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Using a Writing Circle Strategy-Based Program to Develop English Majors' Creative Writing Skills

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Abstract:

This study aimed to improve the creative writing skills of English language student teachers in the Faculty of Education at Assiut University through a program grounded in the writing circle strategy.

A quasi-pre post experimental design was used, involving a single group of thirty 4th-year students. To assess their creative writing skills—specifically in fluency, originality, elaboration, and flexibility—a creative writing test and scoring rubric were developed and administered. The findings showed a statistically significant improvement at the 0.01 level in the students' post-test scores compared to their pre-test scores in creative writing skills, demonstrating the program's effectiveness. The study also discusses the implications of the results and offers recommendations for future research and practice.

Key words: Writing circles, Creative writing skills, English Language student teachers .

استخدام برنامج قائم على استراتيجيات دوائر الكتابة لتنمية مهارات الكتابة الإبداعية لدى طلاب شعبة اللغة الإنجليزية

مستخلص البحث:

هدف البحث الحالي إلى تحسين مهارات الكتابة الإبداعية لدى الطلاب المعلمين بقسم اللغة الإنجليزية بكلية التربية – جامعة أسيوط، وذلك من خلال برنامج قائم على استراتيجيات دوائر الكتابة. تم استخدام التصميم شبه التجريبي لمجموعة واحدة، تكونت من ثلاثين طالباً وطالبة من طلاب الفرقة الرابعة، حيث تم اختبارهم قبلها وبعداً. ولقياس مهارات الكتابة الإبداعية لديهم – وخاصة الطلاقة، والأصالة، والإسهاب، والمرونة – تم إعداد و تطبيق اختبار للكتابة الإبداعية ومقياس تصحيح متدرج. أظهرت النتائج تحسناً ذا دلالة إحصائية عند مستوى (٠.٠١) في درجات الطلاب البعدية مقارنة بدرجاتهم القبلية في مهارات الكتابة الإبداعية، مما يدل على فعالية البرنامج. كما ناقش البحث النتائج، وقدم توصيات للبحوث والتطبيقات المستقبلية.

الكلمات المفتاحية: دوائر الكتابة، مهارات الكتابة الإبداعية، الطلاب المعلمين بقسم اللغة الإنجليزية.

1.Introduction

Language is far more than a simple means for exchanging information; it is a versatile, nuanced instrument that forms the very bedrock of human connection. It facilitates not only the basic transfer of ideas but also the profound acts of understanding, expression, and genuine communication that define our personal and collective experiences. To wield this instrument effectively, one must acquire four fundamental, interdependent skills: speaking, listening, reading, and writing. These are not merely components of language but the very pillars of literacy and fluency. Each one makes a distinct and irreplaceable contribution to a person's overall language competency, shaping their ability to interpret the world and articulate their place within it. Together, they form a symbiotic ecosystem of skills, essential for navigating the intricate demands of academic life, professional endeavors, and the subtle complexities of everyday social interaction.

In Egypt, recent shifts in examination culture toward objective questions have inadvertently neglected certain skills, particularly writing. This neglect is problematic, as writing is crucial for EFL students—it provides a platform to communicate ideas, feelings, and thoughts, and is essential for both academic and professional settings. Furthermore, "writing can be a miserable chore, a difficult undertaking, and a challenge that produces growth and satisfaction—all at the same time" (Rocco, 2011, p. 3). Writing is an essential skill for learning a language, but it is also challenging and takes a lot of work and practice for learners to perform at an acceptable level. With the rising importance of writing for college and job readiness, writing instruction is crucial for today's instructors as well as learners. One form of writing that is fundamental, but often abandoned, is creative writing.

As a skill, creativity is present in all daily activities, including cognitive, emotional, and social ones, which form the cornerstone of people's daily lives and personal growth. In order to be creative, one must go beyond the ordinary without deviating from accepted norms and use imagination to generate unique ideas that set them apart from everyone else's (Abdelfattah, 2020). Writing involves creative thinking and connecting new information to prior knowledge. Creative writing is one form of writing and communication. It is an example of artistic expression, which encourages students to use their creativity to add personality and style to their writing. It entails originality, flexibility, elaboration, fluency as well as organization. Usually, students have difficulty in one or even all of those facets of creative writing (Tok & Kandemir, 2015; Şenel, 2018). The goal of creative writing is to assist students in effectively presenting or communicating their inventive writing abilities. It influences students both directly and indirectly and gives them useful concepts they can use in their everyday lives. To create a desirable product, they must employ more imaginative or constructive thinking (Chaiyadejkamjorn, Soonthonrojana & Sangkhaphanthanon, 2017).

The reasons behind including creative writing in language teaching practices include the fact that creative writing aids language development at the level of grammar, vocabulary and discourse. When learners use the language in interesting ways to express personal meanings, they necessarily engage with it at a deeper level of processing. This level leads to significant gains in grammatical accuracy and originality of lexical choice. The second reason clarifies that creative writing fosters playfulness that encourages learners to play creatively with the language (Kırkgöz, 2014). Learning in a creative, multisensory setting within a peer group where taking risks is welcomed and supported can

inspire and support creative writing. Many literary methods, such as figurative language and imagery, are frequently used in creative writing to help convey a message in an entertaining way by connecting with the reader on a deeper level. The goal of creative writing is to thoroughly develop and convey an idea to your audience in a unique way, with a process-focused approach (Pentury et al., 2020).

The significant change in knowledge and education has produced a shift in the way teachers instruct their students. Vygotsky's social development theory draws upon the importance of collaboration in learning. Vygotsky's social development states that learning is done in a social setting, which in this case is a university classroom. According to Vygotsky's theory, social contact influences cognitive growth and learning. Vygotsky found that social engagement enhances learning in one's zone of proximal development (ZPD). According to Vygotsky's theory, individuals can achieve greater independence with developmentally appropriate assistance. Applying ZPD to the writing circle innovation, support comes from two sources: (a) peers, or the "more capable peers," who mentor other peers in their writing circle group; and (b) the instructor, who serves as the facilitator and general mentor for all writing circle groups (Vygotsky, 1978, pp. 86, 89, as cited in Roberts et al., 2017). According to social development theory, when people interact with one another, they can better assimilate and consolidate their knowledge and abilities than if they were learning on their own (Bailey, 2014). Several strategies draw upon Vygotsky's theory; a prominent strategy is the writing circle strategy, which fosters learning writing in a social environment.

Writing circles, consisting of five to seven participants, are formed at the beginning of the writing process. The small-group format of literature circles coupled with the writing process are the foundations of writing circles. Vopat's intention in creating and implementing writing circles was to enhance the writing process, spur writing growth, and utilize social learning theories as motivation. In writing circles, small groups of students write about an agreed topic, share and discuss their drafts, receive positive response, choose a new writing idea, and end with reflection and feedback. It can help them generate and organize ideas, and edit their work. A writing circle is primarily a community of students who get together on a regular basis to share writing time, offer critique on their work, and/or offer help for writing-related issues. Writing circles foster a network of support, which increases productivity (Vopat, 2009).

In each session of implementing the strategy, a teacher is to introduce a form of essay, explain certain aspects linked to the type of essay, and then offer some topics to write about. Usually, students follow the writing process that is entailed in any type of writing: planning, writing, revision, and correction (Alhazmi & Elamin, 2023). Students can collaborate in all of these steps. Feedback is an essential and distinctive component in the writing circle strategy, which has been known to improve students' writing. Often feedback can shed light on certain improvements students will not be able to improve individually. Therefore, it is recommended to have an outer perspective on a student's writing either from their peers or their teacher (Roberts et al., 2017). Moreover, generating ideas can be very helpful if it is done in groups, which is essentially what happens in writing circles: students share their ideas with other members of the group, helping enrich others with different ideas to widen their horizons.

2-Definitions of terms

2.1 Creative Writing Skills

Helwa (2022) defines creative writing as a cognitive process focused on producing tangible outcomes, specifically four key attributes: fluency, flexibility, originality, and elaboration, which manifest across various literary genres. In contrast, the other perspective emphasizes the internal, generative source of creative writing—imagination—as the wellspring of unique and individualized expression.

Operationally, this research conceptualizes creative writing as a complex cognitive and expressive process involving the writer's ability to convey thoughts, feelings, ideas, and attitudes on a specific issue in a distinctive and fluent manner. Its quality is assessed through four key features: flexibility, fluency, originality, and elaboration.

2.2 Writing Circle Strategy

Vopat's (2009) foundational definition positions writing circles as a structured, yet flexible, pedagogical approach that transforms the act of writing from a solitary endeavor into a dynamic, social, and collaborative process. They are more than just a group of people sharing work; they are a carefully designed ecosystem where writers—whether students or adults—nurture their craft through consistent, meaningful interaction with a dedicated audience of their peers.

Operationally, writing circles are defined as groups of EFL student-teachers who get together on a regular basis to share writing time, offer critique on their work and offer help for writing-related issues. Writing Circles foster a network of support, which increases productivity and creativity.

3- Statement of the problem

The problem of the proposed research can be stated as follows: English major students lack the ability to write creatively and experience a lack of interpersonal skill. It is suggested that a writing circle strategy-based program should be used in order to develop English majors' creative writing skills as well as some interpersonal skills.

4- Objective of the research

This research aimed to:

- 1-Develop English major students' creative writing skills using a Writing Circle Strategy-based program.

5.Question of the research

This research seeks to answer the following question:

- 1-What is the effectiveness of using a Writing Circle Strategy-based program to promote English major students' creative writing skills?

6.Delimitations of the research

The research was delimited to the following:

- 1- A group of thirty fourth year EFL student teachers who attend Faculty of Education, Assiut University.
- 2- Some creative writing skills and sub skills.

7. Literature review and Related Studies

Writing circles (WCs) are a structured collaborative strategy designed to engage students in every stage of the writing process, from brainstorming to publishing. Vopat (2009) introduced writing circles as small groups of students working together through all stages of writing—from prewriting to revision—emphasizing peer feedback, shared topic selection, and collective revision. Originally designed for children, WCs

were found to improve writing quality and build students' confidence and ownership of their work. The collaborative nature of WCs aligns with Vygotsky's (1978) sociocultural theory, which highlights how social interaction scaffolds learning. Operationally, writing circles are defined as groups of EFL student-teachers who meet regularly to share writing time, offer critique, and provide help for writing-related issues, fostering a network of support that increases productivity and creativity. Historically, Vopat (2009) adapted writing circles from Daniels' (2002) literature circles, which themselves built on earlier work by Peterson and Eeds (1990) on literature study groups.

Regarding collaborative writing in foreign language learning, Prasaja (2022) found that collaborative learning enhances student engagement, creativity, higher-order thinking, peer learning, and task efficiency. Collaborative writing is defined as an activity where two or more students work together to write a single text (Storch, 2019). From a sociocultural standpoint, it promotes language acquisition through discussion and group scaffolding (Lantolf & Thorne, 2006). Research indicates collaborative writing improves second language proficiency (Kim, 2008; Wigglesworth & Storch, 2009). Writing circles specifically improve writing skills through regular practice, constructive feedback, and exposure to different styles (Seleim et al., 2020), and harness intrinsic motivation through topic choice (Graham & Perin, 2007). They also create a supportive environment that combats isolation and builds confidence (Washburn, 2008). Research by Roberts et al. (2017) further supports their effectiveness in boosting confidence, peer mentorship, and leadership abilities. Given these demonstrated benefits, this study explores writing circles to enhance Egyptian student teachers' creative writing skills.

Creative writing is a multifaceted discipline that harnesses imagination to express thoughts, feelings, and ideas in a distinctive and original manner. According to Diab (2019), creative writing involves going beyond the norm without deviating from accepted norms, using imagination to generate unique ideas while writing fluidly and enjoying the process. Temizkan (2011) views creativity as a skill present in all daily actions, forming the foundation of human development. Ghoneim and Elghotmy (2019) defines creative writing as writing that reflects the writer's thoughts and feelings in a profound, imaginative, and distinctive style. Unlike conventional writing, which prioritizes clarity and factual accuracy, creative writing encourages experimentation with language, narrative techniques, and emotional resonance (Harper, 2019). In this study, creative writing is operationally defined by four key skills: fluency (producing a continuous flow of ideas smoothly), flexibility (generating many different concepts), originality (producing novel and distinct ideas), and elaboration (expanding thoughts with detailed information) (Kulprasit & Chiramanee, 2012).

Regarding the benefits of creative writing, Fancourt et al. (2019) found that it helps students express themselves, improve literacy skills, and boost confidence. Senel (2018) confirmed that creative writing enhances motivation, improves academic performance, and reduces anxiety and fear of failure. However, Mehdiabadi and Arabmofrad (2015) noted that traditional methods of teaching creative writing may lead to learner demotivation, advocating for collaborative approaches grounded in Vygotsky's (1978) social constructivist theory. Dafit (2017) also noted that students often struggle to generate ideas due to unsuitable learning models. Thus, writing circles offer a promising collaborative alternative to traditional methods. In the Egyptian context, where teacher training often emphasizes traditional instruction, writing circles provide a

dynamic approach rooted in Vygotskian principles, aiming to improve student teachers' creative writing proficiency in fluency, flexibility, originality, and elaboration.

Based on the previous studies reviewed, this research aims to develop the creative writing skills—specifically fluency, flexibility, originality, and elaboration—of EFL student teachers through the implementation of writing circles, as collaborative strategies have been shown to enhance writing quality, motivation, and peer learning. Therefore, the present study seeks to empirically investigate the effectiveness of a writing circles-based program in fostering these essential creative writing abilities among Egyptian EFL students.

8- Research Method

8.1 Design

This study employed a one-group, pre-test-post-test quasi-experimental design. A single group of participants functioned as the experimental group, receiving the experimental intervention. This intervention consisted of training on specific creative writing skills namely; fluency, originality, elaboration and flexibility. To measure the impact of the program, the participants' creative writing was assessed using a standardized creative writing rubric both before (pretest) and after (posttest) the implementation of the program.

8.2 Participants

The participants were thirty fourth-year prospective teachers majoring in English at the Faculty of Education, Assiut University, selected through random sampling. Prior to the main study, the preliminary research instruments were piloted with a separate group of 25 students to establish validity. This pilot group first sat the creative writing

pre-test (form A) and interpersonal questionnaire. Then, they were presented with three sample lessons (one from each unit), and their feedback on both the content and procedures was highly positive. Furthermore, the creative writing post-test with the interpersonal skills questionnaire were administered to this pilot group to verify its validity, reliability, and appropriate time allocation.

8.3 Materials and Instruments of the Research

a) Research Instruments

A suggested writing circle strategy-based program including:

- A teacher's guide.
- A student's book.

b) Research instruments

- A creative writing skills pre-test
- A creative writing skills post-test

9- Procedures

To answer the questions of the current research, the researcher will adopt the following procedures:

- reviewed literature dealing with creative writing skills and interpersonal skills that are relevant to EFL student teachers.
- prepared a list of creative writing skills to be validated by the jury members and edit the list in light of their suggestions.
- prepared a list of interpersonal skills to be validated by the jury members and edit it in light of their suggestions.
- prepared the suggested program including the content of the program and the teacher's guide to be validated by the jury members and edit it accordingly.

- prepared the creative writing pre and post test, creative writing skills rubric, and interpersonal skills.
- Submitted the tools to the jury to edit and ensure their validity and reliability; and made the necessary modifications.
- Piloted the materials and instruments on a group of 25 fourth year English major students at Faculty of Education, Assiut University.
- Selected the main group of research (30 fourth year English major students).
- Pre administrated the questionnaire and the pre test to the selected group
- Taught the program to the research group
- Post administrated the questionnaire along with the post creative writing test.
- Collected and analyze the data
- Calculated the differences using appropriate techniques
- Discussed the results of the tests while considering the results of previous studies that dealt with the same issue
- Provided some recommendations according to the findings of the research.

10- The Pre and Post Creative Writing Tests

10.1 Tests' Objective

The primary aim of the assessments was to measure the proficiency of fourth-year English majors in specific creative writing skills. To ensure consistent and objective evaluation of student performance across both tests, a creative writing skills rubric was also created.

10.2 Test Piloting

The creative writing tests was piloted on a sample group of 25 fourth year English major students at Faculty of Education, Assiut University, to ensure the clarity and suitability of the tasks to students' level and estimate the time allotted for each task. Following the pilot phase, the tests was reviewed by a panel of jury. Their input led to further refinements.

10.3 Test Scoring

To evaluate the creative writing tests, a detailed rubric was created. This rubric assessed 12 sub-skills, assigning each a performance score between 1 and 5, where a skill can be present in more than one question which resulted in some skills having a total score of 20. Consequently, the total possible score for the entire test was 125.

11- The Creative Writing Skills Rubric

To assess creative writing performance, a Creative Writing Skills Rubric was designed and implemented. The rubric outlines five distinct levels of mastery: Level 5 (Advanced), Level 4 (Competent), Level 3 (Satisfactory), Level 2 (Developing), and Level 1 (Beginning). A sub-skill rated at Level 5 indicates advanced proficiency with originality, depth, and skillful execution, while a rating at Level 1 reflects a beginning level of ability where foundational competence is still developing. The rubric evaluates four key creative writing sub-skills: fluency (generating ideas, using cohesive devices, shifting perspectives), originality (creating immersive settings, crafting authentic characters), elaboration (expanding ideas, using sensory imagery and figurative language), and flexibility (vocabulary variety and appropriateness). Each level includes clear descriptors to ensure consistent and meaningful evaluation of student work.

11.1 Validity of the creative writing skills rubric

-Internal Consistency Validity

As the following statistics make clear, the Pearson Correlation Coefficient was utilized to determine the correlation between the degree of each performance item and the creative writing rubric's overall score. As the table below shows all correlation coefficient values were found to be at significant level of (0.001) which proves the validity of the internal consistency of each item with the rubric.

Table 1:

Internal Consistency of the Creative Writing Rubric

Fluency skills		Originality		Elaboration		Flexibility	
Item	Correlation with item skill	Item	Correlation with item skill	Item	Correlation with item skill	Item	Correlation with item skill
1	0.655**	1	0.812**	1	0.618**	1	0.723**
2	0.714**	2	0.649**	2	0.688**	2	0.769**
3	0.647**	3	0.547**	3	0.769**	3	0.733**

**** Significant at (0.01) level, * significant at (0.05) level**

11.2 Creative Writing Skills Rubric Reliability

To assess the reliability of creative writing skills rubric, Cronbach's alpha coefficient was computed. The analysis yielded a coefficient of (0.829), a value exceeding the commonly accepted threshold of 0.7, thereby indicating a high level of reliability. This result suggests that the rubric produces consistent and trustworthy measurements. The instrument was piloted on a sample of 25 students, and the resulting reliability coefficient is presented in the table below.

Table 2

Reliability coefficients of the creative writing skill rubric

Creative writing rubric		Reliability coefficient
1	Fluency	0.832**
2	Originality	0.827**
3	Elaboration	0.737**
4	Flexibility	0.859**
Total Score		0.829**

-Inter-Rater Reliability

To establish the consistency of the scoring procedure and ensure that the assessment of students' creative writing was not unduly influenced by subjective individual judgment, an inter-rater reliability analysis was conducted. The researcher and another independent rater evaluated the same sample of student writing using a rubric comprising four key creative writing skills: Fluency, Originality, Elaboration, and Flexibility. The total scores for each student were also compared.

The strength of the agreement between the two raters was measured using the Pearson product-moment correlation coefficient. The resulting correlation matrix is presented in Table 3. The diagonal of the matrix (where the same variable from both raters is compared) is of primary interest, as it indicates the degree to which the two raters agreed on each specific criterion.

Table 3

Inter-rater reliability of the creative writing skills rubric

The researcher's evaluation	Fluency	Originality	Elaboration	Flexibility	Total
Another rater's evaluation					
Fluency	.841**	.827**	.787**	.734**	.709**
Originality	.866**	.770**	.706**	.748**	.734**
Elaboration	.841**	.738**	.778**	.820**	.748**
Flexibility	.830**	.788**	.727**	.893**	.820**
Total	.821**	.780**	.762**	.760**	.893**

12- Results of the Research

To answer the question of the research which states "What is the effect of using a writing circle strategy-based program to promote English major students' creative writing skills?", the paired sample t-test was used to identify the significance of the difference between the mean scores of the research group in the pre and post creative writing tests, and the results were as followed:

Table 4:

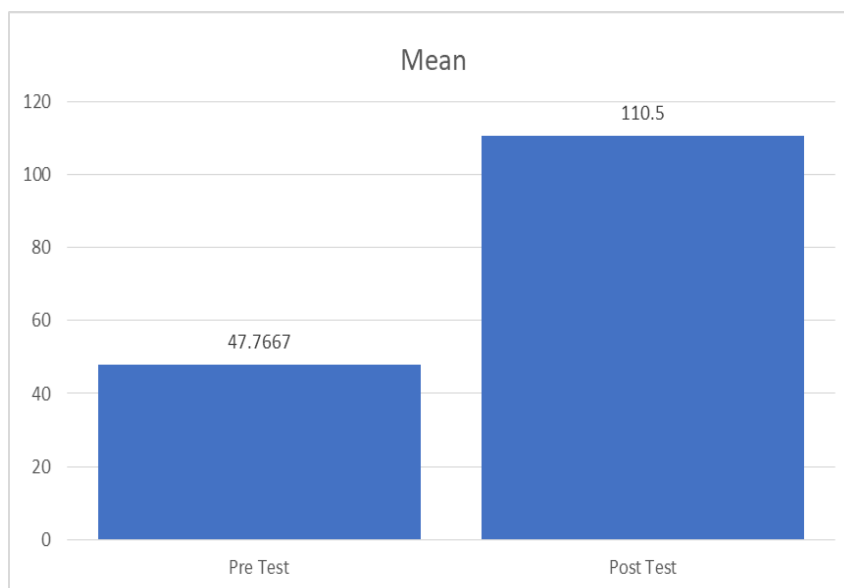
Differences in the Mean Scores of The Study Group's Total Score on the Pre and Post Tests of Creative Writing

Dimensions	Test	Mean	Standard deviation	Value of "T"	Statistical significance	ETA Square
Total Creative Writing	Pre	47.7667	4.81150	54.43	Sig 0.01	0.990
	post	110.5000	3.55983			

The table above shows that there is a statistically significant difference between the mean scores of the study group's total score on both the pre and posttests of the creative writing at the level of (0.01), in favor of the post test. The value of "T" was found to be (54.43). **this can also be shown in figure 1:**

Figure 1:

Difference of the Mean Scores of the Study Group's Total Score on the Pre and Post Creative Writing Tests



To quantify the practical significance of the intervention, its effect size was calculated using Eta squared. The results demonstrated eta squared value of 0.990 (as shown in table 4) which signify a very large effect. Consequently, the findings not only confirm statistical significance but also underscore the substantial and meaningful effectiveness of the suggested writing circle strategy-based program on developing the study group's creative writing skills.

13- Discussions of Results

The results confirmed the study's first hypothesis, demonstrating that the writing circle strategy significantly enhanced participants' creative writing skills. Analysis revealed a statistically significant increase in test scores from pre-test to post-test at the 0 .01 level. Specifically, the mean score rose substantially from 47.76 on the pre-test to 110.50 on the post-test. Therefore, these findings provide strong evidence for the effectiveness of the implemented program in developing creative writing competencies.

The significant improvement in the experimental group's creative writing scores provides empirical support for collaborative, student-centered writing pedagogies. These findings align with and extend the existing literature on group-based writing strategies. Specifically, they corroborate the work of Alhazmi (2023) which demonstrated the writing circles success in a structured, academic EFL context. Furthermore, the results resonate with the core principles of the Story Circle technique investigated by Widya (2016) where collaborative story-building was shown to enhance narrative skills. This study bridges these two related approaches, confirming that a structured writing circle program is equally effective in developing creative writing competencies at the university level.

14-Conclusion

The findings of this research provide compelling evidence that a structured writing circle strategy-based program serves as a powerful pedagogical approach for developing creative writing proficiency among English major students. The convergence of statistical significance, large effect sizes, and qualitative observations of student growth affirms the program's effectiveness and suggests its potential applicability in similar educational contexts. Beyond the measurable gains in fluency, flexibility, originality, and elaboration, the writing circle environment played a crucial role in reducing students' anxiety and apprehension about writing. By fostering a supportive, non-judgmental atmosphere where peer feedback was constructive and collaborative, the program empowered students to take creative risks and express their ideas freely without fear of criticism or failure. Students became more willing to experiment with language, explore unconventional ideas, and share their drafts with peers, knowing that their contributions would be met with encouragement rather than judgment. This sense of psychological safety was instrumental in transforming writing from a dreaded, solitary task into an enjoyable, shared journey of discovery. Consequently, the program not only enhanced students' creative writing skills but also nurtured their confidence, motivation, and positive attitudes toward writing. These findings underscore the value of integrating collaborative, process-oriented approaches like writing circles into EFL writing instruction, particularly in contexts where traditional methods have left students feeling anxious and disengaged.

15- Recommendations of the Research

Based on the results yielded from this study, the researcher proposes some recommendations:

- 1- Integrate Writing Circles into Regular Instruction: Instructors are encouraged to incorporate writing circle strategies into their existing courses rather than treating them as an occasional or extracurricular activity. Regular, structured peer interaction can lead to sustained improvement in both writing quality and classroom dynamics.
- 2- Provide Explicit Training on Feedback: Before implementing writing circles, instructors should dedicate time to training students on how to give and receive constructive feedback. Modeling effective feedback and providing clear guidelines can prevent superficial or negative interactions and ensure that peer reviews are meaningful.
- 3- Create a Supportive and Non-Threatening Classroom Environment: Given that students in this study were accustomed to MCQ-oriented exams and may initially feel anxious about creative tasks, instructors should foster a classroom atmosphere where experimentation is encouraged and errors are viewed as part of the learning process rather than failures.
- 4- Incorporate a Variety of Writing Genres: To sustain student interest and address diverse learning styles, instructors should introduce a range of creative writing genres within the writing circle framework, such as short stories, poetry, personal narratives, and reflective essays.
- 5- Embed Writing Circles Across the Curriculum: Curriculum designers are encouraged to integrate writing circle activities into multiple courses throughout the undergraduate program, not just in senior-level classes. Early and consistent exposure to collaborative writing can build a stronger foundation for creative and interpersonal skill development.

16- Suggestions for Further Research

The following topics can be used for further research, based on the results of this study:

- 1- Studying the effect of a suggested online writing circle program on developing digital storytelling skills among university students.
- 2- Studying the effect of using peer feedback within writing circles on developing editing and revision skills of secondary school students.
- 3- Studying the effect of a suggested writing circle strategy-based program on developing creative writing skills and fostering learner autonomy among preparatory stage students.
- 4- Studying the effect of a suggested cross-cultural writing circle program on developing intercultural communicative competence and creative writing skills among university students.
- 5- Studying the effect of using writing circle strategies on developing poetic writing skills and aesthetic appreciation among secondary school students.

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