

The Role of Creative Writing in Promoting FLT

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Abstract:

This study is largely concerned with presenting Creative Writing as a modern and more interesting method of teaching EFL. This teaching method illustrates the effectiveness of creative writing activities in improving students' enthusiasm and their degree of engagement in the writing task. Furthermore, based on the Holistic and Participatory Approaches, Creative Writing, as an innovative method of TEFL, is geared to adapt to sociocultural changes and the rising demands for creativity, flexibility, and effective communication skills. This research also introduces creative writing as a means to promote diversity in learning and to create a fertile environment, which would allow EFL learners to reap benefits from distinguished sources and techniques of teaching EFL.

Keywords:

Creative Writing, TEFL, Writing Skill, Innovative Teaching Approach, English Language Learning.

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1. INTRODUCTION

Teaching English as a Foreign Language (TEFL) is the process of teaching English in a community where it is neither a native or official language nor a primary educational language. Nowadays, under the shadow of globalization, learning English, labeled as lingua franca, grabbed the interest of people across the globe since it is the language of international communication in different realms: trade, technology, politics, sports, entertainment, travel and academic research in general. In Algeria, teaching General English takes place in middle schools for four years, in high schools for three years, then in different departments of the Algerian universities as courses of ESP (English for Specific Purposes), and, obviously, in the English Department through various modules.

Taking into account that writing is the most complex and difficult language skill to master, EFL learners in the English Departments face challenges in generating and producing good pieces of writing; their compositions often lack cohesion and coherence, and many students are unable to use proper vocabulary or write with correct spelling under the correct grammatical rules. Put differently, students may have an idea, but lack the necessary foreign language abilities and pragmatic awareness to turn it into a good composition. In this regard, various factors, namely educational systems and motivation, are highly claimed to be influencing writing in foreign language classrooms. The formality of the educational system of Algerian learners of English consists of traditional drills and structured written exercises where students have to abide to models of writing rather than write freely. In fact, the dominating approach in Djillali Liabes University's (DLU) English Department is Teacher-Centered, the syllabus and methodology are language-based and accuracy-oriented; teachers are the main initiators in class, and the emphasis is on language mastery and grammatical accuracy. Consequently, students become overly reliant on their instructors to provide modelled written passages, which prevents them from being experimental, courageous, and creative in their writing. Additionally, students are discouraged from expressing themselves through writing, and thus find less motivation and enjoyment in honing their writing skills.

As the primary focus of this research is on the prominent role of creative writing in boosting English language learning skills in general and writing skills in particular, the current work is an attempt to answer the following interrogations:

- 1- Is the course of creative writing beneficial for EFL students to enhance their language skills?
- 2- How does creative writing support EFL students overcome their writing difficulties?
- 3- Is creative writing acknowledged by language teaching experts to be an effective method for FLT?

As an attempt to answer the research questions, the current study first presents the creative writing method under the participatory approach to demonstrate how it relates to the goal of the LMD system, which is based on a more student-centered approach. This research also examines the function of creative writing and its connection to the field of FLT, as well as its usefulness in improving learners' writing abilities. Furthermore, this study highlights various prior studies on the effectiveness of creative writing as an essential modern FLT method.

2. Creative Writing Approach

It is worth noting that methods and approaches of teaching writing skills have never ceased evolving and developing throughout time in order to provide more effective and beneficial teaching and learning processes. The approach under the scope of this study, i.e. Creative Writing Approach is more recent and modern in the realm of teaching FL skills in general and the writing skills in particular. This approach is viewed, on the one hand, as a remedy to the difficulties and complexity of the writing process, and as a means to reinforce and bolster students' motivation towards the writing assignments. On the other hand, it is regarded as a response to the sociocultural changes in tandem with the increased demand for creativity,

flexibility, and effective communication skills (Vaniya, 2015:57)¹. Moreover, this approach focuses more on the implementation of heuristics, which is any approach to problem solving or self-discovery that employs a practical method, that is not guaranteed to be optimal, perfect, or rational, but is, nevertheless, sufficient for reaching an immediate, short-term goal or approximation.

In virtue of this, it worth mentioning that Creative Writing in language teaching and learning emerged from two main approaches of language, the Holistic and the Participatory Approaches. Regarding the former, and knowing that the traditional way of teaching languages is based on the Atomistic Approach that targets the left hemisphere of the brain; it endeavors to analyze language into parts, such as: grammatical structures and functional experiments which can subsequently become the content of the syllabus in FLT (British Council), the Holistic Approach, in contrast, targets both sides of the brain, to facilitate and broaden students' knowledge and offer manifold possibilities for interaction of many disciplines in tackling complex instructive assignment beneath the standards of consistency and holism (Elovskaya, 2019). In the same manner, Hinzpeter (2009)² affirms that the incorporation of creative writing activities combines the planning, organizing (left hemisphere), and emotion, creativity, and imagination (right hemisphere) in the learning process. As a result, the teaching and learning of FL through Creative Writing get to be more effective and inclusive.

Concerning the second approach, the Approach (PA) or also known as Freiran Approach, was developed by Paulo Freire and a team of anthropologists, educators and students in the late 1950s. For them, developing the curricula of education has to be based on starting point features that they have listed: prior experience, knowledge, strengths and community concerns of the learners. Fingeret (1989) defines participatory literacy education as “philosophy and a set of practices, based on the belief

¹ Vaniya, R. (2015). Enhancement of Creative Writing Ability of Students. A thesis submitted for the Degree of Doctor of Philosophy in Education. Maharaja Sayajiro University of Borada, Vadodara.

² Hinzpeter, K. (2009). Creative Writing in Foreign Language Teaching, GRIN Verlag, Munich.

that learners, with their characteristics, aspirations, backgrounds and needs, should be at the center of literacy instruction” (cited in Vaniya, 2015:19). This, correspondingly, makes PA a Learner Centered Approach. It incorporates themes and content areas that are of interest to the learners. Thus, students' creativity, opinions, and points of view are the fundamental cornerstones of the teaching and learning process. In this sense, Creative Writing appears to correspond to this approach. Concurring to Vaniya (2015:23), the extreme objective of teaching creative writing is an ongoing process that incorporates drafting, redrafting, and reformulating ideas arranged in a logical and coherent manner. In this sense, students are empowered to express their thoughts and concepts coherently and display their passionate sentiments precisely and judiciously.

Within this framework, proponents of this modern approach believe that creative writing is a very efficacious tool for teaching writing and promoting inspiration, motivation, imagination, and creativity through putting the focus on students' individuality. Students are addressed as individuals with different personalities, motivations, and learning styles. Hereby, the learning process becomes more pleasurable, interesting and worthwhile for learners. According to Avramenko et al (2018:57)³, this approach is premised on the idea that creativity possessed as an innate quality, could be beneficial for learning the language. They claim that “every individual is capable of being creative under certain conditions with the teacher having to stimulate this faculty in students by means of creative activities in the in the furtherance of learning the language”. On the grounds of this, creativity and creative writing trigger learners' aesthetic sense and assist them to engage contentedly in writing.

In point of fact, creative writing is articulating thoughts and ideas creatively, that involves imagination, critical and creative thinking, and the ability to communicate ideas and emotions freely and spontaneously; not necessarily to be new, but should be expressed in a novel and personal way.

³ Avramenko, P. Davydova, A. and Burikova, S. (2018). Developing Creative Writing Skills in High School ESL Classroom. *Training Language and Culture*; (2-4): p55-69.

According to Maley (2015)⁴, this approach to language learning is founded on some broad facts and generic concepts that are essential to foster a creative environment in the FL classroom. The former refers to the regular practice activities that encourage students to disclose their creativity; by implementing and exposing students to variety of inputs, processes and productions, appropriate writing skills and techniques are developed, resulting in a supportive and cooperative atmosphere in the classroom.

In the same vein of thoughts, Harper (2015:34)⁵ considers creative writing as the action of writing creatively, inspired by the human imagination and the writer's creative and critical thinking. In this context, creativity describes the capacity to generate new thinking, or rather conveying thoughts in an appealing manner in order to elicit vivid sensations to readers. In this respect, creative writing is guided by individual views, thoughts, and ways of perceiving the world, personal sentiments, experience, history and culture, as well as individual motivation and interest. Furthermore, Harper (2015:34) affirms that creative writing is writing about what is more relevant to the writer; through it, learners are not limited with a specific type of writing or obliged to be consistent with its standards. The main purpose is to express, share ideas with the others, and make an impact and leave a personal touch to be admired or appreciated by the rest, contrasting the traditional way, which requires generating purely informative, instrumental or pragmatic texts. Therefore, creative writing is a conversation between learners and themselves, the writer and reader, and between the process of writing and the ultimate output of writing.

3. Creative Writing and Foreign Language Teaching

Creative writing was regarded as a creative act, similar to painting, musical composition, dancing, or/and drama, in that it was used to communicate a creative notion which could not be taught but was perceived as an innate ability. Until the late 1990s in the United States, Creative Writing has emerged as a distinct academic discipline and developed as a

⁴ Maley, A. (2015). Creativity in the English Language Classroom. British Council.

⁵ Harper, G. (2015). Creative Writing and Education. Multilingual Matters. Library of Congress Cataloging in Publication Data. Short Run Press LTD.

field of inquiry, as a result, consequent scholarships and researches have been rapidly expanding around the world. Earnshaw (2007:37)⁶ reported that “Creative writing has become an object of scholarly inquiry, emerging in the new millennium and a distinct field of Academic research, and since its inclusion in the academe in the US, it has undergone an international expansion”. For numerous reasons, this novel academic discipline has grown in prominence in the United States, the United Kingdom, Australia, South Africa, and many other countries. Among these reasons, Brien et al (2011:244) clarified that Creative Writing answered the fundamental demands of formal higher education, embodied in "self-awareness, self-confidence, and creative thinking". Consequently, programs on Creative Writing were launched in universities to offer variety of courses pertinent to the subject.

Further to that, as this field grew in popularity in countries where English is a second or foreign language, doors opened for creative writing to flourish in English Departments, resulting in the promotion of Master and PhD programs, as well as professional organizations, conferences, and publications, corollary ushering a new realm in the higher education. Seen in this light, Harper (2015:74), a Creative Writing lecturer at the University of China, discussed how students reacted to Creative Writing courses. According to him, students appreciated Creative Writing since it allowed them to express their inner sentiments, which may be the only way they can do so. He explained that “Students’ reflection showed that no other course at the university gives them the opportunity to look back at their lives and appreciate the meaningful things, therefore, this course fills a gap in their education». Additionally, Creative Writing has evolved through time to become not exclusively a distinct field in higher education and a prominent course in English Departments, but also a method for teaching EFL and foreign languages in general.

As a practical matter, this teaching method has been found to be extremely beneficial for the processes of teaching and learning foreign languages, with many scholars acknowledging Creative Writing as a salient

⁶ Earnshaw, S. (2007). *The Handbook of Creative Writing*. Edinburgh University Press.

component of TEFL. Knowing that at the beginning, the purpose of Creative Writing education was to train students how to be creative writers and have their work published (where Creative Writing is a distinct academic discipline), and thereafter, through adopting creative writing in FLT Departments; the aim shifted to primarily enhance EFL learners' language skills, creativity, and self-expression.

This approach has known approval and acceptance in the field of FLT by many scholars. In this regard, G. James (2006)⁷ acknowledged and advocated the use of creative writing in EFL classrooms, stating that "learners should use new language creatively as soon as they can...using the learned language creatively is a tool to reinforce that language..." (Pelcova, 2015:22). According to him, teachers should not be worried about their students' level to use Creative Writing as a vehicle for language learning. Creative Writing, on the other hand, would facilitate their learning and improve their level. Indeed, through creative writing, EFL learners benefit tremendously from the teaching activities, and enjoy practicing the language creatively and effectively. According to Alsouf (2019:68), "Creative Writing in EFL classroom is a profitable and enjoyable method of learning since the creative writing activities are an inexhaustible source of language". Consequently, this method played a significant role in prompting and improving students' communicative skills, and additionally boosted their motivation and confidence by opening the door to freedom of expression.

Moreover, in this light, Alan Maley, a well-known writer and artist who has been active in English language teaching for over 50 years, was one of the pioneer scholars who initially recommended integrating creative writing to teach EFL. He believed that creative writing activities improved learners' language abilities by allowing them to broaden, solidify, and sustain their vocabulary. In addition, this method of teaching, not only played a major role in promoting the practical aspects of writing skills, but it also permitted students to express themselves freely, boosting their motivation, creativity, and imagination as a result of which they efficiently

⁷ James, G. (2006). Writing Creatively in Another Language. TEFL Net Articles.

learnt and practiced the writing skills (Pelcova, 2015:16).

In the same vein of thought, Harper's findings at the English Department in China on creative writing to boost EFL learning assured that students gained functional knowledge and improved their English writing. Therefore, their progress in learning the language skills was not only apparent to the teacher, but also to the learners themselves. Over and above the language skills, Harper claimed that creative writing activities encouraged students to dig deeper into their thoughts by “rethinking about the things they were not willing to think about”, and to express them in an unusual way (Harper, 2015:74). Similarly, Brayfield's findings⁸ revealed that creative writing benefited learners with personal growth, increased self-knowledge and awareness and self-expression, and improved their language skills (Brayfield, 2009:185). In this respect, Harper and Brayfield confirmed that Creative Writing course should be included in tertiary education's curriculum, as it is one of the few courses, which are truly thought provoking, significant, and effective for language learning.

In fact, this approach of teaching is contrasting the current way of teaching writing in DLU, based on the Atomistic Approach, which focuses on grammatical structure and correct forms of writing. According to Kenny these activities, “lead to dissonance and low motivational level as well as it leave little room for the cultivation of views, opinions and ideas”. In contrast, according to him, creative writing activities had a direct connection to the learner's imagination that allowed students to explore their interests and ideas in a spontaneous and personal way. Therefore, the presence of the major factor of learning “motivation” facilitates the learning process. From this perspective, Creative Writing was acknowledged by the Common European Framework of Reference that testified the relevance and significance of this type of writing to be present in the academic context of English language teaching (Avramenko et al, 2018:56).

4. Creative Writing to Enhance the Writing Skills

It is worth mentioning that writing instruction is provided in all three

⁸ Brayfield, C. and Green, A. (2009). About Creative Writing at Brunel University, New Writing, 6:3, 165-167.

educational cycles in Algeria: elementary, secondary, and tertiary. Considering that writing has always been a fundamental factor of studying a foreign language, it is taught at the English Department of DLU through the Written Expression and Comprehension course in the first, second, and third year Licence. Students deal with various aspects of writing in this module, including sentence and paragraph structures, writing mechanisms, and the construction of many sorts of essays and expository compositions that are adequate for an academic context. Furthermore, students are expected to write impartial and factual compositions as an outcome of this module. However, the genuine writing expression process, in which students express themselves, ideas, and opinions, is not well addressed via the current teaching curriculum. According to the researcher, students acquire the academic style of writing through this module, but the fundamental aim of writing is not yet fulfilled. Consequently, this study upholds the implementation of Creative Writing course in the English Department's curriculum. It highlights its effectiveness to develop the writing skills of EFL learners, taking into consideration that through writing, students should be able to express their ideas, opinions, thoughts, personalities, identities, and interests...etc. Creative Writing plays the role of the vehicle that provides students with such ability, in addition to learning the writing skills effectively.

As far as writing is concerned with, Creative Writing is thought to be successful and valuable in enhancing students' writing on two scales: Personal and linguistic standpoints. The former refers to the elimination of fear, anxiety, and increasing motivation and self-discovery, while the latter is meant to improve the writing and other language skills. First, for personal standpoint, Hinzpeter (2009) argues that in the course of Creative Writing, students compose texts based on their interests or imagination and creativity, which reinforces their motivation and self-confidence that had previously been among the handicaps that made writing difficult. Hereby, Creative Writing can be beneficial for learners' with low self-esteem, as it provides them with space for self-discovery and self-expression to gradually realize their abilities and be attracted to writing. Regarding the

second standpoint, Kristen (2009)⁹ claims that creative writing incorporates elements, such as word formation, cohesion, and coherence; and because writing a creative composition requires time; students, hereby, are granted a chance to come up with strategies and more ideas to strengthen and develop their writing, in addition to finding solutions to the problems that occur while formulating their texts. In other words, because they are under less pressure, they become more effective, self-directed, and autonomous learners.

Over and above that, as indicated by Maley, Creative Writing promotes learners' language "playfulness," in that learners tend to play with language to find what is more suitable, rather than what is appropriate, and how to stretch the vocabulary and structure of language. Maley (2015) describes the latter as "discriminatory use of vocabulary", which pertains to adequate word choices. The choices of words play a major role in creative writing as they emphasize or clarify the meaning. In this respect, students will feel compelled to restore and bank a huge quantity of vocabulary and to apply it thoroughly. Thus, they will not merely practice the language, but also learn how to use it rigorously. Besides, Maley (2015) explains that students gained better control over the language's phonological resources, "students need to pay attention to the cadences and heartbeat of the language" for their writing to sound right, not just look right, as Creative Writing encourages them to develop this process (Ruzbeh, 2015:78)¹⁰.

Above all, understanding that writing is inextricably linked to reading, many scholars propose that incorporating reading with creative writing activities enhances both skills reciprocally. According to the National Association of Writers in Education in UK, "improving creative writing requires massive amount of exercises and practices, this suggest that actual writing not just being attentive to lectures dedicated to writing or doing grammar or vocabulary exercise, but achieving success in improving creative writing also requires reading appropriate texts" (cited in Pawliczak,

⁹ Hinzpeter, K. (2009). *Creative Writing in Foreign Language Teaching*, GRIN Verlag, Munich.

¹⁰ Ruzbeh, B. (2015). Interview with Alan Maley on Teaching and Learning Creative Writing. *International Journal of Comparative Literature and Translation Studies*. Vol 3 (3), p77-81.

2015:348). Exposing students to different forms of literary works gives students a glance on how to compose their own creative writing productions. They gain better understanding of the writing process, the narrative techniques, and the appropriate styles and forms of writing, as well as gaining insight into other elements of life that they were unaware of previously. As a result, learners would discover, and gain knowledge or be inspired to write about it.

On this matter, Harper (2015:75) affirms that exposing students to writers' works is a combination of learning writing techniques and sharing experiences that covered a feature of education, which cannot be accommodated by another course. Similarly, Pelcova (2015)¹¹ notes that through reading materials, Creative Writing can be considered as an introduction to the world of literature and books, since students may find their way towards this field, and thus become gradually interested in literature, reading and creative writing. This supports Shultz's (2001) argument that "creative writing was crucial in strengthening reading and writing skills, and it also enables students to explore and perceive their identity from a different perspective through learning a foreign language"(cited in Anna Avramenko et al, 2018:59). The unique aspect of creative writing provides continued writing skills improvement and more profound, exposure to FL.

From this perspective and to demonstrate how the present teaching method, which is centered on expository writings, fails to significantly improve EFL learners' writing level; it is necessary to discuss the features of both expository and creative writing. On this matter, Maley (2012) contrasted the key characteristics of Expository and Creative Writing in his article, *Creative Writing for Students and Teachers*, and reported that the former has been taught at universities and in the preceding cycles. According to him, it is time for Creative Writing to be included in university teaching curricula in order to offer students with lacking features

¹¹ Pelcova, M. (2015). Using Creative Writing as a Tool for Teaching English as Foreign Language. Thesis submitted to the Department of English and Literature. Faculty of Education. Masaryk University, Czech Republic.

of writing that they have not yet encountered. Expository writing, according to Maley, rests on a system of externally imposed norms and conventions, which included grammatical and lexical precision, suitability for certain genre of constraints, and adherence to rigid writing guidelines. According to him, students have to deal with rational, consistent, and impersonal writing, as well as being objective. Creative writing, on the other hand, stretches the rules of the language to their breaking points, testing how far it can go before breaking down under the strain of creativity. As a result, this type of writing is deemed beneficial in terms of honing grammatical structures, experimenting with different ways of expressing oneself, and broadening one's vocabulary (Pelcova, 2015:21). As a matter of fact, in contrast to an expository text, Creative Writing is built upon intuition, personal observation, imagination and experiences. “It has an authentic or effective rather than purely pragmatic intention or purpose”, as well as, “it is characters by a playful engagement with language, stretching and testing its rules to the limits in guilt free atmosphere where risk is encouraged” (Maley 2015:9)¹².

Therefore, with proper guidance from instructors, students can improve their writing skills, imagination and creative expression, articulate their voices, and express their identities, while also enhancing expository writing. For this reason, Maley and many other scholars insisted to implement the Creative Writing in the teaching curriculum of TEFL for its usefulness in language learning, and its function in increasing students' motivation and responsiveness to writing in general. In this sense, Harper (2015:80) ensured that teaching Creative Writing has a lot to offer to students as a practice course to learn writing in a FL, as it contributes, tremendously, to all round development for students in higher education.

5. Investigations on the Effectiveness of Creative Writing

To support the research's suggestion about including Creative writing course to the teaching curriculum in DLU, it is noteworthy to highlight numerous studies that have been conducted to validate the efficaciousness of creative writing in promoting EFL learners' writing competency.

¹² Maley, A. (2015). *Creativity in the English Language Classroom*. British Council.

According to Walter Petty, T. (1965)¹³, creative writing includes elements, forms and mechanics of writing. In addition, it allows students to practice and promote the correct language usage. Moreover, it provides students with a chance to express themselves based on an authentic desire and feeling, or/and purpose or need. Besides, creative writing shapes the experience of writing as distinguished and interesting than the common, less attractive styles of writing (K.Prabhavathamm, 1987:28). Similarly, Hyland (2003:8) states that this type of writing encourages FL learners to express themselves and find their own voices in producing writing in fresh and spontaneous way to write about personal experiences and opinions, which correspondingly allows them to discover themselves in the process. Students realizing that they can write poems, short stories or any other creative writing, will give them a positive impact and self-confidence towards their learning of FL. Indeed, Creative Writing fosters the learners' artistic expression, clarifies their thinking and stimulates their imagination and creativity; therefore, it enables them to go deeper in their search of identity and personality as well.

For the purpose of investigating the role of creative writing in teaching the writing skill, Maley¹⁴ conducted a survey in 2006 among fifty (50) ELT professionals to eventually justify the implementation of Creative Writing in the teaching curriculum. Ultimately, Maley (2009) highlighted the benefits of creative writing for EFL learners to enhance their writing competency. His findings demonstrate the following points: (cited in Pelcova, 2015:23): first, Creative writing is effective for language development at all levels: grammar, vocabulary, phonology and discourse; he believes that through creative writing, learners improve grammatical accuracy, appropriate and original lexical choices, as well as sensitivity to rhythm and rhyme, stress and intonation. Second, Creative writing fosters language “playfulness”; he claims that students find writing more enjoyable

¹³Prabhavathamma, K. (1987). An Investigation into the Creative Writing Process, and Identification of the Creative Writing Ability in English. A thesis submitted for the Degree of Doctor of Philosophy in Education. Maharaja Sayajiro University of Borada, Vadodara.

¹⁴ Maley, A. (2006). Asian Short Stories for Young Readers. Vol. 4. Petaling Jaya: Pearson-Longman, Malaysia.

as they could play with language, to choose words, expression and meanings, and encourage them to take risks with language to explore it without fear of reproof. Third, Creative writing plays a major role in increasing self-confidence and self-esteem among learners, which lead correspondingly to increase their motivation. Moreover, Creative writing also improves expository writing; it helps learners to develop their internal voice and make their factual writing more genuinely expressive. Furthermore, due to the fact that creative writing activities include reading literary texts, students develop an aesthetic reading skills and critical thinking to comprehend the read construction and this enhances their writing from different perspectives: psychological, social, and linguistic.

As a result of these findings, Maley (2009) briefly summed up the advantages of creative writing, he stated that “one of the interesting facts to emerge was a widespread belief among teachers of writing that [creative writing] had a positive effect on students’ writing of expository texts and helped them develop that much-desired but rarely-delivered authentic voice” (Ibid). Correspondingly, after studying the mentioned findings of Maley (2006), Pelcova (2015) agreed that creative writing is salient for the improving learners’ language skills. For her, “using creative writing in teaching English allows students to practice not only writing skills, but also practice grammar and vocabulary, acquire new vocabulary, stretch imagination, develop creativity as well as boost self-confidence and self-expression”(Pelcova, 2015:20).

Furthermore, succeeding the study of Maley (2006), another investigation was undertaken in London (UK) in 2008 to illustrate the effectiveness of creative writing in education and in developing learners’ language skills. In this respect, the “First Story Project”, was launched, to provide Creative Writing workshops for students to write short stories. Summers, a regional coordinator for this project, explained that “this project is partly about giving students a chance to really express themselves, but it is wider than that...students who had taken part of this project improved right across the board, being able to express emotions, explore ideas and formulate persuasive agreements” (Summers, 2008:21). Consequently, reports about this project revealed that almost all teachers

confirmed that student's writing had improved beyond the predicted levels (Pelcova, 2015:20-21).

In this vein of thought, through an Action research endeavored by Manara (2015) for one semester with 41 students to test their reflection, planning, implementation, and evaluating reflection and analysis, the data were gathered via a research classroom observation, learners' writing compositions and lesson plan reflection. The results of this study showed that learners were able to produce personal and meaningful short creative texts. Creative writing tasks encouraged learners to be self-directed and autonomous English learners. In addition, those tasks allowed them to practice their vocabulary and produce language creatively. Moreover, Learners enlarged their lexeme and widened their knowledge (Manara, 2015:69).

Similarly, a more recent study was led by Alsouf (2020:37)¹⁵ to support the effectiveness of Creative Writing in teaching the writing skills in EFL. According to him, by interpreting the answers of students' questionnaire who took part in his research, this method gave learners confidence to write a composition, introduced them to new ways of expressing feelings and thoughts, gave them the opportunity to show creative writing skills, and trained their minds on imagination and creativity.

To sum up the above, the Creative Writing course does more than exclusively teach writing as a separate skill; it also equips students with various aspects they may require for personal or educational purposes. Creative Writing has been found to be advantageous to students in the subject of FLT. It nourishes their aesthetic sense of appreciating details they had previously overlooked, as well as allowing them to investigate the functions and values of writing. It permits them to gain knowledge and express their thoughts, stimulates their imagination and creativity, and helps them to discover themselves and their identities. In addition, it boosts their motivation and thus plays a fundamental part in promoting the writing skills

¹⁵ Alsouf, A. (2020). *Cento as Creative Writing Approach to Language Learning*. Literature in Language Learning: New Approach, Research Publishing. Chapter 4. P33-39.

alongside other language skills as reading or critical thinking.

6. CONCLUSION

Along with the findings of this study, many language teaching experts, such as Maley, Harper, Walter, and Pelcova, acknowledge and uphold Creative Writing as a highly effective method for teaching EFL, as well as a versatile instrument with a wide range of applications for engaging and enhancing foreign language learning. Creative Writing, a form of writing that expresses thoughts and ideas in a creative way, plays an outstanding role in improving the writing skills, alongside the other language skills. It also promotes important personal and linguistic skills. In other words, the value of Creative Writing is molded in the personal and linguistic growth of learners who are compelled to meet the LMD system's principles of centered learning.

In essence, incorporating Creative Writing into English classes permits students not only to learn the writing skills but also to practice these skills. On the one hand, exposing students to a variety of literary works educates them about the components, structures, types, and styles of writing. They also learn how to present compositions, construct paragraphs, and develop conclusions. They additionally perceive the essence of consistency and cohesion, as well as punctuation, syntax, and writing mechanisms. Furthermore, they acquire a broad range of vocabulary and explore the functions and values of writing. In this respect, the specific nature of creative writing ensures the continuous development of writing skills and more profound exposure to EFL. Moreover, through the reading activity in this course, students develop greater understanding of how texts are composed and become more aware of the process of writing beside comprehending the purpose of reading, and discovering different styles of writing.

Learners, on the other hand, will be able to use a wide range of lexical items in natural contexts. The Creative Writing assignment encourages students to apply newly learned lexical elements to their compositions, where more precise and accurate lexical choices are required to attain the intended meaning. Creative writing is seen as an effective method for

learners to gain new contexts for the lexical items they have acquired. They eventually begin to use phrasal verbs, collocations, and idioms, as well as ponder about their meaning and interpretations. As a result, it is understandable that even learners with a broad and large word bank must utilize it in appropriate contexts to strengthen the significance of such lexical items. As a result, in the field of FLT, Creative Writing has been approved as highly beneficial for learners.

On that account, the introduction of new appealing and modern methods of teaching writing is highly recommended and suggested in the English Department of DLU; in order to equip and enrich EFL learners with writing competencies and communicative skills, and to provide them with an opportunity for self-discovery and expression of their own original ideas, emotions, and feelings, thereby increasing their motivation and enthusiasm towards the writing task.

To wrap up the present endeavor, it is worthwhile to make mention of potential concerns for future research. The end of this research can be extended to future inquiries about a deeper consideration of EFL learners' attitudes in the English Department of DLU. More specifically, future researches can turn attention to investigating the benefits of this teaching method for these learners. Admittedly, this would enable EFL teachers to appropriately explore students' learning styles and respond effectively to various learning situations.

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