



**Sudan University of Science and Technology**

**College of Graduate Studies**

**College of Languages**



**The Impact of Teaching Literature on Enhancing EFL Sudanese  
Secondary School Students' Creative Writing Skills**

**( A Case Study of Sudanese Secondary School Students)**

**اثر تدريس الأدب في تعزيز مهارات الكتابة الإبداعية لدى طلاب المدارس الثانوية  
السودانية (دراسة حالة طلاب المدارس الثانوية السودانية)**

**A Thesis Submitted in Fulfillment of the Requirements for the Degree  
of Ph.D. in English Language (Applied Linguistics)**

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**2022**

## Qur'anic Verse

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لَكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ  
كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا (١٠٩) سُورَةُ الْكَهْفِ

Say: Though the sea became ink for the Words of my Lord, verily the sea would be used up before the words of my Lord were exhausted, even though We brought the like thereof to help. (109) Surah Al-Kahf

صدق الله العظيم

## **Dedication**

**I dedicate this research to**

**My parents who supported me,**

**My family,**

**My teachers and colleagues**

**And to everyone who advised me and gave me  
confidence**

## **Acknowledgements**

First, I thank Allah the Almighty, the source of mercy, grace, and inspiration, who granted me knowledge, patience, strength and cooperative people to accomplish this thesis. I would like then to express my sincere gratitude to my supervisor Professor Mahmoud Ali Ahmed for his continuous support of my thesis, for his patience, encouragement, enthusiasm, his helpful academic advice and his kindness. He generously devoted numerous hours reviewing this thesis while he was already busy working on projects of his own. Without his suggestions and help, the completion of this thesis would have been impossible. My thanks are also to the referees who assessed my test and questionnaire for their valuable comments. I would also like to express my wholehearted thanks and gratitude to the teachers and the students who responded kindly to the questionnaire and the test of the study.

## **Abstract**

This study aims to investigate the impact of teaching literature on enhancing EFL Sudanese secondary school students' creative writing skills; the study took place at Almanar Secondary Private School for Boys and Girls in the school academic year (2020-2021). The study has adopted the descriptive analytical method: the researcher collected data by using two tools, a pre-posttest for (30) EFL Sudanese secondary second year school students and a questionnaire for (30)EFL Sudanese secondary school teachers .To analyze the data of the study the researcher has used the Statistical Package for Social Sciences (SPSS).The findings of the study revealed that EFL Sudanese secondary second year school students encounter some serious creative writing problems ; they cannot write a good paragraph that contains aspects of creative writing skills (fluency, flexibility, originality and accuracy), in addition, when it comes to doing exercises based on creative writing such as writing composition, summary or a short story, they are observed to be very poor performers, resulting in comparatively poor achievements. Furthermore, teaching literature played a crucial role in developing students' creative writing skills. In the light of the findings of the study, the researcher recommends that teachers should expose students to literature as teaching literature provides valuable authentic materials to develop the students' creative writing skills, enhances language acquisition , expands the students' language awareness, develops personal participation and contributes to the enrichment of culture and language, in addition, English language teachers should be trained on using different types of collaborative strategies in creative writing skills. Furthermore, teachers should raise the students' awareness about the importance of literature in enhancing creative writing skills. Moreover the study is concluded by some suggestions for further studies.

### **Key words:**

Teaching literature, creative writing, foreign language learning.

## Abstract

### (Arabic Version)

#### المستخلص

تهدف هذه الدراسة لتقصي تأثير تدريس الأدب في تعزيز مهارات الكتابة الإبداعية لطلاب المدارس الثانوية السودانية في تعلم اللغة الإنجليزية لغة اجنبية. اجريت هذه الدراسة بمدرسة المنار الثانوية الخاصة للبنين والبنات في العام الدراسي(2019-2020). إستخدمت الباحثة طريقة الوصف التحليلي و جمعت البيانات بواسطة آداتين هما الإختبار القبلي والفعلي الذي اجري لعدد30 من طلاب المدارس السودانية الثانوية و الاستبانة التي اجريت لعدد (30) معلماً ومعلمة للغة الإنجليزية بالمدارس الثانوية السودانية .استخدمت الباحثة برنامج الحزم الإحصائية للعلوم الاجتماعية لتحليل البيانات. أظهرت نتائج الدراسة أن هنالك بعض الصعوبات التي تواجه طلاب المدارس السودانية الثانوية في الكتابة الإبداعية فهم لا يستطيعون كتابة فقرة جيدة تحتوي على جوانب مهارات الكتابة الإبداعية(الطلاقة والمرونة والاصالة والدقة) ,بالإضافة الى ذلك عندما يتعلق الامر بالتمارين القائمة على الكتابة الإبداعية مثل كتابة الانشاء, الملخص او القصة القصيرة يلاحظ ان أدائهم ضعيف للغاية مما يؤدي الى ضعف الإنجازات, علاوة على ذلك لعب تدريس الأدب دورا مهما في تطوير مهارات الكتابة الإبداعية لدى الطلاب. بناء على تلك النتائج فإن الباحثة توصي بأنه ينبغي على المعلمين تعريف لطلاب بالأدب حيث يتيح تدريس الأدب مواد أصلية قيمة لتطوير مهارات الكتابة الإبداعية لدى الطلاب, ويعزز اكتساب اللغة, ويزيد من وعي الطلاب باللغة, ويطور المشاركة الشخصية و يساهم في إثراء الثقافة واللغة. بالإضافة الى ذلك , يجب تدريب معلمي اللغة الإنجليزية على استخدام أنواع مختلفة من الاستراتيجيات التعاونية في مهارات الكتابة الإبداعية, علاوة على ذلك, يجب على المعلمين زيادة وعي الطلاب بأهمية الأدب في تعزيز مهارات الكتابة الإبداعية. وقد ختمت الدراسة ببعض الاقتراحات لدراسات لاحقة.

الكلمات المفتاحية : تدريس الأدب, الكتابة الإبداعية, تعلم اللغة الأجنبية

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# Chapter One

## Introduction

## **Chapter One**

### **Introduction**

#### **1.1 Background:**

Writing is an important productive language skill in the process of foreign language learning Rost (1994: P.45) pointed out that writing is vital in language classrooms because it enables learners to make use of language(language output) hence it plays a crucial role in language teaching and learning. Buck (1995: P.65) argued that language learning should start with teaching writing and providing learners with large amounts of writing skills is the best way to teach a second or a foreign language.

According to Hassan (2000) writing provides the right condition for language acquisition and development of other language skills as it helps learners to develop their grammar, punctuation and vocabulary. The same claim was supported by Robert (2013) who confirmed that writing provides the appropriate situation for the acquisition and expansion of the other language skills.

Writing is also essential in everyday life communication, Guo and Willis (2006) stated that "Writing is the medium through which people gain a large proportion of their education, their information, their understanding of the world, human affairs, their ideals and sense of values"(p.3).

Morley (2001:P.87) declared that writing is used for more than any other single language skill in students' academic life ,on average , students communicate their ideas through writing.

Mendelson (1994:P.98) stated that creative writing was not given its importance in language teaching for the following three reasons: first of all, writing in general was not accepted as a separate language skill to be taught explicitly for a long time. Secondly, teachers felt insecure about teaching creative writing skills and finally, the traditional materials for language teaching were not efficient enough to teach creative writing skills.

Morley (2001:90) asserted that creative writing is neglected in the curriculum at many schools and universities because teachers and students are more interested in reading skills and do not consider creative writing an important part of their courses.

When teaching creative writing, teachers do not use suitable learning materials that suit the levels and the needs of the students. Porter & Roberts (1981) pointed out that " We cannot expect learners to handle types of language they have never or hardly ever been exposed to, when we choose authentic creative writing materials, we can set different tasks to suit the levels and the needs of the students", this suggests that it is the teacher's task to design creative writing activities according to the students' levels and needs.

As a result EFL learners tend to have some serious creative writing difficulties and consider writing "the most demanding language skill" (Field, 2008).

Teaching literature provides learners with a wide range of individual creative writing skills as it exposes students with different features of the written language; through writing students learn about different ways of connecting their ideas which enable them to develop their creative writing skills as a result they develop their communicative and linguistic competence.

Literature is useful in teaching creative writing as it serves to develop students' linguistic and literary skills. According to Hurst (1989) in teaching English as a foreign language literature has played a vital role in developing and enhancing creative writing skills hence it displays a rich context of grammatical and lexical items as well as a large resource of prompts for written work.

In this paper the researcher tries to investigate creative writing difficulties among EFL Sudanese secondary school students, highlights how teaching literature develops creative writing skills, identifies the causes and proposes some suitable solutions to creative writing difficulties among EFL Sudanese secondary school students.

## **1.2 The Statement of the Problem:**

From her observation and experience of teaching EFL the researcher has noticed that most EFL Sudanese secondary school students face numerous serious deficiencies in creative writing skills; they cannot write a good paragraph that contains aspects of creative writing skills (fluency, flexibility, originality and accuracy), in addition, they find it difficult to grasp the intended message of the writing task. Furthermore, when it comes to doing exercises based on creative writing such as writing free composition, summary or a short story, they are observed to be very poor performers, resulting in comparatively poor achievements, too.

Such problems in writing lead to other language problems in other language skills as a result they lose their self- confidence as EFL language learners.

This problem was also noticed by other teachers who teach EFL at different Sudanese secondary schools. The same problem was also observed in other schools in Sudan and other countries ( Hamid 2003 , Ahmed 2011&Chowdhury 2015 ) . The findings of these studies have emphasized that EFL learners face serious creative writing difficulties that are usually associated with foreign language learning. For example, Ja'fr (2013) reported that writing problems are attributed to inadequate grammar knowledge, insufficient writing time, limited knowledge of vocabulary, lack of practice, lack of ideas related to the writing task, punctuation and English sentence structure. According to Yen (1987) EFL writing difficulties are affected by words discrimination, cohesive devices, vocabulary, English phrases and syntax.

So, the researcher finds it important to explore these writing hurdles with the intention of suggesting the appropriate rectifications as the current study tries to enhance the required EFL Sudanese secondary school students' creative writing skills via the use of literature.

### **1.3 Objectives of the Study:**

The study is carried out to achieve the following objectives:

1. To shed light on creative writing difficulties that face EFL Sudanese secondary school students.
2. To find out how can teaching literature improve EFL Sudanese secondary school students' creative writing skills.
3. To identify the causes of the problem and suggest some suitable solutions to overcome these creative writing skills difficulties.

### **1.4 Questions of the Study:**

The following questions form the basis of this study:

1. To what extent do EFL Sudanese secondary school students have difficulties with creative writing skills?
2. How can teaching literature improve EFL Sudanese secondary school students' creative writing skills?
3. What are the causes of creative writing difficulties that face EFL Sudanese secondary school students?
4. How can these creative writing problems be solved?

### **1.5 Hypotheses of the Study:**

The following hypotheses are postulated:

1. Most EFL Sudanese secondary school students face some difficulties with creative writing skills.
2. Teaching literature improves EFL Sudanese secondary school students' creative writing skills.
3. Creative writing difficulties are attributed to many factors.
4. Teachers can help students to overcome creative writing difficulties by raising their awareness about the importance of creative writing for learning in general and providing them with literature and suitable techniques and strategies to improve their creative writing skills.

### **1.6 Significance of the Study:**

This study investigates creative writing difficulties encountered by EFL Sudanese secondary school students. Awareness of the factors that can contribute to the problems of EFL creative writing skills would benefit the following groups:

1. EFL Learners can identify their creative writing problems and be aware of the factors that can contribute to their creative writing difficulties; when learners know something about their own difficulties, they will be able to apply the right strategies and techniques of creative writing and become better writers.
2. EFL teachers of creative writing will have better understanding of their students' creative writing difficulties and examine their own teaching methods, techniques and materials accordingly; when teachers are aware of their students' creative writing difficulties, this will help them to guide students to overcome some of their creative writing problems and design materials that suit the level, interest and the needs of the students.
3. The study shall also form a point of departure for syllabus designers and material writers to make further improvement in the creative writing teaching materials.
4. The study will also benefit educators in the field of creative writing skills.
5. Researchers who are interested in creative writing research to use the findings of the study as a basis for further study in the area as the current study paves the way for other researchers to conduct further studies on developing students' creative writing skills using literature strategy.
6. The study will also contribute to the existing literature in the field of teaching and learning creative writing skills.

### **1.7 Limits of the study:**

This study has the following limits:

1. Human Limits:

This study is limited to EFL secondary school students at Sudanese secondary schools; they are at approximately the same level of English abilities.

## 2. Locative Limits:

Almanar Secondary Private School for Boys and Girls is the place where the study is conducted.

## 3. Temporal Limits:

This study is conducted during the school academic year 2020-2021.

## 4. Topical limits:

This study investigates creative writing difficulties encountered by EFL Sudanese secondary school students.

# **1.8 Methodology and Data Collection:**

## **1.8.1 The choice of the Method:**

There are many methods that can be used by researchers according to the objectives of the study, the required data and the investigated population, since the main objective of the present study is to investigate creative writing difficulties among EFL Sudanese secondary school students, the researcher adopted the descriptive analytical method since it seemed the most appropriate.

## **1.8.2 Population:**

In this study the researcher uses two main groups:

1. The first group of population represents EFL Sudanese secondary school students in Almanar Secondary Private School for Boys and Girls.
2. The second group of population is some expert Sudanese secondary school teachers who teach English as a foreign language at Sudanese secondary schools who have much experience in doing English research.

### **1.8.3 The Students' Sample:**

This work deals mainly with a sample of (30) EFL Sudanese secondary school students during the school academic year (2020-2021), they have been chosen randomly as participants of this study because creative writing problems are clearly apparent at this level.

### **1.8.4 The Teachers' Sample:**

The second sample of the study consists of (30) English language teachers at different Sudanese secondary schools; they have been chosen to respond to the questionnaire to suggest some of the causes and solutions to EFL creative writing difficulties encountered by Sudanese secondary school students.

### **1.8.5 Data Gathering Tools:**

To enhance the work and to achieve the stated objectives above, two data collection tools have been used ; a pre-post creative writing test for EFL Sudanese secondary school students to investigate creative writing difficulties they encounter when they write in English and to find out how teaching literature improves creative writing skills and a questionnaire to investigate Sudanese secondary school teachers' perceptions and views about the causes and solutions of creative writing problems .

## **1.9 Structure of the Study:**

This study consists of the following chapters:

Chapter One is an introductory chapter ; it presents an introduction, research problem, objectives, questions of the study , hypotheses, significance , research limits , the methodology of the study and structure of the study.

Chapter Two deals with the review of the related literature to the study which includes the literature related to the questions of the study, in addition to some previous studies which in a way or another contribute to the present study.



Chapter Three discusses the methodology followed by the researcher in order to collect data for this study.

Chapter Four shows the statistical analysis of the data collected by the pre-post creative writing test and the questionnaire and discusses the hypotheses of the study.

Chapter Five gives the conclusion which the study came up with, the discussion of the results of the study that was analyzed in Chapter Four , summarizes the overall results , gives recommendations on the basis of the findings of the study and concludes the paper.

**Chapter Summary:**

To sum up, this chapter has provided the description of the theoretical framework of the study. It focuses mainly on the research problem and methodology.

Chapter Two will be devoted to the literature review related to the present study.

# Chapter Two

## Literature Review

## **Chapter Two**

### **Literature Review**

#### **2.1 Theoretical Background**

##### **2.1.1 Background:**

The idea that the ultimate goal of EFL teaching is to enable students to read effectively using the target language led many language teachers to believe that they should only teach their students reading skills. However, focusing in providing students with reading skills only hinder their creative writing abilities.

Recent trends of EFL teaching have shown that it is important to include literature as a part of EFL teaching as it provides learners with valuable authentic materials which extend their linguistic knowledge, exposes them with a wide range of grammatical and vocabulary items, raises their language awareness, promotes understanding of the culture of the target language and develops their creative writing skills. Teaching literature is considered the most appropriate choice to enhance EFL Sudanese Secondary school students' creative writing skills.

Literature is useful hence it serves to develop students' linguistic and literary skills. According to Hurst(1989) in teaching English as a foreign language literature has played a vital role in developing and enhancing creative writing skills as it displays a rich context of grammatical and lexical items as well as representing a large resource of prompts for written work.

Teaching literature does not only allow learners to receive information from their teachers (language input) but also gives them the chance to learn vocabulary and new language items that help them in language production (language output).

EFL Sudanese secondary school students encounter many creative writing difficulties that are frequently associated with learning foreign languages; they cannot write a good paragraph that contains aspects of creative writing skills (fluency, flexibility, originality and accuracy), they find it difficult to

understand writing instructions' tasks ,moreover, they find the topics unfamiliar due to their weak grammar, vocabulary and syntax ...etc.

These difficulties are attributed to many factors such as limited knowledge of vocabulary, lack of writing practice, weak argumentation skills and so on. These writing difficulties lead to other learning difficulties since writing takes precedence over the other language skills hence creative writing often requires a good ability to develop ideas and information, high level of accuracy to help readers avoid misunderstandings and the use of diversified grammatical structures, syntax, and vocabulary.(Anh, 2019 p.74)

This chapter intends to establish theoretical background for the present study by giving further details concerning the use of literature in enhancing EFL Sudanese secondary school students' creative writing skills and by providing a review of some of the previous studies and theories related to the present study.

### **2.1.2Literature:**

The word literature comes from the Latin word "littera" which essentially means acquaintance with letters. Sheikheldin (2018) argued that literature is generally taken to mean those of writings despite the passing of years, still, inspire admiration reflection and emotion in readers. Literature could be a sort of disciplined technique for arising certain emotions.

Literature is a word of qualitative implication, not just a neutral term for writing in general. Without the implication and belief on the part of the author that some qualities of literature are best appreciated when it is presented in a literary form. This effort is to put the most memorable English writing in an intelligible historical perspective is offered since it offers help to public understanding. The learner will always like literature and be curious about it. Literature is a rhetoric that enjoys the human sense desire and emotion hence it is used to express ideologies and messages of societies in many different ways(Sheikheldin,2018).

### **2.1.3 Writing Skills:**

Writing is a set of visible signs used to represent units of language in a systematic way with the purpose of recording messages which can be retrieved by everyone who knows the language by virtue of which its unit are encoded in the writing.

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool developed by human society(Sheikheldin,2018).

Within a language system, writing relies on many of the same structures and speech such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols. The result of writing is called a text, and the recipient of the text is called a reader. Motivations for writing include publication, storytelling, correspondence and diary . Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a way that is readable . In English, writing is usually the fourth language skill that we learn. To write clearly, it is essential to understand the basic system of a language, this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary in correcting spelling and word formation.

### **2.1.4 Types of Writing:**

According to Ardaniah (2019) writing can be classified into two types: functional writing and creative writing.

Functional writing refers to the type of writing intended to convey a specific, direct, and clear message to a particular audience hence it includes areas such as writing instructions, letters, heads, notes, invitations, reports and advertisements.

Creative writing on the other hand is a form of writing by which learners express their feelings, emotions, reactions, and ideas in a great literary style (Viana&Zyngier, 2019).

### **2.1.5 Creative Writing:**

According to Virginia (1986) creative writing is defined as the ability to originate with free imagination in regard to a particular topic in any form of writing. It involves going beyond without deviating from normal values. It is further defined as specific abilities which help the students put their thoughts into words in a meaningful and logical form based on creative writing skills dimensions namely authenticity(the ability to produce unique ideas), proficiency(the ability to generate ideas), flexibility( ability to have a variety of ideas) and elaboration(the ability to develop ideas and produce relevant details)(AbdelFattah,2020).

Creativity in language refers to novelty and originality. Creative writing is directly related to creativity hence it refers to putting feelings and ideas about a particular topic on a piece of paper using our own imagination.

Creative writing means creating new ideas that are different from everyone else's ideas using our own imagination, achieving originality and writing fluently while taking pleasure in the act of composing (Diab, 2019).

Developing students' creative writing skills is essential in the acquisition of certain features of the language (particularly grammar and vocabulary) and develops their language competence, this is due to the fact that EFL students should move beyond the beginner stage of acquisition through multiple motivated tasks (Smith, 2013).

Furthermore, teaching creative writing means helping students to write by using their imagination. Sheir and Alodwan (2010) remarked that all learners have creative abilities which takes a wide variety of forms as each individual has different ideas, perceive things in a personal way and, at times, shows insight and inventiveness.

Carper (2004) stated that creative writing can be considered as a piece of work that express thoughts , ideas and feelings in an imaginative way. It also refers to any writing that goes beyond the normal professional, academic,

technical forms of literature typically identified by an emphasis on narrative craft, character development and the use of literary tropes. In EFL contexts creative writing is essential hence it provides students with abilities to write effectively as it focuses on students' self expression. Creative writing is a valuable tool for students which can stimulate imagination(Carper, 2004).

The growing recognition of the importance of creative activity in education demands a consideration of its meaning and its place in the teaching of English as creative writing embraces the individual's needs to move beyond boundaries and consider new ways of thinking since it involves the ability to write original and unusual ideas.

One of the main strength of creative writing is that it taps in directly to students' interior motivations, interest and essentially to the power of imagination.

Creative writing can be both funny and terrifying for the students; it is funny as it gives students a break from formal essay writing and vocabulary tests. It can be terrifying if the students are weak in their writing abilities, creativity or imagination hence creative writing draws more heavily on intuition, close observation, imagination and personal memories (Sheir&Alodwan ,2010).

Ur (1996) argued that students should get the chance to increase their curiosity and ambition. Even if they make mistakes while they are writing freely, teachers should encourage their learners. While giving feedback teachers should draw students' attention in what they have written, that can be both right and wrong. Moreover, Ur (1996) remarked that teachers need to explain frankly to the students that making a mistake is nothing to be ashamed of rather it plays an important role in learning. (p.169).

Labrant (1967) pointed out that until a learner does not copy someone else's work whatever he writes is creative writing .

According to McKee (1960) if there is no uniqueness in ideas, if there is no original thought and if there is bad expression in a piece of writing then that writing will not be called creative writing .

Hounsell (1987) divided essay-writing formations into three elements the first element is data which refers to the theme or material of the essay; the second is organization which means organizing the essay material in a structured way and the last one is interpretation of the connotation or sense which is given to the material by the students .

### **2.1.6 Creative Writing Skills:**

According to Abdel Fattah (2020) creative writing possesses the following skills:

1. Fluency (the ability to write, generate ideas that are related to the topic).
2. Flexibility (the ability to produce variety of ideas to support the main idea of the topic).
3. Originality (the ability to come up with new ideas that are unique and unrepeated).
4. Elaboration (the ability to add more details and to enhance ideas).
5. Accuracy (the ability to use grammar and punctuation marks correctly and to use appropriate and precise word choice).

### **2.1.7 The Importance of Teaching Creative Writing:**

Every day learners experience events that are new to them, they learn new words, which help them build their vocabulary, in doing so, these new experiences help them to develop a creative and curious mind, these new experiences could be the beginning of ideas which the learner could develop into stories or creative writing. By encouraging them to write from a young age, numerous benefits can be seen (Sheikheldin, 2018).

Smith (2006) believed that creative writing used to be treated like a poor relation to literary studies within higher education hence literary texts were the prime object of attention and students were given no opportunities to write such texts themselves. Even for the benefits of literary study this was



unfortunate because it is possible to learn a great deal about literary texts by creating them.

Lewis(2002) remarked that success in learning creative writing is associated with self expressions , the flow of ideas, outsider expressions, growing confidence and enjoyment of academic writing hence good writing involves the ability to express ideas clearly and confidently to readers, moreover, creative writing enables the students to express themselves more efficiently and with great confidence.

According to Richard(1990) creative writing is a requirement at every level of the students' academic pursuit and is not entirely limited to language and literature. Kramsch(1993) has observed that creative writing leads to more creative reading ; by being engaged with what they are writing the learners are expected to reach the level of intuitive understanding of how the text functions and which facts make similar texts easier to read.

According to Tompkins(1982) the following are the reasons of teaching creative writing :

- To entertain.
- To foster artistic expressions.
- To explore the function and values of writing.
- To stimulate imagination.
- To clarify thinking.
- To search for identity.
- To learn to read and write.

While creative writing should be enjoyable, and students should have opportunities to choose their own subjects and methods of writing, the importance of creative writing in developing students' cognitive and communication skills cannot be underestimated(Tompkins,1982).

Creative writing can also develop emotional skills; by creating a story, a learner can channel their emotions and develop how to manage in situation, for example, they may be able to show empathy with a character, express different emotions experienced by characters or manage a difficult situation that the character is feeling. This may help the learner to express how they

feel and understand how others feel. Self-discovery and self-expressions can be demonstrated throughout the learner's words and story telling abilities.

Creative writing also helps to improve intellectual skills as the learner's sentence structure, vocabulary and use of punctuation will be notably more advanced than others of the same age who do not practice creative writing.

In addition, creative writing helps to develop writing skills that are being forgotten about as sharing ideas with others allows the learner to develop their storyline and collaborate with others.

Encouraging creative writing can help a learner to communicate effectively in the technology world; when a learner begins to write their ideas down, completing the story he/she develops a range of important lifelong skills. Using writing as a way to demonstrate creative side helps learners to develop their ability to focus, improve the dedication and commitment of the learner.

Creative writing also develops creative thoughts , when the learner uses his imagination this suggests alternatives , broaden their thought process and problem solving abilities. It also allows the learner to show their opinions and develop their voice as it improves their logical skills, once developed , can help the learner in other subjects such as Maths, Science and Languages.

By developing these fundamental skills, the learner can apply these in the area of learning and succeed, thus helping to strengthen their self-confidence.

Creative writing helps to improve organization from an early age; by plotting out a story, a learner can help to develop organization and create drama or surprises in their story. Thus can be applied to every day tasks helping them to improve their own organization and be prepared for the day ahead.

Inspiring the learner to be creative develops a wide range of skills while building confidence which helps them to develop into powerful adults who can communicate their points of view, thoughts and feeling very clearly.

Furthermore, creative writing has the opportunity to create incredible positive impacts on the learner, and while the occasion is becoming more limited in the classroom, taking steps to encourage the learners to write can develop a range of benefits. By finding their way of writing, the learner can turn into a superpower and be creative while having fun and doing something they enjoy.

### **2.1.8 Creative Writing Techniques:**

Creative writing techniques are difficult to pin down hence writers are all so different, the following are the most practical techniques that students can find the most helpful:

#### **1. Beginning, middle and end**

Every piece of writing begins and ends, the beginning has just one job to do and that is to pull the reader in so it's the creative writer's task to attract the readers' attention once they are attracted the middle begins, the middle has underlying shape that pulls the reader through, as long as the creative writer creates that sense of narrative traction, the reader will keep reading. Endings are the feeling that the reader goes away with as they have great impact on the reader.

#### **2. Writing a strong start**

It is true that the beginning should attract the readers' attention but it doesn't have to a big, flashy event, it just needs to intrigue the reader into reading on as too much information at once may overwhelm the reader hence the narrow focus helps the reader to get to know what the writer intends to convey.

#### **3. Mighty middle**

To create a good middle it can be useful to think of having beginning, middle and end. In a well-shaped story for example, the story often has a major turning point where the character undergoes a significant transformation.

#### **4. Writing endings**

The ending is the impression the readers are left with, it leaves a disproportionate effect on how they feel about the essay so it needs careful thought.

#### 5. Using objects

Objects big and small are a great way to bring a story to life, whether big objects such as houses, cars or chairs or small objects such as rings , eggs or books , they can have great power.

### **2.1.9 Features of Creative Writing:**

Creative writing is distinguished from the other types of writing such as academic, journalistic writing and so on. It is highly subjective, even though it describes real events; real people and real issues of human life, its interpretation is unique (Kramsch,1993).

The creative writer's perception is always unique as the same event, the issue is looked upon by ordinary people in mundane ways but a creative writer's perception is usually transcend into something else. For example, a flower will be looked at by the majority of people as a beautiful thing but a creative writer might visualize it as God's signature; creative writers have the power to transform the readers into an entirely different world.

The world of universe created by the creative writer is so powerful that often readers identifies with one or more characters.

There are such great creative writers that after reading their books or poems we as readers are transformed as higher beings, that we feel that we are not the same people before reading it.

Starko (2005) stated the following features of creative writing, they are:

#### 1. Fluency:

Fluency refers to the ability to generate a large number of ideas .The more ideas learners have, the more likely it is that at least one of them will be a good one.

## 2.Flexibility:

Flexibility means the ability to change the opinion of someone hence it involves an openness to check ideas or thoughts in unexpected way.

## 3. Originality:

Originality refers to thinking of unusual ideas and solutions to a problem and the way the ideas are joined together.

## 4.Elaboration:

Elaboration is the ability to add more details and to develop ideas. Elaboration includes generating rich and more interesting ideas.

The creative writer is much ahead than a scientist because he/she visualizes reality after many centuries. For example, all poets since antiquity wrote about moon, being on the moon..etc.

Moreover, creative writing uses the same words from the dictionary and same grammar but the language is used in such a way that it conveys unique meaning and evokes specific emotions in the readers. For example, in one of Shakespeare's plays a man who repairs shoes on the roads says 'I mend broken sloes' here 'sloes' has two meanings 'sole' and 'souls' ,thus, he is using this word deliberately to imply dual meanings.

Furthermore, Walker (2013) suggested that when creative writing is used to respond to the texts as well as to expand beyond the text read, students should be able to:-

- a) Interpret and critique creative work in writing.
- b) Use skills of analysis and reasoning.
- c) Express ideas concisely and clearly.
- d) Revise and edit literary work.
- e) Read and write critically.
- f) Produce and value creative and original forms of thought and expression.

### **2.1.10 Attributes of Creative Writing:**

The creative writer needs to possess the following attributes:

#### **1. Organized work**

The creative writer needs to be organized, this doesn't necessarily mean to be tidy or neat however, his work needs to be researched and organized for the efficient work.

#### **2. Efficient**

Self motivation is the best thing required for creative writers; dealing with certain anomalies to drive the content needs.

#### **3. Curiosity**

Curiosity is what fuels the writer to learn about and formulate an opinion on these topics that they want to write about.

#### **4. Proud**

The process of being proud in creative writing is something originates from imagination or thoughts that the creative writer might have.

### **2.1.11 Types of Creative Writing:**

Kramsch(1993) stated the following examples of the different types of creative writing:

#### **1. Essays**

Writing an essay requires creative thinking. This is especially true for personal or descriptive essays.

#### **2. Journals**

A journal takes on more of a memoir role, the writer can choose the types of memories that they can write down by keeping everything within a specific topic.

### **3. Poetry**

Poetry is a form of creative writing that can be written in any format, it can also be written in specific forms as the creative writer stretches his creative energies in order to try to come up with a specific rhyme.

### **4. Vignettes**

These are short stories that can take virtually any format that is offered, this type of creative writing is extremely short, it can even just be a couple of sentences as long as the descriptions used are evocative.

### **5. Short stories**

A short story has a natural progression which allows the creative writer to tell a full tale that is meaningful to the reader, these stories don't have to be lengthy, a short story can be written in 1000-2000 words and still include character development and plot details.

These are short stories that can take on virtually any format , this type of creative writing is extremely short, it can even just be a couple of sentences as long as the descriptions used are evocative.

### **6. Letters**

Writing letters whether they are formal or informal is a gear creative writing skills, the creative writer can even develop characters, write letters to each other within the context of a short story he is creating.

### **7. Songs**

There is certain rhythm to song lyrics that is unique to the writing world that the creative writer must be aware of.

### **8. Blogging**

Blogging is a published form of journaling, but without limitation of purpose, a blog can be a personal diary, a reflection of a spiritual journey or even educational in nature.

### **9. Free Writing**

Free writing is the most creative type of writing that a creative writer may open his note-book, computer and start to write whatever comes to his mind.

## **10.Reporting**

This type of writing is mostly used by journalists when writing a column or opinion piece of writing as some journalistic writing only are report facts, events and actions, but even then there is a certain creative element to the writing that makes it compelling.

## **11.Speeches**

Speeches are a lot like essays but the goal of a speech tends to be more persuasive or inspirational, in this type of creative writing the creative writer have limits on length of about 100 words as he should be precise with his key points as this type of creative writing may be some of the most popular ways to write, he may write memoirs, autobiographies or T.V scripts.

### **2.1.12Teaching Creative Writing:**

Teaching writing tend to have a long history, in teaching creative writing, it is necessary for the teacher to have an overall idea of what creative writing

is; the teacher should not just ask the students to open their notebooks, follow the instructions, explain meanings of new vocabulary and do different tasks and starting writing immediately, however, the teacher should also know what can be difficult for the students and what might be the causes of these difficulties and propose some suitable solutions to overcome them.

Morley and Lawrence (1971:P.43) summarized the basic principles of teaching creative writing in the following points:

- Creative writing lessons must have clear goals; at the end of each lesson, students should be able to master some creative writing skills.
- Creative writing lessons should be well-prepared by the teacher according to their difficulties from simple to complex; students should know when to write, the purpose of writing and how to write (writing about a story giving detailed information, writing a summary, paraphrasing a story, writing about elements of the story...etc).
- Teachers must motivate students and help them to interact with writing tasks and provide feedback immediately.



- Creative writing lessons should be mainly designed for improving creative writing skills.
- One of the ultimate goals of creative writing lessons should be to strengthen the students' abilities to recall information, so students need both thinking and remembering while doing writing tasks.
- In teaching creative writing, the teacher's aim should be to teach rather than to test the students' ability of creative writing skills; the teacher needs to present different types of tasks and gives students some techniques and strategies about how to deal with them before they start writing.

Teaching creative writing is affected by many factors:

A. Significance of creative writing ; schools and universities pay more attention to grammar, reading and vocabulary rather than creative writing skills; they do not consider writing an important part of their course books, and they do not seem to pay much attention to writing skills while they plan their lessons (Morley, 2001).

B. The study of creative writing teaching theory and the use of the most suitable teaching methods, we find that grammar- translation method is frequently used in teaching writing skills. However, this method has been considered inadequate recently so the communicative approach has been used instead.

During sessions of discussion students listen to arguments and take down notes for further reference, the teacher may include enough questions to test the students' production as when he asks them to write two or more short paragraphs.

Creative writing can also be enhanced through writing assignments which consist of various practical creative writing skills; students can be given a set of questions to think about. They may use complex structures and vocabulary. This activity is very useful for the students and improves students' creative writing in content, organization and even grammar.

To teach creative writing effectively teachers should follow the diagnostic approach which suggests that both teachers and students have different roles in the learning process.

**The Role of the Teacher:**

The role of the teacher is to encourage the students' work and let them keep on writing, no matter how the output is. "What the student needs is to be able to write correctly so that he or she is not afraid to put words on paper because of apprehension that the text may be couched in non-literary language"(Neville, 1988, p.43).

According to Shouman ( 2002) the teacher's role is to persuade the students to think how best to convey what he or she wants to say and to feel responsible; encouragement gives students the feeling that they could be trusted for what they put on papers.

The teacher should be able to notice the students' writing weakness and design suitable writing tasks to overcome them , this can be done by identifying the students errors as he/she checks their answers and discusses with them how they got the incorrect answers to increase their awareness of their writing problems while providing reinforcement for correct answers as well.

According to Harmer (1991:P.65) the teacher has the following roles in teaching writing activities:

a. A teacher as an organizer:

The teacher's task is to explain what he/she wants the students to do, give clear instructions, give feedback, prepare lessons and guide and monitor the class.

b. A teacher as a controller:

It is the teacher's role to arrange what learners do, when they should write and what language they should use.

c. A teacher as an evaluator:

The teacher should evaluate the learners and give immediate feedback on their writing performance.

d. A teacher as a resource:

The teacher should give learners necessary advice and help them to resolve problems of unfamiliar words, lack of ideas and difficult grammatical patterns.

e. A teacher as a tutor:

The teacher should help the learners to develop ideas; teachers should help learners toward predicting necessary information depending on their lexical and grammatical knowledge.

f. A teacher as a prompter:

The teacher should motivate the learners and support them during every creative writing activity so that they can increase self-confidence and help them to be successful.

The teacher should also keep his/her expectation realistic as even the most advanced learners would be unable to recall information and write effectively, the teacher should develop activities that are appropriate to the students' skill and confidence level, moreover, students should read the instructions first before starting to write so that when they write they will be writing for a purpose i.e. to write creatively.

In addition, the teacher should help the students to develop different writing strategies; he/she may ask them to discuss in small groups in order to identify what should constitute the main points, practice, model and explain items relating to the writing task rather than to respond to the tasks at hand by doing that the teacher encourages the students to be more confident.

It is crucial to say that the teacher's role in teaching creative writing should be supportive; he/she should encourage the students rather than controlling and testing them, when he/she asks the students he/she should try to elicit the answers from them by asking them to compare their answers with their partners while monitoring and providing feedback on their performance immediately.

According to Richard (1983)" In teaching creative writing we should look at the types of materials we use to teach , unfortunately many textbooks

contain stilted , artificial materials which have absolutely no resemblance to real speeches " . This means that when students are taught by using such materials, they are likely to have significant creative writing problems when they encounter real language; the teacher's task here should be to provide opportunities for the students to write about living English used in everyday –life situations.

According to Mezrigui (2012) in the classroom, the EFL teacher should do the following:

- Trying his or her utmost to provide a good classroom acoustic atmosphere.
- Making English a regular medium of communication, he/she should address the learners in English.
- Setting motivating creative writing activities, and establishing a realistic goal for each activity.
- Offering the students enough opportunities to exchange ideas about various topics of common concerns.
- Concentrating on teaching rather than on testing. In other words, the activities ought not to be dealt with as being tests to be marked, so that the learners can work more at ease seeing that many students feel apprehensive during tests.
- Making the students feel that they are making progress, so that they can become actually confident in their own abilities to use English communicatively.
- The teacher should encourage the students to make use of English language media, such as the Internet through which they can chat and write blogs in order to increase the learners' level of creative writing proficiency.

All in all, when teaching creative writing skills, teachers seem to be responsible of many things; they make lesson plans, select topics, design tasks, determine what constitute correct answers, besides monitoring and guiding the class.

Above all, it must be clearly borne in mind by teachers and students that creative writing skills cannot be mastered at once; there must be regular

practice with increasingly difficult materials as creative writing tasks increase with the growing familiarity with vocabulary and structures of the target language.

To sum up, both teachers and students play a major part in developing creative writing skills but teachers seem to be responsible for many tasks, like selecting the input, design activities, assessing the students, giving feedback to the students immediately and monitoring the class. At the same time the teacher should not embarrass the weaker students when discussing common errors; instructions should be general and impersonal to maintain self-confidence and to create positive creative writing environment.

### **2.1.13 Methods Applied in Creative Writing Classes:**

#### **a. Grammar Translation Method**

The grammar translation method views learning a language as learning all grammatical rules. In GTM accuracy is more important than fluency as students need to learn all grammatical items correctly, they do not need to be fluent in the use of grammar while writing. In GTM method deductive learning is essential as students need to learn rules and definitions first and later they learn examples.

Through this method learners can learn grammatical rules correctly and they do well in writing, this method is good for beginners and for large classes hence it requires fewer resources.

On the other hand, in this method the teacher represents an authoritative figure to make decisions and the participation of learners is very weak. Although the Grammar-Translation Method often leads to frustration among the students, it makes few demands on teachers. It is still used in situations

where understanding literary texts is the primary focus of foreign language study and there is little need for a speaking knowledge of the language(Chowdhury,2015).

#### **b. The Audio-Lingual Method**

According to Chowdhury(2015) there is dependence on imitation, memorization language and over learning. It drills students in the use of grammatical sentence pattern. This method mainly focuses on habit formation. The more the students repeat the more they will learn; they make errors due to the formation of bad habit; errors should be corrected immediately by the teacher. Positive reinforcement helps students to build right habits. Grammatical rules are taught by inductive learning rather than deductive learning .

#### **2.1.14Principles of Teaching Creative Writing:**

According to Spiro (2009) the following are the principles of teaching creative writing:

1. Creative writing should focus on ideas and meaning which can be expressed directly or indirectly through the use of imagery.
2. Students should learn the language through experience with the language itself as they should apply the rules of grammar, usage, and punctuation hence they should use language inventively .
3. Discussion about the structure of writing genres and use of language should be on how meaning is constructed rather than depending on applying the rules.
4. Activities should be planned around students' interests as they select the topics.
5. Creative writing is seen as a product of imagination and a way of knowing about the world and humanity.

6. Writers will evaluate and rewrite what is written.
7. Creative writing is not descriptive or originative. It involves ideas, themes, queries and arguments.
8. Reading is essential to students' development, as expert writers must first become expert readers.

### **2.1.15 The Advantages of Teaching Literature in Enhancing Creative Writing skills:**

A true literature syllabus does not simply use literary texts to develop students' literary competence but also uses advanced language which is related to classroom practice. Brumfit and Carter (1985) stated that although the texts being used are literary, the primary intention is to teach language not literature. This suggests that using literature in EFL classrooms assists the development of language skills, and the text may be used as context for exemplification and discussion of linguistic items which have no bearing on the value of the work as students read, enjoy and are willing to perceive a literary text as important in relation to their own understanding of themselves and the world. To achieve this goals syllabus designers should focus on the best selected books which motivate the learner and promote good conditions for learning that make reading literature purposeful because a literary response can't be given by a teacher it can only arise by the reading of the text.

Brumfit and Carter (1985) remarked that if literature is included in the syllabus to develop the language skills of the students, communication principles can be applied to the teaching of any skill because of the wide varieties of classroom activities and exercise types discussed in literature. According to Brumfit, (1985: 162) "Literature gives evidence of the widest

variety of syntax, the richest variations of vocabulary discrimination and skills’.

Therefore, literature syllabus provides examples of language employed at its effective, subtle and suggestive ways hence it serves as encouragement, guide, target to the presently, limited linguistic achievement of EFL students.

Teaching literature encourages students to be better creative writers because it requires a close examination of the elements of the story such as characterization, setting, point of view, style, tone, ...etc. hence reading literary materials can be used as a medium for practicing creative writing skills.

The teaching of literature is mainly based on the use of literary texts in the classrooms. Literature provides students with the experience of creative writing as they discover not only isolated texts but a whole body of knowledge, discussed in relation to experience gained from literature.

Another value of teaching literature is that it motivates the learner for it gives him pleasure by being transmitted to the fictional world whether it is natural, social or individual interests.

Furthermore, literary texts include a great deal of other information sources of stimulation including historical and journalistic materials, samples of other artistic forms, accounts of scientific, technical and sociological aspects. For examples to read English newspaper or a novel requires mastery of several words that the limited vocabulary which learnt during the first few years of English study will not serve for wider reading. Therefore, through literature EFL students acquire vocabulary of necessary proportion rapidly and effectively.



According to Morley(2007) reading literature such as novels and poems is the reason behind the wish of many individuals become a good creative writer. McKay(1980) asserted that literature increases all language skills for literature enhances linguistic knowledge by giving evidence of widespread and rich vocabulary usage and complex and exact syntax.

Likewise, Collie and Slator (1987) believed that literature provides valuable authentic materials to develop the students' personal participation and contributes to the enrichment of culture and language.

Lazar (2006) pointed out that literature should be seen as a valuable source of motivating materials that would provide access to cultural background as it enhances language acquisition , expands the students' language awareness and abilities to interpretation hence it stimulates the imagination of learners, develops their critical abilities and increases their emotional awareness.

Stern (2001) suggested that literature can be a rich and inspiring source for writing: for both as a model and a subject matter , as a model can be found in students' writing which closely resemble the original works or great literary writers or imitate the content theme organization or style. As a subject matter literature can be displayed by the students in their demonstration of original thinking, interpretation or analysis all of which may have evolved from or have been inspired by literary works they have read.

According to Oster(1989) literature exposes learners to coherent and expert writing which helps in better creative writing as reading literary texts by different writers is believed to introduce the learners to different writing styles which in turns encourage learners to develop their own creative writing style.

Chen fled (1978:211) stated the importance of literature by saying "Through literature we can learn about ourselves , other people , other places and other times. We dip into the wisdom of accumulated human knowledge; we gain insights into human situations, social and historical events, through literature we discover what is possible in human experience and imagination, and our own lives grow in richness and depth".

Salih(1989:25) argued that literature helps students to develop their language knowledge and improves what they know about English syntax, morphology , semantics and implicitly phonetics . This indicates that through literature students can distinguish acceptable sentences from unacceptable ones , they can learn to write infinite set of sentences they have never heard before and they can improve their knowledge about word formation and idioms.

Obediat(1997:32) indicated that literature helps students to acquire a native-like competence in English creative writing skills, express their ideas in good English , learn the features of modern English , learn how English linguistic system is used for communication , see how idiomatic expressions are used, speak clearly , precisely and concisely and become more proficient , creative, and analytical learners.

Bobkina(2014) stated that the latest developments in the field of sociolinguistics, pragmatics, semiotics, discourse analysis and psycholinguistics revealed some additional benefits that can be attributed to literary texts.

Langer(1997) declared that teaching literature helps students to write creatively about their lives and their surrounding world, opening "horizons of possibility , allowing them to question, interpret, connect, and explore".

According to Mart(2016) literature has been considered as a valuable resource in language instruction and provides learners with various advantages:

1. Literature improves learners' linguistic knowledge as it extends their vocabulary and grammatical structures. This suggests that using literature in EFL classrooms enriches students' creative writing language skills.
2. Literature provides meaningful input which enables EFL learners to develop their linguistic competence. Pugh(1989) argued that literature is " a potentially rich source of meaningful input outside the classroom".

3. Literature increases students' language awareness as literary texts widens students' knowledge about how words are used in different contexts, thus students can use words appropriately when they start to write.
4. Literature provides authentic materials which expose learners with real life-like situations.
5. Literature enhances students' communicative competence. Collie and Slater(1987) claimed that language and literature are integrated "to let the students derive the benefits of communication and other activities for language improvement within the context of suitable work of literature".
6. Literature exposes EFL learners to the culture of the target language.
7. Literature develops EFL learners interpretive skills as it helps learners to draw inferences from the context.
8. Literature helps social development as it includes universal themes that are related to the world's issues.

Oda(2009) stated that teaching literature is an important factor in creating an intimate relationship between the learner and the literary work, and between the learner and the language on the other side.

Widdowson (1975:73) declared that literature occupies a significant part of language teaching programs because it provides learners with the ability to master the basic activities. In addition, it can draw an imaginative world and create an interesting life that makes the learner interact with the writer.

Davies(1985:189) argued that literature leads to enriching the linguistic level. A great consciousness of the full range of possibilities for variation offered by the language, in addition, literature makes the students more sensitive to the way a particular writer selects from and exploits these possibilities and quicker to recognize what is special about the style of a literary text.

Maley(1989) stated the importance of the following criteria in support of the use of literature in language classrooms:

1. Universality: This includes global topics such as love, death, pride , jealousy..etc.
2. Non-triviality: Literature does not trivialize , but provides readers with genuine and authentic input.
3. Personal relevance: Literary texts commonly deal with events, ideas, feelings and emotions that may conform to a real or imaginative part of the reader's experience.
4. Interest: EFL learners find literary texts interesting as they are part of the human global experience.
5. Imaginative power: Literature is an ideal tool for generating topics for class debates.
6. Ambiguity: Literature is opened to subjectivity and association of ideas and guarantees class debates.

All in all , literature plays a crucial role in enhancing EFL students' linguistic competence as it provides them with all the aspects of the language and enable them to practice their creative writing skills.

#### **2.1.16 Feedback on Creative Writing Tasks:**

Ur (1996) remarked that grammatical errors and spelling errors usually draw the attention of the reader as most of these mistakes cannot be ignored so that they need to be corrected immediately hence EFL learners demand their language problems to be corrected immediately. In addition, it takes less time and hard work to find language mistakes than correcting the content and data organization.

Moreover, rewriting is very important because it reinforces learning as it is an integral part of the whole writing process as well. As teachers want students to rewrite, likewise EFL learners want their teachers to reread and evaluate their work doing so motivates the students to rewrite (Ur,1996, pp. 170-171).

According to Nelson and Schunn (2009) some of feedback can be motivational ; praising can work as a motivator in terms of writing and revision activities and this kind of feedback is called motivational meaning (p. 376).

On the other hand, positive and negative reinforcement can also help students to do their creative writing task .Nelson and Schunn( 2009) argued that another type of feedback on writing task can be reinforcement where reward and punishment will be available for some particular writing tasks such as spelling errors or particular approach to conclude a paragraph. A third type of feedback is suggested by Nelson and Schunn (2009)who declared that feedback can be a combination of information given by the teachers to the students just to show the right direction for any kind of writing activities.

### **2.1.17Types of Literature Forms and the Development of Creative Writing Skills:**

There are various literature forms which can be used in EFL classrooms in order to develop creative writing skills such as fiction, short stories, novels, drama, and poetry.

#### **A. Fiction:**

Fiction plays a great role in the development of language skills in the sense that the narrator had thought carefully to shape his story to suit a particular condition or he might have listened carefully to the narrator then later transferred it through speech to different situations. To guarantee reinforcement of creative writing skills, learners must pay attention to some aspects such as the style of the writer, vocabulary used and new grammatical items.

#### **B. Short Stories:**

Brumfit(1985: 119) stated that “A short story is the most suitable literary genre for foreign language students in order to enhance their creative writing skills because it is brief, contemporary, interesting and portrays modern cultural environment”.

Short stories have significant advantages in EFL classrooms. For example, a short story allows for class within a single class period; students may first read or listen to the story, then comes the second slow reading for deeper comprehension, students then take notes for discussion, then they could be given a creative writing task to write the story using their own words or write about style of the author, characterization, themes or plot of the story, by doing so students develop their listening and creative writing skills.

This range of activities provide additional practice in the language skills. Moreover, Lexis, syntax, sentence formation and function, structures are also going to be reinforced besides reading and writing skills.

Accordingly, if students are taught short stories properly, they are going to practice English not only in the classroom, but also at home. That is by reading short stories available , learning vocabulary, noticing the style of the author. Consequently, they develop reading and writing skills which strengthens their ability to cope with the language since they regain sufficient practice of the structure and vocabulary of the language besides the cultural patterns.

### **C. Novels:**

Another form of fiction is the novel. Unlike the short stories, the discussion of a novel could be carried forward chapter by chapter over a series of class periods. Hence, a variety of terminal class activities allow the students to practice creative writing skills adequately.

### **D.Drama :**

Drama is a process by which people use language to associate life with action or human concerns. Using drama in EFL classrooms is a motivating technique which allows students to practice language in a unique way. Students gain deep understanding and appreciation of both the content and the language of the text while, simultaneously, enhancing their creative writing skills. This leads to deeper appreciation of the process of learning.

Drama provides pre-activities such as discussion of author, cultural context, setting dialect, or vocabulary building exercises. Besides that it provides an interactive way of introducing cultural knowledge by familiarizing the students with the folklore and literature of the target language. Students can gain insight into a diverse range of cultural topics such as gender relationships, historical events and contexts, social conflicts and contemporary issues and thus use these aspects in their creative writing, the teacher may set suitable writing exercises while teaching grammar with the aim to improve students' creative writing skills.

Drama then, allows students to practice important aspects of linguistic competence including pronunciation and conveyance of emotional content via language. According to Brumfit (1985) "Modern drama may be closer to the language of colloquial modern speech which may reinforce the oral learning with the written", this suggests that drama plays a major role in developing students' language skills.

### **E. Poetry :**

A considerable percentage of EFL teachers seem to underestimate the pedagogical value of poems as a technique.

Besides introducing the target language culture, using a poem in EFL classrooms can create a comfortable and enjoyable atmosphere for the students. Brumfit (1985) stated "It is certainly of great comfort to know that

foreign students actively enjoy poetry”. Furthermore, using poetry in EFL classrooms helps practicing the language skills; poems can be used as warm up, reading exercises, listening activities, for grammar presentation or practice as well as practicing pronunciation and creative writing.

Concerning the language, the teacher should be very selective and cautious about what poems to teach to suit the predetermined teaching points which suit the interest and the language level of the students, moreover, poems should be meaningful and enjoyable.

Therefore, integrating poetry into EFL classrooms allows the teachers to vary types of activities that promote creative language skills.

### **2.1.18 Factors that Teachers Should Consider When Teaching English Literature in EFL Classrooms to Improve Students’ Creative Writing Skills:**

Carter and Lang(1991) stated that when teaching literature to EFL students teachers should consider the following :

#### 1. Text selection:

When choosing literary texts teachers should use texts that have relevance and interest to students, texts also need to be appropriate to the level of students' comprehension and writing abilities

#### 2. Length:

Shorter texts are easier to use within the class time available; teachers may use short stories to enhance their students’ creative writing skills.

#### 3. Cultural difficulty:

When choosing texts, teachers should avoid texts that are so culturally dense that students can find difficult to understand; it is advised that teachers should use teaching materials that belong to the same or similar culture of the students’ culture.

#### 4. Cultural appropriacy:



When teaching literary texts learners should not be offended by the target language culture.

Duff and Maley(2007) stated that teachers can cope with many of the challenges that literary texts may present , if they ask a series of questions to assess the suitability of texts for any particular group of learners:

1. Is the subject matter likely to be interested to the students?
2. Is the language level appropriate?
3. Is the length for the time available?
4. Does it require much cultural or literary background knowledge?
5. Is it useful for developing students' creative writing skills?
6. Can it be easily exploited for language learning purposes?

Duff and Maley(2007)also emphasized the importance of varying writing tasks difficulty as well as text difficulty.

Level 1 simple text + lower-level task.

Level 2 simple text+ more demanding task.

Level 3 difficult task+ lower- level task.

Level 4 difficult text+ more demanding task.

### **2.1.19 Factors that Cause Creative Writing Difficulties to EFL Language Learners:**

Learning creative writing is essential to EFL learners since writing is a tool used for effective communication of ideas. However, when students write they face various creative writing problems at different stages of their learning , generally , these problems can be classified into linguistic, psychological, cognitive and pedagogical categories(Haider,2012).

According to Hayland(2003) writing is the most challenging area in learning a foreign language as it is based on appropriate and strategic use of language with structural accuracy and communicative potential.

According to Rafidee(2010)EFL learners find the structural component of English difficult because an inappropriate structure complicates the content and comprehension of the passage, which a reader deciphers through the involvement of a mental process.

It has been believed that poor writing skills originate from two factors: the teacher and the learner; the teacher may lack appropriate pedagogic approach to teach creative writing appropriately thus he/she will not be able to motivate the students. The learner may find writing skills difficult due to effects of L1 transfer , lack of reading , practice and motivation and students' lack of self- confidence.

According to Pineth(2013) there are numerous factors that affects students' creative writing skills , these factors are associated with the motivation of the learner who are generally nuclear about the purpose and significance of their texts in their L2 learning, moreover, social media, inconsistent feedback from teachers, teachers' lack of analytical and evaluative approach, large and unmanageable class size also negatively affect creative writing skills of EFL students.

Kalikorha(2008) argued that most of the students find it very challenging to obtain sufficient and relevant source information, paraphrase or summarize information, and use an appropriate writing style.

Similarly Haider(2012) observed that outdated textbooks that neither promote the importance of writing skills ,or give the students the opportunity to practice writing , overcrowded classrooms, traditional pedagogy and students' weak academic backgrounds are some of the factors affecting students creative writing skills.

Berene (1998) suggested the following facts about creative writing difficulties:

1. Familiarity with the content of the writing task makes it easier for learners to understand.
2. Weakness of students in lexis, semantics and syntax can lead to some writing difficulties .

3. Pre-writing activities allow learners to write effectively.
4. The use of authentic materials rather than pedagogical ones improves students' creative writing abilities.
5. Learners should apply strategies to be effective writers.

According to Teng (2002) the main problems of creative writing skills come from the students' proficiency level; lower-level students tend to have more writing problems besides task clarity and students' concentration

Lynch (2003) believed that lack of background knowledge can cause great difficulty in creative writing skills since language is used to convey beliefs, facts, opinions, cultures and rules; when EFL learners are unaware of the culture of the target language they encounter some problems about how and what to write.

Psychological and physical features can also affect effective writing skills; students may feel tired and lose concentrations when they are asked to do very long tasks. Hassan (2000) stated that when there is distraction, students fail to concentrate and that students do not concentrate when they are not interested in the topic of writing.

Motivation is another factor that can contribute to EFL creative writing difficulties, it plays a crucial role in the learning process and should be put into consideration when teaching creative writing. Lack of motivation from the side of the teacher leads to poor achievements in language learning; the teacher can motivate the students by being co-operative, friendly, respectful and smart, he/she should encourage the students to work hard and by reinforcing students even when errors occur.

Furthermore, there are some creative writing problems that arise from the teachers themselves because they are second language learners of English and face or have faced similar conditions toward writing as students do. So, some teachers will only focus on errors and ignore the strategies of how to compose simple short paragraphs as a result of the lack of knowledge of the second language.

Creative writing is a skill students will need for the future, that is why it is crucial to develop it to its proper level, unfortunately, the majority of

students still fail to develop their creative writing skills even after finishing school, according to Butler(2006) there are numerous reasons for that including the following:

**a. Improper development of analytical and cognitive skills**

Students need to develop their cognitive and analytical skills in order to improve their creative writing skills, this includes learning to understand and think better, which is something rarely implemented in high school education.

**b. Lack of writing practice**

In order to improve their creative writing skills, students need to practice as without sufficient practice students can never develop their creative writing skills.

**c. Insufficient word stock and writing mechanics**

Even the most talented students need to learn how to understand complex sentences, differentiate between different nouns and different word class, use proper punctuation and proof reading their writing for errors.

**d. Lack of feedback on their writing**

Many teachers assign writing tasks to students but fail to provide them with comprehensive feedback; giving students grades for their writing is simply not enough if a teacher wants to teach students to write better.

**2.1.20How Can Literature Improves Creative Writing Skills:**

Literature helps EFL learners to expand the range of their imagination, gives them new ideas and enables them to write something that is original and readable

1. Studying literature helps learners imitate the style of others and develops a style of their own.

When students read something they enjoy , it's natural to end up echoing it in their own writing, this usually occurs when students read to writers with a distinctive style such as the minimalist style of Ernest Hemingway.

2. Literature introduces students to interesting techniques for telling stories and describing characters.

The formal style of literature teaches students about how literature has changed and evolved overtime, and why authors in each period adopted particular techniques. For example, the ponderous description used by Victorian authors was often motivated by being paid by the word, with characters repeatedly re-introduced because the story might have been serialized over weeks or months, so that all but keenest readers might have forgotten an early character by the time the story reached its end.

3. It helps to spark original ideas.

Reading widely doesn't lead students copying other writers' ideas. More often, it leads to having more interesting ideas of their own.

Reading more widely and studying literature can help spark similar ideas as students study Gothic novels they may find themselves wondering what it might be like to change some of the variables, whether that's setting them in the modern day, telling the story from an unusual perspective that's normally neglected in the genre, or introducing elements from other compatible genres such as modern horror, high fantasy or science fiction.

4. It teaches students ways to succeed and pitfalls to avoid.

When studying literature from the perspective of a writer ,students find themselves thinking'' wow, that was great. I'd like to write like that''. The other half of the time students think'' that was dreadful. I hope I never write anything like that''. The two responses can be equally educational . What seems like a good idea can quickly sour when they see it in practice in someone else's work.

One of the questions that the study of literature encourages students to answer is'' Why is this work good?'' or in some cases'' Why is it bad?'', studying novel isn't the same as writing a book review, if the word is good then the students try to focus on the vocabulary and the style of the work and use it whenever they write.

5. It helps students avoid misconceptions about what great writers are really like.

From a distance, the world of great literature can seem remarkably intimidating whether that's leather-bound copies of the Complete Works of Shakespeare, or elegant Penguin Classics of the works of the Bronte sisters, and if students never read any of them then they'll never lose this mistaken impression and might well think they'll never write anything of such weight and importance as all of these great writers were human beings dealing with the difficulty to please their audiences and keeping a roof over their heads just like modern writers do.

6. It reminds students that reading and writing should be enjoyable.

When students are deep into writing something that's important to them, it can feel like pressure or work rather than like something that's fun to do—even more so if the student is struggling to overcome the writer's block.

Elhess and Egbert (2015) asserted that teaching literature positively impacts students learning processes and language development including improving comprehension skills, increasing students' participation in a safe environment, enhancing responsibility and motivation, expanding collaborative discussion, developing oral proficiency, increasing scaffolding opportunities and reinforcing creative writing skills.

### **2.1.21 Developing Learners' Creative Writing Skills:**

There are some general guidelines for the development of the learners' creative writing skills by fostering their interest, motivation and enjoyment for creative writing through technology and the use of literature (Pinethe, 2013).

Kellogg and Raulerson(2007) argued that it will help reshape students' writing patterns, presumably, through extended practice and by involving physical and cognitive skills which give the writer control over the expressions of linguistic and domain-specific knowledge.

Attitudes toward writing and dealing with its issues need to be changed as teachers must use appropriate strategies to elicit ideas from the students in order to enhance their verbal abilities while providing immediate feedback.

A further possible ground for the development of creative writing abilities is the classroom teacher; Rost(1997) suggested the following recommendations for the classroom teacher:

- Addressing all the students in English , not only the brilliant ones and getting to know them through writing about topics of mutual interest.
- Making English the language of the classroom and pointing out to the students how they are becoming confident and effective users of English.
- Exposing the learners to various literary forms and encouraging them to learn new items.
- Setting classroom creative writing activities that personally engage the students, and setting challenging, yet realistic goals for each activity. The students should be given clear feedback on how well they do.
- Teachers should adapt their pedagogical approach and can mutually design tasks that could motivate and encourage students by giving them liberty of choosing topics of their interest.

Underwood (1989) said "Success breeds success" this suggests that if the teacher succeeds in developing learners' creative writing abilities , then he/she paved the way for them to engage in successful autonomous learning outside the classroom setting.

### **2.1.22EFL Students' Difficulties in Creative Writing:**

Gomaa (2010) indicated that “students’ first language affects learning the target language”. This is why students make certain mistakes and repeat them. Here are some of the common mistakes she has experienced while teaching creative writing:

#### **a. Run on sentences:**

Run on sentences in Arabic are accepted. In Arabic we write endless sentences with no punctuation marks, and that is not accepted when writing English.

#### **b. Arabism:**

When the students translate Arabic into English they sometimes use words causing misunderstanding and confusion. For example, a sentence like “Flu

infection spreads by peace with hand” is grammatically correct but meaningless. The student means “Flue infection is caused by greetings and handshakes”. The words greetings and peace are of the same meaning in Arabic so the student wrote one instead of the other.

**c. Punctuation:**

Several English language learners with Arabic background struggle with punctuation since Arabic has few limitations in the use of commas and periods than English. The semi-colon, and the exclamation marks aren't very commonly used in students' writings.

**d. Writing Organization:**

The circular structure in the English essay ( with the topic sentence of the same idea in the conclusion) is foreign to Arabic essay where the conclusion has to bring something new.

According to Anh(2019) writing has always been the last learned skill compared to the other three skills of listening, speaking, and reading. However, writing is considered as the most difficult skill for learners. In English learning as a foreign language, there is no exception. Learners often have difficulties writing their texts even in their language. For English writing, those difficulties seem much bigger. This issue has been a widely discussed topic of linguists and foreign language researchers in the world. As compared to speaking, according to Hedge (1988), a writing activity often requires many factors such as a good ability to develop ideas and information, high level of accuracy to help readers avoid misunderstandings, the use of diversified grammatical structures, syntax, and vocabulary(Anh, 2019 p.74).

Nunan (1989) argued that writing is the most complex and difficult-to-learn skill for those who learn English as a foreign language because “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”. This suggests that, at the sentence level, the writer needs to be aware of different aspects such as content, sentence structure, vocabulary, punctuation, and spelling.



At a higher level, the creative writer needs to have the ability to integrate information into coherent paragraphs and texts. In addition, the course of writing skills should be very time-critical and requires the writer to practice a lot. Along with this perspective, Hedge (2000) remarked: “all the time spent in communicative activities, adults devote 5% of their energies to listening, 30% to speaking, 16% to reading, and 9% to writing.”

According to Fareed (2016), cited from Anh (2019), “a text of an effective EFL writer must be cohesive, logical, clearly structured, interesting and properly organized with a wide range of vocabulary and mastery of conventions and mechanics”. That means EFL learners often encounter many difficulties in developing effective writing skills.

Anh (2019) pointed out that in terms of grammar, understanding and applying the English grammatical rules it is not easy for the students to write effectively because verbs are usually formed differently to have subject-verb agreement according to the tenses. Besides, it is hard for them to learn how to use articles, prepositions, pronouns, and connecting devices appropriately.

Syntactically, learners often find writing the correct sentence structure challenging because, in English syntax, there are so many different types of sentence structures with strict requirements on the use of conjunctions and dependent/subordinate clauses.

In terms of vocabulary, learners need to have a large enough vocabulary range to be able to use them flexibly for each writing topic in order to perform the task well. However, they often have difficulty in choosing the appropriate vocabulary in context.

In terms of skills, writing requires learners to organize and develop ideas logically, which is also a big challenge for them. Although they own a broad range of vocabulary and grammar knowledge, they cannot complete the task well due to the inefficient organization of the writing papers (Anh, 2019).

Second or foreign language learners of English encounter a lot of obstacles. They are able to produce sentences which may be grammatically correct but will not sound English because of mother tongue interference. According to

(Walters, 1983, p.18) “A student’s writing may be grammatically correct, but unacceptable because of interference from the native language in style, usage, or arrangement of ideas.

## **2.2 Previous Related Studies:**

The impact of literature in enhancing EFL learners’ creative writing skills have been investigated by many researchers , among them are the following:

Abdel Fattah(2020) studied ‘The Effect of Literature Circles on Developing EFL Creative Writing Skills for Secondary Stage Students’ ’

The study was conducted to investigate the effect of literature circles on developing EFL creative writing for secondary stage students. The study followed a pre-post experimental one group design. The participants were 40 first year secondary stage students. To achieve the aim of the study, the researcher designed a creative writing pre/post test to measure the students' performance in creative writing. The findings of the study revealed that there was a statistically significant difference at 0.01 in the pre- and post assessment of EFL creative writing skills. In the light of the findings, the researcher recommended the use of literature circles for developing EFL creative writing skills.

Cheekeong (2014) conducted a study entitled "Using Literature in Yemeni High School for EFL Students to Enhance Creative Writing ", the data was collected through a questionnaire and interviews, the results of the study revealed that students’ poor performance in creative writing skills was due to: firstly, teachers neglect teaching creative writing skills and pay more attention to grammar and they do not encourage the students to write in English in the classroom setting.

Secondly, the curriculum is not designed to promote and enhance creative writing skills. Thirdly, most of the students were not confident enough to use English in and outside the classroom.

Zakari(2015) conducted a study entitled" The Role of Literature in Enhancing Writing Problems among Sudanese EFL University Learners" , he employed the analytic descriptive approach and collected data by using a

questionnaire and an audio-recorder interview with the students, the results of the study showed that the students could understand the message addressed to them but they experienced difficulties responding properly in writing , the students faced difficulties in writing because of their limited knowledge about the target language , lack of confidence besides that the environment in which the students learnt and practiced English did not encourage them to develop their creative writing abilities.

Ahmed (2011) investigated " Using Literature in Creative Writing Skills in Large Classes" , the study took place at Sudan University of Science and Technology during the academic year 2011 , the researcher used the descriptive analytical method , to collect data two tools were used a questionnaire for teachers and a test for students , the main results of the study showed that the curriculum has negative impact on teaching creative writing skills as shown in the results of the teachers' questionnaire and the students' test. The students' test also revealed that large classes have negative effects on the students' achievements and are not helpful in teaching EFL writing skills.

Oda(2009) made a study under the title" The Role of Teaching the English Novels in Developing Creative Writing Skills" with the purpose to find out the role novels can play in developing students' language skills and to examine to what extent literature provides students with different vocabulary items and grammatical structures , to gather the data of the study the researcher used pre test and post test. The findings of the study revealed that if literature is used properly and seriously in tackling it linguistically, the effective role of the literature in developing the language of the learners would be so clear.

Tsai(2012) made a study entitled" Students' Perceptions of Using literature as Main Material in the EFL Writing Course", the study focused on evaluating the effectiveness of literature teaching based on students' subjective perceptions, for this purpose , the researcher used pretest and post test and a pair of questionnaires to measure students' perceptions and attitudes prior to and after the literature class , the findings of the study

indicated that students demonstrated improvement in attitudes, confidence , interest and writing abilities.

Chowdhury (2015) investigated “Observing Writing Classes to Explore Students’ Writing Problems: A Secondary Level Scenario of EFL Class” with the aim to find out students’ writing problems at secondary level. For data collection and data analysis the researcher observed three different classes of one school, took 30 students’ interview and assessed 30 scripts. After the data collection and data analysis the researcher found that students face writing problems not only due to inabilities but also for the drawback in the education system.

Cetinavcı&Tutunis (2012) conducted a study titled ‘Making Use of Poems to Teach English Writing’. This study was motivated by the fact that there is a tendency to see poetry as being remote from language teaching contexts. Thinking that this was partly because of the lack of training in teaching literature given to English language teacher trainees, an experimental group of 3rd year Uludag University English Language Teaching(ELT) Department students taking the “Poetry Analysis and Teaching” course were taught about new poetry-centered techniques and activities compiled from the related literature and they were asked to design a lesson using them. The control group continued to take the course without any changes. At the end of the term, both groups were given a questionnaire on their attitudes towards the use of poetry in EFL classrooms. Statistically significant differences were found between the groups showing that the experimental group favored poetry more strongly as a multi-purpose and multifunctional tool to teach a foreign language. The experimental group participants declared to be favoring poetry as it can be used to improve the language skills of elementary, intermediate and/or advanced learners in different age groups in a motivated way.

From the above studies, we find that creative writing difficulties are caused by many factors such as improper development of analytical and cognitive skills, unfamiliar topics, lack of background knowledge of the students, students' level of proficiency, new vocabulary and grammatical structures and not concentrating on the task....etc. Ja'fr (2013) reported that writing

problems are attributed to inadequate grammar knowledge, insufficient writing time, limited knowledge of vocabulary, lack of practice, lack of ideas related to the writing task, punctuation and English sentence structure. According to Yen (1987) EFL writing difficulties are affected by words discrimination, cohesive devices, vocabulary, English phrases and syntax.

It is evident from the above literature review, that efforts have been made by a great number of researchers to identify the role literature plays in enhancing EFL students' creative writing skills. However, more empirical studies are needed to explore the source of these difficulties and propose some suitable solutions to overcome them, this is what the present study is trying to demonstrate.

### **Chapter Summary:**

This chapter provided theoretical background and reviewed the related literature to the impact of literature in enhancing EFL learners' creative writing skills.

The relationship between the current study and the previous studies is that all the studies tried to investigate impact of literature in enhancing EFL Sudanese secondary school students' creative writing skills.

To sum up, the previous studies came up with the following findings:

- Creative writing is an important skill in the process of foreign language learning as it affects the development of the other language skills.
- Universities and schools do not pay enough attention to teaching creative writing; the syllabus does not include enough creative writing materials, in addition, teachers need more training specifically to teach EFL creative writing strategies.
- EFL learners consider creative writing classes challenging due to some problems and difficulties during teaching and learning activities; teaching creative writing in large classes for example, have negative effects on the students' achievements.

- Furthermore, there are other factors that hinder creative writing such as lack of background information about the topic, lack of concentration, anxiety, distortions, lack of lexis, semantic and syntactic awareness, complexity of the topic, poor quality of teaching materials and poor awareness of the features of written English

-EFL learners also encountered creative writing difficulties that are related to the learner and the teacher at a high level.

- Lack of practice, limited vocabulary mastery, punctuation and uninteresting learning materials pose some EFL creative writing difficulties.

- Literature helps EFL learners to expand the range of their imagination, gives them new ideas and enables them to write something that is original and readable.

-Teaching literature positively impact students' learning processes and language development including improving comprehension skills ,increasing students' participation in a safe environment, enhancing responsibility and motivation, expanding collaborative discussion, developing oral proficiency, increasing scaffolding opportunities and reinforcing creative writing skills.

- Literature gives evidence of the widest variety of syntax, the richest variations of vocabulary discrimination and skills.

- Literature provides students with the experience of creative writing as they discover not only isolated texts but a whole body of knowledge, discussed in relation to experience gained from literature.

- Literature improves learners' linguistic knowledge as it extends their vocabulary and grammatical structures. This suggests that using literature in EFL classrooms enriches students' creative writing language skills.

-Literature is a valuable source of motivating materials that would provide access to cultural background as it enhances language acquisition , expands the students' language awareness and abilities to interpretation hence it

stimulates the imagination of learners ,develops their critical abilities and increases their emotional awareness.

The next chapter is going to discuss the methodology of the study through which data of the study has been collected.

# Chapter Three

## Research Methodology



## **Chapter Three**

### **Methodology of the Study**

#### **3.1 Introduction:**

This chapter discusses the population of the study, the sample used in this study, the methodology, the instrumentation, the reliability and validity of the study and the techniques used for data collection and analysis.

The method adopted in this research is the descriptive analytical approach. Data has been collected by using two tools: a pre-posttest design was used to investigate the impact of using literature in enhancing creative writing skills for Sudanese secondary school students, the test was given to 30 Sudanese secondary school second year students, the researcher also uses a questionnaire in order to collect data about the views and perceptions of teachers regarding the problem of the study. The questionnaire was administered to (30) EFL Sudanese secondary school teachers, all the data has been then analyzed through SPSS (Statistical Package for Social Sciences).

#### **3.2 Population of the Study:**

As the study uses two tools; a pre-post test and a questionnaire, the population of the study composes of Sudanese secondary school students in Almanar Secondary School for Boys and Girls to whom the test is administered, and expert EFL Sudanese secondary school teachers who participated in the questionnaire.

#### **3.3 Sample of the Study:**

The test has been conducted in Almanar Secondary School for Boys and Girls , the sample of the study was taken from second year students who possess the same level of English abilities and are approximately the same age, (30) students have participated voluntarily, the test took place during their first term during the school academic year (2020/2021).

The sample of the questionnaire is (30) expert EFL Sudanese secondary school teachers who have more than seven years' experience in teaching

English at Sudanese secondary schools, the sample was taken to detect some of the causes and to suggest some suitable solutions to creative writing problems that face the subjects of the study and discuss the role that teaching literature plays in enhancing creative writing skills.

### **3.4 Methodology of the Study:**

The purpose of this research is to investigate the impact of teaching literature in enhancing EFL Sudanese secondary school students' creative writing skills. To achieve this goal and in an attempt to answer the research questions, data has been collected through using two tools, a pre-post test for (30) students who have participated voluntarily and have been selected randomly from second year students at Almanar Secondary School for Boys and Girls and a questionnaire for (30) expert English teachers at Sudanese secondary schools. The data collected has been analyzed statistically by SPSS.

### **3.5 Instrumentation:**

The instruments used in this study are a pre-post test and a questionnaire. They are described in details below:

#### **3.5.1 The pre-post test:**

The first instrument which is employed in this study is pre-post creative writing skills test; the main purpose of this test is to investigate the difficulties that EFL Sudanese university students encounter in creative writing and to evaluate the role that teaching literature plays in enhancing EFL Sudanese secondary school students' creative writing skills.

The EFL creative writing skills test was developed by the researcher. The test has four parts; each part was developed to measure one of the intended skills (fluency, flexibility, originality and accuracy). The first part focused on assessing the fluency skills where the students were asked to produce as many related ideas as possible about a particular topic, then choose one of these ideas and write a paragraph. The second part focused on assessing flexibility in which students were required to restate a paragraph on their own.

The third part assessed students' originality of ideas in which students were asked to summarize a paragraph. Then the final part of the test focused on the accuracy indicators, where students were required to read a paragraph that contains some errors in (spelling, grammar, vocabulary, and punctuation), identify these errors and correct them.

The test was designed with clear instructions; the language was suitable to the language level of the participants, the test was comprehensive and the time allotted for the test was (80)minutes.

### **3.5.2 The Validity of the pre-post creative writing test:**

Validity refers to the extent to which a test or a set of tests measure what they are supposed to measure. It also refers to the extent to which the results of the procedure serve the uses for which they were intended.

To estimate the test validity, the EFL creative writing skills test was submitted to 5 Sudanese members in TEFL. They were asked to express their opinions regarding the clarity, the difficulty level and length of the test, and how far each item measures the skill intended to measure. They reported the appropriateness of the test items to the skills to be measured. Suitability of the test to students' academic level was reported. Clarity of the test instructions and questions and representation of the targeted skills were also reported.

### **3.5.3 The Reliability of the pre-post creative writing test:**

Reliability is defined as the extent to which a test produces consistent results when administered under similar conditions. Reliability also means when a certain test is applied on a number of individuals and the marks of every one are counted; then the same test applied another time on the same group and the same marks are obtained; then we can describe this test as reliable.

For estimating the reliability of the EFL creative writing skills test, the researcher used the test-retest method. The test was administered to the piloting group of second year secondary stage students, (n=30). The test was administered again to the same group after three months. Pearson correlation

coefficient between the two administrations was .95 which is statistically significant at 0.01 so, the test was reliable.

#### **3.5.4 The Questionnaire:**

The researcher designed the questionnaire in (Appendix 2) for expert teachers at Sudanese secondary schools to collect information about their views and perceptions regarding causes , solutions of creative writing difficulties encountered by EFL Sudanese university students and to discuss the role literature plays in enhancing creative writing skills.

The questionnaire consists of two parts, part one consists of twelve statements, it is mainly designed to investigate the causes of the difficulties that face EFL Sudanese secondary school students in creative writing skills from teachers' point of view.

Part two consists of twelve statements with the aim to elicit some suitable solutions to creative writing problems that face EFL Sudanese secondary school students and discusses the role literature plays in enhancing creative writing skills.

The questionnaire was designed by the researcher based on her observations of the creative writing problems that face the subjects of the study and according to the review of literature which was included in the second chapter of this study.

#### **3.5.5 The Validity of the Questionnaire:**

The researcher consulted expert university teachers in the field of language teaching who have background in doing research in English language teaching to examine the content , the structure , the logical flow of the statements , the length and the order of the questionnaire , they accepted the items of the questionnaire in general but suggested some modifications , they suggested that the researcher should limit the number of the statements to 24 in order to achieve accurate results , the researcher then made some modifications according to their comments.

On the other hand, validity is also a measure used to identify the validity degree among the respondents according to their answers on certain

criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity of the questionnaire is calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaire to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table :

**Reliability Statistics**

Cronbach's Alpha	No. of items
80	24

**3.5.6 The Reliability of the Questionnaire:**

Reliability means obtaining the same results if the same measurement is used more than one time under the same conditions.

Reliability is also defined as the degree of the accuracy of the data that the tool measures. Here are some of the most used methods for calculating the reliability:

- Alpha-Cronbach coefficient.

**3.6 Techniques of Data Collection and Analysis:**

As has been mentioned, the data of the study has been collected by using a pre-post creative writing test and a questionnaire.

The pre- test was conducted on 15 .January.2021, the researcher has administered the pre-test to (30) Sudanese secondary school students in Almanar Secondary School for Boys and Girls, the test took place during their school day in the school , the researcher gave them oral instructions by herself then she distributed the test.

The post- test was conducted on 17 .April.2021 after the implementation of literature for three months.

### **3.6.1The suggested literature - based program:**

The literature -based program was developed to enhance EFL creative writing skills for second year secondary school students and provide them with some theoretical knowledge about EFL creative writing skills (fluency, flexibility, originality and accuracy).

### **3.6.2Aim and Objectives of the program:**

The literature-based program was developed to enhance the required EFL creative writing skills for second year secondary school students.

The researcher used various activities and tasks through the sessions to enable the participants accomplish the program objectives.

So, by the end of the program, students were expected to:

1. Be aware of the importance of literature in general and in developing their creative writing skills.

- 2-Develop the main creative writing skills categories (i.e. fluency, flexibility, originality and accuracy).

### **3.6.3Content of the Program:**

The program included some EFL creative writing skills activities and tasks that are suitable to the level of the students.

### **3.6.4 Description and framework of the program:**

The program consisted of 14 sessions. The first two were orientation sessions about literature used in the program, EFL creative writing skills and the importance of these skills to the participants of the study. The rest of the sessions focused in the main EFL creative writing skills categories , students were required to practice (fluency, flexibility, originality, and accuracy). Moreover, there were two sessions for revision. Each one of the revision sessions were practiced and presented after the total practice of its skill, as a kind of formative assessment for the program.

### **3.6.5 Implementation of the Program:**

The study was conducted on 30 Sudanese second year secondary school students, in Almanar Secondary School for Boys and Girls , during the school academic year 2020-2021.

The EFL creative writing skills test was developed by the researcher. The test has four parts; each part was developed to measure one of the intended creative writing skills (fluency, flexibility, originality and accuracy). The first part focused on assessing the fluency skills where the students were required to generate as many related ideas as possible, then choose one of these ideas and write a paragraph. The second part focused on assessing flexibility in which students were required to restate a paragraph on their own.

The third part assessed students' originality of ideas in which students were asked to summarize a paragraph. The final part of the test focused on the accuracy indicators, where students were required to read a paragraph that contains some errors in (spelling, grammar, vocabulary, and punctuation), identify these errors and correct them.

The data obtained from the pre-post test was marked by the researcher and was analyzed by SPSS (Statistical Package of Social Sciences).

The second tool that has been used to collect data for this study is a structured questionnaire which the researcher administered on 20<sup>th</sup> .4.2021 to (30) expert EFL Sudanese secondary school teachers, it took about a week to

get all the copies of the questionnaire answered, then the data collected by the questionnaire was analyzed statistically by using SPSS.

### **3.7The Statistical Method:**

The SPSS( Statistical Package for Social Sciences) was used to statistically process the data .The method used in the analysis of the data is the frequencies and percentages of the respondents answers , in addition to the arithmetic mean and standard deviation of the weight of the respondents answers , Chi-square was used to test the hypotheses of the study.

### **Chapter Summary:**

Chapter three shows how the researcher collected data about the impact of using literature in enhancing EFL Sudanese secondary school students' creative writing skills.

The population, the sample, the methodology, instrumentation, validity and reliability of the tools used to collect data for the study and the techniques used for data collection and analysis were explained in great details in this chapter.



# Chapter Four

## Data Analysis , Results and Discussion

## Chapter Four

### Data Analysis, Results and Discussion

#### 4.1 Introduction:

This chapter presents the analysis, evaluation, and interpretation of the data collected through the pre-post test and the questionnaire, the first part of it is devoted to the pre-post test while the second part is devoted to the questionnaire. The statistical part of the analysis of the data of the study is done by (SPSS) program where frequencies and percentages are presented.

#### 4.2 The Pre-post test Responses and Analysis:

The pre-post creative writing test consists of four parts .The responses to the pre-post creative writing test of the (30) Sudanese secondary school students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

The test is analyzed statistically, discussed and followed by a table to support the discussion.

#### Hypotheses One& Two:

1. Most EFL Sudanese secondary school students face some difficulties with creative writing skills.
2. Teaching literature improves EFL Sudanese secondary school students' creative writing skills.

#### **The pre-test:**

Table (4.1) shows the Frequency and Percentage of Distribution to the answers of the respondents of the study to the pre-test.

Variables	Frequency	Percentage
Pass	7	23%
Fail	23	77%
Total	30	100%

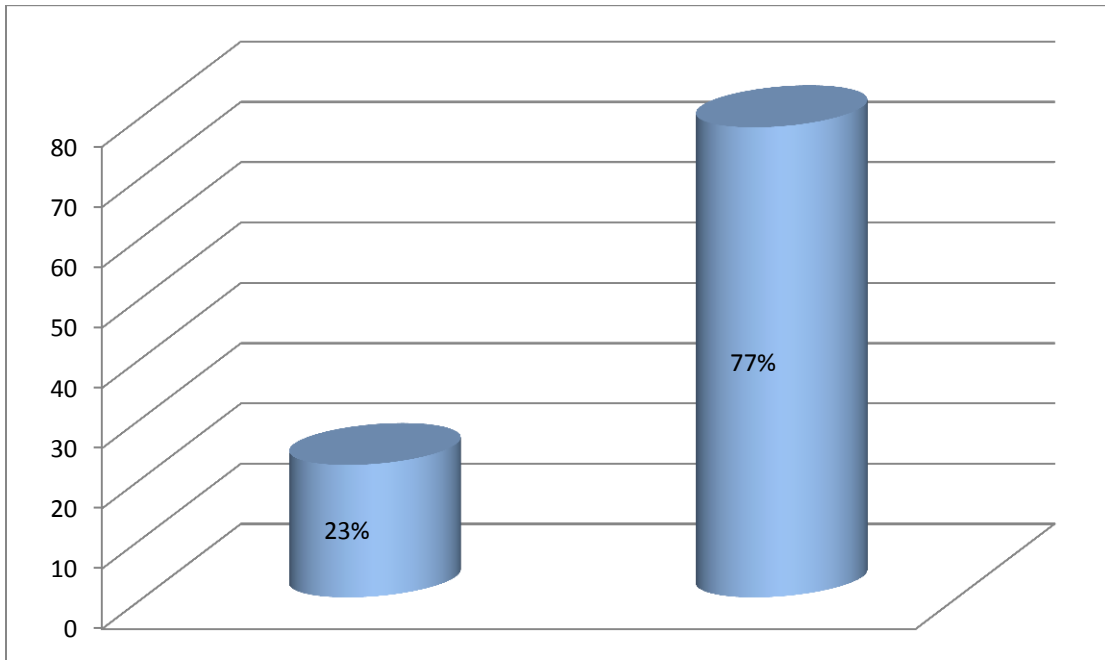


Figure (4.1)

The above table and figure show the percentage and frequency of the answers of the sample of the study related to the pre- test. It is clear that most of the students failed in the pre-test as it is represented by (77%).

Table (4.2) shows the Frequency and Percentage of Distribution of the students' answers to the post-test .

Variables	Frequency	Percentage
Pass	24	83%
Fail	6	17%

Total

30

100%

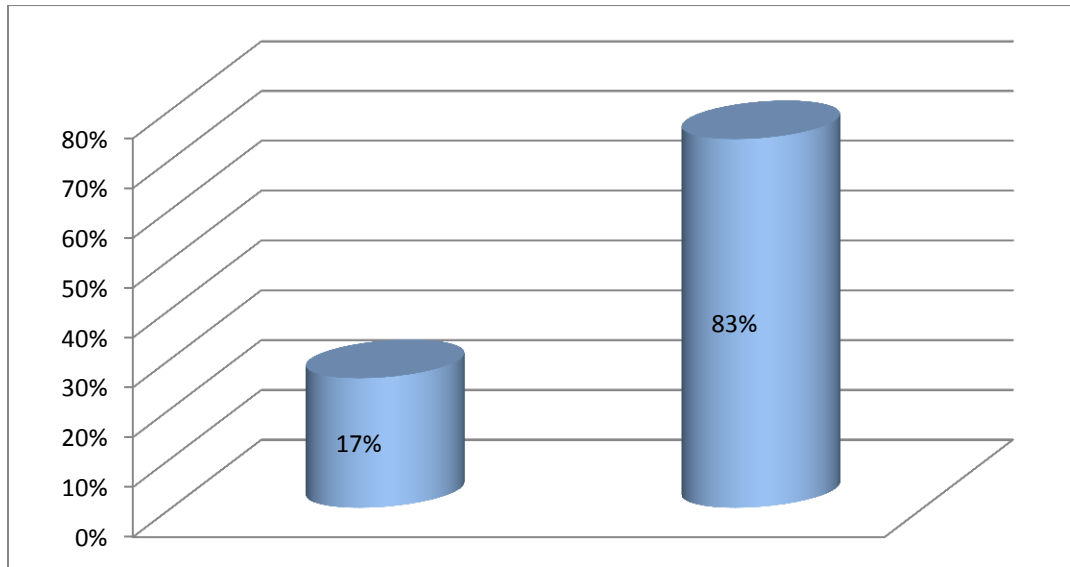


Figure (4.2)

The above table and figure illustrate the percentage and frequency of the answers of the sample of the study with regard to the post-test and show that most of the sample of the study passed the post-test as it is represented by (83%).

The overall pre-post creative writing test:

Table No (4.3) shows the Frequency Distribution of the respondents' answers to the pre-post creative writing test:

Answers	Frequencies	Percentage
Pass (pre-test)	7	23%
Pass(posttest)	24	83%
Total	30	100%

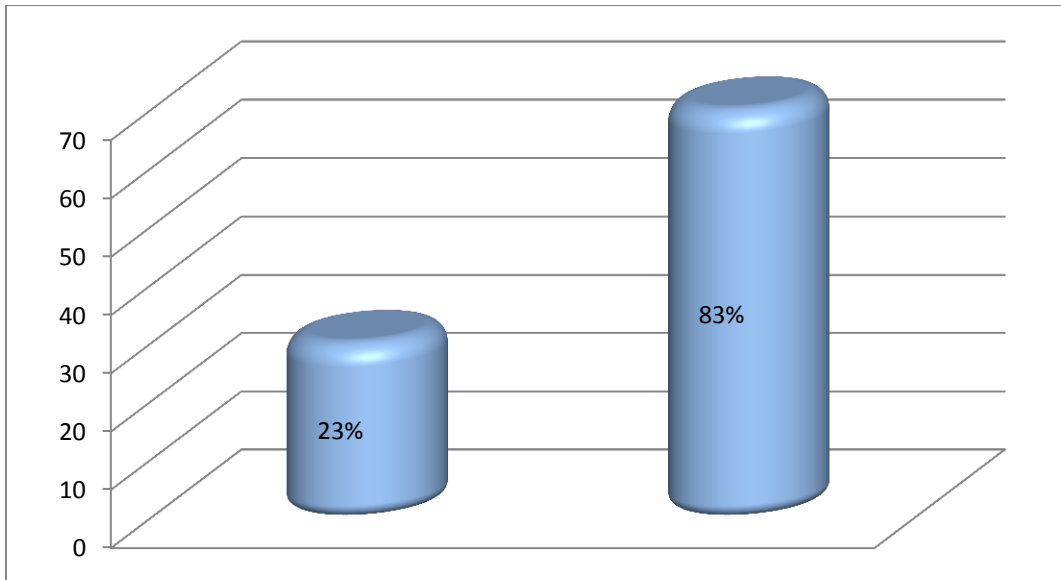


Figure (4.3)

As can be seen from the above table and figure only (7) (23%) of the students in the sample of the study were able to pass the pre-test; while there are (24) (83%) of students passed the post- test.

Table No. (4.4) the Frequency Distribution and Decisions for the respondents' answers of the pre-post creative writing test:

Tests	Pass		Fail		Decision
	Frequency	Percentage	Frequency	Percentage	
<b>Pre-test</b>	7	23%	23	77%	<b>acceptable</b>
<b>Post-test</b>	24	83%	6	17%	<b>acceptable</b>

According to the results above, it can be said that the majority of the students were unable to pass the pre- test, so we can say that the first and the second hypotheses of the study are confirmed.

Table (4.5) one sample T-TEST for the pre-post writing test:

Tests	No.	SD	T-value	DF	P-value
Post test	30	7.2	11	29	0.00
Pretest	30	9.81	17	29	0.00

The calculated value of T -TEST for the significance of the differences for the respondents' answers in the post test was (11) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents.

The calculated value of T -TEST for the significance of the differences for the respondents' answers in the pre-test was (17) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This asserts that the first and the second hypotheses of this study are verified.

From the findings of the pre-post creative writing test we find out:

1. EFL learners encounter some serious creative writing difficulties.
2. Teaching literature improves EFL Sudanese secondary school students' creative writing skills.

The findings of the pre-post creative writing test coincide with the following studies for as Abdel Fattah (2020) remarked that EFL learners need to possess the creative writing skills which includes fluency , flexibility ,originality and accuracy .

Nunan (1989) argued that writing is the most complex and difficult-to-learn skill for those who learn English as a foreign language because “Writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”.

They also conform to(Walters, 1983) who stated that second or foreign language learners of English encounter a lot of obstacles in creative writing skills. They will be able to produce sentences which may be grammatically correct but will not sound English because of mother tongue interference. A student’s writing may be grammatically correct, but unacceptable because of interference from the native language in style, usage, or arrangement of ideas.

The results also support the findings of Chowdhury (2015) who argued that EFL students face creative writing problems not only due to inabilities but also for the drawback in the education system.

Furthermore, Gomaa (2010) argued that “students’ first language affects learning the target language”. This is why students make certain mistakes and repeat them; in Arabic we write endless sentences with no punctuation marks, and that is not accepted when writing English. Moreover, when the students translate Arabic into English they sometimes use words causing misunderstanding and confusion. For example, a sentence like “Flu infection spreads by peace with hand” is grammatically correct but meaningless. The student means “Flue infection is caused by greetings and handshakes”. The words greetings and peace are of the same meaning in Arabic so the student wrote one instead of the other, in addition, several English language learners with Arabic background struggle with punctuation since Arabic has few limitations in the use of commas and periods than English. The semi-colon, and the exclamation marks aren't very commonly used in students’ writings. Furthermore, the circular structure in the English essay ( with the topic

sentence of the same idea in the conclusion) is foreign to Arabic essays where the conclusion has to bring something new.

Lewis(2002) pointed out that success in learning creative writing is associated with self expressions , the flow of ideas, outsider expressions, growing confidence and enjoyment of academic writing hence good writing involves the ability to express ideas clearly and confidently to readers, moreover, creative writing enables the students to express themselves more efficiently and with great confidence.

The results also coincide with Walker (2013) who suggested that when creative writing is used to respond to the texts as well as to expand beyond the text read, students should be able to:-

- a) Interpret and critique creative work in writing.
- b) Use skills of analysis and reasoning.
- c) Express ideas concisely and clearly.
- d) Revise and edit literary work.
- e) Read and write critically
- f) Produce and value creative and original forms of thought and expression.

Moreover, they agreed with Hedge (1988)who pointed out that a writing activity often requires many factors such as good abilities to develop ideas and information, high level of accuracy to help readers avoid misunderstandings, the use of diversified grammatical structures, syntax, and vocabulary.

Moreover, Brumfit, (1985) stated that teaching literature gives evidence of the widest variety of syntax, the richest variations of vocabulary discrimination and skills”. Therefore, literature syllabus provides examples of language employed at its effective, subtle and suggestive ways hence it serves as encouragement, guide, target to the presently, limited linguistic achievement of EFL students.



They also agree with Morley(2007) who argued that reading literature such as novels and poems is the reason behind the wish of many individuals become a good creative writer. Moreover, McKay(1980) asserted that literature increases all language skills for literature enhances linguistic knowledge by giving evidence of widespread and rich vocabulary usage and complex and exact syntax.

Stern (2001) suggested that literature can be a rich and inspiring source for creative writing: for both as a model and a subject matter , as a model it can be found in students' writing which closely resemble the original works or great literary writers or imitate the content theme organization or style.

According to Oster(1989) literature exposes learners to coherent and expert writing which helps in better creative writing as reading literary texts by different writers is believed to introduce the learners to different writing styles which in turns encourage learners to develop their own creative writing style.

Langer(1997) declared that teaching literature helps students to write creatively about their lives and their surrounding world, opening "horizons of possibility , allowing them to question, interpret, connect, and explore".

Mart(2016) maintained that literature increases students' language awareness as literary texts widens students' knowledge about how words are used in different contexts, thus students can use words appropriately when they start to write and develop EFL learners interpretive skills as it helps learners to draw inferences from the context.

The findings of the study also conform with Chowdhury (2015)who investigated ‘‘Observing Writing Classes to Explore Students’ Writing Problems: A Secondary Level Scenario of EFL Class’’ with the aim to find out students’ writing problems at secondary level and found out that students face writing problems not only due to inabilities but also for the drawback in the education system.

### **4.3 The Questionnaire:**

The questionnaire consists of two parts, part one contains twelve statements to investigate the causes of the difficulties that Sudanese secondary school EFL learners face in creative writing skills whereas the second part consists of twelve statements which elicit some of the solutions to creative writing difficulties that the subjects of the study face and evaluates the role of literature in enhancing EFL learners' creative writing skills. The questionnaire was given to (30) respondents who represent the teachers' community at Sudanese secondary schools.

#### **4.4 The Responses to the Questionnaire:**

The responses to the questionnaire of the (30) teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

#### **4.5 Analysis of the Questionnaire:**

The researcher distributed the questionnaire on the determined study sample (30) EFL Sudanese secondary school teachers, and constructed the required tables for the collected data. This step consists of transformation of the qualitative (nominal) variables (strongly agree, agree, neutral, disagree, and strongly disagree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

#### **Hypothesis Three**

Creative writing difficulties are attributed to many factors.

Statement No. (1)

Teachers' lack of analytical and evaluative approach , large unmanageable class size, traditional pedagogy and students' weak academic background can negatively affect creative writing skills of EFL students.

Table No (4.6)

The frequency distribution for the respondents' answers of statement No. (1)

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>strongly agree</b>	3	13.3
<b>agree</b>	14	46.7
<b>neutral</b>	3	10
<b>disagree</b>	7	20
<b>strongly disagree</b>	3	10
<b>Total</b>	30	100.0

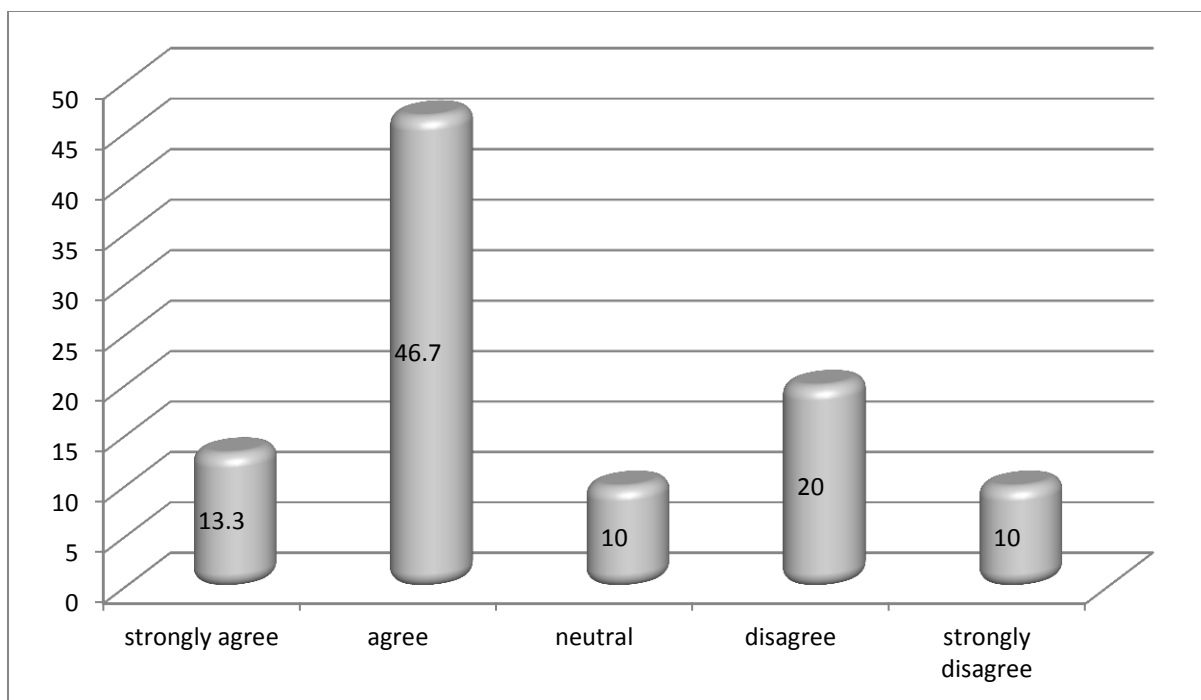


Figure (4.4)

It is clear from the above table and figure that there are only (3) teachers in the sample of the study (13.3%) strongly agreed with "Teachers' lack of analytical and evaluative approach large , unmanageable class size, traditional pedagogy and students' weak academic background can negatively affect creative writing skills of EFL students ".

There are (14) persons (46.7%) agreed with that, (3) persons (10.0%) were not sure, (7) persons (20.0%) disagreed and (3) persons (10%) strongly disagreed.

### **Statement No (2)**

Schools and universities pay more attention to grammar, reading and vocabulary rather than creative writing skills; they do not consider creative writing an important part of their course books.

Table No (4.7)

The frequency distribution for the respondents' answers of statement No. (2)

Variables	Frequency	Percentage
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

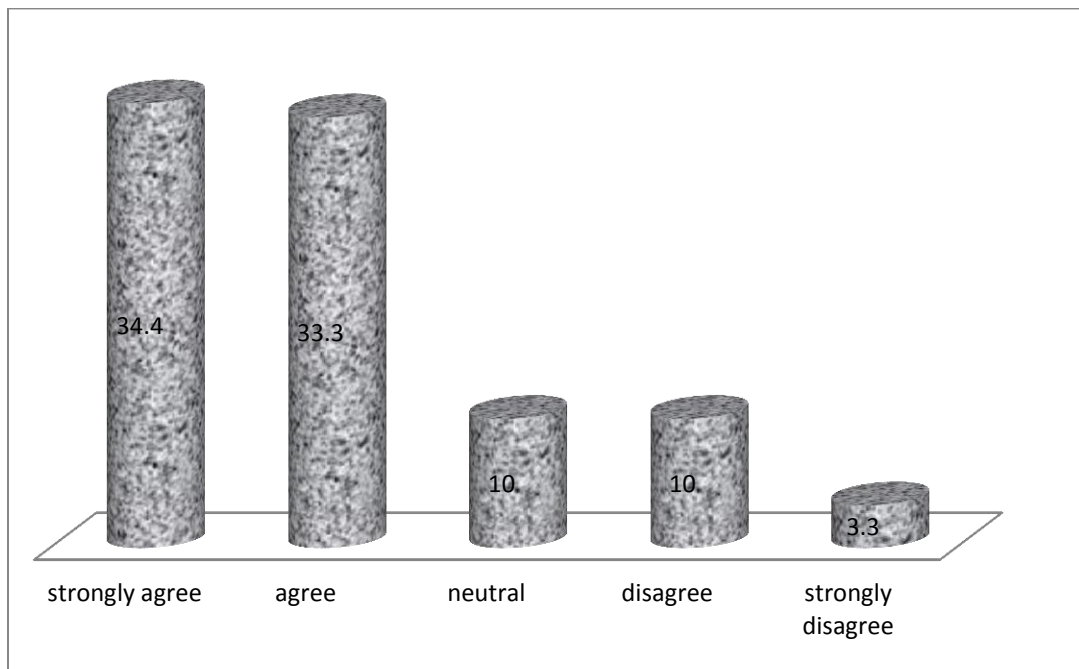


Figure (4.5)

It is clear from the above table and figure that there are (13) persons in the sample of the study (34.4%) strongly agreed with “Schools and universities pay more attention to grammar, reading and vocabulary rather than creative writing skills; they do not consider creative writing an important part of their course books.” There are (10) persons (33.3%)

agreed, (3) persons (10.0%) were not sure, (3) persons (10.0%) disagreed and (1) person (3.3%) strongly disagreed.

**Statement No. (3)**

EFL learners find creative writing skills difficult due to effects of L1 transfer, lack of reading, practice and motivation and self-confidence.

Table No (4.8) the frequency distribution for the respondents' answers to statement No.(3)

Variables	Frequency	Percentage
<b>strongly agree</b>	18	60
<b>agree</b>	10	33.4
<b>neutral</b>	1	3.3
<b>disagree</b>	1	3.3
<b>strongly disagree</b>	0	0
<b>Total</b>	30	100.0

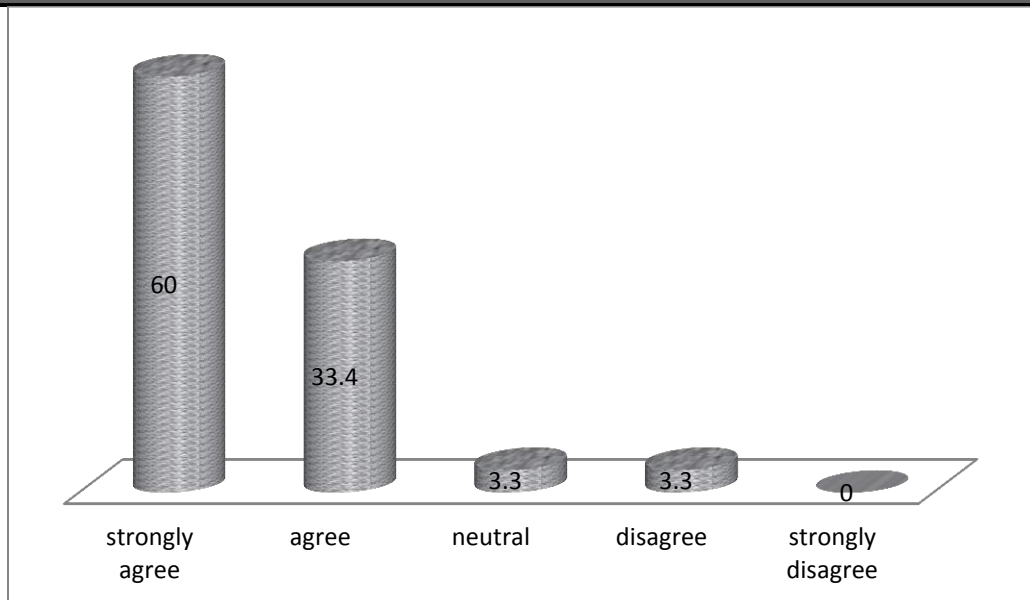


Figure (4.6)

It is clear from the above table and figure that there are (18) persons in the sample of the study (60.0%) strongly agreed with ‘EFL learners find creative writing skills difficult due to effects of L1 transfer , lack of reading , practice and motivation and self- confidence’. There are (10) persons (33.4%) agreed, (1) person (3.3%) was not sure, (1) person (3.3%) disagreed and (0) person (0%) strongly disagreed.

**Statement No.(4 )**

Lack and inconsistent feedback from teachers leads to some difficulties in creative writing

Table No (4.9) the frequency distribution for the respondents’ answers to statement(4)

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>strongly agree</b>	17	53.3
<b>agree</b>	11	36.7
<b>neutral</b>	2	6.7
<b>disagree</b>	1	3.3
<b>strongly disagree</b>	0	0
<b>Total</b>	30	100.0

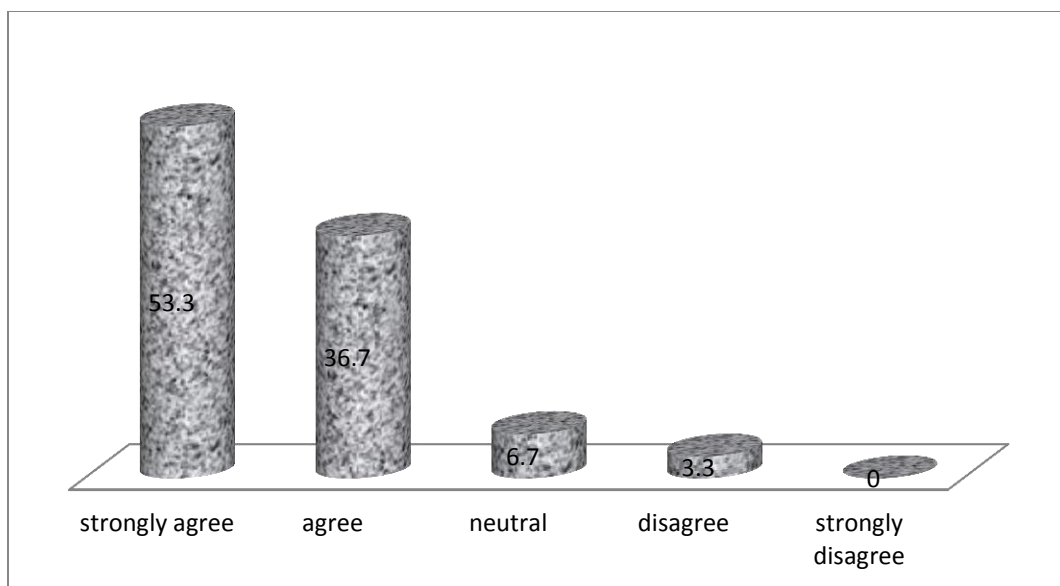


Figure (4.7)

It is clear from the above table and figure that there are (17) persons in the sample of the study (53.3%) strongly agreed with "Lack and inconsistent feedback from teachers leads to some difficulties in creative writing". There are (11) persons (36.7%) agreed, (2) persons (6.7%) were not sure, (1) person (3.3%) disagreed and (0) person (0%) strongly disagreed.

**Statement No. (5)**

EFL learners find it very challenging to obtain sufficient and relevant source information, paraphrase and summarize information, and they can not use an appropriate writing style.

Table No (4.10) the frequency distribution for the respondents' answers of statement No. (5)

Variables	Frequency	Percentage
strongly agree	15	50
agree	13	43.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
<b>Total</b>	<b>30</b>	<b>100.0</b>



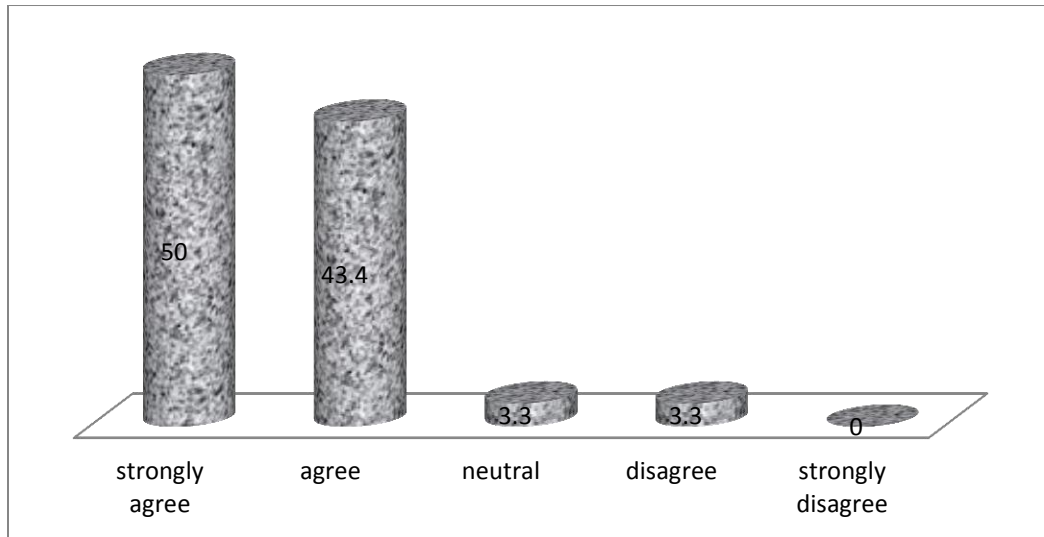


Figure (4.8)

It is clear from the above table and figure that there are (15) persons in the sample of the study (50.0%) strongly agreed with "EFL learners find it very challenging to obtain sufficient and relevant source information, paraphrase and summarize information, and they can not use an appropriate writing style". There are (13) persons (43.4%) agreed, (1) person(3.3%) was not sure (1) person (3.3%) disagreed and (0) person (0%) strongly disagreed.

**Statement No (6):**

Outdated textbooks that neither promote the importance of creative writing skills ,or give the opportunity to the students to practice writing affect students' creative writing skills.

Table No (4.11) the frequency distribution for the respondents' answers of statement No. (6)

Variables	Frequency	Percentage
strongly agree	10	33.3
agree	12	40.0
neutral	4	10
disagree	3	13.3
strongly disagree	1	3.3

<b>Total</b>	30	100.0
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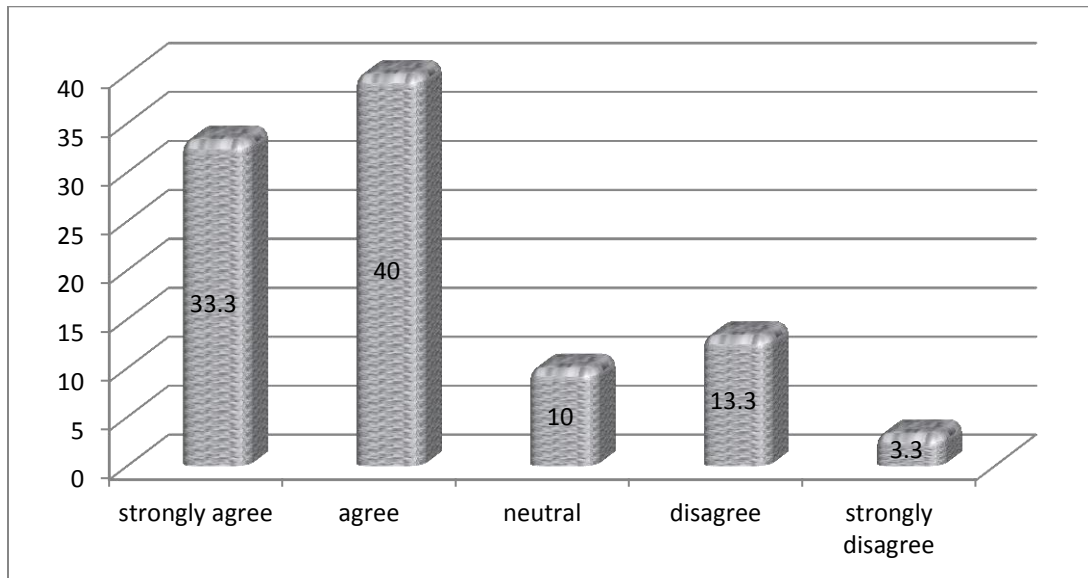


Figure (4.9)

From the above table and figure we can see that there are (10) persons in the sample of the study(33.3%) strongly agreed with " Outdated textbooks that neither promote the importance of creative writing skills ,or give the opportunity to the students to practice writing affect students' creative writing skills". There are (12) persons(40.0%) agreed,(4)persons (10.0%) were not sure,(3) persons(13.3%) disagreed and (1) person(3.3%) strongly disagreed.

**Statement No (7)**

Weakness of students in lexis, semantics and syntax lead to some creative writing difficulties.

Table No (4.12)

The frequency distribution for the respondents' answers of statement No.(7)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	3	10.0	10.0	83.3
disagree	4	13.3	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

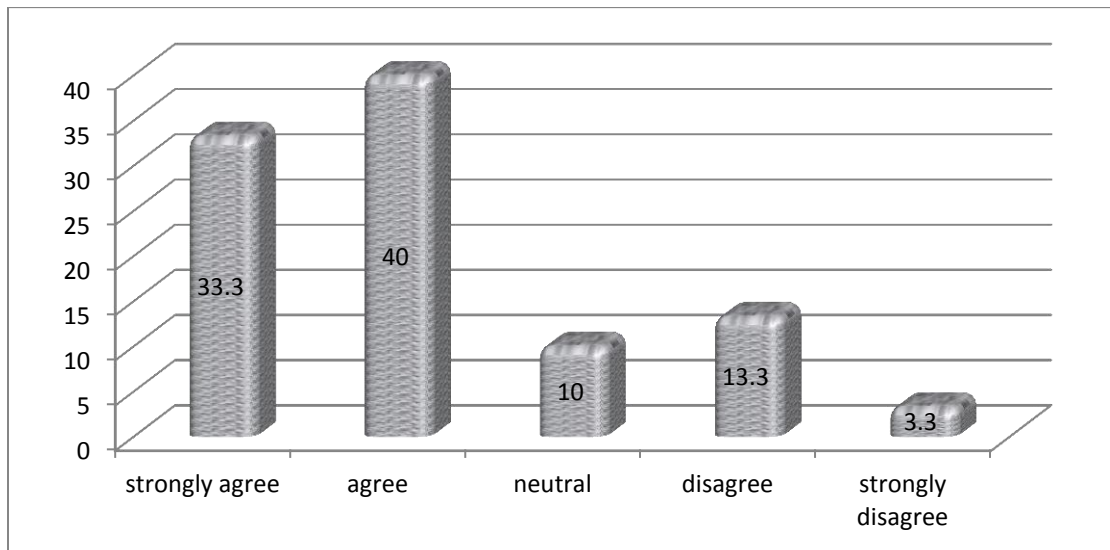


Figure (4.10)

From the above table and figure, we can see that there are (10) persons in the sample of the study(33.3%) strongly agreed with "Weakness of students in lexis, semantics and syntax lead to some creative writing difficulties." There are (12) persons(40.0%) agreed, (3) persons(10.0%) were not sure,(4) persons(13.3%) disagreed and (1)person(3.3%)strongly disagreed.

**Statement No (8)**

The main problems of creative writing skills come from the students' proficiency level besides task's clarity and students' concentration

Table No (4.13) The frequency distribution for the respondents' answers of statement No.(8)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

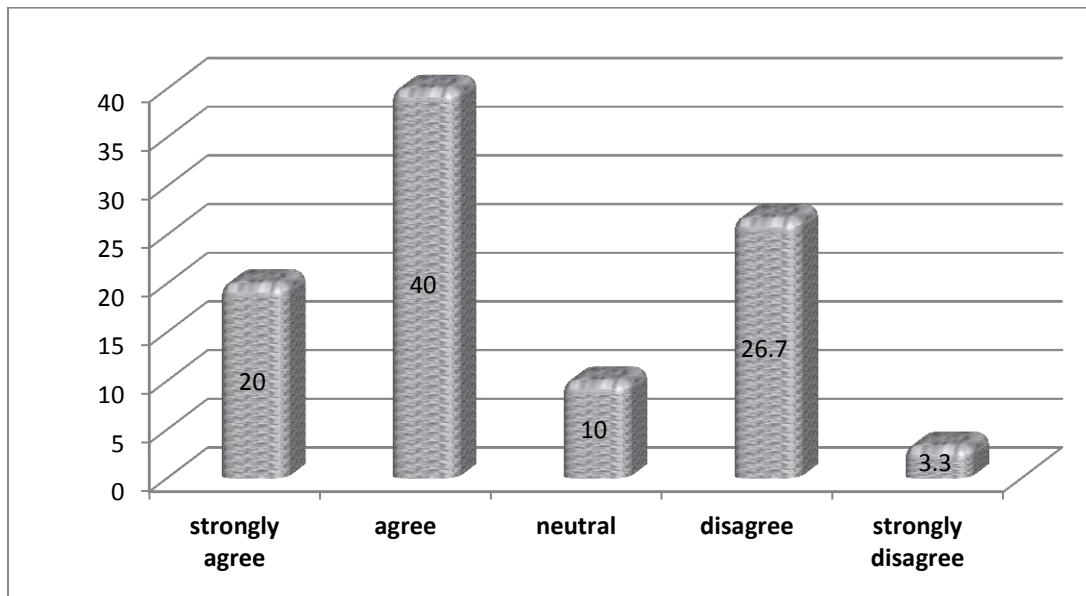


Figure (4.11)

From the above table and figure, we can see that there are (6) persons in the sample of the study(20.0%) strongly agreed with "The main problems of creative writing skills come from the students' proficiency level besides task's clarity and students' concentration." There are (12)persons (40.0%) agreed,(3) persons (10.0%) were not sure,(8) persons (26.7%) disagreed. and (1)person (3.3%)strongly disagreed.

**Statement No (9)**

Lack of background knowledge can cause great difficulty in creative writing skills since language is used to convey beliefs ,facts ,opinions , cultures and rules

Table No (4.14) the frequency distribution for the respondents' answers of statement No.(9)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	8	26.7	26.7	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

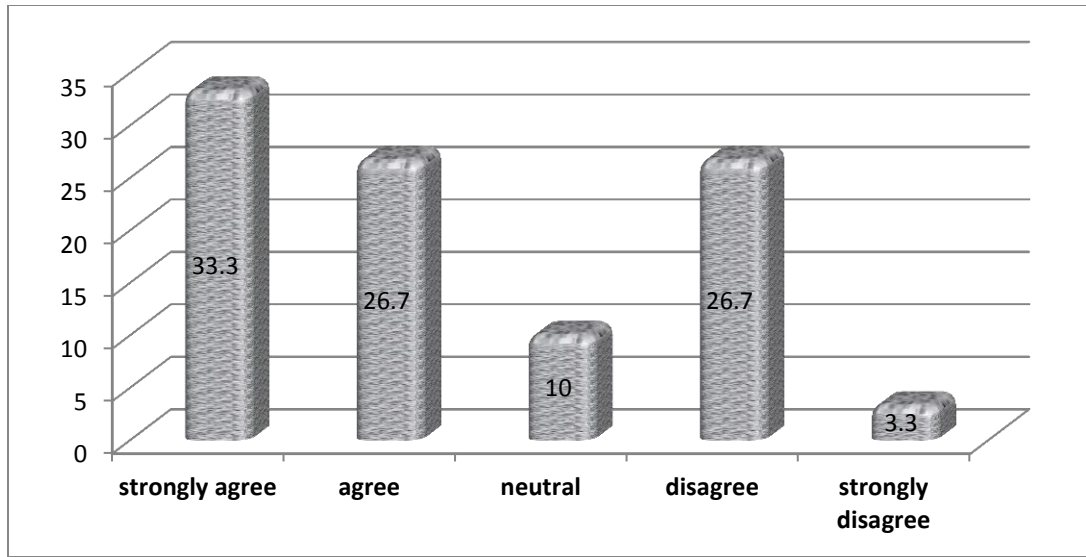


Figure (4.12)

From the above table and figure we can see that there are (10) persons in the sample of the study(33.3%) strongly agreed with "Lack of background knowledge can cause great difficulty in creative writing skills since language is used to convey beliefs ,facts ,opinions , cultures and rules". There are (8)persons(26.7%) agreed, (3) persons(10.0%)were not sure, (8) persons (26.7%)disagreed and (1) person (3.3%)strongly disagreed.

**Statement No (10)**

Psychological and physical features can also affect effective creative writing skills ; students may feel tired and lose concentrations when they are asked to do very long tasks.

Table No (4.15) the frequency distribution for the respondents' answers of statement No.(10)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3

agree	16	53.3	53.3	86.7
Neutral	3	10.0	10.0	96.7
disagree	0	0	0	0
strongly disagree	1	3.4	3.3	100.0
Total	30	100.0	100.0	

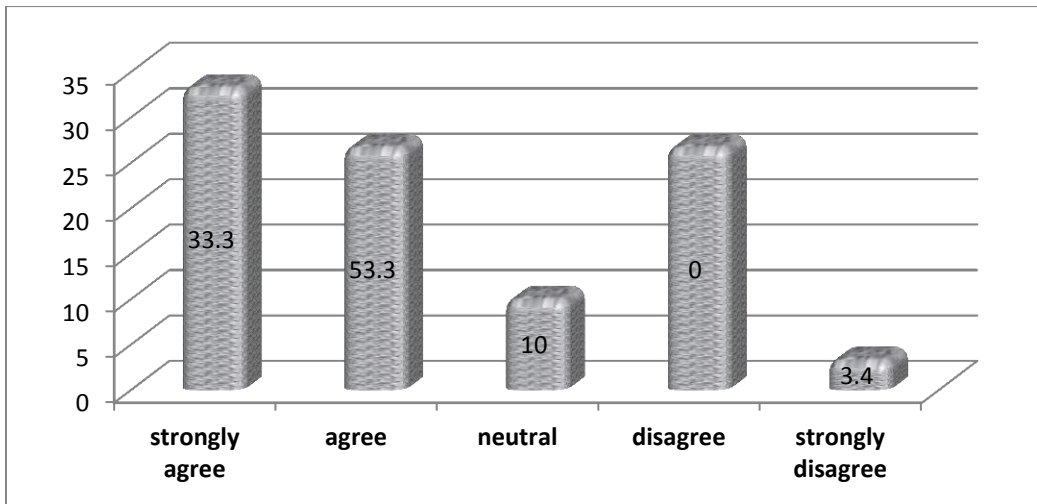


Figure (4.13)

From the above table and figure we can see that there are (10) persons in the sample of the study (33.3%) strongly agreed with "Psychological and physical features can also affect effective creative writing skills ; students may feel tired and lose concentrations when they are asked to do very long tasks". There are (16)persons (53.3%) agreed,(3) persons (10.0%) were not sure, (0) person(0.0%) disagreed and (1) person(3.4%)strongly disagreed.

### Statement No (11)

EFL learners face creative writing difficulties due to improper development of analytical and cognitive skills of the learners.

Table No (4.16) The frequency distribution for the respondents' answers of statement No.(11 )

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	15	50.0	50.0	70.0
neutral	3	10.0	10.0	80.0
disagree	4	13.3	13.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

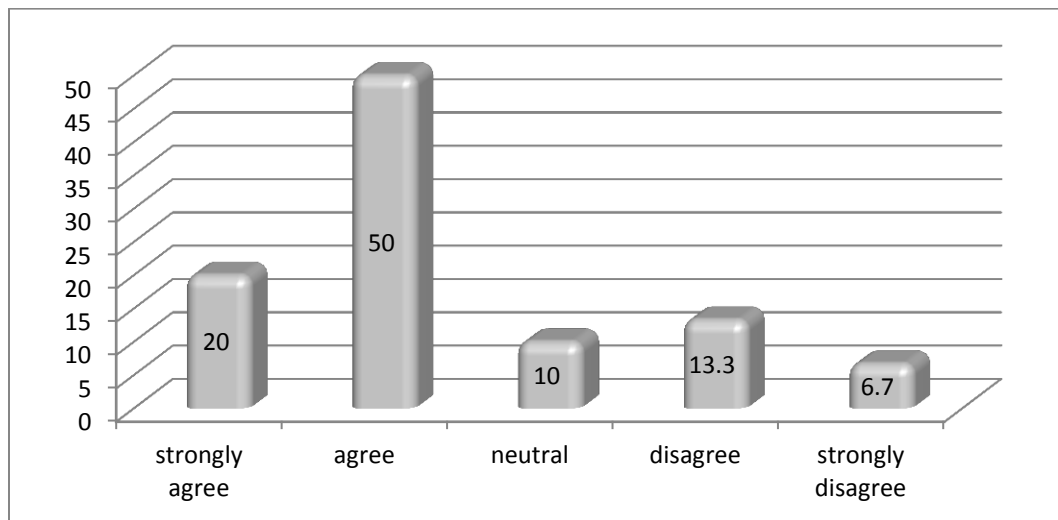


Figure (4.14)

From the above table and figure we can see that there are (6) persons in the sample of the study (20.0%) strongly agreed with "EFL learners face creative writing difficulties due to improper development of analytical and cognitive skills of the learners." There are (15) persons (50.0%) agreed, (3) persons (10.0%) were not sure, (4) persons (13.3%) disagreed and (2) persons (6.7%) strongly disagreed.



**Statement No (12)**

Students' lack of awareness of different aspects such as content, sentence structure, vocabulary, punctuation, and spelling lead to creative writing skills

Table No (4.17) The frequency distribution for the respondents' answers of statement No.(12)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	8	26.7	26.7	53.3
neutral	3	10.0	10.0	63.3
disagree	8	26.7	26.7	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

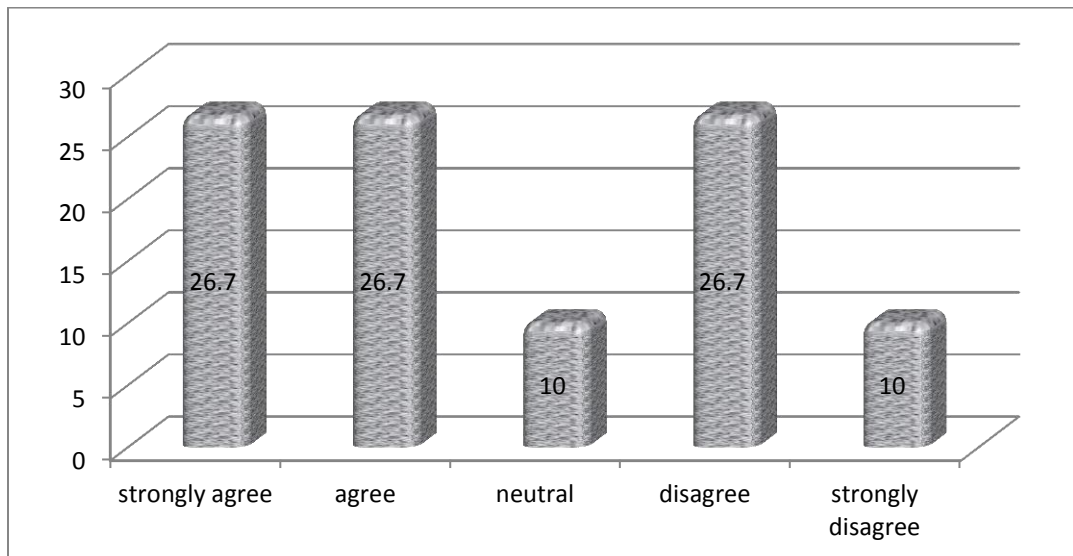


Figure (4.15)

From the above table and figure we can see that there are (8) persons in the sample of the study(26.7%) strongly agreed with "Students' lack of awareness of different aspects such as content, sentence structure, vocabulary, punctuation, and spelling lead to creative writing skills." There are (8)persons (26.7%) agreed, (3) persons (10.0%) were not sure, (8) persons (26.7%) disagreed and (3) persons (10.0%) strongly disagreed.

**Table (4.18 )**

**5. The mean and standard deviation and chi-square values for Hypothesis (3) : Creative writing difficulties are attributed to many factors.**

No.	Statements	mean	SD	Chi square	p-value
1	Teachers' lack of analytical and evaluative approach large , unmanageable class size, traditional pedagogy and students' weak academic background can negatively affect creative writing skills of EFL students.	3.6	0.8	29	0.023
2	Schools and universities pay more attention to grammar, reading and vocabulary rather than creative writing skills; they do not consider creative writing an important part of their course books	2.4	0.5	28	0.010
3	EFL learners find creative writing skills difficult due to effects of L1 transfer , lack of reading , practice and motivation and self-confidence.	3.3	0.7	23	0.006
4	Lack and inconsistent feedback from teachers leads to some	2.5	3.8	15	0.046

	difficulties in creative writing				
5	EFL learners find it very challenging to obtain sufficient and relevant source information, paraphrase and summarize information, and they can not use an appropriate writing style.	3.4	2.5	22	0.000
6	Outdated textbooks that neither promote the importance of creative writing skills ,or give the opportunity to the students to practice writing affect students' creative writing skills.	2.8	1.7	12	0.000
7	Weakness of students in lexis, semantics and syntax lead to some creative writing difficulties.	2.9	4.8	34	0.000
8	The main problems of creative writing skills come from the students' proficiency level besides task's clarity and students' concentration	2.7	0.5	22	0.000
9	Lack of background knowledge can cause great difficulty in creative writing skills since language is used to convey beliefs ,facts ,opinions , cultures and rules	2.9	0.7	32	0.023
10	Psychological and physical features can also affect effective creative writing skills ; students may feel tired and lose concentrations when they are asked to do very long tasks	2.6	0.5	22	0.036
11	EFL learners face creative writing difficulties due to improper development of analytical and cognitive skills of the learners.	3.6	0.8	22	0.023
12	Students' lack of awareness of different aspects such as content, sentence structure, vocabulary,	3.4	-50	28	0.010

punctuation, and spelling lead to poor creative writing skills.				
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The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No.(1) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Teachers' lack of analytical and evaluative approach large , unmanageable class size, traditional pedagogy and students' weak academic background can negatively affect creative writing skills of EFL students".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (2) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Schools and universities pay more attention to grammar, reading and vocabulary rather than creative writing skills; they do not consider creative writing an important part of their course books".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (3) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " EFL learners find creative writing skills difficult due to effects of L1 transfer , lack of reading , practice and motivation and self-confidence".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (4) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the

significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Lack and inconsistent feedback from teachers leads to some difficulties in creative writing".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (5) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "EFL learners find it very challenging to obtain sufficient and relevant source information, paraphrase and summarize information, and they can not use an appropriate writing style".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (6) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Outdated textbooks that neither promote the importance of creative writing skills ,or give the opportunity to the students to practice writing affect students' creative writing skills".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (7) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Weakness of students in lexis, semantics and syntax lead to some creative writing difficulties".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (8) was (22) which is greater

than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "The main problems of creative writing skills come from the students' proficiency level besides task's clarity and students' concentration".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (9) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Lack of background knowledge can cause great difficulty in creative writing skills since language is used to convey beliefs ,facts ,opinions , cultures and rules".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (10) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Psychological and physical features can also affect effective creative writing skills ; students may feel tired and lose concentrations when they are asked to do very long tasks".

The calculated value of chi-square for the significance of the differences for the respondents' answers statement No (11) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "EFL learners face creative writing difficulties due to improper development of analytical and cognitive skills of the learners".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (12) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement'' Students' lack of awareness of different aspects such as content, sentence structure, vocabulary, punctuation, and spelling lead to poor creative writing skill''.

According to the findings of the first part of the questionnaire we can conclude that EFL Sudanese secondary school students' difficulties in creative writing skills are attributed to different factors, therefore , the third hypothesis of the study is verified.

The above findings of the first part of the questionnaire revealed some of the causes of creative writing difficulties among EFL Sudanese secondary school students that coincide with the following findings of different studies:

For as Morley (2001) pointed out schools and universities pay more attention to grammar, reading and vocabulary rather than creative writing skills; they do not consider writing an important part of their course books, and they do not seem to pay much attention to writing skills while they plan their lessons.

They also agreed with Pineth (2013) who stated that there are numerous factors that affects students' creative writing skills ; these factors are associated with the motivation of the learner who are generally nuclear about the purpose and significance of their texts in their L2learning, moreover, social media, inconsistent feedback from teachers, teachers' lack of analytical and evaluative approach, large and unmanageable class size also negatively affects creative writing skills of EFL students.

Furthermore, Kalikokha(2008) argued that most of the students finds it very challenging to obtain sufficient and relevant source information, paraphrase or summarize information, and use an appropriate writing style.

Moreover, Ahmed (2011) maintained that the curriculum has negative impact on teaching creative writing skills, in addition , large classes have negative effects on the students' achievements and are not helpful in teaching EFL writing skills.

The results also coincide with Haider(2012) who claimed that outdated textbooks that neither promote the importance of writing skills ,or give the opportunity the students to practice writing , overcrowded classrooms, traditional pedagogy and students' weak academic backgrounds are some of the factors affecting students creative writing skills.

According to Berene (1998) weakness of students in lexis, semantics and syntax can lead to some writing difficulties.

According to Teng (2002) the main problems of creative writing skills come from the students' proficiency level; lower- level students tend to have more writing problems besides task clarity and students' concentration.

Furthermore, Hassan (2000) stated that psychological and physical features can also affect creative writing skills ; students may feel tired and lose concentrations when they are asked to do very long tasks.

Moreover ,Bobkina(2014) argued there are other factors that hinder creative writing skills such as lack of background information about the topic, lack of concentration, anxiety, distortions, lack of lexis, semantic and syntactic awareness, complexity of the topic, poor quality of teaching materials and poor awareness of the features of written English.

Ja'fr (2013) reported that writing problems are attributed to inadequate grammar knowledge, insufficient writing time, limited knowledge of vocabulary, lack of practice, lack of ideas related to the writing task, punctuation and English sentence structure.

According to Yen (1987) EFL creative writing difficulties are affected by words discrimination, cohesive devices, vocabulary, English phrases and syntax.

In addition, Lynch (2003) believed that lack of background knowledge can cause great difficulty in creative writing skills since language is used to



convey beliefs ,facts ,opinions , cultures and rules ; when EFL learners are unaware of the culture of the target language they encounter some problems about how and what to write.

Butler (2006) stated there are numerous reasons for creative writing difficulties that include improper development of analytical and cognitive skills as students need to develop their cognitive and analytical skills in order to improve their creative writing skills this includes learning to understand and think better, which is something rarely implemented in high school education.

The findings of the study also confirm with Zakari(2015) who found out that the students can understand the message addressed to them but they experienced difficulties responding properly in writing , the students faced difficulties in writing because of their limited knowledge about the target language , lack of confidence besides that the environment in which the students learnt and practiced English did not encourage them to develop their creative writing abilities.

Furthermore, Cheekeong (2014) asserted that students' poor performance in creative writing skills is due to: firstly, teachers neglect teaching creative writing skills and pay more attention to grammar and they do not encourage the students to write in English in the classroom setting.

Secondly, the curriculum is not designed to promote and enhance creative writing skills. Thirdly, most of the students were not confident enough to use English in and outside the classroom.

#### **Hypothesis Four**

Teachers can help students to overcome creative writing difficulties by raising their awareness about the importance of creative writing for learning in general and providing them with literature and suitable techniques and strategies to improve their creative writing skills.

#### **Statement No.(13 )**

When teaching creative writing, the teacher's aim should be to teach rather than to test the students' ability of creative writing skills.

Table No (4.19) The frequency distribution for the respondents' answers of statement No.(13 )

Variables	Frequency	Percentage
<b>strongly agree</b>	3	13.3
<b>agree</b>	14	46.7
<b>neutral</b>	3	10
<b>disagree</b>	7	20
<b>strongly disagree</b>	3	10
<b>Total</b>	30	100.0

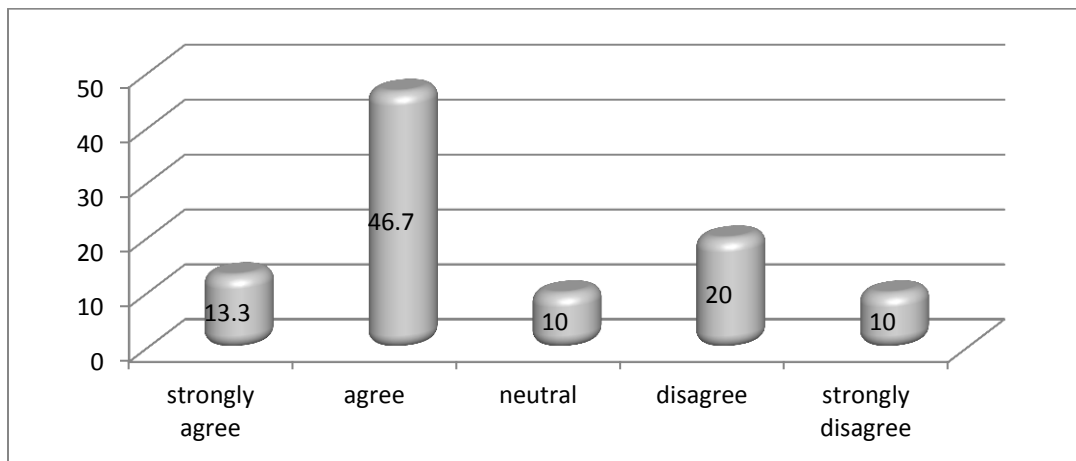


Figure (4.16)

It is clear from the above table and figure that there are (3) persons in the sample of the study (13.3%) strongly agreed with "When teaching creative writing, the teacher's aim should be to teach rather than to test the students' ability of creative writing skills." There are (14) persons (46.7%) agreed with that, (3) persons (10.0%) were not sure, (7) persons (20.0%) disagreed and (3) persons (10%) strongly disagreed.

**Statement No.(14 )**

Teaching literature gives evidence of the widest variety of syntax, the richest variations of vocabulary discrimination and skills .

Table No (4.20) The frequency distribution for the respondents' answers of statement No.(14 )

Variables	Frequency	Percentage
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

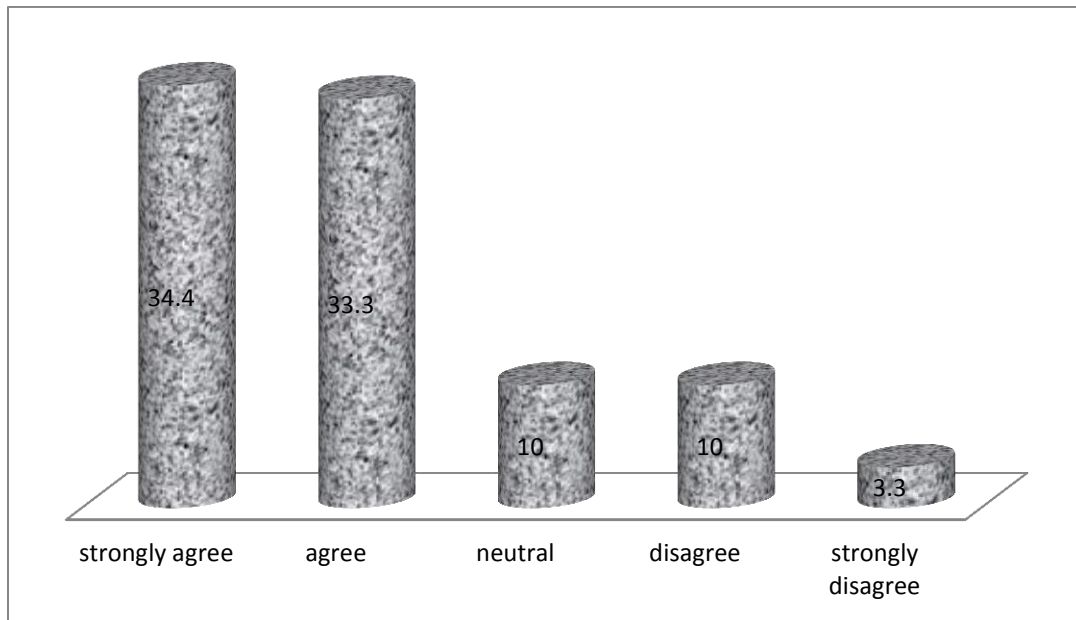


Figure (4.17)

It is clear from the above table and figure that there are (13) persons in the sample of the study (34.4%) strongly agreed with "Teaching literature gives evidence of the widest variety of syntax, the richest variations of vocabulary discrimination and skills " There are (10) persons (33.3%) agreed,(3) persons (10.0%) were not sure, (3) persons (10.0%) disagreed and (1) person (3.3%) strongly disagreed.

**Statement No.(15 )**

Teaching literature encourages students to be better creative writers because it requires a close examination of the elements of the story such as characterization, setting, point of view, style, tone, ...etc..

Table No.(4.21 )The Frequency Distribution for the Respondents' Answers of statement No.(15)

Variables	Frequency	Percentage
Strongly agree	12	40.0
agree	12	40.0
neutral	2	6.7
disagree	2	6.7
Strongly disagree	2	6.7
Total	30	100.0

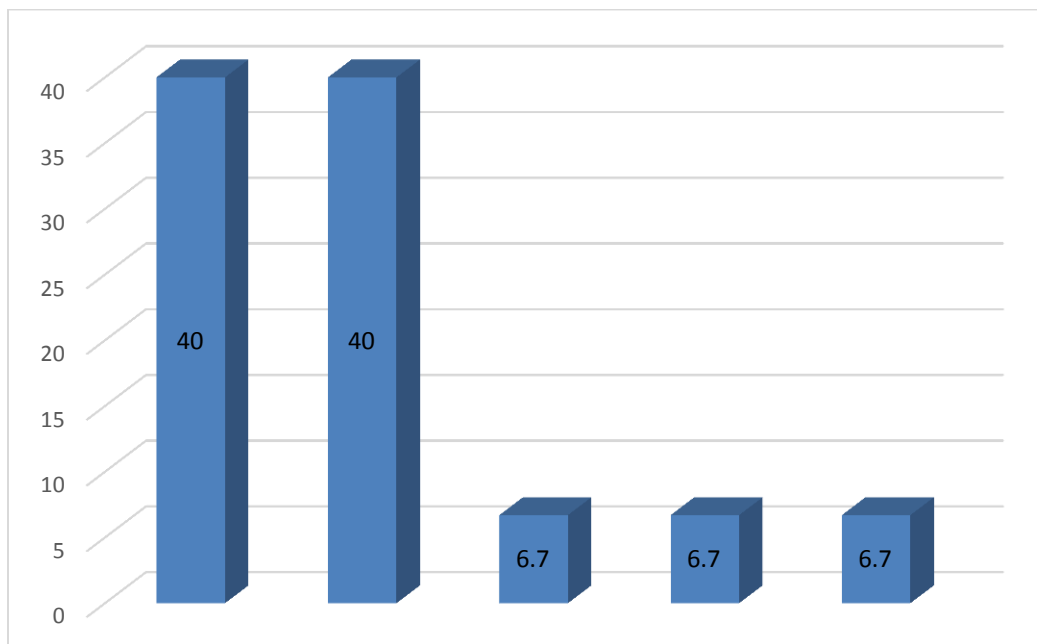


Figure (4.18)

From the above table and figure. It is clear that there are (12) persons in the sample of the study (40.0%) answered strongly agree with "Teaching

literature encourages students to be better creative writers because it requires a close examination of the elements of the story such as characterization, setting, point of view, style, tone, ...etc..". There are (12)persons (40.0%) answered agree, (2) persons (6.7%) answered neutral, (2) persons (6.7%) answered disagree and (2) persons(6.7%) answered strongly disagree.

**Statement No.(16 )**

Literature exposes learners to coherent and expert writing which helps in better creative writing as reading literary texts by different writers is believed to introduce the learners to different writing styles which in turns encourage learners to develop their own creative writing style.

Table No. (4.22 )The Frequency Distribution for the Respondents' Answers of statement No.(16 )

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	6	20.0
<b>agree</b>	18	60.0
<b>neutral</b>	1	3.3
<b>disagree</b>	3	19
<b>Strongly disagree</b>	2	6.7
<b>Total</b>	30	100.0

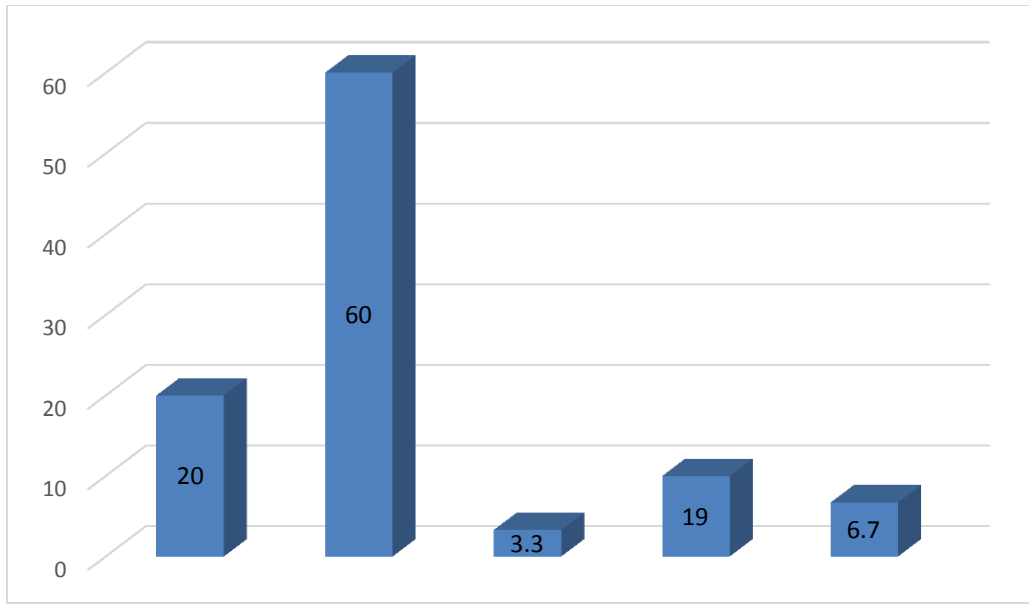


Figure (4.19)

From the above table and figure. It is clear that there are (6) persons in the sample of the sample of the study (20.0%) answered strongly agree with "Literature exposes learners to coherent and expert writing which helps in better creative writing as reading literary texts by different writers is believed to introduce the learners to different writing styles which in turns encourage learners to develop their own creative writing style." There are (18) persons (60.0%) answered agree, (1) person (3.3%) answered neutral, (3) persons (19.0%) answered disagree and (2) persons (6.7%) answered strongly disagree.

**Statement No.(17 )**

Teachers should encourage students to learn the language through experience with the language itself as they apply the rules of grammar usage, and punctuation hence they should use language inventively

Table No. (4.23) The Frequency Distribution for the Respondents' Answers of statement No.(17 )

Variables	Frequency	Percentage
Strongly agree	7	32.3
agree	18	60.0

<b>neutral</b>	1	3.3
<b>disagree</b>	2	6.7
<b>Strongly disagree</b>	2	6.7
<b>Total</b>	30	100.0

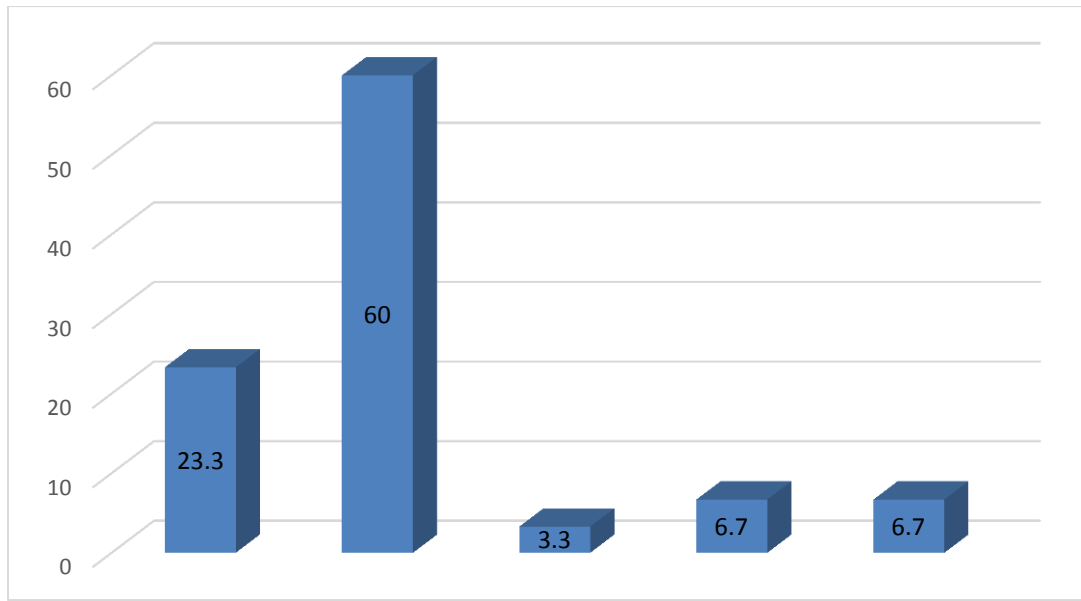


Figure (4.20)

From the above table and figure. It is clear that there are (7) persons in the sample of the study (23.3%) answered strongly disagree with "Teachers should encourage students to learn the language through experience with the language itself as they apply the rules of grammar usage, and punctuation hence they should use language inventively". There are (18) (60.0%) answered agree, (1) person (3.3%) answered neutral, (2) persons (6.7%) answered disagree and (2) persons (6.7%) answered strongly disagree.

**Statement No. (18 )**

Creative writing activities should be planned around students' interests

Table No. ( 4.24)The Frequency Distribution for the Respondents' Answers of statement No.(18 )

Variables	Frequency	Percentage
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<b>Strongly agree</b>	6	20.0
<b>agree</b>	11	36.7
<b>neutral</b>	3	10
<b>disagree</b>	8	26.7
<b>Strongly disagree</b>	2	6.7
<b>Total</b>	30	100.0

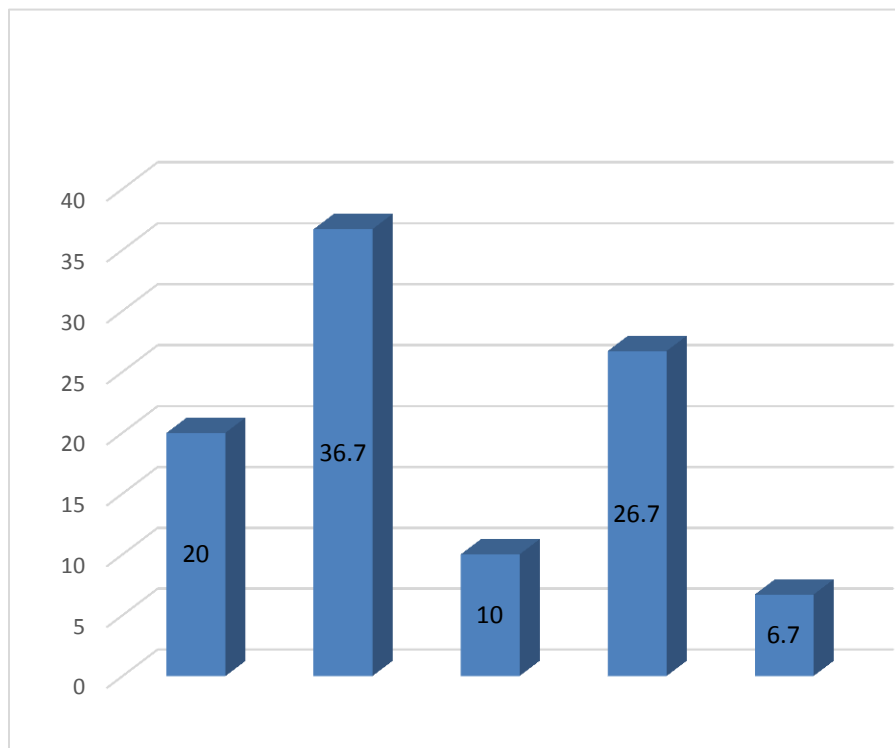


Figure (4.21)

From the above table and figure. It is clear that there are **(6)** persons in the sample of the study (20.0%) answered strongly agree with "Creative writing activities should be planned around students' interests".

There are **(11)** persons (36.7%) answered agree, **(3)** persons (10.0%) answered neutral, **(8)** persons (26.7%) answered disagree and **(2)** persons (6.7%) answered strongly disagree.

**Statement No.(19 )**



In order to improve their creative writing skills, students need to practice as without sufficient practice students can never develop their creative writing skills.

Table No. ( 4.25)The Frequency Distribution for the Respondents' Answers of statement No.( 19)

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	3	13.3
<b>agree</b>	6	20.0
<b>neutral</b>	1	3.3
<b>disagree</b>	13	43.3
<b>Strongly disagree</b>	6	20.0
<b>Total</b>	30	100.0

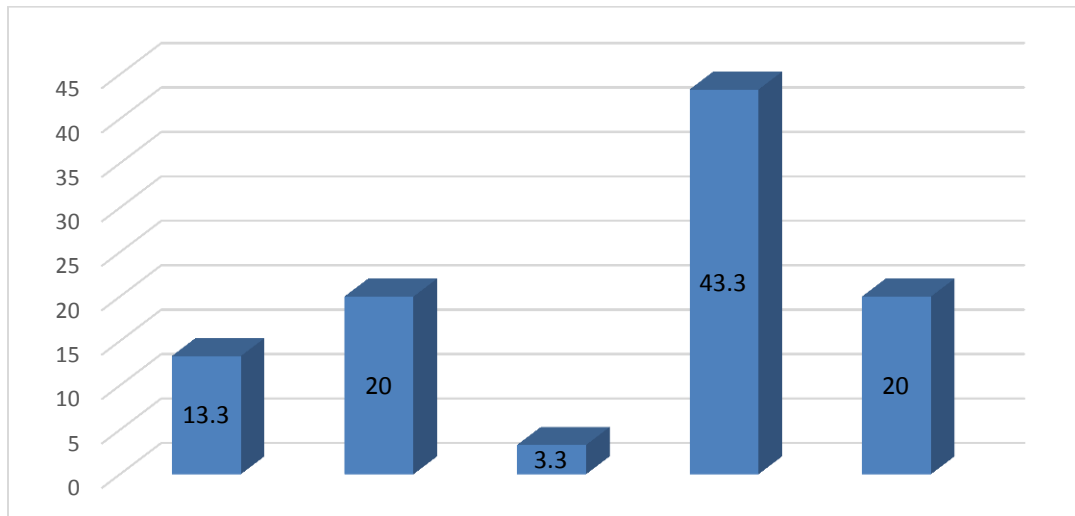


Figure No (4.22)

From the above table and figure . It is clear that there are (4) persons in the sample of the study (13.3%) answered strongly agree with "In order to improve their creative writing skills, students need to practice as without sufficient practice students can never develop their creative writing skills." There are (6) persons (20.0%) answered agree, (1) person (3.3%) answered neutral, (13) persons (43.3%) answered disagree and (6)persons (20.0%) answered strongly disagree.

**Statement No.(20)**

Syllabus designers should focus on the best selected books which motivate the learner and promote good conditions for learning.

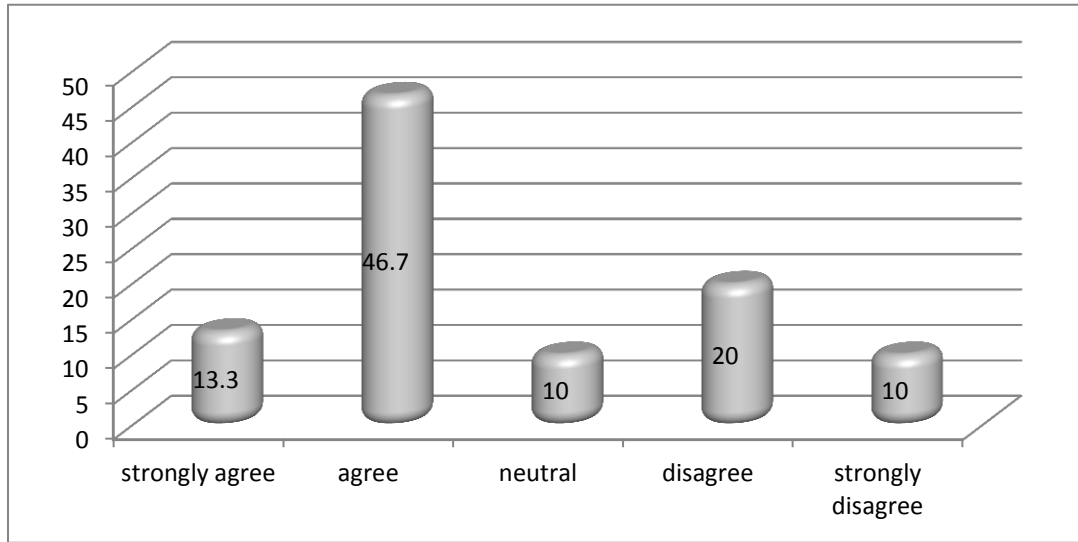
**Table No. (4.26)**

**The Frequency Distribution for the Respondents' Answers of Statement No. (20)**

Variables	Frequency	Percentage
strongly agree	3	13.3
agree	14	46.7
neutral	3	10
disagree	7	20
strongly disagree	3	10
<b>Total</b>	<b>30</b>	<b>100.0</b>

Figure (4.23)

It is clear from the above table and figure that there are (3) persons in the sample of the study (13.3%) strongly agreed with "Syllabus design



ners should focus on the best selected books which motivate the learner and promote good conditions for learning".

There are (14) persons (46.7%) agreed with that, (3) persons (10.0%) were not sure, (7) persons (20.0%) disagreed and (3) persons (10%) strongly disagreed.

**Statement No. (21)**

To teach creative writing effectively teachers should follow the diagnostic approach which suggests that both teachers and students have different roles in the learning process.

Table No. (4.27)

The Frequency Distribution for the Respondents' Answers of Statement No. (21)

Variables	Frequency	Percentage
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3

<b>Total</b>	<b>30</b>	<b>100.0</b>
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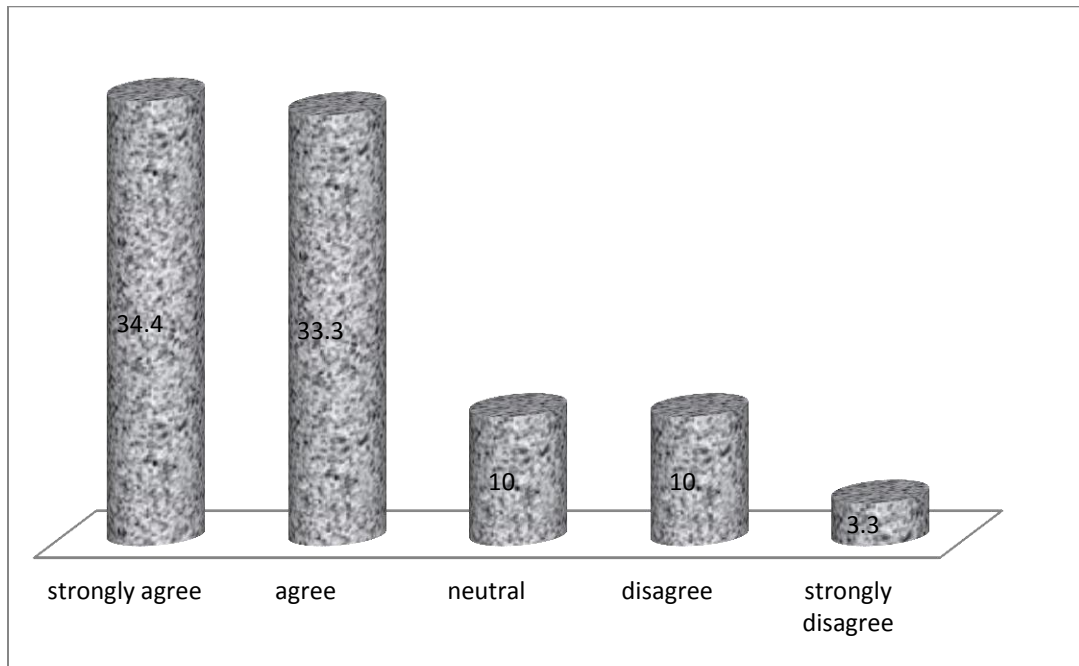


Figure ( 4.24)

It is clear from the above table and figure that there are (13) persons in the sample of the study (34.4%) strongly agreed with “To teach creative writing effectively teachers should follow the diagnostic approach which suggests that both teachers and students have different roles in the learning process.” There are (10) persons (33.3%) agreed, (3) (10.0%) were not sure, (3) (10.0%) disagreed and (1) person (3.3%) disagreed.

**Statement No. (22)**

The teacher needs to present different types of tasks and gives students some techniques and strategies about how to deal with them before they start writing.

Table No. (4.28) The Frequency Distribution for the Respondents’ Answers to statement No.(22 )

Variables	Frequency	Percentage
strongly agree	18	60
agree	10	33.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
<b>Total</b>	<b>30</b>	<b>100.0</b>

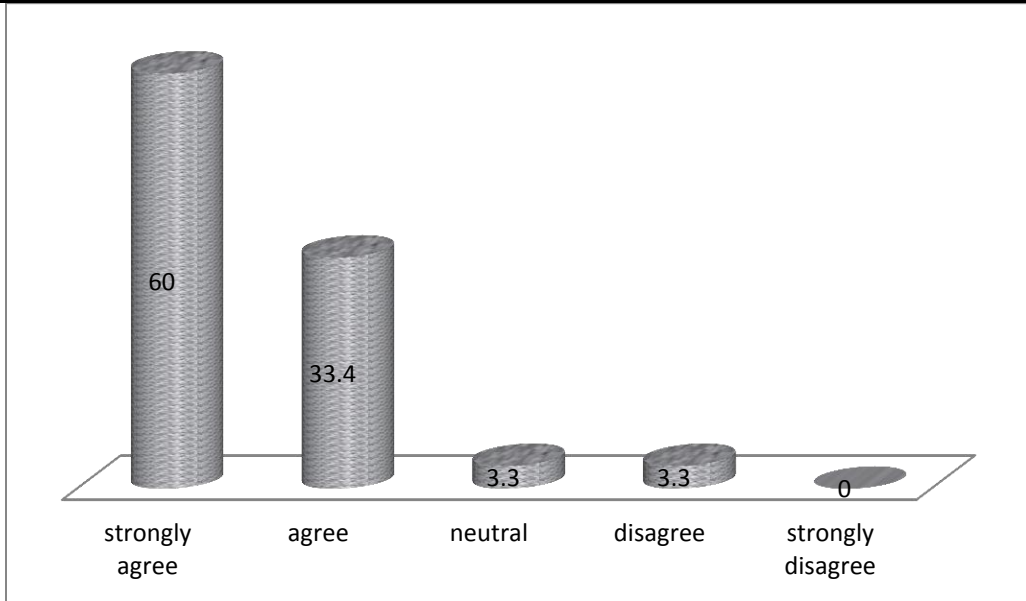


Figure (4.25)

It is clear from the above table and figure that there are (18) persons in the sample of the study (60.0%) strongly agreed with "The teacher needs to present different types of tasks and gives students some techniques and strategies about how to deal with them before they start writing."

There are (10) persons (33.4%) agreed, (1) person (3.3%) was not sure , (1) person (3.3%) disagreed and (0) person ( 0%) strongly disagreed.

**Statement No.(23 )**

Literature provides students with the experience of creative writing as they discover not only isolated texts but a whole body of knowledge, discussed in relation to experience gained from literature

Table No (4.29) The Frequency Distribution for the Respondents' Answers to statement No.(23)

Variables	Frequency	Percentage
<b>strongly agree</b>	17	53.3
<b>agree</b>	11	36.7
<b>neutral</b>	2	6.7
<b>disagree</b>	1	3.3
<b>strongly disagree</b>	0	0
<b>Total</b>	30	100.0

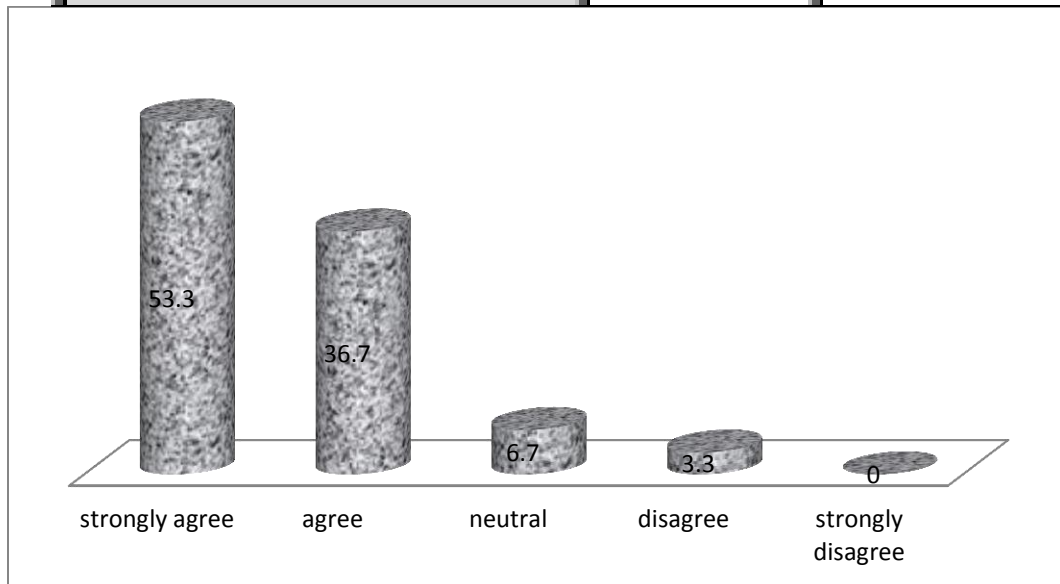


Figure (4.26)

It is clear from the above table and figure that there are (17) persons in the sample of the study (53.3%) strongly agreed with "Literature provides students with the experience of creative writing as they discover not only isolated texts but a whole body of knowledge, discussed in relation to experience gained from literature".

There are (11) persons (36.7%) agreed, (2) persons (6.7%) were not sure, (1) (3.3%) disagreed and (0) person (0%) strongly disagreed.

**Statement No. (24)**

Literature is a valuable source of motivating materials as it enhances language acquisition , expands the students’ language awareness and abilities to interpretation.

Table No. (4.30)The Frequency Distribution for the Respondents’ Answers of Statement No. (24)

Variables	Frequency	Percentage
<b>strongly agree</b>	15	50
<b>agree</b>	13	43.4
<b>neutral</b>	1	3.3
<b>disagree</b>	1	3.3
<b>strongly disagree</b>	0	0
<b>Total</b>	30	100.0

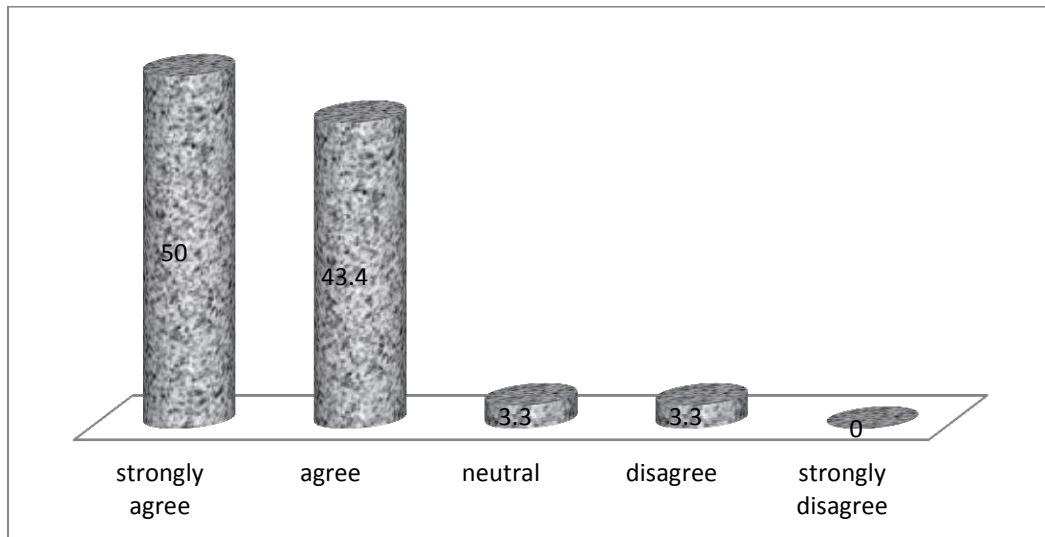


Figure (4.27)

It is clear from the above table and figure that there are (15) persons in the sample of the study (50.0%) strongly agreed with "Literature is a valuable source of motivating materials as it enhances language acquisition , expands the students’ language awareness and abilities to interpretation”.

There are (13) persons (43.4%) agreed, (1) person (3.3%) was not sure (1) person (3.3%) disagreed and (0) person (0%) strongly disagreed.

**Table No.(4.31 ) Chi-Square Test Results for Respondents' Answers of the study Hypothesis No (4) :**

No.	Statements	mean	SD	Chi-square	P-value
13	When teaching creative writing, the teacher's aim should be to teach rather than to test the students' ability of creative writing skills.	2.4	.50	28	0.010
14	Teaching literature gives evidence of the widest variety of syntax, the richest variations of vocabulary discrimination and skills	3.3	.70	23	0.006
15	Teaching literature encourages students to be better creative writers because it requires a close examination of the elements of the story such as characterization, setting, point of view, style, tone, ...etc..	2.4	1.9	12	0.00
16	Literature exposes learners to coherent and expert writing which helps in better creative writing as reading literary texts by different writers is believed to introduce the learners to different writing styles which in turns encourage learners to develop their own creative writing style.	2.5	2.6	17	0.00
17	Teachers should encourage students to learn the language through experience with the language itself as they apply the rules of grammar usage, and	2.4	2.4	13	0.00



	punctuation hence they should use language inventively				
18	Creative writing activities should be planned around students' interests .	3	0.8	25	0.03
19	In order to improve their creative writing skills, students need to practice as without sufficient practice students can never develop their creative writing skills.	2.9	1.6	20	0.00
20	Syllabus designers should focus on the best selected books which motivate the learner and promote good conditions for learning	3.6	.80	29	0.023
21	To teach creative writing effectively teachers should follow the diagnostic approach which suggests that both teachers and students have different roles in the learning process.	2.4	.50	28	0.010
22	The teacher needs to present different types of tasks and gives students some techniques and strategies about how to deal with them before they start writing.	3.3	.70	23	0.006
23	Literature provides students with the experience of creative writing as they discover not only isolated texts but a whole body of knowledge, discussed in relation to experience gained from literature	2.5	3.8	15	0.046
24	Literature is a valuable source of motivating materials as it enhances language acquisition , expands the students' language awareness and abilities to interpretation.	3.4	2.5	22	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (13) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "When teaching creative writing, the teacher's aim should be to teach rather than to test the students' ability of creative writing skills."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (14) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Teaching literature encourages students to be better creative writers because it requires a close examination of the elements of the story such as characterization, setting, point of view, style, tone, ...etc".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (15) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Teaching literature encourages students to be better creative writers because it requires a close examination of the elements of the story such as characterization, setting, point of view, style, tone, ...etc.."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (16) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of

the respondents, which supports the respondents who agreed with the statement "Literature exposes learners to coherent and expert writing which helps in better creative writing as reading literary texts by different writers is believed to introduce the learners to different writing styles which in turns encourage learners to develop their own creative writing style".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (17) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Teachers should encourage students to learn the language through experience with the language itself as they apply the rules of grammar usage, and punctuation hence they should use language inventively".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (18) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement 'Creative writing activities should be planned around students' interests.'.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (19) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "In order to improve their creative writing skills, students need to practice as without sufficient practice students can never develop their creative writing skills".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No.(20) was (29) which is greater

than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Syllabus designers should focus on the best selected books which motivate the learner and promote good conditions for learning".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (21) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement 'To teach creative writing effectively teachers should follow the diagnostic approach which suggests that both teachers and students have different roles in the learning process'.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (22) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "The teacher needs to present different types of tasks and gives students some techniques and strategies about how to deal with them before they start writing".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (23) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement 'Literature provides students with the experience of creative writing as they discover not only isolated texts but a whole body of knowledge, discussed in relation to experience gained from literature'.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (24) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Literature is a valuable source of motivating materials as it enhances language acquisition , expands the students' language awareness and abilities to interpretation."

According to the results of the second part of the questionnaire we can say that the fourth hypothesis of the study has been confirmed.

The above findings obtained from the second part of the questionnaire elicited some of the solutions to creative writing difficulties among EFL Sudanese learners, and the role that literature plays in enhancing creative writing skills that coincide with the following findings of different studies for as Mezrigui(2012) found out that when teaching creative writing the teacher should concentrate on teaching rather than on testing. In other words, the activities ought not to be dealt with as being tests to be marked, so that the learners can work more at ease seeing that many students feel apprehensive during tests.

Brumfit, (1985: 162) remarked that "Literature gives evidence of the widest variety of syntax, the richest variations of vocabulary discrimination and skills". Hence literature syllabus provides examples of language employed at its effective, subtle and suggestive ways hence it serves as encouragement, guide, target to the presently, limited linguistic achievement of EFL students.

They also agree with Oster (1989) who remarked that literature exposes learners to coherent and expert writing which helps in better creative writing as reading literary texts by different writers is believed to introduce the learners to different writing styles which in turns encourage learners to develop their own creative writing style.

Furthermore, Spiro (2009) pointed out that creative writing should focus on ideas and meaning which can be expressed directly or indirectly through the use of imagery as students should learn the language through experience with the language itself as they should apply the rules of grammar, usage, and punctuation hence they should use language inventively, he also claimed that activities should be planned around students' interests as they select the topics .

They also coincide with Brumfit and Carter (1985) who claimed that syllabus designers should focus on the best selected books which motivate the learner and promote good conditions for learning that make reading literature purposeful because a literary response can't be given by a teacher it can only arise by the reading of the text.

The findings also conform with Morley and Lawrence (1971) who remarked in teaching creative writing, the teacher's aim should be to teach rather than to test the students' ability of creative writing skills; the teacher needs to present different types of tasks and gives students some techniques and strategies about how to deal with them before they start writing.

In addition, the findings agree with Lazar (2006) who pointed out that literature should be seen as a valuable source of motivating materials that would provide access to cultural background as it enhances language acquisition , expands the students' language awareness and abilities to interpretation hence it stimulates the imagination of learners, develops their critical abilities and increases their emotional awareness.

Furthermore, Oda (2009) suggested that teaching English Novels plays a great role in developing creative writing skills and that if literature is used properly and seriously in tackling it linguistically, the effective role of the literature in developing the language of the learners would be so clear.

### **Chapter Summary:**

This chapter examined the impact of teaching literature in improving EFL Sudanese secondary school students' creative writing skills .It included two main parts .The first one viewed the results the researcher got from the pre-posttest creative writing test and the second part presented the results obtained from the questionnaire.

All the hypotheses of this study have been verified in this chapter.

Chapter Five is going to be devoted to the summary of the study, findings, recommendations and suggestions for further studies.

# Chapter Five

Summary ,Findings,  
Recommendations and Suggestions  
for Further Studies



## **Chapter Five**

### **Summary, Findings, Recommendations and Suggestions for Further Studies**

#### **5.1 Introduction:**

This chapter presents summary of the study, discussion of the findings of the study, conclusion and recommendations for further studies.

#### **5.2 Summary of the Study:**

This study investigates the impact of teaching literature in improving EFL Sudanese secondary school students' creative writing skills. It consists of five chapters.

Chapter One represents the general framework of the study which includes introduction to the problem of the study, objectives, questions of the study, hypotheses, significance, limits and methodology of the study.

Chapter Two provides theoretical background and reviews the related literature to the impact of teaching literature in enhancing EFL Sudanese secondary school students' creative writing skills.

Chapter Three describes the methodology of the study. The researcher adopted the descriptive analytical method. The tools of the study were a pre-post creative writing test for (30) Sudanese secondary school students and a questionnaire which was administered to (30) Sudanese secondary school teachers.

Chapter Four deals with the statistical analysis and discussion of the data collected by the pre-post creative writing test and the questionnaire.

Chapter Five reviews a summary to the whole thesis .It gives conclusion which the study came up with, the recommendations and the suggestions for further studies.

### **5.3 Findings of the Study:**

In this part the researcher discusses the findings of the study with regard to the research questions of the present study.

#### **Research Question 1**

To what extent do EFL Sudanese secondary school students have difficulties with creative writing skills?

As far as creative writing skills problems are concerned, EFL Sudanese secondary school students face serious deficiencies in creative writing to a great extent, this is clear from their poor performance in the pre-post creative writing test that the researcher has used to gather the data of the study.

According to the literature reviewed in the present study ,the data analyzed in the previous chapter and the researcher's observation , the highest percentage of the Sudanese secondary school students face the following serious problems in their creative writing skills which was obvious from the findings of the pre-test.

- EFL Sudanese secondary school students encounter many creative writing difficulties ;they cannot write a good paragraph that contains aspects of creative writing skills (fluency, flexibility, originality and accuracy), they find it difficult to understand writing instructions' tasks , moreover, they find the topics unfamiliar due to their weak grammar, vocabulary and syntax skills ..etc as they possess limited knowledge of vocabulary and grammatical structures rules.
- Grammar, understanding and applying the English grammatical rules was not easy for the students because verbs are usually formed differently to have subject-verb agreement according to the tenses. Besides, it was hard for them to learn how to use articles, prepositions, pronouns, and connecting devices appropriately
- They find it difficult to write the necessary information.
- They feel distracted and worried as they are writing because they fail to understand the meaning of every single word or phrase related to the writing task.

- They are unable to infer meanings of unfamiliar words and make predictions using their personal knowledge and experience.
- They lack knowledge of contextual and cultural aspects of English.
- They have poor awareness of the features of written English.
- They face the problem of lack of concentration.

### **Research Question 2:**

How can teaching literature improves EFL Sudanese secondary school students' creative writing skills?

In an attempt to answer the above research question, the researcher designed the posttest to measure the students' creative writing skills after the intervention of the literature program, the results of the post test revealed that students' creative writing abilities were improved .

Displaying the results of the study, the researchers presented an account of the development of the study group students' creative writing skills due to the use of teaching literature strategy. The difference between the students' mean scores in the pre and post administrations of the test was statistically significant which might be due to the following :

- The use of literature provided an opportunity for cooperative learning, it upgraded and refined students' use of language and involved them in collaborative reconstruction of written texts as they became more engaged in the writing task.
- Moreover as students were studying the written form of English in their respective literature and creative writing skills, this gave students an opportunity to interact with the text, examine it, discuss it, work out the meaning, and discuss the words, in a meaningful and purposeful way.

- In addition , students' speaking time was longer in that student-centered classroom than in a traditional teacher-centered classroom; in a small group discussion, students learnt to share opinions and contribute.
- In addition, when allowed to select what they should be noted, students applied their metacognition (monitoring own learning).
- While the group discussion was processing, students felt more relaxed to talk with their partners hence they felt free from a figure of authority. This enabled them to learn better and reduced anxiety.
- Furthermore, the principles of co-operative learning, where students shared ideas and encouraged each other on learning, promoted authentic creative writing skills' learning environment.

### **Research Question 3**

What are the causes of creative writing difficulties that face EFL Sudanese secondary school students?

According to the findings of the questionnaire which conveys the teachers' views and perceptions regarding causes of creative writing difficulties that face EFL Sudanese secondary school students.EFL Sudanese secondary students face serious problems in creative writing difficulties due to many causes:

- Teachers' lack of analytical and evaluative approach large , unmanageable class size, traditional pedagogy and students' weak academic background negatively affect creative writing skills of EFL students.
- EFL learners find creative writing skills difficult due to effects of L1 transfer , lack of reading , practice , motivation and self- confidence.
- Lack and inconsistent feedback from teachers leads to some difficulties in creative writing skills.

- EFL learners find it very challenging to obtain sufficient and relevant source information, paraphrase and summarize information, and they can not use an appropriate writing style.
- Outdated textbooks that neither promote the importance of creative writing skills ,or give the opportunity to the students to practice writing affect students' creative writing skills.
- Weakness of students in lexis, semantics and syntax lead to some creative writing difficulties.
- The main problems of creative writing skills come from the students' proficiency level besides task's clarity and students' concentration.
- Lack of background knowledge cause great difficulty in creative writing skills since language is used to convey beliefs ,facts ,opinions , cultures and rules .
- Students' lack of awareness of different aspects such as content, sentence structure, vocabulary, punctuation, and spelling lead to creative writing skills.
- EFL learners face creative writing difficulties due to improper development of analytical and cognitive skills of the learners.
- Psychological and physical features also affect effective creative writing skills ; students may feel tired and lose concentrations when they are asked to do very long tasks.
- Schools and universities pay more attention to grammar, reading and vocabulary rather than creative writing skills; they do not consider creative writing an important part of their course books.

#### **Research Question 4**

How can these creative writing problems be solved?

To answer this question, the researcher designed the second part of the questionnaire which was administered to expert Sudanese secondary school teachers to suggest some solutions to the problems of creative writing skills and to evaluate the impact of teaching literature in enhancing EFL Sudanese secondary school students' creative writing skills.

According to the responses of the teachers to the questionnaire, the following are some suggestions to overcome creative writing difficulties and to use literature to enhance creative writing :-

- When teaching creative writing, the teacher's aim should be to teach rather than to test the students' ability of creative writing skills.
- In order to improve their creative writing skills, students need to practice as without sufficient practice students can never develop their creative writing skills.
- Syllabus designers should focus on the best selected books which motivate the learner and promote good conditions for learning.
- Teaching literature gives evidence of the widest variety of syntax, the richest variations of vocabulary discrimination and skills.
- Teaching literature encourages students to be better creative writers because it requires a close examination of the elements of the story such as characterization, setting, point of view, style, tone, ...etc..
- Teachers should encourage students to learn the language through experience with the language itself as they apply the rules of grammar usage, and punctuation hence they should use language inventively
- Creative writing activities should be planned around students' interests.
- The teacher needs to present different types of tasks and gives students some techniques and strategies about how to deal with them before they start writing.
- Literature provides students with the experience of creative writing as they discover not only isolated texts but a whole body of knowledge, discussed in relation to experience gained from literature.
- Literature is a valuable source of motivating materials as it enhances language acquisition , expands the students' language awareness and abilities to interpretation.

- To teach creative writing effectively teachers should follow the diagnostic approach which suggests that both teachers and students have different roles in the learning process.
- Literature exposes learners to coherent and expert writing which helps in better creative writing as reading literary texts by different writers is believed to introduce the learners to different writing styles which in turns encourage learners to develop their own creative writing style.

The above mentioned results agree with Obediat(1997) who found out that literature helps students to acquire a native-like competence in English creative writing skills, express their ideas in good English , learn the features of modern English , learn how English linguistic system is used for communication , see how idiomatic expressions are used, speak clearly , precisely and concisely and become more proficient , creative, and analytical learners.

Moreover, the results of the current study supported the findings of Abdel Fattah(2020) who investigated the effects of literature circles on developing EFL creative writing for secondary stage students and recommended the use of literature circles for developing EFL creative writing skills.

Furthermore, the study results are consistent with the results of Chowdhury (2015) who found out that students face writing problems not only due to inabilities but also for the drawback in the education system.

Moreover, the results of the current study supported the findings of Oda(2009), Tsai (2012), Ahmed(2011), Zakaria(2015), Cheekeong(2014) and Cetinavcı & Tutunis (2012) which have been reviewed in the second chapter.

#### **5.4 Recommendations:**

Based on the findings of this study, the researcher recommends the following points :

- Teaching literature provides valuable authentic materials to develop the students' creative writing, personal participation and contributes to the enrichment of culture and language.
- Literature is a valuable source of motivating materials that would provide access to cultural background as it enhances language acquisition , expands the students' language awareness and abilities to interpretation hence it stimulates the imagination of learners develop their critical abilities and increase their emotional awareness.
- English language teachers should be trained on using different types of collaborative strategies in EFL creative writing skills.
- EFL students should practice collaborative learning strategies. Curriculum designers must take into their account the importance of using collaborative learning strategies in the syllables of different stages.
- Students should be aware of the importance of creative writing skills in the process of foreign language learning .
- Students should learn and practice new vocabulary and expressions.
- Students should practice the grammatical structures they are taught.
- Students should try to interact with creative writing skills activities in the classroom to be active learners.
- Teachers should use literary materials that suit the level of the students, needs, interest and background knowledge in order to enhance their students' creative writing skills.
- Teachers should raise the students' awareness about the importance of creative writing skills in foreign language learning.
- Teachers should provide students with the necessary vocabulary that is likely to encounter them in the writing task.
- Teachers should provide students with immediate feedback to correct errors and promote self-confidence.
- The teacher should allow students to brainstorm vocabulary and grammatical structures that they are likely to use, by doing so he encourages them to write effectively.



## **5.5 Suggestions for Further Studies:**

On the basis of the results obtained in this study, the following recommendations are made for further research:

1. Future research should increase the number of the subjects to enhance the generalizability of the results.
2. The same study can be replicated using pre-test and post-test questionnaires besides a diagnostic creative writing test .
3. Future researchers should conduct the same study by using an interview for expert teachers instead of the questionnaire, by doing so more causes of listening comprehension problems will be pointed out.
4. The same study can be used to measure the other skills of language i.e. reading, listening and speaking.
5. Future researchers should conduct studies about the impact of using literature to develop students' linguistic competence.
6. Future researchers should conduct studies about the impact of using literature to develop students' communicative competence.

## **5.6 Conclusion**

The study conducted focused on the impact of teaching literature in developing the creative writing skills of Sudanese EFL learners at secondary schools, to enable learners to write effectively using English language, to keep pace with worldwide development in the field of EFL learning , to expand learners' thinking and their command of language and to evaluate the impact of using literature in enhancing creative writing skills.

The teacher should be able to notice the students' creative writing weakness and design suitable tasks to overcome them , this can be done by identifying the students errors as the teacher checks their answers and discusses how they got the incorrect answers to increase their awareness of the creative writing process while providing reinforcement for correct answers as well.

Above all, it must be clearly borne in mind by teachers and students that creative writing skills cannot be mastered at once; there must be regular practice with increasingly difficult materials as writing tasks increase with

the growing familiarity with vocabulary and structures of the target language.

The review of literature stated the factors that caused some creative writing difficulties for EFL learners, investigated the impact of literature in enhancing EFL Sudanese secondary school students' creative writing skills and also provides some useful suggestions for teachers and students to overcome them.

It is hoped that the findings of this study contribute a solution to the problems of creative writing skills encountered by EFL Sudanese secondary school students, aid teachers and students of English in the pursue of appreciating English literature .as literature plays a great role in enhancing EFL Sudanese secondary school students' creative writing skills.

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# Appendixes



# Appendix (1)

## Appendix (1)

### The Questionnaire

Dear Teachers,

This questionnaire is one of the tools used by the researcher to collect data for a PHD study entitled " The Impact of Literature in Enhancing EFL Sudanese Secondary School Students' Creative Writing Skills". So your answers to these statements according to your experience in this field are highly appreciated.

Thanks for your co- operation

Name (optional).....

Years of experience.....

Academic degree.....

#### Part One:

Please Tick the option that you feel suitable:

S/N	Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1	Teachers' lack of analytical and evaluative approach large , unmanageable class size, traditional pedagogy and students' weak academic background can negatively affect creative writing skills of EFL students.					
2	Schools and universities pay more					

	attention to grammar, reading and vocabulary rather than creative writing skills; they do not consider creative writing an important part of their course books					
3	EFL learners find creative writing skills difficult due to effects of L1 transfer , lack of reading , practice and motivation and self-confidence.					
4	Lack and inconsistent feedback from teachers leads to some difficulties in creative writing					
5	EFL learners find it very challenging to obtain sufficient and relevant source information, paraphrase and summarize information, and they can not use an appropriate writing style.					
6	Outdated textbooks that neither promote the importance of creative writing skills ,or give the opportunity to the students to practice					

	writing affect students' creative writing skills.					
7	Weakness of students in lexis, semantics and syntax lead to some creative writing difficulties					
8	The main problems of creative writing skills come from the students' proficiency level besides task's clarity and students' concentration					
9	Lack of background knowledge can cause great difficulty in creative writing skills since language is used to convey beliefs ,facts ,opinions , cultures and rules .					
10	Psychological and physical features can also affect effective creative writing skills ; students may feel tired and lose concentrations when they are asked to do very long tasks					
11	EFL learners face creative writing difficulties due to improper development of analytical and cognitive skills of the learners.					

12	Students' lack of awareness of different aspects such as content, sentence structure, vocabulary, punctuation, and spelling lead to poor creative writing skills.					

**Part Two:**

Please Tick the option that you feel suitable:

	Statements	Strongly Agree	agree	Neutral	Disagree	Strongly disagree
13	When teaching creative writing, the teacher's aim should be to teach rather than to test the students' ability of creative writing skills.					
14	Teaching literature gives evidence of the widest variety of syntax, the richest variations of vocabulary discrimination and skills					
15	Teaching literature encourages students to be better creative writers because it requires a close examination of the elements of the story such as characterization, setting, point of view, style, tone, ...etc..					
16	Literature exposes learners to coherent and					

	expert writing which helps in better creative writing as reading literary texts by different writers is believed to introduce the learners to different writing styles which in turns encourage learners to develop their own creative writing style.					
17	Teachers should encourage students to learn the language through experience with the language itself as they apply the rules of grammar usage, and punctuation hence they should use language inventively					
18	Creative writing activities should be planned around students' interests .					
19	In order to improve their creative writing skills, students need to practice as without sufficient practice students can never develop their creative writing skills.					
20	Syllabus designers should focus on the best selected books which motivate the learner and promote good conditions for learning .					

21	To teach creative writing effectively teachers should follow the diagnostic approach which suggests that both teachers and students have different roles in the learning process.					
22	The teacher needs to present different types of tasks and gives students some techniques and strategies about how to deal with them before they start writing.					
23	Literature provides students with the experience of creative writing as they discover not only isolated texts but a whole body of knowledge, discussed in relation to experience gained from literature					

24	Literature is a valuable source of motivating materials as it enhances language acquisition , expands the students' language awareness and abilities to interpretation .					
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# Appendix (2)



**Part two:**

Paraphrase the following paragraph using your own words:

Education more than ever before is an important issue all over the world. If a country wants to develop it must take education seriously. Education means acquiring the knowledge and skills that will help a person to develop himself, earn his living and contribute to the development prosperity of society. According to the definition education help us to know things(knowledge) and to be able to do things (skills). The reason for education is to help us develop as people, to earn money for ourselves and our families and also to help the people around us.

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**Part three:**

Summarize the following paragraph in not more than 21 words, summarize some of the problems of London city :

The people who live in London come from many different regions and cultures . There are many communities from Asia , Africa and the west Indies. This make it very lively and cosmopolitan city. The traffic is too heavy, so the air is not pure and there is too much noise. Therefore, London has many of the problems of all large cities.

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**Part four:**

Read the following paragraph and identify the errors(spelling, grammar, vocabulary, punctuation) and correct them.

My best friend was my first man when I get married two years ago, he's name is Antonio and we met in university in Bologna.in fact we met on our very first day their. Antonio was first person I spoke to and we discovered we were both studying Spanish and that we were both footballs fans. When we left university we went together travelling for six month. We had a fantastic time touring north and south America. When we were in mexico we met two sisters of London, emma and kate. Now I'm married with emma and next year Antonio and kate going to get married.

**Thank you**