

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**UNIVERSITY OF MOHAMED BOUDIAF – M'SILA**

**FACULTY OF LETTERS AND FOREIGN  
LANGUAGES**  
**DEPARTMENT OF ENGLISH**  
N°: .....



**DOMAIN: FOREIGN LANGUAGES**  
**STREAM: ENGLISH LANGUAGE**  
**OPTION: APPLIED LINGUISTICS.**

**Teachers' and Students' Perspectives about  
Teaching Creative Writing at University Level:  
Case of Third- Year EFL Students at M'sila University**

Dissertation submitted to the department of English in partial fulfillment of  
the requirements for the degree of master in linguistics

**Candidates:**

**OUALHI Nada Amira**  
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**Supervisor**

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Academic year: 2019-2020

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## **Dedication**

In the name of **ALLAH**, i shall pay my deepest gratitude to graceful and compassionate

**ALLAH** the almighty for granting me the power to pursue and to finish this work

This piece of work is dedicated to

My sympathetic mother **Razika Bakhti** and my thoughtful father **Mokhtar** for their

unconditional love, support, and guidance in the way of success

My sisters and brothers; **Intissar, Ghaufrane, Mohamed Ali, and Ahmed Djaouad**

My friends; **Khouloud, Amel, and Nour**

My partner **Z'hor**

All my teachers

All who love me

***Nada Amira***

## **Dedication**

First, I would like to give special thanks to my parents '**Fatiha**' and '**Ebd El Hadi**' through my life for their love and support. Thank you for giving me the strength to make my dreams come true. Thank you for your love. I love you.

I dedicate this work to my grandfather '**Abedrrahmane**' and my grandmother '**Sadia**'.

To my lovely sister '**Nassima**' and her daughters '**wjdan**' and '**Jouyria**'.

To my dearest uncles and aunts '**Ratiba, Fatima, Aisha, and Djamel**'.

To all my friends I have shared life with. Your friendship makes my life perfect.

To my partner **Nada Amira**

To all my English teachers.

To all those who love me.

**Z'hor**

## **Acknowledgments**

All thanks go to Allah, who gives us the power and guides us to finish this work.

We are deeply indebted to our supervisor **Mrs. Harizi Nassira** for her invaluable guidance and constant help throughout this research. We would like to express our deep gratefulness to the members of the jury for having accepted to read and evaluate this work.

Special thanks go to the teachers of written expression and the third year students of the English Department at M'sila University who took part in the present study.

We are truly grateful to our parents who encourage us and to our families for their patience and support.

Our thanks go to our friends who cheered us on. Thank you for the best moments of enjoyment and smiling.

## **Abstract**

This study investigates the teachers and learners' opinions about teaching creative writing in the department of English at M'sila university , the participants of this study are 60 students randomly selected from third-year level , and 5 teachers of written expression module. To achieve the aims of this descriptive research, a mixed-method was used where data were collected qualitatively through teachers' interview and quantitatively through students ' questionnaire. The findings obtained from the interview indicate that EFL teachers do not integrate creative writing in classroom, although they support the idea of including it in written expression module. Whereas the results from the questionnaire reveal that students face obstacles when writing creatively either linguistically ( organizing ideas , grammar , and choosing vocabularies ) , or psychologically (internal fears when having a writing task). The results of the study show that third-year EFL students' and teachers' perspectives are positive toward teaching creative writing and they believe that it is beneficial for English learning. Based on these findings, we recommand teaching creative writing either as a separate or integrated skill to increase learning motivation and develop writing among university EFL students.

**key words** : creative writing, EFL learners and teachers, perspectives, difficulties.

## **List of abbreviations**

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

LMD: License Master Doctorate

L1: The first language or the mother tongue

L2: The second language or the target language

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المخصص

## **General introduction**

Teaching creative writing can be a daunting task for both teachers and students. Its purpose is to enable students write effectively and communicatively. Integrating creative writing in EFL classes gives students the chance to improve their writing skills, extend their imagination and create a motivating learning environment. It is an opportunity for EFL students who are poorly exposed to English to experience various literary genres and language uses. Worthily, teaching language in novice contexts requires teachers to use authentic materials and encourage reading. Hence, creative writing is the best way to achieve these learning objectives. Unfortunately, most EFL teachers do not focus on using creative writing tasks in their written expression courses. Hence , the current study is conducted to investigate student's and teacher's perspectives towards integrating creative writing in written expression module .

### **Background of the study**

Several previous studies supported the idea of integrating creative writing into language teaching classes. In addition, researchers in ELT and educationalists encourage teaching creative writing to improve critical and creative thinking. Esmā (2014) found out that creative writing is one of the practical ways to promote students' writing competence and achieve academic success. In the same vein, Tütünlü and Küçükali (2014) carried out a study about the use of creative writing to develop students' writing skills in English. Their finding proved that creative writing instruction had a positive impact on the writing performance of students and significantly contributed to enhance their writing.

Gökçen (2019) made a study about the effect of creative writing activities on elementary learners' writing achievement, writing attitude and motivation. He reported that creative writing significantly increased sample's writing achievements and positively affected their writing attitudes and motivation. Moreover, Sürkan and Anil (2014) investigated the effects of creative writing activities on students' writing performance, disposition and attitude to English and found out that using creative writing exercises particularly had a positive effect on the writing achievement of seventh grade English language classes in elementary levels.

Indeed, researchers in language skills development are confined themselves to creative writing important role in writing. However, they do not assert the problem that teachers

practically do not pay attention to integrating creative writing in written expression module. Little research is done in the area of EFL teaching about attitudes towards teaching creative writing as a component of writing skill

This study is based on the objective of investigating student's and teacher's views about the integration of creative writing in written expression module at M'sila University level.

### **Statement of the problem**

In EFL classroom, writing skill is considered as one of the important skills for learners. However creative writing gives the opportunity for them to enhance their writing ability, imagination, creativity, motivation, and practice. But sometimes teachers do not pay attention on integrating creative writing in classroom . Therefore, the present study seeks to investigate teachers' and learners' perspectives about integrating creative writing in teaching writing skill.

### **Purposes of the Study**

The objectives of the study are as follows:

- 1) To investigate the true current picture of teaching creative writing at university.
- 2) To unveil the hindrances that learners may face in writing creatively
- 3) To find out learners' and teachers' perspectives about teaching creative writing as a component of the written expression subject.

### **Research Questions**

In order to fulfill the objectives set above, the present study seeks to answer the following questions:

- 1.What are students and teachers' perspectives about teaching creative writing at university level?
2. Are teachers in English department at M'sila University integrating creative writing in written expression module?
- 3.What are learners' hindrances in writing creatively?

## **Significance of the study**

Writing is not a mechanical skill, rather it is a creative process that need to learned in an interactive attractive way. It is indeed the presentation of writing as an opportunity for students to express their ideas and reflect on their life experiences that help them improve and advance. The inclusion of creative writing is assumed to be one of the effective methods to help students overcome their writing difficulties. Being partners in the learning-teaching process, the investigation of teachers and learners views and perceptions about this method would give more contextualized insights for better understanding for their needs and preferences. This will assist in building The main significance of this study is to make teachers integrate creative writing in written expression curriculum to improve writing skill . However, the study deals with exploring the different obstacles that are faced by EFL learners in writing creatively and find out some solutions for them , and it determines the students' and learners' opinions about teaching creative writing in written expression module at m'sila University.

## **Research methodology**

In this descriptive study data were analyzed by using quantitative and qualitative approaches . The objective of our study will be reached through collecting data from interviewing teachers and questioning students . The participants in this study are consisting of 60 EFL third year students studying in different classes at M'sila university and interviewing 5 teachers of written expression module. The research tools were piloted first for validation and cronbach alpha was calculated for the sake of reliability.

## **Organization of research**

The dissertation consists of three parts: The first one is a review of the literature, the second part is devoted to the practical part, while the third part identifies the findings and implications . The first part is about the theoretical part , which is divided into two sections ; the first section attempts to give general view about writing skill in terms of definition , nature, purpose, elements, difficulties, and teaching approaches. The second section, however, deals with creative writing genre with reference to definition, benefits, types , and strategies.

The second part is the field work and contains two sections. The first one is devoted to research methodology and the second one is for data analysis and discussion. The work ends up with third part devoted to the summary of findings acquired from research instruments and the implication of the study in addition to the limitations. The final element is the general conclusion.

# **Part One:**

# **Theoretical Part**

## **Introduction**

Writing in a foreign language is considered as the most difficult skill for EFL learners, this part discusses writing skill and creative writing genre. While, the first section deals with writing skill ; it discusses the definition of writing , its types , its nature , the relation between writing and other skills , writing's purposes , its approaches , the basic elements of writing ,and the difficulties faced by students in writing. Also, it deals with teaching writing in a second language and the common strategies used by teachers and also difficulties that faced learners in learning writing skill. However,thesecond section highlights the most essential elements related to creative writing,it introduces different definitions of creativity and creative writing, identifies creative writing. Also, it seeks to show the types of creative writing that help to develop student's writing skills .In addition to its importance and strategies used to enhance learners' creative writing.

### **1. An overview about writing skill**

#### **1.1 Definition of writing skill**

As one of the four important skills in second language learning writing skill considered as a necessary part in teaching any language as much as for everyone use their own mother tongue, Also, it gives EFL students more thinking time then they get when they attempt spontaneous conversations (Harmer,2004). Writing is a commanding skill by which individuals find the competence to share ideas and feelings and also encourage others (white& Ardnt, 1991),Sharples addressed that writing is a demandingcognitive activity but also makes use of chance discovery (1996).Also,Harmer defined writing as “an aid memory or practice tool to help students practice or work with language they have been studying” (2001). From the definitions above, writing considered as the most important skill in learning or teaching a new language and the best way to express ideas with pen and paper, and also it is a cognitive activity which cannot be performed without physical tools and resources.

#### **1.2 Nature of writing**

Writing is the ability to covert thoughts and ideas into words on paper and this ability is crucial skills in our community, which can help in different domains since it hold a significant place in education, and according to Weigle (2002) the nature of the writing

ability can be illustrated from various perspectives. Among these perspectives, writing can be compared with other productive skills like speaking and reading.

### **1.2.1 Speaking and writing**

Since writing is a productive skill it demands more attention by the learner as well as speaking, so it is not enough to teach students how to speak English appropriately but they should teach them how write it, because writing is not just ideas written down, learning to write is not a natural extension of learning to speak a language, we learned to speak our first language without any kind of teaching or learning, while most of us have to be taught in school how to write the language we spoke (Harmer, 2004). Thus, many adult native speakers find some obstacles while writing both processes speaking and writing are not the same (Raimes, 1983). Besides, Grabe & Kaplan's (as cited in Weigle, 2002) developed the idea the speaking has a priority over writing through linguistic history, and written language is basically a reveal of the spoken one. Nevertheless, educational researchers found that this viewpoint is neglected nowadays for that neither the oral nor the written is upper than the other, Raimes showed several differences between writing and speaking like speech sounds and voices and body language, however writing is based on graphic symbols, grammar, vocabulary, and style, and the writer should convey the message to the reader accurately.

### **1.2.2 Reading and writing**

To be a good writer you need to be a good reader. Therefore, the engagement of any student with a new situation or culture can be through reading which will add to them new vocabulary, idioms, sentence patterns, organizational flow, and cultural assumptions of native speakers of language (Raimes, 1983). So, that students have two ways in practicing reading skills; extensive and close reading, extensive reading in one hand is reading stories or whole books continuously without stopping in every unfamiliar word to look up or translate it, so it is reading the content and the meaning in general, in the other hand the close reading which is reading some short paragraphs with giving a great attention to all what the writer wants to address, and focusing on details. In either case, both types of reading are important in improving writing skills, when students read for experienced and professional writers they interact with the last version (Raimes, 1983). Therefore, better writers are good readers and attentive readers produce more correct and coherent writing than others. So, there is a strong relationship between reading and writing, as an extra factor, reading affects writing and

writing affects reading. Thus some researchers have found that when children read extensively they become better writers.

### **1.3 Writing purpose**

There should be a program to develop writing skills to students and it would list the main types of writing to be achieved and mastered in the end of their education and their program should prepare a guideline for teachers on ways of achieving success. Moreover, the main goal of the writing program is helping students to develop writing skills, the purpose of writing course in the other hand is developing appropriate ranges of style coherently and easily used, in this way feel the traditional aspects concerning spelling and basic grammatical errors are being ignored, and the good writing course help students to correct their mistakes (Broughton,2002).

Also,teachers can conclude the goal of teaching course by asking students about their needs and make a list of writing tasks that will be used in writing course, those writing tasks divided into two purposes real and invented; real purposes are the activities that make students perform at some stage ( writing letters formal or semi formal in the same type ) here students can look at the language of each type and practice writing their own, invented purposes in the other hand are the activities that is relevant to the students' needs (ex: writing imaginary letters )( Harmer,2004).

“writing used to be taught as the process of building a fixed structure out of building blocks” (Aquilina, 1999); that is to say that the quality is more significant than the quantity of any piece of writing, When students compose texts need to consider the purpose and the target audience and the relationship between the writer and the intended audience and the mode of communication and Any Written text has a purpose which can be divided into two sides:

#### **1.3.1 Community purposes**

As mentioned by Aquilina that students build their language by experiencing the use of oral and written language at home, whereas there are some people come from families that speak one language and others came from families that speak two or more languages , here schools go in building the language on this experienced knowledge, also students have an idea about writing experiences by asking the question how and why writing is used ? We take the example of writing letters at home to specific persons or signing some important

documents, here children may participate in this kind of writing and after they start schooling they will be aware of writing in general (1999). Furthermore, what language learnt and how it learnt at home does has a direct relationship with all other developments on language including writing inhibited (Aquilina, 1999).

### **1.3.2 Academic purposes**

Students should be taught what is academic and genre writing, and how much kinds of writing there are and how it will be used at classroom. Also, they need to know the purpose of each kind of writing and how to structure texts to achieve those purposes. Additionally, teachers need to help students understand what factors influence their choices as writers (Aquilina, 1999).

## **1.4 The basic elements in writing**

Writing should be restricted to a set of rules that make it more simple and easier for learners. The use of accurate language, word choice, organization, coherence, and clarity are the main criteria of formal and effective writing (Starkey, 2004).

### **1.4.1 Organization**

Starkey (2004) claimed that writing is easy just when you admitted how to do it well by following such processes that commit yourself, and the goal of any writer should be how to start a new piece of writing not to finish it. Furthermore, the organization in writing lets you develop ideas and express thoughts in a good way. In addition to the writer's advantage, an organization helps also the reader to believe in what are you saying and voluntarily follow your lead ( 2004, p.2). However, Galko (2002, p.10) added that there are several techniques may organize and give more value to the written piece; data gathering techniques take the first place with the tow main steps free writing and brainstorming ( which is essential in developing any piece of writing then a prewriting Thus, the flow is the most important character in the prewriting technique and it is better t call it the flow writing ( Starkey ,2002. p.10).So, before start writing , the writer should have an idea of what the thesis is so that he can organize thoughts and set of information in the paper , organization of writing lets the reader understand easily what is saying (Galko,2002).

### **1.4.2 Clarity**

Starkey (2004, p.12\_9 ) states that when your purpose is to convince people and convey the information you need to be clear and direct in your writing, because ambiguous expressions may lead to multiple interpretations. So, writers need to follow some guidelines:

- Eliminating ambiguity by using simple and direct expressions and avoid ambiguous ones
  - Using powerful and specific adjectives and adverbs to add meaning and originality for the piece of writing
  - Avoid vague expressions and replace it with specific ones
  - Being concise and choosing which information is important first, second avoid wordiness which is boring especially when you are limited to some lines or pages so you should not waste space and words for nothing , also using the active voice is more appropriate ( when possible )
  - Pronouns should be used when the antecedent is obvious and meaningful
- And as the last point; avoid unnecessary repetition of ideas or information because it is a sign of sloppy writing and wasting f space and time

### **1.4.3 Coherence**

It is considered as one of the most important aspects in writing, cohesive devices help to build a well formed text with correlated elements, and also help in giving a good meaning to the piece of writing. Therefore, the text should be more logical to be coherent,so that the reader can understand two things:

- The writer's purpose: which should be known and understood by the reader
- The writer's line of thought: so the reader should follow the writer in the reasoning path, if the text is discursive or if it is narrative; the story should be understood with the time jump, or if it is descriptive piece, the reader should know what is being described (Harmer,2004).

### **1.4.4 Simplicity**

Kane concluded that when words are simple and concise will be more clear, and if the writer want to be exact he/she need to be simple and concise but at first, the focus should be on clarity then strive for simplicity and concision. Thus, the writer should write to express not to impress (2008, p.262).

## **1.5 Writing teaching approaches**

There are various approaches to the practice of writing skills in and outside the classroom, to choose which approach will be followed by the teacher, it should meet the learners' needs and style of learning and also the teachers' objectives, among these approaches the teacher choose whether their students concentrate more on the process or the product of writing, or they study different genres or can write creatively. So, the teacher should be aware of the various important classroom activities and teaching strategies.

### **1.5.1 Process-oriented approach**

This approach has to do with linguistic skills is dividing the task into stages and steps that the learner followed in writing a well-formed coherent text, as Harmer stated that this approach aims to get the heart of the various skills that should be employed when writing. The main stages in this approach are; prewriting, drafting, evaluate, then the final production. However, the prewriting stage is the first plan or a mind up for the writing. Drafting is producing the first composition by adding sections or aspects, evaluating or editing is the last stage before writing the last version. Also, it can be concluded in the word POWER (plan, organize, write, edit, revise). This approach may have some disadvantages in the field of teaching and learning foreign languages which are the limited time of the instruction since the approach needs brainstorming, collecting and drafting data , in addition to the lack of individual work , and the less emphasis on the linguistic knowledge (grammar, text structure).

### **1.5.2 Product-oriented approach**

This approach is emphasizing on the production of the learners and when concentrating on the product; the focus is all in the aim of the task and the final version, taking into consideration the different stages that the writing process goes through ( prewriting , editing, redrafting, and publishing the work )(Harmer,2001). So,there is an enhanced importance in the final product of any writing, this approach can help learners in enhancing analytical skills in terms of controlling grammar, discourse, lexis. And if compared with the process approach to writing, the product approach is probably less time consuming.

### **1.5.3 Genre approach**

This approach has strong similarities with the product approach, « a genre approach is especially appropriate for students of ESP, but it is also highly useful for general English students, if want then; even at low levels, to produce written work they can be proud of « (Harmer, 2001); that is to say that this approach is based on the discussion of the texts' content and structure. However, in this approach students need to learn writing using real examples and discover what is common between them in terms of the language used, construction, and then they start to compose their work. Thus, as Harmer said that this genre approach to writing is motivating to students in reproduction without any personal or creative act (2001). In general, genre-based approach viewed writing as elementally concerned with knowledge of the language and related to a social purpose. Whereas, the writing's development is seen as the analysis and imitation of the input in the form of texts provided by the teacher. (Rebadged and G. White).

### **1.5.4 Collaborative approach (more creative)**

Gaffield vile (1998 as cited in Harmer , 2001) claims that “ creative writing is a journey of self-discovery and self-discovery promoted effective learning”, this term suggests an imaginative task as writing poetry , stories , and plays (Harmer,2007). In the light of these two statements Upheld support the idea that creative writing is encouraging for learners, by mentioning the expression of self-discovery means that learners should take into consideration the personal life experiences and memories to develop their creativity, despite the advantages Harmer (2001) said that writing creatively is not something comes to mind of students when they wish, and to solve this problem the suggestion of encouraging students to write step by step better than the whole, to use marks or signs such us giving scenario, well-known stories changing or adding a character or setting within a story (Esraçil ).

### **1.6 Writing as a process**

Writing is a process of transmitting thoughts and ideas into papers, teaching writing is considered as an important task for foreign language learners to booster an effective writing; Harmer (2004) suggested that the process has four main elements which are necessary for any writing ; planning , drafting , editing , and writing a final version.

### **1.6.1 Planning**

Experienced writers before starting to write, they plan and decide what information and arguments will be included in the final production, every writer has one way to plan; for some they include what they already knew and what learned in a piece of paper, for others, just random words are enough to plan, others; indent ideas and thoughts in their minds. However, in planning, writers should take into consideration three main points. The purpose of writing which is considered as the main objective of any writing, it will not affect only the information collected but also the language used and text type. Secondly, the audience the writers produced for, which will not be affected by the language used rather it is academic or not but the structure of writing also thirdly, they have to consider the content structure of the piece, how ideas are related and involved in the written text (Harmer, 2004).

### **1.6.2 Drafting**

It is one of the significant stages in the writing process, which is referring to the first version of the piece of writing, this draft will pass by several stages to produce the last version (Harmer, 2004).

### **1.6.3 Editing (reflecting and7 revising)**

producing the first draft, the writer read it well and seeswhether it works or not in terms of ordering information, reordering paragraphs and recomposing instructions and paying attention to the confusing and ambiguous sentences, then they do some changes to clear up the meaning. So, when proficient writers concentrate on general features before detailed one scan make writing easy and comprehend for readers. Reflecting and revising drafts by other readers and the writer himself/herself is more important to suggest comments or other ideas (Harmer, 2004).

### **1.6.4 Final version**

After making the necessary changes, writers produce the final versions and it may look different from the plan and the first draft, because things have changed in the editing stage, but the audience is ready to revise the written text (Harmer, 2004).

## **1.7 Teaching Writing in a second or a foreign language**

In the past, during and after the 18th century, teaching English was based on speaking as the most important productive skill by using the communicative approach. While the written language was used to support students' oral abilities to improve grammar or vocabulary competences, teaching writing in the classroom helps teachers to evaluate students' performance and proficiency (Harmer, 2004). Thus, students need to develop their writing abilities even though it is complex or challenging somehow but after graduation writing can help students acquiring and advancing in the career of their choice, and in both professional and personal life writing gives the means to inform, persuade, or even entertain people and after all writing well enhance learning (Downing , 2011 p.295). However, in the writing course there are some aspects which need to be considered, if the teachers' purpose is producing fluent and accurate and appropriate written English:

- Mechanical problems with the script of English
- Problems of accuracy of English grammar and lexis
- Problems of relating the style of writing to the demands of practical situation
- Problems of developing ease and comfort in expressing what needs to be said ( Broughton, 2002).

### **1.7.1 Strategies used in teaching writing**

writing is not only an important means of communication, it is also one of the most powerful ways that create deep and lasting learning (Downing,2011) since writing is the most difficult skill for EFL students so they must give more efforts and to encourage them to do better teachers play an important role in motivating them indeed they use some strategies to make them better acquire writing skills like using music, pictures, poems, and short stories. With this in mind, Harmer proposed some tasks for teachers in writing:

- Demonstrating: students need to be aware of writing conversations in specific types of writing
- Motivating and provoking : in which students find themselves lost for words especially in creative writing so teachers should help in provoking them to have ideas by integrating some funny strategies

- Supporting : students need a lot of help and reassurance once they get going , and teachers should support students at the classroom in every step to help them overcome difficulties
- Responding : making suggestions when looking to their marks
- Evaluating : testing students writing and indicate when they wrote well and when they make mistakes (2004)

As an extra factor, cognitive and metacognitive strategies are important in learning writing skill, metacognitive one in one hand which refer t students global kills and knowledge about cognition for helping them raise their self-awareness, direct their learning, and monitor their progress; that is to say thinking how to think. In the other hand; cognitive strategies which enable students to progress, transform, and create information to assist them in performing complex tasks using the language effectively and engaging actively, this strategy include repetition, organizing language, summarizing meaning, and using images for memorizing, and the most common activities used in this strategy are mind mapping, and visualization ( Claudio et al, 2017) .

khan(2016) conducted a study about the strategies used by language teachers for Urdu and English writing instruction, a survey used for teacher and semi-structured open-ended interviews for students to collect data, the data obtained include types of strategies teachers follow, common strategies and so on ; the results concluded in this study are; teachers of Urdu and English languages are not aware of effective and standard strategies for developing writing skills of their learners, the lack of conscious planning for different stages of the writing instruction , the absence of authentic writing tasks , and the insufficient practice of the students, all in all students and also teachers both are responsible for using several strategies and practice different activities to achieve success in writing skills.

### **1.8EFL learners writing difficulties**

EFL learning difficulties in writing can be a necessary step in learning the language of education since writing is considered as one of the most difficult skills to master by EFL learners; Fhonna(2014) conducted a study about the difficulties faced by students in producing free writing, 18 free writing assignments were collected from 18 students as a sample in addition to the distributed questionnaire, and the results showed that 6 categories of grammar which were often misused in the students' writings and the main obstacles faced by students is the lack of ideas and organizing them . However, the study conducted by Farooq et

al (2012) about opinion of second language learners about writing difficulties in the English language, a survey was conducted to explore writing difficulties for second language learners, results indicated that students were facing a lot of difficulties in writing the English due to the lack of vocabulary, poor spelling, L1 interference, and poor understanding of grammatical language. Henceforth, the results concluded by Solagha (2013) in the study of how teachers of English deal with writing difficulties issue in the classroom, showed that teachers feel that it is challenging to work with students who have difficulties since those students might be unmotivated. Furthermore, teachers should motivate their students to write more to achieve development. So, the problem is on teachers' motivation, in any event, difficulties differ from one study to another where some said that the problem is on teachers and other said that it is on students, but both students and teachers cause those difficulties among students, and the good solution is the practice, because practice makes perfect.

## **2. An Overview on Creative Writing**

### **2.1 Definition of creativity**

Several scholars define creativity as production, originality and appropriateness /value (Amabile, 2001; Newton & Newton, 2010; Groenendijk et al., 2013; Mumford et al., 2010; NACCCE, 1999; Robinson, 2011, 2009; Amabile & Fisher, 2009). First, creativity means producing an original work. According to Wenier (2000, P. 20) stated that the word of creativity has the meaning of “bringing something new into being”.

Second, creativity means originality. What produced must be fresh. Lubart (1994) defined creativity as follows : “creativity is generally characterized as the ability to create new and original products which are considered appropriate for the features and limitations of a given task, where products can refer to a variety of ideas ,viewpoints ,and innovation”(p.15). According to him, creativity is concerned with freshness and originality, which means producing and generating new ideas.

Third, creativity means appropriateness. It means that bringing the originality of productions is not sufficient, because those productions need also appropriateness. According to Amabile and Fisher (2012) asserted that “ideas cannot be merely new to be considered creative, they must be somehow appropriate to the problem or task at hand” (pp. 4). Likewise, study by Taylor (2012) suggested the existence of five creative typologies. They were expressive, productive, inventive, innovative, and imaginative.

## **2.2 Definition of creative writing**

Creative writing is an essential approach to language instruction, which helps to develop writing skills in the teaching of foreign languages. Many researchers offer definitions from various perspectives. Hyland (2002) defines “creative writing as to any writing, fiction or non-fiction, journalistic, academic and technical forms of writing. Most typically we think of novels, short stories and poems in this category, but it can also include creative writing and playwriting, which are texts to be performed, and creative non-fiction such as personal and journalistic essays” (P.229). Depending on this, the creative writing serves many goals.

Furthermore, according to Harmer (2008), “the term creative writing suggests imaginative tasks, such as writing poetry, stories and plays”. It noticed that creative writing aims to teach various literature genres. There are other definitions of creative writing. Harmer (2001) asserted that: “creative writing is a journey of self-discovery, and self-discovery prompts effective learning” (P.259). In an interview, Vishnu S. Rai (2012) claims that “creative writing is an art that can be taught or more suitably people can be helped to learn the creative writing art in the same way as they are helped to learn other arts and crafts such as painting, drawing or music”.

From all these definitions, creative writing is a type of writing that presents an imaginative expression of ideas, thoughts and feelings. It offers students the ability to communicate with words. Creative writing boosts students writing skills and strengthens students' capabilities. Moreover, creative writing is essential in acquiring the language, which can give students the chance to write using their imagination. Also, it seeks to encourage self-expression, self-discovery and self-confidence.

## **2.3 The importance of creative writing in EFL classes**

In foreign classes, creative writing is an essential way to teach languages. Harmer (2004) asserted that L1 and L2 are both motivated by creative writing tasks. Moreover, creative writing brings the advantage to students to use their creativity, to build self confidence and develop language skills. According to Joanna's survey (2009), it was noted that the area of positive impact in creative writing activities are: vocabulary, grammar, self esteem and creativity. That is, creative writing is effective way to develop students writing skills. Accordingly, creative writing promotes “playfulness” that means this kind of play enables

students to act with the language creatively and to do activities of creative writing (Cook .2012).

Researchers have shown an interest about the significance of creative writing in the development of languages. Maley (2012) looked at how creative writing can benefit teachers as well as learners. He indicates benefits of creative writing as the following:

- It aids language development at the level of grammar, vocabulary, and discourse.
- It requires language play to learner.
- It involves the right brain, responsible for feelings, intuition and musicality.
- It makes self confident and self-esteemed students.

Maley (2012) suggests that integrating creative writing in the curriculum can aid teachers as follow:

- It promotes professional development (by improving language skills for teacher, by making teacher saves as role model and by providing new insight in writing).
- It contributes to the self development
- It allows an efficient presentation of materials.
- It advertize the lesson by offering solutions in terms of their content to organize the lesson.

Briefly, teaching and learning creative writing is an easy task. If teachers and students can teach and learn writing, they can learn and teach creative writing. In fact, teaching creative writing strengthens student's communication skills, improve self-expression and practice their imagination.

## **2.4 Teaching creative writing using literary recourses**

Many researchers such (Lazar, 2010; Collie and Slatter, 2003; Sage, 1987; Carter and Long, 1996) emphasized the importance of using literary resources in EFL classes. Teaching creative writing can be effective through using: short stories, poetry, drama and novels, which develop student's creative writing performances.

### **2.4.1 Using short stories in language teaching**

In teaching the language, short stories are important genre. According to Sage (1978,p.42), “In short fiction, character act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives”. In fact, Sage (1987) states “The world of short fiction both mirrors and illuminates human lives”. By applying short stories, the student improves his language. The use of short stories in foreign language classes gives students many benefits (Arioğul 2001):

- Make reading tasks easier for students because they are simple and short compared to other literary genres.
- Promote the attitude and knowledge of students regarding different cultures.
- Give a world of mystery and wonders.
- Encourage the ability to think critically.
- Improve the sense of comfort and freedom.

Researchers have encouraged the use of short stories in EFL classes to improve student’s language, to increase motivation and to make writing enjoyable. According to Ellis and Brewster (1991: pp. 1-2), “stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences”. Likewise, short stories are an influential way to teach language skills. Accordingly, student's four skills, grammar and vocabulary can be developed by using short stories (Murdoch, 2002: p.9). In brief, short stories in EFL classes viewed as an important teaching tool, because it strengthens the student's language and develops language skills. Furthermore, Paraded (2012) employed short stories with students from Indonesia to support them in improving their language skills. He assumed that using short helps develop language skills.

### **2.4.2 Using poetry in language teaching**

Poetry writing plays an important role in teaching and learning the language. Saraç (2003, pp.17-20) posted many benefits of poetry:

- It provides students with various perspectives on language use.

- It is a motivation for personal understanding and interpretation of the learner.
- It evokes feelings and thoughts in mind and heart.
- It makes the learner familiar with speech figures (metaphor, irony ... etc).

Several studies have shown the importance of poetry writing in language learning (Lida, 2016; Widodo, 2016; Budi, 2016; Chamchstri, 2013; Lazar, 1996). Starz (1995) claim "Poetry is another way of communication" that paves the way for the four skills to be used. Likewise, Poems helps in improving student's vocabulary (Lazar. 1996). According to these scholars, poetry is a beneficial tool to practice the language effectively. In addition, among the various researchers, Yeh (2005) conducted how poetry could be seeing as a subject for discussion and the basis for task project. The results indicate that creative thought, logical reasoning and language skills of students strengthened by writing poetry. Furthermore, a recent study by Lida (2016) explored the ability of Japanese English university writers to convey traumatic experiences of life through poetry. A mixed-method used as a data collection method. The student may have direct answers and emotional questions about their earthquake experiences. The results of the study show that writing poetry in the L2 classroom is not just a method of literacy, but also a way of sharing personal life experiences.

In Sum, another benefits of using poetry in EFL classes. Poems allow students to improve cross-cultural awareness (Lazar.1996). Poems built a good atmosphere for students to improve their knowledge of English people cultural values, which is an advantage of getting second language fluency.

### **2.4.3 Using novels in language teaching**

Researchers have conducted several studies that investigate the use of novels in increasing the language proficiency for students (Alkir, 2010; Tsai, 2012; Ghiabi, 2014; Hişmanoğlu, 2005; Collie & Slater, 1988). Alkir (2010) researched teaching novels in EFL/ESL classes. He noticed that including novels in classroom enhance language learning. Furthermore, by reading, students express their feelings and thoughts and learn the language more effectively. Collie and Slater (1988) stated, "A literary text can serve as an excellent prompt for oral work" (p.7). Similarly, Tsai (2012) remarked that the four skills enhanced by reading novels. Using novels in the language classroom is a significant resource for teaching the language. Students get motivated to learn the language by using novels. The benefits of using novels are as follow:

- Develop the knowledge of the learner about different cultures, tradition, societies and people.
- Offer real-life environment.
- Give the learner with the chance to use their imagination.
- Improve the ability to think critically.
- Stimulate the imagination of the learner.
- Develop ability in oral and written language.

Helton, Yasmani and Thomas (1998, p.1-5) identified several benefits of novels:

- Stimulate the imagination of students.
- Help students to identify the character's feeling, so they can learn how others deal with similar situations and problems to their own experiences.
- Help students to master the abilities that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions.
- Develop abilities in oral and written language.
- Serve as springboard for multitude of holistic learning and critical thinking activities beginning with basic comprehension and writing.
- Present a unique way to teach Reading by engaging student and getting them excited about the process of reading.
- Motivate students to be a reader for life.

Briefly, using novels play an important role in foreign language classes. Since it is a teaching material, it makes the lecture more interesting and enjoyable. Despite the fact students face novels reading difficulties, it can be regarded as a beneficial tool improving vocabulary and develop comprehension of reading abilities. Indeed, reading novels broadens the horizons of the learner, Give them an understanding of other cultures and develops their skills in intercultural communication.

#### **2.4.4 Using drama in language teaching**

In language classes, the use of drama viewed as a very effective technique. It makes students learn more about the language and grammar. Using drama in foreign languages offers the following benefits (Lenore. 1993);

- It encourages both imagination and creative thinking.
- It develops critical thinking abilities.
- It promotes the development of languages.
- It heightens strong listening abilities.
- It Increases the empathy and awareness of the learner.
- It reinforces a positive concept of self.
- It provides new teaching perspectives for teachers.
- It fosters respect for peers and cooperation among group.
- It strengthens comprehension and learning retention by the involvement of senses as an important part in process of learning.

Another scholar identifies benefits of using drama. Mangü (2002, p. 1-4):

- Bringing authenticity into the classroom.
- Exposing the learners to the target culture as well as the social problems a society may be undergoing.
- Increasing creativity, originality, sensitivity, fluency, flexibility, emotional ability, cooperation, and examination of moral attitudes, while developing communication skills and appreciation of literature.
- Helping learners improve their level of competence with respect to their receptive and productive skills,
- Providing a solid basis for the learners to bridge the gap between their receptive and productive skills,

- Offering students the space and time to develop new ideas and insights in a range of contexts, and enabling students to develop new understandings and forms of knowing not accessible in other more traditional ways of learning.

In short, the use of drama plays a key role in the communicative language. It makes student develop their understanding of the target language's verbal and nonverbal features. Since teachers use drama in foreign language classes, students can achieve better learning outcomes and this could build a successful atmosphere.

## **2.5 Creative writing teaching strategies**

To develop the creative writing of students and become skilled users of languages, language teachers rely on effective strategies. Many researchers (Mayers, 1995; Stayed, 2009; Shofaat, 2007; Spavanta, 2005) have identified several strategies: graphic organizers mind mapping, synectics, and journal writing.

### **2.5.1 Graphic organizers**

One of the most important activities that L2 learners need to develop in their learning is to enhance creative writing skills of students. Many researchers have viewed importance on the significant role of graphic organizers in the development of creative writing. Cassidy and Hossier (1992) asserted that graphic organizers guide in internalizing student's thinking abilities. Baum and Baum (1993) states that “graphic organizers can be used to develop critical and creative thinking skills so that they will address problems in the family, community and work environment in a way which improves life and strength in families. Besides, the key objectives of teaching foreign languages are to help students mastering creative writing skill and boosting their imagination. Mayers (1995) conducted a study to investigate if there have been any significant difference in test scores between students instructed in the use of graphic organizers during their creative writings and those students not instructed in their use. Creative writing assignments provided to two third grade classes from different schools in New Jersey was involved in the 13-week study. Pretest and posttest are included to gather the data. The study findings identified that the use of graphic organizers improves student's creative writing. The researcher believes that “graphic organizers helped writers keep to the topic by having their ideas in front of them as they are writing. They also helped the writers to keep things in the correct sequential order”.

Consequently, integrating graphic organizers in classes is the most important activity since it could be used to improve student's creative writing abilities.

### **2.5.2 Mind mapping and synectic strategies**

Mind mapping strategy is one of the most important strategies in provoking creativity and solving problems in the educational, commercial, industrial and political fields. Almaghrawy (2012) defines mind mapping as “a group creativity forum for general ideas”. In other hand, brainstorming, as a teaching strategy, used to develop communication skills and promote creative thinking. Stayed (2009) noted that brainstorming is very significant in the process of teaching. A researcher recognizes the importance of using mind mapping and synectics as most effective strategies that develop creative writing skills. Schofaat (2007) discussed the effect of utilizing mind mapping and synectics in the development of female ninth graders' creative writing skills and their attitudes towards writing. The sample consists of 132 students, grouped into two experimental groups; the first used mind mapping and the second used synectics. He applies pre-test and posts for five weeks to examine the effectiveness of the strategies. He revealed that mind mapping and synectics were beneficial in prompting students creative writing skills regarding content, style organization and writing mechanics. In other words, mind mapping and synectics viewed as an effective strategy to be more creative.

Iranian carried out a study on the effect of using the mind mapping technique on essay writing in EFL class .The sample of the study was about Eighty-four first secondary grade students from Amman public education schools. Pre and post essay writing and the checklists indicated as data collection methods. Results from this study revealed that the positive impact areas of mind mapping on EFL student' writing skills are, content and organization, mechanics of writing, language use and skills emerged from creative thinking abilities (fluency, flexibility, originality and elaboration). In addition, Manouchehry, Farhangi, Fatemi, and Qaviketf (2014) examined the effect of two brainstorming strategies on the improvement of Iranian intermediate EFL learners writing skill. They found that mind mapping affects EFL writing development positively and makes active learning.

Based on the above arguments, mind mapping viewed as an effective strategy because could not be used to make better learning but also develop their creative writing skills.

### **2.5.3 Journal writing**

Several researchers investigate the great importance of journal writing in developing student's creativity. Hamidreza and Masoumeh (2014) investigated the effects of synthetic utilizing synectics and journal creative writing techniques on the creativity of the students who study English as a foreign language. A quasi-experimental design used as an instrument to collect the data. The finding of the study emphasized that synectic and journal have a significant effect on the development of the creativity of students. Journal writing is one of the several strategies used to enhance student's creativity. Researchers noted several benefits of journals writing.

Another researcher Spaventa (2000, p.168) assisted that the journal helps writing in improving their creativity. In other words, through writing journals, creativity can be reinforced. Besides, journals require students to guide their writing. According to Hamp and Heasley (2006) says that the journal helps "learners write better and better day by day since it provides learners with more opportunities to freely write about what they wish to whenever they feel like writing" (p. 5). In brief, journals are good strategy to enhance student's creativity.

### **Conclusion**

Writing in foreign language considered as an important skill for foreigners as well as natives, and it is a complex process and challenging job for teachers. Therefore, learners should know to acquire this skill and using several strategies as well as other skills to enhance and improve their writing ability, this part is divided into 2 sections. In one hand, the first section devoted to discuss the writing skill and its importance in addition to strategies used while teaching writing. In the other hand, the second section introduces creativity, creative writing and the most successful creative writing strategies. Next to that, this section involves the process of creative writing and its major stages. In addition to the most important techniques that boost students to develop their creative writing.

**Part two :**  
**investigation field**

## **Introduction**

The current research focuses on the practical part, which investigates student and teacher's perspectives about teaching creative writing in written expression module at university level. This chapter includes research design and methodology, as well as explains the sampling size and techniques for participants in this study. In addition, this study provides two data collection instruments: the questionnaire provided to students and interviews provided to teachers. Then, the study dedicated to analyzing data and interpreting results.

### **1. Research methodology**

This part describes the methodology and the procedures for the research. It covers the research design, sampling size, sampling techniques and tools for data collection.

#### **1.1. Research design**

Descriptive quantitative and qualitative designs are adopted for carrying this research. Burns and Grove (2001, p.248) “descriptive design helps to identify problems in current practice with a view to improve outcomes “. It aims to describe data about phenomenon and develop theories.” To analyze the data, the quantitative approach was used to show mathematical depiction through percentages. He states, “The quantitative research involves data collection procedures that results primarily in numerical data which is analyzed by statistical method in percentage, in the forms of graphs. He indicates, on the other hand, “The qualitative research involves data collection procedures that results primarily in open ended, non numerical data which is analyzed primarily by non statistical data”. It is analyzed by presenting summarized form. Both approaches serve each other. Zoltan (2007) states that, “Quantitative and qualitative inquiry can support and inform each other”. (P.42)

#### **1.2. Sampling size and sampling techniques**

The study was conducted in M’sila University’s department of English Language during 2019/2020. This was done from the first semester until the final of August. The participants in this study are Third Year English LMD student’s .We took Third year English students as a sample. The random sample is about (25%) 60 students, 35 girls and 15 boys, from the total member of (240). We have asked students with simple questions and explained all what was unclear to them. Five (5) third year English teachers at Mohammed Boudiaf M’sila University were interviewed. They were picked up because of their experience in teaching written expression module.

### **1.3. Data collection tools**

The study provided two data collection instruments: a questionnaire and interview. Questionnaire addressed quantitative data and the interview addressed qualitative data. The first data gathering tool contains a series of questions which aims to collect information from respondents. The second data gathering tool is the interview, it is a discussion between the interviewer and the interviewee in which the interviewer poses a series of questions to the interviewee.

#### **1.3.1. Questionnaire**

A questionnaire was used as a research tool to gather a complete and accurate data from respondents. Before conducting the questionnaire with the overall participants, it was piloted with 20 EFL students. The main aim behind the use of questionnaire is to investigate the students' perspectives towards learning creative writing. It also aims to determine the difficulties faced by them in writing creatively as well as writing in general. Several steps were taken to achieve the objectives of this study. a pilot study of the questionnaire is used to analyze validity, reliability, and usability among the population of study. Then, the questionnaire consists of (28) questions, it has three (3) sections. The first one is about bio data and the personal information of students and their attitudes in writing. The second one deals with the point of view of students in writing creatively. The last section is about difficulties faced by students in writing creatively. Thus, last sections are ending with an open question where the students can express freely his/her point of view. The students' sample consists of 60 participants from three different groups and all are third year EFL learners from M'sila University, we have given clear information about the questionnaire and for what reason is designed. Finally, we asked them to answer all questions and answers will be used for research purposes only.

#### **1.3.2. Interview**

The second data-gathering tool is the interview. It aims at gathering information about teachers' perspective in teaching creative writing. It was given to 5 English Language teachers at M'sila University. we use semi structured interview that it contains 13 open-ended questions addressing various areas. We take a careful account of and analyze responses from (5) teachers. We give time for each teacher to express his or her opinions freely.

#### 1.4. Data Analysis for Piloting study

To test the reliability of the questionnaire with the population of the present study about 3rd year EFL students at M'sila University ; a pilot study was undertaken with twenty (20) students , Cronbach's Alpha reliability coefficient was measured for the whole scale and for each section , the following table represents the values of Cronbach's Alpha

	Number	%	Cronbach's alpha	Number of items
Valid	20	100	0, 79	27
Excluded	00	00		
Total	20	100		

**Table 1: cronbach's alpha**

Since the value of Chronbach's Alpha (0.79) from table is more than the value of (0.70) it indicates a good reliability. This means that the test is reliable and can be used with the study sample.

## 2.Data Analysis for Student's Questionnaire

### 2.1.Questionnaire Analysis

#### Section one: bio data

This section aims to gathering data about students' personal information and age and gender.

#### Item1: Gender

As the table shows, the percentage of female students is 75 % however the percentage of male is 25 %; so the number of female at M'sila University is more than male students. It can be found that females are more interested in studying foreign languages while males are interested in scientific studies.

Options	Number of students	Percentage %
Male	15	25 %
Female	45	75%
Total	60	100 %

**Table 2: students' gender**

#### Item2: Age

The majority of the participants are from the same age group, that is between twenty (20) and twenty four (24) years old. However, ten (10) students are old aged may be they have repeated years or they did not started their primary education early.

**Item3:** I enjoy myself as a writer.

Options	Frequency	Percentage %
Stronglyagree	15	25,0
Agree	24	40,0
Neutral	9	15,0
Disagree	7	12
Stronglydisagree	5	8
Total	60	100,0

**Table 3: students' enjoyment of being writers**

According to the table above, twenty four (24) student's names (40%) agree with this statement, fifteen (15) students representing the rate of 25% strongly agree with the statement. However, nine (9) students 15% were neutral. While, seven (7) students with the rate of 12% were disagree with the statement and five( 5 )students with the rate of 8 % were strongly disagree with this statement.

As the results point out, the majority of the students maintained that they enjoy themselves as writers because they feel comfortable toward writing, whileothers of the students cannot put themselves in the position of writers because they like to express their thoughts speaking or other tools or they believe that writing is not a necessary activity for their learning.

**Item 4:** I like writing in English.

<i>Options</i>	<i>Frequency</i>	<i>Percentage %</i>
Stronglyagree	25	41,7
Agree	18	30,0
Neutral	10	16,7
Disagree	4	6,7
Stronglydisagree	3	5,0
Total	60	100,0

**Table 4: students' opinion towards writing in English**

Responses of the second item show that twenty five (25) student, that is the rate of 41.7 % strongly agree with the statement and eighteen (18) students with the rate of 30 % agree with the statement. While, ten (10) students with the rate of 16.7% were neutral. However, four (4) students with the rate of 6.7% disagree with the statement and three (3) students with the rate of 5% strongly disagree with the statement. Results of this item reveal that the majority of students like writing in Englishbecause they think that writing in a foreign language are very enjoyable.

**Item5:** I often read by myself.

Options	Frequency	Percentage %
Stronglyagree	25	41,7
Agree	22	36,7
Neutral	6	10,0
Disagree	5	8,3
Stronglydisagree	2	3,3
Total	60	100,0

**Table 5: students' reading attitudes**

Results in the table above indicate that is twenty five (25) students with the rate of 41.7% answered with strongly agree with the statement and twenty tow (22) students with the rate of 36.7% answered with agree. While, ate six (6) students with the rate of 10 % were neutral. However, 5 students with the rate of 8.3 % answered with disagree and tow (2) students with the rate of 3.3% answered with strongly disagree. According to those results there is no refusing of reading by students in which the majority of them read by themselves out of classroom and university because they feel free or enjoy reading or transferring their loving reading in L1 to the L2, and the minority does not have the desire to read.

**Item 6:** I prefer to read about fiction.

Options	Frequency	Percentage %
Stronglyagree	16	26,7
Agree	20	33,3
Neutral	16	26,7
Disagree	5	8,3
Stronglydisagree	3	5,0
Total	60	100,0

**Table 6: students' preference of reading in fiction topics**

Results indicate that twenty (20) students with the rate of 33.3% answered with agree for this statement and sixteen (16) students with the rate of 26.7% answered with strongly agree. Thus, five (5) students with the rate of 8.3% answered with disagree and three (3) students with the rate of 5% answered with strongly disagree while, sixteen (16) students with the rate of 26.7% answered with neutral, Which mean that the majority of students prefer to read about fiction because it is highly appreciated.

**Item7:** I often write at classroom.

Options	Frequency	Percentage %
Stronglyagree	10	16,7
Agree	19	31,7
Neutral	11	18,3
Disagree	17	28,3
Stronglydisagree	3	5,0
Total	60	100,0

**Table 7: students' writing attitudes about writing at classroom**

Results obtained from this statement demonstrate that nineteen (19) students who represent 31.7 %agreed with the statement and ten (10) students who represent 16.7% strongly agreed with the statement. While, seventeen (17) students who represent 28.3% disagree with the statement and three (3) students who represent 5 %strongly disagree with the statement. However, eleven (11) students who represent 18.3% answered with neutral.So, the majority of students write at classroom because may be they considered that classroom environment is the best place where students can write, and others do not write at classroom because they do not like to write and prefer otherskills or feel stressed in classroom.

**Item8:** I practice academic writing at classroom.

Options	Frequency	Percentage %
Stronglyagree	16	26,7
Agree	16	26,7
Neutral	13	21,7
Disagree	9	15,0
Stronglydisagree	6	10,0
Total	60	100,0

**Table 8: students' practicing of academic writing at classroom**

According to the findings of the table above, sixteen (16) students who represent 26.7 % answered with strongly agree and sixteen (16) other students who represent 26.7% answered with agree. However nine (9) students who represent 15% answered with disagree and six (6) students who represent 10% answered with strongly disagree. While 13 students who represent 21.7% answered with neutral. So,more than the half of the participants asserted that they practice academic writing at classroom and this is clear evidence that academic writing is considered as an essential task in language learning.

**Item9:** I practice creative writing at classroom.

Options	Frequency	Percentage %
Stronglyagree	8	13,3
Agree	10	16,7
Neutral	15	25
Disagree	19	31,7
Stronglydisagree	8	13,3
Total	60	100,0

**Table 9: students' practicing of creative writing at classroom**

The table above show that the rate of 13.3% answered with strongly agrees and 16.7% of students answered with agree o this statement. However, 31.7% of students answered with disagree, and 13.3% of them answered with strongly disagree. While there is 25 % of them answered with neutral to the statement. The indicated results imply that the majority of students with that rate of disagree about the statement and that is clear evidence that may be they are not aware of this activity.

**Item10:** Does reading helps you in improving your writing skills?

Learners are asked if reading helps in enhancing their writing capacities .The table shows the results of each answer and it implies that the majority of students answered with " yes" which mean that they are really aware of the advantages that reading enhanced writing skills; by giving some reasons why reading is important in enhancing writing skill.

Options	Frequency	Percentage %
Yes	55	92 %
No	5	8 %
Total	60	100%

**Table 10: students' responses on the importance of reading in improving writing skill**

These are some selected answers about showing how reading is so important in improving writing skills:

- Adding new vocabularies , words , expressions , knowledge , and styles to the background
- Learn how to write coherently without mistakes
- The more you read , the more your brain have a large range of vocabulary , and this help to better describe your thoughts
- Reading is breathing in and writing is breathing out
- Reading is like input mode, with it you added new words to your dictionary, and when you read a new word you go to look for it and try to memorize it. In writing (output mode) you try to express your feelings and thoughts with those new words.

**SectionTwo** : students' perspectives towards learning creative writing

**Item11:** I prefer to write creatively.

Options	Frequency	Percentage %
Stronglyagree	21	33,9
Agree	18	30,5
Neutral	16	27,1
Disagree	3	5,1
Stronglydisagree	2	3,4
Total	60	100,0

**Table 11: students' preference to write creatively.**

The obtained data show that 21 students with the rate of 33.9 % answered with strongly agree and 18 students with the rate of 30.5 % answered with agree to the statement. However, 5 students with the rate of 8.5% answered with disagree to the statement, and 2 students with the rate of 3.4% answered with strongly disagree, while 16 students with the rate of 27.1% answered with neutral to the statement. This indicates that the majority of students prefer to write creatively because they like to use their imagination to express their thoughts and feelings.

**Item12:** I enjoy writing using my imagination.

Options	Frequency	Percentage
Stronglyagree	24	39,0
Agree	19	32,2
Neutral	9	15,3
Disagree	6	10,2
Stronglydisagree	2	3,4
Total	60	100,0

**Table 12: students' opinions toward writing with imagination**

As the above table show that 24 students with the rate of thirty nine (39) answered with strongly agree and nineteen (19) students with the rate of 32.2 answered with agree. However, six (6) students with the rate of 10.2 answered with disagree and tow (2) students with the rate of 3.4 answered with strongly disagree. While, nine (9) students with the rate of 15.3% answered with neutral. So, the majority of students enjoys writing with their imagination, that is to say; writing using imagination and creatively is accepted from students.

**Item13:** Creative writing can enhance my creative thinking.

Options	Frequency	Percentage %
Stronglyagree	32	52,5
Agree	20	33,9
Neutral	4	6,8
Disagree	2	3,4
Strongly disagree	2	3,4
Total	60	100

**Table 13: students' views about enhancing creative thinking**

Results' interpretations of this item reveal that the rate of 52, 5%are strongly agreed with the statement and 33, 9% of students answered with agree to the statement. However, tow (2) students with the rate of 3, 4% answered with disagree to the statement, and tow (2) students with the rate of 3,4% answered with strongly disagree. While, four(4) other students with the rate of 6,8 answered with neutral and do not know whether creative writing enhance creative thinking or not, thus the majority of students found that creative writing can develop their creative thinking may be because they think that creative writing used as a helpful tool to clarify their thinking.

**Item14:** I can write confidently concerning fiction topics.

Options	Frequency	Percentage %
Stronglyagree	7	11,9
Agree	18	30,5
Neutral	24	39,0
Disagree	9	15,3
Stronglydisagree	2	3,4
Total	60	100,0

**Table 14: students' competences of writing about fiction topics**

Responses of this item show that seven (7) students with the rate of 11, 9% answered with strongly agree and eighteen (18) students with the rate 30, 5% answered with agree to the statement. While, nine (9) students with the rate of 15, 3% answered with disagree and (2) students with the rate of 3, 4% answered with strongly disagree. However, twenty four (24) students with the rate of 39% answered with neutral. Results show that the majority of students can write about fiction because they feel confident to write concerning fictional

tasks. Whereas, the participants who answered with neutral they are not aware of the importance of fiction topics.

**Item15:** I plan composition before start writing.

Options	Frequency	Percentage %
Stronglyagree	13	22,0
Agree	21	35,6
Neutral	16	27,1
Disagree	5	7,6
Strongly disagree	5	7,6
Total	60	100

**Table 15: students' attitudes about planning before start writing**

Results of this item show that thirteen (13) students with the rate of 22 % answered with strongly agree and (21) students with the rate 35, 6 % answered with agree to the statement. While (5) students with the rate of 7,6% answered with disagree and (5) students with the rate of 7,6% answered with strongly disagree. However, (16) students with the rate of 27, 1 % answered with neutral. According to those results the majority of students do plans for their writing, that is to say which may be their teachers teach them how to plan and make them aware of the importance of planning in language learning. Furthermore, there is a large percentage of the sample answered with neutral who do not know how to plan.

**Item16:** After writing I read and analyze my work objectively.

Options	Frequency	Percentage %
Stronglyagree	22	37,3
Agree	25	40,7
Neutral	6	10,2
Disagree	6	10,2
Stronglydisagree	1	1,7
Total	60	100,0

**Table 16: students' attitudes after writing**

Results of this item show that twenty two (22) students with the rate of 37,3 % answered with strongly agree and twenty five(25) students with the rate 40,7 % answered with agree to the statement. While, six (6) students with the rate of 10, 2 % answered with disagree and 1 student with the rate of 1, 7 % answered with strongly disagree. However, six (6) students with the rate of 10, 2 % answered with neutral. The majority of participants agreed with this statement because they considered reading as a final step before submitting their works.

**Item17:** I start writing and let the composition shapes itself.

Options	Frequency	Percentage %
Stronglyagree	12	20,3
Agree	25	40,7
Neutral	6	10,2
Disagree	14	23,7
Stronglydisagree	3	5,1
Total	60	100,0

**Table 17: students' opinions about start writing**

Results of this item show that twelve (12) students with the rate of 20, 3 % answered with strongly agree and twenty five (25) students with the rate 40, 7 % answered with agree to the statement. While, fourteen (14) students with the rate of 23, 7 % answered with disagree and three (3) students with the rate of 5, 1 % answered with strongly disagree. However, six (6) students with the rate of 10, 2 % answered with neutral. The majority of students agreed with the statement because may be they believe in the idea that when start writing ideas come to your mind and without planning. However, results of item 15 does not correlate with these findings may be because students does not well understand the statement or they have misunderstand the meaning of planning if it is on mind or well organized plan.

**Item18:** I think that creative writing can be a beneficial tool in learning English language.

Options	Frequency	Percentage %
Stronglyagree	30	50,8
Agree	21	33,9
Neutral	5	8,5
Disagree	2	3,4
Stronglydisagree	2	3,4
Total	60	100

**Table 18: students' view about creative writing as beneficial tool**

Results of this item show that thirty (30) students with the rate of 50, 8 % answered with strongly agree and twenty one (21) students with the rate 33, 9 % answered with agree to the statement. While,two (2) students with the rate of 3,4 % answered with disagree and two (2) students with the rate of 3,4 % answered with strongly disagree. However, five (5) students with the rate of 8, 5 % answered with neutral. Results indicate that the majority of participants considered creative writing asa helping tool in learning English language that is to say they are aware of its effectiveness in classroom.

**Item19:** I think that including creative writing in written expression course help me in improving my language skills.

Options	Frequency	Percentage %
Stronglyagree	24	39,0
Agree	26	44,1
Neutral	5	8,5
Disagree	5	8,5
Stronglydisagree	0	0
Total	60	100

**Table 19: students' point of view about including creative writing in written expression course**

The obtained data show that twenty four (24) students with the rate of 39 % answered with strongly agree and twenty six (26) students with the rate of 44.1 % answered with agree to the statement. However, five (5) students with the rate of 8.5% answered with disagree to the statement, and (5) students with the rate of 8.5% answered with neutral. So, the majority of students accept the idea of integrating creative writing in written expression courses, this mean that creative writing is an essential skill that has to be given a great consideration by students in order to help them improving their language skills.

**Item20:** Learners are asked to choose which one can creative writing improve; vocabulary, grammar, self discovery, understanding, self esteem.

The graph and the table above show that the majority of students assert that vocabulary and self discovery are the most significant things, which creative writing can improve during learning English language, because may be the more you read and write creatively you will be acknowledged and eager to acquire new words, and it make learners express their thoughts and feelings. However, the minority of students who assert that creative writing can improve their grammar, self esteem, and understanding. Thus it proves that EFL learners view that creative writing can help them in improving more vocabulary and helps in the self discovery.

Options	Strongly agree	agree	neutral	disagree	Strongly disagree
Vocabulary	37.3	40.7	10.2	10.2	1.6
Self esteem	10.5	15.7	11.3	39	23.5
Self discovery	40.7	20.3	10.2	23.7	5.1
Grammar	13.3	16.7	25	31.7	13.3
Understanding	26.7	10	21.7	26.6	15

**Table 20: students' responses on what creative writing can prove**

**Item21:** I think that one year will be sufficient to improve my creative writing.

Options	Frequency	Percentage %
Stronglyagree	2	3,4
Agree	13	20,3
Neutral	15	25,4
Disagree	15	25,4
Strongly disagree	15	25,4
Total	60	100,0

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Results obtained from this statement demonstrate that two (2) students who represents 3, 4 % answered with strongly agreed and thirteen (3) students who represent 20, 3% answered with agree. While, fifteen (15) students who represent 25, 4 % answered with disagree and fifteen (15) students who represent 25, 4 % answered with strongly disagree. However, fifteen (15) students who represent 25, 4% answered with neutral. So, half of the participants viewed that one year is not enough to improve creative writing skill. Because one year will be just devoted for the basic elements of creative writing and they believe that is better to extend it to the master degree.

**Item22:** I think that writing creatively will motivate me in language learning.

Options	Frequency	Percentage %
Stronglyagree	31	51,7
Agree	24	40,0
Neutral	0	0
Disagree	4	6,7
Stronglydisagree	1	1,7
Total	60	100

**Table 22: students' views towards creative writing as motivating tool.**

Results obtained from this statement demonstrate that thirty one (31) students who represents 51, 7% answered with strongly agreed and twenty four (24) students who represent 40% answered with agree. While, four(4) students who represent 6,7 % answered with disagree, and one (1) student who represent 1,7 % answered with strongly disagree. As the results point out, almost all students agreed with the idea that creative writing is a

motivational tool in language learning because they believe that through creative writing learning can be enjoyable and tasks will be attractive.

**Item23:** I think we should have creative writing as separated module.

Options	Frequency	Percentage %
Stronglyagree	30	50,8
Agree	14	22,0
Neutral	7	11,9
Disagree	8	13,6
Stronglydisagree	1	1,7
Total	60	100,0

**Table 23: students' perspectives in learning creative writing as separated module**

According to the table above, thirty students (30) names (50, 8%) agree with this statement, fourteen (14) students representing the rate of 22% strongly agree with the statement. However, seven (7) students' names 11, 9% were neutral. While eight (8) students with the rate of 13, 6 % were disagreeing with the statement and one (1) student with the rate of 1, 7% was strongly disagreeing with this statement. All in all, the majority of learners prefer creative writing to be as a separated module at university, because they think that there is insufficient time to integrate it in written expression module and they are aware of its effectiveness on their writing development.

**Item24:** Learners are asked if they like to integrate creative writing in the curriculum.

Options	Frequency	Percentage %
Yes	52	87 %
No	8	13 %
Total	60	100%

**Table 24: students' point of view in integrating creative writing in the curriculum**

The table shows the results of each answer and it implies that the majority of students answered with yes, which is to say that the idea of integrating creative writing in third year curriculum is accepted from students.

These are some examples of students' answers about justifying their responses;so integrating creative writing help students in:

- Knowing what to produce
- Improve writing skill , language , and English level
- The opportunity to write and publish
- Positive addition and motivation for EFL learners

For students who disagree about integrating creative writing in the curriculum they justify their answers by:

- Academic writing is much more interesting

- Creative writing is not good for students who do not like to write

**Section three:** difficulties faced by students in writing creatively

**Item 25:** I know what I have to write but I cannot organize ideas.

Options	Frequency	Percentage %
Strongly agree	17	28,3
Agree	21	35,0
Neutral	11	18,3
Disagree	6	10,0
Strongly disagree	5	8,3
Total	60	100,0

**Table 25: students' difficulty in organizing ideas**

Results obtained from this statement demonstrate that seven (7) students who represents 28, 3% answered with strongly agreed, and twenty one (21) students who represent 35% answered with agree. While six (6) students who represent 10 % answered with disagree and five (5) students who represent 8, 3 % answered with strongly disagree. However, eleven (11) students who represent 18, 3% answered with neutral. As results point out, the majority of students agree with this statement that is to say; most of learners had difficulty in organizing ideas even though they know what to write.

**Item 26:** I have problems in grammar and choosing vocabulary.

Options	Frequency	Percentage %
Strongly agree	10	16,7
Agree	27	45,0
Neutral	15	25,0
Disagree	6	10,0
Strongly disagree	2	3,3
Total	60	100,0

**Table 26: students' difficulty in grammar and choosing vocabulary**

Results obtained from this statement demonstrate that ten (10) students who represent 16, 7% answered with strongly agree and twenty seven (27) students who represent 45% answered with agree. While, (6) students who represent 10 % answered with disagree and tow (2) students who represent 3, 3 % answered with strongly disagree. However, fifteen (15) students who represent 25 % answered with neutral. All in all, the majority of students agrees with the statement, and stated that the big problem in writing is with grammar and choosing the right vocabularies.

**Item 27:** I have difficulty in producing correct and coherent sentences.

Options	Frequency	Percentage %
Stronglyagree	11	18,3
Agree	11	18,3
Neutral	15	25,0
Disagree	20	33,3
Stronglydisagree	3	5,0
Total	60	100,0

**Table 27: students' difficulty in producing coherent and correct sentences**

Results obtained from this statement demonstrate that eleven (11) students who represent 18, 3% answered with stronglyagree and eleven (11) students who represent 18, 3% answered with agree. While twenty (20) students who represent 33, 3 % answered with disagree and three (3) students who represent 5 % answered with strongly disagree. However, fifteen (15) students who represent 25 % answered with neutral. So, the majority of students claimed that they do not have any problem in writing coherently and correctly.

**Item28:** I understand topics but i cannot transfer ideas into English.

Options	Frequency	Percentage %
Stronglyagree	3	5,0
Agree	15	25,0
Neutral	24	40,0
Disagree	13	21,7
Stronglydisagree	5	8,3
Total	60	100,0

**Table 28: students' difficulty in transferring ideas into English.**

Results obtained from this statement demonstrate that three (3) students who represents 5 % answered with stronglyagree and fifteen (15) students who represent 25% answered with agree. While, thirteen(13) students who represent 21, 7 % answered with disagree andfive (5) students who represent 8, 3 % answered with strongly disagree. However, twenty four (24) students who represent 40 % answered with neutral. Points of view differ from one student to another where there are some who agree and others not, but the majority were neutral and do not know what the real problem in writing in English may be because they translate their ideas from Arabic to English, they do not need to transfer ideas

**Item29:** I have internal fears when I start to write new tasks.

Options	Frequency	Percentage %
Strongly agree	10	16,7
Agree	25	41,7
Neutral	6	10,0
Disagree	14	23,3
Strongly disagree	5	8,3
Total	60	100,0

**Table 29: students' difficulty in starting new tasks**

Results obtained from this statement demonstrate that ten (10) students who represent 16,7% answered with strongly agree and twenty five (25) students who represent 41,7% answered with agree. While, fourteen (14) students who represent 23,3% answered with disagree and five (5) students who represent 8,3% answered with strongly disagree. However, six (6) students who represent 10% answered with neutral. The majority of students agree with the statement, so the problem of internal fears is existed within students

**Item30:** Students were asked if they face other difficulties in writing creatively, answers differ from one student to another and results are concluded in:

- Difficulty in using new vocabularies.
- The influence of mother tongue.
- Afraid from receiving negative critiques.
- Lack of confidence, practice, fluency, motivation, and productivity.
- Failing in constructing full sentences

As a conclusion, all those difficulties are due to the lack of writing and reading in English.

## **2.2 Data Analysis for teacher's interview**

**Question 1:** How many years have you been teaching English?

All teachers claimed that they teach English language. Their responses show that teacher's experiences of teaching English vary from one to another. Only two teachers claimed that they have an experience of more than ten years. In addition, the other teachers claimed that they have experience of less than 6 years. The period of less than 6 years is not enough to have effective teaching.

**Question2:** How many years have you been teaching writing?

All teachers reported that they teach writing. Only one teacher said that he has an experience of more than ten years. The findings indicate that teachers are not specialized in teaching one module. Therefore, the written expression module needs skilled teachers in writing.

**Question3:** what are the sources you use when designing your writing course?

The responses show that one teacher depends on the textbook, which is given by the department to prepare lessons because maybe he believes that the textbook is a guide to help them organize their lessons and meet the learner's needs. In addition, four teachers reported that they rely on common primary books, internet, articles internet resources (PDF), because maybe they believe that those sources are basic sources on which they rely when designing their writing course.

**Question 4:** what are the aspects you focus on during the writing course?

The answers given by teachers helped to provide different aspects that teachers focus on during the writing course. According to teachers' responses, most teachers declared that they focus on grammar, vocabulary, writing process, language. Other teachers said that they rely on spelling, punctuation, syntax. Few of them focus on the use of correct language, coherence and cohesion. Therefore, the majority of teachers focus on all aspects of language because they believe that they allow students to develop their skills and make them easier to perform.

**Question 5:** what materials do you use in teaching writing?

When asked about materials that teachers use while teaching writing, some teachers use written materials (textbook, handouts, texts, and articles). Some respondents point out that they use audiovisual materials (PowerPoint, videos). This means that they believe that those materials not only control and support the learning and teaching but also fulfill the needs of students.

**Question 6:** Do you think that teaching writing in your classroom is more lectures oriented or practice-oriented?

Teachers in question six are asked about if teaching writing is much reliant on practice or lecture oriented. Three of the teachers rely on practice. One of them says, "*Written expression is much more dependent on practice, is about 60%*". Moreover, the two other teachers agree on using both. As one of them says, "*Additionally, my approach is more communicative, interactive and strategic*". The majority of teachers rely on practices because they believe that doing practices in classroom empower students to practice all skills.

**Question 7:** which one do you think is crucial for student's writing development?

According to teachers' responses, four teachers reported that academic writing is very crucial for student's writing development and is very important for student's writing development because that believes that academic writing is a key step that helps students to know how best to write. One teacher says, "*It all depends on their aim, so they are all important. But academic writing followed by creative writing is more crucial since they are learners of language*".

Only one teacher claim that both academic and research writing is important, he claims, "*I think mastering academic writing is a basic step that will help students to improve other sorts of writing, especially research writing*".

**Question 8:** what types of writing do you find students more motivated to undertake?

Regarding teachers' interview, two teachers reported that they found their students are more motivated to write about topics related to descriptive and narrative topics (short stories narrative essays, short dialogues) because they believe that this kind of writing makes them enjoy their writing and makes them feel free in expressing their ideas. To prove that, the claims that "*students are not that good to write perfectly, they like writing descriptive paragraphs because they are easier*". Two teachers found that their students are interested

in academic writing and research writing because they considered them as basic activities that control language teaching. One of them claims that *“I found them interested in academic and research writing. This motivated them to ask questions about paragraphs and essay writing”*. While one teacher says that, his students are interested in creative writing because maybe he thinks that, it is a way for students to practice freely their writing using their imagination.

**Question 9:** what topics your students like to write about?

All teachers agreed that their students like to write about different topics as social life (daily problems, traveling hobbies), educational, sport, technologies, youth dreams, novels and stories. This means that they believe that giving such topic help students activate their imagination and extend their knowledge.

**Question 10:** do you include any type of creative writing in writing tasks?

According to results, it is clear that four teachers did not include creative writing in their writing tasks because maybe they considered it a waste of time. One of them says, *“I did not include any type of creative writing I taught second-year students. Therefore, I focused on basic elements of writing, from types of words, sentence structure and types, paragraph structure, and essay writing. Only One teacher said that he includes it rarely.*

**Question 11:** what do you think about teaching creative writing at the university level?

The responses to these questions reveal that the majority of teachers believed that teaching creative writing is good and supportive .In this case, one of the teachers says, *“In my opinion, creative writing is good because not all students are interested in academic writing. Besides, some students are talented in creative writing”*. Another teacher says, *“Creative writing is good especially for University students because they know some grammar rules and possess a stock of vocabulary. They can write something especially if they have fresh minds, curiosity and imagination “*. The last teacher claims, *“It is important but not all students have the capacity to engage I such sort of writing”*.

Besides, only one teacher said, *“I think it will be very challenging as most of the students focus more on academic writing. It also requires competent teachers in the field in addition to special equipment in teaching materials and lesson designing. I would suggest teaching it in*

*institutions rather than at universities so that it could be an independent field chosen to be studied by only those who find interest in it”.*

**Question 12:** is creative writing important for EFL learners? How? And In what sense?

Teachers are asked if creative writing is very important for EFL classes. All of them respond by saying “yes, is very important”. Then they are asked to justify “how”. We found that each teacher has his point of view about creative writing. One teacher says, “*Yes, it is very important. Students start writing as creative writers and bit by bit they focus on academic writing. Students like freedom of writing and dislike forced writing, under teachers’ guidance .They like writing about their choices and not obliged to write about something specific as in the classroom. Students feel at ease when they write about their matters. Hence, they take their experience from the things they are writing about leisure time”.* One other teacher claims “*Creative writing is important for EFL learners. Its effectiveness can be summarized in the following points: freedom of expression, use of the imagination and motivation”.*

The last teacher declares ‘Yes’. *.It helps to enlarge their imagination, enhancing their language and methodology , comparing and contrasting things, thinking critically, creating new things. Writing is that skill that includes all other skills so the more they write the more they will learn”.* That means creative writing is an essential activity in the development of foreign languages.

**Question 13:** What kind of creative writing do you find suitable for EFL learners?

According to teacher’s answers, all teachers are familiar with the different kinds of creative writing because they believe that they can bring fun and benefits for EFL classes. One teacher states “*short stories for kids, films Scenarios ,endings for stories-Turning / transforming pictures to writings , writing dialogues for different situations are essential kinds of creative writing”.* Other teacher claims “*writing short stories, poems, diaries and reflective writing”.*

# **Part three: findings and implications**

# 1. Findings

## 1.1 Interpretation of the Interview results

As for the second instrument that is the interview, it has been shown that the findings of these research instruments will be discussed to fit the objectives of this study. All teachers have been teaching English and writing for many years, which mean that they are experienced teachers.

From the responses of teachers, it has been noted that teacher rely on secondary sources when designing their writing courses. They prepare their lessons according to what they find from reading books, articles and internet websites. According to the responses of the third question, which is about the aspects that teachers use during the writing course, many teachers rely on all language aspects such as grammar, vocabulary, pronunciation, spelling and syntax. Then we ask a question about the materials that are used in teaching writing. Teachers state that written and audiovisual materials are the most useful by teachers. Furthermore, it was showed that teachers rely on written and audiovisual materials. They try always to present the lesson in a simple, effective and easy way. In the coming question, we seek to know if teaching writing is practice or lecture oriented. They all agree on practice-oriented. Many teachers believe that academic and creative writing are very important because they serve as tools that help students to pass understanding, think creatively and develop student's writing, but one teacher said research writing important.

According to the teacher's answers, it was noted that their students are interested in writing about social life (daily problems, traveling hobbies, educational, sport, technologies, youth dreams, novels and stories). Whereas, it noticed that many teachers did not include it but only one includes it but rarely. The next question indicates that, they think that creative writing is a very beneficial tool. Only one teacher said, it is a challenging too that demands talented teachers. All teachers agree on the idea of the greater role of teaching creative writing for EFL learners. They believe that is significant to develop student's creativity and writing skills.

Finally, we ask them what kinds of creative writing they find suitable for EFL learners. Most of them agree on such kinds: (novels, poetry, short stories), dialogue, diaries turning pictures to writing, reflective pieces of writing and film scenarios.

## 1.2 Interpretation of the Questionnaire results

From the analysis of learners' questionnaire, it has been shown that its major results will answer the research questions, three sections are devoted to knowing the perspectives of students in teaching creative writing. Whereas the first section seeks to highlight the personal information of students and their attitudes toward writing as such, results indicate that most of the students are females because they like studying foreign languages.

The first research question is about learners' perspectives in learning creative writing at University level. The second section of students' questionnaire is for the sake of answer this question, results show that students prefer to write creatively using their imagination, seeing that creative writing can enhance creative thinking. Moreover, half of students know how to write creatively confidently while others do not know even what is writing creatively, concerning the process of writing, the majority of students do plans before start writing, meanwhile there is a large amount of them who do not know how and where to plan, also students analyze and receive their writing objectively after writing. Furthermore, students believe in when start writing ideas come to their minds without any efforts, and believe in the idea that creative writing is a helping tool in learning English language. Thus they agree with integrating creative writing in the curriculum as separated module for one year or more as motivational tool in language learning. All in all, EFL students accept the idea of learning creative writing to enhance their writing skills and motivate them in acquiring English language.

Furthermore, to answer the fourth research question which is about learner's hindrances in writing creatively, the fourth section is for the sake of answering this question, EFL learners have different difficulties in writing in general or writing creatively. As results point out, students know what they have to write but they cannot organize ideas, they have a big problem in grammar, choosing vocabulary, and internal fears when integrating into new tasks, while concerning coherence and correctness and transferring ideas into English their points of view differ from one student to another

In the final analysis, and according to the obtained results that the majority of students do not write creatively and they practice academic writing but they want to integrate this genre in the written expression module.

## 2. Summary of findings

<b>The integration of creative writing in EFL classroom</b>	
<b>The present study</b>	EFL teachers at M'sila university support the idea of integrating creative writing in the curriculum
<b>Previous studies</b>	Integrating creative writing in written courses is the best way for teachers and learners in writing the course and improve students' academic success (Esma,2014)

**Table 30: Results of integrating creative writing in EFL classes**

<b>Difficulties faced by students in writing</b>	
<b>The present study</b>	The major obstacles faced by students are organizing ideas , problems in grammar and vocabulary , and internal fears in writing new tasks
<b>Previous studies</b>	The main obstacles faced by students are lack of ideas , and organizing them (Fhonna, 2014)  Other obstacles faced by students are lack of vocabulary , poor spelling , L1 interference , and poor understanding of grammatical language (Sangla et al , 2012)

**Table 31: Results of the obstacles faced by students in writing**

Results are concluded in the following

- Third year EFL students' and teachers' perspectives are positive toward teaching creative writing and they believe that it is beneficial for English learning.
- EFL learners face obstacles when writing creatively either linguistic difficulties ( organizing ideas , grammar , choosing vocabularies ) , or psychological difficulties internal fears when integrating into new tasks.

- The majority of EFL teachers did not integrate creative writing in classroom, although they support the idea of integrating it in written expression module.

### **3. Implications**

Teaching creative writing is an activity that requires skilled teachers to practice it perfectly. Therefore, in order to integrate creative writing into a written expression module curriculum. Some implications can be provided to students, teachers, M' Sila university department of English, and curriculum designers. These are discussing in the section below.

#### **3.1. Implications for students**

From the results of this study, we observed that EFL learners face linguistic and psychological obstacles when writing creatively. Students should read more inside or outside the classroom to improve their vocabulary. With this idea, students can broaden their knowledge and expand their experiences. Therefore, students need to practice writing all the time to avoid the problems that they face regarding grammar. Then, students should give importance to creative writing if they want to improve their imagination. Furthermore, the development of creative writing skills relies on self-confidence which means that teachers must encourage students to have confidence by supporting them to overcome their internal fears. Finally, another factor influencing the ability of a learner to write creatively is motivation. Thus, Students need to be motivated to use their imagination while writing creatively.

#### **3.2 Implication for teachers**

From the results of this study, we noticed that the majority of EFL teacher do not focus on integrating creative writing in classroom. So, teachers should provide creative writing activities for students to enhance their creativity as well as their creative writing. Therefore, teachers should prepare students to write creatively, use their imagination while writing and give them the freedom to express their opinions, thoughts and feelings. Furthermore, creative writing should be included in written expression by well-trained teachers. In the end, teachers should integrate short stories, drama and poetry to teach creative writing.

### **3.3 Implication for department**

From the results of this study, we recommend some suggestions in order to improve creative writing. First, teaching creative writing must have a well-structured syllabus supported by all teachers o written expression modules in the English department. Therefore, the administration should take into consideration the integration of creative writing, because it is among the skills that can develop language learning. Consequently, we recommend teaching creative writing for more than a year, because one year is not sufficient for language development. Finally, training should be organized to raise awareness among EFL learners and to shift their attitude towards creative writing.

### **3.4 Implications for curriculum designers**

From the results of this study, we noticed that creative writing is a very important activity. We suggest suitable programs contain methods and techniques for developing creative writing skill. Moreover, the development of creative writing must be the key of the curriculum designer's objectives. Finally, we recommend including creative writing skills and train teachers to use creative writing tasks.

### **4.Limitations of the study**

To get this work finished, we face some difficulties without which our work could be better. First, we faced a problem with administrating the questionnaire, where not all respondents were serious about the study and some were not available. As for interviews with teachers, some teachers were busy, so that we could not get their responses. Another issue is related to the teachers' sample size that was only 5 of themwho were available. Also, Coronavirus was the biggest obstacle we have faced during the whole year. So, because of these bad circumstances we conducted the interview online. However, the student's sample does not represent the appropriate population.

## General Conclusion

Creative writing is an essential tool that can help students to develop their writing skills. It gives learners the advantage to express their thoughts, feelings, and opinions creatively; it is an aid for language development in terms of grammar, vocabulary, and discourse. In addition, creative writing can bring entertainment and motivation into the classroom. Therefore, the integration of this genre in EFL classes is crucial in improving students writing especially at university level. Despite theoretical and empirical evidence about the effectiveness of creative writing for EFL learners enhancement, this genre seems to be neglected in our writing classes at university. This was a strong motive to conduct this research work.

Intending to investigate teachers and learners' perspectives about teaching creative writing to develop students' writing skills, three main research questions were asked with the aim to reach complimentary findings. The first question looked for teachers' and students' opinions in teaching creative writing at the university level. The second question discussed the obstacles that EFL learners faced while writing creatively. However, the third question investigated teachers' use of creative writing written expression in written expression classes. To address these questions within the frame of descriptive method, data were collected quantitatively and qualitatively from a random sample of third-year students and writing teachers in the department of English language and literature at M'sila university.

After analyzing and discussing the questionnaire and interview data acquired from teachers and learners, it has been found that teachers and students alike do have positive attitudes towards teaching creative writing at university. Results also showed that teaching creative writing is a beneficial tool for learning the English language. The difficulties, however, encounter by learners while writing creatively are mainly linguistic (ideas, organization, grammar, and lexis) and psychological ones ( internal fears and anxiety). Results indicated that EFL teachers did not integrate creative writing but they showed their interest in including it in the curriculum of written expression module .

The overall finding of the study allows to deduce that an effective integration of creative writing genre in the written expression module may lead to a shift in students motivation to write as well as an improvement in their writing skills. Practical implications are suggested for teachers, learners, and curriculum designers. Firstly, to develop students writing skills, teachers need to be interested in teaching creative writing. Second, students

must be given sample opportunities to practice creative writing. Thirdly, writing syllabi designers pedagogical teams at the level of departments need to pay great attention to teaching creative writing.

Finally, this research suggests the following themes for further research:

- Using creative writing for developing the creative and critical thinking of EFL students.
- Enhancing learning motivation for students through teaching creative writing.
- Using creative writing for developing language skills

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## **Appendixes**

### **Teachers' interview**

- ✓ This questionnaire ( which is supposed to be an interview but due to the circumstances we deliver it as a questionnaire ) is part of our study about third year English students' and teachers' perspectives in teaching creative writing at M''sila university
- ✓ You are kindly requested to fill in this questionnaire and your answers are important for the validity of our research
- ✓ Hope that you will give us your full attention and interest
- ✓ Your responses are important and highly appreciated.
- ✓ Thank you

- 1) For how many years have you been teaching English?
- 2) For how many years have you been teaching writing?
- 3) On what source do you depend when designing your writing course?
- 4) What are the aspects you focus on during the writing course?
- 5) What materials do you use in teaching writing?
  
- 6) Do you think that teaching writing in your classroom is :
  - More lecture oriented
  - Practice oriented
- 7) which one do you think is crucial for students' writing development :
  - Academicwriting
  - Researchwriting
  - Creativewriting
- 8) What types of writing do you find students more motivated to undertake?
- 9) What topics your students like to write about?
- 10) Do you include any type of creative writing in writing tasks?
- 11) What do you think about teaching creative writing at university level?
- 12) Is creative writing important for EFL learners? , how ?(in what sense )
- 13) What kind of creative writing do you find suitable for EFL learners?

Student Questionnaire:

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This questionnaire is part of our study about third year English students' perceptions of teaching creative writing at M' Sila University

You are kindly requested to fill in this questionnaire and your answers are important for the validity of our research

He that you will give us your full attention and interest

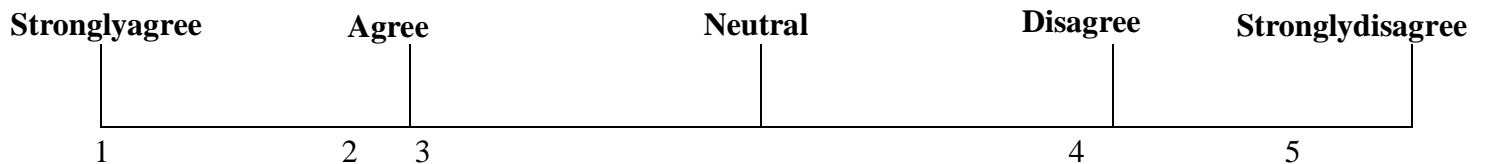
Use the following 1-5 scale by circling the degree to which each statement applies to you

Your honest responses are important and highly appreciated.

Thank you

Bio-data :

- Gender:.....
- Age: .....



1 2 3 4 5 1. I enjoy myself as a writer.

1 2 3 4 5 2. I like writing in English.

1 2 3 4 5 3. I often read by myself

1 2 3 4 5 4. I prefer to read about fiction

1 2 3 4 5 5. I often write at classroom

1 2 3 4 5 6. I practice academic writing at classroom

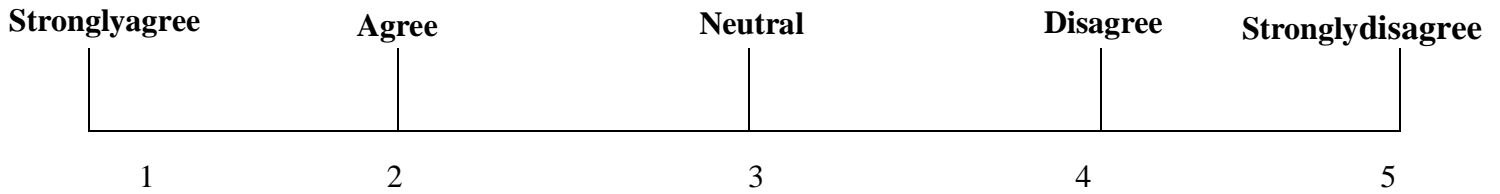
1 2 3 4 5 7. I practice creative writing at classroom

8. Does reading help you in improving your writing skills?

Yes  no

If yes, show how?

.....  
.....



1 2 3 4 5 9. I prefer to write in creatively

1 2 3 4 5 10. I enjoy write using my imagination

1 2 3 4 5 11. Creative writing can enhance my creative thinking

1 2 3 4 5 12. I can write confidently concerning fiction topics

1 2 3 4 5 13. I plan a composition before start writing

1 2 3 4 5 14. After writing i read and analyze my work objectively

1 2 3 4 5 15. I start writing and let the composition shapes itself

1 2 3 4 5 16. I think creative writing can be beneficial tool in learning English language

1 2 3 4 5 17. I think including creative in written expression course help me in improving my language skills

18. Creative writing can help me in improving

1 2 3 4 5 a) Vocabulary

1 2 3 4 5 b) Grammar

1 2 3 4 5 c) Self-discovery

1 2 3 4 5 d) Understanding

1 2 3 4 5 e) Self esteem

1 2 3 4 5 19. I think that one year will be sufficient to improve my creative writing

1 2 3 4 5 20. I think writing creatively will motivate me in language learning

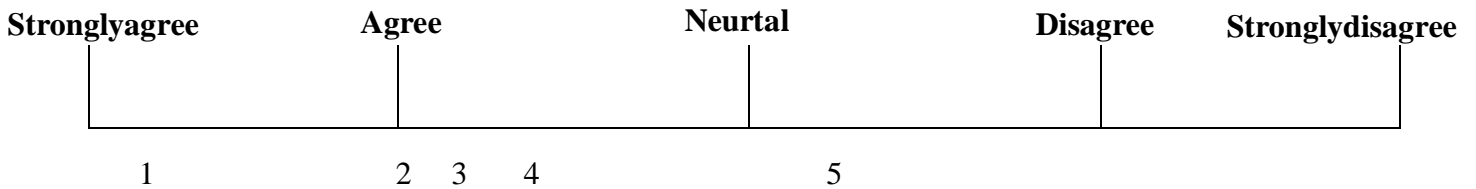
1 2 3 4 5 21. I think we should have creative writing as separated module

22. Would you like to integrate creative writing in your curriculum,?

Yes  no

Justify each answer

.....  
.....



In writing creatively:

1 2 3 4 5 23 .I know what i have to write but I can not organize ideas.

1 2 3 4 5 24. I have problems in choosing vocabulary and grammar

1 2 3 4 5 25.I have difficulty in producing correct and coherent sentences

1 2 3 4 5 26. I understand the topic but I can not transfer ideas into English

1 2 3 4 5 27.I have internal fears when i start to write new tasks

28. What are other difficulties that you face when writing creatively?

.....  
.....

*Thank you for completing the questionnaire*

*Please make sure that you answered all items*

## الماخص

حول تدريس الكتابة الإبداعية في قسم اللغة الانجليزية في جامعة المسيلة. تهدف هذه الدراسة الي تقييم آراء الاساتذة شارك في هذه الدراسة ٦٠ طالبا في السنة الثالثة و٥ مدرسين لمادة التعبير الكتابي . لتحقيق أهداف هذا البحث الوصفي، تم استخدام المنهج المزيج حيث تم جمع البيانات نوعيا من خلال مقابلة المدرسين و كميا من خلال إستبيان الطلاب . تشير النتائج التي تم الحصول عليها من مقابلة الاساتذة على أن أغلبية الاساتذة لم يدمجوا الكتابة الإبداعية في الفصل الدراسي ، على الرغم من أنهم يؤيدون فكرة دمجها في مادة التعبير الكتابي . في حين كشفت نتائج إستبيان الطلاب أنهم يواجهون عقبات عند الكتابة بشكل إبداعي إما صعوبات لغوية ( تنظيم الأفكار ، قواعد اللغة ، اختيار المفردات) ، أو صعوبات النفسية ( مخاوف داخلية عند الاندماج في مهام جديدة ) . أيضا ، إنها تظهر بأن وجهات النظر طلاب السنة الثالثة والأساتذة إيجابية نحو تدريس الكتابة الإبداعية ويعتقدون أنه مفيد لتعلم اللغة الانجليزية. لذلك فان الدراسة توصي بتدريس الكتابة الإبداعية منفصلة او مدمجة من اجل رفع دافعية التعلم و تطوير مهارة الكتابة لدى طلبة الإنجليزية كلغة اجنبية في الجامعة.