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Investigating the factors that enhance EFL creative writing

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Declaration

We, hereby solemnly declare that the work we are going to present in this thesis entitled

Investigating the factors that enhance EFL creative writing. Case study: third-year learners at the Department of English–M’sila University

Is our own to the limits of our knowledge, have not submitted before to any other institution or university or degree, and all sources that I have used and quoted from have been indicated by means of complete references? This work is to be carried out and completed at Mohamed Boudiaf University M’sila, Algeria.

Signature

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Abstract

The present study aims to Investigating the factors that enhance EFL creative writing to see the impact and relationship factors that enhance EFL creative writing. To achieve the objectives of the study, a mixed method (quantitative and qualitative) was used. A survey questionnaire served as the main data-gathering tool this research. Twenty five third year EFL students were used as the main sample of the study which took place at the level of the English Department at M'sila University. The obtained results show that there are many factors that enhance EFL creative writing both positively and negatively, which made them face different difficulties in relation to creative writing process. For instance, EFL learners think that they should not do any sort of writing as assignments unless they get well prepared.

Keys words: English as a Foreign Language, creative writing, factors, mixed method, writing as assignments, LMD, MCQ: Multiple choice question.

Dedication

I dedicate this work to the ones who made me who I am today, my beloved parents.

I shall never forget what you have done for me, only to see that joyful smile on my face.

I also dedicate this piece of writing to my lovely sister KHAWLA DJAIDJA, and to my soul mate, AMEUR CHERRID whose continuous support has given me enough strength to keep it up.

To everyone who helped make it happen.

Mouna

Dedication

In the name of Allah, most gracious, most merciful,

I have the honor to dedicate this humble work to the people of Palestine. To my beloved mother Houria and my dear father Seddik, to my soul mate Naim, to my sweet children Israa and Mohamed, to my beloved ante Nora. To my beloved sisters, Hadjer and Souad

To my adorable brothers: Hichem, Saleh who have raised me with all love and confidence and support to be the person who I am today

Thanks for your unconditional support and love

Yours, Imane

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List of Abbreviations

EFL: English as a Foreign Language.

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General Introduction

Writing has always been considered an important task to do. In the English as foreign language classes, the writing skill has been considered as a difficult task to teach or to learn. Therefore, many types of research have been raised in order to give a better understanding for this process, and to how to teach it. As far as students' writing is concerned, researchers have adopted many approaches and techniques to teach writing. However, the response to the learners' pieces of writings has always been an issue. Teachers have devoted a great amount of time to correct and assess students' writings, but they still witness the same mistakes. A bad or weak respond of students toward their teachers' feedback may lead to an unavailing correction and a weak performance of learners at their writings.

It is claimed to play an important role in intellectual development and career preparation (Gere, 1985). Oz contends: "Writing is the written expression of thoughts, desires, emotions, and schemes; and this requires skill rather than knowledge" (2006, p. 251). So, to speak, writing is a skill that serves individuals' communication needs as well as their learning. As writing skills of students develop, they begin to apply their knowledge to the written expression more easily and go beyond what they have learnt (Raimes, 1983).

According to Dyson (1995), writing is not merely an individual activity but a process which requires social interaction. Rayers (1987) maintain that the fledgling young who begins to write should write in a shared way to accelerate the process. Therefore, the learner is expected to develop a better technical point of view toward writing and have an increased awareness of his/her own responsibilities. One of the key factors which affect writing is a writing strategies. Findings of a number of previous studies suggest that teaching strategies for managing text production is an effective way of improving the writing of students with learning disabilities or poor writing skills (e.g. De la Paz, 1999; García & Arias-Gundin, 2004; García & de Caso, 2004). Most language learners at all levels believe that writing is one of the most difficult language skills to master (Kurt & Atay, 2007; Latif, 2007).

General Introduction

Writing about creative writing is central, paramount, and crucial for the educational sphere. Creative writing is a term that conjures up two different schools that perceive the idea through two different dimensions. The first one encompasses the use of poetry, prose and while the second point of view it as a highly imaginative process where learners or scholars see it in terms of form and structure development, characterization, plot, style, and setting.

Nowadays, learners are more interested to write freely; hence, giving a lance to their imaginative power. Creative writing as a credit for the third-year syllabus has gained interest among students. Some are curious to know what this implies; others who express their eagerness to go through are to a certain extent glad to undergo through its process. This tendency has grown to become a problematic issue for learners which can impair their achievements. This work is extremely important because it investigates factors that can enhance students' academic achievements.

2. Problem statement:

Creative writing, traditionally referred to as literature, it is an art of sorts - the art of making things up. It's writing done in a way that is not academic or technical but still attracts an audience. Though the definition is rather loose, creative writing can for the most part be considered any writing that is original and self-expressive. A news article, for example, cannot be considered creative writing because its main goal is to present facts and not to express the feelings of the writer. While a news article can be entertaining, its main purpose is to present the facts.

Third-year Students are scared of creative writing; they think it has something to do with literature and it is difficult to write poetry and short stories. Most of them tend to write but they always claim the teachers' modeling in this respect. They like enterprises and they lack reading also. Consequently, their vocabulary stock is mean. The factors that enhance creative writing are viewed as an important construct to be investigated.

3. Questions of the study:

1. Are there any positive factors leading to EFL learners' success in creative writing?
2. Third year EFL learners' teachers perceive creative writing equally?
3. How could teachers enhance the promotion of creativity among learners?

4. Research hypotheses:

1. Creative Writing has become a serious problem for third-year learners when sitting to write.
2. If third-year learners are briefed on how to write creatively, could they develop into creative writers?

5. Objectives of the study:

1. To investigate the basic factors leading to efficient creative writing.
2. To find out how teachers conceive the idea of promoting creative writing for third-year students
3. To trace out the way teachers can enhance EFL creative writing among EFL learners.

6. Significance of the study:

This study attempts to establish an understanding of the relationship between teachers teaching creative writing, the factors leading to writing creatively, and learners. The contribution of this study might be highly important for both EFL learners and teachers. On one hand, learners will be aware of the various factors leading to better writing creatively. Hence, they will try to adapt themselves to it, developing strategies and methods on how to overcome the fear of making mistakes when they write. On the other, teachers will also benefit from the

students' constraints when writing creatively so that they try to devise certain strategies to help learners decrease their apprehension of fear, and stress when writing creatively.

7. Research Methodology:

The study is exploratory and analytical as it investigates the factors leading to adequate creative writing. It also embraces a correlative dimensional parameter in the sense that it tries to find out the relationship between the different factors and creativity. Hence, according to Gay (1987, p.229) correlational research involves collecting data in order to determine whether and what degree a relationship exists between two or more quantifiable variables. The present work also unmixed-method defined by Tashakkori and Creswell (2007, p.04) as ‘research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry.

8. Structure of the study:

The overall structure of this study takes the form of two chapters:

The first chapter is divided into two parts: The first part treats writing, its types, the product, and the genre process, and creative writing and its characteristics. Part Two deals with the investigation of the factors that enhance creative writing.

The second chapter provides a description of the methodology used to conduct this research. It consists of two parts part one deals with the Research Methodology and Design. The second part treats the analysis and interpretation of both teachers and students’ questionnaires. The chapter ends with recommendations.

9. Population and Sampling:

The sample for this study consists of 25 third year license students from a total number of 100 students at M’sila University making a rate of 25% study. The participants are male and female aged between 19-21 years old. The selection of the participants is based on simple random sampling (SRS).

10. Data gathering tools:

Data of this study are collected using different tools: two questionnaires, one for teachers and one for students are designed, coded, and analyzed. The data are used to justify the validity and reliability of hypotheses and the research questions.

CHAPTER ONE:

INVESTIGATING THE FACTORS THAT ENHANCE EFL CREATIVE WRITING

1.1. Introduction:

You might have heard it called different things. Traditionally referred to as literature, creative writing is an art of sorts - the art of making things up. It is writing done in a way that is not academic or technical but still attracts an audience. Though the definition is rather loose, creative writing can for the most part be considered any writing that is original and self-expressive.

A news article, for example, cannot be considered creative writing because its main goal is to present facts and not to express the feelings of the writer. While a news article can be entertaining, its main purpose is to present the facts.

The purpose of creative writing is to both entertain and share experience, like love or loss. Writers attempt to get at a truth about humanity through poetics and storytelling. If you'd like to try your hand at creative writing, just keep in mind that whether you are trying to express a feeling or a thought, the first step is to use your imagination.

1.2. Writing:

“Writing, to me, is simply thinking through my fingers”. The writing skill cannot be simply defined in simple words, because of all the baggage that it carries. However, through this action, a person transmits his ideas and thoughts clearly and smoothly. A good writer knows that he is not writing for himself but to the people who will read his words. He has to group those words in good, well-structured sentences, where the meaning is coherent and cohesion is present.

Widdowson stated that Writing is the use of the visual medium to manifest the graph logical and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usage (Even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communication with people (2001, as cited in Richards &Renanya, 2003:25).

Writing may be very crucial in everyone's social, instructional, and occupational lives. It allows us to commit and learn, convince and record, chronicle and heal, reflect, and picture. Everywhere at any time (we tweet, text, Chat, and email...), human beings use variety of media and social networks. At academic institutions, college students use writing to summarize, analyze, interpret, and expand their information of the latest and vintage thoughts.

Writing is viewed as a key competence that learners must acquire since it is such a versatile and powerful tool, writing as a term is defined as the way that you use written words to express your ideas or opinions.

Paradigmatically, writing is the illustration of speech. Nevertheless, what than approximately the visible symptoms and symptoms and logos that people created and persevered to create for conversation purposes, different instances for sheer self-expression; to tell the records of 8 writing, even in its paradigmatic sense, it appears vital first of all a greater complete view of writing due to the fact using created visible marks or different for conversation and expression. From this base, we can also add even see clearer how representations typically relate to representations of language extra specifically.

1.2.1. Writing types:

The four main forms of academic writing are descriptive, analytical, persuasive, and significant. Each of those sorts of writing has specific language features and purposes.

In many academic texts you'll have to use over one type. for instance, in an empirical thesis:

- you will use critical writing within the literature review to point out where there's a spot or opportunity within the existing research
- the methods section are going to be mostly descriptive to summarize the methods wont to collect and analyze information
- the results section are mostly descriptive and analytical as you report on the info you collected
- the discussion section is more analytical, as you relate your findings back to your research questions, and also persuasive, as you intend your interpretations of the findings.

1.2.1.1. Descriptive

The simplest sort of academic writing is descriptive. Its purpose is to produce facts or information. An example would be a summary of writing or a report of the results of an experiment.

The varieties of instructions for a purely descriptive assignment include: 'identify', 'report', 'record', 'summarise' and 'define'.

1.2.1.2. Analytical

- It is rare for a university-level text to be purely descriptive. Most academic writing is additionally analytical. Analytical writing includes descriptive writing, but also requires you to re-organize the facts and knowledge you describe into categories, groups, parts, types, or relationships. Sometimes, these categories or relationships are already a part of the discipline, while in other cases you'll create them specifically for your text. If you're comparing two theories, you may break your comparison into several parts, for example: how each theory deals with social context, how each theory deals with learning, and the way each theory will be utilized in practice.

The forms of instructions for an analytical assignment include: 'analyze', 'compare', 'contrast', 'relate', and 'examine'. to create your writing more analytical: you have to

- spend many time planning. Brainstorm the facts and concepts, and try other ways of grouping them, per patterns, parts, similarities, and differences. you'll use colour-coding, flow charts, tree diagrams, or tables.

- create a reputation for the relationships and categories you discover. for instance, advantages and downsides.

- build each section and paragraph around one in all the analytical categories.

- make the structure of your paper clear to your reader, by using topic sentences and a transparent introduction.

1.2.1.3. Persuasive

In most academic writing, you're required to travel a minimum of one step further than analytical writing, to persuasive writing. Persuasive writing has all the features of analytical writing (that is, information plus re-organizing the information), with the addition of your own point of view.

Most essays are persuasive, and there's a persuasive element in a minimum of the discussion and conclusion of a groundwork article. Points of view in academic writing can include an argument, recommendation, interpretation of findings, or evaluation of the work of others.

In persuasive writing, each claim you create must be supported by some evidence, for instance, relevant research findings or published sources.

The forms of instructions for a persuasive assignment include: 'argue', 'evaluate', 'discuss', and 'take a position'.

To help reach your own point of view on the facts or ideas: • read another researcher's points of view on the subject. Who does one feel is that the most convincing?

- look for patterns within the data or references. Where is the evidence strongest?

- list several different interpretations. What are the real-life implications for everyone? which of them are likely to be most useful or beneficial? which of them has some problems?

- discuss the facts and concepts with somebody else. does one believe their point of view?

To develop your argument:

- list the various reasons for your point of view

- think about the various types and sources of evidence that you will use to support your point of view

- consider alternative ways that your point of view is comparable to and different from, the points of view of other researchers

- look for various ways to interrupt your point of view into parts. for instance, cost-effectiveness, environmental sustainability, and scope of real-world application.

To present your argument, make sure:

- your text develops a coherent argument where all the individual claims work together to support your overall point of view
- your reasoning for every claim is evident to the reader
- your assumptions are valid
 - you have evidence for each claim you create
 - you use evidence that's convincing and directly relevant.

1.2.1.4. Critical

Critical writing is common for research, postgraduate and advanced undergraduate writing. it's all the features of persuasive writing, with the added feature of a minimum of one other point of view. While persuasive writing requires you to own your own point of view on a difficulty or topic, critical writing requires you to think about a minimum of two points of view, including your own. For example, you'll explain a researcher's interpretation or argument and so evaluate the merits of the argument, or give your own alternative interpretation.

Examples of critical writing assignments include a critique of a journal article or a literature review that identifies the strengths and weaknesses of existing research. The styles of instructions for critical writing include: 'critique', 'debate', 'disagree' and 'evaluate'. You need to:

- accurately summarize all or a part of the work. this might include identifying the most interpretations, assumptions or methodology.
- have an opinion about the work. Appropriate sorts of opinion could include noting some problems with it, proposing another approach that may be better, and/or defending the work against the critiques of others.

- provide evidence for your point of view, betting on the precise assignment and therefore the discipline, differing kinds of evidence could also be appropriate, like logical reasoning, relevant authoritative sources, and/or research data.

Critical writing requires strong writing skills. you would like to thoroughly understand the subject and also the issues. you wish to develop an essay

structure and paragraph structure that permits you to analyze different interpretations and develop your own argument, supported by evidence.

1.2.2. The Product and The Process-Genre Approach

1.2.2.1. The Product Approach

The merchandise Approach is concentrated on the appropriate use of vocabulary, syntax, and cohesive devices (Pinca cited in Badger and White, 2000: 153- 154). Basically, writing during this approach serves to bolster writing in a second or foreign language in terms of grammatical and syntactic forms (Raimes cited in Tangpermpoon,2008: 2).

Writing development is seen because of the main results of imitation of model text. This traditional approach encourages the scholars to mimic a model text which is sometimes presented and analyzed at an early stage (Gabrielatos cited in Hasan and Akhand, 2010: 78). The model text is employed for imitation, exploration, and analysis.

This approach feeds the scholars' words through teaching vocabulary. the scholars then merely describe their situation using the identical style of words and phrases. there's no advantage for the scholars to be innovative in their writing since the merchandise content is more important than the method of learning to write down (Jackson, 2006: 15). The students' final product should be a coherent, error-free text, and to attain that the scholars will initiate, copy, and transform a model text (Nunan cited in Pasand and Haghi, 2013:

1.2.2.2. The Process-Genre Approach

The Process-Genre Approach is a hybrid since it's a mixture of two approaches: the process approach and the genre approach (Babalola, 2012: 2). The proponents of this

approach, Badger and White (2000: 157-158), state that the Process-Genre Approach regards writing as a process that has knowledge of

language, knowledge of the context, and purpose (as in the genre approach), and skills in using language. (as in-process approach).

This approach allows the scholars to review the connection between purpose and form for a selected genre as they use recursive processes of prewriting, drafting, revision, and editing. Using these steps, the scholars develop their awareness of various text types and of the composing process (Belbase, 2012: 2- 3).

The Process-Genre Approach involves six stages. The students are firstly demanded to line up a particular social situation or context of their writing. The students receive input from the teacher or through model texts. Then, they need to formulate the aim of their writing. the aim of writing is embedded in genres like narrative aims to entertain readers, describe and report back to describe the characteristics of certain natural or social phenomena exposition to convince or persuade readers, review to criticize art works like books, movie, album, and explanation to clarify the method of natural or social phenomenon (Badger and White, 2000: 159).

The next stage is that the teacher guides the scholars to relate the aim of writing to the mode or organization of the text, the sphere which is that the subject material, and therefore the tenor or the writer-readers relationship (Nordin and Mohammad, 2006: 80). Discussions Through this research, Process-Genre Approach is proved simpler than Product Approach in teaching writing because it helps students understand that whenever they're assigned to put in writing, they ought to undergo the method of considering social context, defining the aim of their writing, developing the draft, revising and editing the draft, rewriting supported the feedback, and publishing the ultimate product.

Tribble (1997) claimed that “learners who move into composing immediately are likely to supply badly when writing” (p. 55). Richards (1992, as cited in Sadek, 2007, p. 232)

distinguished three main stages in using the method approach. consistent with him, these stages are the following: "Rehearsing, drafting, and revising". By rehearsing, he meant pre-writing where students attempt to find the subject itself; then, ideas about it. Subsequently, they let those ideas interact, develop, and organize themselves. consistent with Blanchard and Root (2003), the writing process involves three main stages: pre-writing, writing, revising, and editing.

They also emphasize what they called "SPA" which stands for subject, purpose, and audience. They argued that pre-writing is the hardest part of writing when getting started for several people. they are going on to say "pre-writing could be thanks to warm up your brain, even as you warm up your car's engine before you drive" (p.11)

1.3. creative writing:

Creativity, in general, is defined by Boden (2001, p. 95) as, the skill of setting out with new ideas that are surprising, intelligible, and also valuable in a way. Creativity is crucial to innovation, novelty, and sustenance (Kaplan, 2019)

Creative writing is just understood as a sort of writing that uses language in imaginative and bold ways (Rozakis 1997). The four measurable objective features of creative writing are Novelty, Fluency, Flexibility and Accuracy. As Williams (1983) notes, the term 'creative' has become "so conventional, as an outline of certain general styles of activity, that ... any imitative or stereotyped literary work can be called, by convention, creative writing"(p84).

According to Scholes (1985) "we teach something called 'creative writing' - the assembly of pseudo-literary texts."(p5) There are numerous definitions of creativity, or divergent production (Guilford, 1967), which testify to its complex nature. Creativity also can be viewed as a process incorporating a variety of stages like preparation, the incubation (dominance of the unconscious over the conscious), illumination (solution), verification (clarification, elaboration, and presentation of the ideas gathered) (Wallas, 1926). Some

scholars view creativity as a mix of objects, concepts, and concepts that normally can't be aggregated (Koestler, 1989).

As the name suggests, creative writing could be a kind of writing that goes beyond the normal realms of normal, professional, academic, or technical sorts of writing. Instead, it encompasses a variety of various genres and designs across a full range of fields of both fictional and non-fiction writing; storytelling, playwriting, poetry, prose, journalistic, and more.

Though the definition is quite vague, creative writing can, for the foremost part, be considered as any style of writing that's original and expressive of oneself. Typically, it is identified by a stress on narrative craft, that specializes in elements like character development, narrative, and plot, infusing its structure with imagination, invention, and story. In this sense, creative writing can technically be considered any writing of the latest, original composition – it's bound by no standard conventions and uses an entire range of elements in its craft.

Creative writing is any writing that goes outside the bounds of normal professional, journalistic, academic, or technical varieties of literature, typically identified by a stress on narrative craft, character development, and also the use of literary tropes or with various traditions of poetry and poetics.

Both fictional and non-fictional works make up this category, including such forms as novels, biographies, short stories, and poems. within the academic setting, creative writing is often separated into fiction and poetry classes. Writing for the screen and stage—screenwriting and playwriting—are often taught separately, but fit under the creative writing category.

Moreover, in an instructional setting, creative writing is often divided into fiction, poetry, or scriptwriting classes, with a spotlight on writing in an ingenious style, not defined by pre-existing structures and genres.

1.3.1. Creative writing characteristics:

Creative writing is any writing that transcends the identical old professional, journalistic, academic, or technical literary forms, usually defined by a stress on storytelling, character development, and also the utilization of literary tropes, or with different traditions of poetry.

Anybody can write. But, not most are a writer. For one to be called an honest writer, they have to possess some characteristics. Here are some characteristics of an honest writer:

- **Discipline**

A good creative writer is disciplined. Writers are often required to jot on the identical content over and another time. The re-writes and edits are going to be frustrating. Still, an honest piece of writing is required. Therefore, an honest writer will devote enough time to writing, re-writing, and editing his or her work. It doesn't matter how small or big the work is, an honest writer will always re-evaluate it. This takes discipline.

- **Clarity**

A good creative writer will always express their idea clearly. They put their thoughts in a very simple and clear manner. Any reader can easily understand their work. during a well-written piece, every detail is wise. Readers do not stray. Also, readers mustn't re-read passages to know the foremost argument. In good writing, the author sticks with the foremost idea. They do not flee on too many lines. They stick with the plot.

A good writer also has the facility to need you to an artless world and provide you with a detailed description. what's interesting is that such creative essay writers can facilitate your understanding of this world and feel it.

- **Attentive to details**

Good writers hear details. they're good observers. If they're required to follow certain requirements, they're doing it perfectly. This characteristic also makes them good editors.

they're ready to easily spot any error. Therefore, their writing piece is often clean. No grammar errors, typos, misspellings, or punctuation errors.

- **Massive vocabulary**

Good writers have a robust vocabulary. They don't use identical words over and over again. Instead, they use unusual and interesting words all told their writings. With this skill, they're able to maintain the interest of their readers. With this skill, they're also able to express their thoughts effectively since they need the proper word for each situation.

- **Patience**

A creative writer is patient. this is often because the possibilities of facing rejection are many. Some customers have even rejected work after seven revisions. a decent writer won't quit; they'll continue having patience and faith in their work. There are times when a writer will not have anything to feature in his or her document. But only if one is patient that they're going to complete writing their piece.

- **Right education**

To effectively cover a subject, a decent writer will have a correct education; this implies that they need the right knowledge to handle topics in their field. This data is acquired during school years and through research.

- **Experience**

A good writer will have experience in writing. How does one know if one is experienced or not? An experienced writer knows the way to write modern academic papers. as an example, they're going to use the most recent edition of the formatting styles. If they're using APA style, they know there are some changes. They use the right format. they're going to also use updated sources. On the opposite hand, a writer will no experience will use outdated methods in writing academic papers.

- **Creativity**

A good writer is creative as a talent. They think outside the box. they're able to create amazing content. Through this creativity, they're ready to produce unique and original content. This differentiates them from mediocre writers.

- **Good writing skills**

Good writers have great writing skills. they need good grammar in addition as punctuation skills. Bad grammar creates a foul impression. Also, wrong punctuation can change the intended meaning.

- **Self-motivation**

Human beings have moments of difficulties and mental blocks. an honest writer knows this and doesn't wait to be motivated. In fact, good writers are ready to motivate themselves. this allows them to stay writing even when the going gets tough.

- **Professionalism**

Readers care about the standard of any writing. this can be why some pieces are considered good. To secure readership and build a career in writing, your writing must be good.

1.4. Investigating the factors that influence creative writing:

Creative writing is a process that involves writing to bring into being something that has never existed before. It is the act of producing something new.

Creative writers work with ideas and imagination, with words made up on the spot.

Creative writing can be just as elaborate as creating an entire world for your story — but at its most basic level, creative writing involves creating characters and background settings to tell a simple story. The factors that influence creative writing can be divided into two sections which are: extrinsic and intrinsic factors.

1.4.1. Extrinsic factors:

Extrinsic factors as the word implies, are factors that are not related to the writer's asserts, the writer does not have control over these ones, they are factors that are outside the personality of the writer. It contains three sub-sections:

• *Cultural and ideological background:*

Culture plays an important role in involving the ideology of the person who is part of that culture. It is the culture and the ideological background which decides how the writer looks, it plays a big role in forming his perceptions and issues around. How the writer looks around and how he/she understands life, what are his/her point of views, his perception of life is found out by the cultural and the ideological background.

• *Socio-political milieu:*

Creative writing is the process of creatively reacting to cultural and social-political events and things around. In creative writing, the writer registers his/her responses to the life around him, the political trends, and the social issues around. This is why writers living in their particular social environment will focus on the issues connecting with their socio-political milieu which is very crucial in designing the theme of the writer. For instance, the black writers always tend to write about racism in their social environment

• *Literary/intellectual trends of the time:*

If we look at the history of the literature we can say that a different times there were different literary morphemes that constitute the whole history of literature.

1.4.2. Intrinsic factors:

These factors are related to the personality of the writer, which comes from the writer.

They are factors that can be decided by the writer, there is a close connection between the writer and the intrinsic factors.

• *Knowledge and experience:*

It is the most important sub-factor from the intrinsic factors; deals with the kind of life, experience, and knowledge that a writer has. Always the writer is aware of his writing; that is why great writers have a lot of experiences in their lives, they might have traveled with a lord, and they might have interacted with the adult great people, and great writers.

The writers' experiences form the base of his/her writing

The theme of the writers can be affected by the persona's knowledge and experiences impact how they form the content of their writing.

- *Exposure to great writers/kinds of literature*

Any writer may be a reader, the writing starts from reading; being an excellent writer isn't possible without being an excellent reader, your writing starts from your readings. All great writers may need great exposure to previous writers and great masters of literature; any successful writer if we glance at their history and life we are able to understand that they read plenty, they need made through the familiarity of their past masters. Exposure to great writers and literary influences the writers' choice of themes and particularly the design of their writings.

- Imaginative/linguistic abilities:

The writer's imaginative power and linguistic abilities will decide his/her form of writing, once he /she wants to speak linguistic knowledge and talents plays a giant important role.

Creative writing depends on imagination especially if the author has great baggage he/she won't face problems in sending the identical imaginary actions which the author integrate his/her mind.

The reader gets the accurate intent to interpret what the author wants, without losing the method of transporting ideas into words.

- Choice of the genre:

Genre could be a word that always creeps into writing and may be easily misunderstood or misread. Genre is solely the category you decide on to put in writing, or the type of film you'll be ready to write. This will be a drama, romance, action-adventure, phantasy, comedy, horror, musical, documentary, etc.

1.5. Factors that enhance creative writing:

From bloggers to novelists to creative non-fiction authors, we all want to seek out ways to creatively enhance our writing process. No two great writers work exactly alike, but here are some writing tips which may inspire creativeness in most authors.

1.5.1. *Learn from the best—but don't copy them:*

It is important to read renowned authors as an indication of what great writing and great writers can do. Betting on your genre, search out highlights of the genre. If you're looking to jot down young adult literature, consult some YA touchstones just like the Harry Potter series by J.K. Rowling, the Goosebumps universe of R.L. Stine, or the poignant coming-of-age novels by Judy Blume. If you're looking to put in writing fantasy, study the work of Isaac Asimov or Neil Gaiman. (Give Reference).

If you aim to write down fantasy novels, consult The Lord of the Rings trilogy by J.R.R. Tolkien. If horror is your thing, try H.P. Lovecraft and Stephen King. But don't confuse the voices of those authors for your own voice. To be truly creative, you need to hone in on ideas, styles, and some extent of view that are all unique to you

1.5.2. *Create a character based on someone you know:*

Filmmakers Joel and Ethan Coen have said that they came up with the story idea for *The Big Lebowski* by creating a hardboiled detective thriller that featured their real-life friend as the detective. A key supporting character, or even the main character, could be a composite of people you know.

1.5.3. Use the snowflake method to brainstorm. The snowflake method :

Created by author and writing instructor Randy Inger Manson, is a technique for crafting a novel from scratch by starting with a basic story summary, then layering in additional elements. It works well for all sorts of creative writing. To begin using the snowflake method, think of a big picture story idea and describe it with a one-sentence summary. For example, the sentence could be something like: “Two teenagers discover a secret cave that contains treasures hidden by a group of criminals.” The snowflake method then requires you to build that sentence into a paragraph, using that paragraph to create various character descriptions. From there, you use those descriptions to create a series of storylines that involve those characters—and each of those storylines traces back to the basic idea at the center of your “snowflake.”

1.5.4. Find an environment that encourages creative flow:

When it involves creative flow, the real-life existence of a writer often follows a cycle of boom and bust. Once you’ve unearth a “boom” period, let the ideas flow, and don’t lull. Writing workshops or maybe writer’s retreats often engender such creative bursts. they are doing this by sharing writing exercises designed to spice up creativity and by providing an area where writers are surrounded by their peers. If you’ve never participated in intensive writing programs, consider doing so. (give a reference where you've got taken the concept from)

Even a web creative writing course offers valuable writing techniques on everything from character development to nonfiction narratives to poetry writing.

1.5.5. Try freewriting:

This creative writing technique is that the practice of writing without a prescribed structure, which implies no outlines, cards, notes, or editorial oversight. In freewriting, the author follows the impulses of their own mind, allowing thoughts and inspiration to look to them without premeditation. Allow your stream of consciousness to inspire the words on the page.

the primary time you try and free-write, you'll find yourself with mostly unusable material. But with writing practice, you'll use your freewriting practice to refine your technique and ultimately unleash your creativity.

1.6. Third year EFL learners' teachers perceive of creative writing:

Writing is a communicative process, and it is a way of sharing information, a note, or an idea with others or with ourselves. Writing plays an important role in students' future professional life (Richard and Renandya, 2002: 303). So, it can be said that writing is a set of mental processes that enable the student to convert abstract mental images into linear symbols in forms of written expression represented by topics presented to the student (Rababa'a, 1983:7).

Written expression is divided into descriptive expression and creative expression, and creative expression - creative writing - an expression in which the prose or poet determines his feelings, thoughts, and experiences; So that it moves from one mind to the minds of others, a transition that has an effective effect, and includes: poems, books, stories and a group of articles (Muhammad, 2008:219).

Creative writing has many skills, including accuracy in placing punctuation and distinguishing between good and bad from words in addition to the beautiful expressions and deep ideas (Muhammad, 2008:219). Bellanca et al (2012:6) believe that creative writing has a role in increasing the use of words and linking them and raising the level of listening comprehension in addition that it can enhance writing skills leading to the formation of a good study environment. (Adwan, et al., 2020:558, Alakrash et.al. 2021) .

Perception is a process by which a person organizes and analyzes their sensory impressions to give meaning to their environment. Perception goes beyond the five senses that include sight, hearing, smell, taste, and touch. Perception in the decision-making process depends on the individual's internal understanding and personal analysis. Perception varies from one individual to another according to (Deshpande, 2018:158).

1.7. Conclusion

Creative writing serves as a tool of communication that conveys acquired knowledge in a specific field of study and the factors that enhance the EFL creative writing are regarded as an important part in learning English as a foreign language, since it helps students to analyse, convey understanding think critically, focus on technique and style in order to produce correct and appropriate academic writing output. Learners face many challenges while producing any creative writing form due to different reasons, this study is going to focus on the factors that enhance the EFL creative writing.

CHAPTER TWO:
**RESEARCH METHODOLOGY DESIGN AND
FINDINGS**

2.1. Introduction:

The current study intends to Investigate the factors that enhance EFL creative writing at M'sila University among third-year EFL students. Therefore, the first chapter of this study presented a literature review about learners' beliefs and academic writing strategies through definitions and different points of view of scholars and researchers. This chapter is concerned with the research design, sampling, and the methods and procedures used to collect data. This part deals with the practical phase of the work that. Because this research paper's main objective is to collect faithful data a questionnaire containing twenty-four questions is submitted.

2.2. Methodology

In order to collect the needed data to fulfill the requirements of this research, the mixed method was used in order to investigate the present problem of third-year EFL students, which is Investigating the factors that enhance EFL creative writing. The questionnaire is the main data gathering tool, it was designed according to the Likert scale and finally distributed to a sample of twenty third-year learners from the English department at M'sila University.

2.3. Quantitative analysis

Quantitative analysis involves analyzing data that resulted from the given questionnaire. We rely on the use of descriptive statistics, which includes percentages, tabulation graphs, frequency, and percentages. The data is represented in texts, tables, graphs, and pie charts.

2.4. Sampling and population

This study took place at the level of the English Department at M'sila University during the second semester of the academic year 2021/2022. The sample of this study is third-year EFL students. They have been studying written expression courses during their first, second, and third years. They have been taking these courses because they are obligatory and to pass exams. 20 This sample was selected because of the three years of EFL learning so they

are considered competent in creative writing. They have different factors that enhance EFL creative writing. The total number of the sample was twenty students.

2.5. Research instruments

This research uses the questionnaire as the main tool for collecting data about the factors that enhance EFL creative writing. The choice of this method is completely dependent on the subject, the sample, and the aims of the study.

2.6. The questionnaire

In order to gather data from the studied sample, the used instrument for collecting information in this research is the questionnaire, which has been designed for the third-year EFL students.

This instrument is known to be the best way of collecting data because all respondents see exactly the same questions, easier to handle any sample size because of its large coverage, respondents have enough time to think and answer and it is free of bias.

This tool involves Multiple Choice Questions or MCQs that require students to answer by ticking the desired answer from the five given choices "Strongly agree", "Agree", "Neutral", "Disagree", "Strongly disagree" according to the Likert scale. The whole questionnaire consists of twenty-three questions, In addition to other three general questions about creative writing.

This table shows the main focus of each section:

Section01	On Aptitude in writing.
Section02	On the Difficulty of creative writing.
Section03	On the Nature of creative writing.
Section04	On Creative writing strategies.
Section05	On Motivations and expectations.

2.7. Analysis of the students' Questionnaire

2.7.1. On students' Aptitude in writing-students answer as displayed on the table

Statements	SA	A	N	SD	D
1.it is quite easy for third-year students to write creatively	5-20%	4 -16%	10-40 %	3- 12%	3-12%
2. Some EFL learners have very excellent capacities in creative writing	10-40%	5 -20%	2-8%	7 -28%	1-4%
3 .All my mates are brilliant at respecting all creative writing criteria	7-28%	6- 24%	5-20%	0 -%	3 -12%
4. Third-year EFL learners who have already been taught basic writing rules can achieve better creative writing outcomes.	13-52 %	8- 32%	0 .0%	2- 8%	2- 8%
5.EFL learners with good backgrounds in writing, in general, are outstanding creative writers.	11-44%	12-48%	0 -%	1- 4%	1-- 4%
6.EFL students who are good at writing, in general, are good at creative writing.	10-40%	3-12%	1-4 %	9 -36%	2-8%

Table 1: On students' Aptitude in writing

Comment

Statement one shows a higher number is given to neutral students who abstained from the answer and believe third-year students cannot creatively write with a rate of 40% However, five students with a rate of 20% strongly agree against 03 who disagree with a rate of 12% . Meanwhile, 03 students opted for strongly disagree (12%) against 04 who agreed (16%)

2.7.2. On the Difficulty of creative writing:

Statements	SA	A	N	SD	D

7 . As far as the English language is considered easy, creative writing is easier.	10-40%	6 -24%	1- 4%	5- 20%	3- 12 %
8. Learning about creative writing is always easier than doing it.	6-24%	3- 12%	2-8%	5- 20%	10-40 %
9. Collecting information about creative writing is easier than implementing it.	12-48%	8- 32%	1- 4%	2- 8%	2 -8%
10. It is very fundamental to learn how to write creatively to be able to put it into practice.	14-56%	8- 32%	01-4%	2-8%	0-%
11. The most important part of creative writing is knowing its aspects.	15-60%	8.32%	0- % —	1-4%	1-4%
12 . Learning about creative writing strategies is very useful to write effectively.	14-56%	5-20% 1- 4%	01.4%	2- 8%	3-12%
13. Learning about creative writing is more difficult than other topics in writing.	11-44%	9- 36%	0. 0%	2.8%	3-12%

Table 2: On the Difficulty of creative writing:(a)

Comment:

From the results below, we can notice that most of students (56%) strongly agree with the fact that collecting information about creative writing is easier than implementing it, and (44%) totally agree with it. however, none of the students disagree with the statement.

Statements	SA	A	N	SD	D
14. I shouldn't write creatively unless I get prepared before doing a task.	11 44%	10 40%	2 8%	0.0%	02. 8%
15. I prefer to be among peers to write creatively.	5- 20%	03 12%	01 4%	15 60%	01- 4%
16. It is very important to exchange with peers works written creatively.	14 56%	08 32%	00 0%	02 8%	01- 4%

17.I feel perplexed whenever I am asked to write creatively.	07 28%	09 36%	03 12%	03 12%	3- 12%
18. If third-year EFL students are permitted to make mistakes while writing, it will negatively affect their creative writing performance.	13 52%	08 32%	00 0%	03 12%	1 - 4%
19. It is very essential to look at previous great creative writers' work and adopt from them.	12 48%	06 24%	00 0%	03 12%	04 16%

Table 3: On the Difficulty of creative writing:(b)

Comment:

From the results above, we can notice that most of the students (84%) agree and strongly agree with the fact that if third-year EFL learners are permitted to make mistakes while writing it will negatively affect their creative writing performance, and (16%) totally disagree with it.

2.7.3. On Students' Motivations and expectations

Statements	SA	A	N	SD	D
20. As a third-year EFL learner, am confident in my creative writing competence of a good creative writer	10 40%	06 24%	0 0%	05 20%	04- 16%
21.It is logical that third-year EFL students should develop the characteristics	13 52%	04 16%	0 0%	05 20%	3- 12%
22.I am motivated to write creatively whenever required.	11 44%	09 36%	00 %	03 12%	02- 8%
23 . As a third-year EFL learner, I am certain that I can assess myself at every stage of writing.	13 52%	08 32%	0 0%	02 8%	02 - 8%

Table 4: On Students' Motivations and expectations

Comment:

When EFL learners asked about their motivations and expectations, we notice that most of the students (80%) say that they are motivated to write creatively whenever required, and only(20%) disagree with this statement.

Section Three: Answer the following Questions

2.7.4. What is creative writing for you?

Definitions to Creative Writing	Students'Nb	%
1. to write from our own creation without copying	10	40%
2. to get inspired by others then start writing	06	24%
3. the moment I take my pen and start writing creativity starts	03	12%
4. creative writing is my own feeling of freedom to write	04	16%
5. it is writing based on the free will to create	02	8%

Table 5: on the meaning of creative writing

Comment:

From the table below, we notice that only (08%) think that creative writing is based on the free will to create and (40%) agree with the definition which says that creative writing is to write from our own creation without copying.

2.7.5. What kind of creative writing do you like best? Why?

Preferred kinds of Creative Writing	Students'Nb	%
1. I like writing short stories	11	44%
1. I prefer writing plays	05	20%
2. My favorite writing is poetry	06	24%
3. I like writing personal essays	03	12%

Total	25	100%
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Table 6: On the preferred kinds of creative writing

Comment:

The results denote that (44 %) like writing short stories, and only (12 %) claim that they like to write personal essays. however, (24%) their favorite writing is poetry, in addition to (20%) prefer to write plays.

Justification for preferences	Students'Nb	%
1. I like short stories because they are short, pleasant to read, and enjoyable.	11	44%
2. I prefer writing plays because I was very influenced by Shakespeare	05	20%
2. I am very fond of writing poetry because it is easy to write and to imitate.	06	24%
4.I like writing all that is in prose. I feel it is more creative	03	12%
Total	25	100%

can anyone write creatively? Justify	Students'Nb	%
1.Yes	13	52%
2.neutral	02	8%
3.No	05	20%
3. Undecided	05	20%

Table 7: On the Justifications for preferences

Comment:

When EFL learners were asked about their justifications, we notice that (24%) of the students say that they are very fond of writing poetry because it is easy to write and to imitate, and only (12%) like writing all that is in prose, since they feel it is more creative.

2.7.6. According to you can anyone write creatively? Why? Why not

Justifications					
Why?	Yes %		Why not?	No %	
1.it is easy to write creatively if we are encouraged	16	64 %	it is difficult if our level in writing is too weak	07	28%
2. creative writing demands volunty and strong will	17	68 %	if we are not motivated we can not write creatively	08	32%

Table 8: creative writing justifications-Yes-No**Comment:**

From the table below, we notice that only (28%) think that it is difficult if our level in writing is too weak and (64%) agree that it is easy to write creatively if we are encouraged. Whereas, (68%) believe that creative writing demands volunty and strong will, and (32%) of the students are convinced that if we are not motivated we cannot write creatively.

2.8. Findings and Discussion

The aim behind this study is to investigate the factors that enhance EFL creative writing, for the third-year students at M'sila University. A questionnaire was used as a procedure in order to gather enough information about the factors that enhance EFL creative writing

The data collected from the questionnaire that was administrated to third year students at the Department of English of M'sila university; show that, third year EFL students have some capacities to write creatively , because they have previously been taught academic writing, they have a wider background in writing in general which allows them to be good academic writers (see table 01).

The majority of the learner's encounter that learning about creative writing is much easier than doing it; therefore, collecting information about creative writing is easier then implementing it.

Therefore, it is very fundamental to learn how to write creatively to be able to put into practice (see table 02). However, in the creative writing process, learners might face some difficulties such as a lack of knowledge about the factors of creative writing.

Moreover, we can notice that most of the learners agree with the fact that if third-year EFL learners are permitted to make mistakes while writing it will negatively affect their creative writing performance (see table 03).

EFL learners have different beliefs concerning writing and creative writing, they think that they should not attempt to write academically unless they get prepared before doing any sort of writing as assignments, since been motivated (see table 03).

Furthermore, most third year students know how to use their capacities especially when it comes to the production of an creative writing and according to them it is very important to exchange their works with their peers(see table 04).

2.9. Recommendations

This study is conducted to provide answers to research problems since it is the main aim to every scientific investigation. Based on the obtained results and as a contribution to the field of EFL learning teaching and in general, and to the field of writing and creative writing in particular. we recommend the following:

- According to this study, most learners prefer pair and group work, thus exchanging ideas or even competing will benefit time management. It is also a good idea to seek help, whether from friends or professors and instructors.

- In relation to the findings anxiety is one of the hardest problems to overcome while writing, as a suggestion the use of free-writing technique is a very helpful strategy to use in writing creatively. It is done by writing down the stream of consciousness for a specific (the selected) topic, it is allowed to be clumsy or grammatically incorrect because it is meant to generate as many ideas relevant to your topic as possible, the last step is to evaluate the findings you have and reconstruct them into a more academic writing piece that is grammatically correct.

- One of the most common problems that EFL third-year students have is the lack of preparation, therefore additional readings and a broader variety of collected material are a perfect strategy to start an accurate and successful creative writing.

- Third year EFL learners also believe that demotivation effects their creative writing negatively, in order to avoid it there should be some time management and setting of priorities, for example set deadlines and write now then edit later. Joining a writing group that meets regularly will give you the sufficient amount of motivation to write. Because learners beliefs affect their creative writing performance learners' effective teaching programs ought to promote student teachers' autonomy, background knowledge, self-esteem, creative talents, intellectual growth, emotional intelligence, decision making, risk-taking, and positive mindsets.

This study is limited the Participants to the University of M'sila, so it recommends that an enormous selection of different universities be used to get results that are more reliable.

2.10. Conclusion

This chapter deals with gathering reliable data concerning the factors that enhance EFL creative writing and analyzing it. The information was gathered through submitting a

questionnaire which was administered to third year EFL students at M'sila University. To conclude, the analysis of the results comfort and improve our hypothesis about if creative Writing has become a serious problem for third year learners when sitting to write. In addition to know whether third year learners are briefed on how to write creatively.

General Conclusion

As it is widely known, Writing is one of the most difficult skills to master. However, as an academic learner it is very important to acquire all its productive, creative aspects. University students who are constantly asked to write creatively while doing novels, poems or researches and much more other forms of writing, not only in written expression module but also in all dealt with modules.

This research aims at Investigating the factors that enhance EFL learners creative writing, introducing creative writing, and lastly to investigate the impact and the relation of the factors on the creative writing. The results of this study showed that EFL learners have different factors which impact on the creative writing, these factors differ according to the different learners personalities. That what encouraged us to deal with the undergraduate students in the English Department of M'sila University in the academic year 2021/2022.

For the sake of conducting an investigating study about the factors that enhance EFL creative writing, a sample of twenty five third year EFL students at Mouhamed Boudiaf University was selected, in this way data richness enhanced.

Accordingly, the research work began with the theoretical framework which was devoted to collect data about the factors that enhance EFL creative writing which includes the difficulties that they face while producing an creative writing outcomes.

Moreover, it dealt with the practical phase of the work which entitled The research design and data analysis that served both the design of the research and the analysis of the results that was collected through the questionnaire which was used as the main instrument for gathering information from the third year LMD students of M'sila University.

The main results obtained from the research tool confirmed both mentioned hypothesis of this research.

Firstly, Creative Writing has become a serious problem for third-year learners when sitting to write.

Secondly, If third-year learners are briefed on how to write creatively, could they develop into creative writers.

Pedagogical implications

Writing can be very vital in everyone's social, instructional, and occupational lives. It lets in us to dedicate and learn, persuade and record, chronicle and heal, reflect, and picture. At instructional institutions, university college students use writing to summarize, analyze, interpret, and extend their facts of recent and antique thoughts.

General Conclusion

To produce an acceptable creative writing output, learners should use their capacities in the positive way since there is a growing body of evidence, which suggests that factors play an essential role in learning experience and determine one's achievements.

Therefore, the factors which enhance EFL creative writing should be used to help them in their use of their works. factors unlike anxiety, which would reflect negatively on the Writing process. Teachers should let the learners aware of these factors..

Limitations of the study

As with most research projects, there were many limitations to the present study. First, there would be no accurate data from some students especially when it comes to the use of creative writing.

In addition, the research findings cannot be generalized to other contexts. Large number can be chosen in the future research, because twenty-five of English students at the Wilaya of M'sila, Algeria may not reflect the whole population.

On the basis of the findings and conclusions, the researchers recommended that further research may focus on the factors that enhance EFL creative writing.

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ملخص:

تهدف الدراسة الحالية إلى التحقيق في العوامل التي تعزز الكتابة الإبداعية للغة الإنجليزية كلغة أجنبية لمعرفة تأثير وعوامل العلاقة التي تعزز الكتابة الإبداعية. ولتحقيق أهداف الدراسة تم استخدام طريقة مختلطة (كمية ونوعية). استخدم استبيان المسح كأداة رئيسية لجمع البيانات في هذا البحث. تم استخدام خمسة وعشرين طالباً في السنة الثالثة من اللغة الإنجليزية كلغة أجنبية كعينة رئيسية للدراسة التي أجريت على مستوى قسم اللغة الإنجليزية بجامعة المسيلة. أظهرت النتائج المتحصل عليها أن هناك العديد من العوامل التي تعزز الكتابة الإبداعية للغة الإنجليزية كلغة أجنبية سلباً وإيجاباً، مما جعلهم يواجهون صعوبات مختلفة فيما يتعلق بعملية الكتابة الإبداعية. على سبيل المثال، يعتقد متعلمي اللغة الإنجليزية كلغة أجنبية أنه لا ينبغي عليهم القيام بأي نوع من الكتابة كواجبات إلا إذا كانوا مستعدين جيداً.

Résumé

La présente étude vise à étudier les facteurs qui améliorent l'écriture créative EFL pour voir l'impact et les facteurs relationnels qui améliorent l'écriture créative EFL. Pour atteindre les objectifs de l'étude, une méthode mixte (quantitative et qualitative) a été utilisée. Un questionnaire d'enquête a été le principal outil de collecte de données cette recherche. Vingt-cinq étudiants de la troisième année EFL ont été utilisés comme l'échantillon principal de l'étude qui a eu lieu au niveau du département d'anglais de l'Université M'Sila. Les résultats obtenus montrent qu'il existe de nombreux facteurs qui améliorent l'écriture créative EFL à la fois positivement et négativement, ce qui les a fait face à différentes difficultés en relation avec le processus d'écriture créative. Par exemple, les apprenants EFL pensent qu'ils ne devraient pas faire d'écriture comme des missions à moins qu'ils ne se préparent bien.

Clés Mots: anglais comme langue étrangère, écriture créative, facteurs, méthode mixte, écriture comme affectations, LMD, MCQ: Question à choix multiple....

Appendices

Students' Questionnaire

This questionnaire is submitted for the fulfillment of a master's degree, Investigating the factors that enhance EFL creative writing. You are kindly invited to answer the following questions faithfully and thank you for your time.

1. Section One: Background information:

Age:

Gender:

2. Section Two: Please answer using the Likert scale

SA	A	N	SD	D
Strongly agree	Agree	Neutral	Disagree Strongly	disagree
(1)	(2)	(3)	(4)	(5)

1. On Aptitude in writing-Tick an appropriate answer-(SA A N SD D)

	Statements	S A	A	N	SD	D
1	it is quite easy for third-year students to write					

	creatively					
2	some EFL learners have very excellent capacities in creative writing					
3	All my mates are brilliant at respecting all creative writing criteria					
4	Third-year EFL learners who have already been taught basic writing rules can achieve better creative writing outcomes.					
5	EFL learners with good backgrounds in writing, in general, are outstanding creative writers.					
6	EFL students who are good at writing, in general, are good at creative writing.					

2. On the Difficulty of creative writing: please do the same as in activity One- tick an appropriate answer- (SA A N SD D)

7	As far as the English language is considered easy, creative writing is easier.					
8	Learning about creative writing is always easier than doing it.					
9	Collecting information about creative writing is easier than implementing it.					

1. On the Nature of creative writing: tick an appropriate answer- (SA A N SD D)

1 0	It is very fundamental to learn how to write creatively to be able to put it into practice.					
1 1	The most important part of creative writing is knowing its aspects.					
1 2	Learning about creative writing strategies is very useful to write effectively.					
1 3	Learning about creative writing is more difficult than other topics in writing.					

2. On Creative writing strategies: tick an appropriate answer-(SA A N SD D)

1 4	I shouldn't write creatively unless I get prepared before doing a task.					
1 5	I prefer to be among peers to write creatively.					
1 6	It is very important to exchange with peers works written creatively.					
1 7	I feel perplexed whenever I am asked to write creatively.					
1 8	If third-year EFL students are permitted to make mistakes while writing it will negatively affect their creative writing performance.					
1 9	It is very essential to look at previous great creative writers' work and adopt from them.					

6. On Motivations and expectations: tick an appropriate answer- (SA A N SD D)

2 0	As a third-year EFL learner, am confident in my creative writing competence.					
2 1	It is logical that third-year EFL students should develop the characteristics of a good creative writer.					
2 2	I am motivated to write creatively whenever required.					
2 3	As a third-year EFL learner, I am certain that I can assess myself at every stage of writing.					

Section Three: Answer the following Questions

1. What is creative writing for you?

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2. What kind of creative writing do you like best? Why?

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3. According to you can anyone write creatively? Why? Why not

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Thanks for your cooperation