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Students' attitudes towards the role of reading literature in enhancing creative writing

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Language Sciences Studies

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Dedications

To the most kind- hearted person who showered me with love and unwavering support

My mother

To the dearest person to my heart

My father

To the most wonderful persons who I love sincerely

My grandparents

To a man who believed in me, thought very highly of me, and backed me unconditionally

My love Hichem

To my beloved siblings, niece Aya and nephew Bambino, uncle Tayeb, and all people who are dear to my heart

I dedicate this work

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Last but not least, I would like to express my heartfelt thanks to my dear parents for their numerous prayers and to my dearly fiancé for his psychological and financial support whom I owe a lot to.

Declaration:

I hereby declare that this thesis is my own original work, which I have created myself.

All the literature I used is properly quoted and is listed in Bibliography.

I declare that I worked on my final master's dissertation on my own using only cited literary sources, other information and sources in agreement with the disciplinary regulations for the Faculty of Letters and Languages at the University of Mohammed Seddik Ben Yahia in Jijel and with the regulations and laws of research of the Ministry of Higher Education and Scientific Research in Algeria.

I agree with the storage of this work in the library of the Faculty of Letters and Languages at the University Mohammed Seddik Ben Yahia in Jijel and making it accessible for study purposes.

Miss. Kenza Zelliche

.....

Jijel,

Abstract:

The present study aims chiefly at probing into the Algerian master year learners' attitudes towards the role of reading literature in order to draw their attention to the great impact that literature held on their creative writing at the departments of English in both universities Abderrahmane Mira of Bejaïa and Mohammed Mentouri of Constantine. Owing to the overriding importance of literature in promoting learners' creativity in writing as well as imagination, the present research work revolves around the basic hypothesis that the enhancement of EFL learners' creative writing is due to extensive literature reading. To this end, a questionnaire was handed to 60 students. However, the analysis of this research instrument has demonstrated that the vast majority of the learners are fond of reading literature and they believe that literature can be a backup for enhancing writing creatively. That is, the research hypothesis was confirmed. These gained insights into the learners' attitudes and the way they perceive the role of literature, then, open the door to further research attempts and suggestions in the realm of literature and creativity in writing, two seemingly complex and multifaceted concepts.

Keywords: Reading literature, creativity, literary genres, enhancing creative writing, imagination.

List of abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

FLT: Foreign Language Teaching

i. e: That is

KSA: Kingdom of Saudi Arabia

L2: Second Language

L.M.D: Licence. Master. Doctorate

N: Number

Nubs: Numbers

n. d.: No date

P: Page

PP: Pages

Q: Question

TL: Target Language

%: Percentage

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General introduction

1. Background of the study:

Writing is by far a fundamental aspect in humankind history. It is used in the past as a tool for recording history, scientific, and social findings. Today, writing becomes an essential medium for people to keep diaries, and memories. It is said to be a manner through which individuals may reflect their feelings, opinions, reactions, and notions to the reader. Admittedly, this type of writing is called creative writing.

However, creativity is a fundamental feature of human intelligence that differentiates him from other beings. In the broadest sense, creativity exists in all human activities and everyone has the potential to be creative. Nowadays, most of people have become eagerly desirous to write creatively. Besides, writing and creativity are intrinsically interrelated in the sense that creativity is an essential aspect of writing and writing as a tool for language as well as creativity development. For that, creative writing is the zone from which ambitious and creative learners should show their magnificent character and personality. It is said to be an art of writing literature.

By virtue of the fact that, creativity is something that should be enhanced in writing for it offers a great impact on learners' language development due to boosting their morale and gives confidence that they can write poems and short stories. Creative writing is a fun practice that breaks the monotony of the learners. Thus, literature is said to be a backup for developing students' creative writing skills and the best means to stimulate and encourage students to write.

Additionally, it is a good stimulator for students' imagination as well as thinking. Hence, this calls on the students to read literature extensively for the development of their writing skills and become creative professional writers in the future.

2. The literature review:

It is undeniable fact that literature seems to have a great importance in learning a foreign language. Light should be cast on its role in developing the four language as well as promoting learners' creativity and imagination. In this sense, many renowned researchers have written about the significance of literature in enhancing creativity in writing.

Despite the fact that there is an immense literature on the issues and difficulties concerning the role of literature in developing students' creative writing, researchers still carry out their studies in an attempt to find solutions to overcome these issues.

Kirgöz (2008) conducted a study aimed at describing how poems can be used as a model for creating English poems, to reinforce students' grammatical as well as lexical knowledge and promote their creative writing skills. The findings revealed that using poems as a model is definitely beneficial for the aforementioned benefits.

Guesemi (2011) also analyzed how teaching the short story genre to improve L2 reading and writing skills. His findings showed that the power and emotional impact found in a short story can offer the learners deeper meaning about the acquisition of language skills.

Ibnian (2010) investigated the effect of using the story-mapping technique on developing tenth grade students' short story writing skills in EFL. The results revealed that the story- mapping technique had a positive effect on developing Jordanian tenth grade students' short story writing skills in terms of content and organization mechanics of writing, language use as well as in skills emerged from creative abilities (fluency, flexibility, novelty, and elaboration).

Pardede (2011), in his article "Using short stories to teach language skills", concluded that short stories can be used to provide different activities for the four language skills as well as vocabulary development.

Temizkan (2011) carried out also a study that aims at determining the effect of creative writing activities on the skill of university students in writing story genre text. It was found that creative writing activities were more effective than traditional writing education to improve story writing skill.

In another context, Noaman (2013) conducted his research on the effects of literature on language skill. The study focused on the use of literature as a technique to teach language skills. The results showed that literary texts not only improved the four language skills, but also helped the readers improve themselves culturally and educationally in accordance with their emotional features.

The significance of literature in foreign language teaching (FLT) was investigated by Babae and Yahya (2014) who found that literature provides chances to the students with various learning styles; it helps them to achieve their imagination and develop their emotions.

Samadani and Ibnian (2015) tried to examine the impact of using the open-ended story technique on improving Saudi University students' short story writing skills in English as a foreign language. In the light of the study, it was clearly observed that the open-ended story technique has positively affected the learners' short story writing skills.

The main aim of Pelcovà's (2015) thesis was also to describe the issue of creative writing and explain its possible contribution as a tool for teaching and learning English and its effect on developing students' language skills. The results revealed that creative writing is a versatile tool that can help students with developing language skills on all language levels.

Besides, the role of literature in enhancing learners' creative writing abilities was investigated by Adem and Babiker (2015) who have collected data from 50 university teachers in KSA. As a result, they found that literature is a powerful tool to enhance and develop learners' creative writing skills and improve their language while writing.

Jameel's and Mohamood's (2017) study was as an attempt to propose a training writing program based on the fluency and flexibility strategies to develop fourth preparatory literary grade students' writing skills in Iraq. It was found that using the mind-mapping, brainstorming, and problem solving have a positive effect in developing students' creative writing skills.

Investigating the effectiveness of creative writing in language teaching, Akhter has conducted a study by interviewing 40 students from Bangla and English medium. The results have shown that students of both medium like creative writing classes and it influences their language learning. It can be used as an effective learning tool.

3. Statement of the problem:

Creativity is a very important concept that we should take into account in education issues. Because of this reason, creativity in writing should be integrated as an educational aim in the teaching curriculum. Teachers, on the other hand, should enhance their EFL learners' creative talents and abilities while teaching them because they are teaching and upgrading future creative persons. That is to say, creativity in any field is an essential element upon which education should be built on.

Unfortunately, the English departments in Algerian Universities neglected such an important element, and this can evidently emphasized through the absence of creative writing in the Algerian EFL curriculum. In the light of what is mentioned, EFL learners and also teachers should put under the lens the value of reading literature as a backup for enhancing students' creativity as well as imagination in writing.

4. The significance of the study:

There is a growing research base on the effects and effectiveness of literature and creative writing in EFL context. Although there are many benefits of integrating both literature and creative writing in EFL learning, students as well as teachers are unaware of these benefits. Yet, exploring this area of study, it was recognized that there are still inadequacies that deserve further attention. Alongside this line of thought, the current study would be significant if learners as well as teachers have much concern with the role of both literature and creative writing in learning and teaching a foreign language.

5. Research questions:

For the sake of efficiency in handling the matter at hand, the present research work aims at answering the following overarching questions:

- ✚ Do EFL learners have tendencies to read the different literary genres and themes?
- ✚ To what extent reading literature enhance learners' creative writing and develop their imagination?
- ✚ Do they practice writing creatively?
- ✚ To what extent reading literature contribute to the development of students' language four skills?
- ✚ What are the attitudes of EFL learners towards the integration of creative writing within the Algerian curriculum?
- ✚ Are there obstacles that may hamper learners from writing creatively?

6. Research hypotheses:

In the light of the aforementioned research questions, the present investigation seeks to examine the following main hypotheses:

- ✚ The enhancement of EFL students' creative writing is due to extensive literature reading;
- ✚ If EFL learners are interested in read the different literary genres and themes, their creative imagination would be triggered;
- ✚ Learners would be motivated during courses activities, if literature used perfectly.

7. The purpose of the study:

The present research work aims at probing into the Algerian learners' attitudes towards the role of reading literature in order to draw their attention to the great impact that literature held on their creative writing, and the extent to which it enhances their language skills as well as creative ones.

8. The research methodology:

To test the validity of the aforementioned assumptions, a questionnaire will be used as an eminently suitable tool for gathering data. It will be administered to a randomly chosen sample of 60 master students of English at Abderrahmane Mira University, in Bejaia, and Mohammed Mentouri University, in Constantine, for the purpose of getting clear insights about their attitudes regarding the role of reading literature in enhancing their creative writing.

9. The structure of the study:

The present study is composed of three chapters. The first chapter mirrors an overview about the role of reading literature in EFL learning process, definition of literature, its types and genres, its characteristics in addition to the significance of teaching literature in the EFL context as well as the benefits of reading literature on EFL acquisition. The second part has a main concern of creative writing which is an important ingredient in this study. The third one, on the other hand, presents the practical part of the study. It describes the methodology of the research study including instruments, data analysis, and discussion respectively.

Chapter one: An overview about the role of reading literature in EFL learning:

Introduction:

Reading literature in English language is very advantageous for it offers a vital role in developing the four basic skills of the language because reading is not only a single skill but a combination of skills. Through reading, one can learn writing, speaking, vocabulary items, grammar, spelling, and other language aspects. For that, literature can be a valuable and reliable source for developing these skills and language learning abilities.

Literature plays a significant role in language learning because it is considered as a motivating source for learning a language. Accordingly, most of EFL students' objective is to communicate fluently in the target language because many people believe that EFL students should focus on mastering linguistic elements only. For that, the necessity of reading literature is undeniable because of its rich potential to provide an authentic model of language use.

Obediat (1997) stated that learners can be helped by literature to gain a competence in the target language, learn the usage of idiomatic expressions, speak accurately, and become more fluent and creative in the TL (as cited in Babae and Yahya, 2014, p. 81).

It is undisputed fact that, literature is necessary for learning a foreign language because of its effectiveness on language skills and learners' creativity and imagination. Thus, the aim of this chapter is to shed light on relevant literature that defines literature, types and genres of literature, characteristics of literature, and the significance of teaching literature in EFL context.

Moreover, this chapter includes the approaches to teaching literature, the role of literature in developing EFL skills, and the benefits of reading literature on EFL acquisition.

1. The character of literature:

Due to its potential to express cultural values and universal human values, the study of literature can promote internal as well as international communication. For instance, reading short stories has been of central importance to the human culture because cultures are built on stories; such as, myths, legends, fables, and religions. For that, in order to understand and communicate in the target culture, EFL students should first learn about stories of that culture that have been built around. Actually, these stories provide readers with an escape from their daily lives by transporting them to different times and places.

In the broadest sense, literature is said to be a vehicle to the learning of a foreign language that has proved very beneficial as a means of communication because literary works encourage a dynamic interaction between reader, text, and external world.

1.1. Definition of literature:

It should be made clear from the onset that there is no real consensus or one embracing definition of the term literature. However, there have been various attempts to define "literature". Most of definitions are considered as broad and vague and they can inevitably change or vary over time.

Bearing in mind that some definitions of literature given by scholars are largely according to their wealth of life experience, defining literature has relation with what researchers have experienced throughout their life.

The term literature can generally be elucidated as any written work in an art form. However, the fact remains that there are multitudinous definitions of the term literature that emanate from the works of many renowned researchers.

Literature is seen as “an umbrella term giving information on every business” (Moody, 1971, as cited in Türker, 1991, p. 299). E. g. Literature for medicine, and science. In a similar vein, it is also defined as “constructions or artifacts, in language, which may be designed for any of the whole range of human communication needs, private or public, oral or written, for which language is used” (Moody, as cited in Nga, 2003, p. 20).

Apparently, Blake (2003) defined literature as “those pieces of writing which, despite the passing of years and even of the centuries, still inspire admiration, reflection, and emotion in readers” (p. 2). According to him, it does not mean that only older works can be called literature, but it is the critics and not time that decides what is and what is not to be viewed as literature (p. 2).

Additionally, it was claimed that literature is like “the window to the world. it is a product of cultures that has a compendious store of information through which learners can gain insights as to the history, traditions, and conventions of the target language” (Carter and Long, 1991, as cited in Sidhu et al., 2010, p. 54).

According to Khatib and Mellati (2012):

Literature is the way life is imagined and thought. It is the way through which people, around the world, at all times contact each other to collect the gathered wisdom of human experience. It is also the way through which people can communicate with future. (p. 18)

Other definitions of the term are found in dictionaries and glossaries of literary terms. Childs and Fowler (2006) stated in the Routledge Dictionary of Literary Terms that the term in current times "generally taken to be imaginative compositions, mainly printed but earlier (and still, in some cultures) was oral, whether dramatic, metrical or prose in form" (p. 129).

1.2. Types and genres of literature:

By types of literature we mean genres of literature. The term *genre* is used to describe the various types of literature. It is "a kind or style of writing" (Stephen, 1986, p. 30). In English, there are different genres of literature. These genres can be characterized as fictitious and non-fictitious.

1.2.1. Fiction:

Generally, the word fiction is considered as any literary work whose content based on the authors' imagination and not on fact. Thornley and Roberts (1984) stated in their *Glossary of Literary Terms* that fiction is "a work invented by the writer, with characters and events that are imaginary" (p. 201). The origin of the term "fiction" comes from the Latin word "fingere" which refers to any kind of narrative in prose or verse that is completely or partly based on imagination.

Drama or narrative poems are works of fiction, but referring to the novel and the short story, is most commonly used (Blake, 2003, p. 35).

1.2.1.1. Poetry:

Poetry is another genre or type of literature that always awakens one's senses. By poetry, a feeling may happen in one's mind by drawing an image of everything. Poetry is musical and rhythmic, so one's attention is caught (Mittal, 2014, p. 21). In another context, Sage (1987) pointed out that poetry is "a language experience" (p. 22). By this, it means that language learners benefit from rich literary texts and productions which, in turn, provide them with ample opportunities to hear, see, use and manipulate language in contextualised, purposeful ways.

In a similar vein, it was mentioned by Cubuku (2001) that an enjoyable and rewarding experience can be happened by poetry through the properties of rhyming and rhythm in which both transmit love and appreciation for the sound and power of language (as cited in Khansir, 2012, p. 244).

Besides, poetry is said to have its own special diction. i. e. words, phrases, sentence, structure, and metaphorical language. Poem is defined as "a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme" (Collins Cobuild, 2001, as cited in Finch, n. d.).

Additionally, poetry is "a fertile source of figurative language" (Spinnelli & Williams, 1981, as cited in Sage, 1987, p. 22). The term "poetic" by Stephen (1986):

Can sometimes mean the same thing as "artificial", suggesting that poetry is removed from real life, and experience forced out of its natural shape into something false and pretentious. In some senses, poetry is artificial. It

uses features which exist naturally in language –rhythm, imagery, diction, rhyme- and boosts them unnaturally to a much larger presence than that which they occupy in natural, everyday language. (p. 44)

1.2.1.2. Drama:

Drama is another genre of literature which can be seen as an activity that requires learners to use verbal and non-verbal forms of communication. It plays an influential role in language learning process. Holden (1981) defined it as “any activity which asks the student to portray a) himself in imaginary situation or b) another person in an imaginary situation” (as cited in Giebert, 2014).

Additionally, drama is a writing form uses dialogue to share its message that is designed specifically for performance in a theatre. According to Savage (2010), drama is defined as:

An artistic medium in which physical impersonation is used to present the actions and situations of fictive characters to an assembled audience that hopes to be beguiled, stirred, amused, provoked or affected in some more profound way by the spectacle created. (p. 161)

Drama was meant to be seen and heard, not read .All what a student writes, a written text is relied on, in which the enlivenment of that text must be happened by a vivid visual and auditory imagination (Stephen, 1986, p. 75).

1.2.1.3. Short stories:

Within the different types of literature, short story is considered as an essential type whose content based on fiction. It is a piece of prose with a plot, characters, and setting. Those elements offer a world of wonders and mystery.

Reading such a type of literature; the readers according to Violetta- Irene (2015) are:

... invited to see the universe in a grain of sand, and when they look at the grain of sand, they must be helped to see the universe within it, to respond to it on an emotional level. (p. 76)

In addition, Sage (1987) mentioned that a short story is as:

A supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. (p. 42)

In the *Glossary of Literary Terms*, Edgar Allan Poe (1809- 1849), who is identified as the father of the short story, defined it as “a prose tale which can be read in less than two hours and which is limited to a single effect” (as cited in Blake, 2003, p. 8). To make this statement clear, a novel is longer and more complex than a short story that can be read only in few hours. *The Pick Wick Papers*, which is written by Charles Dickens in 1936, is an example of a famous short story.

1.2.1.4. Novel:

Generally, the novel is a long fictitious prose narrative which differs from short story in length. Thornley and Roberts (1984) in the Glossary of Literary Terms defined it as “a book– length story whose characters and events are usually imaginary” (p. 203). Accordingly, it is “an extended and fictional work in prose” (Stephen, 1986, p. 35). Miccoli (2003) claimed that in novel, “characters reflect what people really perform in daily lives. Novels not only portray, but also enlighten human lives” (as cited in Bataineh, 2014, p. 140). In this sense, the novel fictitious characters and events are presented in a realistic, true-to-life manner.

1.2.2. Non- fiction:

Non- fiction is another type of literary works that is based on factual information. It is a type of writing whose content has a relation with human real lives and not with authors' imagination. Under non-fiction, there are several types. Among them: biographies, diaries, essays, autobiographies, and journals.

1.2.2.1. Biography:

Biography is one of non- fictitious types of literature. It was defined by Zaria and Okunoye (2008) as “an account of the life of a person written by another person” (p. 30). To make it clear, it is a story of a person's life written by an individual. According to them, the facts of the person's life are presented by the biographer through research, interviews, and visits in which he can insert his own imaginative thought, stories, and appreciative comments, in order to bring out the life of that person. This can be written while he is still alive, or after his death (p. 30).

1.2.2.2. Autobiography:

Autobiography is another non-fictional type of literature. In Greek, *autos* means *self*, *bios* means *life*, and *graphe* means *writing*. Smith and Watson states (2010) that a brief definition can be offered by those words self-life writing (p.1). It was also defined by Philippe Lejeune as “retrospective prose narrative written by a real person concerning his own existence, where the focus is his individual life, in particular the story of his personality” (as cited in Fredman, 2007, p. 5). Similarly, autobiography is “an account of the person’s life written by him personally” (Zaria and Okunoye, 2008, p. 31).

1.3. The characteristics of literature:

Investigating the characteristics of literature has held sway in the field of EFL/ESL learning and teaching. Obviously, what characterizes literature has held the attention of both fledgling and experienced researchers. As a matter of fact, these characteristics can be seen from different perspectives.

One of the main characteristics is that literature is said to be “the way life is imagined and thought” (Khatib & Mellati, 2012, p. 18). To make this statement clear, it is widely recognized that literature has an important association with life due to the ability of literature to have creativity in language and imagination. Therefore, literary works are expressed and created from what one can imagine and think. It is the work of a life experience.

Generally speaking, literary language is said to have a much greater degree of imagination than the language common use (Khansir, 2012, p. 242). In other words, literature and language are closely related and this is a fact none can deny. Literature is said to be “an art, an art of language [...]” (Zhen, 2012, p. 35).

Tasneen (2010) maintains that “literature could be a good resource for increasing word power”. According to Hismanoglu (2005):

One of the great strengths of literature is its suggestive power. Even in its simplest forms, it invites us to go beyond what is said to what is implied. Since it suggests many ideas with few words, literature is ideal for generating language discussion. (p. 56)

The author expresses his ideas, feelings, and attitudes towards life in a sensitive and imaginative way that arouses readers' thoughts and feelings that take them far away from the surface meaning and dive into the underlying meanings. Violetta- Irene, maintained that “short stories can offer a world of wonders and a world of mystery” (2015, p. 76). Bolton (1980) also defined literature as “the imaginative work that gives us R's: recreation, recognition, revelation, and redemption” (as cited in Zaria & Okunoye, 2008, p. 2).

Admittedly, prose fiction is usually based on hidden facts, through which readers can enter imaginary worlds. Rees (1973) described literature as “a permanent expression in words of some thoughts or feelings in ideas about life and the world” (as cited in Zaria & Okunoye, 2008, p. 2). It is an expression of life, a world of fantasy, feelings, visions portrayed in a literary work.

Additionally, Sage (1987) pointed out that short fiction is:

A supreme resource for observing not only language but also life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. (p. 50)

Meaning that, literature deals with themes and topics which are intrinsically interesting, because they are part of the human experience. Khansir (2012) mentioned that “poetry is a kind of language can be used to communicate experience” (p. 242).

According to Boas:

Literature is the record of experience interpreted by personality that behind every book which the race has preserved in a human being's eager effort to give life meaning, to create beauty, to express vivid emotions and ideas, to make men aware of themselves and the life they lead (as cited in Violetta-Irene, 2015, p. 74).

Khatib and Mellati (2012) elucidated literature as “the way through which people, around the world, all times contact each other to collect the gathered wisdom of human experience” (p. 18). In addition to what Moody (1987) said, “literature springs from our inborn love of telling a story, of expressing in words some special aspects of our human experience” (as cited in Zaria & Okunoye, 2008, p. 2).

All these basic characteristics of literature must be summarized as follows:

- ✚ Literature is imaginative
- ✚ Literature expresses thoughts and feelings
- ✚ Literature deals with life experiences
- ✚ Literature uses words in a powerful, effective and yet captivating manner
- ✚ Literature promotes recreation and revelation of hidden facts. (Zaria and Okunoye, 2008, p. 2)

1.4. The significance of teaching literature in the EFL context:

Teaching literature is of great importance in foreign language study, because it is often seen as an authentic means of learning the target language. As a matter of fact, many scholars have argued the effectiveness of the use of literature in English as foreign language (EFL) classrooms. They have emphasized the benefits of using literature for language teaching and learning purposes.

Literature is considered as a powerful tool to unlock students' creativity and encourage them to play with language. In this regard, various reasons and justifications are stated by these scholars for incorporating literary texts in the language classroom.

Van (2009), for instance, argued that studying literature in an EFL classroom is advantageous for many causes. For him:

It provides meaningful context; involves a profound range of vocabulary, dialogue, and prose; appeals to the imagination and enhances creativity; encourages critical thinking; and is in line with communicative language teaching principles. (as cited in Yimwilai, 2015, p. 14)

It is often said to be "the window to the world" (Carter & Long, 1991, as cited in Sidhu et al, 2010, p.54). Torres (2012) stated also that literature plays a significant role by "bringing students closer to the way of life of a country. It is; thus, a vehicle to increase the learner's insight into that country's culture whose language is being learned" (p. 11). It is also claimed by Sidhu et al (2010) that:

Literature fosters an understanding and appreciation of cultures and ideologies, which are different from the learners' native culture, which may be regarded as a "standard" or "norm". (p. 54)

To make these views short, students by literature permeate cultures of other languages. They can gain insights as to the history, traditions, and ideas. Healy (2010) also mentioned that literature should be used for many reasons:

- ✚ For pleasure, because is a motivating and interesting resource in which students enjoy stories;
- ✚ For encouraging students to exchange thoughts and feelings in which it gives them chance to interact with each other;
- ✚ For encouraging learners to think and develop attitudes.

2. The approaches to teaching literature:

Recently, a renewed interest has emerged in the teaching of literature in the language class whereas, in the past, not much was actually said about literature in foreign language classes. Underlying the great importance of literature, there was continued debate on the place of teaching literature in the EFL/ESL classroom, so that the teaching of literature is often seen within the framework of three approaches. These approaches as Carter and Long (1991) referred to are: The Language Approach, the Cultural Approach, and the Personal Growth Approach (as cited in Yimwilai, 2015, p. 15).

2.1. The Language Approach:

The most popular approach to teaching literature in the EFL classroom is called the language-based approach. Al-Mahrooqi (2012) stated that this approach “takes a reductive approach to literature by focusing on deconstructing the literary text into its linguistic features, such as dissecting it for literal and figurative language” (p. 173).

In other words, this approach uses the literary text “to exemplify specific linguistic features as a focus for grammatical and structural analysis” (Sidhu et al., 2010, p. 55).

According to Yimwilai (2015), the language- based approach is a helpful approach for enhancing EFL students' knowledge of the target language by working on familiar grammar, lexical, and discourse categories in which the students make a better understanding of a text and formulate meaningful interpretations (p. 15). Additionally, Bedi (2011) mentioned that this approach as referred by Carter and Long(1991) “enables learners to access a text in a systematic and methodical way in order to exemplify specific linguistic features, e.g. literal and figurative language, direct and indirect speech”(p.2).

2.2. The Cultural Approach:

The culture- based approach represents the traditional approach in which learners are required to explore and interpret the social, political, and literary context of the text (Bedi, 2011, p. 2).

Essentially, through this approach, a cultural background can be explored by students for the sake of achieving a better understanding of literary works and encourages students to perceive the varied cultures and ideologies related to their own (Yimwilai, 2015, p. 15).

2.3. The Personal Growth Approach:

The personal growth approach also mentioned as an enrichment approach that “attempts to bridge the language model and the cultural model by focusing on the particular use of language in a text while simultaneously placing it in a specific cultural context” (Yimwilai, 2015, p. 15).

In this approach, learners are encouraged to participate and to express their feelings and opinions and to make connections between their own personal experiences and those expressed in the text (Al-Mahrooqi, 2012, p. 173). Additionally, by the aid of this approach, knowledge of ideas and language-content and formal schemata are developed by students through the different themes and topics (Bedi, 2011, p. 2).

3. The role of literature in developing EFL skills:

There has been an increasing awareness of the significance of literature in the area of teaching and learning a foreign language. Babae and Yahya (2014) mentioned that since two decades ago, literature becomes admired by many people in the field of teaching and learning a foreign language. According to them, it is used to teach four language skills including writing, reading, speaking, and listening as well as language components such as grammar, vocabulary, and pronunciation (p. 81). Similarly, it is widely acknowledge that literature with richness and variety can be a beneficial tool to provide inspiration with wisdom and ideas of learning a language.

Yilmaz (2012) said that “both literature and language can serve as the complement to each, which is conducive to the development of language skills” (as cited in Garzón & Castañeda- Peña, 2015, p. 180).

It was stated by Richards and Rodgers that the goal of foreign language study was “to learn a language to read its literature or to benefit from the mental discipline and intellectual development that result from foreign language study” (as cited in Pourkalhor and Kohan, 2013, p. 52).

It is immensely recognized that the inclusion of literature in the teaching of a foreign language is very significant for its benefits. In this context, Khatib and Mellati (2012) explained that:

If literature is integrated in FLT, it prepares the way for equipping students with a number of skills including development of critical thinking, analytical skills, formulating and expressing independent opinions, presenting one's own interpretations independently, improving language competence, such as reading, speaking, and writing skills. (p. 20)

3.1. Literature and reading skills:

Literature is said to play a great role in developing the reading skills. Pourkalhor and Kohan (2013) stated that “reading is not just a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure” (p. 52). There is no doubt that literature reading is a communicative activity in which literary texts are considered as real examples of language use (Llalach, 2007, p. 9). Bell (2013) also maintained that “reading any type of text in a second language (L2) can be a daunting task for an L2 learner” (p. 127). Admittedly, some learners think that reading in a foreign language as “laborious, unpleasant, and ultimately unsuccessful” (Arnold, 2009, as cited in Bell, 2013, p. 127).

By virtue of the fact that, reading literature leads the learners to become better readers because they become motivated to activate their imagination and thinking. That is to say, their creative and imaginative skills can be enriched and improved.

Needless to say that, through reading the different types of literature one can learn writing, speaking, vocabulary items, grammar, spelling, and other language aspects ,as well as reading skills.

In regard to the reading skills, Ur (1996) claimed that “literature encourages developing various reading skills in learner” (as cited in Tasneen, 2010). What needs to be remarked that psycholinguistic aspect of language learning that focuses on form and discourse processing skills that improves vocabulary expansion and reading skills can be enhanced by literature (Hernandez, 2011, p. 236).

Among the different genres of literature, short stories are considered as useful sources to improve students' vocabulary and reading (Pardede, 2011, p. 19). A comparison is made by Lao and Krashen (2000) between a group of learners who read literary texts and who read non-literary texts at a university in Hong Kong. The results revealed were that the group who read literary texts made better improvement in vocabulary and reading (as cited in Pardede, 2011, p. 19).

3.2. Literature and writing skills:

Writing is one of the most complex language skills. It is considered as “not only putting one's thoughts to a paper as they occur, but actually using writing to create knowledge” (Weigle, 2002, as cited in Chaibeddra and Kebieche, 2011, p. 5). To create such this knowledge literature can be “a valuable and reliable source for developing writing skills in foreign language classes” (Babaee and Yahya, 2014, p. 81).

Among the different genres of literature, Maher (1986) claimed that “poems provide a stimulus and can serve a good model for creative writing” (as cited in Kirkgöz, 2008, p. 96). Through poems, readers can discover useful thoughts and develop their imaginative abilities in order to write creatively.

Apparently, the role of literature in enhancing learners' creative writing abilities was investigated by Adam and Babiker (2015) who have collected data from 50 university teachers in KSA. As a result, they found that literature is a powerful tool to enhance and develop learners' creative writing skills and improve their language use while writing (as cited in Alfauzan and Hussain, 2017, p. 3).

Additionally, novel is considered as “a very rich source for developing linguistic structures as well as learning the target language. It is beneficial for developing both oral and written language skills (Babae and Yahya, 2014, p. 81). Essentially, literature exposes learners to a variety of writing styles in which their own style of writing can be developed unawares.

Babae and Yahya (2014) argued that:

Literature provides the learners with a model that provokes them to write like the original work in content, theme, style and organization. Also, literature embodies variety of themes to write on. Thus, it can give enough ideas to the learners to start their writing with. (p. 81)

3.3. Literature and listening and speaking skills:

Listening and speaking are major language skills. Literature is said to be a beneficial tool for developing these skills. It was stated by Moody (1971) that “literature stimulates and improves a student's listening ability when used aurally and

encourages oral practice through discussion, as well as offering many interesting chances to write”(as cited in Sage, 1987, p. 6).

Among the different genres of literature, drama is an enriched source for developing language skills. Within these skills, listening and speaking skills can be heightened by this type of drama. Importantly, having learners to read literature aloud contributes to developing speaking and listening abilities, as well as improving pronunciation. Also, Grabe and Stoller (1997) maintained that “reading contributes greatly to vocabulary development and also to listening comprehension (as cited in Llalch, 2007, p. 10).

To make all this shorter and clear, Babae and Yahya (2014) pointed out that:

Literature can be a valuable source for teaching speaking and listening skills, activities such as oral reading, dramatization, pantomiming, discussion and group activities can be considered as the ways through which language teachers can improve the students listening and speaking.
(p. 81)

4. The benefits of reading literature on EFL acquisition:

Reading literature has been considered as an influential tool in learning a foreign language. In the broadest sense, literature provides with many opportunities to acquire the target language effectively. According to Bedi (2011), many positive attitudes in learning and acquisition of English as a foreign language or a second language are created through learning literature (p. 5).

In a similar vein, Obediat (1997) elucidated that literature can be an aid for learners to be competent, more fluent, accurate, creative in the TL, and learn the usage of idiomatic expressions (as cited in Babae and Yahya, 2014, p. 81).

Essentially, through reading literature, many skills including social, cognitive, affective, as well as language skills can be improved.

Among reading the different genres, Ghesemi and Hajizadeh (2011) argued that “the power and emotional impact found in a short story can offer the learners deeper meaning about the acquisition of language skills” (p. 72). Moreover, literature fosters readers an understanding and appreciation of the culture and ideologies of the target language. Accordingly, literature is considered as “a vehicle to increase the learner’s insight into that country’s culture whose language is being learned” (Torres, 2012, p. 11).

Furthermore, reading literature is no doubt an enriched source for acquiring a foreign language. None can deny its benefits in both teaching and learning processes. In this sense, many researchers highlighted its benefits in teaching a language as a valuable and reliable material (Tasneen, 2010). Ur (1996) listed the benefits of literature as a teaching material, which can be paraphrased in the following way:

- ✚ Literature is very enjoyable resource to learn a language.
- ✚ Literature provides examples of different styles of writings, and also representations of various authentic uses of the language.
- ✚ It is a good resource for increasing word power
- ✚ It encourages developing various reading skills in learners
- ✚ It can be used as a springboard for exciting discussion or writing
- ✚ It involves both emotions and intellect, which adds to the motivation and may contribute to the personal development of the student.
- ✚ English literature (in general) is a part of the target culture, and therefore it has a value as part of the learners’ general education.

- ✚ It encourages critical and creative thinking.
- ✚ It enriches the students' world knowledge.
- ✚ It makes the students aware of various human situations and conflicts.(as cited in Tasneen,2010)

Conclusion:

In conclusion, it is worth mentioning that literature represents a great importance in both teaching/ and learning of English as a foreign, or second language. For that, a great awareness is given to the benefits of reading literature throughout the teaching and learning process. Underlying the different types and genres of literature, it is said to provide opportunities for EFL learners to activate their imagination and thinking. Needless to say that, literature or reading literature helps developing the four basic skills of the language and the creative writing abilities. Apart from this, the characteristics of literature crystallize the use of literature in the learning process. It is through reading literature that learners broaden their horizons and become familiar with other cultures.

Chapter two: The role of creative writing in developing EFL skills:

Introduction:

A crucial role is played by writing in the teaching/ and learning process because it is seen as a medium to assess and evaluate learners. It is a major productive language skill that learners need to master during their learning so as to achieve linguistic as well as communicative competence.

Writing is seen by Jalaludin (2011) as a framework of interpersonal communication through the use of different forms of language which has a significant role in our professional as well as personal lives (as cited in Nejad et al., 2016, p. 112).

The value of creativity in English writing has been realized by the majority of researchers and educators. Tse and Shum (2000) stated that “creativity is one of the language skills and among the elements of language teaching, writing and creativity are the ones closely interlinked” (as cited in Rababah and Melhem, 2015, p. 15). In this light, creative writing might be seen as an activity boosting students' motivation; through this type of writing, learners are allowed to express their ideas freely, create something brand, novel as well as enjoy playing with language.

Therefore, the present chapter deals with creative writing in foreign language learning, provides some definitions for creativity, creative writing, and brings to light its characteristics. It, then, gives some insights into creative writing skills, principles of creative writing, and the benefits of creative writing to EFL learners as well as the role of both teachers and learners in developing creative writing.

1. The character of creativity:

Creativity is a fundamental feature of human intelligence that makes him look at the world in a new and different way because creativity is doing something differently. It is a peculiar gift with a certain talent that ordinary people do not have. Smith (1994) indicated that “creativity is among the things that differentiates human beings from animals” (as cited in Rababah & Melhem, 2015, pp. 6- 15). Creativity is marked by the ability to create, bring into existence, to invest a new form. It brings good things in the world that otherwise world not exist. It is an agreed upon fact that, creativity is not the ability to create out of nothing because only god can do that, but the ability to generate new ideas through the use of imaginative skill and senses by combining, changing, or reapplying existing ideas. Thus, creativity is the zone from which ambitious and creative learners should show their great and wonderful things and make their personal world.

1.2. Definition of creativity:

Originally, the term creativity is derived from the Indo-European word *kere* which means ‘to create something new’. According to Reddy (2004), “novelty implies originality, uniqueness, and commonness” (as cited in Al- Soufi, 2014, p. 3). To see more clearly in the concept, the word creative is defined by the Oxford Dictionary as “relating to or involving the use of the imagination or original ideas to create something”.

Also, Longman Dictionary of English Language and Culture defined the word creative as “producing new and original ideas and the things imaginative and innovative...” (as cited in Al-Soufi, 2014, p. 3).

Similarly, a philosopher Rollo May defined creativity as “the process of bringing something new into being” (as cited in Pasquier, 2010, p. 29). Besides, Honig (2000) stated that “creativity is associated with breaking up old ideas, making new connections, enlarging the limits of knowledge, the making of sudden, astonishing new connections” (as cited in Al-Soufi, 2014, p. 5). To clarify this, creativity is not to create out of nothing, but to bring into existence new things relying on old ideas and your mind skills.

Above all, it is argued by Torrance (1969) that creativity is as:

The process of sensing a problem, searching for possible solutions, drawing hypotheses, testing and evaluating, and communicating the results to others. He added that the process includes original ideas, a different point of view, breaking out of the mould, recombining ideas or seeing new relationships among ideas. (as cited in Craft, 2001, p. 13)

Apparently, all these definitions postulated by different perspectives could be summarized to say that creativity is an ability to use imaginative skills as well as senses to generate and not to create out of nothing new and dynamic ideas.

1.2. The characteristics of creative personality:

Investigating the characteristics of creative personality has held sway in the field of learning and teaching. Obviously, what characterizes creative persons from ordinary or wise people is the way they think, how they behave, what motivates them and their degree of self- confidence in being able to produce creative work.

In this context, Guilford (1973), for instance, made this clear by laying out some basic characteristics of creative individuals. These are summarized as follows:

- ✚ **Flexibility:** Creative people should be able to go beyond the obvious and generate new, different ideas with unusual uses;
- ✚ **Fluency:** They should be able to think of a large number of ideas or solutions to problems;
- ✚ **Elaboration:** They should be able solve the details of an idea or solution;
- ✚ **Tolerance of ambiguity:** They should be capable of holding uninhibited expressions of opinion, is unusually tenacious or persistent;
- ✚ **Originality:** They should be divergent rather convergent in thinking;
- ✚ **Breadth of interest:** They are frequently perceived as nonconforming and not interested in details; are described as individualistic;
- ✚ **Sensitivity:** They exhibit heightened emotional sensitivity, may be very sensitive to beauty; should be able to sense problems;
- ✚ **Curiosity:** Display a great deal of curiosity about many things; maybe asking questions; may devise collections based on unusual things and interests;
- ✚ **Independence:** Thinking things through their own self- reliance and forcefulness;
- ✚ **Reflection:** They should be capable of consider and reconsider, to evaluate their ideas as well as others' ideas;
- ✚ **Action:** They have a great physical energy; become extremely quiet when they are at rest;
- ✚ **Concentration and persistence:** They should be able to work hard, long, consistently, and persistently with extra concentration;

- ✚ **Commitment:** Deep involvement, intense commitment, and deep caring;
- ✚ **Expression of total personality:** Expression of both male and female sides of nature; may freely display opposite gender characteristics (freer expression of feminine interests in boys, greater than usual amount of independence of girls);
- ✚ **Sense of humor:** Display keen senses of humor and see humor in situations that may not appear to be humorous to others. Sometimes their humor may appear bizarre and irreverent to others. They should balance without losing commitment. (pp. 2- 4)

2. Definition of creative writing:

Writing is by far the most important development in humankind history. It became so essential in society that it is considered as a fundamental aspect of literacy. It is said to be a medium or tool for helping human beings from recording history, scientific, and social findings to expressing their inner thoughts and feelings in order to communicate them to others who are not physically present. Thus, writing opened the door to a new culture. In this light, writing and creativity are among the elements of language teaching and learning that have a close and mutual relationship. According to Velandia (2007):

Creativity and writing are intrinsically related; according to the writing process approach, writing is an art, a creative act, it is also problem solving, which is considered the most creative exercise, and writing is divergent since it ends up in different products. (p. 2)

Moreover, creativity is an essential aspect of writing and writing is considered as a tool for language as well as creativity development. Lin (1998) maintained that:

Writing itself is already a manifestation of creativity. On the one hand, writing is the best way to promote creativity of students. On the other hand, stimulating creativity and idea generation is the most effective way of teaching writing. (as cited in Ibnian, 2010, p. 181)

This evidently emphasizes that creativity and writing are interrelated and they complete each other in a way or another.

Apart from the relationship between writing and creativity, the term writing has two kinds. According to Shorofat (2007), writing might be categorized into two types: functional and creative writing. On one hand, creative writing is the writing through which individuals can convey what they have in their minds as feelings, opinions, and ideas to the reader in an attractive literary style. It involves many styles such as writing short stories, composing poems, plays, and novels. On the other hand, functional writing seems to convey a specific, direct, and obvious message to a particular audience. It involves several types such as writing notes, formal letters, reports, and invitations (as cited in Ibnian, 2010, p. 181).

However, there is a wide range of definitions of creative writing emerged. Creative writing is first and foremost human action. It is as inscription in words that has been creatively enhanced in some way or ways. Accordingly, it was stated in the Oxford Advanced English Learner's Dictionary that "the use of imagination and an in-depth thinking is a prerequisite for writing creatively" (as cited in Chandio et al., 2013, p. 323). To make it clearer, the use of imagination and thinking is necessary for writing creatively and in order to generate novel ideas.

In addition, Shorofat (2007) defined creativity in writing as “the manner through which individuals reflect their feelings, opinions, reactions, and notions to the reader in a distinct literary manner” (as cited in Rababah & Melhem, 2015, p. 16). In a similar vein, Hyland (2002) also argued that creative writing can be seen 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 their category, but it can also include screen writing and playwriting, which are texts to be performed, and creative non-fiction such as personal and journalistic essays (as cited in Pelcovà, 2015, p. 15).

That is to say, creative writing involves a large area of texts that serve several purposes.

Linguistically, the term creative is defined in the *Chambers Dictionary* as “having the power to create, that creates, showing, pertaining to, imagination, originality”, and the term writing as “the act of one who writes, that which written literary or composition” and thus, the term creative writing as “having the power to create an imaginative, original literary production or composition” (as cited in Ramet, 2007, p. xi). This evidently emphasizes the use of mind for generating new ideas that should be innovative and imaginative. It demands the involvement of both thinking and cognition for composition work.

Harmer (2004) indicated that there four basic steps involved in the process of creative writing: (1) thinking about ideas, (2) arrangement of ideas, (3) writing of ideas, and (4) revising of ideas (as cited in Chandio et al., 2013, p. 322).

1.2. The characteristics of creative writing:

It should be made clear at first glance that there is no real consensus about the characteristics of the term creative writing, but there is always what characterizes something. In the broadest sense, creativity first and foremost is not an isolated characteristic found in some people and absent in others, but the act of producing something new, even something as simple as a sentence that has never been spoken before, is considered as an act of creation.

Creativity is a natural part of everyone's process and of course, it differs in type and amount, from person to person. Those people who have great amount of creativity are called creative people. They are peculiarly gifted with a certain quality that ordinary people do not have.

In the light of what is mentioned, creative writing is said to be imaginative. Meaning that, what characterizes creative writing is the use of imagination within the writing process.

Plowden described creative writing as that which is:

Personal and in which the writers are communicating something that has really engaged their minds and their imaginations...It is nearly always natural and real and sometimes has qualities which make it most moving to read. (as cited in Murphy, 2012, p. 49)

The words 'minds', 'imagination', 'natural', and 'real' are evidently emphasized that there is a connection with self-expression and the use of imagination. Also, "creativity is widely believed to be about letting the imagination loose in an orgy of totally free self-expression" (Maley & Peachey, 2015, p. 6).

Similarly, creative writing requires to a certain extent creative thinking and imagination in the sense that, if writing is lean and based on truths it may not be creative writing.

According to Brookes' and Marshall's (2004), lucid explanation "imagination and originality are valued more than the standardization of thought and truthfulness while characterizing creative writing" (as cited in Nasir et al., 2013, p. 28).

Besides, novelty and originality are among the characteristics that are most immediately associated with creativity. Novelty is the characteristic that many of us would provide instinctively if asked to define creative writing. In other words, for something to be creative whether it is a work of art or a piece of literature, it has to be new; it has to be something that we have never seen or heard before.

However, novelty and originality are not the only qualification for creativity, but also must be appropriate. That is why any novel product or solution must be appropriate to the task in order to be creative. Thus, for something to be creative, it must meet the initial characteristics of novelty and then prove to be appropriate. Perkins (1988) described creativity as "a creative result is a result both original and appropriate [...]" (as cited in Benlamri, 2013, p. 8).

All these perceptions bear the following hallmarks by Richards (2014) who described creativity as follows:

- ✚ The ability to solve problems in original and valuable ways that are relevant to goals;
- ✚ Seeing new meanings and relationships in things and making connection;
- ✚ Having original and imaginative thoughts and ideas about something;

- ✚ Using the imagination and past experience to create new learning possibilities. (p. 3)

2.2. The creative writing skills:

Fluency, flexibility, and originality are the main abilities or skills of creativity.

These skills can be defined according to Al-Soufi (2014) as follows:

- ✚ Fluency is the ability to generate lots of ideas, which loosens up the creative wheels;
- ✚ Flexibility is the ability to look at a question or topic from different angle;
- ✚ Originality is the quality that generates unique or unusual products, unexpected ideas, or the first of a kind. It requires the greatest risk-taking and is the crux of innovation. (pp. 7- 8)

Moreover, relying on the aforementioned creativity skills, Torrance and Guilford developed a test of creativity called Torrance Test of Creative Thinking. This test measures the fluency, flexibility, and the originality of a creative product and they are as follows:

- ✚ Fluency refers to the number of different ideas one can produce, which implies (a) word fluency; (b) associational fluency; (c) expressional fluency; (d) ideational fluency;
- ✚ Flexibility refers to the variety of ideas one produces, which implies (a) spontaneous flexibility; (b) adaptive flexibility;
- ✚ Originality refers to how unusual are the ideas one produces including remote associations (as cited in Rababah et al., 2013, p. 25).

2.3. The principles of creative writing:

Investigating the principles of developing students' creative writing, some instructions were introduced by Mintz (2012) as follows:

- ✚ Expert writers must first become expert readers. Students in creative writing classes must become aware of the basic techniques of literary expression, including, narrative strategies, genres, and aesthetics;
- ✚ Creative writers must become more self-aware, craft conscious, and self-critical. The students must learn to revise. As important as learning how to write is the ability to evaluate and rewrite;
- ✚ Students must recognize that creative writing is never simply descriptive or imaginative. Creative writing also involves ideas, themes, questions, and arguments. (as cited in Al- Soufi, 2014, p. 10)

2.4. The benefits of creative writing to EFL learners

Recently, creativity has become a common aspiration for individuals, organizations, as well as societies. It is a skill needed in order to be efficient in a modernized world in which the necessity for it in education is sometimes linked to the rapid changes occurring in the world.

According to Gardner (2005) "creativity should be an educational objective, it should be one of the kinds of minds which teachers should educate for the future" (as cited in Velandia, 2007, p. 1). That is to say, creativity is an essential element that should be emphasized in education. Thus, the notion of creative writing is explored as a type of writing and as a field in the English language studies.

As a matter of fact, creative writing, because of its ability to develop students' creativity and personalities, is a practice that teachers should emphasize. It is essential to encourage creativity in EFL classes because teachers are responsible to create places that help learners learn to think in which thinking can be joyful.

For that, creative writing is a fun practice that breaks the monotony of the class and brings fresh air to the students. Importantly, it boosts their morale and gives them confidence that they can write poems and stories in English. According to Pelcovà (2015), if learners find their direction towards their own creative writing, they would also become gradually interested in literature and reading (p. 20).

In addition, Akkaya (2014) indicated that students would be provided the chance to write more effectively and creatively through the use of creative drama in written expression (p.1500).

In a similar speech, Murdoch (2002) stated that the appropriate selection and exploitation of short stories provide quality text content that enhances EFL learners' proficiency (as cited in Ibnian, 2010, p. 182).

In addition, a course in creative writing can do many things. It can give students chances for self-expression and catharsis. It can allow them record emotions in words and provide ways of sending messages. Through the use imaginative world in the creative writing process, learners can write with pleasure.

In this context, it is an agreed upon fact that the benefits of creative writing to EFL learners are widely recognized by many researchers. These benefits can be illustrated from different perspectives. Accordingly, Maley (2009) demonstrated some benefits of creative writing for EFL learners. These are as follows:

- ✚ Creative writing aids language development at all levels, such as grammar, vocabulary, phonology, and discourse;

- ✚ It fosters 'playfulness' which encourages learners to take risks with the language, to explore it without fear of reproof;
- ✚ It put emphasis on the right side of the brain, with a focus on feelings, physical sensations, intuition, and musicality;
- ✚ It tends to develop self-confidence and self-esteem among learners;
- ✚ It leads to a corresponding growth in position motivation;
- ✚ It 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;
- ✚ It helps to improve expository writing (as cited in Akhter, n.d., p. 14).

Additionally, Topkins (1982) suggested seven reasons that urged students to write creatively: (1) to entertain, (2) to foster artistic expression, (3) to promote imagination, (4) to clear up thinking, (5) to look for identity, (6) to be trained to write, and (7) to read (as cited in Jameel and Mohamood, 2017, p. 37).

These perceptions bear also the following hallmarks by Mossa (1994):

- ✚ Creative writing is a tool for developing the students' ability to use words in a powerful and pleasurable way;
- ✚ It is a tool for helping students discover their creative abilities, increase their awareness, flourish their spirits, and emotions;
- ✚ It is a tool for active involvement, as it provides the perfect opportunity to put out knowledge and feelings to somebody;
- ✚ It is a tool for self-instruction. It is one place where students have the opportunity to express and communicate their thoughts and ideas;

- ✚ It is very helpful for training students to express their interests, feelings, ideas, needs, and knowledge in the new language and to express these as clearly and correctly as they would do in their mother tongue. (as cited in Al-Soufi, 2014, p. 19).

3. The role of EFL teachers in developing creative writing:

It is important to shed light on the role of the teacher in developing creative writing in the sense that the teacher should play an active rather than passive role in encouraging students to develop their creativity in writing. Following this line of thought, Morris (2006) gives some suggestions on encouraging students' creativity. These can obviously be displayed as follows:

- ✚ Give students extended, unhurried time to explore and do their best work. Do not interfere when students are productively engaged and motivated to complete tasks in which they are fully engaged;
- ✚ Create an inviting and exciting classroom environment. Provide students with space to leave unfinished work for later completion and quiet space for contemplation;
- ✚ Provide an abundant supply of interesting and useful materials and resources;
- ✚ Create a classroom climate where students feel mistakes are acceptable and risk taking is encouraged. Appropriate noise, mess and autonomy are accepted. (p. 6)

4. The role of EFL learners in developing creative writing:

Regardless of the role of EFL teacher, students, on the other hand, play a significant role in enhancing their creativity in writing. Underlying the learner's role, Guilford (1973) suggested a checklist of traits that students should have for developing their creativity because these traits are common in creative students. In other words, these characterize a creative student. These traits are summarized as follows:

- ✚ Asking as much as possible questions and sometimes challenging the teacher;
- ✚ The student experiments with whatever is at hand;
- ✚ Students work with a tendency to humor and playfulness;
- ✚ Boredom with recitation and memorization of facts sometimes push learners to prefer talking about ideas and problems;
- ✚ The student has a reputation among the other students and teachers for his wild and silly ideas;
- ✚ The student should have much energy;
- ✚ The student is preferable to work alone;
- ✚ The student feels strongly about many things and often expresses his feelings;
- ✚ The student, on examinations, sometimes comes up with unexpected, even "smart-alecky" answers;
- ✚ The student does not usually appear to be working hard, but he does fairly well at examination time;
- ✚ The student on special projects shows unusual capacity for originality, concentration, and just plain hard work. (p. 8)

Conclusion:

The fundamental conclusion that can be drawn from the foregoing brief discussions is that creativity is crucial for students as it is an effective skill. It is a fact, none can deny that it has become an intriguing concern for practitioners, educationalists, and researchers whose views towards the inclusion of creative writing in EFL classroom have one thread in common that creativity and writing are part and parcel of each other and they are by no means mutually exclusive.

Thus, an appropriate way to work on creativity and at the same time develop students' writing skills is by including creative writing in the English classroom and push away the idea that it is difficult to achieve in EFL classroom, because teachers just need to encourage the students to write and communicate instead of perfect their grammar and spelling.

Chapter three: Research design and data analysis:

Introduction:

The present chapter touches upon the research methodology which is aimed at probing into the Algerian learners' attitudes towards the role of reading literature in enhancing creative writing. It begins with a restatement of the research hypotheses. Subsequently, it switches directly to a description of the research tool deployed in the present dissertation as well as the population under scrutiny.

Following that, the administration of the questionnaire by virtue of which the data pertinent to the present research work has been collected is put under the lens. After highlighting the research instrument used to collect data in the present research work and the way it was administered to the selected sample, it is time for bringing data analysis and interpretation to the fore.

Following this line of thought, an attempted adequate presentation of the gathered results in percentage terms together with tables is considered. Then, the obtained results will be discussed in the light of the already stated research hypotheses.

1. The research hypotheses:

Seemingly, a restatement of the research hypotheses that forms the backbone of the present research work is prerequisite. Taking into account the significant role of reading literature in the realm of foreign language learning and their strong bond with the enhancement of students' creative writing, the hypotheses of the present study run as follows:

- ✚ The enhancement of the Algerian EFL learners' creative writing is due to extensive literature reading;
- ✚ If EFL students are interested in reading the different literary genres and themes, their creative imagination would be triggered;
- ✚ Learners would be motivated during courses activities, if literature used perfectly

2. Description of the students' questionnaire:

As it has already been mentioned, the research tool used to collect data in the attempted check of the present research work's hypotheses is a questionnaire. In fact, the latter is a commonly used means for defining the learners' attitudes towards different variables of study.

The questionnaire is a combination of twenty one questions which fall into three types: open- ended, closed- ended, and Lickert scale. Through closed-ended questions, respondents are asked to tick the answer choices that are most appealing to them. Within some closed-ended questions, students are provided with space to put justifications and specifications for choices they tick before. Also, in Lickert scale students are supposed to tick only the right box for each statement arranged in the table while others are aimed at getting their free responses in the space provided in order to uncover their attitudes towards the subject under consideration.

The present questionnaire, which was designed in the light of the previously suggested literature, is made up of three sections. The first part aims at collecting some general information about the age, gender, and level of study.

The second section is much wider in scope in the sense that it seeks to get clearer insights about the role of reading literature in EFL learning. In order to achieve this, the respondents are needed to either to tick the right box or to write in the space provided for the sake of furnishing free responses to question (Q 7) or for the sake of specifying choices (Q 10, 11,13, 14).

The last section is intended to inquire into the learners' perspectives regarding creative writing and EFL skills. For more efficiency and consistency in handling this matter, the participants are required to follow approximately the same method that is used in the second section. That is, either they provide free responses (Q16), tick the right boxes (Q 16, 18, 20), or provide specifications (Q 15, 19), or to provide further suggestions (Q21).

2.1. Administration of the questionnaire:

The present questionnaire was administered to a sample which was selected using the simple random sampling technique whereby the required subjects for the study at hand were selected randomly from the existing population so as to give them equal opportunity to participate in the present study.

The students in current study selected randomly out from the large population enrolled as first and second master year L.M.D students of the English Department at Mentouri University at Constantine and Abderrahmane Mira University at Bejaïa, during the academic year 2016-2017. As a sample, sixty (60) students were involved. After being given some time, these students did not hesitate to hand me back the completed form of the questionnaire on the spot. The only reason behind choosing Master One students and no other levels is that they have spent more years learning literature. That is, their attitudes towards it have already been given a clear shape.

3. Data analysis of the questionnaire:

Section one: General information

1) Age:

Options	First Year Master English		Second Year Master English	
	Students		Students	
	N	%	N	%
17- 20	0	0	0	0
21- 23	31	75,61%	15	78,95%
24- 26	10	24,39%	4	21,05%
Total	41	100%	19	100%

Table 1: Students' age.

This table reveals that there are three age groups in our selected sample. The majority of the students' ages vary from twenty-one to twenty- three out of the total number of the sample (sixty students).

In first year master, we have recorded thirty-one of the total students (75,61%) who are aged between twenty-one to twenty-three years old which represent the first rank of first year master students' age, ten students represent 24,39% of the students who are aged between twenty-four and twenty-six.

In second year master, we have recorded fifteen of the total students (78,95%) who are aged between twenty-one to twenty-three years old which represent the first rank of the second year master students' age, four students represent 21,05% of the students who are aged between twenty-four and twenty-six.

These age categories show that the students are not in the same age; so they do not have similar abilities.

2) Gender:

Options	First Year Master English		Second Year Master English	
	Students		Students	
	N	%	N	%
Male	9	21,96%	2	10,53%
Female	32	78,04%	17	89,47%
Total	41	100%	19	100%

Table 2: Students' gender.

The table shows that the majority of respondents are females in both first year master (78, 04%) and in second year master (89, 47%), whereas the number of males in first year (21,96%) and in second year (10,53%) is few.

So, female participants outnumber male participants. In fact, the specification of gender will not affect our study since all participants are students, but we can predict that foreign languages, in general, and particularly English attract female learners more than males.

3) Level:

Concerning the level, we have chosen master years. In first year, forty-one students were involved, whereas in second year only nineteen in both universities. As a matter of fact, we have chosen master levels because they spent much time learning English and its literature.

Section two: The role of reading literature in EFL learning:

This section includes much wider questions. There are ten questions. The main aim here is to collect data about the role of reading literature in EFL learning. Questions 1, 2, and 3 should answer by just tick the right box.

However, question 4 needs a direct answer, and other questions need also ticking the right box and further explanation.

Question 4: How would you evaluate your level EFL skills?

	First Year Master English		Second Year Master English	
	Students		Students	
Options	N	%	N	%
Good	21	51.23%	12	63.15%
Average	19	46.36%	7	36.84%
Poor	1	2.43%	0	0
Total	41	100%	19	100%

Table 3: Students' level in EFL skills.

The findings presented in the table above indicate that the (51.23%) of first year master students consider themselves as “good” in EFL skills, and (46.36%) of them consider themselves as “average”. While, only one (2.43%) student considers himself/herself as “poor”. In addition, the majority of second year master students (63.15%) claim that they are “good”. While, (36.84%) say that they have an “average” level in EFL skills. This results show that there is a variation in students' level of EFL skills. However, the majority of them whether from first or second year master consider themselves as “good”. That is, most of the students are widely aware and believe in their abilities in English.

Question 5: Which skill do you think is the most difficult?

Options	First Year Maser English		Second Year Master English	
	Students		Students	
	Number	%	Number	%
Reading	20	48.78%	5	26.31%
Speaking	2	4.87%	3	15.78%
Writing	17	41.46%	7	36.84%
Listening	2	4.87%	4	21.05%
Total	41	100%	19	100%

Table 4: Students' most difficult skill in EFL.

Based on the results shown in the table above, almost all the students admit that writing and reading are the most difficult skills. These are as follows:

- In first year master students consider writing (41.46%) and reading (48.78%) as the most difficult skills, while listening and speaking 4.87%.
- The majority of students claim that reading (26.31%) and writing (36.84%) as the most difficult skills, whereas speaking as 15.78% and listening as 21.05%.

This can be interpreted as that students encounter difficulties during their learning process that may hamper their acquisition.

Question 6: How would you define reading skill?

Options	First Year Master English		Second Year Master English	
	Students		Students	
	N	%	N	%
a	6	14,63%	2	10,52%
b	23	56,09%	11	57,89%
c	4	9,75%	2	10,52%
d	8	19,51%	4	21,05%
Total	41	100%	19	100%

Table 5: Students' choice of defining the reading skill.

The majority of first year English master students (56,09%) are found to define the reading skill as a receptive skill through which you receive information, and (19,51%) of students define it as a process of constructing meaning from the texts. Also, (14,63%) claimed that reading is defined, according to them, as an interactive process between the reader and writer, and (9,75%) as the act of looking at and understanding what has been written.

In second year, we have recorded (57,89%) who define it as a receptive skill through which you receive information, and (21,05%) of students as a process of constructing meaning from texts. (10,52%) of students define it as an interactive process between the reader and writer as well as the act of looking at and understanding what has been written.

As the results presented in the table above, this question has been designed for the hope of confirming whether students can succeed in defining the reading skill by ticking the right box or not. Thus, the majority of students from the two levels define it as a receptive skill through which they receive information. This confirms that succeed in defining the reading skill and they are interested in reading as tool for getting information.

Question 7: According to you, how can reading promote EFL learning?

This question is an open-ended one which brings into prominence the students' views about reading in promoting EFL learning. Bearing all this in mind, what comes next are the informants' divergent views from the levels that seem to be incommensurable with each other.

Also, light should be cast on the fact that eleven students out of sixty did not answer this question. That is, what are available are just the answers of seventy-five students. The answers can be displayed in terms of percentage as follows:

- ✚ Reading promotes EFL learning through exposing students to new vocabularies and improving sentence structure, grammar, and pronunciation (30.23%);
- ✚ Fostering reading skills and increasing enjoyable reading (1.16%);
- ✚ Providing examples of different styles of writings (16.27%);
- ✚ Strengthening imagination, creativity, and motivation (12.79%);
- ✚ Enhancing linguistic as well as cognitive abilities (3.48%);
- ✚ Enhancing critical thinking and interpretation (4.65%);
- ✚ Gaining an access to cultural and historical background and expanding knowledge (16.27%);
- ✚ Providing an opportunity for negotiation of meanings and instructing new ones (4.65%);
- ✚ Developing the four skills (10.46%).

Question 8: How often do you practice reading literary texts?

English	First Year		Master Second Year Master English	
	Students		Students	
Options	N	%	N	%
so often	7	17.07%	5	26.31%
often	3	73.17%	11	57.89%
seldom	0	9.75%	3	15.78%
Total	4	100%	19	100%
	1			

Table 6: Students' frequency of practicing reading literary texts.

The table above illustrates that the majority of first year master students (73, 17%) are found to read often. (17, 07) of the total population admit that they so often read whereas, 9.75% admit that they “seldom” read. In second year master, (57, 89%) of students are found to read often whereas, (26, 31%) so often do so. Only 15, 78% admit that they “seldom” read.

These results show that the majority of students from the two levels are fond of reading and this reflects their awareness of the importance of reading literary texts.

Question 9: What do you prefer to read most?

Options	First Year Master English		Second Year Master English	
	Students	%	Students	%
Short stories	25	41,66%	7	28%
Novels	26	43,33%	13	52%
Poems	5	8,33%	3	12%
Plays	4	6,45%	2	8%
none	0	0%	0	0%
Total	60	100%	25	100%

Table 7: Students' preferences in reading literary texts.

The present question is in need of the answers of the students seem to be interested mostly in reading the literary genres. The results tabulated above demonstrate the following:

- First year master, (43.33%) of students say that they read most novels, and (41,66%) short stories read most whereas, (8.33%) of students prefer to read most poems and (6,45%) plays.
- The majority of second year master prefer to read most novels (52%) whereas, (28%) prefer to read short stories.(12%) prefer to read most poems and (8%) plays.

These findings come to conclude that the majority of students are attached toward novels in the first rank and short stories in the second. Again, this show their tendencies and preferences to read the literary texts.

Question 10: What kind of literary themes do you prefer to read?

English	First Year Master		Second Year Master English	
	Students		Students	
Options	N	%	N	%
a	15	25.86%	9	27.27%
b	9	15.51%	2	6.06%
c	5	8.62%	2	6.06%
d	9	15.51%	5	15.15%
e	13	22.41%	9	27.27%
f	7	12.06%	6	18.18%
Total	58	100%	33	100%

Table 8: Themes of literary texts students like to read.

Phrasing this question is not pointless because it aims also at getting deeper insights about the learners' interests and tendencies to read divergent literary themes.

In this respect, after a meticulous analysis of the first year responses, it has been found that (25.86%) of persons opted to read "love" themes, while (22.41%) spotted light on "family" themes. In addition, (8,62%) opted to read "betrayal", and (15,51%) opted to read "loyalty" and "friendship" themes.

Concerning second year students, we have recorded (27, 27%) who are fond of reading "love" and "family", while (15,15%) opted to read "friendship" themes , and "loyalty" whereas, "betrayal" only (6,06%). Others (12, 06%) of students from the levels did not tick anyone of them, but backed up standpoint by dint of a variety of specifications.

These are (1) political works, (2) adventure, (3), tragedy, (4) criminality, (5) drama, (6) science- fiction, (7) social realism, (8), mystery, and (9) historical events.

In closing, these findings shed light on the fact that most of the students from the two levels have tendencies to read “love” and “family” themes which are easy to be understood, and they will not get bored reading about it. Added to permeate others' experiences and ways of life.

Question 11: Do you think that reading literature is interesting?

Options	First Year Master English		Second Year Master English	
	Students		Students	
	N	%	N	%
Yes	40	97,56%	17	89,47%
No	1	2,43%	2	10,52%
Total	41	100%	19	100%

Table 9: The respondents' thoughts about reading literature.

The answers tabulated above have obviously shown that the majority of students stated with “yes”.

- In first year, we have noticed that (97,56%) of students say that literature, while (2,43%) say “no”.
- In second year, we have recorded (89,47%) of the informants say “yes” whereas, (10,52%) of them with “no”.

In this question item, students were asked to justify the already choice in the aforementioned question.

- In the case of “No”, three students out of sixty have justified their answer by stating that literature is difficult to be read.

• In the case of “Yes”, it is extremely pivotal to draw attention to the fact that six students out of sixty did not justify their answers. In fact, the coming justifications are going to be presented in statistical forms from the two levels as follows:

- Literature is interesting because it improves the writing skills and meets the different styles (16,32%);
- Its words are colorful and powerful (2,04%);
- It deals with life experiences (8,16%);
- It develops the four skills; especially reading and writing (12,24%);
- It develops the level of language proficiency (4,08%);
- It rises cultural as well as historical awareness (20,40%);
- It is so complicated and pushes one to search (2,04%);
- It expands ideas, vocabulary, and knowledge (12,24%);
- It pushes one to use imagination and be creative in writing (12,24%);
- It motivates, get fun, pleasure, sympathy, and fills leisure (10,20%).

This reflects the fact that most of the students are aware of the role of literature and its significance in EFL learning process.

Question 12: Did the literary texts contribute to the development of your writing skills?

Options	First Year Master		Second Year Master	
	Students		Students	
	N	%	N	%
Yes	39	95,12%	18	94,73%
No	2	4,87%	1	5,26%
Total	41	100%	19	100%

Table 10: The contribution of literary texts in developing students' writing skills.

The question at hand has been designed to see to what extent the contribution of literary texts develop the students' writing skills. The results in the table 10 indicate the following:

- The majority of first year students (95,12%) opted for “yes” whereas, (4,87%) opted for “no”.
- In second year, (94,73%) of the informants opted for “yes”, while (5,26%) opted for “no”.

This obviously reflects that the majority of the students have the same thought concerning the usefulness of literary texts in enhancing students' writing abilities.

Question 13: Why do you read the literary texts?

Options	First Year Master English		Second Year Master English	
	Students		Students	
	N	%	N	%
a	13	15,29%	8	20%
b	15	17,64%	8	20%
c	26	30,58%	11	27,5%
d	4	4,70%	1	2,5%
e	22	25,88%	12	30%
f	5	5,88%	0	0%
Total	85	100%	40	100%

Table 11: Informants' reasons for reading literary texts.

In this question item, students were asked to tick the right box in order to get to know the reasons that push them to read the literary texts. Accordingly, the answers tabulated above emphasize the following:

- In first year, (30, 58%) of persons state that they read the literary texts to strengthen their imagination and creativity in writing, while (25, 88%) of them to expand their ideas, vocabulary, and grammar. In addition, (17, 64%) of the students stated that

they read to gain access to cultural background whereas, (15, 29%) to expand their awareness.

• In second year, (30%) of students claim that they read the literary texts to expand their ideas, vocabulary, and grammar whereas, (27,5%) to strengthen imagination and creativity in writing, and (20%) to gain access to cultural background and to expand language awareness.

Concerning those who did not tick any box from two the levels, they state the following specifications:

- To have access to others' ideologies
- To develop the four language skills
- To develop ideas and styles of writing
- To have fun, pleasure, and entertainment.

The results show that most of the students' reasons behind reading literary texts are generally to enhance imaginative and literary abilities in addition to creative writing skills.

Question 14: Students' perception and attitudes to reading literature

First Year Master English Students' Percentage					
Numbs of statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	55,26%	39,47%	5,26%	0	0
2	36,84%	47,36%	13,15%	2,63	0
3	47,36%	42,10%	10,52%	0	0
4	31,57%	28,94%	34,21%	5,26	0
5	36,84%	36,84%	18,42%	7,89	0
6	47,36%	44,73%	7,89%	0	0
7	71,05%	26,31%	2,63%	0	0

Table 12: First year students' perception and attitudes to reading literature.

Second Year Master English Students' Percentage					
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Numbs of statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	72,22%	16,66%	11,11%	0	0
2	33,33%	44,44%	11,11%	5,55%	5,55%
3	55,55%	27,77%	11,11%	5,55%	0
4	22,22%	50%	22,22%	11,11%	0
5	22,22%	50%	16,66%	16,66%	0
6	33,33%	27,77%	27,77%	11,11%	0
7	50%	33,33%	11,11%	55,55%	0

Table13: Second year students' perception and attitudes to reading literature.

Bearing in mind that the findings above the answers of 56 out of 60. Thus, the tables 18 and 19 demonstrate the following results:

- In first year, (55,26%) in the sample strongly agree with set statement and (39,47%) of students were agreed, while (5,26%) of respondents were neutral.
- Regarding the following statement, (36,84%) of students were strongly agreed, while (47,36%) were agreed. Additionally, (13,15%) were neutral, and (2,63%) were disagreed.
- In response to the third statement, (47,36%) were strongly agreed, while (42,10%) were agreed, and (10,52%) were neutral.
- Regarding the following statement, (31,57%) were strongly agreed and (28,94%) were agreed , while, (34,21%) were neutral and (5,26%) were disagreed.
- In response to statement 5, (36,84%) of students were strongly agreed and agreed whereas, (18,42%) were neutral and (7,89%) were disagreed.
- (47,36%) of the respondents were strongly agreed, while (44,73%) were agreed and (7,89%) were neutral.
- Finally, (71,05%) of students were strongly agreed whereas, (26,31%) were agreed and (2,63%) were neutral.
- In second year, (72,22%) of the respondents were strongly agreed, (16,66%) were agreed, and (11,11%) were neutral.

- Regarding the next statement, (33,33%) were strongly agreed, (44,44%) were agreed, (11,11%) were neutral, (5,55%) were disagreed.
- In response to the statement 3, (55,55%) were strongly agreed, (27,77%) were agreed, (11,11%) were neutral, and (5,55%) were disagreed.
- Statement 4, (22,22%) of students were strongly agreed and (50%) were agreed whereas, (22,22%) were neutral and (11,11%) were disagreed.
- In response to the statement 5, (22,22%) were strongly agreed and the majority of students (50%) were agreed, while (16,66%) were neutral and disagreed.
- In response to the sixth statement, (33,33%) were strongly agreed and (27,77%) were agreed and neutral, while (11,11%) were disagreed.
- Finally, (50%) of students were strongly agreed and (33,33%) were agreed whereas, (11,11%) were neutral and (55,55%) were disagreed.

The results above indicate that the majority of students' responses were between strongly agreed and agreed about the aforementioned statements. These obviously reflect the fact that reading literature in general, is a good stimulator for developing students' creative writing as well as imagination.

Section three: Perspectives towards creative writing and EFL skills

This section includes six questions. The main aim is to collect data about students' perspectives towards creative writing and EFL skills. Questions 1, 2, 4, and 5 should answer by just ticking the right box with following up questions and some specifications. However, Question 3 needs a direct answer, and Question 6 is a Lickert scale needs only ticking the right box.

Question 15: Do you practice any type of writing?

Options	First Year Master English		Second Year Master English	
	N	%	N	%
Yes	23	56,09%	12	63,15%
No	18	43,90%	7	36%
Total	41	100%	19	100%

Table 14: Students' responses whether they practice any type of writing.

This question has been designed with the hope of displaying students' responses to see whether they practice writing or not.

In accordance with this, (56, 09%) of first year students opted for "yes", while (43, 90%) opted for "no". Additionally, (63, 15%) of second year students opted for "yes" whereas, (36%) opted for "no".

These results show that the majority of students from the two levels practice writing and this mainly reflects their tendency and interest to write.

• If "yes", which kind of writing?

Options	First Year Master English		Second Year Master English	
	N	%	N	%
a	5	12,19%	2	10,52%
b	9	21,95%	3	15,78%
c	13	31,70%	5	26,31%
d	12	29,26%	7	36,84%
e	0	0%	0	0%
f	2	4,87%	2	10,52%
Total	41	100%	19	100%

Table 15: Types of writing students practice.

This question is a follow up to the previous one in the sense that:

- The majority of first year students (31, 70%) are found to write poems whereas, (29, 26%) are found to write short stories. In a similar vein, (21, 95%) are found to write essays and (12, 19%) are found to write paragraphs.
- In second year, (36, 84%) are found to write short stories and (26, 31%) opted for writing poems whereas, (15, 78%) are opted for essays and (10, 52) opted for paragraphs.
- In addition, there are four out of sixty students who did not tick any box, but gave specifications. These are diaries, journals, argumentative essays, autobiographies, and plays.

As the results show, we can conclude that the majority of students have tendency to write poems as well as short stories. Again, this reflects the fact that students write creatively and find these types easy to write unlike novels.

Question 16: Are you reading the different literary genres for your own creative writing?

Options	First Year Master English		Second Year Master English	
	Students		Students	
	N	%	N	%
Yes	31	75,60%	15	78,94%
No	10	24,39%	4	21,05%
Total	41	100%	19	100%

Table 16: Students' responses to reading literary genres for creative writing.

The question at hand is in need the answers of students of whether they read literary genres for their creative writing. Again, the table 14 demonstrates the following:

- The majority of first year students (75,60%) of students opted for “yes”, while (24,39%) opted for “no”.
- (78,94%) of second year students opted for “yes” whereas, (21,05%) opted for “no”.

These results obviously show that the majority of students read literary genres for their writing creatively.

•If “yes”, how did you find it?

This question is a follow up to the previous one in the sense that (71,60%) of first year students state that they find reading literary genres as helpful for their creative writing. Similarly, (78,94%) of second year students state that they find it as helpful for their writing creatively.

Question 17: What are the obstacles that may hamper your writing creatively?

This time, the answer rate is not 100% because only 45 out of 60 students furnished the present research with their valuable answers. Again, the question at hand is purposeful for it tries to dig deeper into the participants' attitudes to the obstacles in question. Accordingly, the following statements, in statistical forms are unquestionable because they are students' views. These can be summarized as follows:

- The lack of background knowledge (11,20%).
- The inability to manage time (8,62%).
- The fear of committing grammar mistakes (5,17%).
- The absence of inspiration (5,17%).
- The lack of motivation (14,65%).
- Weak and limited use of imagination and creativity (6,89%).

- The absence of mastery (6,03%).
- The absence of self-confidence (6,03%).
- Boring atmosphere (4,31%).
- Life conditions (0,86%).
- The fear of being refused or disliked (13,79%).
- Laziness and carelessness (4,31%).
- The inability to choose the appropriate topics (8,62%).

The students' answers to this question disclosed the fact that they face troubles that may hamper their writing creatively.

Question 18: Do teachers assign writing activities, tests, or homework for you?

Options	First Year Master English		Second Year Master English	
	Students		Students	
	N	%	N	%
Yes	31	75,60%	18	94,73%
No	10	24,39%	1	5,26%
Total	41	100%	19	100%

Table 17: Teachers' assignments of writing activities, tests, and homework.

This question aims mainly at identifying the informants' views about whether teachers assign writing activities, tests, or homework for them or not.

In response to this, (75,60%) of first year students opted for "yes", while (24,39%) opted for "no". However, in second year, we have recorded (94,7%) of students state that teachers assign writing activities, tests as well as homework whereas, (5,26%) opted for "no".

This reflects that the majority of teachers assign activities for their students that show clearly their responsibility.

-If "yes", how did you feel when writing after taking a literary text to be read?

Options	First Year Master English		Second Year Master English	
	Students		Students	
	N	%	N	%
a	2	6,45%	3	16,66%
b	5	16,12%	6	33,33%
c	24	77,41%	8	44,44%
d	0	0	1	5,55%
e	0	0	0	0
Total	31	100%	18	100%

Table 18: Students' feelings after taking reading literary texts.

The present question is a follow up to the previous one to shed light on the students' feelings about writing after taking a literary text to be read.

In accordance with this, (77,41%) of first year students feel "bored", and (16,12%) feel "not interested", while (6,45%) feel "good". In a similar vein, (44,44%) of second year students feel "bored", and (33,33%) feel "not interested" whereas, (16,66%) feel "good", and (5,55%) of students feel tired.

Relying on the tabulated results, we can conclude that the majority of students from the two levels feel bored after taking a piece of literary text to be read. As a result, this may clearly elucidate that they feel demotivated or they are not linguistically competent to write and develop their ideas.

Question 19: Do you think that integrating creative writing as a module within EFL curriculum is important?

	First Year Master English		Second Year Master English	
	Students		Students	
Options	N	%	N	%
Yes	36	92,30%	15	88,23%
No	3	7,69%	2	11,76%
Total	39	100%	17	100%

Table 19: Students' attitudes towards the integration of creative writing.

Bearing in mind that the tabulated findings are the answers of 56 out of 60 students. Again, the table (16) demonstrated the following:

- The majority of first year students (92,30%) opted for “yes”, while (7,69%) opted for “no”.
- In second year, (88,23%) of students opted for “yes whereas, (11,76%) opted for “no”.

The results indicate that most of students are with the notion of integrating creative writing within EFL curriculum.

-If “yes”, what are the reasons?

	First Year Master English		Second Year Master English	
	Students		Students	
Options	N	%	N	%
a	18	26,86%	7	21,87%
b	11	16,41%	3	9,37%
c	19	28,35%	13	40,62%
d	19	28,35%	9	28,12%
e	0	0	0	0
Total	67	100%	32	100%

Table 20: Students' reasons for integrating creative writing.

The table 17 demonstrates the following:

- The majority of first year students (28,35%) state that the reason is to enhance creativity and imagination and to reach the ambition of being good writer, while (26,86%) are found to develop the four skills, and (16,41%) are found to improve sentence structure and grammar.
- Similarly, in second year students, (40,62%) are found to enhance creativity and imagination whereas, (28,12%) are found to reach the ambition of being good writer. Additionally, (21,87%) of persons are found to develop the four skills, and (9,37%) to improve sentence structure and grammar.

The results show that the majority of students from the two levels admit the idea of the integration of creative writing for the two basic aforementioned reasons.

Question 20: Students' Attitudes towards Creative Writing.

First Year Master English Students' Percentage					
Nubs of statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	34,21%	44,73%	7,89%	13,15%	0
2	44,73%	44,73%	7,89%	2,63%	0
3	50%	36,84%	10,52%	2,63%	0
4	28,94%	55,26%	15,78%	0	0
5	50%	42,10%	2,63%	5,26%	0
6	39,47%	34,21%	23,68%	0	0
7	21,05%	47,36%	28,94%	2,63%	0
8	34,21%	50%	10,52%	2,63%	2,63%
9	31,57%	57,89%	7,89%	2,63%	
10	34,21%	50%	10,52%	5,26%	
11	44,73%	44,73%	7,89%	2,63%	
12	42,10%	39,47%	18,42%	0	

Table 21: First year students' attitudes towards creative writing.

Second Year Master English Students' Percentage					
Nubs of statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	22,22%	50%	11,11%	16,66%	0
2	33,33%	61,11%	5,55%	0	0
3	27,77%	61,11%	5,55%	5,55%	0
4	22,22%	44,44%	22,22%	11,11%	0
5	44,44%	16,66%	27,77%	11,11%	0
6	38,88%	27,77%	16,66%	16,66%	0
7	33,33%	44,44%	22,22%	0	0
8	33,33%	55,55%	11,11%	0	0
9	33,33%	44,44%	16,66%	5,55%	0
10	38,88%	0	33,33%	22,22%	5,55%
11	72,22%	11,11%	0	16,66%	0
12	50%	27,77%	22,22%	0	0

Table 22: Second year students' attitudes towards creative writing.

Bearing in mind that the results presented in the tables 20 and 21 are the answers of 55 out of 60 students. Thus, the tables 20 and 21 demonstrated the following:

- In first year, (34,21%) of students were strongly agreed, (44,73%) were agreed, (7,89%) were neutral, and (13,45%) were disagreed.
- In response to second statement, (44,73%) were strongly agreed and agreed, (7,89%) were neutral, and (2,63%) were disagreed.
- Regarding the third statement, (50%) of the respondents were strongly agreed, (36,84%) were agreed, (10,52%) were neutral, and (2,63%) were disagreed.
- The majority of students (55,26%) were agreed and (28,94%) were strongly agreed, while (15,78%) were neutral.
- In response to the fifth statement, (50%) were strongly agreed, (42,10%) were agreed, (2,63%) were disagreed.
- In the sixth statement, (39,47%) were strongly agreed, (34,21%) were agreed, (23,68%) were neutral.

- (21,05%) were strongly agreed, (47,36%) were agreed, (28,94%) were neutral, and (2,63%) were disagreed.
- Regarding the eighth, (34,21%) were strongly agreed, (50%) were agreed, (10,52%) were neutral, and 2,63%) were disagreed and strongly disagreed.
- The next statement, (31,57%) were strongly agreed, (57,89%) were agreed, (7,89%) were neutral, and (2,63%) were disagreed.
- In response the statement 10, (34,21%) were strongly agreed, (50%) were agreed, (10,52%) were neutral, and (5,26%) were disagreed.
- Additionally, (44,73%) were strongly agreed and agreed, (7,89%) were neutral, and (2,63%) were disagreed.
- Finally, (42,10%) were strongly agreed, (39,47%) were agreed, and (18,42%) were neutral.
- Concerning second year students, (22,22%) were strongly agreed, (50%) were agreed, (11,11%) were neutral, and (16,66%) were disagreed.
- Regarding the statement 2, (33,33%) were strongly agreed, (61,11%) were agreed, and (5,55%) were neutral.
- In response to third statement, (27,77%) were strongly agreed, (61,11%) were agreed, (5,55%) were neutral and disagreed.
- Regarding the following statement, (22,22%) were strongly agreed, (44,44%) were agreed, (22,22%) were neutral, and (11,11%) were disagreed.
- In response to the fifth one, (44,44%) were strongly agreed, (16,66%) were agreed, (27,77%) were neutral, and (11,11%) were disagreed.
- In the sixth statement, (38,88%) were strongly agreed, (27,77%) were agreed, (16,66%) were neutral and disagreed.

- Regarding the seventh statement, (33,33%) were strongly agreed, (44,44%) were agreed, and (22,22%) were neutral.
- In response to the statement 8, (33,33%) were strongly agreed, (55,55%) were agreed, and (11,11%) were neutral.
- Regarding the statement 9, (33,33%) were strongly agreed, (44,44%) were agreed, (16,66%) were neutral, and (5,55%) were disagreed.
- However, the tenth statement, (38,88%) were strongly agreed, (33,33%) were neutral, (22,22%) were disagreed, and (5,55%) were strongly agreed.
- Regarding the statement 11, (72,22%) were strongly agreed, (11,11%) were agreed, and (16,66%) were disagreed.
- Finally, (50%) of students were strongly agreed, (27,77%) were agreed, and (22,22%) were neutral.

The results show that the majority of students from the two levels were strongly agreed and agreed that creative writing assignments and literature could be a good stimulator for enhancing creative writing.

Question 21: If you have any suggestions and recommendations that will contribute to the research please, share them with us?

It is greatly important to restate that the sample of the present research work consists of 60 students; only 6 of them have provided their irreplaceable suggestions and recommendations which are recapitulated in what follows:

- “Literature is essential to master the language and to enhance creative writing”;
- “Students’ problem is motivation and limited imagination”;
- “It would have been better if we integrate creative writing within EFL curriculum”;
- “We must stick to literature”;

- “Teacher is a central element for motivating learners;
- “Literature is a good stimulator for students’ willingness to write creatively”.

4. Discussion:

Taking into account the above facts, one is inclined to think that the analysis of the questionnaire which forms the research tool used for gathering the necessary data in the present research work results in a number of integral interpretations and conclusions.

The latter are based on making correlations between the participants’ answers in the three sections that the questionnaire is made up of. To this end, what comes next is hopefully a clear presentation of the conclusions drawn from the aforesaid analysis.

The overriding aim of the present research is to see to what extent reading literature enhances the Algerian EFL learners’ creative writing and stimulates their imagination. However, placing reliance on the aforementioned results leads one to safely conclude that the vast majority of the students are fond of reading literature and are aware of its impact on enhancing their creative writing.

Starting with the first conclusion drawn from the present dissertation, the Algerian learners of English as a foreign language do seem are fond and keen of reading literature, see tables (5, and 6). As it has already been stated in Q 9 and 10, the majority of students from the two levels have tendencies to read the literary genres and the varied themes.

Another supporting argument of this line of thought is that a vast number of students believe that literature is interesting and they use it as a medium for strengthening imagination and creativity in writing, not just this, but for many reasons (see tables 7, 8, 9, and 11). This argument clearly shows that they resort to literature as a stimulator a motive to enhance imagination. In addition, those who find literature as uninteresting seem to lay the blame on its complexity. This obviously reflects the fact that, the majority of students are aware of the importance of literature in developing their language and promoting their writing skills

Another integral conclusion drawn from the analysis of the questionnaire is that the Algerian EFL learners have been found to practice writing, as it has been already stated in Q 15 whereas, there is a small variety of students who do not, maybe due to the obstacles that hampered them from writing (Q 17).

This undeniably, bears witness to integrate creative writing assignments. In this sense, the majority of students enjoy the idea of integrating creative writing within EFL curriculum for specific reasons, see tables (18, 19, 20). Moreover, a vast number of students believe that literature is a good stimulator for developing creative writing, and when taught properly the study of literature will trigger the learners' creative imagination Q 20.

All things considered, it becomes tangible more often than not that putting the analysis of the present questionnaire under the lens helps in asserting that the present research hypotheses which state that "the enhancement of the Algerian EFL learners' creative writing is due to extensive literature reading" and "If EFL learners are interested in reading the different literary genres, their creative imagination would be triggered" are firmly confirmed.

However, the third hypothesis which stated "Learners would be motivated during courses activities, if literature used perfectly" is rejected, see table 18. Thus, reading literature enhance students' creative writing as well as imagination.

5. Limitations of the study:

During this study, we have encountered some difficulties, among these are:

- ✚ Some of the students' questionnaires were not handed;
- ✚ The absence of second year master students because they finished their first semester studies;
- ✚ The problem of distance and time.

Conclusion:

Taking into account the designed aim of the present research work, a questionnaire was administered for first and second year master L. M. D. students of English at Mentouri and Abderrahmane Mira universities because it is thought to be an eminently suitable research instrument for gathering data about their attitudes towards literature, especially when knowing that these attitudes are mysterious enough to be detected only via behavior.

That is why it is worth saying that carrying out a thorough analysis of the research tool deployed in the present research work has revealed that the Algerian learners' creative writing and imagination can be enhanced through reading literature. This line of thought necessitates suggestions and pedagogic recommendations for future research, a point that is going to be brought to the fore in what follows.

Pedagogic recommendations:

In the present research, when we analyzed the questionnaire we have come to disclose the fact that even though the Algerian EFL learners do read literature and resort to it as a stimulator for enhancing creative writing and imagination was not enough indeed. Therefore, it is recommended to integrate creative writing within the Algerian EFL curriculum to prevent EFL learners from the obstacles that may hamper their creativity in writing. In this light, we have some necessary recommendations and useful strategies that can be formulated to provide literature teaching and learning with some insights and ideas that are useful to improve creativity in writing. These are summarized in what follows:

- ✚ Syllabus designers should integrate creative writing as a subject matter within the Algerian EFL curriculum;
- ✚ Algeria should encourage creativity in education and appreciate creative people needs;
- ✚ Class discussions, writing workshops, and creative writing tasks should be assigned by teachers to improve students' creative writing;
- ✚ By practicing creative writing, students will be apt understand literature in depth and develop language proficiency and literary appreciation;
- ✚ To provide a solid ground for students, teachers should encourage the use of literature circles in the tasks of literature discussions and exposing students to critical theories;
- ✚ EFL material developers, syllabus designers, and teachers should select the most appropriate approach or combination of approaches, design activities and tasks and make the most out of literature to enhance language learning and teaching;

- ✚ For the sake of engaging students in writing more complex syntactic structures, teachers should teach the different genres of literature and different types of figures of speech;
- ✚ Literature is the core of language learning process; it should be used properly for the sake of developing the four language skills and triggering learners' creative imagination;
- ✚ Students should be motivated to develop the habit of reading;
- ✚ Teachers should ask students to write short stories and poems;
- ✚ Teachers should encourage creativity in writing and risk-taking;
- ✚ Teachers should provide a variety of methods and strategies to achieve the promotion of creativity among students, for instance, problem solving and visualization strategies;
- ✚ By setting up imaginative writing tasks, students would thoroughly be engaged;
- ✚ Adopting creative writing workshops allow students to write freely and in the same time develop their cognitive and communicative skills;
- ✚ Creative writing should be taught to all future professionals in the area of language (whether L1 or L2): specifically to future EFL teachers, translators, and interpreters;
- ✚ Teachers at all levels of the educational system should learn how to teach creative writing and inspire their students to produce short stories, novels, plays, screenplays, and poems.

General conclusion:

It is undeniable fact that, the Algerian universities do not encourage creative writing or do not have such a module within the EFL curriculum at all. This obviously reflect the fact that even though creative writers resort to literature as a stimulator does not enough indeed. More specifically, there should be problems that may hinder their creativity in writing. In this light, through this study, it was hypothesized that “The enhancement of the Algerian EFL learners’ creative writing is due to extensive literature reading”.

In addition, this dissertation is composed of three major chapters; the first and the second chapter represented an overview of the related literature, while the third chapter is mainly a practical study of the topic of research in which the findings are obtained and analyzed from the data collection procedures.

The aim of the first chapter is to lay stress on the nebulous concepts of literature, its characteristics, its types and genres, and the significance of teaching literature in the EFL context. Moreover, it represents the approaches to teaching literature, the role of literature in developing EFL skills, and the benefits of reading literature on EFL acquisition.

Besides, the second chapter was devoted to a comprehensive discussion of creativity as a key element in writing in the field of foreign language learning. Also, it brought to light the characteristics of creative personality as well as creative writing, the creative writing skills, and its principles. Accordingly, it also discussed the benefits of creative writing to EFL learners and the role of both EFL teachers and learners in developing creative writing.

As far as the third chapter of the dissertation symbolized the field work, it brought to light the sample and the description and administration of the research tool. Moreover, it dealt also with the analysis and the discussion of the obtained results. Apparently, the questionnaire was administered to 60 students at Mohammed Mentouri and Abderrahmane Mira universities to master year students. The main aim behind conducting this questionnaire is to explore the attitudes of learners towards reading literature in enhancing creative writing.

Through the analysis of the research tool, the findings revealed that reading literature enhance students' creative writing and trigger their imagination. It was proved that the majority of students are fond of reading literature for its impact on developing language acquisition. A vast number of students believe that the integration of creative writing within the Algerian EFL curriculum should be taken into consideration.

As far as the first hypothesis is concerned, it was found that the enhancement of students' creative writing is due to extensive literature reading. Regarding the second hypothesis, it has been confirmed by the result obtained from the research tool used. Actually, they revealed that students are interested to read literature and this has been shown through their tendencies to read the different literary themes and genres and through their ambition to be good writers in the future. While the third hypothesis, is rejected in the sense that most of the students during teachers' assignment of activities, feel bored and demotivated.

On the whole, reading literature is an essential element; it has a value in developing students' creative writing, stimulating their imagination, and creating literary appreciation. In this sense, the integration of creative writing, as a subject in EFL and teaching and learning, within the Algerian EFL curriculum should be taken into account. Also, light should be cast on the role of creative writing in developing students' language acquisition and skills, in addition to encouraging creativity in education.

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Appendix: A
Students' Questionnaire

Dear students,

Your willingness to fill in this questionnaire will furnish me with the necessary data to bring my master's dissertation to an end. This questionnaire is designed to gather information about the role of reading literature seems to enhance the students' creative writing.

The information you provide will be of great use to the present researcher in the process of interpreting the data to be collected.

May I thank you in advance for your cooperation and for the time devoted to answer the questionnaire.

A keyword definition: Creative writing is the action of writing creatively, informed by the human imagination and the creative and critical understanding of the creative writer, influenced by personal history and by culture.

Section one: General information

- 1) Age: 17-20 21-23 24-26
- 2) Gender: Male Female
- 3) Level:

Section two: The role of reading literature in EFL learning

- 4) How would you evaluate your EFL skills?
 - a) Good
 - b) average
 - c) poor

5) Which skill do you think is the most difficult?

- a) Reading
- b) speaking
- c) writing
- d) listening

6) How would you define the reading skill?

- a) An interactive process between the reader and writer
- b) A receptive skill through which you receive information
- c) The act of looking at and understanding what has been written
- d) A process of constructing meaning from written texts

7) According to you, how can reading promote EFL learning?

.....

.....

8) How often do you practice reading literary texts?

- a) So often
- b) often
- c) seldom

9) What do you prefer to read most?

- a) Short stories
- b) Novels
- c) Poems
- d) Plays
- e) None

10) What kind of literary themes do you prefer to read?

- a) Love
- b) Loyalty
- c) Betrayal
- d) Friendship
- e) Family
- f) Others

Please, specify.....

.....

11) Do you think that reading literature is interesting?

- a) Yes
- b) No

In both cases, why?.....

.....

12) Did literary books contribute to the development of your writing skills?

- a) Yes
- b) No

13) Why do you read the literary texts?

- a) To expand your language awareness
- b) to gain access to cultural background
- c) to strengthen your imagination and creativity in writing
- d) to pass the test
- e) to expand your ideas, vocabulary, and grammar
- f) others

Please, specify.....

.....

Please, specify.....

.....

20) Students' attitudes towards creative writing.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers should ask students to write short stories and poems					
Teaching literary texts introduces EFL students to good models of creative writing					
Teaching literary styles helps EFL students to develop different writing techniques.					
Teaching the elements of the story allows EFL students to write their own good stories.					
Asking students to write freely during literature courses improves creative writing					
It is important for EFL students to write short stories and poems to develop creative writing					
Creative writing assignments are essential for teaching and learning literature					
Creative writing workshops allow students to write freely					
Creative writing develops language proficiency					
Writing and reading poetry helps develop pronunciation					
Writing short stories promotes artistic expression among student					
Literature assignments are essential for improving creative writing					

21) If you have any suggestions and recommendations that will contribute to the research please, share them with us?

.....

.....

.....

.....

Thank you for your contribution

Appendix: B

Students' samples of creative poems

Poem 1	Poem 2
<p>Hello lover, I hope you are fine I am just a passenger who came by Have a sit and let's drink wine And recall the reason why No need to speak I shall start And hear what I have to say I loved you and you broke my heart You left and I went my way Precious to heart dear am I Or I am just a face you know I beg you to give me a sign And for once honey, do not meet me go I never forgot you nor what we shared I always thought of having you back Dear you left while I stood and stared At my lover showing me his back</p>	<p>They who know not how feel is like At worst indeed harmed me not And he who said to be the apple of my eye Broke me and who I am and regret not So should I cry upon who left or smile Or weep over my poor self who died And will it work if I walk an extra mile If once walked eight and was not fine Oh dear self oh dear you Who made sure to finish whatever we had Are we doing to be just a déjà vu? Or a wounded lover who is always sad I now do pray to survive this one day For of dying thousand times a day I know best To forget I must for there is no other way For this wound in love is no blessed</p>
<p>Poem 3</p> <p>I who swore not to think of him again Broke my own oath and brought shame to my poor self I lost everything back then And I now am digging my own way to hell Everyone laughed at me but not at who I am They said I am a good girl but has no brain Unfortunately I was and still I am But do not they know they say no pain no gain? I got hurt a lot but learnt a little And true when coming to him I think not Remorse comes at end but I was a little Today, I am wide awake and pray mistake not Oh, wound are you poor are you dumb? Have not you got enough from insulting me? I because of you now am numbed And for that, make sure that you broke me</p>	<p>Poem 4</p> <p>I hate everything you are, but I live you And as much as we are close we are far A dear to a heart or a foe are you? But what is for sure to me you are a star I learn to kiss you yet to punish you I wish to hug you for hours To tell you how much I love and hate you Then it is ok to go and abandon what are ours I am sick and tired from saying you and I From writing poems that for you have no meaning This thing that we have is nothing but a lie For to you I am a game and to me you are a feeling</p>
<p>Poem 5</p> <p>Shedding tears is now a habit That seems to refuse leaving my life That story of mine nowadays tastes acid Or perhaps I was simply blind Got used to distance although I should not But earning for a dead soul burns To forget you dear, know I could not Little monster do not you know how much it hurts I for once beg you to save that soul of mine Whether to come back, kill me or kill your self I without you shall not be fine But either way it is a living hell Nothing left to do nor to say And life no longer tastes the same Although it stops every September day The tenth I recall where I get to blame</p>	<p>Poem 6: Let my soul run away</p> <p>From the deepest darkness I get out Feeling free to cry out I get off my shoes, jump, roll over the endows No matter where the body goes Fortunately, I was in the midst of a blue fountain made me drink to my fill and pain the birds were my guests or rather my singers for whom I was the maestro with my fingers I beseech thee¹ my second-to-more reader not to tell any body they will take me into custody my capital sin is not to believe everything they wanted it to be existing they want me to lie, to swallow mediocrity they wanted to spoil my fly² and me to be half- witty³ they liked me like a parrot insulting his fellows chewing the same old verses I beseech thee; you should not like they do</p>

Thou art not yet in their, my sticism•
Follow me and love me I do not ask you to
I am eager for you mind independence too
Why do they blame when I believe in unsaid truth
Why do they hate me when I dress not their suit?
For all this, let me be free to my own way
Since it leads not to the wrvth^ of the Al-mightty^
Let me get on a golley and loe drifted to the light
I do not core about storm I will flight

Notes:

- 1- Shakespearean grammar
 - 2- Freedom of thinking
 - 3- Half-witted, for the of rhyme
- Discourse, propaganda
 - ^ - Anger of god (Allah)

Résumé:

Cette étude vise principalement à sondé les attitudes des étudiants de master Anglais (l'université Abderrahmane Mira de Bejaïa et l'université Mentouri de Constantine) à l'égard du rôle que joue la littérature dans le domaine de l'écriture et la promotion de la créativité et l'imagination. À cette fin, un questionnaire a été remis à 60 étudiants dans le but de déceler l'importance de littérature sur la promotion de l'écriture créative. Cependant, l'analyse des résultats de cette étude ont démontré que les grandes majorités des étudiants sont très attachés à la lecture littéraire et croient que la littérature reste un comme moyen efficace pour l'amélioration et la promotion de l'écriture créative. Autrement dit, l'hypothèse principale a été confirmée. Ceci ouvre la porte à de nouvelles tentatives de recherche et des suggestions dans le domaine de la littérature et la créativité dans l'écriture, un concept aussi complexe et multiforme.

Mots clés: Lecture littéraire, la créativité, les genres littéraires, amélioration de l'écriture créative, l'imagination.

الملخص

نظرا لأهمية وتأثير الأدب على تطوير الإبداع في الكتابة , فان الدراسة الحالية تهدف أساسا إلى تسليط الضوء على آراء طلبة اللغة الانجليزية حول دور القراءة الأدبية في تعزيز الكتابة الإبداعية وترقية التخيل في كلتا الجامعتين(عبد الرحمان ميرة بجاية و منتوري بقسنطينة). تنطوي فرضية الدراسة الحالية على إن اهتمام الطلبة و تعزيزهم للكتاب بإبداع هي بسبب القراءة المكثفة للأدب. لهذا فان استمارة الاستبيان قد سلمت الى 60 طالب. و قد أوضحت نتائج الدراسة أن اغلب الطلبة مولعين بالقراءة الأدبية و يؤمنون أن الأدب يمكن الاعتماد عليه كوسيلة لتعزيز الكتابة الإبداعية , لهذا السبب من المهم تشجيع إجراء المزيد من البحوث في نفس المجال ولكن من زوايا أخرى.

الكلمات المفتاحية: القراءة الأدبية، الإبداع، الأنواع الأدبية، تعزيز الكتابة الإبداعية، الخيال.