



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

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creative writing skills  
EFL students  
Fluency  
Originality**ARTICLE INFO****Article history:**Received 21 Feb. 2023  
Accepted 12 Mar 2023  
Available online 23 Mar 2023E-mail [t-jtuh@tu.edu.iq](mailto:t-jtuh@tu.edu.iq)

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<http://creativecommons.org/licenses/by/4.0/>**Measuring the Creative Writing Skills of EFL University Students****A B S T R A C T**

Creative writing is the expression of ideas and thoughts in a manner that is unique to the author. The aims of the study are: determine the level of fourth-year students' creative writing abilities in the Department of English, Colleges of Education, and determine whether "there is a statistically significant difference between the mean scores of students from the College of Education for Women and the College of Education for Humanities". The hypothesis of this study are: there are no "statistically significant differences in the average creative writing grades of university students studying English as a foreign language", and there is a statistically "significant association between the average grades of fourth-year students in the Department of English at the College of Education for Humanities and the College of Education for Women" in terms of their creative writing abilities. The sample of the study is the students of the fourth stage in the Department of English. The research's tool is a diagnostic test to measure students' creative writing. The researcher concludes that creative writing involves adding one's own "style" to writing and beyond the usual bounds of academic or other technical types of literature. Creative writing is an expression of one's unique views, the emotions it evokes, and the heightened sensitivity one develops from exposure to human events. Creative writing involves creativity rather than copying, and originality rather than repetition. It depends on the availability of each individual's specific capabilities, prior experiences, and language skills.

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DOI: <http://dx.doi.org/10.25130/jtuh.30.3.1.2023.24>

قياس مهارات الكتابة الإبداعية لدى طلاب جامعة متعلمي اللغة الإنجليزية كاللغة الأجنبية

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### الخلاصة:

الكتابة الإبداعية هي التعبير عن الأفكار بطريقة ينفرد بها المؤلف او الكاتب. أهداف الدراسة هي: تحديد مستوى قدرات الكتابة الإبداعية لدى طلاب المرحلة الرابعة في قسم اللغة الإنجليزية بكلية التربية والتربية للبنات ، وتحديد ما إذا كان "هناك فرق ذو دلالة إحصائية بين متوسط درجات طلاب كلية التربية للبنات وكلية التربية للعلوم الإنسانية ". فرضيات هذه الدراسة: لا توجد "فروق ذات دلالة إحصائية في متوسط درجات الكتابة الإبداعية لطلبة الجامعة الذين يدرسون اللغة الإنجليزية كلغة أجنبية" ، وهناك علاقة ذات دلالة إحصائية "بين متوسط درجات طلاب المرحلة الرابعة في قسم اللغة الإنجليزية في كلية التربية للعلوم الإنسانية وكلية التربية للبنات "من حيث قدراتهم في الكتابة الإبداعية. عينة الدراسة هي طلبة المرحلة الرابعة في قسم اللغة الإنجليزية. أداة البحث عبارة عن اختبار تشخيصي لقياس الكتابة الإبداعية للطلاب. ويخلص الباحث إلى أن الكتابة الإبداعية تنطوي على إضافة "أسلوب" الطالب في الكتابة وخارج الحدود المعتادة لأنواع الأكاديمية أو الفنية الأخرى من الأدب. الكتابة الإبداعية هي تعبير عن وجهات النظر الفريدة ، والعواطف التي تثيرها ، والحساسية المتزايدة التي ينشأها الطالب من التعرض للأحداث البشرية. تتضمن الكتابة الإبداعية الإبداع بدلاً من النسخ والأصالة بدلاً من التكرار. يعتمد ذلك على توافر القدرات المحددة لكل فرد ، والخبرات السابقة ، والمهارات اللغوية.

الكلمات المفتاحية: الكتابة الإبداعية، طلاب اللغة الإنجليزية كلغة أجنبية، الطلاقة ، الأصالة ، مهارات الكتابة الإبداعية

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

There is no doubt that our Arab world has a clear crisis in creative writing. There are also readers' problems, and all of our problems are intertwined in a way that makes us in a new danger every period that needs to be discussed so that the creative process does not collapse completely forever. There are also problems of competitions and cultural programs, publishing problems, and psychological and societal problems in turn affecting the creative writing movement and reducing the possibility of the emergence of many names in an expanded manner. One of the

most important reasons for the decline of the creative and cultural process and its connection to the renaissance and the fall in educational progress and development is not discussed extensively.

The young man may learn to read at different early stages, but the peak of reading activity is in the secondary period, because the early adolescence stage is characterized by the activity of various aspects and the outbreak of enthusiasm in the person, and this enthusiasm and natural impulse may make him active in the hobby of reading if it has a place in his hobbies And the matter continues for the university according to the different factors of adolescence and their impact on reading, then the person may go to try to write and learn about his creative skills in secondary grades or during the university period, and here lies the problem, which is a production that no one cares about, a writer's model that cannot be developed, but may be completely destroyed .

This is because there are no real cultural and creative programs or a real interest in literature or critical thinking in the education process. We have competitions and theatrical performances at the school level in the secondary stage, as well as at the university. However, it is ineffective and does not proceed at the right pace, as it does not produce a development or growth in the student's skill, nor in presenting his production at a real level that may benefit him with criticism or encouragement and appreciation that he deserves. Rather, it is limited to competitions.

## **1.2 Aims of the Study :**

This study aimed to accomplish the following objectives:

1 - Determine the level of fourth-year students' creative writing abilities in the Department of English, Colleges of Education.

2- Determine whether "there is a statistically significant difference between the mean scores of students from the College of Education for Women and the College of Education for Humanities".

### **1.3 Value of the Study :**

This research is significant because of the following:

- Curriculum designers and English language courses, as well as those wishing to construct them, may find it beneficial to identify dimensions and areas of creative writing in order to encourage them in pre-service and in-service teacher training programmes.

- Providing a visual depiction of the development of creative writing among EFL university students

- Students studying English as a Foreign Language at a university may benefit from assessing their creative writing abilities.

- Increasing students' awareness through teaching them creative writing skills and why they need them, as well as encouraging their writing skill growth.

### **1.4 Limits of the Study :**

The research included the following limits:

The research tools (creative writing skills test) were applied in the Colleges of Education for Humanities and the College of Education for Girls in Tikrit University. The research was applied in the first semester of the academic year

2020/2021. The research applied to the students of the fourth stage in the Department of English.

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

1- There are no "statistically significant differences in the average creative writing grades of university students studying English as a foreign language".

2 - There is a statistically "significant association between the average grades of fourth-year students in the Department of English at the College of Education for Humanities and the College of Education for Women" in terms of their creative writing abilities.

### **1.6 Definition of the Basic Terms:**

#### **Creative Writing**

Creative writing, according to the National Association of Writers in Education (UK), is "the study of writing (including poetry, fiction, theatre, and creative non-fiction) and its settings via creative output and process evaluation." We don't only mean books and other printed materials when we say writing; we also imply scripted and unscripted performances, spoken and recorded outputs, and the many forms that electronic, digital, and other new media might take. Creative Writing may employ any kind or genre of writing as an example topic of study, but the works of Creative Writing tend to be innovative interpretations of the world that allow the audience or reader to participate in a sophisticated way (Bennett, Clarke, Motion, & Naidoo, 2008, p. 2).

The capacity of understudies to offer their perspectives and feelings and pass them on to others in a composed abstract holder portrayed by familiarity, adaptability, and credibility, taking into account the perfection of thoughts,

persuasiveness of style, the rightness of the creation, excellence of photography, and the glory of show, can be defined as creative writing.

## 2. Introduction

Creative writing, as the name implies, is a kind of writing that deviates from the norms of conventional, professional, academic, or technical writing. Instead, it comprises a variety of genres and forms found in both fiction and nonfiction writing, including storytelling, playwriting, poetry, prose, journalism, and more.

Even though the term "creative writing" is a bit of a misnomer, it generally refers to any kind of writing that is both unique and self-expressive. Character development, narrative, and storyline, as well as an emphasis on narrative craft, are common characteristics that help to distinguish it from other works of fiction.

To put it another way, creative writing may be defined as any writing that is of a current, unique composition and is not constrained by any traditional conventions or techniques.

This kind of writing is often separated into creative writing courses that concentrate on writing in an original manner that is not defined by pre-existing structures and genres in an academic context.

### 2.1 Creative Writing:

When we write an exposition or an organisation, we need to understand the value and motivation of exploratory writing in an educational situation. Experimentation writing, according to Everett (2005:34), refers to any piece of original synthesis. Exploratory writing, according to Marshall (1974: 10), is "the

use of composed language to conceive, examine, and maintain insight in order to construct a new symbolization of it." Marshall (1974: 10).

Experimental writing may be seen from a variety of angles. It is a calling and an art form for O'Rourke (2005:170). Exploratory writing, such as critical thinking, may be both an expressive art form and an academic movement, since these kinds of writing exercises generate new ideas that can have a significant impact on the world. It is Whore (1997:129) who appreciates exploratory writing for its dedication to teaching the creative mind of the students it serves. As O'Rourke (2005) puts it, "journalists engage in a conversation with their own "writerly" self" in exploratory writing." Exploratory writing, on the other hand, enables pupils to express their imaginations and relate their fantasies to the real world.

There should be some space in an educational plan for the youth's dreams and imaginings, according to Evernett (2005:45). In schools, kids are taught how to express their thoughts, feelings, and experiences in a variety of ways. The pupils in English homerooms in Scotland 'composed poem, composition, and display in ways that demonstrated their innovativeness with language and thinking,' according to the Scots Dictionary (HMIE, 2006:8). Students at the study hall used metaphorical language, such as allegories, analogies, and incongruity, to creatively present their ideas.

To put it another way, the ability to compose may be the most important aspect of one's semantic competence. Reflection in a mirror reveals all of the student's semantic abilities, which is an accurate way to determine the student's phonetic and scholastic abilities. Since people's fundamental concern and the cornerstone of instruction in illuminating contemporary issues is innovation, the

focus in composition began to shift towards imagination. There has been a rise in exploratory writing, probably the finest way to express one's thoughts, since it is concerned with the transmission of knowledge in any form.

When writing an exposition or piece, it is crucial to understand the significance and motivation of exploratory writing in an educational environment. Everett (2005) defines exploratory writing as any piece with a distinctive structure. "Innovativeness is the ability to construct one's own pictures of participation; exploratory writing is the use of produced language to conceive, examine, and maintain insight in order to generate an unusual symbolization of it," Marshall (1974: 10).

There are a variety of ways in which students undertake experimental writing, such as as a class movement, a collecting activity, a self-spurred individual action, an usual theme or an ability to be practised, or as the subject of a venture (Marshall, 1974). A study by Griva (2007) emphasises the importance of teachers inspiring creativity in their students by encouraging them to express their ideas verbally. Using an innovative approach to composition, Fay (2007) claims that teachers can observe how their students are improving their education and critical thinking skills. To help students improve their speaking and listening skills, exploratory writing projects may be used to showcase grammatical and functional designs.

The word 'creative writing' is confusing to Iraqi students and instructors, resulting in classroom tensions. To fully grasp writing growth, English instructors must place a high value on creative writing in light of educational trends and the benefits it offers. Teachers should take in mind the interests and requirements of their pupils in order to help them express themselves through writing. Creative

writing may be enjoyable and enlightening if we are motivated to write by our expressive and communication needs.

## **2.2 Teaching Creative Writing in Classroom**

Teachers should include creative writing into their classrooms as an integral component of teaching English. Students should be aware that writing may be used to communicate ideas as well as to analyse and explain situations. Incorporate creative writing into your courses in the following ways and see how it benefits your students:

### **1. Take a few minutes a day to allow your pupils to write freely in class.**

Students' self-esteem will soar if they are given the freedom to experiment with different types of writing after experiencing the benefits of free writing. To get the creative juices flowing, let the pupils to write in whatever way they see fit. In order to get pupils writing, use free writing as a strategy.

Students will learn to have more self-assurance in their ideas as they practise free writing. Students may rely on their intuition and be pleased of what they write since they won't be free-writing for lengthy periods of time. They will gain confidence in their writing in other essays and tasks because of the practise they get from free writing exercises.

### **2. Give your students creative prompts.**

Students may get started on their creative writing journey with the guidance of creative prompts. In the classroom, prompts may be enjoyable and engaging. Some instances of prompts are as follows: start with "That night, while I didn't realise it at the time, was a turning point in my life;" If you've ever made a mistake, write about it. If you've ever made a mistake, write about it.

If students are struggling to come up with their own creative writing prompts, creative prompts will help them keep writing, particularly if they find it difficult to come up with ideas on their own. With the help of their professors, I believe that kids will become better writers if they are well-versed in creative writing.

### **3. As a class, brainstorm different character profiles.**

Students may use this activity to learn how to design characters that they both enjoy and can relate to as individuals. Students should pay attention to the specifics and features of their characters in order to make them both believable and engaging. They'll learn the importance of moral character through this. In what ways are students drawn to the personalities they study? When it comes to creating these characters, what are the precise features that students think are vital to know?

When a student knows the process of generating a character, he or she will be able to distinguish how various authors employ these characters to convey the tale.

### **4. The reading of short tales might provide pupils with motivation for their writing.**

Even while this is not exactly the students' creative writing exercise, reading other unique works will motivate them. Instruct them to search for moments in the tales that inspire them and to identify where they believe certain rhetorical and literary methods work and when they do not.

Having your pupils observe what they are reading and what they find effective in creative writing can enable them to recognise their own writing style.

Once students understand what they like about their writing, their confidence will grow and their creative and analytical writing will improve.

### **5. Assign creative writing with the novels you read.**

When reading various books in class, there may be portions that are difficult for pupils to comprehend, and you may need to experiment with fresh teaching methods to assist them. Assigning a creative writing task, such as reworking a certain section of the novel, is a fun approach to vary the novel-teaching experience. Students will have the opportunity to write in a manner they may have never attempted before. Ask them what they would alter if given the opportunity.

Again, this will provide pupils with the confidence they need to compose creative works and essays. Since they will have the ability to alter a previously authorised scene in a well-received work, they will believe that their opinion counts and that they are capable of writing as well as some of the world's greatest writers (Grainger et al,2005:32)

#### **1) Conceptualization of Creative Writing:**

In creative writing, students are able to communicate their ideas and emotions in a way that enables them to vent their sentiments and thoughts. Using language, the author presents his thoughts, feelings, and ideas in a beautiful, well-executed way via stunning images (Mcvey, 2008:289).

To be creative in writing is to be able to think creatively, to be able to generate imaginative ideas, and to produce literary work that demonstrates these qualities (Ramet, 2010, XI). Learners are encouraged to express themselves creatively in this kind of writing by Akhter (2014, 1).

In creative writing, a person's ideas and emotions about a specific topic may be freely expressed via the use of the writer's imagination. There are many ways in which creative writing is original in its use of language. It is an expression of fundamental humanistic feelings and thoughts, which arise from an understanding of the world that the writer lives in. It is his ability to convey his innermost thoughts and feelings in a language characterised by uniqueness and flexibility, as well as his command of literary style eloquent that allows him to have such a profound effect on the same receiver, reader, or listener, creating a unique literary work (Tok & Kandemir, 2015:1636).

## **2) The Value of Creativity in Writing:**

Creating something new out of preexisting components is at the heart of writing. When a student transforms his or her thoughts and emotions into words and sentences, he or she explores his or her vocabulary to do so. This results in a new written text that surprises the reader. A piece of writing isn't considered creative until it displays originality, depth, and flexibility in its presentation of concepts and sequence, as well as the flawless application of imagination and grammatical structures.

According to Howarth (2007): "Creative writing will also aid to strengthen intellectual abilities. Their vocabulary, grammar, and punctuation skills will be much better than those of their peers who do not participate in creative writing. In an age when texting and emoticons are the norm, creative writing is an important means of reinforcing lost writing abilities.

According to Bell (2017, 7), the following are some of the reasons why students should engage in creative writing:

- 1- Improve their ability to focus on the simplest of details.
- 2- Develop their ability to express their views in a clear and concise way.
- 3- Instilling confidence in them as individuals.
- 4- Educating them in the skill of speaking and writing in their own tongue.
- 5- Making them more able to rebuke and accept helpful analysis.
- 6- Learning to put yourself out there in many industries.
- 7- Permit them to use proper sentence structure and accentuation while creating academic papers for their professors.
- 8- Supra-mental reasoning cycles should become more familiar to them

As can be seen from the examples above, exploratory writing is important because of its ability to empower language learners and help them make effective use of their abilities. It does this by using a straightforward expressive language with clear phrasing and helping them develop their perspectives, as well as their ability to think logically, fundamentally, and imaginatively.

### **3) Creative Writing Skills:**

This means that we need a variety of talents in order to practise creative writing, many of which stem from our ability to think outside the box and come up with new and innovative ideas.

The alternative uses test, created by Guilford in 1978, is the most widely used measure of creative thinking, according to Saasen (2019:1). The goal is to come up with as many ideas as possible using a common household item like a paperclip in a set amount of time. Fluency, flexibility, originality, and elaboration

are all assessed in this exam. While I won't go into great detail about the exam, I will say that the metrics may be helpful in helping us improve ourselves and monitor our progress while we are brainstorming new ideas.

*The quantity of thoughts is directly related to fluency. Pouring out thoughts without much filtration helps ensure that we are open and explorative. Thus, it will be possible to fine-tune a wide variety of concepts.*

**A- Fluency:** It's the capacity to come up with the best solution in a short amount of time to a problem or an exciting circumstance. Ability to generate a huge quantity of thoughts and reactions, orally or nonverbally or in writing or other mediums.

**Fluency may take the following forms:**

A - **Verbal fluency:** A student's capacity to speak and conjure a large number of words and expressive units in a way that is suited to the educational context or learning, given that the students have specified criteria.

B - **Intellectual fluency:** at a certain period, regardless of their nature or degree of knowledge in these concepts.

C - **Fluency of the collapse:** in terms of meaning, the capacity to construct the biggest number of words with a single meaning available.

D - **Expressive fluency:** meaning the capacity to articulate one's thoughts and ideas clearly and concisely, as well as the structuring of such thoughts and ideas into coherent sentences.

Learning to speak fluently implies being able to swiftly create as many thoughts about a subject as possible. This talent requires the student to have a wide

range of ideas, a broad imagination, and a capacity to come up with alternatives. Students' writing fluency may be assessed using the following skills:

- Make a lot of introductions in order to get to the finish.
- Words may be derived from names or verbs.
- To get the most out of a given part, write the most words that conclude with it.
- How can I better understand what's going on in this tale or this piece of writing?  
(Oxford Dictionary, 2018, 1).

**B - Originality:** indicates that the student's capacity to come up with fresh and original answers and proposals that have never been offered before and are suited to the scenario is unfamiliar or is the ability of the student to provide new and unique replies appropriate to the situation. The talent of originality is one of the most essential skills of creativity because the student produces ideas and solutions that are unique and lack repetition and non-common; consequently, the skill of originality is one of the most significant skills of creativity (ibid).

**Originality** is a metric for comparing the novelty and originality of various ideas, and it might be difficult to assess on our own. When we begin brainstorming, it's important to go outside the box and consider what may have happened if we hadn't taken a different approach.

The student must be able to think creatively in order to come up with meaningful suggestions for this skill.

- Solve the story's or article's issue in a unique way.
- Titles for the piece or article should be creative.

- Rewrite the story's or article's conclusion to be more original.
- Create a new literary style by writing a story or article.

Ability to think in several directions and come up with alternative solutions is referred to as being flexible. An person or learner's ability to generate a variety of ideas when presented with a challenge is known as flexibility.

Categories, such as a propeller for flying or a ramp to go over a curb, are examples of flexibility. Making sure that we're not confined to a single category of solutions is critical for issue resolution.

Adaptive flexibility is the ability of an individual or learner to reframe or give up some of their ideas about the problem they face in order to better understand and reach out to the person who is the source of the issue.

It is necessary for a learner's flexibility in thinking to be able to think in more than one way, as well as the capability of shifting one's thinking path, in order for written fluency to be a measure of this capacity.

- The events of the narrative may be rearranged in a different manner.
- Offer a variety of explanations for the events described in the narrative or article.
- Expand the plot by introducing a new character.
- Give the article some new ideas.

"A height adjustable floor kitchen to provide an ergonomic work posture for cooks of varied heights" rather than "height adjustable floor" is a more detailed description of the concept. Sharing our thoughts and ideas with others, as well as

ensuring that our own views are well-explained, is essential for a clear comprehension of the topic at hand.

Fluency, flexibility, originality, and elaboration are all areas where we might improve our writing's creative potential.

### **5) Characteristics of Creative Writing:**

Composing takes devotion, and to make something work, you want to foster an adoration for composing. Composing can appear to be extreme for everybody, and to do it, you will not partake all the while, and you won't invest a ton of the vital energy into fostering your art and persistent improvement as an author.

As an author, you must be focused and devoted to your work, and if you would rather not compose, then, at that point, it will unquestionably be difficult to remain one stride ahead. It takes discipline and commitment to be a decent essayist, and if you would rather not compose, it's remarkably difficult.

However, nothing prevents verifiable scholars from practicing their minds and abilities, composing imaginatively assuming that they decide to. They do this utilizing just their mind and a composing instrument of some sort, be it an outdated laptop or a more present day laptop. Through this imagination, they can make interesting and unique substance.

### **6- The Main Elements of Creative Writing**

Characteristics of each component, as well as models from several well-known publications, are included below.

An overview of events that take place in a work is referred to as the plot. It identifies the root cause of the problem and offers suggestions on how to resolve it. Three main portions are typical in a well-written story.

Setting - A setting is the place where a task is carried out, such as a workplace. It serves as the framework for the development of the characters.

Because some tales may be set in New York City, while others may be set in the Sahara Desert, both stories have clear settings that aid in creating an atmosphere or tone for the writers' ideas. Location reveals us more about characters than it does about setting itself.

In a piece of writing or workmanship, a character is a person who appears. Whether they're mythological beasts like serpents or monsters, characters should have the freedom to behave and think like humans.

Characterization: Characterization is the process of making anything seem real, such as a character in a novel or play.

A character's ability to connect with the audience depends on the reader or viewer's ability to identify with that character. Before delving too deeply into the writing, it's critical to grasp the overall context of the work.

Voice refers to a person's distinctiveness in terms of what they communicate, how they articulate it, and what this articulation addresses in their individuality.

An experimental piece of writing has to have a distinct voice in order to stand out from other works.

This may be either tiresome or tedious if all of the characters in a work of writing say the same thing at the same time. As a result, you should give each character their own distinct voice.

Theme - The central idea of a piece of writing or handiwork is called the theme. There is a common thread that connects the various parts of the work. For example, "Eagerness is evil," or "Excellence can't survive alone," the topic can be moralistic. "Excellence can't endure alone," for example.

### **3- The Procedures :**

#### **3.1 Research Instrument:**

The researcher has produced the following methods to assess pupils' creative writing abilities: A list of creative writing abilities and a creative writing exam.

#### **3.2 The Sample of the Study:**

Students from the English departments at the College of Education for Humanities and the College of Education for Women comprised the study's sample. College of Education for Women and College of Education for Humanities students each contributed 50 male and 50 female participants, respectively, to the sample.

#### **3.3 The Application of Study Instrument:**

As you can see in the accompanying chart, students in the fourth year of the English Department's research sample all received a score in the creative writing area (1)

Table (1)

The Mean, Standard Deviation, Range, Lowest and Highest Score for the two Colleges in Creative Writing Skills

Test of Creative Writing Skills	The Sample	Mean	Standard Deviation	Range	Lowest score	Highest Score
General and Basic Skills Related to Writing Essay	100	16.52	3.86	25.00	7.00	32.00
Creative Writing Skills of the Literary Essay	100	10.49	3.02	20.00	5.00	25.00
Test of the Creative Writing	100	48.56	10.27	70.00	35.00	105.00

From the previous table obviously shows the low exhibition of understudies in the trial of exploratory writing abilities came normal of their presentation (48.56), and shows the decrease in the experimental writing abilities of the general and fundamental abilities connected with composing the artistic article with a mean normal. (16,52), maybe on account of this to the presence of a foundation - adequately not - understudies about the overall abilities of composing the article, for example, lucidity of thoughts and grouping and isolated into sections and the utilization of proper presentation and end and different abilities that used to compose subjects of articulation in the illumination of pre-college education.

#### 4. Discussion and Analysis of the Results:

- English language classes are often centred on theoretical hours rather than real-world hours, resulting in students losing the ability to use knowledge and data, which causes the material to be stored in memory for a short period of time before being lost.

- A few courses required by English dialect understudies, such as courses that are interested in composed dialect (calligraphy, transcription and composition), where they are not arranged in those perspectives, despite their importance within the use of sound dialect as well as because it could be a device to judge the well-being of the composed and the quality of the author's execution.
- Students are restricted to gathering information and data and having the capacity to think critically because the teaching strategies used in college teaching are conventionally based on the address and are concerned with educating, transmitting, and expanding the scope of a large portion of the information. As a result, the preparation of graduates does not apply. The use of dictionaries and the discovery of faults in students' works and how to correct them, and other areas of the use of the language are increasing.
- As a result of the lack of concern for logical and innovative thinking in the English language curriculum, examinations are given that demand students to retrieve and summarise what they have stored.
- Students in the research group have historically shown a distinct lack of creative writing skills, as seen by previous outcomes, and the results of this study are in line with previous outcomes.
- There are many types of creative writing, but the best are those that appeal to the most advanced levels of thinking when it comes to imagining, such as poetry, prose, or creative nonfiction. To offer an amazing and creative composing performance, understudies must through a long period of practise and preparation before they can even begin to see the outer look of their thinking grasp.

- There are many phases to writing: organizing, composing, rewriting and publishing; to generate an item of written work that is both familiar and adaptable; students in the English department are unaware of these stages and procedures.
- Educators must be prepared to teach the many branches of English dialectic such as: correspondence, calligraphy, and composition; they must also be prepared to teach topics such as reading or writing, and grammar. This is where the Office of English comes in to play.
- There was not enough time to prepare students for all of the language skills they will develop with their students as soon as they graduate from this course, especially creative writing, as this course is theoretical and does not contain real-world hours.

#### **4. Conclusions**

Students in the Division of English at Instructional College are clearly below the level required to hone the teaching profession, and the current arrangement does not provide them with the appropriate levels of dialect use; there is a gap between hypothesis and hone for these students, as they have limitations in their expressive abilities (verbal or composed ). Understudies should be picked based on their degree of knowledge, as the graduate should be fluent in language, thinking, and culture, and be able to communicate effectively with his expressive voice and appealing manner. Without a great deal of planning, any effort to advance any aspect of the instructional handle will not yield natural results. Especially with the introduction toward the improvement of dialect, it is imperative that an instructor who has graduated from the resources of instruction be involved in this effort. Due

to the common shortfall in educational outcomes at all stages resulting from the poor level of the teacher, creating and updating instructor planning programmes need a radical change in the objectives of the programmes of preparation of English language teachers, as well as to be abandoned. Receive and preserve cultural norms so that you can understand and use grammar in your language skills.

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