

Investigating the impact of Learning English as a foreign language on creative writing skills amongst gifted secondary students in national and international private Schools in Alhasa (A case study)

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Abstract: This research project aims to investigate the impact of learning English as a foreign language on developing the creative writing skill of gifted female students at secondary level in the Kingdom of Saudi Arabia. The case study included the questionnaire in its three sections and an analysis of the written texts of the students. The data were analyzed using frequencies, arithmetic averages, and t-test to find out the differences between the performances of the two groups using the SPSS statistical analysis program. The study found that there are no statistically significant differences between the performance of gifted female students in the national program and gifted female students in the international program. The students' self-assessment of their creative writing skill revealed the students' preference for writing in English, which supports the positive impact of second language learning on developing the creative writing skill of gifted students in general.

Keywords: creative writing skills- giftedness- learning a second language.

أثر تعلم اللغة الإنجليزية كلغة أجنبية على تنمية مهارة الكتابة الإبداعية لدى الطالبات الموهوبات في المرحلة الثانوية في المدارس الأهلية المطبقة للبرنامج العام والبرنامج الدولي (دراسة حالة)

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المستخلص: يهدف مشروع البحث هذا إلى تقصي أثر تعلم اللغة الإنجليزية كلغة أجنبية على تنمية مهارة الكتابة الإبداعية لدى الطالبات الموهوبات في المرحلة الثانوية في المملكة العربية السعودية. تضمنت دراسة الحالة أدوات بحثية شملت الاستبيان بأقسامه الثلاثة وتحليل النصوص الكتابية للطالبات. تم تحليل البيانات باستخدام التكرارات والمتوسطات الحسابية واختبار (ت) لمعرفة الفروق بين أداء المجموعتين باستخدام برنامج التحليل الإحصائي spss. توصلت الدراسة إلى عدم وجود فروق ذات دلالة احصائية بين أداء الطالبات الموهوبات في البرنامج العام والطالبات الموهوبات في البرنامج الدولي. التقييم الذاتي للطالبات لمهارة الكتابة الإبداعية لديهن كشف عن تفضيل الطالبات للكتابة باللغة الإنجليزية مما يدعم الأثر الإيجابي لتعلم اللغة الثانية على تنمية مهارة الكتابة الإبداعية لدى الطالبات الموهوبات بشكل عام. الكلمات المفتاحية: الموهوبون – تعلم اللغة الثانية- مهارة الكتابة الإبداعية.

1- Preface.

Linguistic talent is one of the concepts that requires re-attention and formulation in line with recent developments in psychology, linguistics and the field of gifted education. Linguistic talent is associated with learning languages quickly compared to peers, whether it is a first or second language. In this regard, it must be emphasized that learning a second language is by its nature multidisciplinary with a creative formation because the talented language learner reconfigures his identity with what is characterized by learning the second language in a way that shows creativity and integrative thinking. Accordingly, the talented person has a correlation between his linguistic competence and his creative competence in writing.

Based on the foregoing, two important aspects of this study can be reviewed. The first aspect focuses on the importance of learning a second language for the gifted, which includes ease of communication and interaction, the ability to absorb different cultures (Abu Zeid & Mustafa, 2015) and analysis because they contribute to the development of mental habits that promote creative thinking, critical thinking and analytical skills.

The other side is represented in the creative writing skill of the talented person as it is a mean of linguistic communication through which the person expresses his thoughts and feelings in consistent terms and sentences to convince and influence others. Writing is one of the greatest productions of the human mind throughout history, as it records its upbringing, culture and path. Writing is one of the higher thinking processes, and its importance comes from being the end result of all other language skills, where the writer transforms the ideas, opinions and information in the mind into a complex written product (Kuhn & Udall, 2003).

Despite the importance of linguistic talent and creative writing, the study of the relationship between second language acquisition and creative writing remains one of the topics that have not been discussed in detail in the field of gifted education, especially in Saudi society (Al-Zahrani, Al-Shabatat, 2017). Therefore, this paper starts from a point of view that assumes the possibility of obtaining rich information by studying the relationship between foreign languages and the creative aspects, especially in the field of writing for talented people.

The statement of the problem:

The current study investigates the potential impact of foreign language learning on talented creative writing abilities. In contrast to a large body of research devoted to exploring the effect of bilingualism on cognitive functions, foreign language learning and its impact on creative writing in gifted people have received little attention (Kim et al., 2021).

On the practical side, the researcher intends in this study to explain how her personal and professional experience as a foreign language teacher led to the development of her current research interest in the field of gifted education. Through her experience in the educational field, the researcher

noticed the presence of creative production among talented students, as she reviewed books written by talented students in Al-Anjal Private Schools, the international program and the general program (secondary stage), containing stories written by the students themselves in English, which aroused curiosity. The researcher to find out if there is a relationship between second language learning and the development of creative writing among gifted students. moreover, the researcher noticed that there are few studies that dealt with the impact of English as a foreign language on the creative writing of talented people. Which called the researcher to study the impact on the Saudi society and elicit its features and characteristics.

Research questions:

- 1- What is the difference in the level of creative writing according to the self-assessment of gifted female students in private schools applied to the general program and the international program?
- 2- What is the level of creative writing skill among talented female students at the secondary level in private schools applied to the general program and the international program?
- 3- What is the effect of studying English as a foreign language on developing the creative writing skill of talented female students at the secondary level in private schools applied to the general program and the international program?

The hypotheses:

The null hypothesis: There are no statistically significant differences at the level of significance (0.05) in the level of creative writing for gifted female students in the general program and the international program.

The alternative hypothesis: There are statistically significant differences at the significance level (0.05) in the creative writing level of gifted female students in the general program and the international program.

The significance of the study:

- **Theoretically:**

- This study investigates the effect of learning English as a foreign language in developing creative writing skills for gifted students and reviews the most prominent results that have been reached, which adds to the field's understanding of the characteristics of this category. It also provides a theoretical background on the linguistically gifted student and his creative linguistic performance skills in creative writing.
- The study sheds light on the extent of research on the impact of learning English as a foreign language on developing creative writing skills for gifted female students in Saudi society.

- It is expected that this study will be a scientific addition to educational research in the field of teaching creative writing to gifted students.
- Researchers: The research opens the way for other studies.
- **Practically:**
 - The gifted student: It is hoped that this study will add a deeper understanding of the impact of learning English as a foreign language in developing creative writing skills for gifted students, which helps those interested in the educational field to prepare appropriate programs. Second: The study sheds light on the extent of research on the impact of learning English as a foreign language on developing creative writing skills for gifted students in Saudi society.
 - Teachers of the Gifted: This study is an addition to the field of teaching creative writing, and it contributes to providing teachers of the gifted with theoretical information about the characteristics of creative writing among the gifted, and how to refer it to procedural applications that improve creative writing skills.
 - To benefit the authors of the English language curricula in preparing writing lessons, and to contribute to addressing the weaknesses of gifted and non-gifted students in creative writing skills. It also helps them to develop strategies that will develop creative writing in gifted students.

2-literature review.

Research studies in the field of the relationship between second language learning and creativity (creative thinking- creative writing) included several directions:

First: Studies dealing with the impact of second language learning on creative thinking.

To begin with,(Sehic, 2017) study aimed to investigate the effect of learning English on creative thinking skills in different areas of fluency, flexibility, originality and detail, as measured by the alternative uses test. Unlike previous research studies that investigated the relationship between English language learning and cognitive skills and had a large number of participants, this research investigated a small group of participants to provide detailed information about the impact of English language learning on their creative thinking skills. This study included the collection of quantitative data in the pre- and post-test stages, and an explanation of quantitative data using qualitative data. The quantitative results of the mixed case study indicated that there were no statistically significant differences between the results of the pre and post- test in the areas of fluency, flexibility, originality and clarification as measured by using the alternative uses test, which indicates that there is no effect of the second language study on the thinking skill.

In line with the findings of the previous study, the Graham, S Hofweber, study focused on the effect of second language learning on creative thinking by comparing two teams, one bilingual and the

other monolingual. The students were tested and the results showed that there is no advantage of bilingualism in developing creativity. (Hofweber, J. and Graham, S. (2018).

Similarly, Lange et al, examined whether bilinguals tested in their second language were more or less creative than monolinguals and bilinguals tested in their first language. Also a repeated semantic fluency test to estimate individual semantic networks for each participant. The results showed support for the null hypothesis that bilingualism offers no advantage for creativity (Lange et al., 2020).

Conversely, a study by (Stephan, 2017) showed the degree to which language study prediction (which is much correlated with moving away from routine experiences) will contribute to the originality of solutions, compared to an individual's mother tongue. The results showed that foreign language learning has benefits for creativity in nonverbal tasks. Participants were more creative in designing the outlines of the T-shirts (Study 1) and in drawing an odd character for the story (Study 2) in the context of their foreign language, as compared to their mother tongue.

Second: Studies dealing with the impact of second language learning on creative writing.

A study by (Kim et al., 2021) examined the effectiveness of two teaching methods in the creative writing performance of English as a foreign language in South Korean university. These techniques included various forms of brainstorming known as mind mapping and SCAMPER. Survey data from the 39 participants were analyzed to determine which method led to higher levels of creative output (the articles). In addition, a creativity rubric was developed and used to assign analytical scores to articles to examine relative benefits. Both techniques are for students with high and low creative abilities. The results showed that SCAMPER statistically produced higher levels of creative output. Articles written with SCAMPER also generally showed higher creativity scores than those written with mind maps, although this difference was not statistically significant.

Third: Studies dealing with the effect of using creative writing on second language acquisition.

(Smith, 2014) in his study aimed at describing the topic of creative writing and explained its potential contribution as a tool for teaching and learning English through a questionnaire for English language teachers in order to know their attitude towards the use of creative writing exercises in their lessons, and whether they see creative writing as a tool that has a positive impact on development The language skills of their students and how frequently they are actually used in teaching practice.

On the other hand, the study of (GHANNAGE, 2000) aimed to investigate the impact of writing on English language learning. This study was conducted in three different Lebanese schools that can represent similar issues across different social and linguistic backgrounds. 460 students aged between eight, nine and ten participated in this study. The students were randomly divided into two groups (experimental and control) and both groups sat before and after the tests. The aim of these tests was to compare the results of the experimental group and the control group and to investigate the effect of creative writing on second language learning.

The study of Akhter, 2021) aimed to find out the effectiveness of creative writing in language learning. Furthermore, a comparison has been made between Bengali and English. In order to conduct this research, 40 students were interviewed. The results showed that students from both mediums liked the creative writing classes and this affected their language learning. Therefore, it can be said that creative writing can be used as an effective language learning tool.

Fourth: Studies dealing with the effect of using creative thinking on second language acquisition.

The study carried by (Faulkner, 2003) investigated the characteristics of the individual learner in order to identify those characteristics that are useful as predictors of gifted foreign language learning performance and creativity among secondary school students. An individual learner may possess a set of learner characteristics that combine to support his gifted performance in a foreign language. On the other hand, the study (Fernández-Fontecha, 2021) focused on the effect of the learner's creative thinking on his mastery of learning vocabulary in the second language.

On the other hand, the study of (Juma, 2017) aimed to identify creative thinking and its relationship to the early acquisition of the English language among kindergarten children. The study used the descriptive method. The study tools were the Kindergarten early acquisition of English test and the creative thinking test, and they were applied to a sample of (30) kindergarten children. The results of the study concluded that there is a direct, statistically significant, correlation between skills (fluency, flexibility) from the scale of creative thinking and early acquisition of the English language and the total score for it among kindergarten children, and that creative thinking can be predicted through early acquisition of English for kindergarten children. English at an early age, this increases their creative thinking.

Fifth: Studies on giftedness:

The study of Zuhail Okan and Duygu I pınar, 2009) is mainly concerned with how to meet the needs of talented students learning English as a foreign language in Turkey. The program at the center offers special management for academically gifted children with a distinctive curriculum. The sample included 105 students, already identified as gifted, about their learning experience at the Centre, learning English in particular, and the types of activities that are meaningful to them. Through the questionnaire and then participated in the critical incident analysis process. It is hoped that the research findings will support practices for identifying and programming gifted children.

In an empirical study of a second language for a gifted child, it was concluded by (Hoh, 2005) that a gifted child is often able to function outside of both languages and Hoh suggests that the greater language development typically observed in gifted students should be nurtured and encouraged as a prior ability that can enhance language development significantly.

Similarly, a study by (Danzak, 2020) on bilingual students is underrepresented in gifted and talented programs, and language/literacy research on these students is scarce. This study tested the academic language in explanatory writing of 65 students, including 32 bilinguals, in grades 4-8. Results

were compared at the word, phrase, sentence and text level for bilingual English writing versus monolingual English writing, and bilingual English writing versus Spanish writing. In addition, two student texts were explored in a qualitative manner. In English, bilinguals and monolinguals did not differ significantly on any scale. Bilinguals scored higher in English than Spanish on most traditional word- and sentence-level measures, and were equal in lexical diversity, and varied at phraseological level. English and Spanish writing were similar in content and structure, indicating a transfer of skills at the text level.

Another study of (Huda and Abdul Majeed, 2005) on the effect of a proposed program for developing creative writing using brainstorming among linguistically gifted students and its impact on beyond reading comprehension. The results showed the effectiveness of the program in developing the writing skill of gifted students.

The two researchers (Mahmoud, Muhammad, 2015) conducted a study with the aim of identifying the availability of creative linguistic performance skills among linguistically gifted students in the preparatory stage. The study sample consisted of 34 linguistically gifted second-grade middle school students. Creative speaking- creative writing, and the research also used the creative speaking skills test and creative writing skills test to find out the availability of creative language performance skills among the students of the research sample. The low level of the sample pupils in creative language performance skills.

A study of (Mahmoud, Farraj, 2021) on the effectiveness of using contextualization in developing the creative written expression skills of the 37 linguistically gifted preparatory stage students reported the effectiveness of the proposed strategy in developing creative written expression skills.

The research study implemented by (Hajilou et al., 2012) indicates a relationship between second language exposure and creativity. It also indicates that creativity may have a positive effect on the acquisition of a second language, and the study did not show whether learning a second language contributes to the development of creativity.

Sixth: Research in the Kingdom of Saudi Arabia:

A study (Al-Zahrani, Al-Shabat, 2017) to identify the level of creative writing among talented students in Al-Qunfudhah Governorate, and to identify the extent to which there is a difference in the levels of the sample members according to the different variables: gender, academic level, the educational qualification of the guardian, the economic level of the family, and the size of the family.

And the birth order of the child, and to achieve the objectives of the study, the descriptive analytical approach was used, and the creative writing scale was used as a tool for collecting information, whose validity and reliability were verified by applying it to an exploratory sample consisting of (40) male and female students derived from the original study population of (310) students. The study sample consisted of (100) gifted male and female students in the intermediate and secondary stages in Al-

Qunfudhah Governorate during the academic year 1436-1437 AH, and using a number of statistical methods appropriate to the nature of the study questions, the study reached the following results:

Creative writing among talented students (boys- girls) was at a (medium) degree, as it was found that there were statistically significant differences in the scores of the research sample on the creative writing scale due to the two variables: gender in favor of females, and school stage in favor of secondary, and it was found that there were no significant differences A statistic in the scores of the research sample on the creative writing scale due to the variables: the educational qualification of the guardian, the economic level of the family, the size of the family, and the birth order of the child.

On the other hand, (Alnoh, 2015) research examined the effect of using an integrated approach to teaching writing on EFL students in secondary education for non-gifted students. Specifically, it studies its effect on the development of metacognitive strategies, student behavior, motivation levels, and performance. The research follows a mixed approach has been directed

The process of collecting quantitative data through the introductory questionnaire, the first and second questionnaire, and analysis of pre- and post-test scores. Qualitative data included material from interviewing students and teachers trained for a specific purpose, analysis of student essays, class notes and a teacher survey. The results of this study show a positive effect of this integrated approach, which was manifested in improving writing performance, motivation, attitude towards writing in English, awareness of metacognitive strategies, as well as the continuous use of these strategies.

Comments on previous studies:

First: the cross-sectional studies included the relationship of second language learning to creative thinking (Sehic, 2017).

And creative writing (Kim et al., 2021) among gifted and non-gifted. And it was found through the review that the majority of the research dealt with the effect of studying the second language on creative thinking.

Second: Intensive research was conducted on creativity as a dependent variable of bilingualism and multilingualism, which measured the effect of these linguistic processes on the speaker's creativity. Among the results, it was found that speaking more than one language expands an individual's cognitive abilities such as mental control and cognitive flexibility, and thus facilitates the creative process.

Third: It has been observed that there are multiple results regarding the relationship between creativity and the study of the second language, according to the following:

A positive relationship. (Stephan, 2017) (Kim et al., 2021). (Friday, 2017)

- Negative relationship (Sehic, 2017). ((Hofweber, J. and Graham, S. (2018. (Lange et al., 2020)) (Mahmoud, Muhammad, 2015)
- Mutual relationship (Hoh. 2005
- No correlation (Danzak, 2020)

Fourth: A group of studies focused on studying the relationship between second language learning and creativity among secondary school students, while another group focused on university students. Their findings suggest that creative learners use all possibilities to maintain greater fluency, control, and be more productive. A positive relationship such as Seddigh and Shokrpour (2013) study on creativity and the use of vocabulary learning strategies for a group of Iranian university students was also found.

Fifth: With regard to creativity and second language skills, the results are not conclusive despite the possibility of tracing a certain positive connection. Originality, flexibility and creative fluency have an effect. (Fernandez Fontesha, 2021)

sixth: Teaching writing in English in Saudi Arabia still operates within the framework of teacher-centered practices. It is widely known that the teacher dominates education as students in the learning process in the Saudi context remain passive all the time without any active interaction unlike education that adopts new technology. Teaching writing, considered to be the greatest skill to master in Saudi Arabia, most Saudi students found it challenging and demanding tasks. Because the ways students learn to write English are outdated and impractical. (Alenizi, 2022).

Seventh: Despite the recent interest in scientific research in the Kingdom of Saudi Arabia, researchers have made an important stride in the number of studies in the field of gifted education in general compared to other Arab countries (Aljughaiman, A. et al, 2016), but the interest in linguistic talent and The factors affecting it are considered few in the research conducted on the Saudi society.

Although many studies have been conducted to examine English writing in Saudi Arabia, there is a need to consider learners of English as a foreign language in Saudi Arabia in secondary school. The results of the study can shed light on the needs of learners that must be taken into account in the future development of the Saudi curricula. In addition, the results of the study can be used to give recommendations for the English language in Saudi universities.

Data collection:

A. The quantitative data:

First: the questionnaire

The questionnaire tool consists of three main sections using the five-way Likert scale, each section aims to answer the study questions according to the following detail:

a. English Language Background Questionnaire:

Objective of the questionnaire: This tool was mainly used to detect any relevant differences in the participants' linguistic profiles (e.g., bilingualism or multilingualism) which helps to obtain a homogeneous sample of study participants. Its data is based on the personal information of the sample members.

Questionnaire construction sources: The study questionnaire was developed by reviewing the theoretical framework and previous studies such as Alnoh, 2015, Alzahrani et al. 2021)), and paragraphs of those studies were selected and reformulated in line with the research questions, its objective and the study community.

Questionnaire Description: Information on the linguistic background of the participants was collected through the questions of the first section of the questionnaire. Participants answered five questions related to their experience with EFL which included information about the extra hours of EFL study outside the school in which they would have participated.

B. A questionnaire about the reality of the creative writing skill (self-assessment):

The objective of the questionnaire: To monitor the difference in the level of creative writing according to self-assessment of gifted female students in private schools applied to the general program and the international program. As well as understanding students' abilities and perceptions about writing in English. This section contains closed questions only. The self-assessment data is based on the previous experiences of the study sample.

The sources of building the questionnaire: The questionnaire for the study was developed by reviewing the theoretical framework and previous studies, such as the study (Alenizi, 2022), and paragraphs from those studies were selected and reformulated in line with the research questions, its objective, and the study community.

Description of the questionnaire: In its second section, the questionnaire included different questions, each of which aimed to obtain specific data regarding the assessment of the level of writing using the English language.

C. Questionnaire on the reality of creative writing skill (writing strategies):

The purpose of the questionnaire: To identify the creative writing strategies of talented female students at the secondary level in private schools applied to the general program and the international program. This section is based on the actual experiences of the students in writing during the lessons and carrying out the assignments.

Sources for constructing the questionnaire: The questionnaire for the study was developed by reviewing the theoretical framework and previous studies, such as the study (Alenizi, 2022, Alnoh, 2015, Alzahrani et al. 2021) and paragraphs from those studies were selected and reformulated in line with the research questions, its objective and the study community.

Questionnaire description: In its third section, the questionnaire included questions about the writing strategies actually used by the students ("before – during- after" writing).

Second: The qualitative aspect of the study includes:

- A. The qualitative measurement was deduced from the analysis of samples of written work for female students produced during the current academic year 2021-2022. The written materials served as a

useful source of information because they contain texts from the students' creative writing. The texts were evaluated through the creative writing assessment scale. Six written texts were taken for 6 participating students (3 students of the international department- 3 students of the general department) after obtaining the consent of them and their parents to participate.

B. Creative Writings Evaluation Scale:

The purpose of the questionnaire: To study the impact of English as a foreign language on developing the creative writing skill of talented female students at the secondary level in private schools applied to the general program and the international program.

Form building sources: The form was applied from a study (Muzafari, 2013).

Description of the form: The form contains four levels of achievement as follows:

- 1 Excellent: Writing in this category denotes excellent use of the standard.
- 2 Good: For writings that fall at this level, the criterion is partially met.
- 3 Fair: In this category, the standard is achieved to a minimum.
- 4 Poor: Writing in this category does not meet the criteria in any way.

Table (1) Data analysis

The reason	Analysis	The tool
Quantitative tools		
To check the stability of the questionnaire.	Alpha Cronbach	The questionnaire
To check the validity of the internal consistency of the questionnaire.	Pearson correlation coefficient	
Describe the study sample and identify the impact of the study variables (the level of English language learning- the level of creative writing).	Percentages and frequencies.	
Compare the responses with each other.	The mean	
Qualitative tools:		
Making comparisons between the actual average performance of female students in general education and the international program.	T-test for two independent samples	Written texts analyzed using the Creative Writing Rating Scale

Research limitations:

- Time limits: the third semester of the academic year 1442-1443 AH.
- Objective limits: The effect of learning English as a foreign language on the creative writing skill of gifted female students at the secondary stage.
- The participants in the study are talented eleventh and twelfth grade students from Al-Anjal National School/ Al-Ahsa/ Kingdom of Saudi Arabia.
- The writing skill is limited to creative writing with its following skills: fluency, flexibility, originality, and expansion.

- Spatial limits: The current study is limited to private schools of private education (secondary level) in Al-Ahsa in the Kingdom of Saudi Arabia.

4- Findings and Discussion.

- 1- What is the difference in the level of creative writing according to the self-evaluation of gifted female students in private schools applied to the general program and the international program?

Creativity often refers to the process of producing new ideas, approaches, or procedures. Creativity is a way of thinking, acting, or making something that is original to an individual and that person or others value as useful. It is evident from the self-evaluation of talented students of creative writing skill that they have positive attitudes towards writing and a positive evaluation of their ability. However, it is noted that they generally lack the skill of creative academic writing.

- 2- What is the reality of creative writing skill among talented female students at the secondary stage in private schools that apply to the general program and the international program?

The writing strategies actually used by the students ("before- during- after") writing reflects the actual interest in this skill. Through the response of the students, it is noted that they use writing strategies and that they are aware of the importance of this.

- 3- What is the effect of studying English as a foreign language on developing the creative writing skill of talented female students at the secondary level in private schools applying to the general program and the international program?

Through the analysis, there are no statistically significant differences between talented female students in the international program and the general program. Some of the students demonstrated the ability to formulate the idea and turn it into a written text based on their linguistic, intellectual and cultural resources.

The results of the current study are consistent with other studies in the field that reported that Saudi EFL learners do not develop appropriate writing skills. They also have spelling problems that require explicit spelling of instructions, especially when it comes to connecting vowel phonemes with multiple letter letters. In addition, Saudi learners at American and New Zealand universities face difficulties in writing English-language texts because they do not receive sufficient practice beyond their academic assignments.

In the Saudi context, researchers' focus is mainly on developing English writing skills because English is the most widely used and well-known foreign language in Saudi Arabia. It is a compulsory subject in Saudi public schools and many Saudi universities. Despite this, some researchers point out that Saudi learners face many difficulties in writing in English. Therefore, researchers and teachers in Saudi schools need to make more effort to improve learners' English writing skills.

Accurate evaluation of creative writing is a necessary requirement and it poses one of the major challenges in the field of education in the Kingdom of Saudi Arabia (Al-Zahrani & Al-Shabat, 2017). There

are several evaluations that have proven effective, but they require proof of reliability and validity (Brown et al., 2004). Assessment of students' writing ability has become important in recent years for educational purposes and approvals, which requires great attention from researchers in the educational field due to the presence of multiple methods of assessment (one score for the entire text- multiple scores for parts of the text). (Taejoon Park, 2002). Assessment is one of the most demanding and important parts of teaching creative writing but at the same time it is one of the most challenging parts of teaching creative writing, a preoccupation of all educational settings.

Methods for assessing creativity are either based on specific creativity theory, attributes that are theoretically related to creativity (e.g. originality, sound, etc. as in grammar) or judged by experts in the field. If we accept that we can appreciate the creativity of writing, we are faced with two approaches that support either subjective evaluations (judges) or objective evaluation criteria (evaluation models).

The current study provided a deeper and broader understanding of the impact of studying the English language on the development of creative writing skill, and through the results, it is necessary to adopt a comprehensive view that sees benefiting from the results of the study in formulating policies and designing care programs and detection methods capable of developing and enhancing language talent among talented students. You also see that reforms in the curriculum and correcting the outlook for different gifted students require an evaluation and review of the current practices (defining talent, detection tools, procedures, curriculum, teachers) and identifying the deficiencies and working to correct them. There is no doubt that the current study was conducted in a private environment for private education, but it is possible to benefit from these results in public schools due to the great similarity between educational environments in the Kingdom of Saudi Arabia, being under the umbrella of the Ministry of Education.

Recommendations.

Writing is an essential productive skill that foreign language learners need to acquire. It is a means of research and communication in the target language, which is one of the primary purposes of learning any foreign language. Therefore, developing learners' writing skills is fundamental and targets many foreign language teachers and researchers. From this point of view, it is possible to expand the study of the impact of second language learning on creative writing through the following recommendations:

- 1- Conducting more studies in the field of the impact of the study of the second language on creative writing among talented people in different educational environments and other stages of study.
- 2- Conducting more qualitative studies in the field of the impact of studying the second language on creative writing among the gifted.

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