez, the fearless city

Shaheen

Honorable student,

Write as many derivations as you can for the word 'home'.

Write your answer here

Many derivations such as:
Homeland – homeowner – homeless – homemaker –
Homemade - home alone – home man

Can you write more explanation to the following sentences to be more exciting?

- Spring is a nice …………………
- Spring is the ……………………time for any young.
- Spring is a natural …………………that gives us fresh water.
- An …………………mother.
- A …………………mother.
- A …………………mother.
- Mother …………………
- Mother …………………
- Mother in …………………

The explanations are:
- Spring is a nice season.
- Spring is the best time for any young.
- Spring is a natural source that gives us fresh water.
- An old mother.
- A helpful mother.
- A young mother.
- Mother tongue.
- Mother land.
- Mother in law.
Look at the following picture, and then do as shown as in the given questions:

First: Write six things you see in the picture.
Write your answer here

Second: Write an adjective to every thing you see in the picture.
Write your answer here

Third: Write a meaningful sentence on each thing you see in the picture.
Write your answer here

First: I can see:
A hut – A mill – Three bells – Flower vases – A mountain – The Sea

Second: The adjectives are as follows:
- A small hut
- A wooden mill
- Iron bells
- Beautiful flower vases
- A green mountain
- A blue sea

Third: The sentences are:
- The small hut is covered with straw.
- The wooden mill is helpful for the hut.
- The iron bells are very old.
- The flower vases give a beautiful view.
- The green mountain is very high.
- The blue sea is very beautiful.
Read the beginning of the following story, and then **imagine the completion** of the story.

Last week I went to the theatre. I had a very good seat. The play was very interesting.

Write your answer here ..................................................................................................................
..................................................................................................................................................
...................................................................................................................................................

**Possible Completion of the story:**

Last week I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors. I turned round. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. “I can’t hear a word!” I said angrily.

‘It’s none of your business,’ the young man said rudely. ‘This is a private conversation!’

-----------------------------------------------

**Exercise (9): Write more explanation to develop the following 'Poem' which entitled "I Am Poem".**

I am (two special characteristics).
..........................................................................................................................

I wonder (something you are actually curious about).
..........................................................................................................................

I hear (an imaginary sound).
..........................................................................................................................

I see (an imaginary sight).
..........................................................................................................................

I want (an actual desire).
..........................................................................................................................

I am (the first line of the poem restated).
..........................................................................................................................

I pretend (something you actually pretend).
..........................................................................................................................

I feel (a feeling about something imaginary).
..........................................................................................................................

I touch (an imaginary touch).
..........................................................................................................................

I worry (something that really bothers you).
..........................................................................................................................

I cry (something that makes you very sad).
..........................................................................................................................

I am (the first line of the poem repeated).
..........................................................................................................................
I understand (something you know is true).

I say (something you believe in).

I dream (something you actually dream about).

I try (something you really make an effort about).

I hope (something you actually hope for).

I am (the first line of the poem repeated).

Dear student,

**Skill (10): Write all the words you know that relate to 'Horses'.**

Write your answer here

The following web shows the possible words:

```
Horse
   Horseman
   Horsewhip
   Horseshoe
   Horsehair
   Racing
      Training
         Leather Products
         Metal Products
      Scissors And Combs
      Audience
```

Write all the words you know that relate to the word 'Army'.

Write your answer here

Many words relate to the word 'Army' such as:


Exercise (10): Write all the words you know that can describe the roles and relationships in families.
MODEL ANSWERS

Exercise (1):
The words that start with the letter 'H' are such as:

Exercise (2):
Many ideas about 'Street Accidents' as follows:
- Not a single day passes without street accidents in which people are killed or injured.
- Some careless drivers at a high speed without taking notice of traffic regulations.
- They run into other cars or knock down some passers-by.
- Some passers-by are to blame for accidents because they cross busy streets without looking to the right or to the left.
- Those people may be knocked down or run over by vehicles.

Exercise (3):
The words that have similar meanings with the word 'Revenge' are:
- Revenge- sweet revenge -crime (jealousy)
- Vengeance- avengement- day of reckoning (punishment)
- Victimization- reprisal-reprisals- punitive expedition (retaliation)
- Tit for tat- measure for measure-eye for an eye- tooth for a tooth vendetta- feud-blood feud (enmity)

Exercise (4):
The sentences that have six words are such as:
- Accidents are main causes of death.
- Traveling abroad needs much pocket money.
- Cultivation requires farmers, machines and fertilizers.
- Many people are fond of hunting.
- The Japanese are orderly and polite.
- Egyptians are famous of their hospitality.

Exercise (5):
The increase of national production can be beneficial for nations in:
- Increasing the nation's national income.
- Increasing the individuals' salaries.
- Having nation self-sufficiency.
- Providing more exporting opportunities.
- Decreasing the importing opportunities.
- Increasing the protective of foreign current.
- Creating more job opportunities.
Exercise (6):
A car can be used to:
- Transport passengers from one place to another.
- Transport goods from one city to another.
- Hold a loudspeaker to announce for something.
- Pull any broken down car in the highway.
- Provide mechanic support to the broken down cars in isolated areas.
- Charge any other car that needs electricity.

Exercise (7):
The problem of 'Overpopulation' can be solved by:
- Putting a specific strategy to limit the marriage age.
- Including informative programs for enlightening school students of the dangers of overpopulation.
- Expanding building in deserts and in isolated areas.
- Providing rewards and privileges for those who have limited children.
- Taking experience from other nations who had the same problem.

Exercise (8):
When I was younger, I hated being the oldest child and only girl in my family. I can still remember telling my mom how I wished I was the youngest and had a sister instead. But, as I grew older, I realized that being the 'Big Sister' wasn't so bad after all. Being the oldest and only girl has many advantages: I get special treatment from my family members, I have become a mature person, and I am better prepared for my own family in the future.

Although it is sometimes difficult, most of the time I enjoy being the oldest and only girl in the family. My parents and brothers treat me as though I'm a princess. For example, my brothers all have to follow my orders. If they do not, my parents will punish them. In addition, I get my own room with my own phone and television set and I don't have to share any of my clothes with anyone. My brothers, on the other hand, all have to share one room and wear hand-me-down clothes. Furthermore, I don't have to do any of the dirty or heavy work at home. Taking out the garbage, vacuuming the house, and washing the car are jobs for my brothers. As a little girl reading fairy tales long ago, I can remember always wanting to be the princess in the story; I never realized that in fact my family treated me like a princess.

Another benefit of being the oldest child is that I have developed many qualities that have made me a mature individual. Though experience, I have learned to be responsible and dependable, as well as earnest. For example, my parents go out on weekends and leave my brothers in my care; they believe that I can take care of and watch out for the safety of my brothers at home. By putting their trust in me, my parents have taught me to take responsibility. Besides my parents, my brothers also depend on me. They rely on me to help them with their schoolwork as well as with their problems in dealing with growing up. Again, since I want my brothers to know that they can depend on me, I have learned to be dependable. Not only did I learn to be responsible and dependable, I have also learned to be earnest. Since I'm a role model for my brothers, I strive for the best in whatever I do so that I will set a good example for them. That is, I have difficult it may be. At first, I resented being the
firstborn in the family, but as I have become more mature, I have realized that it has really strengthened my character.

One other advantage of being the oldest daughter is that it has trained me to be ready for my own family in the future. In fact, in many ways I'm the mother figure at home. For instance, I cook dinner for my family and do most of the grocery shopping when my mom is not home or is too busy. When my dad's or brothers' pants or shirts are torn, I mend them. When my brothers were younger, I used to take them to school and to the doctor in place of my parents. Even though having a family of my own in the future won't be easy, my experiences with my immediate family now will make it a much easier job for me later on.

Nobody said that life is easy; a person has to accept who he is and he must learn to live with and make the best of his situation. I didn't choose to be the oldest child and only girl in my family: I was born to be in this position. By realizing this fact, I have succeeded in making this situation work toward my best advantage. That is, I feel that my life is better because of this experience.

–Christine Vu

Exercise (9): Write more explanation to develop the following 'Poem' which entitled "I Am Poem".

I am polite and faithful
I wonder why the rich are always eager to collect more and more money
I hear the murmur during my relaxation
I see the bright stars in the sky
I want to help all poor all over the world
I am polite and faithful

I pretend that I'm too strong in front of people
I feel that my parents whisper in my ears for advice
I touch the sky with my hands
I worry about the aggressiveness in the world
I cry when children are attacked by terrorists
I am polite and faithful

I understand that being weak and disunited makes others stronger
I say that people should be faithful and honest
I dream of peace everywhere in the world
I try to make my students enlightened and professional
I hope to see people close to each others and cooperative
I am polite and faithful

Exercise (10):
The words that can describe the roles and relationships in families are such as:
**MODULE ONE (TRANSITIONAL PROFICIENCY TEST)**

**Honorable students:** After studying the module, you have to answer the questions of the capability transitional test which aims to find out your progress in studying the module. The test includes three parts; answer all the questions in each part. If you got 80% in the test questions, this means that you got benefit from the module, and if less, this means that you didn't get benefit from the module and you need to resudy the same module again with extra activities to help you for better performance.

**Part One:**

**Choose the correct answer from (A, B, or C):**

1. ………………is an open thinking with the advantage of productivity and diversity of answers and participants for a specific problem or a situation.
   - A. Creative thinking
   - B. Critical thinking
   - C. Regular Thinking

2. ………………is the person's ability to write as many alternatives, synonyms, solutions, and uses as he can that relate to a specific topic quickly and easily.
   - A. Flexibility
   - B. Fluency
   - C. Novelty

3. ………………is the person's ability to write as many words as he can that start or end or has a specific letter and relate to a specific topic quickly.
   - A. Association fluency
   - B. Expressiveness fluency
   - C. Words and verbal fluency

4. ………………is the person's ability to write as many ideas as he can that relate to a specific topic quickly with no concern to the ideas' standard or novelty.
   - A. Ideas and semantic fluency
   - B. Expressiveness fluency
   - C. Words and verbal fluency

5. ………………is the person's ability to write as many words as he can that relate to a specific word or topic and words that are similar to others.
   - A. Ideas and semantic fluency
   - B. Expressiveness fluency
   - C. Association fluency

6. ………………is the person's ability to express and formulate ideas easily where words are connected to each others and suitable to the topic.
   - A. Ideas and semantic fluency
   - B. Expressiveness fluency
   - C. Association fluency

7. ………………is the person's adaptability to change or the need to change his thinking in different directions.
   - A. Novelty
   - B. Fluency
   - C. Flexibility
8. ..............is the person's ability to produce new, unusual, untraditional, and innovative ideas on a specific topic or a problem.
   A. Novelty          B. Fluency                   C. Flexibility
9. ..............is the skill to decorate, develop, improve, recognize, and rearrange the simple ideas by adding more explanation to make them more useful and beautiful.
   A. Novelty          B. Elaboration               C. Flexibility

10. There are ...............main skills in creative thinking.
    A. Two              B. three                      C. four

**Part Two**

**Tick (/) in front of the correct answers and (X) in front of the wrong ones.**

10 Marks

1. Creative thinking is concerned with the traditional ideas.
2. Fluency deals with the amount of new ideas in a specific topic.
3. Words fluency helps a writer to generate as much ideas as he can.
4. Ideas fluency provides a writer with more and more words.
5. Generating as many words as a writer can that are similar to other is the association fluency.
6. Expressiveness fluency is to express with words that are connected to each others in a specific topic.
7. Flexibility deals with the quality of ideas around a specific topic.
8. Novelty is concerned with generating new ideas.
9. Elaboration is important for organizing the piece of writing.
10. Creative thinking is not important for creative writing.

**Part Three**

**Fill in the blank spaces with the suitable answers.**

20 Marks

1. Words that start with the letter "S" are such as:

2. The increase of crimes in any country is harmful for citizens in:
   - ...........................................................
   - ...........................................................
   - ...........................................................
   - ...........................................................
3. A carpet can be used in:
   - …………………………………………… ………………………
   - …………………………………………… ………………………
   - …………………………………………… ………………………
   - …………………………………………… ………………………

4. The problem of "TV. over watching" can be solved by:
   - …………………………………………… ………………………
   - …………………………………………… ………………………
   - …………………………………………… ………………………
   - …………………………………………… ………………………

END OF QUESTIONS
GOOD LUCK
KEY ANSWERS

PART ONE

Choose:

PART TWO

Tick (/) or (X):
1. x   2. /   3. x   4. x   5. /
6. /   7. /   8. /   9. x   10. x

PART THREE

1. Words that start with the letter "S" are such as:
   - Sunday
   - Stand
   - Stay
   - Sunset
   - Sunny
   - Song
   - Strange
   - Spot
   - Swing
   - Spell

2. The increase of crimes in any country is harmful for citizens in:
   - It affects on the people's safety in society.
   - It affects on the development of the national economy.
   - It affects on the development of the social and cultural affairs.
   - It affects on the development of education of the country.
   - It affects on the development of tourism.

3. A carpet can be used in:
   - People can sit on it in the sitting rooms.
   - Protect people from the sun in any picnic.
   - People use it for sitting in the desert.
   - People use it to decorate walls of their houses.
   - People use it a curtain to separate two places in a tent.

4. The problem of "TV over watching" can be solved by:
   - Limiting the number of viewing hours.
   - Limiting the types of viewing programs.
   - Doing other activities to make use of time.
   - Specifying days for watching.
   - Watching with a group and not alone.

END OF MODULE ONE
First: Objectives of Module Two:

After studying module Two, students are expected to:

<table>
<thead>
<tr>
<th>EXECUTIVE OBJECTIVES</th>
<th>ACADEMIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>COGNITIVE OBJECTIVES</td>
<td></td>
</tr>
<tr>
<td>1. Determine the three main types of the higher cognitive skills.</td>
<td></td>
</tr>
<tr>
<td>2. State the definition of each type of the higher cognitive skills.</td>
<td></td>
</tr>
<tr>
<td>PROFICIENCY OBJECTIVES</td>
<td></td>
</tr>
<tr>
<td>1. Categorize a group of words or sentences.</td>
<td></td>
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<tr>
<td>2. Analyze the advantages and disadvantages of a specific topic.</td>
<td></td>
</tr>
<tr>
<td>3. Contrast between two things or topics.</td>
<td></td>
</tr>
<tr>
<td>4. Compare between two things or topics.</td>
<td></td>
</tr>
<tr>
<td>5. Compose meaningful words around a specific topic.</td>
<td></td>
</tr>
<tr>
<td>6. Formulate meaningful sentences around a specific topic.</td>
<td></td>
</tr>
<tr>
<td>7. Arrange a group of words to form meaningful sentences.</td>
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</tr>
<tr>
<td>8. Select the best solution for a specific problem.</td>
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</tr>
<tr>
<td>9. Decide what part of speech is each word from a list of words.</td>
<td></td>
</tr>
<tr>
<td>10. Criticize a specific character in a literary work.</td>
<td></td>
</tr>
<tr>
<td>11. Argue the dimensions of a specific topic.</td>
<td></td>
</tr>
<tr>
<td>SEMTIMENTAL OBJECTIVES</td>
<td></td>
</tr>
<tr>
<td>1. Appreciate the importance of higher cognitive skills as main components for creative writing.</td>
<td></td>
</tr>
<tr>
<td>2. Feel the different higher cognitive skills in any text or piece of writing.</td>
<td></td>
</tr>
</tbody>
</table>
SECOND: INTRODUCTION:

Bloom's Taxonomy of Learning Domains was first published in 1956, produced by a committee of academics chaired by Dr. Benjamin Bloom. To understand the term taxonomy of learning domains, it can be broken down into two basic ideas: a taxonomy is simply a "set of classification principles," (i.e., structure), and domain means "category." The goal was to produce a set of categories of learning behavior to assist in the design and assessment of academic learning. The taxonomy consists of three domains or categories: Cognitive (mental or intellectual skills), Affective (emotional areas or attitudes), and Psychomotor (manual or physical skills); the cognitive domain is our focus. One of the primary goals in using Bloom's Taxonomy is to develop lessons and write objectives that engage the learner at the higher level thinking skills. Bloom found that over 95% of the test questions, students have to think only at the lowest possible level (recall of information). Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. (Bloom B.S., 1959)

Module two tends to teach the undergraduate English language learners the higher cognitive skills because they are strongly related to the creative writing skills, and the researcher is going to use different activities to achieve the target of developing the learners' creative writing skills using the higher cognitive skills.

Dear Student, do you know:
What are the three main types of higher cognitive skills?
Write your answer here……………………………………………………………………
……………………………………………………………………………………………………
The three main types of the higher cognitive skills are (analysis, synthesis, and evaluation).

Do you have any information about the definition of analysis?
Write your answer here……………………………………………………………………
……………………………………………………………………………………………………
It is the person’s ability to separate the topic into parts or basic principles or components so as to determine its' nature as a whole and understand the relationships among its parts and its' organizations.
Skill (1): Are you ready to "classify the following words" according to being (noun, verb, adjective, preposition, or adverb)?

(nation – synthesize – understand – collateral – beautifully – into -fast
- quickly- fine - categorize – manager – before – precious - sunny – on)

Write your answer here…............................................................................................................................

When you make classification, you need to arrange or organize according to a class or a category or to designate (a document, for example) as confidential, secret, or top secret.

(Bookshelf Dictionary)

The words can be classified as follows:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Preposition</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nation</td>
<td>synthesize</td>
<td>fast</td>
<td>into</td>
<td>beautifully</td>
</tr>
<tr>
<td>Manager</td>
<td>understand</td>
<td>fine</td>
<td>before</td>
<td>quickly</td>
</tr>
<tr>
<td>Collateral</td>
<td>categorize</td>
<td>precious</td>
<td>on</td>
<td>sunny</td>
</tr>
</tbody>
</table>

Can you "categorize the following words" according to the common characteristics among each group of words?


Write your answer here…............................................................................................................................

To categorize is to put in a general class of ideas, terms, or things that mark divisions or coordination within a conceptual scheme, such as quality, quantity, or relation, singularity, universality, or particularity, those organize perceptions into knowledge. (Bookshelf Dictionary)
So, the previous words can be categorized as follows:

<table>
<thead>
<tr>
<th>Color</th>
<th>Height</th>
<th>Weight</th>
<th>Speed</th>
<th>Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violet</td>
<td>Meter</td>
<td>kilogram</td>
<td>kilometer</td>
<td>Watermelon</td>
</tr>
<tr>
<td>Red</td>
<td>Centimeter</td>
<td>pound</td>
<td>Mile</td>
<td>Dates</td>
</tr>
<tr>
<td>dark blue</td>
<td>Foot</td>
<td>gram</td>
<td>Knot</td>
<td>Orange</td>
</tr>
</tbody>
</table>

**Skill (2):** Can you *analyze the advantages and disadvantages* of living in Tokyo a big city and the capital of Japan in a paragraph?

Write your answer here……………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

*Analyze the advantages* is to determine the beneficial factor or combination of factors or profits or a relatively favorable position or the superiority of means. While, analyze the disadvantages is to determine the unfavorable condition or circumstance or the damage or the loss in any things in our life. (Bookshelf Dictionary)

**An example for analyzing the advantages** is such as:

- You can spend free time wandering around Tokyo and learning about Japanese customs.
- It is very interesting here because everything is so different.
- The most striking thing is the huge crowds.
- There are many, many people everywhere, but everyone is very orderly and polite.
- People at home would not be so orderly in such crowds.
- Another new thing is the way restaurants display food in restaurants windows.
- They arrange it beautifully on lacquer trays in simple, clean designs.
- The Japanese seem to value the appearance of food more than the taste; the sushi here is more delicious than at home.
An example for analyzing the disadvantages is such as:

- Everything is written in Japanese.
- You can't read a thing; since you can't read signs, it is difficult to travel around.
- Most people are friendly, but they can't help much because they don't speak English.
- Another problem is the Japanese public restrooms; the toilets are not like the western ones – that has been very hard to adjust to.

Skill (3): Can you "Contrast" between men and women communication differences?

Write your answer here……………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

To contrast is the act of contrasting to show the difference, especially a strong dissimilarity, between entities or objects compared. It is one thing that is strikingly dissimilar to another or the use of opposing elements, such as colors, forms, or lines.

(Bookshelf Dictionary)

An example of contrast is as the following:

- Men and women have different styles of communicating with other people.
- Some researchers describe the styles that men use to communicate as "debate", "report" or "compete", whereas women use to communicate as "relate, rapport, and cooperative".
- Jennifer Coates (1986) found that when women talk to each other, they reveal a lot about their private lives. They also stick to one topic for a long time, let all speakers finish their sentences, and try to have everyone participate. Men, on the other hand, rarely talk about their personal relationships and feelings, but compete to prove themselves better informed about current affairs, travel, and sports. They change topics often and try to dominate the conversation.
Dr. Lillian found that men speak more loudly than women do, they interrupt more often than women do, and they use fewer intensifiers (really, much, quite) than women.

While men make more declarative statements, women make statements sound like questions by using tags and question intonation at the ends of statements.

Also, Susan Herring (1994), showed that on Internet discussion boards, men tend to be assertive than women are. Women, in contrast, tend to hedge, apologize and ask questions.

Men also appeared to enjoy, or at least tolerate, flaming, whereas women disliked and avoided it.

Skill (4): Honorable student, can you "compare" between two different cultures?
Write your answer here…………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
To compare is to check two items, such as words, files, or numeric values, so as to determine whether they are the same or different. In a program, the outcome of a comparison operation often determines which of two or more actions is taken next.

(Bookshelf Dictionary)

The comparison can be in two techniques; the first is to write all the differences between the two things, situations or periods, then write all the similarities after that. The second technique is to write one difference and one similarity in sequence for both the compared things, or situations or periods.

An example of a comparison between the Saudi culture and the American one is as the following:

The Differences

- The Saudi culture is different from the American culture in language, religion and food.
- Kingdom of Saudi Arabia speaks Arabic as the mother tongue and even the Holy Quran has been revealed in Arabic language, but USA speaks English as their mother tongue.
The only religion in KSA is Islam and Allah has revealed our Prophet (Muhammad) Peace Be upon Him to guide the whole humanity to Islam, the last religion. Whereas, the Americans believe in different religions.

The Americans came from different races, countries and continents.

Finally, the Saudi are different from the Americans in the types of food, where the Saudi like the traditional foods such as: cabsa and mandi, but the Americans like the fast or the junk foods such as: burger and hotdog.

**The similarities**

- **On the other hand**, the Saudi culture is similar to the American culture in the use of the most modern technology, facilities such as the modern universities, schools, banks, hospitals.
- Moreover, the wide and the modern transportation web make them different than other countries in the world.
Exercise (1): Underline the **odd word** that has no relation with the other words.

1. shower – sink – toilet – tower
2. dirty – filthy – neat – dusty
3. spinach – dill – eggplant – cucumber
4. laugh – giggle – chuckle – ogle
5. flyer – program – orchestra – pamphlet
6. strike – march – stroll – stride
7. zoom – camera – film – phone
8. inland – lake – pond – stream
9. accountant – stockbroker – dishwasher – manager
10. vest – sweat – suit – pajamas
11. baseball – volleyball – soccer – swimming
12. toilet – oven – freezer – stove
13. huge – large – height – enormous
14. honest – depressed – satisfied – annoyed
15. cabbage – cucumber – eggplant – basil

Exercise (2): **Divide** each of the following compound sentences into two simple sentences:

1. He is the doctor who treated the patient in the hospital.

2. This is the red car that knocked the boy in the street.

3. Although he is rich, he doesn’t give the poor.

4. Neither Mohammad nor Ali is good in writing.

Exercise (3): **Determine** the (subject, verb, and object) in each sentence from the following:

1. Ahmad was playing football.

2. The girl helps her mother.

3. The teacher punished the students.

4. The car knocked the boy.
Honorable student, do you know what is the definition of synthesis?

Write your answer here……………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Synthesis is the person's ability to combine the separate elements to form a coherent whole, or the result of such a combining (e.g., combining digital pulses to replicate a sound, or combining digitized words to synthesize human speech).

(Bookshelf Dictionary)

Skill (5): Can you "Compose meaningful phrasal words" from the following words in (a, b, or c)?

1. First a. aid b. wood c. card
2. Paper a. book b. clip c. card
3. Telephone a. button b. directory c. watch
4. Credit a. paper b. book c. card
5. Swimming a. watch b. pool c. cloth
6. Ear a. skin b. hair c. ring
7. Tooth a. brush b. cap c. comb
8. Alarm a. screw b. book c. clock
9. Car a. coat b. box c. park
10. Soap a. powder b. packet c. box

Write your answer here……………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

To compose is to make up the constituent parts of; constitute or form or create by putting together parts or elements or produce (a literary or musical piece). It is also to settle or adjust; reconcile or to arrange aesthetically or artistically or set (type or matter to be printed).

(Bookshelf Dictionary)
So, the phrasal words can be composed as follows:
1. First aid
2. Paper clip
3. Telephone directory
4. Credit card
5. Swimming pool
6. Ear ring
7. Tooth brush
8. Alarm clock
9. Car park
10. Soap box

Compose (ed or ing) to the end of each word between brackets to form correct adjectives.

Sue: Hi, Jane. Have you had an (interest) day?
Jane: I've had a very (excite) day. It's my birthday today.
Sue: I'm a little (confuse). I thought your birthday was next month.
Jane: No, that's my brother's birthday. Mine is today.
Sue: Oh! Now I'm (embarrass). I didn't get you a present.
Jane: That's (disappoint). But it's Ok.
Sue: Now I'm (depress), too.
    Hey, I've just had a (fascinate) idea.
    Why don't we go shopping and get you a present right now? That way we can get you something really (please).
Jane: What an (enchant) idea. Where shall we start?
Sue: What about right here?
The Answer:
Sue: Hi, Jane. Have you had an interesting day?
Jane: I've had a very exciting day. It's my birthday today.
Sue: I'm a little confused. I thought your birthday was next month.
Jane: No, that's my brother's birthday. Mine is today.
Sue: Oh! Now I'm embarrassed. I didn't get you a present.
Jane: That's disappointing. But it's Ok.
Sue: Now I'm depressed, too.
   Hey, I've just had a fascinating idea.
   Why don't we go shopping and get you a present right now? That way we can get you something really pleased.
Jane: What an enchanting idea. Where shall we start?
Sue: What about right here?

Skill (6): Can you "formulate meaningful sentences" around Internet technology?

To formulate is to state or to express in systematic terms or concepts or to devise or invent or to prepare according to a specified formula.

(Bookshelf Dictionary)

Write your answer here………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

This would be clear in the following sentences:

- Internet is a helpful for human beings.
- It is beneficial in all fields in our life, in education, culture, business, traveling, and trade, importing and exporting.
- It makes it easy to communicate with anybody all over the world through the technology of chatting and e-mails.
- It is helpful to follow news in anytime and anywhere.
- Internet technology made the world as a small village.
- It is an important means for globalization.
Can you "Join" each of the following sentences with the best conjunction?
1. The tourist visited many tourist sites…………….bought souvenirs to his friends.
2. Khalid has traveled to Paris…………….he didn't visit the Arc de Triumph.
3. ………………he is very rich, he doesn't give the poor.
4. ………………..he was leaving the house, his father came.
Write your answer here…………………………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………
Conjunctions help formulate meaningful and complete sentences such as:
1. The tourist visited many tourist sites and bought souvenirs to his friends.
2. Khalid has traveled to Paris but he didn't visit the Arc de Triumph.
3. Although, he is very rich, he doesn't give the poor.
4. While he was leaving the house, his father came.

Skill (7): Dear student, "arrange the following group of words" to form meaningful sentences.
…………………………………………………………………………………………………
…………………………………………………………………………………………………
3. Well – the man – the piano – played.
…………………………………………………………………………………………………
…………………………………………………………………………………………………
5. Quietly – the door – he – opened.
…………………………………………………………………………………………………
6. Immediately – left – he.
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
10. The soup – spoilt – the cook.
…………………………………………………………………………………………………

To arrange is to put into a specific order or relation; to dispose or to plan or to prepare for or to bring about an agreement concerning or to settle. Also, it means to reset (a composition) for other instruments or voices or for another style of performance. (Bookshelf Dictionary)
The arrangement of the previous words can be as follows:

1. I enjoyed the film yesterday.
2. I listened to the news carefully.
3. The man played the piano well.
4. The children played games in their room quietly yesterday.
5. He opened the door quietly.
6. He left immediately.
7. He planed a tree in the corner of the garden.
8. He read the letter in his office quickly before lunch.
9. I borrowed a book from the library this morning.
10. The cook spoilt the soup.

Exercise (4): Compose (ed or ing) to the words between brackets:

Mark: I am. I'm totally (exhaust).
Bill: Why? What have you been doing?
Mark: I've been getting my house ready for the painters to come tomorrow. Now they ring me to tell me, yet again, that they can't come till next week. I'm getting very (annoy) with them.
Bill: That's (disappoint).
   I'll bet that you'll be (please) when it's finished.
Mark: You're not wrong! I'm starting to get very (bore) with all the delays. It's (distress).
Bill: You must be so (frustrate). When do they think they will finish painting your house.
Mark: They say that it will take about two weeks to finish. But when they will start I don't know.
Bill: Don't be too (depress).
   Just think of how (relieve) you'll be when it's finished.
Mark: That's the (frighten) thing. I'm starting to believe that it will never be finished.
Bill: What a (shock) thought.
   Never mind. One day soon you'll wake up with the (relax) thought that it's finished and you don't have to worry about it anymore.
Mark: I hope you're right.
Exercise (5): Complete the following sentences from (a, b, or c) to formulate meaningful sentences:

1. She usually is a careful driver but yesterday she had a (an)………….
   a. accident                   b. happening              c. incident
2. She was fishing from the river……………….
   a. cliff                            b. valley                      c. bank
3. It took him three times to pass his driving……………
   a. competition              b. match                     c. test
4. He too a map with him in case he get………………..
   a. lost                             b. found                      c. discovered
5. She was fired from her last………………
   a. business                    b. job                          c. house
6. If my toothache doesn't stop. I'll go to the……………….
   a. doctor                        b. dentist                    c. hospital
7. Water expands when it………………
   a. freezer                       b. thaws                         c. flows
8. The teacher was angry because Tom kept asking lots of stupid……………
   a. questions                  b. mistakes                    c. answers
9. He said he was going to sail around the world in his……………
   a. car                              b. parachute                  c. yacht
10. Wait while I rewind the……………
    a. television                   b. tape                            c. book

Exercise (6): Arrange the following words to form meaningful sentences:
1. We – at home – stay – on Sundays.
   ……………………………………………………………………………………………………
2. There – a lot of people – are – at the bus stop.
   ……………………………………………………………………………………………………
3. The little boy – an apple – this morning – ate – greedily – in the kitchen.
   ……………………………………………………………………………………………………
4. She – beautifully – draws.
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
7. The match – at four o’clock – ended.
   ……………………………………………………………………………………………………
8. She – a letter from her brother – last week – received.
   ……………………………………………………………………………………………………
Do you have a background about the definition of evaluation?
Write your answer here…………………………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Evaluation is the person's ability to select the best ideas, results or solutions or fix the value or worth of or to examine and judge carefully; appraise or give the suitable judgment for any topic and any person.
(Bookshelf Dictionary)

Skill (8): Can you "select the best solution" for the following problem?
Industry pollution has affected negatively on the Ozone coating.
Write your answer here…………………………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………

To select is to take as a choice from among several choices or pick out the best solution from the given list.
(Bookshelf Dictionary)

So, the best solution for the given problem will be as follows:
- Leaders of most advanced industrial countries should have a global meeting to settle a unified plan to control the diffused exhausts from factories in each country.
- Spread the green in a wide range to spread oxygen everywhere in the globe.
- Close the factories that don't apply the safety rules.
Please, select the correct adjective that end in (ed – ing) from the following:

Amy: Have you heard the (surprised – surprising) news about Alice and Ted?
Cathy: You mean about their getting married. Yes, I have. I was absolutely (astonished – astonishing) when I heard about it.
I thought it was the most (astounded – astounding) thing I'd heard in a long time. They're always fighting like cats and dogs.
Amy: I agree with you. I was pretty (shocked – shocking) when I heard about it myself.
Cathy: Actually, I'm (relieved – relieving).
I was always (worried – worrying) that they would break up. Now I can relax.
Amy: What a (depressed – depressing) idea.
But you're right. That would be an (upsetting – upset) thing to happen.
Cathy: Now we can all relax knowing that they will live a life of (contented – contenting), bliss.
Amy: You're so right. I just love weddings. They're so (fascinated – fascinating).

The answer:
Amy: Have you heard the (surprised – surprising) news about Alice and Ted?
Cathy: You mean about their getting married. Yes, I have. I was absolutely (astonished – astonishing) when I heard about it.
I thought it was the most (astounded – astounding) thing I'd heard in a long time. They're always fighting like cats and dogs.
Amy: I agree with you. I was pretty (shocked – shocking) when I heard about it myself.
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I was always (worried – worrying) that they would break up. Now I can relax.
Amy: What a (depressed – depressing) idea.
But you're right. That would be an (upsetting – upset) thing to happen.
Cathy: Now we can all relax knowing that they will live a life of (contented – contenting), bliss.
Amy: You're so right. I just love weddings. They're so (fascinated – fascinating).
Skill (9): Dear student, "decide" what part of speech is each word from the following table:

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of speech</th>
<th>Word</th>
<th>Part of speech</th>
<th>Word</th>
<th>Part of speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apologize</td>
<td>Verb</td>
<td>Quickly</td>
<td>Adverb</td>
<td>Nice</td>
<td>Adjective</td>
</tr>
<tr>
<td>Recipe</td>
<td>Noun</td>
<td>Beautiful</td>
<td>Adjective</td>
<td>Nation</td>
<td>Noun</td>
</tr>
<tr>
<td>Upon</td>
<td>Preposition</td>
<td>Open</td>
<td>Verb</td>
<td>In</td>
<td>Preposition</td>
</tr>
</tbody>
</table>

Write your answer here…………………………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………

The process of **decision** is to settle conclusively all contention or uncertainty about such as: decide a case; decided the dispute in favor of the workers. Also, it means to influence or to determine the outcome or to make up one's mind.

*Bookshelf Dictionary*

The best decision will be as follows:

<table>
<thead>
<tr>
<th>Word</th>
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<th>Part of speech</th>
<th>Word</th>
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<td>Open</td>
<td>Verb</td>
<td>In</td>
<td>Preposition</td>
</tr>
</tbody>
</table>

**Decide** what part of speech is each underlined word from the following sentences:

1. He drove his car **quickly**. .....................
2. They got **bored**. .........................
3. Advanced countries have great **civilizations**. .....................
4. Let's meet **our** teacher. ......................
5. The farmer **cultivates** the land. ................
6. Put the cup **on** the table. .....................

The parts of speech of the previous underlined words are as follows:

1. He drove his car **quickly**.  (Adverb)
2. They got **bored**.  (Adjective)
3. Advanced countries have great **civilizations**.  (Noun)
4. Let's meet **our** teacher.  (Pronoun)
5. The farmer **cultivates** the land.  (Verb)
6. Put the cup **on** the table.  (Preposition)
Skill (10): Can you "criticize" the character of 'Orlando' in 'As You Like It' for William Shakespeare based on the given summary?

- Orlando's father, a close friend of Duke Senior's had died when Orlando was very young.
- Orlando had been left in the care of his elder brother, Oliver who had treated him cruelly and had given him no schooling.
- In spite of this, Orlando had grown into a noble youth, the image of his noble father. Everybody praised him. This made Oliver angry and envious.
- Oliver had gone to Charles before the wrestling match and told the champion that his brother, Orlando was the wickedest creature on earth. He was even plotting to murder him.
- Oliver then asked Charles to break his brother's neck for he would find some way to kill Charles sooner or later.
- Charles had believed these false words and promised to have no mercy on Orlando.

Write your answer here………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

When you make a **criticism** is the art, skill, or profession of making discriminating judgments and evaluations, especially of literary or other artistic works. (Bookshelf Dictionary)
The best criticism is as follows:

1. Orlando was miserable and unfortunate because:
   - When Rosalind and Celia begged him not to wrestle with Charles lest he should kill him, he told them it didn't matter because he had no friends to grieve over his death.
   - His father had died when Orlando was very young. He had left him in the care of his elder brother Oliver.
   - Oliver had treated Orlando cruelly and had given him no schooling.

2. Orlando was brave and kind-hearted because:
   - Charles fought fiercely but Orlando won the match.
   - Orlando could kill a lioness with his sword.
   - He burst in upon Duke Senior and his band drawing his sword and ordered them to give him something to eat.
   - He carried Adam to the shelter of some trees and gently laid him down on the ground.

Skill (11): Again, "Argue" the importance of peace in our lives.

Write your answer here...........................................................................................................................................................................
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................

To argue is a discussion in which disagreement is expressed; a debate, a quarrel or a dispute. A fact or statement put forth as proof or evidence or a summary or short statement of the plot or subject of a literary work. (Bookshelf Dictionary)
The argument:

Nobody would hesitate to answer when asked whether he prefers peace or war. Peace is much more appealing to body and soul. Theoretically it means quietness and security which are necessary for thinking and for work. Progress finds its promised land. Man can lead a happy life.

Many of those who love peace may be in love of it because they hate war. The ghost of the sufferings and miseries during the last wars are never forgotten by man. The waste of the resources used in destructive purposes instead of being used for increasing the welfare is a leading example for hating war. The mass slaughter, the ruin befalling productive resources, hunger, and diseases are all still alive in the memory.

The difference between peace and war, however, has not led to the preservation of peace nor to the avoidance of war. The present tendency is that in order to preserve peace we must prepare for war. In other words, peace must be backed by power.

(Alfy, 17-1984)

Exercise (7): Select the best solution for the following problem from (a, b, c or d):

There is now a rise in the prices of all articles (goods).

Solution (A): The governments should have a complete domination on markets to control the prices.

Solution (B): All countries in the world should increase their articles' production to decrease the prices.

Solution (C): Competition should arise between the national production and the exported or the foreign one to benefit the citizen.

Solution (D): A combination of solutions A, B, and C.

Exercise (8): Decide the part of speech of each word from the given list.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td></td>
<td>Under</td>
<td></td>
<td>Above</td>
<td></td>
</tr>
<tr>
<td>Notice</td>
<td></td>
<td>Kindly</td>
<td></td>
<td>Oven</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>Smart</td>
<td></td>
<td>Examine</td>
<td></td>
</tr>
</tbody>
</table>

Exercise (9): Criticize the ancient Egyptians in brief.
Exercise (10): Argue the importance of the Arab countries around the world.

KEY ANSWERS

Exercise (1):
1. Tower
2. Neat
3. Cucumber
4. Goggle
5. Orchestra
6. Strike
7. Phone
8. Inland
9. Dishwasher
10. Sweat
11. Swimming
12. Toilet
13. Enormous
14. Honest
15. Basil

Exercise (2):
1. The doctor treated the patient. He treated the patient in the hospital.
2. This is a red car. The red car knocked the boy in the street.
3. He is rich. He doesn't give the boy.
4. Mohammad is not good in writing. Ali is not good in writing.

Exercise (3):
1. Ahmad (subject) – was playing (verb) – football (object).
2. The girl (subject) – helps (verb) – her mother (object).
3. The teacher (subject) – punished (verb) – the students (object).
4. The car (subject) – knocked (verb) – the boy (object).
Exercise (4):

Mark: I am. I'm totally exhausted.
Bill: Why? What have you been doing?
Mark: I've been getting my house ready for the painters to come tomorrow. Now they ring me to tell me, yet again, that they can't come till next week. I'm getting very annoyed with them.
Bill: That's disappointing. I'll bet that you'll be pleased when it's finished.
Mark: You're not wrong! I'm starting to get very bored with all the delays. It's distressing.
Bill: You must be so frustrated. When do they think they will finish painting your house.
Mark: They say that it will take about two weeks to finish. But when they will start I don't know.
Bill: Don't be too depressed. Just think of how relieved you'll be when it's finished.
Mark: That's the frightening thing. I'm starting to believe that it will never be finished.
Bill: What a shocking thought. Never mind. One day soon you'll wake up with the relaxing thought that it's finished and you don't have to worry about it anymore.
Mark: I hope you're right.

Exercise (5):

1. Accident
2. Bank
3. Test
4. Lost
5. Job
6. Dentist
7. Flows
8. Questions
9. Yacht
10. Tape
Exercise (6):
1. We stay at home on Sundays.
2. There are a lot of people at the bus-stop.
3. The little boy ate an apple greedily in the kitchen this morning.
4. She draws beautifully.
5. I like music very much.
6. They built a new school in our village last year.
7. The match ended at four o'clock.
8. She received a letter from her brother last week.

Exercise (7):
The best solution for the given problem is:
Solution (D): A combination of solutions A, B, and C.

Exercise (8):

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<td>Smart</td>
<td>Adjective</td>
<td>Examine</td>
<td>Verb</td>
</tr>
</tbody>
</table>

Exercise (9):

The ancient Egyptians gave much thought and attention to their tombs. That was because they loved life so much that they wished to have a continuation of it after death. They considered their future life as a reflection of their life on earth.

They, therefore, called their tombs the houses of eternity and provided them with all the necessities of comfort and happiness on earth.

Exercise (10):

The Arab World extends from the Arabian Gulf to the Atlantic Ocean. It includes many countries both in Africa and Asia. Many factors bind these countries together such as language, religion, traditions and history.

A glorious future awaits the Arabs. Their land is fertile and rich in minerals. They have the motive power necessary for production and a vast market for selling their products.

END OF MODULE’S ACTIVITIES
**MODULE TWO (TRANSITIONAL PROFICIENCY TEST)**

**Honorable students:** After studying the module, you have to answer the questions of the capability transitional test which aims to find out your progress in studying the module. The test includes three parts; answer all the questions in each part. If you got 80% in the test questions, this means that you got benefit from the module, and if less, this means that you didn't get benefit from the module and you need to restudy the same module again with extra activities to help you for better performance.

**Part One:**

**Choose the correct answer from (A, B, or C):**

10 Marks

1. ……………..is the person's ability to separate the topic into parts or basic components and understand the relationships among these parts.
   a. Synthesis       B. Elaboration       C. Analysis

2. ……………..is the person's ability to combine the separate elements to form meaningful coherent whole.
   a. Synthesis       B. Elaboration       C. Analysis

3. ……………..is the person's ability to select the best ideas, results or solutions or to examine and judge carefully; appraise or give the suitable judgment for any topic or any person.
   a. Synthesis       B. Elaboration       C. Analysis

4. Compose, formulate and arrange are major verbs for ………………
   a. synthesis       B. elaboration       C. analysis

5. Categorize, analyze, contrast, and compare are the main verbs for ……………….
   a. synthesis       B. elaboration       C. analysis

6. Select, decide, judge and evaluate are important verbs for ………………
   a. synthesis       B. elaboration       C. analysis

7. Dr. Benjamin Bloom created and published his taxonomy in ………………

8. Dr. Benjamin Bloom and his companions were ………………
   a. Americans      B. Europeans         C. Asians

9. Bloom's Taxonomy includes ………………cognitive skills.
   a. four           B. five              C. six

10. Benjamin Bloom was a/an ………………
    a. physicist      B. educationalist    C. psychiatrist
Part Two
Tick (/) in front of the correct answers and (X) in front of the wrong ones. 10 Marks

1. Bloom's taxonomy is concerned with the field of medicine.
2. Analysis, synthesis, and evaluation are the lower skills in Bloom's taxonomy.
3. Analysis is important for writers to understand the relationships among parts and components for any topic.
4. Synthesis can help professional writers to analyze the main components of any topic.
5. Evaluation is helpful for any writer to have a judgment for any topic and any person.
6. Words can be classified according to number, gender and type.
7. Combining words together is important in forming a good piece of writing.
8. Analysis, synthesis and evaluation are important for creative writing.
9. Creative writers have to mention their points of view in their writing.
10. Higher cognitive skills are beneficial for creating innovative writings.

Part Three
Fill in the blank spaces with the suitable answers. 20 Marks

1. Analyze the advantages and disadvantages of traveling by sea.

- ..............................................................................................................
- ..............................................................................................................
- ..............................................................................................................
- ..............................................................................................................
- ..............................................................................................................
- ..............................................................................................................
- ..............................................................................................................

2. Arrange the following words to form meaningful sentences:


C. Well – the man – the piano – played.


E. Quietly – the door – he – opened.

F. Immediately – left – he.
3. What is your point of view about traveling to a foreign country?

- ........................................................................................................
- ........................................................................................................
- ........................................................................................................
- ........................................................................................................
- ........................................................................................................

END OF QUESTIONS
GOOD LUCK
KEY ANSWERS

PART ONE
Choose:

PART TWO
Tick (/) or (X):
1. X  2. X  3. /  4. X  5. /

PART THREE
1. Analyze the advantages and disadvantages of traveling by sea:
   The advantages
   - It provides a special entertainment for people.
   - The sea has a wonderful view.
   - It trains travelers to be patient.

   The disadvantages
   - It takes longer time to move from one place to another.
   - It is not comfortable as planes.
   - It may be more dangerous.

2. Arrange:
   A. I enjoyed the film yesterday.
   B. I listened to the news carefully.
   C. The man played the piano well.
   D. The children played games quietly in their room yesterday.
   E. He opened the door quietly.
   F. He left immediately.

3. The point of view about traveling to a foreign country:
   Students' points of view vary.

END OF MODULE TWO
**MODULE THREE**
**SYNECTIC SKILLS:**
**MAIN COMPONENTS OF IDEAS**

*First: Objectives of Module Three:*

After studying module Three, students are expected to:

<table>
<thead>
<tr>
<th>EXECUTIVE OBJECTIVES</th>
<th>ACADEMIC</th>
</tr>
</thead>
</table>
| COGNITIVE OBJECTIVES | 1. Decide the main types of synectic skills.  
2. State the definition of each type of the synectic skills. |

| PROFICIENCY OBJECTIVES | TOPIC PRESENTATION:  
1. Formulate topic sentences that can reflect the content of the topic.  
2. Formulate thesis statements that inform readers the main topic of an essay.  
3. Formulate sentences for preparation about a specific topic.  
DIRECT ANALOGY:  
4. Form sentences that show similarities and differences between the main topic and another real object.  
PERSONAL ANALOGY:  
5. Write sentences describing the inside relationships and feelings of the main topic while acting and be the thing itself.  
COMPRESSED-CONFLICT ANALOGY:  
6. Write the opposite of the main vocabulary of a specific topic.  
SYMBOLIC ANALOGY:  
7. Write the symbolism of the main words of a specific topic.  
FIGURATIVE ANALOGY:  
ALLITERATION:  
8. Write two or more words in a phrase, a sentence or a poem that begin with the same letter or sound.  
ALLUSION:  
9. Use a reference to a related object or circumstance that has occurred or existed in an external context.  
HYPERBOLE:  
10. Use an exaggerated form of statement that present things to be either more or less, better or worse than they really are. |
IRONY:
11. Write a specific statement that builds on a gap between what is said and what is meant.

METAPHOR:
12. Write sentences describing something by comparing it with something else that has similar qualities, without using the words 'like' or 'as'.

OXYMORON:
13. Write phrases by combining two opposite or contradictory words that come together to create a rhetorical effect.

PARADOX:
14. Write a statement that seems impossible at first but actually makes sense and the facts appear to be contradicted to each others.

SIMILE:
15. Write a comparison between two nouns, persons, places or things that are different, with the use of 'like' or 'as'.

SYNECDOCHE:
16. Substitute the part of something for the whole of it, the whole for the part, the species for the genus and the material for the object.

SEMTIMENTAL OBJECTIVES
1. Appreciate the importance of synectic skills as main components for ideas in creative writing.
2. Feel the different synectic skills in any text or piece of writing.

SECOND: INTRODUCTION:

Psychologists and educationalists had recognized the importance of the method of synectic all over the world, especially the Americans and Japanese who focused their efforts on increasing production and on what helps in increasing factory production and income. The Americans developed thirty methods till 1967, whereas, the Japanese developed a hundred methods with its applications in different fields.

Synectic is originally a Greek term that means to join the different items which have no obvious relationships, make the familiar unfamiliar and vise-versa and is a process for making connections. (Fisher, 1990) It is a creative thinking model according to (W. Gordon) with cooperation with his colleagues of staff members in Cambridge University until 1944.

(Qatami, 12-2008)

The current module tends to develop the learners' synectic skills which are important for developing the learners' creative writing via using different activities and exercises to achieve the target.
Honorable student, what are the major stages of synectics?
Write your answer here ..............................................................
..............................................................................................
..............................................................................................
Dear student, you know that synectic has six stages and they are as follows:
A. Topic Presentation
B. Direct Analogy
C. Personal Analogy
D. Compressed-conflict Analogy
E. Symbolic Analogy
F. Figurative Analogy

STAGE (A): TOPIC PRESENTATION:

It is the writer's ability to write sentences that provide a clear presentation for the given topic. Also, this presentation should express about the writer's understanding and background of the topic to the readers. The presentation can be through the following:

1. Topic sentences.
2. Thesis statements.

First: What is a topic sentence?
Write your answer here ..............................................................
..............................................................................................
..............................................................................................
It is the major sentence in a paragraph that should tell the reader what the paragraph is about and gives the main idea. (Laurie, One/40-2007)
Do you have any background about the characteristics of a **good topic sentence**?
Write your answer here.

The answer:
- It shouldn't be too general and shouldn't be too specific.
- It should be clear and away from ambiguity.
- It should be a well guide and the reader's map for following the topic.
- It should be inviting to persuade readers for continuing reading.

Dear student,

**Can you give examples of good "Topic Sentences"?**
Write your answer here.

The answer:
- You asked me to write about some of the things I've noticed that are new to me in Tokyo, Japan.
- I went to Mexico during summer two years ago.
- English speakers generally avoid body contact when they speak to each other.
- Every culture has its standards for personal attractiveness.
- The emphasis Americans give to time in social activities seems extreme to some foreigners.
- Developing any country is based on developing the educational system.
- Traveling abroad has its importance in the people's experiences.

**Second: What is a thesis statement?**
Write your answer here.
It is the major sentence in writing an essay that should tell the reader what the essay is about and gives the main ideas. (Laurie, One/65-2007)

What are the main characteristics of a good thesis statement?
Write your answer here…………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………
The answer:
- It shouldn't be too general and shouldn't be too specific.
- It should be clear and away from ambiguity.
- It should be a well guide and the reader's map for following the topic.
- It should be inviting to persuade readers for continuing reading.

What are the main components of a 'thesis statement'?
Write your answer here…………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………
A good thesis statement should include the following:
- A topic that tells the reader the main idea.
- An angle that is the writer's way, method, approach, attitude, opinion, or style to deal with the topic.

Honorable student, give examples of good "thesis statements"?
Write your answer here…………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………
The answer:
- Research has shown that people will live longer if they avoid stress and don't eat sugar.
- Food, language, and religion are the three main differences between U.S. culture and Japanese culture.
- Smaller university classes are better than large ones because students get more individual attention and they have more opportunities to participate in class.
A positive mental attitude, regular exercise, and a well-balanced diet are all aspects of a lifestyle that can lead to good health.

Being the oldest girl and only girl has many advantages: I get special treatment from family members, I have become a mature person, and I am better prepared for my own family in the future.

Developing the universities in KSA can be through special training programs, using modern technology and scholarships.

Finally: Do you know what the main characteristics of good sentences for preparation are?

Write your answer here……………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

The sentences should be gradual or move from general to specific.

They should be informative by giving more and more information about the topic to the readers.

The sentences should be fluent and clear, without any ambiguity.

They should be inviting for readers to persuade them complete reading the essay.

What is the possible preparation for the following topic?
Criminals are dangerous for any society.

The following questions will be a good guide for the preparation:

❖ What is the common description of a criminal?

Write your answer here……………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

A person with pale, fatty and dusty hair or a person with a tall black hair with some white and grey hair or uses a wig hair with black eyes. Also, he can be a short fat man with sport shoes, or a thin weak person or a bowed man with yellow teeth with jeans trousers.
What are the common nicknames of criminals?
Write your answer here...
...
A terrify – A dreadful - A rapid – A housebreaker – A robber

What are the dangers of criminals in any society?
Write your answer here...
...
Criminals do robbery for peoples' properties, public organizations, threaten people, spread fear and frightening among people, lead to many victims through the killing situations, and affect on the country's development because of the damage as a result of criminals actions.

The previous sentences can be a good base for an excellent preparation for any topic that can provide readers with enough information about the topic and persuade them to complete reading the topic.

Exercise (1):
Write five good thesis statements about any topics that interest you.

Dear future Creative writers,
Do you know what analogy is?
Write your answer here...
...
Analogy is a similarity in some respects between things that are otherwise dissimilar or a comparison based on such similarity.
STAGE (B): DIRECT ANALOGY:

It is the writer's ability to compare between two things or concepts. It doesn't require a complete identical between the main topic or problem and another real object or situation. The aim of the comparison is to find out the similarities and differences between the features, functions, or the components of each of them.

Dear student, do you know examples of direct analogy?
Write your answer here…………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………
Examples of Direct Analogy are such as:
- A comparison between (Democracy and the Human body).
- A comparison between (An orange and Poverty or richness).
- A comparison between (The Parents and a specific food or drink).
- A comparison between (The nice talk and the soft fur).

Do you have a background about what the types of connections in writing are?
Write your answer here…………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………
Garwan, 2000 mentioned the types of connections are as follows:
1. Part to the whole
2. Whole to the part
3. Sequence
4. Adjective strength
5. Cause and effect
6. Effect and cause
7. Contrast
8. Synonyms
9. Functional
10. Association
11. Spatial
12. Logical
13. Gender or category
14. Geometric
15. Quantity

(Qatami, 32- 2008)
Can you give examples that support the different types of analogy?

<table>
<thead>
<tr>
<th>Type of Connection</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part to whole</td>
<td>The student to the school; as the branch to the tree; as the wall to the room.</td>
</tr>
<tr>
<td>Whole to part</td>
<td>The goat to a horn; as the camel to the foot.</td>
</tr>
<tr>
<td>Sequence</td>
<td>The sea rise to the sea tide; as the night to the day.</td>
</tr>
<tr>
<td>Adjective strength</td>
<td>The smile to giggle; as the hut to a palace.</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>The virus to disease; as drowning to suffocation.</td>
</tr>
<tr>
<td>Effect and cause</td>
<td>The invincibility to vaccination; as weakness to hunger.</td>
</tr>
<tr>
<td>Contrast</td>
<td>Far to near; as tall to short.</td>
</tr>
<tr>
<td>Synonyms</td>
<td>A Vision to a dream; as a leap to a jump.</td>
</tr>
<tr>
<td>Functional</td>
<td>The oar in a boat; as the port to the ship.</td>
</tr>
<tr>
<td>Association</td>
<td>The ships to the sea; as the planes to the sky.</td>
</tr>
<tr>
<td>Spatial</td>
<td>The nest to the bird; as the den to the lion.</td>
</tr>
<tr>
<td>Logical</td>
<td>The theory to application; as the hypothesis to the evidence.</td>
</tr>
<tr>
<td>Gender and category</td>
<td>The eagle to the birds; as the snake to the reptilians.</td>
</tr>
<tr>
<td>Geometric</td>
<td>The circle to the ball; as the square to the cube.</td>
</tr>
<tr>
<td>Quantity</td>
<td>One to two; as fifty to a hundred.</td>
</tr>
</tbody>
</table>

Honorable student, as a kind of practice:
Write some examples of direct analogy for the following topic.

*Criminals are dangerous for any society.*

The examples:
- Criminals are like old cars because both of them cause disturbance to people.
- Criminals and old cars are alike because both consume and cost people a lot of money.
- Criminals and old cars are alike because both are ugly and nobody is willing to see them.
- Criminals are like a can opener where criminals do opening for houses and the can opener opens cans.
- Criminals are like explosion factories where both destroy people.
- Criminals are like dishwashers where the dishwasher cleans the dirt in the dishes and the criminals clean houses from any money or precious things.
What are the similarities between the sword and the criminals?
- The sword and the criminals are both disliked from people.
- Both are present for attacking others.
- Both need training and experience to do their tasks.
- Both can frighten people.
- Both are sharp enough to hurt people.

What are the differences between the sword and the criminals?
- The sword is a dangerous tool for killing, but the criminals are dangerous for taking peoples' properties.
- The sword shines in the sun, but the criminals have pale faces.
- The sword can be used in decoration, but criminals don't.

Exercise (2):
Write some examples that support the different types of analogies?

<table>
<thead>
<tr>
<th>Type of Connection</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part to whole</td>
<td></td>
</tr>
<tr>
<td>Whole to part</td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td></td>
</tr>
<tr>
<td>Adjective strength</td>
<td></td>
</tr>
<tr>
<td>Cause and effect</td>
<td></td>
</tr>
<tr>
<td>Effect and cause</td>
<td></td>
</tr>
<tr>
<td>Contrast</td>
<td></td>
</tr>
</tbody>
</table>

**STTAGE (C): PERSONAL ANALOGY:**

It is the writer's ability to be the thing. He must have the same feelings of the idea, the topic or the problem and be one thing. The person can be compared to a human, his body, an animal, or a non-human.
The following table shows the process of (be the thing) as follows:

<table>
<thead>
<tr>
<th>HOW DO YOU FEEL</th>
<th>HOW DO YOU BEHAVE OR ACT</th>
<th>HOW DO YOU THINK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A CAR MOTOR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dear student,
Describe yourself as a car machine in the early morning showing the inside relationships.
Write your answer here………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
If I am a car machine in the early morning, I'll have the following relationships:
- I am a car machine the most important part in a car.
- To run and work efficiently, I need a good weather not too cold or too hot.
- In the early morning, the weather usually is too cold, I feel cold and I always feel sleepy.
- The oil in my valves is always cold and thick enough because of the cold weather.
- The generator in me finds difficulty in making the sparks to turn me on.
- Every morning, I have a bad feeling and suffer a lot until I work and become warm enough.
- I and my brothers, the plug, the generator and the valves suffer a lot throughout the day from the bad use of humans and from the weather conditions.

Write sentences describing your feelings as a sword.
Write your answer here………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
The description is such as:
- I am a shining sword and a tool of force in the hands of people.
- I always try to be sharp to be effective.
- People feel afraid of me when I am in front of them.
- I am made of metal to be strong enough in any conflict.
- I have double functions; sometimes people use me in fighting and sometimes as a decoration at homes or museums.
- I am eager to have good relations with the other swords.
- I with the other swords can work as a team in wars.
Exercise (3):
Write sentences describing your feelings as a refrigerator.

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STAGE (D): COMPRESSED-CONFLICT ANALOGY:
It is the writer's ability to make new connections that sound strange to the readers by providing the opposites of the most important adjectives in the given topic or problem.

Honorable student, can you write the most important adjectives of a sword?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………
…………………………………………………………………………………………………
The most important adjectives of a sword are as follows:
- Sharp
- Shiny
- Cutter
- Frightening
- Strong
- Beautiful

Then, write down the opposites of the previous adjectives.
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………
The opposites of the previous adjectives are as follows:
- Sharp is the opposite hard-edged.
- Shiny is the opposite of pale.
- Cutter is the opposite of sticker.
- Frightening is the opposite of comfortable.
- Strong is the opposite of weak.
- Beautiful is the opposite of ugly.
What are the **opposites** of the following vocabulary?

- Life – Silence - Cold

Write your answer here...........................................................................................................
...........................................................................................................................................
...........................................................................................................................................

**The answer:**

- **Up** is the opposite of **down**.
- **White** is the opposite of **black**.
- **Tall** is the opposite of **short**.
- **Thin** is the opposite of **fat**.
- **Boy** is the opposite of **girl**.
- **Man** is the opposite of **woman**.
- **Intelligence** is the opposite of **stupid**.
- **Life** is the opposite of **death**.
- **Silence** is the opposite of **motion**.
- **Cold** is the opposite of **hot**.

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Exercise (4):
Write the opposite of each of the following:

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**STAGE (E): ****SYMBOLIC ANALOGY:**

![Symbolic Analogy Image]
Honorable student, do you know what **symbolism** is?
Write your answer here…………………………………………………………………….
………………………………………………………………………………………………
………………………………………………………………………………………………

**Symbolism** is a language of the unconscious, a dynamic language in which one image, a single symbol, can bring up original impressions, complex or complete concepts and meanings. It is a structured language in which many words and several sentences are needed to put together an equivalent concept or meaning. (Bookshelf Dictionary)

My creative student, do you know some of the different **types of symbolism**?
Write your answer here…………………………………………………………………….
………………………………………………………………………………………………
………………………………………………………………………………………………

2. Natural Symbolism.  
4. Political Symbolism.  
5. Advertising Symbolism.

1. What is **color symbolism**? And what do colors mean in the different cultures?
Write your answer here…………………………………………………………………….
………………………………………………………………………………………………
………………………………………………………………………………………………

**Color symbolism** is the use of the different colors in fiction writing to give the audience different messages about the story; whether through using direct symbols or indirect symbols.

Do you know that color meanings are different from one culture to another as follows:

<table>
<thead>
<tr>
<th>COLOR</th>
<th>MEANING IN DIFFERENT CULTURES</th>
</tr>
</thead>
</table>
| RED      | China: Good luck, celebration, summoning  
|          | Cherokees: Success, triumph  
|          | India: Purity  
|          | South Africa: Color of mourning  
|          | Russia: Bolsheviks and communism  
|          | Eastern: Worn by brides  
|          | Western: Excitement, danger, love, passion, stop, Christmas (with green)                    |
2. What is natural phenomena symbolism?
Write your answer here……………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
It is the use of all elements of nature in fiction writing that give direct or indirect messages to the audience or the readers, and the natural phenomena are as follows:
A. Climates.
B. Weather which includes (Clouds – rains – snow).
C. Water.

A. What are some kinds of "world climates"?
Write your answer here……………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

<table>
<thead>
<tr>
<th>Color</th>
<th>Ireland: Religious (Protestants)</th>
<th>Western: Halloween (with black), creativity, autumn</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORANGE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color</th>
<th>China: Nourishing</th>
<th>Egypt: Color of mourning</th>
</tr>
</thead>
<tbody>
<tr>
<td>YELLOW</td>
<td></td>
<td>Japan: Courage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>India: Merchants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Western: Hope, hazards, coward</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color</th>
<th>China: Green hats indicate a man's wife is cheating on him, exorcism</th>
<th>India: Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREEN</td>
<td>Ireland: Symbol of the entire country</td>
<td>Western: Spring, new birth, go, Christmas (with red)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color</th>
<th>Cherokee: Defeat, trouble</th>
<th>Iran: Color of heaven and spirituality</th>
<th>Western: Depression, sadness, conservative, corporate, &quot;something blue&quot; bridal tradition</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLUE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color</th>
<th>Thailand: Color of mourning (windows)</th>
<th>Western: Royalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPLE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color</th>
<th>Japan: White carnation symbolizes death</th>
<th>Eastern: Funerals</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td></td>
<td>Western: Brides, angels, good guys, hospitals, doctors, peace (white dove)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color</th>
<th>China: Color for young boys</th>
<th>Western: Funerals, death, Halloween (with orange), bad guys, rebellion</th>
<th>Egypt: Funerals, death</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLACK</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Climate includes relatively specific weather conditions over long periods of time. World climates provide a classification system. The major climates are the following:

- Tropical (hot/wet)
- Polar/Artic (cold/dry)
- Dry
- Humid Cold (Colder Temperate)

What are the location of each world climate and what do they symbolize?

Write your answer here…………………………………………………………………….
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The answer:

- The tropical climates are most often found in jungle of the equator.
- The polar climates are most often found in polar regions of the world.
- The dry climates are found in the deserts around the world.
- The temperate climates are part of the prairies.
- Weather offers a better symbolism of character moods than climates.

The world climates symbolize more fixed aspects of character psychology in stories rather than character moods or states.

B. What does "world weather" symbolize in fiction writing?

Write your answer here…………………………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Weather appears in the different climates with a clear effect on mood and atmosphere in literature that affect our perception of places such as the following:

- Night, rain, fog and sunlight change our perception of places.
- Storms, earthquakes and floods transform civilized environments into places full of horror.
- Snow expresses a virgin city but strange without motion.
Moreover, the atmospheric conditions are present in literature throughout the
wide use of the elements of human characteristics and emotions such as:

- A **strong storm** may reflect **the human's anger**.
- A **big snowstorm** may reflect **the human's ugly**.
- A **soft rain** may reflect **the human's gentleness**.

**Dear student, do you know: what is **natural cycle**?**

Write your answer here…………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………
It is the writer's use of the natural sequence of nature elements such as:

- **Day to night**
- **Spring to winter**
- **Youth to old age**
- **Summer to fall**
- **Night to day**
- **East to west**

Moreover, what do the kinds of **natural imagery** symbolize?

Write your answer here…………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………

**Natural imagery symbolizes the following:**

- **Light** symbolizes **goodness**.
- **Darkness** symbolizes **evil**.
- **Spring** symbolizes **hope**.
- **Winter** symbolizes **despair**.
- **Fall** symbolizes **old age** (or retired).

In his short story "Heartache" Anton Chekhov provides a classic example of
how weather phenomena can develop mood and atmosphere.

**Explain how could the writer employ the **weather phenomena** to serve his writing?**

Write your answer here…………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………

It is clear that Chekhov creates a feeling of deadness in this scene and uses
the weather to emphasize this feeling. There is no life, the heavy " **wet snow**"
blanketing life. The cabby is white as a "ghost" and as "hunched as a living body
can be." The cabby is emotionless and doesn't care if he is buried in the snow.
What is the symbolism of "clouds" in fiction writing?

Write your answer here……………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

- **Clouds** have a great symbolic effect in fiction writing, and differentiate major types of cloud formations.
- There are **patchy clouds** which let sunlight to get in places and pass slowly overhead like chunks of cotton or sheep. To the Greeks, these clouds symbolized the flocks of sheep of Apollo.
- There are **thick clouds** which let little sunlight to get through.
- There are **tall clouds** which rise high into the stratosphere like great castles.
- There are **low-lying clouds (almost fog)** which pull the "ceiling" of the sky down close to earth.

![Clouds Image]

Dear student, what is the symbolism of "rains" in fiction writing?

Write your answer here……………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

**Rain** has a primary symbolism as a fertilizing agent and a spiritual revelation. In Aeschylus, it is written that "**The rain**, falling from the sky, impregnates the earth, so that it gives birth to plants and grain for man and beast."

Rene Guenon in *Man And His Becoming*, **The rain** is related to the general symbolism of life and water. Within this general symbolism, it signifies purification because it is made from the universal substance of water.
In addition, what is the symbolism of "snow" in fiction writing?

Write your answer here…………………………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Snow has a great equalizing effect on landscape. It creates a cold, White Sea and smoothes out the roughness of geography and hides sharp edges. It symbolizes coldness but the melting of snow represents the softening of the hardness of heart. In European symbolism, snowdrops represent purity, humility and hope.

C. What is the symbolism of "water" in fiction writing?

Write your answer here…………………………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………

- Earth symbolizes the embodiment of form, but water symbolizes the dissolution of form into a mass of possibilities.
- Water is seen as a symbol of the universal sum of virtues and considered as the main substance of existence.
- Water symbolizes the purification through wash from sins.

3. What is "religion symbolism"?

Write your answer here…………………………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………

229
Religion symbolism is the use of text, images, procedures, or actual physical objects to represent an idea or belief.

What are the common examples of religion symbolism?
Write your answer here

The most common examples are such as: the use of a crescent to represent Islam, a cross to represent Christianity, or the Star of David to represent Judaism.

There are many more symbols used in religion, for example, in Islam sacraments (Friday prayer and the five times prayers) are symbols of slavery to Allah. Also, (marriage and polygamy) are symbols of obedience to Allah and His teachings in the Holy Quran.

Honorable student,
4. What is "political symbolism"?
Write your answer here

Political symbolism is used to represent a political standpoint. It can take the form of pictures, flags, mottos, and many other things. For example:

- The Saudi flag contains the two swords which symbolize power and unity in the entire kingdom, and the Muslims' Shahada (There is no god but Allah and Mohammad is the God's Apostle).
- In addition, the Canadian flag contains a maple leaf, which has long been a symbol of Canadian things.
Finally, dear student,

5. What is "**Advertising symbolism**"?

Write your answer here…………………………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………

It is the use of techniques of media to **advertise** for any product in any country all over the world. A good example is the use of actors dressed in white lab coats while they are discussing the merits of a product in a laboratory setting. These symbols of the medical profession are meant to imply that the product has been approved by doctors or medical scientists.

Exercise (5): Give the common symbolism for the following images:

<table>
<thead>
<tr>
<th>IMAGE</th>
<th>SYMBOLISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garden</td>
<td></td>
</tr>
<tr>
<td>Wilderness</td>
<td></td>
</tr>
<tr>
<td>River</td>
<td></td>
</tr>
<tr>
<td>Sea</td>
<td></td>
</tr>
<tr>
<td>Flower</td>
<td></td>
</tr>
<tr>
<td>Pastoral animals</td>
<td></td>
</tr>
<tr>
<td>Predatory animals</td>
<td></td>
</tr>
<tr>
<td>Fire</td>
<td></td>
</tr>
<tr>
<td>Sky</td>
<td></td>
</tr>
<tr>
<td>Bridge</td>
<td></td>
</tr>
<tr>
<td>Snake</td>
<td></td>
</tr>
<tr>
<td>Pigeon</td>
<td></td>
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</tbody>
</table>
STAGE (F): FIGURAIVE ANALOGY:

Dear creative writer, do you know what "figurative speech" is?
Write your answer here........................................................................................................
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A figurative speech is a change from the ordinary manner of expression, using words other than their literal sense to enhance the way a thought is expressed.

What are the different types of figurative analogy?
Write your answer here........................................................................................................
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Figurative analogy has different types and the following are some of them:
1. Alliteration
2. Allusion
3. Hyperbole
4. Irony
5. Metaphor
6. Oxymoron
7. Paradox
8. Simile
9. Synecdoche

1. ALLITERATION

What is Alliteration?
Write your answer here........................................................................................................
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Alliteration is the use of two or more words in a poem that begin with the same letter or sound. Alliteration is like rhyming in poetry, but alliteration comes at the beginning of each word in the line of the poem.
Honorable Creative student,
Can you give examples of 'Alliteration' in fiction writing?
Write your answer here…………………………………………………………………….
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Dressy Daffodils
"Dressy Daffodils" is an example of alliteration because each of the words 'Dressy' and 'Daffodils' begin with "D".

Rabbits Running Over Roses
" Rabbits Running Over Roses " is an example of alliteration because each of the words begin with "R".

What are some examples of Alliteration?
Write your answer here……………………………………………………………………
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- Angela Abigail Apple white ate anchovies and artichokes.
- Bertha Bartholomew blew big, blue bubbles.
- Clever Clifford Cutter clumsily closed the closet clasps.
- Dwayne Dwiddle drew a drawing of dreaded Dracula.
- Elmer Elwood eluded eleven elderly elephants.
- Floyd Flingle flipped flat flapjacks.
- Greta Gruber grabbed a group of green grapes.
- Hattie Henderson hated happy healthy hippos.
- Ida Ivy identified the ivory iris.
- Julie Jackson juggled the juicy, jiggle jelly.
- Karl Kessler kept the ketchup in the kitchen.
- Lila Ledbetter lugged a lot of little lemons.
- Milton Mallard mailed a mangled mango.
- Norris Newton never needed new noodles.
- Patsy planter plucked plump, purple, plastic plums.
- Quinella Quest quite quickly quelled the quarreling quartet.
- Randy Rathbone wrapped a rather rare red rabbit.
- Shelly Sherman shivered in a sheer, short, shirt.
- Trina Tweety tripped two twittering twins under a twiggy tree.
- Uri Udall usually used his unique, unusual unicycle.

(Pink, 1973)

2. ALLUSION

Dear student, do have any idea about:

What is 'Allusion' in fiction writing?

Write your answer here…………………………………………………………………….
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Allusion is a **stylistic and literary device** that is a reference to a related object or circumstance that has occurred or existed in an external context and stimulates ideas, associations, and extra information in the readers' minds.

Allusion refers to something the reader / audience is familiar with, e.g.:

- famous people
- history
- (Greek) mythology
- literature
- the Holy Quran
Dear student, do you know the importance of 'allusion'?  
Write your answer here…………………………………………………………………….  
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When the audience is familiar with the event or the person, they will also  
know background and context. Using a few words is enough to create a specific  
picture (or scene) in the readers’ minds. The importance appears in:
- A writer doesn't need to use long explanations to clarify the problem.
- The reader becomes active by reflecting on the analogy.
- The message will stick in the reader's mind.

In addition can you give examples for 'Allusion' in fiction  
writing?  
Write your answer here…………………………………………………………………….  
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- 'To meet one’s Waterloo' (allusion relates to Napoleon's defeat in the  
Battle of Waterloo).
- 'To wash one's hands of it' (allusion relates to Pontius Pilatus, who  
sentenced Jesus to death, but washed his hands afterwards to demonstrate  
that he was not to blame for it.)
- 'To sleep like Cave People' (allusion relates to the story of the Cave  
People, who slept 309 years).
- 'Conquest of Akka' (allusion relates to the open of Akka by the muslim  
leader Al-Zaher Papers).
- 'Salad days' is a reference to Shakespeare's description of youth as a time  
of naiveté and indiscretion.
- ‘October 6’ (allusion relates to the Egyptian victory over Israel in 1973)).
- ‘The black Monday’ (allusion relates to the fall of the Asian stock  
market).
- ‘September 9TH’ (allusion relates to the attack on the International Trade  
Tower in New York).
3. HYPERBOLE

What is 'hyperbole'?

Write your answer here……………………………………………………………………
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Hyperbole is an exaggerated form of statement that represent things to be either greater or less, better or worse than they really are. e.g.

- "He was so rough he wore out his clothes from the inside." Louis L'Amour
- "She had a two-hour meeting scheduled every half-an-hour."
- "His language would blister the hide off the space shuttle."

Do you know what the different uses of 'hyperbole' are?

Write your answer here……………………………………………………………………
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"Hyperbole' is an exaggeration and has several uses:

- To speed up recognition:
- To create humor:
- To exaggerate an effect in humor, satire, horror novels, romantic description, and anywhere words are used.

Dear student, do you know some examples of 'hyperbole':

Write your answer here……………………………………………………………………
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……………………………………………………………………………………………………
Examples of Hyperbole:
- I have seen this river so wide, it had only one bank.
- My eyes widened at the sight of the mile-high ice cream cones we were having for dessert.
- These books in your bag weigh a ton.
- I am so tired I could sleep for a year.
- I'm so hungry; I could eat a horse right now.
- He is older than the hills.
- I will die if she asks me to dance.
- She is as big as an elephant!
- I'm really busy, I am doing like ten million things at the same time.
- He was so tall his head touched the clouds.
- He was as thin as a poker.

(Uttara, 2008)

4. IRONY

Moreover, do you know what 'irony' is?
Write your answer here…………………………………………………………………….
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Irony is a specific writing technique that builds on a gap between what is said, and what is meant. It isn't always funny, but sometimes is bittersweet, and in a few cases, it's painful.

(David, Sheppard, 2006)

Do you have a background about the kinds of 'Irony'?
Write your answer here…………………………………………………………………….
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The kinds of irony are:
A. Verbal Irony:
B. Dramatic Irony:
C. Situational irony:
A. Verbal Irony

What is 'Verbal Irony'?
Write your answer here…………………………………………………………………….
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Verbal irony is the use of words to convey something other than what is mentioned, and it is the opposite of the literal meaning of words. Sarcasm and verbal irony are often intentional and are seen as a part of the writer's voice.

(David, Sheppard. 2006)

What are some examples of 'Verbal Irony'?
Write your answer here…………………………………………………………………….
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Some examples of verbal irony:
- "As sharp as a marble".
- "Almost as bright as a two watt bulb".
- One classic example is a speaker saying, “What lovely weather we are having!” as she looks out at a rainstorm intending to express her dissatisfaction with the weather.
- A sad husband says, “We are living our happiest and golden time together”, as he expresses his sadness with her.
- “As funny as cancer”.
- “As clear as mud”.

B. Dramatic Irony:

Do you know what 'Dramatic Irony' is?
Write your answer here…………………………………………………………………….
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It is a kind of irony that depends on the reader who has information that the character does not have. It is commonly used when telling a story to touch on the contrast between what he expected at the time, and what eventually came about.
Dear student, do you know a few examples of 'dramatic irony'.
Write your answer here…………………………………………………………………….
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- In *Romeo and Juliet*, Romeo discovered Juliet in a drugged sleep, believing her to be dead, and killed himself in grief.
- **King Oedipus**, who has unknowingly killed his father, says that he will banish his father's killer when he finds him.
- In *City Lights*, we know that Charlie Chaplin’s character is not a millionaire, but the blind flower girl (Virginia Cherill) is unaware.
- A mislead father killed his honest daughter for his wrong doubt of her behavior and is imprisoned after discovering the truth.

**C. Situational irony:**

What is 'Situational Irony’?
Write your answer here…………………………………………………………………….
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**Situational irony** works at conveying a reality different from and opposite to appearance or expectation. A writer may say the opposite of what he means, or give the audience knowledge that a character lacks, or making the character's words have meaning to the audience not perceived by the character.
Honorable student, can you give some examples of 'situational irony'?  
Write your answer here………………………………………………………………………………
……………………………………………………………………………………………………
Examples of 'Situational Irony' are as follows:

- If a professional pickpocket had his own pocket picked just as he was in the act of picking someone else's pocket. The irony is generated by the surprise recognition by the audience of a reality in contrast with expectation or appearance.
- If a speaker exclaims, “I’m not upset!” but reveals an upset emotional state through his voice while truly trying to claim he is not upset, it would not be verbal irony, but it would be a situational irony.
- If a thief's house was broken into at the same time he was robbing someone's house.

5. METAPHOR

What is 'Metaphor'?  
Write your answer here………………………………………………………………………………
……………………………………………………………………………………………………

A metaphor is a figure of speech in which a word or a phrase refers to a certain object or idea and is applied to another word or phrase to imply some similarity between them in order to help others understand or enjoy the writer's message.  
(Laurie, One-15-2007)

Dear creative student, what are some examples of metaphors'?  
Write your answer here………………………………………………………………………………
……………………………………………………………………………………………………
Examples of 'Metaphors' using words and phrases are as follows:

- "The inside of the car was a refrigerator." A refrigerator is cold. In this example, the "refrigerator" is a metaphor because it is being applied to "the inside of the car" to refer to its coolness.

- "The teenage boy's stomach was a bottomless pit". A bottomless pit cannot be filled. In this example, "bottomless pit" is a metaphor because it is being applied to "the teenage boy's stomach" to imply that his appetite could never be satisfied or be filled.

- "A blanket of snow" to describe a snowfall that covers the ground.

- "Love is a flower" is figurative because love is not actually a flower, but the writer used the merits of the flower with love.

- "The Internet is the information superhighway" is a figurative speech or a metaphor because 'the Internet isn't the information superhighway'.

- "The typist would hunt and peck for letters" is a metaphor because the typist isn't a hunter for letters.

- "The teacher got to the bottom of the problem". This implies that the teacher got to the source of the problem.

- "My dad was boiling mad". This implies that my dad was very, very angry.

- "His idea was difficult to swallow". This implies that his idea was hard to accept.

- "The homework was a breeze". This implies that the homework was very easy to do.

- "They showered the birthday girl with gifts". This implies that they gave the girl many gifts.

- "My memory of events is foggy". This implies that my memory of what happened was unclear.

- "Her dog, Jake, was the sunshine of her life". This implies that Jake was the brightest or best part of her life.

- "Mary stole the spotlight with her performance". This implies that Mary's performance made her the center of attention.

- "If I were you, I would steer clear of that topic". This implies that you should stay away from that topic.

- "After graduating from college, William decided to market himself as a computer specialist". This implies that William decided to present himself as a computer specialist when looking for a job.
Each year, a **new crop** of students entered our college. This implies that each year a new group of students entered whose skills and abilities would grow during their year at our college.  

(John D. Casing, 2008)

**Why do we have to use 'Metaphor'?**

Write your answer here…………………………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Speakers and writers use "**metaphors**" for several reasons as follows:

- Metaphors can help readers or listeners to better understand something about an idea and they encourage interpretation.
- Metaphors can make speaking and writing more lively and interesting.
- Metaphors can communicate a great deal of meaning with just a word or a phrase.
- Metaphors can get listeners and readers to think about what they are hearing or reading.
- Metaphors are more efficient and economical than ordinary language; they give maximum meaning with minimum words.
- Metaphors create new meanings; they allow you to write about feelings, thoughts, things and experiences, for which there are no easy words; they are necessary.
- Metaphors are a sign of genius.

**What are the creative ways to use 'metaphors'?**

Write your answer here…………………………………………………………………….
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…………………………………………………………………………………………………

The creative ways of using "**metaphors**" are to be used:

<table>
<thead>
<tr>
<th>As Verbs</th>
<th>The news that ignited his face snuffed out her smile.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As Adjectives and Adverbs</td>
<td>Her carnivorous pencil carved up Susan's devotion.</td>
</tr>
<tr>
<td>As Prepositional Phrases</td>
<td>The doctor inspected the rash with a vulture's eye.</td>
</tr>
<tr>
<td>As Appositive or Modifiers</td>
<td>On the sidewalk was yesterday's paper, an ink-stained sponge.</td>
</tr>
</tbody>
</table>
6. OXYMORON

Honorable student, what do you know about 'Oxymoron'?
Write your answer here……………………………………………………………………
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………………………………………………………………………………………………

An oxymoron is a figure of speech that combines opposite or contradictory words, terms, phrases or ideas to create a rhetorical or paradoxical effect. (Bookshelf Dictionary)

Dear student, give some examples of 'deliberate oxymoron'.
Write your answer here……………………………………………………………………
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Creative writers use 'oxymoron' deliberately in order to call attention to a contradiction through words and phrases. The deliberate oxymoron examples are such as:
- Deafening silence
- Forward retreat
- Accidentally on Purpose
- Little Big Man
- Living Dead
- Stupidly Clever
- Differentiated Stem Cell
(wikiAnswers.com)

State some examples of 'popular oxymoron'.
Write your answer here……………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
Possible answers:
- Go quickly slowly
- Icy hot
- Start Stopping
- Same difference
- Expect the unexpected
- Mini giant
- Living dead
- Nondairy creamer
- Open secret
- Atheist church

Do you know other examples of 'oxymoron'?
Write your answer here…………………………………………………………………….
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………………………………………………………………………………………………

The examples are such as:

<table>
<thead>
<tr>
<th>Plastic glasses</th>
<th>Small crowd</th>
<th>Found missing</th>
<th>Working vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genuine imitation</td>
<td>Good grief</td>
<td>Pretty ugly</td>
<td>Government organization</td>
</tr>
<tr>
<td>Fun run</td>
<td>Peace force</td>
<td>Friendly fire</td>
<td>Small fortune</td>
</tr>
<tr>
<td>Gentle giant</td>
<td>Act naturally</td>
<td>Terribly pleased</td>
<td>Soft rock</td>
</tr>
<tr>
<td>Resident alien</td>
<td>Definite maybe</td>
<td>Sweet sorrow</td>
<td>Same difference</td>
</tr>
<tr>
<td>Diet ice cream</td>
<td>Clearly misunderstood</td>
<td>Honest thief</td>
<td>Student teacher</td>
</tr>
<tr>
<td>White grapes</td>
<td>Roaring silence</td>
<td>Night light</td>
<td>Meatless hamburger</td>
</tr>
</tbody>
</table>

(wikiAnswers.com)

7. PARADOX

Dear creative writer, do you know what is 'Paradox'?
Write your answer here…………………………………………………………………….
………………………………………………………………………………………………
………………………………………………………………………………………………

A paradox is a statement that seems impossible at first but actually makes sense. It seems logical that the facts appear to be contradicted to each others.

(Bookshelf Dictionary)
Give some examples that support the previous definition?
Write your answer here……………………………………………………………………
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………………………………………………………………………………………………
Examples of paradox:
- A rich man is no richer than a beggar.
- You can save money by spending it.
- I'm a liar. How do you know if I'm telling the truth?
- I'm nobody.
- Bad things happen to good people.
- You achieve your goal only to find out that it's not what you wanted!
- Where have all the heroes gone?
- Even your best friends let you down.
- The more fit we become, the closer we get to death!

(ExamplesOf.com)

Honorable creative writer, provide some examples of paradox from English literature?
Write your answer here……………………………………………………………………
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………………………………………………………………………………………………
Examples from English literature are such as:

Dark knows daylight
"Dark knows daylight" is an example of paradox because dark and daylight are opposites, and they don't have anything in common.

Hot understands Cold
"Hot understands cold" is an example of paradox because hot and cold are opposites, but yet the stanza says that they understand each other.

Dark and light
Dark remembers light,
The day they separated,
They try to be friends, but can't.
Dark doesn't like light
Their friendship no longer exists.

By Alex
8. SIMILE

What is 'Simile'?

Simile is to compare two nouns, persons, places or things that are different, with the use of "like" or "as". (Bookshelf Dictionary)

Dear student, give some examples that support the previous definition.

Examples of Simile are as follows:

- "The water is like the sun" is an example of simile because water and the sun have little in common, and yet they're being compared to one another. The "is" is also part of what makes this stanza an example of simile.
- "The rain falls like the sun, rising upon the mountains." is another example, comparing falling rain to the rising of the sun. Good similes compare two very different nouns.

  - SENSES
    Sadness is as happy as laughter.
    You might cry because it hurts.
    You might laugh because it hurts.
    But I know one thing, laughter is laughter and sadness is sadness.
    They can show the same things like hurting and gladness.

- Fresh as dairy.
- Tough as leather.
- Comfortable as an old shoe.
- It fits like the paper on the wall.
- Happy as the day is long.
- Pretty as a picture.

(Metaphor center)
What is the difference between "Metaphor", and "Simile"?

A metaphor is a condensed simile because it doesn't use the words "as" or "like", but it is another kind of comparison. It creates a relationship immediately and gives more imagination in the readers' minds. A metaphor sets the two different things together and leaves the readers think of the similarities between them.

Can you give some examples that show the difference between them?

- "My love is like a red, red rose". The writer here used a simile.
- "The young boy is like a lion". The writer here used a simile.
- "You are a tulip". The writer here used a metaphor because he didn't use "like" or "as".
- "The young boy is a lion". The writer here used a metaphor.

9. SYNECDOCHE

Honorable student,

Do you know what "Synecdoche" is?

A synecdoche is a figure of speech that is based on the substitution of part of something for the whole of it, the whole comes to represent the part, the species comes to represent the genus and the material comes to represent the object. (Bookshelf Dictionary)

Give examples that support the types of 'synecdoche'?

- ...
Examples of synecdoche are such as:

1. Part for whole:
   - "I've got a new wheel," the wheels represent the car.
   - "Sailing will be tomorrow," sailing represents the boat.
   - "All hands were lost at sea," all hands represent the sailors.
   - "He bought 50 head of cattle," 50 head of cattle represent 50 complete cows.
   - "Mouths to feed," refers to hungry people.
   - "White hair," refers to an old person.

2. Whole for part:
   - "They put their fingers in their ears," fingers represent fingertips.
   - "Students, be quiet," students represent one student.
   - "I was stopped by the law," law is justice system but the policeman gave you the ticket.
   - "Use your head to figure it out," head refers to the person's brain.
3. Species for genus:

- "The cutthroats there will as soon shoot a man as look at him," cutthroats refers to assassination.
- "Could you pass me a Fine," a Fine refers to a facial tissue.
- "I've just finished with Hoover," Hoover refers to a vacuum cleaner.
- "Coke" refers to Pop/ Soda.
- "Castle" refers to home.
- "Meat" or "bread" refers to food.

4. Material for object:

- "Copper" for penny.
- "Paper" for money.
- "Roof" for house.
- "Boards" for stage.
- "Plastic" for credit card.
- "Hardwood" for a gym floor.
- "Steel" for a sword.
- "Rubber" for vehicle tires.

(Halliday, 2008-pp.322)
Exercise (6): Give examples for each of the following Figurative of Speech:

<table>
<thead>
<tr>
<th>FIGURATIVE OF SPEECH</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td></td>
</tr>
<tr>
<td>Allusion</td>
<td></td>
</tr>
<tr>
<td>Hyperbole</td>
<td></td>
</tr>
<tr>
<td>Irony</td>
<td></td>
</tr>
<tr>
<td>Metaphor</td>
<td></td>
</tr>
<tr>
<td>Oxymoron</td>
<td></td>
</tr>
<tr>
<td>Paradox</td>
<td></td>
</tr>
<tr>
<td>Simile</td>
<td></td>
</tr>
<tr>
<td>Synecdoche</td>
<td></td>
</tr>
</tbody>
</table>
MODEL ANSWERS

Exercise (1):
Five good thesis statements are such as:

- Building the man in any nation depends on the educational and political system in the country.
- Swimming, discus throwing and horse riding were the most important sports for the athletic man.
- Traveling abroad is important in the humans' lives and it has both sides the advantages and disadvantages.
- Literal definition and stipulated definition are the most famous types of defining any English vocabulary.
- Using technology, training and modern administration are the ways for developing the educational system in any country.

Exercise (2):
Some examples that support the different types of analogies:

<table>
<thead>
<tr>
<th>Type of Connection</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part to whole</td>
<td>The workers to the factory; as the lesson to the curriculum.</td>
</tr>
<tr>
<td>Whole to part</td>
<td>The pike to a pedal; as the horse to the tail.</td>
</tr>
<tr>
<td>Sequence</td>
<td>The semester's start to the semester's end; as the engagement to the marriage.</td>
</tr>
<tr>
<td>Adjective strength</td>
<td>The rich to poor; as the up to down.</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>The neglect to failure; as robbery to prison.</td>
</tr>
<tr>
<td>Effect and cause</td>
<td>The success to hard working; as richness to struggle.</td>
</tr>
<tr>
<td>Contrast</td>
<td>Old to young; as deep to shallow.</td>
</tr>
</tbody>
</table>

Exercise (3):
Some sentences describing my feelings as a refrigerator:

- When I am a refrigerator, I usually feel cold.
- I keep the different foods inside me but I don't feel hungry.
- Sometimes I feel sorry with the people of the house when they keep the food too long inside me.
- My hardest time is when there is an electric cut.
- All people like me because I support them with cold water in summer and keep their food fresh from hot weather.
- When I am broken down, the technician repairs me.
Exercise (4):
The opposite of the following are:

- **Democracy** is the opposite of **bureaucracy**.
- **Justice** is the opposite of **tyranny**.
- **Legal** is the opposite of **illegal**.
- **Ruler** is the opposite of **citizen**.
- **Employment** is the opposite of **unemployment**.

Exercise (5):
The common symbolism of the following images:

<table>
<thead>
<tr>
<th>IMAGE</th>
<th>SYMBOLISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garden</td>
<td>Nature ordered to serve human needs.</td>
</tr>
<tr>
<td>Wilderness</td>
<td>Nature hostile to human needs.</td>
</tr>
<tr>
<td>River</td>
<td>Life, often seen as ending in death as the river ends in the sea.</td>
</tr>
<tr>
<td>Sea</td>
<td>Chaos, death, source of life.</td>
</tr>
<tr>
<td>Flower</td>
<td>Youth, sexuality; red flowers symbolize death of young men.</td>
</tr>
<tr>
<td>Pastoral animals</td>
<td>Ordered human society.</td>
</tr>
<tr>
<td>Predatory animals</td>
<td>Evil, threats to human order.</td>
</tr>
<tr>
<td>Fire</td>
<td>Light, life or hell and lust.</td>
</tr>
<tr>
<td>Sky</td>
<td>Heaven, fate or necessity.</td>
</tr>
<tr>
<td>Bridge</td>
<td>Link between worlds, between life and death.</td>
</tr>
<tr>
<td>Snake</td>
<td>Evil and danger for human.</td>
</tr>
<tr>
<td>Pigeon</td>
<td>Peace and optimistic life for human.</td>
</tr>
</tbody>
</table>

Exercise (6):
Examples of each of the following Figurative of Speech:

<table>
<thead>
<tr>
<th>FIGURATIVE OF SPEECH</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>Milton Mallard mailed a mangled mango.</td>
</tr>
<tr>
<td>Allusion</td>
<td>To meet one’s Waterloo</td>
</tr>
<tr>
<td>Hyperbole</td>
<td>I'm so hungry; I could eat a horse right now.</td>
</tr>
<tr>
<td>Irony</td>
<td>As sharp as marble.</td>
</tr>
<tr>
<td>Metaphor</td>
<td>Don't make it Mount Everest.</td>
</tr>
<tr>
<td>Oxymoron</td>
<td>A brave coward man.</td>
</tr>
<tr>
<td>Paradox</td>
<td>The worst comes from the best friends.</td>
</tr>
<tr>
<td>Simile</td>
<td>The English teacher is like a dictionary.</td>
</tr>
<tr>
<td>Synecdoche</td>
<td>'White hair' refers to old age.</td>
</tr>
</tbody>
</table>

END OF MODULE'S ACTIVITIES
MODULE THREE (TRANSITIONAL PROFICIENCY TEST)

Honorable students: After studying the module, you have to answer the questions of the capability transitional test which aims to find out your progress in studying the module. The test includes three parts; answer all the questions in each part. If you got 80% in the test questions, this means that you got benefit from the module, and if less, this means that you didn't get benefit from the module and you need to restudy the same module again with extra activities to help you for better performance.

Part One:
Choose the correct answer from (A, B, or C):

1. ..........is the skill that helps creative writers make the unfamiliar familiar and make the familiar unfamiliar for readers.
   A. Synectic                       B. Topic sentence                        C. Thesis statement
2. ..........is the major sentence in a paragraph that tells the reader what the paragraph is about.
   A. Synectic                       B. Topic sentence                        C. Thesis statement
3. ..........is the major sentence in the essay that tells the reader what the essay is about and gives the main ideas.
   A. Synectic                       B. Topic sentence                        C. Thesis statement
4. ..........is the writer's ability to compare between two things to find out the similarities and differences between them.
   A. Personal analogy               B. Direct analogy                        C. Compressed-conflict analogy
5. ..........is the writer's ability to act and be the thing with having the same feelings and functions of the non-human, animal or the machine.
   A. Personal analogy               B. Direct analogy                        C. Compressed-conflict analogy
6. ..........is the writer's ability to make new connections that sound strange to readers by providing the opposites of the important adjectives.
   A. Personal analogy               B. Direct analogy                        C. Compressed-conflict analogy
7. ..........is the unconscious and dynamic language in which one image can bring up original impressions, complex or complete concepts and meanings.
   A. Symbolism                       B. Personal analogy                    C. Direct analogy
8. ..........is to write two or more words in a phrase, a sentence or a poem that begin with the same letter or sound.
   A. Allusion                        B. Hyperbole                            C. Alliteration
9. .............is the use of a reference to a related object or circumstances that has occurred or existed in an external context.
   A. Allusion                      B. Hyperbole                        C. Alliteration

10. ..........is the use of an exaggerated form of statement that presents things to be either more or less, better or worse than they really are.
    A. Allusion                      B. Hyperbole                        C. Alliteration

**Part Two**

Tick (/) in front of the correct answers and (X) in front of the wrong ones.

10 Marks

1. Irony is a specific statement that builds on a gap between what is said and what is meant.
2. Metaphor is to describe something by comparing it with something else that has similar qualities, without using the words 'like' or 'as'.
3. Paradox is to write phrases by combining two opposite or contradictory words that come together to create a rhetorical effect.
4. Oxymoron is to write a statement that seems impossible at first but actually makes sense and the facts appear to be contradicted to each others.
5. Simile is to write comparison between two nouns, persons, places or things that are different, with the use of the words 'like' and 'as'.
6. Synecdoche is the substitution of the part of something for the whole of it, the whole for the part, the species for the genus and the material for the object.
7. Color as a symbol doesn't affect the readers' thinking.
8. Weather conditions can draw a clear vision for readers about the theme.
9. Creative writers who revert to old actions and events to support their ideas.
10. Dramatic irony is used in fiction writing when telling a story and the writer conveying the context through irony.

**Part Three**

Choose the type of figurative speech for each of the following from (A, B, or C): 20 Marks

1. Milton Mallard mailed a mangled mango.
   A. Allusion                      B. Hyperbole                        C. Alliteration
2. "To meet one's waterloo."
   A. Allusion                      B. Hyperbole                        C. Alliteration
3. I am so tired I could sleep for a year.
   A. Allusion                      B. Hyperbole                        C. Alliteration
4. The thief's house was broken into at the same time he was robbing someone's house.
   A. Situational irony             B. Dramatic irony                  C. Verbal irony
5. The inside of the car was refrigerator.
   A. Oxymoron                    B. Metaphor                    C. Paradox
6. "Go quickly slowly."
   A. Oxymoron                    B. Metaphor                    C. Paradox
7. "A rich man is no rich than a beggar."
   A. Oxymoron                    B. Metaphor                    C. Paradox
8. "Sadness is as happy as laughter."
   A. Synecdoche                  B. Metaphor                    C. Simile
9. "He bought 50 head of cattle."
   A. Synecdoche                  B. Metaphor                    C. Simile
10. "Karl Kessler kept the ketchup in the kitchen."
   A. Allusion                    B. Hyperbole                  C. Alliteration

END OF QUESTIONS
KEY ANSWERS

PART ONE
Choose:

PART TWO
Tick (/) or (X):
1. /  2. /  3. X  4. X  5.
/  6. /  7. X  8. /  9. /  10. /

PART THREE
Choose the type of figures of speech:

END OF MODULE THREE
First: Objectives of Module Four:

After studying module four, students are expected to:

<table>
<thead>
<tr>
<th>EXECUTIVE OBJECTIVES</th>
<th>ACADEMIC</th>
</tr>
</thead>
</table>
| COGNITIVE OBJECTIVES | 1. Determine the main skills of voice.  
2. State the definition of each skill. |
| PROFICIENCY OBJECTIVES | 1. Use imagination in the piece of writing.  
2. Use hints within words in writing.  
3. Use the expository style that reflects strong point of view.  
4. Use the persuasive style that reflects the writer's point of view.  
5. Use the narrative style in the piece of writing. |
| SENTIMENTAL OBJECTIVES | 1. Appreciate the importance of voice skills as one of the main traits of writing.  
2. Feel the different skills of writer's voice in any text or piece of writing. |

SECOND: INTRODUCTION:

Creative writing is based on some important traits that help writers do their job and master their writing. One of the most effective traits is 'Voice' which is the writer's voice coming through words and the sense that a real person is speaking to the readers and it takes the readers' attention to the message. Voice is the heart and soul of writing, the magic, the feelings, the life and breath in the piece of writing. Moreover, voice is the author's fingerprint on the page because by using voice, the reader feels more in touch with the writer's emotions, opinions, and personality. Finally, it is the writer's individual style which he uses to tell a story.

The aim of this module is to develop the students' voice skills through the modular instruction method using different activities and interaction.
Honorable student, I think this trait is new for you, so let's learn together the main skills of voice or the writer's tone.

**What are the most important considerations for writers' voice?**

Write your answer here………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………

**There are different important considerations for good writers' voice such as:**

1. **Target readers of the story.**
   Good writers should be present in the piece of writing to make a strong link with their readers. Creative writers should specify the target readers of the story, whether the readers are children, teenagers, adults or old. Moreover, writers have to consider their ages and interests to persuade them complete reading the story.

2. **Content of the writer's story.**
   Writers have to consider the content of the story that suits the readers or the receivers. The content may be humorous, suspense, social or emotional. The selection of the content is based on the readers' culture, civilization, age and the situation.

3. **Pronoun used by the writer.**
   Writers can appear in the story through following different ways such as: the main hero narrates the story using the pronoun (I), or to use the second person using the pronoun (you) by one of the characters in the story, or to use the third person by using the pronouns (He or She) by one unimportant character as a maid, servant or a portman.

4. **Natural choice of the protagonist gender.**
   It is important for good writers to determine the protagonist gender that is based on the content of the story. The gender of the protagonist may control the other elements of the story.

**Dear student,**

**What are the techniques for developing the writer's voice?**

Write your answer here……………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
Some techniques can help in developing the writer's voice by using:

1. Imagination
2. Hints
3. Expository Style of Writing
4. Persuasive Style of Writing
5. Narrative Style of Writing

1. Imagination

Do you know what imagination is?
Write your answer here……………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Imagination is the active mental ability for forming new images that are neither perceived as real nor present to the senses and the ability to confront and deal with reality by using the creative power of the mind.
(Bookshelf Dictionary)

Imaginative writing invents a scene, a situation, a character or a story based on the writer's imagination that may predict what might happen under hypothetical circumstances; or use his creativity to solve a hypothetical problem.
(Fawn, 2002)

Do you know my dearest student, what the generators of imagination are?
Write your answer here……………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
The generators of imagination are as follows:

**FIRST: USE OF THE FIVE SENSES:**

Creative writers in fiction writing usually use their senses to create new images, scenes, or situations that attract readers to pursue reading and make them in a thinking state and the senses are such as:

<table>
<thead>
<tr>
<th>See</th>
<th>Hear</th>
<th>Touch</th>
<th>Taste</th>
<th>Smell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light</td>
<td>Loudness</td>
<td>Pleasure</td>
<td>hot/cold</td>
<td>Strength</td>
</tr>
<tr>
<td>Distance</td>
<td>Clarity</td>
<td>Softness</td>
<td>texture</td>
<td>Pleasure</td>
</tr>
<tr>
<td>motion</td>
<td>Rhythm</td>
<td>Duration</td>
<td>sour</td>
<td>Sour</td>
</tr>
<tr>
<td>Color</td>
<td>Pitch</td>
<td>hot/cold</td>
<td>sweet</td>
<td>Sweet</td>
</tr>
<tr>
<td>Size</td>
<td>Duration</td>
<td>Size</td>
<td>bitter</td>
<td>Bitter</td>
</tr>
<tr>
<td>Shape</td>
<td>Silence</td>
<td>Texture</td>
<td>salt</td>
<td>Salt</td>
</tr>
<tr>
<td>Setting</td>
<td>Familiar</td>
<td>Familiar</td>
<td>spice</td>
<td>Spice</td>
</tr>
<tr>
<td>familiar</td>
<td></td>
<td></td>
<td>mint</td>
<td>Mint</td>
</tr>
<tr>
<td>familiar</td>
<td></td>
<td></td>
<td>familiar</td>
<td>Familiar</td>
</tr>
</tbody>
</table>

Do you know some examples of 'sound images'?
Write your answer here. .................................................................
........................................................................
........................................................................
........................................................................
........................................................................
Sound images are formed by combining diverse bits of information until recognition occurs. Key factors in accurate description of sounds include loudness, clarity, rhythm, pitch, duration, silence, and once again familiarity, such as:

- Close your eyes for a moment and think of the loudest sound you have ever heard, and then imagine that sound against the faintest whisper.
- Now place various sounds such as: dog bark, baby's cry, music, doorbell, voice of a friend.

Dear student, what are the examples of 'listening images'?
Write your answer here.................................................................
....................................................................................................
.....................................................................................................
.....................................................................................................

A. New York City, early morning.

Far off, at the end of the long block, I hear the traffic increase on Central Park West, the engines louder, more horns blowing. Then a truck turns onto West 95th Street, a big truck, growling and snorting. Garbage cans rattle, a dull sound of scraping, then the hollow metallic ring of the empty cans clanging on the sidewalk. Men shout to each other, the truck snorts and grinds ahead, directly below my window, on down to the end of the block. For a moment, all seems quiet, until once again the rushing traffic signals the beginning of the day.
B. Pocatello, early morning.

The alarm beeps into my dream, and the sheets rustle as my husband reaches to shut off the noise. In the kitchen, Madonna barks her usual morning request for outside and breakfast. Half asleep, I hear water splashing in the sink, then the shower running. I fall into a soundless dream once again until a familiar voice says, "Your coffee is ready."

(Kathleen, 2001)

Do you know how important is *touch imagination* with examples?
Write your answer here………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Some of our earliest experiences with the world outside our bodies come through touch and touch remains a source of pleasure throughout life. All over the world, it is noticeable that mothers sit beside their children and make massage for them throughout the day in different situations whether to relax their children or to give them love.

Touch images include pleasure or pain, softness or hardness, duration, temperature, amount of skin touched, and texture of item being touched

An example of touch imagination in a story of a mother and her child as follows:

The little fat arms and legs of the baby hang limp, relaxed, the infant totally absorbed in the pleasure created by the movements of mother's hands. The tropical sun warms the skin, liquefying the coconut oil, which the woman spreads in slow strokes, like a glistening shield over her sleeping baby.
On the other side, the hard touch can affect on children as follows:

Mother’s hands tense as the doctor gets out the syringe and needle. Little Corey feels her frightened grip, and his spine straightens. He twists, but mother holds him tighter. When the sharp needle pricks Corey's arm, his back arches. As Corey's alarm at the harsh touch sensations grows, he screws up his face and begins to howl in protest.

(Kathleen, 2001)

Do you know how important are 'taste and smell imagination'?

Write your answer here…………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

- **Taste** occurs after the introduction of a substance into the mouth.
- **Taste** requires perceptions of temperature, texture, pleasure or displeasure, an analysis of specific sensations such as sweet, sour, bitter, salt, spicy or mint.
- **Smell** utilizes a much smaller sample of molecules floating in the air.
- **Smell** can affect the person’s liking or disliking about many things in life such as: to like or dislike an area, an apartment, a farm, clothes or food.
- **Smell** can provide a psychological state for any person to be pleasant or unpleasant.

SECOND: USE OF METAPHOR AND SIMILE:

Metaphor and simile relate to the figurative language which is very important in any fiction piece of writing because of its great impact to readers. Both metaphor and simile have the ability to make readers think deeply of the meaning behind the given text and add more taste and imagination to the piece of writing. Moreover, metaphor and simile help readers to convey their message to their readers through words.
Honorable student, do you know what 'metaphor' is?
Write your answer here………………………………………………………………………………
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A metaphor is a figure of speech in which a word or a phrase refers to a certain object or idea and is applied to another word or phrase to imply some similarity between them in order to help others understand or enjoy the writer's message. (Bookshelf Dictionary)

Give some examples of metaphors.
Write your answer here………………………………………………………………………………
……………………………………………………………………………………………………
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……………………………………………………………………………………………………

The examples:
- "A blanket of snow".
- "Love is a flower".
- "The Internet is the information superhighway".
- "The typist would hunt and peck for letters".
- "The teacher got to the bottom of the problem".
- "My dad was boiling mad".
- "His idea was difficult to swallow".
- "They showered the birthday girl with gifts".

Dear student, what about 'Simile'?
Write your answer here………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Simile is to compare two nouns (persons, places or things) that are different, with the use of "like" or "as". Simile is the simplest and also the most effective poetic device when using comparison. (Bookshelf Dictionary)

Dear creative writer, give some examples of simile.
Write your answer here………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
The examples:
- The water is like the sun.
- The rain falls like the sun, rising upon the mountains.
- Sadness is as happy as laughter.
- They can show the same things like hurting and gladness.
- Hockey is like reading.
- You feel like you're in a different world.
- Playing the piano is like a bird soaring in the sky.

Exercise (I):
- Imagine if you were walking in a park and you saw someone handing out hundred dollar bills to everyone who passed by, without saying a word. Three people come along as you watch.

Imagine answers to the following questions:
- Why is the person handing out money?
- What does he or she look like?
- Where does the money come from?
- Do you take the money?
- What does each of the other three people do?
- What does the person with the money do when it is all gone?
- What are the consequences of taking or not taking the money?

2. Using Hints

Honorable creative student, do you know what is a 'hint'?
Write your answer here.

A hint is a slight indication, intimation, or an indirect suggestion and a statement conveying information in an indirect fashion.

(Bookshelf Dictionary)
Dear student, do you have a background about the 'types of hints'?
Write your answer here………………………………………………………………………………………….
……………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………

Really, there are different important types of hint, such as:

A. Semantic Hints:
Creative writers use words semantically to convey their message to their readers and make them think creatively of the main idea and the meaning from the context of the piece of writing.

Do you know examples of 'semantic hints'?
Write your answer here………………………………………………………………………………………….
……………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………

The following examples are from the Holy Quran:

- أولئكِ يَجْزُونَ الْغَرَفَةَ بِمَا صَبَرُوا وَيُلْقَونَ فِيهَا تَحْيَةً وَسَلَامًا / الفرقان 75
  YUSUFALI: Those are the ones who will be rewarded with the highest place in heaven, because of their patient constancy: therein shall they be met with salutations and peace.
The underlined phrase refers to the eternal fate of the obedient and good people from Allah.

- ﴿وَالَّذِينَ يَنفَقُونَ أَموَالَهُمْ بِالْيَلِدِ وَالْمَهْدِ سِرًّا وَعَلَانِيَّةً فَلْيُؤْمِنُواْ بِأَجْرِهِمْ عَنَّاهُمْ ﻻَهُمْ حَرَفٌ عَلَيْهِمْ وَأَوْلَئِكَ يُهْزَوْنَ ﺑِالْبَرَاءةِ ﴾
  YUSUFALI: Those who (in charity) spend of their goods by night and by day, in secret and in public, have their reward with their Lord: on them shall be no fear, nor shall they grieve.
The underlined phrase refers to the eternal paradise of the obedient and good people from Allah.

- ﴿وَلَوْ حَزَنُواْ ﻷُحْزَنَ ﻷَهُمْ ﻓَوَاءٌ ﻣَعَ ﺍﻟْبَيْنِ ﻣِنْ آمنتجَ وَإِنَّ ﺍﻟْبَيْنِ ﻷُحْزَنَ ﻷَهُمْ ﻓَوَاءٌ ﺍﻟْبَيْنِ ﴾
  YUSUFALI: Those who believe, and do deeds of righteousness, and establish regular prayers and regular charity, will have their reward with their Lord: on them shall be no fear, nor shall they grieve. The underlined phrase refers to the eternal paradise and peace for the obedient and good people from Allah.
Warning signals for suicide are such as:

- I’m going away on a real long trip.
- You won’t have to worry about me anymore.
- I want to go to sleep and never wake up.
- Voices are telling me to do bad things.

Helping a friend who is depressed, expressions are such as:

- Be quiet, you are doing well in your job.
- It is shameful to have such reaction.
- You should get rid of your depression.
- Do you believe in hurting yourself psychologically?

B. Causal Hints:
This kind of hints refers to indirect causes for doing or not doing a specific situation that makes readers present all time in the piece of writing through using the causal hints.
Can you give examples of 'causal hints'?
Write your answer here……………………………………………………………………………………………………
……………………………………………………………………………………………………
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The examples are:
- John has met a dangerous car accident before the math examination.
- The girl mentioned that the man who proposed to her is younger than she.
- The boy told his father that he was sick before the interview.
- The girl said that the door was closed while her mother was calling her.
- Some points in the exam are not from the course.

C. Body Hints:
This kind refers to facial expressions, body shape and beard that can provide readers with indirect messages about the characters and their attitudes in life.

Dear student, give some examples of 'body hints'?
Write your answer here……………………………………………………………………………………………………
……………………………………………………………………………………………………
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……………………………………………………………………………………………………
The examples are:
- My cousin appeared gloomy when returning from outside. (This indicates that the man is depressed.)
- Sara sounds laughing for something. (This indicates that the girl is happy.)
- The man is bowing his back all the time. (This indicates that the man is very old.)
- The boy’s eyes are very red when he came back home. (This indicates that the boy is sick or drug addicted.)
- The main character in the story has a long beard. (This indicates that the man is pious or depressed.)
D. Color Hints:
It is a clever indirect indication for messages in life using the different meanings of colors which are different from one culture to another.

Dear creative writer, provide some examples of 'color hints'.
Write your answer here .................................................................
....................................................................................................
....................................................................................................
....................................................................................................
The examples are:
- The old woman is wearing black during these days. (This indicates that the woman is sad for a relative's death.)
- Our neighbor came from abroad wearing white. (This indicates that the man has performed Hajj.)
- The prisoners are wearing red today. (This indicates that the prisoners will be hanged today.)
- The men are wearing orange in the temple. (This indicates that the men are religious Buddhist.)
- Some men are holding green flags. (This indicates that the men are from the green peace group and they protect the world from pollution and dangers.)

E. Clothes Hints:
It is an excellent indirect indication for messages in life using the different types of clothes which are different from one culture to another.
Can you give some examples of 'clothes hints'?
Write your answer here……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
The examples are:
• The girl looks beautiful with her hijab. (This indicates that the girl is classic and follows the Islamic fashions.)
• The man is standing beside the pool with his nice suit. (This indicates that the man is rich enough.)
• A man of torn clothes is sitting beside the house. (This indicates that the man is poor enough to buy clothes.)

F. Object Hints:
This kind of hints work with all things that people use in their lives which have deep meanings and messages in our life.

Dear student, do you know examples of 'object hints'?
Write your answer here……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
The examples are:
• The workmen have iron collars in their necks. (This indicates that the men are slaves.)
• The hero is wearing a royal ring. (This indicates that the man is the king or his prince.)
• She is holding a sharp knife with blood in her hand. (This indicates that the woman is a killer.)
• The old man is wearing a crown on his head. (This indicates that the man is the king.)
Exercise (2)
Give some examples of body hints from your culture.

3. Using Expository Style

Honorable student, do you know what is expository writing?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Exposition is a type of oral or written discourse that is used to explain, describe, or give information. The creator of an expository text can not assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed.

(Bookshelf Dictionary)

Dear student, here are some Expository Organizational Patterns.
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………
…………………………………………………………………………………………………

The expository writing can provide you with eight different examples of expository organizational patterns. These patterns help any creative writer to be present in the piece of writing and convey his messages easily through the exposition he follows in his writing and they are as follows:
<table>
<thead>
<tr>
<th>Pattern</th>
<th>Description</th>
<th>Cue Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaboration</td>
<td>Draws a pattern in which the writer discusses a topic, and then diverts to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>discuss a related but different topic.</td>
<td></td>
</tr>
<tr>
<td>Narrative</td>
<td>A pattern or a sub-pattern imbedded in other patterns in which the writer</td>
<td></td>
</tr>
<tr>
<td>Interspersion</td>
<td>intersperses a narration within the expository text for specific purposes,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>including to clarify, or elaborate a point or to link the subject matter to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a personal experience.</td>
<td></td>
</tr>
<tr>
<td>Recursion</td>
<td>When the writer discusses a topic, and then restates it using different</td>
<td></td>
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<tr>
<td></td>
<td>words or symbolism. It is used to drive a point home and to give special</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emphasis to the text.</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>The author describes a topic by listing characteristics, features, and</td>
<td>for example, characteristics are</td>
</tr>
<tr>
<td></td>
<td>examples.</td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>The author lists items or events in numerical or chronological order.</td>
<td>first, second, third; next; then; finally</td>
</tr>
<tr>
<td>Comparison</td>
<td>The author explains how two or more things are alike and/or how they are</td>
<td>different; in contrast; alike; same as; on the other hand</td>
</tr>
<tr>
<td></td>
<td>different.</td>
<td></td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>The author lists one or more causes and the resulting effect or effects.</td>
<td>reasons why; if...then; as a result; therefore; because</td>
</tr>
<tr>
<td>Problem and</td>
<td>The author states a problem and lists one or more solutions for the problem.</td>
<td>problem is; dilemma is; puzzle is solved; question... answer</td>
</tr>
<tr>
<td>Solution</td>
<td>A variation of this pattern is the question- and-answer format in which the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>author asks a question and then answers it.</td>
<td></td>
</tr>
</tbody>
</table>

(Fawn, 2002)
What is an example of 'Expository writing'? 
Write your answer here…………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

Description

The Olympic symbol consists of five interlocking rings. The rings represent the five continents – Africa, Asia, Europe, North America and South America – from which athletes come to compete in the games. The rings are colored black blue, green, red, and yellow. At least one of these colors is found in the flag of every country sending athletes to compete in the Olympic Games.

Exercise (3):
Give information about your town, college, friends, or family.

4. Using Persuasive Style

Dear student, do you have any idea about the 'persuasive writing'?
Write your answer here…………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

Persuasive writing is used for the purpose of influencing or persuading the reader. The writer presents an issue and expresses an opinion in order to convince the audience to agree with the opinion or to take a particular action.
Honorable student, do you know:

What are the important 'tactics of persuasive writing'?

Write your answer here…………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

The answer:

- State a position, a state, a belief or a claim.
- Present detailed evidence, examples, and reasoning to support effective and logical arguments and emotional appeals.
- Structures ideas and call to action.
- Address the readers' concerns and interests.
- Use language people can understand easily.
- Use ideas that suit the culture of the readers.
- Vary techniques to persuade readers according to their education.

Do you know some of the 'persuasion techniques'?

Write your answer here…………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Persuasion Techniques are such as:

1. Emotional Appeal
2. Word Choice (Diction
3. Rhetorical Question
4. Repetition
5. Parallelism
6. Analogy
7. Appeal to Authority (association
8. Hyperbole
9. Irony
10. Quotation

(Fawn, 2002)
Can you give an example of 'persuasive writing'?
Write your answer here……………………………………………………………………………………………………
……………………………………………………………………………………………..
……………………………………………………………………………………………..
……………………………………………………………………………………………..

Health is a Splendid Treasure

Health is a splendid treasure that completes our happiness. We cannot really enjoy life if we are not healthy. How proud we feel when we possess sound bodies. If we are healthy, we live to an old age and enjoy life fully. If we are ill or unhealthy, life means nothing except pain, suffering and sadness. It is only when a person is sick that realizes the value of good health. He becomes bored of life. It is said that good health is a crown on the heads of the healthy people that sick people only see. 

(Alfy, 16 – 1984)

Exercise (4):
Persuade a friend to do an activity that you like but he dislikes.

5. Using Narrative Style

Honorable student, do you know what is 'narrative writing'?
Write your answer here……………………………………………………………………………………………………
……………………………………………………………………………………………..
……………………………………………………………………………………………..
……………………………………………………………………………………………..

Narrative writing is to tell a story in speech or writing or to give an account of events or a description and to supply a running commentary for a movie or a performance. Narrative writing is not limited to novels, short stories, biographies, autobiographies, historical accounts, essays, poems, and plays.
Do you know what the 'components of narrative writing' are?

Write your answer here……………………………………………………………………………………………………..
……………………………………………………………………………………………………..
……………………………………………………………………………………………………..
……………………………………………………………………………………………………..

The general components of narrative writing are:

- plot structure
  - Introduction
  - Rising action
  - Climax
  - Falling action
  - Resolution
- conflict
- characterization
- setting
- theme
- point of view
- sequencing
- transitions

Dear student, give an example of narrative writing.

Write your answer here……………………………………………………………………………………………………..
……………………………………………………………………………………………………..
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Last week I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors. I turned round. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. “I can’t hear a word!” I said angrily.

‘It’s none of your business,’ the young man said rudely. ‘This is a private conversation!’

(Alfy, 20 – 1984)

Exercise (5):

Narrate a story that happened in your town.
KEY ANSWERS

Exercise (1):
- Imagine if you were walking in a park and you saw someone handing out hundred dollar bills to everyone who passed by, without saying a word. Three people come along as you watch.
- The person is handing out money because he is facing a very bad psychological problem as a result of his naughty boy.
- The person is tall with big belly and short hair.
- The man is a rich businessman.
- Sure, I will not take the money.
- One person is collecting the money, another is preventing people from collecting money with them, and the last is waiting in the car.
- The person with the money started to laugh loudly and giggle in a crazy way.
- Taking the money is wrong because it doesn't belong to any one of them.

Exercise (2):
Examples of 'body hints' are such as:
- The man has one hand cut and is using the other one.
- He has strong and big muscles.
- The girl is running daily early in the morning.

Exercise (3):
Suez is a beautiful city and locates in the southern entrance of Suez Canal in Egypt. It has a famous history all over the world because of its role during the 6 October war in 1973 with Israel. The citizens of the city suffered a lot during the Israeli siege of the city and were patient enough until they had the upper hand in the war. The people of the city succeeded to destroy the Israeli tanks. The percentage of damage in buildings of the city was more than 80% that means a big destruction. Nowadays, Suez is a nice, modern city with more than 400 factories of different products which leads people to a comfortable life. I hope that everybody visits the city to see the great change that happened in the city after the war.

Exercise (4):
Camping is the Ideal Way of Spending a Holiday
Camping is now considered the best way of spending a holiday. You enjoy absolute freedom. For a small sum, you can enjoy comforts which few hotels can provide. Modern camping sites are well shops. Low-cost holidays make camping attractive. Camping provides you with a real change for every day living. It gives you a chance to adopt a completely different way of life. This is the essence of real enjoyment.
Exercise (5): The Stranger on the Bridge

The Big Hall clock was striking midnight when Frank began to cross the bridge. The night air was cold and damp. A low mist hung over the river and the street-lamps gave little light.

Frank was anxious to get home and his footsteps rang loudly on the pavement. When he reached the middle of the bridge he thought he could hear someone approaching behind him. He looked back but could see no one. However, the sound continued and Frank began walking more quickly. Then he slowed down again, ashamed of himself for acting so foolishly. There was nothing to fear in a town as quiet as this.
MODULE FOUR (TRANSITIONAL PROFICIENCY TEST)

Honorable students: After studying the module, you have to answer the questions of the capability transitional test which aims to find out your progress in studying the module. The test includes three parts; answer all the questions in each part. If you got 80% in the test questions, this means that you got benefit from the module, and if less, this means that you didn't get benefit from the module and you need to restudy the same module again with extra activities to help you for better performance.

Part One:
Choose the correct answer from (A, B, or C): 10 Marks

1. ………… is the active mental ability for forming new images that are neither perceived as real nor present to the senses and the ability to confront and deal with reality by using the creative power of the mind.
   A. Hint                                B. Imagination               C. Voice

2. ………….. is the heart and soul of writing, the magic, the feelings, the life and breath in the piece of writing.
   A. Hint                                B. Imagination               C. Voice

3. ………….. is formed by combining diverse bits of information until recognition occurs and it includes loudness, clarity, rhythm, pitch, duration, silence, and once again familiarity.
   A. Sound image                         B. Touch image                 C. taste image

4. ………….. is an earliest experience with the world outside our bodies come through touch from elder to their children and touch remains a source of pleasure throughout life.
   A. Sound image                         B. Touch image                 C. taste image

5. ………….. requires perceptions of temperature, texture, pleasure or displeasure, an analysis of specific sensations such as sweet, sour, bitter, salt, spicy, and mint.
   A. Sound image                         B. Touch image                 C. taste image

6. ………….. is a slight indication, intimation, or an indirect suggestion and a statement conveying information in an indirect fashion.
   A. Hint                                B. Imagination               C. Voice

7. ………….. refers to mentioning indirect causes for doing or not doing a specific situation that make the reader present all the time in the piece of writing.
   A. Causal hint                         B. Imagination               C. Voice

8. ………….. writing is a type of oral or written discourse that is used to explain, describe, give information or inform.
   A. Persuasive                         B. Expository                  C. Narrative

9. ………….. writing is used for the purpose of influencing or persuading the reader to agree with the opinion or to take a particular action.
   A. Persuasive                         B. Expository                  C. Narrative
10. …………. writing is to tell a story in speech or writing or to give an account of events or a description and to supply a running commentary for a movie or a performance.
   B. Persuasive   B. Expository   C. Narrative

**Part Two**

**Tick (/) in front of the correct answers and (X) in front of the wrong ones.**

10 Marks

1. Plot, conflict, characterization, setting and transitions are important for descriptive writing.
2. Comparison, cause and effect and problem solution are important for expository writing.
3. Present detailed evidence, examples, and reasoning to support effective and logical arguments and emotional appeals.
4. Facial expressions, body shape and beard that can provide readers with indirect messages about the characters and their attitudes in life.
5. Using 'simile' in a piece of writing help writers to express about their ideas.
6. Using 'metaphor' is not important for writer's voice in creative writing.
7. Imaginative writing invents a scene, a situation, a character or a story based on the writer's imagination.
8. The use of the five senses doesn't help creative writers generate imagination.
9. Smell can affect the person's liking or disliking about many things in life.
10. Color and clothes are important tools for writers' voice.

**Part Three**

Choose the correct answer for each of the following from (A, B, or C):

20 Marks

1. Now place various sounds on a continuum between the two: dog bark, baby's cry, music, doorbell, voice of a friend.
   A. Smell image   B. Taste image   C. Sound image

2. Far off, at the end of the long block, I hear the traffic increase on Central Park West, the engines louder, more horns blowing.
   A. Smell image   B. Listening image   C. Sound image

3. The little fat arms and legs of the baby hang limp.
   A. Touch hint   B. Body hint   C. Sound image

4. Some points in the exam are not from the course.
   A. Object image   B. Body hint   C. Causal hint

5. "Love is a **flower**".
   A. Metaphor   B. Simile   C. Causal hint

**END OF QUESTIONS**

280
KEY ANSWERS

PART ONE

Choose:

PART TWO

Tick (/) or (X):

PART THREE

Choose:

END OF MODULE FOUR
First: Objectives of Module Five:

After studying module five, students are expected to:

<table>
<thead>
<tr>
<th>EXECUTIVE OBJECTIVES</th>
<th>ACADEMIC</th>
</tr>
</thead>
</table>
| COGNITIVE OBJECTIVES  | 1. Determine the four main organization skills.  
2. State the explanation of each type of organization.  
3. Explain the different types of organization. |
| PROFICIENCY OBJECTIVES| 1. Write original titles that can capture readers.  
2. Use an inviting introduction in the piece of writing.  
3. Use thoughtful transitions in writing. |
| SEMTIMENTAL OBJECTIVES| 1. Appreciate the importance of organization skills as main components of creative writing.  
2. Feel the different organization skills in any text or piece of writing. |

SECOND: INTRODUCTION:

Creative writers work on all the genres and rubrics of writing to master their writing and persuade their readers. Organization is important to effective writing because it provides readers with a framework to help them fulfill their expectations for the text. A well-organized piece of writing supports readers by making it easy for them to follow, while a poorly organized piece leads readers through a maze of confusion and confounded or unmet expectations. In the pre-writing stage, writers prepare their ideas and thoughts about the intended topic, and then start writing the first draft and organize their piece of writing to attract their readers and get their attention.
Dear student, do you know what the 'Creative Organization skills' are?
Write your answer here........................................................................................................
........................................................................................................................................
........................................................................................................................................

The Creative Organization skills are:
1. ORIGINAL TITLES
2. INVITING INTRODUCTION
3. THOUGHTFUL TRANSITIONS
4. SEQUENCE

1. ORIGINAL TITLE:

Honorable student, do you know what the 'original title' is?
Write your answer here........................................................................................................
........................................................................................................................................
........................................................................................................................................

The original title is that draws the reader into the story and takes readers to the right way from the start to the end of the story. Creative writers have to choose their titles from the first beginning of their writing to draw their way of writing.

MAN WALKS ON THE MOON

ORIGINAL TITLE

Moreover, do you know what the characteristics of the 'original title' are?
Write your answer here........................................................................................................
........................................................................................................................................
........................................................................................................................................
The Original title should be:

1. **Informative:** The title should tell the reader something or give a hint about what's going to happen in the story.
2. **Reflective:** The title should reflect the content and the characters of the story.
3. **Intriguing:** The title should attract the attention and curiosity of the readers to make them want to find out the story or the piece of writing.
4. **Relevant:** The title should be relevant to the theme of the story. With few numbers of writers, their titles don't relate to the themes of their writing.
5. **Clear:** The title should be clear and not ambiguous to the readers to follow reading the piece of writing.

Dear student, do you know what are the **bad titles**?

Write your answer here ………………………………………………………………………………………………………………………………...
…………………………………………………………………………………………………………………………………………………...
…………………………………………………………………………………………………………………………………………………...

**Bad titles are that:**
- Fail to state what the nature of the topic is.
- Contain Web site addresses, email addresses or phone numbers with the exception to the sale of domain names.
- Contain profane or obscene language.
- Use the following words in an attempt to market or advertise their item: "prohibited", "banned", "illegal", "outlawed" or any other descriptive word which may bring into question the legality of an item.
- Include brand names other than the specific brand name used by the company that manufactured or produced the item you are listing.

**What are the main types of 'original titles' and give examples for each?**

Write your answer here ………………………………………………………………………………………………………………………………...
…………………………………………………………………………………………………………………………………………………...
…………………………………………………………………………………………………………………………………………………...

**1. Titles convey the Genre of the fiction writing**

A title that conveys the genre of the fiction is helpful to make readers follow reading the script and remember it.
Dear student, there are examples of titles that REVEAL GENRE:

- MISSION IMPOSSIBLE (Techno-Thriller)
- STAR WARS (Science Fiction - Action)
- FATAL ATTRACTION (Romantic-Thriller)
- DIAL ME FOR MURDER (Murder Mystery)

(Lenore Wright, 2003)

- CHASING IN THE FORBIDDEN (مطاردة في الممنوع)
- HORRIBLE HOURS (الساعات الرهيبة)
- PLAYING WITH THE EVILS (اللعب مع الأشرار)
- CATCH THEIF ( أمسك حرامي)
- MOST DANGEROUS MAN IN THE WORLD (أخطر رجل في العالم)

2. Titles that Emphasize a Central Conflict or Crisis

An original title is that makes readers identify the central conflict or crisis which is persuasive for them.

Examples of titles that focus on the Central Conflict or Crisis:

- BAD DAY AT BLACK ROCK
- HIGH NOON
- AN AFFAIR TO REMEMBER
- BACK TO THE FUTURE
- THE ODD COUPLE
- HOME ALONE

(Lenore Wright, 2003)
GAME OF REVENGE  
OLD REVENGE  
BLOOD ON THE ROAD  
KILLER IN A TEENAGE SCHOOL  
A BIT OF FEAR  
REVENGE OF A WOMAN  
INNOCENT IN A DILEMMA

3. Titles that Ask an Intriguing Question

These titles are successful in making readers in a thinking situation through the given questions from the writers.

Examples of the Intriguing Question are:

- MEN IN BLACK (Who are these cool guys?)
- WHO KILLED ROGER RABBIT? (Who Is Roger Rabbit?)
- THE ROCKY HORROR SHOW (What the heck is this about?)
- THE VIRGIN QUEEN (Will she or won't she?)

(Lenore Wright, 2003)
4. Titles that bring a Vivid Image

Such titles are rhetorical and creative to readers because they make them conjure the image in front of them which reflects the content of the story.

Dear student, some examples of Vivid Images are such as:

- BREAKFAST AT TIFFANY'S
- HAMBURGER HILL
- LOST HORIZON
- A BRIDGE TOO FAR
- FACE OFF

(Lenore Wright, 2003)

- HARMONICA
- LOVE ON MIAMI BEACH
- KABOB HOWEVER
- BAREFOOT ON A BRIDGE OF GOLD
- ONION HONEY MOON
- ARABESQUE

5. Titles that Connect to a Memory

This type of titles leaves a great and lasting effect in the readers' memory.
Additionally, some examples of Connect to a Memory are:

- TITANIC
- MISSION IMPOSSIBLE
- RETURN TO
- WHITE CHRISTMAS

(Lenore Wright, 2003)

- LADIES OF GARDEN CITY
- 48 HOURS IN TEL AVIV
- MISSION IN TEL AVIV
- MOHAMMAD MESSENGER OF ALLAH
- CONQUEROR SALAH AL-DIEN
- NASSER 56
- ASSASSINATION OF SADAT

6. Titles that Spotlight the Star's Role

Titles of this kind draw the readers' attention to the star's role in the story or the movie.

Honorable student, there are some examples of Spotlight the Star's Role:

- ROCKY
- BILLY JACK
- CROCODILE DUNDEE
- G.I. JANE
- MISS SAIGON
- MAVERICK

(Lenore Wright, 2003)

- THE SAILOR
- MY WIFE IS A GENERAL MANAGER
- SAAD THE ORPHAN
- THE POSTMAN
- THE PORTMAN

(البحار) (زووجتي مدير عام) (سعد الينيم) (البوسطجي) (البواب)
7. **Titles that take advantage of Cultural References**

Titles of this kind, is an expressive about the culture of a specific group or country all over the world and is a good reflective of these cultures.

Dear student, there are some examples of using Cultural References:

- SOME LIKE IT HOT
- ALL ABOUT EVE
- THE PAWNBROKER
- MAIN STREET
- UNTOUCHABLES
- GREASE
- CRYSTAL OF UMM HASHIM
- CARAVAN IN THE STREET
- SECRET OF THE HIDE CAP
- THE IMMIGRANT
- I'M FREE
- THE EGG AND THE STONE

(Lenore Wright, 2003)

8. **Titles that Establish an Exotic Setting**

Such titles draw the readers' attention to the content of the story that persuades readers to follow reading it.
My darling student, some examples of **Exotic Setting** are such as:

- SUNSET BOULEVARD
- CASABLANCA
- 42ND STREET
- ON THE WATERFRONT

(Lenore Wright, 2003)

- ABU-ZAEBAL JAIL
- A GROOM FROM PARIS
- TREASURE IN THE BASEMENT
- NIGHTCLUBS STREET
- KHAN AL-KHALILI

(زعبل أبو زعيل)
(عريس من باريس)
(الكنز في البدرون)
(شارع الملاهي)
(خان الخليلي)

9. **Titles that Create a Vivid Metaphor**

Titles of this kind persuade readers' thinking abilities to understand what is intended from the title, which a creative title.

**EARTH GLOBE IN HANDS**

Honorable student, there are some examples to **Create a Vivid Metaphor**:

- BRIDGE OVER THE RIVER KWAI
- BREAKFAST AT TIFFANY'S
- DARK VICTORY
- FIDDLER ON THE ROOF
- THE LONGEST YARD

(Lenore Wright, 2003)
10. Titles that use a Current Slang

These titles address the majority of people with the language they like and understand using slang.

Also, some examples of using Current Slang are such as:

- YOU'VE GOT MAIL
- DAZED AND CONFUSED
- SMOKEY AND THE BANDIT
- THE LONG GOODBYE
- TOP GUN

(Lenore Wright, 2003)

- LADIES OF THE LADIES
- MIXTURE
- TRACK OF FOOL
- WORLD OF SCRAP

2. INVITING INTRODUCTION:
To make your writing inviting and convincing, support your general ideas with the following:

A. A good topic sentence or a good thesis statement for an essay.

B. Specific information

C. Anticipate the readers' questions by:
   - Explaining or restating your ideas
   - Providing facts
   - Giving specific examples
   - Adding specific details

D. Write complete sentences
   A complete sentence should have a clear subject that expresses about the doer of the action, and then the action should be obvious to the readers whether it includes mental processes such as thinking, evaluating, deciding or physical actions such as writing and talking and finally the complete sentence should have a complement.

E. Use short sentences
   A good sentence should be maximum of 12 to 15 words in length which better help readers understand. Besides, the fewer words a sentence has, the more understood readers will have.

F. Be precise and accurate
   The words like "large," "small," "as soon as," "they," "people," "clients," "customers," are imprecise. Readers may misinterpret the previous words to mean something different than what they mean. Good writers consider this and less use of acronyms and abbreviations for readers' understanding.

Develop the following **introduction** to be good and inviting.

Eva Peron, known to most people as Evita, was a powerful political force in Argentina. In 1945 she married Juan Peron and a year later he became the Argentine president. Evita became a heroine to many.

Write your answer here………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
The introduction lacks most of the previous characteristics and a lot of questions are in the readers' minds, such as:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eva Peron, known to most people as Evita, was a powerful political force in Argentina</td>
<td>How did a woman become powerful in Argentine politics? What was her background? What special skills or interests did she have?</td>
</tr>
<tr>
<td>2. In 1945 she married Juan Peron and a year later he became the Argentine president.</td>
<td>What did Evita have to do with her husband's political role?</td>
</tr>
<tr>
<td>3. Evita became a heroine to many.</td>
<td>What did she do or believe to become a heroine?</td>
</tr>
</tbody>
</table>

After anticipating the readers' questions, the introduction will be as follows:

Eva Peron, known to most people as Evita, was a powerful political force in Argentina. During her young adult years, she was a well-known radio and film actress. Perhaps this training helped her develop her excellent speaking skills and her persuasive style. In 1945 she married Juan Peron and a year later, he became the Argentine president. She became his political partner. Evita became a heroine to many. She supported women's voting rights, worked for the poor, and fought for improvements in education. She was able to convince her compatriots that women have a place in government.

(Laurie - One – 146)

Honorable student, do you know what the 'types of introductions' are? Write your answer here.

A. General to Specific:    
B. Definition/Explanation: 
C. Chronological:           
D. Problem – Solution:     
E. Background Information: 
F. Quotation:              
G. Summary:                

293
A. What is 'general to specific' introduction?

This type of introduction consists of two or three or more sentences that lead to the thesis, with each new sentence more specific than the previous one.

The following is an example of general-to-specific introduction:

A current trend in elementary education is networked classrooms. Schools everywhere are purchasing sophisticated computers and connecting to the Internet. Many schools have adopted a technology-based curriculum and are providing special training in the use of educational technology for teachers. Technology in education has important benefits for both students and teachers. (Laurie – One – 107)

B. What is 'definition/explanation' introduction?

This type of introduction prepares the reader for an informative essay that uses new terms or concepts. The writer defines or explains the new terms or concepts in the introduction.
The following is an example of **definition/explanation**:

Nanotechnology is the science of the small. Derived from the Greek word for "dwarf," Nano is a one-billionth unit of measurement. So a nanometer is a billionth of a meter, and a virus is nearly 100 nanometers across. Nanotechnology is the term used to describe a wide array of theoretical and experimental approaches to engineering tiny machines; everything from making smaller microchips, to envisioning molecular robots that could swim through our bloodstream and fight disease. People working in the field of nanotechnology today are divided between two disciplines: those working from the "bottom up," mostly chemists attempting to create structure by connecting molecules; and those working from the "top down," engineers taking existing devices, such as transistors, and making them smaller.

(Laurie – One – 108)

C. What is 'chronological' introduction?

Write your answer here…………………..………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
This type of introduction often leads chronologically into the issue that the writer wants to discuss. It is almost like a story: if the writer tells the story well, the reader wants to continue reading to see what happens next or to see how past events relate to the present.

The following is an example of **chronological introduction**:

My mother described the phone that her family had when she was a child: a black, boxy object with a rotary dial and a heavy receiver that sat on top. You couldn’t unplug it from the wall- you had to stand right where it was plugged in to use it. There was no voicemail, so you had to be home to get an important call. But when I was growing up, we had several lightweight, push-button phones. One was a cordless phone that we could take into the room, even outside. One had an answering machine attached to it, so we never missed a call. Then when I left home for college, my parents gave me a cell phone. It’s so light and small that it fits in my pocket. It has voicemail, connects to the Internet, and works all over the country. Advances in technology have enabled people immediate access to almost anyone and anywhere with few limitations.

(Laurie – One – 108)
D. What is 'problem – solution' introduction?

This type of introduction begins with a short explanation of a problem, one that the essay will attempt to solve.

The introduction ends with a solution to the problem such as the following example:

A recent study has shown that children watch an average of seven hours of television a day. This is a great concern to many parents. They worry that the violence on television will influence their children's behavior. They also worry that the frequent commercials for unhealthy food will affect their children's eating habits. Parents are furthermore concerned that television programs present false information that could be detrimental. What can they do? The solution to this problem is simple: Parents should carefully select the programs their children watch and limit the number of viewing hours.

(Laurie – One – 109)

E. What is 'background' introduction?

This type of introduction presents background on the topic that slowly leads up to the thesis.
The following is an example of **background introduction**:

Over the past fifty years, the concept of success for many Chinese women has changed dramatically. Earlier in the century, a woman was successful if she was a respectful daughter-in-law, a dutiful wife, and a responsible mother. That is, a successful woman was one who did what her mother-in-law wished, kept a clean house, and took very good care of her children. However, success today for a Chinese woman has different meaning. Now success means working outside the home and achieving a status in society equal to that of men.

(Laurie – Two– 161)

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**F. What is 'quotation' introduction?**

This type of introduction includes quotation that are directly related to the main idea of the piece of writing; it can be from reading that you have done to prepare for your writing or it can be from well-known saying, an appropriate remark from a famous person, or a line from a song or a poem.

The following is an example of **quotation introduction**:

In an effort to create the right environment for students, educators constantly propose new ways to educate students. Some people, such as William O'Connor, insist: "We have no inferior education in our schools; what we have been getting is an inferior type of student." However, it is wrong to say that it is only the student who is inferior, not the school. One system is not appropriate for all students. Perhaps arise when students' individual needs are not met. Therefore, the needs of the students must be considered when deciding which system is best. Basically, there are three types of systems that are right for different students; an authoritarian system, a free system, and a combination of the two.

(Laurie – Two– 161)
G. What is 'summary' introduction?

This type of introduction summarizes a reading selection, a lecture, a class, a speech or a course and prepares the reader for an analysis or discussion of what has been summarized.

The following is an example of summary introduction:

In her article "African Art as Nonverbal Communication," Thelma Newman discusses African art and the inadequacy of European attempts to categorize it. Newman describes several characteristics of common to most examples of African art and shows how these characteristics reveal a great deal about African culture. It is clear, therefore, that one can learn about the customs and values of a country by studying its art.

(Laurie – Two– 161)

3. WHAT ARE THE THOUGHTFUL TRANSITIONS:

Thoughtful transitions are words and phrases that serve as bridges from one idea to the next, one sentence to the next, or one paragraph to the next. They keep readers to find their own ways and get them to the lane in order to complete reading without getting lost. Transitions are considered as the glue that holds your ideas together because of their importance. Therefore, you don't necessarily need a transition between every idea or every sentence, but it is a good idea to use a transition between each paragraph.
Thoughtful

Transition

Honorable student, do you know what are the types of 'thoughtful transitions'?

Write your answer here…………………………………………………………………………
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Types of transitions are:

<table>
<thead>
<tr>
<th>1. TRANSITIONS TO EMPHASIZE A POINT</th>
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<tr>
<td>Again</td>
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<tr>
<td>For this reason</td>
</tr>
<tr>
<td>Indeed</td>
</tr>
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<td>On the negative side</td>
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<tr>
<td>To emphasize</td>
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</table>

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<tr>
<th>2. TRANSITIONS TO SHOW LOCATION</th>
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<td>Above</td>
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<td>Across</td>
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<tr>
<td>Against</td>
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<tr>
<td>Along</td>
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<tr>
<td>Among</td>
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<tr>
<td>In the center</td>
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</table>

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<th>3. TRANSITIONS TO COMPARE</th>
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<tr>
<td>Also</td>
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<td>Comparable to</td>
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<tr>
<td>In conjunction with</td>
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<tr>
<td>Likewise</td>
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</tbody>
</table>
4. TRANSITIONS TO CONTRAST

<table>
<thead>
<tr>
<th>Although</th>
<th>Even though</th>
<th>Even so</th>
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</thead>
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<tr>
<td>But</td>
<td>Versely</td>
<td>As opposed to</td>
</tr>
<tr>
<td>However</td>
<td>In spite of</td>
<td>In the mean time</td>
</tr>
<tr>
<td>Counter to</td>
<td>Nevertheless</td>
<td>On the contrary</td>
</tr>
<tr>
<td>On the other hand</td>
<td>Otherwise</td>
<td>Still</td>
</tr>
<tr>
<td>Yet</td>
<td>Sometimes</td>
<td></td>
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</tbody>
</table>

5. TRANSITIONS TO SHOW TIME

<table>
<thead>
<tr>
<th>After</th>
<th>Before</th>
<th>During</th>
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<tr>
<td>As soon as</td>
<td>At the same time</td>
<td>Finally</td>
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<tr>
<td>First</td>
<td>In the meantime</td>
<td>Later</td>
</tr>
<tr>
<td>Last</td>
<td>Meanwhile</td>
<td>Next</td>
</tr>
<tr>
<td>Soon</td>
<td>Then</td>
<td>Till</td>
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<tr>
<td>Until</td>
<td>Tomorrow</td>
<td>When</td>
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</tbody>
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6. TRANSITIONS TO ADD INFORMATION

<table>
<thead>
<tr>
<th>Another</th>
<th>As well</th>
<th>Besides</th>
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<tbody>
<tr>
<td>And</td>
<td>Also</td>
<td>Again</td>
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<tr>
<td>Additionally</td>
<td>In addition</td>
<td>Along with</td>
</tr>
<tr>
<td>For example</td>
<td>Moreover</td>
<td>Further</td>
</tr>
<tr>
<td>Furthermore</td>
<td>For instance</td>
<td>Likewise</td>
</tr>
<tr>
<td>Together with</td>
<td>Equally important</td>
<td>Finally</td>
</tr>
</tbody>
</table>

7. TRANSITIONS TO SUMMARIZE

<table>
<thead>
<tr>
<th>Finally</th>
<th>Accordingly</th>
<th>As a result</th>
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<tbody>
<tr>
<td>Consequently</td>
<td>All in all</td>
<td>Due to</td>
</tr>
<tr>
<td>In closing</td>
<td>In conclusion</td>
<td>In short</td>
</tr>
<tr>
<td>Therefore</td>
<td>In summary</td>
<td>To conclude</td>
</tr>
<tr>
<td>Thus</td>
<td>Lastly</td>
<td>In the final analysis</td>
</tr>
</tbody>
</table>

8. TRANSITIONS TO ENUMERATE

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>One important</td>
<td>Equally important</td>
<td>Most important</td>
</tr>
<tr>
<td>In the beginning</td>
<td>In the middle</td>
<td>At the end</td>
</tr>
<tr>
<td>One</td>
<td>Also</td>
<td>In addition</td>
</tr>
<tr>
<td>First</td>
<td>Next</td>
<td>Last</td>
</tr>
</tbody>
</table>
9. TRANSITIONS TO SHOW RELATIONSHIPS

<table>
<thead>
<tr>
<th>Although</th>
<th>As a result</th>
<th>Because</th>
</tr>
</thead>
<tbody>
<tr>
<td>But</td>
<td>Either/or</td>
<td>Neither/nor</td>
</tr>
<tr>
<td>Even so</td>
<td>In contrast</td>
<td>At the same time</td>
</tr>
<tr>
<td>Consequently</td>
<td>However</td>
<td>Since</td>
</tr>
<tr>
<td>Still</td>
<td>Therefore</td>
<td>While</td>
</tr>
</tbody>
</table>

10. TRANSITIONS TO GENERALIZE

<table>
<thead>
<tr>
<th>All in all</th>
<th>As usual</th>
<th>For the most part</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general</td>
<td>On the whole</td>
<td>Ordinarily</td>
</tr>
<tr>
<td>typically</td>
<td>usually</td>
<td>As a rule</td>
</tr>
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</table>

4. SEQUENCE:

Moreover, do you have a background about 'sequence' in a piece of writing?
Write your answer here……………………………………………………………………………………………………..
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Sequence in any piece of writing is the use of time, numerical, or spatial order to organize the structure in a creative way for readers to follow easily and thoughtfully. The sequence is different from one piece of writing to another according to the writing type, genre and to the writer's style of writing.
Dear student, what are the kinds of 'sequence' in writing?

Write your answer here………………………………………………………………………………………………………………..
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1. Chronological Order
2. Sequence of Ideas
3. Sequence of structure
4. Spatial Sequence

1. What is 'chronological Order'?

Write your answer here………………………………………………………………………………………………………………..
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Chronological order is the logical organization of any piece of writing that a writer follows in his writing whether in fiction or non-fiction.

What are the forms of 'chronological order'?

Write your answer here………………………………………………………………………………………………………………..
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A. Past to present (Use the past tense and then move to the present tense)

An example of 'Past to present' is:

Down the ages man has developed a variety of ways to solve the questions and doubts which have continually faced him. In the past man appealed to magic to solve his problems. But this, being based on false beliefs, did not satisfy his needs. Then gradually and through hard work man has come to use what is now called 'scientific method' which demands a good deal of intelligent observation and experimentation. It is the only reliable method yet discovered to produces knowledge generally accepted as facts.
Science provides us with knowledge that helps us explain the mystery of the universe and tells us how things do behave in nature. One may think of it as storehouse with many contents neatly classified and ready for use by any learner. Therefore, all scientific discoveries that fill the shelves of the storehouse must be laid on the table for all people to see and benefit from. 

(Alfy, 112 – 1984)

B. Flashback of actions (Use present actions first, and then move backward to the past actions as a kind of suspense in writing)

Dear student, an example of 'Flashback' of the actions is:

Old people suffer from several diseases in their decline time. Besides, they face weakens in most parts in their bodies. On the other hand, when they were young, they used to be active and full of energy. Therefore, they used to have a great pleasure to take gymnastic exercise that helps forward the general growth of the body. They used to know that without exercise, the limbs grow soft, the heart and the lungs weaken, the blood is not kept pure, and so the whole body used to become unhealthy. Young people are fond too of sailing on rivers and seas. They used to like camping passing a pleasurable time, singing, dancing and yelling.

C. Item development (Use First, second, third and finally or use first, then, next, later, last or finally to order your items).

An example of 'Item development' is:

My mother described the phone that her family had when she was a child: a black, boxy object with a rotary dial and a heavy receiver that sat on top. You couldn't unplug it from the wall- you had to stand right where it was plugged in to use it. There was no voicemail, so you had to be home to get an important call. But when I was growing up, we had several lightweight, push-button phones. One was a cordless phone that we could take into the room, even outside. One had an answering machine attached to it, so we never missed a call. Then when I left home for college, my parents gave me a cell phone. It's so light and small that it fits in my pocket. It has voicemail, connects to the Internet, and works all over the country. Advances in technology have enabled people immediate access to almost anyone and anywhere with few limitations. 

(Laurie, One – 108)

2. What is 'sequence of ideas'?

Write your answer here.
Creative writers follow different techniques to attract their readers to pursue reading their works. One of the important techniques is to use sequence of ideas where creative writers work to order their ideas in a way that make readers continue reading willingly and pleasurably.

**Honorable student, do you know what does 'sequence of ideas' include?**
Write your answer here...........................................................................................................
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‘Sequence of ideas' includes the following:

**A. Facts-to-opinions**
In this technique of sequence, creative writers include all the facts related to the topic to get the readers' attention, and then include their opinion and point of view about the facts and the whole topic.
An example of ‘facts to opinions’ is:

The Egyptian civilization dates back to 7000 years. There are no better proofs of the ancient Egyptian's abilities, skills and civilization than the Pyramids, the Sphinx, embalmment and other ancient remains. These have stood the test of time. Moreover, the High Dam is one of the greatest engineering feats in the world. It protects Egypt from dangerous floods and helps it to reclaim land. The High Dam is a main source of national projects in agriculture, electricity and establishing new communities in the desert. Besides, the tourist sites are a source of beautiful places for citizens and tourists to see new sites and get knowledge about this great ancient civilization.

(Alfy, 10–1984)

B. General-to-specific

In this technique of sequence, creative writers move from general information to the most specific ones. The general and specific information are different from one writing type to another. In a paragraph, the most general sentence is the topic sentence with no details in it. While in an essay, the most specific sentence is the thesis statement which locates at the end of the introduction.

Dear student, an example of 'general-to-specific' is:

A current trend in elementary education is networked classrooms. Schools everywhere are purchasing sophisticated computers and connecting to the Internet. Many schools have adopted a technology-based curriculum and are providing special training in the use of educational technology for teachers. Technology in education has important benefits for both students and teachers.

(Luarie, One – 107)

C. Cause/Effect

In this technique of sequence, creative writers mention the causes first, and then mention the effects as a result. This sequence gets the readers' attention to the causes and makes them follow the effects result from.

![CAUSE](image1.png)  ![EFFECT](image2.png)
In addition, an example of 'cause and effect' is:

High blood pressure places a severe strain on the heart, blood vessels, and kidneys. That strain may eventually cause the heart to enlarge and become thickened. In some cases, the heart may fail. High blood pressure can also cause the blood vessels to "overstretch," weaken, or burst; a ruptured blood vessel in the brain can cause a stroke or even paralysis. The third and most serious complication related to high blood pressure is kidney failure. When the kidneys cease to function, they no longer filter out waste products. The result of kidney failure may be serious illness, or even death.

(Laurie, One – 1984)

D. Most important to least important

In this technique of sequence, creative writers start with including the most important information to attract and persuade readers to follow reading their works, and then mention the least important information.

Dear student, follow an example of 'most important to least important':

The telephone has made great improvements in the life of people in all parts of the world. It has enabled us to contact others in no time. It is indispensable as a means of communication. I think it is a good idea to see, as well as hear, people when we use the telephone. Stupid, rude and inconsiderate people who dial to contact anyone just for annoyance and foolish jokes would fear to do so. Seeing the speaker at the other end is a pleasure in itself and come after the importance of seeing people and getting the most important messages.

(Alfy, 25 – 1984)

3. What is 'Sequence of structure'?

Write your answer here....................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................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Sequence of structure is the framework of a text’s beginning, middle, and end. Different narrative and expository genres have different purposes and different audiences, and so they require different text structures. Beginnings and endings help link the text into a coherent whole.

Dear creative student, what does 'sequence of structure' include?
Write your answer here……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
This kind of sequence includes the following:

A. Introduction
   - Topic Sentence: The most important sentence in a paragraph that tells the reader what the paragraph is about.
   - Bridge: An optional sentence that comes after the topic to explain the topic sentence and to connect between the topic and the examples.

B. Body or discussion
   - Examples: They support the main idea of the writer with examples, facts, statistics, anecdotes, comparison, description, analysis, definition, explanation, defense, attitude and opinion.

C. Conclusion
   - Restatement: Two or three sentences at the end of a paragraph to restate the main idea for the reader.
The following paragraph is a good example of sequence of structure:

Colleges and universities in the United States and Canada offer a wide variety of subjects. Students can sample different fields of knowledge, but usually major (concentrate) in one field during that last two years of college. If they wish, they may obtain professional training at the undergraduate level- for example, in accounting, teaching, journalism, or chemistry. Certain colleges specialize in training agricultural experts and engineers. For those who wish to prepare for careers in the arts, there are private music schools and fine arts academies. These examples illustrate the variety of courses open to American college and university students.

(Laurie, One – 42)

4. What is 'spatial sequence'?
Write your answer here………………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Spatial sequence is related to the places included in any piece of writing or the location of the actions which is an important factor in fiction writing because it helps readers feel, live and imagine the location of the story.

Honorable student, do you know what does 'spatial sequence' include?
Write your answer here………………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

This kind of sequence includes moving from:

A. Inside to outside the house and vice versa
B. Village to city.
C. Landscapes to hills and mountains and vice versa
D. Narrow to wide and spacious places
E. Dark to light places and vice versa
F. Up to down the house and vice versa
Moreover, there is an example of 'spatial sequence' is:

I was born in a tiny cottage, a long way from any town, and as a child I had to walk many kilometers to school. My father was a gamekeeper, and he taught me about the care of animals and their protection. When I was eleven, I went to a large school in the nearest town, but during the holidays I always helped my father to feed the baby pheasants. We used to get out in the early morning from our house to the yard to feed the pheasant. The hen pheasants were not able to hatch their own eggs in the woods as there were so many rats and other pests, so we collected the eggs and put them in a safe place where hens could sit on them and hatch them in the yard.

(Alfy, 99 – 1984)

Exercise:

Develop the following paragraph by:
1. Using an inviting introduction.
2. Using thoughtful transitions.
3. Using sequence.
4. Using original title.

A teacher prepares pupils to be good citizens. He gives them instruction and provides them with all material about different subjects. He motivates them to read much and seek more knowledge on their own. But a teacher's job is not confined to class work. It extends to outside classrooms. His guidance has a great effect on his pupils. The examples he sets to his pupils lead them to the path of virtue.
KEY ANSWERS

The Honorable Teacher

The teacher has a great role in any society hundreds of years ago. He is not only teaches, but also, he has a major impact in the life of all people, old and young. As a result of the good preparation of teachers in the different colleges, the outcome will be good and excellent education too. First, a teacher prepares pupils to be good citizens. He gives them instruction and provides them with all material about different subjects. Second, he motivates them to read much and seek more knowledge on their own. But a teacher's job is not confined to class work. It extends to outside classrooms. Finally, his guidance has a great effect on his pupils. The examples he sets to his pupils lead them to the path of virtue.

END OF MODULE'S ACTIVITIES
**MODULE FIVE (TRANSITIONAL PROFICIENCY TEST)**

**Honorable students:** After studying the module, you have to answer the questions of the capability transitional test which aims to find out your progress in studying the module. The test includes two parts; answer all the questions in each part. If you got 80% in the test questions, this means that you got benefit from the module, and if less, this means that you didn't get benefit from the module and you need to restudy the same module again with extra activities to help you for better performance.

**Part One:**

**Choose the correct answer from (A, B, or C):** 22 Marks

1. __________ introduction consists of two or three or more sentences that lead to the thesis, with each new sentence more specific than the previous one.
   A. Quotation                      B. Summary               C. General-to-specific

2. __________ introduction prepares the reader for an informative essay that uses new terms or concepts. The writer defines or explains the new terms or concepts in the introduction.
   A. Definition                     B. Summary               C. Quotation

3. __________ introduction leads to the issue that the writer wants to discuss. It is almost like a story: if the writer tells the story well, the reader wants to continue reading to see what happens next or to see how past events relate to the present.
   A. Quotation                      B. Chronological         C. General-to-specific

4. __________ introduction begins with a short explanation of a problem, one that the essay will attempt to solve.
   A. Quotation                      B. Summary               C. Problem/solution

5. __________ introduction presents background on the topic that slowly leads up to the thesis.
   A. Background                     B. Summary               C. General-to-specific

6. __________ introduction includes specific words of an expert that are directly related to the main idea of the piece of writing; it can be from reading that you have done to prepare for your writing or it can be from well-known saying, an appropriate remark from a famous person, or a line from a song or a poem.
   A. Quotation                      B. Background            C. Summary

7. __________ summarizes a reading selection, a lecture, a class, a speech or a course and prepares the reader for an analysis or discussion of what has been summarized.
   A. Quotation                      B. Background            C. Summary

8. "For this reason, indeed, and another key point" are transitions to __________.
   A. compare                        B. emphasize             C. contrast
9. "Behind, back, against, and above" are transitions to show……………..
   A. compare                           B. emphasize                 C. location
10. "In the same manner, comparable to and like" are transitions to………………
   A. compare                           B. emphasize                 C. contrast
11. "In spite of, although, and however" are transitions to………………
   A. compare                           B. emphasize                 C. contrast
12. "During, until, soon, and after" are transitions to show………………
   A. comparison                    B. time                             C. contrast
13. "Additionally, besides, also" are transitions to………………
   A. emphasize                       B. show time                   C. add information
14. "All in all, as a result, and in closing" are transitions to………………
   A. enumerate                       B. show time                   C. summarize
15. "One important, equally important" are transitions to………………
   A. enumerate                       B. show time                   C. summarize
16. "Either/or, neither/nor, and since" are transitions to………………
   A. show relation                  B. show time                   C. summarize
17. "In general, as a whole, and as a rule" are transitions to………………
   A. enumerate                       B. show time                   C. generalize
18. ..........is to mention the present actions first, and then moves to the past actions.
   A. Flashback                       B. Item development    C. summarize
19. "Facts-to-opinions and general-to-specific" are kinds of………………
   A. sequence of structure     B. sequence of ideas      C. spatial sequence
20. "Introduction, body, and conclusion" are………………
   A. sequence of structure     B. sequence of ideas      C. spatial sequence
21. Describing actions from "inside to outside" is a kind of………………
   A. sequence of structure     B. sequence of ideas      C. spatial sequence
22. The original title should be………………
   A. capitalized                     B. informative                C. simple

Tick (/) in front of the correct answers and (X) in front of the wrong ones.

8 Marks

1. MISSION IMPOSSIBLE is an original title.
2. COME TOMORROW is an original title.
3. "There are three differences between the Saudi and USA culture" is a good thesis statement.
4. "Spatial sequence" deals with the sequence of places inside the piece of writing.
5. Using the "listing signals" is important in narrating a story.
6. Defining new terms is unimportant in any piece of writing for readers.
7. Describing actions from the present moving to the past is interesting.
8. In writing, mention the opinions first, and then mention the facts.

END OF QUESTIONS
KEY ANSWERS

PART ONE

Choose:
1. C
2. A
3. B
4. C
5. A
6. A
7. C
8. B
9. C
10. A
11. C
12. B
13. C
14. C
15. A
16. A
17. C
18. A
19. B
20. A
21. C
22. B

PART TWO

Tick (/) or (X):
1. /
2. X
3. X
4. /
5. /
6. X
7. /
8. /

END OF MODULE FIVE
**MODULE SIX**
**CREATIVE SENTENCE FLUENCY SKILLS:**
**MAIN COMPONENTS OF SENTENCE FLUENCY**

*First: Objectives of Module Six:*

After studying module six, students are expected to:

<table>
<thead>
<tr>
<th>EXECUTIVE OBJECTIVES</th>
<th>ACADEMIC</th>
</tr>
</thead>
</table>
| COGNITIVE OBJECTIVES | 1. Determine the main skills of sentence fluency.  
2. State the definition of each skill. |

**PROFICIENCY OBJECTIVES**

1. Vary sentence beginnings in the piece of writing.  
2. Use sentences with different structures in the piece of writing.  
3. Use the types of sentences in the piece of writing.  
4. Vary moods of sentences in the piece of writing.

**Moods of sentences are such as:**

**ACCUSING:**
A. Formulate sentences that indicate accusation.

**ADVICE:**
B. Formulate sentences that offer advice to others.

**APOLOGIZING:**
C. Formulate sentences that show apology to people.

**ATTRACTING ATTENTION:**
D. Form sentences that can attract people's attention to a specific topic or person.

**COMPLAINING:**
E. Formulate sentences that can reflect complaints for people.

**EXCLAMATION:**
F. Write sentences that show exclamation towards a specific topic.

**HOPE MODE:**
G. Formulate sentences that express the persons' hope mode in future.

**IMPERATIVE:**
H. Formulate sentences that show order from senior to junior.

**INVITATION:**
I. Form sentences that can offer invitation to others.

**OPINION:**
J. Formulate sentences that indicate opinion for a specific topic or person.
| SEMTIMENTAL OBJECTIVES | 1. Appreciate the importance of sentence fluency skills as one of the main traits of writing.  
2. Feel the different skills of writer's sentence fluency in any text or piece of writing. |

**SECOND: INTRODUCTION:**

Writing skill is also based on some important traits that help writers do their job and master their writing. One of the most effective traits is *sentence fluency* which is based solely on the ear. Students need to tune their ears to the rhythm and harmony that can be accomplished with sentence fluency. Using the natural flow of poetry can add clarity to this trait and focusing on variety in sentences that help attain fluency. Moreover, sentence fluency is the author's style and his fingerprint on the page because by using sentence fluency, the reader feels more in touch with the writer’s harmony coming through his type of sentences.

The main aim of the current module is to develop the students' sentence fluency which is a main factor for developing the student writer's creative writing throughout some important activities that help achieve the target.
Honorable student, do you know what **sentence fluency** skills are?
Write your answer here

The sentence fluency skills are:
1. Sentence Beginnings
2. Sentence Structures
3. Sentence Types
4. Sentence Moods

**SKILL (1): SENTENCE BEGINNINGS**

Do you know what are the possible "sentence beginnings"?
Write your answer here

The possible 'sentence beginnings' are:
- Words
- Phrases
FIRST: WORDS

Dear student, how can 'words' begin sentences?
Write your answer here………………………………………………………………………………
………………………………………………………………………………………………………………

'Words' can begin sentences if they are:
- Nouns
- Conjunctions
- Imperative

1. Nouns

What are the kinds of 'nouns'?
Write your answer here………………………………………………………………………………
………………………………………………………………………………………………………………
The kinds of "nouns" are:
- A. Proper noun
- B. Common noun
- C. Material noun
- D. Collective noun
- E. Abstract noun
- F. Gerund
- G. Compound noun
- H. Partitive noun

A. What is a 'proper noun'?
Write your answer here………………………………………………………………………………
………………………………………………………………………………………………………………
A proper noun is a name for one particular person, place, thing or event as distinct from every other.
Dear student, some examples of 'proper nouns' that can begin sentences are as follows:

- The Nile is the main source of water for Egypt.
- Muhammad has helped me a lot in my study.
- Waterloo was a great battle in the 20th century.
- Cairo is the capital of Egypt.

**B. What is a 'common noun'?**

Write your answer here……………………………………………………………………..
……………………………………………………………………………………………
……………………………………………………………………………………………

A **common noun** is a name which is common to any person or thing of the kind.

**More examples of 'common nouns' that can begin sentences are as follows:**

- Man is the main support of any house.
- Museums are places to exhibit treasures and monuments.
- Gardens are enjoyable places for children.
- Dictionaries provide students with vocabulary.

**C. What is a 'material noun'?**

Write your answer here……………………………………………………………………..
……………………………………………………………………………………………
……………………………………………………………………………………………

A **material noun** is the name of a particular kind of matter.
Dear student, some examples of 'material nouns' that can begin sentences are as follows:

- **Milk** provides the human body with calcium.
- **Diamond** cut diamond.
- **Gold** is one of the most precious minerals.
- **Water** is important for cultivation.

D. What is a 'collective noun'?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..…………………………………………

A collective noun is the name of a group of persons or things taken as one complete undivided whole.

There are examples of 'collective nouns' that can begin sentences as follows:

- **The fleet** attacked the enemy near its coasts.
- **The government** has taken a package of resolutions.
- **The audience** has admired the play.
- **The library** is beneficial for students.

E. What is an 'abstract noun'?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..…………………………………………

An abstract noun does not denote objects of sense as it is the case with the first four kinds which are all concrete.

**GENEROSITY**
Dear Creative student, here are some examples of 'abstract nouns' that can begin sentences as follows:

- **Generosity** is the main characteristic of the Arab.
- **Manhood** appears in difficult times.
- **Attention** is required for all students in their classes.
- **Love** is the source of all good deeds.

**F. What is the 'gerund'?**

Write your answer here………………………………………………………………..
……………………………………………………………………………………………

The **gerund** is a noun that can be formed from verbs by adding "ing" at the end of the verb.

Moreover my dearest student, there are examples of 'gerunds' that can begin sentences as follows:

- **Sleeping** is important for any person.
- **Swimming** is helpful for the person's fitness and safety.
- **Writing** is the main skill to reflect the person's emotions and thoughts.
- **Smoking** is the major source of cancer.

**G. What is the 'compound noun'?**

Write your answer here………………………………………………………………..
……………………………………………………………………………………………

A **compound noun** is a noun that has two words; the first is the qualifier and if the positions are reversed, that may bring about a complete change of meaning.
Some examples of 'compound nouns' that can begin sentences are as follows:

- Race-horses are the fastest and the most beautiful.
- Horse-races are famous in Saudi Arabia.
- The school-girls won the first prize.
- The lamp-oil was very famous and common before electricity.
- A coffee-house provides good entertainment for people.
- A house-coffee is more delicious than cafés.

H. What is the 'Partitive noun'?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..…………………………………………

A Partitive noun is a noun refers to a part of something.

Dear student, add to your knowledge some examples of 'partitive nouns' that can begin sentences as follows:

- A sheet of paper can solve the problem.
- A group of people gathered behind the players’ house.
- A pair of shoes will please the poor man.
- A number of players left the camp.

2. Conjunctions

What are the divisions of 'conjunctions'?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………..
……………………………………………………………………………………………………..

- COORDINATING CONJUNCTIONS
- SUBORDINATIONG CONJUNCTIONS
Coordinating conjunctions join words, phrases or sentences of coordinate or equal rank (of similar functional values).

Examples of 'coordinating conjunctions' that can begin sentences are as follows:

- Both Egypt and Saudi Arabia are Arab countries.
- Neither a borrower nor a lender be.
- Not only he but his wife, also is in good shape.
- While Ahmad was studying English, his brother was sleeping.
- Either the applicant or his brother will get the job.
- On the other hand, oil is important in industry.

(My dear student, do you know what do 'subordinating conjunctions' do? 
Subordinating conjunctions are used to introduce noun and adverb clauses. There are some examples of 'subordinating conjunctions' that can begin sentences are as follows:

- Although he is rich, he doesn't give the poor.
- When poverty comes in at the door, love leaps out at the windows.
- Once you declare your admiration, your boss will feel happy.
- Now you mention it, I do remember.
- Because of his sickness, he didn't attend the meeting.
3. Imperative

What is the 'imperative'? Write your answer here……………………………………………………………………..
……………………………………………………..………………………………………………………………………………
………………………………………………………..………………………………………………………………………………

**Imperative** is the power or authority to command or control and is formed by the (infinitive without to).

Honorable student, here are some examples of the 'imperative' that can begin sentences are as follows:
- Study your lessons or I will punish you.
- Let me go to attend the seminar.
- Eat your food before you go out.
- Stop your car beside your house.
- Wait me at the bus station.
- Sleep early to get up early.
- Go to your class with your colleagues.
- Stand on your head to make exercise.
- Obey your parents to get mercy from Allah.

**SECOND: PHRASES**

Dear student, how can 'phrases' begin sentences? Write your answer here……………………………………………………………………..
……………………………………………………..………………………………………………………………………………
………………………………………………………..………………………………………………………………………………

You know that 'Phrases' can begin sentences if they are:
1. Noun phrase
2. Prepositional phrase
3. Adverbial phrase
4. Negative imperative
Could you please, give more details?

1. **Noun phrase**

What are the main keys to *noun phrases*?
Write your answer here………………………………………………………………………………
…………………………………………………………………………………………………………………

The main keys to *noun phrases* are:
   A. To-infinitive
   B. Question word + to-infinitive
   C. Gerund
   D. Noun + Adj. phrase

A. Do you know some examples of *to-infinitive*?
Write your answer here………………………………………………………………………………
………………………………………………………………………………………………………………

The examples of *to-infinitive* that can begin sentences are as follows:
   ▪ To be in good health is his only hope.
   ▪ To study hard is the best for you.
   ▪ To swim well is to be fit.
   ▪ To get up early, you have to sleep early.

B. What about examples of *"question word + to-infinitive"*?
Write your answer here………………………………………………………………………………
………………………………………………………………………………………………………………

The examples of *"question word + to-infinitive"* that can begin sentences are as follows:
   ▪ How to stop him is in fact a hard nut to crank.
   ▪ What to do is the main problem.
   ▪ When to leave for college was our topic.
   ▪ Where to go during vacation is our thinking.

C. Do you know examples of *gerund*?
Write your answer here………………………………………………………………………………
………………………………………………………………………………………………………………
The examples of 'gerund' that can begin sentences are as follows:

- Doing nothing is doing ill.
- Traveling abroad has many benefits.
- Studying hard is the source of success.
- Taking such a risk means gambling with your career.

(Ezzat, 415-1982)

D. Can you give examples of "noun + Adj. phrase"?

The examples of 'Noun + Adj. phrase' that can begin sentences are as follows:

- Victory at any cost is our aim.
- The visions of wealth blinded his honesty.
- Life without trouble is quite an impossible dream.

(Ezzat, 415-1982)

2. Prepositional phrase

The examples of 'prepositional phrase' that can begin sentences are as follows:

- In spite of his wealth, he doesn't give the poor.
- Owing to his intelligence, he got a scholarship.
- Instead of traveling to Jeddah, he traveled to Cairo.
- At the back of the house there is a beautiful yard.
- In the morning, we have an important meeting.
- With reference to his case, he will get medical insurance.
3. Adverbial phrase

Honorable student, do you know what the 'adverbial phrases' are?
Write your answer here .................................................................
.................................................................................................
.................................................................................................

Adverbial phrases play the role of Adverbs, and are thus used to qualify any part of speech other than a noun or pronoun.

What are the types of 'adverbial phrases' with examples?
Write your answer here .................................................................
.................................................................................................
.................................................................................................

Do you know that 'adverbial phrases' can be classified into:
  A. Adverbial phrase of time
  B. Adverbial phrase of place
  C. Adverbial phrase of cause
  D. Adverbial phrase of purpose
  E. Adverbial phrase of result
  F. Adverbial phrase of contrast
  G. Adverbial phrase of condition
  H. Adverbial phrase of manner

A. Do you know examples of 'adverbial phrase of time' that can begin sentences?
Write your answer here .................................................................
.................................................................................................
.................................................................................................

A clock tower with a clock face at night.
The examples of 'adverbial phrase of time' that can begin sentences are as follows:

- In nine or ten years, he wants to retire.
- At night all cats are grey.
- After a heavy lunch one feels inclined to sleep all afternoon.
- Once a week we have an English class.
- All the time he smiles to me.
- For more than two hours she talks.

(Ezzat, 430-1982)

B. Moreover, what are the examples of 'adverbial phrase of place' that begin sentences?

Write your answer here……………………………………………………………………..
……………………………………………………………………..
……………………………………………………………………..

The examples of 'adverbial phrase of place' that can begin sentences are as follows:

- At the hotel we will meet.
- Behind the house there is a huge rock.
- In the middle of the street there was an accident.

C. What are the examples of 'adverbial phrase of cause' that begin sentences?

Write your answer here……………………………………………………………………..
……………………………………………………………………..
……………………………………………………………………..

HOTEL

The examples of 'adverbial phrase of cause' that can begin sentences are as follows:
The examples of 'adverbial phrase of cause' that can begin sentences are as follows:

- Because of his sacrifice, the girl is alive.
- Owing to her unfortunate, she married another.
- For he was late, he was punished.

D. What are the examples of 'adverbial phrase of purpose' that begin sentences?

Write your answer here……………………………………………………………………..
………………………………………………………………………………………………
………………………………………………………………………………………………

The examples of 'adverbial phrase of purpose' that can begin sentences are as follows:

- To get better luck, work harder.
- In order to get there in time, you have to get a plane.
- For eating food, you have to help your mother.

E. What are the examples of 'adverbial phrase of result' that begin sentences?

Write your answer here……………………………………………………………………..
………………………………………………………………………………………………
………………………………………………………………………………………………

The examples of 'adverbial phrase of result' that can begin sentences are as follows:

- To come to college early, you have to sleep early.
- So foolish of you, is to interrupt others.
- To regret is our hope.

(Ezzat, 439:440-1982)
F. What are the examples of 'adverbial phrase of contrast' that begin sentences?
Write your answer here ………………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..…………………………………………
The examples of 'adverbial phrase of contrast' that can begin sentences are as follows:
- In spite of the good medical treatment, he got worse instead of better.
- Regardless of her threat, he revealed the secret of her past.
- For all his wealth, he is not happy.
(Ezzat, 441-1982)

G. What are the examples of 'adverbial phrase of condition' that begin sentences?
Write your answer here ………………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..…………………………………………
The examples of 'adverbial phrase of condition' that can begin sentences are as follows:
- With or without your help, I intend to make another attempt.
- By telling the truth, you will save yourself much trouble.
- Generally speaking, women think with their hearts.
(Ezzat, 442-1982)
H. What are the examples of 'adverbial phrase of manner' that begin sentences?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………

The examples of 'adverbial phrase of manner' that can begin sentences are as follows:
- With full speed, I drove my car.
- In fun, I said this to him.
- In an honest way, I tricked him.
(Ezzat, 443-1982)

Honorable student, do you have a background about:

4. Negative imperative

What are the examples of 'negative imperative' that begin sentences?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………

The examples of 'negative imperative' that can begin sentences are as follows:
- Don't bother your friends.
- Don't be late again.
- Don't touch the glass.
- Never be cruel or unjust.
- Never be impatient.
- Never be boring with me.

Exercise (1): Write five sentences with different beginnings.

------------------------------------------------------------------------------------------
SKILL (2): SENTENCE STRUCTURES

Dear student, do you know what are the different 'sentence structures'?
Write your answer here…………………………………………………………………………...
…………………………………………………………………………………………
…………………………………………………………………………………………

(Being Structures)

Structure (1):

SUBJECT BE ADV. OF TIME AND PLACE

Can you give examples of this structure?
Write your answer here…………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Examples:
- The audience is outside.
- The match was yesterday.
- The exam is today.

Structure (2):

SUBJECT BE ADJ.

What are the examples of this structure?
Write your answer here…………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Examples:
- The boy is excellent.
- The man was young.
- The houses are high.
Structure (3):

\[
\text{\textit{SUBJECT}} \quad \text{BE} \quad \text{\textit{NOUN}}
\]

What are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
Examples:
- The man \textit{is} a teacher.
- The woman \textit{is} a mother.
- Ahmad \textit{is} a father.

Structure (4):

\[
\text{\textit{THERE}} \quad \text{BE} \quad \text{\textit{NOUN COMPLETION}}
\]

Dear student, do you know examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
Examples:
- There \textit{are} students in the college.
- There \textit{is} oil in the street.
- There \textit{was} a horse in the farm.

(POSSESSION STRUCTURE)

Structure (5):

\[
\text{\textit{SUBJECT}} \quad \text{\textit{PASSESSION VERB}} \quad \text{\textit{COMPLETION}}
\]

Moreover, what are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
Examples:
- My father \textit{owns} a car.
- The man \textit{possesses} a golden watch.
- The students \textit{have} valuable books.
**LINKING VERBS STRUCTURES**

Structure (6):

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>LINKING VERB</th>
<th>ADJ.</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here……………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Examples:
- The man *seems* honest.
- The girl *sounds* beautiful.
- The car *seems* new.

--------------------------------------------------------------------------------------------

Structure (7):

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>LINKING VERB</th>
<th>NOUN COMPLETION</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here……………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Examples:
- The man *sounds* a teacher.
- The children *became* faster kids.

--------------------------------------------------------------------------------------------

(INTRANSITIVE STRUCTURE)

Structure (8):

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>INTRANSITIVE VERB</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here……………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Examples:
- The staff members *arrived*.
- The ship *sank*.
- The car *crashed*.

--------------------------------------------------------------------------------------------
**Structure (9):**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TRANSITIVE VERB</th>
<th>NOUN</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………..
Examples:
- The student **passed** the test.
- The teacher **punished** the student.
- The truck **crashed** the boy.

**Structure (10):**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TRANSITIVE VERB</th>
<th>I.O.</th>
<th>D.O.</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………..
Examples:
- The players gave **the other team** the ball.
- The mother fed **her baby** milk.
- Samy made **his son** a toy.

**Structure (11):**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TRANSITIVE VERB</th>
<th>D.O.</th>
<th>ADJ.</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………..
Examples:
- The members find **the club** interesting.
- The man bought **the car** red.
- The mother cooked **the food** delicious.
Structure (12):

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TRANSITIVE VERB</th>
<th>D.O.</th>
<th>NOUN</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here.................................................................
........................................................................................................
........................................................................................................
Examples:
- She considers her teacher a genius.
- The son considers his father a teacher.
- The father gave his son a present.

(PASSIVE STRUCTURE)

Structure (13):

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TO BE</th>
<th>PAST PARTICIPLE</th>
<th>COMPLEMENT</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here.................................................................
........................................................................................................
........................................................................................................
Examples:
- The crops are grown by the farmer.
- The student was punished by the teacher.
- The course is taught by the professor.

Structure (14):

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>ADVERB</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here.................................................................
........................................................................................................
........................................................................................................
Examples:
- The car moves quickly.
- The girl behaves beautifully.
- The man behaved rudely.
Structure (15):

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>PREPOSITIONAL PHRASE</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..…………………………………………

Examples:
- Khalid traveled in the evening.
- The children played between the trees.
- The villagers moved to the city.

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[APPOSITIVE STRUCTURE]

Structure (16):

<table>
<thead>
<tr>
<th>PHRASE</th>
<th>APPOSITIVE</th>
<th>COMPLEMENT</th>
</tr>
</thead>
</table>

What are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..…………………………………………

Examples:
- Kabsa, a traditional Saudi food, is delicious.
- The High Dam, locates in Aswan, protects Egypt from floods.
- Ahmad Zoaul a noble prize holder, made precious researches for humanity.

-----------------------------------------------

(PARALLEL STRUCTURE)

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."
Structure (17):

1. Words and Phrases

-ing form (gerund)
What are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………..
Examples:
- Parallel: Mary likes hiking, swimming, and bicycling.
- Parallel: Mary likes hiking, swimming, and riding a bicycle.
- Parallel: Salwa dislikes traveling, cooking, and diving.

infinitive form
What are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………..
Examples:
- Parallel: Mary likes to hike, to swim, and to ride a bicycle. OR
- Mary likes to hike, swim, and ride a bicycle.

adverb form
What are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………..
Examples:
- Parallel: The production manager was asked to write his report quickly, accurately, and thoroughly.
- Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.
2. Clauses

What are the examples of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
Examples:
- Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game. Or
- Parallel: The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.
- Parallel: The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that prospective buyers would ask him questions.

3. Lists after a colon

What is the example of this structure?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
- Parallel: The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and irregular verbs.

Exercise (2): Write five sentences with different structures.

SKILL (3): SENTENCE TYPES

What are the 'sentence Types'? 
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
Dear student, the 'sentence types' are:
- Simple sentence
- Compound sentence
- Complex sentence
FIRST: THE SIMPLE SENTENCE

What is the 'simple sentence'?  
Write your answer here……………………………………………………………………..
……………………………………………………..………………………………………………
………………………………………………………..………………………………………………

The simple sentence is a group of related words which:
- Expresses a single complete and independent thought.
- Contains 'one finite verb' either expressed or understood.

Dear student, give examples of the 'simple sentence'.  
Write your answer here……………………………………………………………………..
……………………………………………………..………………………………………………
………………………………………………………..………………………………………………

Examples of the 'simple sentence' are:
- I do like a student to be decent.
- You must face reality.
- He is a friend.
- You always have an answer.
- We are very happy to have you with us.
- Everybody will have an equal chance.

What are the functions of the 'simple sentence'?  
Write your answer here……………………………………………………………………..
……………………………………………………..………………………………………………
………………………………………………………..………………………………………………

The functions are:
1. Making a statement
2. Asking a question
3. Giving a command or making a request
4. Expressing an exclamation

1. What are the examples of 'making a statement'?  
Write your answer here……………………………………………………………………..
……………………………………………………..………………………………………………
………………………………………………………..………………………………………………

Examples:
- You seem to be all right.
- You will soon get used to.
- This can happen to anybody.
- You have hit the nail on the head.
2. What are the examples of 'asking a question'?
Write your answer here………………………………………………………………………………
…………………………………………………………………………………………………….
Examples:
- How can I convince you?
- What do you mean by that?
- Were you worried about me?
- Couldn't we see him tomorrow?

3. What are the examples of 'giving a command or making a request'?
Write your answer here………………………………………………………………………………
…………………………………………………………………………………………………….
Examples:
- Don't argue with fate.
- Study your lessons.
- Leave me out of that.
- Be thrifty.
- Give me a hand, please.
- Don't be coy.

4. What are the examples of 'expressing an exclamation'?
Write your answer here………………………………………………………………………………
…………………………………………………………………………………………………….
Examples:
- What a piece of work a man has!
- How delightful to see you!
- What an excellent choice!
- What a cold fish he is?

What is the structure of the simple sentence? Give examples.
Write your answer here………………………………………………………………………………
…………………………………………………………………………………………………….

340
The structures of simple sentence are:
A. Subject
B. Predicate

A. SUBJECT: SUCH AS:

1. NOUN
Examples:
   - The president writes his own speeches.
   - A promise is a promise.
   - The end justifies the means.

2. PRONOUN
Examples:
   - That is no excuse.
   - I am not so sure about that.
   - You must be very proud of yourself.

3. GERUND
Examples:
   - Reading stimulates the mind.
   - Swimming is my favorite sport.
   - Seeing is believing.

4. NOUN-ADJECTIVE
Examples:
   - The absent are always at fault.
   - The dead tell no tales.
   - The rich must help the poor.

5. NOUN PHRASE
Examples:
   - To know the disease is half of the cure.
   - To err is human.
   - Doing nothing is doing ill.

(Ezzat, 391:392-1982)
B. PREDICATE: SUCH AS:

1. INTRANSITIVE VERB
Examples:
   - Nothing happened.
   - Pride goes before a fall.
   - Time flies.

2. TRANSITIVE VERB + OBJECT
Examples:
   - Circumstances alter cases.
   - I need you help.
   - This answers the purpose.

3. VERB + PREPOSITION + PREPOSITIONAL OBJECT
Examples:
   - Listen to your friend.
   - You count on your help.
   - Don't look for trouble.

4. TR. VERB + INDIRECT OBJECT + DIRECT OBJECT
Examples:
   - He gave her another chance.
   - She sold me her car.
   - Would you do me a favor?

5. TR. VERB + OBJECT + OBJECTIVE COMPLEMENT
Examples:
   - They made her the guest of honor.
   - You will find me grateful.
   - Grief drove her mad.

6. JOINING VERB + SUBJECTIVE COMPLEMENT
Examples:
   - I feel better.
   - Time is getting short.
   - That looks very nice.

(Ezzat, 393: 394-1982)
**SECOND: THE COMPOUND SENTENCE**

Honorable creative student, what is the 'compound sentence'?
Write your answer here……………………………………………………………………..
……………………………………………………………………..
……………………………………………………………………..

A compound sentence is a sentence which contains two or more INDEPENDENT SENTENCES joined by CO-ORDINATING CONJUNCTIONS.

What are the 'coordinating conjunctions'?
Write your answer here……………………………………………………………………..
……………………………………………………………………..
……………………………………………………………………..

Coordinating conjunctions are words that join two simple sentences together to form one meaningful sentence.

Examples:

<table>
<thead>
<tr>
<th>1</th>
<th>CUMULATIVE CONJ. (THE &quot;AND&quot; GROUP)</th>
<th>2</th>
<th>ADVERSATIVE CONJ. (THE &quot;BUT&quot; GROUP)</th>
</tr>
</thead>
</table>
| AND     | AND.....ALSO                      | BUT  /  | YET
         | BOTH...AND                        | STILL  /| HOWEVER
         | NOT  | AS WELL AS                       | NEVERTHELESS |
         | ONLY....  | FURTHERMORE                      | ONLY       |
         | BUT ALSO |                            | ON THE CONTRARY |
| BESIDES | LIKewise                          |          |                                      |
| MOReOVER | AGAIN                            |          |                                      |

<table>
<thead>
<tr>
<th>3</th>
<th>ALTERNATIVE CONJ. (THE &quot;OR&quot; GROUP)</th>
<th>4</th>
<th>ILLATIVE CONJ. (THE &quot;SO&quot; GROUP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>OR ELSE</td>
<td>SO</td>
<td>THUS</td>
</tr>
<tr>
<td>OTHERWISE</td>
<td></td>
<td>HENCE</td>
<td>THEREFORE</td>
</tr>
<tr>
<td>EITHER...OR</td>
<td></td>
<td>ACCORDINGLY</td>
<td></td>
</tr>
<tr>
<td>NEITHER.....NOR</td>
<td></td>
<td>CONSEQUENTLY</td>
<td></td>
</tr>
</tbody>
</table>

What are the examples of using the 'coordinating conjunctions'?
Write your answer here……………………………………………………………………..
……………………………………………………………………..
……………………………………………………………………..

(Ezzat, 589-1982)
Examples:

(THE "AND" GROUP)
- Trust in God and keep your power dry.
- The day is short and the work is much.
- Take your time and don't rush at things.
- She cleared up his doubts; again, she relieved his anxiety.

(THE "BUT" GROUP)
- Give advice to all but be security to none.
- We are free to do as we like; however, reason should control all our actions.
- She is in her early twenties, yet she is suffering from heart attack.
- He was upset and red-faced, but I pretend not to notice.

(THE "OR" GROUP)
- Stop acting like that or tell me what you have in mind.
- Either work hard or you won't win fame.
- Neither she nor her mother is to blame.
- Hurry up or else you'll miss much.

(THE "SO" GROUP)
- I didn't want either of them to know that I'd overhead their conversation, so I backed out of the lounge and waited outside.
- You always respond to the beast in you; therefore you must teach yourself how to moderate your passions.
- They are all devils, so you must shun their advances.
- I have a terrible headache, and am fit for nothing today, so I'll go home.

(Ezzat, 590:597-1982)

THIRD: THE COMPLEX SENTENCE

What is the "complex sentence"?
Write your answer here……………………………………………………………………..
……………………………………………………………………..
……………………………………………………………………..

The complex sentence is a sentence which contains one PRINCIPLE CLAUSE and one or more SUBORDINATE CLAUSES.
What are the kinds of the 'complex sentence'?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

The kinds are:
1. NOUN CLAUSE
2. ADJECTIVE CLAUSE
3. ADVERBIAL CLAUSE

Dear student, first of all do you know what a 'clause' is?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

A clause is a group of words which:
- Does not make complete sense by itself.
- Contains a finite verb.

1. NOUN CLAUSE

What is a 'noun clauses'?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

A noun clause does the work of a noun. Therefore, it may be:
A. The subject of a verb
B. The object of a verb
C. The object of a preposition
D. The complement of a verb
E. In apposition to a noun
F. In apposition to preparatory "it"

Can you give examples of 'noun clause'?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

Noun clauses use the following:
Examples:
- **What he said**, annoyed me.
- **What he studied**, gave him great pleasure.
- **That he failed**, was unexpected.
- **That he is generous**, was known to everyone.
- Tell me **where you live**.
- Can you tell me **where your birthplace is**.
- Can you tell me **where you were born**.
- I saw **who built that house**.
- He spoke of **what he feels**.

### 2. ADJECTIVE CLAUSE

Moreover, do you know what the *adjectival clauses* are? Write your answer here……………………………………………………………………………….. ………………………………………………………………………………….. ………………………………………………………………………………….. Adjectival clauses take the place of adjectives and thus qualify nouns or pronouns.

Adjectival clauses are sometimes called relative pronouns because they are generally introduced by relative pronouns, such as:  
*Who – whom – whose – which – that – As – But*

What are the examples of *adjectival clause*? Write your answer here……………………………………………………………………………….. ………………………………………………………………………………….. ………………………………………………………………………………….. Examples:
- The students **who are in the third year** must work hard.
- I have read a story **which was interesting**.
- I saw a movie **which was wonderful**.
- Mary lives in a house **which is air conditioned**.
- We live in a house **which contains many rooms**.
- I bought a suit **which is made of wool**.
- People who are **learned** behave wisely.
- The man **who was wounded** could regain his health.
3. ADVERBIAL CLAUSE

What is the 'adverbial clause'?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………………..
…………………………………………………………………………………………………………..

Adverbial clauses play the role of adverbs, and are thus used to qualify any part of speech other than a noun or a pronoun.

What are the types of 'adverbial clauses'?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………………..
The types are:
1. Clause of Purpose
2. Clause of Result
3. Clause of Cause
4. Clause of Contrast
5. Clause of Time
6. The Conditional Clause
7. Clause of Manner
8. Clause of Comparison

Can you give examples for each type of 'adverbial clauses'?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………………………..

1. Clause of Purpose
Examples:
- He traveled abroad in the hope that he might find work.
- He got up early for fear that he should miss the train.

2. Clause of Result
Examples:
- He is so strong that he can defeat his enemies.
- He was so clever that he passed the examination.

3. Clause of Cause
Examples:
- He succeeded because he was clever.
- She stayed in bed as she was very ill.
4. **Clause of Contrast**

Examples:
- Although he was poor, he was happy.
- However high tree is, he can climb it.

5. **Clause of Time**

Examples:
- While I was walking, I saw my friend.
- He has not sent letters, since he departed.

6. **The Conditional Clause**

Examples:
- If he succeeds, he will join the university.
- If he succeeded, he would join the university.
- If he had succeeded, he would have joined the university.

7. **Clause of Manner**

Examples:
- He walks proudly as if he were a president.
- He answered as I instructed him.

8. **Clause of Comparison**

Examples:
- He fought bravely as the lion did.
- He is not so clever as I am.

Exercise (3): Write three sentences with different types.

**SKILL (4): SENTENCE MOODS**

Honorable student, do you know what is 'mood'?

Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..………………………………………

The mood of the verb denotes the form it takes to show the function it performs.

What are the 'moods of sentences'? Provide examples.

Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..………………………………………
The moods of sentences are as follows:

1. **Accusing**

Examples:
- Someone has been using my record player. It *couldn't have been Sami*, could it?
- A stranger has knocked at my door. It *might not be a colleague*, might it?
- Somebody crashed my car. It *mustn't be Ahmad*, must it?
- Someone has been taking my material. It *might not be a friend*, might it?

2. **Advice**

Examples:
- You *should* listen to your teachers.
- They *ought to* come to school early.
- You *had better* make a medical check.
- If *I were you*, I'd *ask behave* differently.
- I'd *advise to* talk to the manager.
- You'd *better not* sit near the window.

3. **Apologizing**

Examples:
- I'm *very sorry* for that situation.
- I *beg your pardon* for that situation.
- I'm really terribly sorry. (Deep apology)
- Do please *forgive me*. (Deep apology)
- Sorry I'm late. I missed that train.
- It's all right. We haven't started yet.
- We must apologize for the delay in arriving on time.
- We regret to for that unintended mistake.

4. Attracting attention and addressing people.

Examples:
- **Excuse me**, Could you explain this point again. (If you don't know the person's name)
- **Excuse me**, Can you help me.
- **Excuse me**, Could you write an application.
- **Excuse me Mr. Hassan.** (If you know the person's name)
- **Excuse me, Sir** do you know it is a no parking area?
- **Yes Officer** I'm not parking I've run out of petrol.
- **Excuse me**, could I have the bill.
- **Excuse me**, could I know exactly when we arrive?
- **Pardon me madam**, I think you are taking my chair.

5. Complaining

Examples:
- I am sorry to say that, but you disturb me.
- It is shameful to mention that, but you are the cause.
- You broke all the rules when you said this.
- You are annoying everybody when using the horn.
- I told many times about your work and you have no ears.

6. Exclamation
Examples:
- **How old** he is!
- **What beautiful hair** that girl has!
- **What a fool** he was to reject that offer!
- **Oh, dear!**
- **What a fun!**

7. **Hope expressing mode**

Examples:
- **It may** that you dislike something while it is good for you.
- **Perhaps** he will come tomorrow.
- **Maybe** the manager will praise everybody.
- **Success may** come true when you study hard.
- **I hope** you all best in your future.

8. **Imperative**

Examples:
- **Study** your lessons hard.
- **Play** with your cousins.
- **Listen** to the teacher.
- **Answer** the following questions.
9. **Invitations**

Examples:

- Could you visit me in my office?
- Would you like to come to my party?
- Can you attend the seminar today?
- Will they come home today?

10. **Opinion**

Examples:

- As I see it, the man has got a lot to learn.
- I think traveling by car is tiring.
- In my point of view, he is a clever student.
- I see that they won't suit the job.
- From my opinion, he will face troubles in English.

11. **Permission**

Examples:

- Can I have your pen.
- May I go out for a minute.
- Would you mind if I go with you in your car.
- Do you mind correcting my homework.
- Are we allowed to use the dictionaries?
- Would it be all right if I came late?
- Is it all right/Ok if I do it tomorrow?
- You can take my notebook.
12. Praising and Dispraising

Examples:
- **What a good friend** a book is! (Praising)
- A book is **a good friend indeed**.
- He is the **best friend** I have ever met.
- **How faithful** is my friend.
- **How bad** is that manager. (Dispraising)
- **How shameful** it is to get the others money.

13. Prohibition

Examples:
- You **can't** park your car here.
- You **mustn't** cheat in the exams.
- You **may not smoke** here.
- You **aren't allowed to** come late.
- It is **not permitted** to come late.
- You **are not to** drive fast at night.
- It is **forbidden** to park here.

14. Refusing

Examples:
- I'm **not going** to talk with him on that issue.
- He's **not ready** to meet them now.
- They're **not willing** to travel to that country.
- It's no use asking to change my mind.
- I'm not going to **change my mind**.
- I won't do it.
15. Regretting

Examples:
- I'm sorry.
- I'm afraid.
- What a pity.
- Unfortunately.
- Oh, dear.
- I'd love to.

16. Requesting

Examples:
- Can you help me please?
- Will you help me in this work?
- Would you be kind and close the door?
- Would you mind visiting me at home?
- Could you do me a small favor?

17. Suggesting

Examples:
- Where can we get a hot meal in this city?
- Where could one spend his summer vacation?
- Can we meet today evening.
- Will you go to work with your cousin.
18. *Sympathy*

Examples:
- What a pity?
- What a poor?
- What a critical situation he has.
- What a wound?
- What a blind man?

19. *Warning*

Examples:
- If you don't stop committing mistakes, you'll fail.
- Stop making noisy in the classroom.
- You had better study hard. You are going to fail.
- If you drink from this bottle, you'll be poisoned.
- Keep quiet inside the room or I'll push you out.

(Ezzat, 232:234-1982)

Exercise (4): Write five moods of sentences.
KEY ANSWERS

Exercise (1):
- **Museums** are places to exhibit treasures and monuments.
- **Swimming** is helpful for the person's fitness and safety.
- **Neither a borrower nor a lender be.**
- **Although** he is rich, he doesn't give the poor.
- **To study hard** is the best for you.

Exercise (2):
- The audience is outside.
- The boy is excellent.
- The man possesses a golden watch.
- The man sounds a teacher.
- The crops are grown by the farmer.

Exercise (3):
- **Everybody will have** an equal chance.
- Trust in God **and** keep your power dry.
- **What he said,** annoyed me.

Exercise (4):
- A stranger has knocked at my door. It **might not be a colleague,** might it?
- **Excuse me,** Could you explain this point again. (If you don't know the person's name)
- **What beautiful hair** that girl has!
- **As I see it,** the man has got a lot to learn.
- **How faithful** is my friend.

END OF MODULE'S ACTIVITIES
**MODULE SIX (TRANSITIONAL PROFICIENCY TEST)**

**Honorable students:** After studying the module, you have to answer the questions of the capability transitional test which aims to find out your progress in studying the module. The test includes two parts; answer all the questions in each part. If you got 80% in the test questions, this means that you got benefit from the module, and if less, this means that you didn't get benefit from the module and you need to restudy the same module again with extra activities to help you for better performance.

**PART ONE**

**Choose the correct answer from (A, B, or C):**

1. A……………….is a name for one particular person, place, thing or event as distinct from every other.
   a) material noun  
   b) proper noun  
   c) collective noun
2. A……………….is the name of a group of persons or things taken as one complete undivided whole.
   a) material noun  
   b) proper noun  
   c) collective noun
3. Both……..and, neither……nor, and either…………or are………………
   a) coordinating conjunctions  
   b) subordinating conjunctions  
   c) clauses
4. Although, When, Once, Now, and Because are………………
   a) coordinating conjunctions  
   b) subordinating conjunctions  
   c) clauses
5. ..................is the power or authority to command or control and is formed by the (infinitive without to).
   a) Conjunction  
   b) Imperative  
   c) Clause
6. The beginning "**To be in good health** is his only hope," represents.............
   a) noun phrase  
   b) prepositional phrase  
   c) adverbial clause
7. The beginning "**In spite of** wealth, he doesn't give the poor," represents.....
   a) noun phrase  
   b) prepositional phrase  
   c) adverbial clause
8. The beginning "**In nine or ten years,** he wants to retire," represents an adverbial phrase of………………
   a) cause  
   b) time  
   c) place
9. The beginning "**At the hotel** we will meet," represents an adverbial phrase of………………
   a) cause  
   b) time  
   c) place
10. The beginning "**To get better luck,** work harder," represents an adverbial phrase of………………
    a) cause  
    b) time  
    c) place
11. The sentence "The audience is outside," represents....................
    a) Be structure  
    b) possession structure  
    c) linking verb structure
12. The sentence "The man seems honest," represents
a) Be structure                    b) possession structure
c) linking verb structure
13. The sentence "The staff members arrived," represents
a) passive structure                    b) intransitive structure
c) transitive structure
14. The sentence "The student passed the test," represents
a) passive structure                    b) intransitive structure
c) transitive structure
15. The sentence "The crops are grown by the farmer," represents
a) transitive structure                    b) passive structure
c) parallel structure
16. The sentence "Mary likes hiking, swimming, and bicycling" is
a) passive structure                    b) intransitive structure
c) transitive structure
17. The sentence "I do like a student to be decent" is
a) compound                      b) simple                          c) complex
18. The sentence "We are free to do as we like; however, reason should control all our actions" is
a) compound                      b) simple                          c) complex
19. The sentence "Either work hard or you won't win fame" is
a) compound                      b) simple                          c) complex
20. The sentence "What he said, annoyed me" is
a) compound                      b) simple                          c) complex

**PART TWO**

Match each sentence from column (A) with its mood in column (B):

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>MOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Somebody crashed my car. It mustn't be Ahmad.</td>
<td>A. Prohibition</td>
</tr>
<tr>
<td>2. You should listen to your teachers.</td>
<td>B. Permission</td>
</tr>
<tr>
<td>3. I'm very sorry for that situation.</td>
<td>C. Opinion</td>
</tr>
<tr>
<td>4. Excuse me, could you explain this point again.</td>
<td>D. Invitation</td>
</tr>
<tr>
<td>5. You broke all the rules when you said this.</td>
<td>E. Advice</td>
</tr>
<tr>
<td>6. What beautiful hair that girl has!</td>
<td>F. Apologizing</td>
</tr>
<tr>
<td>7. Could you visit me in my office?</td>
<td>G. Attracting attention</td>
</tr>
<tr>
<td>8. I think traveling by car is tiring.</td>
<td>H. Complaining</td>
</tr>
<tr>
<td>9. Can I have your pen.</td>
<td>I. Exclamation</td>
</tr>
<tr>
<td>10. You can't park your car here.</td>
<td>J. Accusing</td>
</tr>
</tbody>
</table>

**END OF QUESTIONS**
KEY ANSWERS

PART ONE

Choose:
1. B
2. C
3. A
4. B
5. B
6. A
7. B
8. B
9. C
10. A
11. A
12. C
13. B
14. C
15. B
16. C
17. B
18. A
19. A
20. C

PART TWO

Tick (/) or (X):
1. J
2. E
3. F
4. G
5. H
6. I
7. D
8. C
9. B
10. A

END OF MODULE SIX
First: Objectives of Module Seven:

After studying module seven, students are expected to:

<table>
<thead>
<tr>
<th>EXECUTIVE OBJECTIVES</th>
<th>ACADEMIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Determine the main skills of word choice.</td>
</tr>
<tr>
<td></td>
<td>2. State the definition of each skill.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COGNITIVE OBJECTIVES</th>
<th>PROFICIENCY OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use accurate words in the piece of writing.</td>
<td>1. Use accurate words in the piece of writing.</td>
</tr>
<tr>
<td>2. Use lively verbs in the piece of writing.</td>
<td>2. Use modifiers in any piece of writing.</td>
</tr>
<tr>
<td>3. Use specific nouns in writing.</td>
<td>3. Use specific nouns in writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENTIMENTAL OBJECTIVES</th>
<th>PROFICIENCY OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appreciate the importance of word choice skills as one of the main traits of writing.</td>
<td>1. Appreciate the importance of word choice skills as one of the main traits of writing.</td>
</tr>
<tr>
<td>2. Feel the different skills of writer's word choice skills in any text or piece of writing.</td>
<td>2. Feel the different skills of writer's word choice skills in any text or piece of writing.</td>
</tr>
</tbody>
</table>

SECOND: INTRODUCTION:

Creative writing is characterized by its great impact on the readers' thoughts and feelings. A creative writer has a difficult job in the process of writing because he has to make different choices; choose the topic, the approach, the sources, the thesis or the topic. Finally, words can convey the writer's ideas and help him decide how he will arrange those words into sentences and paragraphs. A creative writer revises his draft, makes more and more word choices.

The aim of this module is to develop the students' proficiency of word choice which is of great importance of any creative writer to be able to choose the suitable and most effective words for his piece of writing.

Dear student, do you know the main skills of 'word choice'?
Write your answer here...............................
........................................................................
........................................................................
........................................................................

THE ANSWER:

1. USE ACCURATE WORDS
2. USE LIVELY VERBS
3. USE SPECIFIC NOUNS
4. USE MODIFIERS
SKILL (1): ACCURATE WORDS

What are the techniques of using 'accurate words'?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

ACCURATE WORDS

THE TECHNIQUES OF USING ACCURATE WORDS ARE:

1. DISTINCT WORDS
2. KEY WORDS
3. WORDS WITH PURPOSED CONNOTATIONS
4. A PRONOUN TO SHED LIGHT ON THE SUBJECT
5. AVOIDING MISUSED WORDS
6. AVOIDING WORDINESS
7. AVOIDING REDUNDANCY
8. AVOIDING SLANG AND COLLOQUIALISM

1. DISTINCT WORDS

Honorable student, do you know examples that support 'distinct words'?
Write your answer here……………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..
Examples:
Distinct: "Having finished with studying, the pizza was quickly eaten."
Or: "Having finished with studying, the students quickly ate the pizza."
Awkward: "Having finished with studying." (It is difficult to understand).
Distinct: "Traveling to a foreign country has developed my communication skills."
Awkward: "Traveling to a foreign country has developed my skills." (What type of skills?)

(Williams, 2001)

2. KEY WORDS

Dear student, what are the examples that support 'key words'?
Write your answer here. ..................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................

Examples:

A willingness to take risks is one of the most important qualities that leads to success in business. A person who is willing to take risks is one who, despite the possibilities of failure, will move ahead in a new business venture with confidence in his or her abilities.

Public accounting consists largely of auditing and tax services. An audit is a review of the financial records of an organization. Auditing is usually performed at fixed laws have grown increasingly complex, not only corporations but also individuals have had to utilize the services of accountants in preparing their tax forms. Businesses, government agencies, and nonprofit organizations all employ public accountants either regularly or on a part-time basis.

(Laurie- One, 27:128)
3. WORDS WITH PURPOSED CONNOTATIONS

Moreover, what are the examples that support 'words with purposed connotations'?
Write your answer here...........................................................................................................
........................................................................................................................................
........................................................................................................................................

Examples:
Example: I sprayed the ants in their private places.
Revision: I sprayed the ants in their hiding places.

Example: My brother was stopped in the traffic jam.
Revision: My brother was stuck in the traffic jam.

(Williams, 2001)

4. A PRONOUN TO SHED LIGHT ON THE SUBJECT

In addition, what are the examples that support 'a pronoun to shed light on the subject'?
Write your answer here...........................................................................................................
........................................................................................................................................
........................................................................................................................................

Examples:
Example: My cousin Aly visited my brother Ahmad, even though he didn’t speak with him much.
Revision: My cousin Aly visited my brother Ahmad, even though he didn’t speak with Ahmad much.
Example: Although, Egypt has made strong agreements with U.K, it has a strong industry.
Revision: Although, Egypt has made agreements with U.K, Egypt has a strong industry.
(Williams, 2001)

5. AVOIDING MISUSED WORDS

Dear student, can you give examples that support 'misused words'?
Write your answer here.………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Examples:
Example: Cree Indians were a monotonous culture until French and British settlers arrived.
Revision: Cree Indians were a homogenous culture.

Example: I have instructed thou to avoid mistakes.
Revision: I have instructed you to avoid mistakes.
(Williams, 2001)

6. AVOIDING WORDINESS

My Creative Student, give examples that support 'avoiding wordiness'.
Write your answer here.………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Choosing the right word to express the writer's point of view is not the only difficulty, but using words that may be extra or inefficient for the readers is a big problem.
Take a look at the following list for some examples. On the left, there are some phrases that use three, four, or more words where fewer will do; on the right, there are some shorter substitutes:

<table>
<thead>
<tr>
<th>WORDINESS</th>
<th>WELL CHOSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I came to the realization that</td>
<td>I realized that</td>
</tr>
<tr>
<td>She is of the opinion that</td>
<td>She thinks that</td>
</tr>
<tr>
<td>Concerning the matter of</td>
<td>About</td>
</tr>
<tr>
<td>During the course of</td>
<td>During</td>
</tr>
<tr>
<td>In the event that</td>
<td>If</td>
</tr>
<tr>
<td>In the process of</td>
<td>During, while</td>
</tr>
<tr>
<td>Regardless of the fact that</td>
<td>Although</td>
</tr>
<tr>
<td>Due to the fact that</td>
<td>Because</td>
</tr>
<tr>
<td>In all cases</td>
<td>Always</td>
</tr>
<tr>
<td>At that point in time</td>
<td>Then</td>
</tr>
<tr>
<td>Prior to</td>
<td>Before</td>
</tr>
</tbody>
</table>

(Williams, 2001)

7. AVOIDING REDUNDANCY

Dear student, could you please, give examples that support 'avoiding redundancy'.

Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Redundancy is the use of multiple words that mean or say the same thing.
Examples:
Redundant: My personal beliefs… Beliefs are personal.
Revision: My beliefs.

Redundant: I decided to paint the machine gray in color. Gray is a color.
Revision: I decided to paint the machine gray.

More Examples:

<table>
<thead>
<tr>
<th>Instead of ...</th>
<th>Use ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 noon</td>
<td>noon</td>
</tr>
<tr>
<td>added bonus</td>
<td>bonus</td>
</tr>
<tr>
<td>advance notice</td>
<td>notice</td>
</tr>
<tr>
<td>current status</td>
<td>status</td>
</tr>
<tr>
<td>filled to capacity</td>
<td>full, filled</td>
</tr>
<tr>
<td>first and foremost</td>
<td>first</td>
</tr>
<tr>
<td>future plans</td>
<td>plans</td>
</tr>
<tr>
<td>join together</td>
<td>join</td>
</tr>
<tr>
<td>Month of November</td>
<td>November</td>
</tr>
</tbody>
</table>

(King, 2009)
8. AVOIDING SLANG AND COLLOQUIALISM

Honorable student, can you give examples that support 'avoiding slang and colloquialism'?
Write your answer here………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

Slang is an informal nonstandard variety of speech characterized by newly coined and rapidly changing words and phrases.

Examples:

<table>
<thead>
<tr>
<th>COCKNEY SLANG</th>
<th>MEANING</th>
<th>WAY IN WHICH IT MIGHT BE USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam and Eve</td>
<td>Believe</td>
<td>Would you Adam and Eve it?</td>
</tr>
<tr>
<td>Alligator</td>
<td>Later</td>
<td>See you later alligator.</td>
</tr>
<tr>
<td>Apples and Pears</td>
<td>Stairs</td>
<td>Get up those apples to bed!</td>
</tr>
<tr>
<td>Bacon and Eggs</td>
<td>Legs</td>
<td>She has such long bacons.</td>
</tr>
<tr>
<td>Bees and Honey</td>
<td>Money</td>
<td>Hand over the bees.</td>
</tr>
<tr>
<td>Biscuits and Cheese</td>
<td>Knees</td>
<td>Ooh! What knobby biscuits!</td>
</tr>
<tr>
<td>Crust of Bread</td>
<td>Head</td>
<td>Use your crust, lad.</td>
</tr>
<tr>
<td>Loaf of Bread</td>
<td>Head</td>
<td>Think about it; use your loaf.</td>
</tr>
<tr>
<td>Mince Pies</td>
<td>Eyes</td>
<td>What beautiful minces.</td>
</tr>
<tr>
<td>Oxford Scholar</td>
<td>Dollar</td>
<td>Could you lend me an Oxford?</td>
</tr>
<tr>
<td>Rabbit and Pork</td>
<td>Talk</td>
<td>I don't know what she's rabbiting about.</td>
</tr>
<tr>
<td>Scarp Flow</td>
<td>Go</td>
<td>Scarp! The police are coming!</td>
</tr>
<tr>
<td>Trouble and Strife</td>
<td>Wife</td>
<td>The trouble's been shopping again.</td>
</tr>
</tbody>
</table>

(King, 2009)

Exercise (1):
Avoid wordiness in the given sentences in the following table:

<table>
<thead>
<tr>
<th>WORDINESS</th>
<th>WELL CHOSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I came to the realization that</td>
<td></td>
</tr>
<tr>
<td>She is of the opinion that</td>
<td></td>
</tr>
<tr>
<td>Concerning the matter of</td>
<td></td>
</tr>
<tr>
<td>During the course of</td>
<td></td>
</tr>
<tr>
<td>In the event that</td>
<td></td>
</tr>
</tbody>
</table>
SKILL (2): LIVELY VERBS

Dear student, do you know what 'lively verbs' are?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Lively verbs have a great effect in creative writing. They are those actions that you can either picture in your mind or affect the readers' perception through using the perceptive verbs.

Examples:
Abandon, abbreviate, beautify, clarify, jingle, sacrifice, weaken, zigzag, jump,
strike, swim, climb, slurp, belch, slam, slump, squirm.
(to live, to dwell, to give birth, to eat, to drink, to smell, to say, to speak, to tell, to talk, to ask, to answer, to order)

What are the alternative 'lively verbs' for the following dead verbs?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………

On the following list of dead verbs, the alternatives are:
action: walk
alternatives: stroll, amble, jog, dash, sprint, stagger,

action: lie (down)
alternatives: sprawl, lounge, curl up, stretch out

action: say
alternatives: mumble, stutter, spew, shout, protest

action: look
alternatives: scan, squint, glare, study

What are the alternative 'lively verbs' for the following perceptive verbs?
Write your answer here……………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
The lively verbs are:

1. HEAR VERBS:

   Examples:
   hear, catch, listen, examine by ear, put one's ear to, lip-read, interpret, listen in, switch on, tune in, tune to, adjust the receiver, prepare to hear, lift the receiver, answer the phone, pick up the phone, overhear, keep one's ears open, intercept, bug, give ear, lend an ear, incline one's ear, give audience, interview, listen with both ears, be all ears, hang on the lips of, be attentive, strain one's ears, pick up one's ears, catch a sound, pick up a message, come to one's ears, be informed
   (Bookshelf Dictionary)

2. SEE VERBS:

   Examples:
   scan: see, go and see, take in, sight-see, rubberneck
   watch: watch, look on, look at, look in, view, see
   cognize: note, see
   be mindful: not forget, think of, spare a thought for, regard, look on, see
   know: perceive, see
   imagine: visualize, envisage, see in the mind's eye, see
   understand: spot, descry, discern, distinguish, make out, see at a glance, see
   (Bookshelf Dictionary)
3. TASTE VERBS:

**Examples:**
- **Enjoy:** taste, find palatable, lick one's lips, roll on the tongue, lick one's fingers, savor, sample
- **eat:** sip, lick, sup, nibble,
- **resemble:** have a taste, taste of, savor of, smack of,
- **make appetizing:** taste good, tickle the palate, tempt the appetite, stimulate the taste buds

4. TOUCH VERBS:

**Examples:**
- **Touch, tactility, palpability, handling, feeling, palpation, manipulation**
- **friction:** massage, kneading, squeeze, pressure
- **contiguity:** graze, contact
- light touch, lambency
- **knock:** flick, flip, tap
- **accuracy:** sense of touch, delicate touch, fine touch, precision
- **skill:** delicacy, artistry

(Bookshelf Dictionary)
5. SMELL VERBS:

**Examples:**
smell, have an odor, reach one's nostrils
smell of, breathe of, smell strongly of, reek of, reek
give out a smell, exhale
smell a mile off
detect: smell out, scent, nose, wind, get wind of,
breathe: snuff, snuff up, sniff, breathe in, inhale,
cause to smell, scent, perfume, incense, fumigate

(Bookshelf Dictionary)

6. MOTION VERBS:

**Examples:**
motion, change of position, change movement, going, move, march
speed rate, speed, acceleration, air speed, ground speed, pace, tempo
locomotion, motility, Mobility, movableness, kinetic energy, motive power,
motivity, forward motion, advance, progress, headway

(Bookshelf Dictionary)

Exercise (2):
What are the alternative "lively verbs" for the verb "touch"?
SKILL (3): SPECIFIC NOUNS

Dear student, what are the techniques of choosing 'specific nouns'? Write your answer here...

The techniques are such as:
1. DEFINITNESS
2. PROPER NOUNS
3. KEY WORDS
4. RELEVANT NOUNS

Give more details of the techniques of choosing 'Specific nouns'.

1. DEFINITNESS

Honorable student, do you know what 'definiteness' is? Write your answer here...
Definite article 'THE' refers to the specific nouns such as:

A. 'The' means the one we are all familiar with.
Examples:
- (In Egypt) "The pound" means the Egyptian pound.
- (In England) "The pound" means the English pound.
- (In USA) "The dollar" means the American dollar.
- (In Australia) "The dollar" means the Australian dollar.
- (In any country) we can say (The market – The economy – The stock exchange – The education).

B. 'The' means the widely-known inventions in science and technology.
Examples:
- The computer
- The telescope
- The microchip
- The Internet

C. 'The' means 'the only one' (But (a) means 'one of many').
Examples:

<table>
<thead>
<tr>
<th>The only one</th>
<th>One of many</th>
</tr>
</thead>
<tbody>
<tr>
<td>The chief officer</td>
<td>An officer</td>
</tr>
<tr>
<td>The building code</td>
<td>A building</td>
</tr>
<tr>
<td>The best teacher</td>
<td>A student</td>
</tr>
<tr>
<td>The only successful approach</td>
<td>An environment friendly approach</td>
</tr>
<tr>
<td>The most technological advanced factory</td>
<td>A technological advanced factory</td>
</tr>
</tbody>
</table>

D. 'The' means 'specific and countable' (But uncountable means general).
Examples:

<table>
<thead>
<tr>
<th>Specific, countable</th>
<th>General , uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Australian Conservation Society</td>
<td>Australian Society</td>
</tr>
<tr>
<td>The Japanese car industry</td>
<td>Japanese industry</td>
</tr>
<tr>
<td>The information industry</td>
<td>Australian industry</td>
</tr>
<tr>
<td>The electronic industry</td>
<td>Private industry</td>
</tr>
</tbody>
</table>

(Ezzat, 55-1982)
2. PROPER NOUNS

Honorable student, do you know what a 'proper noun' is?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..……………………………………

A proper noun is a name for one particular person, place, thing or event as distinct from every other.

Examples:
- The Nile is the main source of water for Egypt.
- Muhammad has helped me a lot in my study.
- Waterloo was a great battle in the 20th century.
- Cairo is the capital of Egypt.

3. KEY WORDS

Dear student, can you tell us about 'key words'?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..……………………………………

Key words are the guiding words throughout the paragraph that are very specific and help readers to follow the piece of writing.

Examples:
- A willingness to take risks is one of the most important qualities that leads to success in business. A person who is willing to take risks is one who, despite the possibilities of failure, will move ahead in a new business venture with confidence in his or her abilities.
Public accounting consists largely of auditing and tax services. An audit is a review of the financial records of an organization. Auditing is usually performed at fixed laws have grown increasingly complex, not only corporations but also individuals have had to utilize the services of accountants in preparing their tax forms. Businesses, government agencies, and nonprofit organizations all employ public accountants either regularly or on a part-time basis.

(Laurie, One- 127:128)

4. RELEVANT NOUNS

Do you know what the 'relevant nouns' are?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..………………………………………
Relevant nouns are those nouns that relate to a specific topic and help to support and maintain the major idea or the new terms or concepts.

Examples:

Nanotechnology is the science of the small. Derived from the Greek word for "dwarf," Nano is a one-billionth unit of measurement. So a nanometer is a billionth of a meter, and a virus is nearly 100 nanometers across. Nanotechnology is the term used to describe a wide array of theoretical and experimental approaches to engineering tiny machines; everything from making smaller microchips, to envisioning molecular robots that could swim through our bloodstream and fight disease. People working in the field of nanotechnology today are divided between two disciplines: those working from the "bottom up," mostly chemists attempting to create structure by connecting molecules; and those working from the "top down," engineers taking existing devices, such as transistors, and making them smaller.

(Laurie, One – 108)

Exercise (3):
Give five examples of specific nouns.

--------------------------------------------------------------------------------------------
SKILL (4): MODIFIERS

Honorable student, do you know what the 'modifiers' are?
Write your answer here……………………………………………………………………..
………………………………………………………………………………………………………

A modifier is a word or a phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept.

Nearly

Do you know examples that support 'modifiers'?
Write your answer here……………………………………………………………………..
………………………………………………………………………………………………………

Examples:
- Mark often studies until midnight.
- The spectator nearly caught the ball.
- The woman wore a hat covered with feathers to the party
- After working hard throughout the year, Michelle was awarded with a raise.
- Having finished the assignment, John turned on the TV.
- After reading the original study, I find the article unconvincing.
- They failed the experiment, not having studied the lab manual carefully.
- After ten years, the mystery of the missing portrait has been solved.
- Having arrived late for practice, the captain of the team needed a written excuse.
- Polishing his car every week, Fred made his car sparkle.
- As a young child, Mary went on many outings with her father.
- The woman wore a dress with spots to the concert.
- Flying across the state, we saw several rivers.
- I know a man named Mr. Smith with a wooden leg.
- The player kicked the ball barely ten meters.
- The disease infected almost half the population.

(Darling, 2003)
Exercise (4):
For each of the following 4 items, determine whether the statement is true or false.

Sentence 1 shows correct modification, while sentence 2 does not.
1. Being a new employee, Mark was very nervous.
2. Being a new employee, the company made Mark feels welcome.
   True
   False

Sentence 1 and 2 both show correct modification.
1. As a novice programmer, Sally made many mistakes.
2. As a novice programmer, the managers expected Sally to make many mistakes.
   True
   False

Sentences 1 and 2 have misplaced modifiers.
1. The spokesperson handed the papers to the secretary in the pink folder.
2. The spokesperson handed the papers to the secretary in the pink sweater.
   True
   False

The following sentence means that almost half of the employees were lost.
The company almost lost half of its employees.
   True
   False
KEY ANSWERS

Exercise (1):

<table>
<thead>
<tr>
<th>WORDINESS</th>
<th>WELL CHOSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I came to the realization that</td>
<td>I realized that</td>
</tr>
<tr>
<td>She is of the opinion that</td>
<td>She thinks that</td>
</tr>
<tr>
<td>Concerning the matter of</td>
<td>About</td>
</tr>
<tr>
<td>During the course of</td>
<td>During</td>
</tr>
<tr>
<td>In the event that</td>
<td>If</td>
</tr>
</tbody>
</table>

--------------------------------------------------------------------------------------------

Exercise (2):
The alternatives of the verb "touch" are:
- Tactility, palpability, handling, feeling, palpation, manipulation
  friction: massage, kneading, squeeze, pressure
  contiguity: graze, contact
  light touch, lambency

--------------------------------------------------------------------------------------------

Exercise (3):
Examples of specific nouns are:
- The Nile is the main source of water for Egypt.
- Muhammad has helped me a lot in my study.
- The computer
- The telescope
- The microchip

--------------------------------------------------------------------------------------------

Exercise (4):
Sentence 1 shows correct modification, while sentence 2 does not.
1. Being a new employee, Mark was very nervous.
2. Being a new employee, the company made Mark feels welcome.
   True
   False X
   Correct. The phrase “Being a new employee” must modify Mark (the new employee), not the company he works for.
   X No. The phrase “Being a new employee” refers to Mark and so the subject of the next phrase needs to be “Mark”.

378
Sentence 1 and 2 both show correct modification.
1. As a novice programmer, Sally made many mistakes.
2. As a novice programmer, the managers expected Sally to make many mistakes.
   True X
   False
   That’s right. “Sally” must be the subject of the second phrase because she is the novice programmer.
   X No. “Sally” must be the object of the second phrase because she is the novice programmer.

Sentences 1 and 2 have misplaced modifiers.
1. The spokesperson handed the papers to the secretary in the pink folder.
2. The spokesperson handed the papers to the secretary in the pink sweater.
   True X
   False
   That’s correct. There is a misplaced modifier in sentence 1. The phrase “in the pink folder” is supposed to modify “the papers” not “the secretary”. In sentence 2 the phrase “in the pink sweater” is in the correct position to modify “the secretary”.
   X Incorrect.

The following sentence means that almost half of the employees were lost.
The company almost lost half of its employees.
   True X
   False
   Correct. In this sentence “almost” modifies “lost”. It does not modify “half of the employees”. If you wanted the sentence to mean that almost half the employees were almost lost you would have to write “The company lost almost half of its employees”.
   X Incorrect. In this sentence “almost” modifies “lost” and so it means that half of the employees were almost lost. Try pressing False.

END OF MODULE’S ACTIVITIES
MODULE SEVEN (TRANSITIONAL PROFICIENCY TEST)

Honorable students: After studying the module, you have to answer the questions of the capability transitional test which aims to find out your progress in studying the module. The test includes two parts; answer all the questions in each part. If you got 80% in the test questions, this means that you got benefit from the module, and if less, this means that you didn't get benefit from the module and you need to restudy the same module again with extra activities to help you for better performance.

PART ONE
Choose the correct answer from (A, B, or C): 20 Marks

1. The accurate words "Having finished with studying, the pizza was quickly eaten" are ....................
   a) key words  b) distinct words  C) purposed words
2. The accurate words "A willingness to take risks is one of the most important qualities that leads to success in business. A person who is willing to take risks is one who, despite the possibilities of failure, will move ahead in a new business venture with confidence in his or her abilities" are ....................
   a) key words  b) distinct words  C) purposed words
3. The accurate words "I sprayed the ants in their hiding places" are ..........
   a) key words  b) distinct words  C) purposed words
4. The accurate words "My cousin Ali visited my brother Ahmad, even though he didn't speak with Ahmad much" are .................
   a) avoiding misused words  b) avoiding wordiness
c) pronouns to shed light on the subject
5. The accurate words "Cree Indians were a monotonous culture until French and British settlers arrived" are .........................
   a) avoiding misused words  b) avoiding wordiness
c) pronouns to shed light on the subject
6. The accurate words "I came to the realization that" are ...................
   a) avoiding misused words  b) avoiding wordiness
c) pronouns to shed light on the subject
7. The accurate words "I decided to paint the machine gray in color" are ......
   a) avoiding misused words  b) avoiding wordiness
c) avoiding redundancy
8. The accurate words "Would you Adam and Eve it?" are ...................
   a) avoiding slang and colloquialism  b) avoiding wordiness
c) pronouns to shed light on the subject
9. The accurate words "Regardless of the fact that" are ..............
   a) avoiding misused words  b) avoiding wordiness
c) pronouns to shed light on the subject
10. The accurate words "Scarp! The police are coming" are
a) avoiding slang and colloquialism   b) avoiding wordiness
c) pronouns to shed light on the subject

PART TWO
Tick (/) in front of the correct answers, and (X) for the false ones:

1. Lively verbs are effective in creative writing and help readers to make a
great mind movie.
2. "Catch, listen, examine by ear, auscultate" are see verbs.
3. "The Egyptian pound" is a specific noun.
4. "The chief officer" is a general noun.
5. "The Nile River" is a specific noun.
6. The sentence "Mark often studies until midnight" has a modifier.
7. The sentence "Having finished the assignment, John turned on the TV"
doesn't have any modifier.
8. The sentence "After ten years, the mystery of the missing portrait has been
solved" doesn't have any modifier.
9. "Change of position, change movement, going and march" are motion
verbs.
10. "Massage, squeezing, pressure, contact and delicate" are smell verbs.

END OF QUESTIONS
KEY ANSWERS

PART ONE

Choose:
1. B
2. A
3. C
4. C
5. A
6. B
7. C
8. A
9. B
10. A

PART TWO

Tick (/) or (X):
1. /
2. X
3. /
4. X
5. /
6. /
7. X
8. X
9. /
10. X

END OF MODULE SEVEN
**MODULE EIGHT**  
**CREATIVE CONVENTION SKILLS:**  
**MAIN COMPONENTS OF WRITING CONVENTIONS**

**First: Objectives of Module Eight:**

After studying module Eight, students are expected to:

<table>
<thead>
<tr>
<th>EXECUTIVE OBJECTIVES</th>
<th>ACADEMIC</th>
</tr>
</thead>
</table>
| COGNITIVE OBJECTIVES | 1. Determine the main skills of convention.  
2. State the definition of each skill. |
| PROFICIENCY OBJECTIVES | 1. Use the **spelling rules** in any piece of writing.  
2. Use the **punctuation rules** in writing.  
3. Use the **capitalization rules** in writing.  
4. Use the **grammatical rules** in writing. |
| SENTIMENTAL OBJECTIVES | 1. Appreciate the importance of convention skills as one of the main traits of writing.  
2. Feel the different skills of writer's convention skills in any text or piece of writing. |

**SECOND: INTRODUCTION:**

*Writing Conventions* is one of the most important traits in writing skill. They include the spelling, punctuation, capitalization and grammar rules that form the form of the piece of writing. Perfect editing of the conventions creates strong writing and it is very important because it can attract the reader and make him trust the writer. The creative punctuation guides the reader through reading the text. Also, the correct grammar and capitalization create clarity and style to the piece of writing. Moreover, errors in spelling, punctuation, capitalization and grammar distract the reader and make the text more difficult to read, understand and may affect the meanings and the context.

The aim of the current module is to develop the students' conventional skills in writing which are of great importance to create a creative piece of writing with the other creative skills.
Honorable student, do you know what are the spelling rules of 'plural'?
Write your answer here..............................................................................................................
................................................................................................................................................
................................................................................................................................................

The spelling rules of 'plural' are such as:

<table>
<thead>
<tr>
<th>S</th>
<th>SPELLING RULE</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To form the plural of most nouns, simply add – S</td>
<td>Car- cars / book – books / pen – pens</td>
</tr>
<tr>
<td>2</td>
<td>To form the plural of nouns ending in (Sh – Ch – SS – Z – X and S) add - ES</td>
<td>Gas –gases/ dish –dishes/ boss- bosses/ Box- boxes/ watch –watches/</td>
</tr>
<tr>
<td>3</td>
<td>To form the plural of nouns ending in y preceded by a consonant, change the y to an l and then add –es</td>
<td>lady – ladies/baby – babies/ strawberry – strawberries/ laboratory – laboratories/</td>
</tr>
<tr>
<td>4</td>
<td>To form the plural of a number of long nouns ending in f or fe change the f to a v and then add –es</td>
<td>half – halves/ leaf - leaves life – lives/ knife – knives</td>
</tr>
<tr>
<td>5</td>
<td>To form the plural of imported nouns ending in o, add –es</td>
<td>Cargo-cargoes/dominio-dominoes/ hero-heroes/ Negro-Negroes/ potato-potatoes/ tomato- tomatoes/ veto – vetoes</td>
</tr>
</tbody>
</table>

Dear student, what about the spelling rules of 'suffixes'?
Write your answer here..............................................................................................................
................................................................................................................................................
The spelling rules of 'suffixes' are such as:

<table>
<thead>
<tr>
<th>S</th>
<th>SPELLING RULE</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A final silent e, is usually dropped before adding a suffix beginning with a vowel</td>
<td>-able e.g. likable or likeable; -age e.g. store - storage; -ed e.g. clone - cloned; -est e.g. cute - cutest; -ing e.g. dive - diving/ write - writing; -ous e.g. fame - famous/ pore-porous; -y e.g. ice - icy/ bone – bony</td>
</tr>
<tr>
<td>2</td>
<td>Able or ible</td>
<td>drink - undrinkable; read - readable/ wash – washable</td>
</tr>
<tr>
<td>3</td>
<td>-er or -or</td>
<td>er is added to most verbs that performs an activity: player, baker, singer; A few -er nouns are created from nouns or adjectives: e.g. law - lawyer; prison - prisoner/ foreign – foreigner; -or is found in words of French or classical origin: mayor, donor. curator, auditor, director, professor, tutor</td>
</tr>
<tr>
<td>4</td>
<td>-ise or -ize</td>
<td>criticize, demoralize, realize, vandalize</td>
</tr>
<tr>
<td>5</td>
<td>-or or -our</td>
<td>Words of primarily French origin ending in -our in British English end in -or</td>
</tr>
<tr>
<td>6</td>
<td>-re or -er</td>
<td>While British English retains the -re ending in words of French origin, American English generally prefers -er</td>
</tr>
<tr>
<td>7</td>
<td>-yse or yze</td>
<td>The verbal suffix -yse is British and -yze is American</td>
</tr>
</tbody>
</table>
My future creative writer, do you know the spelling rules of 'doubling'?  
Write your answer here……………………………………………………………………..
………………………………………………………………………………………………
………………………………………………………………………………………………

**DOUBLING**

The spelling rules of 'doubling' are such as:

<table>
<thead>
<tr>
<th>S</th>
<th>SPELLING RULE</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| 1 | When a single consonant preceded by a single vowel, the consonant is usually doubled | -able control – controllable  
- ed stop - stopped/ admit - admitted  
kidnap-kidnapped/program-programmed  
-er e.g. big - bigger  
-ing e.g. begin - beginning/ refer - referring  
-ish e.g. red - reddish |

Do you have a background about the spelling rules of 'prefixes'?  
Write your answer here……………………………………………………………………..
………………………………………………………………………………………………
………………………………………………………………………………………………
The spelling rules of 'prefixes' are such as:

<table>
<thead>
<tr>
<th>S</th>
<th>SPELLING RULE</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ante – or anti</td>
<td>e.g. antecedent, antedate, antenatal, anteroom antibiotic, ant-clockwise, anticyclone, antidepressant, antifreeze anti-inflammatory, anti-French</td>
</tr>
<tr>
<td>2</td>
<td>Fore- or for</td>
<td>forefather, foresight, forecast, forerunner, foreshadow, forestall, foretaste, foretell, forewarn, etc. forbid, forfeit, forget, forgive, forgo, forlorn, forsake, forswear</td>
</tr>
</tbody>
</table>

What are the spelling rules for 'one word or more'?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..………………………………………

The spelling rules for the 'one word or more' are:

<table>
<thead>
<tr>
<th>S</th>
<th>WORDS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alright / all right</td>
<td>all right is widely regarded as the correct form</td>
</tr>
<tr>
<td>2</td>
<td>Already / all ready</td>
<td>Are you all ready to start? It's already 8 o'clock.</td>
</tr>
<tr>
<td>3</td>
<td>Altogether / all together</td>
<td>There are altogether two occasions per year when the family are all together.</td>
</tr>
<tr>
<td>4</td>
<td>anyone / any one</td>
<td>Anyone can use the library and borrow any one of 30,000 books.</td>
</tr>
<tr>
<td>5</td>
<td>cannot / can not</td>
<td>She can not only speak French but German too!</td>
</tr>
<tr>
<td>6</td>
<td>ever / -ever</td>
<td>&quot;You can go wherever you like and do whatever you want!&quot; but &quot;Where ever have you been and what ever have you been up to?&quot;.</td>
</tr>
<tr>
<td>7</td>
<td>everyone / every one</td>
<td>Everyone went to the restaurant and every one of them chose spaghetti.</td>
</tr>
<tr>
<td>8</td>
<td>inasmuch as / in as much as</td>
<td>He is responsible for the accident inasmuch as he failed to prevent it.</td>
</tr>
<tr>
<td>9</td>
<td>insofar as / in so far as</td>
<td>She appreciated him in so far as he was always very positive.</td>
</tr>
<tr>
<td>10</td>
<td>into / in to</td>
<td>They got into their car. She accompanied her friend in to dinner.</td>
</tr>
<tr>
<td>11</td>
<td>maybe / may be</td>
<td>He may be moving to Chicago, but maybe he'll stay in LA a while longer.</td>
</tr>
</tbody>
</table>
No-one has so far been charged with causing the accident because no one person is to blame.

He got up onto the stage, smiled and then went on to talk about his amazing experience.

She'll do it sometime when she gets some time.

Exercise (1):
What is the plural of each of the following words?

<table>
<thead>
<tr>
<th>WORD</th>
<th>PLURAL</th>
<th>WORD</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas</td>
<td>dish</td>
<td>lady</td>
<td>baby</td>
</tr>
<tr>
<td>Cargo</td>
<td>domino</td>
<td>echo</td>
<td>embargo</td>
</tr>
</tbody>
</table>

SKILL (2): PUNCTUATION RULES
Honorable student, do you know the major 'punctuation rules' to end a sentence?
Write your answer here

! , ; ? ( )
The punctuation rules to end your sentences are:

- The **period** (full stop) to refer to the end of a statement.
  e.g. The Muslims have to perform Hajj even once in their life.
- The **question mark** (?), used at the end of a sentence, suggests an inquiry.
  e.g. What does scientists do for the health of humanity?
- The **exclamation point** (exclamation mark, shout mark)( !) suggests excitement or emphasis in a sentence.
  e.g. What a beautiful car he has!

Do you know what are the 'punctuation rules' inside a sentence?
Write your answer here……………………………………………………………………..
...................................................................................................................
...................................................................................................................

Use the '**semicolon**' and '**colon** properly'.

1. The **semicolon** (;) has a few uses.
   - Use a semicolon to separate two related but independent clauses.
     People continue to worry about the future; our failure to conserve resources has put the world at risk.
   - Use a semicolon to separate a complex series of items, especially those that contain commas.
     I went to the show with Jake, my close friend; his friend, Jane; and her best friend, Jenna.

2. The **colon** (:) has multiple uses.
   - Use the colon to introduce a list.
     e.g. The professor has given me three options: to retake the exam, to accept the extra credit assignment, or to fail the class.
     **INCORRECT** - The Easter basket contained: Easter eggs, chocolate rabbits, and other candy.

Dear student, do you know what are the differences between 'a hyphen and a dash'?
Write your answer here……………………………………………………………………..
...................................................................................................................
...................................................................................................................
The differences between a hyphen and a dash:

1. The **hyphen** ( - ) is used in a number of other areas:
   - Use a **hyphen** when **adding a prefix** to some words, such as **re-arrange**, **co-operate**, **anti-Arab**.
   - Use **hyphens** when creating **compound words** from separate words. e.g. The **up-to-date** newspaper reporters were quick to jump on the latest scandal.
   - Use a **hyphen** when **writing numbers out as words**. There are fifty-two playing cards in a deck.

2. The **dash** ( -- or — ) should be used when making a brief interruption within a statement, a sudden change of thought, an additional comment, or a dramatic qualification.
   e.g. An introductory clause is a brief phrase that comes—yes, you guessed it—at the beginning of a sentence.
   e.g. This is the end of our sentence—or so we thought.

Do you know when can we use the 'quotation marks'? 
Write your answer here...........................................................................................................................
...........................................................................................................................
...........................................................................................................................
...........................................................................................................................

We can use the **double quotation mark** and **single quotation mark/ apostrophe** for different purposes as follows:

- The **double quotation** ( " ) encloses a direct quotation.
  e.g. "I can't wait to see him perform!" John exclaimed.
  - According to the article, the value of the dollar in developing nations is "strongly influenced by its aesthetic value, rather than its face value."
- The **single quotation mark** or **apostrophe** ( ’ ) has a variety of uses.
- Use the **apostrophe** (') together with the letter (s) to **indicate possession**. A singular noun will use 's, whereas the plural version of that singular noun will use s'.
  
e.g. The hamster's water tube needs to be refilled.

- A **singular noun** with possession.
  
e.g. In the pet store, the hamsters' bedding needed to be changed.

- A **pluralized singular noun** with possession.
  
e.g. These children's test scores are the highest in the nation.

- Use the **apostrophe** to combine two words to make a **contraction**.
  
e.g. cannot becomes can't, you are becomes you're, and they have becomes they've.

- Use the **single quotation mark** within a regular quotation to indicate a **quotation within a quotation**.
  
e.g. Ali said, "Anna told me, 'I wasn't sure if you wanted to come!'"

**Honorable student, what are the different uses of a 'comma'?**

Write your answer here……………………………………………………………………..
………………………………………………………………………………………………
………………………………………………………………………………………………

The comma ( , ) can indicate a break or pause within a sentence as:

1. Use the **comma** when denoting an **appositive**, or a **break** within a sentence to adds information to the subject.
   
e.g. Bill Gates, CEO of Microsoft, is the developer of the operating system known as Windows.

2. Use the **comma** when denoting a **series**. This is a set of three or more "list" items within a sentence.
   
e.g. The fruit basket contained apples, bananas, and oranges.
   The computer store was filled with video games, computer hardware and other electronic paraphernalia.

3. Use a **comma** if your subject has **two or more adjectives** describing it.
   
   **CORRECT** - The powerful, resonating sound caught our attention.
   
   **INCORRECT** - The powerful, resonating sound caught our attention.
4. Use a comma when referring to a city and country.
   e.g. I am originally from Suez, Egypt.
       Suez, Cairo, are two of the most famous cities in Egypt.
5. Use a comma to separate an introductory phrase from the rest of the sentence.
   e.g. After the show, John and I went out to dinner.
       On the back of my couch, my cat's claws have slowly been carving a large hole.
6. Use the comma to separate two independent clauses.
   e.g. Ryan went to the beach yesterday, but he forgot his sunscreen.
       Water bills usually rise during the summer, as people are thirstier during hot and humid days.
7. Use a comma when making a direct address.
   e.g. Ayman, could you come here for a moment?
8. Use a comma to separate direct quotations.
   e.g. While I was at his house, John asked me if I wanted anything to eat.
       According to the client, the lawyer was "lazy and incompetent."

Dear student, what are the uses of 'parentheses'?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..………………………………………

Parentheses ( ) can be used to clarify, to place an afterthought, or to add a personal comment.
   e.g. Steve Case (AOL's former CEO) resigned from the Time-Warner board of directors in 2005.
       You will need a flashlight for the camping trip (don't forget the batteries!).

What are the uses of 'brackets, braces and slash'?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..………………………………………

392
1. Use **brackets** ([ ]) to signify an editor's note in a regular piece of writing.
   e.g. "[The blast] was absolutely devastating," said Susan Smith, a local bystander at the scene of the incident.
2. **Braces** ({ }) are most widely used in denoting a numeric set in mathematics, a set of equal, and independent choices.
   e.g. { 1, 2, 5, 10, 20 }
   Choose your favorite tool{ fork, knife, spoon } and bring it to me.
3. Use the **slash** (/).
   - The slash is used to separate "and" and "or", when appropriate.
     e.g. "To register, you will need your driver's license and/or your birth certificate."
   - The slash is used when quoting lyrics and poetry to denote a line break.
     e.g. "Row, row, row your boat / gently down the stream / Merrily, merrily, merrily, merrily, / life is but a dream."
   - The slash can replace the word "and" to join two nouns.
     e.g. "The student and part-time employee has very little free time." → "The student/part-time employee has very little free time."

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**Exercise (2):**
What are the different uses of "slash"?
SKILL (3): CAPITALIZATION RULES

My creative student, do you know the major 'capitalization rules'?
Write your answer here……………………………………………………………………..
……………………………………………………..…………………………………………
………………………………………………………..………………………………………
The capitalization rules are:

<table>
<thead>
<tr>
<th>RULE</th>
<th>Description</th>
</tr>
</thead>
</table>
| **RULE 1** | Capitalize the first word of a quoted sentence.  
Examples: Nadrian said, "Biology is nanotechnology that works already." |
| **RULE 2** | Capitalize a proper noun.  
Examples: Nile Palace Bridge |
| **RULE 3** | Capitalize a person's title when it precedes the name.  
Examples: President Mubarak  
Mubarak, the president of Egypt, will address us at noon. |
| **RULE 4** | Capitalize the person's title when it follows the name on the address or signature line.  
Examples: Sincerely,  
Mr. Ahmad, Chairperson |
| **RULE 5** | The first letter of every new sentence is capitalized.  
Example: My father is from Suez. My father grew up in Port said. |
| **RULE 6** | The pronoun (I) is always capitalized.  
Example: Khalid and I are going to discuss the educational situation. |
| **RULE 7** | Do not capitalize names of seasons.  
Example: I love autumn colors and spring flowers. |
| **RULE 8** | Capitalize the first word of a salutation and the first word of a complimentary close.  
Example: Dear Mr. Ayman: Very truly yours, |
| **RULE 9** | Capitalize the names of specific course titles.  
Example: I must take Arabic and Biology 3. |
| **RULE 10** | After a sentence ending with a colon, do not capitalize the first word if it begins a list.  
Example: These are my favorite foods: fruit cake, Kabsa, and Kobab. |
| **RULE 11** | Titles of people are only capitalized when they are followed by someone's name.  
Example: That is the president of the Egypt.  
That is President Mubarak. |
RULE 12 All proper names of: things, companies, religions, and languages.
Example: I prefer to speak English and French with foreigners.

RULE 13 Capitalize the days of the week, months, and holidays.
Example: Tuesday, August 13th.

RULE 14 Capitalize names of documents, organizations, clubs, and historical events.
Example: The Peace Agreement made the people of Egypt very happy.

RULE 15 Direction words (north, south, east, and west) should only be capitalized when they refer to a region or section of a country.
Example: The Middle East is an important area.

RULE 16 Proper names of places, specific buildings, rivers, mountains, and other geographic locations are capitalized.
Example: That is the Nile River, which runs through Africa.

RULE 17 Capitalize any title when used as a direct address.
Example: Will you take my assignment, Teacher?

RULE 18 Capitalize the first and last words of titles of publications. Capitalize other words within titles, including the short verb forms Is, Are, and Be.
Example: The Creative Writing for Undergraduate Saudi English Language Learners

Exercise (3):
Below is a paragraph that contains no capital letters. Correct the paragraph by putting capital letters where they belong.

the blind queen

once upon a time, there was a queen. queen cynthia lived in her castle in a faraway land called shangutopia. shangutopia was located in lufecaep valley near a large river which was called the hula hula river. this river provided the people with fresh water, lots of fish, and large amounts of vegetables.

one day, as the people celebrated an annual festival of hope, a rainstorm came and flooded the river. hula hula overflowed and many homes were destroyed. as a result, many of the citizens of shangutopia died from the cold weather and lack of food. when the water receded, the queen called for her royal horses so she could take a look at the damage. she began in the north and inspected her entire country. she asked, “why are the people hungry?” her royal
advisor answered, “they don’t have any food.” the queen was upset and confused because she had always lived in her secure castle. she responded, “then just give them food.”

SKILL (4): GRAMMATICAL RULES

Dear student, explain the grammatical rules of a 'subject' and a 'verb'.

Write your answer here..........................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................

The answer:

A Verb is a word that shows action (plays, writes, puts) or state of being (is, are, was, were, am, and so on).

Examples:
- He helps me a lot in the field.
- The runners ran around the trace.

<table>
<thead>
<tr>
<th>RULE</th>
<th>If a verb follows to, it is called an infinitive and is not the main verb. You will find the main verb either before or after the infinitive.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>- I like to study English.</td>
</tr>
<tr>
<td></td>
<td>- The efforts to get her elected succeeded.</td>
</tr>
</tbody>
</table>

A Subject is the noun or pronoun that performs the verb.

Examples:
- The president arrived.
- The student answered the question.
| RULE 2 | A subject comes before a phrase beginning with of.  
|        | Examples:  
|        | A professor will explain the topic for the students in the lecture. |
| RULE 3 | Determine the verb first. Then ask who or what performed the verb.  
|        | Examples:  
|        | The jet engine passed inspection. Passed is the verb. Who or what passed? The engine, so engine is the subject. |
| RULE 4 | A request or a command such as "Study!" or "Run quickly." Refers to the subject you.  
|        | Examples:  
|        | Please bring me some tea.  
|        | Stop the car now. |
| RULE 5 | Some sentences have more than one subject, more than one verb, or pairs of subjects and verbs.  
|        | Examples:  
|        | I like English and he likes math. (Two pairs of subjects and verbs)  
|        | He and I like English. (Two subjects and one verb)  
|        | She cooks food and reads daily. (One subject and two verbs) |

Do you know what a 'pronoun' is?  
Write your answer here……………………………………………………………………..  
……………………………………………………………………………………………………  
……………………………………………………………………………………………………  

A pronoun is a word that takes the place of a noun and it can be in one of three cases: Subject, Object, or Possessive.

Honorable student, what are the grammatical rules of English 'pronouns'?  
Write your answer here……………………………………………………………………..  
……………………………………………………………………………………………………  
……………………………………………………………………………………………………  

The answer:  
| RULE 1 | Subject pronouns are used when the pronoun is the subject of the sentence.  
|        | Example:  
|        | _____ performed the work.  
|        | I, you, he, she, it, we, and they all fit into because they are subject pronouns. |
| RULE 2 | Subject pronouns can be used to rename the subject. They follow to be verbs such as is, are, was, were, am, and will be.  
|        | Examples:  
|        | It is he.  
|        | This is she speaking.  
|        | It is we who are responsible for the decision to downsize. |
RULE 3  Object pronouns can be used as (direct object, indirect object, object of the preposition). Object pronouns are me, you, him, her, it, us, and them.
Examples:
Ahmad sent to him.
Are you listening to me?

RULE 4  A strong clause can stand on its own.
Examples:
She is happy.
I am feeling well today.

RULE 5  A weak clause begins with words such as although, since, if, when, and because. Weak clauses cannot stand on their own.
Example:
Although she is happy
Since I am feeling well...

RULE 8  Possessive pronouns show ownership and never need apostrophes.
They are: mine, yours, his, hers, its, ours, theirs
Examples:
It's mine.
The new house is his.

RULE 9  Reflexive pronouns - myself, himself, herself, itself, themselves, ourselves, yourself, yourselves - can be used to refer back to another word in the sentence.
Examples:
I combed my hair myself.
My brother and I did it ourselves.

Honorable creative student, what are 'adjectives' and 'adverbs'?
Write your answer here.................................................................
........................................................................................................
........................................................................................................

The answer:

Adjectives are words that describe nouns or pronouns. They may come before the word they describe (That is a clever work.) or they may follow the word they describe (That work is clever.).
Adverbs are words that modify everything except nouns and pronouns. They modify adjectives, verbs, and other adverbs. A word is an adverb if it answers how, when, or where.

Examples:
- He drives slowly.
- He drives very slowly.

Moreover, what are the grammatical rules of the English 'adverbs'?
Write your answer here………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
The answer:

<table>
<thead>
<tr>
<th>RULE 1</th>
<th>If a word answers the question how, it is an adverb. It can have an -ly added to it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td>She thinks slowly.</td>
</tr>
<tr>
<td></td>
<td>He drives quickly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RULE 2</th>
<th>A special -ly rule applies with four of the senses - taste, smell, look, feel - are the verbs. If the sense verb is being used actively, use the -ly.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>The girl smells sweetly.</td>
</tr>
<tr>
<td></td>
<td>The woman looked angrily.</td>
</tr>
</tbody>
</table>

Dear student, do you know how could 'good' vs. 'well'?  
Write your answer here………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

GOOD VS. WELL

399
### Good Vs. Well:

| RULE 3 | The word **good** is an adjective, while **well** is an adverb.  
Examples:  
You did a **good** job. (Good describes the job.)  
You did the job **well**. (Well answers how.) |
| RULE 4 | When referring to health, use **well** rather than **good**.  
Examples:  
I do not feel **well**.  
You do not look **well** today. |
| RULE 5 | To describe one thing we would say **poor**, as in, "She is **poor**."  
To compare two things, we should say **poorer**, as in, "She is the **poorer** of the two women."  
To compare more than two things, we should say **poorest**, as in, "She is the **poorest** of them all."  
Example:  
<table>
<thead>
<tr>
<th>One</th>
<th>Two</th>
<th>Three or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweet</td>
<td>sweeter</td>
<td>sweetest</td>
</tr>
<tr>
<td>Bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>Beautiful</td>
<td>more beautiful</td>
<td>most beautiful</td>
</tr>
</tbody>
</table>
| RULE 6 | Don’t drop the (-ly) from an adverb with the comparison form.  
Example:  
He drove **quickly**. He drove **more quickly** than they did.  
Play **quietly**. Play more **quietly**. |
| RULE 7 | When "**this**, **that**, **these**, and **those**" are followed by nouns, they are adjectives. When they appear without a noun following them, they are pronouns.  
Examples:  
**This car** is for sale. "**This**" is an adjective here.  
**This** is for sale. "**This**" is a pronoun here. |
| RULE 8 | **This** and **that** are singular, and can be used as adjectives or as pronouns. "**This**" points to something near, while **that** points to something "over there."  
Example:  
**This** dog is mine.  
**That** dog is hers. |
| RULE 9 | **These** and **those** are plural, and can be used as adjectives or as pronouns. **These** points to something nearby while **those** points to something "over there."  
Examples:  
**These babies** have been smiling for a long time. **These** are mine.  
**Those babies** have been crying for hours. **Those** are yours. |
| RULE 10 | Use **than** to show comparison and **then** to answer the question **when**.  
Examples:  
I would rather go skiing **than** rock climbing.  
First we went skiing; **then** we went rock climbing. |
Honorable student, how could 'whomever' vs. 'whomever'? Write your answer here………………………………………………………………………………
………………………………………………………………………………………………………………………………………………

**WHOEVER**  

**WHOMEVER**

The answer:

<table>
<thead>
<tr>
<th>RULE 1</th>
<th>The use of whoever or whomever, can be according to the rule:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>him + he = whoever</td>
</tr>
<tr>
<td></td>
<td>him + him = whomever</td>
</tr>
<tr>
<td>Examples:</td>
<td>Give it to whoever asks for it first.</td>
</tr>
<tr>
<td></td>
<td>Give it to him. He asks for it first.</td>
</tr>
<tr>
<td></td>
<td>We will hire whomever you recommend.</td>
</tr>
<tr>
<td></td>
<td>We will hire him. You recommend him.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RULE 2</th>
<th>When the entire whoever/whomever clause is the subject of the verb that follows the clause, look inside the clause to determine whether to use whoever or whomever.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>Whoever is elected will serve a four-year term.</td>
</tr>
<tr>
<td></td>
<td>Whomever you elect will serve a four-year term.</td>
</tr>
</tbody>
</table>

Do you know how 'who' vs. 'whom'? Write your answer 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My creative student, do you know how does 'that' vs. 'which'?

Write your answer here……………………………………………………………………..
………………………………………………………………………………………………
………………………………………………………………………………………………

The answer:

<table>
<thead>
<tr>
<th>RULE 1</th>
<th>Who refers to people. That and which refer to groups or things.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>Ayman is the one who rescued the child.</td>
</tr>
<tr>
<td></td>
<td>Samy is on the team that won first place.</td>
</tr>
<tr>
<td></td>
<td>She belongs to an institute that specializes in teaching English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RULE 2</th>
<th>That introduces essential clauses while which introduces nonessential clauses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>I do not trust products that claim &quot;all natural ingredients&quot; because this phrase can mean almost anything.</td>
</tr>
<tr>
<td></td>
<td>The product claiming &quot;all natural ingredients,&quot; which appeared in the Sunday newspaper, is on sale.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RULE 3</th>
<th>If this, that, these, or those has already introduced an essential clause, you may use which to introduce the next clause, whether it is essential or nonessential.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>That is a decision which you must live with for the rest of your life.</td>
</tr>
<tr>
<td></td>
<td>Those ideas, which we’ve discussed thoroughly enough, do not need to be addressed again.</td>
</tr>
</tbody>
</table>
Exercise (1):

<table>
<thead>
<tr>
<th>WORD</th>
<th>PLURAL</th>
<th>WORD</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas</td>
<td>gases</td>
<td>dish</td>
<td>dishes</td>
</tr>
<tr>
<td>lady</td>
<td>ladies</td>
<td>baby</td>
<td>babies</td>
</tr>
<tr>
<td>Cargo</td>
<td>cargoes</td>
<td>domino</td>
<td>dominoes</td>
</tr>
<tr>
<td>echo</td>
<td>echoes</td>
<td>embargo</td>
<td>embargoes</td>
</tr>
</tbody>
</table>

Exercise (2):

Use the slash (/).

- The slash is used to separate "and" and "or", when appropriate. The phrase "and/or" suggests that a series of options are not mutually exclusive.
  - e.g. "To register, you will need your driver's license and/or your birth certificate."

- The slash is used when quoting lyrics and poetry to denote a line break.
  - e.g. "Row, row, row your boat / gently down the stream / Merrily, merrily, / life is but a dream."

- The slash can replace the word "and" to join two nouns.
  - e.g. "The student and part-time employee has very little free time." → "The student/part-time employee has very little free time."

Exercise (3):

The Blind Queen

Once upon a time, there was a queen. Queen Cynthia lived in her castle in a faraway land called Shangutopia. Shangutopia was located in Lufecaep Valley near a large river which was called the Hula Hula River. This river provided the people with fresh water, lots of fish, and large amounts of vegetables.

One day, as the people celebrated an annual festival of hope, a rainstorm came and flooded the river. Hula Hula overflowed and many homes were destroyed. As a result, many of the citizens of Shangutopia died from the cold weather and lack of food. When the water receded, the queen called for her royal horses so she could take a look at the damage. She began in the North and inspected her entire country. She asked, “Why are the people hungry?” Her royal advisor answered, “They don’t have any food.” The queen was upset and confused because she had always lived in her secure castle. She responded, “Then just give them food.”

END OF MODULE’S ACTIVITIES
**MODULE EIGHT (TRANSITIONAL PROFICIENCY TEST)**

**Honorable students:** After studying the module, you have to answer the questions of the capability transitional test which aims to find out your progress in studying the module. The test includes two parts; answer all the questions in each part. If you got 80% in the test questions, this means that you got benefit from the module, and if less, this means that you didn't get benefit from the module and you need to restudy the same module again with extra activities to help you for better performance.

**PART ONE**

Choose the correct answer from (A, B, or C):

1. The plural of "Gas-dish-boss-box-watch) is by adding………………..  
   a) es b) s c) ies

2. The plural of "Lady-strawberry-laboratory) is by changing (Y) into…………….  
   a) es b) s c) ies

3. The words "Law-foreign-sing-prison) can be the doer by adding the suffix….  
   a) er b) r c) ier

4. The additions "Ante-anti-fore-for" come ………………….  
   a) in the middle b) at the beginning c) at the end

5. The…………………….refers to the end of a statement.  
   a) semicolon b) period c) question mark

6. Use a……………….to separate two related but independent clauses.  
   a) semicolon b) period c) question mark

7. The………………encloses a direct quotation, whether made by a person or taken from a piece of literature.  
   a) quotation mark b) period c) question mark

8. Use a………………when denoting a series of items within a sentence.  
   a) semicolon b) period c) comma

9. Use………………when creating compound words from separate words.  
   a) period b) semicolon c) hyphens

10. Use……………….at the end of a sentence, suggest an enquiry.  
    a) semicolon b) period c) question mark

**PART TWO**

Tick (/) in front of the correct answers, and (X) for the false ones:

1. Capitalize the first word of a quoted sentence.  
   (X) 2. Don't capitalize the person's title when it precedes the name.  
   (X) 3. The pronoun (I) is always capitalized.  
   (X)
4. Proper nouns of places, specific buildings, rivers, mountains, and other geographic locations are capitalized.
5. A subject is a word that shows action or state of being (is, are, was, were, am and so no).
6. A verb is the noun or pronoun that performs the action.
7. If the verb follows (to), it is called an infinitive.
8. A subject comes after a phrase beginning with of.
9. A request or a study such as "study" or "run quickly" refers to the subject you.
10. Object pronouns can not be used as (direct object, indirect object, object of the preposition).
11. Possessive pronouns show ownership and never need apostrophes.
12. Reflexive pronouns can be used to refer back to another word in the sentence.
13. If a word answers the question how, it is an adverb.
14. The word good is an adjective, while well is an adverb.
15. The use of whoever is to refer to the object.
16. That and which are similar because both refer to humans.
17. Who and whom are similar because both refer to the subject.
18. Use than to show comparison and then to answer the question when.
19. These and those are plural, and can be used as adjectives.
20. A strong clause can stand on its own.

END OF QUESTIONS
KEY ANSWERS

PART ONE
Choose:
1. A
2. C
3. A
4. B
5. B
6. A
7. A
8. C
9. C
10. C

PART TWO
Tick (/) or (X):
1. /
2. X
3. /
4. /
5. X
6. X
7. /
8. X
9. /
10. X
11. /
12. /
13. /
14. /
15. X
16. X
17. X
18. /
19. /
20. /

END OF MODULE EIGHT AND THE PROGRAM
GLOSSARY

A

- **Abstract noun** does not denote objects of sense as it is the case with the first four kinds which are all concrete.
- **Adjectival clauses** take the place of **adjectives** and thus qualify nouns or pronouns.
- **Adverbial clauses** play the role of **adverbs**, and are thus used to qualify any part of speech other than a noun or a pronoun.
- **Adverbial phrases** are phrases that play the role of Adverbs, and are thus used to qualify any part of speech other than a noun or pronoun.
- **Alliteration** is the use of two or more words in a poem that begin with the same letter or sound. Alliteration is like rhyming in poetry, but alliteration comes at the beginning of each word in the line of the poem.
- **Allusion** is a **stylistic and literary device** that is a reference to a related object or circumstance that has occurred or existed in an external context and stimulates ideas, associations, and extra information in the readers' minds.
- **Analogy** is similarity in some respects between things that are otherwise dissimilar or a comparison based on such similarity.
- **Analysis** is the person's ability to separate the topic into parts or basic principles or components so as to determine its' nature as a whole and understand the relationships among its parts and its' organizations.
- **Angle** is the writer's way, method, approach, attitude, opinion, or style to deal with the topic.
- **Arrange** is to put into a specific order or relation; dispose or to plan or prepare for or to bring about an agreement concerning; settle. Also, it means to reset (a composition) for other instruments or voices or for another style of performance.
  (Bookshelf Dictionary)
- **Association Fluency** is the person's ability to write as many words as he can that relate to a specific word or topic and words that are similar to others.

B

- **Body hint** refers to facial expressions, body shape and beard that can provide readers with indirect messages about the characters and their attitudes in life.
- **Bridge** is an optional sentence that comes after the topic to explain the topic sentence and to connect between the topic and the examples.

- **C**
  - **Categorize** is to put in a general class of ideas, terms, or things that mark divisions or coordination within a conceptual scheme, such as quality, quantity, or relation, singularity, universality, or particularity, those organize perceptions into knowledge. (Bookshelf Dictionary)
  - **Causal hint** refers to indirect causes for doing or not doing a specific situation that makes readers present all time in the piece of writing through using the causal hints.
  - **Clothes hint** is an excellent indirect indication for messages in life using the different types of clothes which are different from one culture to another.
  - **Collective noun** is the name of a group of persons or things taken as one complete undivided whole.
  - **Color hint** is a clever indirect indication for messages in life using the different meanings of colors which are different from one culture to another.
  - **Color symbolism** is the use of the different colors in fiction writing to give the audience different messages about the story; whether through using direct symbols or indirect symbols.
  - **Common noun** is a name which is common to any person or thing of the kind.
  - **Compare** is to check two items, such as words, files, or numeric values, so as to determine whether they are the same or different. In a program, the outcome of a compare operation often determines which of two or more actions is taken next. (Bookshelf Dictionary)
  - **Complex sentence** is a sentence which contains one PRINCIPLE CLAUSE and one or more SUBORDINATE CLAUSES.
  - **Compose** is to make up the constituent parts of; constitute or form or create by putting together parts or elements or produce (a literary or musical piece). It is also to settle or adjust; reconcile or to arrange aesthetically or artistically or set (type or matter to be printed). (Bookshelf Dictionary)
  - **Compound noun** is a noun that has two words; the first is the qualifier and if the positions are reversed, that may bring about a complete change of meaning.
  - **Compressed-conflict analogy** is the writer's ability to make new connections that sound strange to the readers by providing the opposites of the most important adjectives in the given topic or problem.
- **Contrast** is the act of contrasting; a setting off of dissimilar entities or objects or to show the difference, especially a strong dissimilarity, between entities or objects compared. It is one thing that is strikingly dissimilar to another or the use of opposing elements, such as colors, forms, or lines, in proximity to produce an intensified effect in a work of art, or the difference in brightness between the light and dark areas of a picture, such as a photograph or video image. (Bookshelf Dictionary)

- **Coordinating conjunctions** are the parts of speech to join words, phrases or sentences of co-ordinate or equal rank (of similar functional values).

- **Creative thinking**: It is an open thinking with the advantage of productivity and diversity of answers and participations for a specific problem or a situation. Guilford (1967)

- **D**

- **Decision** is to settle conclusively all contention or uncertainty about such as: decide a case; decided the dispute in favor of the workers. Also, it means to influence or to determine the outcome of such as: A few votes decided the election. Moreover, it means to cause to make or reach a decision or to pronounce a judgment; announce a verdict or to make up one's mind. (Bookshelf Dictionary)

- **Direct analogy** is the writer's ability to compare between two things or concepts. It doesn't require a complete identical between the main topic or problem and another real object or situation. The aim of the comparison is to find out the similarities and differences between the features, functions, or the components of each of them.

- **Dramatic irony** is commonly used in fiction writing when telling a story and the writer conveying the context through irony. This kind of irony depends on the reader who has information that the character does not have.

- **E**

- **Elaboration** is the skill to decorate, develop, improve, reorganize, and rearrange the simple ideas by adding more explanation to make them more useful and beautiful.

- **Expressiveness fluency** is the person's ability to express and formulate ideas easily where words are connected to each others and suitable to the topic.
- **Exposition** is a type of oral or written discourse that is used to explain, describe, give information or inform.
- **Evaluation** is the person's ability to select the best ideas, results or solutions or fix the value or worth of or to examine and judge carefully; appraise or give the suitable judgment for any topic and any person. (Bookshelf Dictionary)

- **F**
  - **Flexibility** means the person's adaptability to change or the need to change his thinking in different directions.
  - **Fluency**: It is the person's ability to write as many alternatives, synonyms, solutions, and uses as he can that relate to a specific topic quickly and easily.

- **G**
  - **Gerund** is a noun that can be formed from verbs by adding "ing" at the end of the verb.

- **H**
  - **Hint** is a slight indication, intimation, or an indirect suggestion and a statement conveying information in an indirect fashion.
  - **Hyperbole** is an exaggerated form of statement and simply consists in representing things to be either greater or less, better or worse than they really are.

- **I**
  - **Ideas and semantic fluency**: It is the person's ability to write as many ideas as he can that relate to a specific topic quickly with no concern to the ideas' standard or novelty.
  - **Irony** is a specific writing technique that builds on a gap between what is said, and what is meant.
  - **Imagination** is the active mental ability for forming new images that are neither perceived as real nor present to the senses and the ability to confront and deal with reality by using the creative power of the mind.
- **Imperative** is the power or authority to command or control and is formed by the (infinitive without to).

- **Judgment** is to form an opinion or estimation of after careful consideration or it is to hear and decide on in a court of law or to pass sentence on; condemn. Also, it is to determine or declare after consideration or deliberation or to have as an opinion or assumption; suppose. Moreover, it means to form an opinion or evaluation or to act or decide as a judge. (Bookshelf Dictionary)

- **Key words** are the guiding words throughout the paragraph that are very specific and help readers to follow the piece of writing.

- **Lively or vivid verbs** are those actions that you can either picture in your mind or affect the readers' perception through using the perceptive verbs.

- **Material noun is the name of a particular kind of matter.**

- **Metaphor** is a figure of speech in which a word or a phrase refers to a certain object or idea and is applied to another word or phrase to imply some similarity between them in order to help others understand or enjoy the writer's message.

- **Modifier** is a word or a phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept.

- **Mood** of the verb is the state that denotes the form the verb takes to show the function it performs.
Narrative writing is to tell a story in speech or writing or to give an account of events or a description and to supply a running commentary for a movie or a performance. Narrative writing appears in and is not limited to novels, short stories, biographies, autobiographies, historical accounts, essays, poems, and plays.

Novelty is the person's ability to produce new, unusual, untraditional, and innovative ideas on a specific topic or a problem.

Object hints work with all things that people use in their lives which have deep meanings and messages in our life.

Original title is a title that draws the reader into the story and hooks your readers to the right way from the start and you as a writer have a better chance to keep readers reading.

Oxymoron is a figure of speech that combines opposite or contradictory words, terms, phrases or ideas to create a rhetorical or paradoxical effect.

Paradox is a statement that seems impossible at first but actually makes sense. It seems logical that the facts appear to be contradicted to each others. It is clear that there is a conflict among facts but the most strange to see things don't work as they really do.

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance.

Partitive noun is a noun that refers to a part of something.

Personal analogy is the writer's ability to be the thing. He must have the same feelings of the idea or the topic or the problem and be one thing. The person can be compared to a human, his body, an animal, or a non-human.

Persuasive writing is used for the purpose of influencing or persuading the reader, where the writer presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

Pronoun is a word that takes the place of a noun and it can be in one of three cases: Subject, Object, or Possessive.

Proper noun is a name for one particular person, place, thing or event as distinct from every other.
R

- **Redundancy** is the use of multiple words that mean or say the same thing.
- ** Relevant nouns** are those nouns that relate to a specific topic and help to support and maintain the major idea or the new terms or concepts.
- **Restatement** is a part of two or three sentences at the end of a paragraph to restate the main idea for the reader.

S

- **Select** is to take as a choice from among several choices or pick out the best solution from the given list.
- **Semantic hint** is the use words semantically to convey their message to their readers and make them think creatively of the main idea and the meaning from the context of the piece of writing.
- **Sentence fluency** is the author’s style and his fingerprint on the page because by using sentence fluency, the reader feels more in touch with the writer’s harmony coming through his type of sentences and is the writer's individual style which he uses to tell a story.
- **Sequence** is the use of time, numerical, or spatial order to organize the structure in a creative way for readers to follow easily and thoughtfully.
- **Simile** is to compare two nouns (persons, places or things) that are different, with the use of "like" or "as". Simile is the simplest and also the most effective poetic device when using comparison.
- **Simple sentence** is a group of related words which expresses a single complete independent thought contains 'one finite verb' either expressed or understood
- **Situational irony** works at conveying a reality different from and usually opposite to appearance or expectation.
- **Slang** is an informal nonstandard variety of speech characterized by newly coined and rapidly changing words and phrases.
- **Subordinating conjunctions** are parts of speech that are used to introduce noun and adverb clauses.
- **Symbolism** is a language of the unconscious. It is a dynamic language in which one image, a single symbol, can bring up original impressions, complex or complete concepts and meanings, rather than being a structured language in which many words and several sentences are needed to put together an equivalent concept or meaning.

(Bookshelf Dictionary)
- **Synecdoche** is a figure of speech that relates to 'metonymy' and is the substitution of part of something for the whole of it, the whole comes to represent the part, the species comes to represent the genus and the material comes to represent the object.

- **Synectics** is originally a Greek term that means to join the different items which have no obvious relationships, make the familiar unfamiliar and vice-versa and is a process for making connections. (Fisher, 1990)

- **Synthesis** is the person's ability to combine the separate elements to form a coherent whole, or the result of such a combining (e.g., combining digital pulses to replicate a sound, or combining digitized words to synthesize human speech). (Bookshelf Dictionary)

- **T**

  - **Thesis statement** is the major sentence in writing an essay that should tell the reader what the essay is about and gives the main ideas. (Mosaic One/Writing)

  - **Thoughtful transitions** are words and phrases that serve as bridges from on idea to the next, one sentence to the next, or one paragraph to the next.

  - **Topic** is the part in the topic sentence that tells the reader the main idea.

  - **Topic sentence** is the major sentence in a paragraph that should tell the reader what the paragraph is about and gives the main idea. (Mosaic One /Writing)

- **V**

  - **Verbal fluency**: It is the person's ability to write as many words as he can that start or end or has a specific letter and relate to a specific topic quickly. (Helal, 1997)

  - **Verbal irony** is the use of words to convey something other than what is mentioned, and the opposite of the literal meaning of the words.

  - **Voices** is the heart and soul of writing, the magic, the feelings, and the life and breathe in the piece of writing and the author’s fingerprint on the page because by using voice, the reader feels more in touch with the writer’s emotions, opinions, and personality.
# A List of the Suggested Creative Writing Skills

<table>
<thead>
<tr>
<th>MAIN WRITING ELEMENTS</th>
<th>CREATIVE WRITING SKILLS</th>
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<tbody>
<tr>
<td><strong>FIRST: CREATIVE THINKING SKILLS:</strong></td>
<td></td>
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<tr>
<td><strong>A. FLUENCY:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Generate as many words that start with a specific letter quickly.</td>
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<tr>
<td>2. Generate as many ideas that relate to a specific topic.</td>
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<tr>
<td>3. Generate as many words that have similar meanings.</td>
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<td>4. Generate as many sentences and phrases that have a specific number of words.</td>
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<tr>
<td><strong>B. FLEXIBILITY:</strong></td>
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<tr>
<td>1. Write solutions of different directions that relate to a specific problem or a situation.</td>
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<tr>
<td>2. Write different uses for a specific machine or an object.</td>
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<tr>
<td><strong>C. NOVELTY:</strong></td>
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<tr>
<td>1. Generate novel and unfamiliar ideas for a specific topic.</td>
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<tr>
<td>2. Create a novel or an unfamiliar end for a specific short story.</td>
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<tr>
<td><strong>D. ELABORATION:</strong></td>
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<tr>
<td>1. Add more explanation to a specific topic to be more exciting.</td>
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<tr>
<td>2. Include all the words that you know about a specific topic.</td>
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<tr>
<td><strong>SECOND: HIGHER COGNITIVE SKILLS:</strong></td>
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<tr>
<td><strong>A. ANALYSIS:</strong></td>
<td></td>
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<tr>
<td>1. Categorize a group of words or sentences.</td>
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<tr>
<td>2. Analyze the advantages and disadvantages of a specific topic.</td>
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<tr>
<td>3. Contrast two things or topics.</td>
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<tr>
<td>4. Compare between two things or topics.</td>
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<tr>
<td><strong>B. SYNTHESIS:</strong></td>
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<tr>
<td>1. Compose meaningful words around a specific topic.</td>
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<tr>
<td>2. Formulate meaningful sentences around a specific topic.</td>
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</tr>
<tr>
<td>3. Arrange a group of words to form meaningful sentences.</td>
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</tbody>
</table>
C. EVALUATION:
1. Select the best solution for a specific problem.
2. Decide what part of speech is each word in a list of words.
3. Criticize a specific character in a literary work.
4. Argue the dimensions of a specific topic.

THIRD: SYNECTICS:
A. TOPIC PRESENTATION:
1. Formulate topic sentences that can reflect the content of the topic.
2. Formulate thesis statements that inform readers about the main topic of an essay.
3. Formulate sentences for preparation about a specific topic.

B. DIRECT ANALOGY:
Form sentences that show similarities and differences between the main topic and another real thing.

C. PERSONAL ANALOGY:
Write sentences describing the inside relationships and feelings of the main topic while acting and being the thing itself.

D. COMPRESSED-CONFLICT ANALOGY:
Write the opposite of the main vocabulary of a specific topic.

E. SYMBOLIC ANALOGY:
Write the symbolism of the main words of a specific topic.

F. FIGURATIVE ANALOGY:
This analogy can be classified into (9) types such as:

ALLITERATION:
Write two or more words in a phrase, a sentence or a poem that begin with the same letter or sound.

ALLUSION:
Use a reference to a related object or circumstance that has occurred or existed in an external context.

HYPERBOLE:
Use an exaggerated form of statement that presents things to be either more or less, better or worse than they really are.
| Irony: | Write a specific statement that shows something different than what is meant. |
| Metaphor: | Write sentences describing something by comparing it with something else that has similar qualities, without using the words 'like' or 'as'. |
| Oxymoron: | Write phrases by combining two opposite or contradictory words that come together to create a rhetorical effect. |
| Paradox: | Write a statement that seems impossible at first but actually makes sense and the facts appear to be contradicted to each others. |
| Simile: | Write a comparison between two different nouns, pronouns, places or things, with the use of 'like' or 'as'. |
| Synecdoche: | Write the part of something for the whole of it, the whole for the part, the species for the genus and the material for the object. |

### 2. Voice

1. Write the **imaginations** for a specific situation.
2. Write more **hints** within words in the piece of writing.
3. Use the **expository style** that reflects strong point of view.
4. Use the **persuasive style** that reflects strong point of view.
5. Use the **narrative style** in the piece of writing.

### 3. Organization

1. Write **original titles** that can capture readers.
2. Use an **inviting introduction** in the piece of writing.
3. Use **thoughtful transitions** in the piece of writing.
4. Use **sequence** in the piece of writing.

1. Vary sentence beginnings in the piece of writing.
2. Use sentences with **different structures** in the piece of writing.
4. SENTENCE FLUENCY

3. Use the **types of sentences** in the piece of writing.
4. Vary **moods of sentences** in the piece of writing.

**Moods of sentences are such as:**

**ACCUSING:**
A. Formulate sentences that indicate accusation.

**ADVICE:**
B. Formulate sentences that offer advice to others.

**APOLOGIZING:**
C. Formulate sentences that show apology to people.

**ATTRACTING ATTENTION:**
D. Form sentences that can attract people's attention to a specific topic or person.

**COMPLAINING:**
E. Formulate sentences that can reflect complaints for people.

**EXCLAMATION:**
F. Write sentences that show exclamation towards a specific topic.

**HOPE MODE:**
G. Formulate sentences that express the persons' hope mode in future.

**IMPERATIVE:**
H. Formulate sentences that show order from senior to junior.

**INVITATION:**
I. Form sentences that can offer invitation to others.

**OPINION:**
J. Formulate sentences that indicate opinion for a specific topic or person.

**PERMISSION:**
K. Formulate sentences that show permission in different situations.

**PRAISING AND DISPRAISING:**
L. Formulate sentences that show forms of praising and disparaging to others.

**PROHIBITION:**
M. Formulate sentences that represent forms of prohibition in different situations.
| **REFUSING:** | N. Formulate sentences that show refusal in different situations. |
| **REGRETING:** | O. Form sentences that offer regret to others. |
| **REQUESTING:** | P. Formulate sentences that offer request from juniors to seniors. |
| **SUGGESTION:** | Q. Formulate sentences that show forms of suggestions in the different situations. |
| **SYMPATHY:** | R. Form sentences about sympathy toward others. |
| **WARNING:** | S. Formulate sentences and phrases that show forms of warning in different situations. |

| **5. WORD CHOICE** | 1. Use accurate words in the piece of writing. |
|  & 2. Use lively verbs to support the piece of writing. |
|  & 3. Use specific nouns in writing to clarify the meaning. |
|  & 4. Use modifiers in any piece of writing. |

| **6. CONVENTIONS (MECHANICS OF WRITING)** | 1. Use the spelling rules in any piece of writing. |
|  & 2. Use the punctuation rules in writing. |
|  & 3. Use the capitalization rules in writing. |
|  & 4. Use the grammatical rules in writing. |
A MATRIX OF THE SUGGESTED EDUCATIONAL MODULES
MODULE ONE

<table>
<thead>
<tr>
<th>TITLE</th>
<th>IDEAS &amp; CREATIVE WRITING DIMENTION ONE: CREATIVE THINKING SKILLS</th>
</tr>
</thead>
</table>
| MODULE'S OBJECTIVES | 1. Generate as many words as they can that start with a specific letter quickly.  
  2. Generate as many ideas as they can that relate to a specific topic.  
  3. Generate as many words as they can that have similar meanings.  
  4. Generate as many sentences and phrases as they can that have a specific number of words.  
  5. Use solutions of different directions that relate to a specific problem or a situation.  
  6. Use different uses for a specific machine or an object.  
  7. Generate novel and unfamiliar ideas for a specific topic.  
  8. Create novel or unfamiliar end for a specific short story.  
  9. Add more explanation to a specific topic to be more exciting.  
  10. Add all the words that you know about a specific topic. |
| MODULE'S CONTENT | • Introduction  
  • Fluency skills.  
  • Flexibility skills.  
  • Novelty skills.  
  • Elaboration skills.  
  • Key answers for the given exercises.  
  • Transitional test. |
| MODULE'S ACTIVITIES | 1. Introduction focused on the creative thinking skills.  
  2. Definition of the four types of creative thinking skills.  
  3. Exercise of words and their opposites.  
  4. Exercise of fill in the ‘word chart’.  
  5. Write as many "words, titles, sentences, uses, and ideas.  
  6. Rearrange the given sentences.  
  7. Write down the related verbs, ideas, synonym and vocabulary.  
  8. Classify a group of nouns.  
  9. Write a novel end to a short story.  
  10. Write more elaboration.  
  11. Write a poem.  
  12. Exercises to reinforce the information with key answers that locates at the end of the module. |
### MODULE'S TEACHING METHODS

1. Preparation for studying the creative thinking skills.
2. Using the inquiring method (ask and answer) to add information about the topic.
3. An interaction method between the student, the topic and the teacher through the given questions.
4. A Feedback to reinforce the module's topic.
5. Synthesize and evaluate method.
6. Using pictures as teaching aids.

### MODULE'S EVALUATION

An achievement test at the end of learning the module that includes questions such as: (multiple choice- tick (/) or (X)- and fill in the spaces). The student moves to the next module if he takes 80% in this test.
### MODULE TWO

#### IDEAS & CREATIVE WRITING

**DIMENTION TWO: HIGHER COGNITIVE SKILLS**

| MODULE'S OBJECTIVES | 1. Categorize a group of words or sentences.  
2. Analyze the advantages and disadvantages of a specific topic.  
3. Contrast between two things or topics.  
4. Compare between two things or topics.  
5. Compose meaningful words around a specific topic.  
6. Formulate meaningful sentences around a specific topic.  
7. Arrange a group of words to form meaningful sentences.  
8. Select the best solution for a specific problem.  
9. Decide what part of speech is each word from a list of words.  
10. Criticize a specific character in a literary work.  
11. Argue the dimensions of a specific topic. |
| --- | --- |

| MODULE'S CONTENT | 1. Introduction for the higher cognitive skills.  
2. Analysis skills.  
3. Synthesis skills.  
4. Evaluation skills.  
5. Key answers for the given exercises.  
| --- | --- |

| MODULE'S ACTIVITIES | 1. Introduction focused on the higher cognitive skills from Bloom’s Taxonomy.  
2. Definition of the three higher cognitive skills.  
3. Classify words into the parts of speech.  
4. Analyze the advantages and disadvantages.  
5. Contrast between two topics.  
6. Compare between two topics.  
7. Underline the odd words.  
8. Divide the compound into simple sentences.  
9. Determine the parts of speech in each sentence.  
10. Compose meaningful phrasal words, sentences, (ed, or ing) endings.  
11. Join sentences with sentences.  
12. Arrange a group of words.  
13. Complete the given sentences.  
15. Evaluate topic sentences and thesis statements.  
16. Exercises to reinforce the information with key answers that locates at the end of the module. |
| --- | --- |
2. Using the inquiring method (ask and answer) to add information about the higher cognitive skills.  
3. The interaction method between the student and the topic through the given questions, and between the student and his teacher.  
4. A Feedback to reinforce the module's topic.  
5. Synthesize and evaluate method.  
6. Using pictures as teaching aids. |
<table>
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<tbody>
<tr>
<td>MODULE'S EVALUATION</td>
<td>An achievement test at the end of learning the module that includes questions such as: (multiple choice- tick (/) or (X)- fill in the spaces- arrange the words to form sentences- and what is your point of view). The student moves to the next module if he takes 80% in this test.</td>
</tr>
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</table>
# MODULE THREE

<table>
<thead>
<tr>
<th>MODULE’S OBJECTIVES</th>
<th>TOPIC PRESENTATION:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1. Formulate topic sentences that can reflect the content of the topic.</td>
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<tr>
<td></td>
<td>2. Formulate thesis statements that inform readers the main topic of an essay.</td>
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<td></td>
<td>3. Formulate sentences for preparation about a specific topic.</td>
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<td></td>
<td><strong>DIRECT ANALOGY:</strong></td>
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<td></td>
<td>4. Form sentences that show similarities and differences between the main topic and another real object.</td>
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<td></td>
<td><strong>PERSONAL ANALOGY:</strong></td>
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<td></td>
<td>5. Write sentences describing the inside relationships and feelings of the main topic while acting and be the thing itself.</td>
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<td></td>
<td><strong>COMPRESSED-CONFLICT ANALOGY:</strong></td>
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<td></td>
<td>6. Write the opposite of the main vocabulary of a specific topic.</td>
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<td></td>
<td><strong>SYMBOLIC ANALOGY:</strong></td>
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<td></td>
<td>7. Write the symbolism of the main words of a specific topic.</td>
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<td></td>
<td><strong>FIGURATIVE ANALOGY:</strong></td>
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<td></td>
<td><strong>ALLITERATION:</strong></td>
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<td></td>
<td>8. Write two or more words in a phrase, a sentence or a poem that begin with the same letter or sound.</td>
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<td></td>
<td><strong>ALLUSION:</strong></td>
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<td></td>
<td>9. Use a reference to a related object or circumstance that has occurred or existed in an external context.</td>
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<td></td>
<td><strong>HYPERBOLE:</strong></td>
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<td></td>
<td>10. Use an exaggerated form of statement that present things to be either more or less, better or worse than they really are.</td>
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<td><strong>IRONY:</strong></td>
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<td></td>
<td>11. Write a specific statement that builds on a gap between what is said and what is meant.</td>
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<td></td>
<td><strong>METAPHOR:</strong></td>
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<td></td>
<td>12. Write sentences describing something by comparing it with something else that has similar qualities, without using the words 'like' or 'as'.</td>
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<td><strong>OXYMORON:</strong></td>
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<td>13. Write phrases by combining two opposite or contradictory words that come together to create a rhetorical effect.</td>
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<td><strong>PARADOX:</strong></td>
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<td></td>
<td>14. Write a statement that seems impossible at first but actually makes sense and the facts appear to be contradicted to each others.</td>
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<td><strong>SIMILE:</strong></td>
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<td></td>
<td>15. Write a comparison between two nouns, persons, places or things that are different, with the use of 'like' or 'as'.</td>
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</tbody>
</table>
| **SYNECDOCHE:**  
16. Substitute the part of something for the whole of it, the whole for the part, the species for the genus and the material for the object. |
|---|
| **MODULE'S CONTENT**  
1. Introduction for the "synectic" skills.  
2. The topic presentation.  
3. Direct analogy.  
4. Personal analogy.  
5. Compressed-conflict analogy.  
7. Figurative analogy.  
8. Key answers for the given exercises.  
| **MODULE'S ACTIVITIES**  
1. Introduction to the importance and nature of synectics.  
2. Definition of the major stages of synectics.  
3. Write examples that support the types of analogies.  
4. Write similarities or differences between two objects.  
5. Write adjectives and their opposites.  
6. Act yourself as a machine or an object.  
7. Write the meanings of different symbols.  
8. Write the different uses of an object.  
9. Write examples to support the types of the figures of speech.  
10. Exercises to reinforce the information with key answers that locates at the end of the module. |
| **MODULE'S TEACHING METHODS**  
1. Preparation for studying the synectic skills.  
2. Using the inquiring method (ask and answer) to add information about the topic.  
3. The interaction method between the student and the topic through the given questions.  
4. A Feedback to reinforce the module's topic.  
5. Role-play method.  
7. Using pictures as teaching aids. |
| **MODULE'S EVALUATION**  
An achievement test at the end of learning the module that includes questions such as: multiple choice- and tick (✓) or (✗). The student moves to the next module if he takes 80% in this test. |
# Module Four

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Creative Voice Skills</th>
</tr>
</thead>
</table>
| **Module's Objectives** | 1. Use imagination in the piece of writing.  
2. Use hints within words in writing.  
3. Use the expository style that reflects strong point of view.  
4. Use the persuasive style that reflects the writer's point of view.  
5. Use the narrative style in the piece of writing.  |
| **Module's Content** | 1. Introduction for the creative voice.  
2. Imagination  
3. Hints  
4. Expository style  
5. Persuasive style  
6. Narrative style  
7. Key answers for the given exercises.  
8. Transitional test.  |
| **Module's Activities** | 1. Introduction for the importance of the writer's voice.  
2. Definition of imagination.  
3. Imaginative examples of the five senses.  
4. Imagine answers to some questions.  
5. Examples of types of hints.  
6. Organizational patterns of the expository style.  
7. Techniques of persuasive writing.  
9. Exercises to reinforce the information with key answers that locates at the end of the module.  |
| **Module's Teaching Methods** | 1. Preparation for studying the creative voice.  
2. Using the inquiring method (ask and answer) to add information about types of writing.  
3. The interaction method between the student and the topic through the given questions.  
4. A Feedback to reinforce the module's topic.  
5. The imagination method.  
7. Using pictures as teaching aids.  |
| **Module's Evaluation** | An achievement test at the end of learning the module that includes questions such as: multiple choice- and tick (/) or (X). The student moves to the next module if he takes 80% in this test.  |
## MODULE FIVE

<table>
<thead>
<tr>
<th>TITLE</th>
<th>CREATIVE ORGANIZATION SKILLS</th>
</tr>
</thead>
</table>
| **MODULE'S OBJECTIVES** | 1. Write original titles that can capture readers.  
2. Use an inviting introduction in the piece of writing.  
3. Use thoughtful transitions in writing.  
4. Use sequence in the piece of writing. |
| **MODULE'S CONTENT** | 1. Using original writing.  
2. Introduction for the organizational skills.  
3. Inviting introduction  
4. Thoughtful transitions  
5. Sequence in writing  
6. Key answers for the given exercises.  
7. Transitional test. |
| **MODULE'S ACTIVITIES** | 1. Examples and characteristics of the original titles.  
2. Introduction for the importance of organization in writing.  
3. Techniques of the inviting introduction in writing.  
4. Definition and examples of the types of introduction.  
5. Examples of the thoughtful transitions.  
6. Examples of sequence organization.  
7. Exercises to reinforce the information with key answers that locates at the end of the module. |
| **MODULE'S TEACHING METHODS** | 1. Preparation for studying the organization skills.  
2. Using the inquiring method (ask and answer) to add information about the topic.  
3. The interaction method between the student and the topic through the given questions.  
4. A Feedback to reinforce the module's topic.  
5. Learn and practice method.  
7. Using pictures as teaching aids. |
| **MODULE'S EVALUATION** | An achievement test at the end of learning the module that includes questions such as: multiple choice- and tick (/) or (X). The student moves to the next module if he takes 80% in this test. |
### MODULE SIX

<table>
<thead>
<tr>
<th>TITLE</th>
<th>CREATIVE SENTENCE FLUENCY SKILLS</th>
</tr>
</thead>
</table>
| MODULE'S OBJECTIVES | 1. Vary sentence beginnings in the piece of writing.  
                           2. Use sentences with different structures in the piece of writing.  
                           3. Use the types of sentences in the piece of writing.  
                           4. Vary moods of sentences in the piece of writing.  
                           A. Formulate sentences that indicate accusation.  
                           B. Formulate sentences that offer advice to others.  
                           C. Formulate sentences that show apology to people.  
                           D. Form sentences that can attract people’s attention to a specific topic or person.  
                           E. Formulate sentences that can reflect complaints for people.  
                           F. Write sentences that show exclamation towards a specific topic.  
                           G. Formulate sentences that express the persons’ hope mode in future.  
                           H. Formulate sentences that show order from senior to junior.  
                           I. Form sentences that can offer invitation to others.  
                           J. Formulate sentences that indicate opinion for a specific topic or person.  
                           K. Formulate sentences that show permission in different situations.  
                           L. Formulate sentences that show forms of praising and dispraising to others.  
                           M. Formulate sentences that represent forms of prohibition in different situations.  
                           N. Formulate sentences that show refusal in different situations.  
                           O. Form sentences that offer request to others.  
                           P. Formulate sentences that offer request from juniors to seniors.  
                           Q. Formulate sentences that show forms of suggestions in the different situations.  
                           R. Formulate sentences about sympathy toward others.  
                           S. Formulate sentences and phrases that show forms of warning in different situations. |
| MODULE'S CONTENT | 1. Introduction for sentence fluency skills  
                           2. Sentence beginnings  
                           3. Sentence structures  
                           4. Sentence types  
                           5. Sentence moods  
                           6. Key answers for the given exercises.  
                           7. Transitional test. |
| MODULE'S ACTIVITIES | 1. Introduction to the importance of sentence fluency skills.  
2. Examples of sentence beginnings.  
3. Examples of the types of nouns and phrases.  
4. Examples of sentence structures.  
5. Examples of types of sentences (simple, compound, and complex).  
6. Examples of coordinating conjunctions.  
7. Exercise for the kinds of clauses.  
8. Exercise for the sentence moods.  
9. Exercises to reinforce the information with key answers that locates at the end of the module. |
|---|---|
| MODULE'S TEACHING METHODS | 1. Preparation for studying the sentence fluency skills.  
2. Using the inquiring method (ask and answer) to add information about the topic.  
3. The interaction method between the student and the topic through the given questions.  
4. A Feedback to reinforce the module’s topic.  
5. Learn and practice method.  
7. Using pictures as teaching aids. |
| MODULE'S EVALUATION | An achievement test at the end of learning the module that includes questions such as: multiple choice- and tick (/) or (X). The student moves to the next module if he takes 80% in this test. |
## MODULE SEVEN

<table>
<thead>
<tr>
<th>TITLE</th>
<th>CREATIVE WORD CHOICE SKILLS</th>
</tr>
</thead>
</table>
| **MODULE'S OBJECTIVES** | 1. Use accurate words in the piece of writing.  
2. Use lively verbs in the piece of writing.  
3. Use specific nouns in writing.  
4. Use modifiers in any piece of writing. |
| **MODULE'S CONTENT** | 1. Introduction for creative word choice skills.  
2. Accurate words  
3. Lively Verbs  
4. Specific nouns  
5. Modifiers  
6. Key answers for the given exercises.  
7. Transitional test. |
| **MODULE'S ACTIVITIES** | 1. Introduction for the importance of word choice in writing.  
2. Techniques of using accurate words.  
3. Examples of words with purposed connotations.  
4. Examples of avoiding redundancy.  
5. Exercise for avoiding slang and colloquialism.  
6. Exercise for lively verbs and modifiers.  
7. Techniques of choosing specific nouns.  
8. Exercises to reinforce the information with key answers that locates at the end of the module. |
| **MODULE'S TEACHING METHODS** | 1. Preparation for studying the creative word choice skills.  
2. Using the inquiring method (ask and answer) to add information about the topic.  
3. The interaction method between the student and the topic through the given questions.  
4. A Feedback to reinforce the module's topic.  
5. Learn and practice method.  
7. Using pictures as teaching aids. |
| **MODULE'S EVALUATION** | An achievement test at the end of learning the module that includes questions such as: multiple choice- and tick (/) or (X). The student moves to the next module if he takes 80% in this test. |
### MODULE EIGHT

<table>
<thead>
<tr>
<th>TITLE</th>
<th>CREATIVE CONVENTION SKILLS</th>
</tr>
</thead>
</table>
| **MODULE'S OBJECTIVES** | 1. Use the **spelling rules** in any piece of writing.  
2. Use the **punctuation rules** in writing.  
3. Use the **capitalization rules** in writing.  
4. Use the **grammatical rules** in writing. |

| **MODULE'S CONTENT** | 1. Introduction for the creative convention skills.  
2. Spelling rules  
4. Capitalization.  
5. Key answers for the given exercises.  

| **MODULE'S ACTIVITIES** | 1. Introduction to the importance of convention skills in writing.  
2. Examples of the spelling rules such as: prefix- suffix and doubling.  
3. Examples of the punctuation rules.  
4. Examples of capitalization rules.  
5. Exercise to correct the capitalization in a paragraph.  
6. Examples of the grammatical rules.  
7. Comparison between (good and well/whoever and whomever/who and whom/that and which).  
8. Exercises to reinforce the information with key answers that locates at the end of the module. |

| **MODULE'S TEACHING METHODS** | 1. Preparation for studying the creative convention skills.  
2. Using the inquiring method (ask and answer) to add information about the topic.  
3. The interaction method between the student and the topic through the given questions.  
4. A Feedback to reinforce the module's topic.  
5. Learn and practice method.  
7. Using pictures as teaching aids. |

| **MODULE'S EVALUATION** | An achievement test at the end of learning the module that includes questions such as: multiple choice and tick (/) or (X). The student moves to the comprehensive achievement test if he takes 80% in this test. |
THANKS FOR YOUR EFFORTS
CREATIVE WRITING SKILLS ACHIEVEMENT TEST

Honorable student/

This test is an instrument for a scientific research that aims to measure your academic achievement in creative writing skills in English language.

The test includes three main parts. Part one has 27 questions and part two has 19 questions and finally part three has 29 questions. The total questions of the test are seventy three.

The researcher hopes that the test obtains the maximum interest and care from you because of its paramount importance which, in turn, can have positive results. He also wishes you to read the test questions carefully and then answer them accurately and sincerely.

Test Instructions:
- Read the questions carefully until you get the correct answer.
- In the completion questions, give a specific answer to each space.
- In the multiple choice questions, choose only one choice.
- In the match questions, read carefully the two columns.
- In the fill-in the spaces question, select words from the given only.
- In the correct questions, change according to the question.
- In the questions of develop and improve, give the required addition only.
- Start to answer when you get permission.
- Don’t leave a question without an answer.

INFORMATION FORM

STUDENT'S NAME: .................................................................

ACADEMIC NO.: ..................................................................

COLLEGE: ..........................................................................

UNIVERSITY: ........................................................................

DEPARTMENT: .....................................................................
PART ONE

I. Write down the following: 8 Marks

1. The words that start with the letter (P) are:

2. The ideas that relate to 'Smoking' are:
   - ................................................................. ..............................................................
   - ................................................................. ..............................................................
   - ................................................................. ..............................................................
   - ................................................................. ..............................................................

3. The words that have similar meanings to the word 'war' are:

4. The sentences that have (five) words are:
   - ................................................................. ..............................................................
   - ................................................................. ..............................................................
   - ................................................................. ..............................................................
   - ................................................................. ..............................................................

II. Complete the spaces with the correct answer from (A, B, or C): 23Ms

1. The problem of 'Pollution' can be solved by teaching students in schools the right habits and repairing the damaged factories around the world. This is a kind of.................
   A. Fluency  B. Elaboration  C. Flexibility

2. The 'Newspaper' has different uses more than reading such as to fire, to cover foods, cover windows from the sun to sit on it. This is a kind of............
   A. Flexibility  B. Elaboration  C. Fluency

3. To write the unfamiliar ideas about How to live in the desert' is a kind of............
   A. Flexibility  B. Novelty  C. Fluency

4. To write a strange and unfamiliar end of a short story is a kind of............
   A. Flexibility  B. Elaboration  C. Novelty

5. Add more explanation for the following sentence:
   My teacher is................................................................. ..............................................................
   A. excellent in his subject
   B. excellent and deals with his students in a good way
   C. good and kind.

6. Horseman, horsewhip, horseshoe, horsehair, racing, leather products are some words that relate to 'Horse' which is a kind of......................
   A. Flexibility  B. Elaboration  C. Fluency
7. To categorize some words according to the suitable types is a kind of.......... 
   A. Evaluation  B. Analysis  C. Synthesis
8. To analyze the advantages and disadvantages of a topic as 'Traveling abroad' is a kind of....................
   A. Analysis  B. Evaluation  C. Synthesis
9. To mention the differences between Saudi Arabia and USA is a kind of............
   A. Compose  B. Comparison  C. Contrast
10. To mention the similarities and the differences between Saudi Arabia and USA is a kind of............
    A. Compose  B. Comparison  C. Contrast
11. First aid, paper clip, credit card are meaningful phrasal words, that are a kind of..............
    A. Compose  B. Comparison  C. Contrast
12. To formulate meaningful sentences about 'Importance of Oil' is....................
    A. Analysis  B. Evaluation  C. Synthesis
13. To arrange a group of words to form meaningful sentences is a kind of....... 
    A. Analysis  B. Evaluation  C. Synthesis
14. - Reduce the number of car licenses.  
    • Permit only for drivers more than 22 years old to drive.  
    • Permit the small cars only in the town down.  
    • Provide more policemen to control traffic.  
    The previous are the best solutions for 'Traffic Jam' which is a kind of....... 
    A. Analysis  B. Evaluation  C. Synthesis
15. |
<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Part of speech</strong></th>
<th><strong>Word</strong></th>
<th><strong>Part of speech</strong></th>
<th><strong>Word</strong></th>
<th><strong>Part of speech</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apologize</td>
<td>v.</td>
<td>Quickly</td>
<td>Adverb</td>
<td>Nice</td>
<td>Adjective</td>
</tr>
<tr>
<td>Recipe</td>
<td>n.</td>
<td>Beautiful</td>
<td>Adjective</td>
<td>Nation</td>
<td>Noun</td>
</tr>
<tr>
<td>Upon</td>
<td>preposition</td>
<td>Open</td>
<td>v.</td>
<td>In</td>
<td>Preposition</td>
</tr>
</tbody>
</table>
To decide what part of speech for each of the previous words is a kind of............
   A. Analysis  B. Evaluation  C. Synthesis
16. When you make a *criticism* is the art, skill, or profession of making discriminating judgments, especially of literary or other artistic works. Also, it is a review or article expressing such judgment.
   - The previous definition is for a/an....................
      A. Analysis  B. Evaluation  C. Synthesis
17. To **argue** is a discussion in which disagreement is expressed; a debate, a quarrel; a dispute. A course of reasoning aimed at demonstrating truth or falsehood. A fact or statement put forth as proof or evidence or a summary or short statement of the plot or subject of a literary work. This is a kind of.............
   A. Analysis                     B. Synthesis                           C. Evaluation

18. *Watching TV is informative and harmful at the same time.* The previous is a formulation a good topic sentence which is a kind of...............  
   A. Presentation               B. Synthesis                           C. Evaluation

19. Developing the universities in KSA can be through special training programs, using modern technology and scholarships. The previous is a good thesis statement which is a kind of.............
   A. Presentation               B. Synthesis                           C. Evaluation

20. Criminals do robbery for peoples' properties, public organizations, threaten people, spread fear and frightening among people, lead to many victims through the killing situations, and affect on the country's development because of the damage as a result of criminals actions. The previous part is a good preparation for a topic, and this is a kind of.....
   A. Synthesis                     B. Presentation                     C. Evaluation

21. Forming sentences showing the similarities and the differences between two different things is a kind of.............
   A. Personal analogy             B. Compressed-conflict 
   C. Direct analogy 

22. Writing sentences describing the inside relationships and feelings of a 'TV.' By acting the machine yourself is a kind of............... 
   A. Personal analogy             B. Compressed-conflict 
   C. Direct analogy 

23.

<table>
<thead>
<tr>
<th>WORD</th>
<th>man</th>
<th>life</th>
<th>cold</th>
<th>thin</th>
<th>Silence</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPPOSITE</td>
<td>girl</td>
<td>death</td>
<td>hot</td>
<td>fat</td>
<td>motion</td>
</tr>
</tbody>
</table>

The previous table includes some words and their opposites, this is a kind of.............
   A. Personal analogy             B. Compressed-conflict 
   C. Direct analogy
PART TWO

I. Choose the correct answer from (A, B, or C): 12 Marks

1. ..........is the unconscious and dynamic language in which one image can bring up original impressions, complex or complete concepts and meanings.
   A. Symbolism       B. Personal analogy       C. Direct analogy

2. ..........is to write two or more words in a phrase, a sentence or a poem that begin with the same letter or sound.
   A. Allusion       B. Hyperbole       C. Alliteration

3. ..........is the use of a reference to a related object or circumstances that has occurred or existed in an external context.
   A. Allusion       B. Hyperbole       C. Alliteration

4. ..........is the use of an exaggerated form of statement that presents things to be either more or less, better or worse than they really are.
   A. Allusion       B. Hyperbole       C. Alliteration

5. The thief’s house was broken into at the same time he was robbing someone’s house.
   A. Situational irony       B. Dramatic irony       C. Verbal irony

6. The inside of the car was refrigerator.
   A. Oxymoron       B. Metaphor       C. Paradox

7. "Go quickly slowly."
   A. Oxymoron       B. Metaphor       C. Paradox

8. "A rich man is no rich than a beggar."
   A. Oxymoron       B. Metaphor       C. Paradox

9. "Sadness is as happy as laughier."
   A. Synecdoche       B. Metaphor       C. Simile

10. "He bought 50 head of cattle."
    A. Synecdoche       B. Metaphor       C. Simile

11. Far off, at the end of the long block, I hear the traffic increase on Central Park West, the engines louder, more horns blowing.
    A. Smell image       B. Listening image       C. Sound image

12. The little fat arms and legs of the baby hang limp.
    A. Touch hint       B. Body hint       C. Sound image

II. Write. 9 Marks

1. A short paragraph of six sentences using the **expository style** about: **Money is the Root of all Evil**

2. A short paragraph of six sentences using the **persuasive style** about: **Learning Foreign Languages**

3. A short paragraph of six sentences using the **narrative style** about: **My childhood is unforgettable time**
III. Develop the following paragraph by:

1. Using an original title.
2. Using an inviting introduction.
4. Using sequence.

A teacher prepares pupils to be good citizens. He gives them instruction and provides them with all material about different subjects. He motivates them to read much and seek more knowledge on their own. But a teacher's job is not confined to class work. It extends to outside classrooms. His guidance has a great effect on his pupils. The examples he sets to his pupils lead them to the path of virtue.

PART THREE

I. Improve the sentence fluency for the given paragraph by:

1. Varying sentences beginning of the underlined.
2. Using different structures with two of the sentences.
3. Use the compound sentence with one of the sentences.

Camping is now considered the best way of spending a holiday. You enjoy absolute freedom. For a small sum, you can enjoy comforts which few hotels can provide. Modern camping sites are well equipped with hot and cold running water and even shops. Low-cost holidays make camping attractive. Camping provides you with a real change for every day living. It gives you a chance to adapt a completely different way of life. This is the essence of real enjoyment.

II. Match each type of sentence from column (A) with its example in column (B):

<table>
<thead>
<tr>
<th>SENTENCE TYPE</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ACCUSING (---)</td>
<td>A. You are <strong>annoying</strong> everybody when using the horn.</td>
</tr>
<tr>
<td>2. ADVICE (---)</td>
<td>B. <strong>What a fool</strong> he was to reject that offer!</td>
</tr>
<tr>
<td>3. APOLOGIZING (---)</td>
<td>C. Somebody crashed my car. It <strong>mustn't be Ahmad</strong>, must it?</td>
</tr>
<tr>
<td>4. ATTRACTING ATTENTION (---)</td>
<td>D. You <strong>had better</strong> make a medical check.</td>
</tr>
<tr>
<td>5. COMPLAINING (---)</td>
<td>E. <strong>May</strong> I go out for a minute?</td>
</tr>
<tr>
<td>6. EXCLAMATION (---)</td>
<td>F. I'm <strong>very sorry</strong> for that situation.</td>
</tr>
<tr>
<td>7. HOPE MODE (---)</td>
<td>G. It is <strong>forbidden</strong> to park here.</td>
</tr>
</tbody>
</table>
I always try to avoid false friends. The false friend behaves like swallows. In the summer of our life, he sticks to us. But in the winter of our life, the same friend is to leave us at the mercy of the awkward conditions. I only try to avoid very much friends who may look down upon us and prefer the company of their equals. Some rich young men have bad habits. They often frequent night clubs and gambling places.
down the ages man has developed a variety of ways to solve the questions and doubts which have continually faced him. In the past man appealed to magic to solve his problems? but this, being based on false beliefs, did not satisfy his needs. Then gradually and through hard work man has come to use what is now called 'scientific method' which demands a good deal of intelligent observation and experimentation. It is the only reliable method yet discovered to produce knowledge generally accepted as facts.

Science provides us with knowledge that helps us explain the mystery of the universe and tells us how things do behave in nature. One may think of it as storehouse with many contents neatly classified and ready for use by any learner. Therefore, all scientific discoveries that fill the shelves of the storehouse must be laid on the table for all people to see and benefit from.

THE END
GOOD LUCK
PART ONE

I. Write down the following:

1. The words that start with the letter (P) are:

| people | place | parents | pen | put |

2. The ideas that relate to 'Smoking' are:
   - Smoking causes cancer.
   - Smoking results in pollution in the environment.
   - Smoking is common especially among teenagers.
   - Smoking is a bad habit.

3. The words that have similar meanings to the word 'war' are:

| battle | Conflict | struggle | fight | shelter |

4. The sentences that have (five) words are:
   - I visited my family yesterday.
   - Cairo is a tourist city.
   - English is an international language.
   - Ahmad goes to work early.

II. Complete:


PART TWO

I. Choose:

II. Write:

1. Expository style – Money is the Root of all Evil

Money tempts by nature to do wrong. Some people love money so much that they are afraid of spending it. They deprive themselves and families of the pleasures of life. The love of money leads some bad people to kidnap children to get money. Some people try to get more money by gambling. A gambler often loses all his wealth. Money may make people hate each other and sometimes kill each other. There is no place among the members of some families because of the money which they have inherited. The possession of money sometimes ruins a man's life. It may make him idle, pleasure-love and conceited.

2. Persuasive style – Learning Foreign Languages

Learning foreign languages has become necessary as they enable us to read foreign books, newspapers and magazines which keep us informed of what happens in the world. People who go abroad should know foreign languages. They cannot enjoy a journey there unless they know their languages. To promote international good understanding the children of the world should learn each other's language. Young people tend to visit foreign countries during the summer vacation. This is made pleasurable and useful if they know well the foreign language of the country they visit.

3. Narrative style – My childhood is unforgettable time

One of the most vivid and valuable memories goes back to a mild afternoon when I was handed a remarkable bit of wisdom. That experience made me the proudest 13 years old. By a lucky freak I had managed to bit the only bird. My heart almost burst with excitement and pride.

I had some misgivings about hunting with the judge because I stood in awe of him. The more I missed, the tenser I got. But he said to me, "Never focus on failure, keep the image of success vivid in your mind, recognize it and seize upon it eagerly and act upon it fully".

I had no inkling of the tremendous psychological dynamics involved. Tension which is based on the memory of past failures can be reduced or even eliminated by the memory of past success. The brightest talent can be dimmed if this consciousness of competence is lost. This helps tension take over man and paralyze him.
The truth is, all of us dread the hurt of failure even in small things; and it starts young. Children face a world of constantly increasingly demands. They need praise and re-assurance. The memory of past failure should be crowded out by the memory of past success.

III. Develop the following paragraph:

A teacher not only teaches but also guides inside and outside classrooms

Teaching is an honorable job and plays a major role in developing any nation around the world. Besides, a teacher prepares pupils to be good citizens. He gives them instruction and provides them with all material about different subjects. Moreover, he motivates them to read much and seek more knowledge on their own. But a teacher's job is not confined to class work. It extends to outside classrooms. His guidance has a great effect on his pupils. The examples he sets to his pupils lead them to the path of virtue.

PART THREE

I. Improve the sentences:

1. Vary sentence beginnings:
   - Camping is now considered the best way of spending a holiday, can be: To camp is now considered the best way of spending a holiday.
   - Camping provides you with a real change for everyday living. Can be: you are provided with a real change for everyday living by camping.

2. Use different structures:
   - Camping can be attractive if the holidays' cost is low.
   - A chance to adapt a completely different way of life is given to you by it.

3. Use the compound sentence:
   - Low-cost holidays make camping attractive and encourage people to repeat it many times.
II. Match:

|---|------|------|------|------|------|

III. Read the given paragraph, and then (get out) two:

<table>
<thead>
<tr>
<th></th>
<th>Accurate Words</th>
<th>Lively Verbs</th>
<th>Specific Nouns</th>
<th>Modifiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>They / awkward</td>
<td>Avoid / look down</td>
<td>The false friend / bad habits</td>
<td>Always / often</td>
</tr>
</tbody>
</table>

IV. Correct two mistakes for each of the following:

1. Spelling
   - developed / called

2. Punctuation
   - But this, / In the past,

3. Capitalization
   - Down / Science

4. Grammatical
   - Appealed / filled

THE END OF ANSWER KEY
OF THE ACHIEVEMENT TEST
### APPENDIX (5)

**JUDGES OF THE SUGGESTED LIST OF THE CREATIVE WRITING SKILLS**

<table>
<thead>
<tr>
<th>S.N</th>
<th>NAME</th>
<th>PROFESSION</th>
<th>UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
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# APPENDIX (6)

*JUDGES OF THE MATRIX OF THE SUGGESTED PROGRAM*

<table>
<thead>
<tr>
<th>S.N</th>
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SAMPLE ONE

If you trace any problem you'll find the main cause for it is money. Imagine a poor person with a big family members live in a small house they couldn't afford any thing for their life except begging and working hard and one day they couldn't find any thing for eating what shall they do of course they are going to steal money avoiding death and lost.

SAMPLE TWO

Money is important thing in our life, but money is not all thing in life. So, sometimes money becomes cause all evil in life because its basic in life. Some crimes cause it money.

SAMPLE THREE

Money is the root of evil, this statement plays the important role in most society, so having money with any body makes him frightened, especially, if he takes his money and travel alone through unsafety places. Above that, any body can't leave his money in his unlocked car, that's why the money is the root for all evil, it means that, all kinds of criminal ways such as killing, stealing and etc.
Writing Type: Persuasive Style
Topic: Learning Foreign Languages

SAMPLE ONE

Throw learning new language you know new culture new consepts. All this can promote you in everything like thinking or understanding. In thinking you'll see things in another point of view and in understanding you'll get the vision which no one else can see.

SAMPLE TWO

I think this good when you learn another language for a lot of reasons. First, to learn another culture, another customs and another people. You can travel to abroad and you can deal with other people and make relationship.

SAMPLE THREE

Learning foreign languages is helpful in some situations, for example, if you want to make a business, you should learn the language of the country where you want to make a business. Somebody will say that; I'll take a translator and resolve this problem, but you can't find faithful translator early. Furthermore, you may a doubt all the time, because, you want to manage the contract by your understanding of what has written inside.
Writing Type: Narrative Style
Topic: My Childhood is my happiest time

SAMPLE ONE

Firstly, when I was child, I used to play to a lot of enjoyable things, Above that, I haven't any problems or any responsibilities, so lives the happiest time in my life, because, the thing that teased me is to lose my games.

SAMPLE TWO

My child was good because I was playing hard with my friends. I was playing football and swimming in the club. My friends was annoying me in matches but I liked them a lot. My older brother taught me swimming in the sea.

SAMPLE THREE

When I was young my father loved me and gave chocolate from time to time for not to cry. He was taking me with him to the mosque but I wanted to go to the beach in Jeddah but he always refused.
SAMPLES OF STUDENTS' CREATIVE WRITING
AFTER APPLYING THE SUGGESTED MODULES

Writing Type: Expository Style
Topic: Money is the Root of all evil

SAMPLE ONE

The desire of money leads people to many crimes such as stealing. The increasing of money lead to do some forbidden things such as drinking alcohol or gain the money from illegal ways. One of the reasons of world war II is stillness of the economic, while economic depends on money. When a person have money he tries to do something which will effect on his health like, smoking. When country fight another country that's because it wants to increase it's income like take the oil. When children get the money will use it wrongly like smoking, and buy dancing CD.

SAMPLE TWO

Money is the reasonable reason for starting many problems. The source of getting money is the way that lead us to decide if it is the root of all evil or not. If the source of money is illegal, so, the money is the root of all evil. For example, many problems caused stealing and so on. We can say that the money is the root of evil if it is the source is prohibited.

SAMPLE THREE

Money is the power of any country around the world. By money countries can buy a lot of guns. And people by guns kill each others. By money and for money countries kill other people and who have the money win. Everyone wants to get money to take full power. And by that power you can control the world.
Writing Type: Persuasive Style  
Topic: Learning Foreign Languages

SAMPLE ONE

If you learn a foreign language like English, it will help you to get a job. There are many ways to learn a foreign language by traveling abroad will help you to learn and visit a new country. Learning a foreign language will help you to communicate with strangers. Also, will help you identify for other cultures. If you don't learn another language, your thinking will be limited. Nowadays, it is difficult to get a job without learning a foreign language.

SAMPLE TWO

Learning foreign languages is important in this age because there are many reasons lead to say it is important. For example, English language is dominating the world nowadays and it became international language. So, we have to go with the age of English language as I like to name it. Also, getting a job where companies give many conditions to get a job and one of them is learning English language. In addition, traveling abroad needs you to have a language to speak with foreign people. Finally, I think we can't ignore the importance of English language because it has its benefits.

SAMPLE THREE

Governments sometimes send students abroad to learn foreign languages. If students travel abroad to learn foreign languages, they will learn more skills like speaking to people in that country. Students can deal with all social levels in that country by using their language. Some students have problems in speaking skill and by learning the foreign language and learning the skills, sometimes students travel by their money not the governments. I think traveling abroad develops your language.
When I was 10 years old, I was playing with my friends; everyone was having the same thinking, to play and to get fun. In my childhood we were not responsible for our family. In the childhood I used to gather everyday because we were free. I age 15 we became just playing with boys without girls and we feel that we became elder. Also, we got the responsibility of our family at the age of 20 and we became rarely to meet with friends. Finally, I remember that my childhood was happy.

When I was 13 years old, many happy events happened to me. There were no responsibilities that spoil my meetings with friends. For example, I lived in Jeddah and used to go to the sea and play with my friends. My father used to play with me and he gave me everything I wanted. Finally, I can say this is the best time for me.

My childhood was the most enjoyable in my life, when I was five years I used to do several things. Firstly, I used to play with my private toys in my home at the morning. Then, I used to go with my friends and play with them. After that, I came back to my home and I take some rest. I spoke with my parents by gathering together. In my opinion, it was the fruitful hours in my life because I haven't any burden in my shoulders.

THE END OF THE STUDY
AND PEACE BE UPON OUR PROPHET
MUHAMMAD