

English Speaking Activities and Iraqi EFL Learner's Creative Thinking Skills: How are They Inter-Related?

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ABSTRACT:

Students are encouraged to think quickly, generate unique ideas, and express them clearly through creative thinking, fostering active participation in a dynamic learning environment. This research paper examined how English-speaking activities influence the emergence of creative thinking skills in students in second grade of secondary schools in Iraq. The main question was to find out whether speaking activities play a part in enhancing fluency, originality, and flexibility as three fundamental aspects of creativity. The quantitative form of research design used, involving a pretest and posttest experimental design to determine the impact of speaking activities on fostering creative thinking. The results demonstrated that participation in oral English activities has a positive significant relationship with the performance of learners in tasks that require creative thinking. Drawing from these findings, the data indicated that English speaking activities were not only critical in improving language competence but also a stimulus to mastering creative thinking. Based on the findings, the researcher concluded that English-speaking practices are necessary in ensuring that EFL learners in Iraq think creatively. The relation of the language output to the creativity indicates the transformational power of communicative means in language teaching.

Keywords: Creative Thinking Skills, Speaking Activities, EFL Learner's, Inter-Related, teaching.

1. Introduction

Creativity is a well-known and yet imprecise term that may be perceived intuitively but can hardly be outlined. There are broadly different definitions of creativity put across by scholars of the field according to the contexts within which they are looking at creativity. According to Webster, Dictionary calls creativity as the ability to create or provide something new by use of imagination (Wilson, 2005).

According to (Perkins, 1988), creativity is presented in the capacity of the person to generate results that are unique and at the same time befitting the circumstances. To him, being a creative person is just another man who can produce creative products. Many researchers have over the years tried to define what creative thinking is. According to (Syafitri & Pramudana 2022), as an example, it can be defined as the possibility to leave the mode of thinking in habits

and get new ones. (Guilford,1962) on the other interprets the thought of creative thinking in the form of the production of new, flexible forms that can be used to get varied solutions or responses. (Yang & Hung, 2022) conceptualize creativity in terms of the emergence of new and useful concepts that are being accepted by a certain community at a particular time. This correlates with the opinion that creativity is a process that leads to a new product that is evaluated by a group as viable or beneficial or satisfying at a particular time (Al-Huwaidi, 2002).

Creative thinking is the ability to consider issues from diverse perspectives. It involves innovative thought processes leading to unexpected discoveries and novel approaches to tasks. Engaging in creative thinking equips students with the ability to develop fresh perspectives on contemporary issues, generate original concepts, discover alternative solutions, and make valuable connections within specific contexts. For instance creative thinking skills empower students to become independent learners. By encouraging them to think creatively and explore various avenues of communication, teachers use different activities to develop student's understanding of the English language and its inherent flexibility. This fosters a sense of ownership over their learning journey and empowers them to continue honing their speaking skills beyond the classroom (Murtaugh, 2017).

Creative speaking activities provoke students to think and speak on their feet to be able to present their ideas in a clear and original way. Moreover, through using imaginative features such as storytelling, role-playing and simulations, speaking activities are made more entertaining, and not so frightening, to the students. This can greatly lead to decrease of anxiety and fear of mistakes, which are some of the greatest barriers to language acquisition. Nevertheless, even though such activities are beneficial, there are difficulties in their practical use. Skills in creative thinking play an important role in English language teaching, especially in the process of

building oral proficiency (Al-Ogaily, 2022). Within the context of the development of Iraqi second-grade secondary schools, English speaking activities have become increasingly important. The process of teaching the foreign language successfully depends on mastering of oral communication and speaking. When the non-native speakers are using language, Verbal communication can be used clearly, accurately, and confidently to communicate emotions and ideas more effectively.

Teachers may require additional training and support to effectively integrate creative thinking methodologies into their lesson plans. Additionally, creating a classroom environment that encourages exploration and experimentation might require adjustments to traditional teaching styles. By embracing innovative approaches, such as sociocultural or communicative methods, teachers in Iraqi secondary schools can equip students with the essential communication skills needed for success in a globalized world (Saad, 2021).

Statement of the Problem

It is not only important to incorporate speaking activities in creative thinking that would enhance proficiency but also make the process more effective and interesting. Although the role of creativity in the improvements of language proficiency is recognized, most teachers suffer from the lack of using it and formulaic and they may neglect the emergence of creative thinking. Even so, there are still a few studies that exact effect of speaking activities on creative thinking, despite their significance in language acquisition. Therefore, this study aims to investigate the impact of English- speaking activities on enhancing the creative thinking skills among Iraqi EFL learners. This interaction was crucial to instructors who are interested in adopting more efficient teaching methods that envisage not only creativity but also language proficiencies

Additionally, because of the low academic achievement based on discussion questions and expressing the topics raised in the English language curriculum, creativity is crucial in

developing students' logical thinking skills as well as their ability to speak and express what is in their minds.

Theoretical Framework

The current study was grounded in several related theoretical frameworks that in combination support the observed dependency between English-speaking practices and the development of creative thinking ability in EFL students.

Firstly, the sociocultural theory of learning by (Vygotsky 1978) highlights the social mediating aspect of cognitive development in which language is a communicative tool and the main means of higher-order cognition. At the heart of this model is the idea of the Zone of Proximal Development (ZPD), in which the highest level of thinking is attained by learners, with the help and guidance of interaction and collaboration (Rigopouli et al., 2025). Moreover, they help generate creativity by encouraging interaction and shared construction of meaning.

Secondly, (Al-Ogaily, 2022) further highlight the cognitive dimension of creative speaking, asserting that these activities prompt students to engage in spontaneous thinking, situational analysis, and real-time problem-solving. These skills are foundational to the development of critical thinking and are transferable to broader life contexts. Several relevant studies, including those by (Cromwell et al., 2023), (Murtaugh, 2017), (Khoorchani et al., 2019), (Saad, 2021), and (Kumar et al., 2016), have contributed important insights into the role of creativity in language learning.

Research on creativity always relates fluency, flexibility, and originality as the fundamental dimensions of divergent thinking (Torrance, 2008). Applied linguistics research has demonstrated that the acquisition of a foreign language has a positive correlation with the acquisition of these creative abilities. (Ghonsooly & Showqi, 2012) indicated that EFL students perform better than non-second language students in fluency, originality, and flexibility criteria, which evidences that learning a second language encourages creative thinking. More

recently, (Yu et al., 2023) demonstrated that creativity-oriented questioning strategies produced a statistically significant positive effect on the divergent thinking of students, which is a good indication of the adaptability of creativity to a purposeful instructional design. These results confirm the notion that creativity is not an innate characteristic but can be taught, and it is sensitive to organized and interactive learning conditions.

Thirdly, the framework of Communicative Language Teaching (CLT) is the key pedagogical approach in my research since it focuses on meaningful interaction and learner-centered practice Language (Widdowson, 1978): Learners must speak language in an authentic way, negotiate meaning, and scale their linguistic production across contexts through communicative activities that include debates, role plays, and storytelling. These activities naturally require cognitive flexibility and originality, and therefore would best promote creativity, as well as language development. Therefore, CLT mediates the process between the development of language skills and creativity skills, positioning oral communication as a linguistic and cognitive task.

(Cromwell et al., 2023) and (Murtaugh, 2017) argue that such pedagogical activities create a positive and relaxed learning environment in which students are encouraged to prioritize idea generation and communicative expression rather than focusing on grammatical accuracy.

The sociocultural, communicative, and creativity structures should be integrated because they work together to support language learning. The sociocultural and communicative approaches create an interactive environment in which social interaction and the effectiveness of communication are central. When creativity is added to this environment, learners use their speaking skills to become more motivated to think innovatively, develop flexibility in using language, and enhance their creative expression. Importantly, the integration of these three frameworks strengthens the impact of speaking skills on creative thinking activities, as learners use language to explore ideas, negotiate meaning,

and generate original responses. As a result, combining these frameworks improves learners' fluency, strengthens creative thinking, and helps them adapt to different communication situations.

These frameworks serve the hypothesis that guided oral activities may enhance fluency, originality, and flexibility of learners in a way that it presents interactive and cognitively provoking classes. They further underscore the extent to which the communicative pedagogy is applicable in changing the language classrooms into environment where creativity is nurtured in a systematic manner.

Objective of the Study

This study aims to explore how speaking activities influence students' creative thinking skills and ultimately contribute to a more comprehensive and engaging learning experience for the Iraqi second grade students.

Research Question

The main question of the study was "How do the English-speaking skills impact the creative thinking skills of Iraqi second grade students?"

Significance of the Study

Theoretically, the study adds to the accumulating body of information regarding the combination of language skills and higher-order cognitive skills, especially in the English as a Foreign Language (EFL) context. The study provided empirical evidence of how interactive language practices can aid development of cognitive flexibility, originality, and problem-solving skills among learners. From a practical perspective, this research had meaningful implications for curriculum developers, language teachers, and education policy makers. The knowledge about the relationship between speaking tasks and creative thinking can be used to design instructional interventions and classroom activities that can both promote communicative competence and encourage creative thinking in EFL learners.

LITERATURE REVIEW

Theoretical Studies

Creative Thinking

Creativity is a crucial competency in the realms of learning and innovation that must be cultivated in the 21st century. (Gralewski, 2019) asserts that creative kids have divergent thinking capabilities, cognitive flexibility, independent thought, problem-solving skills, and elaborative talents. (Wang, 2012) asserts that contemporary living confronts several intricate challenges necessitating innovative problem-solving skills. This indicates that individual creativity extends beyond the realms of science and art, encompassing everyday problem-solving tasks (Ritter & Mostert, 2016). Creative individuals consistently perceive events or issues from several perspectives and remain receptive to a multitude of ideas or viewpoints. Moreover, (Supriadi, 2013) asserts that persons who possess innovative thinking prevail in the competition of daily life.

The researcher perceives creative thinking to be the capacity to come up with new unique ideas and to combine various ingredients into new significant forms. It is the ability to think outside the box, to look at things in their unconventional ways. This kind of thinking presupposes the readiness to make intellectual risk and overcome the traditional patterns of knowledge. The concept of creativity can thus be perceived as a thinking process resulting into creative solutions, be it new ideas, solutions, or interpretations. It normally involves identification of problems, identification of gaps or ambiguity, offerings and testing new assumptions, refinements of ideas and finally reporting the result in a coherent manner.

Creative Thinking, has characteristics

A whole variety of characteristics that define creative thinkers can be outlined by Saadeh (2011), including independence, imagination, ability to tolerate ambiguity, open-mindedness, ability to manage discussion, willingness to take up a challenge, flexibility, adaptability, verbal

fluency, and an ability to generate new ideas out of the old one. Some other features are decisiveness, opposition to narrow-mindedness, adventurousness, optimism, intellectual curiosity, emotional strength, confidence, intelligence, competition, and ability to foresee the result (Saadeh, 2011, p. 254).

These sentiments are shared by other scholars. According to Gattami (2001) and Mardapi and Prasetyo (2020), creative people can be described as flexible, persistent, inquisitive, and motivated by a wide range of interests. They focus on such qualities as curiosity, investigative nature, spontaneity, idea fluency and analysis and synthesis of information (Gattami, 2001, p. 95). Along this same line, Al-Lamei and Al-Ajamy (2003) insist that creative thinkers prefer the complexity of things, react intensely to stimuli, and are highly imaginative and willing to dissociate themselves with the traditional realities.

Creative Thinking Skills

Creative thinking comes in form of creative performance and performance related skills (Al-Soroor, 2002). The most notable are standardized tests, i.e., the Torrance and Guilford tests, which are conducted to determine the availability of creative capabilities. These instruments revolve around several key competencies: fluency, flexibility, originality, elaboration, and problem sensitivity.

Fluency can be defined as the ability to come up with many ideas in a short time with efficiency.

Flexibility means changing the views with ease and changing the ways of thinking to fit the situations.

Originality refers to the production of notions that are new, unorthodox, and different to the usual reactions.

Elaboration is the ability to add layers of details and elaboration to ideas.

Being sensitive to problems means having the opportunity to see the finer details or obscure complications that other people may not be able to pick.

These abilities, as a collective, constitute the basis of creative thinking and serve as a part of creative output of a person.

Practical Studies

The necessity to include creativity in language teaching has become a major topic of debate in the recent literature because it adds proficiency as well as effectiveness in the communication skills of the learners. It's possible to look at these studies from three perspectives. The former perspective at the incorporation of sociocultural and communicative language methodologies and how social interaction and communication contribute towards effective language learning. The second perspective explores the relationship between creativity and language learning and asserts that the creative thought process could promote the speaking ability, specifically speaking and expression, of the learners. Finally, sociocultural, communicative, and creative perspectives are joined into the third category where they discuss the dynamics of these approaches and their overall integration in enhancing language proficiency.

At the Sociocultural and Communicative Language Approaches and according to (Tai, 2013), teaching and learning cultures affect the perceptions of creativity in Liberal Studies, which brings to the limelight the relationship between Liberal Studies and creative thinking. Additionally, (Li et al., 2025) set conditions of a statistically significant study with the scope of the East Asian region and analyzed the effectiveness of extracurricular activities expression and STEM-related, in stimulating creativity. They discovered that school cultures that embrace autonomy result in enhanced creative thinking, whereas test-oriented systems might be a block to creativity. Furthermore, (Smare & Elfatih, 2022) investigated EFL classrooms in Morocco. They discovered that despite the policies encouraging creative thinking, the practices in the classroom tend to harbour the lower-order thinking skills such as memorization thus restricting creative thinking. Similarly, (Makhamadjanovna, 2022) explored and determined that the ability to create a psychologically conducive environment can

lead to creativity in language learning and that the key aspect of promoting creativity in students was positive reinforcement, treating mistakes as a chance, and constant trust.

At the Creative and Language Learning, (Setiawan & Bharati, 2019) examined project-based speaking assessment development in the English language learning. In their research, they found project-based assessment was not fully exploited in building creativity and there are difficulties that include item formulation in assessing HOT (higher-order thinking) which impede progress. While, (Sulistiyarini et al., 2019) concentrated on the effects of pre-lesson reading tasks on the skill of thinking creatively. Their results showed that a short reading time before the lesson dramatically improved creativity, more specifically fluency, originality, and flexibility, that is, the fluency. The creative tasks positively influence the language skills but in a measurable way as through a 12-session intervention the students showed improved abilities of speaking. But (Bukovsky, 2021) developed an approach to teach, using creativity, to agrarian students of foreign languages. His work also stressed on creative thinking as a fundamental element in augmenting language communication, especially with non-language subjects such as agriculture. These methods allow the students to investigate and create problem-solving skills, which leads to language and cognitive growth. Therefore, it is possible that adding creative thinking to the language learning process provides the acquisition of the language with more meaning and interest. **Based on the** combined Sociocultural, Communicative Language, and Creativity Perspectives, (Dilekci & Karatay, 2023), in their study, have examined the effects of the 21st -century curriculum in developing creative thinking among students. They established that a combined curriculum approach produced a positive influence on the development of creative thinking, innovation, and digital literacy among students whose abilities were fostered by structured activities to enhance the development of 21st century skills. And according to (Chouseinoglou & Ateskan, 2025)

the topic of creativity was investigated in the context of IB schools, where it was proposed that IB curriculum encourages the development of creative thinking, but it lacks complete integration of creative thinking because of the limitations of the curriculum and time. They also suggested creative pedagogy changes, to incorporate creative thinking. Similarly, (Jarutkamolpong & Kwangmuang, 2025) examined the effect of a constructivist mobile learning application on the thinking process of Thai undergraduate students on creativity. The researchers have found that technology-enhanced, constructivist classrooms resulted in a major creativity increase in, especially, fluency, flexibility, creativity, and elaboration. Additionally, (Wu et al., 2025) explored how user feedback would affect the creativity of students in design-based projects. Their research revealed that user feedback positively influenced students in their understanding of problems and generation of ideas that promoted a more holistic way of thinking as a creative process. While, Al-(Baher & Albahar, 2022) studied the creativity of speaking and logical thinking ability in autistic spectrum disorders students. Their research identified the necessity to specifically address interventions to develop creativity and enhance language proficiency in this group and proposed that teachers should be trained specifically. And (Al-Qadri et al., 2025) have investigated the influence of gender and family on the creativity of Sudanese students. They discovered that females tended to perform better in creative thinking as compared to males and recommended that gender and family backgrounds must be factored into creating creative learning environments.

(Tai, 2013) examined the effects of collaborative activities on English classroom communicative competence of learners, with a focus on peer interaction. In their study of task-based learning strategies, (Setiawan & Bharati, 2019) discovered that guided communicative practices enhance fluency and the confidence of learners. (Jiali Li et al., 2025): analyzed the effect of self-directed learning skills on the ability to solve creative

problems in undergraduate students, focusing on mental flexibility and critical thinking.

(Dilekçi & Karatay, 2023) focused on the relationship between organizational and planning learning skills and academic and creative performance, emphasizing that organization and planning enhance students' opportunities for creativity. (Norris et al., 2023): studied the role of collaborative learning strategies in promoting creativity and innovation, focusing on group activities and intellectual exchange among students.

Together, these applied studies revealed that English-speaking tasks, whether through debates, story-telling, project work, or joint conversation, had a considerable impact on creativity-related skills, including fluency, flexibility, and originality. These studies also indicated that creativity was not an inborn ability, but rather a competency that could be developed within systematic, communicative, learner-based instruction. Most of the available research focused on general or higher education contexts, without examining the specific role of individual speaking skills in facilitating creative thinking in formal classroom settings. There was still no systematic research exploring orally structured activities with a specific purpose to develop fluency and creativity in English learners, and there was an evident research gap. This gap highlighted the need for studies that systematically investigated the connection between the learner's speaking skills and their creative abilities — especially in terms of independence, cognitive flexibility, and innovation ability are required. The present research study contributed to filling this gap by providing localized empirical evidence on the use of communicative approaches by the Iraqi middle-school learners, thus supporting the broader applicability of these approaches in language and creativity development.

2. Methodology

Design

This paper follows a quantitative research design, with experimental research design to address the question of how speaking-skill activities help students in developing creative thinking in the second grade of the secondary education system in Iraq. The reason as to why the experimental design was chosen was that it offers a systematic outline of conducting a controlled procedure, gathering quantifiable data, and it evaluates results. This kind of design gives certainty that the investigations procedures are well outlined and therefore, other researchers can repeat the study and determine the reliability and validity of the results.

Participants

The present study carried out at a secondary School located in Iraq. The researcher conducted an experiment of 2nd-grade English students. Twenty-five students participated in the control group and twenty-five students participated in the experimental one. Students was selected randomly, male and female in the 2nd-grade English students, all in the age range of 13 to 14 years old.

Instruments

The Pre-Test Test

pretest- posttest designs used when the research team was interested to track the impact of a new teaching method (the effect of speaking skills activities in creative thinking) on groups of students. The research applies The Torrance Tests of Creative Thinking (TTCT). The test to be used in this study was the verbal test of Torrance Tests of Creative Thinking because it involves various activities to measure various aspects of thinking such as fluency, flexibility, and originality. Speaking more specifically, one can compile Table (1) (with courtesy of: 2014 The Alberta Teachers Association):

Table 1 Description of the Torrance Tests creative Thinking (TTCT): verbal

Name of Test & Subtests	Description	Purpose	Creative Thinking Components
Activity 1: Ask and Guess	Participants formulate questions based on illustrations.	This task measures the learner's capacity to detect missing information in visual stimuli and to inquire in order to complete gaps in understanding. Curiosity, as expressed through questioning, is fundamental to inquiry and scientific creativity.	Fluency (generation of relevant questions) Flexibility (shifts across different categories of inquiry) Originality (unusual or inventive questions)
Activities 1 & 3: Guessing Causes and Consequences	Learners infer possible causes or outcomes related to events shown in a picture.	These tasks aim to assess an individual's ability to construct logical cause-effect relationships and to imagine plausible scenarios connected to visual cues.	• Fluency • Flexibility • Originality
Activity 4: Product Improvement	Participants think of multiple modifications that could make a toy animal more enjoyable.	This activity evaluates the ability to expand, refine, and manipulate ideas to improve an existing object.	• Fluency • Flexibility • Originality
Activity 5: Unusual Uses	Learners list as many alternatives uses as possible for everyday items such as cans or cardboard.	This test assesses divergent thinking, particularly the capacity for originality in generating unconventional uses for familiar objects.	• Fluency • Flexibility • Originality
Activity 6: Just Suppose	Participants imagine potential outcomes of an unlikely or hypothetical situation.	This activity gauges the learner's imaginative capabilities and their willingness to explore improbable ideas by predicting creative consequences.	• Fluency • Flexibility • Originality

Statistical analysis of the creative thinking skills test questions for second-year middle school students in the English language subject:

Psychometric properties of the Creative Thinking Skills Test:

First: Validity of the Creative Thinking Skills Test:

The researcher used the procedure on the statistical analysis sample of the study,

comprising of 100 students, to determine the discriminant validity. The raw scores of the participants were put in order of rank highest to lowest after which the 27% and 27% were picked off the ranking- resulting in two opposing groups of 27 students. Discriminant validity plays a very important role in measuring the effectiveness of

a test because it shows the capability of an instrument to distinguish between high-performing and low-performing individuals in

terms of their overall test scores. The results of this analysis are given in Table 2.

Table 2 Discriminant validity calculation using the paired-end comparison method in the creative thinking skills test

Significance and discrimination	Significance level	Calculate d value of (T)	lower group		Creative Group		Test
			A±	S	A±	S	
Significant and distinctive	*0.000	13.146	1.377	12.188	3.931	25.875	Creative thinking skills

Note: Function and discriminant when the value of (T) is below the significance level (0.05) at a degree of freedom of(30) .

A look at the table above that gives the outcomes of the discriminant validity between the most scoring (creative) and the lowest scoring groups of the creative thinking skills test reveals that there is a great difference between the two groups of students. The creative team had a mean of 25.875 and a standard deviation of 3.931, and the lower scoring group had a mean of 12.188 and a standard deviation of 1.377.

The independent-samples t-test application showed the t- value calculated as 13.146 having a significance of 0.000. This value is significant at the 0.05 level and 30 degrees of freedom is significant, which proves that the test indeed was able to distinguish high and low performance of creative thinking among new students. This gives a good argument of the discriminant validity of the test.

Second: The Creative Thinking Skills Test Reliability among English Second-Grade Intermediate Children

Cronbach's Alpha Method

The reliability of the test was estimated using Cronbachs alpha since it is suitable on tests that have both objective and open-ended questions. The SPSS statistical software was used to compute the reliability coefficient of the sample

that was used to develop the test. The above alpha value was a high value and it showed that the test has a high level of internal consistency and thus is a reliable measure of creative thinking abilities. The detailed results are given by Table (7).

Second: The Half-Split Method

In order to establish the test reliability, the researcher used split-half method, which was selected due to its efficiency and its applicability to the organization of the test. The test items were separated into two complementary parts (the scores of all the odd-numbered items and the score of all the even-numbered items) using the answers of students. Then Pearson correlation coefficient was done between the two halves giving an estimate of reliability of one part of the test.

Since this correlation is half-test reliability, there was a need to affect the correction in order to have the full instrument reliability. To this end, the Spearman-Brown prophecy formula was implemented to correct the coefficient and come up with a better estimate of the internal consistency of the test. Table 3 provides the results of reliability.

Table 3 The reliability coefficient of the (creative thinking skills) test using Cronbach's alpha, split-half, and Spearman-Brown methods

function	Significance level	Correlation coefficient (R)			Number of even paragraphs (p)	Number of odd paragraphs (s)	Search test
		Spearman-Brown	Half-split	Cronbach's alpha			
function	*0.000	0.904	0.824	0.799	15	15	Creative thinking skills

Note: Significant when the value of (R) is below the significance level (0.05) at a degree of freedom of (98).

Data Collection Procedures

This study conducted to the Iraqi 2nd Grade EFL learners' speaking skills activities to improve creative thinking skills. This research used experiment methods.

Treatment

The experiment involved control and experimental group. The experimental group was drawn to 25 students who study with speaking skills in order to check their impact on the activities of creative thinking and Control group composed of 25 students, who learn in the classical manner. The experimental group received structured tasks involving prompts, visual stimuli, open-ended questions, group work, and problem-solving discussion. Farther, the teacher Used thought simulation by asking Ask the students to think about this question individually and come up with a description of how did pigeons knew where to take their messages.

Thought simulation was a scientific method that involves developing mental scenarios, describing them in as much detail as possible, and then evaluating how well your description matches the real situation. At the end of the course, the teacher examined the creative thinking by putting a post-test.

Data Analysis Procedures

In In this research, a Quantitative method was applied to analyze the dealing with data. The quasi-experimental method (pre- posttest) helped to collect quantitative data. These statements can be measured using these quantitative data with a

reference to certain indicators impacting the ability to think creatively.

Analysis and interpretation of numerical data was known as quantitative data analysis. Thus, the quasi-experimental method (pre-posttest) was used to collect the data in the research, which was statistically scrutinized with the help of T-test.

The researcher utilized the t-test since it was a test procedure that delves into the presence of significant variation between the means of 2 groups. This data was necessary to understand more about the impact of the skills activity of English-speaking skills on the enhancement of the creative thinking of the EFL learners of Iraq 2nd grade.

Through observation of the data, the researcher was able to be able to have an overall idea about how students were learning as well as how well speaking skills activities in learning aspects have helped to improve creative thoughts.

Overall, the data analysis part of the research can be used to relate the findings of the research to the overall theme of developing creative thinking abilities in studying languages through drills of speaking skills. A comparison of the two data would allow the researchers to give a fine insight into the effects that speaking skill activities have on the creative thinking of the students and on their development concerning their creative thinking in Iraqi 2nd grade secondary schools.

3. Results

This section presented the statistical results of the study. The statistical analysis in this part was structured based on the research questions and

objectives. To identify the statistical significance difference between the average scores of the two research groups (experimental and control), for the purpose of verifying the validity of the aim as follows:

Presenting and Analyzing the Results of The Pre- and Post-Test for the Experimental Research Group in the (TTCT) Test

After completing the application of the creative thinking test, the subject of the study, the researcher applied the (TTCT) test to the main research sample of the two groups (experimental and control), numbering 50 ((25) students in each

group), in order to determine the extent of improvement in creative thinking before and after the experiment.

Presentation of the Results Related to the (TTCT) Test

There are no statistically significant differences between the mean scores of the pre- and post-tests of the experimental group students who are studying English according to (English speaking activities) in the (TTCT) test for second-grade students, at a significance level of (0.05) , as shown in Table 4.

Table 4 Descriptive Statistics Methods

Statistical significance at (0.05) the level	T-value		degree of freedom	Contrast	standard deviation	arithmetic mean	Measurement
	Tabular	The calculate d					
0.000	2.06	8.550	24	14.748	3.840	32.952	Pre-measurement
				7.339	2.709	47.226	Dimensional measurement

Note: Degree of freedom (n-1) (25-1=24) and significance level (0.05), table (T).value =(2.06).

By presenting table (1), the results of the pre- and post-tests for the experimental group, it becomes clear that the arithmetic mean of the pre-test reached (32.952) points, with a standard deviation of (3.840) and a variance of (14.748), while the arithmetic mean of the post-test reached (47.226) points, with a standard deviation of (2.709) and a variance of (7.339)

When using the (T-Test) law for correlated (non-independent) samples, the calculated (T) value reached (8.550), which was greater than the tabular (T) value of (2.06) under The significance level was (0.05) and the degree of freedom was (24), and thus the difference was significant and

significant in favor of the post-measurement, which indicates the extent of improvement of the students of the experimental group in creative thinking, which this group studied according to (English speaking activities),

Presentation of the results related to achievement

There were not statistically significant differences between the mean scores of the pre- and post-tests of the control group students who were studying English as a second-grade intermediate subject according to the traditional method in the (TTCT) test at a significance level of (0.05). as in table 5.

Table 5 Descriptive Statistics Methods

Statistical significance at the level (0.05)	T-value		degree of freedom	Contrast	standard deviation	arithmetic mean	Measurement
	Tabular	The calculat ed					
0.032	2.06	4.666	24	14.848	3.853	31.952	Pre- measurement
				11.903	3.450	39.228	Dimensional measurement

Note: Degree of freedom (n-1) (25-1=24) and significance level (0.05), table (T) value= (2.06).

By displaying table (2), the results of the pre- and post-tests of the control group, it becomes clear to us that the arithmetic mean of the pre-test reached (31.952) points, with a standard deviation of (3.853) and a variance of (14.848), while the arithmetic mean of the post-test reached (39.228) points, with a standard deviation of (3.450) and a variance of (11.903).

When using the (T-Test) law for the correlated (non-independent) samples, the calculated (T) value reached (4.666), which was greater than the (T) table value (2.06) under the significance level (0.05) and with a degree of freedom (24), and thus the difference was significant and significant in favor of the dimensional measurement, which indicates the superiority of the students of the

control group who studied the English language subject according to the (normal method).

Presenting and analyzing the results of the post-tests for the experimental and control research groups in the (TTCT) test

Presentation of the results related to the (TTCT) test

There were not statistically significant differences between the average scores of students in the experimental group, who study according to (English speaking activities) in the (TTCT) test for second-grade middle school students, and students in the control group, who study the same subject using the traditional method in the post-TTCT test at a significance level of (0.05). as in Table 6

Table 6 Descriptive Statistics Method

Statistical significance at the (0.05) level	T-value		degree of freedom	Contrast	standar d deviati on	arithmeti c mean	num ber	The group
	Tabular	The calculate d						
0.011	2.01	3.887	48	7.339	2.709	47.226	25	experime ntal group
				11.903	3.450	39.228	25	control group

Note: Degree of freedom (n1 + n2 - 2) (25 + 25 - 2 = 48) and significance level (0.05), table (T) value = (2.01).

By presenting table (3), the results of the post-tests for the experimental and control groups, it becomes clear to us that the arithmetic mean of the ((TTCT)) test reached (47.226) points for the

experimental group, with a standard deviation of (2.709) and a variance of (7.339), while the arithmetic mean of the control group reached

(39.228) points, with a standard deviation of (3.450) and a variance of (11.903).

When using the (T-Test) law for unrelated (independent) samples, the calculated (T) value reached (3.887), which was greater than the value of (T) The table (2.01) was below the significance level (0.05) and with a degree of freedom (48), and thus the difference was significant and in favor of the experimental group, as shown in Table (4-3), which indicates the superiority of the students of the experimental group who studied according to (English speaking activities) over the students of the control group who studied according to the traditional method in the (TTCT) test.

4. Discussion

The current research aimed to examine how the activities related to teaching English can influence the development of creative thinking abilities in second-grade EFL middle school students. The analysis indicates strong arguments in organized and directed speaking activities contribute significantly to the development of creative skills in students, especially in the areas of fluency, originality, and flexibility, which form the three primary domains of creativity. The consistent and conscious use of speaking activities in the teaching of EFL would not only involve the learner on the cognitive level but on the affective level as well. The above positive correlation between performance on creative thinking tasks and engagement in oral English activities supports the idea that creativity was not an innate or fixed trait and was a flexible competence that can be promoted by pedagogical intervention.

The results of the current research point at the fact that speaking skills of students play a crucial role in the process of the development of creative thinking. This was consistent with existing literature on the significance of active and problem-based learning in encouraging creativity, including the works of (Al-Qadri et al., 2025) and (Ateskan, 2025) that confirmed the presence of beneficial relationships between the development of originality and initiative in students who learn

in interactive and independent conditions. Likewise, our findings were supported by the role of self-directed and collaborative learning skills in facilitating creative problem-solving as reported by (Jiali Li et al., 2025), (Solihatin & Nadiroh, 2019) (Dilekci & Karatay, 2023) and (Norris et al., 2023): Structured learning strategies have a positive effect on creative outcomes. In addition, the efficacy of the experiential and practical activities as reported by (Wu et al., 2025) and (Jarutkamolpong & Kwangmuang, 2025) identifies further benefits of the gains in creativity expression of students in the current study. Meanwhile, certain distinctions were also observed in relation to the previous research, including (Bukovsky, 2021) and (Setiawan & Bharati, 2019), implying that contextual factors, including the level of education and task assignment, were essential determinants in the final formation of the level of creative development. On the whole, such findings confirm and at the same time demonstrate the originality of the given study in analyzing the complex impact of speaking skills on creative thinking, which was why it bridges the gap in the existing literature.

A key contribution of the study was that the learner-centered, communicative approaches to learning were empirically validated as the source of language and creative development. The findings explain that problems, stories, role plays and problem solving exercises give learners real world contexts through which they can express ideas, negotiate meaning, and explore language in new ways. The results were reminiscent of the sociocultural theory of (Vygotsky, 1978), which lays emphasis on the mediating capacity of language in the formation of higher-order cognitive functioning. Oral communication also provides an opportunity to rehearse language structures; it allows learners to collaboratively construct knowledge and participate in cognitive processes, which were critical to creative thinking.

The fact that these results are in line with other research supports the idea that teaching a language through active, conversational activities

can help students be more creative. For example, these studies show that creativity in school was not a fixed trait that people were born with. Instead, it was a skill that can be developed through learner-centered methods such as problem-solving, discussion, storytelling, and role-playing in the target language. Not only do these communication methods improve language skills, they also give students the tools to think more freely, come up with new ideas, and express their own unique points of view.

The inclusion of speaking activities that were specifically aimed to eliciting creativity enhances students' communicative competence, as well as equipping them to meet the more general requirements of modern education, such as flexibility, problem-solving, and innovation, which were all desirable skills. This was specifically so in the context of global educational contexts that designate creativity as a twenty-first-century skill that was required to be successful in academia, professional, and social arenas.

In a world that was becoming more globalized, where English can act as lingua franca, the ability to express ideas in an effective and creative way was a strategic resource. Schools can help produce not just good speakers but also versatile thinkers ready to face challenges in the future by developing creativity at an early age through language education.

To sum up, the results of this research point out the strong influence of speaking skills on creative thinking improvement. The findings suggest that students with well-organized learning strategies and given chances of independent, creative, and problem-solving activities demonstrate a high degree of originality, flexibility, and fluency in their cognition processes. These results underline the need to create an educational environment where exploration and self-directed learning were supported instead of memorization with rote or just repetition.

5. Conclusion

This study aimed to investigate the possible correlation between English-speaking activities and the enhancement of creative thinking skills

among Iraqi EFL learners, namely those in the second grade of middle school. The results of this study offer substantial evidence to support this link, demonstrating that intentional participation in English-speaking activities enhances cognitive flexibility, idea generating fluency, and originality in young language learners.

During the experimental phase, students engaged in interactive and communicative speaking activities surpassed their classmates in creative thinking evaluations. It significantly enhances the overall development of cognitive skills, especially those related to divergent thinking and problem-solving. The improvement in fluency, inventiveness, and flexibility within the experimental group supports the notion that creative thinking may be developed through dialogic and expressive language use.

Research conducted by scholars including (Albahar & Albahar, 2022), (Bukovsky, 2021), and (Smare & Elfatih, 2022) collectively illustrates that EFL speaking practices serve not only to enhance pronunciation and grammatical precision but were also vital for fostering students' intellectual and imaginative faculties.

The ramifications of these observations were both theoretical and practical. They advocate for a reassessment of existing pedagogical frameworks in EFL classes in Iraq and analogous situations, asking educators and curriculum developers to embrace more participatory, learner-centered methodologies. Creative thinking has transitioned from a supplemental ability to an essential competency in contemporary education and global citizenship. Consequently, incorporating speaking activities within language training was essential.

The findings emphasize the significance of creating interactive learning environments where students were given significant chances to engage in the learning process. These environments promoted intellectual risks among learners without the fear of failure, thus instilling a sense of confidence and autonomy. They also provide areas in which students were free to explore the language in real and meaningful ways so that they

can be able to experiment with language, language structures, and language ideas in real time. Moreover, these interactive environments encourage the creativity of learners because they encourage them to seek new angles and create new responses, as well as collaborate with their peers to build knowledge. Finally, interactive, learner-centered practices not only benefit learners and improve their linguistic competence but also provide students with the necessary skills to think critically, solve problems, and express themselves creatively, which they required in school and in the real world.

The research shows that creativity was not an inborn and fixed quality that belongs to a few individuals but can be learned and enhanced as a systematic process through deliberate education exercises. Specifically, communicative language activities represent promising areas to nurture creativity, as they prompt learners to think of many possible answers, adjust to new situations, and be creative in expressing ideas. By engaging students in the use of dialogic and expressive

language, students train divergent thinking by generating different and novel ideas, as well as increasing fluency and flexibility in their communication. This view was also consistent with modern educational psychology, which regards creativity as an evolving skill influenced by the conditions of the environment, the educator, and the student instead of a personality trait providing students with not only linguistic competence but also cognitive plasticity that allows them to solve problems, both academic and otherwise, in the real world.

All in all, The study concludes that English-speaking activities were essential for fostering creative thinking in Iraqi EFL learners. The connection between language output and creativity highlights the transformational potential of communicative methods in language instruction. Subsequent study ought to investigate these processes across various age demographics and educational levels to enhance the incorporation of creativity in language acquisition.

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