

Investigating Teachers' Perception of Using Creative Writing for Promoting Iraqi EFL Preparatory School Students' Performance in Writing Skill

Niaam Ali Hasan¹, Asst. Prof. Sabeeha Hamza Dehham², Asst. Prof. Dr. Nadia Hameed Hasoon³

College of Basic Education /University of Baylon
sabeehadehham66@gmail.com

Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 23 May 2021

Abstract:

This study aimed to investigate teachers' perception of using creative writing to enhance the performance of Iraqi EFL preparatory school students writing skills .the study community consists of English language teachers in Baghdad governorate. (240) teachers were chosen as a random sample that was randomly selected In Baghdad governorate - Rusafa first to conduct the research. the researcher used the descriptive approach and the questionnaire to collect information, This questionnaire was distributed in paper and electronic form, where the paper questionnaire was identified at (20)random schools, and the rest of the sample was through the electronic questionnaire. then used the program Spss to statistically analyze the data. The most important findings of the study: Benefiting from creative writing by developing the writing skill of students, Finding educational aids and methods New to be used in teaching, and one of the most important recommendations is to devise new methods and methods in teaching creative writing to students, find a specific time to teach creative writing to students, use new means and technology in the teaching process.

Keywords: Creative writing; Perception; performance; Writing Skill.

1.Introduction

Writing is a communicative process, and it is a way of sharing information, a note, or an idea with others or with ourselves. Writing plays an important role in students' future professional life (Richard and Renandya, 2002: 303). So, it can be said that writing is a set of mental processes that enable the student to convert abstract mental images into linear symbols in forms of written expression represented by topics presented to the student(Rababa'a,1983:7).

Written expression is divided into descriptive expression and creative expression, and creative expression - creative writing - an expression in which the prose or poet determines his feelings, thoughts, and experiences; So that it moves from one mind to the minds of others, a transition that has an effective effect, and includes: poems, books, stories and a group of articles (Muhammad,2008:219).

Creative writing has many skills, including accuracy in placing punctuation and distinguishing between good and bad from words in addition to the beautiful expressions and deep ideas(Muhammad, 2008:219). Bellanca et al (2012:6) believe that creative writing has a role in increasing the use of words and linking them and raising the level of listening comprehension in addition that it can enhance writing skills leading to the formation of a good study environment.((Adwan, et al.,2020:558, Alakrash et.al. 2021)

Perception is a process by which a person organizes and analyzes their sensory impressions to give meaning to their environment. Perception goes beyond the five senses that include sight, hearing, smell, taste, and touch. Perception in the decision-making process depends on the individual's internal

understanding and personal analysis. Perception varies from one individual to another according to (Deshpande, 2018:158).

Creative writing is the form of writing that expresses ideas and feelings in an imaginative way, as it provides students with new ways to deal with lap and creative writing that not only enhance students' writing skill, but also help them improve language skills (Beck, 2012: 9 & Kareem et al.,2019: 877).

1.1 Statement of the Problem

Writing is a broad linguistic concept associated with thinking and it is the informer in which all the individual's linguistic experiences, knowledge, mental skills, performance and acquired artistic interact At the same time, it is the mirror that reflects the personality of the individual in writing situation (Rababa'a,1983:7).

So, it can be said that writing is a set of mental processes that enable

the student to convert abstract mental images into linear symbols in forms of written expression represented by topics presented to the student (ibid).

Written expression is divided into descriptive expression and creative expression, and creative expression - creative writing - an expression in which the prose or poet determines his feelings, thoughts, and experiences; So that it moves from one mind to the minds of others, a transition that has an effective effect, and includes: poems, books, stories and a group of articles (Muhammad,2008:219).

The problem of this study is the apparent expression in the level of written expression of preparatory school students and the lack of interest of the students, but also the teacher in many cases, of the lessons of written expression or creative writing and teaching them in traditional ways that do not help much in developing the creative side of the student (Abbas , et al.,2018 & Agab, et al.,2020).

1.2 Aims

The present study aims to investigate teachers' perception of using creative writing for promoting Iraqi EFL preparatory school students' performance in writing skills.

1.3 Hypotheses

The researcher puts the following hypotheses:

1. there was a difference between teachers' opinions about using creative writing to enhance students' performance in writing skills.
2. there was no difference between teachers' opinions about the use of creative writing to enhance students' performance in writing skills.

1.4 Limitations

This study is limited to:

1. Creative writing and writing skills.
2. EFL preparatory students.
3. EFL teachers of English at Baghdad Governorate.
4. This study was conducted in the second semester of the academic year (20120-2021).

1.5 Procedures

To achieve the objectives and prove the hypotheses of the study, the following procedures have been followed:

1. Reviewing the literature related to (1) Using creative writing to enhance students' performance with writing skills from the teachers' point of view. (2) creative writing and learning strategies.
2. Reviewing previous studies that investigated creative writing performance to empower the allegation of this study. Presenting the questionnaire to a group of academic referees and specialists in the field of study and from various scientific disciplines and job sites to confirm the validity of the study tool
3. Taking an exploratory sample from the study population to calculate the validity of the study tool.
4. Analyze the data statistically.
5. View the results that were collected to come up with conclusions, recommendations, and suggestions.

the creative side of the student.

2. Literature Review

2.1 Writing Skill

According to (Saleh,1994: 99) is defined as a set of performances that students perform while writing; For their writing to be accurate, correct, and consistent. Writing skill is important to be mastered so that we can maintain good communication with other people. English teaching and learning processes in classrooms should involve correctly teaching writing skills to help students build their ability and competence in written language (Palmer et al.,1994: 1 & Abd , et al., 202)).

2.2 Creative writing

Creative writing is any **writing** that goes outside the bounds of normal professional, journalistic, academic, or technical forms of literature, typically identified by an emphasis on narrative craft, character

development, and the use of literary tropes or with various traditions of poetry in the classroom (Palmer et al.,1994).

According to Dawson (2005:34), Creative writing is considered to be any writing, fiction, poetry, or non-fiction that goes outside the bounds of normal professional, journalistic, academic, and technical forms of literature. Works that fall into this category include novels, epics, short stories, and poems (Ali, et al.,2019).

Writing for the screen and stage, screenwriting and playwriting respectively, typically have their programs of study, but fit under the creative writing category as well (Hadi , et al., 2020 & Ali, et al., 2019).

Writing is divided into two types: functional writing, creative writing, and **functional writing** that connect people to provide for their needs and do not require imagination such as writing official letters, Reports, and emails.)

As for the **creative writing** from Abdu Al- Hadi and others’ point of view in (2005:206), reveals feelings, emotions, and innovation in the idea It is an expression of a personal vision with emotional, psychological, and intellectual dimensions (Dehham, et al, 2021 ; Rahoomy, 2019 & Hussein,2019).

The researcher believes that there is a difference between functional writing and

creative writing according to the following comparison:

Table 1: A comparison between functional and creative writing

creative writing	Functional writing
1- Pick phrases and choose words	1- It performs different human functions in life situations
2- Supports students to express their feelings, emotions, and ideas	2- Its goal is to eliminate interests and accomplish works
3- An opportunity to uncover talented people	3- You do not need a talent or a distinct language when writing
4- Like poetry, story, and others	4- Such as letters, instructions, notes, etc.

2.3 Relation between creative writing and writing skill

In Haytham Al-Shatti's essay on creative writing processes and skill,(2015) he explained that writing is an intellectual mental, or mental process that includes subtle skills aimed at raising the level of the student to reach true creativity in writing by acquiring skills (fluency, flexibility, originality, intellectual

modernity, Problem-solving and suggesting solutions, And alternatives) and it takes place in sequential steps starting from the pre-writing phase (planning), then the implementation phase by writing a draft, then the review and correction phase, then the photography and evaluation phase, the last of which is the publishing and presentation phase (Dehham, et al., 2021 & Hammad, 2018).

2.4 Levels of creativity in creative writing

Taylor (1995:12) has said levels of creativity are five levels:

1. Emergent Creativity: is the highest creative level, It involves rejecting current physical laws Constraints and principles, and forges new theories about how the world works, and produce pioneering idea as few people reach this level of creativity (Dehham, et al. 2021).
2. Inventive Creativity: At this level, we develop the ability to combine existing concepts using prior design solutions to create new designs such as using an old element in a new way.
3. Innovative Creativity: At this level of creativity includes departing from existing thinking patterns And going to think outside the box results in something new that has not been done before.
4. Expressive Creativity: At this level, ideas are unrestricted and are generally primitive as they appear without the benefit of any physical instructions or laws or other restrictions such as describing a child for a multicolored color box to draw something (Mezaal , et al.,2021& Dehham, 2021).
5. Technical Creativity: At this level , we use rules and physical laws to constrain our thinking with little expressive spontaneity. Things that emerge may be new to you, but may already be known to the world.

2.5 Creative Writing in Teaching English

Alan Maley (2012) explained in his article on creative writing to learners and teachers that creative writing refers to the production of texts with an aesthetic purpose and not an informational or practical purpose, and these texts often take the form of poems or stories. he compares the main characteristics of creative writing (CW) with characteristics of expository writing (ER)Where he explained

that (ER) writing combines cognitive and emotional methods of thinking and is logical and impersonal writing and acceptably convey content to the reader as much as possible (Dehham, et al, 2020 &Ibrahim, et al.,2021).

As for (CW) writing, it has specific rules that govern the poems, for example, and what is produced is something other than a clear poem. It is interesting to say that The restrictions imposed by the rules seem to enhance the creativity of the writer without being restricted, and the main feature of (CW) writing is the ability to manipulate the language. We note that (CW) writing depends More on intuition, observation, accuracy, imagination, and personal memories than on (ER) writing texts (Tayyeh , et al., 2021).

The benefits of creative writing for learners include assistance in developing language at all levels of grammar and vocabulary and require learners to manipulate language in interesting ways to express uniquely personal meanings.

Also,(CW) writing increases learners' self-confidence and self-esteem and discover things for themselves about language and thus enhance personal growth. So is learning. By encouraging and motivating learners, we notice that learners can write something in a foreign language as a language that no one has ever written before, and that others love it and enjoy reading it. Hence the importance of spreading students 'work so that they feel proud and enjoyable in the form of writing and process (Razzaq, et al.,2021) .

3. Methodology

3.1 Descriptive design

Descriptive design is defined as a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses on what is found in the research topic, meaning that it describes the research topic, as well as the type of description resulting from the design, depends on the amount of information the researcher possesses about the topic before data collection (J.Wood&C.Roos,2006:120).

3.2 The Study population and sample

The population of this study is the English language teachers for the preparatory stage (fifth grade of preparatory school) for the academic year 2020- 2021 in Baghdad governorate - Rusafa first.

The study sample consisted of teachers of the English language for the preparatory stage - Al-Rusafa first, and they were randomly selected, Of a total of (20) governmental and non-governmental schools

and their number reached (240 teachers). To come up with accurate results as much as possible, the study sample was diversified in terms of its inclusion on the following:

- 1- Individuals of both Gender (males and females).
- 2- Individuals with various academic qualifications (bachelor's, High diploma, master's, doctorate).
- 3- Individuals with different years of experience (less than five years, from six to ten years, from eleven to fifteen years, more than 16 years).

3.3 Research instruments

The questionnaire is the main study tool that was used to collect information from the study sample. The questionnaire contains several parts, **the first part** of the questionnaire includes the personal data of the members of the study sample, where this part contains data on Gender, first language, age, years of experience, and academic qualification.

While the **other parts** (second - third - fourth – fifth) contain (35) phrases, a request from sample individuals to specify their response to what each statement describes according to Likert's five-level graded scale, which consists of five (strongly agree, agree, neutral, disagree, Strongly disagree), These statements were distributed among axes of the study hypotheses.

3.4 Statistical Reliability and Validity

To calculate the validity and reliability of the questionnaire, an exploratory sample of the size of (20) individuals of the study community was taken, and the stability of the questionnaire was calculated from the exploratory sample.

3.5 The Statistical Methods

To achieve the objectives of the study and verify its hypotheses, the following statistical methods were used: - Frequency distribution of answers, percentages, and graphs. The statistical program **SPSS**, which refers to the Statistical Package for Social Sciences.

4. Results and Discussion

The tables below show the weighted mean and percentage weight for each part of the descriptive research through the questionnaire.

Table 1: Teachers' perspectives about creative writing

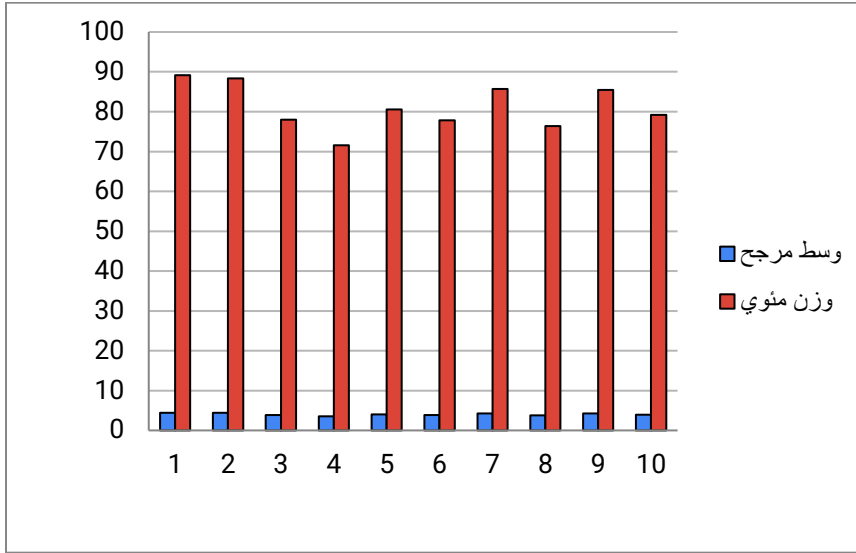


Table 2: Teachers' views and opinions of the activities and approaches that develop creative writing

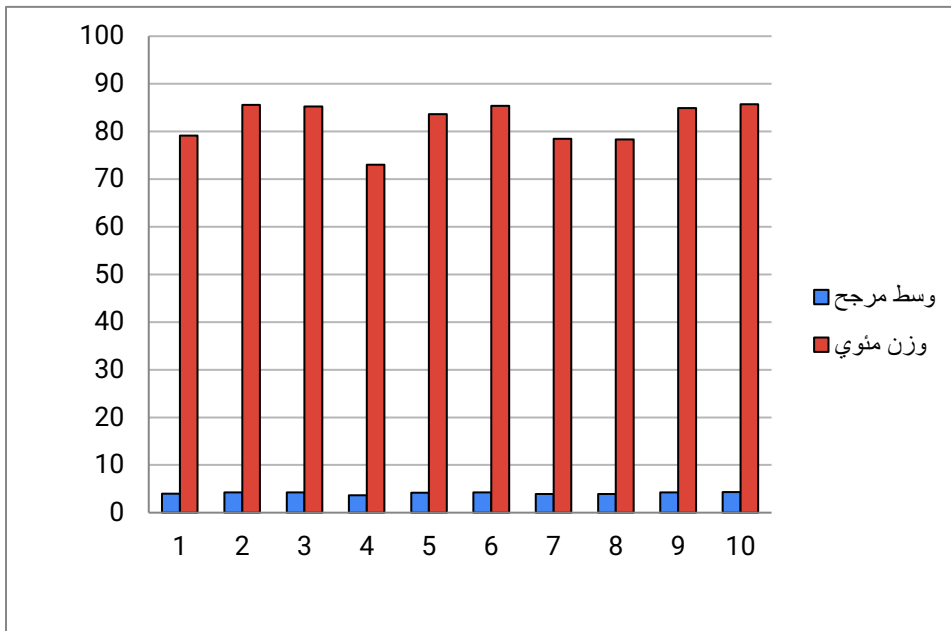


Table three: Teachers' opinions of using creative writing to develop students' writing skill

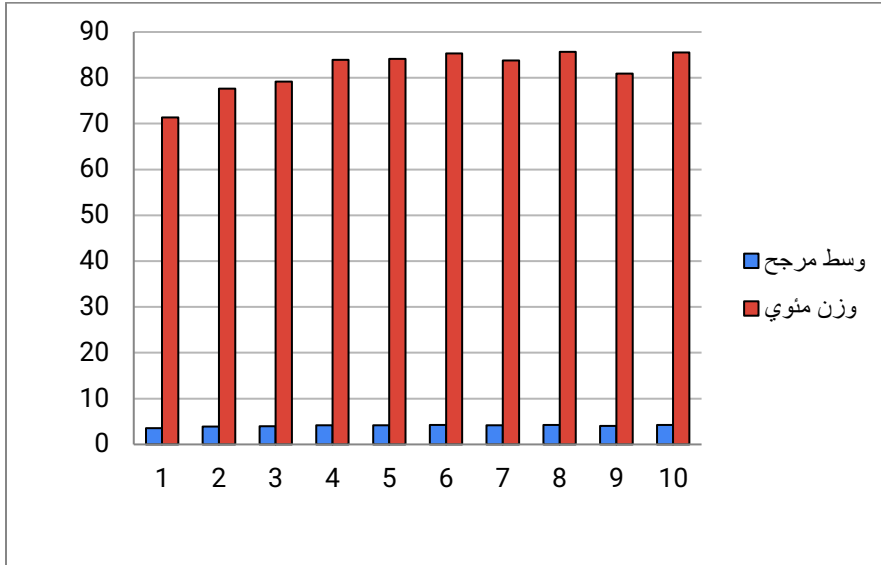
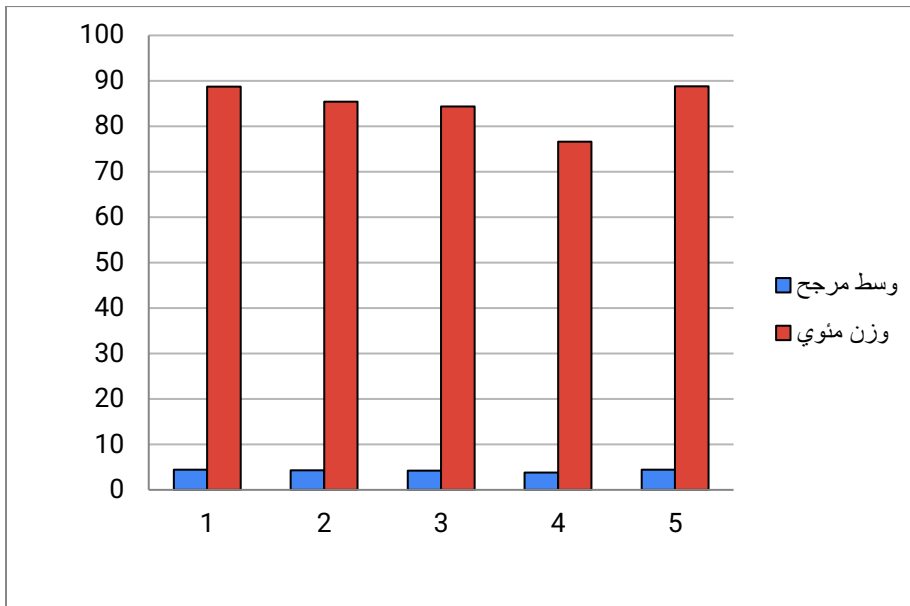


Table four: Teachers’ view of the concept of creative writing



The tables below show general information for each of the following

1- Gender

Indication level 0.05	The value of Kai		Degree of freedom	the level		Sample size	variable
	Tabular	Favoritism		Male	Female		
	Is not statistically significant	3.84		1.350	1		

2- Age

Indication level 0.05	The value of Kai		Degree of freedom	the level				Sample size	variable
	Tabular	Favoritism		36 and above	31-35	26-30	21-25		
	Is not statistically significant	7.82		6.567	3	64	71		

3- Years of experiences

Indication level 0.05	The value of Kai		Degree of freedom	the level				Sample size	variable
	Tabular	Favoritism		more than 16 years	11-15 years	6-10 years	Less than 5 years		

Is not statistically significant	7.82	4.767	3	47	70	64	59	240	Years of experience
----------------------------------	------	-------	---	----	----	----	----	-----	---------------------

4- Qualification

Indication level 0.05	The value of Kai		Degree of freedom	the level			Sample size	variable
	Tabular	Favoritism		Ph.D.	Master	Bachelor		
Is not statistically significant	5.99	2.100	2	78	72	90	240	Qualification

5 . Conclusion

The most important findings of the study: Benefiting from creative writing by developing the writing skill of students, Finding educational aids and methods New to be used in teaching, and one of the most important recommendations is to devise new methods and methods in teaching creative writing to students, to find a specific time to teach creative writing to students, to use new means and technology in the teaching proc

References

1. Abbas, I.H.; Dehham, S.H.; Akbar, N.A. The psychological effects of clickers technology on English language students. Indian Journal of Public Health Research and Development, 2018, 9(10), pp. 740–744.
2. Abd ,M. A.; Dehham, S.H.; Akbar, N.A. The Effectiveness-of R.A.F.T Strategy On-Improving the Performance of Iraqi E.F.L 2nd intermediate-School Students-in Reading-Comprehension. Ilkogretim Online - Elementary Education Online, Year 2020; Vol 19 (Issue 1): pp. 628-638.
3. Adwan,N. N.; Dehham, S.H.; Hassan, A.A. Using Peer Tutoring Strategy in Developing Iraqi EFL Students' Performance in Composition Writing Skill. Ilkogretim Online - Elementary Education Online, Year 2020; Vol 19 (Issue 1): pp. 557-565.

4. Agab ,M. A.; Dehham, S.H.; Al-Owaidi, M. A.W. Investigating the Effect of Dictogloss Technique on EFL Preparatory School Students' Performance in Writing Skill. *Elementary Education Online*, Year 2020; Vol 19 (Issue 1): pp. 620-627.
5. Hadi .A.A.; Dehham, S.H.; Akbar, N.A. The Effect of Estafet Technique on the Performance of Iraqi EFL Preparatory School Students' Writing Skill. *PalArch's Journal of Archaeology of Egypt / Egyptology*, Year 2020,17(9), 5640-5650.
6. Ali, D.B.; Dehham, S.H.; Hasan, A.A.N. The effect of using index cards games technique on Iraqi EFL intermediate students' performance on writing skill . *Indian Journal of Public Health Research and Development*, 2019, 10(1), pp. 1093–1097.
7. Alakrash, H., Edam, B., Bustan, E., Armnazi, M., Enayat, A., & Bustan, T. (2021). Developing English Language Skills and Confidence Using Local Culture-Based Materials in EFL Curriculum. *LINGUISTICA ANTVERPIENSIA*, 548-564.
8. Al-Shatti's (2015) <https://www.assawsana.com/portal/pages.php?newsid=23396> .
9. Beck, H. (2012). *Teaching Creative Writing*. Palgrave Macmillan. Retrieved from http://books.google.com.bd/books?id=in2zG1DXWmMC&source=gbs_navlinks_s . Creative Writing For the ESL Student. In aspartyl and. com. Retrieved from <http://www.eslpartyl.com/creative-writing-esl-student>.
10. Bellanca et al., 2012:6
https://www.researchgate.net/publication/234132781_Harmonic_Ratios_A_quantification_of_step_to_step_symmetry
11. Dehham, S.H.; Batti, M. J. & Hussein, N.M. The Effect of Using Estafet Writing Technique to Enhance Students' Compositional Efficiency. *Education, Language and Sociology Research*.Vol. 2, No. 1, 2021,1-13.
12. Dehham, S.H.; Bairamani, H.K.; Shreeb, M.A. Enhancing iraqi EFL preparatory school students' speaking skill by using debate technique | Mejoramiento de la habilidad de hablar de los estudiantes iraquíes de inglés como lengua extranjera mediante la técnica de debate. *Utopia y Praxis Latinoamericana*, 2020, 25(Extra1), pp. 453–462.
13. Dehham, Sabeeha Hamza . Iraqi EFL Students' Ability in Acquiring English Vocabulary by Peer Instruction Technology. *Turkish Journal of Computer and Mathematics Education Vol.12 No.9 (2021),1634-1639*.
14. Deshpande, p158 *International Journal of Research in Social Sciences* Vol. 8 Issue 5, May 2018, ISSN: 2249-2496 Impact Factor: 7.081 Journal Homepage: <http://www.ijmra.us>, Email: editorijmie@gmail.com.
15. Hammad, A.A.; Dehham, S.H.; Akbar, N.A. The impact of using tablets on developing listening skill & perception as a brain process of EFL primary school pupils . *Indian Journal of Public Health Research and Development*, 2018, 9(12), pp. 1086–1090.

16. Hussein, Z.M.; Dehham, S.H.; Hasan, A.A.N. The impact of using chunking technique on developing reading skill and perception of intermediate school students. *Indian Journal of Public Health Research and Development*, 2019, 10(6), pp. 1186–1189.
17. Ibrahim Ali Rababa'a, (1983). *Writing skills, and teaching models*.
18. Ibrahim. A. S.; Dehham, S. H.; Hasan, A.A.N. Evaluating Reading Activities Of Intermediate Grade-1 (English For Iraq Textbook) For In The Light Of Higher-Order Thinking Skills. *Turkish Journal of Computer and Mathematics Education Vol.12 No. 7 (2021)*, 2809-2816.
19. Kareem, H.H.; Dehham, S.H.; Al-Wahid, M.A. The impact of teaching the creative writing by FOCUS strategy to develop. *Indian Journal of Public Health Research and Development*, 2019, 10(6), pp. 876–880.
20. Marilyn J.Wood & Janet C.Roos. (2006). *basic steps in planning nursing research*, university of Alberta, London, sixth edition .
21. Mezaal ,A. K.; Dehham, S. H.; Hasan, A.A.N. The Effect Of Blended Teaching Method On Iraqi EFL Students' Performance In Learning English Language. *Turkish Journal of Computer and Mathematics Education Vol.12 No. 7 (2021)*, 2817-2823.
22. Nemat Mohamed Khalaf, (2008). *Strategy proposal for developing creative writing skills for second-grade secondary school students*, 2008, Port-Said.
23. Palmer, A., Burns, S. and Bulman, C. (1994). *reflective practice in nursing*. Oxford: Blackwell Scientific Publications.
24. Rahooomi, R.K.; Dehham, S.H.; Al-Wahid, M.A. The impact of reading strategy knowledge and science knowledge on developing reading skills of school students. *Indian Journal of Public Health Research and Development*, 2019, 10(10), pp. 3028–3031.
25. Razzaq, H. A.; Dehham, S. H.; Obaid I.M. Sociocultural Values In 2nd Intermediate Textbook "English For Iraq". *Turkish Journal of Computer and Mathematics Education Vol.12 No. 7 (2021)*, 2862-2867.
26. Richards, J.C. and Renandya, W.A. (Ed.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
27. Saleh and Hoda Muhammad. (1994). *Educational activities and their impact on developing some writing skills among first-grade secondary students for an unpublished MA thesis*, Ain Shams University, College of Education.
28. Tayyeh, M. N.; Dehham, S. H.; Muhammed H. A. An Analysis Of Reading Comprehension Questions In English Textbook " English For Iraq" According To Revised Bloom's Taxonomy. *Turkish Journal of Computer and Mathematics Education Vol.12 No. 7 (2021)*, 2868-2874.