



Fayoum University

Faculty of Education

Curriculum and Instruction Department

## **Using Source-Based Writing Activities for Enhancing EFL Secondary Stage Students' Writing Performance and Generative Thinking Skills**

A Thesis Submitted in Partial Fulfillment of the Requirements for the  
M.A Degree in Education  
(Curriculum and EFL Instruction)

**By**

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## **Abstract**

This study aimed at investigating the effect of a training program based on using different source-based writing activities on enhancing EFL first-year secondary stage students' writing performance and generative thinking skills. The participants were (70) students; they were assigned into a control group (35) and a treatment group (35). Four instruments were prepared by the researcher to collect the data (writing test, writing rubric, generative thinking test, generative thinking rubric) . Findings showed that the treatment group outperformed the control group in producing different writing genres and in using various generative thinking skills. Also, it showed that there was a strong positive correlation between the participants' writing performance and generative thinking skills.