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**Ministry of Higher Education and Scientific Research**  
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*Departement of Foreign Languages*  
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## **The Role of Free Voluntary Reading In Increasing Students' Creative Writing**

*A Case Study of First ,Second And Third EFL Students at Mohamed Kheider University of Biskra*

*Dissertation Presented To Departement of Foreign Languages as Partial  
Fulfilment for The Master's Degree in Science of Languages*

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## **Dedication**

*In the Name of God, the Most Gracious, the Most Merciful.*

*I dedicate this dissertation to :*

*My parents , who are the most precious gift of God for me ,who give me  
always love and care .May God keep them always happy and healthy .*

*To my brothers Abdlhak and Abdelwahab for their support and unconditional love ,and for  
My lovely sister Mary that i cannot imagine my life without her .May God help us  
maintain a strong bond forever.*

*To the soul of my grandmother, may she rest in peace*

*To all my friends and colleagues .*

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I am thankful to the teachers who helped me by their responses of the questionnaire.

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Big special thanks to my parents and my little family who provide me with all kinds of love and help, i would not accomplish my work without them .

## **Abstract**

Writing skill never been an easy task and EFL learners see it as a frustrating and difficult skill to master and that return to their lack of ideas and vocabulary and their lack of interest in reading thus they can not write a creative piece of writing .This present study is based on the hypothesis that if students practise Free voluntary reading or in other terms reading for pleasure ,they will gain new vocabulary and words and they will develop their experiense in writing .This study aims at developing students'creative writing through free reading strategy.Free voluntary reading is beneficial not only to help the learners to become fluent readers but also it has a profound effect on their writing achievement and competency ,this study is mainly based on two questionnaires adressed to both teachers of written expression module and first ,second and third year EFL students to see their points of view about the role of FVR.The aim of the questionnaires is to take insights if students read voluntary ;they may develop their creative work and enhance their experience in writing.the analysis of the questionnaire 's results discovred that teachers are strongly aware of the importance of reading for pleasure and students as well know how important free voluntary reading is ,but they lack hard work and practice .

## Résumé

L'expression écrite n'a jamais été une tâche facile et les étudiants y voient une compétence difficile à maîtriser et ça revient à leur manque d'idées et de vocabulaire et aussi au manque d'intérêt pour la lecture, donc ils ne peuvent pas écrire créativement, ce présent étude est basé sur l'hypothèse que si les étudiants pratiquent la lecture pour le plaisir, ils apprennent du vocabulaire et ils développeront leur expérience d'écriture, cet étude vise à développer l'écriture créative des étudiants par la stratégie de lecture libre et volontaire. La lecture volontaire n'est pas seulement bénéfique pour aider les étudiants à devenir fluent de lire mais aussi elle a un effet profond sur leur réussite et compétence pour devenir capable d'écrire bien, cet étude est basé simplement sur deux questionnaires adressés aux professeurs d'expression écrite module et les étudiants EFL de première, deuxième et troisième année pour connaître leurs points de vue sur le rôle de lecture libre et volontaire. Le but des questionnaires est de recueillir des informations si les élèves lisent volontairement, ils peuvent développer leur travail créatif et améliorer leur expérience d'écriture, L'analyse de ces deux questionnaires indique que les étudiants savent ce que veut dire la lecture volontaire mais ils manquent de travail dur et de la pratique.

## **list of Abbreviations**

EFL : English as a Foreign Language

FRV :Free Voluntary Reading

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# **General Introduction**

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## **1-Introduction**

Reading has been a source of knowledge ,pleasure and happiness ,it makes life fresh and active.Students need to raise their attitudes towards reading and become active readers by choosing something that interest them ,hence it will enhance their pleasure to read more and obtain a large amount of vocabulary unconsciously .

Reading and writing are two sides of the same coin ;the more students read the creative writers they are likely to become .Free voluntary reading as krashen said is the most powerful tool in language education, reading for pleasure motivates students to read more and enhances their curiosity ,so it offers to them opportunities to increase their imagination,catch words they will need in the future , organize their thoughts, and share their ideas, informatios and opinions in very good style . FVR is the most succseful persuit of creativity and inspiration and it plays a big role within written pieces. So that EFL learners must take in consideration its importance and its benifits that can improve their creative writing..

This work is for EFL students who have a problem in producing creative writing pieces because of their lack of vocabulary , lack of insperation ,and their inadequade use of Free voluntary reading. The emphasis of this present research is on the importance of FRV in increasing students'imagination and creativity and boosting their writing achievement by acquiring a large sight of vocabulary while reading and on the importance of choice in empowering students by creating for them a personal responsibility to finish the activity of reading successfully. The current research attempts to describe the two variables: Free voluntary reading as independent variable and EFL students 'creative writing as the dependent variable.

## **2-Statement of the problem**

Writing is one of the most important skills that EFL students should master ,usually a good reader produces a creative piece of writing because of his background of informations and vocabulary from several topics he /she has read about ;this statement sufficiently shows the interrelated relationship between reading and writing and how this close connection between this two skills effets each other.

In this investigation ,we will spot light that students'lack of creativity and imagination on their writing is due to their lack of awareness of the importance of reading and how much it is effective on helping them in writing .Reading something students interest in will bring their ideas into fruition and increase their creative writing.

### **3-Research Questions**

This research looks forward to answering as thoroughly as possible most of the following questions:

- 1- What is The importance of creative writing ?
- 2- What is meant by FVR ?
- 3- what is the importance of FVR ?
- 4 doesr eading voluntary enhances students'desire to read more ?
- 5-Deos FVR help students to acquire vocabulary and increases their imagination?
- 6-Is there close relationship between FRV and students'creative writing?

### **4-Hypothesis**

In the present study we hypothesises that :

- 1- Students' difficulty in writing is due to the absence of their awareness of the importance of the reading skill and their failure to use Free voluntary reading to increase their creative writing .
- 2- FVR encourages students to read more.
- 3-FVR develops their imagination and increase your level of vocabulary.
- 4-There a strong relationship between FVR and creative writing achievement.

## **5-Research design**

### **-Choice of the Method :**

This present study took part within descriptive type of research since it describes the relationship between FVR and creative writing, It is based on the qualitative method to collect data.

### **- Sample of the Study :**

The population in this research will be selected from a total number of first ,second and third year EFL English Students in University of Biskra. The sample is about 60 students from three groups and the groups are chosen randomly.

Moreover, a number of 6 teachers from writing expression module had been chosen to share out their opinions concerning the contribution of FVR to increase students' creative writing.

## **4-The Data Gathering Tools**

We will administer two questionnaires, one for teachers of written expression, and the other to First ,Second Third year EFL students of Biskra University . The purpose of the Teachers' questionnaire is to determine the effective role of free voluntary reading in increasing their creative writing

The students' questionnaire intended for first ,second and third year LMD students. It will investigate their attitudes towards reading and determines the importance of reading voluntary in enhancing their vocabulary and imagination in order to write a creative work .

## **7-Aims and objectives**

Through this study, we aimed to:

- ❖ Develop students'creative writing through free reading strategy.
- ❖ Raise EFL students' attention on the importance of creative writing .
- ❖ Shed the light on types of books and readings that attract the readers.
- ❖ Uncrease the number of students to use free voluntary reading

## **8-Significance of the study**

The goal of this study is to show to the reader what free voluntary reading has to offer and it had a profound effect on their creative work and their experience in writing and to figure out the main reason behind the lack of creative writing and how free voluntary reading develops it.

On this research we expect uncrease the number of students that use FRV strategy by investigate whether it is successful to increase their creativity in writing or not .

## **9- Structure of the study**

This survey is consisted of two parts: theoretical part and practical part.The theoretical part contains two chapters.The first is the literature review and the conceptual framework for this research. It provides a general overview of writing, in general, and creative writing, in specific. The second chapter is tackles the Free voluntary reading , and its importance in raising their imagination and provides them with new vocabulary and it the best procedure that increases their creative writing .

The third chapter is the practical part of the study. It provides a detailed inrepretation of both teachers and students 'questionnaires.

# **Chapter one**

## **Creative writing**

## **Introduction**

Writing is crucial skill that has a unique position in language education it brings to us a lot of advantages ,Through writing the learner can express his/her personality and reflects his/her ideas .This chapter is an attempt to provide an over view on creative writing .At first we will start by defining writing skill. Then we will tackle the writing difficulties faced by EFL learners and how to minimize them,.After that we will see its types ;they are several and one of them will be creative writing .The main part in this chapter is going to be about creative writing we will give several definitions of it then we will see its benefits after that we will cover its types ;short stories poetry ,novels etc.Furthermore , we will trace the process involved in creative writing and how English language learners be creative writers .After that ,we will shed light on how creative writing can be taught .Moreover ,we will spotlight on challenges and obstacles in teaching it ,then we will provide some strategies to overcome those obstacles,in the end of the chapter we will understand creative writing by covering its basics.

### **1.1Introduction to writing**

#### **1.1.1 Definition of writing**

(Allah) said « Nun,by the pen and by what they(angles) write(in the record of man) » Here Allah explained that he taught humman being by pen ;Thus pen is great gift from God to us because it helps us to understand the world and discover the meaning of our experiences .Kerstetter(2008) as cited in (Amrate, 2014) said that « Writing connects people across time ,space and culture .It means that by writing one generation can transmit the knowlege to the next generartion .Richard(2000) as cited in (Batubara, 2017) defined writing as « Funcional communitation making learners possible to create imagined worlds of their own design » .It means that it is a skill by which the learner expresses his/her informations and thoughts and what he/she thinks and feels by using creativity and his/her own abilities , croll(1990)as cited in (Rebiki, 2016)said

Without doubt the most important invention in human history is writing ,it provides a relatively permanent record information ,opinion,beliefs ,feelings, arguments ,explanation theories ,writing is allows us to share ur communication not only by contemporaries but also with future generations,it permits people from near and for distance part to speak us .

It means writing helps the learner to express his/her personality ,it fosters communication and it gives the chance to reflect one's ideas .

Celce and Murcia as cited (Batubara, 2017) argued that « Writing is one of productive skills which contains a symbol(ortographic) and involves a complex process » ;In order to have a good composition learners should follow the right process using the appropriate vocabulary ,editing text for appropriate grammar and the consideration of coherence and cohesion.

Finally we can say that writing is the production of symbols ,those symbols have to be arranged in order to form words and combine those words into sentences putting punctuation and spaces to share ideas and thoughts in a readable form.

### **1.1.2 The writing difficulties faced by EFL learners and how to minimize them**

Writing is the most challenging area in learning second language and the act of teaching EFL students to write clearly and concisely, using the correct grammar and the right structure, it is not an easy task because the process is a bit difficult when it comes to second language acquisition hence it affects the writing performance of students .EFL learners see writing as a frustrating and difficult skill ,for this teachers should change learners 'point of view by providing them to the importance of writing and its effectiveness .Grabe and Kaplan (1996) as cited (al-gharabally, 2005) stated that learners should be encouraged to feel that writing is an important and effective means of self expression,communication and information gathering .

The writing skill in EFLclasses should be learned under specific conditions Todd as cited in (Amrate, 2014) said that « Writing process is learned in an environment of constant criticism and repeated failure ».Thus students can not find their way in developing their writing skill Todd added that « Some teachers even use writing as a form of punishment ».This will not give them a sense of motivation and they will lose interest about

writing ,teachers should create a positive atmosphere in the class where students will have fruitful discussions of expressing their ideas and thoughts .

The lack of reading is a factor why students have problems in writing ability (Ibrahim, 2006) said that « If students read more about what they are going to write about, discussing and analyzing the ideas in the materials at hand, surely they will develop many ideas for writing » So teachers should teach writing through reading and engage their students to read more because it introduces them to great ideas and improves their ability to write better .

Another issue in writing course in EFL settings is that the teacher should discourage translation into english from arabic because many students do it .According to (al-gharabally, 2005) « Always ask learners to try and think in english to improve their fluency and hence improve their writing motivation » .Promoting a love of writing in the classroom and encouraging students to read are factors to enhance students 'writing skill,. last and not least students should see writing as delight and enjoyable activity not as a chore or a boring routine.

### **1.1.3Types of writing**

Writing has been divided into several types namely :Expressive,Expository ,Persuasive and Creative writing.

**1.1.3.1 Expressive writing** Is that type of writing that focuses on the emotions , expressing feelings and observes phenomena from personal point of view .According to (Ewa Kaciewicz, 2006) « Expressive writing is when people transform their feelings and thoughts about emotional experiences into language » , It focuses on the the power of the meaning not the form.

**1.1.3.2Expository writing** ,It is concerned with giving facts and information about a topic ,buckner as cited in (Amrate, 2014) « Expository writing involves providing information to the reader also a particular topic sequencing steps ,comparing and contrasting

,categorizing ,reporting defining ,describing ,explaining why ,or expressing an information ». The process includes the main idea and develop it with facts and important details then giving the important information about the specific topic then summarize facts from variety of sources and in end draw the conclusion.

**1.1.3.3 Persuasive or argumentative writing** is the style of writing which the writer uses words to convince the readers about his /her opinion yet the readers agree with his specific position .According to (literary devices, 2013) « A persuasive essay is full of all the convincing techniques a writer can employ ,it presents a situation ,and takes a stand –either its favor or against it to prove the readers whether it is beneficial or harmful for them ».

## **1.2 Introduction to Creative Writing**

After talking about writing meaning ,the challenges of teaching writing skill and the types of writing,In this part of the chapter we will be about creative writing.

### **1.2.1 Definitions of creative writing**

Creative writing has not an exact definition and researchers defined it according to their perspectives one of the famous definitions is by (Ramet, 2007)Creative writing is « Having the power to create an imaginative ,original literary production or composition and can be applied to be very broad spectrum of writing genres » .This definition means that imagination and creativity are very close together ,and in creative writing is about using imagination rather than truthfulness of thoughts. In another definition by oral(2012) as cited in (Tok & Kandemir, 2014) creative writing means « One's putting his or her ideas and feelings about a particular topic on paper by using his or her imagination freely » .This definition affirms that creative writing gives the writer the chance and the freedom to express his /her sensations and feeling using imagination.

Another important definition is by (Moiley, 2007) « Creative writing is the art of defamiliarisation: An act of stripping familiarity from the world about us,allowing us to see

what custom has blind us to » .What Moiley meant by that ,is that creative writing is act of insperation from reality then transform it to a unique piece of literary art.

Maley2012 as cited in (Diaz, 2016)stated that « Creative writing is a personal activety involving feeling this is not to say that thought is absent ,the structure of a poem is not products of unthinking mind ,the require unique combination of thought and feeling »From Maley’point of view creative writing is about expressing personal thought and feeling in unique creative way.

Creative writing is often contrasted with Expository writing Maley (2012) as cited in (Diaz, 2016) summarized the principle differences between them in the following table:

Expository writing	Creative writing
Instrumental	Aesthetic
Facts	Imagination
External control	Internal discipline
Conventions	Stretching rules
Logical	Intuitive
Analytical	Associative
Impersonal	Personal
Thinking mode	Feeling mode (plus thinking!)
Appeal to the intellect	Appeal to the senses
Avoidance of ambiguity	Creation of multiple meanings

**Table 1 :Contrasting modes of writing Maley (2013)**

The table above representes the difference between Expository and Creative writing .Expository text is the informational writing that is based on facts, ideas and points of view it contains grammatical and lexical accuracy the main objective of expository writing is to

expound an idea in clear ,logical, impersonal way and to avoid ambiguity as possible to the reader .

Creative writing ,on the other hand is the artistic writing that deals with imaginative representation rather than dealing with facts, it is non academic writing that it is read for pleasure rather than for information.

Creative writing gives the students the ability to express their own ideas through the use of imagination , ,it focuses on feelings, emotions and sensations and it is about the meaning and not the form.

### **1.2.2 The benefits of creative writing**

(Moiley, 2007)said that « Creative writing must teach you to write on your own, and beyond your own intelligence » .It means that it is one of the best ways to enhance writing skill of students by using their own linguistic capabilities and go deeper in expressing thoughts also it increases their level of intelligence through putting the emphasis on the brain, with a focus on feelings.

(Pawliczak, 2015) stated that « Writing may be a tool for thinking helps students to achieve goals never achieved before. And it definitely gives them satisfaction » From her opinion creative writing improves the best ways of thinking..

(Craik & Lockhart 1972) as cited in (Tok & Kandemir, 2014) said that :

Creative writing aids language development at all levels: grammar, vocabulary,phonology and discourse. It requires learners to manipulate the language in interesting and demanding ways in attempting to express uniquely personal meanings. In doing so, they necessarily engage with the language at a deeper level of processing than with most expository texts

Creative writing has a great effectiveness in enhancing language learning and it develops students' literacy ,thus they will learn how to use their ideas clearly with the right structure ,Moreover , it clarifies thinking students'critical thinking and helps them to discover why anything happens .On the other hand it gives them a chance to express their ideas and personal experiences by using sense of intimacy on contrary to the informational writing.

Mone(2011) as cited in (Tok & Kandemir, 2014) stated that « Writing has an important contribution to the development of other skills and also becomes a tool to express

person's feelings, thoughts and informations. Writing should be perceived and evaluated not as a mechanical process but as a skill which covering understanding, thinking, developing and producing skills » .It means that creative writing helps students to develop the others skills and it gives them the opportunity to express feelings and ideas it also develop their understanding of the world .

Maley (2009) as cited in (Klimova, 2013) stated that :

Creative writing increase in self-confidence and self-es-teem which creative writing tends todevelop among learners. Learners also tend to discover things for themselves about the language... and about themselves too, thus promoting personal as well as linguistic growth. Inevitably, these gains are reacted in a corresponding growth in positive motivation

Students confidence and self esteem will be developed throught creative writing ,also it enhances their motivation and engagement.

Everett (2005) as cited in (Tok & Kandemir, 2014) believes that creative writing is the best way to express learning when she said « A further role for creative writing in English: beyond assisting and enabling learning, it can also provide alternative ways of expressing and demonstrating learning ».

(Raimes, 1983) indicates that Writing helps students enhances grammar ,vocabulary and idioms that we teach also it gives the students the chance to try adventures when they write and take risks with the language and lastly they become very involved with the new language.

Creative writing has a lot to offor and has a vital importance on students ;it teaches them how to write and refresh their minds by rising their level of intelligence and reinforcing their imagination hence it opens the doors of expressing ideas ,emotions and opinions ,it also develops language al all levels and helps to improve the other skills .it developos self confidence and self –esteem and it great way of demonstrationg and proofing learnig.

### **1.2.3 Types of creative writing**

Creative writing is the sort of writing that convey meaning through the use of imagination and beyond the boundaries of normality ,by using artistic expressions to express feelings and emotions.

Creative writing is an important part of modern society ,its main purpose is to share humman experiences ,thus writers attempt to get the truth about hummanity through its huge variety of styles and forms, creative writing includes :novels ,short stories , poetry and play in addition to personal essay and free writing.

### **1.2.3.1 The Novel**

The novel is the most adaptable of all literary forms, Studies agreed the word novel is originated from the Italian word novella which means little new thing.,(Cheoda, 2019) stated that majority of the literary critics attribute 18th century as the time period in which novel took its birth, subsequent growth and development.

(Bulman, 2007)defined novel as « A prose narrative of some lenth which tells a story of fiction nature, it may based on real people and events but is largely made up .there is no fix lenth for a novel but is usually considered to be about 5000to 20000 words ».Another definition is by Sumardjo as cited in (Amrate, 2014, p. 37) said that « Novel is story with the from in long shape ,this long shape means the story including the the comlex plot,many characters and various setting » . It means that reason behind its length is to provide The scope to author to develop the novel elements wchich are characters ,plot ,setting ,conflit suspense and the theme.

According to (Bulman, 2007) stated that novels are categorized according to the sort such historical ,science fiction,romance tragic and he added that novels are not by any means of realistic ,fantasy or sciece fiction .

### **1.2.3.2Short Stories**

(Bulman, 2007)defined short story as « a short brief prose fiction having similarities with the novel except in length, and stated that its lenth would be between 1000 and 7500 words and it would be allow up to 20000words » . Menarth 2003 as cited in (Amrate, 2014, p. 39) said that short story is « A piece of prose fiction that can be read at single seeting » , Both definitons highlight that short story differ from novel and the longer ficional format on the length thus it should be read in one setting .

(Pasco, 1991) Said that « The short story genre has a central, identifiable set of Characteristics ». This means that short story tend to be less complex than novel and it focuses on only one plot a single setting and limited number of characteristics ,Short story as (Bulman, 2007, p. 206) said that it can be realistic ,tragic humoros ,romantic fantastic and any genre

Short story is a narrative prose that describe a fictional shorter than novels , contains one basic plot, focuses on one or two characters and it can cover very long periods.

### **1.2.3.3 Poetry**

Poetry is the oldest form of creative writing , (Bernie Ollila & Joe Jantas , 2006)said that « Poetry is any kind of verbal or written language that structured rhythmically and is meant to tell a story, or express any kind of emotion, idea, or state of being » He added that « It is used to achieve this artistic expression in several ways ».It means that poetry is the form of art that attempts to express the poet' feelings and ideas through choosing an arranged language , rythm and sound to influence the mindset of readers in order to comprehend the meaning of the poem

There are a lot of forms of poetry namely :narrative ,elegy,ode,ballad,free verse and epic poetry.

### **1.2.3.4 Play**

Play is drama work that has a power and beauty of language written by a playwright and performed by actors in the theatre .(M.H.Abrams, 1999) defined play as « the dramatic composition which is designed for performance in the theatre ,in which characters perform the indicated action, and utter the written dialogue » .In other words ,play is the genre of literature which narrates a story with elements of conflicts through dialogues and characters and it is divided into scenes and acts .

Play has many kinds namely ;comedy,tragedy,historical and farce ,an exmple of play is shakespeare's comedy plays .

### **1.2.3.5 Free writing**

According to Elbow and Belanoff (2000) as cited in (Hwang, 2009) free writing is « Writing any ideas or thoughts that come to mind in a given time period without stopping » Another definition by Elbow, Peter in his book *writing with power*, said that « Free writing is the easiest way to get words on paper and the best all-around practice in writing that I know » (Peter, 1981). Peter indicated that free writing is the best way to learn in practice because it helps the learners to write when they do not feel like writing, it also teaches them to write without think about writing without regard to spelling, grammar, rules and errors and finally it improves writing skill (Peter, 1981, p. 15) In simple words we can say that free writing is writing in short period of time without stopping to produce a piece of writing about whatever comes in mind without pay attention to spelling or grammar.

### **1.2.3.4 Personal essay**

According to (Abeha, 2013) personal essay is the « Writing approach that leaves out all sense of personality » and he added that it is « The process of sharing writers lives ». From this definition we can say that personal essay can be defined as the type of creative writing in which the writer writes about his personal experiences or his/her opinion about some topic and it is categorized by a sense of intimacy.

## **1.2.4 The process of creative writing**

Having a good creative writing is never been an easy task ;it needs following a process which involves some steps .According to Moiley in his book « *The Cambridge Introduction To Creative Writing* », creative writing can be broken into seven steps which are : preparing ,planing,incubation ,begning,flowing the silence reservoir,breakthoughts and finishlines ,and at the end the title .

#### **1.2.4.1 Preparation**

Preparation is first step and the fresh start to produce a creative writing ,it the best way that makes the creative work easier and it is impossible to do anything without it (Moiley, 2007, p. 125) said « The creative process begins in preparation ,wchich includes active reading ,imitation,research,play and reflection all consious actions ».It means that active reading is first thing that the creative writer should begin with and it allows him to target the informations nedded and the key concepts and drowing conclusions in addition to reading actively conducting research is important to capture the ideas to start writing. « Motivation helps, and discipline and habit will keep striking that light inside you every day. » (Moiley, 2007, p. 125) .Here moiley indicated motivation as a very important factor that pushes the writers'creative work to be successful because it develops their energy, inclination, willingness and interest in writing.

#### **1.2.4.2Planning**

Gwent2011 as cited in (Amrate, 2014, p. 41)said that « In simple terms ,planning your writing is thinking about what you are going to write in advance » .This means that before writing it is essential to take what you have read it involves orgnizing ,previewing ,listing the main ideas and note them by following a plan that can be done through diagrams and maps of action as Moiley indicated when he said « On the other hand, there are novelists who plan every page minutely; who scribe flow diagrams and maps of action as if they were storyboarding a movie » .From those those words we capture the main ways to organize what have been brainstormed .

#### **1.2.4.3 Incubation**

Is the process of warming ideas and thoughts that are in the writer'mind ,wallas(1926)as cited in (Krashen, 2001)said that incubation is « The process by which the mind goes about solving a problem automatically and subconsciously » .He means by that incubation is the process that may be both conscious and subconscious that the writer should go through in putting his ideas under the right conditions ,he stated those conditions when he said « Happy ideas come unexpectedly without effort, like an inspiration ... they have

never come to me when my mind was fatigued, or when I was at my working table ... They came particularly readily during the slow ascent of wooded hills on a sunny day ». That means mental relaxation and choosing the appropriate time to solve the problems of thoughts and informations that are already gathered in writer's mind and get the creative inspiration to create the mental image of how to put the warming ideas on the paper and start writing.

#### **1.2.4.4 Begning**

(Moiley, 2007, p. 128) said « Writers agree that getting started on a new piece of writing is the most difficult part of all writing processes ». Moiley believes that the begning is the hardestst point writers can face it returns to the fear of the results and imging the difficult stuations and obstacles before finishing that may face before finishing their creative piece of work .

Writer should be aware towards the reasons behind its difficulty to overcome them by right strategies ,Penn as cited in (Amrate, 2014, p. 42) said that « There are many reasons for not starting as there are writers facing a presistently blank pages ,but i think for lot of us ,the hang up is anxiety about setting of on the wrong path ». It means that writng in negative and sterssful atmosphere and making a worthless starting plan is the main reasons why writers fear of the start ,Penn provided novice writers with good strategies to strart writing which are : before writing they should imagine their scenes, create the characters ,write a meaningful dialogue and then they can think about begening to write .

#### **1.2.4.5 Flowing**

Another imprtant step in the process of creative writing is to keep on writing and make it as daily routine hence it will be a habit and you will enjoy when you continue writing and that what moiley stated when he said « If you keep to the discipline and habit of daily writing, then continuing will not present many difficulties, not least because you will begin to enjoy the exploration and actively look for ward to seeing what happenes » (Moiley, 2007, p. 129)he added «Flow can lead to a skewed sense of time; distractions and worries shift into a mental background.This is possibly why writing can become addictive, and also be

perceived as therapeutic » .He means by those words is that the writers that who really focusing on their works will be addictive to write and see writing as an important part in their lives rather than something boring or worthless to carry on it .

#### **1.2.4.6 The silence reservoir**

Moiley said « Leave the field. Stop writing. Finish for the day, and go for a walk. Give yourself the time to recover your eloquence through silence » (Moiley, 2007, p. 131) it means that when writer finds his/her self carry on writing in the same work for long period ,he /she will need to refill and freshen his /her mind .Moiley means by silence is that it can repack writers' minds when they are lack of inspiration because they are always writing in the same level .Silence is the best way that reduces writers' level of stress and boosts their imagination to write .

#### **1.2.4.7 Break throughs and Finish lines**

(Moiley, 2007, p. 131) said « One of the matters you will begin to apprehend is not progress, as such, but a feeling of completion, when form and structure click together sweetly in your mind. You will also begin to be able to gauge where your work has reached ».It means that when the writer moves towards creative writing he will grow a sense of accomplishment rather than thinking about his/her advancement in writing the work ,he /she will start to be able to measure the point his work arrive at.

After writer finish and setting their goals in the work they will feel unhappy because creative writing puts writers in another world of inspiration and creativity ,and arriving to the end of the work will seem difficult to them « to finish is sadness for the writer »

(Moiley, 2007, p. 132)

#### **1.2.4.7 The Title**

When writers finish their piece of writing then they will have to name their work by choosing an appropriate title .Moiley (Moiley, 2007, p. 132) stated « The title offers a first impression to readers. Like it or not » .It means that the title of any written production is the

core of the creative writing work and it needs to be attractive in order to catch readers' attentiveness and a good title is the key by which the writer will get a potential readers to connect with his/her work.

Moiley added « Choose wisely and, if you do not have that leisure, at least choose precisely. » ;writers should be careful in choosing a crative writing ,in order to coming up with a catchy title the writer should follow three elements whcich are the hook ,key terms and the source .

## **1.3Creative writing instruction**

### **1.3.1 Teaching creative writing**

Teaching creative writing differs from teaching other subject ,many even think and wonder if creative writing is taught as course in university or not ;Teachers can pave students creativity and innovation in writing by integrating it in their academic course by practicing exercises .Spiro as cited in (Pelcová, 2015) said that « The activities do not require special slots in the timetable designated creative writing. They can be integrated into the course book ».Teachers should create an atmoshepre full of expressing emotions and thoughts ideas hence it will expand their inspiration ,stretch their imagination and it brings them to discover new things .

Students practice of creative writing is very important and (May, 2007) said « If you wanted to play the clarinet, you wouldn't expect to pick the instrument up and play it fluently straightaway. You would expect to have to practise. You might also consider it desirable to have instruction, from a book or a teacher. ».Here he means that as any other subject ,creative writing needs practise to be improved ;hence studens have to practice beause it is the best ways for students to become better writers.

The role of teacher as a motivator has a big impact on developing students creative writing Griva (2007) as cited in (Amrate, 2014, p. 44) said « Teachers should stimulate the creative imagination on their students and motivate them to share their ideas using language » ;teachers shoud encourage their students and give them the opportunities to

express their feelings and ideas freely and hence they will gain back great results on students 'writing creativity .

Last and not least curriculum designers should take account of the importance of creative writing course in education learning.

### **1.3.2 Challenges in Teaching Creative Writing in Algeria**

(Amrate, 2014, p. 46) stated that « Today the biggest challenge in Algerian education system is to convince teachers and curriculum designer about the danger of ignoring and neglecting the process of creative writing » .In other words taking no notice from teachers ,students and university about the importance of creative writing and self expression are reasons behind why the Algerian students are less creative.Creative writing needs teachers'encouragement ,providing enough time for practise and finally students patience and keep on writing.

### **1.3.3 Methods for Teaching Creative Writing**

There are different strategies that can boost the process of teaching creative writing.(Mitchell, 2017) « Teachers will need to spend time teaching reading skills and strategies that support students' needs as readers. ».Here the writer wanted to say that teachers should create a culture of reading in students 'mind and recall them of the importance of creative writing in arising their imagination,engagement in creative writing activity and the most important is developing their inspiration .(Amrate, 2014, p. 47) stated that structure is no less important than inspiration « Preparing and planning are very important stage that creative writing should not ignore » .The writer here shed light on the importance of identifying the objectives determining the goals build characters before beginning to write because failing in preparation leads to failure ,it will be difficult for students to write and they will have challenge but with teachers help students will advance in their creative works.

## **Conclusion**

In this chapter we have introduced writing then we dealt with writing difficulties that face EFL students and we provided some strategies to minimize them .After that we spot light on the concept of creative writing and highlighted its definitions and its types .The we explained its process ,Finally we dealt with the challenges of teaching creative writing and we came up with some methods that could help defeat these obstacles .

# **Chapter two**

## **Free voluntary reading**

## **Introduction**

Reading is crucial skill EFL students need to master because through reading students develop their knowledge and become competent learners. Reading is important for not only enhancing reading comprehension but also it ameliorates the other skills. Thus, teachers should form a strong bond to students' reading attitudes by making them interested to read more and that can be improved by several strategies for example free voluntary reading which gives the students the freedom to read what they like and without setting them any tasks on what they were read. This will create that feeling of responsibility, increase their curiosity to read more and they will gain adequate vocabulary.

In this chapter we attempt to introduce the term "reading" by providing its definition and discuss its types extensive, intensive, the main part of this chapter will about Free voluntary reading will define the term free voluntary reading. After that we will shed light on its benefits. Also we will see the importance of choice, moreover in this chapter we will spotlight on reading motivation, after that, we will deal with library, its definition, types and importance then we will highlight the point poverty and access of books. Finally. This chapter is concluded the interrelated relationship between FVR and creative writing.

### **2.1 Reading definition**

Providing an accurate agreed on definition of the word 'reading' is not an easy task to achieve, and no single researcher can cover all its aspects, thus many researchers tried to define reading depending on the research goals. According Baudoin et al. (1994) as cited in (Gridi, 2006) said « Reading is a complex activity that involves both word recognition, the process of perceiving how written symbols correspond to one's spoken language; and comprehension, the process of making sense of words, sentences and connected paragraphs. (p.i) ». In other words reading is the cognitive process which needs the use of mental abilities in decoding and understanding the text.

Richards 1997 as cited in (Mimoune, 2015) identified reading as: "Reading is what happens when we look at a text and assign meaning to the written symbols in that text". It means during reading activity human brain acts like a computer where data is taken via the

eyes processed within the brain, interpreted and becomes information. Pang et al. (2003) as cited in (Mimoune, 2015, p. 7) assumed that: “Ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.”. Here the writer wanted to emphasize on the role of enjoying reading in extending human mind for new ideas and opinions and it activates his/her empathy to infer new thoughts and knowledge .

Reading it is not only reading it is more than that Jeffrey (2011) as cited in (Slimani, 2017) « Reading is thinking, feeling, imagining, dreaming, remembering, concentrating, reflecting, analyzing, synthesizing, contemplating, wonder, curiosity, experiencing, motivation, passion, attitude, open-mindedness, visualization, and so on . ».

## **2.2 Types of reading**

There are three types of reading namely :Intensive reading,Extensive reading and Free voluntary reading .

### **2.2.1 Intensive reading**

(Mikeladze, 2014) defines Intensive reading as an approach deals with short texts under a teacher’s guidance for detailed understanding. Brown (1998) as cited in (Gomez & Gomez, 2013) explains that intensive reading « Calls Attention to grammatical form ,discourse makers and other surface details for the purpose of understanding the linguistic rules , grammatical structures ». Hedge 2010 as cited in (Mbarki 2014) said that intensive reading means careful reading of difficult materials to understand every detail and word he added that intensive reading demands reading a text even if it contains so difficult items ,from the above definitions intensive reading can be defined as the type of reading of teacher selection it deals with shorter texts,it is about careful reading of the difficult materials to understand the meaning of vocabulary and ideas in a detailed technique .

## **2.2.2 Extensive reading**

(Mikeladze, 2014, p. 19) said « Extensive reading deals with relatively long texts. Pleasure, information and general understanding are a purpose of extensive reading » he added « extensive reading is relatively fast, but it should be comfortable for a reader ». (Bamford & Day, 2004) as cited in (Khendoudi, 2017) defined extensive reading “ ER is highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for “comprehensible input”.

From the previous definitions Extensive reading can be defined as the type of reading that deals with long texts and easy material it is for own pleasure hence it makes reading enjoyable pursuit where students can select their own texts based on their choice, and interest it builds confidence and enjoyment its main goal is pleasure to acquire an overall understanding of what was read, it boosts students to obtain vocabulary and increases their abilities to understand.

## **2.3 Introduction of Free voluntary reading**

### **2.3.1 Definition of Free voluntary reading**

(Krashen, 2004) assumed that Free voluntary reading Means « Reading because you want to: no book reports, no questions at the end of the chapter. In FVR, you don't have to finish the book if you don't like it. FVR is the kind of reading most of us do obsessively all the time » he added « FVR is one of the most powerful tools we have in language education ». It means that FVR is an important implement in language education it is the reading for pleasure based on self selection with no forms of accountability .

(Meléndez, 2015) affirmed that « Free reading can be described as a leisure activity during which, people involved in this situation enjoy to read because they want to discover new knowledge, to recreate their mind or just to have a time to relax. ». In other words in FVR activity students love and enjoy to read because it gives them the opportunity to learn new things and explore new ideas and thoughts, freshens their minds, and reduces their stress level.

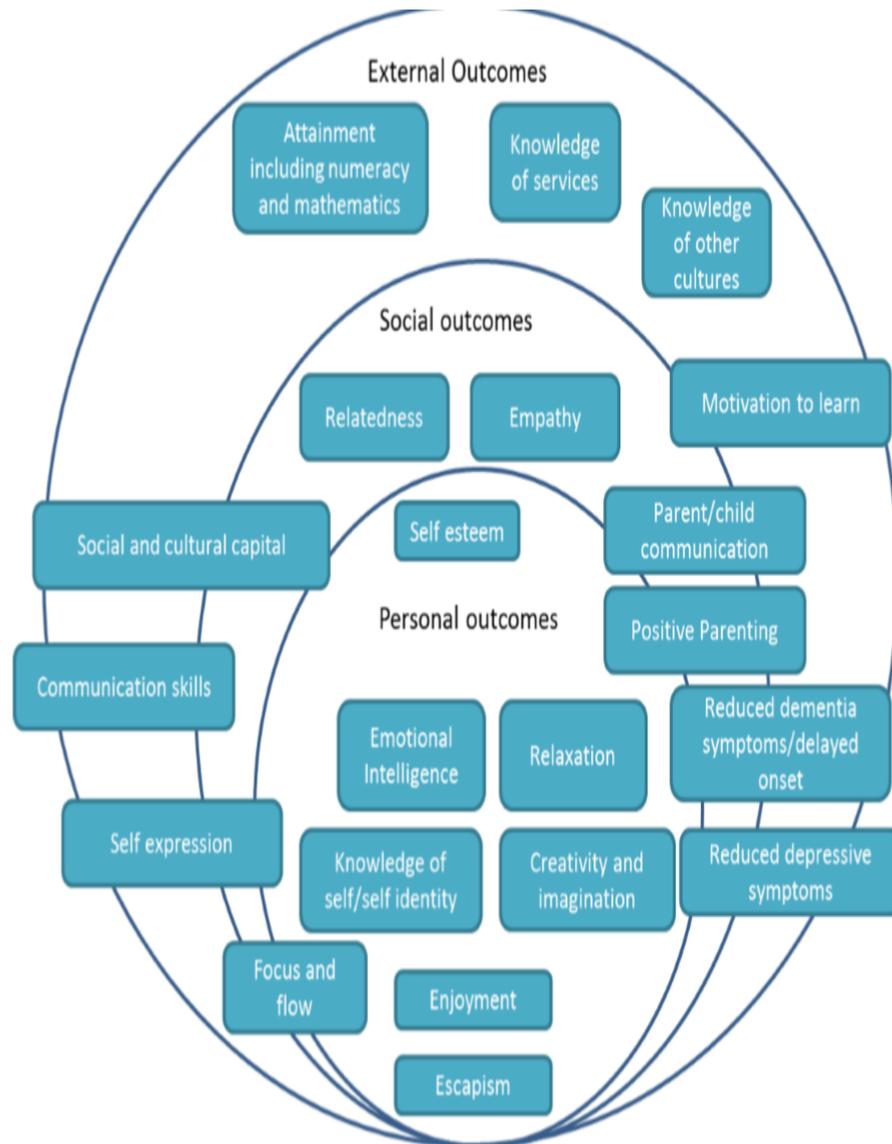
### 2.3.2 The benefits of free voluntary reading

According to the BBC as cited in (Meléndez, 2015, p. 18) some of the important benefits of free voluntary reading are the following:

- a) It increases sense of achievement, confidence, self-esteem and self-awareness.
- b) It widens horizons.
- c) You can do it anywhere.
- d) It develops relationships and promotes inclusion and empathy through sharing opinions and ideas.
- e) It prevents boredom and promotes relaxation.

FVR improves personal aspects that participate in the process of reading, such as self-confidence. It also gives more chances to open the reader's world, by allowing the reader to debate, share and receive ideas and opinions. In order to establish different relationships; and one of the most comfortable of the benefits of Free voluntary reading is that the reader had the freedom to decide where and how to read., free voluntary reading helps the reader to enhance not only his personality but also it improves his environment relationship with society. Free voluntary reading reduces readers level of stress and increases their relaxation and it is a great way to escape from boredom or anxiety.

Free voluntary reading develops students' writing ability and helps to them know language comprehensively and obtain large vocabulary and it improves communication skills « This practise also helps in terms of grammar, vocabulary, communication when trying to express verbally and in writing; and it helps people to easily understand information. » (Meléndez, 2015, p. 17).



**Figure2. 1 The impact of reading for pleasure and empowerment as cited in Reading agency (2015)**

Free voluntary reading has a great impact on personal ,social,and external outcomes ,It is an enjoyable activity by which readers escape to another world it is key of boosting our own imagination and creativity ,it improves brain function,it is the best for students to develop self-confidence and self esteem in expressing themselves and to arise their communication skills.FVR is a highly entertaining way to foster emotional intelligence and empathy because they read about others experinces in life ,reading for pleasure is a method of relaxation that relieves sterss it sets a calm mood and clears mind off ,it is the cure of

dementia and mental illnesses. FVR gives to readers the desire to read more and it boosts their motivation to learn and get knowledge about other cultures and expands their minds.

### **2.3.3 The importance of choice**

Choice has a vital importance in empowering students and creating for them a personal responsibility to finish successfully the activity of reading .

A study outlined in *Becoming a Nation of Readers: The Report of the Commission on Reading* (1985) as cited in (Johnson & Blair, 2003) found that « Two factors help students recall information from reading: readability and reader interest ». It means reading based on students 'interest and choice is important factor that helps them in remembering informations and details .

According to Ryan and Deci, (2000) as cited in (Clark & Caroline , 2008) « It is widely accepted in educational circles that providing students with choice and control over their reading material enhances their involvement with and enjoyment of reading. More generally, choice has been linked to increased educational outcomes, such as greater levels of intrinsic motivation, greater persistence, better performance, more positive affect and higher satisfaction » . From those words students' choice of reading develops their pleasure and desire , boosts their motivation to read and it powerful tool in enhancing students achievement on their educational performance because it creates a deep love of reading in their minds.

Anderson (2016) as cited in (Zoepfel, 2019) breaks down how allowing for choice to be a part of classroom culture can help defeat two barriers teachers face daily: differentiation and apathy ». It means that choice helps to decrease students 'carelessness and introducing choice in the classroom permits for students to self-differentiate and decide what texts attract them and begin to improve their ability to recognize what they are able to read and comprehend.

(Skeeters, et al., 2016) affirmed that there are five reasons why students choice is important those reasons are :

1. Choice Empowers Students.
2. Valuing Student Choices Values the Student.
3. Choice Leads to Real and Meaningful Conversations.
4. Choice Helps Establish and Deepen Relationships.

## 5. Choice Leads to Independence.

Choice is the avenue to empowerment, Empowering students to choose sets them up for success as readers. Students choices of reading materials tell us a lot about them, about their dreams for the future, interests, and the reasons of their actions they do in class. As we provide more chances for choice, we discover truth and realities , the conversations that are about the books that interest students would be definitely exciting and passionate. When students talk with each other about their books, they have the occasion to build new relationships.Choice makes students choose reading independently by making their own decisions hence it will impact positively in their achievement.

### 2.3.4 Motivation to read

(Guthrie, et al., 2000; Marinak & Gambrell, 2008) as cited in (Alhamdu, 2016)said

« Motivation is strongly drive that influence individual to engage in specific activity. Therefore, students who have strong motivation to do reading can spend their time so much in reading activity » . It means that motivation is the key of students' engagement to read and enjoy the activity.

According to Gambrell (2011) as cited in (Olsen, 2017) “The International Reading Association has, over time, placed a large focus on the link between reading development and motivation to read”.It means that reading motivation has a positive impact on reading achievement of students and their learning development.

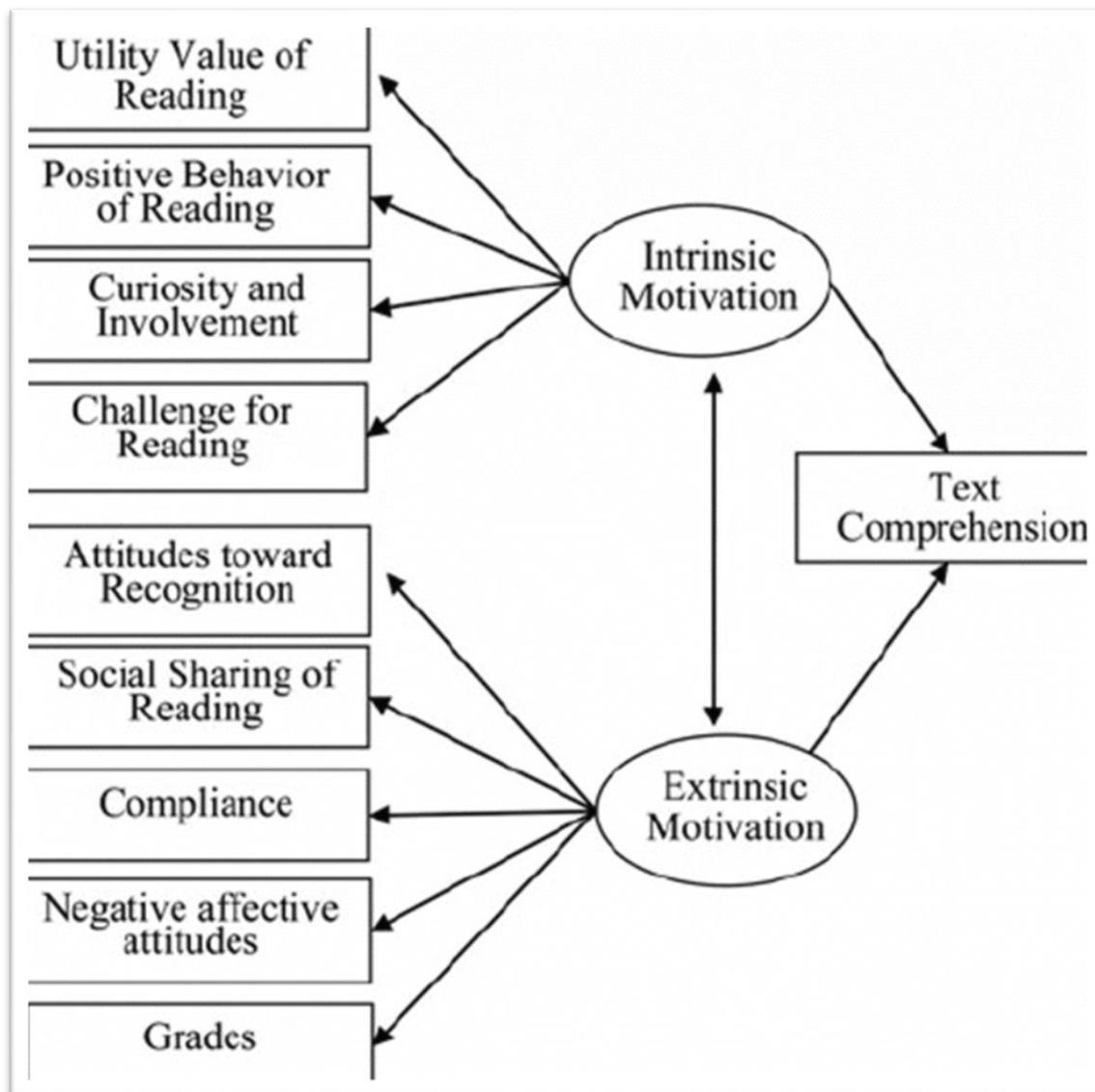
Jang et. al., (2015) (Olsen, 2017, p. 13) argue that “Research has demonstrated that motivation to read can lead to more time spent reading, which in turn can improve proficiency”. In other words motivation to read has a vital importance in spending more time in reading and it develops reading experience.

Krashen (1993)as cited in (Tiemensma, 2014, p. 44)« Learners who choose what they read tend to be more motivated and read more » choice is the major factor of motivation to read . One of the simplest and most important process of developing students' reading motivation is to provide them with the opportunity to choose their own books .

(Guthrie and Wigfield, 2000) as cited in (Clarck and Ramborl2006)is defined as « the individual's personal goals, values and beliefs with regard to the topics, processes, and outcomes of reading ». According to this definition, one would come to two main conclusions: that reading motivation is made up of the putting together of different aspects of motivation in a complex way. The second is the kind of agency individuals have over it since they can manage, organise and direct their motivation to read according to their beliefs, values and objectives (Gridi, 2006, p. 65).

Guthrie et al (2006) as cited in (Alhamdu, 2016, p. 6)described that « Intrinsic reading motivation referred to students' curiosity about new books and topics, immersion in reading for long periods of time, and preference for longer challenging texts. Conversely, extrinsic reading motivation referred to grades or competition as reasons for reading » (Abromitis 2000) as cited in (Tiemensma, 2014, p. 43) « Examples of extrinsic motivators are teacher and family expectations recognition, competition and social feedback Extrinsically motivated learners read because they want to attain certain outcomes. »

According to those words , reading motivation is broken in two parts; there are intrinsic reading motivation and extrinsic,intrinsic reading refers to engagement in doing an activity from personal interest for own sake and personal rewards and it is linked to curiosity ,involvement and challenge .The second part is extrinsic motivation which involves engagement in an activity in response to external values and demands avoid punishment or to meet teachers' or parents' with no intrnal interest .



**Figure 2.2 : Intrinsic and Extrinsic Motivation (Dhanapala, 2015)**

In Intrinsic reading readers pursue the activity for the pure enjoyment ,it develops their curiosity hence it will promote their active learning, it fosters their comprehension of hard texts by building for them a challenge for reading.Last and not least it creates for students satisfaction and positive attitudes towards reading activity .

On the other hand,Extrinsic motivation develops students’ reading skills (word decoding and recognition ) ,it develops students’interaction with others when they perform their books and reading materials with each other ,it improves students ‘reading compliance,even though extrinsic motivation has some benefits (compliance, grades, recognition) but Unfortunately it decreases students to become more active readers.

McKenna (2001) as cited (Tiemensma, 2014, p. 44) in mention three aspects of motivation for reading engagement:

- Intrinsic motivation for reading, which consists of curiosity (students desire about topics that interest them), involvement which is the pleasure of reading materials and challenge (the satisfaction of become proficient in comprehending difficult ideas in text);
- Self-efficacy, which refers to self- recognized capability in reading tasks Belief in own ability to accomplish.
- Social motivation, which refers to fulfilling classroom responsibilities or interacting with others and sharing books with them.

(Ericksen, 2006) said « Teachers should worry less about test preparation and isolated skills and instead focus on motivating their students intrinsically ». It means that teachers should motivate their students to read for their own sake hence it will develop their desire to learn and help them to be self motivated learners in order to determine their academic progress.

### **3.3.5 Introduction to library**

Libraries have a crucial importance on providing information and communication and. They aid to promote a reading culture for an upward advancement of people's life. They develop literacy, knowledge and skills acquisition.

#### **3.3.5.1 Definition of library**

According to (Amiri, 2013) Library from French "librairie"; Latin "liber" = book) is an organized collection of resources made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. » Another definition by Oxford English Dictionary « Library is a building, room or set of rooms, containing a collection of books for the use for the public or of some particular portion of it, or of the members of some society, or the like; a public institution or establishment, charged with the care of a collection of books, and the duty of rendering the books accessible to those who required to use

them ».In simplest terms ,library is a place where books,reviews magazines and other materials are available and reachable for people to use of reading, consultation, study, research .

### **3.3.5.2Types of libraries**

There are many types of libraries the main three types are public library ,academic library and home library .

#### **3.3.5.2.1 Public library**

(Munchen, 2001) said that « A public library is an organization established, supported and funded by the community, either through local, regional or national government or through some other form of community organization » .In other words it is a profitless library that is established by community for general public .

According to Kerslake and Kinnel (1997)as cited in (Aabo, 2005). In their literature review, they divide the social impact of public libraries into three sections: the impact on the community , the impact on skills, and the economic impact .

Impact on community can be seen on fostering cultural enhancement and variety , it also eases the utilization of of the new information resources,it consolidates the sense of social cohesion during the spread of demographic changes , it also gives people and meet new people and connect them, the impact of skill seen be seen on supporting literacy and information competence ,life long learning and reading culture for long term benefits builds a bridge over the divide between education and leisure (Aabo, 2005, p. 207).

In addition to community and skill impact public libraries have positive impact on economy ,they are confronting and overcoming poverty by providing poor students with books , it also gives people the opportunities to get jobs (Aabo, 2005, p. 208).

#### **3.3.5.2.2 Academic library**

(Gupta, 2007) defines Academic library as « An integral part of formal education system which provides time bound education from primary school level to university level

An academic library works as a base for teaching, learning, research etc ». It means academic library is the heart of learning community and the type of library that is related to higher education institution college or university and it serves as educational support by providing students to conduct research and develop their knowledge .

Academic library has a positive impact on students academic achievement « It develops self-learning skills of students, it provides facilities to its users for intellectual development which is a power of acquiring ideas through individual efforts ,It conserves knowledge » (Gupta, 2007, p. 20). In other words ,academic library makes students more engaged with learning and it develops their information skills, also it advances students 'intellectual capability and it supports their mental comprehension .« If you're trying to find ways to encourage your students to read, why not .. can use your library and all of its resources to motivate your students to read » (Gupta, 2007, p. 34). Here the writer spotlights on the vital importance of library in boosting students motivation to reading attitudes.

(Harisanty, 2019) said « Motivation may drive students to come to the library and use the current services provided. Students who come to the library will certainly take advantage of the availability of information in the library according to the individual needs of each » .It means that when students have the motivation to read they will absolutely go to library to obtain adequate informations that they are looking for .

### **3.3.5.2.3 Home library**

Home library is a special space in the house for reading in which books are kept .

(Jacos ,2017) said « home library size has a very substantial effect on educational attainment. » he added « there by providing students with information, vocabulary, imaginative richness, wide horizons, and skills for discovery ». Here the writer believes that home library effects readers' level of education because being surrounded by lot of books in home will build vocabulary and develops their creativity and inspiration it also has close connection with cognitive skills because it rises their curiosity to observe, listen, watch notice perceive, experience things .

According to (Jacos, 2018) "The beneficial effects of home libraries in adolescence are large and hold in many different societies, with no sign of diminution over time. Moreover, home library size is positively related to higher levels of digital literacy » .It means that home

library has an important impact on adolescents in helping them in locating ,evaluating and using digital information .

(Epstein et al., 2009) as cited in (LaCroix, 2014)indicated « Parental engagement.includes any of the following behaviors: parenting, communicating, volunteering activities, learning at home, decision making, and collaborating with the community » .It means parents have the opportunity to engage their children and motivate them to read because when parents do not read ,child will see reading as inessential activity ,so home should be filled with books and reading should be seen as an enjoyable part of every day life .

### **3.3.6 Poverty and access to books**

Having a little access to books is a serious problem that faces poor students ,and education is one of the best avenues to break the circle of poverty for good .

(Neuman and Celano, 2001) as cited in (krashen 2011.p,1) « Children of poverty have very little access to books at home and in their communities ».Here the writer wanted to say that poor students almost do not have books in their homes and that creates poor academic achievement for them.

( krashen,2011)said « Those living in poverty have little access to books, which explains their low levels of literacy development. I suspect that this relationship will continue until ereaders and ebooks are far less expensive and far more available than they are now » .In other words poverty and little access to books leads to lower scores of students achievement ,he presented a solution that may makes access to books available which is books in electronic format .

(Krashen ,2006) said «The best way is by making it easy for children to get their hands on books. Many studies have shown that children with more access to books read more, and as we have seen, those who read more, read better » .It means that giving books to poor students is the best way to enhance their reading achievement .

Analysis of a Krashen, Lee & McQuillan (2012) as cited in (Standal, 2017) said « Access to a good library balances the negative effect of poverty on reading achievement. Children living in poverty who have access to a good library read nearly as well as their more wealthy peers, and the reason is no mystery ». It means that library has a vital role in overcoming the little access of books by providing for students and in particular the poor ones books that can take them to home and read .

(Munchen, 2001, p. 87) said « The services of the public library are provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, language or social status ». It means that public library is free and equal and it is the best gateway for developing students' reading and academic performance .

### **3.3.7 The interrelated relationship between Free voluntary reading and creative writing**

Reading and writing are two sides of one coin and they totally connected to second language proficiency (Krashen, 2004, p.7) said that « Reading is a powerful means of developing reading comprehension ability, writing style, vocabulary, grammar, and spelling. In addition, evidence shows that it is pleasant, promotes cognitive development, and lowers writing apprehension ». He added « researchers have not succeeded in completely describing just what it is that makes a “good” writing style good. It is, therefore, sensible to suppose that writing style is not consciously learned but is largely absorbed, or subconsciously acquired, from reading » (Krashen, 2004, 133). The writer here highlighted the importance of reading in developing and enhancing the writing skill because through it the readers exposure to new words and they obtain large vocabulary unconsciously hence it develops for them a unique style of writing .

Day & Bamford (2004) as cited in (Mbarki, 2014) agree that « Good happen to students who read a great deal in the new language ,they become better more confident readers ,they write better and their vocabulaires get rich ». It means that best source of good writing and adequate vocabulary is to read not rarely but frequently.

Rashen (1988) agrees that writing can only obtained through large amount of materials of enjuments , when student read for pleasure and what what interest them they will carry

on reading without stop ,their vocabulary repertoire will be increased uncounciously, and that will turn positively on their writing level in (Mbarki, 2014, p. 39).

Hao and Sivell (2002) as cited (Ibrahim, 2006, p. 5) said « Hoa and sivell has analyzed the context of the reading/writing connection and the benefits that students may gain via this connection. They assured that the texts should be of interest to the learners to generate the desire for real communication. Furthermore, these texts, available as a background source for writing »here he means that reading and writing have close connection with each other and reading ability effects on writing ability specially if is about reading for own interest .

(Abualzain, 2017) said « the students restore to FVR and choose the reading materials themselves, a remarkable improvement will take place in all language skills especially in writing creativity » .The writer believes that the best way to boost students 'creative writing is practicing free voluntary reading .

The relationship between free voluntary reading and creative writing is a strong one ,and students who are generally good at one will usually be good at the other and the real importance FVR is that it creates an ease and intimacy with the process of creative writing.

## **Conclusion**

As a conclusion ,we can say that Free voluntary reading is very important in students' lives ,it makes them read by their own ,hence it will develop their resposability and self autonomy , it also leads to increased exceptional enjoyment and higher attainment..in this chapter ,we covered the basics of FVR ,we first defined reading and we presented its types then we tried to introduce and define the concept of FVR ,we spotlight on its benifits then we mentioned the importance of choice . Therefore, we tackled reading motivation then we dealt with library we defined it we presented its types and gave its imoptance . Also, we dealt with poverty and access of books.At the end of the chapter we uncovered the relationship between FVR and Creative writing .

Summing up, we can say that FVR is highly beneficial for literacy development and language acquisition and it is the best way that can offor a depth and real writing experiences and creativity .



# **Chapter three**

## **Field work**

## **Introduction**

Studying this work only from a theoretical perspective cannot be enough to reach clear results .The two previous chapters reviewed the literature relevant to the study. The third chapter is the practical part of study ,it includes the interpretation and analysis of two questionnaires designed for teachers and first ,second and third english students .The objective of this study is to investigate the role of Free voluntary reading in increasing students'creative writing .

### **3.1Sample and population**

This present questionnaire was given to teachers of writing expression and first second and third year who are chosen randomly from the department of English in Mohamed Kheider University Biskra . The participants answered the questionnaires online .

### **3.2 Aim of study**

It is observed that the majority of students face some problems when it comes to write a creative piece of writing , The main aim of this study is to investigate the role of FVR on improving students'writing skill and to show its importance and benefits on their creative writing .

### **3.3 Methodology**

This present research is a discriptive study using qualitative method in order to collect data, this method tends to analysis the data through describing the responses from students and teachers'' questionnaires.

# **Students ‘Questionnaire**

### **3.3.2.1 :Administration of the questionnaire**

This present questionnaire was given to to first second and third students in the department of English of Mohamed Kheider university the total number of participants is 60 and all students were helpful in answering the questionnaire.

### **3.3.1.2 Description of the questionnaire**

This present questionnaire is divided into three sections :

**Section one** :General information(Q1-Q3) tend to see if the majority of students are females or males .How many years they have been studied english and if those students like learning english.

**Section two** Free voluntary reading (Q4-Q14) is to see what are the students attitudes towards reading skill ,when they read ,wether they read by choice or by teachers' selection ,and what kind of books they prefer ,also whether they are motivated to read by their teachers and parents ,furthermore , they are asked about their feelings when their read what interest them and if reading of pleasure develops their literature background.

**Section three** Creative writing (Q15-Q23) is to see their level in writing and if they have difficulties in acquiring this skill ,also to see what kind of creative writing they try and prefer to write and what is their opinion about what would the process of creative writing require and if FVR develops their motivation and provide them with large sight of vocabulary .The final question is an open question for students to add their suggestions and comments about using free voluntary reading activity in class.

### 3.3.1.3 Analysis of the Questionnaires

Analysis of students questionnaires: students' answers are analysed and illustrated as follow:

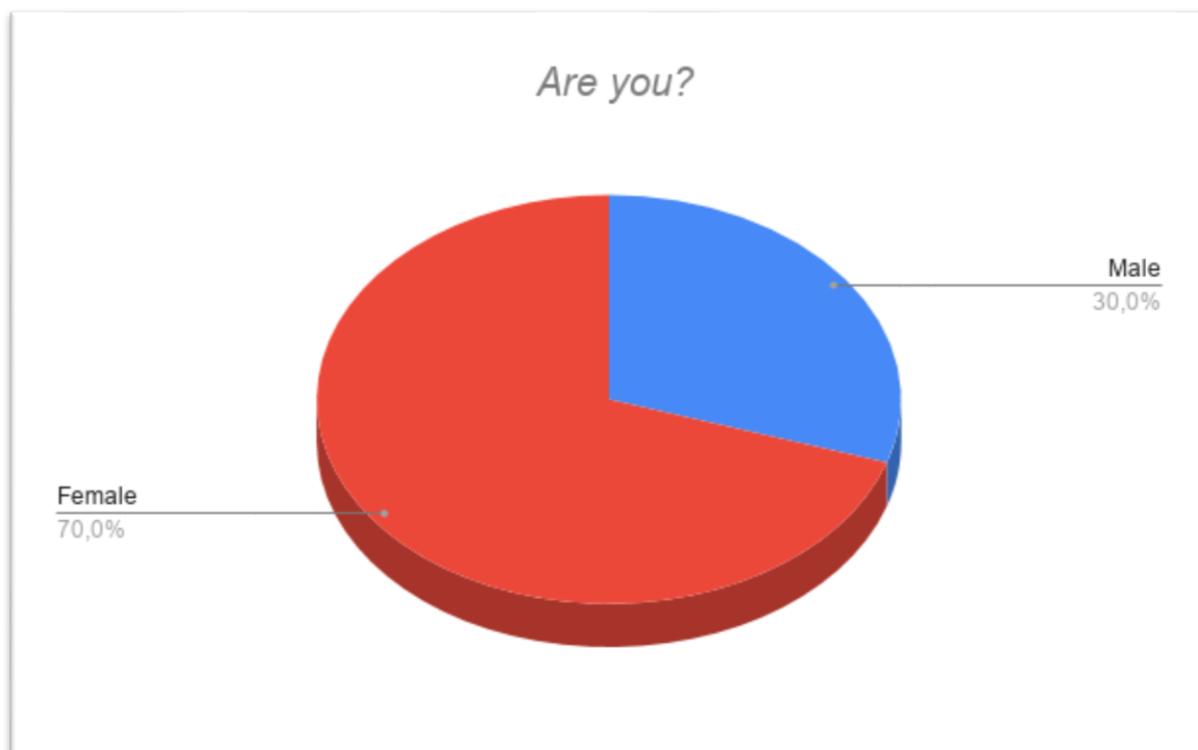
#### Section one : General informations

##### Item one Studetns 'gender

Option	Number	%
Male	18	30%
Female	42	70%

**Table 3.1 Students' grender**

As **Table 1** demonstrates that the number of girls is much more than the male' number ,it is seen that there is 42 female and only 18 male this is may return to the fact that boys are not into studying english and prefer to study othres branches mathematics or computing .The percentage illustred in Figure 1.



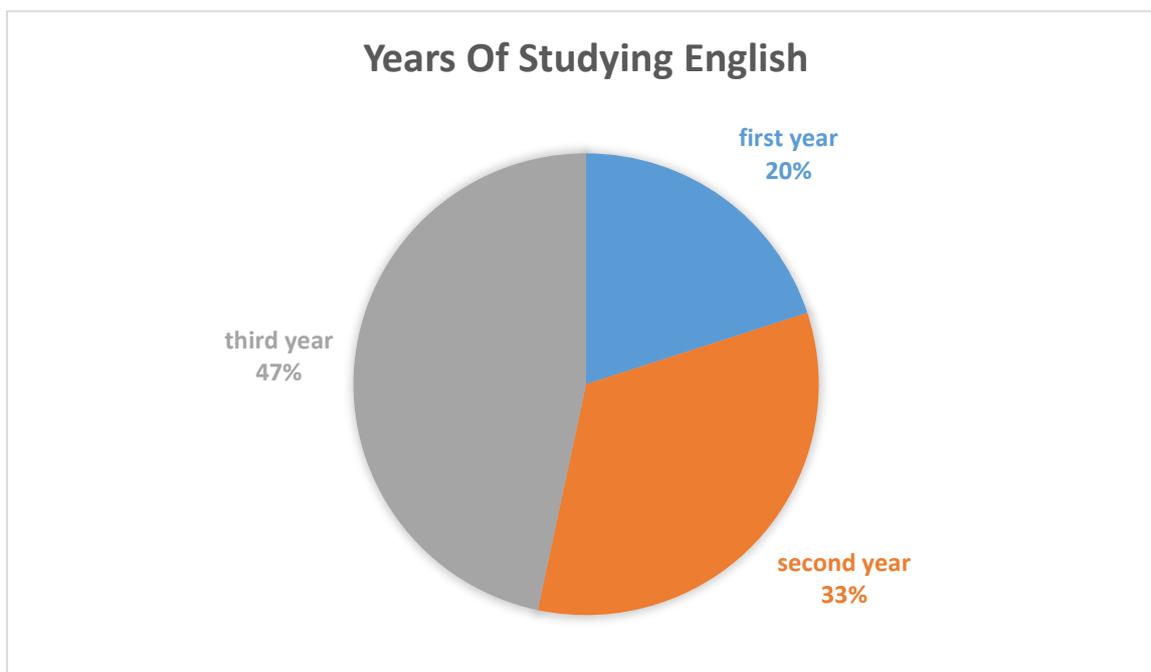
**Figure 3.1 The percentage of students gender**

**Item two Years of studying english**

<b>The level of studying english in university</b>	<b>Number of students</b>	<b>%</b>
<b>First year</b>	<b>12</b>	<b>20%</b>
<b>Second year</b>	<b>20</b>	<b>33%</b>
<b>Third year</b>	<b>28</b>	<b>47%</b>

**Table 3.2 The percentage of the level of studying english in university**

From the above data collection ,it reveals that 28 students47% study third year while 20( 33%) students study second year and the other 12( 20%) students who participate in This questionnaire study first year , As seen in table 2(**Figure2**) that the majority of students who answer this questionnaire are studying in third year and their responses are important because third year is crucial for students to become fluent in the language and mastering the four basic skills and specifically writing skill.



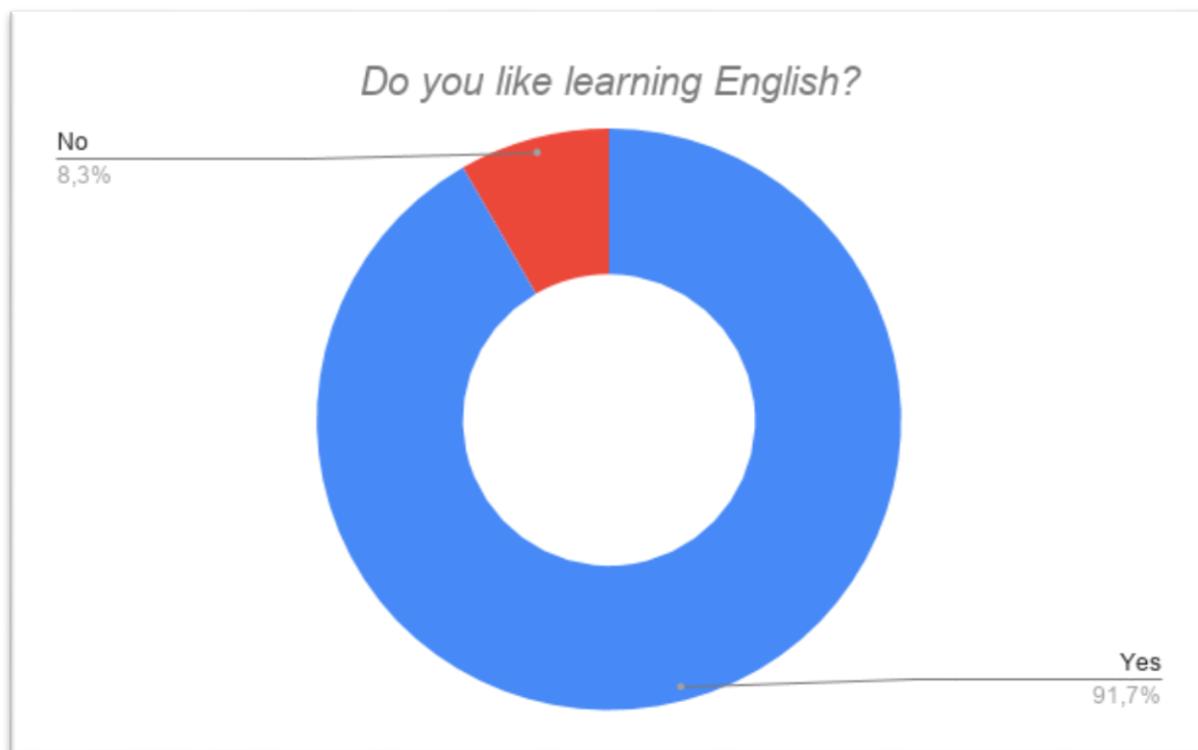
**Figure 3.2** The percentage of the level of studying english in university

**Item three students'likelihood of English**

Option	Number	%
Yes	55	91.7%
No	5	8.3%

**Table 3.3** Students likelihood learning English

According to findings shown in the **Table 3 (Figure3)** students are pleased and content that they are learning English, and the proof is that 91.7% of them are liking learning it and only 8.3% say no.



**Figure 3.3 The percentage likelihood of learning English**

Give your motives, students answer this question by highlighting its importance advantages and here is some responses :

- I see it as a means towards realizing my dreams, either professional or personal, besides, it's being a universal language that helps keep up with the changing world.
- Because it is the language of the world and I found it interesting to study.
- Reading is a key factor for bettering our performance in writing.
- English is the most commonly spoken language in the world.
- It helps me express myself better.

- Job opportunities.

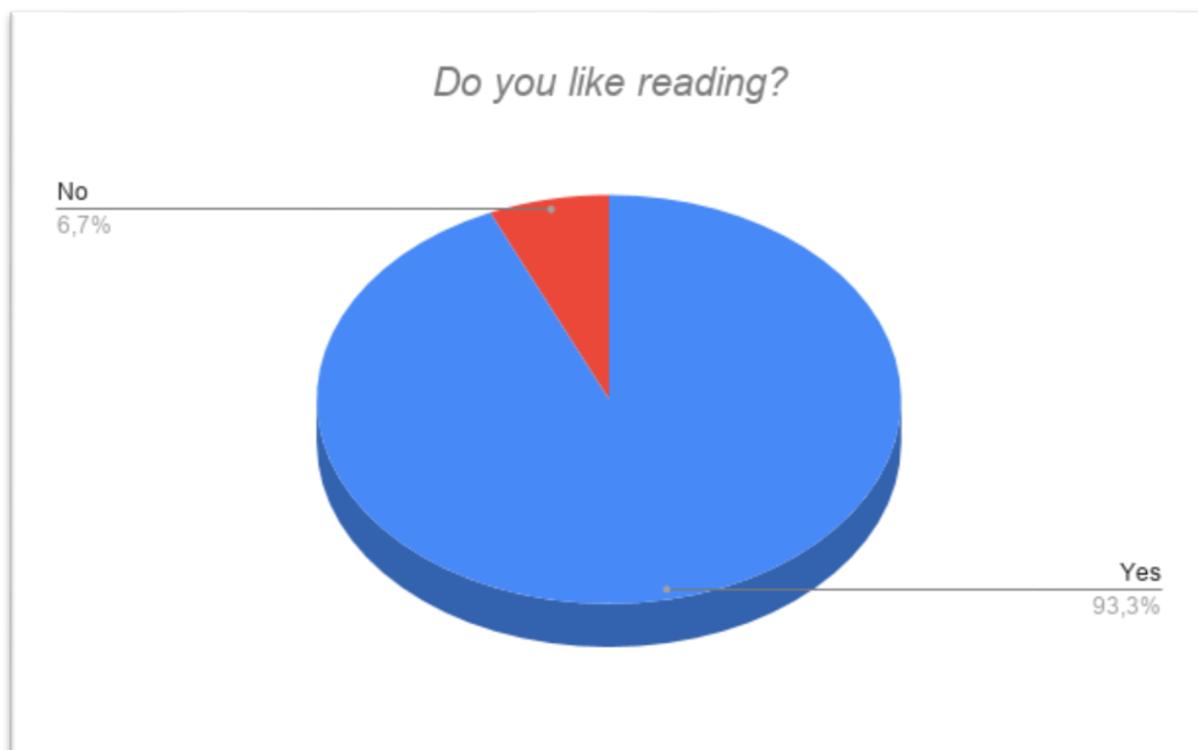
## Section two Free voluntary reading

### Item one Students likelihood of reading

Option	Number	%
Yes	56	93.3%
No	4	6.7%

**Table 3.4 Students 'likelihood of reading**

It is clear from the **Table3.4** that the majority of students have positive Attitudes towards reading skill and the proof is that 56 from 60 students say yes they like reading on the other hand only 4 students do not like reading this is mainly because their lack of attention in reading or maybe they get distracted and bored easily when they read books .



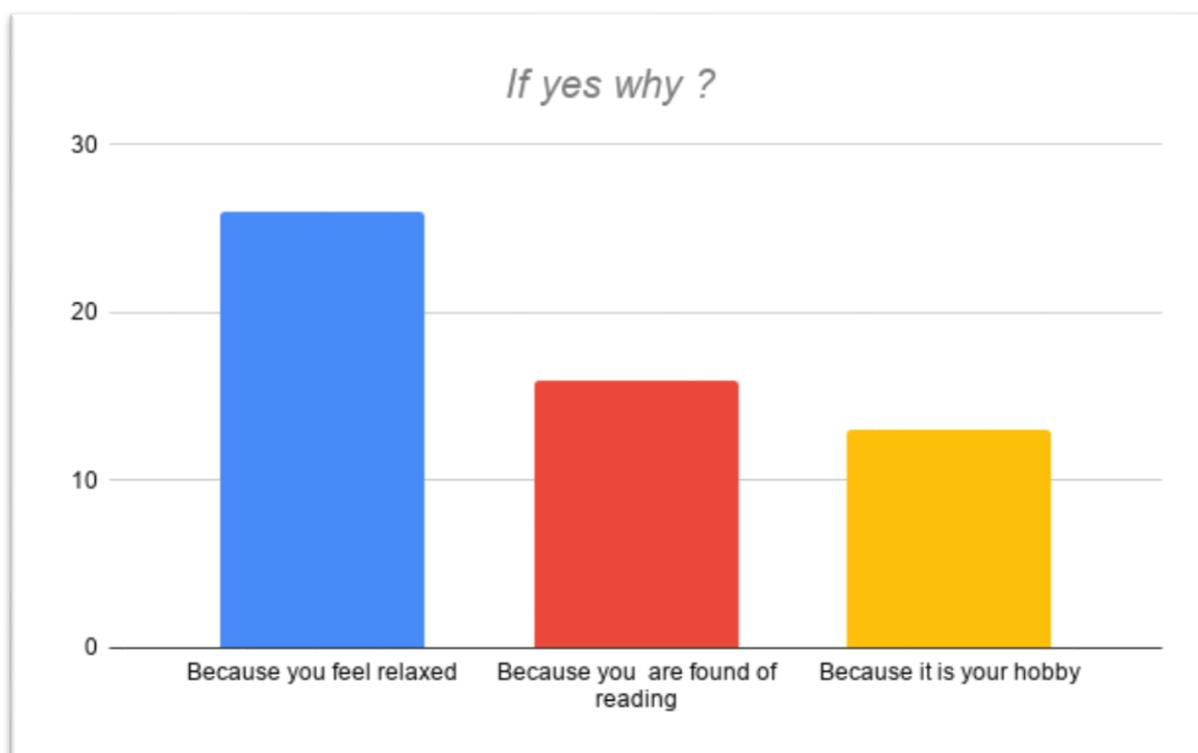
**Figure 3.4 The percentage of students ‘likelihood of reading**

**Item two If yes why**

<b>You read because</b>	<b>Number</b>	<b>%</b>
<b>Because you feel relaxed</b>	<b>28</b>	<b>47.3%</b>
<b>Because you found of reading</b>	<b>17</b>	<b>29.1%</b>
<b>Because it is your hobby</b>	<b>15</b>	<b>23.6%</b>

**Table 3.5 The percentage of students points of view about why students read**

The results obtain in **Table 5 (Figure 5)** indicate that the majority of the students 47% like reading because it gives them the feeling of relaxation ,they believe that is reduces their level of steress ,morover 29.1% of students ansewer by that they found of reading and the rest 15 students (23.6%) their likelihood for reading it is their hobby hence it is already their interest .



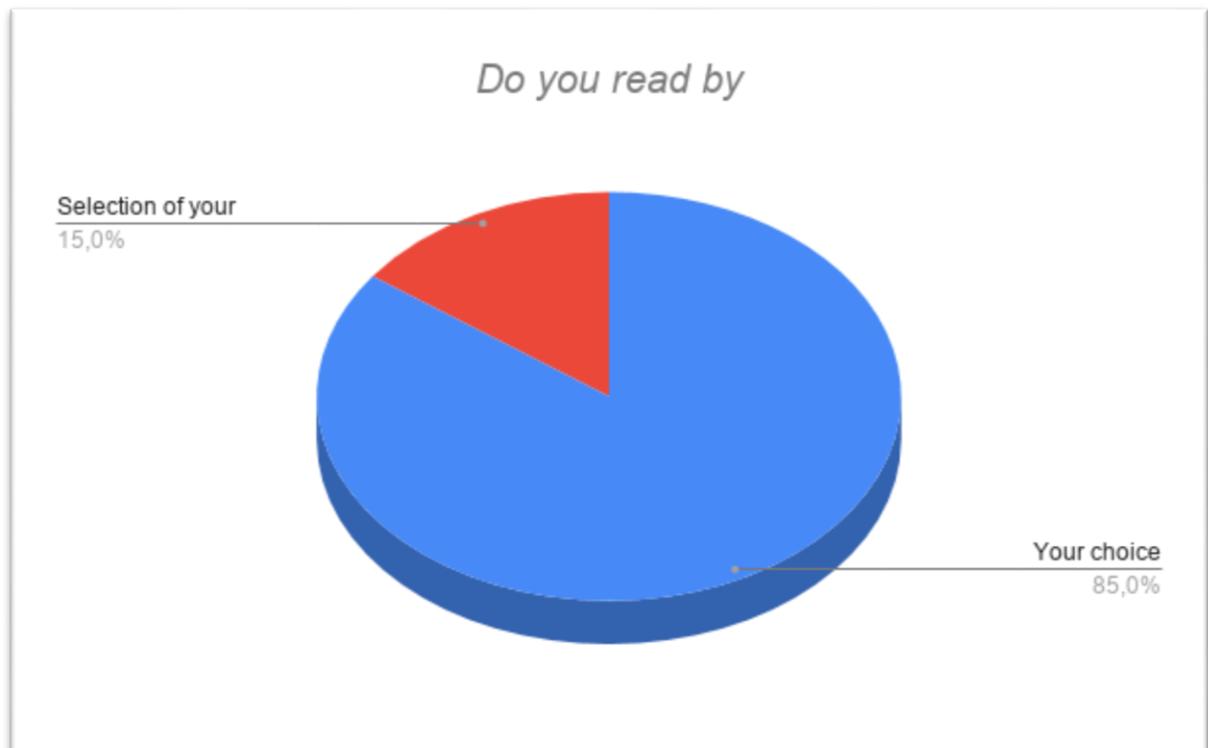
**Figure 3.5 Why students read**

**Item three reading by choice of by the seletion of teacher**

<b>Do you read by</b>	<b>Number</b>	<b>%</b>
<b>Your choice</b>	<b>51</b>	<b>85%</b>
<i>Selection of teacher</i>	<i>9</i>	<i>15%</i>

**Table 3.6 students opinion about reading by choice or by teacher seletion**

Students are asked if they read by their personal choice or by teachers' selection and as seen to findings **Table 6 (Figure 6)** reveal that most of them like to read by their choice, and the evidence is that 51 (85%) of them choose reading by choice while only few of them 9 (15%) answer by selection of teacher, we can notice that reading by choice may be the key that turn students to have the desire to dive deep to into reading .



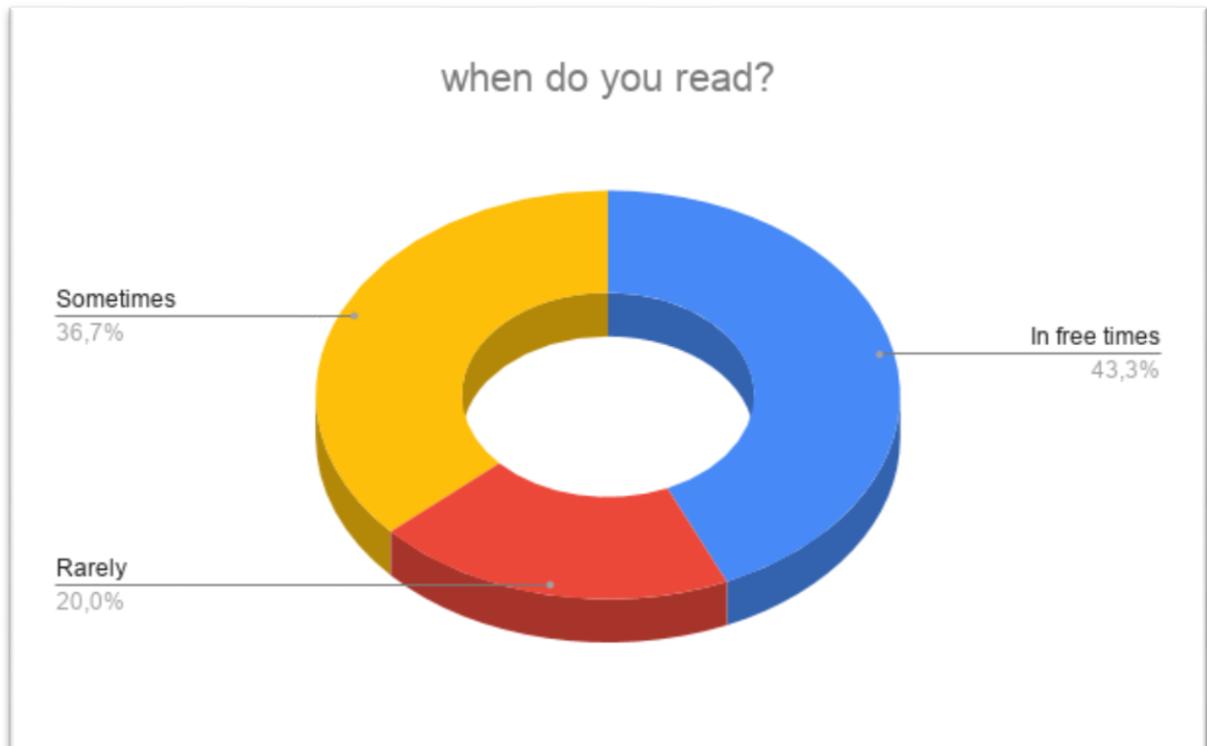
**Figure3.6 The percentage of students 'opinion about reading by choice or by teacher selection**

#### **Item four When do students read**

When do you read	number	%
Sometimes	22	36.7%
In free times	26	43.3%
Rarely	12	20%

**Table 3.7** The percentage of students ‘frequency of practicing reading

**Table 7(Figure 7)** shows that the majority of students read in their free times ,it is pleasing to have such a number who fill their free times in reading what interest them while 22 (36.7%)students read from time to time ,and other 12 (20%) students rarely read because they are not aware of the importance and benifits of reading.



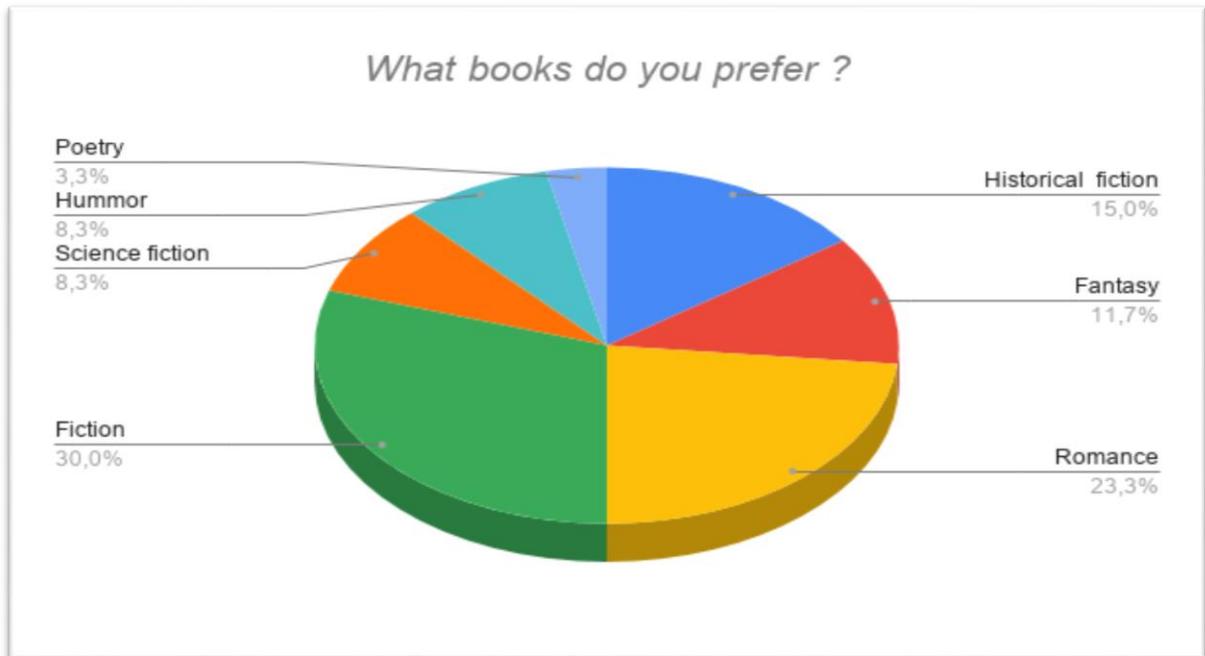
**Figure 3.7** The percentage of students ‘frequency practicing of reading

**Item Five The kind of booksthat students prefer to read**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>Poetry</b>	<b>2</b>	<b>3.3%</b>
<b>Hummor</b>	<b>5</b>	<b>8.3%</b>
<b>Science fiction</b>	<b>5</b>	<b>8.3%</b>
<b>Fiction</b>	<b>18</b>	<b>30%</b>
<b>Historical fiction</b>	<b>9</b>	<b>15%</b>
<b>Fantasy</b>	<b>7</b>	<b>11.7%</b>
<b>Romance</b>	<b>14</b>	<b>23.3%</b>

**Table 3.8 The kind of books that students prefer to read**

Findings obtain in the **Table8** above indicate that 30% of students prefer to read fiction books because fiction help to delvelop readers' empathy and critical thinking ,also 23.3% of them prefer to read romance may be it is beneficial in learning experience also some studens 15% enjoy when they read historical fiction ,others 11.7% like to read fantasy moreover 8.3% of them choose to read hummor ,and 8.3% others read science fiction and finally 3.3% enjoy reading poetry .What really matters in this question is to perceive what kinds of books students interest in reading .



**Figure 3.8 The percentage of The kind of books that students prefer to read**

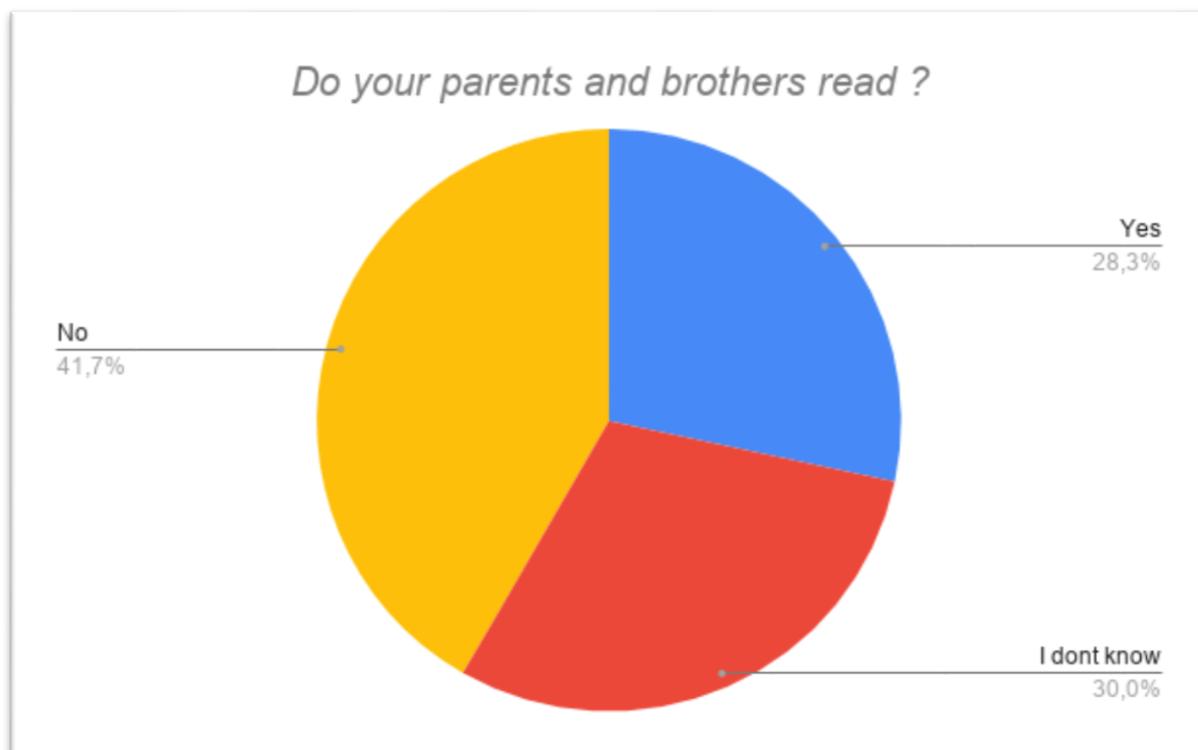
**Item six Do your parents and brothers read**

Do your parents and brothers read	Number	%
Yes	17	28.3%
No	25	41.7%
I dont know	18	30%

**Table3.9 The percentage of students if their parents annd brothers read**

As the above **Table3.9 (Figure 9)** reveals the majority of students 41.7% do not see their parents read while 30% of answer by they dont know ,and 28.3% of them answer by their parents and brothers read .We can notice that parental demotivation to read effects on

students desire to engage in reading and familial environment reading has a big impact on students reading habits .



**Figure 3.9** The percentage of students if their parents annd brothers read

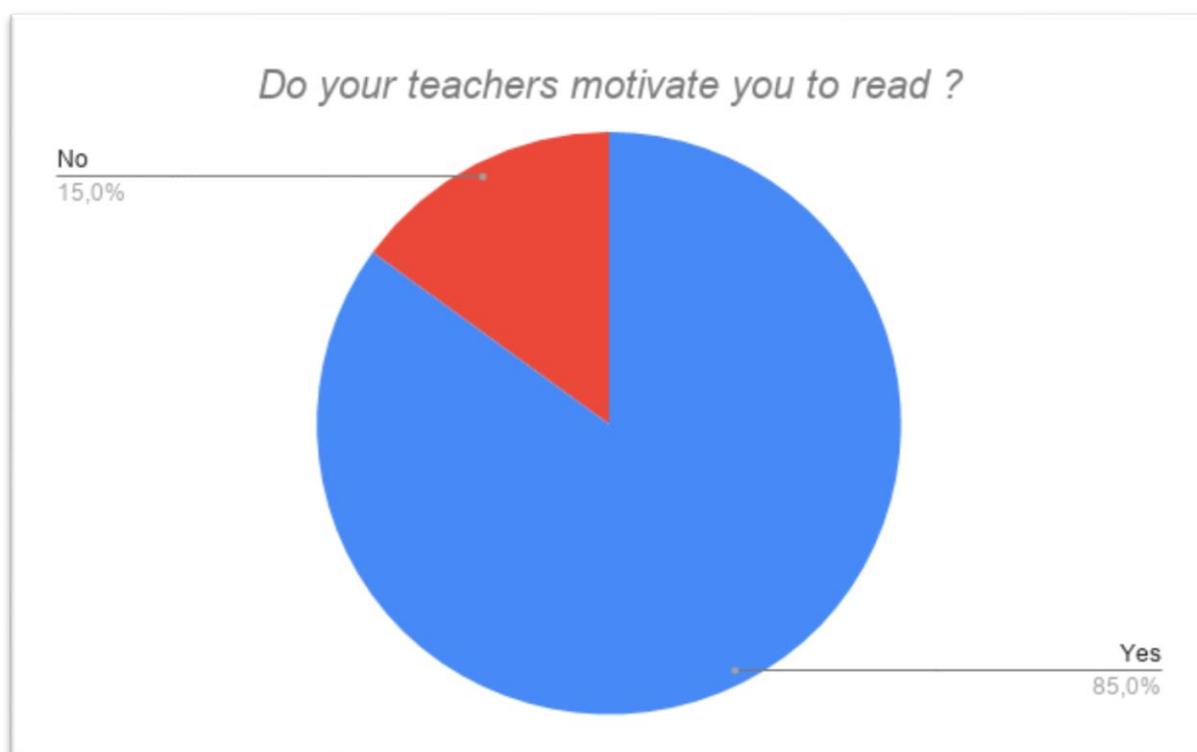
**Item seven Students ‘point of view about teachers motivation to read**

<b>Do teachers motivate you to read</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	<b>51</b>	<b>85%</b>
<b>No</b>	<b>9</b>	<b>15%</b>

**Table 3.10** The precentage of students ‘point of view about teachers motivation to

## Read

As seen in **Table 3.10** above ,the majority of students agree that teachers motivate them to read because motivation increases students ‘engagement in reading , and the proof is that 85% of them believe that teachers are motivators.On the other hand only few of them15% say that they do not get motivation from their teachers .So that teachers shouldbe supportive in encouraging students to read and push them to recognize their reading skill.



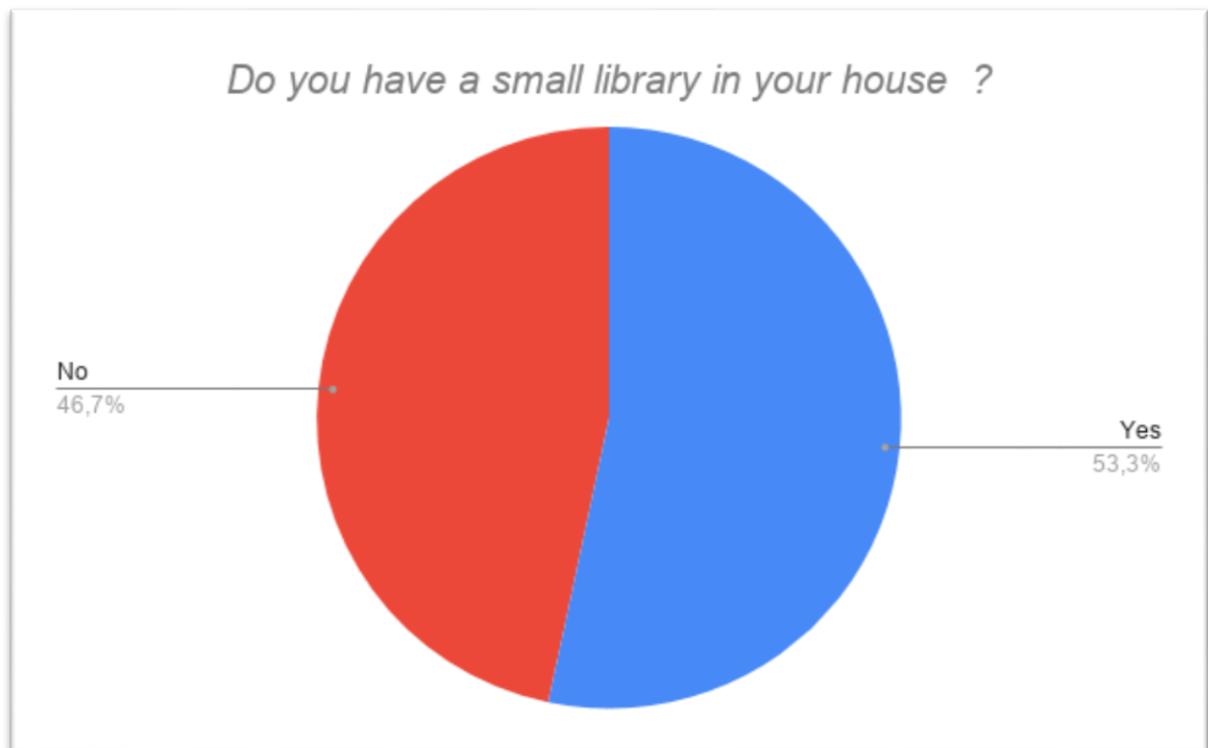
**Figure 3.10** The percentage of students ‘point of view about teachers motivation to read

**Item eight students responses if they have a small library in their house**

Do you have a small library in your house	Number	%
Yes	32	53.3%
No	28	46.7%

**Table 3.11** The percentage of students responses if they have a small library in their house

Students are asked if they have small library in their houses and as seen in **Table 3.11** 53.3% of them say that they have small home library while 46.7% of answer by they do not have .We can notice those who do not have a asmall home library are not aware of the powerful effect it on creating a culture of learning and reading in home .



**Figure 3.11**The percentage of students responses if they have a small library in their House

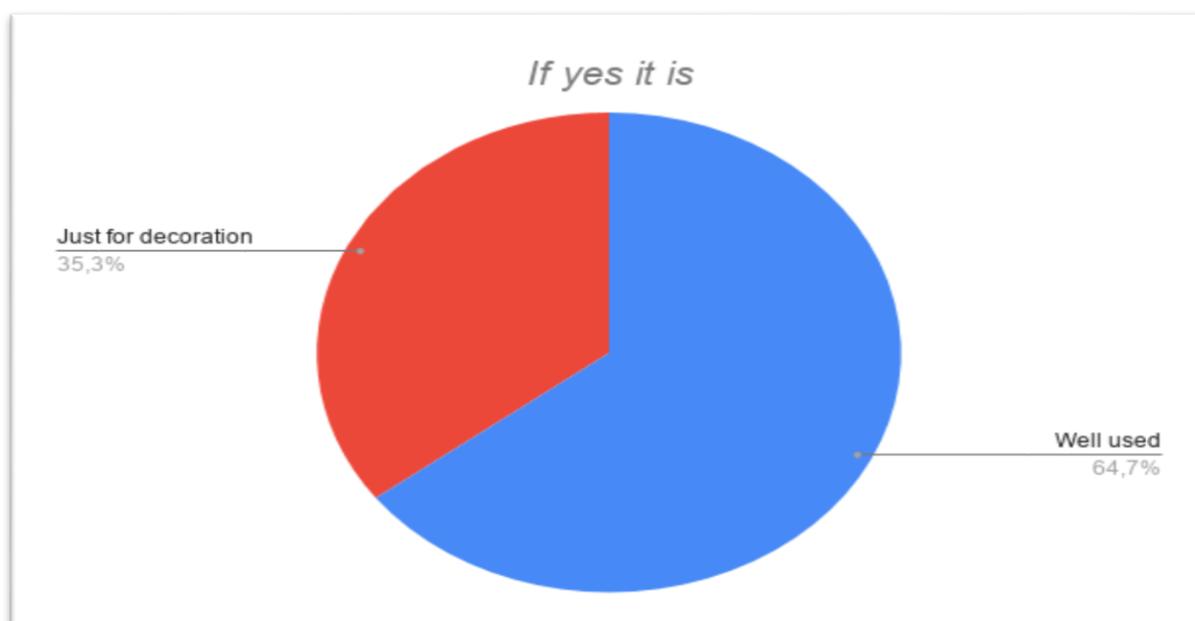
**Item nine** If students have a small library it is well used or just for decoration

Students who answer by they have small library in house are 32 students in this question their were asked if they well use this small library or just for decoration .

If yes it is	Number	%
Well used	21	64.7%
Just for decoration	11	35.3%

**Table 3.12 If students have a small library it is well used or just for decoration**

Students who answer that they have small library in house are asked if they well us it or it is just for decoration ,results show in **Table 3.12** that 64.7% of them well use it while only 35.3% use it as a home decor.We can say that home libraries gives to students the the opportunity to discover different books on their own and growing up around books produce more highly skilled learners .



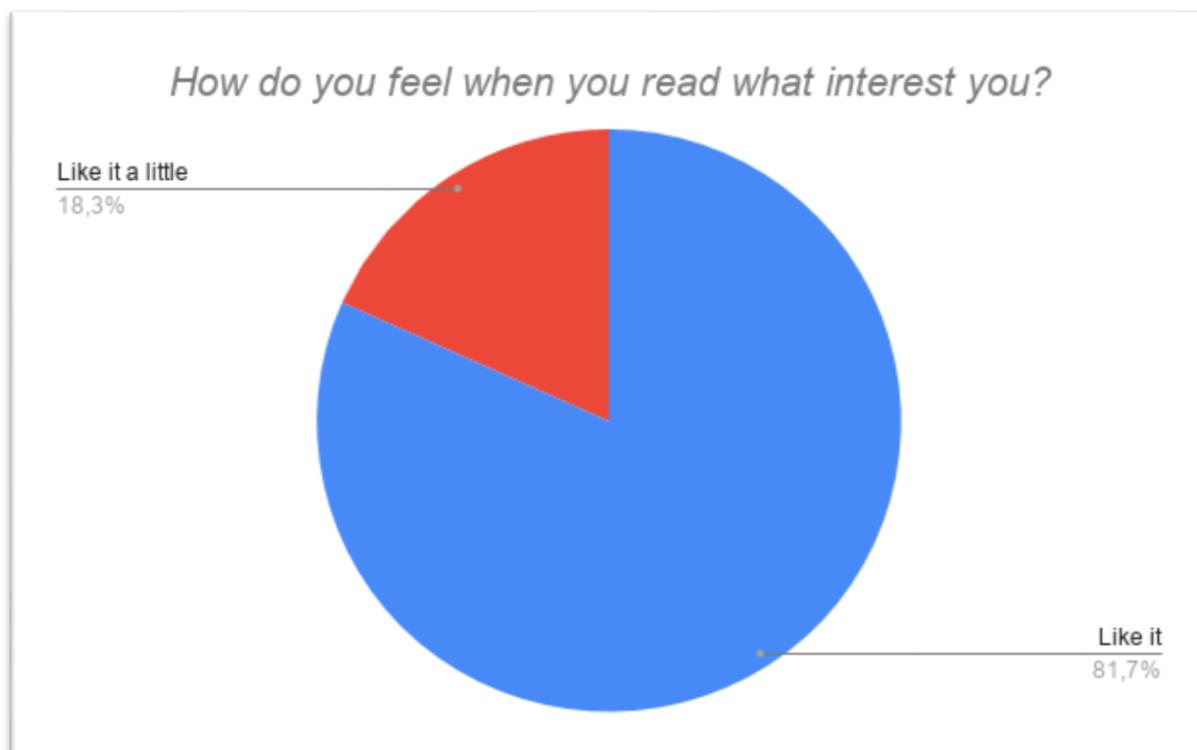
**Figure 3.12 The percentage of If students have a small library it is well used or just for decoration**

### Item ten Students ' feelings when they read what interest them

What do you feel when you read what interest you	Number	%
Like it	49	81.7%
Like it a little	11	18.3%

**Table 3.13** The percentage of students ' feelings when they read what interest them

In this question students are asked what they feel when they read what interest them and as seen in( **Table 3.13**)( **Figure 3.13**) the majority of students feel satisfy when they read what interest them and the proof is 81.7% of them answer by 'like it ' and only few of them 18.3% answer by like it a little .Students'likelihood to read materials that interest them is mainly because it makes them feel delight and shows them great pleasure .



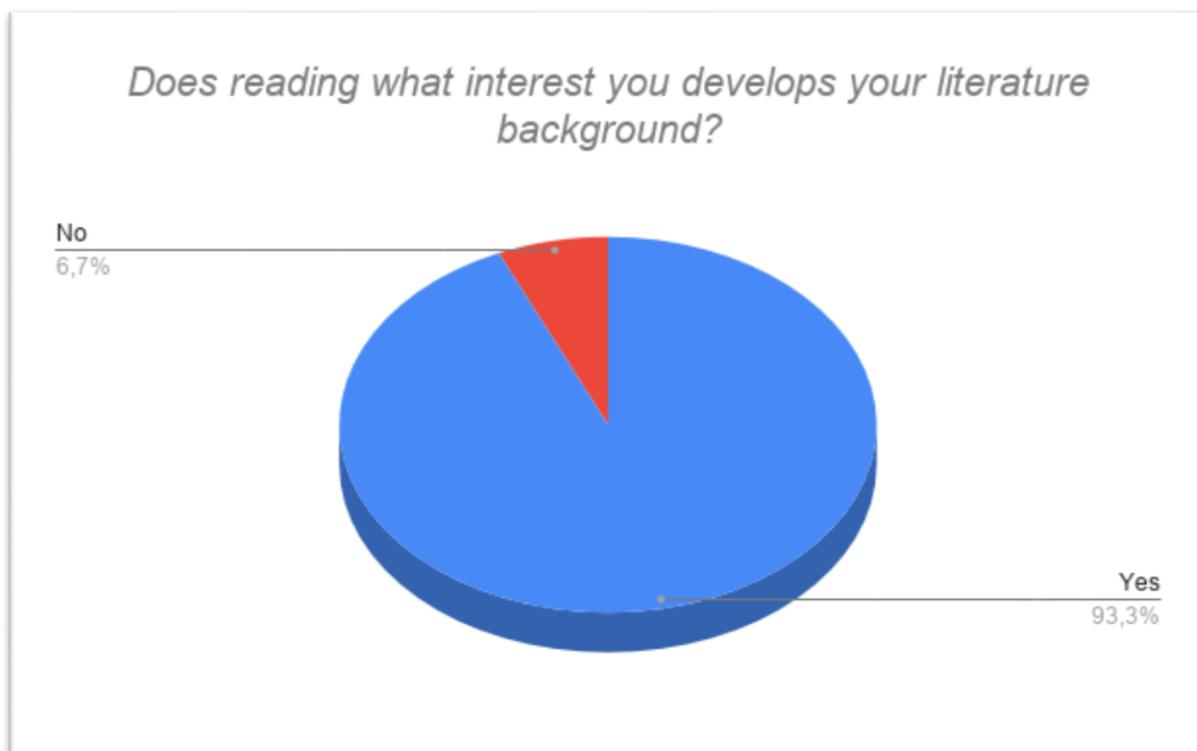
**Figure 3.13 Students ‘ feelings when they read what interest them**

**Item twelve Sudents points of view if reading what interest them develops their literature background**

<b>Does reading interest you develops your literature back ground</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	<b>56</b>	<b>93.3%</b>
<b>No</b>	<b>4</b>	<b>6.7%</b>

**Table 3.14 Students points of view if reading what interest them develops their literature background**

According to the percentage demonstrates in (Table 3.14) (Figure 3.14) the most of students agree that reading develops their literature background and the proof is that 93.3% them say yes while only few of them 6.7% say no .We can notice that reading plays an important role in helping learners to build a literature background hence they will gather large and new vocabulary.



**Figure 3.14 Percentage of students points of view if reading what interest them develops their literature background**

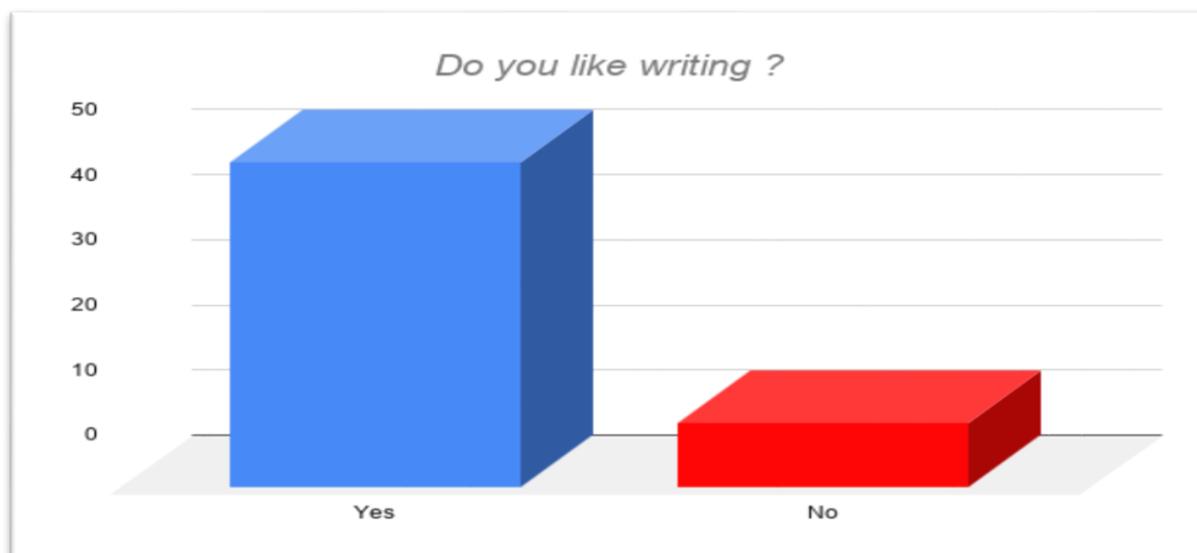
**Section three Free voluntary reading**

**Item one Students likelihood of writing**

Do like writing	Number	%
Yes	50	83.3%
No	10	16.7%

**Table 3.15 The percentage of students'likelihood of writing**

In this question students are asked if they like writing skill and as seen in **table 3.15** **Figure 3.15** the majority of them like writing and the proof is that 83.3% answer the question 'do you like writing ?' by yes while only 16.7% them dislike writing .The fact that students like writing because it helps them to experss their selves and refine their ideas .



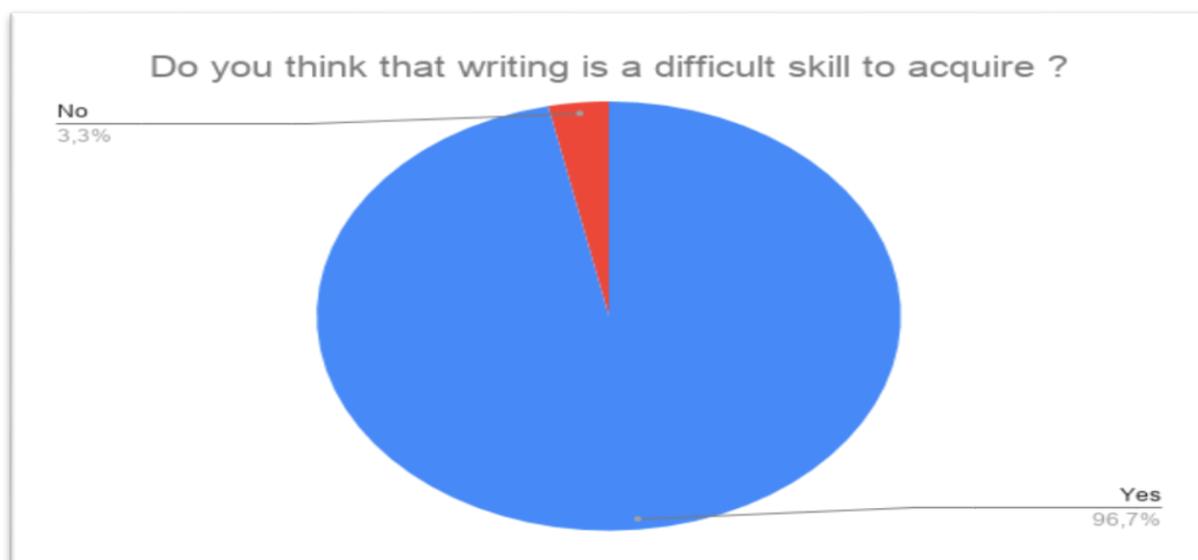
**Figure 3.15 Students'likelihood of wirting**

**Item two Students 'point of view about if writing is difficult skill to acquire**

<b>Do you think that writing is difficult skill to acquire</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	<b>58</b>	<b>96.7%</b>
<b>No</b>	<b>2</b>	<b>3.3%</b>

**Table 3.16 Students 'point of view about if writing is difficult skill to acquire**

**Table 3.16** shows clearly that almost students find that writing is complex and difficult skill to acquire and the validation is that 58of students answer the 'question do you think writing is difficult skill' by yes ,and only two of them 3.3% answer by no .The percentage is illustred in **Figure 3.16**.



**Figure 3.16** The percentage students ‘point of view about if writing is difficult skill to acquire

**Item three If yes ,do you think that the lack of reading is the reason**

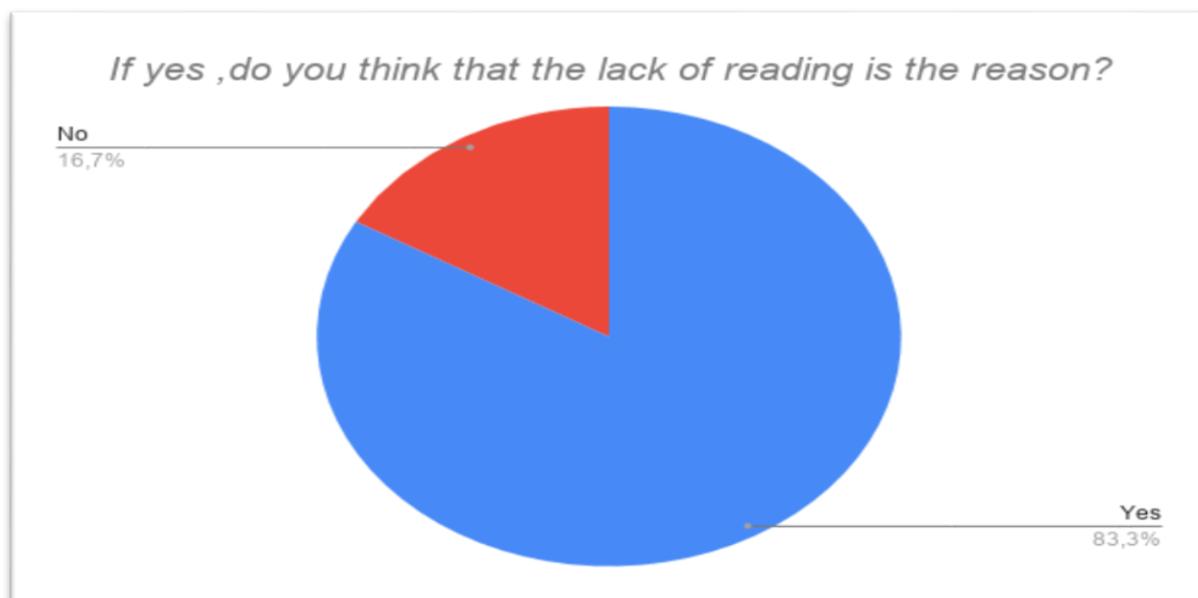
There were 58 Students who answered by writing is difficult skill to acquire, and they were asked if the lack of reading is the reason behind its difficulty

<b>If yes ,do you think that the lack of reading is the reason</b>	<b>Number</b>	<b>%</b>
Yes	48	83.3%
No	10	16.7%

**Table 3.17** Students ‘opinion about if they think that the lack of reading is reason of writing difficulty

According to the results shown in **Table 3.17** the majority of students affirm that the lack of reading is the source of their problems in writing and the proof is that 83.3% of them

say yes when they asked if they think that the lack of reading is the reason of their writing difficulty, while only 16.7% of them say that lack reading is not reason. We can observe that writing is threatening and hard skill for students and poor reading is an important reason behind its difficulty.



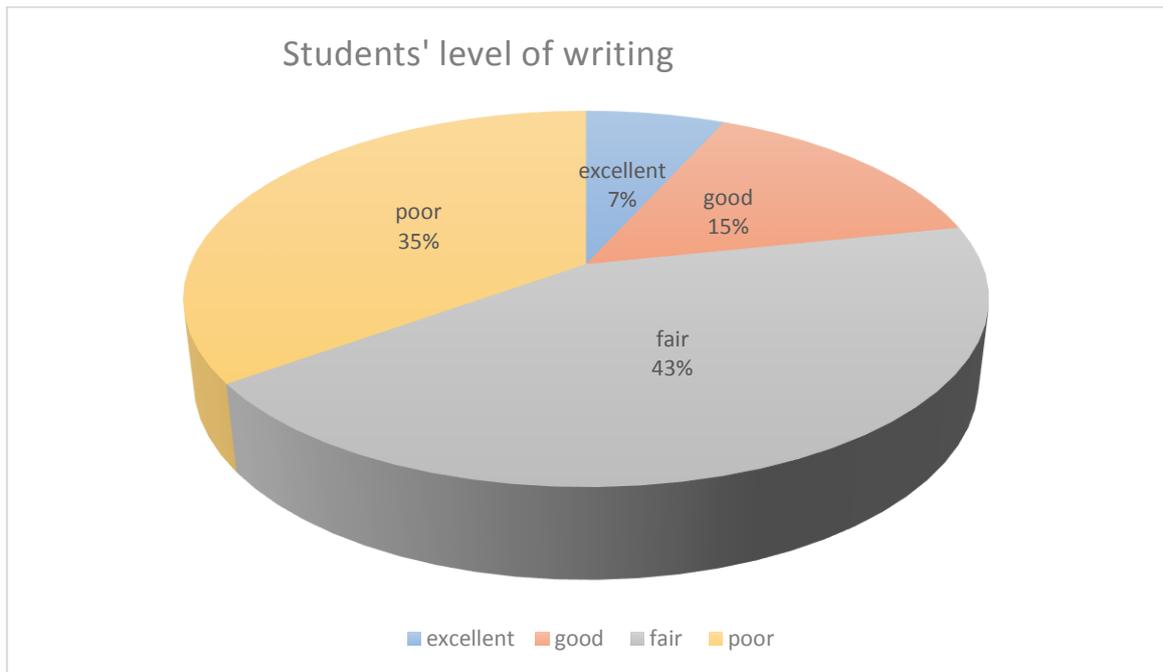
**Figure 3.17** The percentage students ‘opinion about if they think that the lack of reading is reason of writing difficulty

**Item four Students ‘level in writing**

what is your level of in writing	Number	%
Excellent	4	7%
Good	9	15%
Fair	26	43%
Poor	21	35%

**Table 3.18** The percentage of students level in writing

Students are asked to evaluate their level in writing as **Table 3.18** **Figure 3.18** shows that 43% have a fair level while 35% of them think that they have poor level in writing on the other hand 15% of the participants have good level and 7% of them believe that they have excellent level in writing. Students should improve their level in writing achievement by believing that they are good writers and by reading and practice.



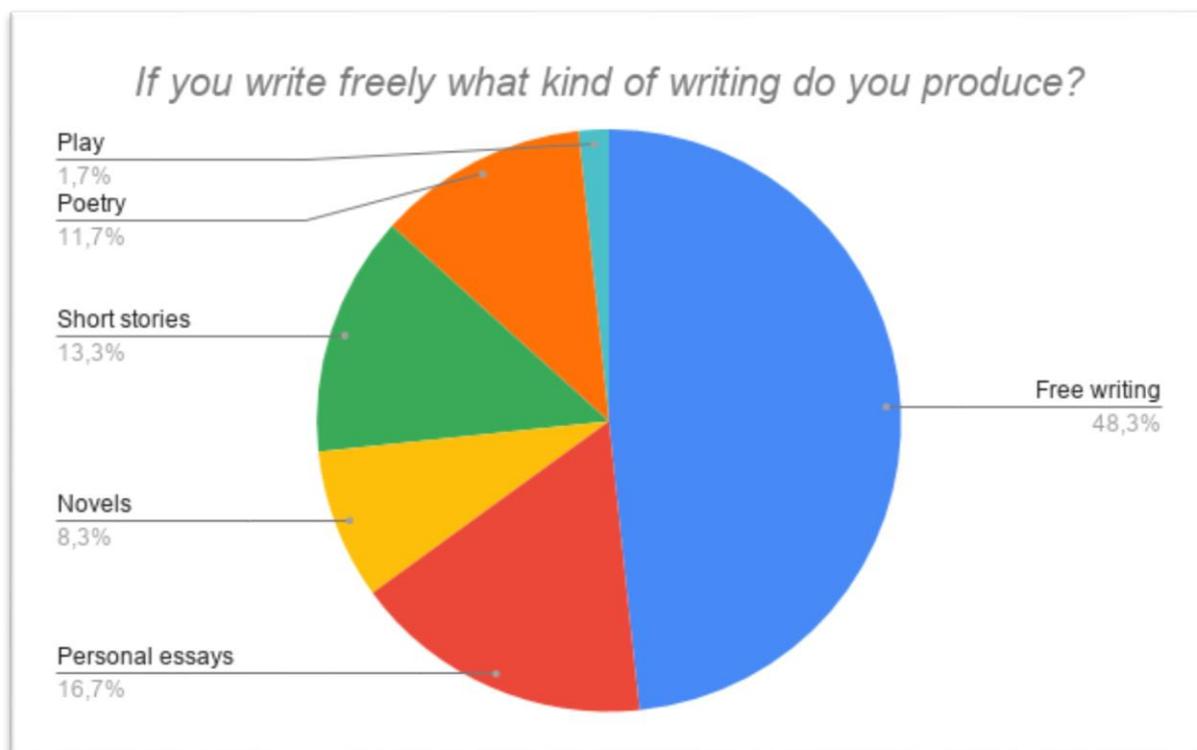
**Figure 3.18** The percentage of students level in writing

**Item five Kind of writing students prefer to produce**

<b>Kind of writing do you prefer to produce</b>	<b>Number</b>	<b>%</b>
<b>Play</b>	<b>1</b>	<b>1.7%</b>
<b>Poetry</b>	<b>7</b>	<b>11.7%</b>
<b>Short stories</b>	<b>8</b>	<b>13.3%</b>
<b>Novels</b>	<b>5</b>	<b>8.3%</b>
<b>Personal essays</b>	<b>10</b>	<b>16.7%</b>
<b>Free writing</b>	<b>29</b>	<b>48.3%</b>

**Table3.19 Kind of writing students prefer to produce**

Based on the Table 3.19 the results indicate that 48.3% of students prefer to produce freewriting, it is mainly because they want to express their feelings and ideas freely and it drives their inspiration, free writing is a good way to improve writing, also 16.7% prefer to write personal essays may be because they want to share their emotions and thoughts to others because it is based on the lessons gathered from their life experiences, 8.3% are interested in writing novels maybe because they are passionate about writing long narrative prose also 13.3% of the participants favour write short stories because they can utilize small ideas that has a meaning and a lesson and it is easily shareable, moreover 11.7% of students prefer write poetry may be they like how to craft words, rhythm and artistic expressions, while only one student 1.7% prefer to write play it is maybe because he/she found of theatre and wants to be a playwright.



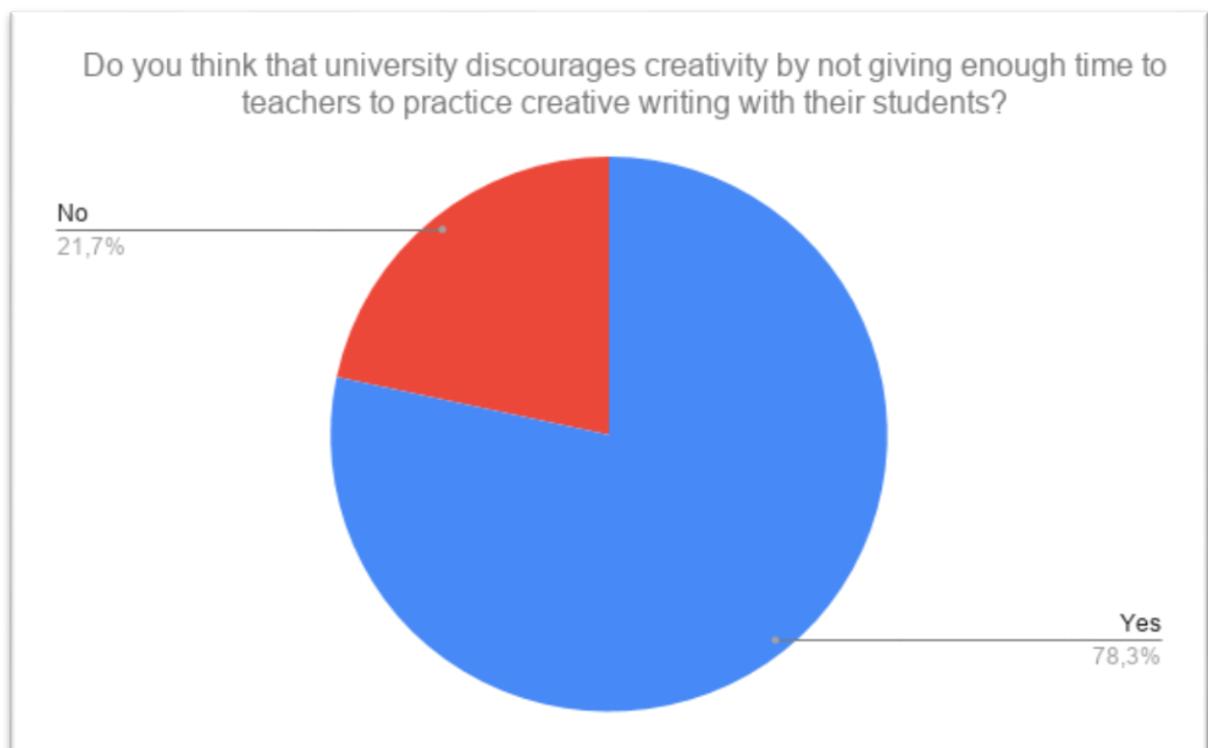
**Figure 3.19** The percentage of Kind of writing students prefer to produce

**Item six** Students opinion about ‘ university discourages creativity by not giving enough time to teachers to practice creative writing with their students’

‘ university discourages creativity by not giving time to teachers to practice creative writing with their students’	Number	%
Yes	47	78.3%
No	13	21.7%

**Table 3.20** Students’opinion about ‘ university discourages creativity by not giving enough time to teachers to practice creative writing with their students’

Students are asked about their opinion about if university discourages creativity by not giving enough time to teachers to practice creative writing with their students and as the findings show, the majority of students 78.3% agree with statement and say yes while only 21.7% answer by no .Creative writing needs time to be improved hence university should give it the importance it deserves by providing enough time of on practicing it .



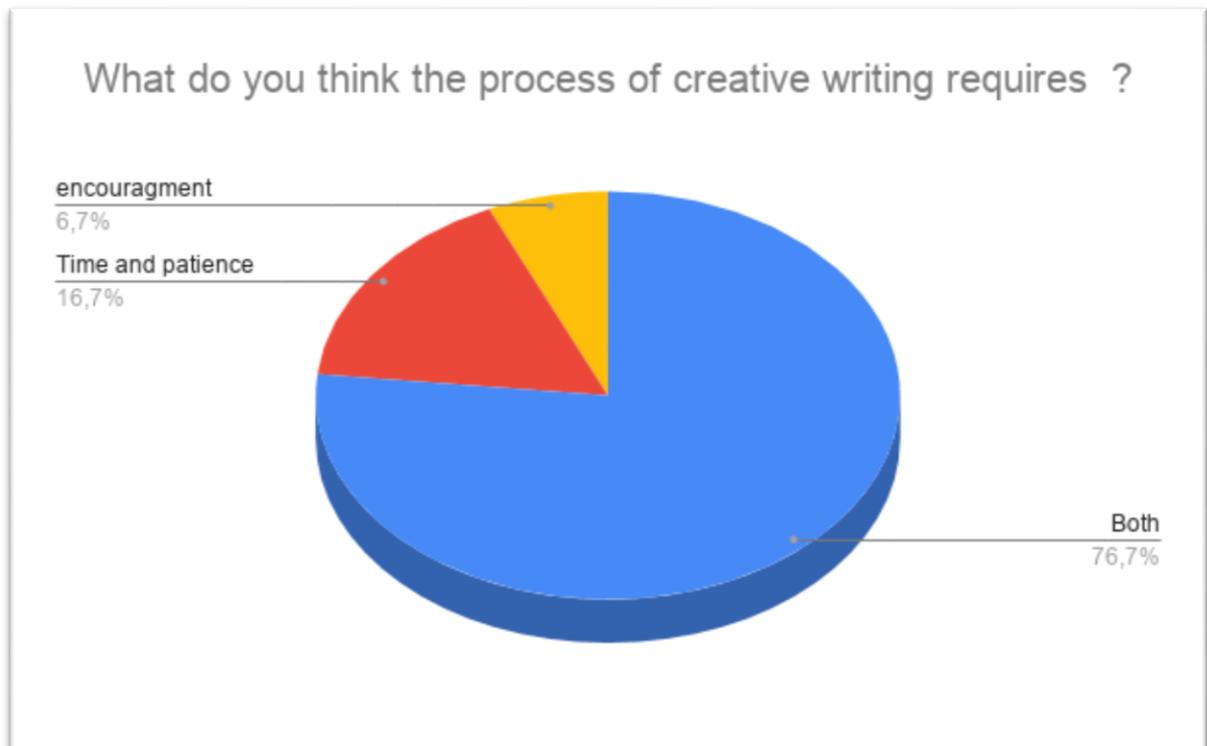
**Figure 3.20 Students'opinion about ‘ university discourages creativity by not giving enough time to teachers to practice creative writing with their students’**

**Item seven Students ‘opinion about what the process of creative writing requires**

the process of creative writing requires	Number	%
Encouragement	4	6.7%
Time and patience	10	16.7%
Both	46	76.7%

**Table 3.21 Students ‘opinion about what the process of creative writing requires**

As seen in **the Table 3.21 Figure 3.21** most of students 76.7% think that encouragement ,time and patience is what the process of creative writing require , 16.7% answer by time and patience while 6.7% answer by encouragement .We can notice that creative writing is the process that needs both supportive atmosphere of motivation and great time and patience.



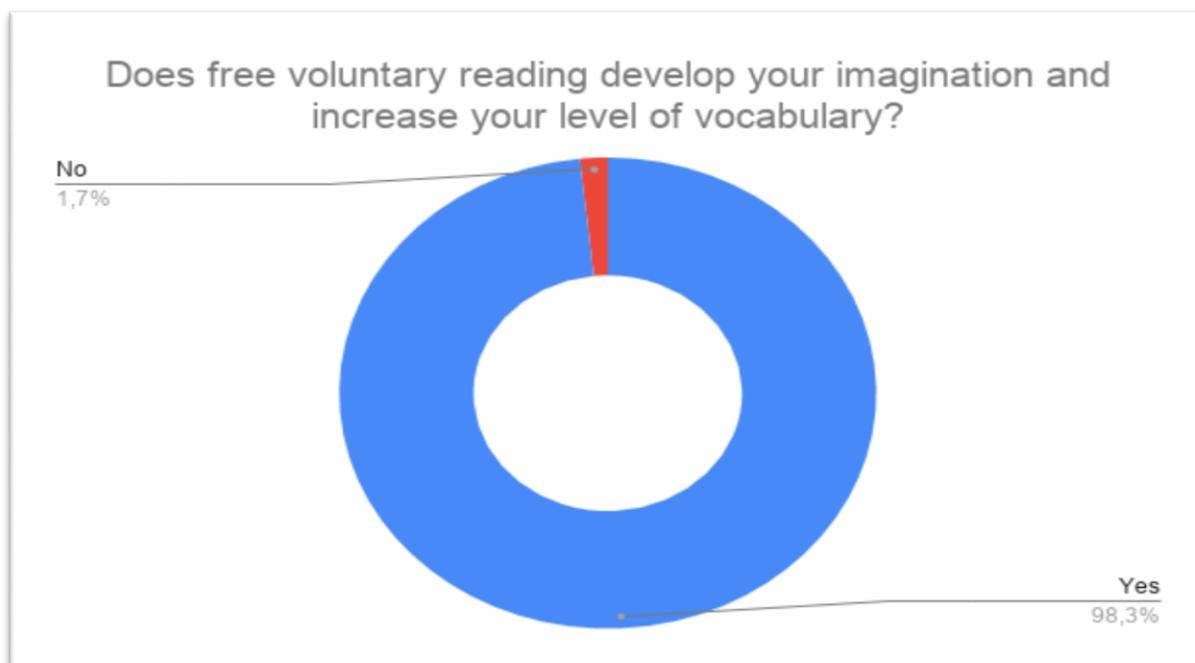
**Figure 3.21 The percentage of students ‘opinion about what the process of creative writing requires**

**Item eight Students'point of view about if FVR develops their imaginaton and  
increase your level of vocabulary**

<b>FVR develops their imaginaton and increase your level of vocabulary</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	<b>59</b>	<b>98.3%</b>
<b>No</b>	<b>1</b>	<b>1.7%</b>

**Table 3.22 Students'point of view about if FVR develops their imagination and  
increase their level of vocabulary**

The purpose of this question is to see the students'opinion if Free voluntary reading develops their imagination and their level of vocabulary and as seen in the **Table 3.22** above ,almost all students agree and the proof is that 98.3% say yes and only one student 1.7% answeres by no.We can say that reading voluntary is major factor that fosters imagination and the best exposure to new words .



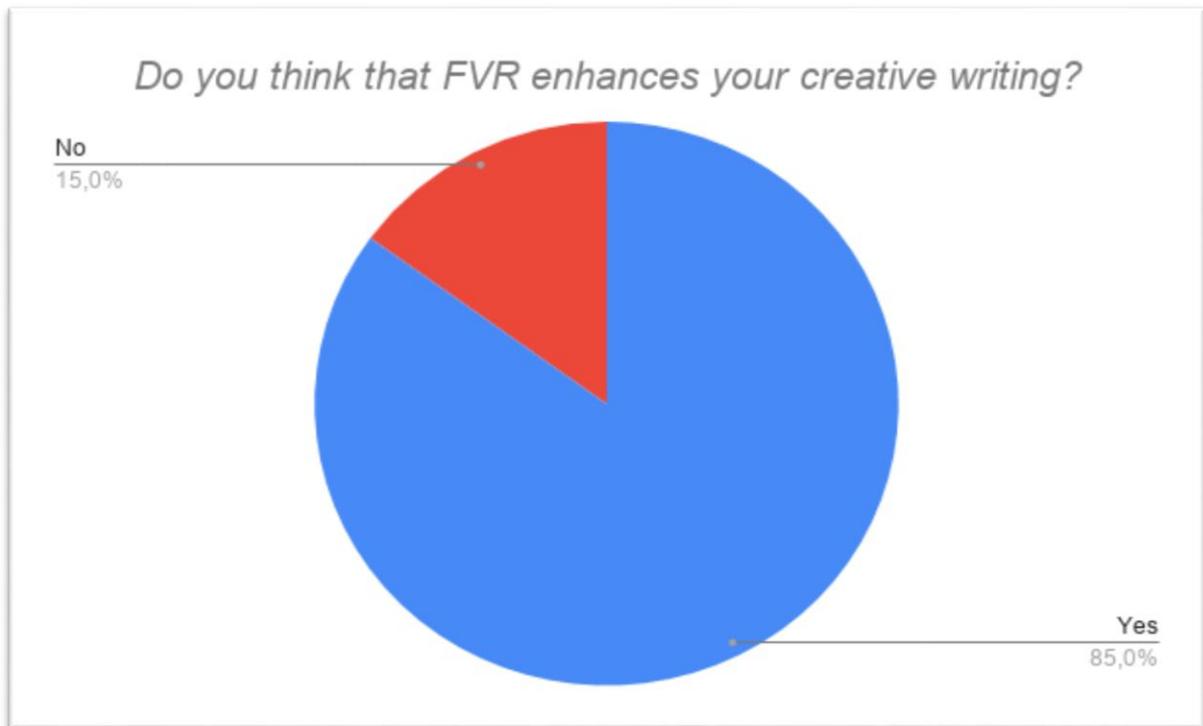
**Figure 3.22 Students’point of view about if FVR develops their imagination and increase their level of vocabulary**

**Item nine Students opinion if FVR enhances their creative writing**

<b>FVR enhances their creative writing</b>	<b>Number</b>	<b>%</b>
Yes	51	85%
No	9	15%

The results in **Table 3.23 Figure 3.23** indicate that most of students agree that FVR helps them to produce a creative work and the proof is that 85% of them answer by FRV enhances their creative writing while only 15% of them have the opposite opinion .hence we can say that FVR is the best procedure to boost students’creative writing .

**Table 3.23 Students opinion if FVR enhances their creative writing**



**Figure 3.23 The percentage of students opinion if FVR enhances their creative writing**

**Item ten Students comments and suggestions about using free voluntary reading activity in class**

From their responses students have a positive attitudes towards using free voluntary reading in class and how it is effective for developing creative writing here is some responses :

-One student says that including FVR in our canvas Provide authentic materials that enhance and help develop such skill.Sensitize students to the importance of reading.

-Another student suggestes to Provide books and literature in abundant amounts and make Accessible.

-Another student believes of the effectiveness of FVR he says Its a best way to develope our skills in witting or reading.

There are other positive comments which agree that reading and specifically reading for pleasure develops their desire and enjoyment to read more and it is a clue for improving their performance in writing .

### 3.3.1.4 Analysis of the results

The results found in this research show that the majority of the participants are female, because they are more interested in studying foreign languages than males, also in this questionnaire show how long have been students learn English the majority of the participants study third year the rest study first and second year. From the findings of the last question almost all students like to learn English because it is a global and the most spoken language in the world and it increases their chances in getting a good job.

When dealing with the second section we suppose that most of students like reading mainly because they feel relaxed; reading has a powerful impact on readers' inner peace hence it relieves their stress and reduces their anxiety. The present interpretation shows that most of students prefer to read by their choice rather than teachers' selection; reading by choice is the clue that can boost students' motivation to read more, responses of students' frequency of practicing reading show that the majority of learners read in their free times others read from time to time and the rest rarely read; students should be aware of the importance of reading in making them a highly skilled and educated students hence they should fill their free time in practicing reading. From students answers about the kinds of books they prefer to read we can notice that fiction and romance books are their interest because they develop their empathy, imagination and emotional intelligence.

From students' responses about familial environment reading the majority of them do not see their parents and brothers read; parents need to offer a supportive atmosphere of reading in home because the lack of involvement may have a negative influence on students achievement in reading. Additionally participants' results show the majority of students get motivation and encouragement from their teachers; teachers' motivation plays a big role in driving students' desire to learn and read more. Students answers about if they have a small library in their house show that more than the half of them have it, those who have a small library home are asked if they will use it or just for decoration and the majority of them will use it, home library is beneficial and should be building in every home because it is the basis that gives students more access to books, moving to students' feeling when they read what interest them, the majority of them feel content and like it. Finally students think that free voluntary

reading enhances their their literature background ;hence it develops their knwoledge and vocabulary ,we can say that students having positive attitudes towards free voluntary reading but they lack practice and carry on reading

The analysis of the last section ,The majority of students like writing skill it is mainly because writing helps them to express what they feel and it is important part of communication.Even though students like writing ,they find it a hard skill to acquire and the majority of them think that the main reason is they lack of reading ,results show that most of the participants have a medium and poor level in writing and they struggle to develop this skill ,it is mainly because they do not have large sight vocaulary or they do not practice writing regularly Students responses of the kind of writing they prefer to produce show that the majority of them choose free writing may be because it is best strategy that can refine their witing capacity and a way to express their thoughts and feelingsFrom students' responses about if university discourages creative writing by not providing much time to teachers to practice it with students ,most them agree ,and when they are asked what can the process of creative writing require they aswer by encouragment,time and patience are the major factors to imporve writing in creative way, ;university should offer more time to teachers to exercise creative writing and with treachers motivation and students patience the process will be imporved finally most of students believe that FVR raises their imagination and provides them with new vocabulary and it the best procedure that better students writing creatively.

## **Conclusion**

The results found in this questionnaire show that the most of students find difficulties in writing creative productions , it show also that students need to better their creative writing by practice, patience and with time it will be ameliorated , the findings of the study strongly support reading by choice and ,choosing what interest them is a valuable procedure to enhance students' baggage of vocabulary items ,Moreover ,students know that FVR strategy has a profound role in bringing for them competance and raise their level of all aspects of education and especially their writing skill ,but they do not keep on reading ,teachers should raise students 'consciousness towards the importance of free voluntary reading ,they need to motivate them to read because reading is the most successful persuit of inspiration and creativity.

# **Teachers ‘Questionnaire Analysis**

## **Introduction**

Studying this research only from students perspective cannot be enough to reach valid results .This chapter is devoted to the interpretation and analysis of teachers questionnaire ,the collected data provide us with some clear insights how creative writing is taught and the ways of developing students writing abilities Also ,we would like to explore what are the reasons behind their difficulties in being creative writers ,we wanted through this collected data to give some strategies and suggestions how creative writing could be developed through Free voluntary reading program .Teacher's participation is very important in our research because they are the only one who know students difficulties .Before doing this, it would be appropriate to describe the research tool.

### **3.3.2.1 :Administration of the questionnaire**

This present questionnaire was given to to six teachers of written expression in the department of English of Mohamed Kheidar University ,all teachers were helpful and they render the questionnaire back in less than three days .

### **3.3.2.2 :Description of the questionnaire**

Since the main purpose of the present research was to introduce and demonstrate a powerful tool in language education which is Free voluntary reading ;this questionnaire is broken into three sections :

**Section one** :General information (Q1-Q2) is to see how long teachers have been teaching english and which level they teach .

**Section two** : Creative writing (Q3-Q8) is to check if students face difficulties in writing and what are the approaches to develop their writing abilities also to see if creative writing is taught in university or not and what are the challenges students may face to be creative writers.

**Section three :** Free voluntary reading (Q9-Q16) is the main part of the getting insights about teachers attitudes towards using FVR program to see teachers' opinions about if the lack of reading is the reason behind students difficulties in writing creatively, and if they motivate their students to read also to find whether FVR encourages students to read more or not, and if they agree that reading voluntary develops students' inspiration, imagination and improve their creative writing .

### 3.3.2.3 Analysis of the questionnaire

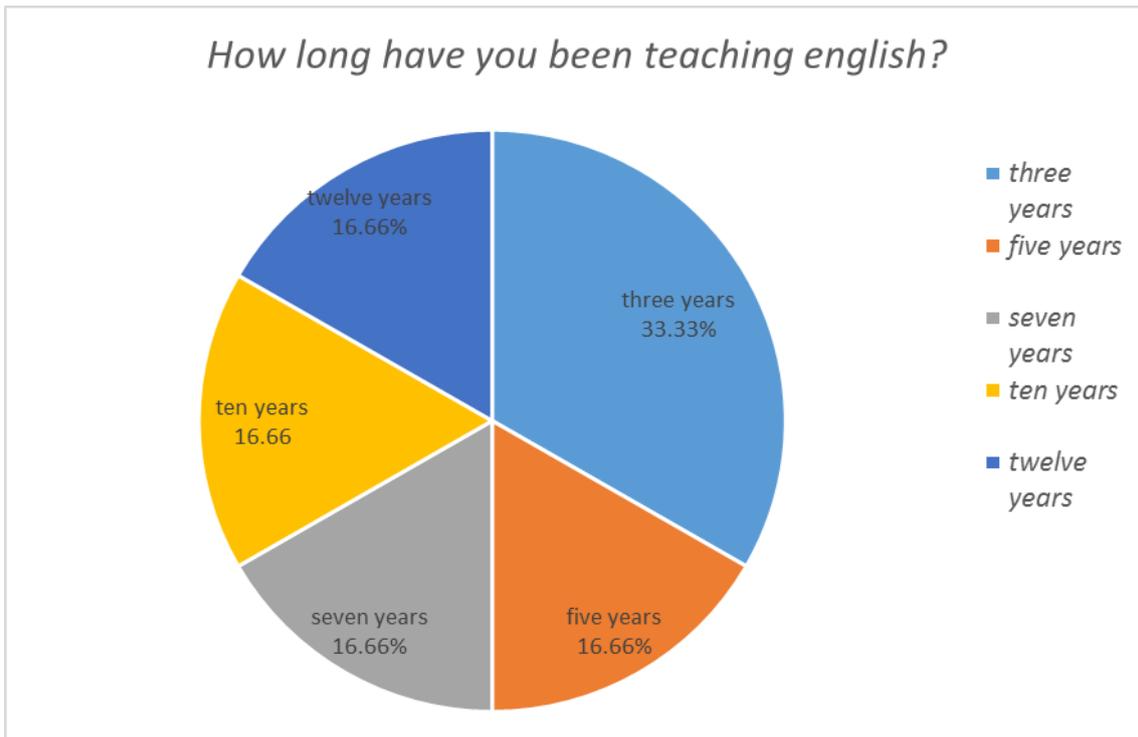
#### Section one : Background Information

##### Item one : English teaching experience

Number of years of teaching	Number of teachers	%
3	2	33.33%
5	1	16.66%
7	1	16.66%
10	1	16.66%
12	1	16.66%

**Table 3.24 English teaching experience**

**Table 3.24** According to findings shown in the **table 24 (Figure 3.24)** two teachers of the department of english (33.33%) have been teach english for three years .The resluts also indicate that only one teacher (16.66%) teaches written expression for five ,one teacher (16.66%) teaches it for seven years ,one teacher (16.66%) teaches english for ten years and one another teacher has the experience in teaching of twelve years (16.66%) it is observed that teachers have several experience of teaching the majority have long experience .



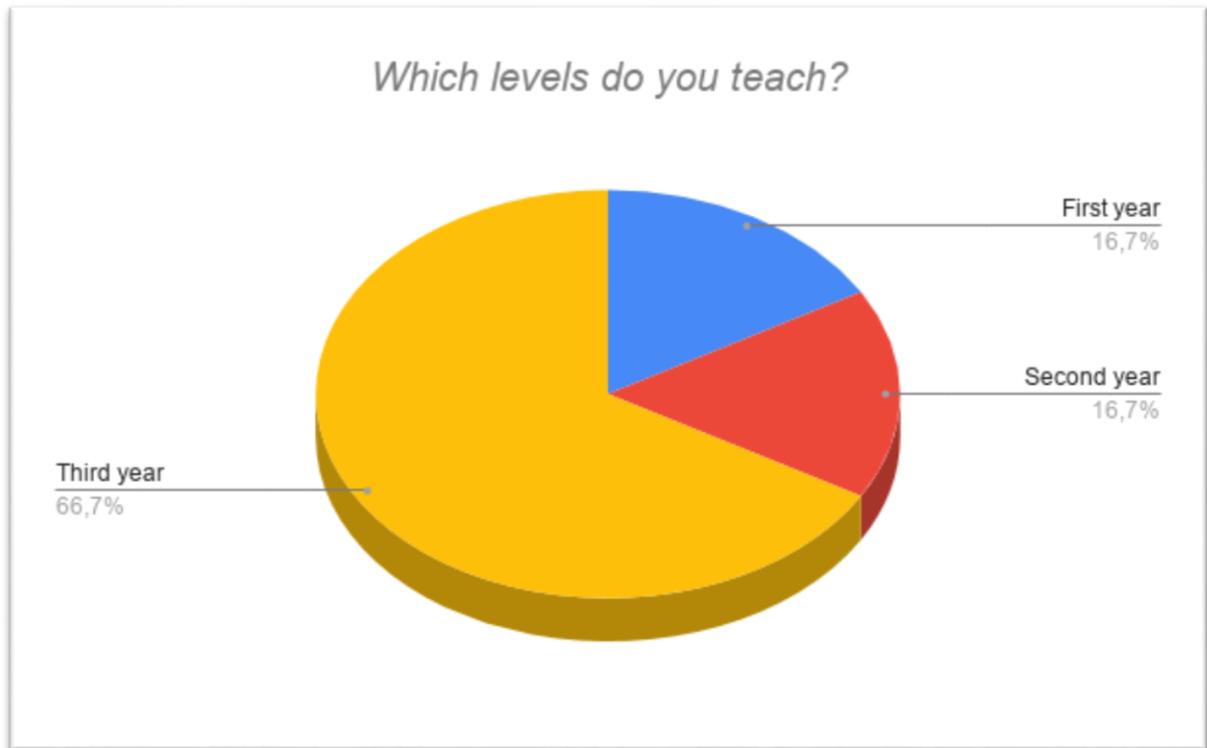
**Figure 3.24 English teaching experience**

**Item two : The level of teaching english in university**

Level of teaching	Number of tracher	%
First year	1	16.6%
Second year	1	16.6%
Third year	4	66.4%

**Table 3.25 : The percentage of which level do teachers teach english**

According to results shown in **Table 25 (Figure 3.25)** ,four teachers(66.4%) teach third year written expression while one teacher(16.6%) teaches second year and the other teacher(16.6%) teaches first year .



**Figure 3.25 :The percentage of which level do teachers teach english**

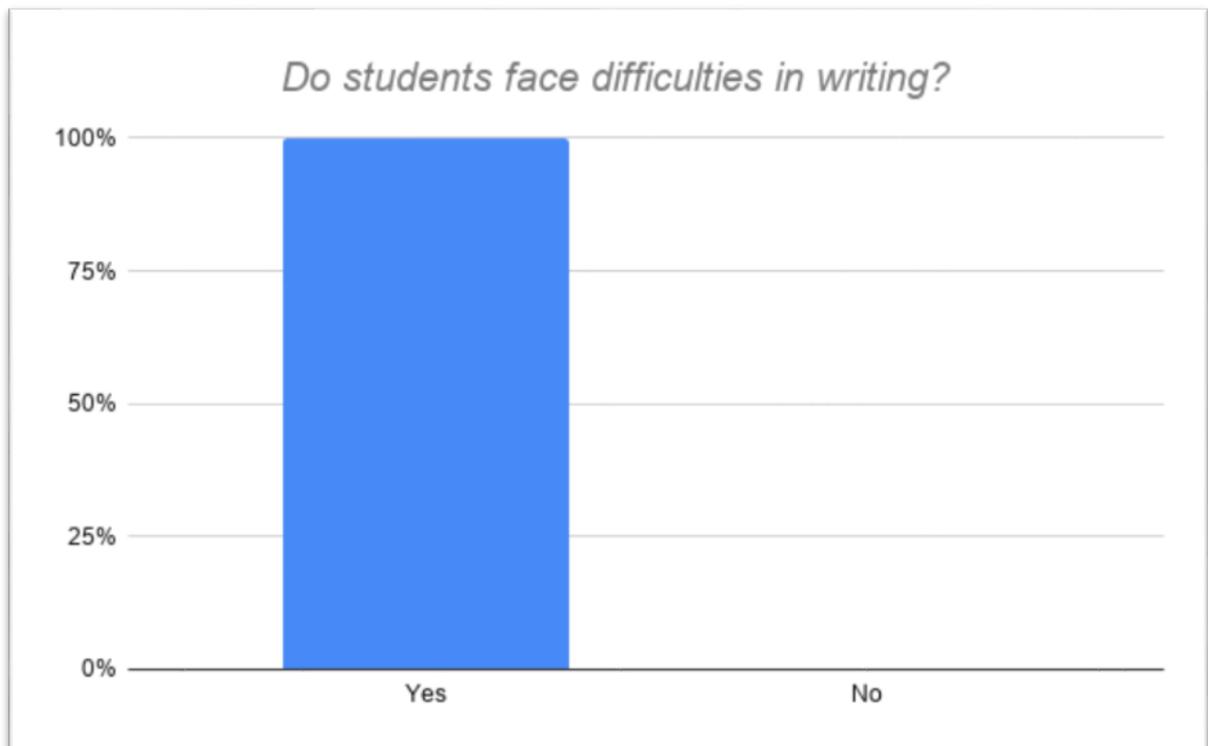
### **Section two :Creative writing**

#### **Item one :Teachers'opinion about 'if students face difficulties in writing'**

Answers	Nubmer of teacher	%
Yes	6	100%
No	0	0%

**Table 3.26 : Percentage of answers of teachers about if students have difficulties in writing.**

The findings in **Table 26 (Figure 3.26)** show that all teachers (100%) agree that students face difficulties in writing and that indicate that teachers know that students struggle and have problems with writing skills.



**Figure 3.26 : Percentage of answers of teachers about if students have difficulties in writing.**

**Item two : Teachers' strategies and approaches they apply to their students to proceed high level in writing**

teachers' strategies and approaches they apply to their students to proceed high level in writing ?	Number	%
<b>Frequent reading</b>	<b>3</b>	<b>50%</b>
<b>Group work and involment</b>	<b>1</b>	<b>16.66%</b>
<b>Frequent writing assignments</b>	<b>1</b>	<b>16.66%</b>
<b>Copy patterns and use them insentences/paragraphs.</b>	<b>1</b>	<b>16.66%</b>

**Table 3.27 : Teachers' strategies and approaches they apply to their students to proceed high level in writing.**

This question was open to teachers to provide us with their approaches and as seen in table 27 there are different strategies for developing students writing abilities , half of teachers(50%) answer by frequent reading they see that reading and writing are interchangeable skills.and they cannot improve without the other, one teacher (16.66%) answer by group work and involvement it means that cooperative learning may enhance writing abilities ,one teacher (16.66%) said that frequent writing assigments is an effective strategy to overcome students difficulies in writing acheivement the last teacher (16.66%) answers that copy patterns and use them in sentenses ad paragraphs would help students to improve their writing skills .

**Item three :Teachers' oppion about if creative writing is taught**

Answers	Number of teachers	%
Yes	2	33.3 %
No	4	66.7%

**Table 3.28 :The percentage of teachers about if creative writing is taught in University.**

As seen in **Table 28(Figure 3.27)** four teachers agree that creative writing is not taught in university .However two teachers 33.3% has another perspective and they answer by yes creative writing is taught.



**Figure 3.27 :The percentage of teachers about if creative writing is taught in university**

**Item four :If yes ,what is the process teachers use in developing students creative writing**

<b>Teachers who said that creative writing taught in university</b>	<b>The process teachers use in developing students creative writing.</b>
<b>Teacher 1</b>	<b>Ask your students to write a brief summary about a topic before discuss it.</b>
<b>Teacher 2</b>	<b>Writing creative assignment.</b>

**Table 3.29 : The process teachers use in developing students creative writing.**

As seen in **Table 3.29** the two teachers who answered by creative writing is taught in university are asked about what is the process they use in developing students creative writing.

-One teacher answers that the strategy of asking students about a topic before discuss it can enhance their attention and they will stay focus on lesson and obtain new knwoledge thus their writing abilities will improved.

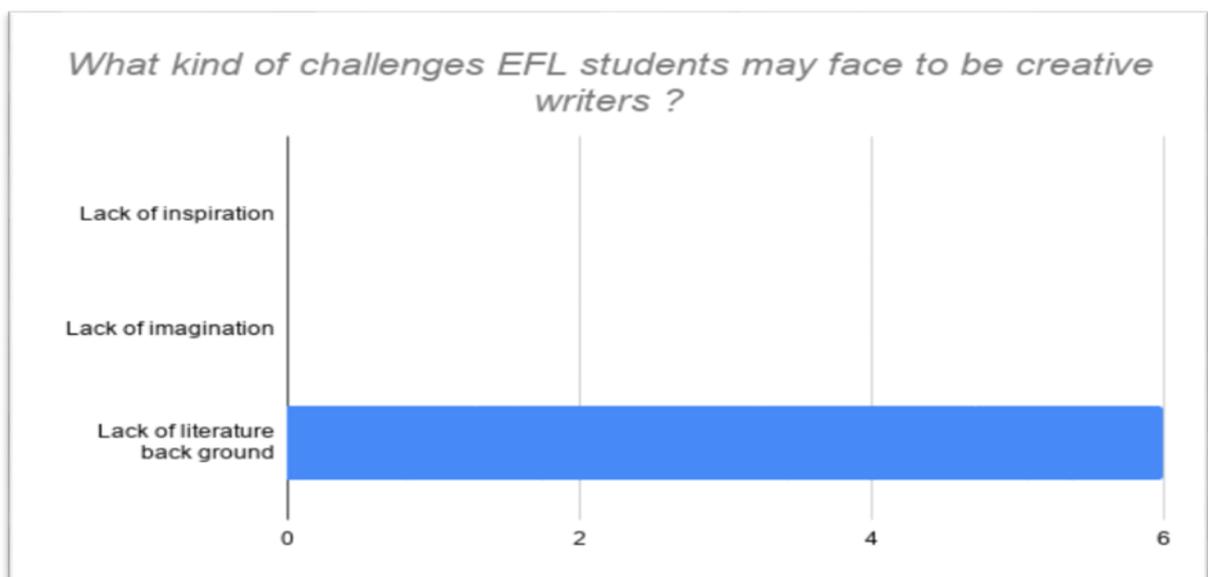
-Another teacher believes that asking students for writing assigment is kind of pushing and encouraging them to write and develop their creative writing.

**Item five : The challenges EFL students may face to be creative writers.**

Options	Number of teachers	%
<b>Lack of literarture barckound</b>	<b>6</b>	<b>100%</b>
<b>Lack of imagination</b>	<b>0</b>	<b>0%</b>
<b>Lack of inspiration</b>	<b>0</b>	<b>0%</b>

**Table 3.30 :The percentage of the challenges EFL students may face to be creative writers.**

Results obtained in Table 3.30 (Figure 3.28) indicate that all teachers 100% agree that the lack of literature background is the main challenge that EFL students may face to be creative writers. On the other hand no teacher answer by the lack of imagination or the lack of inspiration. We can notice that literature background is very important because it provides students with critical informations about the topic being studied, thus it provides a rich content for new vocabulary and it helps developing their creative writing.



**Figure 3.28 : The challenges EFL students may face to be creative writers.**

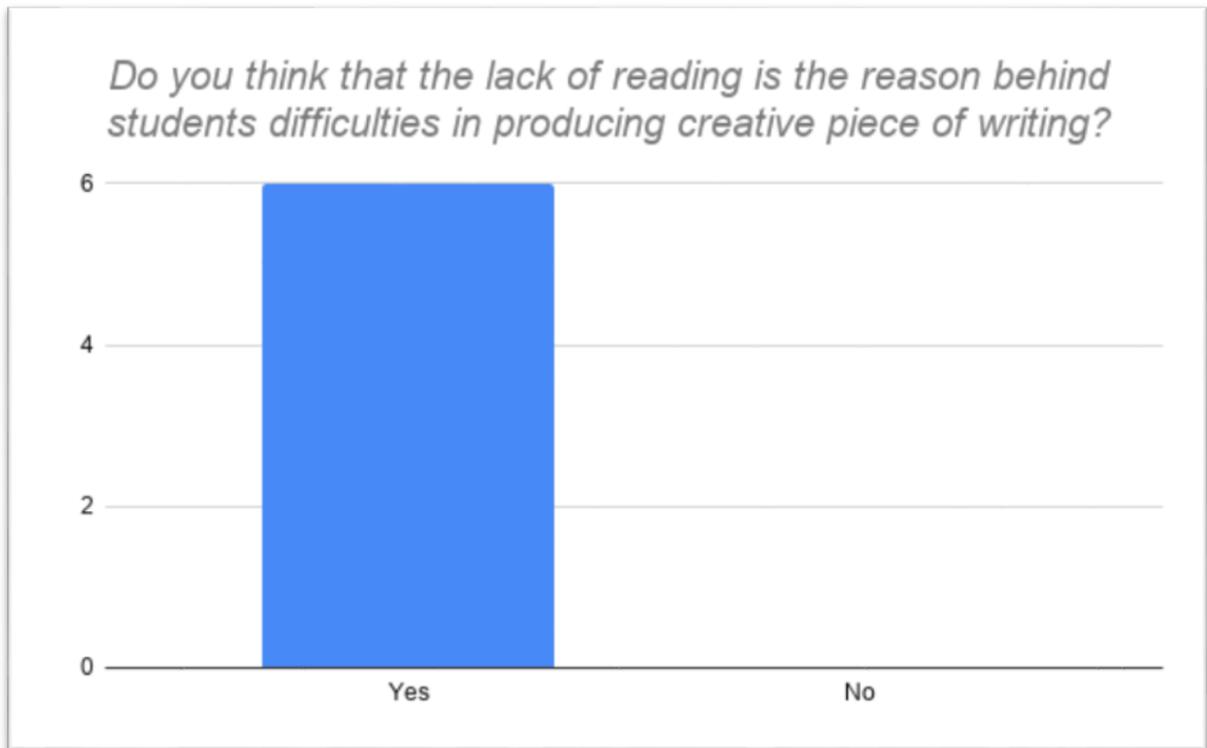
### **Section 3 :Free Voluntary Reading**

**Item one :The teachers’ opinion about if the lack of reading is the reason behind students difficulties in producing creative piece of work**

<b>Do you think that the lack of reading is the reason behind students difficulties in producing creative piece of writing</b>	<b>Number of teachers</b>	<b>%</b>
<b>Yes</b>	<b>6</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>

**Table 3.31: The percentage of teachers opinion about if the lack of reading is the reason behind students difficulties in producing creative piece of work.**

The **Table3.31** demonstrates that the teachers affirmed that the lack of reading is the main reason behind students difficulties in producing a creative piece of work .Percentage illustrated in (**Figure 3.29**).We can notice that reading is a foundational reason to increase students ability to write creatively.



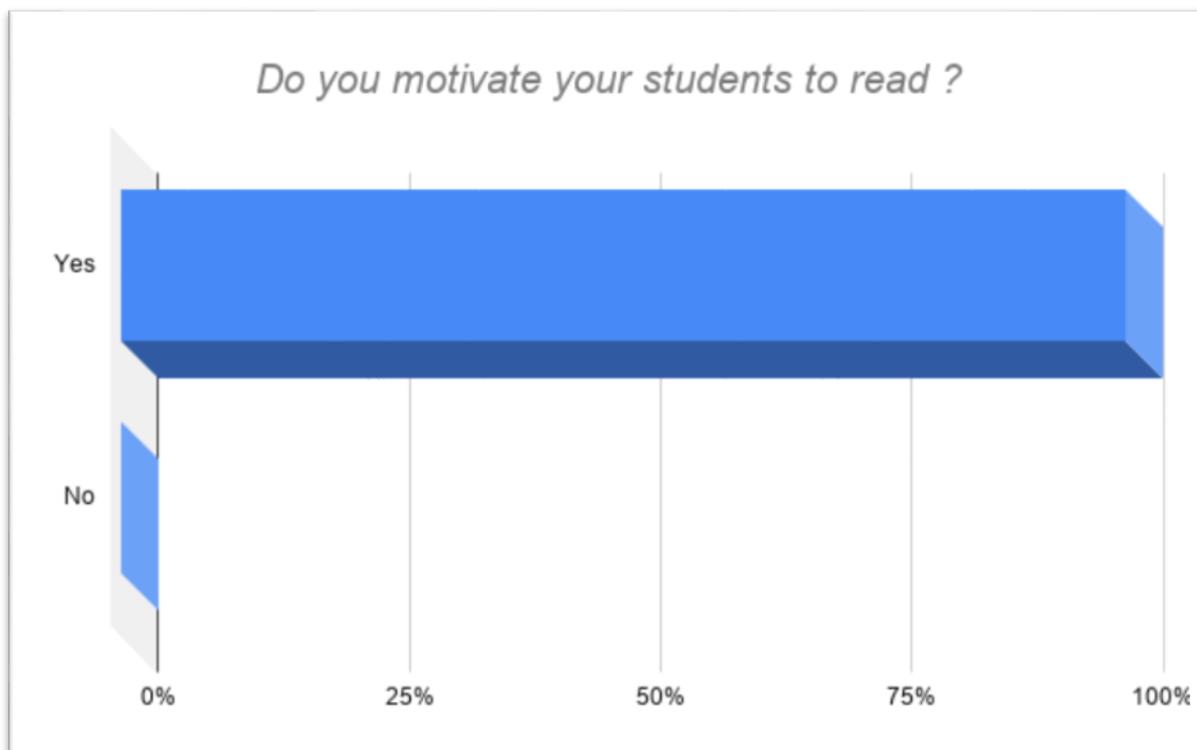
**Figure 3.29 : The teachers’ opinion about if the lack of reading is the reason behind students difficulties in producing creative piece of work.**

**Item two : Motivation students to read.**

<b>Do you motivate your students to read</b>	<b>Number of teachers</b>	<b>%</b>
<b>Yes</b>	<b>6</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>

**Table 3.32 : The percentage of teachers who motivate their students to read.**

**Table 3.32** shows clearly that teachers are always motivating their students to read ,and this proved by (100%) of teachers help their students to understand that writing proficiency could be improved by practicing reading .



**Figure 3.30** The percentage of teachers who motivate their students to read.

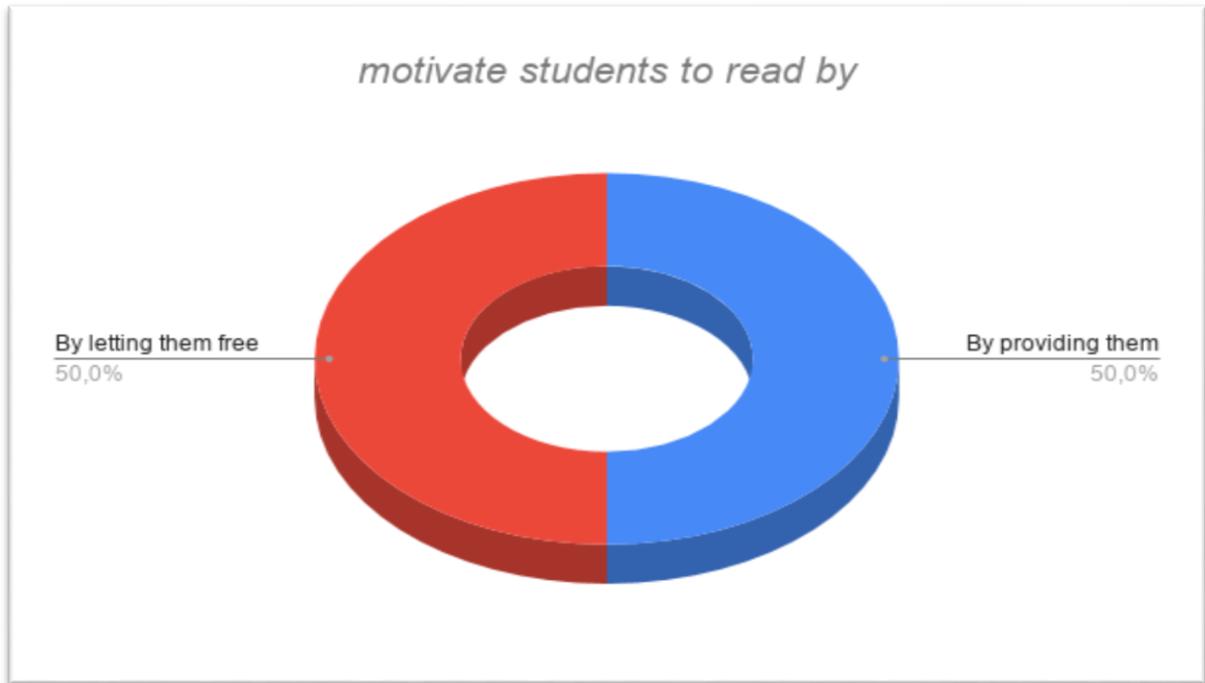
**Item three** If yes,do you motivate them to read by letting them free of by providing them some reading materials

Motivate students to read By	Number of teachers	%
letting them free	3	50%
providing them some reading materials	3	50%

**Table 3.33** Do you motivate your students by letting them free or providing them

**some reading materials.**

**Table 3.33** shows that the half of teachers motivate their students to read by letting them Free and give them the freedom to choose what interest them, The other half motivate them by providing some reading materials they think that the selection of teaching may have a good result students' achievement .The percentage illustrated in(**Figure 3.31**).



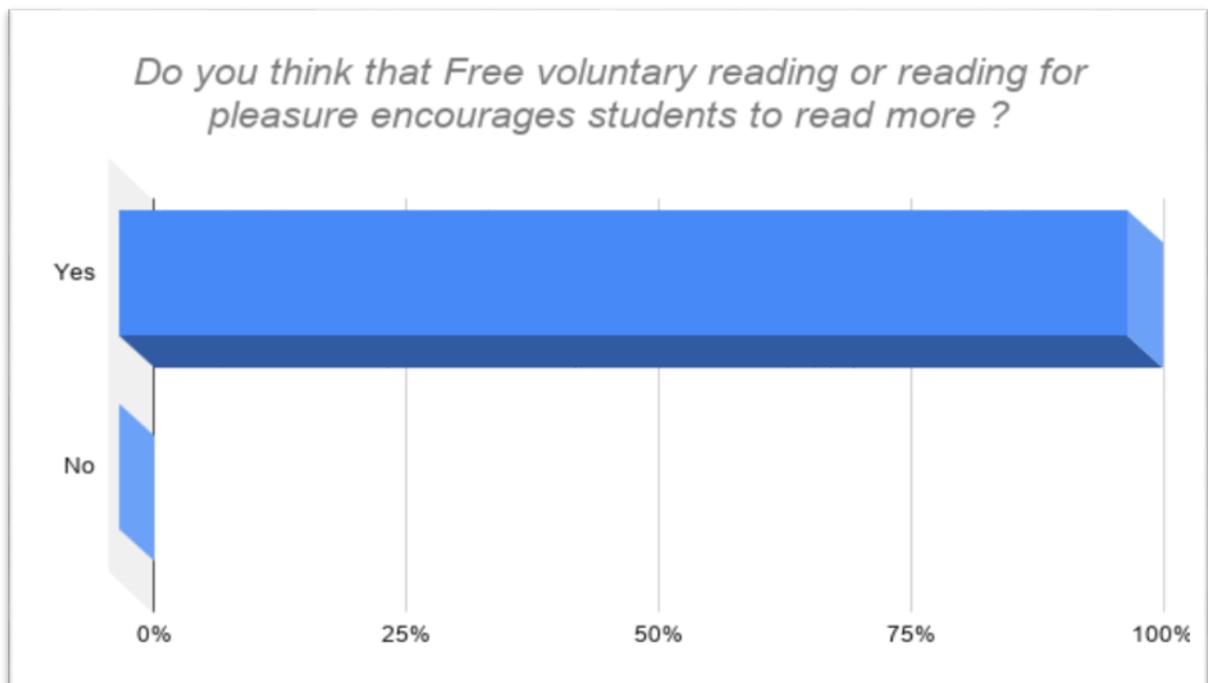
**Figure 3.31 Do you motivate your students by letting them free or providing them some reading materials.**

**Item four : Deos FVR encourage students to read more**

Do you think that FVR encourages students to read	Number of teachers	%
Yes	6	100%
No	0	0%

**Table 3.34 :The percentage of teachers who think that FVR encourages students to read more.**

The results obtained in ( **Table 3.34**)above ,show that all the teachers100% think that free voluntary reading encourages students to read ,the percentage is seen is( **Figure 3.32**), We can notice that reading with pleasure developes a deep love of reading activity hence it will give them the desire to read more.



**Figure 3.32 : The percentage of teachers who think that FVR encourages students to read more.**

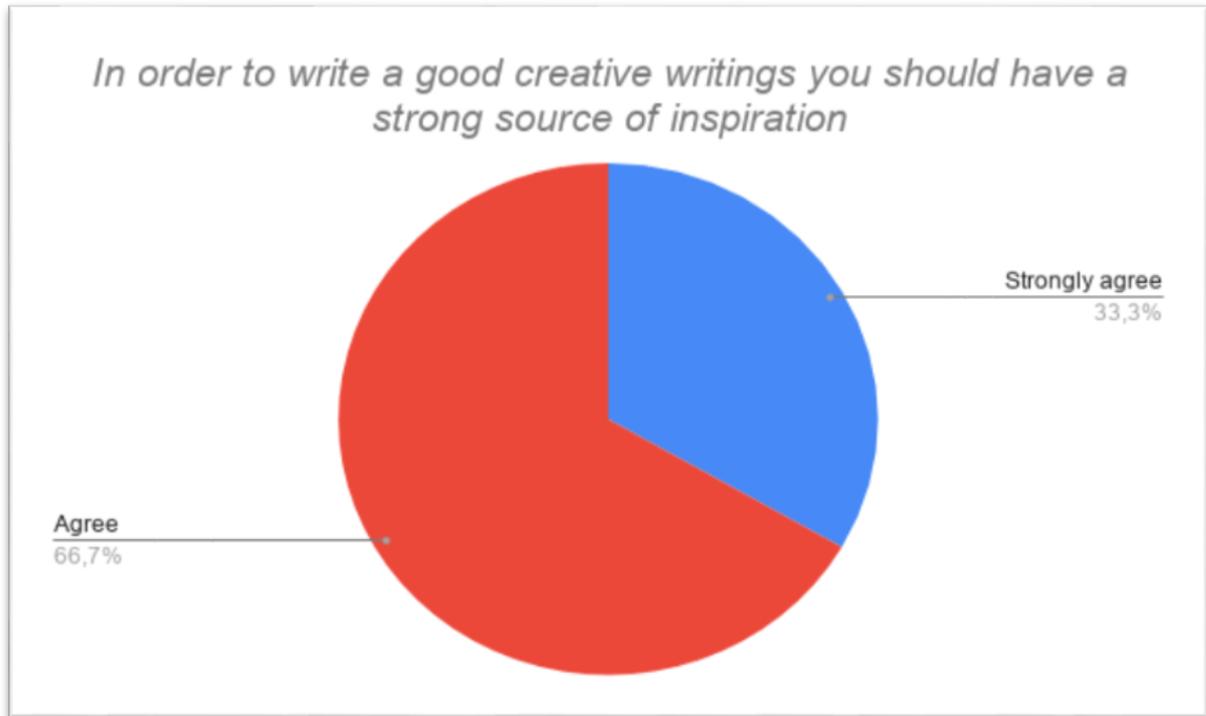
**Item five : Teachers ‘point of view about ‘in order to write a good creative writing, students should have strong source of inspiration’ .**

<b>‘in order to write a good creative writing, students should have strong source of inspiration’</b>	<b>Number of teachers</b>	<b>%</b>
<b>Strongly agree</b>	<b>2</b>	<b>33.3%</b>
<b>Agree</b>	<b>4</b>	<b>66.7%</b>
<b>Neutral</b>	<b>0</b>	<b>0%</b>
<b>disagree</b>	<b>0</b>	<b>0%</b>
<b>Strongly disagree</b>	<b>0</b>	<b>0%</b>

**Table 3.34 : The percentage of teachers ‘point of view about ‘in order to write a good creative writing, students should have strong source of inspiration’**

As seen in **table 3.34(Figure 3.35)** above, results demonstrates teachers ‘ attitudes about the statement ‘in order to write a good creative writing, students should have strong source of inspiration’, four teachers 66.7% are agree and two teachers 33.3% are strongly agree and no one of them have negative opinion about the statement .We can say that

inspiration has a vital role in students ' writing creativity and it the best way to bring their ideas into fruition .



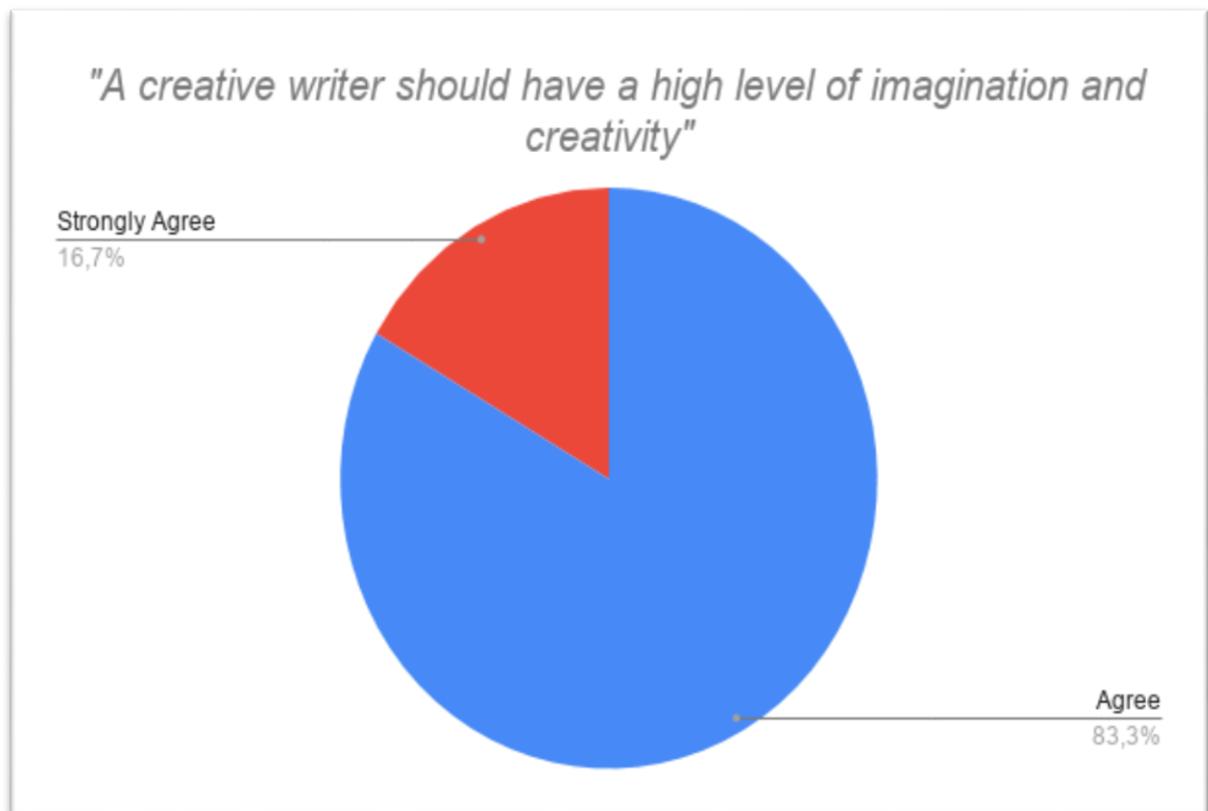
**Figure 3.33 : The percentage of teachers 'point of view about 'in order to write a good creative writing, students should have strong source of inspiration'**

**Item six : Teachers point of view about 'A creative writer should have a high level of imagination and creativity'.**

'A creative writer should have a high level of imagination and creativity'	Number of teachers	%
Strongly agree	1	16.7%
Agree	5	83.3%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%

**Table3.36 :Percentage of teachers point of view about ‘A creative writer should have a high level of imagination and creativity’**

When we look at **Table 3.36** we can see that all teachers think that a creative writer should have a high level of imagination and creativity .The overall percentage of teachers who 100% , five teachers 83.3 % are agree and one teacher 16.7% is strongly agree . According to the resposes we can capture that imagination and creativity have a close connection with the level of students’ writing.



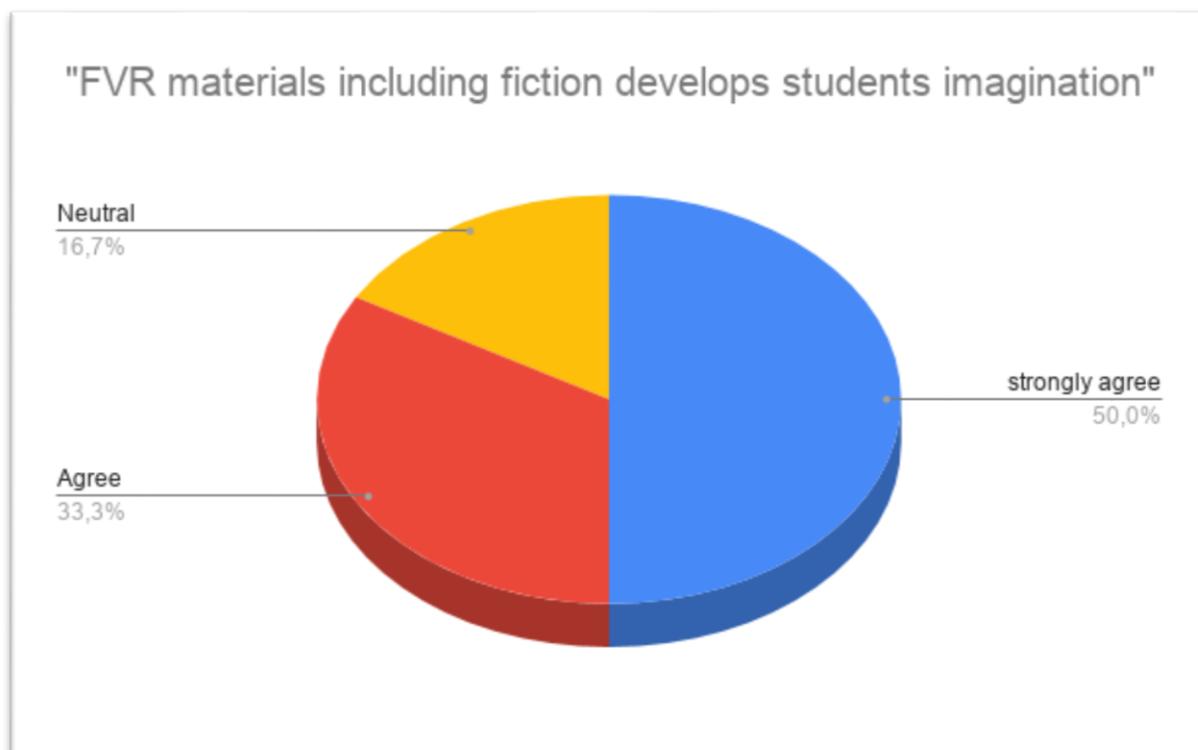
**Figure 3.34 : The percentage of teachers about ‘A creative writer should have a high level of imagination and creativity’.**

**Item seven :teachers point of view about ‘FVR materials including fiction develops Students’ imagination**

<b>‘FVR materials including fiction develops students imagination’</b>	<b>Number of students</b>	<b>%</b>
<b>Strongly agree</b>	<b>3</b>	<b>50%</b>
<b>agree</b>	<b>2</b>	<b>33.3%</b>
<b>neutral</b>	<b>1</b>	<b>16.7%</b>
<b>disagree</b>	<b>0</b>	<b>0%</b>
<b>Strongly disagree</b>	<b>0</b>	<b>0%</b>

**Table 3.36: The percentage of teachers point of view about ‘FVR materials including fiction develops students imagination’**

As seen in the **Table 3.36** above , half of teachers 50% strongly agree with the statement ‘FVR materials including fiction develops students imagination , Also two teachers 33.3% are Agree and think that reading fiction broadens students imagination. Additionally one teacher 16.6% has a neutral perspective of the statement.. We can say that reading fiction produces many benefits as well as increase imagination and creativity .



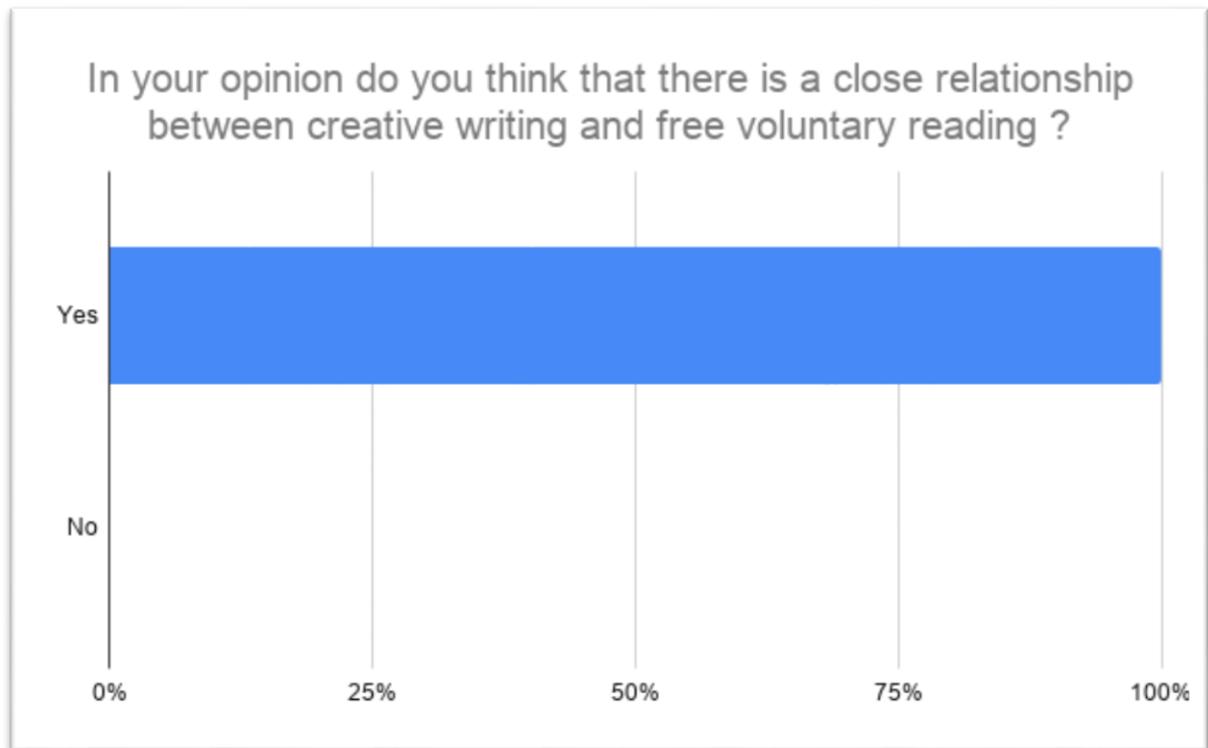
**Figure 3.35 : Teachers point of view about ‘FVR materials including fiction develops students imagination’**

**Item seven :Teachers point of view about’ there is a close relationship between creative writing and FVR’.**

<b>there is a close relationship between creative writing and FVR</b>	<b>Number of teachers</b>	<b>%</b>
<b>Yes</b>	<b>6</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>

**Table 3.37 : The percentage of Teachers point of view about ‘FVE materials including fiction develops students imagination’**

This question intended to know teachers' opinion about if there is a close relationship between creative writing and FVR ,Findings indicated in **Table 3.37** that all teachers believe that there is an interrelated relationship between these two variables . Percentage illustrated in (**Figure 3.35**).



**Figure 3.36**Percentage of point of view of teachers about ‘there is a close relationship between creative writing and FVR’.

## **Analysis of the results**

The results found and gathered from this present research show clearly that the majority of them have a good qualification and experience in teaching. Teachers' answers show that half of teachers teach third year which is crucial year for students to master the four skills so their responses would help us to discover the reasons behind their students' poor writing proficiency. The second section of the questionnaire is about creative writing and from the findings we can say that teachers believe that students have difficulties in writing skill and they provide us with their ways and strategies to proceed students level in writing achievement. Additionally, teachers' results show that the majority of teachers do not agree that creative writing is taught in university while two teachers are agree and they give us their processes in developing creativity in students writing. Lastly teachers declared the challenges their students face to be creative writers, these challenges mainly related to students' lack of literature background. The section of free voluntary reading reveals that teachers agree that the main reason behind students difficulties in producing a creative work is the lack of reading.

Results from the teachers' responses show that all teachers motivate and encourage their students to read half of them give them the freedom to choose what they want to read and the other half select for their students the reading materials. In addition majority of teachers affirm that FVR encourages students to read more, furthermore, they also think that creative writer should have strong inspiration, and high level of imagination and creativity when they have agreed on those statements. Finally, teachers were asked whether there is a close relationship between creative writing and reading for pleasure and all of them answer by yes.

## **Conclusion**

In conclusion, the results from the analysis of teachers questionnaire show that writing is a difficult skill that is hard to acquire and show the important role of reading especially reading for pleasure on overcoming students' failure in writing creatively. Teachers agree that FVR is effective on the writing skill, in terms of improve imagination, acquire vocabulary, and provide fruitful results in their level of creative writing.

## General conclusion

It is believed that reading and writing have a close relationship and each skill effect on the other ,many teachers agree that reading leads to writing improvement and they always ask their students to carry on reading ,but the problem is with students who lose interest on reading and they get distracted and bored easily when they read books,through this present research we wanted to raise students' awarness of Free voluntary reading ,the results found that students are aware of what is Free voluntary reading means , consequently their are waiting motivation and inspiration from their teachers to start reading .

The present dissertation is entitled as the role of Free voluntary reading in increasing students' creative witing It is composed of three chapters the first and second chapters review the related literature about creative writing and FVR. The third chapter is the practical part of the study. It provides a detailed inrepretation of both teachers and students 'questionnaires.

The main results of this work are: there is a positive relationship between the two variables;creative writing and Free voluntary reading ,and that FVR has an important role in overcoming students 'failure in writing creatively .

Teachers need to search of what may help their students to increase their creative writing We have proposed for them a suggestion is to enrich students'' vocabulary repertoire and to develop their imagination through FVR ,hence, they will achieve fruitful results in writing with creativity of mind and with using artistic expressions like producing fiction writing, poertry ,free writing and so on .EFL teachers, educators, and as well as students have to take into consideration the value of this suggestion in improving creative writing.After all what we have said, the findings of this work go hand in hand with our research hypothesis and the research questions were answered throughout this work.

To conclude we can say that there FVR is best strategy that can refine students witing capacity and a way to express their thoughts and feeling by raising their imagination and provides them with new vocabulary and it the best procedure that increases their creative writing .

## **Recommandations**

Teachers need to help students to forget the fact that writing is frustrating and difficult skill and help them to overcome their fear by see it as an enjoyable activity.

Teachers should emphasize on the importance of practicing writing continually because it is a skill that can be improved by practice.

University should offer more time to teachers to exercise creative writing with their students.

Teachers should raise students 'consciousness towards the importance of free voluntary reading in enhancing their vocabulary bagage and develop their imagination and inspiration in order to write in creative way .

Teachers should give the students the choice to read what interest them because it is the key that turn them to have the desire to dive deep to into reading.

Teachers should convince students to read in libraries because they give them the opportunity to discover different books in their own and create for them a culture of learning and reading .

Parents need to offer a supportive atmosphere of reading in home because the lack of involvement may have a negative influence on students acheivement in reading.

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## Appendices

### Appendix one

#### Students' Questionnaire

Dear students;

You are kindly requested to fill in this questionnaire which is an attempt for gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to explore the relationship between free voluntary reading in increasing writing creativity. We would be so grateful if you could sincerely answer the following questions. Tick (✓) your answer (s) in the corresponding box(es) and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration.

#### Section One: Personal Profile

Q1. Are you?

a) Male

b) Female

Q2. How long have you been learning English in university?

.....

Q3. Do you like learning English?

a) Yes

b) No

Please Justify

.....

.....

## **Section Two: Free Voluntary Reading (reading for pleasure)**

Q4. Do you like reading?

a) Yes

b) No

Q5. If yes why?

a) Because you feel relax

a) Because you found of reading

c) Because it is your hobby

Q6 Do you read by :

- a) Your choice
- b) Selection of your teacher

Q7. When do you read?

- a) In free times
- b) Rarely
- c) Sometimes

Q8:What kinds of books you find it interesting?

- a) Ficton
- b) Science fiction
- c) Romance
- d) Historical fiction
- e) Poetry
- f) Humor
- g) Fantasy

Q 9: Do your parents and brothers read ?

- a) Yes
- b) No

c) I don't know

Q10: Do you teachers motivate you to read ?

a) Yes

b) No

Q11: Do you have a small library in you house ?

a) Yes

b) No

Q12; If yes it is

a) Well used

b) just for decoration

Q13; How do you feel when you read what ineterest you?

a) Like it

b) Like it a little

c) Don't like it

Q14 :Deos reading what interest you develops your literature background ?

a) Yes

b) No

### **Section Three: creative writing**

Q15. Do you like writing?

a) Yes

b) No

Q.16: Do you think that writing is a difficult skill to acquire ?

a) Yes

b) No

Q17: If yes ,do you think that the lack of reading is the reason?

a) Yes

b) No

Q18.What is you level of in writing ?

- a) Exelent
- b) Good
- c) Fair
- d) Poor

Q19: If you are a good in writing what kind of creative writing do you write ?

- a) Novel
- b) Short stories
- c) Poetry
- d) Play
- e) Free writing
- f) personal essays

Q20:..Do you think that university discourages creativety by not giving enough time to teachers to practice creative writing with their students?

- a) Yes
- b) No

Q21:What do you think the process of creative writing requires

- a) Time and patience

- b) Encouragement
- c) both

Q22. :Does free voluntary reading develop your imagination and increase your level of vocabulary?

- a) Yes
- b) No

Q23: Do you think that FVR enhances your creative writing?

- a) Yes
- b) No

Q24: Please write down any opinions, comments or suggestions you have about using free voluntary reading activity in class.

.....  
.....

**Thank you for your efforts and for your collaboration**

**Apendices**  
**Apendix two**

**Teacher's Questionnaire**

Dear teachers, we would like to ask you to complete the following questionnaire with relevant information. This study aims in investigating teachers' opinions on the use of Free Voluntary Reading in inhancing creative writing .The main objective of this research is to test the role of FVR in improving the writing achievement of the students in developing their creativety and imagination and acquiring much vocabulary .The results from this questionnaire will help to know whether the FVR helps pushing forward writing creativity among students or no

“We thank you in advance for your help and feedback.”

**SECTION 1: Background Information**

Q1- How long have you been working as a teacher of English?

Year(s)

Q2: which levels do you teach?

1<sup>st</sup> year

2<sup>nd</sup> year

3<sup>rd</sup> year

**SECTION 2: creative writing**

Q3: Do students face difficulties in writing ?

a) Yes

b) No

Q4: What is your strategies or approaches you apply to your students to proceed high level in writing ?

.....  
.....  
.....  
.....

Q5: Does creative writing be taught?

a) Yes

b) No

Q6 : If yes , What is you process in developing students creative writing ?

.....  
.....  
.....

Q7 : Where do students find difficulty ?

a) Lack of inspiration

b) Lack of imagination

c) Lack of literature back ground

### **SECTION 3 : Free voluntary reading**

Q8:Do you think that the lack of reading is the reason behind students difficulties in producing creative piece of writing?

a) Yes  b) No

Q9: Do you motivate your students to read ?

a) Yes

b) No

Q10: If yes ,

a) By providing them some reading materials

b) By letting them free to choose what they interest them

Q11: Do you think that Free voluntary reading or reading for pleasure encourages students to read more ?

a) Yes

b) No

Q12: Please indicate level of agreement of these statements:

	SD	D	N	SA	A
-In order to write a good creative writings you should have a strong source of inspiration.					
- A creative writer should have a high level of imagination and creativity .					
-FVR materials including fiction develops students imagination.					

\* SD stands for strongly disagree.

\* D stands for disagree.

\* N stands for neutral.

\* A stands for agree.

\* SA strongly agree.

Q11 : In your opinion do you think that there is a close relationship between creative writing and free voluntary reading ?

a) Yes

b) No

Thank you very much for your time.