

## **Creative Writing from Theory to Practice: Multi-Tasks for Developing Majmaah University Students' Creative Writing Competence**

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### **Abstract**

This research investigates the efficiency of applying creative writing multi-tasks in developing level 4 female English major students' creative writing competence. The study conducted for 12 weeks in 2018- 2019 academic year, in Zulfi College of Education, Majmaah University, Kingdom of Saudi Arabia (KSA). The sample consists of 64 female students divided equally into two groups: experimental and control groups. The experimental group studied an advanced college writing course supported by the creative writing multitasks designed by the researcher. A group of pre and posttest design was applied in the study. When the pre and posttest's scores of the experimental group were analyzed and compared, it was detected that there was a statistically considerable difference in the pre- and posttest scores, in favor of posttest's score. Also, it shows that there was a significant difference in the mean scores of the experimental and control group posttest's scores, favoring the experimental group posttest's score. These results prove the main research hypothesis: Creative writing multi-tasks have a significant impact on developing the experimental group's creative writing competence, compared to the control group. The findings indicate that using creative writing multitasks has a positive effect on developing the students' creative writing competence in both fiction and nonfiction essays. It is recommended for English language teachers to adopt similar creative writing multitasks when teaching writing skill.

*Keywords:* creative writing, creative writing competence, multitasks (MULTSK), techniques, strategies, and processes

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