Independent Project with Specialization in English Studies and Education

15 Credits, First Cycle

Creative writing and how it can support second language learners

Hur kreativt skrivande kan hjälpa elever som lär sig engelska som andraspråk

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Abstract

The current study investigates what recent research tells us as to how creative writing can support language learning in English as a second language (ESL) classrooms at the primary and secondary levels. The results show that teachers must implement a variety of approaches when structuring creative writing lessons to help reach the knowledge requirements in the syllabus for English. Furthermore, the presented studies establish that creative writing is an excellent method to develop writing skills and encourage pupils to write. This investigation also shows that implementing creative writing into ESL classrooms helped develop vocabulary, grammar, and imagination. Finally, it appears that confident pupils are more likely to enjoy a creative writing class and advance faster in their language learning.

Keywords: Creative writing, English as a second language, English as a foreign language, ESL and EFL classroom, primary school, secondary school, effects, experiences, and approaches.

1. Introduction

English is considered a world language and is a mandatory subject in Swedish schools. In the Swedish context, there are guidelines on what to teach in the syllabus but not which teaching methods to use, which creates many opportunities for Swedish teachers to be creative and choose teaching methods themselves to help develop pupils' language learning. In the Swedish National Curriculum, Skolverket (The National Agency for Education) states that teachers need to assure pupils the opportunity to develop their creativity and that pupils have to practice their ability to work with and write different types of text such as poems, stories, and songs (Skolverket, 2018). Furthermore, Skolverket states that teachers need to provide discussion, reading, and writing opportunities to help develop pupils' confidence in their language abilities. Additionally, Skolverket asks teachers to ensure pupils' education is coherent and create opportunities to be exposed to creativity, curiosity, and self-confidence to help them explore and develop their creativity and language abilities. Also, it is stated in the English syllabus that pupils should be allowed to develop a variety of communicative skills which can be used in different contexts. Writing is not easy for everyone, but it is still an essential skill to develop, and it can be beneficial for teachers to look for non-traditional strategies to encourage pupils to write and produce texts.

One important method that has been promoted in the Swedish context to meet the above needs is the use of creative writing. According to Tok and Kandemir (2014) creative writing can be defined as any type of writing outside of the scheme that imposes on everyday communicative uses. For Harper (2010), creative writing consists of two things: the activities that occur during creative writing and the results of the work that emerges from creative writing activities. As a rule, however, creative writing refers to pupils' activities, such as poems, scripts, story, or novels. These are what Harper (2010) refers to as artifactual names and emerge from the acts and actions of creative writing. Oral's (2014) definition of creative writing is somewhat similar way to Harper's (2010), stating that creative writing is when pupils put their ideas and feelings about a particular topic on paper by using their imagination.

Creative writing became popular in the 1960s and has been seen as a cornerstone of literacy education ever since, with many educators claiming that it carries many benefits for learning. For example, Murugiah (2013) argues that it allows pupils to use their imagination and creativity to describe their thoughts and ideas. Murugiah, moreover, confronts the view that

creative writing is a natural ability that cannot be taught, and proposes that the ability can be molded through consistent and practical lessons. According to Akther (2014), creative writing exposes routes toward constructing different types of texts and working with metaphors, fantasy, imagination, chaos, and order. In other words, creative writing is about aspiring writers or creating self-expression through fanfiction; as Akther defines it, "Creative writing is a form of writing that expresses feelings, thoughts or ideas in an imaginative way" (p. 1). Akther also claims that creative writing provides learners new ways to play with the language and that it enhances writing skills and helps pupils improve all their language skills. Additionally, Akther states that it is essential for pupils to get the opportunity to play with language through creative writing. Akther believes that the more they play with the language, the more they will learn about it, leading to pupils developing their confidence to play with the language and thus enhancing their language skills. Sternberg (2009) claims that creative writing can help to teach pupils how to behave creatively in their lives. Further, Eckhoff and Urbach (2008) argue that children's imagination and creativity are genuinely advanced. However, components of an educational environment can either help or stifle pupils' imaginative abilities. Additionally, Tok and Kandemir (2014) state that pupils can use their linguistic capabilities and reach other levels than they could in oral expressions through creative writing.

Creative writing can thus been seen as a potentially useful tool to use in the English language learning classroom that meets the demands of the Swedish curriculum. Therefore, it is worth investigating to what degree research supports the above claims in regard to its effectiveness for supporting ESL learning, and what conditions might affect this, as well as the degree to which students can be seen to be receptive to the approach.

2. Aim and Research Questions

In the following investigation, I will explore what research has shown in relation to how creative writing in an ESL classroom can support language learning. The aim of this investigation is to find articles that examine creative writing and its effect on language learning in ESL classrooms to help further my comprehension regarding how creative writing effects ESL language acquisition. I am going to address this by researching how different aspects of studies that have been conducted view creative writing and its effects on ESL classrooms.

 The research questions are as follows:
- How effective is creative writing for supporting ESL learning?
    - How is this affected by the teaching approach?
- How do pupils experience creative writing in ESL classrooms?

3. Method

This critical literature review is based on collected articles and studies. The purpose is to research how creative writing can support second language learning. The research data has been collected through the "Education Research Complete." "Education Resources Information Center" and "ERIC." These databases helped this investigation by providing articles and limiting the research. For example, the databases allowed me to limit the research geographically, by publication year, subject, publisher, and language. Furthermore, the databases allowed me to narrow it down to the requested type of publication, i.e., academic journals, conference papers, and reference papers. Also, you are provided with the option to limit your searches to peer review.

As a first step in the search process, I searched about common aspects of being a teacher in an English classroom and the connection to the Swedish educational system. As my research advanced, I primarily focused on research in relation to how creative writing in an ESL classroom can support language learning. The number of hits was initially quite high; however, by examining different keywords in sources that appeared to be relevant, I was able to narrow my searches, allowing them to be more focused to my research questions. With the method of using search limiters, a search with the terms "creative writing" and "EFL" or "ESL" generated a total of 254 hits. This provided my main bundle of sources that would turn out to be beneficial regarding my aim and research questions. There were results that were deemed relevant, however, I felt it was necessary to limit my search further to get some more applicable results. I narrowed my previous search by adding the term "effects" and then I got 155 hits. Lastly, I also put in the search term "primary school" and "secondary school" which returned nine hits and I were satisfied with the sources I had at my disposal.

Search words used: Creative writing, English as a second language ESL, English as a foreign language EFL, classroom, primary school, secondary school, effects.

3.1 Inclusion Criteria

I decided to include articles published between 2010 and 2021 to find and collect recent and relevant results in this research. Further, as I am studying to become a primary school teacher, I wanted to include sources focused on the age group. However, I also decided to include a

secondary school in my research. This research includes EFL and ESL studies; however, the author will use the collective term ESL during the writing process.

3.2 Exclusion Criteria

I decided to exclude sources with older participants such as college and university level, as I deemed there to be a possibility to harm the result of my research. Different countries have different school systems, affecting their age and grade, so I excluded participants older than 15, putting the pupils in grade 9. In addition, some sources targeted creative writing but focused on other languages than English as a second and foreign language that I decided to exclude from my research as I am trying to research how creative writing can support English language learners and not, for instance, Turkish or German.

Table 1.

Inclusion and Exclusion Criteria

Area of interest	Total number of references	Number of references used
The effects of creative writing in ESL and EFL classrooms	6	2
Pupil's experience of creative writing	2	1
Strategy and approach	2	2

4. Results

In the following section, I will show a variety of viewpoints that are relevant to my specific area of interest. Firstly, different aspects of studies I have deemed to be relevant to my research questions will be systematically presented. Second, these studies will be compared with each other. Lastly, the findings will be discussed and related back to the Swedish curriculum. The presentation of the studies will be structured according to three primary focal

points: the effectiveness of creative writing for ESL learning, different approaches to creative writing, and finally, pupils' experiences with creative writing.

4.1 Effectiveness of creative writing for ESL learning

A study by Tok and Kandemir (2014) examined the effects of using creative writing activities on Turkish pupils' achievements in writing skills, writing disposition, and their attitude towards English. In a pre-experiment, 31 seven-grade pupils (17 female and 14 male) participated in a pre and post-test design. The experiment lasted four weeks and the pre-test was distributed in two surveys. In order to measure pupils writing achievement, the researcher used a biography writing activity introduced and explained as a part of the pre-test. The researcher used a creative writing activity in the second week with a writing topic. In the third week, the researcher gave the pupils a picture of a man standing near a lake and two children staring at him behind the bushes. The pupils were expected to create a picture story with their imagination. In the fourth and last week, pupils were given four paragraphs, with each paragraph being an introduction to a story and their task was to continue the story from the introduction paragraph. This study discovered a difference between the pre and post-tests, although not that significant of a difference. The study results indicated that applying creative writing activities effectively increases pupils' writing achievement and positively affects their writing disposition. However, the results also showed a minor difference between the pre and post-test, where pupils' attitudes towards a creative writing activity did not change significantly.

Similary, Akther (2014) investigated the effectiveness of creative writing in language learning on Bangla and English language of instruction through both a questionnaire and classroom observations. The participants of this study participated in a quantitative and qualitative study that included 40 elementary pupils in different classes, ranging from first graders to fifth graders. The participants were equally divided into two languages of instruction, 20 pupils into a Bangla language instruction that were taught the National Curriculum of Bangladesh, and the remaining 20 pupils into an English language of instruction that was taught the International Curriculum. Both language of instructions involved the pupils practicing creative writing and the four language skills, writing, reading, speaking, and listening. The questionnaire findings indicated an overall positive effect of creative writing on for pupils regardless of language of instruction, with additional benefits related to the English language

of instruction approach. More specifically, the results from the English language of instruction classes, which were less constrictive and had a more open approach, showed how the structure of a creative writing lesson can affect student motivation. Teachers that used elicitations by asking different questions better helped their pupils to refresh their knowledge. Furthermore, the use of classroom elicitations helped introduce the topic on the board by generating keywords that supported pupils in their creative writing process. Additionally, this approach showed that some pupils were encouraged to write sentences without using the teacher's pre-generated keywords which also indicated that those pupils seemed to enjoy the classes the most and seemed to learn the most as they kept active asking questions, hence leading to further vocabulary development.

Thus, we can see from the studies presented here provide evidence that creative writing has a positive effect and can support language learning in ESL classrooms. Both Tok and Kandemir (2014) and Akther (2014) showed that creative writing supports language learning such as vocabulary learning and writing positions. Akther (2014) also showed that creative writing could affect pupils' motivation and increase writing interest.

4.2 Creative writing approaches

A number of studies look beyond overall effects and focus instead on how the actual approach to implementing creative writing tasks. influences the outcome. Nino and Paez (2018) explored creative writing strategies in a school located in Ibague, Colombia. Twenty-eight pupils, 16 girls and 12 boys aged 10-11 years old, with low average English proficiency experiences participated in the study. The procedure lasted for ten months, three times a week, for approximately four hours a week. The method used was action research with both qualitative and quantitative approaches. The qualitative approach was used to describe behaviors and reactions where pupils could express their preferences of literature and creative tasks and their opinions on post activities. The quantitative approach helped determine pupils' mistakes, how they feel about planning, and data to help conclude pupils writing progress. The procedure included two cycles; in the first cycle, field notes contributed to identifying issues in the planning, and some literature strategies were set to collect data. In the second cycle, more strategies were implemented concerning the positive impact on pupils' motivation and writing development. This was done with the help of surveys and interviews.

Their results indicated the importance of including pupils' opinions in the teachers' planning phase. All but one of the participants expressed their interest in poems, comics, and short stories about heroes, animals, and fiction. Most of the participants enjoyed reading fiction and disliked biographies and summaries. Further, pupils expressed that they wanted to develop their writing skills for academic purposes, and after applying writing strategies, their mistakes decreased as grammar, vocabulary, spelling, and punctuation seemed to be developed with the help of acrostics and calligrams. The strategies that made the most significant difference in pupils' language learning were posters and comic strips (Nino and Paez, 2018).

Murugiah (2013) conducted a study on using creative writing as an approach to improve pupils writing skills, especially their vocabulary and creativity in writing, with the help of a module. He used a qualitative interview and pre and post-test observation, including 36 Malaysian fifth formers, which translates to year 11. The module was designed with different steps which successively got more advanced with each step. The different steps included constructing sentences, creative phrases, and vocabulary exercises. The exercises were teacher-guided and group-based. The study lasted for four months, and each lesson lasted for two hours each week. The pre and post-test observations showed that the majority of the pupils improved their creative expressions in their compositions. Further, the pre-and post-observation showed that some pupils found it challenging to follow the module steps at the beginning of the procedure. Before getting used to the module, they made errors such as misspelling words and incorrectly using expressions and grammar phrases. The interview results indicated that pupils found it challenging to follow the module as the level of the different steps was too hard. Furthermore, the pupils expressed that the module included too many difficult words and it was difficult to follow at first, but as they progressed, they learned to use a dictionary to look up words and learn new expressions. Some participants expressed that they lacked confidence in using the newly learned words and phrases in their composition without guidance from a teacher. Also, pupils expressed that the module did not make it easier for them when different words were put together because, as phrases, they brought different meanings. However, when they finished all exercises, most of the participants stated that their experience with the creative writing module boosted their writing ability (Murugiah, 2013).

Guillén and Bermejo (2011) investigated how different approaches such as music and art, helps promote creativity among young learners. Three groups of Spanish ESL learners

participated in the creative writing project. The first group in year 2 aged 7-8, second group in year 1 aged 6-7 and the last group were in first, second and third year of their degree and their age ranged from 18 to 36. The study for the first group lasted for 6 months, the second group for two 45 minutes sessions and third group for an hour and a half. The study was divided into six different phases, first phase, the participants were invited to listen to music, imagine a character, draw it and then asked to describe it. The second phase, the participants were asked to express their emotions by moving freely to the music as they thought their character would move. In the third phase, the participants were encouraged to think of a setting and title for their story and created a list of words. In the fourth phase, the participants created a story map and integrated the information of the key incidents into the flow chart which consisted of six spaces that included the beginning of the story, the middle part of the story, and the ending of the story. In the fifth phase, the participants worked on their six paged books as they inserted each part of the story from the flow chart on each page of the book. They also got the opportunity to write a blurb on the back of the book. In the sixth phase, the participants were offered the opportunity to read their stories aloud and show their pictures.

The results indicated that it helped pupils to build on their story step by step as they had to reuse words they had written down from the start, hence prohibiting them to forget new words. Furthermore, the results showed that pupils developed their creativity, linguistic intelligence, and spatial intelligence, and reinforced their vocabulary. Additionally, the results showed that listening to music, dramatizing their characters, describing their character, writing down words, and working on their books showed how this approach to creative writing is effective for pupils as repetition and slow buildup were key, (Guillén and Bermejo (2011).

The Nino and Paez (2018) results indicated that pupils creative writing affects grammar, vocabulary, spelling and punctuation when applying creative writing in ESL classrooms. However, Murugiah (2013) found that the approach to creative writing matters; how one approaches creative writing can affect pupils' language acquisitions outcomes. For instance, introducing new subjects during creative writing lessons with elicitations was more effective than using traditional teaching methods. Furthermore, Akther (2014) showed that what was a crucial factor in pupils' writing was how teachers structured their lessons, which was indicated by the elicitations when introducing different creative writing topics. Additionally, Guillén and Bermejo (2011) provided further evidence that showed how you approach

creative writing matters as the results indicated that encouraging pupils to be more involved in their creativity and writing process helped develop their vocabulary, linguistic intelligence, and spatial intelligence. Furthermore, Akther (2014) and Nino and Paez (2018) both show that pupils' confidence effects pupils writing development, they showed that a more confident writer excelled during creative writing lessons and less confident writers relied more on their books and teachers.

4.3 Pupils' experiences of creative writing

Healey (2019) investigated pupils' experiences with creative writing in the ESL classroom. He wanted to know more about how children experience creative writing in the classroom. The participants were eight sixth-graders, four boys and four girls, aged 11-12. They were selected from a co-educational private Anglican school in Perth, Australia, and come from a language background other than English and follow the Western Australian Curriculum. The method used was an interpretative phenomenological analysis where Healey collected data from semi-structured interviews, which were primarily compromised of dialogue between the interviewer and the participants. Additionally, there were written lived experience (pupils' real-life experiences) descriptions and drawings to elicit further conversations. The interviews focused on the experience of writing narratives, and during the interviews, they received creative prompts that they had to address by planning and writing a story about the prompt. Each interview lasted for 30 minutes, and each participant was interviewed three times. The interviews were divided into three stages; In the first stage, the interviewer asked questions to explore and establish the participants' writing experience. In the second stage, he asked questions that focused on specific writing experiences based on the participant's narrative. In the third and last stage, the interviewer asked questions that focused and reflected on the meaning of their experience. Prior to this study, all participants had writing experience; more precisely, they had completed narrative writing. The result analysis generated themes drawn from the data and focused on participants' reflections, primarily in the third interview.

The results indicated that all participants experienced being someplace else during the writing process. It was like a mental space of ideas that seemed to separate them from reality, which gave the pupils a sense of watching events playing out in their minds and receiving ideas from elsewhere as words were flowing during the writing process. However, the participant's experiences differed in how they experienced creative writing, especially concerning schooled

writing. The pupils experienced a distance between the schooled writing and the writing world, suggesting adequate tension. Teachers cannot regulate pupils' emotions; hence schooled writing is treated by the task-ness semiotic of the activity compared to the writing world, which is treated by the agentive social semiotic of the activity. Their experience indicated that the participants' struggle between these two types of writing restricted their experience of words as writing tools. Furthermore, pupils seemed to feel held to a standard in the schooled writing because of their age and had to filter their ideas to match that standard and requirements to reach their aspired grade. However, there was a difference in how the participants experienced what they liked to call the "right way of writing," as more confident writers tended to possess a more sophisticated awareness of rules than less confident writers. For instance, a confident writer experienced coherence writing, while a less confident writer experienced the desire to apply correct punctuation (Healey, 2019).

5. Discussion

Thus, we can see from the studies conducted by Healey (2019), Tok and Kandemir (2014), Nino and Paez (2018), Akther (2014), and Murugiah (2013) that creative writing can be effective, but that this effectiveness depends on how one structures their creative writing lessons. For instance, Healey (2019) showed that approaching creative writing with this type of restricted writing, school writing, and the writing world, stifles pupils' language acquisition. Tok and Kandemir (2014) proved similar results as the procedure of the study showed that using creative writing activities effectively is a good approach to creative writing as pupils developed their writing disposition. Murugiah (2013) indicates that most of the pupils felt that the creative writing module boosted their writing ability. Nino and Paez (2018) showed how most of the pupils expressed that their experience with the creative writing activities was enjoyable and valuable for language learning. Akther (2014) found that the English language of instruction learners enjoyed the openness of creative writing lessons and appreciated the freedom that was trusted in them, which motivated them to write. Healey's (2019) results showed that the participants experienced difficulties when they were restricted to writing in a schooled writing way and the writing world. The struggle they experienced restricted their creative writing as it affected their experience of words as writing tools.

In the syllabus for English, Skolverket states that it is essential that the content of lessons is structured, so that language learning is the outcome, and that creativity is developed (Skolverket, 2018). Another concern that Skolverket presents is that strategies need to be involved in helping pupils' language learning. Furthermore, Skolverket ask teachers to ensure pupils' education creates opportunities to be exposed to creativity, curiosity, and self-confidence to help them explore and develop their creativity and language abilities. Additionally, teachers are to provide discussion, reading, and writing opportunities to help develop pupils' confidence in their language abilities. The results of the studies presented have a clear relevance to how teachers can work to meet Skolverkets demands. For instance, Akther's (2014) findings provided evidence of the importance of teaching approaches as pupils benefited from how teachers structured their creative writing lessons with different elicitations to gain interest and develop their writing. Furthermore, Tok and Kandemir (2014) provided further evidence of the importance of teaching approaches as different activities help target pupils that are less motivated, engaged, and interested. Guillén and Bermejo (2011) agree with previous authors as their findings indicated that taking advantage of music and

dramatizing is a good strategy to give pupils an honest opportunity to be exposed to creativity and help develop their writing. Furthermore, Healey (2019) elaborates on the importance of presenting opportunities to pupils for language learning and not restricting their writing to schooled writing and the writing world. This is something Skolverket (2018) states is important as every pupil is different and therefore teachers need to have different approaches in their lesson planning to get everyone, both advanced and less advanced pupils as involved as possible. Akther's (2014) findings strengthened the claim that by generating keywords on the whiteboard the teacher supported pupils in their creative writing by using another strategy to reach out to less advanced pupils. This is something Skolverket (2018) demands of Swedish teachers, that they create opportunities and strategies for pupils to develop their confidence and writing. Furthermore, Nino and Paez's (2018) and Murugiah's (2013) findings are in alignment with Skolverkets's (2018) demands on strategies as they showed that after the teachers applied different strategies the pupils expressed that their mistakes decreased as their grammar, vocabulary, spelling, and punctuation developed. Additionally, Nino and Paez (2018) also showed that using comic strips and posters caught pupils' curiosity which is one of Skolverkets (2018) demands. Skolverket's (2018) confidence demands directly targeted Murugiah's (2013) as results showed that the importance of teachers' support and variation in their teaching is key to helping boost pupils' confidence and writing ability. Healey (2019) elaborates on the importance of being a confident writer as results showed that a confident writer experienced coherence in their writing meanwhile a less confident writer experienced the desire to focus on applying correct punctuation.

Therefore, based on the findings presented, creative writing appears to provide an excellent method for ESL teachers to use in their lesson planning. By implementing creative writing activities, pupils will be encouraged to write, feel motivated, and boost self-confidence. Most of the participants in Murugiah's (2013) study indicated when sharing their experiences and expressing that boosting their confidence helps their writing ability. At the same time, the above studies also indicate that the way teachers approach creative writing is essential to capturing pupils' interest and helping them to improve their language learning. If a teacher continuously uses the same methods, pupils will lose interest in the topic and subject, reducing their language learning. Hence, I believe that doing different elicitations and having a variety when teaching is essential for pupils' language learning as it helps gain their attention and interest to keep them alert and motivated. Introducing new topics with eliciting

and variety in your activities supports language learning (Murugiah 2013 and Nino and Paez (2018).

Furthermore, Healey (2019) suggests that we need to be careful how we nurture pupils' language learning and that putting too much pressure and rules on their writing can have a negative effect on their attitude and confidence towards writing. Eckhoff and Urbach (2008) agree with Healey (2019) as they argue that children's imagination and creativity can stifle their development. Therefore, there needs to be a balance when teaching; teachers need to consider the age and level of proficiency the pupils possess and not only think of the rules of the language. Sometimes writing for the sake of writing could be more important for pupils than the outcome of different tasks and keeping age-appropriate standards. Especially when we speak of creative writing as pupils expressed that they felt being in a mental space of ideas that separated them from reality which gave them a sense of watching events playing out in their minds and receiving ideas which helped words flow as they were writing, (Healey, 2019). This is supported by Sternberg (2009) as he claims that creative writing can help teach pupils how to behave creatively in their lives which Healey (2019) points out helps pupils writing. Encouraging pupils to write freely and independently can be more enjoyable and valuable to language learning, (Nino and Paez, 2018). Creative writing can support language learning in ESL classrooms. Pupils learned grammar, vocabulary, phonology, writing discourse, and disposition.

6. Conclusion

I wanted to investigate and know more about how creative writing could support language learning in ESL classrooms. Based on the findings presented, I believe that applying creative writing can support and benefit ESL learners if taught with enthusiasm and variation. Akther (2014) found that using elicitations structuring lessons and introducing topics when teaching creative writing helps improve language learning. Furthermore, numerous studies showed that self-confidence is an important factor to help develop pupils writing skills (Akther 2014, Healey 2019, and Murugiah 2013). The research of both Healey (2019) and Nino and Paez (2018) found that most participants who enjoyed creative writing found it easier to learn and develop their writing skills. Additionally, Guillén and Bermejo (2011) found that working slowly step by step with repetitive vocabulary is important to help develop creative writing. The presented studies agreed that creative writing supports language learning and that pupils learn grammar, vocabulary, phonology, writing discourse, and disposition (Murugiah 2013, Tok and Kandemir 2014, Akther 2014, Nino and Paez 2018, Guillén and Bermejo (2011) and Healey 2019). However, Healey (2019) argued that schooled writing could affect pupils' writing skills and confidence. Therefore, it is essential to be careful about teaching creative writing in ESL classrooms to avoid stifling language learning.

The limitations of the research in this study are that some of the studies included are carried out with a few participants. Additionally, one study included different grades, 1-5, but did not separate or structure the results to show if it impacted the final results. Furthermore, all of the studies that addressed the outcome of creative writing came from countries located far away from Sweden and do not have a similar educational system. There is no doubt that creative writing supports language learning; however, I would like to find articles that have carried out research closer to a Swedish education system to know how creative writing could impact Swedish ESL classrooms. The importance of how teachers approach teaching creative writing was recurrent when researching how creative writing can support language learning in ESL classrooms. Therefore, a possible future research project that could be of interest to conduct when writing my forthcoming degree paper could be how creative writing supports language learning for ESL pupils in Sweden? How do Swedish ESL teachers approach creative writing?

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