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Investigating Teachers’ and Students’ Attitudes Towards the Role of Intensive Reading in Enhancing EFL Students’ Creative Writing
The Case of Third Year LMD English Students at Larbi Ben M’Hidi University –Oum El Bouaghi.

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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Dedications

I would like to dedicate this work to all my family

To my Parents

The dearest persons to my heart and the reason of what I become today. Without whom none of my success would be possible

To my brothers: Haroune and Hamza

To my soul mate Assala and my sister Meryem

To my best friend: Zineb Ferhat

Thank you all for your great support and continuous care
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ABSTRACT

This present study aims at investigating the teachers’ and students’ attitudes towards the role of intensive reading in enhancing students' creative writing. It is an attempt to determine the relationship between reading and writing skills. Therefore, the main concern is to find out how 3rd year LMD English students develop their ability to be more creative through careful reading. On the other hand, we want to shed light on the uses of readings to carry out writing tasks, and the ways in which students go through different steps to analyze the texts and reflect that in their writings. To reach such aim, two questionnaires were administered to both teachers and students from the Department of English at Larbi Ben M’hidi University. The students’ questionnaire was given to third year students of English chosen randomly from four groups of science language during the academic year 2014/2015. Teachers’ questionnaire was addressed to eleven written expression teachers to check their responses concerning their students’ ability to do an analytical reading of different texts to benefit from it in writing different genres. The results obtained from both questionnaires in this research confirmed positively the hypothesis that intensive reading contributes in enhancing EFL students’ creative writing. They also revealed that there is an undeniable influence of depth reading on the students’ creativity and quality of writings that goes far beyond academic writing.
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List of Abbreviations

**EFL:** English as a Foreign Language

**LMD:** License Master Doctorate

**IN:** Intensive Reading

**CW:** Creative Writing

**Q:** Question

**%:** Percentage
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Introduction

1. Statement of the Problem

For many years reading and writing were or still taught separately and educators rarely made explicit connections between the two skills for the students. In recent years, it has become a necessity to introduce reading and writing in an integrated way, beginning from home instructions going to rough elementary and secondary schools, up to college education. (Shanahan, 1988)

Hence, we can say that reading and writing are more interdependent than we thought and the use of both together enhances language, literacy, and content learning. (Grabe, 2009)

Most EFL students face a problem in obtaining a diversity of information acquired through intensive reading to books, novels, journals... which interfere with their creativity in writing; especially in written expression modules. Students cannot get sufficient and large amount of ideas in writing; also they cannot retain their gains in vocabulary and comprehension if they do not attain enough readings about multiple subject matters in different fields.

Writing is the act of transmitting knowledge in print and text structure, students must have a wide range of genres and information to share before they can write. Therefore, in intensive reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. For language gains, reading will help students expand their vocabulary and structures so they can enhance their writing skills and write in an artistic way. It has an important role in developing the quality and creativity of their writings. Their pieces of writings will be characterized by expressiveness and imagination.

Intensive reading and writing activities bring benefits to the learner with respect to both content learning and language learning processes. The advantages of both in reference to content learning are as follows: reading texts provide information that can be later used in written production. Through intensive reading, students will learn what words means and practice its uses in various contexts. They learn specific text structure and language that helps them to carry out writing tasks. Besides, readings supply more new information and provoke students in their creative
writing. Furthermore, the necessity of selecting information in the writing process helps students develop critical thinking skills.

2. Aims of the Study

Firstly, this study is carried out to measure the extent to which reading for a high degree of comprehension and retention reinforces the way third year English student’s write. Secondly, it is an attempt to show how using massively this interconnection, will make students enrich their vocabulary knowledge, develop their analytical reading, critical thinking, creative ability, and imaginative thoughts when writing.

So, the present study, then, is designed to investigate how intensive reading can be the best and the most reliable way to embellish the writings of students and make it worthy and creative at the level of third year English students’ at Larbi Ben M’hidi University.

In addition to that the analysis of the collected data aims at investigating teachers’ and students’ attitudes towards the role of intensive reading in enhancing EFL student’s creative writing and show how better readers tend to be better writers.

3. Research Questions

This study raises the following questions:

1- What are the teachers’ and students’ attitudes towards the role of intensive reading in enhancing EFL students’ creativity in writing?
2- Do teachers’ and students’ think that intensive reading contributes in the progression of students’ creative writing?
4. Hypothesis

The following hypothesis can be proposed:

- Teachers’ and students’ have positive attitudes towards the role of intensive reading in enhancing EFL students’ creative writing.

5. Research Methodology

In order to collect data and test our hypothesis, we will use two main questionnaires as a tool of research. The choice of the questionnaire is the best method because it helps to specify the kind of information we intend to target for our present study about the teachers’ and students’ attitudes towards the role of intensive reading in developing EFL students’ creative writing. It will include multiple choice questions (MCQ), direct questions and sentences to reach and achieve a more reliable and comprehensive conclusion.

The first questionnaire will be distributed to (11) teachers of written expression who have been teaching for a long time to make sure that their answers are the product of many years of observation and evaluation of learners’ needs and abilities.

The second questionnaire will be administered to third year LMD students, in the department of English at LArbi Ben M’hidi University, Oum El Bouaghi for the academic year 2014/2015. The sample that is going to be questioned represents (45) students of science language selected randomly from the whole population of (180). It intends to show their views and positions towards intensive reading and creative writing.

The dissertation is divided into three major chapters. It starts first by introducing the general elements concerning the statement of the problem and the aim of the study. It includes also the research question and hypothesis. This general introduction ends up with describing the means of research and the structure of the dissertation.

The first chapter will be devoted to the theoretical basis of reading and intensive reading and discussing some important points related to our interest.

The second chapter will be devoted for writing and creative writing. It is mainly concerned with the different approaches, forms and characteristics of both.

The third chapter will be concerned with the practical part. This chapter will introduce participants; questionnaire design, then the administration of teachers’ questionnaire. Besides, we will deal with the analysis of the teachers’ questionnaire and the discussion of its results. After that, we will introduce the same thing for the students’ questionnaire with the data analysis, the discussion of the obtained results. Finally, a general conclusion and further suggestions will be given.
Introduction

Reading is one of the most crucial language skills and a basic life skill. Readers need to be active and should plan to enrich their ability to read because it is highly valued and important for academic success. When EFL students’ read, they try to reach a specific goal, such as learning how to write effectively and creatively, they need to dig deep inside the text, focus on the language and read intensively to discover details. In addition to that, they get an exact understanding of the text and build a strong language base.

This chapter is devoted to reading in general and specifically intensive reading. It begins by definitions of reading, its different models and how they are involved within the process of reading. Furthermore, different types of reading will be introduced according to two bases. First, reading kinds. Second, reading speed. After that, a clear and a deeper definition of intensive reading will also be given, and the main focuses of intensive reading. Besides, a detailed explanation of the main features of a good intensive exercises, and the role of the teacher during these activities.

1.1. Definition of Reading

The term reading has been used differently by different researchers from various disciplines. Many contradictory views were overlapping to give a full understanding of this complex activity. Reading is defined as the process of constructing meaning from written texts. It is considered as a complex process that decodes symbols in order to derive meaning and interpret this information appropriately. (Grabe&Stoller’s, 2002)

Harmer (1983) defined reading as being a cognitive process operates symbols in the mind to develop understanding “an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out the significance of these messages” (p.153). Thus reading is seen as a visual process and normally good observation and concentration is required in good
reading. It is also considered as a thinking process that comes next where the reader reacts with what he reads.

For Lapp and Flood (1978) (cited in Wiley, 1990), reading falls into two categories. One which views reading primarily as a decoding process, a breaking of visual code and the second one views reading as a way for understanding meaning which is emphasized from the earliest stages of instruction, i.e. reading as a comprehension process. A similar view was stated by Gates (1949) “reading is a complex organization of patterns of higher mental processes…” (p.3). The readers construct an organization of different structures and patterns in their minds so that the meaning is decoded and understood when reading.

Reading is an interactive process. Readers need to be active all the time when reading. I.e. through interaction with the text, the reader constructs meaning. Anthony Papalia (1997) stated in his book that the psycholinguistic viewpoint sees reading as “a problem solving behavior that actively involves the reader in the process of deriving and assigning meaning” (p.125). The reader during that draws on contextual information that contains syntactic, semantic and discourse constraints that affect interpretation. Readers develop understanding of different meanings by interacting with the text.

This view was emphasized by Iser (1980) who sees that the reader plays a great role in determining meaning. He described the reading process as “a dynamic interaction between reader and text” (p.279). The reader reads carefully the text in order to get comprehension and grasp its various interconnecting perspectives. They understand the written text through extracting the acquired information from it as efficiently as possible.

Furthermore, Carrel (1987) talks about reading as an interactive process between the reader and text saying that “meaning does not just reside in the text, it is rather constructed out of the interaction between a reader's background knowledge and what is in the text” (p.461). The background knowledge and experience of the reader have also an impact on understanding the meaning of the text.
According to Spiro (1977), reading is “a multilevel interactive process; that is, the text must be analyzed at various levels, with units of analysis going from the letter to the text as a whole” (p.98). The students interpret texts and do specific analysis, starting from the smallest patterns (sounds, phonetics, morphology …) to the largest patterns (sentences, phrases, clauses…) they understand cohesion between parts of a text through grammatical and lexical cohesion devices. Besides, Students try to comprehend conceptual meaning and the communicative function of sentences and utterances when reading texts. (Grallet, 1999)

The characteristics of the reading process goes beyond getting meaning from printed pages and decoding written symbols. Smith (1994) clarified that “reading is a matter of making sense of written language rather than decoding print to sound.” (p.2). Hence, the efficient reader is actively involved in making and remarking a hypothesis about the writer’s message. According to Goodman (1976) “reading is a psycholinguistic guessing that involves an interaction between thought and language” (p.554). The readers bring knowledge to the activity they are doing in order to give meaning to the written text.

Moreover, Grellet (1981) describes reading as “a constant process of guessing and what one brings to the text is often more important than what he finds in it” (p.7). Efficient reading is the result of the reader’s skill to produce the right guessing as with regard to the meaning of unfamiliar words and main ideas in the text and not only the result of identification and perception of all elements in the text.

1.2. Models of Reading

Different researchers have different opinions of what processes are involved when students read, and these have been presented and discussed mostly in terms of particular models of reading. Reading models and theories (Chall and Stahl ,1982) serve an important purpose in understanding the process of reading. They provide students with the way they should read and guide teachers as to how to teach students to read. Davis (1995) said that:
A reading model is a theory of what is going on in the reader’s eyes and mind during reading and comprehending (or miscomprehending a text). These models try to predict and explain reading behavior. The readings instructions are built on the bases of the reading models. (p.59)

Since reading deals with recognition and comprehension, there is a question whether pupils use or should use a bottom up approach (Gough, 1972) in which they focus on linguistic clues and build literal comprehension, or a top down approach (Goodman, 1966; Smith 1971) where they emphasize the importance of background and build global comprehension (Carrel, 1988; Swaffar, 1991), or an interactive model. That is the combination of both. (Rumelhart, 1977)

1.2.1. Bottom-Up Model

It is referred to as bottom-up because it begins with the smallest units in language and works up to the largest unit, the overall meaning. (i.e.) a reader takes meaning from the text itself, from each word and sentence and from how the text is organized. This model is thus associated with phonetics. Farrel (2008) clearly stated it by saying that information is first processed in the smallest sound units and then moves to letters, words, phrases and full sentences. Understanding or comprehension of the text will ultimately depend on the reader’s knowledge of vocabulary and syntax” (p.58). In this view, a bottom-up model conceptualizes reading essentially as a decoding of the text by the reader and translating print symbols to letter sounds to meaning as an approach to comprehending text. Readers move from specific details to general concepts.

In other words, reading is seen as a text-driven process that begins with perception and recognition first of letters, then of phonic elements which focuses on letter–to-sound correspondences, then of words, then of word groups, and ultimately of sentence meaning and passage meaning. (Davis, 1995). After that, the reader builds meaning from the smaller to the larger units accurately and rapidly. In Carrel’s (1988) words, reading is seen as:
a decoding process of reconstructing the author’s intended meaning via recognizing the
printed letters and words, and building up a meaning for a text from the smallest textual
units at the ‘bottom’ (letters and words) to larger and larger units at the ‘top’
(phrases, clauses, intersentential linkages). (p.2)

For Davis (1995), the bottom-up models are “Models of the reading process that describe
the process as a sequence of discrete ‘steps’, in which the direction of process is from
‘bottom-level features of text to ‘higher levels” (p.169), that is, from the identification of letters to
sounds, to words, to sentences and finally to meaning and thinking.

Decoding is very important in the process of reading. Skilled readers use decoding skills
automatically (La Berge and Samuels 1974) where they determine what sounds are present in a
word. They also rely heavily on decoding text to make sense of it and enable students to focus on
comprehension. At the same time, they have to be fluent and efficient to achieve that goal.
Allington (1991) clearly stated that “All readers must acquire automatic and proficient strategies for
the integrative use of the multiple cue sources available in written text.” (p.372). This reveals the
importance of Bottom-up model and how it makes the reader working from text to meaning (with
focus at word and sentence level).

### 2.2.2. Top-Down Model

This model argues that reading is directed from the brain. Readers bring their prior
knowledge and experiences to the text as they read, and that this influences how they understand
and interpret a text. The top-down approach has been described as concept-driven and it is an
approach which emphasizes that reading is not simply a bottom-up process and that meaning is not
entirely located within the text. (Goodman, 1984; Smith, 1979)

Top-down model describes reading as a meaning-driven process. (Smith, 1979) Readers
guess or predict what the text will be about based on their prior knowledge and experiences of the
topic then, they will continue to read the text as long as it confirms their prior expectations. In other
words, readers using top-down model will try to fit text into knowledge and experience they already have and verify hypotheses and predictions. Both Goodman’s and Smith’s view of this model show that a reader is able to make correct predictions and does not have to be so dependent on the text itself. Many top-down theories believe that skilled reader goes directly from print to meaning, without transferring the information to speech. (Chall & Stahl, 1982)

To sum up, one can say that bottom-up model and top-down model are different in the way that the bottom-up model is not useful at the advanced levels because students are able to decode graphical input automatically whereas, the top-down model entail from the students to detect meaning from the text and it is hard to be used in elementary levels of language instructions. Simultaneously, Harmer (2007) stated that:

In top-down processing, the reader (or listener) gets a general view of the reading or listening passage by, in some way, absorbing the overall picture. (…) In bottom-up processing, on the other hand, the reader or listener focuses on such things as individual words, phrases or cohesive devices and achieves understanding by stringing these detailed elements together to build up a whole. (p.270)

Thus, without a good understanding of the detailed information gained through bottom-up model, students will have difficulties to come to a clear picture and to what a text is about. But without some global understanding of the topic which is written or spoken, even an understanding of details will not be enough. (Harmer, 2007)

1.2.3. Interactive Model

Within this model, EFL students use both knowledge of word and background to interpret the texts they read. This means that interactive models propose that readers employ both top-down and bottom-up processing, using information gleaned from one process to inform and
advance the other (Rumelhart, 1977) to benefit from the two models and to reach the aim which is
determined from the reading process.

Grabe (2009) stated his view that the basic assumption to understand the notion of
interactive model is that “useful elements from bottom-up and top-down views can be combined in
some massively interactive set of processes.” (p.89). This model provides a better account of the
existing data on the use of orthographic structure and sentence context by good and poor readers.
Stanovich (1980) developed “the interactive-compensatory model” on his belief that “interactive
models of reading appear to provide a more accurate conceptualization of reading performance than
to strictly top-down and bottom-up models.” (p.32). He noted as well that a reader whose skills are
weak at the level of word recognition will become dependent on context. Whereas a reader with
strong word recognition skills will not need to rely on context, he emphasized this by saying that
“the interactive model aim at compensating for deficiencies at any other level.” (p.13) that is to say
that, EFL students’ do not have the same learning style and the same skills and capacities also,
interactive model functions well with all the students.

In interactive reading, reading is perceived to involve parallel and simultaneous
processing of all the sources of information (May, 1986). It also views reading as an active, strategic
process of questioning, predicting, confirming and self-correcting (Anthony, 1990). Good readers
have the ability to use different strategies. (i.e.) switching from top-down to bottom-up, and apply it
as needed to accommodate any factors that may contribute to any difficulty of a given reading
selection. Anthony (1990) illustrated some of the factors that influence interactive reading strategies
in the following table:
Lee and Kinzer (1987) observe that “reading proceeds as each knowledge source in one’s mind interacts with other knowledge sources.” In this sense, EFL students who read intensively receive the gains of reading as any source of other knowledge, and then it suddenly interacts with the information in the text and other sources. The information comes and provides students from different sources simultaneously. Many advocates on interactive model suggest that readers form letters and words at the same time as they formulate hypotheses about the meaning of what is on the printed page. In this sense, Grabe (1988) also advocated interaction:

The reading process is not simply a matter of extracting information from the text. Rather, it is one which the reading activates a range of knowledge in the reader’s mind of that he/she uses, and that, in turn, may be refined and extended by the new information supplied by the text. Reacting thus viewed as a kind of dialogue between the reader and the text. (p. 56)

<table>
<thead>
<tr>
<th>External Factors</th>
<th>Internal Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of Print</td>
<td>Linguistic Competence</td>
</tr>
<tr>
<td>Text Format</td>
<td>Word Meaning</td>
</tr>
<tr>
<td>Clarity of Writing</td>
<td>Prior knowledge about the topic</td>
</tr>
<tr>
<td>Distractions</td>
<td>Goal /purpose for reading</td>
</tr>
<tr>
<td>Interest of Material</td>
<td>Interest in the topic</td>
</tr>
<tr>
<td>Text topic</td>
<td>Reasoning Ability</td>
</tr>
<tr>
<td></td>
<td>Strategies for correcting misunderstanding</td>
</tr>
</tbody>
</table>

Table01: External and internal factors of interactive reading strategies

1.2.4. The Correlation between the Models

According to Rumelhart (1977) interactive model may work as follow:

For example, a student who meets an unknown word might use surface structure systems like letter-sound, knowledge to decode this unfamiliar word. A different student might find it easier to use deep structure systems, such as meaning and vocabulary to decode the same unknown word. Each student makes different connections.

![Figure 01: The transformation between Top-down and Bottom-up model](Emerald, 1991, p.29)

The ultimate goal is that readers use both the knowledge of the word's meaning and background knowledge to interpret the texts they read. Gunning (2006) stated that “the efficient reader simultaneously uses background knowledge, facility with language, ongoing comprehension and decoding skills.” (p.9) they are allowed by interactive model to bring their own background knowledge to reading and to interact with others to build meaning and memory from the text.

![Figure 02: The Top-down model](Emerald, 1997, p.26)

These graphs illustrates the interrelationships between surface structure, deep structure and sounds of words (i.e.) The reader is said to scan the surface structure (Bottom-up) and to proceed directly to the deep structure (Top-down). Emerald (1997) clarified that “they start at the semantic
and syntactic level and samples other sources of information only as needed the recording .” (p.26). Then the recording (oral-aural) comes after the apprehension of meaning.

This upcoming graph identifies how Emerald illustrated the basic differences between bottom-up, top-down, and interactive models in a brief way mentioning the most important point concerning it:

![Models of Reading Diagram](Emerald, 1981, p.28)

### 1.3. Types of Reading

Several types of reading may occur in a language classroom. Students need to involve these types to have a maximum benefit from their reading (Harmer, 1988). Besides, Research has shown that there are different ways of reading that can be chosen according to the text students are reading and their purpose of reading.
1.3.1. Extensive Reading

Several theories come into play in extensive reading. Palmer, an English linguist, was the first who applied the phrase “Extensive reading” as an approach to foreign language teaching and to reading (Bamford & Day 1998). According to Palmer, extensive reading means that learners should read ‘book after book’. It involves reading for pleasure where the students choose various texts for the purpose of enjoinment. They read longer texts usually for their own pleasure; it is a fluency activity that involves global understanding. (Grellet, 1999). In addition to that, Brown (1989) explains that extensive reading is carried out “to achieve a general understanding of a text.” (p.313) Students read as much as possible where they look for pleasure, information and general understanding. Long and Richards (1971) identify extensive reading as “occurring when students read large amounts of high interest material, usually out class, concentrating on meaning, ‘reading for gist’ and skipping unknown words .” (p.216). It is aim is to get a comprehension of main ideas, not for specific details.

Extensive reading materials are of great value to the students to enrich their linguistic competence in terms of vocabulary and grammar. Harmer (1988) observed that “one of the fundamental conditions of a successful extensive reading programme that students should be reading material which they can understand.” (p.283). Students cannot read for pleasure if they are struggling to understand every single word. In other words; books can be provided for this reason. Krashen (1984) supported extensive reading because he believes that it automatically gives rise to competence in writing. In 1993, he termed it “free voluntary reading” that could be used as a bridge for communicative language competence to academic language competence. Furthermore, when students read extensively, they read a relatively large amount of text efficiently and with good comprehension and assume responsibility for developing reading skills. Krashen (1993) suggested that the advantages of free voluntary reading involved developing acquisition and literacy, bringing more ideas, reaching success and having fun.
1.3.2. Intensive Reading

Intensive reading seeks to uncover the inner workings of a text, its grammar, its form and logical structure; it is artistic and rhetorical technique. Bamford and Day (1997), (cited in Richard, 1988) depict intensive reading as a “(…) careful reading (or translation) of shorter, more difficult foreign language texts with the goal of complete and detailed understanding.” (p.61). This type helps them understand vocabulary by deducing the meaning of words in context, responding to more than the plain sense of words also, distinguishing between explicit and implicit information and drawing inferences and conclusions. Moreover, it requires text analysis for critical and evaluative understanding of a text.

Moreover, Rizvi (2005) stated that “text analysis is the process of identifying relationships among different units within the text.” (p.243). Intensive reading carry on in text analysis that aims at distinguishing between relevant and irrelevant information, facts and opinions, major and minor details, identifying and evaluating the writer’s attitudes and the author’s intention. For Bamford and Day (1998) “(…) reader’s attention should be on the meaning, not the language of the text.” (p.5). In intensive reading tasks, EFL students do not have to focus on the exact meaning of words but on the language itself.

Opposed to Day and Bamford, Aebersold and Field (1997) support the idea that the teacher can “to some extent” choose the books for the students. This can be useful if the students do not have an idea which book to choose on one hand. On the other hand, teachers should check the chosen books anyway as the students can pick out books which are suitable for their age and beneficial for language acquisition.

The categorization done above is based on the kind of reading. There can also be a categorization on the basis of reading speed. Skimming and Scanning enable students to cover a vast amount of material very rapidly. These two techniques are similar in the process of reading, but different in purpose.
1.3.3. Skimming

Skimming is a quick reading without pausing to get details. The readers aim to know the main ideas and have an overview of the content. They also try to check what might be important or even rejecting information as irrelevant. Grellet (1999) identified skimming as “quickly running one’s eyes over a text to get the gist of it” (p.5). That is the reader notes quickly headings, subheadings, bold and italicized words, photographs, figures while skimming. It also implies a reading competence such as: reading an overview, the summary, introduction, first paragraph or last paragraph.

Additionally, in activities, students must locate facts that are expressed in sentences, not single words. The teachers often set a time to the activity because speed is essential in order to improve skimming. i.e. They should read more and more rapidly, to form appropriate predictions. Pugh (1978) suggests that to assess skimming after the students have read and completed the assigned texts and objectives. Further questions may be asked beyond the underlined purpose originally. He also suggested that “skimming requires greater fluency and more practice is required.” (p.70). Konar(2009) set different advantages of skimming from helping to understand who are the audience, whether it is written for professionals or general public, also what kind of text it is, whether it is a report letter, article and the author’s purpose (describe, inform, entertain).

1.3.4. Scanning

It is valuable skill for second language learners to develop reading rapidly also, to cover a great deal of material in order to locate a specific fact or a piece of information (name, static, date …) without reading the entire book. Konar(2009) stated that “scanning involves reading the passage slowly and carefully and looking for some particular information in which you are interested.” (p.154). Hence, students read selectively to achieve very specific goals. Besides, Scanning is more a limited activity, only retrieving information relevant to a purpose (Urquhart&Weir, 1998). Grellet said that readers scan to “locate specifically required information.” (p.5)
Readers must realize that in order to be a good reader, they should be able to vary their reading speed according to the requirement. Often skimming and scanning are used together when reading a text. Brown (1994) suggested that “perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning.” (p283). Skimming and scanning leads the reader to a deeper understanding, a good reading habit and a better retention of the matter. It is a good idea to read in word groups or thought groups rather than merely reading word by word. (i.e.) students skim and scan when the material is not of serious nature (magazines, newspapers) but when it is important and difficult to understand, they should adopt a slower pace as reading scientific journals, technical subjects…etc.

1.4. Intensive Reading Origins

The basis of intensive reading was set by the grammar translation method were Nation (2008) stated that “the classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence.” (p.70). In EFL classes, the teacher uses the underlying principles of this approach and involves students into different tasks like: translating passages, using difficult texts with many unknown words, and a lot of new vocabularies items and grammar structures that requires explaining and use of the first language to understand the meaning. Richard (1988) argued that “the dominance of grammar –translation method as a method of teaching foreign languages, intensive reading includes studying the vocabulary of a passage (pronunciation, spelling, inflectional and derivational forms.)” (p70). They also focused on practicing different grammar points going through parts of speech, grammatical functions, sentence patterns, exact and correct usage, memorization, and translation.

In this approach, the instructions in intensive reading is necessary a laborious word by word, phrase by phrase and sentence by sentence explanation through translation in another language.
Using on appropriate texts and following useful principles, this can be a very useful procedure as long as it remains a part of the reading programme.

1.5. Definition of Intensive Reading

It is also called careful, reflected reading, the learners focus on the language rather than the text they can explore the meaning through several tasks (i.e.) answering comprehension questions, learning new vocabulary, studying grammar and expressions in the text. This type of reading requires the student to look intensively inside the text. Brown (1989) explains that intensive reading “calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose understanding literal meaning, implications, rhetorical relationships.” (P.70). Another view by Long and Richard (1987) pointed out that intensive reading “is a detailed in-class analysis, led by the teacher of vocabulary and grammar points, in a short passage.” It is usually classroom based and focuses on surface structure such as grammar and discourse markers, it aims to build more language knowledge rather than simply practice the skill of reading.

During intensive reading, Texts are read carefully again and again in order to focus on details and analyze it. For Nuttul (1982) intensive reading requires “the students to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text.” (p.23). Students set specific tasks and objectives in order to achieve, when analyzing texts in details.

Moreover, Nation (2008) argued that “intensive reading improves the learner’s comprehension skill and fits into language-focused learning strand of a course.” (p.25). In this sense, intensive reading in EFL classes is vital and complementary. So, intensive study of reading texts can be a means of increasing learner’s knowledge of language features and their control of reading strategies.
1.6. Focuses in Intensive Reading

Intensive reading tends to focus on details and to serve functions that reach far beyond the apparent purpose of reading. It focuses on comprehension as stated by Nation (2008) “intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts.” (p.25). The use of translation makes sure that learners understand, and when the learners do some of the translation themselves, it allows the teacher to check whether they understand. Intensive reading can aim at identifying regular and irregular sound-spelling relations. This aim can be achieved through teaching phonics, spelling rules and through reading aloud.

Besides vocabulary, teachers teach and explain different grammatical rules for students so that, they can practice them. They enable them to analyze the text and identify kinds of information in a particular structure. The students will learn how to follow a certain order using conjunctions and pronouns to refer to words also able to indicate reason, addition, consequences… etc. This way of reading focuses on how the text achieves its communicative purpose through vocabulary, grammatical features, cohesive features and what this communicative purpose is. They all play a role and contribute to the communicative effect of the text.

Nation (2008) stated that “language-focused learning for reading can occur through intensive reading with a teacher and it can also occur through written exercises accompanying text.” (p.26). He has suggested that if the intensive reading is to be done effectively, the students will really benefit from it and even the underlying objectives set in a particular activity are to be achieved. The focus in teaching should be the focus on items within texts. For instance, when the focus is on comprehension then the focus of items will be on question types and question forms, by following the strategy of prediction and reading processes. Another one, the focus occurs on vocabulary, dealing with the frequent item-underlying meanings of words with the strategy of using dictionary, guessing or noting and learning on cards. (Nation, 2008)
1.7. Intensive Reading: The Role of The Teacher

The teachers play an important role during intensive reading. They need to create interesting topics and tasks to make the students thrilled and enthusiastic (Harmer 2007). He suggested that there are number of roles that teachers need to adapt when asking the students to read intensively. First, organizing where they should discuss with their students the objectives intended to be achieved, instructions and limited time to do the tasks. Second role is observing through giving space to students without interrupting them while reading. Harmer (2007) stated that “while students are reading we can observe their progress since it will give us valuable information about how well they are doing individually and collectively.” (p.286)

A similar view by Grallet (1999) noted that “different tasks of reading require students to exercise their powers of judgment and appreciation ….and lead to greater discussion and reflection on the text.” (p.5). Third, organizing feedback to check their success and sustain their motivation. Fourth, directing them to certain features of text construction to reveal ambiguity and make them aware of issues of text structure which they didn’t notice before. (Harmer, 2007)

1.8. Features of a Good Intensive Reading Exercise

Developing intensive reading activities involves more than identifying a text that is appropriate for the level of the students and writing a set of comprehension questions for them to answer after reading. Exercises related to intensive reading enable the students to deal with features that can be found in almost any text and also direct their attention to various strategies to work on any passages.

Davies and widdowson (1974) stated that a good reading exercise has the aim “to develop in the learner the ability to comprehend texts, not to guide him to comprehension text.” (p.172). In other words, teachers design exercises to make the students learn things that apply to all texts and gain the knowledge of the language and ways of dealing with the language rather than an
understanding of a particular message. A good intensive reading exercise directs learner’s attention to the reading text. (Nation, 2008)

Among the features of a good intensive reading exercise is that it provides the teachers and students with useful information about the learner’s performance on the exercise (i.e.) the teacher can get guidance from the learners’ performance to improve teaching. Knowing that good exercises provide useful feedback for learners but it would be difficult to gain if students do not focus on the language but on the meaning and/or message of a particular text. Bernard (1972) stated his opinion concerning this point saying that “the motivation to give attention to language features is different from the motivation to give attention to particular message.” (p.11)

For example, comprehension questions ask students this way:
- “Do you understand this passage?”

Whereas a good intensive reading exercise should say:
- “Can you handle these language features which are in this passage and other passages?”

(Nation, 2008)

The aim of comprehension is to direct learner’s attention to the reading text but occasionally some questions are answerable from the learners’ own experience without having to refer to the text. Comprehension questions can be designed to make the students consider more than one sentence in the text in order to find the answer. Anderson (1979) has studied background knowledge as a factor in the reading process. Anderson (2006) suggests that “readers activate existing knowledge schemata to interpret text.” (p.367). He argued that Comprehension involves matching what the readers already know with the new information. Pearson and Johnson (1978) have investigated text relationship and comprehension. That is to say that, Comprehension is considering relations among concepts and proposition; structure (the organization of ideas) is imposed when writing, perceiving this structure helps in the reading process by improving learning and retention.

Extensive reading exercises may also include looking at main ideas versus details and trying to understand what is implied and what is stated. While doing the exercises, the learners look at the
In order to help students in classroom, teachers must understand the different purposes for reading. According to Phillips (1979), these purposes are divided into two categories, information and pleasure. Munby (1979) called the two intensive or extensive. Information is the goal, and he suggested four categories of questions that may be used in intensive reading:

1- Plain sense: to understand the exact meaning in the text.
2- Implications to make sense and to become sensitive to emotional tone and figurative language.
3- Relationship of thought and ideas between sentences and paragraphs.
4- Projective: requires the integration of information from the text to one’s own background information

Note: the questions may fall into more than one category. (Munby, 1979)

1.8.1. The comprehension of the text

There are various question types that can be answered in intensive reading activities. The most common systems of questioning that take form in intensive reading like the pronominal questions that start with (who, what, when…). They aim to test writing and reading ability, there are also yes/no questions that need short answers. In addition to that, true /false questions that provides an opportunity for more learning to take place and multiple choice sentences which are not easy to be prepared by teachers. In addition to sentence completion where the teacher asks the students to write about one-quarter of the length of passage containing all the main ideas (Forrester, 1968) (cited in Nation, 2008). Information transfer where the student transfers the information in the text into a diagram. (Palmer, 1982)
1.8.2. Vocabulary

Intensive reading gives the opportunity for teachers and learners to work on vocabulary teaching while reading. Harmer (2007) asserted that “teachers can give a chance for students to ask questions about individual words and/or giving them the chance to look them up” (p.287). Students develop particular reading skill like their natural urge to understand meaning of every single word away from the paradox of encouraging them to read for general understanding and ignore meaning. Walker (1998) pointed out that “it seems contradictory to insist that students “read for meaning” while simultaneously discouraging them from trying to understand the text at a deeper level than merely gist.” (p.172). According to Nation (2008) when teaching vocabulary in intensive reading, several principles should be taken into consideration:

- High frequency words, giving a reasonable amount of time for each word, several aspects of its forms, meaning pronunciation.
- Low frequency words are best ignored or dealt with quickly through translation, pictures …)
- The vocabulary learning strategies of guessing from context analyzing words using word parts and dictionary to look up the meaning. (p. 29)

1.8.3. Grammar

Even the focus of grammar features during intensive reading provides an opportunity to deal with grammar in a meaningful context. The principles that guide attention to grammar in intensive reading starting from:

- High frequency grammar items deserve sustained attention in general; such items tend to be formally simple
- Low frequency grammatical features are parts of strategies for working on complicated grammatical features like: subordinate clauses, coordination. (George, 1963)
1.9. Conclusion

To conclude this chapter, one can say that students engage in the process of reading and go through different steps to analyze texts and understand details through much practice. Teachers in EFL classes help students to know how to read intensively and develop a great control of language. In other words, understand every word, extend their vocabulary knowledge, answer comprehension questions and rewrite passages. These are some of the benefits that can be gained if the EFL students practice reading. Finally, reading is always interrelated with the writing skill. Thus, EFL students’ acquire the reading skill that can aid them to be good writers as well.
Chapter two: Creative Writing

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Introduction

Writing is an important productive language skill. It implies the successful transmission of ideas from an addressee to an addressee via a written text. This exchanging of information leads to a greater motivation and encouragement to develop language skills. In addition to that, creative writing reveals the world around and feeds new ideas and reveals the writer’s feelings and emotions. In EFL classrooms, students are motivated to bring their best and show their creativity when they are engaged in writing tasks.

This chapter will deal with the definition of writing from different perspectives, and then we will discuss approaches to teaching writing. We will also see the nature of creative writing also different roles played by the teacher when writing. After that, we are going to shed light on forms of creative writing created by EFL students. Moreover, an explanation of the seven underlined characteristics of writing will be offered, then, the way teachers assess written language provided by students. Finally, we will deal with the relationship between reading and writing besides the approaches that connect them.

2.1. Definition of Writing

Writing is a complex skill and an important process. It is considered to be more than just transmitting codes into the target language. In this sense, Bazerman(2009) stated that “writing extends beyond a mastery of signs, forms, and procedures for language manipulation to gathering and giving of shape to communicate impulses and thoughts.” (p.95). It requires more planning, processing and revising which leads to acquiring and mastering a variety of skills as well. From developing pedagogical, rhetorical, and personal to awakening and rising communicative situation, concentration, and preparation of the mind, assembly of self to be able to write. (Bazerman, 2011)

Writing as an academic subject, is deeply rooted in classic Aristotelian rhetoric. Written words are symbols which are spoken through focusing on invention, arrangement, style, memory and delivery (Aríst, 1938). Moreover, writing is viewed as an extension of talking to oneself or
written down conversation. According to Rivers (1968) writing is considered to be an act of transmitting what has been written into conventional graphic.

In addition to that, writing is also defined as a mental process and a physical action. In Charples (1999) words “writing is a mental activity, but it relies on physical tools and source from pen and paper to word processing.” (p.06). Thus, students invest a great mental effort when writing. They develop thoughts to express what they want and this leads to the growth of intellectual literacy skills. (Bazerman, 2011)

Besides, writing provides the chance for personal self-expression. Students can write about what they have experienced in their real lives and express their feelings. When writing they explore who they are and stay away from loneliness. For this reason, writing cannot be separate from thinking, creating and life experiences. Similarly, (Swedlow, 1999; Smith, 1989) noted that “writing about one’s feeling and experiences can be beneficial psychologically and physiologically, because it can reduce depression, lower blood pressure.” (p.197). In fact, writing is seen as a form of communication and interaction that is based on our understanding of human relations, emotions and anxieties.

Another proponent of the cognitive process theory of writing, Flower and Hayes (1981) propose that the process of writing is understood as a set of thinking processes, including planning, translating and reviewing, which are under control of a monitor. They pointed out that writers call a set of thinking and create processes while they are writing, “writers verbalize everything that goes through their minds as they write, including stray notions, false starts, and incomplete or fragmentary thoughts.” (p.368). This view of cognition tend to define writing as a problem solving and examine mental steps that individual writers goes through to write texts and represent writing as a problem to be solved, goal directed activity. They learn how to explore and define their own problem, and this is what the composition instructions need to consider. (Flower and Hayes, 1981)
2.2. Approaches to Teach Writing

There are numerous approaches to teach writing to students. These approaches were discussed by several researchers in order to see what is the most efficient for the students, and what suits them more to enhance their knowledge and learning of writing skills. These approaches have contributed to the changing role and status of writing within English language syllabuses and English as a foreign language. There have been debates concerning the importance of three major approaches to teach writing: the product approach, the process approach and finally, the genre approach.

2.2.1. The product Approach

It emphasizes on mechanical aspects of writing, such as focusing on grammatical and syntactical structures. Product approach is used to highlight form and syntax (Silva, 1990). It is primarily concerned with the form of the final product, and its correctness. Further, teachers try to teach students to have control on the form and content of a written text, and make them avoid errors. In addition to that, it helps them enhance their writing proficiency and their linguistic knowledge. Furthermore, they develop an appropriate use of vocabulary, syntax and cohesive devices. (Gurl, 2009). Hence, the students who use the product approach focus on the written product rather than on how they should approach the process of writing.

The product approach focuses on writing tasks in which the learner copies and transforms the teacher’s supplied models (Nunan, 1999), (i.e.) the writing development is the result of the imitation of input in the forms of texts provided by teachers. Harmer (2007) stated that “when concentrating on the product, we are only interested in the aim of task and in the end product.” (p.325). Therefore, whenever the teacher presents a task for students, the focus is on the kind and the quality of the product produced by students not on how they reached it.
In support of this point, Nunan (1989) argued that:

The product oriented to writing focuses on the end result of the act of composition, i.e. the letter, essay, story and so on. The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating points, supporting details and so on. The focus in class will be on coping and imitation. (p.36)

2.2.2. The Process Approach

The writer goes through various stages that facilitates planning and production. It is about how ideas are organized and formulated in writing. Tribbles (1996) defined the process-oriented as “an approach to the teaching of writing which stresses the creativity of individual writer, and which pays attention to the development of good writing practices rather than the imitation of models”. (p. 160). That is to say, the main focus of this approach is on the procedures taken by the students to reach the final product, the more students engage in writing activities, the more it will enlarge their imagination and spark their motivation.

In support of this point, Harmer (2007) stated that the process approach in its simplest form “asks students to consider the procedure of putting together a good piece of work.” (p.326) Students start following a number processes from drafting, reviewing, redrafting and writing, etc. It is said that these stages are done in a recursive way. In tribbles words (1996, p. 39) (as cited in Harmer 2007, p. 326)” at any time in the preparation of the text, writers can loop backwards or forwards to whichever of the activities involved in the text composition they may find useful”. So, students may feel the need to go back to prewriting and modify some of their writing as they draft it. Tribble (1996) illustrated the process of writing as follows:
Tribble (1996) presented a diagram as a recursive and unpredictable process of writing. Students repeatedly focus on revision in response to feedback received by readers and teachers, since they are also considered as facilitators in the process. A similar view was stated by Raimes (1985) where he pointed that the process is not linear at all but recursive (cited in Tribble, 1996, p. 59). On the same context, Harmer (2007) claims that it is better to see writing as a wheel as illustrated in the figure below:

![Figure 4: Dynamic and unpredictable model of writing process](image-url)

**Figure 4: Dynamic and unpredictable model of writing process**

Tribble (1996, p. 59)

Figure5: The process wheel (Harmer, 2007, p. 326)
This means that, the writer moves around the wheel and may still edit, different parts of what he has already think that it is the last and final version. He/ she may go back to it and replant as he /she likes in the last version. From polishing the language, checking the punctuation, spelling, also noting various ideas and writing a clear final version.

There are some disadvantages that were noted by Harmer (2007) where he argued that “the process of writing takes time while brainstorm and collect ideas, besides reviewing and editing” (p.326). Many students see it as a complex process and not appropriate because of the limited time inside the classroom or because of instructions of the teachers to write quickly as a communication game. It focuses on the skills and processes of writing and ignores the social and cultural aspects that have impact on different kinds of writing. (Atkinson, 2003)

There should not be an extreme emphasize on the process writing to the extent that the final product loose its importance. So, there must be a balance between process and product approaches. The writer goes through the process of pre-writing, drafting, revising and editing to reach the ultimate goal “the product”. As a result of that, one can say that the process is the means by which one can reach an end which is the final product. (Brown, 2000)

2.2.3. The Genre Approach

This approach emphasizes more on the social content in which writing is produced. (Bryam, 2004). Harmer (2007) has defined the genre approach as “a framework for language instruction.” (p.234). This framework gives students support in their writing with systematic guiding principles about how to produce meaningful passages. The ultimate goal of this approach is that writing pedagogies should offer students explicit and systematic explanations of how language functions in social contexts. (Hyland, 2003)

Accordingly, Swales (1990) described this approach as communication events by saying it is “a class of communicative events, the members of which share some set of communicative
purposes” (p.68). That is to say, there are specific conventions of rules that go hand in hand with the writer’s purpose. For example, writing a private story gives us an impression that is a personal letter (informal letters use specific words). Harmer (2007) also expresses his view by saying that:

A lot of writing within a discourse community is very genre bound. In other words, writers frequently construct their writing. So, that people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognize poetry format and we know what a formal letter should look like. Genre represents the norms of different kinds of writing. (p.327)

This means that the specific social goals are the most worthy points to be focused on when genre was discussed, and implies that before writing, the context of a situation has to be considered in order to determine what linguistic features are required.

We can say that students of English for Specific Purposes are more likely to be involved within the genre approach. However, its usefulness for General English students’ cannot be denied. Interestingly, low level students can benefit from this approach if the teacher requires them to write. He / she may receive a valuable written work (Harmer, 2007). Further, when writing, students need to take into consideration different factors. Starting by getting a full knowledge of the subject matter, the convention and style of the genre, also the context and the audience (i.e.) about what and to whom the written work will be introduced to be read.

2.3. Definition of Creative writing

Creative writing has become a highly professionalized academic discipline; it is strongly used everywhere and by many people who are occupying different positions, locations and types. Graeme (2010) argued that “creative writing involves personal and social activities with the intension of producing art and communication.” (p.2). Thus, the students' engagement with creative
writing is related to various activities related to many factors. Frequently, action and thoughts are
directly or indirectly referred to the writer. In this sense, the idea and ideals of creative writers are
reflected in their work. They involve themselves in their creative writing. Ramet (2007) defined
creative writing as “having the power to create imagination, original literary production or
composition” (p.13). In addition to that, reaching a high level of creativity in writing demands a
critical eye about everything around, and a sense of driving the audiences’ attention to which
writers address. (Graeme, 2010)

For EFL students’, teachers try to encourage them to write creatively and give them the
opportunity to express their ideas and thoughts in an imaginative way. Memory is primary the
source of imaginative experiences (Mills, 2006). This writing reveals the learners feelings and
emotions behind limited boundaries set by different tasks inside the classroom. For instance, poems,
short stories, biographies, screenplay, songs, fiction, instead of academic writing, textbooks,
technical writings....etc. Harmer (2007) asserts that “the term creative writing suggests imaginative
tasks, such as writing poetry, stories and plays.” (p.328). Thus, it is a form of artistic expression,
draws on the imagination to covey meaning. Ur (1998) (cited in Harmer, 2007) pointed out that
“most people feel pride in their work and want it to be read.” (p.328). The writers are thrilled to see
the work and overwhelmed with the sense of achievement which is marked in creative writing
rather than other writing products. May (2007) argued that “ One of the purposes of any creative
course is to make the students feel confident enough to see him/herself as a writer, whether or not
he/she eventually succeeds in getting published.” (p.15). Hence, if students are much encouraged by
their teachers, they will pursue and develop their creativity and will be satisfied with their work. In
this context, Marksberry (in her work noted that Witty and Labrant define creative writing as:

…a composition of any type of writing at any time primarily in the service of such needs
as:

* The need for keeping records of significant experience,
* The need for sharing experience with an interested group, and

* The need for free individual expression which contributes the mental and physical health.

(p.39)

The writers will free the mind and enlarge their imagination. Besides, creative writing helps students to break the routine thinking and sharing their image and memory experiences with friends and mates. It satisfies their creative souls which release the reader’s mentally and emotionally.

In creative writing tasks, students try to be engaged and bring their best and produce a variety of correct and appropriate language than usual routine assignment. Creative writing textbooks present chapters that discuss different genres that help students to master techniques of writing (Earnshaw, 2014). Some activities are provided with motivation to find out the right words to express their experiences through writing short stories about certain adventure, writing poems about someone they know (Harmer, 2007). Moreover, Morley (2007) stated that “creative writing can be taught most effectively when its students have some talent and vocation to it.” (p.8). So, the level of the students contributes in the way they write and teachers must guide and shape this skill. Graffield-vile (1998 cited in Harmer, 1998) assumed that “creative writing is a journey of self-discovery promotes effective learning.” (p.31). In other words, students will have the chance for self-expression and will learn easily if they write what they have experienced themselves.

### 2.4. Creative writing: The Role of the Teacher

Teachers must be included in the process of writing in order to guide students to write creatively and avoid difficult situations in writing tasks. They need to provide them with courage to avoid being demotivated and frustrated. The designed programs for creative writing help students to overcome writers block and not to isolate them from real life. Teachers make students gain insight, style, narrative, or categorization. Morley (2007) argued in this context that “the most effective
teachers of creative writing teach wide, deep reading and the value of trying voices, strategies and style.” (p.9). So, students can learn about voice, plotting, setting, figures of speech, description of character’s personality, critical analysis and social positions when writing stories. The teachers should be facilitators and should not impose their thoughts. According to Harmer (2007) there are some of the roles played by creative writing teachers:

2.4.1. Motivator

Harmer (2007) clarified that as teachers “one of our principle tasks in writing tasks will be to motivate the students creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.” (p.330). Some students face problems in obtaining ideas than others and cannot think of anything to write. Teachers can provide them with ideas that make them benefit more and gifted in their creative writing activity.

2.4.2. Feedback provider

Students need to be acquainted by additional information that respects their beliefs and thoughts. There are some guidelines that make teachers commentary give useful and effective remarks like: requesting specific information, make positive comments and summary comments. (Ferris, 1997). Teachers are considered as the first audience for students writings. Besides, what and how to focus on basing on the type of tasks. (Harmer, 2007)

2.4.3. Resource

Teachers can be a resource of advice and suggestions. They supply information and language when needed also, a source of a healthy environment where students can present their work and feel guided; they can distribute it to friends, parents, mates…etc. Teachers help them to
publish even their work in magazines, websites….etc. These activities minimize failure and develop writing habit and make students learn that writing can be of a great fun. (Harmer, 2007)

2.5. Forms of Creative Writing

Teachers can give students a period of time to present different written works. They can be considered as an assessment. This would encourage them to write well and with much care. Written works are divided into many forms and types. Each type has certain rules and conventions for its manifestation. They are considered as a genre of written language. Here are briefly some of what students able to consider as creative writing:

2.5.1. Novel

It is considered as a long fictional narrative which describes human experiences and fictional characters and events. It makes students use their imagination and express themselves. They translate their emotional response to things and make them think and observe.

2.5.2. Poem

Students enjoy writing poems. They need to have an understanding and knowledge of figures of speech such as: metaphor, simile. They use symbolism, ambiguity, irony depending on the style elements.

2.5.3. Short story

It is shorter than a novel, a brief fictional prose narrative work from literature. It focuses on one incident, single plot, setting and a small number of characters. It can be funny, mysterious, fantasy, or historical.
2.5.4. Playwriting

Students can write simple dramatic literature of plays that can be performed in classrooms by their classmates, and it may contain different language features that can help to develop fluency, accuracy, performance…etc. In addition to all these types, there are other types of creative writings as well under certain categorization like:

Non-fiction: reports, essayes, articles.
Letters: personal, business, greeting cards, journals.

Using these types, the teachers aim to promote writing as a skill. Harmer (2007) highlighted the point of writing for writing tasks as a technique to make students build writing skill and writing habit like designing a good magazine advertisement. The reason behind that is to become good at writing advertisement not just learning how to use tenses. (Writing for learning) (Harmer, 2007)

2.6. Characteristics of Written Language

There are some common distinctive characteristics in student’s writing process in EFL classes. They have to pay attention to these characteristics to make their writing better. They should use appropriate terminology, they describe, discuss the way language features are used, structures of texts that suit the topic, taking into account the purpose and the audience. According to Brown (2000), the characteristics of written language from the perspective of a writer are listed as follows:

2.6.1. Permanence

Brown pointed that “students writers often feel that the act of releasing a written work to an instruction is not unlike putting themselves in front of a firing squad.” (p.353). The students feel afraid when delivering their final form to teachers. After finishing their work, they don’t think that they can make their written work better by editing and revising it again. They put in their minds that their writings would be permanence. In this case, teachers as guiders and facilitators give
students confidence to their work by trying to help them revise and refine it before submission. (Brown, 2000).

2.6.2. Production Time

In this point, the students think about the dead line and not for the content of their writing. As a result, their work will not develop and maximal. So, giving enough time, a writer can become good and achieve a valuable product whereas, limited time contributes in decreasing the quality of the final product. Again, it is the teacher’s job to make students deal with time limitations (Brown, 2000).

2.6.3. Distance

Students before starting to write, they need to know who will read their work and predict the audience general knowledge. Brown (2000) noted that “one of the thorniest problems writers face is anticipating their audience characteristics to how specific words, phrases, sentences and paragraphs will be interpreted.” (p.354). They form a relationship with the audience anticipation. If the writer’s work is presented to teenagers, it also influences their words, phrases, and sentences that will be used and how they will be understood.

2.6.4. Orthography

Brown (2000) asserts that “everything from greeting to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols.” (p.254). It is about the technical of appearance. After the writer cleared the word, phrase and sentence that will be used, they move also to consider it as an art of writing words, dealing with correct rules of spelling and letters, capitalization and punctuation.
2.6.5. Complexity

Concerning this point, the students take into consideration the use of simple, combine or complex sentences. Writers have to avoid redundancy (Brown, 2000). They remove the repetition of linguistic information inherent in the structure of a language. Besides, they learn how to create syntactic and lexical variety, and make references to elements in a text. (Brown, 2000)

2.6.6. Vocabulary

Vocabulary is much more emphasized in written language than does in spoken language. Students acquire large amount of vocabulary and benefit from richness in English. It is reflected in their pieces of writings. They become creators of language when they use the exact words in an artistic way. Writers become creative because of what they write and how it is received by readers. (Kaufman, 2009)

2.6.7. Formality

We can say it when the language that is used is formal and polite, if the writer is involved in academic writing; it means the product is formal. In academic writing, students have to learn how to describe, explain, compare, criticize, argue…etc. They are complex conventions utilized for academic writing (Brown, 2000).

2.7. Assessing Written Language

Assessment therefore is an essential component of effective instruction. In classroom context, teachers are required to assess the student’s written language and their performance in writing tasks. They evaluate different criteria and categories. Further, they examine the students according to various rating criteria on content and language and more often on organization and length of writing, (I. e.) the rhetorical organization, the expression of ideas, accuracy and fluency
of English grammar and vocabulary use. Brown has showed the basis for evaluation of student’s writing by six general categories in the table below:

**Content**

- Thesis statement
- Related ideas
- Development of ideas through personal experience (illustration- facts-opinions).
- Use the description, cause, effect, comparison, contrast.
- Consistent focus

**Organization**

- Effectiveness of introduction
- Logical sequence of ideas
- Conclusion
- Appropriate length

**Discourse**

- Topic sentence
- Paragraph unity
- Transitions
- Discourse markers
- Cohesion
- Rhetorical conventions
- Reference
- Fluency
Table 2: Categories for evaluating writing

(Adapted from J.D. Brown 1991, p.369)

In the above mentioned table the categorization is somehow ordered according to the importance of the six elements. Nevertheless, the list emphasizes the importance of content over syntax and vocabulary which has high priority. For Brown (2000), the list above can be provided by a point scale for each if the reason of evaluation is needed for pedagogical or administrative purposes (Brown, 2000)

Teachers give instructive evaluative feedback in their comments, both specific and summative feedback to reinforce newly learned skills and correct recurring problems. Therefore, Harmer (2007) pointed that teachers have to provide students with much information to do the activities. He stated that “we will want to make sure that they have enough of the right kind of language to do the task.” (p.329) He exemplified this by dictating half sentences for students to finish in order to avoid saying that they can’t find anything to read. They can write poems and respond to music by writing words. Harmer (2004) (cited in Harmer, 2007)
In addition to that, assessment of the writing process can be done through the observation of students as they go through steps of writing, from planning, writing, to editing and revising. Because effective process writing leads to a successful product, teachers can assess the variable. (As mentioned in Brown’s table). Those are some highlighted categories that teachers assess:

- **Fluency:** The total number of words that is used in a short writing assignment. The teacher assesses the facility in translating thoughts into words without considering misspelling, faulty punctuation…

- **Content:** It accounts for the composition, organization, cohesion, originality in creative writing. For instance, is there a good thesis statement? Or clear introduction and ending, is there sub steps of events?

- **Cohesion:** The writer sticks to the point of using key words and conjunctions. Originality is assessed through questions if the writer attempts humor, presents unique point of view, and so on...

- **Vocabulary:** It is assessed through checking the uniqueness or maturity of words used in a composition.

- **Syntax:** assessing the use of patterns (adverbial phrases, object complements, transformations that result in relative and subordinate clauses (fragment, repetition…)).

Another kind of assessment is self-assessment. It is very important to make students assess their own writing process. It gives them the chance to observe and reflect on their own approach and pay attention to important steps that may be forgotten during writing. Brown and Hudson (1998) argued that self-assessment is a type of “personal-response assessment.” (p.63). It is an assessment that requires students to rate their own language. It reflects positive advantages like speed, direct involvement of learner. Besides, it can be a reliable and valid at measuring the
communicative language abilities (Bachman & Palmer, 1989). Moreover, students can look into their strengths and weaknesses as writers if they monitor their own writing tasks (Myers, 2001).

2.8. Reading/ Writing Relationship

The topic of the relationship between reading and writing has long been considered as a matter of concern. Numerous individual perspectives have provided views about the possibility of the connection of both reading and writing, and using them interchangeably. The relation is most commonly discussed in terms of the impact of reading on writing, the interaction between these two skills makes reading influences writing development and writing can influence reading development on the basis of interactive model. The influence is highly strong between reading more and repeatedly and between the development of writing ability and achievement at the level of creativity and quality. Better readers are generally better writers and better writers are generally better readers. (Stanovish, 2000). A writer’s ability to read and the opposite can be strengthened by the experience and knowledge that is shared by the reader and the writer (Shanahan & Lomax, 1986). Starkey and Bishop (2006) emphasized this view by saying that:

Writing Students are exhorted to read anything, everything, and lots of particularly in the genre they affiliating with. They are told to read past masters of their genre in order to join the tradition (…). They are taught to undertake close readings of texts in order to have a language discussing other texts in their genres. (p.135)

In EFL classes, teachers encourage reading and writing relationship and emphasize on thinking and learning. Fitzgerald and Shanahan (2000) stated that “reading and writing rely on corresponding or correlated mental process and isomorphic knowledge, through the nature of the relations between reading and writing is different age or grade levels” (p.42). In this sense reading and writing are though in combination which leads to effective instruction. Qates (2003) noted that “the writer can discover different ways of writing in what he reads. Involving in reading skill will
always help students to carry on writing.” (Cited in Greenwell & Anderson, 2009.p.13) So, by connecting reading and writing they can incorporate the ideas of real communication in which readers and writers interact. They both have similarities in mechanical level where reading focuses on decoding and sub-skills and writing on mastering punctuation, spelling, grammar, etc. Moreover, the transaction between reading and writing in the way that both skills seek for composing (i.e.) reflect, reread and give meaning to message. Reading influences the way we write at the level of choosing the topic, writing style and vocabulary while writing. (Tierney & Leys, 1984). There is a number of approaches that group the reading/writing connections. As (cited in Hooks, 2008)

2.8.1. Rhetorical Relations Approach

It focuses on the different similarities between readers and writers shared communication experiences. Both skills are meaning-making activities (Anderson, Spiro & Montague, 1977). Readers are like writers engage actively in creating meaning. They are considered as composing activities in the sense that it involves the development of meaning and involves planning-generating and revising meaning. (Fillmore, 1981). When reading like a writer, the reader uses the author’s text as a model for texts that the reader will eventually write. (Smith, 1983). From several readings, one can find answers for what to write and how to write

2.8.2. The Procedural Connections Approach

It focuses on the impact of both reading and writing on each other concerning functions and or external goals like performance in academic content areas as well (Shanahan, 2006). Procedural knowledge is applied by readers and writers to access, use, and generate information during reading and writing.
2.8.3. Shared Knowledge and Cognitive processes

It is the third approach that examines the process and knowledge shared by readers and writers. It is the most important one that research focus on. The main target is that writers and readers according to Fitzirald and shanahan (2000) “depend on identical or similar knowledge representation, cognitive processes, and contexts and contextual processes.” (p.40). This approach is so vast in the sense that it has less interest on the previous approaches “Rhetorical relations and procedural connections approaches”. Students need to have a full knowledge about the topics which they are going to read and write. After that they move to the procedural knowledge where they are provided with knowledge and skills to deal with reading and writing (Langer, 1986). Furthermore, they can think of previous information from memory to generate information (Shanahan, 2006).

2.9. Conclusion

To end up this chapter, we can say that writing is a demanded skill. It can be on a great number of forms depending on what the writers want to create and express. It is a very essential component for EFL classes. Students are engaged in a variety of activities that help to enhance their creativity in writing and reinforce their language ability and skills. It opens the door for students to interact when using it as a tool for achieving communicative objectives. This implies particularly with creative writing which is the topic of our concern, where students write novels, stories, poems…without fearing of critical judgment from readers in contrast they make use of it.
CHAPTER THREE: The Practical Study

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Appendices
Introduction

This chapter is devoted to the practical part. It introduces the target population and the selected sample with whom the study is carried out. It also provides information about the tools used for the investigation, in other words, the questionnaires. So, a description of the two questionnaires is highlighted with the analysis and the interpretation of the findings drawn from them that would help in approving or disapproving the hypothesis of the study.

3.1. The Teachers’ Questionnaire

3.1.1. Participants (Sample)

The teachers’ questionnaire is distributed to teachers in the department of English, at Larbi Ben M’hidi University. The sample consists of (11) teachers of written expression module. The reasons behind this choice were to benefit from the teachers’ experience in the field of teaching writing and their knowledge about how EFL students deal with intensive reading. Besides, how this is reflected on their written language and creativity in different genres of writing. Their answers are very beneficial and necessary for the study.

3.1.2. Description of the Teachers’ Questionnaire

The questionnaire is the most reliable tool to be used for gathering data relative to different background, views, and attitudes. It contains different types of questions: Yes/ No questions, open ended, close ended questions, multiple choices questions where they put a tick in the corresponding boxes. Besides, structured questions with various options and non-structured questions to give both teachers and students the chance to provide further comments and thoughts about the topic. The main concern questionnaires aim at investigating the attitudes concerning the role of intensive
reading in enhancing the EFL students’ creative writing. The teachers’ questionnaire is composed of nineteen (19) questions (see Appendix 01). It is divided into four sections.

**Section One: General Information (Q01-Q02)**

The aim of this section is to gather general information about the teachers of written expression. Question (01) is about teachers’ degrees and Question (02) is about the years they have been teaching written expression module.

**Section Two: Reading and Intensive Reading (Q3-Q7)**

This section is about reading skill and intensive reading. It seek to investigate the teachers’ attitudes towards their students’ level in reading, their use of reading strategies like skimming and scanning, and the assessment of the students’ performance in intensive reading as well.

**Section Three: Writing and Creative Writing (Q8- Q19)**

This section investigates the teachers’ views about their students' production in writing, the different approaches of writing. Besides, it deals with the process of creative writing and the teachers' perspectives about the role that intensive reading plays to enhance their students’ creativity in writing. Besides, it offers various clarifications of their point of view.

**Section Four: Further Suggestions and comments**

In this section the teachers are requested to provide additional comments and further suggestions concerning the role of intensive reading in enhancing EFL students’ creative.
3.1.3 Administration of the Questionnaire

The questionnaire was handed to teachers of written expression module and even those who taught this module before. It took place in the department of English at Larbi Ben M’hidi University. Teachers were very helpful and cooperative that facilitated the researcher work.

3.1.4 Data Analysis and Interpretation of the Teachers’ Questionnaire

Section One: Background Information

Question 1: Degree(s) held

a. BA (License)  b. MA (Magister)  c. Ph.D (Doctorate)

![Figure06: Teachers’ Degree](image)

The great majority of the teachers (72.72%) got a Magister degree, whereas, (27.27%) have a Ph.D. No one of the teachers who answered the questionnaire hold BA degree.

Question 2: How long have you been teaching written expression module?
This figure represents the number of years teachers taught written expression. (81.81%) of the whole sample, making up 9 teachers, affirmed that they have been teaching written expression for the period between one to five years. While the rest of the sample affirmed that they have been teaching written expression for the period of more than 10 years. However, no teacher (0) declared that s/he has been teaching written expression from 5 to 10 years.

**Section Two: Reading and Intensive Reading**

**Question 3 :** According to your experience, how would you describe your students' level in reading?

a. High  b. Above average  c. Average  d. Below average  e. Low
This question aims at covering the teachers’ view about the level of their students in reading. As it is presented in the figure above, the great majority of teachers (54.54%) see that the students’ level is average. (36.36%) of the participants think that their level is below average. While (9.09%) of the teachers stated that their students’ level is low. Whereas, no one of the participants stated that their students’ level is neither high nor above average. This implies that students' level according to teachers is not that pleasing.

**Question 4: When you conduct reading activities with the students, how often do you make them use reading strategies: scanning, skimming…?**

Figure 09: Teachers’ frequency of using reading strategies

Teachers were asked about their use of reading strategies like skimming and scanning while doing a reading task. (54.54%) of the teachers affirmed that they sometimes follow such strategies. (27.27%) of the teachers said that they do it often; others (18.18%) stated that they practice it rarely. No one of teachers avoid applying it. This reveals many reasons like: teachers’ time and also the objectives of the reading activities which lead to applying reading strategies.

Question 5: How do your students find reading texts for a profound and detailed understanding?

a. Very easy  

b. Easy  

c. Difficult  

d. Very difficult
Figure 10: Teachers’ views regarding their students’ abilities in intensive reading

The results obtained from the figure, demonstrate the teachers' view about the difficulty faced by their students when they analyze texts for a profound and deep understanding. The majority of the teachers (72.72%) stated that their students’ consideration of intensive reading is a difficult task to do. While (27.27%) asserted that it is easy to be done. We assume that the level of the students and the assessment of teachers as well have a considerable influence on the performance of students in such activities. This implies that teachers are aware of the students’ ability in intensive reading.

Question 6: Which type of activity do you think is more efficient to assess the students’ performance in intensive reading?

a. Multiple choice questions  b. Comprehension questions
c. Vocabulary activities (synonymy and antonymy)  d. All of them
Figure 11: Teachers’ assessment of their students’ intensive reading performance

The figure above shows which activities teachers think are effective to ensure better results in intensive reading tasks. Most of the teachers (54.54%) have chosen comprehension questions. (9.09%) opted for vocabulary activities (synonymy, antonymy). Others (18%) think that all of multiple choice questions, comprehension questions and vocabulary activities are important in assessing intensive reading exercises. Whereas, only (9.09%) of the participants preferred both multiple (a+b), and the same percentage (9.09%) selected (a+c). No one has chosen multiple choice questions alone as an efficient assessment task to obtain a positive performance in intensive reading. Teachers think that Comprehension questions are the most effective to assess their students’ comprehension in intensive reading.
Question 7: Do you ask your students to analyze texts for critical and evaluative understanding?

a. Yes                                      b. No

![Bar Chart: Teachers’ use of instructions in intensive reading activities]

**Figure 12: Teachers’ use of instructions in intensive reading activities**

By this question, we tend to know if teachers ask their students to have a critical and evaluative understanding about texts they analyze. The great majority of the teachers (81.81%) stated that they do. While only (18.18%) of them opted for “no”. This entails that teachers are interested in enabling students to develop the sense of critical thinking and analysis of text’s details.

**Section Three: Writing and Creative Writing**

Question 8: How often do you give your students writing activities as a home work?

Figure 13: Teachers’ frequency of giving writing activities as home works

This question aims at knowing how often teachers provide their students with home works about writing activities. We notice from the results that (54.54%) of the teachers give their students writing assignments to practice at home. Some teachers (36.36%) always do so. While (9.09%) of the teachers usually provide such kind of tasks. This reflects that teachers try to involve students in writing activities to enhance their performance and have more chance to bring their best.

Question 9: Do you think that asking the students to follow writing process techniques from prewriting, drafting, revising, editing will lead to a good final product?

a. Yes b. No
The results of this question showed that the great majority of teachers (90.90%) stated that following the writing process will surely lead to a good final product whereas, only (9.09%) answered “no” for this question. This implies the importance of these techniques to produce a variety of correct and appropriate language.

**Question 10: Whatever your answer, please explain?**

As we notice from the results of the previous question, only (9.09%) of the teachers said that writing techniques does not lead to a good final product, and the reason behind that is time constraints. It took a long time to do which will frustrate the students before finishing their writings. However, (90.90%) of the teachers said that it is absolutely helpful. Teachers’ answers were as follows:

- It gives a structure to their writing and helps them improve the final product

- If all the steps are respected, the final draft can only be a good one.
Following the procedure of academic writing helps the students to correct their mistakes, evaluate their ideas and check their language. It provides them with more than one opportunity to have a good product.

Learners need to consider each phase in the writing process very carefully of course to cover all the writing elements/criteria including the organization of the piece of writing, good ideas, grammar, vocabulary and other writing mechanics.

The students are given the opportunity to think about which ideas are more appropriate to the development of the paper. They finish their first draft, pronunciation, spelling, grammar, coherence, unity and organization.

First, students will be more organized. Second, they may get new ideas whenever they rewrite.

**Question 11: Do you make your students polish up what they write and correct their own mistakes?**

a. Yes  

b. No

![Figure15: Teachers’ view concerning students’ self-correction](image-url)
The figure above represents the teachers’ views about letting their students reflect on and correct their own mistakes of writing. It indicated that all the teachers (100%) do that. This implies that all teachers of written expression are aware of the importance of self-assessment and correction and how it makes their writing better.

Question 12: Teachers’ written feedback can help students improve their writing skills?

a. Yes                    b. No

Figure16: Teachers’ views about written feedback

The aim of the question is to confirm that teachers provide written feedback to their students. All teachers (100%) answered “yes” for this question. Thus, feedback is important in the teaching/learning process and it is necessary for the students to correct their errors and avoid repeating the same mistake.

Question 13: How much is it important to let the students express themselves and explore ideas of interest when writing?

a. Very important       b. Important       c. Somehow important     d. Not at all important
This question tends to see how teachers think about the importance of letting students express themselves and create while writing. The results above reveal that the great majority of the students (90.90%) affirmed that it is very important. Only (9.09%) claimed that it is “important”. Teachers realize how much it is important to provide students with the opportunity to create. They express their feelings and let their imagination sharpen in writing to satisfy their creative soul.

Question 14: When assessing students’ writings, on what aspect you focus more?

a. Content   b. Organization   c. Discourse   d. Vocabulary   e. Spelling   f. All of them
Figure 18: Teachers’ scales for correcting students’ writings

This question is meant to see the focus that teachers take into consideration when assessing students’ writings. The majority of the teachers (72.72%) opted for all the suggested options. While, (27.27%) declared that they focus on content, organization and discourse. A good piece of writing should take into account all of the above aspects. Teachers of written expression see all of these categories as rating criteria that have the same degree of importance while evaluating students’ written language.

Question 15: Do you think that creative writing should be taught?

a. Yes   

b. No
Figure 19: Teachers’ views regarding teaching creative writing

The figure above represents the teachers’ view about teaching creative writing. The results reveal that the majority (63.63%) of teachers opted for “yes” whereas, (36.36%) answered “no”. In the following questions, various reasons were given by teachers to explain their answers.

Question 16: Whatever your answer, please explain?

Teachers explained their choice by giving these following reasons:

- They need to teach creative writing because students may have amazing and creative ideas, yet they do not know how to organize and develop those ideas in creative pieces of writing; therefore, they need to teach them how to do that.

- Creative writing is different from academic writing. Many students have gifts in writing creatively; they need to learn more about it. It helps the students to be active rather than being passive since each one thinks in a different way and expresses himself/ herself in a different way too.

- Creative writing is the only way for students to improve and better their writing.

- Creative writing has specific needs, though some people think it is innate.
In creative writing the language, creativity, imagination, and the ability to evaluate (analyze) can all be enhanced.

While teachers who stated that creative writing should not be taught think that it requires skills that most of the students do not possess and it is not enough just to teach it. Creativity can be innate and not all of the students have the sense of artistic creation and imagination. Further, it might be acquired from reading or from writing a lot as well.

**Question 17:** In your opinion, does creative writing help the students to enlarge their imagination by expressing their own feelings and emotions?

a. Strongly agree  b. Agree  c. Disagree  d. Strongly disagree

![Bar chart showing teachers' views about the effects of their students' creative writing.](image)

**Figure 20: Teachers’ views about the effects of their students’ creative writing**

By this question, teachers expressed what they think about creative writing as a skill to express students’ own emotions and feelings. The majority of the teachers (63.63%) state that they strongly agree with that. While (36.36%) stated that they do agree. This entails that teachers’ respect their students’ thoughts and encourage them to be creative writers.
Question 18: Do you think that intensive reading can enhance the students’ creativity in writing?

a. Yes                               b. No

Figure 21: Teachers’ view about the enhancement of creative writing through intensive reading

As figure shows, all teachers opted for “yes” except one teacher who did not answer the question. Teachers affirmed that intensive reading enhances the students’ creative writing. The following question will give different reasons concerning the teachers’ positive response.

Question 19: Please clarify your point of view?

Teachers stated that it goes without saying that reading intensively contributes greatly to enhance creative writing. Intensive reading is an excellent source for language learners; it can provide them with new topics and new ideas. Besides, certain texts may change the way people see things and help to develop analytical abilities. In addition to that, good writers are usually good readers and through intensive reading students’ background knowledge will be extended and new
vocabulary will be learned by exploring other writers’ styles of writing. We can also say that reading and discussing open new windows of thoughts that will be reflected in written language. Others declared that it is in fact the only way to do that and considered intensive reading as a motive for writing in a creative way. One teacher stated also that if students read intensively a particular piece of writing and practices its strategies mainly scanning and skimming, they will be able to produce good and creative pieces of writing. As a result the importance and efficiency that both intensive reading and creative writing has on each other is undeniable.

**Section Four: Further Suggestions**

Please, write any further comments or suggestions about the role of intensive reading on EFL students' creative writing.

Among (11) teachers who participated in answering the questionnaire, only (6) teachers completed this question. They highlighted on the prominence of both reading and writing skills in language learning/teaching. Besides the important role that intensive reading has on the students’ creativity in writing. They stated the following comments:

- Reading skill is considered as the basis for creative writing. They are overlapping and go hand in hand. Also, one cannot exist without the other.

- Reading and writing skills and complementary skills. A student cannot master writing without mastering reading skill. Intensive reading helps the students to a great extent in developing their creativity in writing, when students enjoy reading they will learn how to express themselves in a way that is not academic but creative. Moreover, it helps them to know more about writing; they would compare and analyze their writing according to what they have read.

- Teachers should encourage students to read intensively because there would be no writing without reading.

- One teacher suggested that there should be a reading module in which teachers will be able to teach reading as a skill along with the different strategies (cognitive, meta cognitive, socio-
effective) that help learners too better understand what they read. The classroom is a setting where teachers can focus and give time to each student and verify his/her progress and check his/her understanding.

3.1.5. Discussion of the Teachers’ Results

The results obtained from the teachers’ questionnaire affirm that intensive reading is an effective way to enhance the students’ creative writing and develop their quality of written language. (Q3) shows that teachers are aware of their students’ level in reading and know their capacities in intensive reading. It is clear from the results obtained from (Q5) that teachers realize also the difficulties students face while analyzing texts through reading. In addition to that, (Q6, Q7) confirm that teachers try to provide their students with different activities to make them overcome these difficulties.

The analysis of section three indicates that writing approaches, teachers’ assessment and feedback are beneficial for students to produce a good final product and give students the opportunity to observe and reflect on their own approach. Finally, teachers emphasized the great role that intensive reading has on enhancing the students’ creativity in writing. They gave various explanations behind their positive choice. They stated that intensive reading is considered as an excellent source and motive for writing in a creative way. It is beneficial way to enhance the students’ background information that contributes in their creativity in writing.
3.2. The Students’ Questionnaire

3.2.1. Participants (Sample)

In this present study, a questionnaire is given to third year LMD students of language sciences in the department of English, at Larbi Ben M’hidi University. We dealt with a sample of (45) students, from a total population of (180) students. Which means 25% of the target population was selected randomly to fill in the questionnaire. Those students are randomly and simply assigned from four classes of language sciences to express their attitudes freely about the topic. The reason behind choosing to work with third year students is that they are at the right level to get at a profound and detailed understanding of any text, besides, they are motivated to engage and bring creativity to their writings in different genres and the main reason is that students of first and second years do not study creative writing, but they are involved in academic writing. So, it would not be appropriate to work with them. In contrast, third year EFL students study creative writing and may answer the questionnaire.

3.2.2 Description of the Students’ Questionnaire

The students’ questionnaire is composed of twenty one (21) questions (see Appendix 02). It consists of four sections. These sections cover different points in order to provide us with a set of specific information that serves the objective set of the study.

Section One: Background information (Q01-02)

In this section, students were asked to indicate their gender (Q01). Question (02) was meant to know the number of years of studying English.
Section Two: Reading and Intensive Reading (Q 03-Q12)

This section involves questions about the students’ attitudes towards reading. Question (03) seeks to get an idea about the students’ level in English. Question (04) aims at examining which language skill they prefer to improve. Besides, the students are required to mention the difficulties they face while reading and if they do read intensively or not. This section tends to know the major aspects they focus on while analyzing texts. Moreover, it also covers how the students deal with the skill of reading in general, and the profound reading that requires concentration and comprehension.

Section Three: Writing and Creative Writing (Q13-Q21)

This section aims at examining how students deal with the skill of writing, how they consider themselves as writers. It also gathers specific information about creative writing. Importantly, it is concerned with their attitudes regarding the role of intensive reading in enhancing their creativity in writing.

Section Four: Further Suggestion and comments

This section aims at exploring any further suggestions or comments related to our study and that would enrich the study with the various ideas and thoughts the students come up with.

3.2.3 Administration of the Questionnaire

The questionnaire was administered to third year LMD students in the department of English at Larbi Ben M’hidi University where a sample was selected randomly from four groups of language science. The students were given instructions on how to answer the questions and for what purpose it was designed to help them understand and provide appropriate answers... It was carried out in a comfortable environment to express their views freely.
3.2.4. Analysis and Interpretation of the Students’ Questionnaire

Section One: Background information

Question 01: Gender: a. Male b. Female

![Figure 22: Students’ Gender](image)

This figure represents the subjects’ gender who has participated in the study. As it is noticed female students outnumber males. We have recorded in fact (5) male subjects out of a total of (45), making up (11.11%), whereas, the rest are females, that is (40), making up (88.88%). The females are already numerous more than male in classrooms.
Question 2: How long have you been studying English?

The figure above illustrates the number of years participants studied English. The majority of the students (39), making up (86.66) assert that they have been studying English for (10) years, while (6) students, making up (13.33) stated that they have been studying English for (11) years. This adds that participants who studied (11) years have probably repeated one year during their studies.

Section Two: Reading and Intensive Reading

Question 3: How do you evaluate your level in English?

a. High  b. Above Average  c. Average  d. Below Average  e. Low
Figure 24: Students’ level in English

Students are expected to rank themselves from high to low according to their level in English. As it is shown in the figure above, (13.33%) of the participants think that they have high level in English. Whereas, no one considers his/her level to be low. In contrast, we have the majority of the participants (48.88%) who assume that their level is above average. (33.33%) consider that their level is average. Besides only (4.44%) students state they are below average. Students classify their level according to their understanding and production of English language, whether it is good or bad. This shows that most of the students seem to have an intermediate level between the above average and average in English.

Question 4: Which is the most preferred skill would you like to improve?

a. Reading    b. Listening    c. Speaking    d. Writing    e. All of them
Figure 25: Students’ most preferred language skill

This question aims at exploring which is the most preferred skill students like to improve. It is clear from the figure that the majority (33.33%) of subjects stated that they prefer to improve all of the four skills together. While (22.22%) opted for speaking, and no one has chosen reading (0%) and listening (0%) as a skill to develop by its own. Whereas, the rest of the subjects divided their choice for many skills at once. (11.11%) of the subjects stated that they like developing reading, listening and speaking all together, (8.88%) of the subjects indicate speaking and writing, (6.66%) affirmed both reading and speaking, others stated listening and speaking. Each student has his/her own interests and reasons for developing language skills. They want to read fluently, listen carefully to oral speech, and develop their speaking abilities and writing capacities.

Question 5: Do you like reading for pleasure?

a. Yes                                      b. No
Figure 26: Students’ choice for pleasure in reading

This question aims at determining whether students like reading for pleasure or not. The figure above reveals that the majority of subjects (33), making up (73.33%), opted for “yes”. They like reading for the sake of pleasure and amusement, while about (12) subjects, i.e. (26.67%) opted for “no”. They apparently do not like reading for this reason and find no pleasure in doing so. Yet, not all students actually are motivated to read different materials for many reasons. They might be uninterested in the topics. The next question will provide us with what students like to read if they said “yes”.

Question 6: If you answered “yes”, then what do you like to read?

The students who answered “yes” for the previous question like reading stated that they like reading newspapers, cultural, historical, mystery and fiction books and magazines as well. Besides, some of the students said that they find pleasure in stories that are based on real lives and experiences.
Question 7: How often do you read?


By this question, we wanted to know the students’ frequency of reading. As it is indicated in the figure above, the great majority of the participants (51.11%) affirmed that they “sometimes” read, whereas (24.44%) said that they “seldom” do the activity of reading outside the classroom. Those who “often” read represent (15.55%) of the whole sample. On the other hand, those who select “always” and “never” represent the minority (4.44%). Students are not really interested and motivated enough to read most of the time; the average is from time to time.

Question 8: In your opinion, what is the difficult thing you find about reading in university?

a. Finding enough time and energy                     b. Maintaining concentration

c. Reading different types of texts                      d. Reading texts that assume background knowledge
   and experience                                          e. Managing vocabulary

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This question focuses on the difficulties that students find about reading in university. It seems that the majority of subjects (35.55%) admitted that they do not find enough time and energy to read in university. (15.55%) stated that they fail to maintain concentration to read in university. While no one of subjects think that starting reading different types of texts is a difficult think they face while reading. Reading texts that assume background knowledge and experience also managing vocabulary are affirmed by only one subject for each (2.22%). Whereas (22.22%) of subjects have chosen more than one option. They declared that they cannot find a free time and even the energy to read. Besides, they lack concentration and cannot handle the vocabulary in texts. Others making up (15.55%) added to these three options that it is difficult to read texts that assume background knowledge and experience, when (6.66%) reveled that for them both time, energy and reflection of background knowledge and experience are two difficult things they face when reading in university. It is supposed that each student see the difficulty according to his/her level, ability. Also, it is due to how much they are motivated and interested to overcome these difficulties of reading no matter what the difficulty is.
Question 09: When you read texts do you:

a. Read quickly for general understanding   b. Read slowly to analyze and understand details.

![Bar chart showing reading habits](chart.png)

**Figure 29: The way students read texts**

As it is visible in the figure drawn above which represents the way students deal with texts when reading, the large proportion of the sample (64.44%) declared that they read texts slowly in order to analyze it and understand different details within it. In contrast with the minority (35.55%) who assumed that they read quickly to get a general understanding of the text. Generally, this reveals that a great number of students read intensively and deal with texts carefully and thoughtfully. They reflect and aim to get a profound comprehension of the language.

Question 10: If your answer is “b”, on which of the following points you focus when analyzing:

a. Comprehension questions                        c. Vocabulary and meaning
b. Grammar use and features                       d. Explicit and implicit information
In this question, subjects who answered “b”, in the previous question, are asked to determine which points they focus when they analyze texts. (41.37%) subjects stated that they focus on more than one point: comprehension questions, vocabulary and meaning and also on explicit and implicit information. Others making up (20.68%) have declared that they answer comprehension questions, pay attention to grammar use and features in addition to vocabulary and meaning. The same percentage (20.68%) opted for explicit and implicit information. (13.79%) declared that they focus on vocabulary and meaning. No one of the subjects affirmed grammar use and features by its own. While comprehension questions opted for (3.44%).

Others, please specify?

Among those who answered “b”, only (3) students, making up (10.34%) stated that they focus on any new information they do not know before in the text and they try to look in dictionary for its meaning, forms and pronunciation. They asserted that they pay attention to how texts are organized through cohesive features, conjunctions, and pronouns to refer to words, this helps them to develop their style of writing.
Question 11: When you don’t understand a word how often do you try to guess the meaning using your background knowledge?

a. Always  b. usually  c. Sometimes  d. rarely  e. Never

![Bar Chart]

**Figure 31: Students’ use of guessing and background knowledge**

The results obtained from the figure above demonstrate students’ frequency to understand words by guessing the meaning from their background knowledge. Most of the subjects (48.88%) stated that they usually use their background knowledge to guess the ambiguous meaning of words so that they can understand better. (35.55%) of the students declared that they always use this technique while reading. Only (4.44%) stated that they sometimes do so. On the other hand, (11.11%) of the subjects rarely follow guessing and background knowledge to reach understanding. No one of subjects claimed that he/she tries to understand meaning of words through guessing and recapitalization of previous information. Since reading is "a guessing game" as was defined by different researchers, we believe that students unconsciously led to guess meaning of words depending on their prior knowledge and what they know before in order to understand difficult words while reading. Yet, this is not rooted in all students as it was shown in the results.
Question 12: Do you apply reading strategies such as: scanning, skimming, and other skills when taking reading comprehension activities?

a. Yes                        b. No

Figure 32: Students’ use of reading strategies

The above figure shows the students who use reading strategies like skimming and scanning when doing a reading activity, and those who do not. It seems that the majority of the sample making up (75.55%) use these techniques and realize that is beneficial when reading a text and that it enables them to cover a vast amount of materials very rapidly. Conversely, (24.44%) of the subjects asset that they do not use these strategies. This gives the impression that they do not think that it is necessary while doing reading comprehension activities and they think that they are not beneficial for their comprehension especially when reading long texts which need a slower pace.

Section Three: Writing and Creative Writing

Question 13: Do you enjoy writing?

a. Yes                        b. No
Figure 33: Students’ enjoyment of writing

By this question, we wanted to know whether students enjoy writing. A large number of our subjects, making up (66.66%), opted for “yes” while only (33.33%) opted for “no”. These findings demonstrate that the majority of the students find pleasure when writing. They are aware of its importance and how to make it an enjoyable activity. Those who feel no pleasure in writing probably find some difficulties and lack vocabulary to express themselves. So, Teachers motivate and encourage students to generate ideas.

Question 14: Do you consider yourself as a writer who can find appropriate words, ideas, and perceptions?

a. Yes                   b. Fairly well              c. Not very well                  d. No
Figure 34: Students’ consideration of themselves as writers

This question asks students if they consider themselves as writers who can express their ideas and perceptions freely. A quick look of the figure above shows that (20%) of subjects do so. Whereas, (40%) of them opted for “fairly well”. (35.55%) stated that they do not consider themselves very well as writers. On the other hand, (4.44%) affirmed that they are not able enough to express what they think as writers. Importantly, when students are confident and equipped with the necessary skills, they can easily expand and elaborate their ideas and believes and become better writers.

Question 15: How often do you write outside the classroom?

Figure 35: Students’ frequency of writing outside the classroom

This figure represents how often students write outside the classroom. The category of students, who stated that they always write outside the classroom, represents only (4.44%). (11.11%) students assert that they often do so. While (37.77%) of them stated that they sometimes practice writing out of the classroom. In contrast to, (40%) who rarely do so, and to (6.66%) who opted for “never” as an answer to this question.

Question 16: Before writing are you interested in?

a. Following an ordered process.  
b. The quality of the final product.

c. The genre of the written text.
Students are asked to indicate their interest and focus when writing. (24.44%) of the participants revealed that they are interested in following an ordered process when writing. They go through various stages to facilitate planning and production, from brainstorming to writing. While (26.66%) of them affirmed that they pay attention to the quality of the final product. Those students avoid making errors and emphasize on grammatical and syntactical correctness. Others (22.22%) stated that their interest in writing is the genre of the written text. Moreover, there are some participants, making up, (13.33%) have chosen the three options. And the rest of the participants (13.33%) opted for the quality and the genre of written text and have no interest in following an ordered process. We assume that they think of it as a time consuming process and does not affect their writings.

**Question17: Which of the following describes your level in creative writing?**

a. High           b. Above average         c. Average                d. Below average             e. Low
Figure 37: Students’ level in creative writing

In this question, we are interested in knowing the students’ level in creative writing. No one (0%) of the respondents classified his/her level in creative writing as high or low. While (42.22%) of them stated that they are above average. (51.11%) subjects think that their level is average while reading creatively. Only (6.66%) affirmed that they are below average. The level of creative writing for the participants varies according to different factors. Some of those factors are psychological and others are personal and social. (Motivation, talent, level, critical eye, sense of creativity, imagination….etc.)
Question 18: What kind of creative writing do you like to write most?


Figure 38: Kinds of creative writings students’ like to write

The results above show what the students like to write most as a way of creative writing. The largest proportion of the sample (33.33%) declared that they like writing poems, songs and short stories. After that, short stories come with a percentage of (26.67%). (15.55%) of the subjects stated that they prefer songs. In contrast, (11.11%) like non-fiction stories and only (6.66%) subjects emphasized poems. While (6.76%) gathered non-fiction, short stories and songs to be the most liked kinds of creative writing. Mentioning that, no one of subjects have chosen “novels”. Students write different genres of writings to improve their writing performance. They satisfy their creative soul through expressing and releasing their emotions and imaginations.
Question 19: Can you vary the way you go about writing depending on the topic, audience and so on?

a. Yes                              b. Fairly well                           c. Not very well                      d. No

![Figure 39: Students’ ability to vary their ways of writing](image)

By this question, we tend to know the students’ ability to vary the way of writing depending on the topic, audience or anything else. (35.55%) of the subjects stated that they take into consideration these variables. While (37.77%) declared that they do that “fairly well”. (20%) see that they are not very well in doing so. Besides that, only (6.66%) opted for “no”. Students who vary their writings take into consideration: who will read their work and decide before which topic suits the audience to pick up the appropriate words and ideas, also how they will interpret it, but those who do not do that, they just write for the sake of writing.

Question 20: To what extent does reading carefully with analysis help you to improve your creativity in writing?
a. Very much       b. Somehow       c. Not very much       d. Not at all       e. Do not know

**Figure 40: Intensive reading and creative writing relationship**

This figure demonstrates the attitudes of students towards reading carefully with analysis and its role in developing their creativity in writing. The great majority of the students (62.22%) stated that when they read carefully and pay attention to details in texts, this would help them to a great extent in improving their creativity in writing. (22.22%) of the subjects, believe that it improves it to some extent. In contrast to the majority, (4.44%) subjects do not know if it has an impact or not maybe they are the students who answered in the previous questions that they do not enjoy writing and classify their level in creative writing as “below average”. Only (2.22%) think that it does not, while (8.88%) answered “not very much” for the question.

**Question 21: Whatever your answer, please explain why?**

When analyzing the students’ points of view, we found that almost all of them emphasized on the great influence of intensive reading on creative writing. As a matter of fact, only those who answered in the previous question that it helps them very much, are the ones who answered this question. They suggest that when they read carefully and understand details and analyze texts, their
vocabulary list, grammar use, structure of writing will be enhanced. They get to know new meanings of words that develop their writing style. A rich vocabulary repertoire is the key for a richer piece of writing. Students confirmed that the more you read, the more you know, the more you give. In addition to that, those who read repeatedly will have chance to compare their writings with authors one to cover what is missing and correct their mistakes. They added that, writers should have a background knowledge that is acquired through several readings, which develop their creativity while writing. Participants declared that there is no writing without reading and better writers are better readers and vice versa.

Section four: Further suggestions

Please, write any further comments or suggestions about the role of intensive reading on enhancing EFL students’ creative writing.

Among (45) students who participated in responding the questionnaire, only (12) of them answered this question. They emphasized the importance of using intensive reading by EFL students to enrich their vocabulary and grammar. In addition, they mentioned that it is very necessary to improve their creativity in writing, develop their style and enhance their skills and abilities to analyze. Considering these suggestions, students seem to be aware of the value of reading and writing skills, also they consider it to be related activities that cannot be separated from each other.

3.2.5. Discussion of the Students’ Results

The analysis of the students’ questionnaire reveals that intensive reading does really enhance EFL students’ creative writing. The learners’ results in (Q6) demonstrates that they really like reading for pleasure (72.33%), and they like reading the same kind of materials which they like to write such as: poems, short stories... and this was demonstrated in (Q18). The analysis of (Q9) reveals that students are interested in intensive reading and most of them (64.44%) read slowly and
engage in a deep analysis to understand details while reading. They also focus on different aspects while doing so such as: vocabulary, grammar, and comprehension questions…etc.

The students’ results’ in (Q13) show that they enjoy writing and have a great interest toward this skill. The analysis of their attitudes concerning the approaches of writing, creative writing, and their control on writing show clearly their confidence and ability to create and manage vocabulary knowledge the way they like. Further, the results obtained from (Q20) confirm positively our hypothesis. The great majority of students (62.22%) are aware of the importance of intensive reading and know how much reading for a high level of comprehension contribute in a great manner to enrich their vocabulary knowledge in order to benefit from it while writing.

3.3. Conclusion

The analysis of the results showed that intensive reading has a great role in enhancing the students’ creativity in writing. Students showed a massive interest to intensive reading and highlighted its contribution in extending their vocabulary and prior knowledge. Thus, it helps them to express themselves and enlarge their imagination in creative writing. Moreover, teachers as well put a great emphasis on the strong relationship between reading and writing skills. They are aware of the importance of reading and insist that there would be no writing without the integration of reading. The fact that cannot be denied is that careful reading has a powerful effect on creative writing. The more students read the more their level in writing will be improved in different genres.

3.4. General Conclusion

The present study was designed to investigate teachers’ and students’ perspectives towards the role of intensive reading in enhancing the students’ creative writing. The findings of this research showed a positive response and confirmed our hypothesis. These results affirm that both teachers and students are aware of the value of intensive reading and creative writing and the influence that reading has over writing. Furthermore, results affirmed that students are interested in
intensive reading. They improve their creativity and performance through a close study of literature, grammar and vocabulary.

Additionally, we conclude that when students read deeply to understand details and focus on the language rather than the text itself, they become better writers. This way of reading helps them to enrich their vocabulary performance that they can use later in their creative writings such as stories, poems… Another finding is that teachers encourage their students to take risks and engage in reading and writing activities. Through this, students overcome the difficulties they face when reading intensively difficult texts, this careful reading aim to build more language knowledge rather than simply practice the skill of reading.

- **Further Suggestions**

After conducting this research, we propose the following suggestions:

1- Intensive reading is a depth reading that makes students acquire new vocabulary words, develop grammar language, and learn how to focus on linguistic and semantic details which in turns raise their ability and challenge to write in an artistic way and provide a highly valued creative writing.

2- Teachers need to help their students to develop their reading comprehension and read with better enjoyment, confidence and concentration. As a result of that, students will be acquainted with a flexible and incisive mind. They will start sharing their emotions and experiences from the fluted ideas that comes to their mind.

3- Students need to read different materials from books, essays, short fiction stories with reasonable length accompanied with interesting activities in order to progress their analytical readings, advance their level in reading comprehension, and improve their vocabulary analysis in the context of each reading. This practice will surely make students benefit when they start writing their own pieces of writing in a systematic, organized, coherent and creative way.
4- Teachers and students need to support the strong relationship between intensive reading and creative writing by trying to master both skills and increase the effectiveness of teaching and learning. On one hand, students invest a great mental effort into writing, express their feelings and exercise their imagination through writing stories derived from their real life situations. On the other hand, teachers help them to identify thoughts they wish to express, foster creativity via education and training. They also create an effective atmosphere that gives the push to communicate and create important meanings to develop as a writer.

5- Further research should be done to investigate other ways that help in the enhancement of creative writing rather than intensive reading.

- **Limitations of the study**

  This present study sheds the light on both teachers’ and students’ perspectives concerning the role of intensive reading in enhancing EFL students’ creativity in writing. It faced some limitations. The First limitation is the time constraints because such study could not be conducted in a limited period of time. Second limitation is the small size of the sample of teachers and students. This is why the results obtained from the two questionnaires could not be generalized on the whole population of third year even though the sample represents 25% of the whole population. More time and further research is needed to check if the results would be the same when an experimental study is to be conducted.
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APPENDICES

Appendix 01  Teachers’ Questionnaire
Appendix 02  Students’ Questionnaire
Teachers' Questionnaire

This questionnaire is an attempt to gather information about the role of intensive reading in improving EFL students’ creative writing. We would be grateful if you accept sharing your experience by answering the questionnaire. Your ideas are highly valued and your cooperation is genuinely appreciated.

Please, tick (√) the choice that best represents your answer. You may choose more than one answer.

Section One: General information

1. Degree(s) held
   a. BA (License)   
   b. MA (Magister) 
   c. Ph. D (Doctorate)

2. How long have you been teaching written expression module?
   a. 1 to 5 years  
   b. 5 to 10 years 
   c. More than 10 years

Section Two: Reading and Intensive Reading

3. According to your experience, how would you describe your students' level in reading?
   a. High               
   b. Above average      
   c. Average            
   d. Below average      
   e. Low

4. When you conduct reading activities with your students, how often do you make them use reading strategies: scanning, skimming…?
   a. Often             
   b. Sometimes         
   c. Rarely            
   d. Never

5. How do your students find reading texts for a profound and detailed understanding?
   a. Very easy      
   b. Easy          
   c. Difficult     
   d. Very difficult
6. Which type of activity do you think is more efficient to assess the students’ performance in intensive reading?
   a. Multiple choice questions
   b. Comprehension questions
   c. Vocabulary activities (synonymy and antonymy)

7. Do you ask students to analyze texts for critical and evaluative understanding?
   a. Yes
   b. No

Section Three: Writing and Creative Writing

8. How often do you give your students writing activities homework?
   a. Always
   b. Sometimes
   c. Usually
   d. Never

9. Do you think that asking the students to follow writing process techniques from prewriting, drafting, revising, editing will lead to a good final product?
   a. Yes
   b. No

10. Whatever your answer, please explain?

11. Do you make your students polish up what they write and correct their own mistakes?
   a. Yes
   b. No

12. Teachers’ written feedback can help students improve their writing skills?
   a. Yes
   b. No

13. How much is it important to let the students express themselves and explore ideas of interest when writing?
   a. Very important
   b. Important
   c. Somehow important
   d. Not at all important
14. When assessing students’ writings, on what aspect you focus more?
   a. Content
   b. Organization
   c. Discourse
   d. Vocabulary
   e. Spelling
   f. All of them

15. Do you think that creative writing should be taught?
   a. Yes
   b. No

16. Whatever your answer, please explain?

17. In your opinion, does creative writing help the students to enlarge their imagination by expressing their own feelings and emotions?
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

18. Do you think that intensive reading can enhance the students’ creativity in writing?
   a. Yes
   b. No

19. Please clarify your point of view?

Section Four: Further Suggestions and comments

Please, write any further comments or suggestions about the role of intensive reading on EFL students' creative writing.

Thank you for your cooperation
Students’ Questionnaire

Dear student,

I will highly appreciate your cooperation if you kindly fill in the questionnaire to express your attitudes towards the role of intensive reading on enhancing EFL students' creative writing. The answers will help to enrich our research and validates its results. We hope that you will give us your full attention and interest.

Please, tick (√) the choice that corresponds to your answer and make full statements whenever necessary.

P. S some questions may have more than one answer.

Section One: Background information

1. Gender Male ☐ Female ☐

2. How long have you been studying English? ................. years.

3. How do you evaluate your level in English?
   a- High ☐ b- Above Average ☐ c- Average ☐ d- Below Average ☐ e- Low ☐

4. Which is the most preferred skill would you like to improve?
   a. Reading ☐ b. listening ☐ c. Speaking ☐ d. Writing ☐ e. All of them ☐

Section Two: Reading and Intensive Reading

5. Do you like reading for pleasure?
   a. Yes ☐ b. No ☐

6. If so, what do you like to read? .................................................................
7. How often do you read?

a. Always  

b. Often  

c. Sometimes  

d. Seldom  

e. Never  

8. In your opinion, what is the difficult thing you find about reading in university?

a. Finding enough time and energy  

b. Maintaining concentration  

c. Reading different types of texts  

d. Reading texts that assume background knowledge and experience  

e. Managing vocabulary  

9. When you read texts do you:

a. Read quickly for general understanding  

b. Read slowly to understand details and analysis  

10. If your answer is “b”, on which of the following points you focus when analyzing:

a. Comprehension questions  

c. Vocabulary and meaning  

b. Grammar use and features  

d. Explicit and implicit information  

Others, please specify……………………………………………………………………………………………………

……………………………………………………………………………………………………

11. When you don’t understand a word how often do you try to guess the meaning using your background knowledge?

a. Always  

b. Usually  

c. Sometimes  

d. Rarely  

e. Never  

12. Do you apply reading strategies such as: scanning, skimming, and other skills when taking reading comprehension activities?

a. Yes  ☐  

b. No  ☐

Section Three: Writing and Creative Writing

13. Do you enjoy writing?

a. Yes  ☐  

b. No  ☐

14. Do you consider yourself as a writer who can find appropriate words, ideas, and perceptions?

a. Yes  ☐  

b. Fairly well  ☐  

c. Not very well  ☐  

d. No  ☐

15. How often do you write outside the classroom?

a. Always  ☐  

b. Often  ☐  

c. Sometimes  ☐  

d. Rarely  ☐  

e. Never  ☐

16. Before writing are you interested in?

a. Following an ordered process.  ☐

b. The quality of the final product.  ☐

c. The genre of the written text.  ☐

17. Which of the following describes your level in creative writing?

a. High  ☐  

b. Above average  ☐  

c. Average  ☐  

d. Below average  ☐  

e. Low  ☐

18. What kind of creative writing do you like to write most?

a. Poems  ☐  

b. Novels  ☐  

c. Songs  ☐

d. Short stories  ☐  

e. Non-fiction  ☐
19. Can you vary the way you go about writing depending on the topic, audience and so on?

a. Yes ☐  b. Fairly well ☐  c. Not very well ☐  d. No ☐

20. To what extent does reading carefully with analysis help you to improve your creativity in writing?

a. Very much ☐  b. Somehow ☐  c. Do not know ☐  d. Not at all ☐  e. Not very much ☐

21. Whatever your answer, please explain why?

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Section Four: Further Suggestion or comments

Please, write any further comments or suggestions about the role of intensive reading on enhancing EFL students' creative writing.

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Thank you for your cooperation
Résumé

La présente étude vise à savoir les avis des enseignants et des étudiants concernant le rôle de la lecture intensive dans le développement et l’amélioration de l’écriture créative. En plus elle vise à clarifier la relation entre les compétences de lecture et d'écriture. Et comment les étudiants de troisième année de la langue anglaise à L’Université de Larbi Ben M’Hidi Oum El Bouaghi à développer leur créativité à travers une lecture détaillée des textes courts et aussi difficile. Cette étude est également intéressé à focaliser la lumière sur les différentes étapes qui passe par l'étudiant lors de la lecture et l'analyse des textes afin de comprendre les détails et en profiter dans ses écrits.

Par conséquent, Afin d’atteindre cet objectif dans cette thèse, deux questionnaires ont été distribué. Le premier questionnaire a été distribué aux onze enseignants d’expression écrite du département des langues étrangères pour obtenir leur avis concernant le sujet. Le deuxième questionnaire a été distribué aux étudiants de troisième année « science de langage » du même département, au cours de l’année académique 2014/2015. Les résultats obtenus par l'analyse des questionnaires ont confirmé cette hypothèse que la lecture intensive a un rôle important et cruciale dans l’amélioration de l’écriture créative. Des étudiants et que le lien entre la lecture et la qualité d’écriture est puissant. Elle va au-delà du domaine de l'écriture académique.
الملخص

تهدف هذه الأطروحة إلى معرفة أراء الأساتذة و الطلاب حول دور القراءة المكثفة في تطوير و تحسين الكتابة الإبداعية بجامعة
العربية بن مهدي بأم البواقي. بالإضافة إلى توضيح العلاقة بين مهارات القراءة و الكتابة وكيف أن طلبة السنة الثالثة للغة
الإنجليزية يطورون قدراتهم الإبداعية عبر القراءة المفصلة للنصوص القصيرة و الصعبة أيضا. تهتم هذه الدراسة أيضا بتركيز
الضوء على مختلف المراحل التي يمر عبرها الطالب خلال قراءته وتحليله للنصوص من أجل فهم التفاصيل و الاستفادة من ذلك
في كتابته. ولذلك من أجل تحقيق هذا الهدف قد وزع استبيانين. الاستبيان الأول وزع لإحدى عشر أستاذ لمقياس التعبير الكتابي
لاستطلاع آرائهم حول الموضوع الاستبيان الثاني وزع لطلاب السنة الثالثة تخصص علم اللغة في قسم اللغة الإنجليزية خلال
العام الدراسي 2014/2015 للحصول على لمحة عن وجهة نظرهم حول الموضوع أيضا. أكدت النتائج التي تم الحصول عليها من
خلال تحليل نتائج الاستبيانين أن فرضية تطور و تعامل الطالب مع النصوص بطريقة مفصلة وعميقة عبر القراءة المكثفة تقود
إلى تحسين طريقة في الكتابة زيادة رصيده اللغوي وتقديم معرفة سابقة وبالتالي يعكس هذا إيجابيا على طريقة و نوعية
كتابته الإبداعية. تستنتج أن القراءة المكثفة لها دور فعال و مهم في تحسين الكتابة الإبداعية للطلبة و أن هناك صلة قوية لا يمكن
إنكارها بين القراءة المكثفة و نوعية الكتابة التي تتعذر مجال الكتابة الأكاديمية.