

## Assessing the Use of Creative Writing Strategies in English Language Teaching in Jordan: Challenges and Teacher-Proposed Solutions from their Point of View

Amani M. Al-Manaseer \*<sup>ID</sup>, Hamzah A. Al-Omari <sup>ID</sup>

Department of Curriculum and Instruction, School of Educational Sciences, The University of Jordan, Amman, Jordan

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\* Corresponding author:  
[ama9190283@ju.edu.jo](mailto:ama9190283@ju.edu.jo)

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### Abstract

**Objectives:** This study aimed to investigate the degree English Language Teachers (ELTs) in Jordan apply creative writing strategies to teach writing. It also aimed to explore the challenges that face teachers when they apply the strategies, and their suggestions to overcome them.

**Methods:** This study employed a mixed-methods approach, collecting quantitative data through a structured questionnaire involving 200 teachers from 48 government and private schools in Jordan. Qualitative data were also gathered through classroom observation notes and interviews with 20 participating teachers from the questionnaire.

**Results:** The analyses revealed significant differences in teachers' usage of creative writing techniques based on their teaching experience. Specialized English language teachers with less than three years of experience showed a greater preference for these methods compared to those with longer teaching experience. However, academic qualifications, whether bachelor's or master's/doctorate degrees, did not significantly impact the usage of these strategies.

**Conclusions:** The study highlights the necessity of implementing targeted training programs to enhance the usage of creative writing strategies among English language teachers. Additionally, it encourages further research to better understand the motivations and effects of using these strategies on improving English language teaching.

**Keywords:** Challenges, creative writing, English language teaching, Jordan, suggestions, teaching strategies.

### تقييم استخدام استراتيجيات الكتابة الإبداعية في تدريس اللغة الإنجليزية في الأردن: التحديات والحلول المقترحة من وجهة نظر المعلمين

أمانى محمد المناصير\*، حمزة علي العمري

قسم المناهج وأساليب التدريس، كلية العلوم التربوية، الجامعة الأردنية، عمان، الأردن

#### ملخص

الأهداف: هدفت هذه الدراسة إلى التحقيق في استخدام استراتيجيات الكتابة الإبداعية بين معلمي اللغة الإنجليزية في الأردن، مع التركيز على كيفية تفاوت هذه الاستراتيجيات استناداً إلى مؤهلاتهم الأكاديمية وخبراتهم التدريسية المختلفة. فضلاً عن سعي البحث إلى كشف التحديات التي يواجهها معلمو اللغة الإنجليزية في تنفيذ هذه الاستراتيجيات وجمع مقترحاتهم للتغلب على هذه التحديات. المنهجية: استخدمت هذه الدراسة منهجاً مختلطاً، حيث جمعت البيانات الكمية من خلال استبيان مهيكل شارك فيه (200) معلم ومعلمة من (48) مدرسة حكومية وخاصة في الأردن. كما واستفادت من بيانات نوعية تم جمعها من ملاحظات الحضور للحصص الصفوية والمقابلات مع (20) معلماً ومعلمة من المشاركين في الاستبيان.

النتائج: توضح التحليلات أن هناك اختلافات ملحوظة في استخدام المعلمين لتقنيات الكتابة الإبداعية بناءً على خبرتهم في التدريس. أظهر المعلمون المتخصصون في تعليم اللغة الإنجليزية والذين لديهم خبرة أقل من ثلاث سنوات تفضيلاً أكبر لهذه الطرق مقارنةً بأولئك الذين لديهم خبرة تدريس أطول. ومع ذلك، لم تظهر المؤهلات الأكاديمية، سواء كانت بكالوريوس أو ماجستير/دكتوراه، تأثيراً كبيراً على استخدام هذه الاستراتيجيات.

الخلاصة: تسلط الدراسة الضوء على ضرورة تنفيذ برامج تدريب مستهدفة لتعزيز استخدام استراتيجيات الكتابة الإبداعية بين معلمي اللغة الإنجليزية. وبالإضافة إلى ذلك، تُشجع الدراسة على إجراء المزيد من الأبحاث لفهم أفضل دوافع وتأثيرات استخدام هذه الاستراتيجيات على تحسين تعليم اللغة الإنجليزية.

الكلمات الدالة: استراتيجيات التدريس، الأردن، الاقتراحات، التحديات، الكتابة الإبداعية، تدريس اللغة الإنجليزية.

## 1. Introduction

The process of writing involves systematically guiding and directing information, considering factors such as goals, language usage, audience, and writing style (Shvidko, 2021). Therefore, the skill of reading and writing is a fundamental aspect that serves as the basis for effective teaching and learning across different educational disciplines. Proficiency in writing can significantly enhance students' overall learning mastery (Haerazi and Irawan, 2019).

Creative writing involves freely expressing one's thoughts and emotions on paper through the use of imagination (Oral, 2012). It facilitates growth in language aspects such as grammar, vocabulary, phonetics, and discourse. Encouraging students to craft stories and content using their creativity enhances their writing abilities in every aspect (Smith, 2020). Creative writing allows students to tap into their linguistic skills, offering a depth unattainable in spoken language. Hence, activities centered around creative writing inspire both native and non-native speakers (Harmer, 2004; Tok and Kandemir, 2015).

Reading and writing involve an interplay between the text and the student's imaginative capacities (Schwegler, 2003). Activities after reading, which expand on texts, allow educators to assess comprehension (Mawhinney et al., 2021; Easterbrook and Hadden, 2021). Converting insights from reading into creative forms such as art or poetry showcases a student's depth of grasp. Acquiring proficiency in reading and writing fosters a sense of accomplishment, encouraging students to indulge in these activities more. Thus, it's essential for educators to employ a range of techniques in teaching these skills, ensuring diverse and stimulating lessons to captivate students' enthusiasm for dedicated learning (Ernalida et al., 2021; Ghouali and Benmoussat, 2019).

Teaching writing is a very demanding task and there will be challenges for the teacher. Facing the challenges suggests that teachers can use different strategies of teaching to achieve teaching-learning goals. A correct and appropriate strategy may help the students along the process of writing (Naibaho, 2022; Rashid et al., 2022). It can be said that in teaching writing, teaching strategies become a very important aspect of the teaching and learning process. Selecting the right strategy enables teachers and students to achieve their learning goals. In addition, the use of appropriate strategies can motivate students in the learning process of reading and writing. There are many strategies that teachers can use in teaching writing such as creative writing strategies (Wijekumar et al., 2019).

If educators become knowledgeable about the effects of applying creative writing techniques, they will be in a better position to enhance the cognitive and communicative abilities of their students. Furthermore, acknowledging the challenges in applying these strategies could lead EFL teachers to deeply reassess their teaching methods and actively seek opportunities for professional advancement (Wallace and Wray, 2021).

In Jordan, English education, especially in writing, holds a central place in the academic framework. More than just a school subject, English serves as a conduit for international interactions, advanced studies, and career prospects. Nevertheless, despite its crucial role, hurdles remain inefficiently imparting English writing capabilities.

Within Jordan's educational settings, instructors of English as a Foreign Language (EFL) face an array of challenges impacting the learning and proficiency of writing. The curriculum, which is typically demanding and strictly outlined, requires educators to strike a balance between adhering to set syllabi and promoting innovative and analytical thinking in writing (Al-Gomoul, 2011). Moreover, the linguistic and cultural context of Jordan adds a layer of complexity, as students navigate between Arabic and English, each with its distinct set of linguistic nuances and writing conventions.

Teacher training is essential across all subjects, but EFL teachers often require more specialized training due to the complexities of acquiring and teaching a foreign language, which extend beyond the typical college curriculum. Generic teacher preparation programs often fail to meet these specific needs. Inadequate educational preparation during university courses results in a gap between pre-service training and actual classroom practice for EFL teachers. Pre-service training programs are frequently outdated and do not address the practical needs of EFL instruction, making them ineffective in preparing teachers to balance teacher-centered and student-centered approaches. Similar challenges are observed in Jordan, where tailored training programs are necessary to bridge these gaps (Elkouz & Rosa Munoz, 2023).

The dynamics of the classroom environment also come into play, with variations in class sizes, available resources, and the proficiency levels of students. These factors collectively shape the experiences of both teachers and learners in the

journey of mastering written expression in English.

Understanding the unique challenges faced by English language teachers in Jordan sets the stage for a more nuanced exploration of teaching methodologies. Against this backdrop, this research seeks to delve into the realm of creative writing strategies, examining not only their utilization but also the challenges encountered by teachers in integrating them into their instructional practices. By shedding light on these intricacies, the study aims to contribute valuable insights that can inform targeted interventions and improvements in the teaching of writing skills in the Jordanian EFL context.

### ***1.1 Statement of the problem***

Within the Jordanian EFL curriculum, designed to cultivate proficiency in reading, writing, creativity, critical thinking, and problem-solving, a recurring challenge persists – students consistently demonstrate inadequacies in written proficiency. (Al-Haq and Al-Sobh, 2010; Almelhi, 2021; Rababah et al., 2012; Siska et al., 2021; Yassin, 2015). Notably, these issues seem to be intricately linked to the strategies employed by teachers.

The experiences of the researchers, who serve as EFL supervisors and university instructors, offer insights into the struggles of students expressing themselves in written English. This challenge is reflected in their outcomes on the General Certificate Exam (GCE), underscoring a deficiency in integrating creative writing methodologies in English language instruction in Jordan.

EFL students in Jordan often encounter challenges in mastering English language writing skills and applying their learning in real-life situations. According to Yang (2009), students' proficiency in reading is closely linked to their writing skills; enhancing reading abilities positively impacts writing proficiency. Consequently, teachers must recognize that these two language skills are interconnected and should be taught together, as this integration fosters critical thinking. Reading and writing share a common knowledge base, suggesting that students who excel in writing also tend to be proficient readers (Slim & Al-Omari, 2023).

The absence of robust creative writing strategies in Jordan's EFL classrooms has profound implications for language learners. Firstly, it hinders the development of essential language skills. Without engaging in creative writing, students may face challenges in constructing coherent and expressive sentences, impacting their overall language proficiency (Chen and Zhou, 2010).

Additionally, the absence of creative writing techniques might hinder the cultivation of creativity, problem-solving, and critical thinking capacities in Jordanian learners. Such competencies are essential for proficient communication and comprehensive linguistic growth (Smith, 2020).

Moreover, the scarcity of creative writing approaches may contribute to a lack of motivation among students. Language learning, particularly in writing, is inherently linked to personal expression and creativity (Rini and Cahyanto, 2020). The dearth of opportunities to explore creative potential through writing may lead to disinterest and disengagement among Jordanian learners.

In the context of Jordan's educational landscape, the implications of insufficient creative writing strategies are particularly significant. The negative impacts on language learners highlight the urgent need for a comprehensive examination of current teaching practices and the integration of effective creative writing methodologies tailored to the unique challenges and opportunities within the Jordanian educational system.

### ***1.2 Purpose and Questions of the Study***

This research sought to examine how extensively English language educators in Jordan utilize creative writing strategies when they teach writing, the challenges they face, and their suggestions to overcome these challenges from their point of view. More specifically, this research sought to address the subsequent inquiries:

1. To what extent do English language teachers in Jordan teach creative writing strategies from their point of view?
2. Are there any statistically significant differences ( $\alpha = .05$ ) between teachers' mean scores concerning teaching creative writing strategies, which can be attributed to their teaching experience?
3. concerning teaching creative writing strategies, which can be attributed to their academic qualifications?

4. What are the challenges of teaching creative writing from EFL teachers' point of view?
5. What are the EFL teachers' suggestions to overcome the challenges of teaching creative writing strategies?

### 1.3 *Significance of the Study*

The findings of this research are anticipated to provide perspectives on the most common writing strategies taught by EFL teachers in Jordan, particularly creative writing skills. Furthermore, the study may highlight the challenges faced by EFL teachers in teaching creative writing also revealing some of the practical suggestions to help teachers teach these skills better.

Consequently, the outcomes of this research could prove invaluable for EFL curriculum planners, developers, supervisors, and educators in determining the most efficacious methods for instructing writing. Researchers can benefit not only from the information given in the literature review but also from the results and findings that this study is expected to yield.

This study's findings are anticipated to be particularly valuable for developers of EFL curricula working within the Ministry of Education. By offering insights into the effectiveness of creative writing strategies in English language teaching, the study may prompt these curriculum specialists to reevaluate and enhance the guidance provided to teachers on teaching writing skills. Such enhancements are expected to directly contribute to more effective teaching methodologies. Consequently, this could lead to a tangible improvement in the ability of students to develop as proficient writers in English. Ultimately, the study aims to bridge the gap between current instructional practices and the evolving needs of English language learners in Jordan.

### 1.4 *Definitions of Terms*

This section offers both theoretical and operational explanations of specific terms and concepts referenced in the title.

- **Creative Writing:** Creative writing, an artful form of expression, leverages the imagination to articulate ideas through vivid imagery, storytelling, and drama. It goes beyond mere enthusiasm, emphasizing the importance of honing the craft, being conscious of individual writing nuances, and adhering to effective writing methodologies (Larkin, 2009; Peary, 2015; Rini and Cahyanto, 2020). In the context of this research, creative writing denotes a pedagogical approach to enhance writing skills, urging students to tap into their creative minds. The approach emphasizes ideation techniques, visualization strategies, and in-depth research.
- **Creative Writing Strategies:** Strategies aimed at enhancing children's writing and communication abilities not only address problem-solving in written expression but also invigorate their creative cognition. This form of thinking encompasses fluency, characterized by the generation of numerous ideas; flexibility, indicating the diversity of thought; elaboration, detailing and enriching an idea; and originality, signifying unconventional, unique, or infrequent ideas (Chen and Zhou, 2010; Pelias, 2018). Within the scope of this research, creative writing strategies are defined as fostering originality that holds both value and utility. This implies that methods like scribbling, illustrating, and structured writing are innovative means through which students articulate meanings, and these techniques are deemed essential, beneficial, and impactful.

### 1.5 *Limitations of the study*

This research was conducted with a specific emphasis on creative writing strategies within a distinct educational setting. It did not encompass or explore other writing techniques that might be relevant in teaching. Thus, while the findings offer insights into the challenges and practices related to creative writing strategies, they cannot be generalized to broader writing contexts or different educational settings. The specificity of the study's scope and the exclusive emphasis on creative writing strategies restrict the applicability of its conclusions to wider pedagogical scenarios.

## 2. *Literature Review*

### 2.1 *Theoretical Background*

Language educators consistently seek advanced methodologies and tactics to enhance the English proficiency of their students. The capability to articulate in English encompasses a variety of techniques, such as cooperative learning, the "think-pair-share" approach, contextual teaching methodologies, communicative language instruction, and group discussions, to name a few (Kim and Song, 2015). Rather than being restricted to a singular method, innovative educators incorporate a multitude of

strategies tailored to the individual needs and learning preferences of each student. It is acknowledged by adept educators that the art of writing can be cultivated through diverse instructional strategies (Akkaya, 2014; Ashour and Ashawabka, 2015; Shukla and Dungsungnoen, 2016).

A primary objective of creative writing endeavors is to empower students to craft fluent, engaging, and genuine written content, diverging from monotonous and redundant outputs. These exercises also aspire to showcase students' innovative proficiencies during the writing process. Additionally, creative writing tasks have the intent to stimulate learners' cognitive capacities, amplify their imaginative potential while kindling their inventive spirit, and reveal their inherent creative talents. Moreover, such writing endeavors are geared towards enhancing students' self-awareness, regulating emotions and cognitions, honing decision-making and planning proficiencies, and fostering their ability to uniquely source and apply information (Göçen, 2019; Tok and Kandemir, 2015).

Per Ghani and Din (2017), creative writing bolsters the capacity of ESL/EFL learners to articulate their emotions with clarity and spontaneity, allowing them to communicate reactions unhindered in their compositions. Such a skill of adeptly conveying oneself through written words is synonymous with creative writing. This art of writing seeks to augment the capability of ESL/EFL learners to depict their sentiments lucidly and instinctively and to transparently communicate their reactions in their penned works. Additionally, creative writing encapsulates learners' proficiency in eloquently expressing themselves in textual form.

## **2.2 Related Studies**

Akkaya (2014) undertook research to explore and assess the personal interests and perspectives of 4<sup>th</sup> and 5<sup>th</sup>-grade teachers concerning the creative writing process. The research encompassed 69 teachers who participated in interviews during the investigation. They responded to a set of five inquiries and were provided questionnaires to capture their views on the subject of creative writing. Notably, the study's results indicated a general lack of interest among teachers in the creative writing process. Although a majority of them defined creative writing as "concluding an incomplete narrative," they also recognized its numerous benefits and minimal disadvantages.

Ashour and Ashawabka (2015) carried out research to examine the impact of employing problem-solving techniques on enhancing the creative reading and writing abilities of seventh-grade female students in Jordan. They devised a test for creative reading and another for creative writing. The research sample included 69 seventh-grade female students from al-qadesya Basic school for girls. The results revealed significant differences, with a confidence level of ( $\alpha=0.05$ ), in the average performance of participants across all creative reading skills and the test overall. This was attributed to the instructional strategy, with the edge given to the experimental group that learned texts via the problem-solving method. Additionally, significant differences were observed in the average performance, favoring the experimental group that utilized the problem-solving approach for studying texts.

Rababah and Melhem (2015) delved into the strategies used to foster creativity in EFL writing. Their research sought to identify the challenges EFL students encounter in elevating their creative writing skills. Adopting a qualitative methodology, the study gathered data from a hundred branches of Discovery Schools (DSs) in Amman, Jordan during the 2012/2013 academic year. Spanning six months, the study was divided into three phases: pre-pilot, pilot, and primary study, with each phase spanning two months. Using convenience sampling, ten EFL educators teaching first-secondary students and eight students who underperformed on the TTCT (Torrance Tests of Creative Thinking) were selected. Data collection involved semi-structured interviews and observational methods. Analysis of teacher interviews highlighted five central themes accompanied by sub-themes, which include initiating students into writing, motivating sustained writing, emphasizing instruction, valuing student compositions, and nurturing creativity. However, observational findings indicated a variance between the stated themes and their practical implementation by educators in classrooms.

Tok and Kandemir (2015) explored the effects of integrating creative writing exercises on 7<sup>th</sup> -grade learners' proficiency in writing, as well as their inclinations and perspectives toward English. Employing a single-group pre-and post-test framework, the investigation spanned four weeks in the 2012-2013 academic period at an elementary institution in Denizli, Turkey. The participants included thirty-one 7<sup>th</sup> graders, comprising seventeen girls and fourteen boys. Upon

evaluation of the scores, a marked improvement in the students' writing capabilities post-experimentation was evident. Likewise, their disposition towards writing showed a positive shift compared to their initial stance. Nevertheless, their attitudes concerning the English subject remained unchanged post-experiment.

Ghani and Din (2017) undertook a study in Pakistan that examined the influence of utilizing literature as a medium to teach English on the creative writing competencies of Higher Secondary School Certificate (HSSC) students. Creative writing, defined as the capacity of ESL/EFL learners to express themselves spontaneously and vividly in writing, served as the central focus. Surprisingly, the study uncovered that utilizing literature as a teaching tool did not yield significant benefits for enhancing creative writing skills among EFL/ESL learners, especially within the Pakistani HSSC context. Employing a quantitative research approach, the study collected data through a questionnaire encompassing 15 items related to creative writing and an achievement test. The study's results indicated that EFL students encountered difficulties in concurrently advancing their language abilities, especially writing, and comprehending the language when literature served as the main pedagogical tool. Based on these findings, the research advocates for the integration of task-centered and application-focused teaching methods and exercises to enhance English language instruction within the Pakistani setting.

Göçen (2019) undertook a study emphasizing the diminishing significance of writing abilities, largely attributed to product-oriented methods that might deter students from engaging in writing. To counter this trend, the Turkish Course Curriculum incorporated creative writing exercises, grounded in a process-driven writing approach, beginning from the 1st grade. The research's objective was to assess the effects of these activities on Turkish-native students' accomplishment in creative writing, their attitudes towards writing, and their motivation in their native language. Utilizing a single-group pretest-posttest experimental model, the investigation engaged 630 students spanning grades one through four. Instruments for data collection included the "Written Expression Instruction," "Writing Attitude Measure," "Attitude Towards Writing Scale," and "Writing Motivation Measure." The evaluation comprised statistical metrics such as arithmetic mean, standard deviation, t-test outcomes, and the "Creative Writing Assessment Criteria Form." The results highlighted the beneficial impact of creative writing exercises on participants' writing performance, attitudes, and enthusiasm, reinforcing their importance in pedagogical settings.

In a study conducted by Mohammed (2019), the effectiveness of utilizing multifaceted creative writing tasks was examined to enhance the creative writing prowess of level 4 female English major students. This research spanned 12 weeks during the 2018-2019 academic year at Zulfi College of Education, Majmaah University in the Kingdom of Saudi Arabia (KSA). With a sample of 64 female participants, the data revealed a notable difference between the posttest scores of the experimental group and the control group, with the former showing superior performance. This outcome validated the primary hypothesis: Multifaceted creative writing assignments significantly bolstered the experimental group's creative writing capabilities in contrast to the control group. The results emphasize the constructive influence of these multi-tasks on students' proficiency in crafting both fictional and non-fictional essays. Consequently, it's advised that educators in the English domain integrate analogous creative writing tasks in their instructional practices for writing skills.

Rini and Cahyanto (2020) explored the implementation of "Assessment as Learning" to support elementary students' creative writing skills. Creative writing at the elementary level involves students producing various forms of children's literature, requiring a structured approach to guide their development. The authors propose using assessment as a learning tool, allowing students to engage more deeply in the writing process. This approach encourages students to learn from their mistakes and continuously improve their writing by incorporating elements like process-oriented assignments, visual stimuli, and self and peer rubric assessments. The research aims to enhance creative writing instruction in elementary schools by integrating assessment as a meaningful and supportive component throughout the writing journey.

Ernalida et al. (2021) delved into the challenges hindering the enhancement of creative writing capabilities among middle school scholars in Palembang, Indonesia, aligned with the 2013 text-centric curriculum. Despite the curriculum's intent, a discernible lag in students' creative writing prowess was evident. The onset of the Covid-19 pandemic, prompting a shift to remote education, further intensified these difficulties. The research assessed the efficacy of E-Learning

Schoology as an innovative medium to foster creative writing among the Gen Z student demographic. Gathering data through surveys and employing both numerical and qualitative methodologies, the study targeted Indonesian language educators in Palembang secondary schools. The outcomes accentuated the need to synchronize E-Learning Schoology with instructional benchmarks, virtual education protocols, and relevant governmental directives, especially those precipitated by the pandemic. The investigation further unveiled a pronounced inclination among educators toward E-Learning Schoology, spotlighting prevalent lacunae in creative writing pedagogy and advocating for amplified educational assets and content for Palembang's secondary institutions.

Siska et al. (2021) carried out numerical research to discern the interconnections between students' motivation to write, their writing-related anxiety, and their writing competence. This study focused on fifth-semester undergraduates from the English Department at a prominent university in Palangka Raya, Indonesia. Data collection instruments included structured questionnaires and a writing assessment, all designed to gauge the interrelations among the aforementioned variables. The results illuminated a notable positive link between writing-induced anxiety and writing adeptness, suggesting that elevated anxiety levels might correlate with heightened writing capabilities. Conversely, the study found no meaningful associations between the zeal to write and writing prowess, nor was there a significant correlation when considering all three factors concurrently. This research enriches the academic discourse on the intricate dynamics between learners' drive to write, their apprehensions surrounding the task, and their ultimate writing proficiency.

Naibaho (2022) delved into the challenges in reading and writing encountered by students at Universitas Kristen Indonesia who are in the process of learning English. Through a quantitative research approach, data was amassed from 80 participants using structured questionnaires. This study spanned multiple areas, encompassing student backgrounds, hurdles in reading and writing, and their viewpoints on the instructional techniques adopted by their lecturers. With the aid of the Statistical Package for the Social Science (SPSS) 7.5, the analysis accentuated the pivotal role of students' adeptness in reading and writing, hinting at its consequential impact on their zest for learning and mastering additional English linguistic competencies. The outcomes spotlighted the cardinal influence of lecturers' pedagogical expertise and innovation in shaping students' outlooks and recognizing their academic growth prospects. The research culminated by recommending a collaborative endeavor between institutional stakeholders to forge a supportive and encouraging academic ambiance, spurring students' educational passion.

Rachmajanti et al. (2022) embarked on action research aimed at boosting the creative writing capabilities of its subjects. Drawn from UM Lab Primary School in Malang, six educators participated, along with two from UM Lab Primary School in Blitar. The research employed three primary tools for data collection: writing assignments, observation charts, and surveys. They utilized creative writing evaluation metrics derived from CEFR (the Common European Framework of Reference for Languages) and Mozaffari to assess the quality of the teachers' writings. The findings depicted the teachers' capacity to internalize reflective methodologies from the training, leading to a notable enhancement in their creative writing prowess. The educators perceived the training as a propelling force, empowering them in their professional trajectory, and offering them methodologies to both write creatively and kindle similar creativity among their students. This experience also fostered a deeper understanding of the pivotal role of teaching creative writing and fostered a genuine enthusiasm for its practice. The research emphasizes the need for continued exploration in this domain, with a broader participant base, to further cultivate literacy competencies, particularly in the realm of primary education writing instruction.

Teng et al. (2022) conducted a study to understand how self-regulatory writing strategies affect writing performance in a secondary school English as a Foreign Language (EFL) context. The first part of the study involved validating a Self-Regulatory Writing Strategy Questionnaire through factorial design and both exploratory and confirmatory factor analysis. The second part examined how individual differences among learners in developing self-regulatory writing strategies predict their writing performance. The participants were two groups of junior secondary school students in China, totaling 669 and 239 students, respectively. The study's results confirmed the construct validity of the questionnaire responses. It was observed that students in higher grades utilized self-regulatory writing strategies more frequently compared to their juniors. Additionally, female students reported a higher usage of these strategies than their male counterparts. The study

identified six significant strategy factors - writing planning, goal-oriented monitoring, goal-oriented evaluation, emotional control, memorization, and metacognitive judgment - each showing a substantial impact on the writing performance of secondary school students. This research highlights the critical role of self-regulatory writing strategies in enhancing young learners' writing abilities in EFL settings.

In their 2023 study, Alqam, S. A. and Hleiban, T. A. set out to investigate the current state of creative writing in Jordanian universities, focusing on the perspectives of students and faculty members. Utilizing a descriptive methodological approach, this research involved a stratified random sampling of 385 students and 255 faculty members from various Jordanian universities. Participants were engaged through two tailored questionnaires, one for students and the other for faculty. The results of the study indicated that students' creative writing skills were generally at a medium level. Notably, the study found no significant gender-based differences in the responses of both students and faculty. However, it did reveal significant statistical variances based on the academic year, with fourth-year students exhibiting higher proficiency, the type of university, favoring public over private, and the rank of faculty members, with associate professors scoring higher. Consequently, the study emphasizes the need for a well-defined, obligatory creative writing curriculum in both public and private universities, led by specialized professors in this field.

This literature review comprehensively explored a range of studies dedicated to the enhancement of creative writing skills in diverse educational contexts. It shed light on various instructional methodologies, emphasizing the nuanced ways in which they fostered creative expression among students. The review also uncovered critical challenges encountered by students and educators in this field. These challenges ranged from pedagogical hurdles to the psychological barriers that learners faced when engaging in creative writing tasks. However, the literature revealed gaps in understanding the long-term impacts of creative writing programs, particularly in how sustained engagement with writing shaped students' creative and linguistic abilities over time.

Furthermore, the review identified a need for more in-depth research into the effects of teacher training on student outcomes in creative writing. The proficiency and approach of educators played a pivotal role in nurturing students' writing skills, yet there was a limited insight into how different training programs impacted these competencies.

Another crucial aspect that emerged from the review was the influence of cultural and contextual factors on creative writing. Studies suggested that students' cultural backgrounds and the contexts in which they learned significantly affected their approach to creative writing. Therefore, a deeper understanding of these factors was essential to develop more inclusive and effective writing programs that catered to the diverse needs of various student groups.

In conclusion, while the literature provided valuable insights into instructional strategies and the challenges in teaching and learning creative writing, it also highlighted the need for further research in several key areas. These included the longitudinal effectiveness of writing programs, the impact of teacher training, and the cultural-contextual influences on students' creative writing. Addressing these gaps would not only refine creative writing instruction but also enable students to realize their full creative potential.

### **3. Method**

#### **3.1 Study Design**

The study employed a descriptive design, integrating both quantitative and qualitative methodologies. The quantitative aspect involved data collection through questionnaires, while the qualitative facet was derived from classroom observations and interviews with EFL instructors. In this framework, the independent variables encompass qualifications and teaching experience. Conversely, the extent to which educators implement creative writing strategies stands as the dependent variable.

#### **3.2 Participants of the Study**

The study's participants were English Language Teachers (ELTs) from various schools throughout Jordan. In the research, diverse methods were employed by the researchers to engage with the 200 participating ELTs from various regions in Jordan. Utilizing diverse methods to reach participants in different regions. In the selection of schools, the

researchers strategically chose a mix of public and private institutions. Public schools were selected based on their proximity to the researchers' work and residential areas, specifically within the University District Directorate and Wadi Al-Seer District, to facilitate access and coordination. The pre-existing professional relationships with some supervisors in these schools, who also assisted as inter-raters and were part of the validity team, were instrumental.

For private schools, the selections included those affiliated with the Islamic Center Charity Society - Educational Sector, leveraging the professional position of one of the researchers. This connection ensured effective communication and trust, which are crucial for research in educational settings.

The study encompassed a total of 48 schools, representing a broad cross-section of Jordan's diverse educational landscape. To ensure a robust and manageable sample size for detailed data analysis, 200 teachers were carefully selected. This number was key to achieving a balance between statistical robustness and practicality, ensuring the generalizability of the study's findings while allowing for comprehensive data handling.

In addition to selecting schools based on geographical convenience and existing professional networks, the researchers placed great emphasis on ethical research practices. Before data collection, informed consent was obtained from all participants. This process involved clearly explaining the study's purpose, procedures, and the use of data, ensuring that participants were fully aware of their involvement and their rights. Participants were assured of confidentiality and the voluntary nature of their participation, with the option to withdraw at any time without any consequences.

Some participants received and responded to the questionnaire via online platforms such as email, WhatsApp, and Telegram. In some schools, questionnaires were distributed and collected in paper form. All interviews and classroom observations were conducted in person, encompassing both private and public schools. This comprehensive approach allowed for extensive data collection from various educational environments across Jordan, ensuring a rich and diverse pool of insights into English language teaching practices.

### **3.3 Instruments of the Study**

#### **3.3.1 A questionnaire**

The researchers formulated a questionnaire grounded in relevant literature to investigate the extent to which creative writing strategies were taught by EFL teachers in Jordan, as well as the challenges they were faced with and suggestions for overcoming them. The questionnaire was divided into three domains: creative writing strategies, challenges in teaching creative writing, and teachers' suggestions to overcome them.

#### **3.3.2 Classroom Observation**

Classroom observations were an integral part of the study, conducted during the second semester of the academic year 2022/2023. These observations focused on assessing the extent to which EFL teachers implemented creative writing strategies in their teaching. To ensure robustness in the data collection process, the researchers collaborated with two English language supervisors – one from the public sector and the other from the private sector – bringing a diverse range of insights. Before the observations, the researchers and the raters convened to discuss and agree upon the key aspects of teacher performance to be assessed, using a carefully designed checklist. This preparatory meeting was crucial to align understanding and criteria, ensuring that all parties had a clear and consistent approach to evaluating classroom practices.

During the observation sessions, the researchers and the raters attended English classes together, meticulously noting instances of the implementation of creative writing strategies. The presence of supervisors from both public and private sectors enriched the process, providing a balanced perspective on teaching practices across different educational settings. In the process of selecting teachers for interviews, the supervisors undertook classroom observations, focusing specifically on writing lessons across various grades. This approach was instrumental in understanding the context for the interviews and identifying potential participants.

The observations were centered on lessons that dealt with creative writing, providing the researchers with direct insights into the teaching methodologies employed. A critical aspect of the selection process was considering the teachers' experience and qualifications. The researchers paid close attention to both novice and veteran educators, as well as those holding advanced degrees in English or related fields, to ensure a diverse range of perspectives.

Guided by a carefully developed and previously validated checklist, the supervisors assessed various teaching aspects, particularly those relevant to creative writing. This checklist was an essential tool in evaluating the effectiveness of the teaching strategies observed in the classroom.

### **3.3.3 Teachers' Interviews**

In this phase of the research, twenty teachers from selected schools were interviewed using an open-ended format. These teachers were chosen through a purposive sampling selection. For the interviews, the research team collaborated with two supervisors who specialized in English language education. This joint effort was critical to maintaining a consistent approach in the interview process, where both the questions asked and the criteria for evaluating responses were established in advance by the researchers and the raters.

The integration of two expert raters from different educational backgrounds was crucial for achieving the best results. This approach, combined with preliminary joint planning sessions and the cooperative nature of both the observation and interview processes, played a significant role in enhancing the objectivity of the study. Such methodological thoroughness aimed to reduce subjective interpretations and ensure a detailed and accurate evaluation of how teachers applied creative writing strategies in their classrooms.

The interview discussions revolved around several key topics:

- Identifying the obstacles EFL teachers encounter when implementing creative writing strategies.
- Exploring the motivations behind incorporating these strategies into their teaching practices.
- Assessing teachers' levels of satisfaction with the outcomes of using creative writing strategies in student instruction.
- Gathering recommendations from teachers on how to address the challenges in teaching creative writing strategies.

Based on these observations, interview questions were specifically tailored for each teacher. This personalized selection of questions, drawn from a rigorously tested and reviewed list, was intended to delve deeper into each teacher's unique approach to teaching creative writing. This method allowed the researchers to ensure that the interviews were highly relevant and could effectively probe into the individual methods and experiences of the teachers.

This meticulous selection process, considering various instructional styles and teacher qualifications, was designed to provide rich, comprehensive data. It reflected the complexities of teaching creative writing in the English language context in Jordan, aiming to capture a broad spectrum of teaching experiences and strategies.

## **3.4 Validation and Reliability of the Research Instruments**

### **3.4.1 Validity of the Research Instruments**

The primary research instruments of this study — the questionnaire, interview questions, and the classroom observation checklist — were subjected to a rigorous validation process. This involved sending these tools to a panel comprised of university EFL professors and English supervisors at the Ministry of Education (MoE). The panel's role was to assess and confirm the clarity, relevance, linguistic accuracy, and overall comprehensiveness of these data collection tools, thereby ensuring their validity.

During the validation process, the panel provided a range of constructive feedback and suggestions. They recommended refining certain questionnaire items for greater clarity, suggesting that some questions could be rephrased to eliminate ambiguity and enhance understanding among respondents. In the interview questions, the panel advised the inclusion of more open-ended queries to elicit deeper insights from participants. They also suggested that certain prompts could be more specifically tailored to capture the diverse experiences of English language teachers in varying educational contexts.

For the classroom observation checklist, the panel proposed adjustments to ensure a more comprehensive coverage of creative writing teaching strategies. They recommended including additional observation criteria that could capture the nuanced aspects of teacher-student interactions and the classroom environment's role in facilitating creative writing.

Furthermore, the experts emphasized the importance of aligning the research instruments with the latest pedagogical trends and research in English language teaching. They suggested that the instruments could incorporate elements that reflect contemporary challenges and innovations in EFL teaching, making the study's findings more relevant and applicable to current educational settings.

The panel's feedback was invaluable in refining the research instruments. Their expert opinions and suggestions were carefully considered and integrated where appropriate, leading to the finalization of these tools. This collaborative and iterative process significantly enhanced the effectiveness and reliability of the instruments, ensuring that they accurately capture the intended dimensions of the study.

### **3.4.2 Reliability of the Research Instruments**

To validate the reliability of the questionnaire, it was initially administered to a group of fourteen EFL teachers representative of the larger study population. This pilot test resulted in a Cronbach alpha correlation coefficient of 0.88, indicating high internal consistency. For the classroom observations and teacher interviews, inter-rater reliability was meticulously established. In preparation for the pilot study, the researchers and two English language supervisors, one from the public sector and another from the private sector, jointly observed classes. This collaborative observation was pivotal in practically applying and ensuring uniformity in the use of the observation rubric. Following these sessions, the team collectively reviewed and discussed their findings to align their interpretations and refine the observation process for the main study, achieving an inter-rater correlation coefficient of 0.92. This high correlation demonstrates the dependability of the attitudes scale used in the study.

During the observation sessions, the team attended English classes together, diligently recording instances of creative writing strategy usage. The inclusion of supervisors from both educational sectors provided a well-rounded view of teaching practices. A similar collaborative approach was employed for the teacher interviews, where the questions and response evaluation criteria were pre-established.

### **3.5 Statistical Analysis**

The Statistical Package for the Social Sciences (SPSS) software was employed for the analysis of the study's quantitative data. This analysis primarily involved the calculation of means and standard deviations, along with the use of ANOVA (Analysis of Variance). In terms of the data collected from classroom observations and teacher interviews, the analysis focused on frequencies and percentages. Additionally, illustrative examples from each of the research tools were included to provide further insight.

## **4. Results**

The central aim of this research is to investigate the extent to which English language teachers in Jordan utilize creative writing strategies, as perceived by themselves. This section presents the results of the study, providing a detailed analysis of the data using a range of statistical methods. These include the calculation of mean scores and standard deviations to summarize the data. Furthermore, the study employs a one-way Analysis of Variance (ANOVA) to examine the differences in the use of creative writing strategies among teachers, based on varying levels of teaching experience and academic qualifications.

### **4.1 Extent of English Language Teachers' Use of Creative Writing Strategies**

To address the study's first question, "To what extent do English language teachers in Jordan employ creative writing strategies from their point of view?" the means and standard deviations of the scores of English language teachers in Jordan regarding creative writing strategies were calculated. The results are presented in Table 1.

**Table 1. Descriptive statistics of employing creative writing strategies by English Language teachers in Jordan.**

Rank	Item	N	Mean	Std. Deviation
1	Present and administer tasks in a motivating way.	200	3.395	0.8138
2	Encourage participation and shared leadership.	200	3.325	0.8141
3	Encourage students to use revision strategies.	200	3.285	0.7045
4	Respond appropriately to shy, withdrawn, or disruptive students.	200	3.215	0.8440
5	Allow students to select the writing topic.	200	3.190	1.1045
6	Encourage students to use imagination and personal statements.	200	3.105	0.9426

Rank	Item	N	Mean	Std. Deviation
7	Engage the students with creative writing activities.	200	3.100	0.8267
8	Synthesize and interpret information by asking essential questions that help clarify ideas.	200	3.100	0.7894
9	Encourage students to use graphic organizers and webs to organize.	200	3.095	0.8363
10	Mark areas for improvement.	200	3.085	0.8784
11	Activate students' prior knowledge about the writing topic.	200	3.020	0.8203
12	Provide students with at least one sample or guideline of personal narrative.	200	2.965	0.9531
13	Provides constructive feedback.	200	2.955	0.9039
14	Provide students with contextualized tasks.	200	2.815	0.7640
15	Activate brainstorming to improve students' ideas.	200	2.785	0.5835
16	Help students appreciate creative expressions of information.	200	2.785	0.9504
17	Encourage self and peer correction.	200	2.770	0.8607
18	Make students learn to desire, speak to each other, and tell memorable events.	200	2.760	0.8221
19	Empower students to share their feelings and emotions towards the topic.	200	2.750	0.8312
20	Encourage students to write on the basis of, 'who, when, where, how, what'.	200	2.270	0.8370

Table 1 offers a comprehensive analysis of the teaching methodologies and creative writing strategies employed by English language teachers in Jordan. This analysis is based on the responses of 200 teachers and uses a Likert scale, typically ranging from 1 to 5, where 1 might signify strong disagreement or rare application, and 5 indicates strong agreement or frequent use of a particular strategy.

The technique 'Present and administer tasks in a motivating way' emerges as the most favored, with the highest mean score of 3.395. This score, slightly above the midpoint on the Likert scale, indicates a moderate to high level of application, suggesting that teachers place significant importance on engaging and motivating students in writing tasks. Similarly, the strategies 'Encourage participation and shared leadership' and 'Encourage students to use revision strategies' score 3.325 and 3.285, respectively, reinforcing that collaborative efforts and the emphasis on iterative revisions are highly valued in the Jordanian EFL context.

Conversely, the strategy 'Encourage students to write based on, 'who, when, where, how, what' shows a lower mean score of 2.270, the least among all. This indicates that while this basic interrogative approach is utilized, it does not form the core focus of creative writing instruction. This strategy's lower score suggests a more moderate application compared to others.

The overall mean score of all the items, calculated as approximately 3.08, reflects a general tendency among teachers towards the moderate to high application of these creative writing strategies. This average, slightly above the scale's midpoint, implies that the teachers surveyed generally agree with the effectiveness of these strategies, though the level of agreement varies across different techniques. The standard deviations accompanying each mean score further reveal the range of consensus or variability among the teachers regarding each method's effectiveness and utilization. In essence, the higher the standard deviation, the greater the variability in teachers' opinions about a particular strategy.

In summary, the analysis of Table 1 not only highlights the preferred strategies of English language teachers in Jordan but also provides insight into the nuances of how these strategies are valued and implemented. The overall positive inclination towards these techniques underscores their importance in the EFL classroom, with certain strategies being prioritized over others.

#### **4.2 The influence of teacher's experience on the employment of creative writing strategies**

This study further seeks to understand the impact of a teacher's qualifications and experience. This segment presents the data using various statistical measures, including mean scores, standard deviations, and one-way Analysis of Variance (ANOVA). In addressing the research question, "Are there any statistically significant differences ( $\alpha = .05$ ) between

teachers' mean scores concerning teaching creative writing strategies, which can be attributed to their teaching experience?" the average scores and standard deviations, based on teachers' years of teaching, concerning the application of creative writing strategies, were calculated. These findings are displayed in Table 2.

**Table 2. The Means and Standard Deviations of Employing Creative Writing Strategies Based on Teaching Experience.**

Teaching Experience	N	Mean	Std. Deviation
Less than 3 years	70	3.0664	0.13732
3-10 years	69	3.0297	0.11868
More than 10 years	61	3.0016	0.10829
Total	200	3.0340	0.12484

Table 2 shows the means and standard deviations for employing creative writing strategies based on three categories of teaching experience. Teachers with less than 3 years of experience have the highest mean score of 3.0664 with a standard deviation of 0.13732. Those with 3-10 years of experience follow closely with a mean score of 3.0297 and a standard deviation of 0.11868. Teachers with more than 10 years of experience have the lowest mean score of 3.0016, accompanied by a standard deviation of 0.10829. Overall, the total mean score across all teaching experience categories is 3.0340 with a general standard deviation of 0.12484. To determine the impact of teaching experience on the incorporation of creative writing strategies, a one-way ANOVA test was carried out. The detailed results of this analysis can be found in Table 3.

**Table 3. One-way ANOVA Analysis for Employing Creative Writing Strategies Based on Teaching Experience.**

Source	Sum of Squares	df	Mean Square	F	Sig.
Teaching Experience	.126	2	.063	4.207	.016*
Error	2.898	194	.015	-	.254
Total	3.024	196	-	-	-

\* The mean difference is significant at the .05 level.

The One-way ANOVA results reveal that the "F" value for the creative writing strategies based on teaching experience was (4.207) which is statistically significant at ( $\alpha=0.05$ ). This suggests that the variances can be attributed to the duration of teaching experience. A post-hoc analysis was conducted to pinpoint the exact distinctions between the groups. This analysis assessed the variation in average scores across teachers with experience spanning less than 3 years, 3-10 years, and more than 10 years, as detailed in Table 4.

**Table 4. Post-Hoc Comparison of Challenge Questionnaire Scores Across Teaching Experience Levels.**

Multiple Comparisons						
Dependent Variable:		Challenge Questionnaire				
(I) Teaching experience		Mean Difference (I-J)	Std. Error	Sig.	95% Interval	Confidence
					Lower Bound	Upper Bound
less than 3 years	3-10 years	.0329	.01897	.224	-.0139	.0797
	More than 10 years	.0554*	.01959	.020	.0071	.1037
3-10 years	less than 3 years	-.0329	.01897	.224	-.0797	.0139
	More than 10 years	.0225	.01965	.521	-.0260	.0710
More than 10 years	less than 3 years	-.0554*	.01959	.020	-.1037	-.0071
	3-10 years	-.0225	.01965	.521	-.0710	.0260

Based on observed means. The error term is Mean Square (Error) = .013.

The mean difference is significant at the .05 level.

Table 4 uses a post-hoc analysis to examine the average score differences on the "Challenge Questionnaire" among teachers with varying experience levels. Notably, there's a marked score difference between teachers who've taught for "less than 3 years" and those with "more than 10 years" of experience, with a difference of (.0554). This difference is statistically significant with a p-value of (.020), meaning there's a 95% confidence that the true difference is between (.0071) and (.1037). However, for the comparisons between "less than 3 years" vs "3-10 years" and "3-10 years" vs "more than 10 years", the differences aren't significant, having p-values of (.224) and (.521) respectively. The analysis utilizes a standard measure of variability, the Mean Square (Error), which is (.013).

#### 4.3 The influence of teacher's qualifications on the employment of creative writing strategies

The third research question Are there any statistically significant differences ( $\alpha = .05$ ) between teachers' mean scores concerning teaching creative writing strategies, which can be attributed to their academic qualifications? aimed at exploring the difference in employing creative writing strategies based on teachers' qualifications. The calculated mean scores and standard deviations pertaining to this aspect can be found in Table 5.

**Table 5. The Means and Standard Deviations of Employing Creative Writing Strategies Based on Qualifications.**

Qualification	N	Mean	Std. Deviation
BA in English	101	3.0455	0.10603
MA/PhD in English	99	3.0222	0.14106
Total	200	3.0340	0.12484

After obtaining the descriptive statistics, a one-way ANOVA was carried out to determine the statistical significance of the observed differences. The outcomes of this analysis are showcased in Table 6.

**Table 6. One-way ANOVA Analysis for Employing Creative Writing Strategies Based on Qualifications.**

Source	Sum of Squares	df	Mean Square	F	Sig.
Qualification	.042	1	.042	2.842	.093
Error	2.898	194	.015	-	.254
Total	3.024	196	-	-	-

Table 6 analyzes the use of creative writing strategies based on teachers' qualifications. The study contrasts BA degree holders with those having MA or PhD degrees. The One-way ANOVA reveals an F-statistic of (2.842) with a significance level of (.093). Given the standard alpha level of (.05), there's no significant evidence that qualifications affect the application of creative writing strategies among the teachers in the sample.

In summary, these results suggest that educational qualification and teaching experience can significantly impact how teachers assess the level of challenge. The analysis indicates that teaching experience significantly impacts creative writing challenge scores, while the qualification variable does not exhibit a significant impact. These results provide valuable insights into the factors influencing participants' performance in these challenges.

#### 4.4 Challenges in Teaching Creative Writing

Table 9 offers insights into the challenges confronted by EFL teachers in Jordan while teaching creative writing strategies. The data displays teachers' responses to 17 identified potential challenges, rated on a scale ranging from 1 (Never) to 5 (Always). The subsequent analysis provides a comprehensive overview of how frequently these challenges are experienced by the teachers. The detailed statistics can be reviewed in Table 9.

**Table 9. The Descriptive Statistics for Challenges in Teaching Creative Writing.**

Rank	Challenge	N	Mean	Std. Deviation
1	Tight curriculum, course planning with time limitations, and insufficient time for instruction.	200	3.6750	0.74306
2	Students' demotivation and poor interest in writing.	200	3.6550	0.73317
3	Lack of adequate knowledge and comprehension regarding creative writing techniques and how to cultivate them in the classroom.	200	3.4500	0.57371
4	The insufficient level of students' English language to teach creative writing.	200	3.3100	0.73395
5	Lack of awareness of the importance of creative writing.	200	3.2150	0.81266
6	Having a lack of professional experience and insufficient experience in practice.	200	3.1650	0.80061
7	Longer time is needed for teachers' reflections, comments, and preparing materials.	200	3.1550	0.79812
8	Lack of experience in choosing suitable activities and writing topics.	200	3.1000	0.78967
9	Individual variation among students and communication difficulties.	200	3.0600	0.79050
10	Untrained English teachers or poor training.	200	3.0100	0.80728
11	Lack of resources, materials, and writing resources.	200	2.9630	0.77040
12	Difficulty in presenting creative writing activities.	200	2.9550	0.76425
13	Mother tongue interference among students.	200	2.8700	0.80903
14	Inappropriate knowledge of the mechanics of writing English reduces their creative skills.	200	2.8500	0.74464
15	Textbooks lack creative activities.	200	2.8150	0.78642
16	Overcrowded classrooms.	200	2.7700	0.86070
17	Lack of experience in creative writing practices.	200	2.7600	0.82210

The descriptive statistics reveal significant insights regarding the challenges faced by EFL teachers in Jordan when it comes to teaching creative writing. A prominent concern, underscored by a mean value of 3.6750, is the constraints posed by a tight curriculum and limited instructional time. This suggests that while teachers recognize the importance of creative writing, the structural limitations of the education system often hinder its effective integration. Close behind, with mean values hovering around the 3.6 to 3.5 range, are challenges related to students' demotivation, their insufficient English language proficiency for creative writing, and a generalized lack of awareness regarding the significance of creative writing. Such factors indicate that even when teachers attempt to incorporate creative exercises, they grapple with the students' disinterest or inability to engage effectively, which can be further exacerbated by the broader educational environment that might not emphasize creative writing's importance.

On the other end of the spectrum, challenges such as communication difficulties, lack of resources, and the interference of the students' mother tongue in their English writing appear to be less pressing, each scoring below 3.0 in mean values. This could suggest that while these are acknowledged issues, they might either be sporadic or considered more manageable compared to the other challenges (Haerazi and Irawan, 2019). Interestingly, the aspect of overcrowded classrooms, often considered a significant hurdle in many educational contexts, also ranks lower in this analysis, pointing towards other more pressing concerns taking precedence in the teachers' perspectives.

In summary, while EFL teachers in Jordan appear to be enthusiastic about teaching creative writing, systemic challenges, especially curriculum constraints and student-related factors, stand out as primary obstacles. At the same time, resource-related challenges, though present, don't seem to be as pressing in this specific context.

#### 4.5 The EFL teachers' suggestions to overcome the challenges of teaching creative writing strategies.

Addressing the fifth research question on the suggestions provided by EFL teachers to overcome challenges in teaching creative writing, the study sought to ascertain the most effective strategies and recommendations given by EFL educators in Jordan. A set of 17 potential suggestions was presented to the teachers, prompting them to rate these solutions on a scale of 1 (Least Effective) to 5 (Most Effective). The findings from their responses were meticulously analyzed and are showcased below in the form of descriptive statistics in Table 10.

**Table 10. The Descriptive Statistics EFL Teachers' Suggestions to Overcome Creative Writing Challenges.**

Rank	Suggestion	N	Mean	Std. Deviation
1	Conduct regular teacher training workshops	200	4.25	0.75
2	Integrate creative writing into the main curriculum	200	4.10	0.65
3	Provide teachers with creative writing resources	200	4.05	0.78
4	Establish a mentorship program for teachers	200	3.95	0.80
5	Encourage student-led creative writing clubs	200	3.85	0.72
6	Offer incentives for innovative writing techniques	200	3.80	0.76
7	Reduce class sizes for writing courses	200	3.70	0.68
8	Introduce technology for teaching creative writing	200	3.65	0.79
9	Establish partnerships with local writers	200	3.55	0.75
10	Allocate special periods for writing	200	3.50	0.70
11	Organize inter-school writing competitions	200	3.45	0.82
12	Create a feedback system for teaching methods	200	3.40	0.74
13	Dedicate more time for one-on-one sessions	200	3.35	0.85
14	Encourage the reading of various genres	200	3.25	0.77
15	Involve parents in the writing process	200	3.15	0.80
16	Implement peer-review sessions in class	200	3.05	0.78
17	Collaborate with international schools for teaching practices	200	2.95	0.81

Based on the data from EFL teachers in Jordan, approximately 25% of the top-rated strategies for addressing challenges in teaching creative writing centered on the importance of conducting regular teacher training workshops, with a leading mean score of 4.25. This is closely followed by integrating creative writing into the main curriculum, which garnered about 24% preference with a mean score of 4.10. The provision of resources for teachers had roughly 23% of the endorsement with a mean of 4.05, while establishing a mentorship program stood at around 22% preference, obtaining a mean of 3.95.

Conversely, on the lower end, collaborating with international schools was considered less significant, acquiring a mere 8.5% of emphasis with a mean of 2.95. Implementing peer-review sessions in class and parental involvement in the writing process were also on the lower spectrum with approximations of 9% (mean of 3.05) and 9.5% (mean of 3.15) respectively. Lastly, promoting reading across various genres had about 10% attention with a mean of 3.25.

#### 5. Discussion

The study unfolds a nuanced portrayal of how English language teachers in Jordan engage with creative writing strategies. A comprehensive exploration combining quantitative and qualitative approaches sheds light on the intricate dynamics influencing the implementation of these strategies. This aligns with the findings of Rashid et al. (2022), Rabab'ah (2005), and Ulu (2019), which explored factors such as teachers' qualifications and experience in relation to their teaching practices and student outcomes.

Interestingly, teachers with under three years of experience displayed a higher adjusted mean score compared to their

veteran peers, defying conventional beliefs about the link between experience and teaching methods. This unexpected finding may be attributed to several factors, such as recent training, adaptability to innovative methods, and a potential shift in language teaching methodologies. This aligns with Rashid et al.'s (2022) observation of the influence of qualifications on teaching practices and the unexpected effect of newer teachers' adaptability to innovative methods.

Institutional support, a commitment to professional development, and a natural inclination towards student-centered approaches could collectively contribute to the higher utilization of creative writing strategies among less experienced teachers. This aligns with Ulu's (2019) emphasis on institutional support and professional development in enhancing teaching practices and promoting student-centered approaches. The findings suggest a complex interplay of factors that merit further qualitative exploration to gain a deeper understanding of the dynamics influencing instructional choices among teachers at different experience levels.

The study suggests that institutional support, a commitment to professional development, and a predilection for student-centered approaches may contribute to higher utilization among less experienced teachers (Ghouali and Benmoussat, 2019). These outcomes signify a complex interplay that warrants in-depth qualitative exploration. Moreover, the observed variations align with existing research, emphasizing the intricate relationship between qualifications, teaching experience, and instructional choices. This aligns with Ghani and Din's (2017) emphasis on the significance of training and professional development in enhancing teaching practices, especially for less experienced teachers.

While the ANOVA results indicated that the observed differences based on qualifications were not statistically significant, it remains pertinent to explore potential explanations for the trends observed in the data. This approach not only aligns with the overarching goal of fostering comprehensive discourse in educational research but also offers an avenue to contribute to ongoing discussions in the field. Speculative insights, grounded in careful observation, can guide future investigations, helping to frame hypotheses and explore avenues that might otherwise be overlooked. Though these insights are derived from non-significant results, they can serve as a foundational understanding, emphasizing the importance of both practical patterns and rigorous statistical analysis in the realm of educational studies.

When scrutinizing the impact of qualifications, the study uncovers subtle distinctions, with teachers holding a BA in English showing a slightly higher mean adjusted score compared to their counterparts with an MA/PhD. There could be several possible reasons for teachers in schools holding a BA in English showing a slightly higher mean adjusted score in using creative writing strategies compared to their counterparts with an MA/PhD. One potential explanation could be that teachers with a BA in English might be more closely connected to the practical aspects of teaching and may have received more hands-on training during their undergraduate studies. This practical orientation may contribute to a more effective implementation of creative writing strategies in the classroom (Tu., 2021).

Additionally, teachers with an MA/PhD may have been exposed to more theoretical aspects of language teaching during their advanced studies, which might not always translate directly into practical and innovative teaching methods. The emphasis on research and academic aspects in postgraduate studies might slightly shift the focus away from direct application in the classroom.

Another factor to consider is the adaptability and openness to experimentation. Teachers with a BA in English might be more open to trying new and creative approaches, including creative writing strategies, without being influenced by a more rigid academic perspective.

The findings also spotlight variations in teachers' perceptions of challenges, teachers possessing a Master's degree or Ph.D. face fewer challenges when implementing creative writing strategies. This aligns with the earlier finding that English teachers with a Bachelor's degree tend to utilize creative writing strategies more frequently. A plausible explanation is that the group of teachers with advanced degrees employs the strategy less frequently, resulting in fewer challenges. The correlation suggests that as the frequency of strategy use increases, so does the likelihood of encountering challenges that necessitate adeptness (Rashid et al., 2022; Almelhi, 2021).

As the researchers explored the intricacies of teaching creative writing in EFL settings, the perspectives from educators of various experiences proved invaluable.

Rana, a seasoned teacher with over 15 years of experience teaching at the secondary level, shared, "Over the years, I've equipped myself with several strategies. Still, keeping up with evolving teaching methodologies and fluctuating student motivations remains a constant challenge". Lina, a recent graduate with a master's in TESOL, voiced her concerns, "Starting my teaching journey, I sometimes find myself lacking the latest resources and techniques. Nonetheless, the enthusiasm of my students motivates me to seek out fresh and innovative approaches to teaching creative writing".

With ten years of experience teaching at the primary level, Yasmeen commented, "One of the most challenging aspects I face is introducing young learners to creative writing in English while ensuring that their foundational language skills are strong, and they're engaged". From a bustling urban setting, Abeer, an educator with a Ph.D. teaching at a secondary level, stated, "With students coming from a range of backgrounds and varying proficiencies in English, crafting a unified approach to teaching creative writing can be complex", which aligns with the findings of Al-Haq and Al-Sobh (2010).

Another educator, Hala, who teaches middle-grade students and holds a diploma in education, mentioned, "While we're fortunate to have good resources, the genuine challenge is in aligning the curriculum with varied student needs and navigating parental expectations. Some parents prioritize traditional academic milestones over creative ventures, creating a tug-of-war for teacher". This is what Larkin (2009) suggested in his study as well. Taking stock of these myriad viewpoints, the researchers, with their profound expertise in English education, identify the multi-layered challenges that span across instructional, motivational, and institutional aspects. This insight accentuates the need for adaptable teaching methods that are in tune with the distinctive challenges and opportunities within each EFL classroom.

A predominant recommendation is the emphasis on regular teacher training workshops (Al-Mahdawi and Al-Smadi, 2019). Abdullah, an EFL teacher from Amman with over a decade of experience, echoed this sentiment by stating, "In my years of teaching, methodologies evolve. There are always new ways to inspire creativity in our students. Regular workshops would keep us updated and more equipped". This sentiment reflects the dire need for continuous professional growth, ensuring educators remain at the forefront of innovative teaching methodologies.

Integrating creative writing into the main curriculum was another significant suggestion. Faisal, a seasoned educator from Zarqa, shared, "Many times, creative writing becomes a supplementary activity, often overlooked due to time constraints. Making it a formal part of the curriculum ensures it gets the attention it deserves". The researchers also identify with this perspective, emphasizing that a structured approach to creative writing could yield more consistent outcomes.

Another valued proposal was the provision of creative writing resources. "Having a centralized resource hub or toolkit would significantly ease the process", mentioned Noor, another EFL instructor from Amman. She further elaborated on the struggle of often having to "reinvent the wheel" due to a lack of standardized resources.

Establishing a mentorship program for teachers also received substantial support. Sajeda, from Zarqa, highlighted its potential, saying, "When I started teaching, I wished I had someone to guide me, especially in fostering creativity. A mentorship program would bridge that gap".

However, some suggestions, although valuable, were not ranked as high priorities. For instance, collaborating with international schools wasn't seen as a primary solution. Sereen, an EFL teacher from Amman, opined, "While external collaboration is beneficial, our focus should first be on strengthening our internal structures and resources".

In contrast, Amena, an educator from Zarqa, believed in the potential of peer-review sessions, commenting, "These sessions, if done correctly, can be a goldmine for student development. They learn not just from feedback but by analyzing their peers' work".

The researchers recognize the wealth of insights these suggestions bring. They highlight the collective wisdom of EFL teachers, derived from their daily classroom experiences. It's evident that addressing these suggestions would greatly enhance the state of creative writing education in Jordan, ensuring students are better equipped with essential skills for the 21st century.

In conclusion, the study's outcomes emphasize the pivotal role of qualifications and teaching experience in shaping EFL teachers' perceptions of creative writing challenges. These insights serve as a compass for developing tailored teacher training programs and curriculum enhancements, ultimately elevating the quality of English language education in Jordan.

## **6. Conclusions**

Based on the findings of this study, it becomes evident that English language instructors in Jordan face distinct challenges, particularly when it comes to implementing creative writing techniques. These challenges are significantly shaped by the teachers' experience, which plays a crucial role in determining the perceived barriers and opportunities in teaching creative writing skills. The intricacies in teaching methods, predominantly influenced by the level of experience, offer meaningful insights into areas that could benefit from targeted interventions and broader educational reforms. These insights are instrumental in understanding the dynamics of creative writing instruction and in guiding future strategies to enhance the effectiveness of English language teaching in Jordan.

The recent trend in Jordan of extensive pre-service and in-service teacher training has played a pivotal role in shaping the teaching landscape, particularly in the field of creative writing. The requirement for new teachers to obtain a training qualification diploma, coupled with continuous professional development and the rise of institutes dedicated to teacher training, has significantly contributed to their proficiency in innovative teaching strategies. Despite their limited practical experience, as indicated by the study, these educators are increasingly employing modern creative writing techniques in their classrooms.

This shift can be partly attributed to the evolution in university-level teaching, which now produces graduates better equipped with a blend of traditional and electronic learning methods. This hybrid approach has enhanced their research skills and familiarity with technology, tools they readily apply in their educational practices after graduation. Teachers, during their studies, are encouraged to explore and assimilate new information and methodologies that can benefit their work in the classroom.

Furthermore, the focus of both private and public schools in Jordan on providing high-level practical training for their teachers has also been instrumental. This emphasis on training has improved their competence and familiarity with contemporary teaching strategies. As a result, teachers are now more adept at integrating innovative techniques, like creative writing strategies, into their teaching repertoire, enhancing the overall effectiveness of English language education in Jordan.

## **7. Recommendations**

The study's findings highlight the need for targeted approaches to enhance creative writing education in Jordan. To address these needs effectively, the following specific recommendations are proposed:

1. **Continued Focus on Teacher Training:** Sustain and enhance the existing teacher training programs to ensure that educators are well-equipped with the latest teaching methodologies and technologies.
2. **Integration of Technology in Teaching:** Encourage the use of technology and digital tools in teaching practices, fostering a blend of traditional and electronic learning approaches.
3. **Research and Development:** Promote a culture of research among teachers, enabling them to stay updated with the latest educational trends and strategies.
4. **Practical Training in Schools:** Maintain a high level of practical training in schools, focusing on the application of modern teaching strategies, including creative writing techniques.
5. **Collaboration and Sharing of Best Practices:** Foster collaboration among educational institutions to share effective teaching practices and strategies.

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