Approaches in teaching writing skills with Creative Writing: A TESOL study for Indian learners

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Abstract

This research is based on the difficulties and effectiveness of creative writing in language learning. Creative writing is the art of sorts, the art of making things up. It is writing done in a way that is not academic or technical but still attracts an audience. Nowadays, there is too much attention of teachers is on making students be a creative writer. This study explores the difficulties of creative writing which the (10+2) students consistently face while writing and the effectiveness of creative writing for students. To collect the data the researcher consulted (10+2) students at a CBSE affiliated school in New Delhi. The researcher provided questionnaires having twenty questions to 40 students of that institute in order to collect information and data from them. The researcher also interviewed 4 students from that institute to collect more data and information which are missing or inadequate in the questionnaire. The collected data explore that creative writing classes are important and influential for learners and they want these kinds of activities to improve their learning skills. The students face many hindrances and problems while writing. So, we must say that creativity is an important and valuable technique for learning a new language. This research is the primary research and the data of this research has not been collected and used for other purposes. The method of the research is both qualitative and quantitative. The research is mainly divided into five chapters. The first part consists of introduction, statement of the problem, objective of the study, research question and delimitation, whether the second part is a brief discussion of correlated literature. The third part discusses the research methodology/theoretical framework, research design, research methods, and data generation tool. The fourth part discusses the findings of the research and analyzing those findings. The final part of this research discusses the conclusion.

Keywords: *Creative writing, EFL classroom, TESOL, effectiveness*

Introduction

Research Background

One of the most gainful abilities in language instructing is composing aptitudes on the grounds that the author creates words by himself. Exploratory writing is a method for composing that goes beyond the limits of ordinary expert, scholastic, or specialized types of writing, ordinarily recognized by an accentuation on story creation, character improvement, and the utilization of artistic figures or with different customs of verse and poetics. On account of the detachment of the definition, it is workable for composing; for example, includes stories to be viewed as experimental writing, despite the fact that they fall under news coverage, in light of the fact that the substance of highlights is explicitly centered around story and character advancement. Both anecdotal and non-anecdotal works fall into this classification, including such structures as books, histories, short stories, and sonnets. In the scholarly setting, experimental writing is normally isolated into fiction and verse classes, with attention on writing in a unique style, instead of copying prior kinds, for example, wrongdoing or repulsiveness. Composing for the screen and stage screenwriting and playwriting are frequently educated independently, yet they fit under the creative writing class too.

Creativity in writing can be thought of as any pure writing. Right now, composing is an increasingly present and procedure arranged name for what has been customarily called writing, including the assortment of its kinds. These kinds of writing activities are usually accessible to authors from the secondary school level right through higher secondary school or above level college/university and grown-up training. Projects like these are related to the English offices in the particular institutes, however, the thought of this program has been tested right now increasingly experimental writing programs have spun off into their own area of expertise. Most Experimental writing degrees for students in different institutes are bachelor of Expressive arts degrees (BEA), some keep on pursuing ace of expressive arts in exploratory writing, the terminal degree in the field.

Usually, creative writers choose to focus on verses or novels and usually they go with plays or short poems. So, we try to build such procedure in terms of the focus to make their skills and techniques solid, including literature classes, educational classes, and laboratory classes.

When learning a foreign language, academic writing plays a fundamental part. In order to use the language specifically and correctly, non-native English speakers should know the writing processes, elements, and features. There are also certain aspects that need to be followed

by the learners. For example, perceiving and concluding the text before composing, the deletion or disruption of complex sentences, on account of expressing the related means. It is necessary for learners to know about educational writing such as (process, genre, and product) is descriptive, narrative, and illustrative.

To teach and learn English as a foreign language there are unsatisfactory conditions in schools. Trainers and teachers always choose the mother tongue to clarify courses to make learning easier for students. Many teachers believe that teaching English is to explain the textbook content to students and to provide them with ready-mixed responses. The students concentrate on storing and reproducing the selected response from the text. The students seemed to have a lot of difficulties in writing, as they are not able to cope with the situation, coordinate ideas, and use words.

Most school children should not systematically write themselves as adult students do in school. Students are more organized and planned by their respective teachers to do different types of write practice. Some students can understand the language, but most students are facing the issue of conveying their thoughts. The main reason or issue is the absence of English's sufficient inventory and written imagination. The more vocabulary the student learns and trust the language, the more they will have chances to enhance their skills with the help of creative writing.

Statement of the Problem

The main aim of this research is to explore the effectiveness of creative writing for (10+2) students at a CBSE affiliated school in New Delhi and the aim is to point out what are the serious difficulties which the students face in creative writing. The study also focuses on the strategies which the students follow to develop and improve their creative writing skills. There are many students who like creative writing too much and also there are many students who like route learning as creative writing is difficult for them.

Research objectives

The objectives of the research are as follows.

1. To point out the difficulties which (10+2) Indian students usually face while creative writing.

2. To know how effective (10+2) Indian students in their creative writing about any topic or answer to any question.

3. How effective creative writing for (10+2) Indian students.

Research Questions

This research deals with the following questions.

1- Which are the areas in creative writing the (10+2) students mostly face difficulties?

2-How (10+2) students at a CBSE affiliated school in New Delhi improve their Creative writing skills?

3- How much effective creative writing is for students?

Significance of the study

The significance of the research is that the research explores the difficulties of (10+2) students in creative writing and the areas in which (10+2) students face difficulties. This research is also helpful to know about how (10+2) students develop and improve creative writing skills. Examining and exploring the findings of this research helps to know about the importance of creative writing for students and it also helps to find ways to overcome the difficulties of students in creative writing. This study talks about what kind of strategies a teacher should arrange to help students in improving their creative writing.

Literature Review

The main goal of this portion is to study and examine articles, journals, and other research papers related to the present study. In this regard, the researcher read many articles, research papers, and journals. Here the researcher has produced the material obtained through the study of the importance of literature and the related field of this study. Firstly, the researcher starts its discussion of literature with communication skills. The discussion begins with a discussion of different kinds of language skills. Moreover, the researcher moves to discuss the difficulties of creative writing which the learners face in language learning and also discusses the usefulness of creative writing for learners in language learning.

Communication skills

There are four communication skills which are inseparable in real-life situations. These skills are listening, speaking, reading, and writing. Harmer (2007) classified these four skills into two wide categories productive and receptive. Speaking and writing are productive; however, listening and reading are receptive. Harmer (2007) further emphasized in his famous book *The Practice of English Language Teaching* that these skills can't be leant in seclusion as conversation requires all four skills to be united. These skills usually follow each other and traditionally language skills instructions separate them. The main reason is to coordinate some

of the learning activities and help teachers to decide what their lessons are intended to do and how they can. Many English students feel comfortable in it than to acquire skills like grammatical comprehension, text, and speaking of the target language. This does not mean they have trouble talking and writing. This is mainly due to the fact that students are mostly exposed to grammatical lessons, reading understanding, and listening to a video or teacher language objects in the English language school, without being encouraged to convey their thoughts in composition or in conversation.

Creme & Lea (2008) stated that earlier, writing was performed and considered a solo practice focusing on the correctness of sentence. Nowadays, effective writing is "a complex process composed of many different kinds of activities that eventually result in that product" (Nightingale, 2000, p.135).

Writing is characterized by a variety of differences. Writing is a deliberate, social interaction that also includes literacy (Tan & Miller, 2008). In fact, writing can only be viewed from the point of view of a group instead of an individual (Burke, 2010). Thus, writing requires a straightforward and detailed message since there is no face-to-face conversation between author and reader. It is important to convey our thoughts and perception in an accurate way of writing. We deliver our concepts and thoughts in a well-organized way or we go through a cognitive process to make good productive writing. According to Afrin (2014), writing is actually a mental process, in which firstly we mingle our ideas and thoughts when we write. Then we manage those concepts in the shape of meaningful phrases or sentences and make a coherent piece of text. Several sub-skills such as planning, arranging, editing, revising, etc. emerge from this cognitive writing process. Myles (2002) also considered writing a complex and multifarious process that requires composing forming ideas, capacity for rephrasing text into a meaningful description.

Hence, it seems more troublesome for language learners to cope with writing skills in comparison to other language skills. It is difficult to teach and learn writing because writing is a difficult skill to learn or teach. It is not an easy activity; instead, it can be considered a difficult psychological process that involves "careful thought, discipline, and concentration" (Grami, 2010). The secret of smart write-up and meaning is a combination of ideas and knowledge (Jones et. al., 2010).

Motives for Teaching Writing

Renowned scholar Adas and Bakir (2013) said that "Students don't write very often, and the rest of what they write is restricted to classrooms. The most important factor for writing

activities is the need for students to be active personally to make the learning experience of great value".

Many researchers conducted investigations on the viewpoint of the student towards educational writing and the researchers discovered that they thought educational writing important as it is a point of departure to publish their research and a source of letting others judge their interests. Usually, when we talk about writing it has always been considered and thought of as a unique task. In the recent era, clear and aesthetic writing instructions are those which enable learners to think of it as a difficult process comprises of different types of tasks that finally result in the product. English as the target language and English as a Foreign Language (EFL), one of the most important skills needed is the ability to write academic documents.

Al-Khasawneh (2010) argued that "a large number of international contacts about non-native to non-native interactions and deals are conducted via English in a wide range of settings, including commerce, diplomacy, tourism, media, science and technology, politics, etc".

In the ESL and EFL context, academic writing bears paramount importance. For academicians, the ability to write academic text effectively is essential in higher education learning for the purposes of academic communication, and academic (Ajmal & Kumar, 2020; Al-Hammadi & Sidek, 2015; Chou, 2011). Effective writing skills are essential for all academic purposes as they "are important in all stages of life from early education to future employment" (National Writing Project & Nagin, 2006; p.3). McNamara et. al. (2010) stated that good writing is of "critical importance for success in a wide variety of situations and professions" (p.58). Apart from these, sound writing skill is "needed for taking notes, describing writing experimental reports, etc" (Tahaineh, 2010).

Writing Approaches

According to Krashen (1984), writing skills teaching has not been given much value and focus by researchers until the beginning of the last decade of the twentieth century. Writing skills teaching gained much attention during the 1990s when English gained high value as an international communication language and thus "English as L2 writing skills do not only- play an increasingly important role today in the lives of professionals in almost every field and discipline" (Long and Richard, 2003; p.XV). Writing has been an influential and useful part of the syllabus in English teaching. A different approach can be used in the classroom to teach writing skills. Good and practical training, in any case, would rely on various elements such as different types of learners, kinds of text to be learned (Kumar, 2020).

Based on the past experience of writing skills practices, a closer look shows that among the different approaches to teaching writing effectively, three of the most common approaches are supposed to be product approach, process approach, and genre approach. The researchers in this area claimed all these methods have their own strengths or but at the same time they are complementary to each other (Grami, 2010; Hayland, 2002; Badger & White, 2000).

There are various theories to experiment with the writing abilities in the context the question is to select the most accurate method for learners, it depends on the trainers who need to make it clear either they aim to show students focus of process rather than product. Even if they wish the students to go through various stories, essays, or either they aim to give confidence to students while writing by their own creativity and imagination. The method and material theories have been so influential in writing practices in the language learning period among these different types of approaches. The approach to the material keeps an eye on writing finished material rather than the process of writing itself. In comparison, the writing phase approach should be aware of different stages through which each writing activities move. According to Chris Tribble (1996), however, genre methods have become adherent over the past ten years. Creative writing is one more writing approach which is dominant in the language learning period for almost decades. This involves creative activities like story writing, making poetry, and playwriting that facilitate successful self-discovery learning.

Product-oriented Approach

Product-based writing method is a well-established instructional technique, meant to encourage the participants to imitate a portion of the experimental text, particularly provided at the initial phase of learning a language (Gabrielatos, 2002). This method is one of the more popular as well as conventional methods followed by EFL teachers. According to Brown (2002) in this method, the parameters of learning are the proper organization of text and grammatical accuracy.

Pincas (1982) opines that the product-based writing approach is based on linguistic competence and on the suitable use of vocabulary, grammar, and cohesive instruments. Familiarization, organized writing, guided writing, and freewriting are those four stages of product-oriented approach. The primary goal of the first stage is to have knowledge of making students careful about various elements of certain texts. The next two features concentrate on directed and structured writing. At these stages, students do practice through the highlighted principles and learning to organizes ideas until they are prepared for writing freely. The last phase of the learning process is freely writing where learners are using their abilities of writing, concepts and lexicon

learned to produce the product. Through this segment, the learners prove their competency in language use.

Process-oriented Approach

Process-oriented method emphasizes the process of the way ideas are generated in writing. This method needs learners to understand the stages to create a successful task. Process-oriented method is considered criteria for generating meaning based on a lot of processes. According to Harmer (1998), "Process approach asks students to consider the procedure of putting together a good piece of work." Tribble (1996) states that Process-oriented method starts 'from the generation of ideas' and follows a number of stages.

Process-oriented method primarily deals with linguistics skills, like developing or planning instead of the knowledge of linguistic factors. The author in the process-oriented method goes through various stages with different views in creating a piece of writing, although a standard template is defined which involves four phases: pre-writing, writing, editing, revising, and in the end creating a final draft (Tribble, 1997). Obviously, writing is much difficult rather than that. Different phases of writing like these can be completed in a recursive way. Usually, in these phases, the writer moves forward or loops backward. Suppose the writer thinks of doing correction at the pre-writing stage, he can re-edit the work. He can again make a few changes and re-correction.

Genre Writing Approach

This approach is one of the new teaching approaches to writing. Genre is the standards for various types of literature. According to Harmer (1998), if teachers pay attention to the method, learners read written materials within that they can do the practice of writing first then to start your task. Suppose, when learners are supposed to develop letters on business, first the trainer need to give them a sample of business letter and then start composing their own.

Badger and White (2000) are of the view that Genre writing approach has many similarities with Process-oriented approach. Genre writing approach took into account linguistic aspects, significant for writing, which is similar to Process-oriented approach. However, writing mode changes with the change of social context. This societal mode plays significant purpose. In "a sociocultural stance, it identifies the writers as social agents with particular self-perceptions and purposes behind their creative writing practices" (Zhao & Brown, 2014). Thus, to write for a particular genre, a writer needs to follow many factors including subject matter, style of the genre as well as the connections between the writer and the readers.

Creative Writing approach

It is a way of writing in which the author takes independence and tries to create his own thoughts and feelings about something. It is an aspect that refers to conceptual activities like creating poetry, fiction, and games. Usually, it determines of creating texts possess an accurate instead of merely educational, functional, and practical intent.

According to Harmer (2007), creative writing comprises "imaginative tasks, such as writing poetry, stories, and plays." Most commonly, it is used for aesthetic purposes rather than knowledge dissemination, instrumental, or realistic task.

Hyland (2002) affirmed about creative writing as "any writing, fiction, or nonfiction that occurs outside of everyday professional, journalistic, academic and technical forms of writing. Most typically we think of novels, short stories, and poems in this category, but it can also include screenwriting and playwriting, which are texts to be performed, and creative nonfiction such as personal and journalistic essays" (p. 229).

Extending the area of creative writing Maley (2009) states that blogs, essays, journal entries, letters, travelogues, etc. are other components of it. Moreover, it has its own style, perception, and subjectivity.

Creative Writing in teaching English

Maley (2012) compares and contrasts the main characteristics of creative writing with the characteristics of expository writing in his articles creative writing for students and teachers as he assumes these two styles of writing are in contrast to each other.

Regarding Expository writing, he further says, it "rests on a framework of externally imposed rules and conventions. This range is from grammatical and lexical accuracy to specific genre constraints. The aim of expository writing is to be logical, consistent and impersonal and to convey the content as unambiguously as possible to the reader" (Maley, 2012). However, Creative Writing according to Maley (2012), "often proceeds by stretching the rules of the language to breaking point, testing how far it can go before the language breaks down under the strain of innovation."

Thus, Creative Writing is primarily meant for aesthetic function. A close study of Creative Writing and its functions suggests that it is useful in learning sentence structures and exploring innovative ways of self-expression and semantic use. The most striking part of Creative Writing is that it uses feelings and thoughts brilliantly and thus develops learners' language capacities magnificently.

The usefulness of Creative Writing for students

According to Maley (2009), some of the benefits of creative writing for students are as follows:

- It helps in developing language in each area, like grammar, lexicon, and producing speech.
- It promotes an enjoyable environment that follows the students in experiencing the language and discover it freely and without fear.
- It usually occurs in the right hemisphere of the human brain, focusing on emotions and imagination.
- It is most influential in developing and increasing learner's confidence and motivates them to write on their own.
- A more imaginative learning stimulates creative writing. Through doing the practice of self-writing students gradually and naturally be familiar with the ways in which these texts develop, making it easier to read them.

Research Methodology

Quantitative method

Quantitative investigation is the one in which the collected information is represented using descriptive statistics. Quantitative study is supervised, numerical, and result-based which represents the true value and that are usually beyond the researcher observation. Researchers such as Nunan (2002) suggested the use of this method is reliable because it "is obtrusive and controlled, objective, outcome-oriented, and assumes the existence of 'facts' which are somehow external to and independent of the observer or researcher". In this study, the students were provided questionnaires by the researcher in order to collect primary information about the difficulties which the (10+2) students face in creative writing and the usefulness of creative writing for students. The collected data has been interpreted and evaluated through numerical instruments. Therefore, this study falls within this category.

Qualitative method

Qualitative method is a method of gaining knowledge by enhancing our overall understanding of the whole. This discusses the phenomena's depth, profundity, and complexity. According to Mackey and Gass (2005), "qualitative researchers tend to approach the research context with the purpose of observing whatever may be present there, and letting further questions emerge from the context". For this study, qualitative as well as quantitative data were collected to make

the review more detailed. In addition, this research is done based on the merge method to produce detailed results of proposed questions in this study.

Participants and Setting

This study's participants consist of 40 students. They are (10+2) students who study at a CBSE affiliated school in New Delhi. Students are all engaged with all communication competencies. During their lessons, students practice certain writing activities like paragraph writing, explaining objects, and story writing, etc., these kinds of practices are recommended for them. Although (10+2) students are not very skillful writers their skill level is not that. Teachers bring concepts of various books and creative writers, however, for the improvement of students writing skills. They typically memorize their piece of writing in order to get good grades. Although it is not influential for them because they need a lot of practice of writing in order to learn the target language accurately.

Procedure

In this study the researcher gathered data from 40 (10+2) students at a CBSE affiliated school in New Delhi, of these, 20 were girl students and 20 were boys. The researcher starts data collection after taking permission from the principal and the respective class teachers. The researcher made it clear to the students at the beginning of the data collection that it is your individual task you have to be honest while giving the answers because this information is required for the research. The researcher helps students while attempting the task when they face any kind of difficulty.

Data Collection Tools

In this research two data collection instruments were administered by the researcher for data collection, a questionnaire, and interviews. Questionnaire and interviews provide quantitative data and qualitative data for the research. To conduct the survey, the participants were given questionnaires. The imprinted questionnaire types were distributed among the participants and the researcher made all the questions understandable. So the questionnaire is the main tool for data collection in this research. Another means of this research gathering information is the interview. The students were interviewed for collecting data and more investigation. The questionnaire contains 20 questions of multiple choices, using the five choices liker scale. Students have to choose one specific answer to each of the questions. The semi-structured interview questions were for gathering some specific information about the study which were

not included in the questionnaire were insufficient. Consequently, each participant was given 6 (six) unclosed statements. Four participants were interviewed for this study.

Methods of Data Analysis

The researcher used Microsoft Excel 2007 to analyze the collected data. Earlier in Microsoft Word 2007, the researcher grouped the ratio of findings by drawing tables and the researcher evaluated the qualitative data based on the participant's responses.

Findings and Analysis

In this chapter, the researcher presents the analysis, discussion, and interpretation of the findings and collected information from both data collection tools. To show the outcomes the researcher has taken the help of charts and tables.

Findings of the Questionnaires

It has been shown in the above portion that the researcher used questionnaires to collect data from the (10+2) students at a CBSE affiliated school of New Delhi about the difficulties which they face in creative writing and the information was also required to know about the usefulness of creative writing for (10+2) students.

Data analysis of question no 1:

Feel comfortable and confident about the ability to write.

Option	Girls		Boys		Percentage total
Never	1	5%	1	5%	5%
little	6	30%	7	35%	33%
Rather	5	25%	7	35%	30%
Much	6	30%	3	15%	22%
Very much strong	2	10%	2	10%	10%

Table 1, reveals that a total of 33.5% of girls and boys students feel a little comfortable while writing. Among them 35% of girls and 35% are boys. In comparison, 22% feel much comfortable while writing and 30% rather comfortable in writing. Just 10 percent of all the students are very comfortable while writing.

Data analysis of question no two:

Effectively and cleanly plan a large writing assignment

Option	Girls		Boys		Total
Never	3	15%	1	5%	10%

Little	5	25%	6	30%	27%
Rather	6	30%	6	30%	29%
Much	5	25%	4	20%	24%
Very much strong	1	5%	3	15%	10%

According to Table 2, 10% of total students are never effective in planning a large writing assignment. Three girl students and one boy fall into this category. Secondly, 27% of all students are little effective and 29% of all students are rather effective in planning a large number of assignments. Among all, 24% of students are much effective and only 10% of all are very strong in planning a large writing assignment.

Data analysis of question no 3:

Revise my work to bring it into the form of clearer, correct, and formal text.

Option	Girls		Boys		Total
Never	3	15%	4	20%	17.5%
Little	5	25%	6	30%	27.5%
Rather	7	35%	3	15%	25%
Much	3	15%	1	5%	10%
Very much strong	5	25%	3	15%	20%

According to Table 3, 17.5% of all students never re-correct a written text to bring it into the form of clearer, correct, and formal text. 3 girls and 4 boys fall into this category. Further, 27.5% of all students little re-correct or make a revision of their work to bring it into the form of correct, clearer, and formal text. 25% of total students rather and 10% of all much re-correct and do revision of recent written work to check clarity, consistency, Formality, and correctness. 10 girls and 4 boys fall in this category. In the end, 20 percent of all students very much re correct or revise their work to check clarity, consistency, formality, and correctness of the work.

Data analysis of question no 4:

Write first drafts without stopping to correct or rethink

Option	Girls		Boys		Total
Never	3	15%	4	20%	17.5%
Little	2	10%	5	25%	17.5%
Rather	6	30%	4	20%	25%
Much	6	30%	5	25%	27.5%
Very much strong	3	15%	2	10%	12.5%

According to table 4, 17.5 percent of all students never and 17.5 percent of all students little write the first draft with no stop or rethink to make it right. 5 girls and 9 boys fall in this category.

25 percent of all students rather and 27.5 percent of all students much compose draft with no stop or re think to make it right. In the end, 12.5 percent of all are very strong in writing draft first with no stop or re think to make it right. Three girls and only two boys fall in this category.

Data analysis of Question no 5:

Accurately gives value to facts and concepts of other people

Option	Girls		Boys		Total
Never	1	5%	1	5%	5%
Little	3	15%	1	5%	10%
Rather	5	45%	9	25%	35%
Much	7	35%	6	30%	32.5%
Very much strong	4	20%	3	15%	17.5%

According to table 5, 5 percent of all students never and 10 percent of all are little accurately giving credits to facts and thoughts of other people. 4 girls and 2 boys fall into this category. 35 percent of all rather and 32.5 percent much accurate in giving credits to facts and thoughts of different people. In the end, 17.5 percent of all participants are strong in accurately giving credits to facts and thoughts of different people. 4 girls and 3 boys fall into this category.

Data analysis of question no 6:

Make effective and acceptable paragraphs and sentences using accurate, correct, and valid spelling, punctuation, and grammar.

Option	Girls		Boys		Total
Never	2	10%	1	5%	7.5 %
Little	4	20%	2	10%	15%
Rather	7	35%	6	33%	33.5%
Much	6	30%	8	37%	34%
Very much strong	1	5%	3	15%	10%

According to the table 6, 7.5 percent of all students are never effective in writing sentences and text by using correct spelling, accurate grammar, and valid punctuation. 2 girls and only 1 boy fall in this category. 15 percent of all students are little effective in writing sentences and text by using correct spelling, accurate grammar, and valid punctuation. Two boys and four girls fall in this category. Further, 33.5 percent of all students are much and 34 percent of all students are rather effective in writing sentences and text by using correct spelling, accurate grammar, and valid punctuation. 13 girls and 14 boys fall between these two categories. In the end, 10 percent of all students are very much effective in writing texts and sentences by using correct spelling, accurate grammar, and valid punctuation, only one girl and 3 boys fall in this category.

Data analysis of question no 7:

Use a well-established structure in writing accurately

Option	Girls		Boys		Total
Never	1	5%	1	5%	5%
Little	4	20%	5	25%	24%
Rather	7	45%	6	30%	33.5%
Much	7	35%	5	25%	30%
Very much strong	1	5%	2	10%	7.5%

According to table 7, it is evident that 5 percent of all students are never able to use well-established structure patterns accurately while writing. Only one girl and one boy fall into this category. Secondly 33.5% of all students rather and 30% much able to use well-established structure pattern accurately while writing. Fourteen girls and eleven boys fall between these categories. Moreover only 7.5% of total students very much strongly able to use well-established structure patterns accurately while writing. In the end, 24% of all students are little able to use well-established structure patterns accurately while writing. Four girls and 5 boys fall in this category.

Data analysis of question no 8:

Enjoying writing

Option	Girls		Boys		Total
Never	2	10%	1	5%	7.5%
Little	1	5%	2	10%	7.5%
Rather	0	0%	7	35%	15%
Much	11	55%	3	15%	35%
Very much strong	6	30%	7	35%	35%

According to table 8, 7.5% of all students never enjoy while writing and the same number of students enjoy little while writing. Three girls and 3 boys fall into this category. Moreover, 15% of students in total rather and 35% in total enjoy writing much. Eventually 35% of total students very much strongly enjoy while writing.

Data analysis of question no 9:

Pay equal focus to both the languages (e.g. vocabulary, spelling, grammar) and the contents (e.g. organization, concepts).

Option	Girls		Boys		Total
Never	2	10%	2	10%	10%
Little	2	10%	4	20%	15%
Rather	7	35%	6	30%	32.5%

Much	7	35%	4	15%	27%
Very much strong	2	10%	4	15%	15.5%

Above table 9 shows evidence, 10 percent of all students never pay equal focus to both the languages (e.g. vocabulary, spelling, and grammar) and the contents (e.g. organization, concepts). Two girls and two boys fall in this category. Moreover, 15% of all students little and 32.5% of all students rather pay approximate attention to both the languages (e.g. vocabulary, spelling, and grammar) and the contents (e.g. organization, concepts). Nine girls and ten boys fall between these categories. At the last 27 percent of all students much and 15.5 percent of all students very strong in giving approximate focus to both the languages (e.g. vocabulary, spelling, and grammar) and the contents (e.g. organization and concepts). Eight boys and nine girls fall between these two categories.

Data analysis of question no 10:

Think like a creative writer

Option	Girls		Boys		Total
Never	6	30%	4	20%	25%
Little	5	25%	6	30%	28%
Rather	5	25%	5	25%	25%
Much	3	15%	3	15%	15%
Very much strong	1	5%	2	10%	7%

According to data in table 20, 25% of all students never think as a creative writer where 30% are girls and 20% are boys. Secondly, 28% of all students a little think as a creative writer where 25% are girls and 30% are boys. Moreover, 25% of all students rather and 15% of all much think as a creative writer. Lastly, only 7% of all students very much strongly think as a creative writer in the language writing classroom.

Within all interviewed participants most of them focus on writing a particular piece of writing that is being taught in their classroom. In addition, students first, second, and fourth of them feel less difficulty in writing about certain topics. Last but not least, they all felt comfortable in writing any part of the text and answer to any question.

Writing articles, description writing, story writing, and also essay writing, is the hardest part of writing to them. Between them, students 2 and 3 decided to consider the most difficult part of writing the story for them. The aspect that students need to think about and bring concepts and thoughts that looks so complex to develop an argument.

All the interviewed participants claimed that they want more and more opportunities to bring concepts and insights by themselves in the school; unfortunately, they get fewer

opportunities than they need and the teacher doesn't give that much support. So, the participants who want to improve their writing skills. All the participants decided to bring the ideas to produce on their writing based on some specific books. All the participants keep unique thoughts on this issue. They have different points of view on this issue. The first student told that changes should be made to the pattern of writing development. The second student shows an intention that various writing can be useful for him to be good a writer. The third student also shows intention toward activities and guidelines that will be helpful for him to be a well-organized writer. Same like the former three participants fourth student also in favor of writing opportunities and activities.

Among the students, many and almost all of them want that they should be provided easy written tasks that can be helpful for them to increase their writing skills. Unfortunately, teachers provide them a few tasks to write but that is not enough for their requirements.

All the students are willing to increase their ability to write but they want the teachers to encourage them to be good writers and creative writers. They really show a desire to improve their creative writing skills. In case of making writing styles better, they can easily make written assignments such as essays, paragraphs, and any other text or assignment very easily and confidently. And of course, they will easily give the answer to any composition part of writing.

Conclusion

Based on the outcomes and findings of the study, it is evident that students are willing to practices and tasks to enhance their creative writing. Students are curious about writing by their own abilities, knowledge, and imagination instead of believing the instruction of the trainers and teacher. They are interested in writing themselves using their imagination, rather than following instructions from the teachers. In addition, their intention shows that they want to have extra writing activities that will help them to increase their skills and capabilities of creative writing.

The results of the findings also proved that they are not very strong and comfortable when writing and most of the students feel a little confident about their ability to write. Moreover, only a few of the students very much strongly feel confident about their ability to write. When we talk about how effectively they plan a large number of writing assignments, a large number of students plans assignment much few among them don't plan properly for writing assignment. Traditionally, most of the (10+2) students rout learning that is the main reason they are not good in creative writing. (10+2) school students are therefore always worrying about grammar, and without the help of the books, they write themselves. This type

of situation occurs due to the teaching methods of the teachers. So, teachers should be responsible for these circumstances. In such kind of practices, encouragement is the main motive. When the students are encouraged by their respective teachers, they feel much comfortable and easy to create any written task.

The analysis of the data of the research proved that there is a large number of sharp students studying in the researched students of New Delhi based CBSE affiliated school. However, among them some students never, some of them a little, rather, much, and very much strongly re-correct and make revision their work to make it clearer, consistent, and reorganize. Most of them enjoy writing although their writing is not totally correct and fair. Writing articles, description writing, story writing, and also essay writing, are the hardest task for them. Among them, most of the students feel uneasy in story writing because of fewer opportunities proved in this area. This aspect needs to be emphasized to bring ideas and insights that look difficult for them. They all have various ideas. Few learners suggested changing the learning pattern of writing for writing development. Some of them said that writing practices can be useful for them to improve their abilities of writing and some of them want various tasks, activities, and proper guidelines that will be helpful for them to be a good creative writer. Thus, almost all the students assumed that they really want to improve their writing but unfortunately, they are given fewer opportunities to bring new concepts and insights while writing about any text or topic in the school. Although they are given few opportunities, they want more support and encouragement from the teachers. All of the students are willing to improve their creative writing skills. They want encouragement to write creatively and also to think creatively, that is why they show a desire to improve their creative writing skills.

According to the findings of this study, it is to be found that many students face many problems while building an argument and few of them never face many difficulties. Some of them can face a little problem while building an argument. So, the students must be given more and more opportunities to practice their writing and all of their work must be encouraged in improving their creative writing. The students should not be restricted only to few books. They should go for more and more books and they need more practice of writing and they should do writing practice in their free time. In case of improving their writing power, they can definitely be able to write any written assignment such as an essay, paragraph, and any other text very easily and confidently. And of course, they can easily give the answer to any part of writing. So, anyone who wants their writing to be improved usually gets access to various books and brings the latest concepts and insights, and does more and more practice of writing on any topic at any time when they find free time.

The findings showed that (10+2) students at a CBSE affiliated school of New Delhi are willing to have creative writing practice and they acknowledge that it is useful in language learning. Furthermore, they face various problems while writing and it is the main reason to say that creative writing is a useful factor for students in learning a target language.

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