Examining Teachers' Use of Creative Writing Activities

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ABSTRACT The study aims to examine teachers' use of creative writing activities in writing classes. It was conducted using a descriptive case study design within descriptive method. The data were obtained from fifty-two Turkish language teachers through semi-structured interviews containing seven open-ended questions. The gathered data were analysed using content analysis and the teachers' responses to the open ended questions and further, were categorized thematically based on similarities and differences. These codes formed in relation to the participating teachers' views were presented according to each theme with frequency/percentage information and a sample quotation from the teachers' responses. As a result of the study, it was revealed that the teachers tried to use creative writing activities although not very often, and they were aware of the contributions of creative writing activities to student learning. However they had difficulties in using these activities because of reasons due to teachers, students, curriculum and lack of resources.

INTRODUCTION

Writing is one of the skills areas in which students have great difficulty. The process of producing a written text can be considered as a set of activities that requires the active participation of the teacher and is also conducted within a certain time span. As generally accepted, the steps of this set of activities constituting the writing process include pre-writing (producing ideas, planning), drafting, revising, editing and publishing (Richards 2005: 65). Producing a written text requires a certain process. The procedures needed to be followed by both the teachers and the students in this process are vitally important to be able to produce more qualified texts. However, it is known that, the process of producing a text by the students as the producers of the text and the teachers as the observers and guiders is not very effective as it should be (Ulper 2009).

Hayes and Flower (1980) identified four major writing processes:

1. Planning takes the writing assignment and long-term memory as input, which then produces a conceptual plan for the document as output. Planning includes sub-activities of generating (coming up with ideas), organizing (arranging those ideas logically in one's head), and goal setting (determining what effects one wants to achieve and modifying one's generating and organizing activities to achieve local or global goals).

2. Translating takes the conceptual plan for the document and produces text expressing the planned content.

3. In reviewing, the text produced so far is read, with modifications to improve it (revise) or correct errors (proof read).

4. Monitoring includes metacognitive processes that link and coordinate planning, translating, and reviewing (cited in Deane et al. 2008: 4).

On the other hand, Olson (1999) provides 10 essential characteristics of the process approach:

1. Writing is an activity, an act composed of a variety of activities.

2. The activities in writing are typically recursive rather than linear.

3. Writing is, first and foremost, a social activity.

4. The act of writing can be a means of learning and discovery.

5. Experienced writers are often aware of audience, purpose, and context.

6. Experienced writers spend considerable time on invention and revision.

7. Effective writing instruction allows students to practice these activities.

8. Such instruction includes ample opportunities for peer review.

9. Effective instructors grade student work not only on the finished product but also on the efforts involved in the writing process.

10. Successful composition instruction entails finding appropriate occasions to intervene

in each student's writing process (as cited in Bloom 2003: 32-33).

In contrast with process-oriented instruction (for example, writing workshop), traditional writing instruction: (a) is more teacher-directed; (b) focuses more on discrete skills; (c) uses less authentic writing tasks; (d) devotes limited time to composition of whole texts; and (e) values product over the process (Troia 2007: 149).

Tompkins (2000) suggests 7 reasons why children should write:

1. To entertain
2. To foster artistic expression
3. To explore the functions and values of writing
4. To stimulate the imagination
5. To clarify thinking
6. To search for identity
7. To learn to read and write

There are many books and articles on the concept of creativity. Among these, it is possible to find a number of conceptual thinking and academic bases regarding creativity, creative persons, methods for developing creativity and reasons constraining creativity. The primary aim of creative writing activities is to enable students to express their feelings and opinions in an original, fluent and interesting way instead of writing boring, recurring and monotonous texts (Temizkan 2010: 630).

As defined within some social context creativity is the interplay between ability and process by which an individual or group produces an outcome or product that is both novel and useful (Plucker and Beghetto 2004: 156).

Wallas (1926) outlines four stages of the creative process:

1) Preparation
2) Incubation
3) Illumination
4) Verification

Indeed, for creativity in education, this is important part of the learning about creative process stage. Although creative ideas and solutions can emerge splendidly, it is common to have to work on and at them in order to produce something worthwhile (Fautley and Savage 2011: 42).

Creative Writing 'practice' is an all-encompassing term, and perhaps is the first that needs to be unpacked in order to reveal some elements of Creative Writing's nature. Practice, in this case, means the practice of writing creatively; but this can, of course, entail a great many practices, some simple acts of inscription, some acts of recording, some acts of invention, interpretation or distillation, some acts of revisiting, rewriting or editing, and so on. And yet, in talking of practice there is some indication that we are not talking, as the primary focal point, about the finished artifacts that result from that practice (Harper and Kroll 2008: 3).

A skilled writer can confront a staggering hierarchy of problems, including how to generate and organize task-relevant ideas; phrase grammatically correct sentences that flow; use correct punctuation and spelling; and tailor ideas, tone, and wording to the desired audience, to name some of the more salient rhetorical and linguistic tasks (Deane et al. 2008: 3).

Bell's project (2008) on "Creative Writing In Relation to Formal Essay-Writing Skills and Understanding of Literature" presented evidence that creative writing has a positive impact on confidence in writing, comfort with others viewing own writing, grammar and punctuation skills, critical reading of literature, vocabulary and form, expressiveness of writing.

Effective writing requires the activation of prior knowledge on writing and the preparation for the process of writing (Erdogan 2013: 53). Creative writing activities are also used to experience and effectively use the language, develop skills of organizing feelings and opinions in a text, explore information, expand imagination, gain a critical perspective, develop analysis and synthesis skills, and use basic grammar and punctuation rules (Temizkan 2010: 630).

An important aim of the education based on creativity is to enable individuals gain a multidimensional habit of intuition, emotion and thought (Sever 1991: 371). According to McLaughlin (2008: 89), "creative writing is about; making suggestions for improvement is only part of the process. Teaching creative writing is about teaching the writer methodologies and practices that enable them to criticise and edit themselves."

The writing activities presented by the teachers should be far from being boring. The literature shows that students are not proficient in writing as well as having high writing anxiety and negative attitudes towards writing (Kean et al. 1987; Karakaya and Ulper 2011; Kara 2013). When we encourage pupils in their thinking and writing we are giving them the courage to be playful in the face of increasing creative and intellectual demands (Bowkett 2008: 7). Teachers

play the most important role in organizing free anxiety-free, effective and functional educational settings using the creative writing method in teaching writing. The reason is that it is the teachers who would plan and implement the teaching process.With regards to teacher capacity, many teachers report that they are ill-prepared to teach writing (Graham et al. 2013: 2). For example, in a recent survey conducted by Kiuhara et al. (2009 cited in Graham et al. 2013: 2), one out of every two high school teachers indicated that they had little to no preparation in how to teach writing. In another paper, Graham et al. (2014) a random sample middle school teachers from the United States were surveyed about their preparation to teach writing, beliefs about responsibilities for teaching writing, use of evidence-based writing practices, assessment of writing, use of technology, and adaptations for struggling writers. The findings from this survey raised concerns about the quality of middle school writing instruction. Many teachers believed their pre-service and in-service preparation to teach was inadequate.Middle school students spend little time writing or being taught how to write. While most teachers used a variety of evidenced-based writing practices and made adaptations for struggling writers, such methods were applied infrequently. Palmquist and Young's (1992) study also reveals the importance of teachers' role in shaping students' attitude and motivation toward writing. In this regard, teachers' use of creative writing activities in teaching writing has significance in terms of organizing effective and functional educational settings. Based on this perspective, this study aimed to examine Turkish language teachers' use of creative writing activities in teaching writing. In parallel with this broad aim, the teachers' use of creative writing activities, classes which are suitable for creative writing technique, practices and activities conducted within creative writing technique, problems encountered in implementing creative writing activities, their proficiency perception with regard to creative writing technique, their background knowledge in this sense, and finally their suggestions for implementing the creative writing technique more effectively were identified based on their views.

METHODOLOGY

This section presents information regarding the research design, participants, data gathering tool and data analysis.

Research Design

This study examining teachers' use of creative writing activities was conducted using semi-structured interview method based on qualitative research approach. Being a type of descriptive research, this study is a case study aiming to examine, in detail, Turkish language teachers' views and opinions regarding their use of creative writing method in teaching writing. Case study design is suitable for studies conducted individually since it allows researchers to examine an aspect of the research problem deeply and in a short time period. Although making generalizations is not a concern of such studies, their results may ched some light in a more general sense (Cepni 2007; Yildirim and Simsek 2008).

Participants

The study was conducted with Turkish language teachers working at schools within Nigde city centre. 52 Turkish language teachers selected by convenient sampling that is one of the purposive sampling methods participated in the study. In convenience sampling, researchers select a case that is close and available to them. This sampling method makes the research process fast and practical (Yildirim and Simsek 2008).

Data Gathering and Analysis

The data were gathered through semi-structured interviews conducted with the teachers participated in the study. In semi-structured interviews, participants are asked questions formed in advance. Besides, new questions can be asked when necessary, some questions may not be asked or opportunities can be provided to elaborate answers (Cepni 2007; Yildirim and Simsek 2008; Buyukozturk et al. 2012). In this study, an interview form consisting of 7 open ended questions was used as the data gathering tool in line with the research aim. At first, the interview questions were formed by the researchers and presented to three experts in the field. Then, pre-interviews were made with two elementary teachers to see how much time it would take and what possible problems would be encountered. Finally, the questions were finalized. The questions in the interview form are as follows:

1. How often do you use the creative writing method?

2. Which grades do you think the creative writing method is suitable for?
3. Which practices/activities do you use within the creative writing method?
4. What problems do you encounter in implementing the creative writing method?
5. How proficient do you feel in implementing the creative writing method?
6. Did you have any in-service training on the use of the creative writing method? What type of training and when?
7. What would you suggest for implementing the creative writing method more effectively?

The interviews were recorded using a voice recorder. The recordings were firstly listed carefully for a couple of times and then transcribed. The transcribed data were analysed holistically. For this analysis, content analysis was conducted and "coding of the data" (Yildirim and Simsek 2008) as one of the data analysis techniques was used.

The responses for the questions in the interview form were firstly coded by each researcher based on their similarities and differences. These codes identified separately by the researchers were then examined together and the similar codes were identified while those that were not similar were negotiated and an agreement was reached for forming common codes and themes (Yildirim and Simsek 2008; Buyukozturk et al. 2012). These codes and themes were finalized based on expert opinion. This process followed in the data analysis was necessary and important for revising and confirming the codes and the themes as well as enhancing the reliability of the study. These codes and themes were tabulated and presented with frequency/percentage information and sample quotations from the teachers' responses regarding each code. In the quotations, the teachers were coded as (T).

RESULTS

In this section, the codes and themes revealed from the teachers' views on their use of creative writing activities in teaching writing are presented.

The first question of the study was *"How often do you use the creative writing method?"* The teachers' frequency of using creative writing activities is given in Table 1. Table 1 presents that 6% of the teachers never use the creative writing method, 36% sometimes and 58% frequently. The teachers stated that they do not use the creative writing activities because the students are not ready. They asserted that they sometimes use the creative writing method when appropriate because of the intense classroom population. Some teachers said that they frequently use the method since through this method, the students imagine freely and without any constraints.

The second research question of the study was *"Which grades do you think the creative writing method is suitable for?"* Table 2 presents the grades which are suitable for using the creative writing technique based on the teachers' views.

Based on Table 2, 19% of the teachers think the creative writing method can be implemented in 5th and 6th grades, 16% think 7th and 8th grade, and 65% think all grades. Examining the teachers responses as a whole, this case can be interpreted as that the teachers are in agreement about the necessity of using creative writing activities in teaching writing.

The third research question of the study was *"Which practices/activities do you use within the creative writing method?"* The practices and activities implemented by the teachers within the creative writing method are presented in Table 3. Table 3 shows that 40% of the teachers used

Table 1: The participating teachers' use of creative writing activities

Code No.	Codes	f	%
1	I never use them	3	6
2	I sometimes use them	19	36
3	I frequently use them	30	58
Sample Teacher Response Regarding Each Code			
1	I don't use them because the students are not ready (T 26)		
2	I sometimes use them in the activities when appropriate (T 4)		
3	I think this method is the one that would enable students imagine freely and without any constraints, so I try to use it frequently. (T 1)		

Table 2: Grades that are suitable for implementing the creative writing method

Code No.	Codes	f	%
1	5-6. Grade	10	19
2	7-8. Grade	8	16
3	5-6-7-8 Grade	34	65
Sample Teacher Response Regarding Each Code			
1	It should start in the 5th grade because it is the period when children's imagination and thinking start to develop (T 38)		
2	It is more suitable for 7th-8th grade since children in earlier grades don't have abstract thinking resulting in having difficulties in applying the creative writing technique. However, 7th-8th graders grasp it easily (T 43)		
3	I think it should be implemented in 5th, 6th, 7th and 8th grades because each age group has its own creativity (T 33)		

Table 3: The practices and activities implemented by the teachers within the creative writing method

Code No.	Codes	f	%
1	Story completion	21	40
2	Writing stories, tales, plays, essays, poems, diary	19	37
3	Free writing technique	12	24
4	Writing about a concept or a proverb	7	13
5	The activities in the teacher's or student's books	7	13
6	Composition	6	12
7	Picture interpretation	6	12
8	Concept pool activity	3	6
9	Directed writing method	2	4
10	Proverb and idiom box activity	1	2
11	Writing club	1	2
Sample Teacher Response Regarding Each Code			
1	....I read half of a story and make the students complete the rest of it (T 26)		
2	…making them write a tale, story etc…..(T 12)		
3	I want them to write about whatever they like (T 2)		
4	I try to use the creative writing technique by giving them a single concept ot proverb (T 4)		
5	I use the activities in the teacher's or student's books (T 6)		
6	…I assign students with the topic of the week or topics related to the theme of the Turkish class and ask them to write a composition (T 31)		
7	….such as constructing a text by interpreting pictures…..(T 18)		
8	Selecting words from the Concept Pool and asking questions such as 'What if it was you'…and ask them to continue to write.…(T7)		
9	I assign them with a topic and ask them to write using directed writing method (T 2)		
10	I pick 5-6 paper randomly from the box and ask my students to create a story. (T 1)		
11	We opened a writing club to which we direct our talented students and guide them in their writing process (T 42)		

*The percantage values can be more than 100% since the statements of some teachers were placed under more than one theme.

mostly the *"story completion"* activity within the creative writing method. However, some practices or activities provided by the teachers are not actually within the creative writing method. *"Free writing"* and *"directed writing"* are methods used independently from the creative writing method. Writing stories, tales, plays, essays, poems and diaries is related to text genres to be worked on. This case can be interpreted as that some of the teachers participated in the study did not have a sufficient amount of knowledge regarding the creative writing method and other writing methods.

The fourth research question of the study was *"What problems do you encounter in implementing the creative writing method?"* The problems encountered by the teachers in implementing the creative writing activities are given

in Table 4. Table 4 shows that the teachers' views regarding the problems they encounter while implementing the creative writing method are gathered under 14 different codes. The mostly emphasized ones among these codes is "not being able to use spelling rules" and "students' not being able to express themselves" with 35%. The data analysis suggests that the main problem in implementing the creative writing method is students' expression skills being insufficient. Furthermore; the students have negative attitudes toward writing, besides they do not like handwriting. Also, lack of confidence constitutes the other aspects of the problems.

The fifth question of the study was *"How proficient do you feel in implementing the creative writing method?"* The teachers' views on their perceived proficiency in implementing the creative writing method are presented in Table 5. Table 5 shows that 61% of the teachers feel themselves proficient in the creative writing method while 33% feel not proficient and 6% feel moder-

ately proficient. Most of the teachers not feeling proficient stated that they did not take enough writing courses at the university level. On the other hand, those feeling moderately proficient point to the students' lack of knowledge as the source of the problem.

The sixth research question of the study was *"Did you have any in-service training on the use of the creative writing method? What type of training did you take? And when did you take it?"* The teachers' experience of training on creative writing activities is given in Table 6. Table 6 presents that 96% of the teachers did not take any training on the creative writing method at university, and 94% did not take any in-service training. On the other hand, 8% of the teachers took in-service and 4% pre-service (university level) training on the creative writing method.

The seventh research question was *"What would you suggest for implementing the creative writing method more effectively?"* The teachers' suggestions for implementing the cre-

Table 4: Problems encountered in implementing the creative writing method

Code No.	Codes	f	%
1	Not being able to use spelling rules	18	35
2	Students not being able to express themselves	18	35
3	Students not reading books	14	27
4	Student not being willing to write	14	27
5	Not wanting to force the burdens of imagination	11	21
6	Students not having sufficient vocabulary	11	21
7	Students' lack and insufficiency of knowledge	9	17
8	Time constraints	3	6
9	Students' lack of confidence	2	4
10	Lack of resources	1	2
11	Not having any problems	1	2
13	Not liking handwriting	1	2
14	Difficulties in reaching aims	1	2

Sample Teacher Response Regarding Each Code

1	....they cannot apply spelling rules appropriately (T 3)....they cannot write in the way they are asked to (T 6)
2	The students have trouble in expressing themselves (T 9)
3	The most important problem is that the students don't read enough (T 8)
4	The students don't want to write (T 12)
5	....They don't want to force the burdens of their imagination (T 3)
6	....they have difficulty in writing because they don't have sufficient vocabulary (T 5)
7	My students don't have sufficient knowledge in this topic (T 14)
8	The time for the lesson is not enough considering the syllabus. (T 2)
9	...they are afraid of writing. (T 7)
10	Not having any resources about creative writing in our language is our main problem (T 42)
11	I don't have any problems
13	...they don't like handwriting. (T 3)
14	I have difficulty in reaching the aims since it is a free method. (T 1)

*The percantage values can be more than 100% since the statements of some teachers were placed under more than one theme.

Table 5: Teachers' views on their perceived proficiency in implementing the creative writing method

Code No.	Codes	f	%
1	Feeling proficient	32	61
2	Feeling not proficient	17	33
3	Feeling moderately proficient	3	6
Sample Teacher Response Regarding Each Code			
1	There is no limit for writing and its concept, I feel proficient compared to middle school students (T 2)		
2	…I don't feel very proficient since there weren't enough writing courses at the university (T6)		
3	…I feel not proficient since the one who writes doesn't have the sufficient background knowledge (T 4)		

Table 6: The participating teachers' experience of training on creative writing activities

Code No.	Codes	f	%
1	No training (pre-service)	50	96
2	No training (in-service)	49	94
3	Had training (in-service)	4	8
4	Had training (pre-service)	2	4
Sample Teacher Response Regarding Each Code			
1	No, I didn't, but I would take in-service (T 12)		
2	No, I didn't, but I would if there is any (T 6)		
3	I did and I also attended several seminars (T 35)		
4	I took a course on creative writing activities at university (T 19)		

*The percantage values can be more than 100% since the statements of some teachers were placed under more than one theme.

ative writing method more effectively are presented in Table 7. Table 7 shows that the teachers' suggestions for implementing the creative writing method more effectively are gathered under 16 different codes. Among these codes, the most emphasised ones are *"endearing reading"* with 33% and *"making students like writing"* with 25%. The analysis of the data shows that with regard to implementing the creative writing more effectively, the teachers offered suggestions related to student and teacher competencies. The teachers think that the creative writing method would be more effective with practices such as changing the prejudices of students against writing, making them like writing, improving writing skills and preparing materials interesting to them and not grading students. In addition, the teachers pointed out that there should be an in-service training and a course at undergraduate level regarding the creative writing method.

DISCUSSION

According to the results of the teachers' use of creative writing activities, it is seen that more than half of them used such activities frequently, one thirds used them sometimes, and only three participants never used. Teaching writing is basically a skill development. Therefore, students' active participation is needed in the teaching writing process. The teachers using the creative writing method frequently in teaching writing stated that they used this method to attract the students' attention, and make them use their imagination freely and without any constraints.

Regarding the findings for the second research question, the teachers thought that using the creative writing method was suitable starting from the 7th grade. The teachers justified this view saying that at 5th and 6th grade, students' abstract thinking skills were not developed. Studies revealed that creative writing activities had positive impacts on the students writing skills at all grade levels (see Smith and Elley 1998; Sharples 1999; O'Rourke 2005). Besides, the rest of the participants stated that since children at the 5th grade had a higher level of imagination, the creative writing activities could be more effective.

As for the practices and activities the teachers use within the creative writing method, they

Table 7: The participating teachers' suggestions for implementing the creative writing method more effectively

Code No.	Codes	f	%
1	Reading should be endeared	17	33
2	We should make students like writing	13	25
3	There should be a separate class hour for this; there shouldn't be any grading	8	15
4	Class hours should be increased	7	13
5	Materials should be interesting to students	6	11
6	In-service training	6	11
7	The classroom should be turned into a free thinking platform	5	9
8	Awarding	5	9
9	The students should be guided so that they can express themselves	4	7
10	Creative writing method training at university	3	5
11	Overcoming prejudices against writing	1	2
12	Student-centred classes by making student participate	1	2
13	Bringing famous authors with young students	1	2
14	Preventing the students' family problems	1	2
15	Samples regarding the creative writing technique	1	2
16	Creative thinking	1	2

Sample Teacher Response Regarding Each Code

1 …students should meet books at earlier ages and they should be endeared to read (T 13)
2 …we should make children like reading, too (T 5)
3 ….there should be another class hour for this practice, a compulsory one, not elective (T 3)
4 If the class hours are increased, we would have more and fruitful time (T 11)
5 We should find materials interesting to students (T 1)
6 In-service trainings should be supported in this regard (T 8)
7 We should turn the classroom into a free thinking platform. (T 1)
8 …I think we should award students to encourage them (T 14)
9 We should guide students to express themselves, we shouldn't direct them with our opinions (T 1)
10 Creative writing should be taught at university as an elective course (T 15)
11 ….the students' prejudices against writing should be overcome (T 6)
12 We should make the student participate and have a student-centred approach (T 1)
13 We should bring famous authors with young students (T 7)
14 Students coming to school not not having breakfast beforehand and family problems affect their readiness (T 2)
15 Samples should be added to teacher's books (T 25)
16 Creative thinking is needed for creative writing, the text should not be compressed to introduction-development-conclusion sections (T 26)

*The percantage values can be more than 100% since the statements of some teachers were placed under more than one theme.

included story completion, picture interpretation, concept pool, proverb, and idiom box. With respect to the text types, it was seen that they conducted practices for very diverse types including stories, tales, plays, essays, poems and diaries, so did not stick to only one text type.

The prominent problems encountered by the teachers in the implementation of the creative writing method were students' lack of expression skills and insufficient vocabulary. Yet, lack of sufficient vocabulary cannot be seen as a constraint in the implementation of the creative writing method. However, studies show creative writing practices contribute to students' vocabulary.

For example, the results of Dougherty's (2011) work titled as *"Creative writing and vocabulary acquisition"* reveal that creative writing was beneficial in terms of developing vocabulary. Studies also show that there is a positive correlation between students reading habits and comprehension strategies (Chall and Jacobs 1983; Fitzgerald and Sahamahan 2000). Similarly, writing skill and behaviour have also a positive effect on students reading comprehension skills (Shanahan 1984; Ahmed et al. 2014).It is seen that a result of cliché methods and wrong approaches, most students develop negative attitudes toward writing and lack of self-confidence.

This case can be interpreted as a constraint for teachers to implement the creative writing method in class. When the findings of studies are evaluated, the activities conducted within the creative writing method can be said to effective in making students gain positive attitudes toward writing and self-confidence (Chandler 1999; Cunningham 2008; King 2014).

Most of the teachers reported that they did not have any training on the creative writing method during and after their undergraduate education. On the other hand, more than half of the teachers perceived themselves as proficient in creative writing. Two- fifths of the teachers stated that they did not find themselves proficient in this. In order for the teachers to conduct effective creative writing activities, they should be informed in advance about creative writing both in undergraduate education and teaching profession. The teachers' expectations are in this way. They stated that they would participate in such trainings. Similarly, Graham et al. (2014) concluded from their study that, many teachers believed their pre-service and in-service preparation to teach writing was inadequate. While most teachers used a variety of evidenced-based writing practices and made adaptations for struggling writers, such methods were applied infrequently. According to McLaughlin (2008: 90), "creative writing is such a growth area that we need teachers to teach on our undergraduate programmes and we don't have time for them to learn by experience, because we need it now. We need to invent courses and modules to fast- track the process".

The teachers' prominent suggestions for conducting the creative writing technique more effectively include occupying students in reading and writing activities. As mentioned earlier, reading and writing skills develop in parallel way. Students liking the act of reading are a prerequisite for liking writing and expressing them-selves freely. In her study Eroglu (2013) observed that the students who are reading more frequently are at the same time more successful in their written explanations. The students who do not have a regular reading habit did not show an ideal and a conceptual progress.

CONCLUSION

The teachers' use of creative writing activities, classes which are suitable for creative writing technique, practices and activities conducted within creative writing technique, problems encountered in implementing creative writing activities, their proficiency perception with regard to creative writing technique, their background knowledge in this sense, and finally their suggestions for implementing the creative writing technique more effectively were identified based on their views.The present study concludes that teachers sometimes use the creative writing method when appropriate because of the intense classroom population. The teachers are in agreement about the necessity of using creative writing activities in teaching writing. But, they did not have a sufficient amount of knowledge regarding the creative writing method and other writing methods.On the other hand, the students having negative attitudes toward writing, not liking handwriting, and lack of confidence heavily contributes to constitute the other aspect of the problems. Most of the teachers who do not feel proficient generally admit stated that they did not take enough writing courses at the university level. In addition, the teachers pointed out that there should be an in-service training and a course at undergraduate levels to develop creative writing habits.

RECOMMENDATIONS

As a result of the traditional methods of teaching writing, students develop negative attitudes toward writing, and consequently, they are not willing to attend creative writing activities even when they are implemented. Love of writing and writing habits develop at earlier ages of childhood. For that reason, teachers need to use creative writing activities as of the start of teaching education. The findings of the study show that the teachers' level of knowledge regarding creative writing was not sufficient. For that reason, through in-service training courses and practices both in undergraduate level and after that, teachers' knowledge and skills should be improved. Resources that teachers can use in teaching writing should be created. Creative writing activities should be emphasized in the writing skills area of course books.

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