

**Effectiveness and Difficulties of Creative Writing in Language Learning: a
study of Secondary level Bangla Medium Schools in Dhaka City**

A Thesis

Submitted to the Department of English and Humanities

of

BRAC University

by

Ishrat Akhter

ID: 15163012



**Effectiveness and Difficulties of Creative Writing in Language Learning: a
study of Secondary level Bangla Medium Schools in Dhaka City**

A Thesis

Submitted to the Department of English and Humanities

of

BRAC University

by

Ishrat Akhter

ID: 15163012

Acknowledgements

I would like to express my gratitude towards my supervisor, Ms. Shenin Ziauddin for her valuable advices, guidance, and time in this research. Without her understanding and assistance, the present study would not have been completed. I would also like to thank Dr. Firdous Azim, the Chairperson of ENH Department and all faculty members. I am deeply grateful to the teachers and students who were the participants of this study. Finally, my warmest gratitude goes to my parents and my friends for their care, encouragement and support. The success of this dissertation is dedicated to my parents.

Abstract

Writing is one of the productive skills which sometime seems difficult to acquire to the learners. There are many approaches to teach writing. Creative writing is one approach of teaching writing which has become more familiar in recent era. In our country many schools of Bangla medium are implementing this approach now-a-days to teach writing in the secondary level. This aim of this study is to find out the effectiveness and difficulties of creative writing in language learning. In order to conduct this research I have taken interviews of 40 students from Bangla medium schools. The findings showed that students like creative writing classes and it influences their language learning. Moreover, they are facing difficulties in various stages of creative writing classes. Therefore, it can be said that creative writing can be used as an effective language learning tool.

Table of Contents

Chapter 1	Introduction	1
1.1	Research Topic	1-3
1.2	Purpose of the study	4
1.3	Objective of the study	4
1.4	Limitations	4
1.5	Research Question	5
Chapter 2	Literature review	5
2.1	Language Skills	5-7
2.2	Reasons for teaching writing	7-8
2.3	Approaches to writing	8-9
2.4	Product-oriented Approach	9-10
2.5	Process-oriented Approach	11
2.6	Genre Writing Approaches	11-12
2.7	Creative Writing	12
2.8	Creative Writing in Teaching English	13
2.9	Effectiveness of Creative Writing For Learners	13-14
Chapter 3	Research Methodology	14
3.1	Introduction	14
3.2	Research Question	15
3.3	Nature of the Research	15
3.3.1	Primary Research	15
3.3.2	Quantitative Research	15-16
3.3.3	Qualitative Research	16
3.3.4	Participants and setting	17
3.4	Research Design	17
3.4.1	Procedure	17-18
3.4.2	Research Instruments for Collecting Data	18
3.4.3	Questionnaire	18-19
3.4.4	Interview questions	19
3.4.5	Methods of data analysis	19
3.5	Limitations	19

Chapter 4	Findings and Analysis	20
4.1	Finding from the Questionnaire	20
4.1.1	Results of Question 1	20
4.1.2	Results of Question 2	21
4.1.3	Results of Question 3	23
4.1.4	Results of Question 4	24
4.1.5	Results of Question 5	26
4.1.6	Results of Question 6	27
4.1.7	Results of Question 7	29
4.1.8	Results of Question 8	30
4.1.9	Results of Question 9	32
4.1.10	Results of Question 10	33
4.1.11	Results of Question 11	35
4.1.12	Results of Question 12	36
4.1.13	Results of Question 13	38
4.1.14	Results of Question 14	39
4.1.15	Results of Question 15	41
4.1.16	Results of Question 16	42
4.1.17	Results of Question 17	44
4.1.18	Results of Question 18	45
4.1.19	Results of Question 19	47
4.1.20	Results of Question 20	48
4.2	Finding from the Interview Questions	50
4.2.1	Results of Question 1	50
4.2.2	Results of Question 2	50
4.2.3	Results of Question 3	50
4.2.4	Results of Question 4	51
4.2.5	Results of Question 5	51
4.2.6	Results of Question 6	51
Chapter 5	Conclusion	52-53
	References	54-57
	Appendix 1	58-60
	Appendix 2	60

Chapter 1

Introduction

This chapter outlines the background of the study. This also includes the limitations of the study.

1.1 Research Topic

Writing is the productive skill in the written mode. Writing is considered as a productive skill because the writer creates new language. It is thought to be the most difficult of the four language skills. Writing is essential to communication and learning. It is considered as a powerful mode of communication. Like speech, writing helps to produce the language. It is considered that learners can express their thoughts through writing in an organized way. It helps us to convey ideas, solve problems and understand our changing world. When we write we go through a mental process which is more complex. We have to think, organize the idea, write, revise, and edit to get a perfect writing and thus we can concentrate in language use more precisely. However, writing is considered much more difficult language to learn like speaking rather than listening and reading. Most of the learners need more time in acquiring writing skill successfully. It is also important for career development. A person who can write well is perceived as someone who is well educated, an effective communicator and a professional, and this will always prove to be an advantage.

Now- a- days, English is used by all people worldwide because of the ongoing advantages in technology such as internet, and other businesses. English plays an important role in education and students are expected to use it effectively. Communication through writing is an extremely critical component of education, livelihood and basic functionality in a society. Especially, in

higher education where English happens to be the medium of instruction, writing is extremely important.

Academic writing plays an essential role in learning a foreign language. Non-native speakers of the English language should be familiar with writing processes, elements, and features in order to use the language precisely and accurately. There are also certain aspects involved in the use of certain steps which must be followed by students such as understanding and summarizing the passage before writing, eliminating and breaking up long sentences or changing them and using synonyms to express the same meaning. Thus academic writing requires student to be familiar with the types of academic writing like descriptive, narrative, and illustrative, approaches (process, genre, and product), and strategies (giving feedback, using critical thinking, and paraphrase the sentences in their own writing).

There is a number of teaching writing which focuses on the writing from different perspectives. Among these approaches process and product oriented approaches are used extensively in teaching writing skill. However, there are Genre approaches which have gained popularity last ten years. Creative writing is another approach which is used in most of the English Language Classrooms in recent times. Creative writing is a form of writing that expresses feelings, thoughts or ideas in an imaginative way. It provides the learners new ways to play with the language. Creative writing enhances not only the writing skills of the learners but also it helps learners to improve all the language skills. Most of the cases in school young children are not expected to write themselves in a systematic manner as adult learners do. They are exposed to do different types of writing activities which are more structured and designed by their respective teachers. Many students are able to understand the language, but most of the students face the problem of communicating their ideas effectively. The problem is the lack of both: the adequate

stock of English vocabulary and creativity in writing. If the learners get the opportunity to develop the language through creative writing, the more they will learn about the language and they will become more confident about the language.

The existing conditions of teaching and learning English as a second language in secondary schools are very poor. English is mostly taught as a content subject. To make learning easier teacher always choose mother tongue in explaining lessons. Many teachers think teaching English means explaining the content of the textbook to the students and provide them readymade model answers for the examination. As a result, learners focus on memorizing the selected answer from the text and reproduce it in the examination. The students appeared to have many problems when writing in English, like not knowing how to get ideas, how to organize ideas and use proper language.

In our Bangladeshi context, if Bangla medium schools are considered than it can be seen that writing skill has been given much more importance than the other three skills: listening, reading and speaking. Here, the schools follow the National Curriculum and the students are being provided with some particular topics as a syllabus. The students are supposed to prepare them and reproduce them in the examination.

In recent times, the syllabus designers of National Curriculum have changed some of the pattern and they have emphasized on free writing in the composition part of the syllabus. Here, the students have to produce their own writing using their creativity.

1.2 Purpose of the study:

The purpose of the study is to know how the students of secondary level of Bangla medium schools are developing their creative writing and what strategy they are following. Moreover, in which certain areas they are facing the difficulties mostly and whether there is any impact or effect regarding those difficulties among them or not.

Since writing is a very important skill in learning and teaching a second language and due to the existence of many problematic areas in writing, this study intends to make a perception about some writing problems among learners. Such perception will help teachers to adapt their teaching style according to frequent writing problems of students.

1.3 Objective of the study:

The objective of the study is to find out the possible criteria through which the students are developing their creative writing. Moreover, the aim is to identify the difficulties they faced in creative writing.

1.4 Limitation:

This research was only done on the limited participants on some well-known Bangla medium schools of Dhaka city. Opinions of a few people from other Bangla medium schools of outside and inside Dhaka could contribute the research as significant and more valuable. It would become harder for the researcher to cover other Bangla medium schools of outside Dhaka city because of limited time. Moreover, the explanations that are given are also limited. The researcher expected to include more participants for her research. However, shortage of time has concluded the research with forty people only.

1.5 Research Question:

- What are the possible criteria through which the students are developing their creative writing?
- What kind of strategy they follow in creative writing?
- Which are the areas they faced the difficulties mostly?
- Is there any impact or effect regarding those difficulties among the students or not?

Chapter 2

Literature Review

This chapter consists of a review of the literature providing the background to my investigation. Here I have produced the summary of the knowledge gained from the history and significance of the literature. My discussion begins with a discussion on different types of language skills. Then the detailed discussion on creative writing will go on along with a brief description of effectiveness and difficulties of creative writing for learners.

2.1 Language skills:

It is considered that there are four basic skills of each language. They are- listening, speaking, reading and writing. These skills can be further divided into two categories: productive (speaking and writing) and receptive (listening and reading), depending on whether students produce the language by themselves or not (Harmer, 2007, p.265). All these four skills are equally important and these are interrelated in a language learning environment. In his book “The Practice of English Language Teaching,” Harmer stated that it makes little sense to talk about skills in isolation because in a real conversation, we are bound to listen as well as speak (Harmer, 2007,

p. 265). In real life, it is not easy to separate these four skills, as most language skills are preceded or followed by a different skill. However, traditionally the teaching guidelines for the skills of language do separate the skills. The main reason for this is to organize learning activities into some order, and to assist teachers in deciding the aim of their lessons and the way to do it.

Most students of English find it easier to master receptive skills, such as understanding grammar, reading English text, and listening to spoken English, than productive skills, speaking and writing. This does not mean that speaking and writing are more difficult to them. It is simply because in English Language classroom, students are mostly exposed to target language items through grammatical drills, reading comprehension, and listening to tapes or teachers without students being drilled in how to express their ideas both in writing and speaking.

Writing can be defined by series of contrasts. According to Tan and Miller (2008), writing is an intentional, social communication that involves literacy as well. In case of writing, it demands clear and comprehensive message as there is no direct interaction between writer and readers. Through writing we express our thoughts and ideas in an organized way and to make a successful writing we go through a mental process. When we write we first combine our ideas and thoughts and then arrange them in the form of sentences and organize the sentences into a cohesive text. This mental process of writing arises some sub-skills like- drafting, organizing, editing, revising, etc (Afrin, 2014, p. 42). Moreover, writing involves composing, developing and analyzing ideas, implying the ability to rephrase information in the form of narratives, or transforming information into new texts as in argumentative writing (Myles, 2002).

Therefore, often it seems that language learners face more difficulty to cope up writing skill than other three. Writing could be a difficult skill to be learnt or taught due to the fact that it is not a simple cognitive activity; rather it is believed that writing is a complex mental production which

requires “careful thought, discipline and concentration” (Grami, 2010, p. 9). Moreover, writing can be understood only from the perspective of a society rather than a single individual (Burke, 2010, p. 40-41). When a child writes, thoughts and knowledge are blended together creating a unique meaning (Jones, Reutzler & Fargo, 2010).

2.2 Reasons for Teaching Writing:

According to Adas and Bakir (2013), Students do not write very often and most of what they write is classroom-bound. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value (p. 254).

Al-Khasawneh (2010) argued that huge number of international contacts, regarding non-native to non-native communication and deals are carried out through English in a massive number of settings, including trade, diplomacy, tourism, journalism, science and technology, politics, etc. therefore, the existence of competent writers and speakers of English is of a great importance for today’s world.

According to Hammadi and Sidek (2014), English as a Second Language (ESL) as well as English as a Foreign Language (EFL), the ability to write academic text effectively incorporates one of the most significant abilities required (p. 60).

Chou (2011) conducted a study on the students’ perspective toward academic writing and the researchers find out that they consider academic writing of importance since it is a starting point for publishing their work and a way to let other people know their interests.

In essence, the recognition and integration of writing in all academic programs rests on the belief that “effective writing skills are important in all stages of life from early education to future

employment” (National Writing Project & Nagin, 2006, p.3). Besides, Writing well is of “critical importance for success in a wide variety of situations and professions” (Mc Namara, Crossley, & Mc Carthy, 2010, p. 58). Traditionally, writing has been conducted and viewed as a solitary activity (Creme & Lea 2008) focusing primarily on the final product and emphasizing sentence level correctness. Nowadays, an effective and relevant writing instruction is the one which enables students to see writing as “a complex process composed of many different kinds of activities that eventually result in that product” (Nightingale, 2000, p.135).

Tahaineh (2010) reiterated that the writing skill “..... is needed for taking notes, describing writing experimental reports, etc”.

2.3 Approaches to Writing

As for the history of teaching of writing is concerned, it was not given much attention to evident from scarcity of research studies related to this skill till the beginning of the last decade of the twentieth century (Krashen, 1984). Long and Richard (2003) reported that writing skills teaching was given importance during 1990s when English established its status as a language of international communication and consequently “English as L2 writing skills do not only- play an increasingly important role today in the lives of professionals in almost every field and discipline” (p.XV). As one of the four language skills (listening, speaking, reading and writing) writing has always formed part of the syllabus in the teaching of English. There are different ways to approach writing in the classroom. The best practice in any situation will depend on many factors such as the type of students, the text type being studied, the school system etc.

A closer look through the history of teaching of writing skills reveals that among the different approaches that have been experimented to teach writing effectively, three approaches have been

the most influential which are product approach, process approach and genre approach. Much research has strongly suggested that all these approaches carry their own weaknesses and strengths but they are complementary to each other as well (e.g. Grami, 2010; Hayland, 2007; Paltridge, 2004; Badger & White, 2000; McDonough & Shaw, 2003).

According to Harmer, there are a number of different approaches to the practice of writing skills in the classroom but to choose the appropriate approach for the students, teachers have to decide whether they want the students to focus on the process of writing more than its product, whether they want them to study different written genres or whether they want to encourage writing using their creativity. Among different types of approaches, over the last 20 years the process and product approaches are more dominant of teaching writing in the ESL classroom. The product approach focuses on the construction of the end-product of writing rather than the process of writing itself. On the contrary, process approach of writing pays attention to the various stages that any piece of writing goes through. However, according to Chris Tribble (1996: 37-57), in the last ten years, genre approaches have gained adherent (Badger & White 2000: 153). Another approach to writing that has been dominating in the ESL classroom for recent few years is creative writing. Creative writing suggests imaginative tasks such as writing poetry, stories and plays which promotes effective learning through self-discovery.

2.4 Product- oriented Approach

The product-based writing approach is a well established means of education by which the learner is persuaded to mirror a section of example text, often given to them in the nascent stages of learning the language (Gabrielatos, 2002). According to Hammadi & Sidek (2014), in an

ordinary product approach- centered class, learners are given an ordinary example of writing, which they are then required to follow and adapt in order to re-create a section of original text.

The product-oriented approach is the most common and traditional approach used by EFL teachers. Brown (2002) proposed that in the case of product focused methods fruitful learning is determined by the extent to which the text is well-organized, as well as on its grammatical accuracy. Harmer, in his book “The Practice of English Language Teaching,” says,

“When concentrating on the product, we (teacher) are only interested in the aim of a task and in the end product.” According to Gabrielatos (2002), a product approach is a traditional approach in which students are encouraged to mimic a model text which is usually presented and analyzed at an early stage. For instance, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing.

According to Pincas (1982), this approach focuses on linguistic knowledge as well as the appropriate use of vocabulary, syntax and cohesive devices. Product-oriented approach comprises of four stages: familiarization, controlled writing, guided writing and free writing. The first stage, familiarization, aims to make learners aware of certain features of a particular text. In the next two stages, controlled and guided writing, learner’s practice of the highlighted features and learn how to organize the ideas until they are ready for the free writing section. The free writing stage is the end product of the learning process when students use their writing skills, structures and vocabulary that they have been taught to produce the product. Through this section they show that they can do as fluent and competent users of the language.

2.5 Process-oriented Approach

Process-oriented approaches concern the process of how ideas are developed and formulated in writing. Harmer states, “A process approach asks students to consider the procedure of putting together a good piece of work.” In this approach writing is considered as a process through which meaning is created by following a number of stages. According to Tribble (1996), process approaches stress “....writing activates which move learners from the generation of ideas and the collection of data through to the ‘publication’ of a finished text” (Badger, 2000).

In process approaches writing predominantly deals with linguistic skill, such as planning and drafting rather than linguistic knowledge, for instance, knowledge about grammar and text structure, etc. A process-oriented approach can have any number of stages with different views that writers go through in producing a piece of writing, though a typical model is identified which include four stages: prewriting, composing or drafting, revising, editing and finally producing a finished version (Tribble, 1996). In reality the writing process is more complex than this. These various stages of writing are done in a recursive way. It means that the writer loop backwards and move forwards between these various stages. For example, after doing some editing or revising writers may feel to go back to pre-writing phase and think again and then may edit bits of the writing as he draft it.

2.6 Genre writing Approaches

Genre represents the norms of different kinds of writing. Genre approach is one of the most recent approaches to teaching writing. When teachers concentrate on genre, students study texts in the genre in which they are going to be writing before they get on their own work. For example, if the students are asked to write business letter, first the teacher will show them a

typical model of such business letter and then they will start to compose their own (Harmer, 1998).

Genre approaches have lots of common with product approach and can be recognized as an extension of product approaches. Alike product approaches, genre approaches consider writing as predominantly linguistic but they believe that writing varies with the social context in which it is produced (Badger, 2000). Therefore, students who are writing within a certain genre need to consider a number of different factors which influence that particular genre such as the subject matter, the conventions and style of the genre as well as the relationships between the writer and the audience.

2.7 Creative writing

Harmer affirmed creative writing as a term which implies “imaginative tasks, such as writing poetry, stories and plays.” Creative writing normally refers to the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose.

According to Ken Hyland (2002), “we can see [creative writing as] any writing, fiction or non-fiction that occurs outside of everyday professional, journalistic, academic and technical forms of writing. Most typically we think of novels, short stories and poems in this category, but it can also include screenwriting and playwriting, which are texts to be performed, and creative non-fiction such as personal and journalistic essays”(p. 229).

Most of the time, such texts take the form of poems or stories, though they are not confined to these genres. Letters, journal entries, blogs, essays, travelogues, etc. can also be defined as creative writing. Creative writing texts have a great deal with intuition, imagination and personal memories (Maley, 2009).

2.8 Creative Writing in Teaching English

Alan Maley (2012) in his article *Creative writing for students and teachers* compares the main characteristics of creative writing with characteristics of expository writing as he believes that these two modes of writing are contrasting to each other.

He stated that expository writing is mainly instrumental, focused on providing facts; it “rests on a framework of externally imposed rules and conventions. This range is from grammatical and lexical accuracy to specific genre constraints. The aim of expository writing is to be logical, consistent and impersonal and to convey the content as unambiguously as possible to the reader” (Maley, 2012).

Creative writing, on the other hand, focuses on its aesthetic function. As he continues in his explanation, he adds that creative writing “often proceeds by stretching the rules of the language to breaking point, testing how far it can go before the language breaks down under the strain of innovation” (Maley, 2012). This can be especially helpful in terms of practicing grammatical structures, exploring new ways of expressing oneself and exploring vocabulary. The unique combination of feelings and thoughts present during creative writing can definitely enrich every student taking part in it.

2.9 Effectiveness of Creative Writing for Learners

According to Alan Maley (2009), some benefits of creative writing for learners are:

- Creative writing aids language development at all levels, such as grammatical, vocabulary, phonology and discourse.

- It fosters “playfulness” which encourages learners to take risks with the language, to explore it without fear of reproof.
- Creative writing put emphasis on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality.
- Creative writing tends to develop self-confidence and self-esteem among learners.
- Creative writing leads to a corresponding growth in positive motivation.
- Creative writing feeds into more creative reading. By getting the process of creating the text, learners come to instinctively understand how such texts work, and this make them easier to read.
- Moreover, creative writing helps to improve expository writing.

Chapter 3

Research Methodology

3.1 Introduction:

This chapter contains the research methodology that was followed by the researcher to conduct the research. In the following section, research methods and techniques used for data collection is mentioned. Moreover, a detailed discussion on the objective of the research, research question, participants and setting, data collection procedure, instrument of data collection and process of analysis has been included here.

3.2 Research Question:

- What are the possible criteria through which the students are developing their creative writing?
- What kind of strategy they follow in creative writing?
- Which are the areas they faced the difficulties mostly?
- Is there any impact or effect regarding those difficulties among the students or not?

3.3 Nature of the research:

This part describes the nature of the research.

3.3.1 Primary Research:

This research is a primary research. Primary researches refer to those where the data is collected from direct sources rather than from secondary sources to obtain original information (Brown, 1988). This research is based on original data as first hand information regarding students' creative writing has been obtained by questionnaire responses.

This research has been done based on mixed methods as it combined both qualitative and quantitative research. But mostly it is a quantitative one, as I have used questionnaires and data collection method to find out the results.

3.3.2 Quantitative Research:

Quantitative researches are those where numerical data is used in order to analyze the gathered information. According to Nunan (2002), quantitative research is obtrusive and controlled,

objective, outcome oriented, and assumes the existence of ‘facts’ which are somehow external to and independent of the observer or researcher.

Quantitative data contains closed ended information such as that found on attitude behavior and performance instruments. In this study the students have been given a questionnaire to find out the effectiveness of creative writing in language learning and this questionnaire has been derived and analyzed in terms of numerical data. This is why research falls under quantitative category.

3.3.3 Qualitative Research:

The qualitative approach is a way to gain insights through discovering meanings by improving our comprehensive of the whole. It explores the richness, depth, and complexity of phenomena. This type of research analyzes data from direct fieldwork observations, in-depth, open-ended interviews, and written documents. According to Mackey (2005), qualitative research refers to the research that is based on descriptive data that does not usually deal with statistical procedures. The careful and detailed description is required in terms of qualitative research rather than measurements, ratings and scores. This type of research is often process- oriented or open-ended. It follows an inductive process that begins with few perceived notions and so “ qualitative researchers tend to approach the research context with the purpose of observing whatever may be present there, and letting further questions emerge from the context” (Mackey,2005).

To make the analysis more comprehensive both qualitative and quantitative data has been collected for this research. Moreover, to generate comprehensive result of the research question, this research has been done followed by mixed method.

3.3.4 Participants and setting:

The participants of this study are consisting of 40 students ranging in the same age group of 15-16 years. They are the students of pre-intermediate level studying in class 9. They all are from Bangla medium schools. Among them 20 students are male and 20 students are female. They all are from 4 different Bangla medium schools. They are taught in National Curriculum of Bangladesh. All of them are familiar with four language skills: listening, reading, writing and speaking. They have practiced different kinds of creative writing in their classes such as essay writing, picture describing, story writing, and letter writing etc. which are usually prescribed in their syllabus. Though they are students from Bangla medium schools, so their level of proficiency are not that much high. However, they take ideas from different composition books to make their piece of writing better so that they can get goods marks. Moreover, in order to get good marks they usually memorize their piece of writing though they all know that they should practice writing themselves which will help them to learn English language more precisely.

Two target groups have been eligible for the research. They are the students and the teachers. Both the groups have taken part in qualitative and quantitative research. Four language teachers and four students of four different schools have given their interview.

3.4 Research Design:

This part discuss about the research design in details.

3.4.1 Procedure:

This research collected data from 40 students of four different Bangla medium schools. Among them 20 students are male and 20 of them are female. The data were collected following the

proper procedure with the permission of the Principle and respective class teachers. At the beginning of the data collection, the researcher made it clear to the students that it was a voluntary work and the data will be used for research purpose. Then the researcher herself distributed the questionnaires and was present there in order to help the participants for further explanation.

3.4.2 Research Instruments for Collecting Data:

Two data collection instruments were administrated in this study: a Questionnaire and interview questions. Questionnaire provides quantitative data and an interview question provides qualitative data for the study.

The participants were given questionnaires for conducting the survey. Printed forms of questionnaire (Appendix 1) have been distributed among the participants and all the questions were made understandable by the researcher. Therefore, one source of this research is Questionnaire (see appendix 1). Another source of information collection of this research is interview (see appendix 2). The students have been interviewed for the research.

3.4.3 Questionnaire:

“Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (Brown, 2001, p.6). It is the easiest way of collecting quantitative data and it provides the researcher with a huge amount of data from a large number of subjects in the fastest way.

To assure questionnaire's validity and reliability, the literature review of the study were taken into consideration while designing the questions. The questionnaire includes 20 multiple choice questions following the likert scale of five options. In each of the questions students have to choose one specific answer.

3.4.4 Interview questions:

The questions of the semi-structured interviews were for collecting some specific information regarding the research that was missing or inadequate in the questionnaire. As a result there were six open ended questions for the students. Four students of four different schools were interviewed.

3.4.5 Methods of data analysis:

A mixed method of data analysis comprising both qualitative and quantitative methods has been followed to collect data for this research. Collected data were analyzed by Microsoft Excel 2007. Later on, the percentages of the data were arranged in several tables in Microsoft Word 2007. The qualitative data have been analyzed based on the answers provided by the participants.

3.5 Limitations:

The study was conducted among only the students of four Bangla medium schools in Dhaka city. Although, there are some other schools inside and outside Dhaka, it was not possible to make contact with the students of those schools because of time constraints.

Chapter 4

Findings and Analysis

This part of the research will discuss, analyze and interpret the results obtaining from the questionnaire and interview. The results will be shown through table and pie chart.

4.1. Finding from the Questionnaire

As mentioned in the previous chapter, a questionnaire is used to find out the developing criteria and difficulties of creative writing in English language learning for the students of pre-intermediate level.

4.1.1. Results of Question 1

Table: 1. Feel confident about ability to write

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	0	0%	0	0%	0%
A little	5	25%	7	35%	30%
Rather	6	30%	9	45%	37.5%
Much	7	35%	2	10%	22.5%
Very strong	2	10%	2	10%	10%

In Table 1, we can see that among both female and male students 37.5% in total rather feel confident about their ability to write in English writing class where female are 30% and male are 45%. Moreover, 22.5% in total feel much confident about their ability to write which is less than

rather option. Among all of the students only 10% feel very strong confident about their ability to write in English Writing class.

The following pie chart represents Table 4.1.

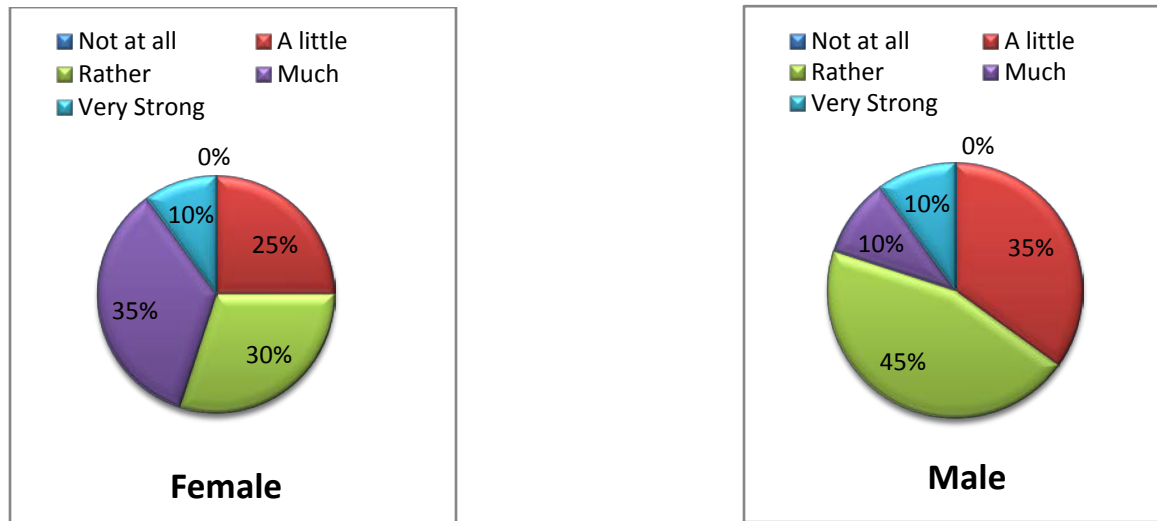


Figure 4.1: Response to Question no 1

4.1.2. Results of Question 2

Table: 2. effectively plan a large writing assignment

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	0	0%	0	0%	0%
A little	2	10%	11	55%	32.5%
Rather	8	40%	4	20%	30%
Much	8	40%	4	20%	30%
Very strong	2	10%	1	5%	7.5%

In table 2, we can see that among both female and male students 32.5% in total can effectively plan a large writing assignment a little where female students are 10% and male students are 55%. Secondly, in total 30% students rather effectively can plan a large writing assignment where female students are 40% and male students are 20%. Moreover, in total 30% students much effectively can plan a large writing assignment where female students are 40% and male students are 20%. Lastly, among all of the students, only 7.5% in total can effectively plan a large writing assignment very strongly where female students are 10% and male students are 5%.

The following pie chart represents Table 4.2.

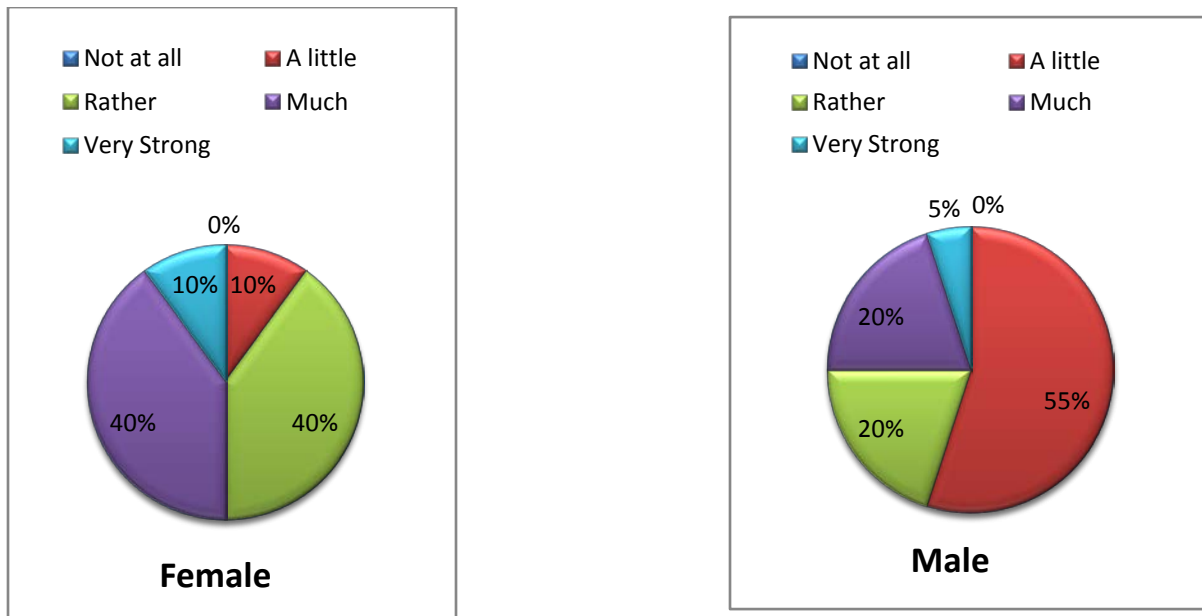


Figure 4.2: Response to Question no 2

4.1.3. Results of Question 3

Table: 3. Write first drafts without stopping to correct or rethink

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	5	25%	1	5%	15%
A little	6	30%	4	20%	25%
Rather	7	35%	9	45%	40%
Much	2	10%	5	25%	17.5%
Very strong	0	0%	1	5%	2.5%

In Table 3, we can see that among both female and male students 40% in total rather can write first drafts without stopping to correct or rethink where female students are 35% and male students are 45%. Secondly, in total 25% students can write first drafts without stopping to correct or rethink a little where female students are 30% and male students are 20%. Moreover, in total 17.5% much and 15% students not at all can write first drafts without stopping to correct or rethink. Lastly, among all of the students, only 2.5% in total can write first drafts without stopping to correct or rethink very strongly where female students are 0% and male students are 5%.

The following pie chart represents Table 4.3.

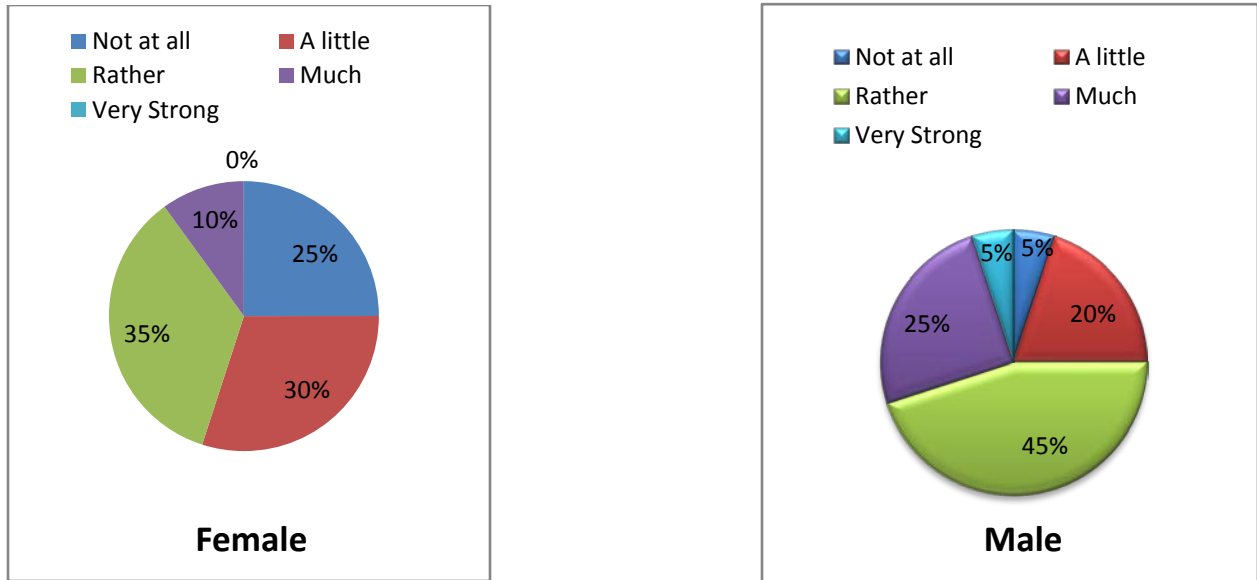


Figure 4.3: Response to Question no 3

4.1.4. Results of Question 4

Table: 4. Write effective sentences and paragraph using correct grammar, punctuation, and spelling.

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	0	0%	2	10%	5%
A little	3	15%	1	5%	10%
Rather	6	30%	10	50%	40%
Much	7	35%	6	30%	32.5%
Very strong	4	20%	1	5%	12.5%

In Table 4, we can see that among both female and male students in total 40% rather can write effective sentences and paragraph using correct grammar, punctuation, and spelling in English writing class where female students are 30% and male students are 50%. Secondly, in total 32.5% students can write much effective sentences and paragraph using correct grammar, punctuation, and spelling where female students are 35% and male students are 30%. Moreover, in total 10% students a little and 12.5% students very strongly can write effective sentences and paragraph using correct grammar, punctuation, and spelling. Lastly, among all of the students, 5% not at all can write effective sentences and paragraph using correct grammar, punctuation, and spelling where female students are 0% and male students are 10% in English writing class.

The following pie chart represents Table 4.4.

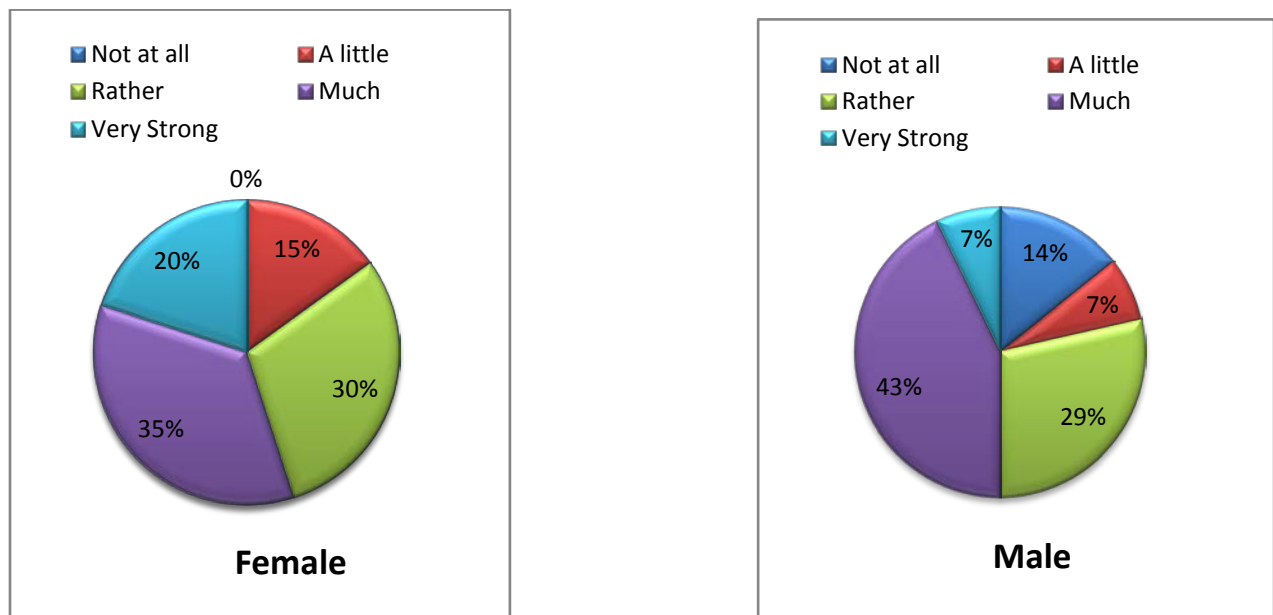


Figure 4.4: Response to Question no 4

4.1.5. Results of Question 5

Table: 5. Use a well defined structure in writing appropriately

Options	Female (%)		Male (%)		Total (%)
Not at all	0	0%	0	0%	0%
A little	1	5%	6	30%	17.5%
Rather	8	40%	11	55%	47.5%
Much	11	55%	2	10%	32.5%
Very strong	0	0%	1	5%	2.5%

In Table 5, we can see that among both female and male students in total 47.5% rather can use a well defined structure in writing appropriately in English writing class where female students are 40% and male students are 55%. Secondly, in total 32.5% students can use a well defined structure in writing appropriately much where female students are 55% and male students are 10%. Moreover, in total 17.5% students a little and 2.5% students very strongly can use a well defined structure in writing appropriately. Lastly, among all of the students, 0% not at all can use a well defined structure in writing appropriately in English writing class.

The following pie chart represents Table 4.5.



Figure 4.5: Response to Question no 5

4.1.6. Results of Question 6

Table: 6. Revise my writing to make it clear, correct and consistent

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	1	5%	3	15%	10%
A little	4	20%	3	15%	17.5%
Rather	3	15%	7	35%	25%
Much	6	30%	5	25%	27.5%
Very strong	6	30%	2	10%	20%

In Table 6, we can see that among both female and male students in total 27.5% much can revise their writing to make it clear, correct and consistent in English writing class where female students are 30% and male students are 25%. Secondly, in total 25% students rather can revise their writing to make it clear, correct and consistent where female students are 15% and male students are 35%. Moreover, in total 17.5% students a little and 20% students very strongly can revise their writing to make it clear, correct and consistent. Lastly, among all of the students, 10% not at all can revise their writing to make it clear, correct and consistent in English writing class.

The following pie chart represents Table 4.6.

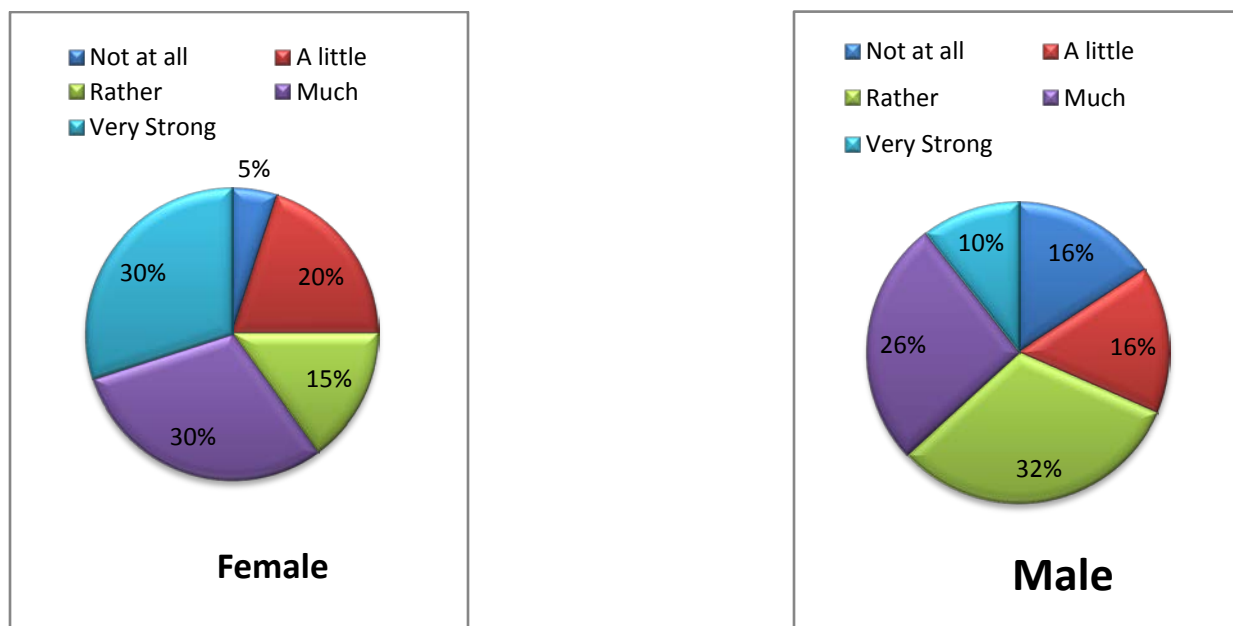


Figure 4.6: Response to Question no 6

4.1.7. Results of Question 7

Table: 7. accurately gives credit for ideas and facts from other people

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	0	0%	0	0%	0%
A little	3	20%	3	15%	17.5%
Rather	6	30%	7	35%	32.5%
Much	5	25%	9	45%	35%
Very strong	5	25%	1	5%	15%

In Table 7, we can see that among both female and male students in total 35% much accurately gives credit for ideas and facts from other people in English writing class where female students are 25% and male students are 45%. Secondly, in total 32.5% students rather can accurately give credit for ideas and facts from other people where female students are 30% and male students are 35%. Moreover, in total 17.5% students a little and 15% students very strong can accurately give credit for ideas and facts from other people. Lastly, among all of the students, 0% not at all can accurately give credit for ideas and facts from other people in English writing class.

The following pie chart represents Table 4.7.

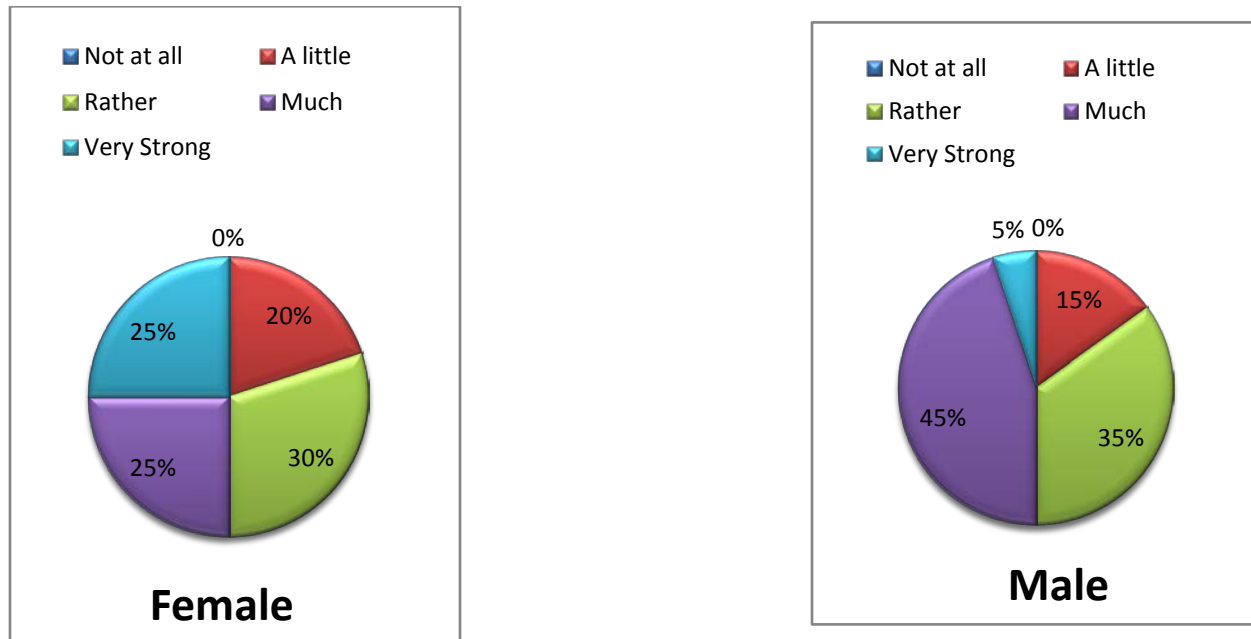


Figure 4.7: Response to Question no 7

4.1.8. Results of Question 8

Table: 8. Give almost equal attention to both the language (e.g. spelling, grammar, vocabulary) and the content (e.g. ideas, organization).

Options	Female (%)		Male (%)		Total (%)
Not at all	0	0%	3	15%	7.5%
A little	2	10%	6	30%	20%
Rather	9	45%	6	30%	37.5%
Much	7	35%	2	10%	22.5%
Very strong	2	10%	3	15%	12.5%

In Table 8, we can see that among both female and male students in total 37.5% rather can give almost equal attention to both the language (e.g. spelling. grammar. vocabulary) and the content (e.g. ideas, organization) in English writing class where female students are 45% and male students are 30%. Secondly, in total 22.5% students can give almost equal attention to both the language (e.g. spelling. grammar. vocabulary) and the content (e.g. ideas, organization) much where female students are 35% and male students are 10%. Moreover, in total 20% students a little and 12.5% students very strongly can give almost equal attention to both the language (e.g. spelling. grammar. vocabulary) and the content (e.g. ideas, organization). Lastly, among all of the students, 7.5% not at all can give almost equal attention to both the language (e.g. spelling. grammar. vocabulary) and the content (e.g. ideas, organization) in English writing class.

The following pie chart represents Table 4.8.

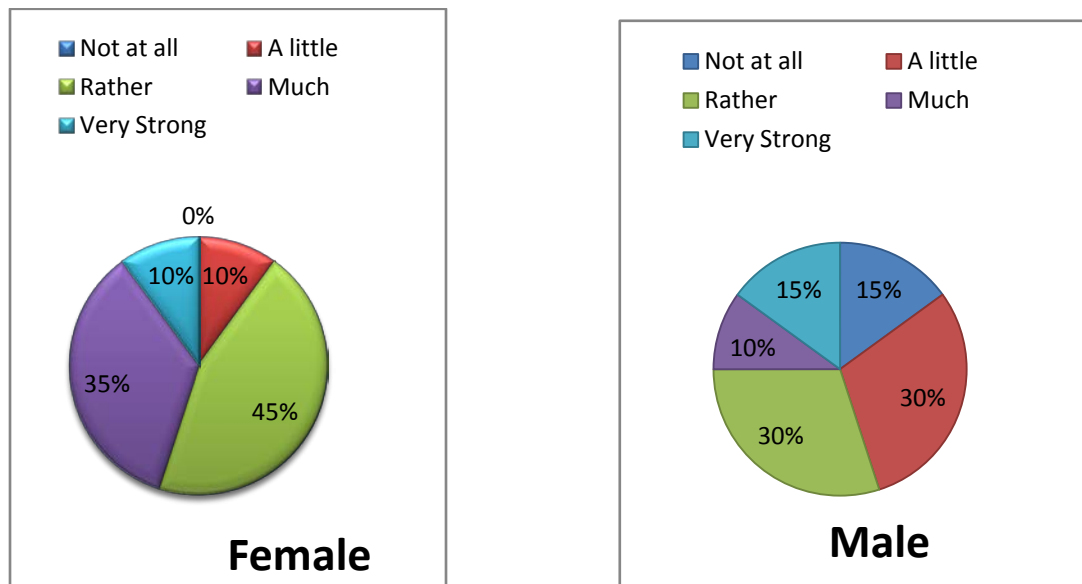


Figure 4.8: Response to Question no 8

4.1.9. Results of Question 9

Table: 9. Enjoy writing

Options	Female (%)		Male (%)		Total (%)
Not at all	1	5%	1	5%	5%
A little	0	0%	3	15%	7.5%
Rather	0	0%	7	35%	17.5%
Much	8	40%	6	30%	35%
Very strong	11	55%	3	15%	35%

In Table 9, we can see that among female and male students both in total 35% much and very strongly enjoy writing in English writing class. Secondly, in total 17.5% students rather enjoy writing where female students are 0% and male students are 35%. Moreover, in total 7.5% students a little enjoy writing in English writing class. Lastly, among all of the students, only 5% not at all enjoy writing in English writing class.

The following pie chart represents Table 4.9.



Figure 4.9: Response to Question no 9

4.1.10. Results of Question 10

Table: 10. Think as a writer

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	4	20%	7	35%	27.5%
A little	5	25%	5	25%	25%
Rather	5	25%	4	20%	22.5%
Much	5	25%	2	10%	17.5%
Very strong	1	5%	2	10%	7.5%

In Table 10, we can see that among both female and male students in total 27.5% not at all can think themselves as a writer in English writing class where female students are 20% and male students are 35%. Secondly, in total 25% students can think themselves as a writer a little where female and male students both are 25%. Moreover, in total 17.5% students much and 22.5% students rather can think themselves as a writer. Lastly, among all of the students, 7.5% very strongly can think themselves as a writer in English writing class where female students are 5% and male students are 10%.

The following pie chart represents Table 4.10.

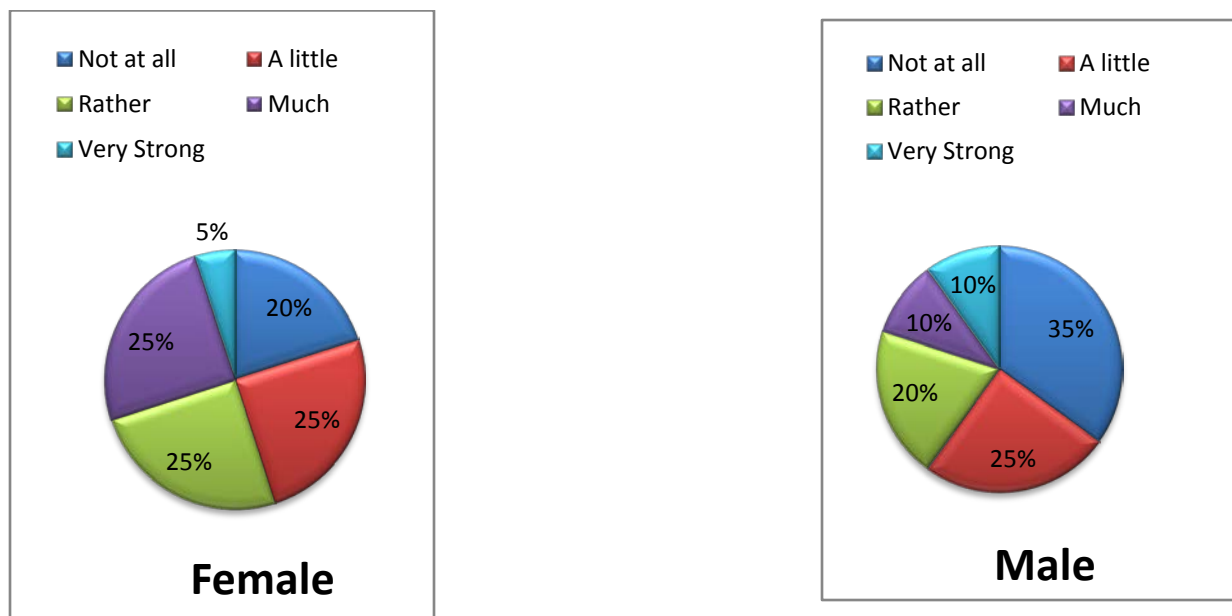


Figure 4.10: Response to Question no 10

4.1.11. Results of Question 11

Table: 11. On a topic of interest, generate lots of words fairly, quickly and freely- not be stuck

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	1	5%	0	0%	2.5%
A little	3	15%	7	35%	25%
Rather	5	25%	8	40%	32.5%
Much	7	35%	3	15%	25%
Very strong	4	20%	2	10%	15%

In Table 11, we can see that among both female and male students in total 32.5% rather can generate lots of words fairly, quickly and freely on a topic of interest in English writing class where female students are 25% and male students are 40%. Secondly, both in total 25% students a little and much can generate lots of words fairly, quickly and freely on a topic of interest. Moreover, in total 15% students very strongly can generate lots of words fairly, quickly and freely on a topic of interest. Lastly, among all of the students, 2.5% not at all can generate lots of words fairly, quickly and freely on a topic of interest in English writing class.

The following pie chart represents Table 4.11.

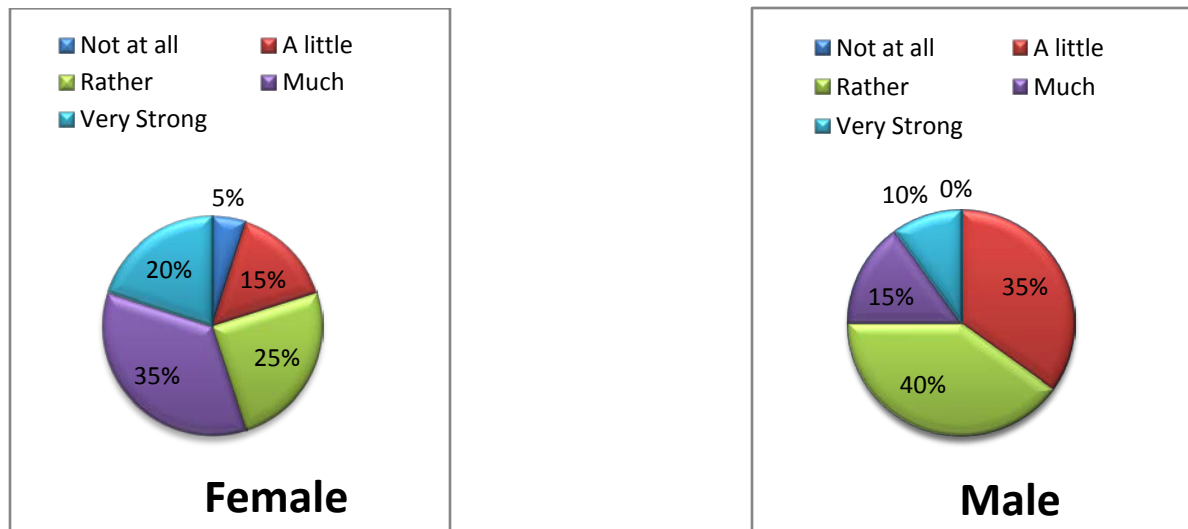


Figure 4.11: Response to Question no 11

4.1.12. Results of Question 12

Table: 12. On a topic of interest, come up with ideas or insights that had not thought of before

Options	Female (%)		Male (%)		Total (%)
Not at all	0	0%	0	0%	0%
A little	2	10%	10	50%	30%
Rather	10	50%	5	25%	37.5%
Much	6	30%	4	20%	25%
Very strong	2	10%	1	5%	7.5%

In Table 12, we can see that among both female and male students in total 37.5% rather can come up with ideas or insights that had not thought of before on a topic of interest in English writing class where female students are 50% and male students are 25%. Secondly, in total 30% students can come up with ideas or insights that had not thought of before on a topic of interest a little where female students are 10% and male students are 50%. Moreover, in total 17.5% students much and 7.5% students very strongly can come up with ideas or insights that had not thought of before on a topic of interest. Lastly, among all of the students, 0% not at all can in English writing class.

The following pie chart represents Table 4.12.

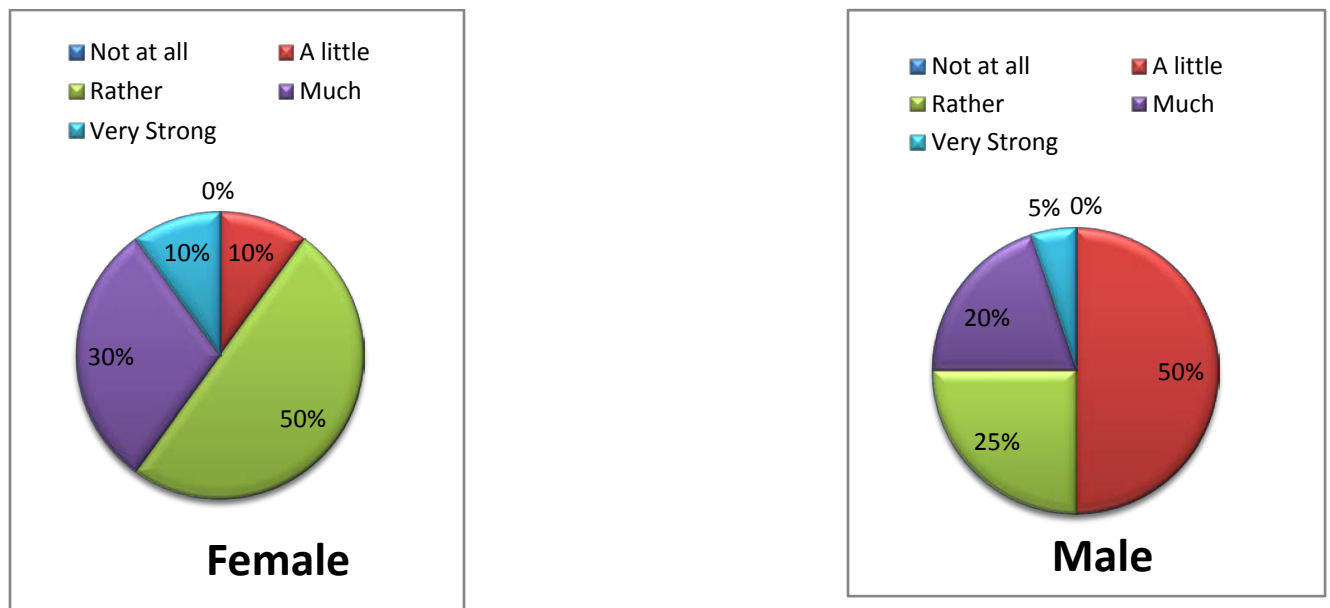


Figure 4.12: Response to Question no 12

4.1.13. Results of Question 13

Table: 13. Make sentences clear to readers on first reading

Options	Female (%)		Male (%)		Total (%)
Not at all	1	5%	3	15%	10%
A little	3	15%	2	10%	12.5%
Rather	5	25%	10	50%	37.5%
Much	6	30%	4	20%	25%
Very strong	5	25%	1	5%	15%

In Table 13, we can see that among both female and male students in total 37.5% rather can make sentences clear to readers on first reading in English writing class where female students are 25% and male students are 50%. Secondly, in total 25% students can make much sentences clear to readers on first reading where female students are 30% and male students are 20%. Moreover, in total 12.5% students a little and 15% students very strongly can make sentences clear to readers on first reading in English writing class. Lastly, among all of the students, 10% not at all can make sentences clear to readers on first reading in English writing class where female students are 5% and male students are 15%.

The following pie chart represents Table 4.13.

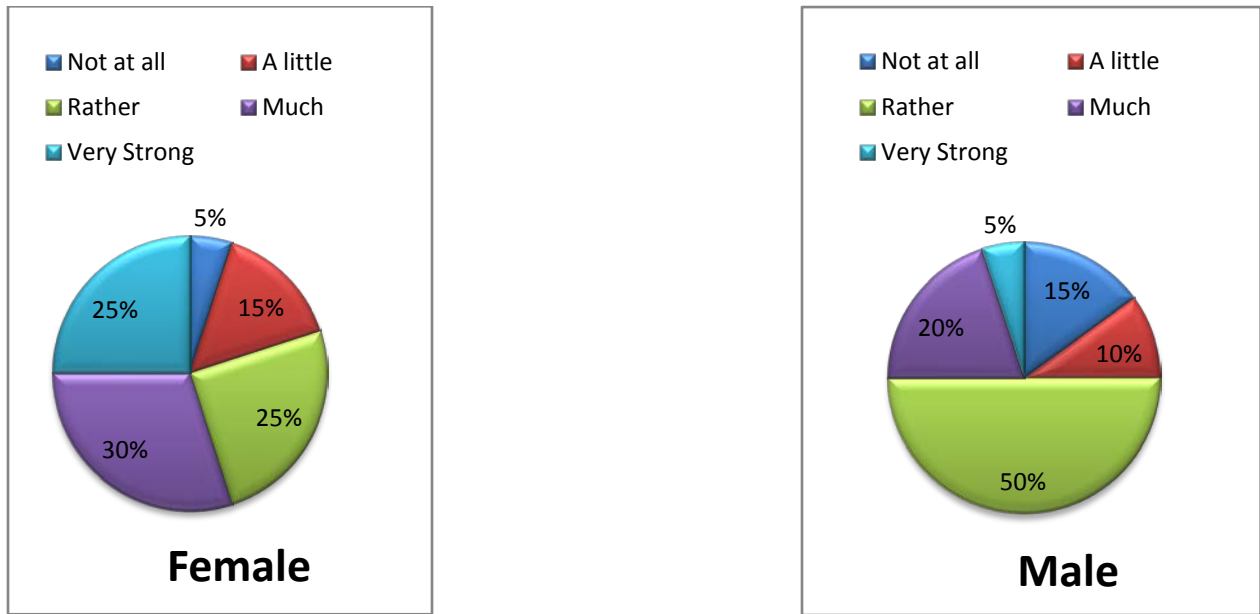


Figure 4.13: Response to Question no 13

4.1.14. Results of Question 14

Table: 14. Get sentences lively

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	0	0%	1	5%	2.5%
A little	4	20%	9	45%	32.5%
Rather	7	35%	9	45%	40%
Much	7	35%	0	0%	17.5%
Very strong	2	10%	1	5%	7.5%

In Table 14, we can see that among both female and male in total 40% students rather can get sentences lively in English writing class where female students are 35% and male students are 45%. Secondly, in total 32.5% students can get sentences lively a little where female students are 20% and male students are 45%. Moreover, in total 17.5% students much and 7.5% students very strongly can get sentences lively. Lastly, among all of the students, 2.5% not at all can get sentences lively in English writing class where female students are 0% and male students are 5%.

The following pie chart represents Table 4.14.

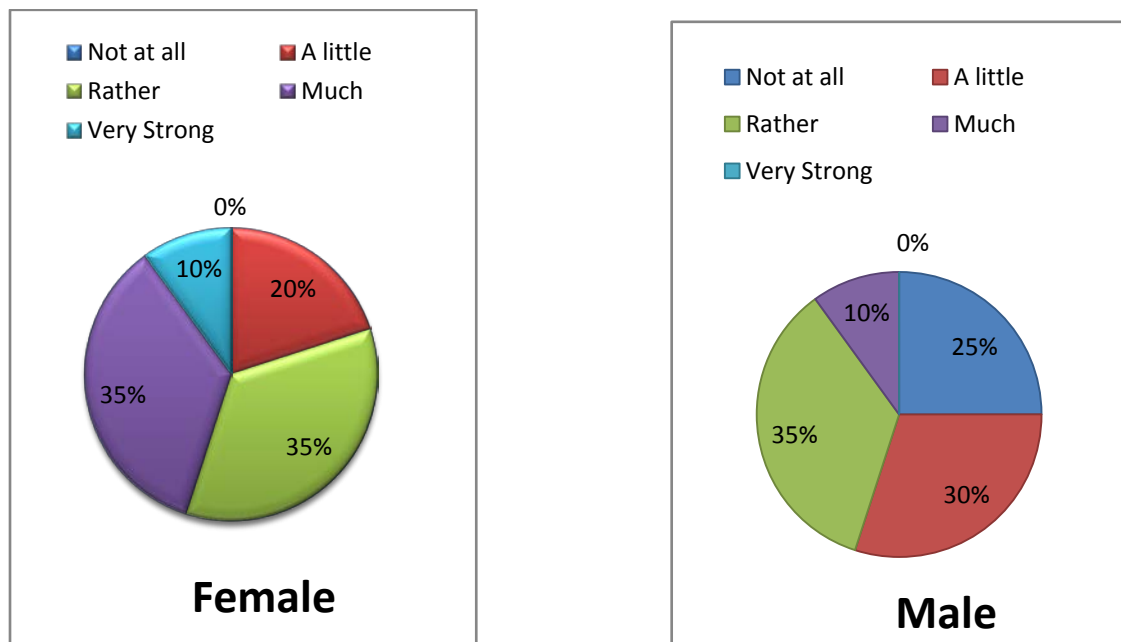


Figure 4.14: Response to Question no 14

4.1.15. Results of Question 15

Table: 15. Get rid of most mistakes in grammar, spelling, punctuation, and so on

Options	Female (%)		Male (%)		Total (%)
Not at all	0	0%	1	5%	2.5%
A little	5	25%	5	25%	25%
Rather	8	40%	4	20%	30%
Much	6	30%	9	45%	37.5%
Very strong	1	5%	1	5%	5%

In Table 15, we can see that among both female and male students in total 37.5% much can get rid of most mistakes in grammar, spelling, punctuation, and so on in English writing class where female students are 30% and male students are 45%. Secondly, in total 30% students rather can get rid of most mistakes in grammar, spelling, punctuation, and so on where female students are 40% and male students are 20%. Moreover, in total 25% students a can get rid of most mistakes in grammar, spelling, punctuation, and so on. Lastly, among all of the students, 5% very strongly and 2.5% not at all can get rid of most mistakes in grammar, spelling, punctuation, and so on in English writing class.

The following pie chart represents Table 4.15.

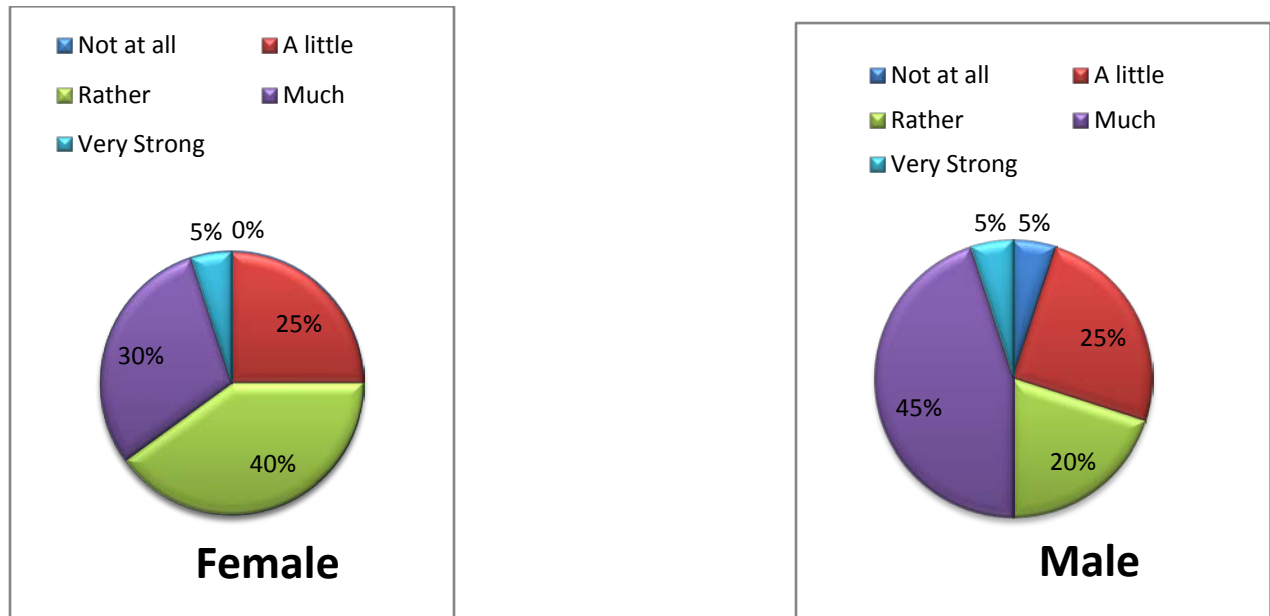


Figure 4.15: Response to Question no 15

4.1.16. Results of Question 16

Table: 16. Give a detailed account that goes on your mind and the things that happen on the text

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	1	5%	0	0%	2.5%
A little	3	15%	5	25%	20%
Rather	7	35%	13	65%	50%
Much	7	35%	2	10%	22.5%
Very strong	2	10%	0	0%	5%

In Table 16, we can see that among both female and male students in total 50% rather can give a detailed account that goes on your mind and the things that happen on the text in English writing class where female students are 35% and male students are 65%. Secondly, in total 22.5% students can give a detailed account that goes on your mind and the things that happen on the text much where female students are 55% and male students are 10%. Moreover, in total 20% students a little can give a detailed account that goes on your mind and the things that happen on the text. Lastly, among all of the students, 5% very strongly and 2.5% not at all can Give a detailed account that goes on your mind and the things that happen on the text in English writing class.

The following pie chart represents Table 4.16.

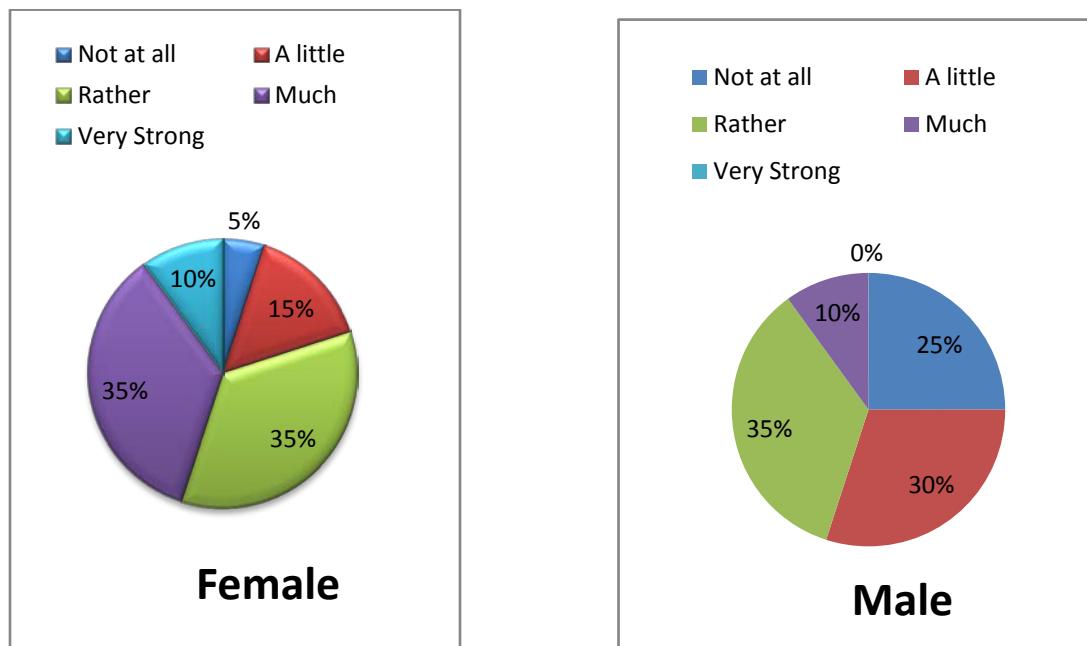


Figure 4.16: Response to Question no 16

4.1.17. Results of Question 17**Table: 17. Notice problems or stuck points in writing and figure out the causes**

Options	Female (%)		Male (%)		Total (%)
Not at all	1	5%	0	0%	2.5%
A little	1	5%	2	10%	7.5%
Rather	5	25%	6	30%	27.5%
Much	8	40%	11	55%	47.5%
Very strong	6	25%	0	5%	17.5%

In Table 17, we can see that among both female and male students in total 47.5% can notice problems or stuck points in writing and figure out the causes much in English writing class where female students are 40% and male students are 55%. Secondly, in total 27.5% students rather can notice problems or stuck points in writing and figure out the causes where female students are 25% and male students are 30%. Moreover, in total 17.5% students very strongly and 7.5% students a little can Notice problems or stuck points in writing and figure out the causes. Lastly, among all of the students, 2.5% not at all can notice problems or stuck points in writing and figure out the causes in English writing class.

The following pie chart represents Table 4.17.

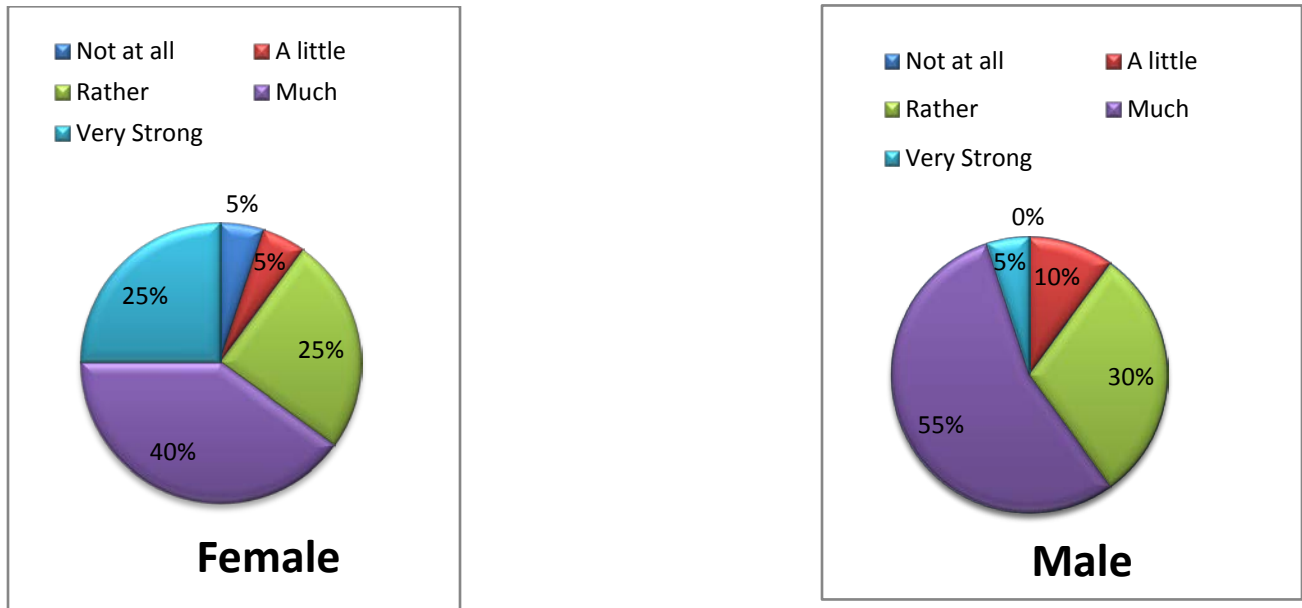


Figure 4.17: Response to Question no 17

4.1.18. Results of Question 18

Table: 18. Make changes in the way you go about writing

Options	Female (%)		Male (%)		Total (%)
Not at all	0	0%	2	10%	5%
A little	2	10%	5	25%	17.5%
Rather	6	30%	10	50%	40%
Much	8	40%	3	15%	27.5%
Very strong	4	20%	0	0%	10%

In Table 18, we can see that among both female and male students in total 40% rather can make changes in the way they go about writing in English writing class where female students are 30% and male students are 50%. Secondly, in total 27.5% students can make changes in the way they go about writing much where female students are 40% and male students are 15%. Moreover, in total 17.5% students a little and 10% students very strongly can make changes in the way they go about writing. Lastly, among all of the students, 5% not at all can make changes in the way they go about writing in English writing class.

The following pie chart represents Table 4.18.

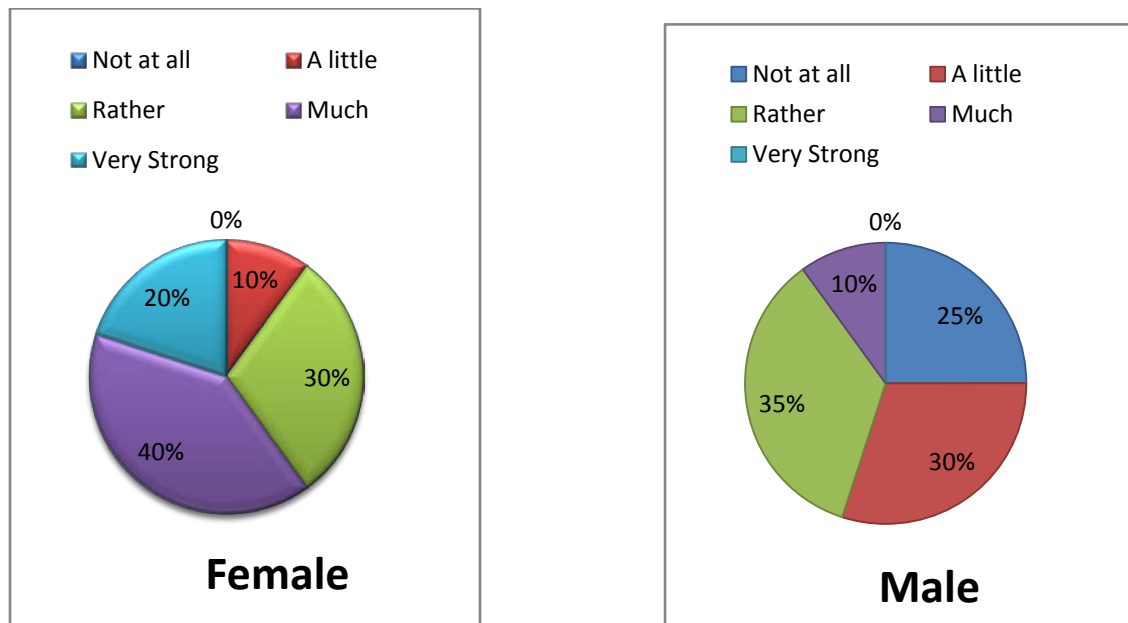


Figure 4.18: Response to Question no 18

4.1.19. Results of Question 19**Table: 19. Face problems while building an argument**

Options	Female (%)		Male (%)		Total (%)
Not at all	2	10%	2	10%	10%
A little	1	5%	8	40%	22.5%
Rather	6	30%	5	25%	27.5%
Much	10	50%	5	25%	37.5%
Very strong	1	5%	0	0%	2.5%

In Table 19, we can see that among both female and male students in total 37.5% face problems while building an argument much in English writing class where female students are 50% and male students are 25%. Secondly, in total 27.5% students face rather problems while building an argument where female students are 30% and male students are 25%. Moreover, in total 22.5% students a little and 10% students not at all face problems while building an argument. Lastly, among all of the students, 2.5% very strongly face problems while building an argument in English writing class.

The following pie chart represents Table 4.19.

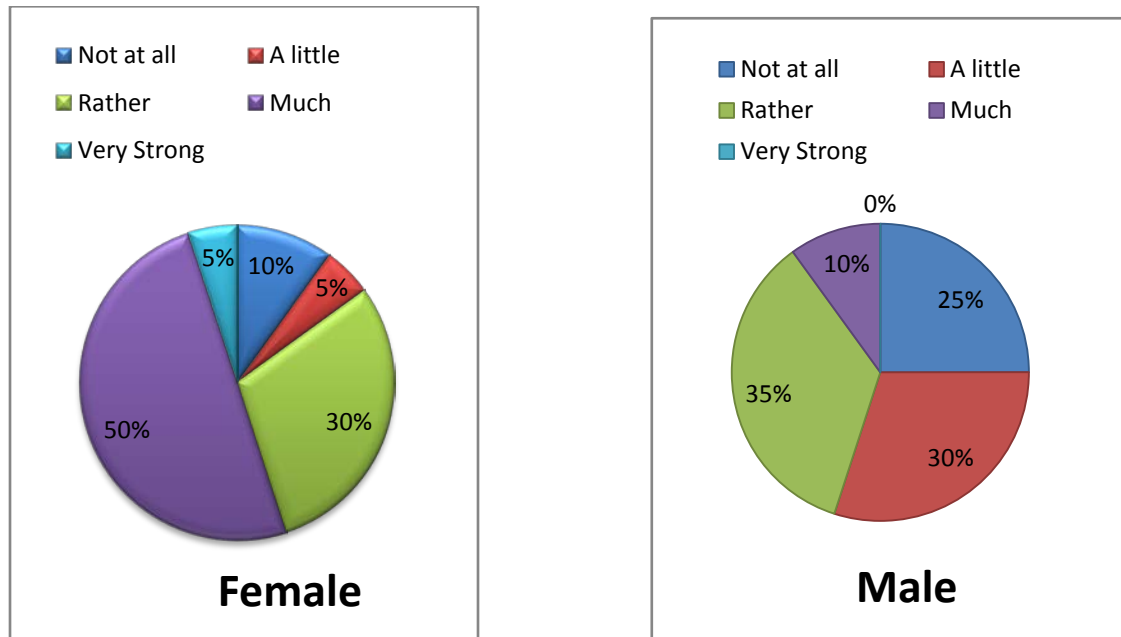


Figure 4.19: Response to Question no 19

4.1.20. Results of Question 20

Table: 20. Write for pleasure in English in free time

Options	Female (%)		Male (%)		Total (%)
	Count	Percentage	Count	Percentage	
Not at all	1	5%	9	45%	25%
A little	2	10%	3	15%	12.5%
Rather	8	40%	5	25%	32.5%
Much	5	25%	2	10%	17.5%
Very strong	4	20%	1	5%	12.5%

In Table 20, we can see that among both female and male students in total 32.5% rather write for pleasure in English in free time where female students are 40% and male students are 25%.

Secondly, in total 25% students not at all write for pleasure in English in free time where female students are 5% and male students are 45%. Moreover, in total 17.5% write for pleasure in English in free time much. Lastly, both for a little and very strong 12.5% write for pleasure in English in free time.

The following pie chart represents Table 4.20



Figure 4.20: Response to Question no 20

4.2. Finding from the Interview Questions

The questions of the semi-structured interviews were for collecting some specific information regarding the students' developing criteria and difficulties in creative writing that was missing or inadequate in the survey questionnaires.

4.2.1. Results of Question 1

Among the interview students, most of them agree about writing some specific piece of writing which are being practiced in their class. Moreover, among them student 1, 2 and 4 feel more comfortable to write on given topic. Lastly, all of them feel easy to answer the application and letter writing part mostly.

4.2.2. Results of Question 2

The hardest part of writing to them is to write paragraph, summary writing, story writing and also essay writing. Among them student 2 and 3 agreed about finding the story writing part mostly harder to them. The part of writing which they have to think and come up with ideas seems very difficult to write and build up the arguments.

4.2.3. Results of Question 3

Among the students all of them agreed that in their Bangla medium schools, they do not get the chance to come up with new ideas for writing. Though they get the chance but they do not get that much help from the teacher. So, mainly the students who want to develop their writing follow more than one book and come up with ideas from that for writing. All of them agreed about depending on some specific books for getting the ideas to generate on their writing.

4.2.4. Results of Question 4

In this question, all of the students have different point of view. Student 1 suggests that the pattern of developing writing should be changed. Student 2 says that creative writing will help them to make their writing better. Student 3 says that more and more practice and appropriate guideline can help them to do better writing. Student 4 suggests that specific and seen topics should be avoided for better writing. She wants to say that writing should be practices in general.

4.2.5. Results of Question 5

Most of the students say that clear written response helps them the most as a writer. Most of the time, their teachers and also home tutors give them the response but the responses they are getting are not enough for them to develop as a writer.

4.2.6. Results of Question 6

All of them agreed that they want to improve their creative writing skills. It is because they are not encouraged to write creatively and also to think creatively. By improving their creative writing style they will be able to write any paragraph, essay and other topic very easily. It will also be easy for them to answer the composition part of writing.

Chapter 5

Conclusion

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary. It is the area in which learners need to be offered adequate time to develop their writing skill. Therefore more time should be devoted to it in classrooms containing ELLs so that they will be prepared to effectively communicate in real life as well as academic situations (Ismail, 2007). Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing (Ismail, 2007).

The aim of this study is to explore how the students of secondary level of Bangla medium schools are developing their creative writing and what strategy they are following. Moreover, in which certain areas they are facing the difficulties mostly and whether there is any impact or effect regarding those difficulties among them or not.

It can be seen from the results of this study that students of Bangla medium are motivated having creative writing classes. They are interested to write themselves using their creativity rather following the teachers' instructions. Moreover, their response towards creative writing suggests that teachers should give them more opportunities to practice different type of writing.

From the findings it can be also seen that students are less confident in case of writing. The reason behind this is Bangla medium students are traditionally used to in memorizing any kind of writing. Therefore, the students of Bangla medium are always anxious about the grammar and writing themselves without the help of the books. Teachers' ways of teaching is also responsible for this type of situation. If the teacher encourages his students to write themselves as well as

explores their creativity during the classroom context, students will be able to have high confidence level.

Reference

- Adas & Bakir, D. (2013, May). Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities. *International Journal of Humanities and Social Science Invention*, 3(9), 254-266.
- Afrin, N. (2014, November). Reasons of Problems in Writing class in the tertiary level of Bangladesh. *International Journal of Humanities and Social Science Invention*, 3(11), 41-48. Retrieved from www.ijhssi.org.
- Al-Khasawneh, F.M.S. (2010). Writing for Academic Purposes: Problems Faced by Arab Postgraduate Students of the College of Business, UUM. *ESP World*, 2(9), 1-23.
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT journal*, 54, 153-160.
- <http://dx.doi.org/10.1093/elt/54.2.153>
- Brown, J.D. (1988). *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press.
- Burke, S. B. (2010). The construction of writer identity in the academic writing of Korean ESL students: a qualitative study of six Korean students in the U.S. Doctoral dissertation.
- Chou, L. (2011). An investigation of Taiwanese doctoral students' academic writing at a U.S. University. *Higher Education Studies*, 1(2), 47-60.
- Gabrielatos, C. (2002). EFL Writing: Product and Process. *Karen's Linguistic Issues*.

- Grami, G.M.A. (2010). The Effects of Integrating Peer Feedback into University-Level ESL Writing Curriculum: A Comparative Study in a Saudi Context. Doctoral dissertation submitted to Newcastle University, School of Education, Communication and Language Sciences. Available online <https://theses.ncl.ac.uk/dspace/bitstream/10443/933/1/grami>
- Harmer, J. (1998). How to Teach English: An introduction to the practice of English language teaching. Edinburgh Gate, Harlow, Essex CM20 2JE, England: Addison Wesley Longman Limited.
- Harmer, J. (2001). The Practice Of English Language Teaching. Edinburgh Gate, Harlow, Essex CM20 2JE, England: Addison Wesley Longman Limited.
- Harmer, J. (2007). How to Teach English. New Edition. Harlow: Pearson Education Ltd.
- Hyland, K. (2002). Teaching and Researching Writing. Harlow: Longman.
- Ismail, S. A. A. (2011). Exploring students' perceptions of ESL writing. *English Language Teaching*, 4(2), 73-83.
- Jones, C. D., Reutzel, D. R., & Fargo, J. D. (2010). Comparing two methods of writing instruction: Effects on kindergarten students' reading skills. *The Journal of Educational Research*, 103(5), 327-341.
- Crene, P., & Lea, M.R. (2008). *Writing at university: A guide for students* (3rd ed.). New York: Open University Press.
- Krashen, S.D. (1984). *Writing: Research, theory, and applications*. Oxford: Pergamon Institute of English.

- Long, M.H., & Richards, J.C. (2003). Series editors' preface. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp.xv – xvi). Cambridge: Cambridge University Press. McMillan Encyclopedia. (1986). London: McMillan Limited.
- Mackey, A. & Gass, S. M. (2005). *Second language research: methodology and design*. New Jersey: Routledge.
- Maley, A. (2012). Creative Writing for Students and Teachers. *Humanising Language Teaching*, 14(3). Retrieved from <http://www.hlomag.co.uk/jun12/mart01.htm>
- Maley, A. (2009). Creative writing for language learners (and teachers). In teachingenglish.org.uk. Retrieved from <http://www.teachingenglish.org.uk/article/creative-writing-language-learners-teachers>
- McNamara, D.S., Crossley, S.A., & McCarthy, P.M. (2010). Linguistic features of writing quality. *Written Communication* 57(1), 57-86.
- Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *TESL-EJ*, 6(2). Retrieved September 17, 2010, from <http://www.tesl.ej.org/wordpress/issues/volume6/ej22a/>
- National Writing Project, & Nagin, C. (2006). *Because writing matters: Improving student writing in our schools*. San Francisco: Jossey-Bass. Nightingale, P. (2000). Improving student writing. In S. Makoni (Ed.), *Improving teaching and learning in higher education: A handbook for Southern Africa* (pp. 131-166). Johannesburg: Witwatersrand University Press.

Nunan, D. (2002). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Pincas, A. (1982). *Teaching English Writing*. Macmillan Press.

Tahaineh, Y.S. (2010). Arab EFL university students' errors in the use of prepositions. *MJAL*, 2(1), 76-112.

Tan, E.K., & Miller, J. (2008). *Writing in English in Malaysian High Schools: The Discourse of Examinations*, England: Routledge.

Tribble, C. (1997). *Writing*. Oxford: Oxford University Press.

Appendix 1

Questionnaire for students

This research is being done as a requirement for the completion of a post graduation degree (MA in English).

Name: _____

Gender: _____ female _____ male

Age group: ___15 ___16 ___17

Profession: ___student

Education: _____ high school

Place a tick beside the most appropriate response. Using a Likert scale from 0-4, rate the following with 0 indicating not at all, 1 indicating a little, 2 indicating rather, 3 indicating much and 4 indicating very strong.

In the English writing class.....		not at all	a little	rather	much	very strong
1	I feel confident about my ability to write.	0	1	2	3	4
2	I can effectively plan a large writing assignment.	0	1	2	3	4
3	I write first drafts without stopping to correct or rethink my writing.	0	1	2	3	4
4	I write effective sentences and paragraphs, using correct grammar, punctuation, and spelling.	0	1	2	3	4
5	I use a well-defined structure (introduction, body, and conclusion) in my writing, as appropriate.	0	1	2	3	4
6	I revise my writing to make it clear, correct, and consistent.	0	1	2	3	4
7	When writing, I accurately give credit for ideas and facts from other people.	0	1	2	3	4
8	I give almost equal attention to both the language (e.g. spelling, grammar, vocabulary) and the content (e.g. ideas, organization).	0	1	2	3	4
9	Do you enjoy writing?	0	1	2	3	4
10	Do you think yourself as a writer?	0	1	2	3	4
11	On a <i>topic of interest to you</i> , can you generate lots of words fairly quickly and freely?	0	1	2	3	4
12	Again on a topic of interest to you, can you come up with ideas or insights you had not thought of before?	0	1	2	3	4
13	Can you make your sentences clear--so they are clear to readers on first reading?	0	1	2	3	4

In the English writing class.....		not at all	a little	rather	much	very strong
14	Can you get your sentences lively?	0	1	2	3	4
15	Can you get rid of <i>most</i> mistakes in grammar, spelling, punctuation, and so on?	0	1	2	3	4
16	Can you give a <i>detailed</i> account of what was going on when you were writing: the thoughts and feelings that go through your mind and the things that happen in the text?	0	1	2	3	4
17	Do you notice problems in your writing and figure out what the causes are?	0	1	2	3	4
18	Can you make changes in the way you go about writing based on those things you noticed?	0	1	2	3	4
19	Do you face any problem while building an argument?	0	1	2	3	4
20	Do you write for pleasure in English in your free time?	0	1	2	3	4

Appendix 2

Interview Questions

For Students:

- 1) What is the easiest part of writing for you?
- 2) What is the hardest part of writing for you?
- 3) How do you come up with ideas for writing?
- 4) What helps you the most to make your writing better?
- 5) What kind of response helps you the most as a writer? Who gives you that response?
- 6) Which writing skills do you wish to improve?