

Developing Creative Writing Skills in EFL Students: An Action Research

Vidhya Pokhrel

ARTICLE INFO

Article History:

Received 11.11.2021

Received in revised form

16.01.2022

Accepted

Available online 01.01.2023

ABSTRACT

This research offers the scenario of developing creative writing skills in a real EFL context. As creative writing is one of the important skills to be developed in students, this research aims to intervene action plans in the EFL class to develop students' creative writing skills. Action research was used as a method for the research and the research has been guided by action learning theory. With the help of different activities developed as an action plan, students were involved in writing tasks and the data were collected from the observations. Students' behavior was studied while they were involved in creative writing activities. Findings give the rendering of the effectiveness of using creative writing skills in EFL class. The use of different activities and their details are the portrayals of the classroom realm which demonstrates the possibility of creative writing as a powerful tool to develop the writing skills of students.

©TUARA Journal. All rights reserved

Keywords:

Creative writing, imagination, students' interest, creativity, effective learning

INTRODUCTION

Creative writing is a powerful writing skill carried out in certain contexts through creative production and reflection in the process. Bekurs and Santoli (2004) stated that if the writing activities are given to the students, that should be done from the students' interest and when the interest arises from their heart, the natural need in the education could be met. It means education can move ahead if creative writing is focused more. It is because it helps children inscribe their feelings about something according to their interests. Creative writing is the best way to improve writing skills (Pawliczak, 2015). To teach creative writing skills, the teacher has to take writing as thought needs. This assumes that there needs to have varied tools for thinking that can be expressed in writing like journals, dialogue journals, expressions in diaries, and many others. Teachers have to be aware of giving value to children's thinking patterns once they write and not to miss what meaning is constructed from that. Sometimes, nonsense writing for the teachers might be very thoughtful writing for the students. The teacher, therefore, has to be sensitive enough to bring out the meaning of writing. For this, the more we encourage students, the more they express themselves and this expression helps in creative writing.

Our Education system is entirely the scenario of the banking system as quoted by Freire (1993). He addresses that education has become a trend of depositing where the students are the depositories and the teacher is the depositor. Here, the teacher gives and gives and the students take and take. It is the act of filling and receiving. Our teachers today are still comfortable following the same. They still act in the belief that students are empty vessels. This particular belief is a hindrance to the students' creativity. Students can show their creativity when they are given the opportunities. When students are given the opportunity, they can give a better performance which could be sometimes far beyond the teacher's expectations.

For my research, I took Action Learning Theory as a guide. Using Action learning theory, I have tried to tackle the main problem or the issue that was seen in the field i.e., the class. This theory examines deals complex problems and it works out to solve the problems. It helps to increase the quality of learning regarding the individual as well as the team. There are six critical components in action learning, problem or a challenge,

¹ Kathmandu University, vidhya@kusoed.edu.np, orcid.org/0000-0002-0184-3558

a group, reflective inquiry process, development and implementation of strategies of actions, individual, group or organizational learning and an action learning coach (Marquardt & Waddill, 2011). So, to have the action learning, an action learning coach has to be there to observe the problem or a challenge in a group of people which has to go through reflective inquiry process to develop the action plan and to implement in order to have the individual or organizational learning.

Action learning is a way of learning something by doing (Gifford, 2005). It focuses on problems that existed around a set of people. It takes place where the facilitator or the coach implements the philosophy of practice and this is highly situational. This theory has the major focus to solve the existing problem by undertaking certain actions. As I have chosen Action Research to be conducted, this theory has stood as the leading tool for my research. Action learning takes place with the plan of some actions. Then that plan is undertaken as action. During this process, the effect of the action is observed, and then it is reflected. As a result, the plan is formulated again and the process is repeated. This study aims to enhance creative writing skills in the EFL classroom and to illustrate the influence of creative writing in children's learning through action research.

Creative Writing and Students' Interest

When we teach writing, we want creative ideas and methods that keep the students' interest in the ongoing lesson and make them alert to what they are doing. Students' interest matters a lot. Creative writing can be taken as something beautiful and the students are often interested to present it as the beauty of writing (Hesse, 2010). It gives a standpoint for students to express their ideas in the form of writing along with presenting them aesthetically. Hesse sounds very positive in saying that it has to be the aesthetic purpose that creative writing should have. As creative writing satisfies the writers which in my case 'the students', it should be used in the same way. It should focus on the expression, not on the precision.

Normally, teachers expect their students' writing to be perfect. I conducted this research to see the result of creative writing implementation in class. Whatever the expression is, it is for their longing to pour out their feelings. I believe that the students have to get the opportunity to express their ideas without fear. So, in my intervention, students will write for the sake of enjoyment. They will express for the sake of passion. "Creative writing is a trait that involves active imagination, and aesthetic and intellectual curiosity, as well as a preference for variety reflected by a willingness to try new things and experiences" (Forgeard, Kaufman & Kaufman, 2013, p. 322). It creates the imagination of students. It is related to beauty as the children imagine the most beautiful aspect of life through creative writing. Creative writing has a direct link with students' interests. They get a chance to try new things and get an experience of writing something with their willingness. So, it generates full curiosity.

Creative Writers and Imagination

There are two types of writers: firstly, the creative writers who originate their materials and secondly, the writers who use others' ideas to write their materials who should be separated from the first one (Freud, 1959 as cited in Person, Fonagy & Figueria, 2013). He further explains that creative writing could be compared to a daydream and it is a continuation of the play of childhood that approaches in everybody's life. That means, during childhood play, a child imagines that he/she is an adult and tries to behave in the same way. During a time of creative writing, the writer goes back to the state where he/she imagines how he/she did in his/her childhood play. Creative writing is the expression of the imagination. Creative writers are those who sit inside their minds and look outside. It has a connection with human psychology. As creative writers have to understand the world from the perspective of other people or objects, creative writing has to do with human psychology.

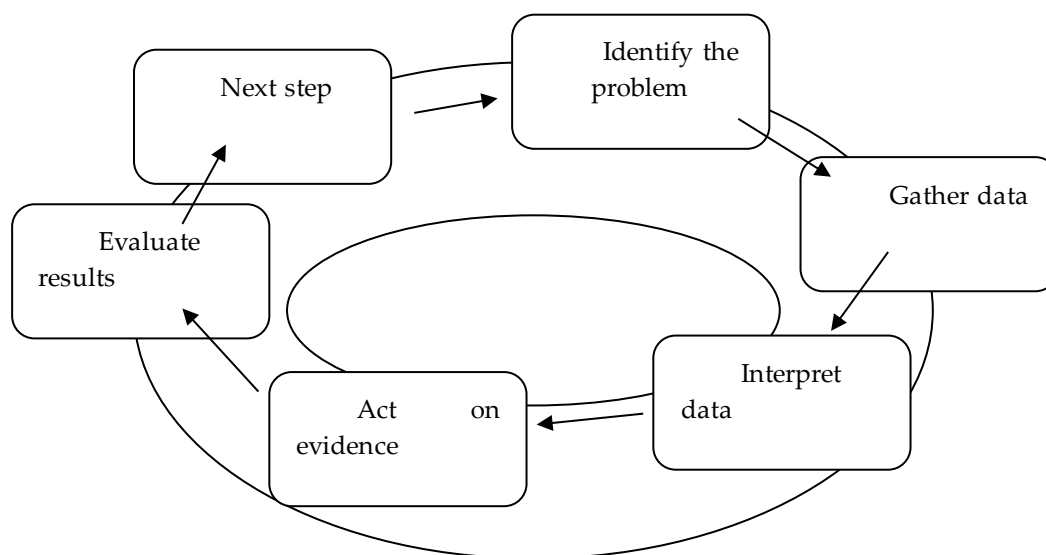
Creative writers are very prompt to read others' situations and can see the world from others' perspectives. Creative writers often assure us that poetry is in everybody's heart. Freud (1992) elucidates, "Every man is a poet at heart and that the last poet will not perish till the last man does" (p.712). All men have a poetic quality in them. Some express it through poetry itself and some do that by singing or in the form of creative writing. Being based on this, we can say that until and unless human beings disappear from this world, the creative writers will not disappear. The act of imagining is thinking of something that is not present or visualizing something abstract (Beaney, 2005). That means imagination is beyond our reach. Freud recognizes it as a yield of pleasure that arises from deeper psychical sources. Imaginative work gives

enjoyment that proceeds from the liberation of tensions in our minds through daydreams. Creative writing is a source of pleasure. When the teachers apply this in the classroom, students too can go to the state of imagination and can get pleasure out of it while writing.

METHODOLOGY

In this research, I faced the reality that was in the site with the ontological stance of meeting the existing reality (Lawson, 2004) and I have tried to explain how I know what I know (Crotty, 2003 as cited in Ahmed, 2008). This led me to make meaning of the encountered phenomena to construct knowledge. I collected data using the techniques such as interviews, observation and reflective journals. As it is action research, I identified the problem in the first week. While in that process, there were several problems seen but a specific problem was given space and the problem was identified that the students were found lagging in creative writing skills and thus the action plan was developed to enhance the creative writing skills of the students.

Focusing on Action Research, it is research that is conducted by a researcher considering it as practitioner research. It is aimed to improve one's practice. I got experience of working in the real field and action was taken for the smooth running of the action plan implementation. Action research is "a way of working that helps us to identify the values that are important for our lives and to live in the direction of those values, that is, take them as the organizing principles of our lives" (McNiff & Whitehead, 2002, p. 22). The action researcher has to be focused on the process, not the end product. The action research process is summarized in the figure below:



[Action Research Cycle (adapted from Ferrance, 2000, p. 9)]

THE ACTIVITI FOR TEACHING CREATIVE WRITING SKILL

The activities were developed to incorporate with an action plan and were intervened in Grade seven EFL students. The below-mentioned activities were done in class for making students involve in those activities to develop their creative writing skills. It is worth finding out the potentiality of these activities and their implications in the classroom.

Story Based Activities

The story is an energizer for the students. It is one of the best ways for children not only to learn the language but also to learn content, cultural aspects and to solve everyday problems. Storytelling helps students acquire

and develop individual reading tastes, skills and creativity. coincided, "When a story is told orally, the narrator's pitch, tone of voice, gesture, pronunciation, emphasis and some other speech features will help in influencing the audience" (Yang, 2006, p.9). When we solely narrate the information, it does not give any pleasure. It becomes just the information that could be a load to the learners. But the same information, if given to the learners with the voice effect and the emphasis on the pitch along with the gesture would give more outcomes to the learners. A carefully selected story is a source of information about life in the language that is targeted (Loukia, 2006). Most often, the authors try to bring the impact of real-life in their stories and thus, can influence people in learning the intended course.

One of the activities I made my students work under story-based work was that I told one incomplete story. Then, I asked them to complete it by giving the ending of the story themselves. The story was as follows:

Once, there was a man who used to steal others' property. He used to steal mobile, television, ornaments, money and every other possible things. Nobody could ever catch him as he was very tricky. One night, he entered the gate of a huge building. When he crossed the line that was marked on the ground...

It is so unanticipated how the further story was developed by each student.

1. *... He was captured by the police all around as it was the line marked by police. Police knew that he would come to that area to steal there because that was only the house left to be theft by that man. So, he was arrested.*
2. *... Suddenly, the light was on and he saw a button on the wall. He pressed the button and the door opened. Then, he saw a treasure there. He took all of those and became happy. He decided not to steal again.*
3. *... The guards caught him. He was scared but started thinking of the tricks. His tricks worked very fast and he ran away by leaving the bags of the stolen things in the building.*
4. *... The security guard caught him. The thief gave him some money and he left. After two minutes, the owner of that house got him. The security guard forgot that there was a CC Camera that was connected to the owner's room. The guard and the thief were taken to the prison because the owner had called the police. All the people got their things back.*

I found that these students could imagine the situations for the incomplete story to give it the ending. Martinez (2007) claims that using storybooks teaches so many aspects like attempting topics, learning vocabulary items, grammar and power of interaction which helps students come out of the traditional trend to follow only the coursebook. Also, the storybooks help students improve their language. It is always to involve students in interesting stories because stories are the best media to defeat the boredom feeling. In this sense, storybooks can be the best motivational tool to teach English at the Primary level.

Writing a Diary

Diaries are maintained to keep the particular moments of our life. Some moments are there which are very happy and at the same time, we have other moments with sadness all over. As a human, we go through different experiences. Some experiences are worth remembering whether in the form of sweet memory or the form of bitter one. Writing a diary is an expression of the feelings and emotions of the people which helps to develop creative writing skills (Didion, 1968). The events and expressions of diaries written by students exert as an effective tool in the discovery process since the diary requires children's self-reflection (Kir, 2012). Children tend to share their inner thoughts in their diary and this helps teachers to understand their state. This ultimately assists them to deal with students in the right way.

I asked my students to write a diary every day and told them that I would comment on their writings. They were encouraged by my comments. Then, it was their assignment to write a diary every evening before going to bed. I made my comments contextual to the students' expressions in their diaries. So, the comments were positive and encouraging for them to motivate them to express themselves more creatively. The comments were like this:

It is good to wish mother by giving the cards that we make. Oh... under the pillow? Great idea...

I like people who give time for reading. You did a great job...

I am so happy that you are very much concerned about your uncle...

I wish I was there in your Nepali lab. Ohhh... I missed that.

Good job that you took a step to make Grade 3 read in guided reading class...

By these positive comments, my students got encouraged to write more creatively. Writing a diary is an excellent way to engage children in creative writing. Diary writing incorporates feelings, attitudes, vocabulary building and expression of students that have the effect of gaining mastery in writing (Taqi, Akbar, Al- Nough & Dasti, 2015). This means that writing a diary has a huge benefit in the EFL classroom. It makes

students creative. It even helps them to be critical and logical according to different situational expressions. This makes them able to gain perfection as well as assisting them in their academic writing for it serves to teach them grammar, vocabulary and language on the whole. Diary writing is a creative writing activity that could be made practical in EFL classrooms.

Literary Journal

A literary journal is a kind of journal writing. Journal writing has been accepted as a medium of expression of feelings. Journal writing is the way to develop general skills which include the creative and critical thinking of the students (Everett, 2013). Literary journals assist the writer to take up the personality of a story character and reflect the events of the story in the life of that character. The writer of the literary journal assumes that the event of the story happened in their own life and he/she tries to go deep into their world and try to see the world from their point of view. For work out of the literary journal, the story should be there. After the storytelling, the students are made to be quiet and are asked to place themselves in the role of the story character. Then, they are asked to feel the characters' joy and sorrow, ups and downs. This is a very strong and effective way to let children understand the full aspect of the story.

My students could express their understanding of the character as well as the story while writing the literary journal. I too noticed that they could gain the hidden meanings of the story by being immersed in the feelings of the story character. One of the students wrote a literary journal imagining himself as Gulliver and it goes like this.

I was a surgeon. There was a storm one day. I was on the ship. The flood washed me away. It landed me on an island. I fell unconscious. Then, when I woke up, I saw that I was bound by a tiny rope. Then I saw small creatures like humans. They were everywhere in my body. They carried me to their village. After some days, they became friendly..... I had no idea about what to do. In that case, I urinated and extinguished the fire. Then, everyone was furious...

The students read the story of Gulliver and wrote how Gulliver felt when he was trapped. The feeling of the character that the students got was just adorable. They undertook the story from their heart and expressed their feeling keeping themselves in the position of the story characters. The literary journal is thus, a wonderful activity to develop students' creative writing skills.

Book Based Activities

Book-based activities are all about story-based tasks. This is the activity for making sense of the storybooks that can be written at various levels. Book-based activities can be done according to the level of the students. Wiley (2007) claims that story-based activities are very effective in building relationships as well as in meaning-making. It helps students demonstrate their understanding of stories through the assigned tasks related to the story.

The plan made was to engage them in reading the assigned stories and to split the stories into simpler layers to show the continuation of the story. After that, they were supposed to make the artifacts to portray the stories. As per the work they did in the group, they came up with the products; Story frame, story flip chart, story necklace and story wheel. These were the activities based on the stories. During the presentation, the students presented confidently and they expressed their understanding well. During their engagement in work, they seemed curious about their final work and they worked hard. If the work is interesting, then the students demonstrate their ability going beyond the teacher's expectation. These activities make children responsible and they were on time to produce the materials along with demonstrating their understanding of the whole story.

Creating Poem

Creating a poem is another activity that has been incorporated into the research. Students feel happy to express their ideas in the form of a poem. Even the ideas are easily encoded into their mind through poetry. Poetry is interesting as it has the language of song that gives them charm in the expression of the language (Teaching matters, Inc., 2010). Students find poetry in their everyday life and they can relate aspects like family, relationships, and others through poetry. Thus, they take poetry as an important genre to express the relevant things of their life. Creating poems could be done in class regularly so that the best effect could be achieved (Maley, 2012). Involving students in creating a poem makes them imaginative.

I made my students write the poem. The folding poetry (an activity where one student writes a line of poem and folds it and the other person gives the continuity to it and s/he too folds it and it continues like

that) gave a charm to my plan as it was a fun activity for them. In folding poetry, they were supposed to write one line of the poem but by reading the line that is made visible. Other parts of the poem are folded. This is then passed to the friends and they do the same. At last, the poem appears to be hilarious. In this activity, students learned a lot about writing poetry along with enjoyment. Then, they did parallel writing to make a poem in the given format. This assisted them to be precise in writing the poem and finally, they learned how to create their poem. Following is a sample poem that was created by the student.

Mother
Mother is the one who gives us birth
Also, the one who brought us in the Earth
Mother gives us knowledge
Mother takes care in our teenage
She invests money and time and sends us to college
Mother teaches good and bad habits
But my mother doesn't like rabbits
When my mother loves me I feel good
When I am hungry, she gives me tasty food

Under 'creating poems', students were given a task to make a poem out of the story they read. In the beginning, read the story 'Gulliver's Travels'. They created several poems out of different stories. They turned the stories into poems. It was interesting how they seek for the right words especially to make the words rhyme. One of those poems is depicted here:

Gulliver is a boy
Who saw people like a toy
He was tallest among them
But similarities was some
All the people were tiny
The soldiers with their armors were shiny
One day the big fire occurred
He thought about what to do and urinated
People there were sad
They were being like a mad
Tiny people thought to punish him
He loved his life
So, leaving that place, he went to meet his wife

The students developed their habit to create poems for any topic. This enhanced their ability to write something on the spot. This included writing the poem on their own or taking clues from certain stories and developing the poem out of a story or somebody's biography. Creating a poem is a good creative writing skill that helps students to be careful in the selection of the words and the situations for the poem and to be imaginative.

Writing a Biography

To write somebody's biography needs factual information about the person. Zinn (2004) claims that biography is concerned with the whole life process of a notable person and the life behind his life achievements. At the same time, this could be considered creative writing because it allows the students to choose the way to present the story. They could express their creative writing skills while describing the events that occurred in the person's life.

I made students write a biography. They were given information about J. K. Rowling. They were taught how to make the timeline and they made a big book on J. K. Rowling with the information about her as well as her pictures and timeline. In the beginning, the introduction of J.K. Rowling was focused. With a picture of J. K. Rowling, I talked about her life and her contributions. I told them her whole life history. I asked them to bring some pictures of J.K. Rowling from the internet and to explore more about her. I wanted to encourage them to make a big book about Rowling. I instructed how they would start the work. The papers were ready to go as the pages of the book. They pasted the pictures in one section and some pasted the information they brought. Some wrote about her and some made the collage work that would reflect Rowling's life. It took

about the whole class to finish the work. My focus was on making the students confident in writing somebody's biography. The students made a big book on J.K. Rowling. They could bring out the element of sentiments, power of catharsis or the sense of humor through the use of their creative writing skills while writing a biography.

Writers' Workshop

A writers' workshop is an activity that is conducted among the students to create their own stories. I made my students think of the story's setting, characters, and plot. I played the role of the facilitator just to guide them. In this activity, students were made engaged in writing to make them create their own story. They made the first draft on their own. The second draft was made with the suggestions of their friends and teacher. They made the third draft adding the necessary information and with this edition, a final draft was made. Finally, they came up with their storybooks each. Writing workshops are beneficial not only for students but for everyone who is involved (Meijer, 2016). The benefit of the writers' workshop is that the participants in the discussion can openly express their thoughts and bounce ideas off of one another to gain ideas about their writing. Writers want to express their views in the form of a story and for this, they make a story (Morley, 2007). Thus, a writers' workshop is a wonderful activity to enhance creative writing skills in students.

DISCUSSIONS

Creative writing is a tool to express one's idea creatively in the form of writing. Creative writing helps students draw upon their imagination and other creative processes which encourage them to write and in ultimate, develop their writing skills (Barbot et al., 2012). Some people enjoy writing and want to be famous out of their skills to move the pen. These people are known to the world as writers. Either it is a poem or a novel, the writer has to go deep into the imagination and write the unbelievable stories with the creative passion and describe it as if it is real. This is what is named creative writing. Creative writing has the potential in the academic discipline of the students as it guides them to achieve some information regarding the writing skill that even helps them in subject-wise skills (Holland, 2003). Creative writing also helps in academic writing. It assists students to develop writing in an established form of elaboration, in a creative way. I too have seen my students moving forward in their academic progress with the help of their progress in creative writing. I see their creative writing expressions even in their test papers which are counted entirely academic.

When the children are given freewriting, they develop their creative writing skills. They have to be taught to write sometimes in a quiet environment with a free mindset and sometimes in a group with collaboration as what action learning theory affirms. The action learning process is recognized by certain things like the engagement of the group in the task with enjoyment (Cropper et al., 2000). Action learning systematically carries the activities. There seems a throw of questions from the participants' side and they give different opinions in the interaction process. Action Learning also consists of the phase where the group of people concludes. The important thing is that this process teaches individuals to accept failure as a learning process. They are not afraid to be mistaken. The exciting thing is that action learning encourages cooperation among the people. The concept when arises is immediately taken into action and then the learning is developed from that action.

Students need to be given a feeling of writing contentment that comes out of creative writing. They have to get a platform where they understand the value of creative writing and the value of the immense satisfaction found in creative writing. I too got enlightened of the possibility of creative writing. Creative writing not only fits in school classrooms but also within teacher education programs as it can be a perspective to see how creative and expressive arts could be positioned in classroom pedagogy (Anae, 2014). Both teachers and students are benefitted from creative writing sessions. The implementation of the action plan that focused on enhancing the creative writing skills of the students even developed my skills of bringing creative arts into the classroom. The outcome was gained where the students were found developing their creative writing. At the same time, they were able to learn many things that are valuable in their life such as honoring others' ideas, contributing their ideas to the group and much more. The students gained the awareness that the writing tasks could also be interesting and that they have to have self-reliance for the enhancement of their creative writing. My reflection below indicates their enhancement in writing.

They were told to prepare the pages and the outer cover of their storybook according to the dummy book they have made. I asked them to feel like they are the writers and the illustrators themselves. They worked on their storybooks even in their free time in school.

The students created their poems wherever and whenever needed. The excerpt of my reflection demonstrates this: *They seemed so happy to recite their poems. They felt free to share what they had written.* The students kept their effort by bringing out the artifacts that would demonstrate their ability. During the research process and particularly when conducting the book-based activity, they were able to make a story necklace, a story flip chart, a story wheel and a story frame.



The students learned to honor the thoughts of one another as they learned to value cooperative learning. *We used to think that we know everything. We learned to take suggestions from others.* Their relationship with friends was stronger as they mostly worked together. The following excerpt that I gained during the interview shows how they worked cooperatively with each other.



We helped each other in every work we did. We thought of making our work nice. For this, I learned to take suggestions from friends. We worked with a good friendship.

The students started enjoying the writing classes and learned to seek the opportunity to write. The following is one of the students' answers during the interview when the question was asked if he will write again.

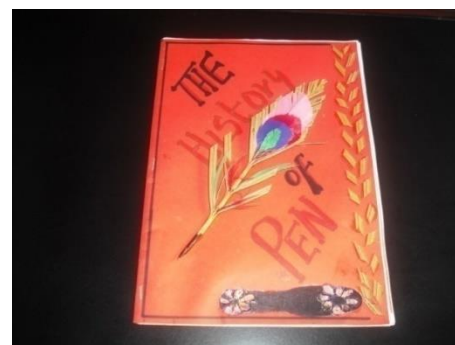
Yes, I will write again and again. When we were asked to share something in the assembly, we had to bring the poem from other books but now, I can create poems myself. So, I will write a poem to share in the assembly and if there is any program, I will recite my poem. I think I learned a great thing in my life.

The students' English language was improved. The way they used grammar and their word choice was far more improved.

Before: *Take outing the flower from the plant is not a good habit.*

After: *Plucking out the flower from the plant is not a good habit.*

Their writing speed was found to increase. They learned to accomplish their task on time. The students' confidence to present their outcomes in front of others was developed. *Once the books were ready, they read aloud their story to all their friends.* They developed a sense of responsibility.



CONCLUSION

The research has revealed the possibility to develop creative writing skills in students. Through Action Research, the ways have been put forward to develop creating skills in English language classroom. There is much influence of creative writing in students' learning. Creative writing is a way to increase learners' interest in writing. It develops students' way of thinking. Creative thinking can be a tool to navigate the contemporary world of work as it is one of the soft skills that the students require to articulate different strategies while doing work (Aboluwodi, 2018). My research agrees with Aboluwodi's idea about creative thinking which is associated with creative writing. Creative writing enhances the creative writing skills of students and this assists in their academic writing too. When students get an interest in creative writing, they apply that skill in their academic writing as well and this ultimately supports them in any kind of writing skills. Addressing my research question, what are the practical pedagogical challenges in helping students develop their creativity, the answer might be: the pedagogical challenges do appear in the class while teaching creative writing. The challenges are often associated with the students' interest, their learning abilities and their dispute in the matter of cooperation. These challenges can be overcome gradually over time but with a systematic plan. This research stands as the learning phase for all those challenges seen during the research.

Addressing the next question, how can the problem be addressed and students' creative writing skills be developed, the diagnostic stage of this research has helped capture the problem and the therapeutic stage has given the real experience of action plan implementation in the real field. In case of enhancing the creative

writing skills in students, the activities have to be chosen in such a way that they work as the task to develop their writing. When this is done with proper attention, the improvement in writing is obvious as creative writing is the best way to improve writing skills (Pawliczak, 2015). We can launch different activities to develop the creative writing skills of the students. These plans when systematically commenced at the action plan implementation phase works as the treatment for the existing problem and gradually bring improvement. The teacher can measure the progress of the students and can encourage students time and again. To tackle them all, several activities when instigated gives the solution for those entire pedagogical problems. Students' interests and teachers' regular effort are a must for getting the desired outcome. Finally, this research contributes to the ongoing discourse that EFL teachers possess the ability of developing the possible activities that enhance students' creative writing skills and that they can play the role of change makers by addressing the issues related to creative writing skills. The research attests that the creative writing skill is one of the wonderful skills that every child carries and this skill can be enhanced in English language class.

REFERENCES

- Aboluwodi, A. (2018). Deploying creative thinking to strengthen entrepreneurial capability among university students in Nigeria. *Journal of Education and Research*, 8(2), 93-108.
- Ahmed, A. (2008). *Ontological, epistemological and methodological assumptions: Qualitative versus quantitative*. Exeter: University of Exeter.
- Anae, N. (2014). Creative writing as freedom, education as exploration: creative writing as literary and visual arts pedagogy in the first year teacher-education experience. *Australian Journal of Teacher Education*, 39(8).
- Barbot, B., Tan, M., Randi, J., Donato, G.S., & Grigorenko, E.L. (2012). Essential skills for creative writing: integrating multiple domain-specific perspectives. *Thinking Skills and Creativity*, 7, 209-223.
- Beaney, M. (2005). *Imagination and creativity*. Milton Keynes: The Open University Press.
- Bekurs, D., & Santoli, S. (2004). *Writing is power: Critical thinking, creative writing, and portfolio assessment*. Tuscaloosa: University of South Alabama.
- Cropper, B., Dick, Donaldson, B. & Patty, C. (2000). *Learning from action*. Brisbane, Qld: Department of Education.
- Cummins, A. (2009). *Tell me a story: Effective use of creative writing assignments in college literature courses*. *Currents in Teaching and Learning*, 1(2), 42-49.
- Didion, J. (1968). *Slouching towards Bethlehem*. New York: Delta Book.
- Everett, M.C. (2013). Reflective journal writing and the first year experience. *International Journal of Teaching and Learning in Higher Education*, 25 (2), 213-222.
- Ferrace, E. (2000). *Action research*. Brown University.
- Forgeard, M., Kaufman, J. & Kaufman, S. (2013). *The psychology of creative writing*. New York: New York University.
- Freire, P. (1993). *Pedagogy of the oppressed*. London: Continuum.
- Freud, S. (1992). Chapter. Creative writers and daydreaming. In H. Adams (Ed) *Critical theory since Plato*. New York: Harcourt Brace Jovanovich College Publishers .
- Gifford, J. (2008). *Action learning: Principles and issues in practice*, Brighton: Institute for Employment Studies.
- Hesse, D. (2010). *The place of creative writing in composition studies*: University of Denver.
- Holland, S. (2003). *Creative writing: A good practice guide*. London: University of London.
- Kir, E. (2012). Diary keeping in English lessons: *Journal of New World Sciences Academy*, 7(4), 1082-1094.
- Lawson, T. (2004). *A conception of ontology*. Sidgwick: Cambridge.
- Loukia, N. (2006). *Teaching young learners through stories: the development of a handy parallel syllabus: The reading matrix*.
- Maley, A. (2012). Creative writing for students and teachers. *Humanizing language Teaching*, 2 (14).
- Marquardt, M., & Waddill, D. (2011). The power of learning in action learning. Chestnut Streetsuite: Routledge. Retrieved from website: <http://www.tandf.co.uk/journals>.
- Martinez, B. (2007). *A story-based approach to teaching English-A classroom experience*: Encuentro.
- Mason, J. (2002). *Qualitative research*. London: Sage publication.
- McNally, J. (2010). *Creative writer's survival guide*. Iowa City: University of Iowa Press.

- McNiff, J.& Whitehead, J. (2002). *Action research: principles and practice*. London: Routledge.
- Meijer, F. (2016). *Creative writing workshop critiques*. California: Grand valley State University.
- Morley, D. (2007). *The Cambridge introduction to creative writing*. Cambridge: Cambridge University Press.
- Pawliczak, J. (2005). *Creative writing as a best way to improve writing skills of students*. Lodz: University of Lodz.
- Taqil, H.A., Akbar, R.S., Al-Nouh, N.A., & Dashti, A.A. (2015). The effect of diary writing on EFL students' writing and language abilities. *British Journal of Education*, 3 (2), 75-91.
- Teaching Matters, Inc. (2010). *Writing matters*. New York: Citi Foundation.
- Tomar, B. (2014). Axiology in teacher education: implementation and challenges. *Journal of Research and Method in Education*, 4 (2), 51-54.
- Wiley, J. (2007). *Once upon a time: using story based activities to develop breakthrough communication skills*: San Francisco: Pfeiffer.
- Yang, J. (2011). *Story telling as a teaching method in ESL classrooms*. Kristianstad: Kristianstad University.
- Zinn, J. (2004). *Introduction to biographical research*. Canterbury: University of Canterbury.