T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLİ VE EDEBİYATI ANABİLİM DALI
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CREATIVE WRITING AND FOREIGN LANGUAGE DEVELOPMENT

Yüksek Lisans Tezi

SELİN KÜÇÜKALİ

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T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ
MÜDÜRLÜĞÜ'NE

Tez Onay Belgesi

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ABSTRACT

This study investigates the effect of a creative writing programme on EFL students' success in writing classes. Two elementary level classes of the English Preparatory School were chosen randomly as the subjects of this study. There were 35 students grouped into two, one as experimental and the other as control. The subjects in the experimental group studied writing in the creative writing techniques designed for them only. The subjects in the control group studied the standard curriculum. Besides, to get to know the students better and observe their common perspectives towards writing, an attitude questionnaire was given to both groups at the beginning and a similar one was given to the experimental group at the end of the study to determine whether the students have developed a positive attitude or not. The Hypothesis put forward for this study was; 'If creative writing techniques are used in writing classes, students improve their writing skills and write better. The research question was: 'Can we improve our students' writing skills in English if we apply creative writing techniques as a classroom process?'

Data was gathered from two examination results and from student portfolios. As a result of data analysis, a statistically significant difference has been found between the scores of the first and the second examinations. When the portfolio scores were analysed, the findings indicated that creative writing techniques were effective in foreign language writing skills development and these techniques raised awareness on how to write better in a foreign language

Keywords: EFL, ELT, L1, L2, FL, writing, creativity, creative writing

ÖZET

Bu çalışma, yaratıcı yazma eğitiminin, İngilizce öğrencilerinin yazma derslerindeki başarı etkisini araştırır. Katılımcılar, İngilizce hazırlık sınıflarından rastgele seçilen başlangıç seviyesi öğrencileridir. Biri deney grubu diğeri kontrol grubu olmak üzere 35 kişiden oluşan iki grup oluşturulmuştur. Deney grubundaki öğrenciler kendileri için düzenlenmiş yaratıcı yazma programı ile, kontrol grubu ise, standard programla çalışmıştır. Aynı zamanda, öğrencileri daha iyi tanımak ve yazma derslerine olan bakış açılarını anlamak için, çalışmanın başında tutum anketi uygulanmıştır. Öğrencilerin olumlu bir tutum geliştirip geliştirmediklerini saptamak amacıyla, deney grubuna çalışmanın sonunda benzer bir diğer tutum anketi daha uygulanmıştır.

Çalışma, yaratıcı yazma tekniklerinin, İngilizce yazılı anlatım becerisini geliştirdiği ve öğrencilerin daha iyi yazdığı hipotezinden yola çıkar ve araştırma sorusu olarakta 'Yaratıcı yazılı anlatım teknikleri kullanıldığı takdirde öğrencilerin yabancı dilde (İngilizce) yazılı anlatım becerileri gelişir mi?' sorusunun cevabını arar.

Veriler, iki sınav sonucu ve öğrenci dosyalarından elde edilmiştir. Sınav sonuçları doğrultusunda, birinci ve ikinci sınav sonuçlarında ciddi fark gözlenmiştir. Öğrenci dosyalarının skorları incelendiğinde, yaratıcı yazma tekniklerinin, yabancı dilde yazma gelişiminde ve daha iyi yazma farkındalığı kazandırılması üzerinde etkili olduğu gözlenmiştir.

Anahtar Kelimeler: EFL, ELT, L1, L2, FL, yazma, yaratıcılık, yaratıcı yazma

ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

ELT   English Language Teaching

FL   Foreign Language

LI   The student's native (primary or first acquired) language

L2   The language being learned or studied

Why ? -- Out of fear. The world fears a new experience more than it fears anything. Because a new experience displaces so many old experiences. And it is like trying to use muscles that have perhaps never been used, or that have been going stiff for ages. It hurts horribly.

D.H LAWRANCE

INTRODUCTION TO THE STUDY

New experiences are always frightening for human beings. Writing is a new experience for many students, since they do not write very often. It is a difficult process and students replace their old experiences through new writing tasks. In every field, nowadays, there is a need for creative people who can improve themselves and make contributions to their environment. (Cengizhan, 1997). Learning process should be meaningful and enjoyable for the learners in order to get the result quicker. Writing as a meaningful activity, can arouse curiosity and let the students develop their writing practices. Students investigate the structures and explore the new language by themselves through writing and thus writing a foreign language becomes more meaningful and enjoyable.

Writing is learnt at school. Even if you are a native speaker of the language, it is not a natural result of interaction. (Pringle, 1983) Many scholars and students all agree that writing skills need to be taken into consideration while planning the writing courses in the educational institutes. (Hilsdon, 1998) Writing in fact is a skill which needs to be developed for full proficiency and it can be used in all courses. It is valuable, special but most importantly unique mode of learning. (Emig, 1977)

During higher education students are mainly responsible for writing assignments and reports and they need to master in writing. Generally, in ESL teaching, usage is focused, not the real communication as Widdowson (1978) criticizes. Technical and practical aspects of writing are supported. Students and teachers are generally focusing on local errors like grammar, spelling, and punctuation. However, more holistic aspects such as sense of self and identity, writers' emotional orientation

and the creative aspect which contribute the quality of writing and success are less focused. (Antoniou,Moriarty, 2008) For Rogers (1969) the education system is prescribing the goals of the curriculum, what shall be learned is dictated and ignores the personal freedom and dignity. However, university level students need to comment on any kind of topic on their own words - whether they are familiar or not- that they may come across during their lifetime both at schooling and socialization periods.

In EFL writing classes, Product and Process writing are mainly used. However, they are controlled, guided or semi guided studies supported by mechanical exercises. So, students get bored and are reluctant, plus they feel the anxiety of writing in a foreign language. Anxious students show negative attitutes towards writing and find it unrewarding. Then, there comes the problems like lack of student involvement, student disinterest, and students' assumption that the work is useless. Especially, when the time is limited, students cannot make up their minds to produce a well-formed paper. Teacher just gives a topic and wants them to write about it and leaves them behind with confused minds. Students in general, do not have many choices. They have to follow the regulations of school and feedbacks of teachers. This is the common situation in the writing classes. On the other hand, creative writing does not do modeling or duplicating the prescribed patterns. Creative writing helps students to involve personally in the writing process. Creativity is being neglected both in education system and in many EFL classrooms. One of the most underlying reason for that is, students as well as teachers are mainly interested in spoken English or grammar. (Özbek, 2006) According to Morgan (2006) creative writing deconstructs the boundries that occur in English such as between writing and reading, between concrete and significant. In the multivariate model by Lubart (2003), creativity declares intelligence, knowledge, thinking style, and personality. When it is asked to learners 70% preferred creative writing since writing is based on personal experience or the free-flow of thoughts which is safer. Their source of knowledge is the self which creates freely. (Grace, 1991) Teachers cannot teach without creativity similarly students cannot produce an excellent written work without creativity. (Jackson, 2006) For Mitchell (1996), combining teaching with writing was rewarding.

In fact, writing should be a lively thing to combine communication and comprehension. From a pedagogical point of view, realizing and recognizing the needs of L2 writers who are incompetent in writing, is valuable. (Kibler, 2010) So, teachers need to consider each learner as an individual, communicate with them openly and form empathy. The best teachers provide enough strategies to students which help them in their future academic writing assignments. (Shannon, 1994)

To concentrate on the content created by the imagination of students is important. A system like encouraging the students and making them realize their own ability of writing can be beneficial. As a result, the boring analysis of writing evaluation gets its deserved value. Students feel free to express themselves. While writing, their language improves day by day as they think about the topic more than the structures. They become eager to talk and comment on any kind of topic because their papers are valued according to their content not according to their linguistic problems.

In this thesis, Chapter 1 gives information about EFL writing, creative writing and its techniques that can be used in EFL writing classes. Chapter 2 deals with the methodology of the study. Chapter 3 indicates the results and Chapter 4 serves as a conclusion.

Research Question

The research question addressed by this study was,

'Can we improve our students' writing skills in English if we apply creative writing techniques as a classroom process?'

Hypotheses

The study hypothesizes the following;

'If creative writing techniques are used in writing classes, students improve their writing skills and write better.'

The reason one writes isn't the fact he wants to say something. He writes because he has something to say.

F. Scott Fitzgerald

CHAPTER I

1. WRITING IN ELT: AN OVERVIEW OF THE LITERATURE

1.1 What is Writing?

Writing is an art which requires the necessary skill to express your ideas in the written form. A writer conveys his/ her own ideas through writing and tells the reader what he wants to say. Writing requires cultural and linguistic knowledge. Writing as an activity and practice is not just words put together, but it is something that enables human intellect and capabilities to be visible. (Dooley, 1995) For many cultures, writing represents a high status and means being educated. Writers are privileged and respected, as well. (Leki, 1992)

1.2 Writing in the 19th Century

In the last quarter of the nineteenth century, writing was seen as an outward expression of the innerself of one's relation with the world. The expression of free, boundless individuality was more important than the conditions of which the expression is made. (Myers, 1996) In the early 1970s, cognitive processess started to be popular in writing. (Davies & Samway, 2006) In the mid 1990s, the writing field was in crisis and then, it turned to be more cultural. It was not like asking students to write better with many drafts or having them follow the inventing and revision process, but rather examining how the parameters of assignments, classroom and their social and cultural miliue enhance or disturb the process. (Bernard-Donals, 1998)

According to leading perspectives, context has been considered as a construct in writing. In cognitive perspective, information processing, decision making and strategy evolution are all in the process of a writing task. It is pointed out that children should be taught not about what to write but about how to write. On the other hand,

from the sociological perspective, writing is an activity with its social roles, status, norms, interactions in social and communicative facts, and incidents emphasizing the social forces and their influential factors in writing and their reflections. The focus is also on how writing works in terms of reflection of social forces and factors, and establishing or maintaining the social relationships and norms in itself. Writing is a cultural process for cultural perspective. It emphasizes the literacy of different communities with their goals, norms, values and beliefs, and socialization of the learners in these literacy practices. (Zhu, 2006) So, as culture becomes very effective in our productions, we reflect our own thoughts, feelings, and vision.

1.3 Second Language Writing Classes

In the language teaching classroom, the aim is basically to communicate in the target language. The learner needs to learn both to encode or decode the second language. (Stern, 1983) For Skinner (1957), verbal behavior and speech utterances are the only observable objects. For Chomsky, (1965) on the other hand, the capacity to abstract from the concrete signs of a language is more important than the observable objects.

Generally, second language writers are unable to acquire proficiency in their writing skills. The problem is not their knowledge of English but they cannot contemplate. (Enkvist, 1973) Capacity of logical argumentation enables students to think and write. In addition, to bringing sentences together and make cohesive discourse is important to present views to the receiver in an order to make the piece of writing comprehensible.

Martin (1962) observes that students can write their experiences successfully but fail to deal with the argument. Not being able to include the necessary information, understanding a topic well, bringing the pieces together and finding teachers' and learners' writing differences are some responses which have revealed that learners are Received Knowers who believe in the truth of authority. (Grace, 1991) Experienced and inexperienced writers feel exposed and vulnerable while writing. They think that their innerself is being exposed and the lack of inner depth and intellectual

sophistication emerges with each assignment. Writing has a personal character that results in fear which creates barriers to communication. As the figure shows, the information flows between the writer / speaker and reader / listener and the interaction enables comprehension.

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 │    WRITER       │ │  MESSAGE /     │ │  READER         │
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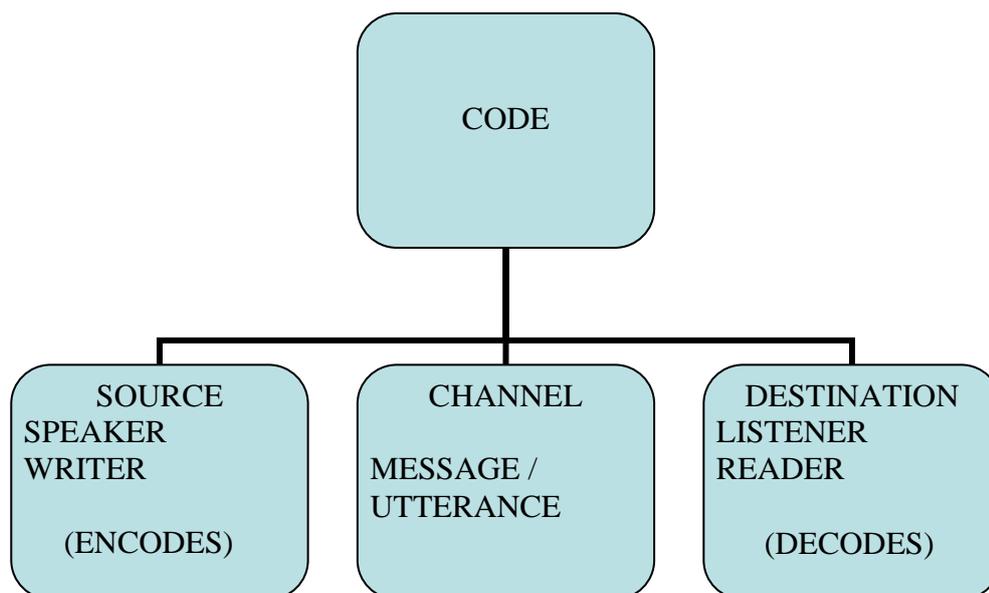
Model of the communicative act (adopted from Osgood and Sebeok 1954/1965: 1-3)

Generally, in second language classes, writing is neglected but education in the Hong Kong system is very striking and worth mentioning, as it is based on EFL writing. Effective writing abilty is considered as a measure of success for all education levels. The objectives of language learning curriculum are enabling students to write. They form on the following:

1) Write texts for different contexts, audiences and purposes with relevant

    content and adequate supporting detail.

2) Convey meaning using a range of vocabulary, linguistic devices and

language patterns appropriately and accurately.

3) Plan and produce coherent and structured texts with ideas effectively

presented and developed.

4) Write texts using appropriate tone, style and register and the salient features

of different genres.

5) Draft and revise written texts. (Lee, 2010)

Glendinning and Mantell (1983:5) support the above sequence and emphasize the importance of choosing appropriate particulars, conveying them with correct usage of language and effective organisation of ideas. They further say, '*The writing lesson should not be a totally silent time, with work submitted at the end to the teacher, the sole reader for most students writing, whose response is to return the paper much disfigured with correction.*' Correction doesn't mean proof-reading. Among the fundamental language errors, writing techniques such as organisation, relevance need to be checked. Even if students meet the needs of the lesson, it is common that writing is a hard skill among them.

However, writing is not a difficult subject as it's usually considered by students. Lado, states (1964), that in speaking and writing learners can decide on their own words or if they don't know a word they can use paraphrasing. According to A General List of English Words, (West, 1953) a knowledge of 2000 words is enough for speaking and writing.

Word knowledge, individual sentences and/ or grammatical rules do not represent the language knowledge. Talking about the language does not mean knowing it. The linguist, the grammarian, and the critic talk and write about the language but the students need to use it. Writers of L2 are learning to use the varieties of the language, not the language itself. (Lado, 1964)

A learner needs to be taught to write for communication in different situations such as informal letters, business affairs, reports or articles. They need to have a point of view about the topic and focus, they follow accepted rules and become effective. (Lado, 1964) During the process of discovery in writing, students get the control of language basically. However, there comes a barrier in producing competent university-level work. Although students can make their own sentences and decide on vocabulary, they cannot use their skills in well-thought- out communication. (Baumwoll, D & Saitz, R, L.,1965) There is a common fallacy that if a student can write in his first language, he can also write in his second language. However, students cannot write even in their own language. In recent years, at some American colleges and universities, students can not write themes, term papers, theses, and dissertations adequately (Kaplan, 1966) The same is true for Turkish universities. EFL students are not experienced in writing. They are unable to acquire proficiency in their writing skills. Mostly, they do grammar exercises, answer questions, and write paragraphs while they are tested. Grammatical mastery is tested more than the consolidation of the knowledge or expressiveness of opinions. (Leki, 1992)

1.4 Writing Process and FL Learning

English is not a branch of study or an isolated, obvious exercise but it stems from daily activities of children, it is the actual needs of daily expression. (Mearns, 1923) Whatever the profession is, writing is an important skill that every literate person needs to practice.

Within the last two hundred years, due to social and economical factors, literacy gain importance. There was a great need for citizens and workers who can write and read in order to communicate effectively for the business organisations. (Harmer, 2004) Writing became an important part in the job-seeking process. If the applicants cannot present themselves adequetly and properly in written forms, their aplication is not considered seriously. Employers will have inteview with applicants after considering their application letter or personal data sheet. (Hart & Reinking, 1977)

Writing became important in education as well. For the individual development and success and to be included in a society with prestige, it was a fundamental need. (Harmer, 2004) For the EFL learners, it is a must even if the procedure is difficult to accomplish. Students today are having online discussions, entries in ePortfolios, content for websites and emails. They do not have to write only essays, reports and answers for exams. As any kind of writing is a learning experience, we need to overcome their reluctance to write and provide them power and freedom by letting them be creative. (McVey, 2008) Composing definitions, traditional approaches, prescribed rhetorical frameworks and eloborating on them, also to grade the product, ignore the process in which we learn everything. (Zamel, 1982) Thus, learners need to be motivated to write.

The writing process is related to the learning process. Act of writing is memorizing, understanding, selecting and reconnecting the materials, digesting and translating it by using someone's meanings and words. In terms of communication, writing is an intellectual process in which we define, formulate ideas, shape them by drafts, and then state them in the final copy coherently. (Herringon,1981)

There is a mistaken idea about the writing process itself. The idea that good themes are dashed off in burst of inspiration by 'born writers.' (Hart & Reinking, 1977:17) However, we cannot see the process of the production that is used by the writer while developing the written work. We only see the well-written final paper which follows a systematic steps as following:

1. understanding the assignment
2. choosing your topic
3. determining your qualifications
4. establishing a specific focus
5. writing your thesis statement
6. brainstorming your subject
7. organizing your information
8. writing the first draft
9. polishing your theme (Hart & Reinking, 1977:18)

In writing process learners' activities are similar to writers' experiences. Like writers, learners also think about their aims and audience. They refer to their background, they do planning, they think over again, what they have produced. Instead of writing in a sequence of planning, organizing, writing and revising - contrary to the advice of the textbooks - it is more like 'cyclical process' in which writers move back and forth on a continuum discovery during analyzing, and synthesizing ideas. (Raimes, 1985)

Both skilled and unskilled writers use retrospective structuring to discover. For the less skilled writers on the other hand, composing is more mechanical and formulaic and they have concerns with their correctness, and cannot go further. This projective structuring, where people project themselves into the role of another, is lacking among the new writers. (Perl, 1980) Less skilled writers do not revise frequently, they focus on lexicon and teacher-generated rules but do not change the ideas that had written. Unlike the unskilled ones, the skilled writers has a more global perspective. They change the chunks and reorder the whole work which is a sense of discovery writing, starting again something new that less skilled students do not do. (Sommers, 1980)

Grammar, rhetoric, and vocabulary are being taught in the classrooms and there is no need to be creative to learn them. These are tools of a writer, likewise the brushes and pencils to a painter or flats, sharps, and keys to a composer. The understanding of grammar and rhetoric does not make one writer different from the other. His quality of mind, his experiences, habits or nervous energy does make it, though. (Uzzell, 1935) The style of each individual results from the integrated action of their nervous system. Writing is a retrospective structuring, where writers modulate the plans and goals according to their new ideas discovered while writing. So, writing helps in creation of ideas, not only the preformed ideas recording. (Perl, 1979)

Bronfenbrenner's Ecological Theory

Chronosystem
Macrosystem
Exosystem
Mesosystem
Microsystem

You

Family, School, Peers, Workplace, and Neighborhood.

Family
School
Peers
Religious Affiliation

Religious Affiliation, Workplace,

Neighborhood
Workplace ↔ Neighborhood
Religious System

Economic System, Political System, Education System, Government System, Religious System

Overarching beliefs and values

Dimension of Time

Bronfenbrenner's (1995) ecological perspective indicates the different systems on the writing development of students. They are not directly related to personal experiences, they are also within or around these experiences. According to his Ecological framework, the student is in the core center with person's daily experiences, or activities, interpersonal relatives in the immediate environment such as home or school. Apart from these microsystems, there is a mesosystem, representative of ' linkages and processess' of the microsystems, considers the encouragement or discouragement effect of these linkages on the learner. There is also exosystem, which is indirectly influencial in learners' experiences, such as in the workplace of the parents', friends of siblings, or the school district.

Lastly comes the social, political and cultural influences in the macrosystem, including subcultures, social structure, belief systems, and lifestyles, just like Nick Carroway, the narrator of the 'The Great Gatsby', (1990) portrays himself 'both within and without' society. When he is so much inside the world, he keeps his distance from it to evaluate it like a critic but also is embedded within the story. Thinking through cultural norms and social activities, all individual ideas and personal traits can be observed in creative writing.

1.5 Writing Process and Thinking

Writing is an act of discovery with several steps such as rehearsing, drafting, and revising, which interact together to discover a meaning. (Murray, 1978) So, it is a process of exploring the thoughts and learnings in which an idea gets extended and refined. (Shaughnessy, 1977) While writing, students go through a larger mental process than they do in speaking which is more instant. They can consider themselves, think more about what they know. They also focus on the usage of language. (Harmer, 2004) Therefore, when students see their ideas on paper, they are enabled to reflect and develop themselves. Also, they write more, involve themselves with fluency and satisfaction when the writing was objectified. (Perl, 1980)

1.6 Writing and Culture

Home and peer cultures are important in social aspects that influence the writing development of English learners in school settings. Through talk while writing, students use their home and peer resources to negotiate classroom writing practices. These negotiations help children understand the conventions of academic writing. (Bicais, 2008; Correia, 2008, p: 364)

1.7 Writing as a Social Activity

Writing is an avenue in which a child keeps a record of his important events and activities, and also it is a channel in which he shares all of these with an interested group of people. (Witty, 1940) The precious knowledge is the one associated with the real life. If someone does not read and give feedback, the writing process is not

completed. Therefore, writing is not just personal, it is also social. (Roberts, 1993) Sharing the process of writing has been considered as an effective way to develop writers for the past thirty years. Students respond to each other's opinion, style, and mechanics. Considering writing as a sociological experience, we find it useful to write. A writing classroom needs to have a democratic atmosphere and should allow for respect to student willingness. (Dewey, 1916)

1.8 Attitudes of Students and Anxiety

Writing causes anxiety in second language learning. (Kempf, 1995) This anxiety builds a mental block affecting the learning motivation**.** Firstly, it affects the performance of the learner as it is one of the main reasons of stress in foreign language learning in which self-perception, beliefs, feelings and behaviours of the learner are all involved. Secondly, when the peer revision and editing is late, learners can have anxiety since they will be alone in the process of writing. The ramifications such as bad grades, a failure, a reproach from the teacher or a classmate, punishment or embarrasement may cause anxiety and the result may be a negative attitude towards EFL learning. This is the general situation of the students at school. (Beebe, 1988) If the learners are adults, the problem gets bigger since adults consider themselves as 'reasonably intelligent individuals, and sensitive to different socio-cultural mores.' Thus, 'true-self' and 'limited-self' contradict each other and this results in anxiety in the learning process. (Horwitz and Cope, 1986) Only a baby does not have any concepts of his *self.* These concepts such as awareness, responding, valuing, are identified step by step. In preteenage and teenage periods, by physical, emotional, and cognitive changes, all human beings protect their ego. In addition, there is a personal, egoistic nature of second language acquisition which Guiora (1972) calls '*language ego.*' Thus their newly-acquired competence, that involves identity conflict and this ego limits language learning.

Furthermore, in high anxiety situations, the Affective Filter hypotheses (Krashen, 1981) claim that learners, although they understand the message, cannot convey it effectively. The input received by the learner, will not get through the language acquisition device in the brain. Thus, anxiety blocks production. Learners, when the

anxiety is too high, cannot write properly. The anxiety brings unwillingness in writing. Students feel insecure about spelling, handwriting or linguistic abilities to form a well-written work. Building a writing habit is a need to overcome this reluctance. (Harmer, 2004)

1.9 Motivation and Feedback

Student and teacher go through the learning process together, valuing and prizing each member of the group and create their own communicative community where there is no threat but support by the teacher. Prestige is a foolproof motivation. When children realized that their ideas are valued by the teacher and classmates, they are more productive. Students appreciate teachers who do not criticize but rather understand them from students' point of view. (Rogers,1967)

EFL students are requested to write to practice the language they have learnt. During the writing process, a teacher's correction can cause negative feelings for learners to complete their article. This negative emotion can be the major factor that affects language learning. Krashen emphasized this as emotional block. Moreover, L2 learners endure a 'distress associated with writing' and evolve 'a profound distaste for the process' and lose their motivation. (Madigan & Linton & Johnson, 1996:295) Writing is a linear model in fact, a text written by a student is commented on by the teacher, and the student rewrites the text according to the teacher's commentary. However, this system fails to consider the contextual forces that contrast the teacher and the student. If a teacher responds to the text by giving attention to content and rhetorical concerns, the comments are appreciated by the students. (Goldstein, 2005)

Some studies show that if the focus is on writing itself but not on the error correction, students write more and make fewer mistakes. (Briere, 1966), (Gomez; Parker Alencio, 1996) Therefore, a teacher's response carries a substantial influence on students' attitudes. Teachers who focus on accuracy and teachers who focus on content and rhetorical concerns make a difference in their feedback preference to students. For these reasons, appropriate commentary is essential. Students are not well-primed about audience, purpose or points of view when they start writing classes. Teachers need to

emphasize these concepts before asking them to write. As a result, since writing is product-oriented, it needs individual effort and students feel that they are stripped of help, support and encouragement. (Tsui, 1996)

1.10 Creativity in Writing

Creative writing was an educational reform between 1880 and 1940. It could be any effort to restore the idea of literature with the discipline of thought, activity, textual study and practical technique. (Myers, 1993) Cultures have been using creative writing to educate young writers for 400 years.

It was considered as an opportunity to educate people, even in the times of war. The feelings and thoughts were restrained naturally away from the mind and spirit at those times. (Marriam, 1947) To give the necessary training for the carreers or to order the experiences of war, enterpreneurs decided to teach writing in a formed and disciplined atmosphere. So, creative writing program was a response of the World War II veterans. (Ramke, 1990)

However, it has been weakened for nearly the last century. Since schools fail to promote communication in the areas of oral and written expression, new responsibilities are felt and the educative value and hygienic worth of creative writing is discovered again. (Witty, 1940) It has been aroused considerably in the past 40 years. (Hugo, 1979) The German model of education which offers 'a high degree of specialization and the creation of new knowledge', became popular. (Hayes, 1990) Because of the narrow and academically tough exams, creative expression also flourished in Great Britain. Colleges chose creative writing to employ professional writers, novelists, poets, journalists, and it was settled to combine literacy and practice. (Myers, 1996)

The term language is a written and/or oral means of communication between human beings. It reflects great part of human behaviours, thoughts and beliefs. Etymologically, *sentence* is related with *sense*. To convey a message that is complete and sense- making, related words come together with a certain structure and rules.(Soytekin, 1998)

Similarly, creative writing begins in the senses, (without it no one can create images), it is done by the words and communicated insight is the end. Imaginative writing, writing as an art (belles lettres in French), were the meanings of creative writing. A writer perceives in images, they are converted into words and reconverted by the reader. (Stegner, 2002)

The general idea of creative writing is, producing narratives, stories, plays or poems, but it is advantageous if it is used in ELT classrooms. Creative writing was an attack on the formalism of current English studies and a desire to show the academic forms of English study in human experience. (Mearns, 1923) Vile's (1998) survey shows that creative writing is rewarding in itself and improves the deep knowledge of the language of students. It raises their awareness and linguistic skills. Creative writing means imaginative texts and an aesthetic made by students. It is a valuable ingredient in subject English. By 'metophoric reasoning', creative writing provides a corrective. (Morgan, 2006) It is a challenge.

Creative writing is the process of inventing, the process of making something new and different-something made-up. But it also has solid roots in the real-world experiences and memories of the writer-fact and fiction, blending together. Sebranek, Kemper, Meyer, (2006: 151)

Creative writing offers a variety of opportunities which are helpful to students. Through creative writing studies, students:

• enjoy, explore and feel confident in their own creations;

• discover their own literary voices;

• express themselves in a range of literary forms, modes and genres and for

    many purposes and audiences;

• reflect upon the craft and processes of writing;

• discover their own writing methodologies;

• appreciate that writing is a craft skill that requires patience, time and

   dedication;

• be adventurous and take risks in their writing;

• engage with and respond imaginatively to the work of others;

• consider the key elements of poetry, fiction and non-fiction; and

• perceive themselves as writers and as members of a writing community

   (Carter, 2009: 1).

Creative writing helps students to perceive life in terms of expression. Their minds, imaginations, and senses are alerted which is a substantial aim of education. Teachers need to remove the mental blocks, be tolerant and encourage students' originality by looking upon them as a human being rather than a student, learner or a writer or would- be- writer. (Marriam, 1947) Creative writing involves 'a conscious quest for the self.' (Hunt&Sampson, 1998)

As a result, creative writing was firstly a tool for teaching literature and philology. In the last forty or fifty years, creative writing has evolved in the universities, and will definitely continue to encourage the tomorrow's authors, the future Dickinsons and Dreisers who will give importance to creative writing for other kinds of help such as help with language use, creative thinking, personal expresiveneess and literary interpretation. (Mitchell & Shermis, 1996)

1.11 Types of Writing

There are three types of writing, each with different functions named as transactional, expressive and poetic. Transactional writing focuses on informing, instructing, speculating, analyzing and persuading. Term papers, research reports, critiques, proposals are the common examples. Students are required to think critically, synthesize ideas, evaluate and expand the arguments. This kind of writing is used mainly in colleges and work areas to prepare students for their future careers. (Bean

1996; Britton et al. 1975; Fulwiller and Jones 1982) Essays are also under this type of writing. (Takata, 1994 & Thomson, 1994)

The second type of writing is expressive writing. It discovers values and feeling. Besides, it is accessible even for inexperienced writers. (Britton et al., 1975) Students can link their personal thoughts, values, and experiences to the public. (Wagenaar, 1984) Journals, autobiographies, free writing studies, postcard / letters are expressive writing examples.

The last one is poetic writing which is creative. It also has the same function with expressive writing. They both relate new knowledge to one's value system. Poetic forms change thought and help writers to get the purposes. One is evaluating the new personal experience, the other is imaginative empathy and insight which is the social part of it. (Young, 1982) Examples of this writing type are these: short stories or social science fiction with their characters, plot, dialogue and settings. (Lackey, 1994) Students imagine themselves as somebody else and write by 'What if' exercises. (Grauerholz & Scuteri, 1989; Moynihan, 1989; Schopmeyer & Fischer, 1993) Students describe an event through a metaphore in 'metaphoric writing'. (Coker & Scarboro, 1990) Creative poetic writing develops and reinforces the social imaginations, role-taking and empathy skills, cultural awareness of students. It also reduces the ethnocentrism by its great potential, more than the expressive writing.

1.12 Creative Writing Process

In general aspect 'creative' is the potential of a person to produce creative works. The creative act is identified by three evaluations.

1. The act must be seen as original or novel.

2. The act must be seen as valuable or interesting.

3. The act must reflect well on the mind of the creator. (Hayes, 1990, 1)

Creativity yields a creative product through the interaction of person; which stands for personal characteristics, such as skills, traits, abilities, and motivation. Process, represents mental activities, various thinking and open-ended problems to reach creative end. (Puccio, 2006)

In the creative process, each individual does not have the same psychological approach, but four major types of approaches are used by individuals. These are thinking, feeling, sensation, and intuition. In the center there is the mediator ego that selects, intensifies, diverts the approaches to the creative process by intention and will power. So, these approaches determine the development and expression style of the individual. (Jung, 1968)
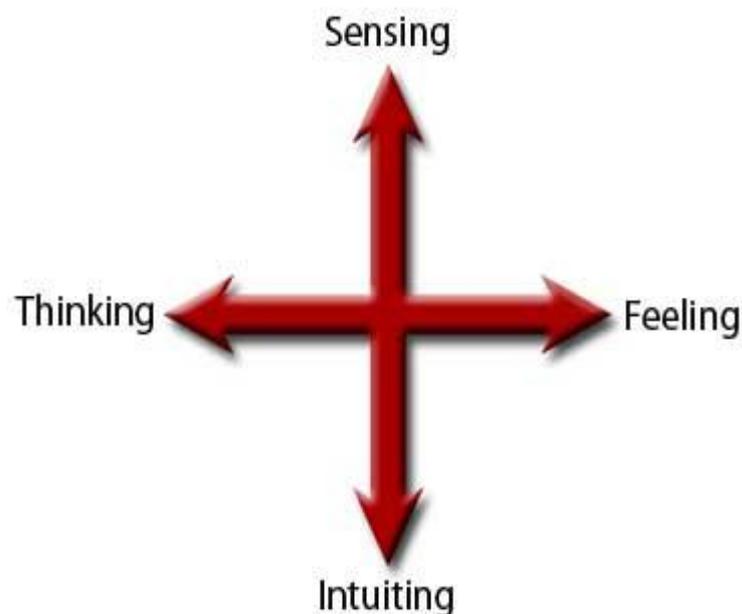
The four psychological functions according to Carl Jung

Creative process has four stages. These are preperation, including analysis of a problem, defining and setting it up, needs work, knowledge and skill relevant to the problem. Incubation, where the mind works on the problem unconsciously by associating, combining and finding an idea at the end. Illumination, which is a 'flash' enlightment happens when the idea breaks through the conscious awareness. It can be broken down by other interruptions. Verification consists of evaluation, refining and

development of ideas**.** (Wallas, 1926)   There is a difference between the creative process and the noncreative process. They can both involve these four stages with the same order and same time given to each of the stages. However, there is a difference about the quality that is accomplished in each stage. Therefore, the creative products arise from good preparation, effective incubation and good verification of the quality of one's ideas. (Lubert, 2001)

From another angle, Minot (1976) points out the four motives that manipulate students to creative writing courses.

1) Partially conscious therapy

2) Entirely unconscious therapy

3) Childish delight in language

4) Ego formation

He suggests that creative composition has therapy value, so it is helpful. For the first motive, learners change their troubled feelings into art. With the second motive, teachers help students to find out the function of the written work and ask questions to move the learner from a private, therapeutic act to an artistic one. The third motive focuses on the freshness of language, not the uniformity in the educational systems. In the fourth motive, students find a chance to develop their self-awareness - who they are and where they are heading. So, as for psychiatrists, creative expression is an outlet that is nearly a must for health in this mechanized society. (Witty, 1940)

Involvement with experience and fashioning by selecting words are suggested by creative writing. It is significant, creative and personal writing that includes thoughts, attitudes, observations and feelings. Therefore, the writer explores and uses language more in this act, in this process. Like literature, it enlarges the awareness and sensitivity borders of the self. (Durham, 1970) This creative construction process is used by children both in their first and second language acquisition. (Dulay & Burt, 1976)

Creative writing is a chance to free your imagination in which people get satisfaction. Through creative writing, students can use their linguistic capabilities and go deeper and further, that they cannot do in oral expression. They express more personal thoughts and mental images. Therefore, creative writing tasks are motivating both for L1 and L2 students.(Harmer, 2004)

1.13 Types of Creative Writing

The theories of creative writing are mainly under two titles: the classical or literary ideal and the psychological interpretations. (Uzzell, 1935) The genres used within these are the 'generative' and they are the 'ways of expressing something new.' In order to lead the individual awareness to individual creativity, genres ought to be taught as forms of constraint and of choice. (Devitt, 2004) They support the writer's work; not limit or confine it. In this respect, this reflexivity theory enables students to become the meaning makers in their classrooms and throughout their lives. (Wirtz, 2006)

In many obvious but important ways, creative writing is linked to literary studies in that it involves learning techniques such as characterization, foreshadowing, symbolism, etc. But while the purpose of literary studies is to understand the work of others, the purpose of creative writing is to create one's own work. (Davies,1998: 25)

It is important to organize thoughts for writing. In most stories, there are people (characters) in a place (setting) doing something (plot) about a problem (conflict) and, in the process, get a new understanding about life (theme). Moreover, in long pieces of writing such as plays, novels and short stories, characters go on one-way conversations and reveal significant things about their personalities during their monologues. And in poetry writing is similar to any type of writing. It has topic, details, first drafts, revising, editing, proofreading, and publishing parts. (Sebranek, Kemper, Meyer, 2006)

Writers become creative when they take risks and experiment new methods which are not commonly used by themselves or within their communities. Painting and poetry are good tools in creative writing. *If a picture paints a thousand words, experience will lend credibility and persuasion to those words.* In addition to paintings, rhythm of a poem can get the readers's attention. Different lenght of sentences, grammatical constructions can bring enjoyment to us, with its being in accordance with the content of the text. (Bradford, 1997) Furthermore, anxiety will be reduced by writing about familiar and interesting topics. When the understanding of the students's writing process matures, students will reflect their writing skills to any kind of contexts. There will be a gradual transfer even for the unfamiliar topics. (Shannon, 1994) Creative writing also serves for reading in English classrooms with the form of '*dependent authorship*' or '*transformation*' of texts with critical agenda. (Morgan, 2006) Students' creative writing should be fed by reading. (Wandor, 2004 & Gross, 2005)

According to Stegner (2002) creative writing involves meaning searching, wonder, discovery and personal involvement through the story, novel, play, personal essay, biography poetry and history. (Nash, 1982) planned a creative writing course by using poetry, fiction, fairy tales (creating or retelling one by updating it in a new way), ballads, dialogues, conversations, character sketches and modern fables. (Josephs, 1962) also used nearly the same techniques in writing courses. Descriptions of objects, smell or a sound were other creative ideas. Novels, stories, poems, plays, imaginative diaries, letters, dialogues, free writing from photographs, writing of pastiche, reviews of books, films, current events, controversial issues, writing scripts for stage or radio drama are the studies that Durham (1970) mentioned in his article. Australian writer Judith Wright (1966) thinks that children should write poetry, they ought to handle language creatively, at first, not laboriously; excitedly, not analytically. (Durham, 1970) To arouse interest in creative writing, Wright (1932) also used poems to make them think through their personal experiences, finding titles for peoms or writing short sketches from them were other activities that could be adopted into the writing classes. Again to create something on their own, a list of words was given to students and they wrote what those words made them think of. Freewriting is a heuristic technique to invent

since the flow of thoughts come from intuition to the paper. Natural fluency, insight, and creativity are also stimulated by freewriting. (Winterowd, 1977 & Mandel, 1980)

Using music stimulates feelings and ideas as well as creativity. Students can write stories on the basis of music played. Music can be content-based. Sometimes, a piece of music can describe a place, a person, an animal or an event belong to the composer. (Harmer, 2004) Creative activities with appropriate level and enough language, are useful to provide the willing participation.

1.14 Creative Writing Versus Other Types of Writing

Creative writing is growing as a formal discipline in higher education. However, it is said that 'creative writing' is not 'serious' and encourages self-indulgence. Creative talent is personal, natural, instinctive, it cannot be taught, learnt, or assessed. (Freeman, 1987) (Light, 1995) Creative writing was not academically respectable (Hobsbaum, 1992) and its projects even the PHDs were called child's play. (King, 2006) There is a split between academic and creative thinking, writing and identity which is a Western Enlightenment thought. It was like gendering each of them. The academic one is 'male' and the creative one is 'female'. (Antoniou & Moriarty , 2008)

Creative writing has a distinguishing aspect which is its playfulness, engaged with the language. It streches and tests the rules in a guilt-free atmosphere, where the the risk is also encouraged. Creative writing and its playfulness is not an indefinite or not regulated use of language. On the contrary, creative writing needs the rules of the sub-genre. If you want to write a limerick, you need to apply its rules. If you do not, then it is not a limerick. The rules, interestingly, foster the creativity of the writer. They do not restrict it. (Maley, 2009)

Creative writing forms may be perceived to be unstructured but in fact, they are highly structured. When they write stories, they apply the conventions such as the introduction, conflict, problem, climax, and a denouement. There are descriptions and

dialogues, and past tense is used as it is in narrative voice. The person is first or omniscient. Likewise, when they write poems, they form rhyme, repetitions or write in lines. Students use them unconsciousnessly because they have internalized from the childhood experiences, storybooks, television, movies and music. So, creative writing is purposeful and meaningful so that students express themselves clearly. (Grace, 1991) ''Writing is not aimlessly creative, it is planned, thought about, defined, redefined, written and rewritten.'' (Joseph, 1962) Formal writing experiences are important but they do not replace the creative verbal communication of ideas and imaginings. Research reading, note-taking, report writing experiences can result in plagiarism because students don't project their own knowledge or imagination. They should think creatively and write down their own interpretations in a readable and entertaining way. (Martin, 1962) It is observed that creative writers and creative writing techniques have personal and professional orientation to their writing. The writing experience contains in itself the intellectual, physical, emotional and spiritual aspects of the self. The writers begin to question themselves with certain questions, " Who am I?" , "What are my values?", "What are my passions?"," What does writing mean for me?", " What do I have to say?" and "How do I want to say?" (Antoniou & Moriarty, 2008)

If the different approaches are taken into account, for example in product approach, students study the model texts and duplicate them, particularly focusing on the correct language. However, this approach fails to confront the individual needs of a non-native student. As White (1988), Escholz (1980) argued, there is little or no insight into the actual process, and it restricts the students. Escholz (1980) continues that students can apply the same form, the same plan in various settings or content which is stultifying and inhibiting for the writers; it is not empowering or liberating them. The product-approach has been criticized. It does not give importance to students' own prose generating, but rather works on the model and students only learn to copy this model. Students do not create to get good grade but regurgitate the appropriate structures or forms. They write in monkey-see-monkey-do style. Students can write accordingly to prescribed pattern but the creative strategies for the text are ignored. (Shannon, 1994)

In the mid 1980s, the process approach was accepted in ESL, and it is learner centered. (Shih, 1986) This type of writing can be effective for some learners. However, for poor writing it is not a panacea. It depends on revision and it is not appropriate for examinations. In the tests, students write about the topic which teachers selected. Also, there is a time limitation but under some conditions, human beings may or may not perform well.

If the process writing approach examined, by discussions, tasks, drafting, feedback and informed choices, process writing encourages students to develop themselves. (Jordan, 1997) Students can make their own decisions without a model text. However, in terms of psychological functioning, the individual student is being neglected by process writing. In addition, this approach does not prepare students for the real world. (Horowitz, 1986) Process approach fails to confront the demands of the real academic world.

In addition, the process-oriented writing techniques do not teach the realistic understanding of university courses and it is opposed to the evaluation of written responses by the professors. The messenger is focused upon, not the message. (Shannon, 1994)

There are many writing forms, some are creative, some are not. However, *all writing is creative writing* because writing uses the materials of language, experiences, knowledge, textual sources, personal ideas and imaginings of the writer, bringing out something that did not exist before. (McVey, 2008)

In brief, writing should be taught, of course, however students deserve the support of freedom and power through writing when they produce their own work in their words and they will evolve through creative writing. All of the writings of students are important and any kind of writing is a creative act. (McVey, 2008) The objective was to develop the capacity of a student for creative experience. (Frederick, 1933) As creative writing fills the lack of contemporary culture, every student should have a chance to be creative vis-a-vis what Walt Whitman called 'precious idiocracy'. Apart from the academic need and language competence, to develop and discover a personal

voice is also a need at this age. As writer Donald Graves explains,'*Voice is also the imprint of ourselves in our writing. Take the voice away …and there is no writing, just the words.''* (Sebranek, Kemper, Meyer, 2006) So, voice is the unique personality of writers and it comes through in their writing.

1.15 Conclusion

The review of literature highlighted the areas that affect students. The literature also suggested some techniques of writing to allow students and instructors to cope with the likely challenges and produce effective papers.

CHAPTER II

2. METHODOLOGY

2.1 Introduction

This chapter reflects an insight to the study itself. It gives details about the method, design, procedure, participants, measuring tools and data that have been evaluated throughout the process. It is the total analysis of the patterns; curricular aims and materials, motivation, correction, that all took place in the classroom, during the teaching and learning period.

2.2 The Research

The aim of the study was to show whether creative writing based on study was effective in writing better and gaining language competence in EFL learning. The research hypothizes that if creative writing techniques are used in writing classes, students improve their writing skills and write better. The study was analyzed to answer the following research question.

Can we improve our students' writing skills in English if we apply creative writing techniques as a classroom process?

2.3 The Venue

The English Preparatory School of Maritime University accommodates students who study English before they start their faculties. The participants were given 5 skills courses: Structure, Reading, Writing, Listening, and Portfolio skills. The same curriculum was used for all the students who studied an intensive English language programme at preparatory school.

EFL students were expected to pass the proficiency exam at the end of the year. During the year, students had quizzes and examinations prepared by the English Preparatory School. The aim of the quizzes was to test the content of the course. Quizzes were marked by the class instructors and after the administration, papers were

returned to the students. In each quarter, there were two mid-terms. The aim of the mid-terms was to show students the areas that need to be studied further. Through the mid-terms, the course content and language skills were tested.

Apart from the tests, there was a portfolio class for 3 hours each week. Portfolio system was organized to enable students to develop their study skills. They were required to prepare and present a topic each week. Internet surfing, video watching, article reading were some references held in this class. Student performance was evaluated by their instructors. All the students were expected to have a passing rate of 60 out of 100 in order to take the proficiency examination at the end of the year. The same course book was used for the whole writing classes. To establish a standard for good writing, an appropriate rubric was chosen for the whole classes.

Organization	Title
	Topic sentence- Concluding sentence / Thesis Statement
	Relevancy – logic- clarity- cohesion
	Details – examples
Accuracy	Control of language
	Basic / complex structures
	Erroneous
Vocabulary	Communication
	Relevant word choice
Content	Main issue
	Originality
	Consistency
	Relevant input

Table1: Marking Rubric for Writing Exams

The requirements of the preparatory school writing programme is given above. My study and the changes I brought into this programme will be given in details in the following pages.

2.4 Subjects of Study

This study was conducted with 2 groups of EFL students. 19 students were in the experimental group and 16 students were in the control group. They were aged between 18-21 and randomly chosen. Participants were studying at a maritime university English preparatory classes with diverse educational background. All students had a very limited English background. During paragraph writing period, which was appoximately 4 months, students were trained to express one idea with the most outstanding and important points of it which added to their creativity. Ten appropriate paragraph types were chosen and examined for their next academic studies in order to discover best practices for maximizing student learning of the writing format.

The two groups were treated differently in their writing classes. For example, the control group was studying actual writing scheme while the experimental group was supposed to study both the regular curriculum and creative writing.

2.5 Research Methods Procedure

Requirements of the writing course and the classroom procedure were set forth on the first class hour to clarify the students' concerns.

Step 1-Duration: The researsch was conducted in the first term of the

2009-2010 academic year. Students had four writing lessons per week

for fifty minutes each.

Step 2-Choosing subjects: There were two groups: The Control Group

and the Experimental Group

Step 3-Getting information about the subjects: At the beginning of the term,

a simple questionnaire was given to the students to understand their

attitudes towards the writing course.

Step 4-Choosing the topics: Writing topics were chosen.

Extra Topics

Topics played a significant role in provoking creativity. They were chosen according to the book and according to the creativity criteria prepared by the teacher.

Introduction:	Effective introduction sentence
Content:	New and different (Meyer et al,2006) Use of imagination
Words:	Adjectives / five sense words. (Soytekin, 1998)

Table 2 **:** Creative Writing Criteria

The Writing Syllabus:

TOPIC (BOOK)	CREATIVE,CULTURAL, AND GLOBAL ISSUES	EXTRA TOPIC	ASSIGNMENTS
Describing Appereances	Art / Painting	'The Portrait of Mona Lisa'	Famous actor / actress
Describing Places	Art / Painting	Van Gogh's Room	Pink Saloon in Dolmabahçe Palace
Describing Objects	History / Tradition	Turkish Fez	Free Writing
Organizing Information by Order of Importance	Global Issues Social Issues	Natural Resources (Article from reading course)	Important things in Marriages

Expressing an Opinion	Art / History Social Issues	Renaissance Period	Friendship Websites
Comparing	Fiction / Poetry	Writing a poem	Similarities of Poetry & Prose
Contrasting	Social / Global Issues Literature	Women in East / Women in West	Graded Readers (Plays, Fiction,short story)
Writing Summaries	Literature (Short Story)	Captain Murderer by Charles Dickens	Graded Readers
Cause	Social Issues	Poverty	Free writing
Effect	Social/ Global Issues	Earthquake	Divorce

Table_3: Experimental Group - Creative Writing Studies__

Example 1:

'The Portrait of Mona Lisa', and 'Van Gogh's Room', were useful pictures for using imagination with different words.

Example 2:

Describing a simple, round, red Turkish Fez in one paragaraph was useful for imagination and originality.

Example 3:
Student culture was highly important. The topics, 'Women in East / Women in West', 'Poverty', 'Earthquake', were the issues belonging to students' own culture.

Example 4:
Familiarity with the topic also had a role in creativity. The short story 'Captain Murderer' , by Charles Dickens, for example was related to students' profession. They were familiar with some terms and it was easy to create something new in their own artistic style.

Assignments

From simple paragraph writing, we moved to varied forms of writings. All the standards and methods remained the same, but expanded. Introduction and the concluding parts were studied deeply to create extraordinary effects on the reader. From the beginning of the year, students worked on several topics by studying how to produce a good paragraph.

Step 5 –Choosing the materials: Writing materials were presented to students.

Control group studied the skill-based course book and was supposed to study 10 paragraph types in a term. Experimental group studied the course book with the same paragraph types and also studied extra 10 paragraphs related to creative writing studies. Also, 10 assignments were given to students by stressing the need for independent and individual writing.

2.6 The Writing Process:

Each writing topic's open-ended discussion lasted nearly 45 minutes and was in English. They were all whole-class studies and focused on student participation and interaction. After the brainstorming part, the actual writing started. The production was written, rewritten, changed, reformed, revised, and edited at the same time. There were natural ongoing conversations among the students. They helped each other, so there was a peer-learning atmosphere as well. Classroom writing was not directed by the teacher.

Writing procedure was conducted as the following.

1 : Writing procedure was presented to students.

2: Students were required to write a paragraph according to the given topics.

3: Students were required to edit their first draft before submission. A checklist consisting of 15 'Can Do' statements was prepared and delivered to students to evaluate their writing papers. (See Appendix A)

4: Feedback: The quality of their writing paper was examined through creative writing criteria.

    a. Teacher gave feedback with power point presentation.

        During the academic year, periodically, three types of power point presentations were prepared, one projecting the good paragraphs and sentences of the students, the other, projecting the common errors of the papers and lastly, new structures were reflected on the screen to be shared and discussed as a whole class. For the first kind of presentations, the names of the students were also written under each piece of work to encourage them.

    b. Teacher gave feedback on paper.

        The correct parts of the students' papers were highlighted which was beneficial for them to see their abilities more than their failures.

    c. Peer feedback: Students commented on eachother's work.

5: Students rewrote the second drafts according to the feedback.

6: Students put the final copies of the paragraphs into their portfolios.

7: Teacher and the students decided on the papers that would be in the classbook. The purpose was to keep the records of a collection of the outstanding works of students in an organized way.

8: At the end of the term, an improved questionnaire was given to the students to understand their attitudes towards the writing course.

2.7 Data Collection

Several datas were used to draw conclusion based on their information. All datas were collected in the first term of 2010-2011 academic year. To get a holistic view of writing class, we had datas relied on classroom observations including classroom studies, students' drafts, questionnaires, statistic knowledge obtained from the tests of students.

2.7.1 *Attitude Questionnaire*

An attitude questionnaire was given to the students to understand the common perspective of them about writing. It was the first week of the term and the English level of students was low. The teacher asked some basic questions about writing to reveal students' perception about the course. Through oral feedback, therefore, the first questionnaire was simple**.** (See appendix B)

2.7.2 *Questionnaire 2*

The research hypothizes that the development awareness and raising interest of students towards the second language writing by using creative writing techniques will result in better writing. Therefore, in order to check whether creative writing studies were fruitful or not, students' interest towards the subject needed to be researched. At the end of the term, the researcher conducted a questionnaire for this purpose. It was the end of the term and the English level of students was improved. Therefore, the second questionnaire was more detailed. (See appendix C) The questionnaire was developed according to the interviews and comments of students that were done during the study.

2.7. 3 *Examinations*

In a term, students were required to take two midterms. (See appendix D) Students were to write a paragraph about the given topic in the exams. The papers were marked by two instructors according to the rubric.

2.7.4 *Portfolio*

The purpose of keeping individual portfolios was to maintain the regular practice. Portfolio system helped for organization skills as well. Both the drafts and the final copies were in the students' personal files to realize their strong and/or weaker parts for further studies. The portfolio files were being checked once a month by the instructor.

2.8 Conclusion

This chapter has presented the research question, setting, introduced the participants, used instruments and the data collection period. In the following chapter, the data analysis procedure and the results will be discussed.

CHAPTER III

3. DATA ANALYSIS AND RESULTS

3.1. Introduction

This chapter reveals the analyzed data and the interpretations of the results. In order to gain a better understanding of the developmental creative writing techniques, three types of datas were analysed. The first one was the questionnaire to compare the pre and post perspective of students. The second element was the collecting of the exam results to see the success and, the third one was the students' portfolios. The study examines the analysis of studies of 19 creative writing students. The students were engaged in a writing practice which focused on the development of writing skills by creative writing. This chapter aims to analyse the whole process of students' perceptions and productions of creative writing in higher education.

3.2. Results

3.2.1. *Attitude Questionnaire Analysis*

Regarding the research question, 'Can we improve our students' writing skills in English if we apply creative writing techniques as a classroom process?'**,** an attitude questionnaire was given to students at the beginning of the term. The questionnaire had 6 questions and each question had two choices. The questions were designed to reveal students' opinions regarding their attitudes towards writing. The results were analyzed question by question.
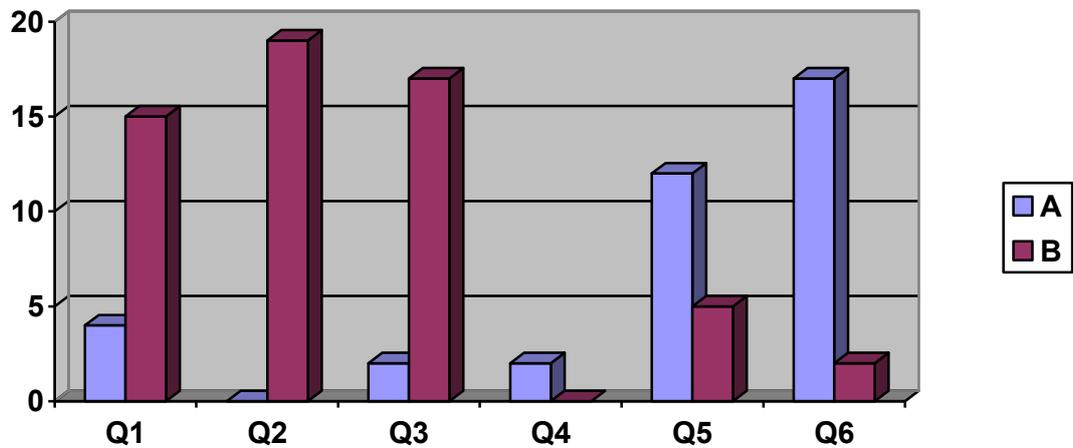
Table 4: Attitude Questionnaire Results

The answers of the questionnaire indicated that students' common attitudes were negative towards writing. As the first three questions prove, their writing experiences were limited. In the first question 15 students out of 19, marked the same choice as b which shows their disinterestedness. The second question, also revealed that, all of the students do not write even as a hobby. 17 students out of 19, which was a considerable number, do not like writing. Only 2 of them interested in writing as it was shown in question three. Apart from the previous questions, third question had diversed answers which was numbered as question 4 and question 5. The students who had positive response, required to answer question 4. The rest of the students with negative approach, required to answer question 5. According to their answers, out of 19 students, 2 students answered question 4 and 17 students answered question 5. For the last question, it is obvious that experimental group do not often write by themselves unless it was necessary.

At the end of the term, another questionnaire with 10 questions, was given to students after the creative writing studies. The questions were designed to reveal students' opinions regarding their recent attitudes towards writing. The results were analyzed question by question. All the questions had categorical responses with 5 different degrees. Each question had different values. The given values for the question 1 were, uncomfortable (5), nervous (4), excited (3), relaxed (2), and comfortable (1); for question 2, uncomfortable (1), nervous (2), excited (3), relaxed (4), and comfortable

(5); for question 3, almost always (1), sometimes (2), everyonce in a while (3), rarely (4), and never (5); for questions 6 / 7 / 8 / 9 / 10, almost always (5), sometimes (4), everyonce in a while (3), rarely (2), and never (1); for question 4, very much (5), somewhat (4), undecided (3), not really (2), not at all (1); for question 5, highly satisfied (5), satisfied (4), partialy satisfied (3), not satisfied (2), not at all satisfied (1).
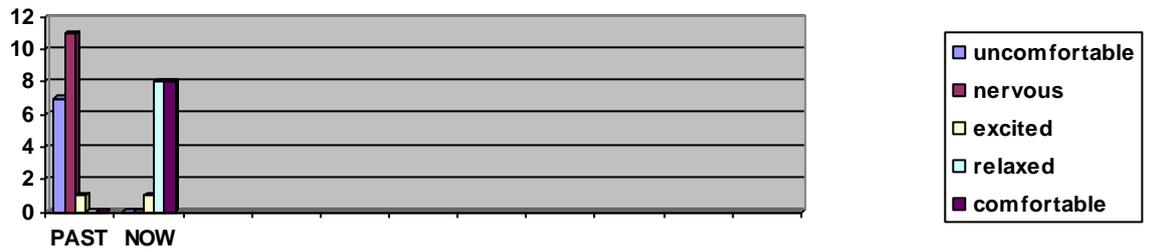

Table 5: The Analysis of The First Two Questions

As it can be inferred from the chart, for the first question, which was about students' past writing attitudes, the most preferred answers were uncomfortable, nervous, and excited. The answers of students for the second question, which was about students's recent writing attitudes, the most preferred answers were comfortable, relaxed, and excited. When these two questions were compared, students' past and recent feelings were significantly different.
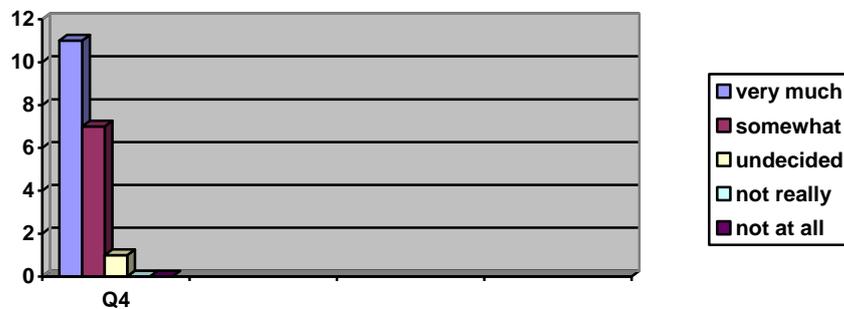

Table 6: The Analysis of Question 4

Question 4 indicates the satisfaction of the most students in terms of their language production.
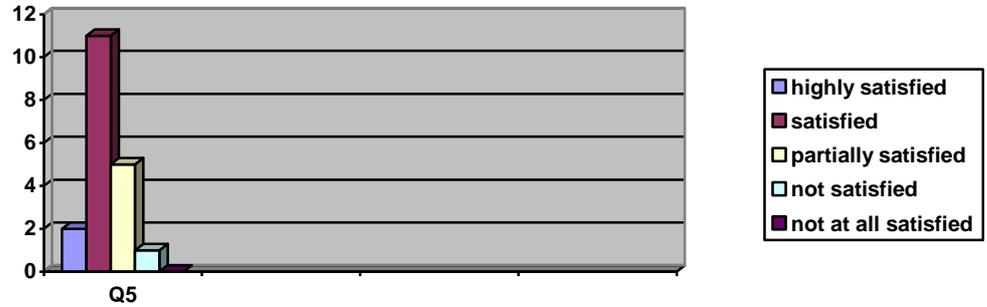
Table 7: The Analysis of Question 5

Question 5 shows that students satisfied with the writing studies. For some of the students writing still is not their favourite subject. However, when we compare this result with the attitude of students in the beginning, it is not worse. In fact, it was realistic.
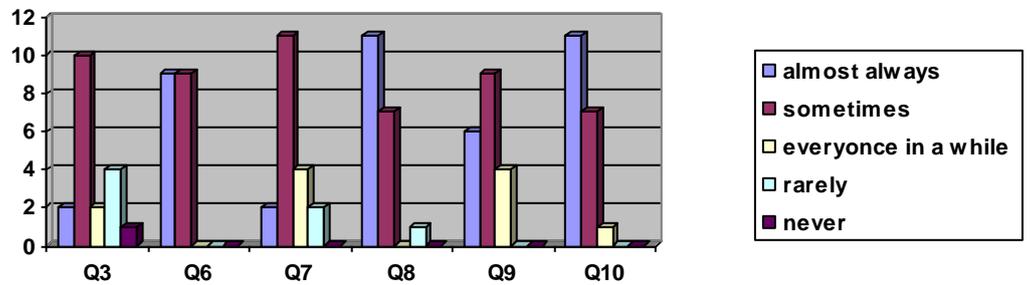
Table 8: The Analysis of Questions 3-6-7-8-9-10

Third question, clarifies that students were not fond of the standard writing activities of the book. Questions number 6 and 10 reflected students' self awareness. They showed that students can organize and express their ideas. Regarding questions 7 / 8 / 9, creative writing effected speaking as well as grammar and reading. The avarages were close to 'almost always' which had 5 as the highest value.

3.2.2. *Examination Results*

Regarding the research question, 'Can we improve our students' writing skills in English if we apply creative writing techniques as a classroom process?', the findings are noteworthy from the table below. The analysis was observed by comparing the examination results of the Experimental and the Control group. Although the Control group was better in the first exam, there was no change in the second exam. The results of both exams of the Control group were satisfactory but no development was observed. On the contrary, Experimental group was worse than the Control group in the first exam results. However, there was an important development in their second scores after creative writing studies. It was higher than the scores of the Control group. The exam results indicated a significant difference between the two groups in terms of writing skills and language development.
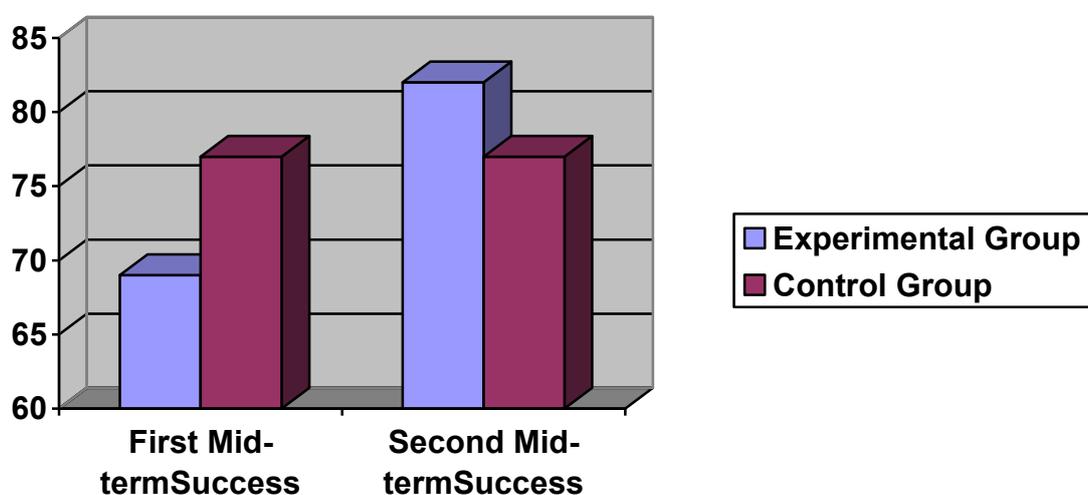

Table 9: Overview of the Exams in terms of Percentages
The total scores are out of 100.

Out of 19 students of the Experimental group, two students (# 2/ 5) increased their exam scores 30 points; scores of four students (# 1/ 7 / 12 / 19) increased more than 20 points; scores of 7 students (# 3 /4 / 8 / 9 /10 /11 / 18) increased more than 10 points. There is a slight difference in the scores of two students (# 6/ 15) which is less than 10 points and there is no change in one of the student's (# 13) scores. On the contrary, there are three scores (# 14 / 16 / 17) with no development in the second exam that indicates the realistic aspect of the study. In brief, out of 19 creative writing students, 16 of them highly improved after the study. (See appendix E)

Out of 16 students of the Control group, 12 students increased their scores. However, this improvement is too less to be considered. The increased scores ranged from 1 points to 8 points. In addition to this small amount of increase, 4 of the students (# 1/ 2 / 3 /5) reduced their scores for minimum 1 and maximum 15 points. In brief, out of 16 students, 12 of them improved but with a slight difference and 4 of them had no development. (See appendix F)

Paired sample t-test was used to calculate the growth of both the Experimental and the Control group and to compare each of the groups. The observation done relatively. Experimental and the Control groups exam scores tested individually. The value that is significant for us is the difference between the scores of the Mid-term 1 and Mid-term 2. In this paired t-test with null hypothesis mean $= 0$, and alternative hypothesis mean < 0. Means of Experimental and Control groups on different parts of the test are demonstrated in the below tables.

	Mean	N	Std. Deviation
The Experimental group*	- 1,25789	19	12,59328
The Control group**	- 75000	16	6,11555

Table 10: The Results of the Mid-term 1 and Midterm 2

*Experimental Group Midterm 1-2

** Control Group Midterm 1-2

T-test results indicates that, experimental group (*M*= -1.25, *SD*= 12.59) got significantly higher scores, in the second exam, than the control group (*M*= -0.75, *SD*= 6.1) The avarages of both groups are different. To analyse whether it was a random or a real fact, see the following table.

	T	Sig.(2-tailed)
The Experimental Group	– 4,354	000
The Control Group	– 491	613

Table 11: Exam Avarages of Both Groups

All in all, total marks of the experimental group (*M*=-1.25, *SD*=12.59) were significantly higher than the control group (*M*=-0.75 , *SD*=6.1), *t*= − 4,354 , *p*=.000. According to the results, as hypothesized, the creative writing training had a positive effect on students' writing skills. There is a significant difference between the Experimental and the Control groups. The results reveal that the Experimental group benefitted highly from the study. The general impression is that the scores of the Control group was much lower than the Experimental group.

3.2.3. *Portfolio Avarages*

The research is trying to examine the developing awareness and stimulating the interest of students towards the second language writing by creative writing techniques. Students had the main responsibility for their own learning. Portfolio files were the solid evidence of their performance. At the end of the term, the portfolio scores of the Experimental group was higher than the portfolio scores of the Control group. As it can be seen from the following chart, students' papers were academically successful.
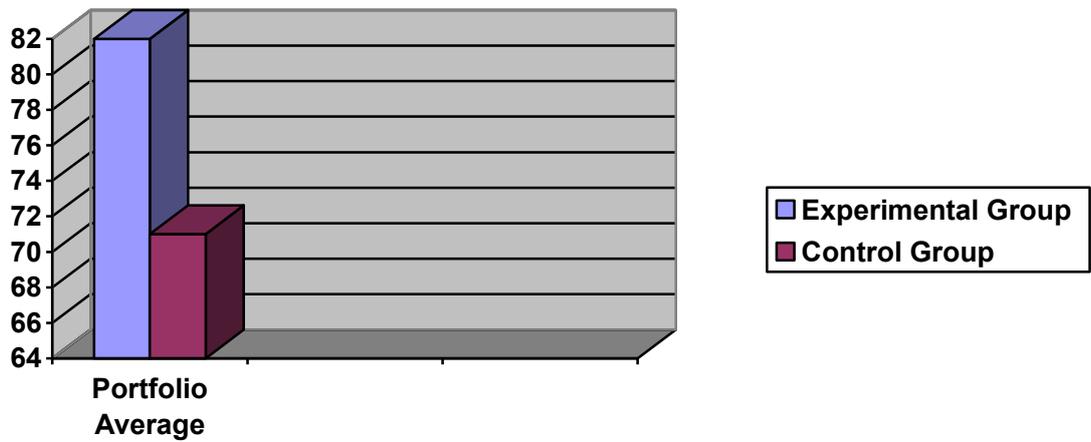
Table 12: Differences of Portfolio Avarages

3.3. Interpretations of Results / Conclusion

The study was conducted to judge the effectiveness of creative writing in preparatory school writing courses. Creative writing was carried out during the learning process. The results of the study presented, investigated the effectiveness of creative writing in foreign language development in higher education. Analysis were observing the progress of the L2 students in writing. Fluency, textual aspects, linguistic aspects, vocabulary, and the details reflected by creative expression were other features considered. The exam results, considerably high pass with a score of % 82, and the questionnaire were significant evidences of the study conducted throughout the year. Students developed positive attitude towards writing. Foreign language writing anxiety seemed to be reduced. It is observed that the relevancy of creative writing topics motivated them and lowered their anxiety. The results of the study revealed that creative writing affected the perceptions and the success of the learners.

CHAPTER IV

4. CONCLUSION

4.1 Introduction

This chapter presents the summary and draws a conclusion of the study which examined the relation of creative writing with the success of participant students' scores in EFL writing class. In the present study, the scores of the participants were analyzed based on creative writing.

4.2 Overview of the Study

The aim of the study was to find the appropriate teaching technique for writing classes in which students benefit and produce more. In order to answer the research question, creative writing was used during the study period. In this classroom- based research, the issue was to see whether creative writing could improve the ability of second language writing skill. In the design of the study, creative writing techniques were used with the experimental group, consists of 19 students. The control group, however followed the standard curriculum. A rubric was chosen to analyze the written work of the participants. Two groups of students were tested to see their progress respectively. Then, the writing growth of the control and the experimental group was compared. The writing growth was measured through particular steps. The indicators were questionnaires, examinations, and portfolios. Throughout the research, sample paragraphs were studied on in order to talk over a paragraph together, to realize the errors, and find out how to make a paragraph better. During the study, students were also engaged in peer interactions spontenously. All these created a discussion scene within the class. More freedom was offered to students, focus was on the content and productivity. The support and the feedback were on the correctness. The participants perceived that thay can have more insight and can write better. They had chance to see and experiment numerous writing skills, strategies, and styles. Moreover, they accomplished success in the other skills. Creative writing and creative process provided an observable advantage, and a statistically significant difference in linguistic

improvement of the experimental group. Students could produce better paragraphs in accordance with the creative writing criteria. Furthermore, the attitudes of the participants towards writing changed in a positive way. To sum up, the study revealed the benefits of creative writing in the writing courses and language development.

4.3 Findings and Discussions

Creative writing in foreign language writing courses was an effective technique and an efficient tool both for the students and the teachers. Learners had more opportunities to write and teachers established more supportive schedule for their learners. Writing skill gave them opportunities to develop themselves not only academically but also personally. As a class, students could discuss a topic and share their views in a debate, which is a required skill, in higher education. The ones, who joined the study willingly, showed a satisfactory performance, and their English level was better than the control group.

To concentrate on the content created by the imagination of students was important. With a system like focusing on the correctness encouraged the students. They realized their own ability of writing. Their capability of language development improved day by day as they tried to think about a topic more than they did before. They become eager to talk and comment on any kind of topic because their papers were valued according to their content rather than to their language learning problems. During the study, students with higher motivation and competence of language participated actively. On the other hand, the weaker ones followed the ongoing process and participated less. They tried to write the drafts accordingly and felt free to give their opinions aloud whenever asked. As a result, the boring analysis of writing evaluation gained its deserved value.

During the period of the research, students were given homework and exams. The experimental group was better in terms of expressiveness, discourse ability, combining, and forming ideas as well as sentences, than the control group. The difference between their English level, comprehension, and production were also seen clearly in their written tasks during the research period.

There was a significant increase in the the experimental group students' second mid-term scores after taking the creative writing training programme. However, control group students' mid-term did not show any significant change between the first and the second exams.

While measuring, the exam papers were read by two teachers to be fair in marking. One marking was done by the teacher of the skill and the other reading was done by a different teacher who did not know the structure of the class and personality of the students. In this double check marking system, as the skill teacher, I was really curious about the other teacher's ideas about the productions of my students. I tried to avoid giving high marks because of a common sense of fairness. I could still strictly see the gaps and missings in their papers. However, the point of view of the other teacher and the comments on the papers were enough to understand the difference between the control group and the experimental group. Although we have a rubric to mark the papers, there can be slightly difference in marking on papers between the teachers. However, while marking the papers of the experimental group, we did not have such problems and also, the second marker's results were higher than the class teacher's results. Compromising was done very easily. So, by creative writing, students could write paragraphs by using good perceptions of academic writing strategies and could developed their own creative writing style. Moreover, they could pass the writing part of the mid-term exam with satisfactory accomplishment which resulted in positive attitude towards writing and towards the language.

The results of the study have shown that the group who experienced creative writing were also more successful in writing courses and also, developed more through the process in terms of language production. The questionnaire also revealed that learners benefited from the writing courses. Through writing, students were to convey a verbal communication with relevant word choice. In brief, the main issues were held with accurate and creative input through artistic and original style of the students.

4.4 Implications

The students who participated in this process of creative writing had something in common. This common thing was the artistic pecularity of their writing style which was reflected both in their written works and their exam papers. While reading their papers, as a reader, you could feel the uninterrupted flow of organized thoughts with a creative presentation.

Thinking, sharing opinions at a relaxing atmosphere created by the teacher, support from the peers and the instructor, and an adequate feedback in each work resulted in participation. Learners were willing to express themselves by writing and, so language development after a considerable study, was inevitable. At the end of the preparatory year, writing potential reflects the academic achievement of a student. Expressing one's opinions in a creative way such as, using different structures, vocabulary choice and thinking style with a fluent organization of a paper was a good source of the total English study for the whole term. Students understood that they can produce in their second language after a short period of study.

Writing also helped students to construct a new identity. The produced works of students reflected their linguistic competence, personality, experiences and social effects. The creativeness enhanced students' second language learning and producing. The study confronts the expectations of the teachers and the teaching philosophy. Teacher had more opportunity to apply different techniques in the classroom and could have a chance to recognize the learners as individuals. Students were independant by creating, producing, and reflecting their own voice. Overall, the study enhanced students' originality and imagination in writing. In terms of students's perceptions; they were more interested in their content and expression rather than concerning the mechanics of the language, through the end of the writing process.

In writing classes we are trying to communicate with another language and its own natural set of rules. One of the most important objectives was to encourage students to write in a second language without concentrating on the mechanics of language. As well, there was an aim to motivate them by letting them free without

realization of a dominant teaching power on. Since competence and proficiency require individual knowledge, other significant purposes were raising self awareness, stimulating them and developing creative abilities of the students. The creation and production was under the learners' autonomy. It was their own interaction with the new language.

4.5 Limitations

The low number of students was one of the limitations. Another constraint was the shortness of the data collection period. The other limitation was the projects and assignments given by other skill teachers. This situation caused concentration problems while completing the writing assignments.

4.6 Suggestions for Further Research

A number of references were made in this study to get a general beneficial idea for ELT writing courses. For further studies, more behavioristic and cognitive theories can be observed through different practices. Various visual and auditory learning styles can be applied. Furthermore, cross-cultural differences in writing classes, intrinsic and extrinsic motivations affecting learning, subjectivity or psychological variables can be deeply analyzed.

4.7 Conclusion

Writing can stimulate every individual's cultural background, contributes to previous knowledge. In addition, awakens the interest of learning more by challenging or enjoyable topics. Sometimes students feel that they are unable to comprehend and write. This problem overcomed by creative writing tasks. Creative writing techniques mainly literary devices were useful tools for the new learners of English. They used as a component of language and could arouse creativity and let the students develop their own practice ability. Learners could perceive their creative capacity while producing their written papers. When the learners encouraged with creative writing strategies, their linguistic competence and writing skills improved directly. Negotiations, diplomacy, verbal communication, giving and getting criticism, justifying, and being objective towards suggestions, were the provided skills. Within this study, students could

experiment the language both with non-verbal communicative aspects of language such as body language, gestures, and expressions, as well as verbal aspects like intonation, stress, and rhythm. The learners involved and used the target language physically, emotionally, and intellectually, which was a total participation. In conclusion, the study was beneficial for two important results. Firstly, in changing the attitudes of the participants in a positive way and secondly, in sustaining the linguistic improvement which were both aimed in the beginning of the thesis. Communication through composing and speaking has a significant role in holistic education. The study answered the research question and supported the hypotheses.

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APPENDICES

Appendix A-Checklist

Can you,
    1……understand the differences between a good or a bad paragraph?
    2…… paraphrase sentences?
    3……participate in a discussion?
    4……express your ideas clearly?
    5……understand a conversation clearly?
    6……edit yourself?
    7……use different vocabulary?
    8……support your ideas?
    9……realize an irrelevant sentence?
  10…..state your opinion orally?
  11…..state your opinion in a written form?
  12…..write better?
  13…..order a paragraph?
  14…..talk about your writing?
  15…..organize a paragraph?

Appendix B – Attitude Questionnaire

1.What do you know about writing?

   a.   Writing is a composition.

   b.   I have no idea.

2.Is writing one of your hobbies?

  a. yes   b. no

3. Do you like writing?

   a. yes   b. no

  If your answer is **yes,** answer question 4.

  If your answer is **no,** answer question 5.

4. a. It is interesting.   b. It is my hobby.

5. a. It is boring.   b. I don't know what to write.

6. How often do you write?

   a. once a week for homework

   b. once a week for pleasure.

 Appendix C- Questionnaire 2

1.When I was writing in the **PAST**, I was feeling
        uncomfortable   nervous   excited   relaxed   comfortable

2.When I write **NOW**, I feel
        uncomfortable   nervous   excited   relaxed   comfortable

3.I like the activities of the writing book.
      Almost always   sometimes   everyonce in a while   rarely   never

4.Did writing affect your language production?
      Very much   somewhat   undecided   not really   not at all

5.I like writing lessons because I am
  highly satisfied   satisfied   partially satisfied   not satisfied   not at all satisfied

6.Can you write and comment about any subject in English?
      Almost always   sometimes   everyonce in a while   rarely   never

7.Writing adds to my speaking.
      Almost always   sometimes   everyonce in a while   rarely   never

8. Writing adds to my grammar.
      Almost always   sometimes   everyonce in a while   rarely   never

9.Writing adds to my reading.
      Almost always   sometimes   everyonce in a while   rarely   never

10.Writing helps me to organize my thoughts.
      Almost always   sometimes   everyonce in a while   rarely   never

Appendix D- Mid-term 1

Write an <u>organised</u> paragraph of about 100-150 words about one of the following:

1. A _____(happy, sad, scary) experience in your childhood.
2. The best / worst holiday you have ever had. Explain why it was so good / bad.
3. Describe your first day at university.

 Mid term 2

Write an <u>organised</u> paragraph of 150-200 words about <u>ONE</u> of the following:

1. How have eating habits changed in Turkey over the last 10 years?

2. Mobile phones (cell phones) have a positive effect on people's lives. Why?

3. Mobile phones (cell phones) have a negative effect on people's lives. Why?

4. Describe a time in your life when you felt lonely. What did you do to overcome your loneliness?

Appendix E – Experimental Group Exam Scores

Student	1st Mid-term Scores	2nd Mid-term Scores
1	69	92
2	62	92
3	79	92
4	58	75
5	61	91
6	75	83
7	65	91
8	61	79
9	58	71
10	76	91

11	65	79
12	68	91
13	79	79
14	74	71
15	54	58
16	77	71
17	87	70
18	73	83
19	71	92

Appendix F – Control Group Exam Scores

Student	1st Mid-term Scores	2nd Mid-term Scores
1	77	62
2	70	69
3	80	71
4	77	85
5	75	80
6	69	78
7	80	82
8	72	74
9	81	82
10	72	73
11	77	78
12	72	67
13	71	77
14	76	78
15	92	96
16	83	84